

Institutional Self Evaluation Report

Self-Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Submitted by:



CARRINGTON
COLLEGE®
CALIFORNIA

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December 2012

Certification of the Institutional Self Study Report

To: Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges

From:

Jeff Akens, President

Carrington College California
7801 Folsom Blvd., Suite 210
Sacramento, CA 95826

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signature: _____



Jeff Akens, President

Date: December 21, 2012

To: Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges

From:

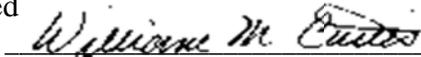
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This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self-evaluation process.

Signed



William Curtis, Chairperson, Governing Board



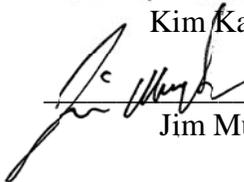
Danika Bowen, Senior Director, Academic Affairs & Accreditation Liaison
and Standard II Chair



Jeff Akens, President and Standard IV Chair



Kim Kane, Senior Director, Student Finance and Standard I Chair



Jim Murphy, Senior Director, Operations and Standard III Chair

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Compliance with Eligibility Requirements

1. Authority

Carrington College California is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC). WASC is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The College has been ACCJC/WASC accredited since June 2001. This information is published in handbooks, publications, and the College catalog. In accordance with California Education Code (Title 3, Division 10, Part 59, Chapter 8, Private Postsecondary Institutions, Article 4, Exemptions), Carrington College California is exempt from the California state approval process due to ACCJC/WASC accreditation.

2. Mission

The mission of Carrington College California clearly defines an institution of higher education and the constituency it seeks to serve. The Governing Board, the Executive Council, and the College community approved the mission statement. The Mission Statement is found in the College Catalog, the Student Handbook, and various other College publications.

3. Governing Board

The College has a five-member governing board, which serves as an independent policy-making body. The Board meets regularly to consider major policy and program direction at the College and it approves all major faculty and administrative appointments. The majority of the Board members have no employment, family, or personal financial interest in the College.

4. Chief Executive Officer

The President of Carrington College California is approved and evaluated by the Governing Board and holds primary responsibilities to the College and its success. The President also chairs the Executive Council, which has representation from all senior leaders.

5. Administrative Capacity

As of November 1, 2011 the College has 300 full-time and 30 part-time administrative and management staff members. Based on Fall 2011 IPEDS Unduplicated Enrollment data, there were a total of 4,657 students enrolled. The College believes it is well staffed by capable and qualified individuals who provide the administrative services necessary to support the College mission and goals.

6. Operational Status

Fall 2012 enrollment is approximately 4,299 students. All students are enrolled in programs that can lead to the Associate of Science degree. The College also offers several certificate programs in various fields of study.

7. Degrees

All of the educational programs offered by the College may lead to the Associate of Science degree. Certificate programs offer the option of a degree completion program. All programs are described in the College Catalog.

8. Educational Programs

The educational programs offered by the College are consistent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. All certificate programs are at least one academic year in length. Associate degree programs are at least two academic years in length.

9. Academic Credit

The College complies with the clock to credit hour requirements generally accepted in degree-granting institutions of higher education. Students spend a minimum of 15 hours in lecture classes, 30 hours in lecture and application classes, and 45 hours in laboratory, clinical classes, or externship to earn one semester credit hour.

10. Student Learning Achievement

The College defines and publishes for each program the expected student learning and achievement outcomes in the College Catalog, course outlines and course syllabus materials. The College conducts regular and systematic assessment to ensure that students who complete programs are achieving these outcomes.

11. General Education

General education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. The General education courses include demonstration of competence in writing, computational skills, and an introduction to the major areas of knowledge. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

Educational institutions exist to transmit knowledge, to contribute to the development of students and to advance the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The faculty at Carrington College California recognizes the special responsibilities placed on them. To this end, they devote their energy to developing and improving their teaching and professional competence with a commitment to intellectual honesty. In the exchange of criticism and ideas, they show due respect for the opinions of others. The faculty of Carrington College California, above all, seeks to be effective teachers. Although they observe the stated regulations of the institution and design their lectures, labs and other class presentations to conform to institutionally approved curricula, they are given flexibility in presenting the subject matter of their course in a manner which will challenge and maintain the interest of the students. In the spirit of academic freedom, they always maintain the right, without fear of retribution or

reprisal, to question and seek changes to improve the quality of education. The College publishes a statement of academic freedom, which is available in the College Catalog.

13. Faculty

Carrington College California has a substantial core of full-time faculty and part-time faculty serving its full-time students. The majority of faculty has full-time responsibility to the institution and is qualified by training and experience to provide quality training and support to the educational programs. The name, title, and degree for all faculty are listed in the College Catalog. The role and responsibilities of all faculty members are listed on job descriptions and include development and review of curriculum as well as assessment of student learning. Additionally, faculty is provided with continuing education through online providers and in-services to enhance their pursuit of being life-long learners.

14. Student Services

Carrington College California provides appropriate student services that support student learning and development within the context of the institutional mission.

The purpose of Carrington College California is to provide opportunities for critical thinking, vocational training, social development, and the learning experience. The College is responsive to the needs of the community in which it exists and for which it provides a source of well-trained professionals. To implement its philosophical commitments, the College provides services in the following areas:

- Student Success Center
- Admissions testing and guidance
- Basic skills education and tutoring
- Graduate employment assistance
- Financial Assistance and Financial Aid
- Financial Literacy Coaches
- Referral to outreach services and counseling services
- Student records
- Student academic advising

15. Admissions

The College has published admission policies and procedures consistent with its mission and legal guidelines. All admission requirements are stated in the College Catalog or program information publications. The College practices fair and equitable admissions practices and procedures.

16. Information and Learning Resources

The College provides students with reference materials, Internet resources, periodicals, videos, newspapers, computers, copy machines, as well as a vast assortment of in-class learning resources which support the various programs offered by the College. Library services are available for all program sessions, and trained staff is available to assist students with research and resources. The

College has established a sufficient budget to provide continued support to the learning resources on each campus.

17. Financial Resources

The College has sufficient financial resources and a sound funding base to support its mission and educational programs. The College follows generally accepted accounting principles and good internal control procedures which ensure financial stability.

18. Financial Accountability

The College is audited on an annual basis by an independent accounting firm. The institution reports to the Department of Education all audit findings. Appropriate executive administrators and Board members review the Management Letters that are received from the accounting firms that have performed the audit. Based on their findings, policies and procedures are enhanced and communicated to the appropriate departments. The College will provide a copy of the current budget and a copy of the current audited financial statement as requested by the Accrediting Commission of Community and Junior Colleges.

19. Institutional Planning and Evaluation

The institution engages in systematic evaluation of how well and in what ways the Institutional Effectiveness Plan accomplishes its purposes and educational outcomes. The College's Planning Summary and Institutional Master Plan provide evidence of this eligibility requirement.

20. Public Information

The College publishes accurate and current information regarding its name, addresses, telephone numbers and website. Information including the College mission, purpose, learning objectives, statement on academic freedom and admissions requirements are published in the College Catalog and in a variety of handbooks.

Students are presented with information regarding admissions requirements, procedures, rules and regulations that directly affect them. Program schedules, degrees offered, cost and refund policies as well as grievance procedures and academic policies are published in the College Catalog.

21. Integrity in Relations with the Accrediting Commission

The Executive Council and the Governing Board provide assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The President of Carrington College California is responsible for the overall quality, integrity and sound operation of the College. The President provides assurance that the College communicates any changes in its accredited status to the Commission. The President also agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Abstract of the Standards

Institutional Mission and Effectiveness

Robust institutional dialogue drives Carrington College California's Strategic Planning process and guides the mission statement review. Committees involved in Strategic Planning are inclusive of staff, faculty, and administration. The College's institutional commitment is demonstrated by the systematic cycle of program review processes to ensure a commitment to improving student learning. Evaluation, planning, and improvement are accomplished through a continuous cycle of assessment, evaluation, integrated planning, implementation, and re-evaluation to improve the effectiveness by which the mission is accomplished.

Student Learning Programs and Services

Carrington College California's commitment to meeting the diverse needs and learning styles of its students is evidenced by the development, assessment, analysis, and evaluation of Student and Institutional Learning Outcomes for all programs, courses, and services. This commitment is also evidenced by the educational support that the College offers to online or campus students. Evaluation, planning, and improvement are vital components of the College's Program Review. Dialogue is the foundation for each element of the institution's evaluation, planning, and improvement processes to enhance student learning.

Resources

Carrington College California relies on its shared governance structure in the human resources, physical resources, technological resources, and financial resources areas to maintain focus on the College's mission statement and to enhance student learning through the Institutional Student Outcomes.

The College's institutional commitments and integrity are evidenced in both facilities and staff. The continuous focus on ensuring a safe and healthy environment for all stakeholders is apparent with regular safety checks, the appointment of Incident Commanders, and compliance with the Americans with Disabilities Act and OSHA requirements at each campus.

Program Review is the College's primary evaluation and planning tool for all student and educational resources. These planning documents are based on assessment of needs and support of student programs and services. Using the Program Review data, the Executive Council and its sub-committees then create the Strategic Plan that includes short and long-range plans for upgrades or replacement of its physical resources.

Leadership and Governance

Carrington College California's organization and management style is one of inclusion and collaboration. The organization is overseen by the College's Governing Board, Executive Council, and Executive Council sub-committees.

To ensure that all contractual agreements are consistent with the mission and goals of the institution, the Executive Council and the Governing Board make all final decisions that result in contractual agreements.

DeVry Inc. supports the institution by providing negotiating services, contract legal review, and real estate services. The DeVry Inc. Purchasing Department provides negotiating and contract services for such global areas (e.g., classroom supplies, office supplies, student uniforms, textbooks, employee health plans, and travel arrangements). These contracts are negotiated on behalf of multiple DeVry institutions.

Institutional integrity is sustained through the shared governance planning process. Stakeholders from all campuses are involved and include students, faculty, staff, Campus Management Teams, the Faculty Council, Educational Management Teams, the Education Committee, the Executive Council and the Governing Board.

Organization of the Self-Evaluation

Western Career College, renamed Carrington College California on June 30, 2010, received initial ACCJC/WASC accreditation in June 2001. A Mid-Term Report was submitted in March 2003, and organization for reaccreditation started in March 2005.

On March 23, 2005 Dr. Deborah G. Blue and Dr. Jack Pond from the ACCJC offices visited Western Career College to do a re-accreditation presentation to the Self-Study Steering Committee. From that date, the Self-Study process was launched.

The College used its Executive Council and Committee structure as the foundation for the Steering Committee, and to chair each standard committee. The Executive Council and Committees represent all aspects of the College, and have representation on each campus. For this reason, the Self-Evaluation teams represent all campus activities and the participation of all campuses and a wide variety of faculty and staff. Faculty and staff across all campuses of the College participate in a number of campus committees, who are represented through committees on the College Executive Council.

The following is a list of the membership of the Self-Evaluation Steering Committee and the Self-Evaluation Standard Chairs and Committee members.

The Steering Committee:

Jeff Akens, President

Danika Bowen, Senior Director, Academic Affairs & Accreditation Liaison (Steering Committee Chair)

Stacey Hisey, Director, Human Resources

Catalin Gaitanaru, Manager, Information Technology

Jim Murphy, Senior Director, Operations

Joy Silva, Dean, Career Services

Kim Kane, Senior Director, Student Finance

Mitch Charles, Senior Director, Enrollment Services

Self-Study Subcommittee Members

Standard I: Institutional Mission and Effectiveness

Kim Kane, Chair, Senior Director, Student Finance
Joy Silva, Dean of Career Services
Jim Murphy, Senior Director, Operations and Outcomes
Bertha Santisteven, Academic Administrative Coordinator
Kim Pablo, Dean of Academic Operations
Peter Daly, Dean of Institutional Effectiveness and Assessment
Sally Becker, Dean of Curriculum

Standard II: Student Learning Programs and Services

Danika Bowen, Chair, Senior Director, Academic Affairs & Accreditation Liaison
Peter Daly, Dean of Institutional Effectiveness and Assessment
Debbie Oberlander, Dean of Accreditation and Compliance
Kim Pablo, Dean of Academic Operations
Sally Becker, Dean of Curriculum
Darlla Roesler, Assistant Dean of Nursing
Barry Vroeginday, Director, Technical Programs
Christina Washington, Faculty Manager
Bertha Santistevan, Academic Administrative Coordinator
Hieu Nguyen, Faculty Manager
Kirsten Klinghammer, Librarian
Jaime Larson, Program Director, Veterinary Technology, Stockton
Alisa Avelar, Faculty Manager
Brittany Adkins, Registrar
Kim Pablo, Dean of Academic Operations
Kendall Stoll, Librarian
Belal Kaifi, Program Director General Education
Ben Bunting, Instructor, General Education

Standard III: Resources

Jim Murphy, Chair, Senior Director, Operations and Outcomes
Catalin Gaitanaru, IT Manager
Stacey Hisey, Director of Human Resources
Bobby Granger, Regional Director of High School Enrollment Services
Kim Kane, Senior Director, Student Finance
Peter Daly, Dean of Institutional Effectiveness and Assessment
Dan Krebs, Director of Student Finance
Kimberly Dulaney, Director, Student Finance, San Leandro
Courtney Payton, Program Director, Massage Therapy, Sacramento
Anna Meli-Sandoval, Director, Enrollment Services, Stockton

Standard IV: Leadership and Governance

Jeff Akens, Chair, President, Committee Chairperson
Jamie Larson, Faculty Council Chairperson, Program Director, Veterinary Technology, Stockton
Mitch Charles, Senior Director of Enrollment Services
Ann Wallis, Dental Hygiene Instructor, Sacramento
Tiffany Stafford, Career Services Advisor, Sacramento
Aimi Baldrige, Medical Assisting Instructor, Citrus Heights
Amy Mowrer, Enrollment Services Rep., Master, Citrus Heights
Jim Craig, Dean of Academics, San Jose
Patricia Channell, Dean of Academics, San Leandro

Background

Carrington College California (CCC), formerly Western Career College (WCC), was founded in 1967 as Northwest College of Medical Assistants and Dental Assistants. The College was established to meet the education and skills training needs of the local health care community, laying the foundation for what was to become Western Career College 16 years later.

In 1969, the College was purchased and changed its name to Western College of Allied Health Careers – A Bryman School. The Education Corporation of America (EdCOA, Inc.) purchased the College in 1983 and changed its name to Western Career College. In 1986, Western Career College opened a second campus in the Bayfair Mall in San Leandro, CA. The third campus opened in 1997 in Pleasant Hill, CA.

The College earned ACCJC/WASC accreditation in June 2001. ACCJC/WASC approved a change of ownership in January 2003. In February 2004, the purchase of the college by U.S. Education Corporation (USEC) was finalized. After submitting a substantive change report to ACCJC/WASC, the College opened two additional campuses: one in Citrus Heights, CA and one in Stockton, CA.

The College expanded in August 2005 by merging the operations and programs of Silicon Valley College (SVC) with Western Career College. Silicon Valley College was owned by U.S. Education Corporation and was nationally accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCCT). This merger expanded college locations to Antioch, CA (originally in Walnut Creek), Emeryville, CA, and San Jose, CA. The Fremont, CA location of Silicon Valley College was merged with the Western Career College San Jose, CA location shortly after the college merger due to market conditions, lease terms, and overlap of like programs.

The ACCJC/WASC re-accreditation process was completed in March 2007, and accreditation was reaffirmed in June 2008 after Western Career College was removed from warning status. On September 15, 2008, the ACCJC Committee on Substantive Change approved the request for change of ownership of the College's parent corporation, U.S. Education Corporation, to DeVry Inc. This transaction was subsequently finalized on September 18, 2008.

On June 2, 2009, the ACCJC Committee on Substantive Change approved a new campus location in Pomona, CA and the offering of four programs through online delivery. In December 2009, the College received approval through the Substantive Change process for two new campus-based programs: Physical Therapist Assistant and Fitness Training.

The College received approval for the change of the college name from Western Career College to Carrington College California as well as changes to the college mission statement on January 29, 2010. The College implemented the new name on June 30, 2010. #

Carrington College California Locations

Antioch

2157 Country Hills Dr.
Antioch, CA 94509
Phone: 925 522 7777
Fax: 925 755 0079

San Jose

6201 San Ignacio Ave.
San Jose, CA 95119
Phone: 408 960-0162
Fax: 408 360 0848

Citrus Heights

7301 Greenback Ln., Ste. A
Citrus Heights, CA 95621
Phone: 916 722 8200
Fax: 916 722 6883

San Leandro

15555 East 14th St., Ste. 500
San Leandro, CA 94578
Phone: 510 276 3888
Fax: 510 276 3653

Emeryville

6001 Shellmound St., Ste. 145
Emeryville, CA 94608
Phone: 510 420 5400
Fax: 510 601 0793

Stockton

1313 West Robinhood Drive, Suite B
Stockton, CA 95207
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Fax: 209 956 1244

Pleasant Hill

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Pleasant Hill, CA 94523
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Fax: 925 609 6666

Carrington College California Home Office

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Pomona

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Fax: 909 868 5888

Sacramento

8909 Folsom Blvd.
Sacramento, CA 95826
Phone: 916 361 1660
Fax: 916 361 6666

History of the Institution

College History Time-Line

The following time-line is presented to give the reader a “quick look” at the history and recent events at the College.

Date	Event
1967	Institution is founded as Northwest College of Medical Assistants and Dental Assistants.
1969	Northwest College is sold (unrelated owner) and changes name to Western College of Allied Health Careers - Bryman School.
1983	Institution is purchased by Education Corporation of America (EdCOA, Inc.) and name is changed to Western Career College (WCC). (EdCOA, Inc., owned by the Nathanson family)
6.2001	Western Career College receives initial accreditation from ACCJC/WASC.
7.2002	Greg Nathanson is appointed President of Western Career College.
1.08.03	ACCJC accepts Interim Report.
1.17.03	ACCJC approves Western Career College Change of Ownership. EdCOA, Inc. <i>dba</i> Western Career College is purchased by U.S. Education Corporation (USEC).
12.18.03	ACCJC approves Western Career College Substantive Change Report to open new campuses in Stockton and Citrus Heights.
6.09.04	ACCJC accepts Focused Midterm Report.
9.27.04	ACCJC approves Substantive Change Report to deliver online general education courses for degree completion.
1.02.05	WCC corporate office moves to 7801 Folsom Blvd. Suite 210 Sacramento, CA.
4.11.05	Western Career College Stockton campus opens.
6.13.05	Western Career College Citrus Heights campus opens.
8.29.05	ACCJC approves WCC’s Substantive Change Report (SCR) to merge operations of Silicon Valley College with WCC and transfer assets. ACCJC also approves change to WCC mission statement to incorporate expanded service areas and scope of educational programs.
1.25.07	Western Career College submits Self-Study Report for institutional accreditation renewal.
3.2007	Western Career College hosts WASC site visit for accreditation renewal.
10.1.07	Jeff Akens is appointed President of Western Career College.
3.15.08	Western Career College submits Progress Report.
4.30.08	Western Career College hosts WASC site visit.
6.2008	ACCJC Commission Meeting – WCC is removed from Warning. Accreditation is

	renewed.
8.1.08	WCC submits SCR requesting a change of ownership by selling stock of the parent corporation, U.S. Education Corporation, to DeVry Inc.
9.15.08	ACCJC approves SCR to change ownership by selling stock of parent corporation, U.S. Education Corporation, to DeVry Inc.
3.2.09	ACCJC's Vice President, Dr. Susan Clifford, conducts a site visit at WCC for a change in ownership
x.09	WCC submits SCR requesting approval to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
6.2.09	ACCJC approves SCR to open the Pomona campus with Respiratory Therapy, Vocational Nursing, and Veterinary Technology programs.
6.2.09	ACCJC approves SCR to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
9.21.09	WCC submits SCR requesting a change of College name and mission.
10.20.09	ACCJC defers WCC's proposal to change college name/mission to the January 2010 Commission meeting.
10.29.09	WCC responds to notification of deferral for SCR requesting a change of College name/mission.
12.15.09	ACCJC approves SCR to offer Physical Therapist Assistant and Fitness Training programs.
1.29.10	ACCJC approves change of College name and mission. The changes are implemented effective 6/30/10.
2.12.10	WCC submits SCR requesting addition of seven new programs online (i.e., General Studies, Business, Accounting, Sales and Marketing, Paralegal Studies, Renewable Energy, and Computer Technology). ACCJC requests that each be submitted as individual proposals.
3.15.10	WCC submits Midterm Report to ACCJC.
3.26.10	WCC submits SCR requesting addition of Business programs and General Studies programs fully online.
3.31.10	WCC submits three SCRs to add Paralegal Studies, Renewable Energy and Computer Technology programs fully online.
4.5.10	WCC submits SCR to add new campus locations in Long Beach, CA and Oxnard, CA.
5.3.10	ACCJC approves General Studies and General Business online programs.
6.30.10	ACCJC accepts the Midterm Report submitted March 15, 2010. Next comprehensive evaluation of the College is scheduled for Spring 2013.
7.19.10	ACCJC approved Carrington College California's (CCC) SCR for new online programs in: Computer Technology, Renewable Energy and Paralegal Studies.

	Approval of new campus locations in Oxnard, CA and Long Beach, CA is deferred pending more information and evidence that sites meet Accreditation Standards.
8.2.10	CCC submits additional information requested for the proposed Long Beach and Oxnard campus sites.
9.7.10	Via email, ACCJC approves the Oxnard and Long Beach campuses. Official letter received 9/29/10.
9.20.10	CCC notifies ACCJC of Program Name Change: Health Information Technology to be changed to Medical Billing and Coding.
12.17.10	CCC submits notification regarding appointment of Dr. Bowen - Director of Academic Affairs and Accreditation Liaison.
1.21.11	CCC submits two SCRs to add an online Veterinary Assisting Certificate program and online Veterinary Technology Associate of Science program.
1.26.11	ACCJC Directory Report Update.
3.29.11	ACCJC defers SCRs to offer online Veterinary Assisting and Veterinary Technology programs.
10.5.11	CCC submits notification regarding Business and Accounting hybrid programs.
10.11.11	CCC submits notification regarding on-site Computer Networking program.
11.30.11	ACCJC denies SCRs for Veterinary Technology and Veterinary Assisting programs.
1.13.12	ACCJC confirms 3/4/13 site visit.
2.2.12	ACCJC Directory Report Update.
2.14.12	ACCJC requests a report regarding CCC being restricted from offering Cal Grants.
3.5.12	ACCJC is satisfied with CCC letter addressing cohort default rates.
3.23.12	ACCJC denies SCRs for Veterinary Technology Associate of Science program and Computer Networking Associate of Science program.
4.5.12	ACCJC requests Institutional Report regarding Status of SLO and Assessment of Learning.
6.1.12	CCC submits Special Report to ACCJC.
10.12.12	CCC submits notification regarding intention, with approval from ACCJC/WASC, to move Vocational Nursing program to Antioch campus.

Moving Forward

Carrington College California is focused on continuous improvement and the infusion of new and exciting resources for our students and faculty. The College has created a robust faculty training plan while securing targeted improvement mechanisms for our existing faculty. The goal of the Continuing Education Faculty Development Program is to ensure that the training occurs in MaxKnowledge/Center for Excellence in Education online courses, along with all training activities occurring within the institution, translates into enhanced instructor performance in the classroom. At the heart of the program is the MaxKnowledge/Center for Excellence in Education online courses, which address such areas as instructional planning and delivery, teaching methodologies, interactive learning, classroom management, adult learning styles, and student retention. Courses are facilitated by expert trainers and are asynchronous, allowing participants to complete them on their own schedules. Also, all online instructors must pass an online faculty training course, prior to teaching a course, whereby they demonstrate knowledge of the platform as well as appropriate tone and instruction for online courses.

In addition, the campuses have trained mentors that assist new faculty and those with an identified area of need. The College has also implemented structured in-services at each campus whereby the Dean of Academic Affairs, Program Directors, and faculty all participate in improvement-oriented exercises to improve engagement and knowledge in the classroom. Moving forward, the College plans to expand in the areas of new and continuing faculty training, continuing to elevate this critical area.

Carrington College California continues to update its curriculum, and data-driven improvements are in progress to improve the student experience. The College has a strong Program and Services Review process and continuous improvement is at the core. Our programs are revised every three years and discussion is taking place as to whether or not a two-year program review process would benefit the College. Carrington College California is proud that relevant, engaging material is provided to our students, preparing them when they enter the workforce.

Carrington College California has carefully ensured that the College's resources are in place prior to implementing any growth initiative. Plans for future growth initiatives previously submitted to ACCJC/WASC have been modified and delayed. The College has added new campus locations cautiously. One new location has been added in the past seven years. The College has gradually added online programs and has been diligent about expanding these programs in relationship to the online student enrollment. Still, the need for the College's programs continues to be strong in California and the College plans to continue to grow to meet these needs.

In September 2010, Carrington College California obtained approval to open two additional campus locations in the Oxnard and Long Beach areas of Southern California. The College has not yet opened these locations and is still considering appropriate timelines for each, potentially sometime in 2013 – 2015. The College will reassess if the needs have changed in these areas since the original approval. Programs offered at these locations may be reconsidered if their needs have changed. Carrington College California will work with ACCJC/WASC if re-approvals are needed. The College plans to continue to expand with other new locations in California in future years, with potentially 1-2 additional locations in 2014 – 2018.

The College also regularly considers new programs for existing locations and online. New programs in the healthcare, business, legal, and technical fields are being considered; however, assessment of these programs is still underway with no firm decisions yet made. The College will continue to grow with new locations and new programs in a controlled, well-thought out manner, ensuring that resources are in place and that student needs are met. The College also continually assesses all existing programs and notifies WASC when specific programs are being suspended or eliminated from the offerings.

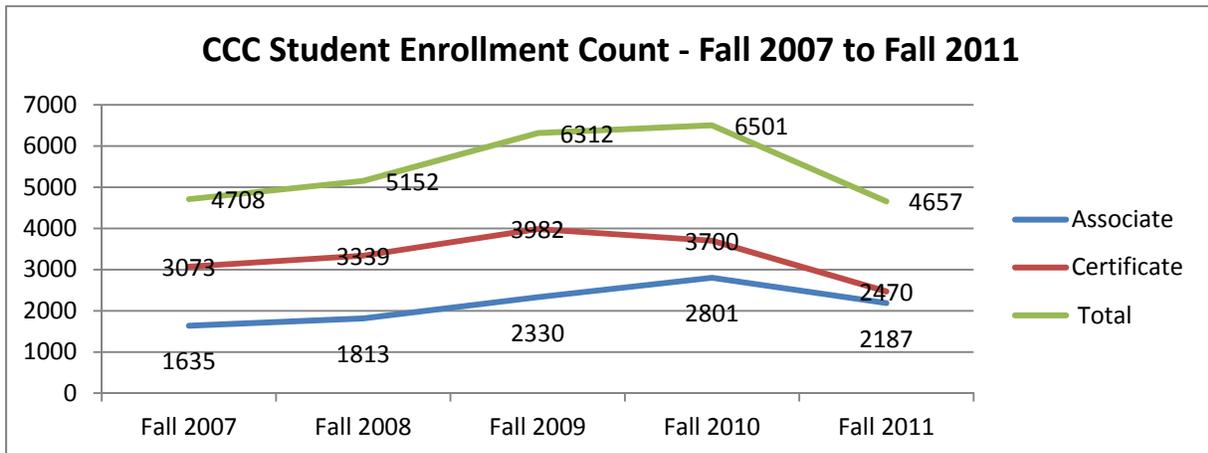
Demographics

Student Enrollments and Academic Success Results

Student Enrollment Count, Fall 2007 to Fall 2011

In fall 2011, Carrington College California had 2470 certificate students and 2187 associate degree students actively enrolled across all programs including online programs. Certificate programs with largest enrollments include Medical Assisting, Dental Assisting, Medical Billing and Coding, Vocational Nursing and Massage Therapy. Associate degree programs with largest enrollments include Pharmacy Technology, Veterinary Technology and Criminal Justice.

Chart 1, CCC Student Enrollment Count - Fall 2007 to Fall 2011

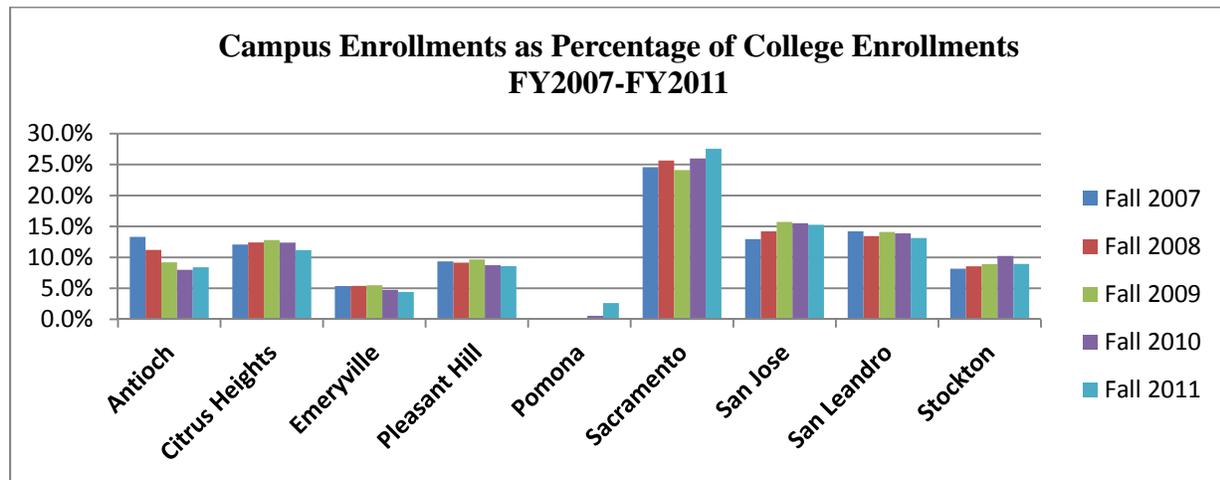


**Note, Using IPEDS guidelines, "Fall" is determined as enrollments between August 1st through October 31st.*

Student Enrollment Count, by Instructional Site

From Fall 2007 to Fall 2011, campus enrollments as a percentage of total college enrollments have remained relatively stable. Sacramento and San Jose experienced slight increases over the period. Antioch campus enrollment decreased as a percentage of total college enrollments for the period indicated. The Pomona campus opened in 2010 and has realized enrollment growth from Fall 2010 to Fall 2011.

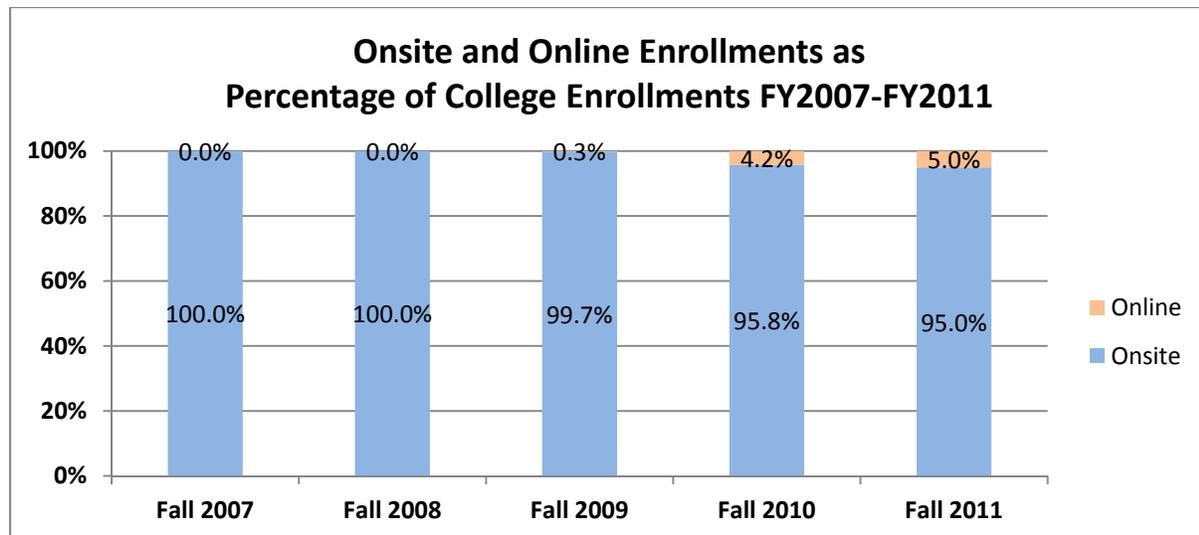
Chart 2, Campus Enrollments as Percentage of College Enrollments FY2007-FY2011



Student Enrollment Count, by Delivery Mode (Modality/Method)

Until 2009 all students attended classes on-ground. Course offerings via the online modality commenced in FY2009. As a percentage of overall college enrollments, online enrollment increased from 0.3% in Fall 2009 to 5.0% in Fall 2011. During this period the actual enrollments increased from 16 students in Fall 2009 to 235 in Fall 2011.

Chart 3, Onsite & Online Enrollments as Percentage of College Enrollments FY2007-11



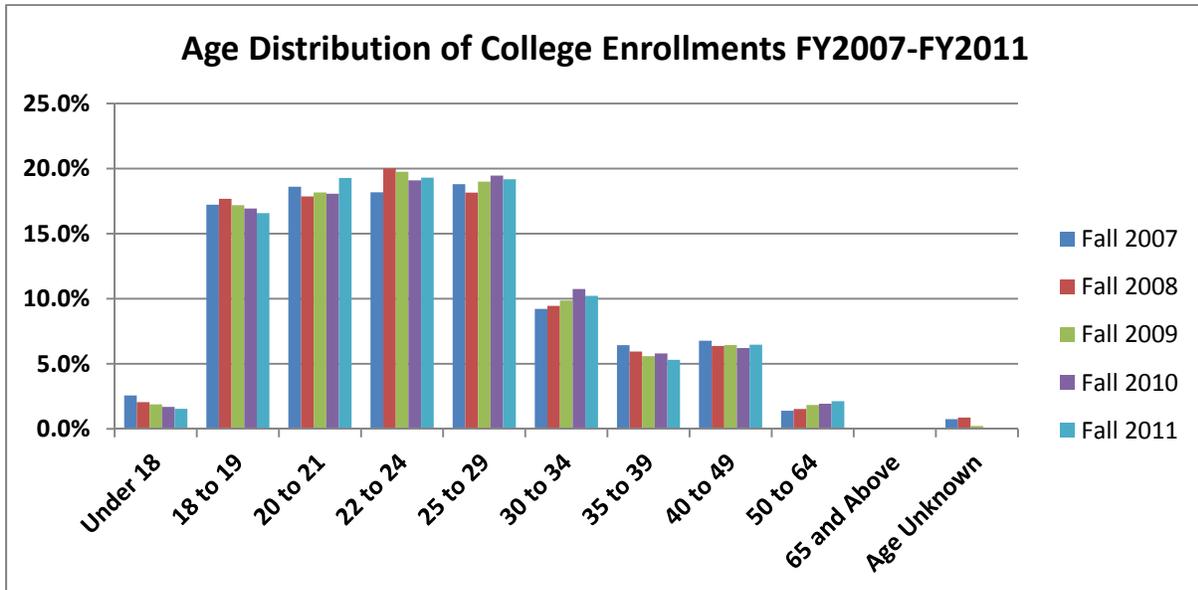
Student Enrollment Count, by Age

The age profile of CCC students has remained fairly constant over the period FY2007-FY2011 with the majority of students falling within the 22 years to 24 years age range.

In 2011, 35.9% of students were between the ages of 18-21; 38.5% were between the ages of 22-29; 15.5% were in their 30s; and 8.6% were between the ages of 40-64.

In 2007, 35.8% of students were between the ages of 18-21; 37.0% were between the ages of 22-29; 15.6% were in their 30s; and 8.2% were between the ages of 40-64.

Chart 4, Age Distribution of College Enrollments FY2007-FY2011

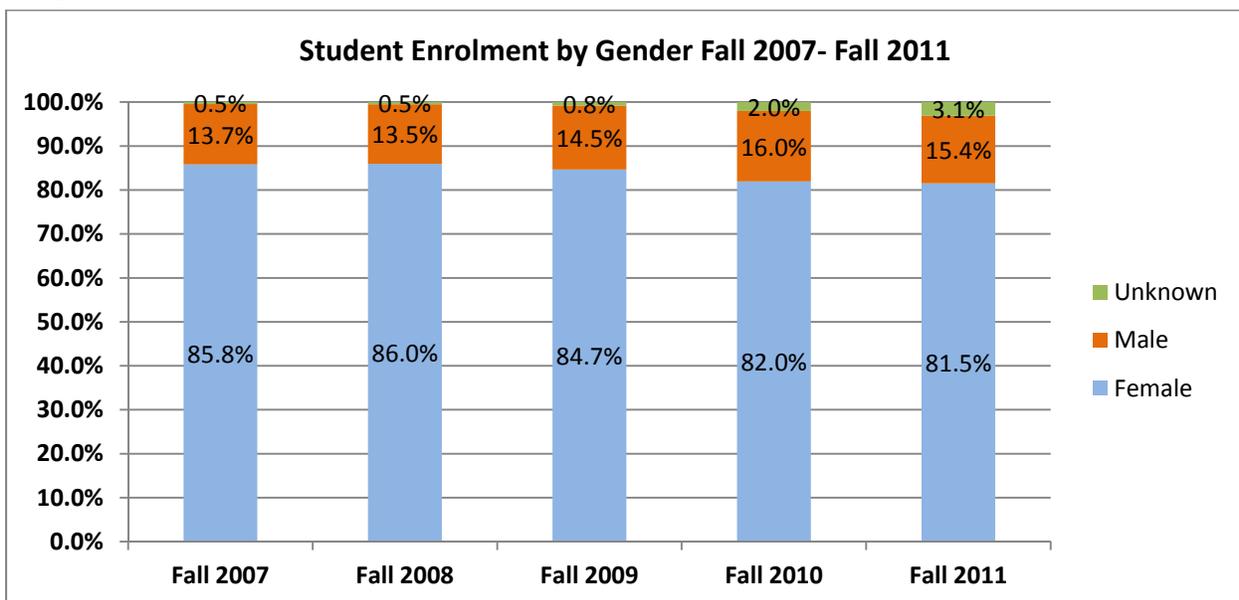


Student Enrollment Count, by Gender

During the period from fall 2007 to fall 2011 approximately four out of five CCC students were female. During that period, males as a percentage of total enrollment rose from 13.7% in fall 2007 to 15.4% in fall 2011.

Chart 5, Student Enrollment by Gender Fall 2007- Fall 2011

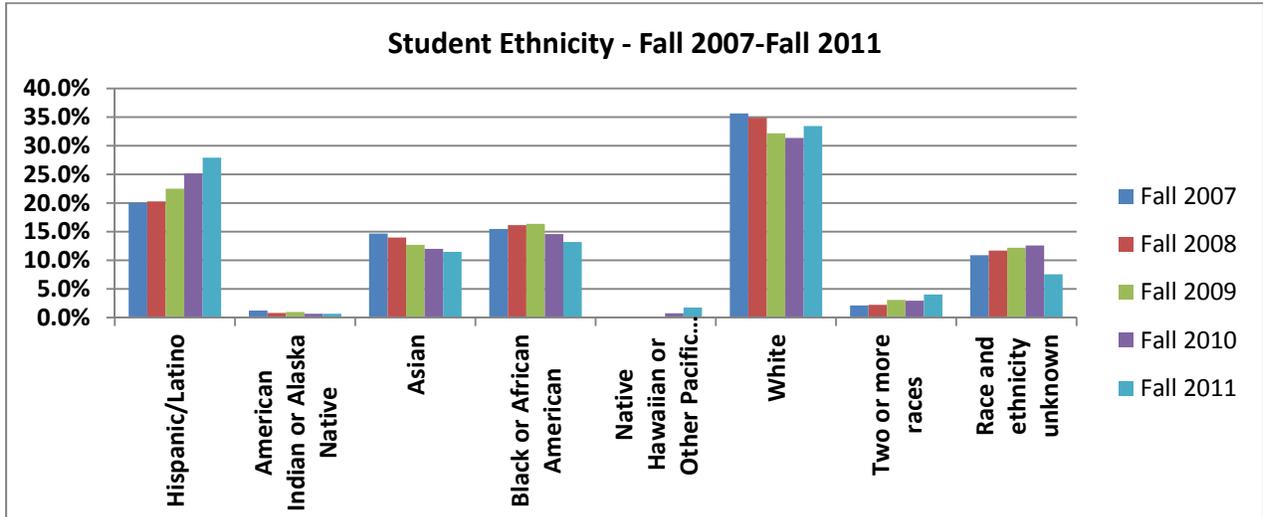
Historically the majority of Carrington California College students have been female reflecting the gender characteristics of health care labor market



Student Enrollment Count, by Race/Ethnicity

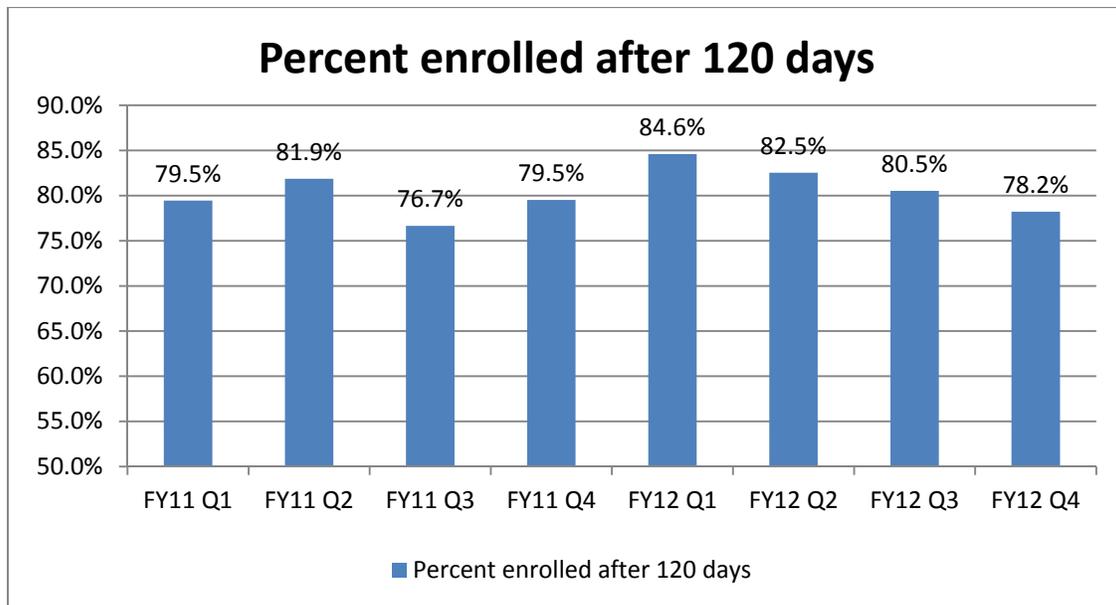
The ethnicity of the College’s student population has changed slightly over the period FY2007-FY2011. The number of Hispanic/Latino students as a percentage of the college population has grown to 27.9% in 2011 from 20.0% in 2007. During this same timeframe, the percentages of Asian and White students have declined slightly.

Chart 6, Student Ethnicity - Fall 2007-Fall 2011



Percentage of students persisting with college after 120 days by quarter FY11 to FY12

Chart 7: Percentage of students persisting with college after 120 days by quarter FY11 to FY12



Persistence rates improved at the college in Q1, Q2 and Q3 compared to Q1, Q2 and Q3 in 2011. FY12 Q4 persistence declined slightly compared to Q4 in 2011. Persistence rates at the college are generally lower in Q4. The college attributes this to the time of year and the demographics of college students. The College put increased focus on persistence and retention in FY12 which accounts for the better outcomes in the first three quarters of FY12. The increased focus on retention and persistence will continue in FY13 with an emphasis on improving Q4 persistence.

Chart 8: Successful Course Completion Rate, from Fiscal year 2008 to Fiscal Year 2012 by Instructional Site

The following chart highlights course completion rates by campus for FY2008 to FY2012. Some campuses showed high rates of 85%-90% of successful course completion by students. Course completion rates at Emeryville increased from 81.1% to 89.0% from FY2008 to FY2012. During this same time period, Antioch’s course completion rate increased from 88.7% to 92%. The decrease in course completions at Sacramento indicated by the data is due primarily to inclusion of online completion data in the Sacramento data. An increased college-wide focus on student success and retention in FY12 has resulted in improved course completions at the majority of Carrington College California campuses. The lower course completions at Pomona have been traced to retention issues with Veterinary Technology in particular. Although graduation rates for Veterinary Technology are comparable with the national average, the issue is being addressed by a special Veterinary Technology program review with the aim of reorganizing curriculum to increase retention in first term courses.

Chart 8: Successful Course Completion Rate, from Fiscal year 2008 to Fiscal Year 2012 by Instructional Site

	2008	2009	2010	2011	2012
Antioch	88.7%	89.2%	88.4%	89.6%	92.0%
Citrus Heights	91.2%	90.9%	87.9%	86.8%	87.4%
Emeryville	81.1%	82.7%	84.4%	85.6%	89.0%
Pleasant Hill	91.0%	91.5%	89.2%	90.0%	89.5%
Pomona				79.1%	78.9%
Sacramento	90.2%	89.3%	86.9%	81.8%	88.0%
San Jose	89.0%	90.1%	87.3%	87.0%	88.6%
San Leandro	86.7%	87.6%	87.2%	85.1%	88.3%
Stockton	89.7%	88.5%	87.0%	88.8%	90.4%
Grand Total	89.1%	89.1%	87.3%	85.7%	88.5%

*Courses are placed into fiscal years based on the start date of the course. A successfully completed course is one in which a student received an A, B, C or 'Pass' grade.

Table 1, Awards Conferred by Program and Degree

Over the period FY2008 to FY2012, CCC conferred 16,627 awards. Awards conferred include 4,540 associate degrees and 12,087 certificates of achievement.

Degree	Program	Fiscal Year				
		2008	2009	2010	2011	2012
Associate	Accounting					1
	Architectural Design Drafting	5	2	5	4	2
	Business					2
	Criminal Justice	37	66	118	155	126
	Dental Assisting	7	14	48	64	46
	Dental Hygiene	77	95	84	90	114
	Diagnostic Medical Sonography	23	12	3	6	10
	Graphic Design	15	11	4	13	13
	Health Care Administration	3	7	10	8	40
	Health Information Technology	7	2	7	13	14
	Health Studies	4	4	2	4	
	Massage Therapy	3	6	9	4	12
	Medical Assisting	16	26	55	81	42
	Medical Billing and Coding	19	19	27	19	12
	Pharmacy Technology	211	237	278	344	272
	Physical Therapist Assistant					7
	Registered Nursing LVN to RN	41	29	55	68	24
	Renewable Energy					1
	Respiratory Care			28	19	35
	Surgical Technology	3	7	7	7	5
Veterinary Technology	145	163	175	223	205	
Vocational Nursing	35	46	41	37	45	
Associate Total		651	746	956	1,159	1,028

Table 1, Awards Conferred by Program and Degree, *continued*

Degree	Program	Fiscal Year				
		2008	2009	2010	2011	2012
Certificate	Architectural Design Drafting	30	35	29	17	12
	Dental Assisting	382	436	416	591	417
	Diagnostic Medical Sonography	21	5	3	8	1
	Fitness Training				7	9
	Graphic Design	22	16	32	28	23
	Health Care Administration	136	154	177	168	87
	Health Information Technology	112	108	267	229	3
	Massage Therapy	258	267	217	207	152
	Medical Assisting	922	1,016	1,308	1,226	861
	Medical Billing and Coding				60	222
	Registered Nursing LVN to RN			1	2	
	Surgical Technology	50	58	54	54	43
	Vocational Nursing	175	213	259	252	229
Certificate Total		2,108	2,308	2,763	2,849	2,059
Grand Total		2,759	3,054	3,719	4,008	3,087

Table 2, Awards Conferred, by Campus

Pattern of awards conferred by campus for FY2007-FY2011 reflect campus enrollments and graduation patterns for the period from FY2008 to FY2012. Most awards were conferred at Sacramento and San Jose, which are Carrington College California’s largest campuses. The Pomona campus opened in 2010 and had its first graduates in 2012.

Instructional Site	Fiscal Year				
	2008	2009	2010	2011	2012
Antioch	389	394	347	354	285
Citrus Heights	358	423	489	556	380
Emeryville	134	166	201	201	162
Pleasant Hill	255	259	383	380	271
Pomona					32
Sacramento	675	748	922	930	761
San Jose	380	399	617	572	477
San Leandro	361	375	461	575	423
Stockton	207	290	299	440	296
Grand Total	2,759	3,054	3,719	4,008	3,087

Table 3, Graduation Rates by Program and Degree

For FY2008 – FY2012, the graduation rate was 54.5% for associate degree programs and 69.2% for certificate programs. At the associate degree level, programs with the highest graduation rates over the period include Surgical Technology (82.9%), Dental Hygiene (97.0%), Diagnostic Medical Sonography (93.1%), Registered Nursing (80.7%) and Respiratory Care (76.6%). Associate degree programs with lower graduation rates over the period include Health Care Administration (68.6%) and Health Information Technology (66.3%).

At the certificate level, programs with the highest graduation rates over the period include Vocational Nursing (76.6%), Diagnostic Medical Sonography (76.0%), Massage Therapy (74.6%), and Dental Assisting (74.5%). Certificate programs with lower graduation rates over the period include Health Care Administration (29.2%), Health Information Technology (25.9%), and Graphic Design (37.6%).

Improving graduation rates in specific programs and modes of delivery has been a college focus for FY12 in particular. The college has implemented a variety of strategies targeted at specific programs such as in Veterinary Technology program where focused review is underway as well as strategies to increase retention and graduation rates in online programs

Award Level	Program	Fiscal Year															Total				
		2008			2009			2010			2011			2012			Enrollments	Graduates	Grad Rate		
		Enrollments	Graduates	Grad Rate	Enrollments	Graduates	Grad Rate	Enrollments	Graduates	Grad Rate	Enrollments	Graduates	Grad Rate	Enrollments	Graduates	Grad Rate					
Associate	ACC															6	1	16.7%	6	1	16.7%
	ADD	7	5	71.4%	4	2	50.0%	9	5	55.6%	11	4	36.4%	6	2	33.3%	37	18	48.6%		
	BUS															24	2	8.3%	24	2	8.3%
	CT															2	0	0.0%	2	0	0.0%
	CJ	124	37	29.8%	161	66	41.0%	217	118	54.4%	332	155	46.7%	318	126	39.6%	1,152	502	43.6%		
	DA	14	7	50.0%	22	14	63.6%	55	48	87.3%	111	64	57.7%	94	46	48.9%	296	179	60.5%		
	DH	78	77	98.7%	98	95	96.9%	86	84	97.7%	96	90	93.8%	116	114	98.3%	474	460	97.0%		
	DMS	24	23	95.8%	12	12	100.0%	3	3	100.0%	7	6	85.7%	12	10	83.3%	58	54	93.1%		
	FT										1	0	0.0%				1	0	0.0%		
	GS													6	0	0.0%	6	0	0.0%		
	GD	20	15	75.0%	19	11	57.9%	10	4	40.0%	31	13	41.9%	69	13	18.8%	149	56	37.6%		
	HCA	12	3	25.0%	9	7	77.8%	17	10	58.8%	29	8	27.6%	166	40	24.1%	233	68	29.2%		
	HIT	11	7	63.6%	6	2	33.3%	11	7	63.6%	37	13	35.1%	101	14	13.9%	166	43	25.9%		
	HS	7	4	57.1%	6	4	66.7%	6	2	33.3%	5	4	80.0%	2	0	0.0%	26	14	53.8%		
	MT	6	3	50.0%	15	6	40.0%	17	9	52.9%	19	4	21.1%	26	12	46.2%	83	34	41.0%		
	MA	36	16	44.4%	53	26	49.1%	106	55	51.9%	160	81	50.6%	110	42	38.2%	465	220	47.3%		
	MBC	44	19	43.2%	47	19	40.4%	59	27	45.8%	27	19	70.4%	21	12	57.1%	198	96	48.5%		
	PS	9	0	0.0%										5	0	0.0%	14	0	0.0%		
	PT	380	211	55.5%	400	237	59.3%	465	278	59.8%	578	344	59.5%	466	272	58.4%	2,289	1,342	58.6%		
	PTA													12	7	58.3%	12	7	58.3%		
	RN	47	41	87.2%	44	29	65.9%	71	55	77.5%	77	68	88.3%	30	24	80.0%	269	217	80.7%		
	RE													2	1	50.0%	2	1	50.0%		
RC							38	28	73.7%	23	19	82.6%	46	35	76.1%	107	82	76.6%			
ST	3	3	100.0%	9	7	77.8%	7	7	100.0%	9	7	77.8%	7	5	71.4%	35	29	82.9%			
VT	325	145	44.6%	329	163	49.5%	355	175	49.3%	453	223	49.2%	439	205	46.7%	1,901	911	47.9%			
VN	45	35	77.8%	73	46	63.0%	65	41	63.1%	77	37	48.1%	70	45	64.3%	330	204	61.8%			
Associate Total	1,192	651	54.6%	1,307	746	57.1%	1,597	956	59.9%	2,083	1,159	55.6%	2,156	1,028	47.7%	8,335	4,540	54.5%			

Note on methodology: Students with non-enrollment status ('Cancel', 'No Show',) were removed from the count. Anyone with the status 'Graduate' was in the numerator. Everyone else was in the denominator.

Table 3, Graduation Rates by Expected Year of Completion, by Program and Degree, *continued*

Award Level	Program	Fiscal Year															Total		
		2008			2009			2010			2011			2012			Enrollments	Graduates	Grad Rate
		Enrollments	Graduates	Grad Rate															
Associate Total		1,192	651	54.6%	1,307	746	57.1%	1,597	956	59.9%	2,083	1,159	55.6%	2,156	1,028	47.7%	8,335	4,540	54.5%
Certificate	ADD	47	30	63.8%	49	35	71.4%	42	29	69.0%	27	17	63.0%	17	12	70.6%	182	123	67.6%
	DA	549	382	69.6%	598	436	72.9%	569	416	73.1%	738	591	80.1%	554	417	75.3%	3,008	2,242	74.5%
	DMS	27	21	77.8%	7	5	71.4%	4	3	75.0%	11	8	72.7%	1	1	100.0%	50	38	76.0%
	FT										9	7	77.8%	17	9	52.9%	26	16	61.5%
	GD	35	23	65.7%	26	16	61.5%	50	32	64.0%	43	28	65.1%	25	23	92.0%	179	122	68.2%
	HCA	230	136	59.1%	227	154	67.8%	250	177	70.8%	229	168	73.4%	117	87	74.4%	1,053	722	68.6%
	HIT	191	112	58.6%	160	108	67.5%	378	267	70.6%	349	229	65.6%	7	3	42.9%	1,085	719	66.3%
	MT	357	258	72.3%	368	267	72.6%	279	217	77.8%	277	207	74.7%	194	152	78.4%	1,475	1,101	74.6%
	MA	1,455	921	63.3%	1,538	1,016	66.1%	2,044	1,308	64.0%	1,864	1,226	65.8%	1,253	861	68.7%	8,154	5,332	65.4%
	MBC										81	60	74.1%	317	222	70.0%	398	282	70.9%
	RN				1	0	0.0%	1	1	100.0%	2	2	100.0%	1	0	0.0%	5	3	60.0%
	ST	102	50	49.0%	82	58	70.7%	68	54	79.4%	70	54	77.1%	59	43	72.9%	381	259	68.0%
VN	261	175	67.0%	259	213	82.2%	326	259	79.4%	323	252	78.0%	304	229	75.3%	1,473	1,128	76.6%	
Certificate Total		3,254	2,108	64.8%	3,315	2,308	69.6%	4,011	2,763	68.9%	4,023	2,849	70.8%	2,866	2,059	71.8%	17,469	12,087	69.2%
Grand Total		4,446	2,759	62.1%	4,622	3,054	66.1%	5,608	3,719	66.3%	6,106	4,008	65.6%	5,022	3,087	61.5%	25,804	16,627	64.4%

Programs

Accounting (ACC)	Fitness Training (FT)	Paralegal Studies (PS)
Architectural Design Drafting (ADD)	General Studies (GS)	Pharmacy Technology (PT)
Business (BUS)	Graphic Design (GD)	Physical Therapist Assistant (PTA)
Computer Technology (CT)	Health Care Administration (HCA)	Registered Nursing LVN to RN (RN)
Criminal Justice (CJ)	Health Information Technology (HIT)	Renewable Energy (RE)
Dental Assisting (DA)	Health Studies (HS)	Respiratory Care (RC)
Dental Hygiene (DH)	Massage Therapy (MT)	Surgical Technology (ST)
Diagnostic Medical Sonography (DMS)	Medical Assisting (MA)	Veterinary Technology (VT)
	Medical Billing and Coding (MBC)	Vocational Nursing (VN)

Table 4, Graduation Rates by Expected Year of Completion, by Campus

Campus graduation rates illustrate consistent outcomes over the period with an overall graduation rate of 64.4% for the period. Most campuses demonstrated consistent graduation rates over the period. The Pleasant Hill, Pomona, Citrus Heights, and Stockton campuses demonstrated the highest graduation rates over the period with 71.0%, 86.5%, 68.8% and 68.2% respectively. The graduation rate in Sacramento includes outcomes for the online mode and this accounts mostly for the decline in the Sacramento graduation rate in FY11 and FY12, as well as the graduation rate overall for the College in the same period. The college has implemented a variety of improvement strategies to address online retention as set out in the College's special reports to ACCJC in June and November 2012. Strategies to improve retention and graduation rates, has resulted in changes to admissions, advising, curriculum, technology, tutoring, pedagogy and resource allocation.

Instructional Site	Fiscal Year															Total		
	2008			2009			2010			2011			2012			Enrollments	Graduates	Grad Rate
	Enrollments	Graduates	Grad Rate															
Antioch	604	389	64.4%	575	394	68.5%	542	347	64.0%	523	354	67.7%	411	285	69.3%	2,655	1,769	66.6%
Citrus Heights	506	358	70.8%	594	423	71.2%	701	489	69.8%	812	556	68.5%	595	380	63.9%	3,208	2,206	68.8%
Emeryville	326	134	41.1%	322	166	51.6%	392	201	51.3%	357	201	56.3%	258	162	62.8%	1,655	864	52.2%
Pleasant Hill	401	255	63.6%	348	259	74.4%	528	383	72.5%	526	380	72.2%	377	271	71.9%	2,180	1,548	71.0%
Pomona													37	32	86.5%	37	32	86.5%
Sacramento	1,102	675	61.3%	1,160	748	64.5%	1,361	922	67.7%	1,445	930	64.4%	1,496	761	50.9%	6,564	4,036	61.5%
San Jose	565	380	67.3%	595	399	67.1%	898	617	68.7%	910	572	62.9%	712	477	67.0%	3,680	2,445	66.4%
San Leandro	620	361	58.2%	602	375	62.3%	747	461	61.7%	909	575	63.3%	688	423	61.5%	3,566	2,195	61.6%
Stockton	310	207	66.8%	426	290	68.1%	439	299	68.1%	624	440	70.5%	448	296	66.1%	2,247	1,532	68.2%
Grand Total	4,434	2,759	62.2%	4,622	3,054	66.1%	5,608	3,719	66.3%	6,106	4,008	65.6%	5,022	3,087	61.5%	25,792	16,627	64.4%

Table 5, Placement Rates by Program and Degree

The placement rates for FY 2007 – FY 2011 for associate degree graduates and certificate graduates were 80.0% and 75.1% respectively. FY2007 had the highest placement rate of 89.0% for all graduates (88.8% for associate degree graduates and 89.1% for certificate graduates).

Placement rates began to decrease in FY2008. As the economic downturn set in, the College put additional focus on placement and managed to maintain high overall placement in FY2009 (77.0%) and FY2010 (75.9%). Uneven economic activity in FY2011 accounts for the dip in placement for that year. During FY10 the US economy briefly experienced an upturn in unemployment and this impacted entry level employment opportunities. For example, placement rates for Medical Assisting certificate programs declined from 71.1% in FY2010 to 55.8% in FY11. The college responded to the worsening labor market by deploying additional resources in Careers Services. For example in FY11 the college engaged a number of Employment Liaison Officers to work with graduates and employers in an effort to maintain employment outcomes for our graduates during the recession.

Associate degree programs with the highest placement rate over the period include Dental Assisting (93.3%), Dental Hygiene (96.8%), Massage Therapy (100%), Registered Nursing (93.9%), and Vocational Nursing (93.8%). Certificate programs with the highest placement rates include Dental Assisting (84.8%), Graphic Design (84.7%), and Massage Therapy (94.6%).

Award Level	Program	Fiscal Year										Total	
		2007		2008		2009		2010		2011		Eligible for Placement	Placement Rate
		Eligible for Placement	Placement Rate										
Associate	ADD	17	88.2%	5	80.0%	1	0.0%	5	80.0%	4	50.0%	32	78.1%
	CJ	4	100.0%	31	58.1%	48	64.6%	96	71.9%	124	55.6%	303	63.0%
	DA	10	100.0%	6	100.0%	13	100.0%	39	94.9%	51	88.2%	119	93.3%
	DH	31	93.5%	77	100.0%	94	95.7%	84	98.8%	88	94.3%	374	96.8%
	DMS	2	50.0%	23	87.0%	8	75.0%	3	66.7%	6	66.7%	42	78.6%
	GD	7	100.0%	13	100.0%	9	100.0%	4	100.0%	12	66.7%	45	91.1%
	HCA	5	100.0%	3	66.7%	7	85.7%	9	66.7%	8	62.5%	32	75.0%
	HIT	2	100.0%	6	100.0%	2	100.0%	6	66.7%	10	70.0%	26	80.8%
	HS	8	100.0%	4	100.0%	2	100.0%	2	100.0%	4	100.0%	20	100.0%
	MT	4	100.0%	3	100.0%	6	100.0%	9	100.0%	4	100.0%	26	100.0%
	MA	51	92.2%	14	85.7%	23	91.3%	50	82.0%	71	80.3%	209	85.2%
	MBC	35	88.6%	18	100.0%	16	68.8%	25	56.0%	17	47.1%	111	73.9%
	PT	147	76.9%	191	74.9%	217	62.7%	254	59.8%	305	46.9%	1114	61.7%
	RN	7	100.0%	40	90.0%	29	89.7%	54	94.4%	67	97.0%	197	93.9%
	RC							28	71.4%	19	68.4%	47	70.2%

Table 5, Placement Rates by Program and Degree, *continued*

Award Level	Program	Fiscal Year										Total	
		2007		2008		2009		2010		2011		Eligible for Placement	Placement Rate
		Eligible for Placement	Placement Rate										
	ST	1	100.0%	3	100.0%	7	57.1%	7	85.7%	7	85.7%	25	80.0%
	VT	123	97.6%	143	97.2%	157	94.3%	170	92.4%	220	91.8%	813	94.2%
	VN	10	80.0%	32	87.5%	45	97.8%	37	97.3%	37	94.6%	161	93.8%
Associate Total		464	88.8%	612	86.9%	684	81.1%	882	79.0%	1054	72.1%	3696	80.0%
Certificate	ADD	22	95.5%	28	67.9%	29	58.6%	24	62.5%	12	58.3%	115	68.7%
	DA	314	95.5%	356	92.7%	391	85.4%	377	81.7%	541	75.0%	1979	84.8%
	DMS	10	60.0%	20	55.0%	5	80.0%	3	100.0%	8	75.0%	46	65.2%
	FT									7	28.6%	7	28.6%
	GD	22	95.5%	21	85.7%	13	100.0%	28	82.1%	27	70.4%	111	84.7%
	HCA	81	82.7%	121	76.9%	141	66.0%	165	71.5%	155	53.5%	663	68.5%
	HIT	91	84.6%	106	78.3%	100	65.0%	244	74.6%	206	66.5%	747	72.8%
	MT	229	97.8%	244	93.9%	264	95.8%	212	97.6%	191	86.4%	1140	94.6%
	MA	729	85.9%	789	77.4%	891	70.5%	1149	71.1%	1097	55.8%	4655	70.8%
	MBC									55	61.8%	55	61.8%
	PT	26	100.0%									26	100.0%
	RN							1	100.0%	2	100.0%	3	100.0%
	ST	30	83.3%	46	76.1%	57	63.2%	52	78.8%	50	70.0%	235	73.2%
VN	81	77.8%	163	60.1%	195	69.2%	224	61.6%	226	41.6%	889	59.4%	
Certificate Total		1635	89.1%	1894	80.6%	2086	75.6%	2479	74.7%	2577	62.2%	10671	75.1%
Grand Total		2099	89.0%	2506	82.2%	2770	77.0%	3361	75.9%	3631	65.1%	14367	76.4%

Table 6, Placement Rates by Instructional Site

Campus by campus placement outcomes for the period FY2007-FY2011 reflects a similar pattern as found in the outcomes by program and degree. All campuses began to experience a slight decrease in placement rates from FY2008 due to the economic downturn. As mentioned earlier as the US economy began an uneven recovery the college engaged a number of Employment Liaison Officers to work with graduates and employers in an effort to maintain graduate employment outcomes. The two larger campuses, Sacramento and San Jose, maintained high employment placement outcomes with 81.5% and 78.4% respectively.

Instructional Site	Fiscal Year										Total	
	2007		2008		2009		2010		2011		Eligible for Placement	Placement Rate
	Eligible for Placement	Placement Rate										
Antioch	228	86.4%	355	74.6%	353	72.0%	321	81.6%	319	61.8%	1576	74.6%
Citrus Heights	218	87.6%	311	83.9%	375	75.7%	417	73.6%	483	59.2%	1804	73.7%
Emeryville	160	82.5%	113	79.6%	143	71.3%	175	77.7%	183	65.6%	774	74.9%
Pleasant Hill	271	93.7%	241	90.5%	246	82.5%	362	74.6%	357	59.4%	1477	78.3%
Sacramento	537	93.9%	615	88.1%	681	82.1%	834	74.8%	845	74.8%	3512	81.5%
San Jose	213	92.0%	354	85.0%	361	80.1%	557	75.9%	504	69.6%	1989	78.4%
San Leandro	298	80.9%	327	67.9%	338	68.9%	416	73.8%	537	55.3%	1916	67.8%
Stockton	174	87.9%	190	84.2%	273	76.6%	279	79.2%	403	66.3%	1319	76.6%
Grand Total	2099	89.0%	2506	82.2%	2770	77.0%	3361	75.9%	3631	65.1%	14367	76.4%

Table 7, Licensure Rates

The College collects licensure outcome data for those programs where licensure is required to operate; those programs are:

- Dental Assisting
- Dental Hygiene
- Pharmacy Technology
- Respiratory Care
- Registered Nursing
- Surgical Technology
- Veterinary Technology
- Vocational Nursing

The following table outlines the combined campus Carrington College California licensure exam pass rates by program for CY2007- CY2011.

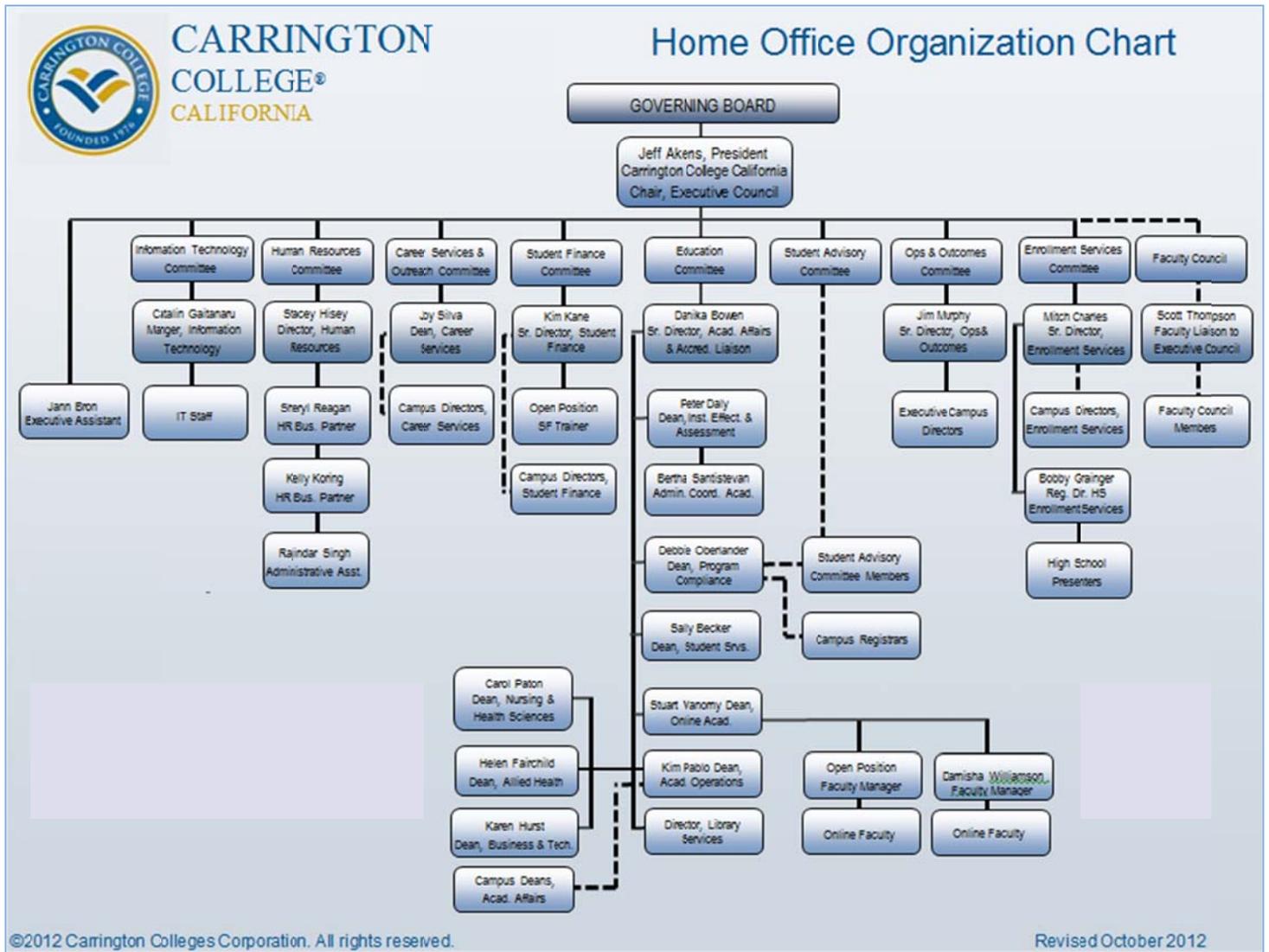
The Dental Assisting program has maintained high licensure pass rates and showed an increase from CY2010 to CY2011. The Dental Hygiene program continues to demonstrate over 93% national licensure pass rates across the reporting period with state pass rates improving from 84.7% in CY2007 to 96% in CY2011. The Pharmacy Technology program has demonstrated licensure pass rate outcomes that show consistent improvement across the reporting period.

The Registered Nursing and Vocational Nursing programs show a slight decrease from CY2010 to CY2011. Improvement plans are in place to improve outcomes in these programs. While Veterinary Technology and Surgery Technology programs have shown an improvement from CY2010 to CY2011, high focus is in place on continuous improvement.

Table 7, Licensure Rates

Program	Licensure test	Pass rate by Calendar Year				
		CY2007	CY2008	CY2009	CY2010	CY2011
Dental Assisting	RDA	88.0%	89.0%	87.0%	86.0%	90.0%
Dental Hygiene	National	98.9%	97.7%	93.3%	99.0%	95.0%
Dental Hygiene	State	84.7%	83.1%	96.6%	91.0%	96.0%
Pharmacy Technology	National	81.3%	89.4%	91.7%	91.3%	91.6%
Respiratory Care	National	No Grads	No Grads	100%	92%	100%
Registered Nursing	State	76%	72%	83.0%	89.0%	80.0%
Surgical Technology	National	No Grads	No Grads	33.0%	43.0%	51.0%
Veterinary Technology	National	81.5%	71.4%	86.2%	70.6%	78.3%
Veterinary Technology	State	96.0%	80.0%	79.0%	66.0%	74.0%
Vocational Nursing	State	84.0%	74.0%	84.0%	84.0%	78.0%

Institution Organization



Home Office

Administrative Operations

Jeff Akens, President
Jim Murphy, Senior Director, Operations
Jann Bron, Executive Assistant

Enrollment Services

Mitch Charles, Senior Director, Enrollment Services
Bobby Grainger, Regional Director, Enrollment Services, High School

Academics

Dr. Danika Bowen, Senior Director, Academic Affairs & Accreditation Liaison
Kim Pablo, Dean, Academic Operations
Debbie Oberlander, Dean, Accreditation and Compliance
Peter Daly, Dean, Institutional Effectiveness and Assessment
Helen Fairchild, Dean, Allied Health
Carol Paton, Dean, Nursing and Health Sciences
Stuart Vanorny, Dean, Online Academics
Karen Hurst, Dean, Business and Technology
Sally Becker, Dean, Curriculum
Bertha Santistevan, Administrative Coordinator, Academics

Human Resources

Stacey Hisey, Director, Human Resources
Kelly Koring, HR Business Partner

Accounting (Carrington Colleges Group)

Rene Lewis, Accountant
Kathy Courtmier, Accounts Payable Coordinator

Student Finance

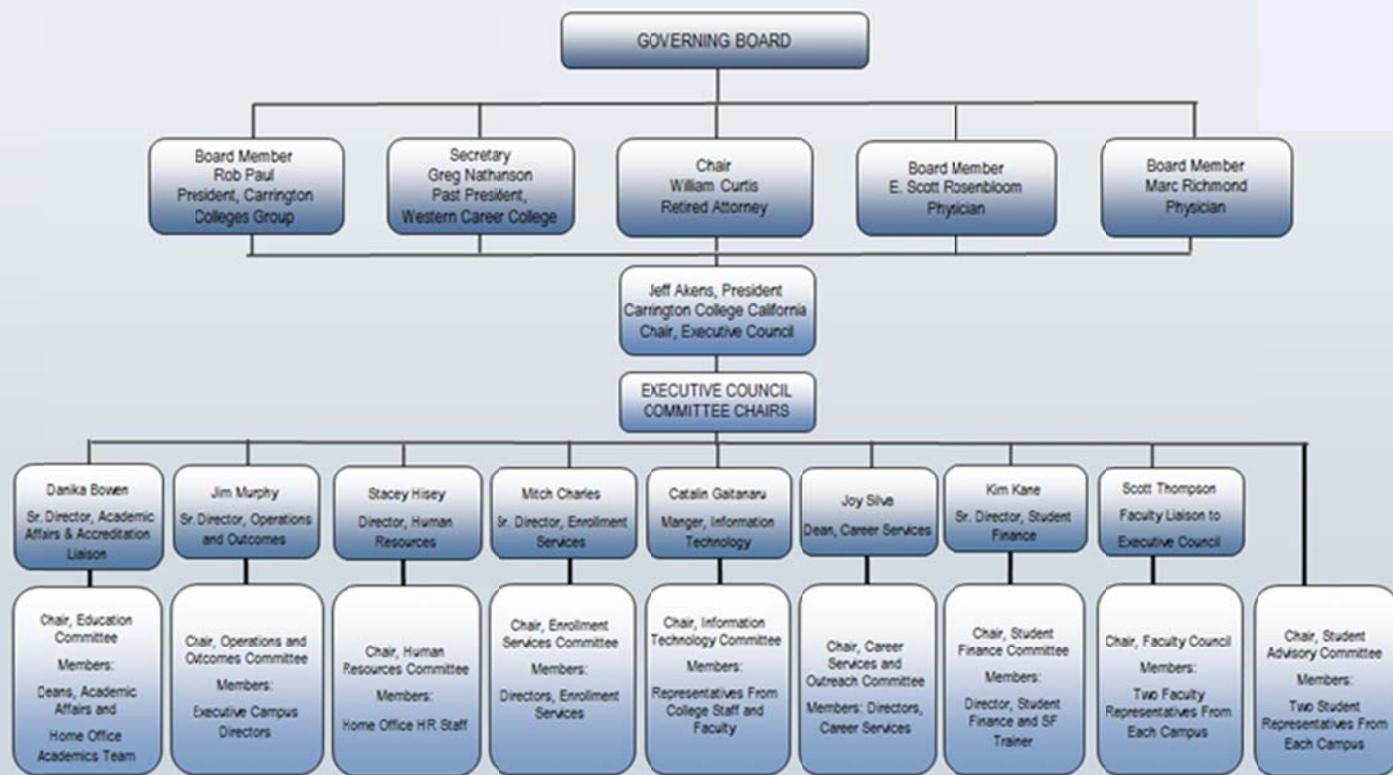
Kim Kane, Senior Director, Student Finance
Open, Student Finance Trainer

Information Technology (Carrington Colleges Group)

Catalin Gaitanaru, Manager, Information Technology

Career Services

Joy Silva, Dean, Career Services



Governance and Leadership Organization

Governing Board

William Curtis, Retired Attorney--Chair
Rob Paul, President Carrington Colleges Group
Greg Nathanson, Past President Western Career College
E. Scott Rosenbloom, Physician
Marc Richmond, Physician

President

Jeff Akens, Carrington College California; Chair, Executive Council

Executive Council Committee Chairs

Danika Bowen, Senior Director, Academic Affairs & Accreditation Liaison
Chair, Education Committee
Members: Deans of Academic Affairs, Home Office, Academics Team

Jim Murphy, Sr. Director, Operations and Outcomes
Chair, Operations and Outcomes
Members: Campus Executive Directors

Stacey Hisey, Director, Human Resources
Chair, Human Resources
Members: Home Office HR Staff

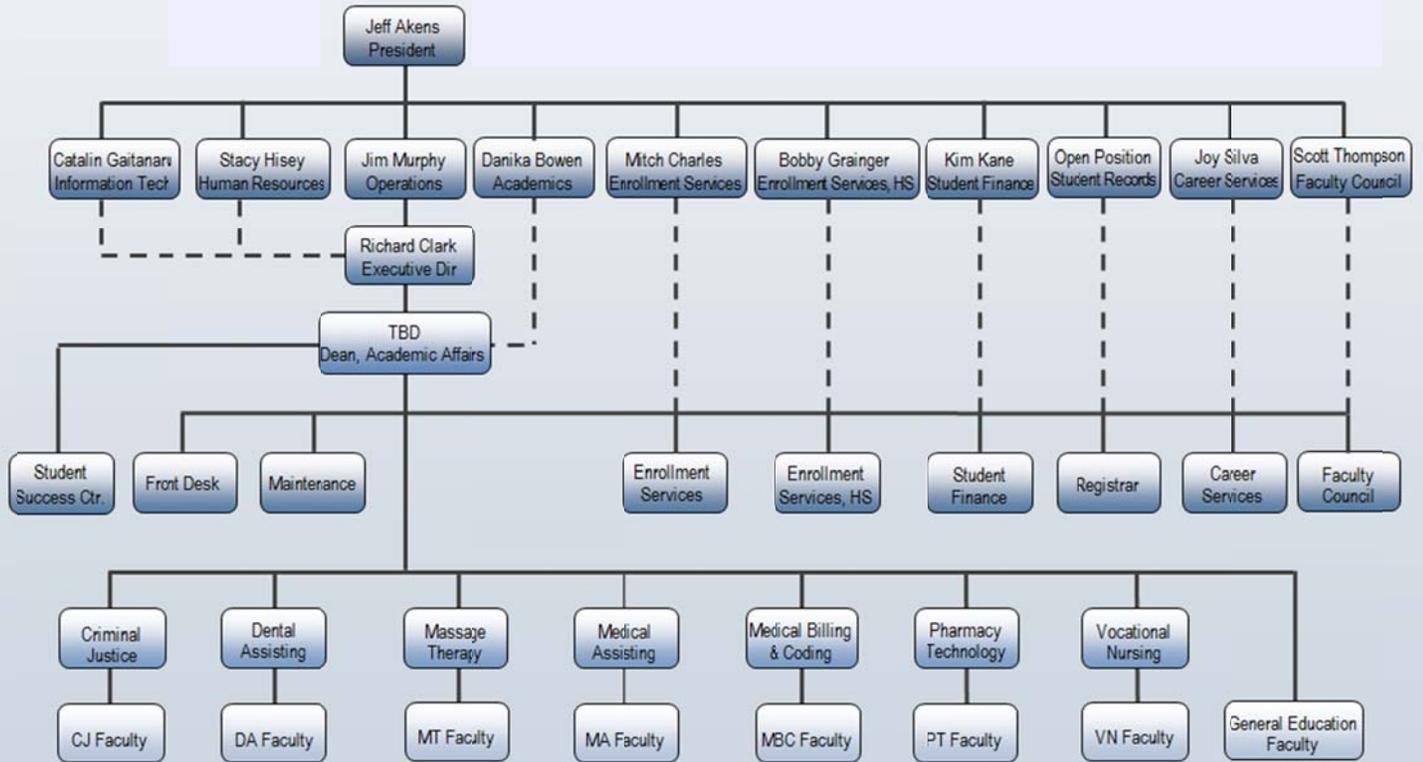
Mitch Charles, Sr. Director, Enrollment Services
Chair, Enrollment Services
Members: Directors, Enrollment Services

Catalin Gaitanau, Manager, Information Technology
Chair, Information Technology
Members: Representatives from College staff and faculty

Joy Silva, Dean, Career Services
Chair, Career Services and Outreach Committee
Members: Directors, Career Services

Kim Kane, Sr. Director, Student Finance
Chair, Student Finance
Members: Director, Student Finance and Student Finance Trainer

Scott Thomson, Faculty Liaison to Executive Council
Chair, Faculty Council
Members: two faculty representatives from each campus



Antioch Campus Staff and Faculty

Staff

Administration

Richard Clark, Executive Campus Director
TBD, Dean, Academic Affairs
TBD, Manager, Student Success Center

Administrative Support

Cynthia Bybee, Registrar
Marissa Warfield, Administrative Assistant

Director, Student Finance

Stacy Valentine
Student Finance Advisors

Director, Career Services

Danielle Warfield
Career Services Advisors

Director, Enrollment Services

Tiffany Clingshoff
Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Steve Gillespie
Instructors

Dental Assisting Program Director

Vanessa Hillary
Instructors

Faculty continued

Medical Billing and Coding Program

Director
Stephanie Probst
Instructors

Massage Therapy Program Director

Jacqueline McGuire
Massage Therapy Instructors

Medical Assisting Program Director

Renee Nelson
Instructors

Pharmacy Technology Program Director

Veneece Awad
Instructors

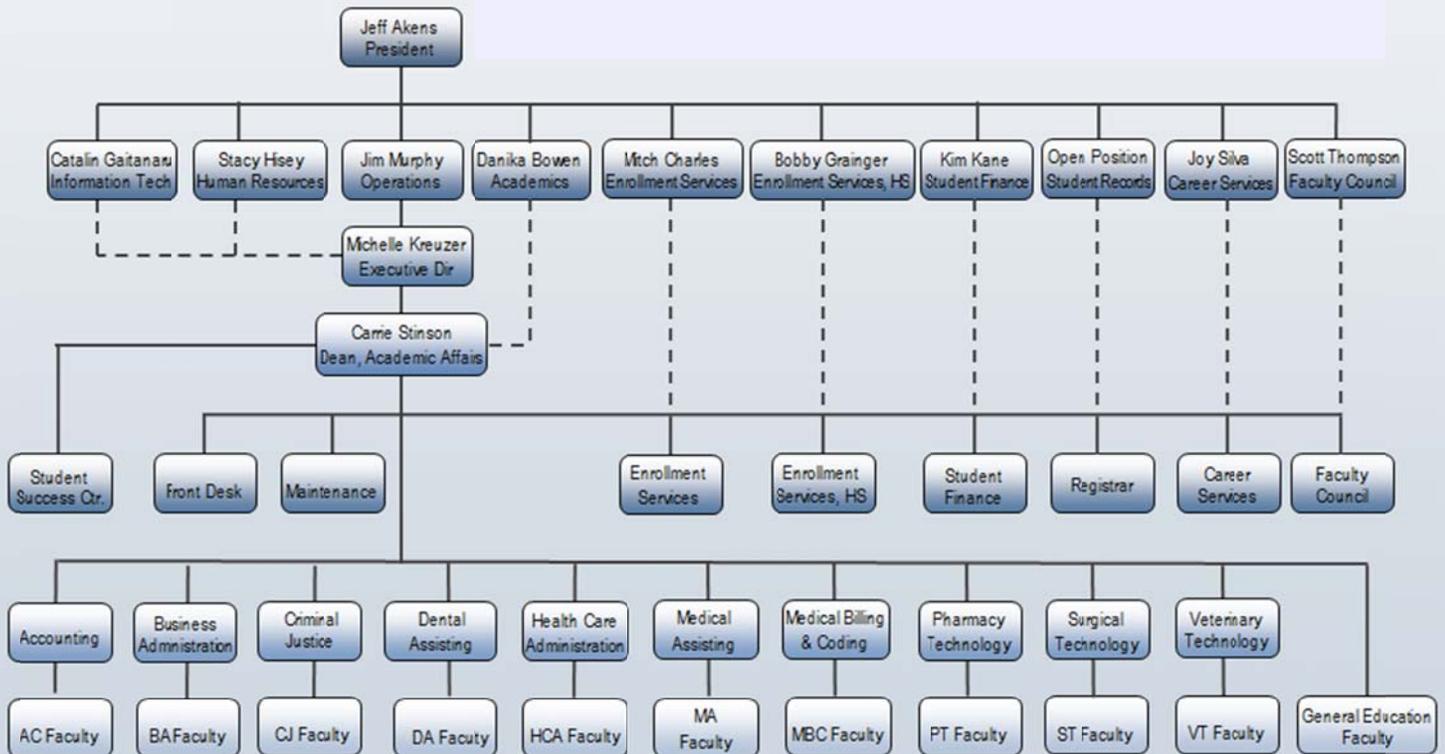
Vocational Nursing Program Director

Brenda Beall
Kim Manual, Administrative Assistant
Instructors

General Education Instructors



Citrus Heights Campus Organization Chart



Citrus Heights Campus Staff and Faculty

Staff

Administration

Michelle Kreuzer, Executive Campus Director
TBD, Dean, Academic Affairs
Carrie Stinson, Manager, Student Success Center

Administrative Support

Michelle Goya McNeil, Registrar
Samantha McGee, Administrative Assistant

Director, Student Finance

Kaysie Markwardt
Student Finance Advisors

Director, Career Services

Joanna Kiaser
Career Services Advisors

Director, Enrollment Services

Carrie Dingman
Enrollment Services Representatives

Faculty

Accounting

TBD, Lead Instructor

Business Administration

TBD, Lead Instructor

Criminal Justice Program Director

Kareneen McGrath
Instructors

Dental Assisting Program Director

Leah Albanese
Instructors

Faculty *continued*

Health Care Administration Program Director

Kathleen D. Tobin
Instructors

Medical Assisting Program Director

Lisa Plummer
Instructors

Medical Billing and Coding Program Director

Kathleen D. Tobin
Instructors

Pharmacy Technology Program Director

TBD
Instructors

Surgical Technology Program Director

Khouloud Khouszouz
Instructors

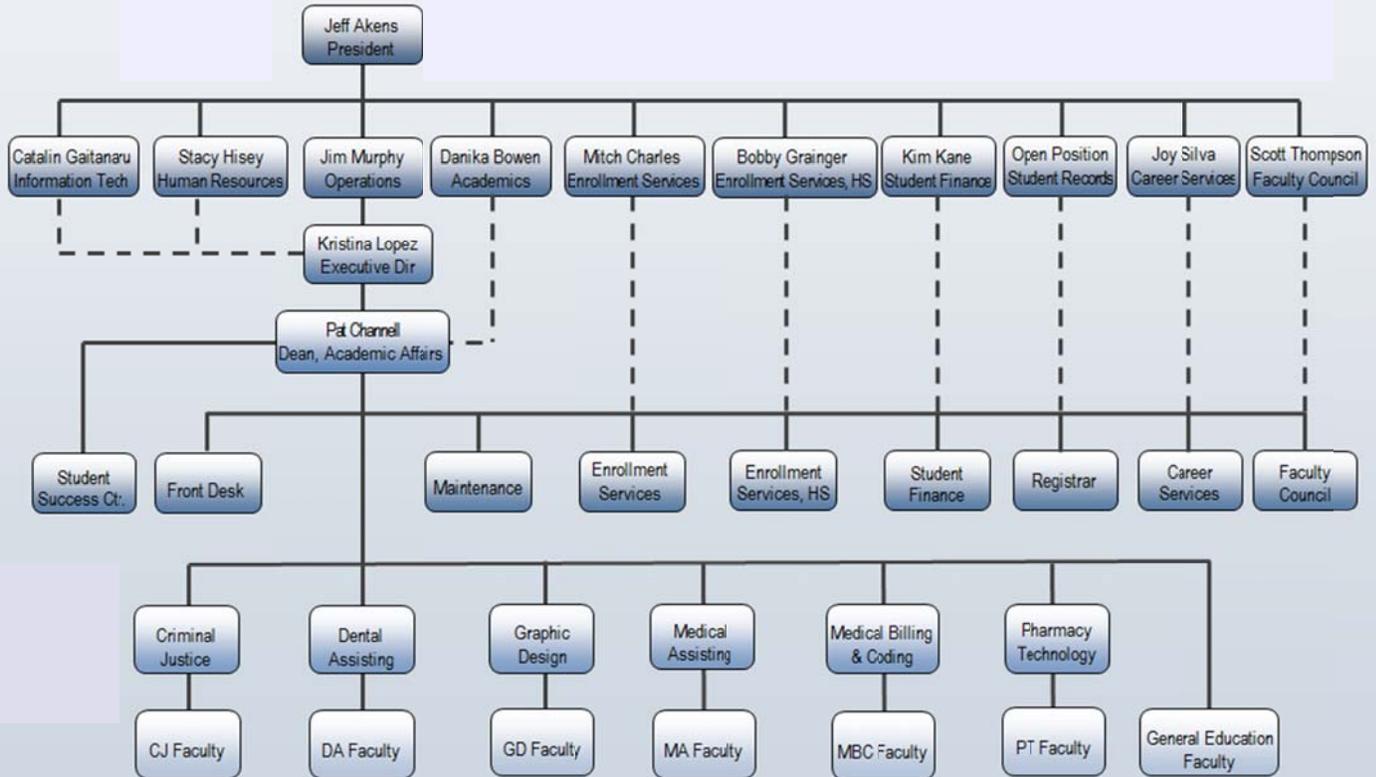
Veterinary Technology Program Director

Melanie Calleja
Instructors

General Education Instructors



Emeryville Campus Organization Chart



Emeryville Campus Staff And Faculty

Staff

Administration

Kristina Lopez, Executive Campus Director
Patricia Channell, Dean, Academic Affairs
Cheryl Zekis, Manager, Student Success Center

Administrative Support

Brittney Adkins, Registrar
Megan Hodges, Administrative Assistant

Director, Student Finance

Kimberly Dulaney
Student Finance Advisor

Director, Career Services

Lynne Jackson
Career Services Advisors

Director, Enrollment Services

Leslie Gonzalez
Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Dorian DeCius
Instructors

Dental Assisting Program Director

AnnaMarie Lopez
Instructors

Graphic Design Program Director

Timothy Sunderman
Instructors

Medical Assisting Program Director

TBD
Instructors

Medical Billing and Coding Program Director

Michael Bailey
Instructors

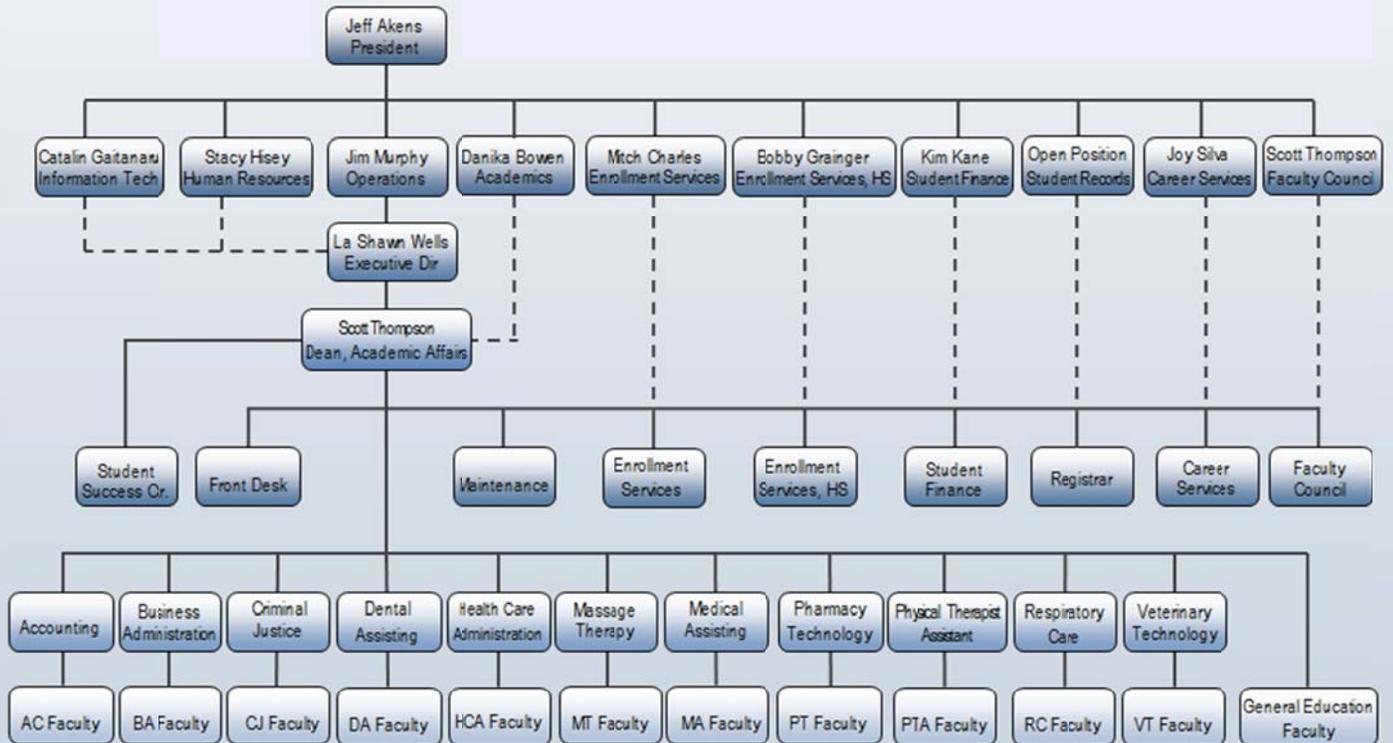
Pharmacy Technology Program Director

Nichole Blair
Instructors

General Education Instructors



Pleasant Hill Campus Organization Chart



Pleasant Hill Campus Staff And Faculty

Staff

Administration

La Shawn B. Wells, Executive Campus
Director
TBD, Dean, Academic Affairs
Rachel Hanses, Manager, Student Success
Center

Administrative Support

Mirtha Urizar, Registrar
Brandi Andrade, Administrative Assistant

Director, Student Finance

Ramona Moring
Student Finance Advisors

Director, Career Services

Monica Burden
Career Services Advisors

Director, Enrollment Services

TBD
Enrollment Services Representatives

Faculty

Accounting

TBD, Lead Instructor

Business Administration

TBD, Lead Instructor

Criminal Justice Program Director

Dave Oberhoffer
Instructors

Faculty continued

Dental Assisting Program Director

Michelle Callaghan
Instructors

Health Care Administration Program Director

Rebecca Burford
Instructors

Massage Therapy Program Director

Roberta Redden
Instructors

Medical Assisting Program Director

Rebecca Burford
Instructors

Pharmacy Technology Program Director

Nancy Afholderbach
Instructors

Physical Therapist Assistant Program Director

Scott Thompson
Instructors

Respiratory Care Program Director

Ghaleb Okla
Instructors

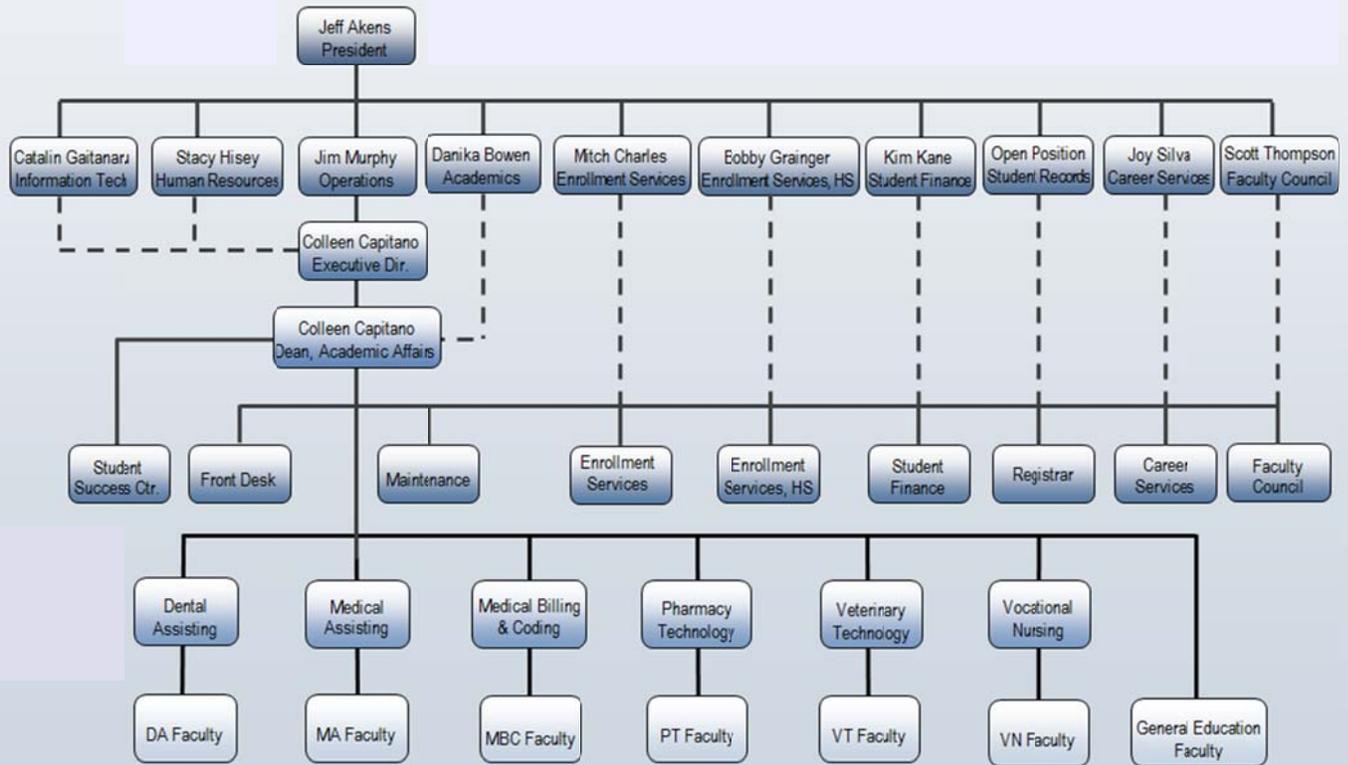
Veterinary Technology Program Director

Dr. Krista Miller
Instructors

General Education Instructors



Pomona Campus Organization Chart



Pomona Campus Staff And Faculty

Staff

Administration

Colleen Capitano, Executive Campus Director/
Dean, Academic Affairs
TBD, Manager, Student Success Center

Administrative Support

Sacha Linsmeier, Registrar
Marina Trujillo, Administrative Assistant

Director, Student Finance

Keith Villamil
Student Finance Advisors

Career Services Advisor

Sandee Riffel

Assistant Director, Enrollment Services

Christopher Lopez
Enrollment Services Representatives

Faculty

Dental Assisting Program Director

Jennifer Riddle
Instructors

Medical Assisting Program Director

Daniel Odum
Instructors

Medical Billing and Coding Program Director

TBD
Instructors

Pharmacy Technology Program Director

Michael Molokwu
Instructors

Veterinary Technology Program Director

TBD
Instructors

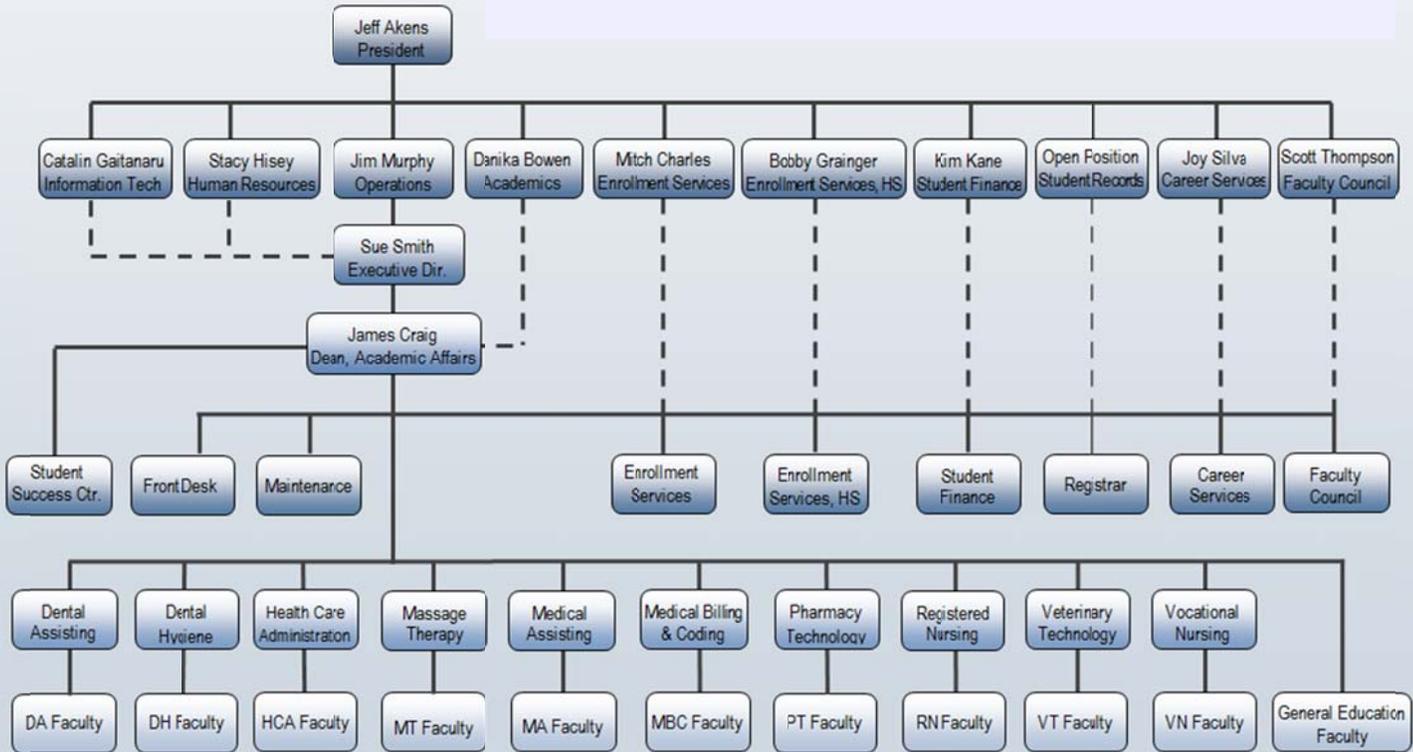
Vocational Nursing Program Director

TBD
Instructors

General Education Instructors



Sacramento Campus Organization Chart



Sacramento Campus Staff And Faculty

Staff

Administration

Sue A. Smith, Executive Campus Director
James Craig, Dean, Academic Affairs
Edward Edsten, Manager, Student Success Center

Administrative Support

Ryanne Quarles, Registrar
Chelsea Briles, Registrar Coordinator
Rajindar Singh, Administrative Assistant (PT)
Marina Beebe, Administrative Assistant (PT)
Brittany Corp, Administrative Assistant, Education

Director, Student Finance

Daniel Krebs
Student Finance Advisors

Director, Career Services

Louella Dietrich
Career Services Advisors

Director, Enrollment Services

Vance Klinke
Terri Armstrong, Assistant Director, Enrollment Services
Enrollment Services Representatives

Faculty

Dental Assisting Program Director

Erin Thomas

Dental Assisting Degree Program Director

Dr. Ivy Naarttjarvi
Instructors

Dental Hygiene Program Director

Sharon Golightly
Gabriella Solano Hernandez, Administrative Assistant Instructors

Health Care Administration Program Director

Edson Bozek
Instructors

Faculty continued

Massage Therapy Program Director

Cortney Payton
Instructors

Medical Assisting Program Director

Rachael Twiner
Instructors

Medical Billing and Coding Program Director

Edson Bozek
Instructors

Pharmacy Technology Program Director

Hieu Nguyen
Instructors

Registered Nursing Program Director

Dr. Louise Timmer
Kristina Norris, Administrative Assistant
Instructors

Veterinary Technology Program Director

Dr. Janelle Emmett
Instructors

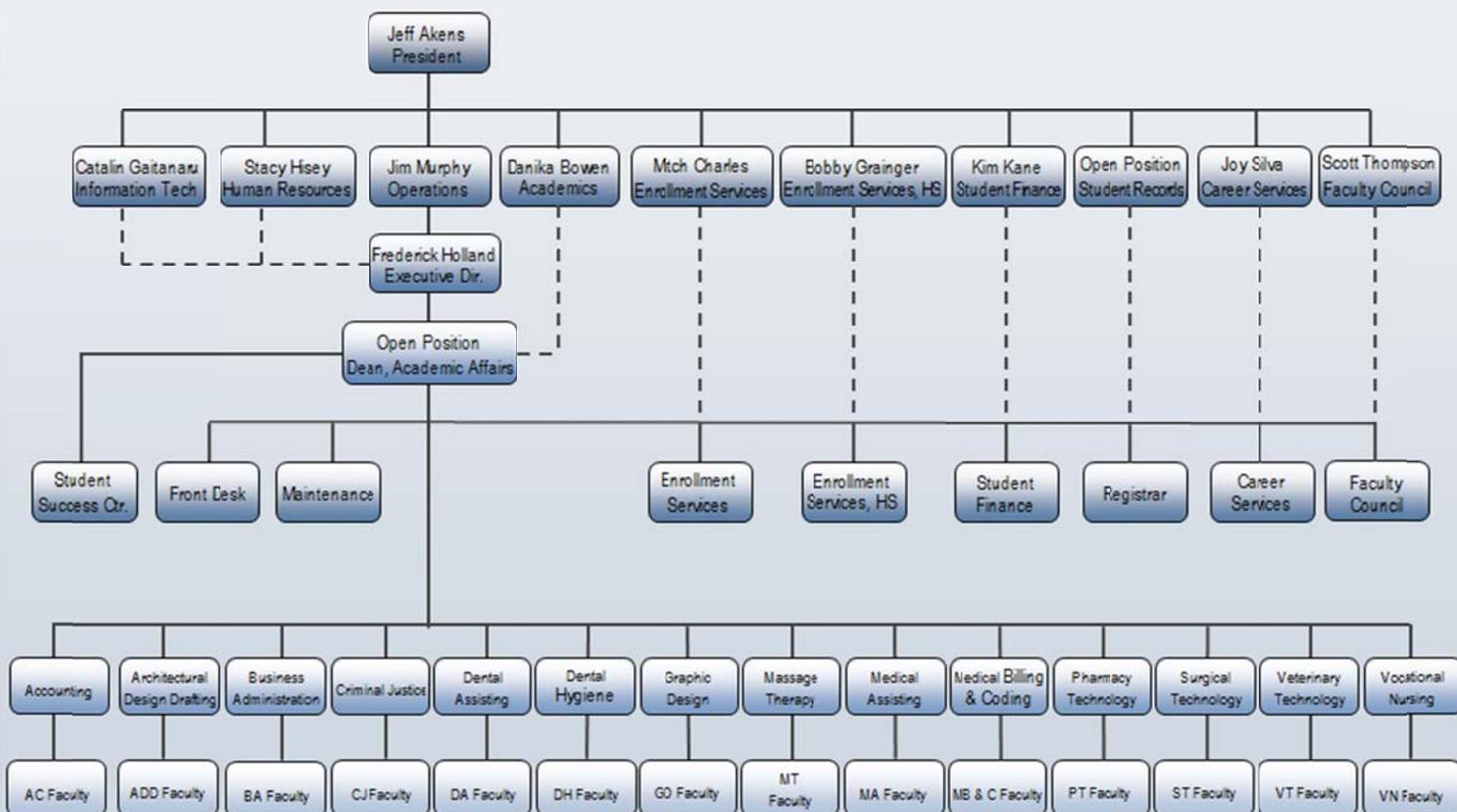
Vocational Nursing Program Director

Denise Rodriquez

Vocational Nursing Degree Program Director

Dr. Ivy Naarttjarvi
Instructors

General Education Instructors



San Jose Faculty and Staff

Staff

Administration

Frederick Holland, Executive Campus Director
TBD, Dean, Academic Affairs
Davina Hernandez, Manager, Student Success Center

Administrative Support

Carolyn Seguritan, Registrar
Beatrice Pina-Torres, Administrative Assistant
Marijane Valdez, Administrative Assistant

Director, Student Finance

Marie Navarro
Student Finance Advisors

Director, Career Services

Matthew Ralstin
Career Services Advisors

Director, Enrollment Services

Carol Johnson
Enrollment Services Representatives

Faculty

Accounting

LaVonne Slaton-Amey, Lead Instructor

Business Administration

LaVonne Slaton-Amey, Lead Instructor

Architectural Design Drafting Program

Director

John Mork
Instructors

Criminal Justice Program Director

Jim Thurber
Instructors

Dental Assisting Program Director

TBD
Instructors

Faculty Continued

Dental Hygiene Program Director

Sherry Heaney
Monica Valverde, Clinic Manager
Joanna Paladino, Administrative Assistant
Instructors

Graphic Design Program Director

Brian Schwab
Instructors

Massage Therapy Program Director

Robert Sackett
Instructors

Medical Assisting Program Director

Carlos Sanchez
Instructors

Medical Billing and Coding Program

Director

Brian Murphy
Instructors

Pharmacy Technology Program Director

Regina Wong
Instructor

Surgical Technology Program Director

Karen Shirley
Instructors

Veterinary Technology Program Director

Sharon Willis
Instructors

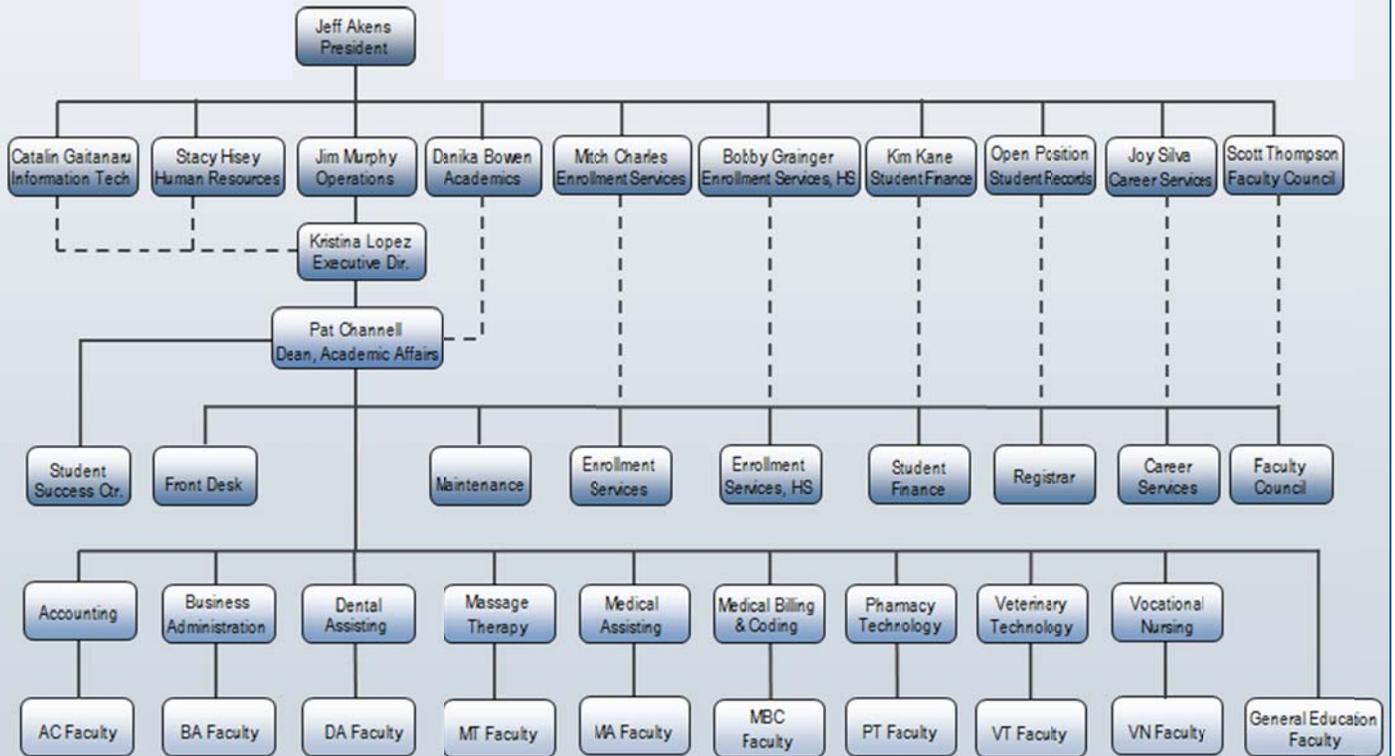
Vocational Nursing Program Director

Pamela Frazier
Instructors

General Education Instructors



San Leandro Campus Organization Chart



San Leandro Campus Staff And Faculty

Staff

Administration

Kristina Lopez, Executive Campus Director
Patricia Channell, Dean, Academic Affairs
Williana Purnama, Manager, Student
Success Center

Administrative Support

Michael Borges, Registrar
Stephanie Brooks, Administrative Assistant

Director, Student Finance

Kimberly Dulaney
Student Finance Advisors

Director, Career Services

Lynne Jackson
Career Services Advisors

Director, Enrollment Services

Kathryn Collins Duba
Enrollment Services Representatives

Faculty

Accounting Program

Vernon Hobbs, Lead Instructor

Business Administration Program

Vernon Hobbs, Lead Instructor

Dental Assisting Program Director

Hossai Kochai
Instructors

Massage Therapy Program Director

Kerry Matthews
Instructors

Medical Assisting Program Director

Tammy Arnold
Instructors

Medical Billing and Coding Program Director

Yvette Fisher
Instructors

Pharmacy Technology Program Director

Shannie Eubanks
Instructors

Veterinary Technology Program Director

Sharon Fornes
Instructors

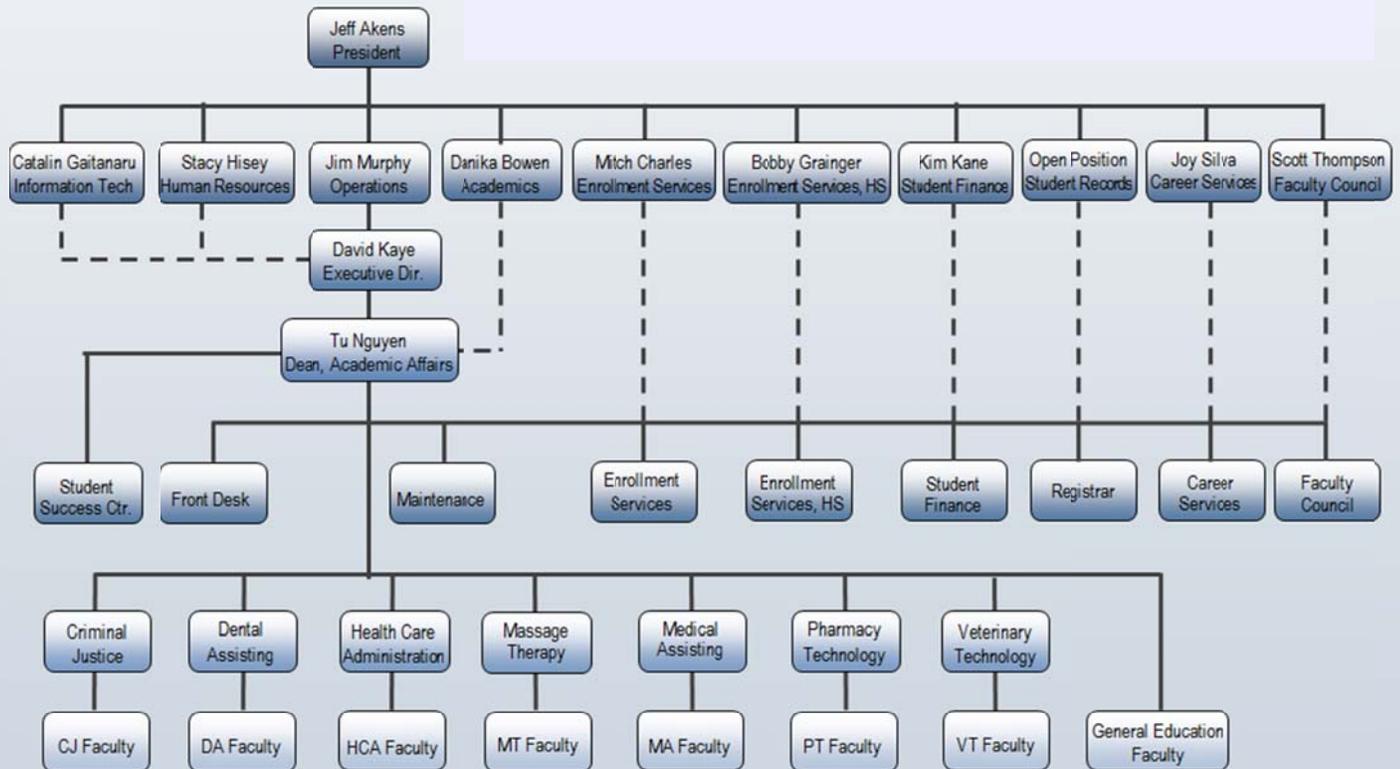
Vocational Nursing Program Director

Jacalynn Blankenship
Instructors

General Education Instructors



Stockton Campus Organization Chart



Stockton Campus Staff And Faculty

Staff

Administration

David Kaye, Executive Campus Director
Tu Nguyen, Dean, Academic Affairs
Taryn Herrera, Manager, Student Success Center

Administrative Support

Rose Rodriguez, Registrar
Cynthia Leal, Administrative Assistant

Director, Student Finance

Maria Hurtado
Student Finance Advisors

Director, Career Services

Sarah Holm
Career Services Advisors

Director, Enrollment Services

Anna Meli
Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Tony Restuccia
Instructors

Dental Assisting Program Director

Donna Bega
Instructors

Health Care Administration Program Director

Taryn Herrera
Instructors

Massage Therapy Program Director

Cyndi Torres
Instructors

Medical Assisting Program Director

Rebecca Burford
Instructors

Pharmacy Technology Program Director

TBD
Instructors

Veterinary Technology Program Director

Jamie Larson
Instructors

General Education Instructors

Online Staff and Faculty

Staff

Administration

Stuart Vanorny, Dean of Online Academics

Darnesha Williamson, Faculty Manager

Carol Paton, Faculty Manager

Responses to Recommendations from the 2007 Review

Educational Quality and Institutional Effectiveness

RECOMMENDATION 1

The College must fully implement program review and integrate it with institutional planning.

Descriptive Summary

Carrington College California has fully implemented program and services review and continues to evaluate processes to ensure results are used to improve student learning and achievement. Since the last self-evaluation the following program and services reviews have been completed:

2007	2008	2008-Part 2	2009	2010	2011	2012
Academic programs						
<ul style="list-style-type: none"> • Criminal Justice • Dental Assisting • Dental Hygiene • General Education (select courses) • Health Care Administration • Health Information Technology • Medical Assisting • Registered Nursing • Vocational Nursing 	<ul style="list-style-type: none"> • General Education (selected courses) • Massage Therapy • Pharmacy Technology • Veterinary Technology 	<ul style="list-style-type: none"> • Architectural Design Drafting • Criminal Justice (Citrus Heights completed in 2007) • Dental Hygiene • Graphic Design • Respiratory Therapy • Surgical Technology • Ultrasound Technology • Continued or Interim Rprts: <ul style="list-style-type: none"> ○ General Education-Emeryville ○ Massage Therapy-Emeryville 	<ul style="list-style-type: none"> • Criminal Justice • Dental Assisting • Health Care Administration • Health Information Technology • Medical Assisting • General Education Program (select courses) and Tutoring Services 	<ul style="list-style-type: none"> • Dental Hygiene • Massage Therapy • Medical Assisting • Pharmacy Technology • Surgical Technology • Veterinary Technology 	<ul style="list-style-type: none"> • Architectural & Design Drafting • Computer Graphics • Respiratory Therapy • Physical Therapy Assisting • Registered Nursing • Vocational Nursing • Surgical Technology • Dental Assisting Degree • Vocational Nursing Degree 	<ul style="list-style-type: none"> • Accounting (Online) • Business (Online) • Architectural Design Drafting • Dental Hygiene • Graphic Design • Graphic Design (Online) • Health Care Administration (Online) • Health Information Technology (Online) • Paralegal Studies (Online) • Renewable Energy (Online) • Sales & Marketing (Online) • Criminal Justice (Online) • Computer Technology (Online) • Veterinary Technology – Focused review
Services						
<ul style="list-style-type: none"> • Enrollment Services – Sacramento • Financial Services – Pleasant Hill • Career & Grad Services - Sacramento 	<ul style="list-style-type: none"> (Remaining Campuses) • Enrollment Services • Financial Services • Career & Grad Services 				<ul style="list-style-type: none"> • Library Services • Tutoring Services 	<ul style="list-style-type: none"> • Student Records Services • Enrollment Services • Financial Services • Career & Graduate Services

The Program and Services Review Process

The overall purpose of Program and Services Review is to improve programs and services through an intentional, data focused “360-degree” review of all aspects of instructional programs, including curriculum, human, physical, and technical resources.

The College has as central to its mission the provision of *educational programs and services to students, onsite and online, which meet student, employer, and community needs.*

Faculty input into curriculum development, Student Learning Outcome assessment and resource allocation is an important mechanism to ensure provision of industry current knowledge and skills. The Program and Services Review process is structured to maximize faculty input.

For onsite faculty, the following process is followed.

At the review launch meeting, Program Directors conduct their first meeting and sketch out global recommendations to take back to campus for faculty input and approval.

After the launch meetings the following process is followed:

- faculty meet to consider evidence, data, and to develop campus recommendations,
- program directors finalize global and campus recommendations and include them in the campus review reports,
- campus recommendations go into Campus Improvement Plans (CIPs) for action,
- budget items go to campus and are placed in the budget or the College budget, and
- global recommendations that are approved, but not included in the next FY budget, are placed into the College Strategic Plan.

For online faculty the following process is followed:

- the Online Dean of Academics and the Dean of School collaborate to survey faculty,
- summaries are written and distributed to faculty for comment
- local recommendations go into online improvement plans (CIPs) for action,
- resource allocation items go to campus budget or College budget, and
- global recommendations that are approved but not included in the next FY budget are placed into the College Strategic Plan.

Review processes are supported by data packages, which may include:

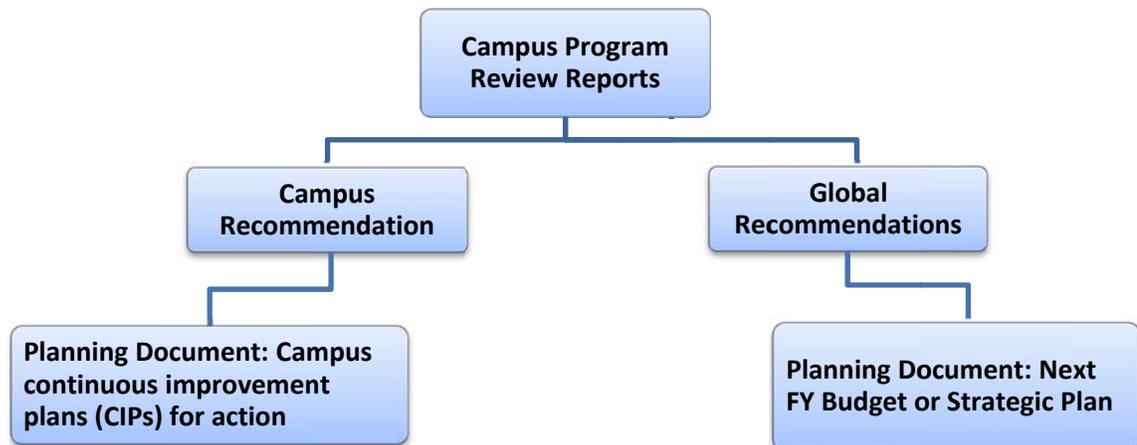
- graduation rate data,
- retention data,
- employment placement data,
- student satisfaction data,
- student learning outcome assessment data, and
- demographic data.

Once a Program or Service Review is completed on a campus, the report (including evidence of faculty dialogue, cost estimates, etc.) is forwarded to the Home Office for review. An Executive Summary with faculty recommendations is provided to the Executive Council for voting.

Linking Program and Services Review with Institutional Planning

Following the 2012 Self Study the college strengthened its institutional planning process, including strategic planning and the Executive Council committee structure, to enable linkage with program review and more extensive staff and faculty involvement. Program review recommendations are either global recommendations, in which case they go to the Executive Council for planning, budgeting consideration, and approval, or campus recommendations, in which case they go into the campus program continuous improvement plan (CIP) for campus action.

The following diagram represents the flow of recommendations from Program and Services Review to the planning process.



Recent examples of Program and Services Review global recommendations approved by the Executive Council and subsequently budgeted and/or scheduled in the College’s Strategic Plan are set out in Summary of Results from Executive Council, December 2011.

Campus-based recommendations are actioned at the campus. If recommendations require campus budget allocation, the campus Dean of Academic Affairs represents the recommendations in the campus budget process.

Self-Evaluation

Program review has become an essential component of Carrington College California’s academic quality framework and planning processes.

The college academic quality hub model chart attempts to represent Carrington College California's academic quality system and the relationship between the Home Office (HO) and campuses. Faculty dialogue now includes the concept of "quality hubs" – a concept to emphasize the partnership between campus quality systems and HO quality systems in the Carrington College California academic continuous improvement process.

The College plans to further develop tools and systems to enhance local control and accountability for academic quality and learning outcomes strengthening the partnership.

For example, in 2012 the College implemented an upgraded version of eLumen to provide Program Directors the capacity to run Student Learning Outcome reports for their programs at their campus and compare their outcomes with College outcomes, identify performance gaps and develop improvement strategies.

Review of Continuous Improvement Plans by Deans and Program Directors (PDs) will continue to ensure that Continuous Improvement Plans remain useful improvement and planning tools at campuses. Going forward the College is aiming to improve the role of Continuous Improvement Plans in campus management processes.

Development of additional processes and tools should help address self-identified gaps in the results of the 2012 Staff Budget and Planning Survey that relate to the faculty and staff understanding the link between global recommendations and resource allocation.

Annual evaluation of the Program and Services Review process has also led to ongoing improvements. The College has improved the Program and Services Review process and provided better tools and support to Program Directors, especially in the area of data provision. Ongoing evaluation has also led to more streamlined documentation and clearer communication to faculty regarding tasks and timelines.

The Program and Services Review process is one of the ways faculty has input into the College's planning and resource allocation. The onsite Program and Services Review process is structured to maximize faculty input. In 2012 faculty input into the Program and Services Review process was managed by the College's Deans of Schools and the Dean of Online Academics.

The College has continued with Continuous Improvement Plans (CIPs). CIPs document campus-based Program and Services Review recommendations, with assignments and timelines.

Overall, the ongoing development of the Continuous Improvement Plans in campus-based quality systems has accomplished the following:

- provided Program Directors with an ongoing link between reviews (every three years) and a framework for ongoing review, improvement, and planning,

- facilitated linkage between Program and Services Review and other campus-specific quality initiatives (student satisfaction, program achievement data), and

Continuous Improvement Plans are housed on a common College drive enabling Deans to track and interact with the implementation of reviews recommendations, as well as with progress with other improvement strategies initiated at their campus.

The introduction of global facilitators in 2011 provided faculty with a greater sense of input into program planning and facilitated communication between Program Directors, Deans of Academic Affairs and the Home Office. Program Directors reported the development enhanced faculty involvement.

In 2012 the College strengthened the Program and Services Review process with the appointment of Deans of Schools to support the Deans of Academic Affairs and Program Directors with reviewing their programs.

The College is currently evaluating the 2012 Program and Services Review process.

Supporting Evidence

- R.2 2012 CCC Program Review Matrix
- R.28 2011 Sacramento Pharmacy Technology Program Review Report
- R.15 2010 Program Review Evaluation Report Survey
- R.18 2011 Program Review Evaluation Report.
- R.8 2010 Dental Assisting Program Review Executive Summary
- R.27 2010 Medical Assisting Program Review Executive Summary
- R.7 2008-11 Stockton Veterinary Technology Continuous Improvement Plan (CIP)

RECOMMENDATION 2

The College must identify and implement student learning outcomes at course, program and institutional levels, then use assessment results to improve student learning as part of an integrated planning process.

Descriptive Summary

In 2008, the College began assessment of on-site program Student Learning Outcomes. By the end of 2009 all academic programs were assessing program Student Learning Outcomes using faculty developed rubrics and all service areas were assessing the five Institutional Student Learning Outcomes.

From 2009-11 College faculty developed course level Student Learning Outcomes, agreed upon assessment methods, and assessment rubrics.

In 2009, Carrington College California implemented General Education course level assessment using a manual system of recording assessments against rubrics. Following changes in General Education in 2011-12, Student Learning Outcome assessment has been managed through eLumen. eLumen is Carrington College California's Student Learning Outcome assessment management and reporting software system.

Faculty has been trained on using eLumen as a Student Learning Outcome management system and training support materials developed. The results of program assessment are the subject of dialogue at the faculty, program, and institutional level. Assessment is being used for improvement and further alignment of institution-wide practices, especially in the area of curriculum and learner support.

The Student Learning Outcome continuous improvement cycle operates on four levels:

- Instructors complete a section improvement plan at the end of each course. Improvement strategies are in eLumen.
- Program Directors and faculty evaluate student performance on Course Student Learning Outcomes, Program Student Learning Outcomes and Institutional Student Learning Outcomes twice yearly. Student Learning Outcomes and Student Learning Outcome data is also reviewed during the formal Program and Services Review process. Improvement strategies are documented in program continuous improvement plans.
- The Academics team at the Home Office annually aggregates all campus Student Learning Outcome data and provides a report on outcomes of student learning at the College level as well as improvement strategies.
- Faculty and Program Directors review Student Learning Outcomes and Student Learning Outcome data during Program and Services Review conducted every three years.

The process for evaluation of student learning outcome assessment for on ground programs is as follows.

Chart: Carrington College California Student Learning Outcome Assessment Cycle

Frequency	Level	Student Learning Outcome data	Responsibility	Forum dialogue	Documentation of improvement strategies	Outcomes
Ongoing at completion of section (Onsite)	Course	Instructors review outcomes for sections they have taught	Instructors. Data entry audited by SSC Managers	Faculty meetings consider rolled up section improvement plans when reviewing campus program data	Improvement strategies documented in eLumen: Section Action & Analysis	Improved classroom strategies
Every six months	Campus	Program directors, Deans of School review aggregated student learning outcome data for program courses	Program Directors DOA SSC Managers to assist with reporting	Faculty meeting EMT Meetings Education Committee	Faculty meeting minutes EMT minutes Plans documented in program Continuous Improvement Plans (CIPS)	Whole faculty approach to improving campus course and program outcomes
Annually	College	All student learning outcome performance data aggregated to College level	Dean of Institutional Effectiveness Deans of School	Education Committee Executive Council	Improvement strategies documented in recommendations to Executive Council.	Whole College approach to improving campus course and program outcomes

The process for evaluation of student learning outcome assessment for online programs is as follows.

Frequency	Level	Student Learning Outcome data	Responsibility	Forum dialogue	Documentation of improvement strategies	Outcomes
Every six months	Campus	Deans of School review aggregated Student Learning Outcome data for program courses	Deans of School Dean Online	Faculty meeting Education Committee	Faculty meeting minutes Plans documented in program online Continuous Improvement Plan (CIPS)	Whole faculty approach to improving campus course and program outcomes
Annually	College	All Student Learning Outcome performance data aggregated to College level	Dean of Institutional Effectiveness Deans of School	Education Committee Executive Council	Improvement strategies documented in recommendations to Executive Council.	Whole College approach to improving campus course and program outcomes

The College has been assessing Institutional Student Learning Outcomes (ISLO) indirectly since 2009 and introduced direct assessment in 2012.

Directly, ISLO assessment data is aggregated from courses. On completion of course assessment tasks instructors make a judgment student outcome based on student performance on tasks relating to specific elements of particular ISLOs.

Indirectly, the biennial student satisfaction survey has measured student perceptions of the integration of Institutional Student Learning Outcomes with classroom work and student perceptions of their Institutional Student Learning Outcome learning outcomes.

Each Program Director extracts performance data every six months, analyzes the data with faculty and records improvement strategies in the Continuous Improvement Plans.

In addition to reports generated by Program Directors every six months, the College has conducted *Learning Studies*, into areas identified by the Education Committee or the Office of Institutional Effectiveness.

These have included:

- 2008-9 General Education Learning Studies (Eng 101 English Writing and Composition and MAT101 Principles of Mathematics)
- 2009 Report on Grade Distribution General Education Online v On ground Learning Study
- 2011 General Education Learning Studies (ENG101 English Writing and, Sociology, PSY101 Introduction to Psychology, CLT100 Computer Literacy, HUM200 Ethics in Contemporary Society)

Self-Evaluation

There is widespread dialogue about the results, identification of performance gaps and improving outcomes at the course level, campus and program level, and institutional level.

Analysis of Student Learning Outcomes informs institutional planning and budget and impacts resource allocation. In 2012 the College realigned its learning support to provide focus and resources for Student Learning Outcome improvement strategies.

The appointment of Managers for Student Success Centers has greatly assisted in faculty analysis of outcome data and generation of improvement dialogue.

Supporting Evidence

- R.35 2009 CCC Faculty Presentation – *Developing Course Level SLOs*
- R.25 CCC Massage Therapy Exit Massage PSLO Rubric
- R.26 CCC Criminal Justice PSLO Capstone Rubric
- R.24 2012 Section Improvement Plan: Massage Therapy MT501Section SLO analysis

- R.23 2011 San Leandro Medical Billing and Coding Campus PSLO & CSLO analysis
- R.32 2012 San Jose Dental Hygiene Campus SLO Report
- R.33 2012 San Jose Dental Hygiene Faculty Minutes
- R.10 2011 Veterinary Technology Institutional SLO Asmt report
- R.20 CCC SLO Assessment Cycle
- R.56 Student Learning Outcomes Handbook

RECOMMENDATION 3

The College should strengthen its research capacity in order to support institutional effectiveness, data collection and analysis, and provide support for assessment of student learning outcomes.

Descriptive Summary

The College has strengthened its research capacity in the following ways:

- appointed a Director of Research & Assessment (now titled Dean, Institutional Effectiveness and Assessment),
- implemented eLumen to manage data collection for Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Student Learning Outcomes,
- increased the scope of data analyzed through provision of Program and Services Review data packages,
- implemented eLumen tools enabling campuses to generate Student Learning Outcome assessment data reports for analysis, effectiveness dialogue and action, and
- conducted professional development workshops to support linking Student Learning Outcome data analysis with classroom teaching and learning.

Instructional Student Learning Outcome assessment data are collected continuously. Student Learning Outcome data are analyzed at the course, program and institutional level according to the schedule set out in the Student Learning Outcome Assessment Cycle.

Instructors review their course level Student Learning Outcome data at the end of each section and create a simple improvement plan.

Programs analyze Student Learning Outcome data every six months. Student Success Center Managers work with campus Program Directors and faculty to analyze Student Learning Outcome data, identify performance gaps, and devise improvement strategies.

In 2011, the College developed its first institutional level Student Learning Outcome assessment reports.

The College uses additional measures to evaluate the quality of its programs and institutional effectiveness, including:

- achievement data (persistence and retention rates, course and program completion rates, graduation rates, and placement rates),
- learning outcome data (course, program, and institutional performance data, comparative),
- satisfaction data (licensure and certification rates, student, graduate, and employer surveys), and
- various metrics related to student records and finances.

Additionally, the College conducts regular in-depth Operations Reviews of each campus. The Operations Review is organized by area of outcomes measurement – student recruitment, student financing, student records, student success, graduate employment, campus operations, and fiscal responsibility.

During this process, all areas of campus outcomes are reviewed and compared to established benchmarks. Members of the Executive Council and each Campus Management Team participate in these reviews.

Self-Evaluation

Strengthening the College’s research capacity has resulted in a more data focused approach to program evaluation and improvement.

The implementation of Student Learning Outcome data collection and analysis provide faculty with a richer and more granular view of students’ learning.

Faculty use Student Learning Outcome data to analyze student learning, identify performance gaps and develop improvement strategies.

The College has conducted faculty professional development that focuses on developing improvement strategies from Student Learning Outcome data analysis. Strengthening the faculty capacity to research Student Learning Outcome data and connect results to improvement strategies will be ongoing.

Supporting Evidence

- R.8 2010 Dental Assisting Program Review Executive Summary
- R.9 2011 Veterinary Technology Program Review Executive Summary
- R.10 2011 Veterinary Technology College SLO Asmt Report
- R.24 2012 Section Improvement Plan: Massage Therapy MT501 Section SLO analysis
- R.23 2011 San Leandro Medical Billing and Coding Campus PSLO & CSLO analysis
- R.11 2011 General Education Learning Studies – SOC101 Introduction to Sociology,

- R.30 2011 General Education Learning Studies - PSY101 Introduction to Psychology

RECOMMENDATION 4

The College must embark on a systematic approach to planning for and evaluation of its general education program. The College must provide appropriate leadership and resources for this program (e.g. library holdings, facilities, and qualified faculty and staff).

Descriptive Summary

After the last Self-Evaluation, the College appointed General Education Program Directors.

Physical resources for the General Education program were added at each campus, and a variety of additional resources, websites, online case studies, and activities are included with most of the General Education curriculum. Campus learning resource collections are maintained and developed according to Carrington College California's acquisition policy.

In September 2007, the College revised the tutoring program on each campus. General Education Program Directors developed a comprehensive plan for improved tutoring and mentoring services at each campus. As a result, each campus received expanded hours devoted to tutoring services, with expanded tutoring provided for the General Education Program.

Following the 2012 Library Services and Tutoring Services reviews, however, the College began restructuring resources and personnel in Library Services and Tutoring Services, into what is now known as Student Success Centers and appointed Student Success Center Managers.

As a result, General Education Program Directors was replaced with Master's prepared Student Success Center Managers, the appointment of a Dean of School for General Education and the appointment of a Director Library Services.

The overall purpose of the Student Success Centers is to focus learning resources and resource development on student learning and learning gaps identified in the Student Learning Outcome assessments. Additionally, as with other service areas Student Success Centers have Continuous Improvement Plans covering library services and academic coaching.

The role of the Dean of School is to provide academic leadership to faculty, lead Program Reviews, and ensure the integrity and quality of the General Education learning experience.

Academic coaching services in the Student Success Centers have coaching Student Learning Outcomes which are assessed at each campus. Results are recorded in eLumen. An evaluation of the coaching Student Learning Outcome data and activity reports will inform a review of the restructure.

Self-Evaluation

Program reviews of General Education courses have been conducted in 2009, 2010 and 2011. Improvement actions taken as a result of General Education Program and Services Review recommendations covered areas such as learning resources, curriculum revisions, and text book changes.

General Education Student Learning Outcome assessment and institutional General Education Learning Studies identified a number of student learning gaps/needs in the General Education program, mainly in areas to do with developing and supporting ideas and organization of writing. These findings have been shared with the English faculty.

The College has continued to review and update library holdings to support General Education learning outcomes. To ensure that the College consistently meets the requirements of programmatic accrediting bodies and to ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated \$40,000 in 2010 and in 2011 to update and increase the campus's library holdings.

The role of the General Education Program Directors changed when general education courses moved to online delivery.

The function of tracking and supporting online General Education students now resides with the Student Success Centers. At each campus the progress of online general education students is tracked on a weekly basis, at risk students are identified and follow up intervention implemented.

The Student Success Centers provide crucial learner support services to General Education online students. The Dean of Online Academics sends the Student Success Centers weekly updates on students' attendance and performance. Students identified as at risk are contacted by the Student Success Center Managers and provided with academic coaching or other support.

On November 29, 2012 the Executive Council voted to accept of the proposal from the Education Committee to update the name of the Student Success Center to the Student Success Center effective immediately.

Supporting Evidence

- R.29 2009 General Education Learning Study - MAT101 Principles of Mathematics)
- R.14 2011 General Education Learning Studies-ENG101 English Writing and Composition

- R.11 2011 General Education Learning Studies – SOC101 Introduction to Sociology,
- R.30 2011 General Education Learning Studies - PSY101 Introduction to Psychology
- R.36 CCC Dean of General Education – Position Description
- R.37 Director of Library Services
- R.55 EC Minutes 11.29.12

RECOMMENDATION 5

The College must fully implement a program review process for instructional programs and student services incorporating a formalized assessment of that process. The College must strengthen its institutional dialogue where broad-based participation by all constituencies (e.g. faculty, students, staff, and managers) is central to that implementation and assessment.

Descriptive Summary

Carrington College California has fully implemented Program and Services Review and continues to review and refine processes to ensure results are used to improve student learning and achievement.

The overall focus of the Program and Services Review is to improve programs and services through intentional, evidence-based, cyclical and systematic “360-degree” review of all aspects of each instructional program, including curriculum, human, physical and technical resources, using a standard template. The process is faculty-driven and data-focused.

Faculty is involved in the review process through surveys, meetings, data analysis, evaluations of curricula, teaching performance appraisals, and reviews of program resources including facilities, equipment, and resource and instructional support.

During the Program and Services Review, the Dean of Academic Affairs, the Dean of School, the Program Director, and the faculty concentrate dialogue on the following:

1. Review of Student Learning Outcomes- Program Level, Course Level

- Are PSLOs and CSLOs defined and measurable in all courses?
- Are students learning all of the identified learning outcomes established for the course?
- Are there any learning gaps, such as gaps between delivery modes, campuses, or between students in particular courses and general student performance?
- Are students provided with opportunities to practice the ISLOs?

2. Program Identification: Program philosophy consistency, Courses in the major, Clinical or extern experiences

- Is the mission or purpose of the program defined clearly and honestly?
- Is the mission or purpose appropriate to our students' needs and our communities' needs?
- Are courses and course topics organized and appropriate?
- Are there any pending new requirements or placement Issues?

3. Program Resources: Faculty

- Is the number of faculty adequate to accomplish the program goals and SLOs?
- Do faculty qualifications meet written requirements; Faculty Accreditation standards?

4. Program Resources: Facilities, equipment, supplies, instructional support

- What are the educational and student services required to meet the stated mission and purpose of the educational program and curriculum?
- What are the physical resources required for this program? Are human, physical, and technical resources available and appropriate to support this program?
- Is office space for faculty sufficient:
- Are classrooms, labs adequate to support the program?
- Are learning resources and services adequate to support the program?

5. Program Fair Practices

- Are admissions standards accurate and appropriate for the program?
- Do the program handbook and other publications accurately describe the program?
- Does the catalog and website accurately reflect the program requirements, and the expected student outcomes?

6. Review of Student Achievement Outcomes

- Can the program identify the **Student Achievement Outcomes** (graduation rates, employment/placement rates, certification and licensure pass rates, etc.)?
- Are there trends in these rates? Are they getting better? Are they getting worse? How do National and State Trends compare with CCC program trends?
- How are the placement rates in the program? Are they getting better? Are they getting worse? Can you define any trends in employment in local areas?

7. Program Satisfaction and Feedback

- How would you describe Employer Satisfaction with graduates of the program? What are the trends here?
- Are there areas of improvement discussed in evaluations from extern/clinical sites; or Employers; or Advisory Committees?
- How satisfied are students with their educational program? Is there good documentation of student satisfaction?

8. Review current textbooks, learning resources, and equipment, which support the program

- Is a textbook change indicated? If yes, what are the justification, cost, and implementation plan?
- Does the library and learning resource center have appropriate supplemental materials to support students and faculty?
- Are equipment changes indicated?

Program and Services Reviews at the College are on a three-year cycle, with one third of the programs and services scheduled each year. To date, reviews have been conducted for the following programs:

2007	2008	2008-Part 2	2009	2010	2011	2012
Academic programs						
<ul style="list-style-type: none"> • Criminal Justice • Dental Assisting • Dental Hygiene • General Education (select courses) • Health Care Administration • Health Information Technology • Medical Assisting • Registered Nursing • Vocational Nursing 	<ul style="list-style-type: none"> • General Education (selected courses) • Massage Therapy • Pharmacy Technology • Veterinary Technology 	<ul style="list-style-type: none"> • Architectural Design Drafting • Criminal Justice (Citrus Heights completed in 2007) • Dental Hygiene • Graphic Design • Respiratory Therapy • Surgical Technology • Ultrasound Technology • Continued or Interim Rprts: <ul style="list-style-type: none"> ○ General Education-Emeryville ○ Massage Therapy-Emeryville 	<ul style="list-style-type: none"> • Criminal Justice • Dental Assisting • Health Care Administration • Health Information Technology • Medical Assisting • General Education Program (select courses) and Tutoring Services 	<ul style="list-style-type: none"> • Dental Hygiene • Massage Therapy • Medical Assisting • Pharmacy Technology • Surgical Technology • Veterinary Technology 	<ul style="list-style-type: none"> • Architectural & Design Drafting • Computer Graphics • Respiratory Therapy • Physical Therapy Assisting • Registered Nursing • Vocational Nursing • Surgical Technology • Dental Assisting Degree • Vocational Nursing Degree 	<ul style="list-style-type: none"> • Accounting (Online) • Business (Online) • Architectural Design Drafting • Dental Hygiene • Graphic Design • Graphic Design (Online) • Health Care Administration (Online) • Health Information Technology (Online) • Paralegal Studies (Online) • Renewable Energy (Online) • Sales & Marketing (Online) • Criminal Justice (Online) • Computer Technology (Online) • Veterinary Technology – Focused review
Services						
<ul style="list-style-type: none"> • Enrollment Services – Sacramento • Financial Services – Pleasant Hill • Career & Grad Services - Sacramento 	(Remaining Campuses) <ul style="list-style-type: none"> • Enrollment Services • Financial Services • Career & Grad Services 				<ul style="list-style-type: none"> • Library Services • Tutoring Services 	<ul style="list-style-type: none"> • Student Records Services • Enrollment Services • Financial Services • Career & Graduate Services

The College has focused on ensuring the Program and Services Review process is a data focused and faculty-driven process, maximizing opportunity for faculty involvement in the analysis of outcomes and the development of global and campus based recommendations for improvement.

For onsite faculty, the following process is followed.

At the review launch meeting Program Directors conduct their first meeting sketching out global recommendations to take back to the campus for faculty input and agreement.

After the launch meetings, the following process is followed:

- faculty meet to consider evidence, data and develop campus recommendations,
- Program Directors finalize global and campus recommendations and include in campus review reports,
- campus recommendations go into Campus Improvement Plans (Continuous Improvement Plans) for action,
- budget items go to campus budget or College budget, and
- global recommendations approved but not included in the next FY budget go into College Strategic Plan.

For online faculty the following process is followed:

- the Dean of Online Academics and the Dean of School collaborate to survey faculty,
- summaries are written and distributed to faculty for comment,
- local recommendations go into Online Improvement Plans (CIPs) for action,
- budget items go to campus budget or College budget, and
- global recommendations approved but not included in the next FY budget go into College Strategic Plan.

The Program and Services Review process is supported by data packages, which include:

- graduation rate data,
- retention data,
- employment placement data,
- student satisfaction data,
- student learning outcome assessment data, and
- demographic data.

Evaluating the Program Review Process

An annual review of the Program and Services Review process is completed by the Program Directors, the Deans of Academic Affairs, and the faculty.

Improvements implemented as a result of feedback include:

- More effective Program Director global meetings conducted to develop more focused cross campus recommendations
- Providing Program Directors and Deans more comprehensive and accurate data packages to support campus review processes. The data packages include student achievement data, Student Learning Outcome data, student satisfaction data, and graduate employment data. Data is disaggregated by campus and program.
- Development of a Standardized Equipment List for each program enabling Program Directors to evaluate campus equipment and supplies.
- Clearer faculty understanding of College commitment to a faculty-driven process
- Revised matrix with guide questions and new sample Program and Services Reviews
- Improved communication about progress of recommendations made by programs
- Inclusion of examination of the Program and Services Review process in Carrington College California's Excellence in Teaching Academy

On November 29, 2012 the Executive Council voted to accept of the proposal from the Education Committee to update the Program and Services Review process from a three year process to two year process starting in 2013.

Self-Evaluation

The College has in place a robust Program and Services Review system focused on data leading to faculty driven recommendations for improvement. The system is reviewed annually.

Over recent years the College has put emphasis on improving and validating the faculty role in maintaining academic quality, especially their role in Program and Services Review. However, research results from the 2012 staff and faculty survey indicate faculty believes that the time taken from the formation of recommendations to the final execution is too long.

In 2012, the College research indicates there is more work to do in the way review recommendations eventually flow into the College budget and planning processes.

The January 2012 faculty and staff survey on planning revealed issues with the time taken between Program and Services Review and budget. As a result, the Program and Services Review is now launched in the second half of the year, to link up more immediately with the budget and planning cycle. An assessment of the effect of this change will form part of the evaluation of the 2012 Program and Services Review process in 2013. On 11.29.12 the Executive Council approved the proposal to change the three year program review cycle to a two year cycle starting in 2013.

Supporting Evidence

- R22012 CCC Program Review Matrix
- R41 2012 CCC Online Program Review – Survey-Matrix
- R.5 2012 Pocket Intro Pres for Review Launch Meetings
- R.17 2011 CCC Program Review Facilitators Guide
- R.39 2012 Campus Program Review Handbook
- R40 2012 Online Program Review Handbook
- R.38 2012 Service Departments Program Review Handbook
- R.44 2010 Pleasant Hill Criminal Justice Campus Program Review Report
- R.8 2010 Dental Assisting Program Review Executive Summary
- R55 EC Minutes 11.29.12
- R.9 2011 Veterinary Technology Program Review Executive Summary
- R.42 2012 Online Business Program Review Executive Summary
- R43 2012 Online Business Continuous Improvement Plan
- R.7 2008-2011 Stockton Veterinary Technology Continuous Improvement Plan (CIP)
- R.15 2010 Program Review Evaluation Report
- R.18 2011 Program Review Evaluation Report

RECOMMENDATION 6

The College must proceed with its plan for evaluating institutional, program, and course Student Learning Outcomes. The College must consider specific ways to assess the achievement of core Student Learning Outcomes that are appropriate to the criteria already identified and discrete from grading of student assignments.

Descriptive Summary

Ongoing evaluation of institutional, program and course Student Learning Outcomes has been implemented. Student Learning Outcome data are analyzed at the course, program, and institutional level according to the schedule set out in the Carrington College California Student Learning Outcome Assessment Plan.

The College has implemented eLumen to manage data collection for Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Student Learning Outcomes enabling campuses to generate Student Learning Outcome assessment data reports for analysis and action

Instructors review their course level Student Learning Outcome data at the end of each section and create a simple improvement plan.

Programs analyze their Student Learning Outcome data every six months. At the time of writing, Student Success Center Managers were working with campus Program Directors and faculty analyzing their Student Learning Outcome data, identifying performance gaps and devising improvement strategies.

In 2011 the College developed its first institutional level Student Learning Outcome assessment reports.

Campuses have conducted professional development workshops linking Student Learning Outcome data analysis with classroom teaching and learning.

Carrington College California's five institutional Student Learning Outcomes are as follows:

1. Communication,
2. Critical thinking,
3. Information literacy,
4. Personal & professional development, and
5. Respect and responsibility.

Institutional Student Learning Outcomes are measured through direct and indirect methods.

The College has provided practical support to instructors to integrate core Student Learning Outcomes into every-day classroom teaching and learning. In addition to the original matrix and campus faculty conducted workshops, the College established posters in each classroom emphasizing links between Carrington College California's core Student Outcomes and professional duties and responsibilities.

In this way, the College is increasing the level of intentionality through the classroom activity and the Institutional Student Learning Outcomes, for both instructor and student.

Indirectly, the biennial student satisfaction survey measures student perceptions of the integration of Institutional Student Learning Outcomes with classroom work and student perceptions of their Institutional Student Learning Outcomes.

In 2012, the College began direct measurement of Institutional Student Learning Outcomes. At the end of each course instructors make a performance assessment against one or more elements of the Institutional Student Learning Outcomes. Faculty uses a common rubric and data can be aggregated to the course, program or institutional level.

Self-Evaluation

The College assesses the achievement of institutional Student Learning Outcomes in a number of ways appropriate to the vocational area and discrete from grading of student assignments.

The combined use of Institutional Student Learning Outcomes classroom posters, faculty development workshops, and measurement through the biennial student satisfaction survey has improved the level of instructor intentionality in linking classroom teaching and learning with the Institutional Student Learning Outcomes.

It is still too early to draw conclusion from performance data. Implementation of direct measurement has enhanced faculty dialogue about place of the College's Institutional Student Learning Outcomes in their course and program. This dialogue will inform faculty about the recommendations from Program and Services Reviews.

Supporting Evidence

- R.1 2011 Program Review Evaluation Survey Results
- R.6 Quality Hub Conceptual Model III

RECOMMENDATION 7

The College must develop and implement a planning process to address a self-identified shortfall in student support services, particularly the general education print collections in the libraries and tutorial services.

Descriptive Summary

In April 2007, the College began to develop plans and a budget to increase the general education holdings at each of the campuses. On approval of the Executive Council, the campuses were each allotted \$5,000 towards General Education collection development, \$45,000 total across all campuses. A variety of additional resources, websites, online case studies and activities are included with most of the General Education curriculum. Campus learning resource collections are maintained and developed according to Carrington College California's development policy.

The College has continued to review and update library holdings to support General Education learning outcomes. To ensure that the College consistently meets the requirements of programmatic accrediting bodies and to ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated \$40,000 in 2010 and in 2011 to update and increase the campus's library holdings.

General Education is delivered primarily via online modality. General Education students also have access to the following resources:

- E-books
- Online library
- Online databases
- 24 hour tutor support

In September 2007, the College revised the tutoring program on each campus. General Education Program Directors developed a comprehensive plan for improved tutoring and mentoring services on their campus. As a result, each campus expanded the hours devoted to tutoring services, with expanded tutoring provided for the General Education Program.

Following the 2012 Library Services and Tutoring Services reviews, however, the College began restructuring resources and personnel in Library Services and Tutoring Services, into what is now known as Student Success Centers.

The purpose of Student Success Centers is to focus resources on student learning generally and learning gaps identified in Student Learning Outcome assessments specifically.

Tutoring services in the Centers have Student Learning Outcomes which are assessed at each campus. Results are recorded in eLumen. An evaluation of Student Learning Outcome data and activity reports will inform a review of the restructure.

Self-Evaluation

A review of the efficacy of Student Success Centers will be conducted by the Education Committee in CY2013. The review will focus on tutoring support service Student Learning Outcomes, as tracked in eLumen, online learning support, and on integration of academic coaching with majors in programs.

Student Success Center academic coaches are also involved in classroom outreach addressing identified Student Learning Outcome learning gaps, such as in mathematics coaching in the Vocational Nursing program and Physical Therapy programs.

Center staff also provides training to students on library use, database searches, and how to conduct research. The development of Library Services including the development of the library collection is a central part of the planning for the centers and forms an essential component of the Student Success Centers Continuous Improvement Plan

Supporting Evidence

- R.21 CCC SSC Master Plan 2012 2015
- R.54 2012 Pleasant Hill Student Success Center Continuous Improvement Plan

RECOMMENDATION 8

The College must refine and develop the integrated planning process, with particular emphasis on systematic assessments of Program and Services Review, student learning outcomes, and human, physical, technology and financial resource allocation.

Descriptive Summary

The College has implemented a systematic Program and Services Review system and linked it to strategic planning and budget.

The Carrington College California Student Learning Outcomes assessment system encompasses Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Student Learning Outcomes. Student Learning Outcomes assessment reports link assessment outcomes with resource allocation.

The college has further developed the planning process to ensure better integration between planning elements. The college's Integrated Planning Manual sets out the elements of the process, namely:

- Mission Statement
- Institutional Goals
- The Strategic Plan
- Education Master Plan
- Technology Plan
- Facilities Plan
- Resource Allocation
- Implementation
- Review and Evaluation

The manual provides a description of each component as well as setting out the main timelines and processes for each.

The manual also provides a description of the relationship between program review and resources allocation and the mechanisms available to staff and faculty in contributing to institutional goals and objectives and as well as the Strategic Plan, Education Master Plan, Technology Plan and Facilities Plan.

Supporting Evidence

- R.2 201CCC 2012 Program Review Matrix
- R.15 2010 Program Review Evaluation Report Survey

- R.18 2011 Program Review Evaluation Report.
- R.10 Veterinary Technology SLO Asmt report 2011
- R.20 CCC SLO Assessment Cycle

Self-Evaluation

The College has been successful in establishing links between Program and Services Review, Student Learning Outcome assessment, and institutional dialogue relating to resource allocation and strategic planning.

The creation of common tools, such as the Standardized Equipment List (SEL), has enabled a more systematic approach to global recommendations relating to classroom and laboratory equipment and supplies. This, in turn, assisted with distinguishing between global and campus recommendations, making for more streamlined articulation with institutional budget and planning.

The January 2012 faculty and staff survey on planning revealed a difficulty with the time taken between Program and Services Review and budget. As a result, Program and Services Review is now launched in the second half of the year, to link up more immediately with the budget and planning cycle. An assessment of the effect of this change will form part of the evaluation of the 2012 Program and Services Review process.

Supporting evidence

- R.47 CCC Strategic Plan Development Process
- R.48 CCC Budget Development Process
- R.50 2011 CCC Dental Hygiene Standard Equipment List

RECOMMENDATION 9

Faculty and students must be given a more substantive and clearly defined role in institutional governance. The College must evaluate and improve the effectiveness of the mechanisms for participation and dialogue among management, faculty, staff, and students.

Descriptive Summary

The College governance structure ensures faculty and students have a clearly defined and substantive voice in institutional governance.

At the campus level, Educational Management Team (EMT) meetings involving the campus Dean of Academic Affairs and Program Directors are conducted monthly. The Educational Management Team continuously reviews student progress and outcomes. Faculty meetings are conducted monthly. Recommendations for change from these meetings go the Education Committee and from there go to the Executive Council for final approval.

The ongoing cycle of reviewing, assessing, and planning ensures faculty involvement in institute-wide dialogue focused on student outcomes and decisions about resource allocation.

Ongoing Instructional programs are systematically assessed in order to ensure currency, improve teaching and learning strategies, and to achieve stated Student Learning Outcomes. The Program and Services Review process involves faculty dialogue about: facilities, equipment, supplies, support, program fair practices, student achievement outcomes, and program satisfaction and feedback.

Results of dialogue, in the form of recommendations, work their way through the College's participatory governance processes for action or into the College integrated planning process.

In addition to the overview of faculty, staff, and student participation opportunities described in other parts of this self-evaluation report, the College has a Faculty Council and a Student Advisory Committee. The Faculty Council and a Student Advisory Committee were created as a direct result of recommendations arising from the last reaffirmation process.

The Faculty Council is responsible for the following:

- conveying the mission, goals, and College philosophy to the College faculty members, and
- ensuring that input from College faculty members is provided to the Executive Council and all of its committees and sub-committees, especially regarding maintaining educational quality throughout the College system and its various programs.

The faculty elects two representatives every two years from each campus to serve on the Faculty Council. By vote of its membership, the Faculty Council appoints one member each year to serve as the Faculty Council Chair who serves as a voting member of the Executive Council.

The chair of the Faculty Council ensures the faculty voice is represented in Institutional governance as liaison to and voting member of the Executive Council.

Student Advisory Council

Two Student Advisory Committee members are appointed by the Dean of Academic Affairs and faculty on each campus to serve on the Committee. The meetings are facilitated by the Dean of Accreditation and Compliance who serves as the Student Advocate.

The advocate and his/her appointed representatives are responsible for coordinating quarterly virtual meetings to solicit student input into the decision-making process and to provide this input directly to the Executive Council.

Additionally, the Student Advocate works with the Dean of Institutional Effectiveness and Assessment to ensure that student input from all areas of the College is adequately solicited through College surveys and campus suggestion boxes, and that this input is evaluated and provided directly to the Executive Council.

Self-Evaluation

As mentioned elsewhere in this report, faculty have indicated the current process for execution of Program and Services Review recommendations takes too long and requires streamlining.

The College has been successful at implementing sustainable and clearly defined roles within institutional governance through enhanced levels of campus participation. Furthermore, the implementation of the student and faculty councils has added yet another layer of participation within instructional governance.

Supporting Evidence

- R.46 CCC Planning and Decision Making Process
- R.47 CCC Strategic Plan Development Process
- R.48 CCC Budget Development Process
- R.49 CCC Faculty Council Minutes July 2009
- R.51 CCC 2010 Student Advisory Committee Minutes – 8.19.10
- R.52 CCC 2012 Student Advisory Committee Minutes – 2.23.12

Planning Summary
Carrington College California
Report of the Institutional Self Study for Initial Accreditation
Spring 2013

This Self-Study report is a culmination of analyses and introspections by the Carrington College California faculty, staff, administration, as well as other stakeholders. This report contains a description of improvements the College has made since its last Self-Study, its current practices and processes, and the areas the College intends to address and accomplish within a short period of time. These areas are listed in the actionable planning items that follow each Standard.

The actionable improvement plans included in this Self-Study reflect the following themes:

1. **Institutional Commitment:** The College is committed to providing *high quality education congruent with its institutional mission statement that reflects the intended student population and the institution's commitment to student learning.*
2. **Evaluation, Planning, and Improvement:** The College conducts ongoing and systematic cyclic evaluation, integrated planning, implementation, and re-evaluation.
3. **Student Learning Outcomes:** The College has produced and supported student learning by developing Student Learning Outcomes at the course, program, and institutional levels. The learning outcomes are measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.
4. **Organization:** The College's shared governance collaborates to identify learning outcomes, to evaluate the effectiveness of programs in producing outcomes, and to make improvements to produce and support student learning.
5. **Dialogue:** The College stakeholders participate in reflection and exchange about student achievement, student learning, and the effectiveness of its processes, policies, and organization.
6. **Institutional Integrity:** The College assesses the integrity of its policies, practices, and procedures, as well as to how it treats students, employees, and the community.

Self-Study Actionable Improvement Plans by Standard

Standard I:

Create an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished

- Continue dialogue to develop and expand the Program Advisory Committees' input and value to the Program Review process
- Increase faculty and staff understanding of the whole of college planning process and its relationship to the governance structure

- Improve integration of Student Learning Outcomes assessment data into planning processes.

Standard II:

- Continue to use industry, education, and market research in program development
- Create a Continuing Education Plan that details the Strategic Plan
- Create and implement program employability and licensure opportunities for programs
- Implement Inmagic
- Begin institutional dialogue to change the Program Review cycle from every three years to every two years
- 2013—Education Committee will formally review the restructuring of the student support resources, including an evaluation of the tutoring services, Student Learning Outcomes, and collection policy and practice.

Standard III:

Complete the Wi Fi project

- Conduct dialogue to develop a plan for depreciation of equipment to determine a time frame when that equipment should be replaced
- Develop a master plan for replacement to properly budget
- Continue to ensure that the College’s infrastructure and equipment meet the institutional needs
- Continue to review and update student learning programs and services
- Continue to use and improve technology training for students and all College personnel
- Continue to improve and strengthen communicating the budgeting development process to all Carrington College California stakeholders.

Standard IV:

- Begin dialogue to improve the participation of adjunct faculty in the planning process
- Begin a dialogue to review implementing an annual Governing Board evaluation.

Self-Evaluation Accreditation Standards

Standard I – Institutional Mission and Effectiveness: A Thematic Overview

Dialogue

Dialogue is exemplified in the development of Carrington College California's mission statement. Regular Strategic Planning Meetings include college stakeholder groups, such as staff, faculty, administration, and managerial staff. The mission statement, goals, and performance indicators are regularly reviewed at these meetings.

Institutional Commitments

Institutional commitments are presented in the mission statement. The College has created goals that are aligned to its mission and focus on student learning. The campuses we serve include: Antioch, Citrus Heights, Emeryville, Pleasant Hill, Pomona, Sacramento, San Jose, San Leandro, and Stockton. A regular systematic cycle of program review processes ensures a commitment to implement and improve student learning.

Evaluation, Planning, and Improvement

Evaluation, planning, and improvement are achieved through an ongoing cycle of assessment, evaluation, integrated planning, implementation, and re-evaluation to improve institutional effectiveness.

Standard I. Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Carrington College California’s mission statement defines its broad educational purposes, its intended student population, and its commitment to achieving student learning and success.

The mission of Carrington College California 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 through the following:

- Offering associate degree and certificate programs in liberal studies, health care, wellness, legal, business, and technical disciplines.
- Providing a supportive, student-centered learning environment, which empowers students to meet their educational and career goals and achieve positive learning outcomes.
- Providing faculty development and training.
- Using a skills-based and outcomes-based approach to education.
- Providing excellent educational programs and services to students on-site and online that meet student, employer, and community needs.

Descriptive Summary:

Carrington College California’s mission statement and goals define its purpose, the population it serves, and its commitment to student learning. The College’s mission statement recognizes its objective to “provide learning opportunities to individuals in the communities it serves” and provides “educational programs and services to students on-site and online that meet student, employer, and community needs.”

Carrington College California’s service area includes wide diversity in educational background, economic status, and ethnicity (Chart 6).

I.A. Mission

The institution has a statement of mission that defines the institution’s

Carrington College California’s mission statement demonstrates the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning

broad educational purposes, its intended student population, and its commitment to achieving student learning.

through the following:

The mission of Carrington College California 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 Carrington College California philosophy centers on outcome-based learning. The College's focus on retention, placement and job performance results in graduates who are qualified and motivated employees. The communities served by the College benefit from this focus on outcome-based learning and the College's ability to adapt to its changing needs.

Carrington College California's faculty, administrators, and staff are committed to students developing specific vocational knowledge and skills, as well as Institutional Student Learning Outcomes.

Institutional Student Learning Outcomes:

1. Critical Thinking

On completion of their program of study students will be able to:

- a. Identify and clearly define a problem to be solved, task to be performed or decision to be made.
- b. Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)
- c. Differentiate between facts, influences, assumptions and conclusions.
- d. Identify the criteria to evaluate the solution, process, or decision.
- e. Select the appropriate solution, process or decision.

2. Personal and Professional Development

On completion of their program of study students will be able to:

Personal and professional development are practiced by students when they:

- a. Define personal values and ethics.
- b. Assess self-worth, strengths, weaknesses, and potential for personal and intellectual growth.
- c. Define and clarify their career goals.
- d. Understand the “world of work” and requirements to get and keep the job.

3. Information Management & Technical Literacy

On completion of their program of study students will be able to:

- a. Use appropriate technology to acquire, organize, analyze and communicate.
- b. Apply appropriate technology to solve problems.
- c. Demonstrate computer literacy through Microsoft Office Suite competencies.
- d. Understand the applications and implications of technology and to use technology in ways appropriate to the situation.

4. Communication

On completion of their program of study students will be able to:

Students communicate effectively in many different situations, involving diverse people and viewpoints, when they are able to:

- a. Locate, interpret and analyze various types of written information in a variety of documents, literature, graphs, and mass communications.
- b. Communicate thoughts, ideas, information and messages in writing.
- c. Organize ideas and communicate oral messages appropriate to the audience and the situation.

5. Respect and Responsibility

On completion of their program of study students will be able to:

- a. Demonstrate knowledge of and sensitivity to a variety of cultural values and awareness of global issues.

	<ul style="list-style-type: none"> b. Understand their role in society and take responsibility for their own actions. c. Work effectively and respectfully with others in groups at school or at work. d. Exhibit personal and professional ethics and academic honesty. e. Respect the rights, work, and contributions of others. <p>In degree programs, a broad base of general education course offerings provide students with communication, critical thinking, mathematical, and computer skills, as well as perspectives from the sciences, humanities, and social sciences.</p> <p>Carrington College California encourages students to work to achieve their highest potential while attaining their career goals. The College strives for excellence and quality in everything it does and instills in its students the same aspirations.</p>
<p>I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</p>	<p>The mission of Carrington College California is to provide education in the majors and disciplines of liberal studies, healthcare, wellness, legal, business, and technical disciplines that lead to an Associate in Science Degree and/or a Certificate of Achievement, clearly identifies the broad-based educational purposes it seeks to achieve.</p> <p>The College’s mission and philosophy define the purpose, perspective, and character of Carrington College California. The communities served by the College benefit from its focus on outcomes-based learning and the College’s ability to adapt to its changing needs. To assist in ensuring this adaptability, the Senior Director of Academic Affairs and Accreditation Liaison Officer instituted the weekly Dean of Academic Affairs conference calls. The focus of these conferences has been to raise academic quality and improve the overall student experience. One outcome of the weekly conferences was that the individual campus Dean of Academic Affairs created and implemented Student Success Plans. These plans included strategies such as reviewing previous success rates, determining where the success rates need to be, and the key initiative needed to be put in place to achieve those success rates. An example of a campus Student Success Plan was presented by the Stockton Dean of Academic Affairs.</p>

The College's Institutional Effectiveness Plan (**1.54 Institutional Effectiveness Plan**) presents the review, assessment, and planning cycle that ensures an ongoing evaluation of the institution's progress in meeting its mission. The evaluation of institutional effectiveness consists of systematic processes and practices including:

- Program Review
- Evaluation of programs and services
- Measurement outcomes
- Use of review, assessment and outcomes data to inform improvement and planning
- Input from students and external stakeholders.

Recommendations resulting from broad-based dialogue about the College's Institutional Effectiveness Plan work their way through the College's participatory governance processes for action or into the College's integrated planning process.

An example of a recommendation that moved through the College's participatory governance processes to the Executive Council for voting was the creation of the Student Success Centers. The Student Success Center master plan merged the College Library Services and the Tutoring Services. This new environment provides all of the resources of the past plus new benefits focused around the needs of the students. By definition, the Centers align with the mission of the school, by providing new and exciting learning opportunities to students in this environment. The vision includes all of the library services of the past with the addition of tutoring, student functional support, and specialized student support determined by the students' needs at each individual campus. (**1.8 SSC Master Plan**)

The decision to merge these two services was based on student data and the College's commitment to student learning. The Student Satisfaction scores provided information that 33.3% of had not used the library as yet and that student use of the library did not necessarily relate to the core functions of a library. For example, in the Spring 2012 Student Satisfaction Survey, of the students who used the library, nearly 50% indicated they made use of the library primarily for computer use or for a quiet place to

study. The College Education Committee considered this data along with an emerging need to align college learner support resources with student learning outcomes, especially in the area of identified Student Learning Outcomes performance gaps. **(1.17 Student Survey Spring 2012)**

To ensure that the College consistently meets the requirements of programmatic accrediting bodies and to ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated \$40,000 in 2010 and in 2011 to update and increase the campus's library holdings. **(1.52 Library Acquisitions, 1.53 Library Acquisitions)**

Another example of decisions emerging from broad-based dialogue on institutional effectiveness was the inclusion of COL105 as the first-in course for all blended and online programs.

Student Learning Outcomes and assessment methods are in place for courses, programs, and services at Carrington College California. Assessment results are discussed at faculty, program, and institutional levels to guide improvement and further alignment of institution-wide practices. Academic programs assess program Student Learning Outcomes, and the service areas assess the five institutional Student Learning Outcomes. At the completion of each annual cycle of program review, participating Program Directors and Deans of Academic Affairs are surveyed on their experience of program review. Findings of the survey serve as the basis for discussion at the Education Committee meeting where changes to the process are considered. **(1.23 Prog Rev Eval Survey 2010, 1.24 Program Review Eval 2011)**

In 2009, the College began development of course-level Student Learning Outcomes. The Dean of Institutional Effectiveness & Assessment conducted training on the development of course Student Learning Outcomes in a vocational education and training context. A data management and reporting software system was implemented to record and track Student Learning Outcomes assessments. Faculty has been trained on eLumen as the Student Learning Outcomes management system and the training support

	materials. (1.25 eLumen Explan)
<p>I.A.2. The mission statement is approved by the governing board and published.</p>	<p>According to the Governing Board’s Bylaws (Article III C 1), the Governing Board will “determine, and periodically review, the mission and purpose of the College.” The current mission statement was adopted by the Governing Board in September 2010, following a sub-change request (September 21, 2009) to WASC to change its mission statement. The College requested the proposed mission to allow expansion of programs into liberal studies, business, and advancing technologies. The new mission statement defined the expanded educational purposes of the College, defined the intended student population, and emphasized its commitment to achieve student learning. (1.19 Mission Subchange, 1.20 Mission Change Budget, 1.21 Mission Statement Input)</p>
<p>I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p>	<p>Carrington College California’s mission statement is central to the institution’s planning and decision-making process. The mission statement acts as a guide to the College evaluating its goals and improving the programs and services offered to its students.</p> <p>Carrington College California reviews its mission statement bi-annually during the College’s Strategic Planning process to ensure it continues to reflect and meet the needs of the students. The College created the first Strategic Plan in late 2007 for the 2008 Fiscal Year. New Strategic Plans were then created for 2009 and 2010 for their respective Fiscal Years. In 2011, the Executive Council voted to change the Strategic Planning cycle to every two years. Fiscal Year 2011 was the first plan under this new policy. In the spring of 2012, the 2013 Fiscal Year Strategic Plan was created, voted on, and approved.</p> <p>The Program and Service review process ensures ongoing faculty, staff, and employer input into mission alignment and effectiveness. When the College was evaluating a change of name and mission in 2009-2010, prior to its application to the ACCJC, the process included input from faculty, staff, and was considered at every level of the College’s governing structure—Executive Council Committees, Campus Management, and Education</p>

	<p>Committees.</p> <p>Proposals for new programs or new campus locations are evaluated in terms of the mission statement to ensure the College continues to meet the needs of its students and the communities it serves. The Physical Therapist Assistant program is an example of a Carrington College California proposal that used the College’s mission statement as its foundation. The decision to offer the Physical Therapist Assistant program was made after the College conducted research and a feasibility study that demonstrated the need for physical therapist assistants (PTAs) in the communities the College serves. Specifically, the College found the following at the time of the drafting the Sub-Change Report to ACCJC/WASC:</p> <ul style="list-style-type: none"> • Employment outlook for PTAs was projected to increase much faster than average for this profession. • Formal education and an associate degree are required for licensure in California. • Competition from other colleges was low for this program. <p>The complete Physical Therapist Assistant substantive change document details the description of the change, the rationale, the planning process, and the resources for the proposal. (1.43 PTA Sub and Exhibits)</p>
<p>I.A.4.</p> <p>The institution’s mission is central to institutional planning and decision-making.</p>	<p>Carrington College California’s mission statement is the core of the institution’s planning and governance, and is required on all planning and governance documents. It is the College’s guide in achieving goals and in improving the programs and services offered to its students. The mission statement is also evaluated when the College considers recommendations for major program or service delivery changes by the Executive Council and, where required, by the Governing Board.</p> <p>One example of how the College has provided “professional preparation in career-focused majors,” is through the Professional Advisory Committees that have been set up for each of its academic programs in order to provide a real-world professional education program that serves the community.</p>

	<p>The Advisory Committees provide assistance in the development of educational programs, which are current with industry standards, providing a vital link between the College and the community. Advisory Committee members attend meetings and take an active part in the evaluation of the instructional program, helping to formulate recommendations for improving the program and supply information needed to expand the curriculum. This collaboration is instrumental to the College’s planning and decision-making process, further ensuring its mission of commitment to student learning. (1.7 PAC Handbook, 1.55 MA PAC Minutes 2011)</p>
<p>I.A. Self-Evaluation</p>	<p>Carrington College California reviews its mission statement each year during the Strategic Planning process. It is formally reviewed every five years during the institution’s Five-Year Strategic Planning Process. It is then approved by the shared governance body, the Executive Council, and the Governing Board. The College continues to align its student learning and institutional processes with the mission statement. Performance indicators (institutional and student) are used to qualitatively and quantitatively measure how well the College meets its goals and undergo regular, rigorous review through the campus-shared governance process.</p> <p>The mission statement is publicized in numerous institutional documents: Carrington College California Catalog, Education Committee Newsletter, Dean of Academic Affairs Handbook, Faculty Handbook, Strategic Plan, Centers for Student Success Master Plan, Institutional Self-Assessment Report, Student Handbook, Program and Services Review Handbook, and all institutional minutes.</p> <p>Carrington College California’s mission statement is fundamental to institutional planning and decision-making. The Dean, Institutional Effectiveness & Assessment provides data analyses from the Institutional Student Learning Outcomes and Student Learning Outcomes to drive planning within the shared-governance planning process. Program and Services Reviews, budget procedures and processes, and institutional planning must</p>

	<p>support the institutional outcomes and are essential to continually ensure that the College’s processes support the College’s mission statement.</p>
<p>I.A. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • As a component of the new strategic plan, the College will complete the process of revisiting the mission statement to explicitly reflect the college’s commitment to student learning. The College will re-examine the mission statement every 3 years. • Under the leadership of the Executive Council, define roles and responsibilities in fostering equitable learning outcomes and the implication of continued disparities in success rates between ethnic groups. • Under the leadership of the Executive Council, ensure that staffing decisions are driven by the Education Master Plan and the faculty ratio document. • Under the leadership of the Executive Council, expand existing equity initiatives and allocate fiscal, human and facilities resources to support equity and diversity efforts. • Under the leadership of the Education Committee the Continuing Education Plan will be implemented for all faculty to provide a comprehensive professional and organizational development program.
<p>I.B. Improving Institutional Effectiveness</p> <p>The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution</p>	<p><i>Descriptive Summary</i></p> <p>Carrington College California demonstrates a conscious effort to produce and support student learning. The College has in place an integrated system of review, planning, and budgeting to ensure that the College resources are focused on achieving the mission statement and continuous improvement. All dialogue and decisions are guided by learning outcomes and achievement data.</p> <p><i>Student Learning Outcomes and assessment methods are in place for all Carrington College California courses, programs, and services.</i> Ongoing operational and cyclical reviews of all aspects of the student learning experience are integrated with budget and planning processes to ensure alignment between resource allocation and student learning. Assessment results are discussed at faculty, program, and institutional levels to guide improvement</p>

demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes and evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

and further alignment of institution-wide practices.

I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

A college-wide focus on student learning and achievement is maintained and developed through a variety of processes.

Institutional Dialogue:

- Individual Campus Faculty Meetings are conducted monthly.
- Individual Campus Educational Management Team Meetings (Campus Dean of Academic Affairs and Program Directors) meet monthly to review student progress as well as the Student Learning Outcomes.
- Executive Directors from all campuses meet weekly to review the progress of the operational objectives.
- Home Office Deans, Campus Deans of Academic Affairs, Senior Director of Academic Affairs and Accreditation Liaison Officer meet weekly to discuss and consider a variety of ongoing issues, including implementation of change resulting from ongoing review of retention, at-risk students, and teaching and learning initiatives. **(1.56 Dean Collaboration Mins 2012)**
- Executive Council (Campus Deans of Academic Affairs, Executive Directors, and Home Office Staff) meetings are conducted quarterly to review the College's current progress in meeting its objectives. Plans and initiatives are evaluated and adjustments are made accordingly to resource allocation.
- The Education Committee reviews and approves educational goals to be presented to the Executive Council. The Education Committee works with faculty and staff representatives on each campus to ensure the College offers

high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.

- The Campus Management Team is the policy and procedural body at each campus. This team is responsible for monitoring implementation of established policies and for providing input to the Education Committee, Operations and Outcomes Committee, and all other committees of the Executive Council.
- The Town Hall Meetings include all of the institutional stakeholders. The meetings provide an opportunity for the stakeholders to voice their opinions and to hear the responses from the College's leadership about shared subjects of interest. **(1.9 President's Message)**
- The Learning Experience Observations are conducted for the following purposes: **(1.1 LEO July 2012, 1.35 LEO Explan)**
 - To help ensure consistency and quality of teaching at Carrington College California
 - To outline important minimum teaching and learning standards expected of all faculty
 - To be used as a training tool for instructors, program directors and deans
 - To be used to determine individual training needs of instructors
 - To be used as a vehicle with which to support and provide feedback to instructors regarding strengths and areas of opportunity in their teaching approach and facilitation
 - To be used for measuring and tracking expected continuous improvement
 - To highlight basic tenants of adult learning theory important in approaching Carrington College California's demographics
- Virtual Classroom Observation **(1.5 VCO Templates)**
- Excellence in Teaching Academy is for instructors who are encouraged to complete a four-module teaching academy

program. The benefits of such a program include enhancing the quality of teaching, improving student satisfaction, facilitating the development of a more motivated and informed teaching force, assisting in the purposeful retention of faculty, and reinforcing the College's commitment to continuous quality improvement.

- Program and Services Reviews: Ongoing instructional programs are systematically assessed in order to assure currency, to improve teaching and learning strategies, and to achieve stated Student Learning Outcomes. To improve institutional effectiveness and to ensure that all voices are heard, the Deans of Schools are now facilitating the Program and Services Reviews. The Program and Services Review process involves stakeholder dialogue concerning faculty, facilities, equipment, supplies, support, program fair practices, student achievement outcomes, and program satisfaction and feedback. **(1.2 Campus Program Review Handbook)**
- The Student Learning Outcome Assessment results in ongoing planning. Campus programs evaluate Student Learning Outcomes according to the College assessment plan.
 - Faculty, on completing each course instruction, record Course Student Learning Outcome data and document classroom improvement strategies in their Section Improvement Plan.
 - Faculty, as a department, evaluates Student Learning Outcomes twice a year and creates a Campus Program Improvement Plan, documented in the Program Continuous Improvement Plan.
 - In 2009, the College began development of course-level Student Learning Outcomes. The Dean of Institutional Effectiveness & Assessment conducted training on the development of course Student Learning Outcomes in a vocational education and training context. A data management and reporting software system was implemented to record and track Student Learning Outcome assessments. Faculty has been trained on eLumen as a Student Learning Outcome management system and the training support materials. **(1.25**

eLumen Explan)

- Core Academic Meetings
- Program Director Meetings
- Faculty Council Meetings ensure that educational quality is maintained throughout the college system and its various programs. This committee is responsible for conveying the mission, goals, and college philosophy to the college faculty members, and will ensure that input from college faculty members is provided to the Executive Council and all of its committees and subcommittees. **(1.29 Faculty EC Minutes)**
- The Student Advisory Committee meets 4 times per year to discuss issues of concern and importance to students. The committee provides quality control for the institution by voicing student opinions. Recommendations made by the Student Advisory Committee are presented directly to the Executive Council.
- Student Success Centers Meetings Managers liaise with Program Directors and Deans of Academic Affairs to ensure alignment between student learning needs and Student Success Center learning support resources. **(1.34 Student Advisory 2.23.12)**

In 2008, the College began Student Learning Outcome assessment in programs and services. The Program Student Learning Outcomes are assessed at the externship point of the program. The Dean of Institutional Effectiveness & Assessment aggregates and analyzes Student Learning Outcomes at the section, campus-program, and institutional levels. **(1.44 Prog Level Campus Analysis, 1.45 College Level GE SLO Asmt, 1.46 College Level SLO Asmt, 1.47 Section Level Analysis, 1.48 Section Level Analysis).**

At the completion of each annual cycle of Program and Services Review, participating Program Directors and Deans are surveyed on their experience of the Program and Services Review. Findings of these surveys serve as the basis for discussion at the Education Committee meeting where changes to the process are considered. **(1.23 Prog Rev Eval Survey 2010, 1.24 Program Review Eval 2011)**

The College maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes through educational program review and revision. These processes are ongoing and systematic. They are conducted formally every three years for each educational program, student functional support, and general education course offered on each campus of Carrington College California. The scope of the program review process includes program identification, program resources (faculty, facilities, equipment, supplies, and support), program fair practices, student achievement outcomes, and program satisfaction and feedback. Student Learning Outcome assessment results are aggregated and analyzed to improved learning outcomes at the course, program, and institutional levels. **(1.50 Integrated Planning Manual, 1.51 Education Master Plan)**

Carrington College California's Student Learning Outcome reports confirm where effective learning is occurring, gaps in student performances, and areas where teaching and learning can be improved.

To assist the campuses in the program review process, the College has a Student Learning Outcomes Committee, which has committee representatives on each campus. The committee is chaired by the Dean of Institutional Effectiveness and meets on a regular basis as a sub-committee of the Education Committee. The purpose of the Student Learning Outcomes Committee is to provide self-reflective dialogue, as well as campus-based support, for assessment of student learning and continuous student learning improvement. Committee members play a vital role in embedding Student Learning Outcomes assessment practices in everyday faculty practices, training faculty in the use of eLumen, and conducting workshops on linking data analysis to improved teaching strategies.

Ongoing institutional review and self-reflective dialogue about the student experience in the Veterinary Technology Program led the College to launch an out-of-cycle Program and Services Review led by the Health Sciences Dean of Schools. Course Outcome data and course Student Learning Outcome data aligned and

	<p>strongly indicated a need for curriculum change. The Deans of Schools, Program Directors, and faculty engaged in dialogue in regard to Carrington College California’s mission statement and the impact of the Veterinary Technology curriculum structure on Student Learning Outcomes. This dialogue led to a standardized syllabus recommendation which was then presented to and approved by the Executive Council.</p> <p>A standardized syllabus will go into effect in every Carrington College California core and linear campus and online course. The standardized syllabus provides students with a familiar, consistent, high-quality syllabus that is available to them regardless of what course they take, online or on the campus. The standardized syllabi also provide structure for the faculty members as to what to include in their syllabi, particularly for inexperienced faculty. The standardized syllabus template acts as the foundation for good teaching and assessing, as well as the standardization of curriculum delivery across multiple similar programs. (1.36 Core Stand Syl, 1.37 Linear Stand Syl, 1.38 Stand Syl Exec Sum)</p>
<p>I.B.2.</p> <p>The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	<p>The College sets goals and performance targets in its Strategic Plan that directly support its mission statement. The goals are the product of the integration of the College's evaluation and planning efforts. Quantitative and qualitative performance indicators are established to measure how successfully the College achieves its goals.</p> <p>The Institutional Goals align with department and individual goals; each area has defined objectives measures that provide areas to evaluate performance and to establish priorities for future planning. (1.16 Strategic Plan FY13)</p> <p>Written policies describing participation in the governance process and the delineation roles in regard to setting goals and objectives are also in place. The College supports a decision-making process that involves stakeholders who will be affected by the decision.</p> <p>The College communication and shared governance structure</p>

allows for collaboration, discussion, and review of goals and objectives by committees at all levels. Goals achieve consensus through the college participatory governance structure. **(1.13 Budget Development Process, 1.28 Exec Council and Committees)**

For example, during the development of the FY13-15 Strategic Plan, drafts, including goals and objectives, were widely circulated to all staff with a call for comment request. The drafts were also discussed at all Home Office and campus committee meetings.

The Faculty Council also approved and supported the recommendation for a common first term for students where every student would take the same critical thinking course (COL105) as well as an introductory core program course. This recommendation moved through the shared governance planning process, and the common term was implemented in the Business and Accounting blended programs in July 2012. Input was assimilated, new drafts constructed, and a final plan was approved by the Executive Council in April 2012. **(1.14 Faculty and Staff Input into Planning Process, 1.15 Fac Coun Strat Plan Call for Com, 1.22 Car Serv Strat Plan Call for Com)**

Dialogue is exemplified in the regular Strategic Planning Meetings, which include college stakeholder groups, such as staff, faculty, administration, and managerial staff. The following goals and objectives were determined for FY13.

Evaluation, planning, and goal setting are ongoing processes at Carrington College California. These processes occur at all levels of the College. Within each program or department, a series of defined outcomes measures enable that area to evaluate its performance and to establish priorities for future planning. Senior administrators from the campuses and the Home Office review department outcomes measures, the results of institutional climate surveys, and feedback from the field and external accrediting and approval agencies in order to develop and/or revise the College's strategic goals and Education Master Plan. **(1.51 Education Master Plan)**

	<p>The goals are the product of the integration of the College’s evaluation and planning efforts and are indicative of the current priorities for improvement that the College has adopted.</p> <p><u>Goal 1</u> Facilitate teaching and learning by providing current and appropriate educational programs and services in formats and locations accessible to all students.</p> <p><u>Goal 2</u> Provide teaching and learning environments and services to meet student needs through current curricula, technology, and learning resources.</p> <p><u>Goal 3</u> Improve internal operations through effective communication and inclusive representative and participation structures. Strengthen professional development programs, which will promote staff satisfaction, retention and college growth.</p> <p><u>Goal 4</u> Improve the effectiveness of the college operations and improve student success, communication, coordination, regulatory reform, compliance and accountability.</p> <p><u>Goal 5</u> Fully implement assessment and outcome review and planning for all areas of the college. Develop and implement a systematic approach to gathering and refining data for decision making.</p> <p><u>Goal 6</u> Manage fiscal responsibilities prudently, achieving financial goals while assuring that campus operation.</p>
<p>I.B.3.</p> <p>The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.</p>	<p>Achieving Carrington College California’s goals and improving its institutional effectiveness are the responsibilities of the shared governance committees and all of the College’s stakeholders. The Executive Council is the policy and procedural body of Carrington College California and is responsible for reviewing and approving all college operations and educational programs and services. The Executive Council is also responsible for the Annual Review and revision of the Strategic Plan, ensuring the integration of financial, educational, as well as physical and human resource plans. The qualitative and quantitative data for these reviews is provided by the Dean Institutional Effectiveness & Assessment.</p> <p>Faculty and Staff members are represented on the Executive</p>

Council through membership in the Executive Council committees: Operations and Outcomes, Academics, Career Services, Student Finance, Academics, Enrollment Services, Human Resources, Information Technology, and Faculty Council. Additionally, the Faculty Council Chair, a faculty member elected by the faculty, serves on the Executive Council as a full voting member. **(1.28 Exec Council and Committees)**

Carrington College California stakeholders have the opportunity to participate in dialogue in regard to student learning and institutional processes. Concerns, suggestions, questions, and proposals are cascaded to the committee members from the various stakeholders to the Governing Board. Committee meeting minutes found in the following cited Artifacts demonstrate this cascading effect. **(1.30 CMT EMT April 2012 Minutes, 1.34 Student Advisory 2.23.12, 1.39 Sept 2012 EdCom Minutes)**

Recommendations, College policy reviews, and process reviews to improve and support student learning are examined, considered, and implemented by the Executive Council at its virtual monthly meetings and its quarterly face-to-face meetings. College data analyzed at quarterly meetings include:

- Admissions numbers
- Student financial services
- Graduate outcomes
- Student retention

In Program and Services Review, for example, programs and services are reviewed every three years using a variety of data, including **(1.2 Campus Program Review Handbook, 1.3 Online Program Review Handbook, 1.26 Prog Rev Template)**:

- Course curriculum and effects of changes on outcomes
- Professional Advisory Committee industry advice
- Subject Matter Expert advice
- Student learning outcome assessments
- Biennial Student Satisfaction survey results
- Student evaluations of externships and other clinical

	<p>experience</p> <ul style="list-style-type: none"> • Employer Satisfaction Survey results • Graduation rates • Licensure exam results <p>Following Program and Services Review, a survey is sent to the participants to solicit information to improve the Program and Services Review. (1.24 Program Review Eval 2011)</p> <p>In Student Learning Outcomes assessment, results of assessment are reviewed at the course, program, and college level according to a set cycle and recommendations made. Data includes course and program Student Learning Outcome data disaggregated by campus, program, and course section.</p> <p>Recommendations from program review, Student Learning Outcomes assessment, as well as recommendations from other review and planning processes, work through the participatory governance process for approval by the Executive Council. (1.41 Online Course SLOs)</p> <p>Recommendations not requiring approval by the Executive Council are documented in a Program Continuous Improvement Plan, which is maintained and updated on a continuous basis by individual campus Deans of Academic Affairs and Program Directors. (1.57 CIP)</p> <p>Seven of the College’s programs at certain locations have programmatic accreditation and are required to undertake a Self-Study involving all stakeholders, including students, faculty, and employers. Data includes course and program Student Learning Outcomes data, student achievement data, as well as graduation rates, retention rates, course completions, grade point averages, graduate employment data and employer feedback, resource, programmatic outcomes assessment, and graduate feedback. (1.42 Prog Accred Approv)</p>
<p>I.B.4. The institution provides evidence that the planning</p>	<p>The College’s planning framework has been designed to be broad-based and drives the resource allocation processes.</p> <p>The Executive Council is the College policy and procedural body</p>

process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

responsible for reviewing and approving all college operations, and educational programs and services. It ensures the integration of financial, educational, physical, and human resource plans. All quantitative and qualitative data needed to measure the College's achievement of institutional outcomes is collected and provided from a variety of sources, such as the Education Committee, Executive Council Committees, Dean of Institutional Effectiveness & Assessment, Deans of Academic Affairs, Student Success Center Managers, Faculty Council, and Student representatives.

Review assessment and planning for institutional effectiveness at Carrington College California consists of a set of ongoing and systematic institutional processes and practices aimed at improving programs and services, student success and institutional effectiveness and ultimately the mission.

The following components of Institutional Effectiveness planning can be found in the Institutional Effectiveness Plan. **(1.54 Institutional Effectiveness Plan)**

Institutional Effectiveness Component	Frequency	Data	Institutional dialogue
Planning			
Research	Ongoing	Market research data	Executive Council Governing Board Council Committee
Institute Goals and objectives	Annual	Data relating to Strategic Plan targets	Governing Board Executive Council
Strategic Plan – Sets out the institutional goals and objectives for the planning period	Every Two years		Operations Faculty & staff call for comment
Education Master Plan – Sets out the key Result Areas for Education for the planning period	Annually	Data relating to Key Result Areas	Education Committee Education Management Meetings Faculty Meetings
Technology Plan– Sets out the objectives for technology for the planning period	Annually	Data relating to identified objectives	Governing Board Executive Council Committee of Council
Facilities Plan–Sets out the key Result Areas for Education for the planning period	Annually	Data relating to identified objectives	Governing Board Executive Council Committee of Council

The Executive Council is responsible for the annual review and revision of the College Strategic Plan through input from all College stakeholders. The Executive Council recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

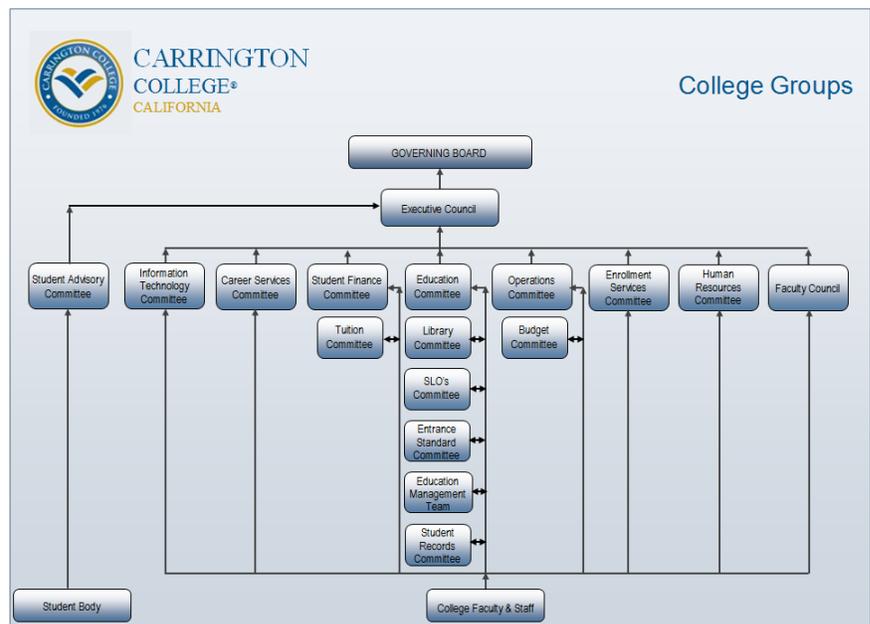
The College created and implemented the current Strategic Plan Process in 2008. To begin the process of soliciting feedback and input into the development of the Strategic Plan, the President announces a call for comment to the entire college community in February or March. All faculty and staff members are encouraged to provide their feedback to the various committees or directly to the President.

The Executive Council reviews and discusses the feedback at a bi-annual planning session held in February or March. The members bring the input discussed at this planning session to their committee meetings in March. The committees then begin the

process of reviewing the Strategic Plan, focusing primarily on items that relate to activities of each individual committee.

The committees review input from the college community, review all of the above documents, and prepare recommendations for revisions, additions, and deletions to the Strategic Plan. Each committee provides input on each area of the Strategic Plan, though each one focuses primarily on their committee’s areas of activity: student success; teaching and learning excellence; organizational and professional development; institutional effectiveness; institutional assessment and planning; college growth and financial responsibility. **(1.12 Strategic Plan Development Process, 1.50 Integrated Planning Manual, 1.51 Education Master Plan)**

The opinions and ideas of faculty and staff member at Carrington College California are important to the continued development, improvement, and success of the College. The responsibility for achieving the College’s goals and objectives lies with the shared governance committees as well as with the College community. The College has a formal process by which faculty and staff input is considered into its decisions, plans, and long-term goals. Each employee has a voice through many different methods. The following organizational chart demonstrates the path of this input.



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The Executive Council, Committees, Subcommittees and the College Planning Process document provides an overview of how college-wide decisions are made at Carrington College California. It provides a description of the Executive Council (EC), which is the body that drives the every-day operating decisions of the College, and of the EC's various standing committees and subcommittees of which representatives throughout the college system are members. **(1.28 Exec Council and Committees, 1.12 Strategic Plan Development Process, 1.40 Pleasant Hill STD I)**

The Strategic Plan Development Process document describes how the College bi-annually reviews and revises its Five-Year Strategic Plan. It describes how input from throughout the College system, as well as an analysis of research data, is included in this process. The College surveyed the staff at all campuses in the fall of 2011 to determine how well individuals understand the academic and operations planning and budgeting processes. This survey indicated that 71% of the respondents felt that they did not engage in collaborative decision making. **(1.33 CCC Survey Jan. 2012, 1.12 Strategic Plan Development Process)**

The Budget Development Process document describes how the College annually prepares its college Operating Budget and Capital Expenditure Budget. It describes how input from throughout the College system, as well as an analysis of research data, is included in this process. **(1.13 Budget Development Process)**

In addition to these formal methods, faculty and staff members are invited to provide feedback directly to their Executive Campus Director or Dean of Academic Affairs, the college President, Executive Council, any of the Executive Council's committees, and the Governing Board. The initial points for providing feedback to the Executive Council can be found in the Faculty Input document. **(1.14 Faculty and Staff Input into Planning Process)**

The College's Strategic Plan and other master plans provide direction for all college planning activities. The planning activities along with evaluation processes are integrated into a process that drives planning, resource allocation, implementation, and re-evaluation. These processes are handled through the

College's shared governance committees. The following list depicts the strategic planning process at Carrington College California.

Strategic Plan Development Process

Step 1: Research and Analysis

- Previous Year's Strategic Plan Progress Report
- Program Reviews (including Service Area Reviews)
- Campus Operations Reviews
- College Self-Study and Institutional Master Plan
- Market Assumptions
- List of Successes and Opportunities

Step 2: Feedback and Input

- Student Success
- Teaching and Learning Excellence
- Organizational and Professional Development
- Institutional Effectiveness
- Institutional Assessment and Planning
- College Growth and Financial Responsibility

Step 3: Five-Year Strategic Plan Draft

Step 4: Five-Year Strategic Plan Final

I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The College provides institutional documents to communicate matters of quality assurance to the appropriate internal and external constituencies:

Assessment Documents	Constituency Communicated To	Frequency
Strategic Plan Reports	All staff	Quarterly
President's Newsletter	All Staff	Monthly
Executive Council Committee Reports	Executive council	Quarterly
Academic Newsletter	Faculty and staff	Monthly
Educational Management Team Meeting Minutes	Campus staff, Home Office	Quarterly
Student Advisory Committee Minutes	EC & students	Quarterly
Faculty Advisory Committee	Faculty	Quarterly
Continuing Education Report (faculty development)	Faculty, Deans and Home Office	Weekly
Pulse Report	Deans, Executive Directors, HO academics & management team	Daily
State and National Licensing/Certification Exam Results	Faculty, Deans, Home Office	Quarterly or biennially
Program and Services Review Reports	Faculty, EC	Yearly within review cycle
SLO Assessment Reports Learning Studies.	Faculty and HO	Ongoing
Programmatic Self Studies	Accrediting agencies	As required by accreditation
Financial Aid Timeliness and Accuracy Report	Members of the Executive Council and Executive Directors	Monthly
Social Media Report	Members of the Executive Council	Monthly

I.B.6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by

Carrington College California's planning activities, along with evaluation processes, are integrated into the shared governance process that drives institutional planning, resource allocation, implementation, and reevaluation. The College's planning and resource allocation process is coordinated across campuses

systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

primarily by the Executive Council and its committees. An example of institutional planning can be seen in the Executive Council minutes. **(1.31 EC Minutes 04.21.11)**

Under the leadership of the College President, Senior Director of Academic Affairs and Accreditation Liaison, Director of Operations, the Executive Council members work with the campus to ensure an integrated approach to the development and implementation of institutional plans. **(1.2 Campus Program Review Handbook, 1.3 Online Program Review Handbook, 1.12 Strategic Plan Development Process, 1.13 Budget Development Process, 1.14 Faculty and Staff Input into Planning Process)**

The same mechanisms are used to evaluate the College's ongoing planning and resource allocation.

At the end of the 2011 calendar year, the college surveyed all staff to determine the following: **(1.33 CCC SURVEY Jan 2012)**

- The level of experience with the strategic planning process
- The extent to which staff and faculty believed the plan had been discussed at meetings
- The level of confidence felt in explaining the process for approval of program review recommendations

At the end of each program review cycle participants are surveyed for opinions on improvements to the process. This has led, amongst other improvements, to a number of changes to the way data is presented to faculty and staff and to the way College-wide recommendations are developed. **(1.24 Program Review Eval 2011)**

During the program review process, qualitative and qualitative evaluation of Student Learning Outcomes is undertaken to improve the definition of Student Learning Outcomes as well as to improve the assessment method. Analysis and improvement measures for course and program level Student Learning Outcomes are analyzed and increasingly used as a faculty professional development tool.

I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Carrington College California assesses its instructional and non-instructional programs through Program and Services Review, which is the College's principal method for reviewing the effectiveness of its programs and services. The College assesses its evaluations to get better feedback to strengthen student learning. Below are areas where these assessments have occurred:

1. **Student Survey Assessment: End of Course Surveys** (completed after the student completes each course) will be launched in February 2013. Student Satisfaction Surveys are completed twice yearly. The End-of-Course Surveys are being added because the Student Satisfaction Surveys were only conducted every twice yearly and did not provide the up-to-date student information for each course. Information received from the End-of-Course Surveys will provide timely feedback from the students in regards to course content and instruction.
2. **Program and Services Review Assessment:** This survey was sent to the College's stakeholders at the campuses (Dean of Academic Affairs, Executive Director, Enrollment Services, Faculty, Program Directors, Home Office, Library Services, Student Finance, and Student Records). It was created, aggregated, and assessed by the Dean of Institutional Effectiveness & Assessment, and the following questions were included in the survey:
 - The college's budget and planning process has been explained at my staff or faculty meetings.
 - To what extent do you agree with the following: I could explain the process for approval of program review recommendations?
 - To what extent do you agree with the following: I could explain how the budget process works at Carrington College California?
 - To what extent do you agree with the following: I could explain how the strategic planning process works at Carrington College California?
 - Have you participated in strategic planning?
 - In your response to the last question you indicated you

	<p>have been involved in the strategic planning process at Carrington College California. Explain.</p> <ul style="list-style-type: none"> o Additional Comments. <p>The results of this survey indicated that more communication concerning the Strategic Planning process needs strengthening and that the College should develop and launch criteria to increase the visibility and transparency of the resource allocation process. (1.33 CCC SURVEY Jan 2012)</p> <p>3. Review of Student Learning Outcomes assessment—The results of this assessment indicated that campuses needed additional resources for student learning. An example of the College furthering its commitment to the student population and to student learning, Carrington College California used the data from the Program and Services Review Evaluation Survey to determine the need for the Student Success Centers at each campus. (1.23 Prog Rev Eval Survey 2010)</p> <p>4. In 2009-10 and 2010-11 the College reviewed the Program and Services Review process with the Campus Deans of Academic Affairs and Program Directors. Results from the surveys indicated a need for change in two areas: (1.33 CCC SURVEY Jan 2012)</p> <ul style="list-style-type: none"> • Home Office provision of data in a “data package” to free up program directors and faculty to analyze data • Later launch of program reviews to reduce time between receipt of recommendations and feedback to faculty and staff regarding decisions by Executive Council and budget allocation <p>These changes were implemented in 2011 and 2012.</p>
<p>I.B. Self-Evaluation</p>	<p>The College has made significant progress in improving most elements of the planning and resource allocation processes.</p> <p>The Program and Services Review process has been improved, especially in the areas of curriculum, data, the formulation of global recommendations, streamlined documentation, clearer communication about tasks and timelines, and additional emphasis</p>

on the faculty-driven nature of the process. Furthermore, the Deans of Schools provide global facilitation of the review process to ensure effective communication.

The Program and Services Review results are improved and more integrated with institutional budget and planning processes.

At the campus level, the College has continued with local planning through the Continuous Improvement Plans. The Continuous Improvement Plan was recently revised through feedback from the Deans of Academic Affairs, which led to enhanced Continuous Improvement Plans. The ongoing development of the Continuous Improvement Plans has accomplished the following:

- provided program directors with an ongoing link between reviews (every three years) and a framework for ongoing review and improvement and planning,
- facilitated linkage between program review and other campus specific quality initiatives (student satisfaction, program achievement data), and
- supported development of a data driven approach to review and improvement planning at the campus level.

Student Learning Outcomes and valid assessment methods are in place for courses, programs and services, and the institution. The results of assessment are increasingly the subject of dialogue at the faculty, program, and institutional level. Student Learning Outcomes assessment is used for improvement and further alignment of institution-wide practices, especially in the area of curriculum and learner support. Student Learning Outcomes assessment has become more integrated with the planning processes. The role of Student Learning Outcomes assessment data in the 2012 decision to conduct a focused review in Veterinary Technology is a good example of the progress made in using Student Learning Outcomes data in review and planning. This data provided information on learning gaps in the program. A review was completed by the Deans of Schools into the curriculum and Student Learning Outcomes at campuses with Veterinary Technology courses. The review culminated in strategies such as the Standardized Syllabus in order to standardize all courses within

	<p>all programs across all campuses.</p> <p>Survey results from the 2012 Budget and Planning Survey indicated faculty dissatisfaction with time taken to receive feedback from review recommendations. Recent changes to the annual launching of reviews from February to August will decrease the time between faculty making review recommendations and when the Executive Council makes a decision.</p> <p>Results also indicated the College still has some work to do communicating the overall planning and budget process to some sections of College staff. The integrated planning and governance structure is the process by which staff is involved in ongoing planning and budget. Survey results may indicate a need for more of a focus on how various parts of the planning process connect.</p>
<p>I.B. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • The mission statement will be included in all documents, major reports, and minutes from Carrington College California. • The President and Senior Director of Academic Affairs will work with the Dean of Institutional Effectiveness to develop a research agenda to encourage college-wide dialogue regarding student learning. • The Executive Council will revise the process to facilitate college-wide dialogue regarding the Educational Master Plan goal, Strategic Planning process and the relationship to Institutional Effectiveness. Specifically the timeframe will be reduced to annual revisions. • The Executive Council will develop and launch criteria to increase the visibility and transparency of the resource allocation process. • Under the leadership of the Senior Director of Academic Affairs and the Dean of Institutional Effectiveness, establish a learning outcomes assessment website that will centralize the availability of best practices research from all campuses. The communication mechanism will also be designed and implemented to ensure clarity.

I. References

- 1.1 LEO July 2012
- 1.2 Campus Program Review Handbook
- 1.3 Online Program Review Handbook
- 1.5 VCO Templates
- 1.7 PAC Handbook
- 1.8 SSC Master Plan
- 1.9 President's Message
- 1.12 Strategic Plan Development Process
- 1.13 Budget Development Process
- 1.14 Faculty and Staff Input into Planning Process
- 1.15 Fac Coun Strat Plan Call for Com
- 1.16 Strategic Plan FY13
- 1.17 Student Survey Spring 2012
- 1.19 Mission Subchange
- 1.20 Mission Change Budget
- 1.21 Mission Statement Input
- 1.22 Car Serv Strat Plan Call for Com
- 1.23 Prog Rev Eval Survey 2010
- 1.24 Program Review Eval 2011
- 1.25 eLumen Explan
- 1.26 Prog Rev Template
- 1.28 Exec Council and Committees
- 1.29 Faculty EC Minutes
- 1.30 CMT EMT April 2012 Minutes
- 1.31 EC Minutes 04.21.11
- 1.33 CCC Survey Jan. 2012
- 1.34 Student Advisory 2.23.12
- 1.35 LEO Explan
- 1.36 Core Stand Syl
- 1.37 Linear Stand Syl
- 1.38 Stand Syl Exec Sum
- 1.39 Sept 2012 EdCom Minutes
- 1.40 Pleasant Hill STD I

- 1.41 Online Course SLOs
- 1.42 Prog Accred Approv
- 1.43 PTA Sub and Exhibits
- 1.44 Prog Level Campus Analysis
- 1.45 College Level GE SLO Asmt
- 1.46 College Level SLO Asmt
- 1.47 Section Level Analysis
- 1.48 Section Level Analysis
- 1.50 Integrated Planning Manual
- 1.51 Education Master Plan
- 1.52 Library Acquisitions
- 1.53 Library Acquisitions
- 1.54 Institutional Effectiveness Plan
- 1.55 MA PAC Minutes 2011
- 1.56 Dean Collaboration Mins 2012
- 1.57 CIP

Standard II– Student Learning Programs and Services: A Thematic Overview

Several themes are noted throughout Standard II; however, different sections have a higher concentration on certain themes. These themes *provide guidance and structure to reflective dialogue and evaluation of institutional effectiveness*. The headings below break each section into specific themes.

Standard II.A – Instructional Programs

Institutional Commitments

Carrington College California ensures the consistency between its mission statement and its institutional goals and plans to ensure institutional action. The College's dedication and commitment to student learning is evident throughout Standard II.A in the descriptions and evidence of the Strategic Planning Process, the commitment to meeting the diverse needs and learning styles of its students, and the evidence and description of faculty training and development.

Student Learning Outcomes

This section of Standard II demonstrates the College's effectiveness to produce and support student learning through Student Learning Outcomes at the course and program levels. Particular examples and artifacts are presented to exemplify the ongoing dialogue of the College's stakeholders in the development, assessment, and use of Student Learning Outcomes.

Standard II.B – Student Support Services

Evaluation, Planning, and Improvement

Standard II.B focuses on the College's processes for evaluation, planning, and improvement to better serve students. Throughout this Standard II section, evidence of the College's commitment to ongoing, systematic cycle of evaluation, integrated planning, implementation, and re-evaluation is shown through Program Review examples and artifacts.

Dialogue

Dialogue for this section of Standard II is addressed through the Student Advisory Committee, which is facilitated by the Dean of Accreditation and Compliance. The purpose of the Student Advisory Committee is to provide a voice for all students through active dialogue in conference calls held at least quarterly. The ideas, suggestions, and proposals discussed during these calls are forwarded to the Executive Council of Carrington College California for consideration. It is the goal of the College to provide students with the opportunity for enhanced involvement in the decision making process.

Institutional Commitments

This section of Standard II has a strong focus on institutional commitment, primarily in providing quality education consistent with institutional missions. The mission of Carrington College California 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. To achieve this mission, the College has researched, implemented, monitored, assessed, and revised (when necessary) supportive, student-centered learning strategies. Examples of strategies that the College has implemented to help students to meet their educational and career goals are the development and assessment of student learning outcomes, course development that meets the academic requirements as well as the learning styles of the students, and the Student Success Centers that provide services and specialized student support.

Organization

Organization is addressed through collaboration and dialogue between student services (Student Finance, Enrollment Services, and Career Services). This collaboration helps ensure consistency in order to assist Carrington College California students to achieve Student and Institutional Learning Outcomes and meet their educational goals in regard to the College's mission statement.

Standard II.C – Library and Learning Support Services

Dialogue

Dialogue is strongly visible in this Standard section. It provides a tool for individual contribution and collective thinking which results in community sharing of the student experience status quo, collaboration for moving forward, and strategies for continued assessment and improvement. The College is committed to providing exemplary library and student learning support services through continuous dialogue between faculty, administration, and support personnel.

Institutional Commitments

Institutional Commitment is evident throughout this section of Standard II. The Student Success Center Managers maintain library collections, including electronic databases and online journals, etc. Workshops on such topics such as research skills and use of electronic databases are conducted at each Student Success Center, creating a closer partnership with faculty.

Standard II Student Learning Programs and Service

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Carrington College California faculty, administrators, and staff are committed to students developing specific vocational knowledge and skills, as well as institutional student learning outcomes in critical thinking, information management and technical literacy, personal and professional development, communication skills, respect, and responsibility throughout their experience at the College.

Comprehensive program review at Carrington College California is a part of the College’s overall quality improvement process and is intended to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination of all areas affecting program delivery: supporting curriculum, texts, resources, Student Learning Outcomes, student achievement, and overall program outcomes.

Descriptive Summary:

Carrington College California is strongly committed to providing its students with quality academic programs, support systems, and learning resources by conducting a continuous cycle of review and assessment focused on and aligned with its mission statement. The College’s learning resources include research support, tutoring services, and online support services. These areas are regularly assessed and improved to provide a quality student experience. **(2.61 Tutoring Prog Rev 2011)**

The College’s pedagogy is outcomes-based curriculum and aligned to the community it serves. The outcomes and curriculum have been designed to equip learners with the knowledge and skills they will need for employment in entry-level positions in the health care, legal, business, and technical fields. Terms vary by program and range from six to eighteen weeks in length. New students may start classes at the beginning of a term or semester. Enrollment in cyclical programs begins at the start of each six-week term.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of

Carrington College California is committed to meeting its mission and goals through the provision of high-quality instructional programs. Because many of the College’s students are non-traditional, may have completed high school with a GED, and have often delayed entering college upon completion of high school, the

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.

Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

College creates classroom environments that help drive the learning process by allowing students to share their experiences and apply what they learn to their work or daily lives.

Recently the College has been trialing new classroom experiences at the start of student programs to improve retention and learning outcomes. For example

The College Program and Service Reviews are to ensure currency, to improve teaching and learning strategies, and to achieve stated Student Learning Objectives. The reviews and revisions are ongoing; however, they are formally conducted every three years. Program reviews are faculty driven, aligned with the College's mission statement, and part of Carrington College California's overall quality improvement process. The reviews are used to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination includes all areas effecting program delivery, including supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes. **(1.3 Online Program Review Handbook 2012, 1.2 Campus Program Review Handbook, 1.50 Integrated Planning Manual, 1.51 Education Master Plan)** Assessment of student learning outcomes and achievement results are used to make improvements in educational programs and student services. **(2.62 CCC Medical Assisting CSLO PSLO ISLO Matrix, 2.63 CCC Criminal Justice CSLO PSLO ISLO Matrix, 2.64 CCC Dental Assisting CSLO PSLO ISLO Matrix)**

Academic advising for the Carrington College California students is provided by each campus with assistance from the Dean of Academic Affairs and the Program Directors of each program. Academic tutoring is provided by classroom instructors and the Student Success Center Managers. Educational Management Team meetings, program department meetings, and in-service training sessions explore issues relevant to advising students and dealing with student matters. To ensure strong academic communication throughout all campuses, the Senior Director of Academic Affairs and Accreditation Liaison Officer established weekly conference calls for the Academics team and the Deans of Academic Affairs. The conferences provide opportunities to share information and ideas as

	<p>well as to discuss concerns and successes. (2.86 Dean Meeting 9.18.12)</p>
<p>II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>	<p>Carrington College California’s research and analysis is led by the Dean, Institutional Effectiveness & Assessment. The Student Learning Outcomes are analyzed through eLumen, a flexible platform that supports and tracks Student Learning Outcomes, evaluates student work as evidence of these outcomes. (1.25 eLumen Expln,)</p> <p>The results are then used in institutional dialogue and Program and Services Review to ensure that all programs meet the mission of the institution and to improve its academic programs and services, to ensure currency, and to improve teaching and learning best practices. Both the online delivery and the campus delivery of academic programs follow the same process of review as seen in the Online Program Review Handbook and the Campus Program Review Handbook. (1.3 Online Program Review Handbook, 1.2 Campus Program Review Handbook, 1.12 Strategic Plan Development Process) Program and Services Review is also a vital component of the Strategic Plan and helps guides the budget development process, ensuring consistency in the student educational experience.</p>
<p>II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p>	<p>The College pedagogy is centered on outcome-based curriculum aligned with the knowledge and skills graduates need for employment in entry-level positions in the health care, legal and technical fields. Each degree and certificate program has a technical core of courses based on the requirements of its accrediting body, industry standards and/or the employers of its students. The College engages in ongoing evaluation to ensure programs are consistent with the needs of employers, students, and the communities they serve. New program development is accompanied by extensive industry, education and market research to ensure programs meet the needs of prospective students as well as communities and industries.</p> <p>Professional Advisory Councils (PAC) and Subject Matter Experts (SME) advise programs on current industry trends to ensure necessary changes to meet the developing needs of the professional community and industry. Each campus on-ground program has a</p>

	<p>program advisory committee whose membership includes professionals related to the specific program. Online programs have periodically convened subject matter expert groups to act as advisers on matters related to industry change and curriculum.</p> <p>Many of the Carrington College California programs are programmatically accredited at certain locations, requiring annual evaluation of student achievement and learning outcomes, student satisfaction, and student employment data. Programmatic accreditation is a key aspect of the College’s quality framework. Improvement actions are documented, communicated, and implemented for continuous improvement to improve student learning outcomes and achievement. (1.42 Prog Accred and Approv)</p> <p>Carrington College California offers nine Certificate of Achievement programs and 24 Associate of Science degree programs. Programs at the College are offered in both linear (starting with general education courses to build a strong foundation within the program) and modular formats, and not all programs are offered at all campus locations. The College offers all of its general education courses online.</p> <p>Each degree and certificate program has a technical core of courses based on the requirements of its accrediting body, industry standards and/or the employers of its students. (2.8 CCC Catalog)</p>
<p>II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.#</p>	<p>Carrington College California actively encourages the use of a variety of instructional modes based on the objectives of the course, the type of course, and the needs of students. Carrington College California’s new Critical Thinking (COL105) course, with an emphasis on learning to learn and self-esteem, is the College’s response to an institutional dialogue about the particular learning needs of Carrington College California students. The course has assisted students in bridging gaps in academic preparedness and experience.</p> <p>Additionally, Carrington College California has identified five key competencies as Institutional Learning Outcomes. The College faculty, administrators, staff, and students work toward and assess the Institutional Student Learning Outcomes and life-long learning habits in the following areas:</p>

1. Critical Thinking,
2. Information Management and Technical Literacy,
3. Personal and Professional Development,
4. Communication,
5. Respect and Responsibility.

These five Institutional Student Outcomes are assessed in student support services, academic programs and academic courses. Institutional Student Learning Outcomes help promote student understanding of diversity and encourage personal and civic responsibility.

The College provides an environment that supports learning and the achievement of stated learning outcomes for all courses, certificate and degree programs. Through both formal and informal program review all instructional programs and services are assessed in order to ensure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. Assessment of student achievement results is used to make improvement in educational program and student services.

Carrington College California is committed to meeting its mission and goals through the provision of quality instructional programs, learning support and resources and a continuous cycle of review, assessment and planning. This commitment is achieved through the College's shared governance dialogue, Program and Services Reviews, and institutional planning, reviewing, assessing, and improving.

Student Success Centers and academic coaching services support the quality of instructional programs on each campus. Each Student Success Center is managed by a full time Master's prepared Academic Success Manager. Online students have access to online academic coaching services via *Tutor.com* (available 24 hours a day, 7 days a week). In addition, all online courses offer the students resources from the HUB (a student resource center) which provides iLabs (Citrix and Practice Fusion), Career Services, eBooks, and over 300 educational videos.

The instructors and Program Directors, with support from the Dean of Academic Affairs provide academic advising to students.

	<p>Additionally, life-counseling services are available through the ASPIRE program. Educational Management Team meetings, program department meetings, and in-service training sessions explore issues relevant to advising students and dealing with student concerns.</p>
<p>II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</p>	<p>Carrington College California began assessing program Student Learning Outcomes in 2008. By the end of 2009, all academic programs were assessing Program Student Learning Outcomes, and all service areas were assessing the five Institutional Student Learning Outcomes.</p> <p>The results of program assessment are the subject of dialogue at the faculty, program, and institutional level. Assessment is being used for improvement and further alignment of institution-wide practices, especially in the area of curriculum and learner support.</p> <p>In 2009, the General Education program implemented course-level assessment, using a manual system for recording assessments against rubrics. Following changes in General Education in 2011, Student Learning Outcomes assessment has been managed through eLumen, Carrington College California's Student Learning Outcomes assessment management and reporting software system.</p> <p>Faculty developed the course-level Student Learning Outcomes, created assessment methods, and implemented the assessments. Course Student Learning Outcomes assessment was implemented from 2009 to 2011. eLumen manuals and guides have been produced to support faculty use of eLumen. (2.62 CCC Medical Assisting CSLO PSLO ISLO Matrix, 2.63 CCC Criminal Justice CSLO PSLO ISLO Matrix, 2.64 CCC Dental Assisting CSLO PSLO ISLO Matrix)</p> <p>The Student Learning Outcome results received to date are very encouraging as is the dialogue and discussion about improving Student Learning Outcomes emerging at the campus level. (The granular nature of Carrington College California Student Learning Outcome data is providing the College with a window on very specific Student Learning Outcomes. (2.69 CCC Citrus Heights Surgical Technology Faculty Minutes, 2.70 San Jose Dental</p>

	<p>Hygiene Faculty Minutes, 2.72 2011 Education Committee Meeting Minutes Aug.11, 2.82 Dental Assisting Program Advisory Committee (PAC) Minutes of Meeting)</p> <p>Course and program Student Learning Outcome data aggregated to the institutional and campus level provides the College with a more on-time and granular picture of student learning, confirming where effective learning is occurring, where gaps in student performances occur, and areas where teaching and learning can be improved. Improvement strategies resulting from analysis of SLO assessment results are recorded in campus based Program Continuous Improvement plans (CIPs).</p> <p>To assist the campuses in the Program and Services Review process, the College has created a Student Learning Outcomes Committee, with committee representatives on each campus. In 2012, following the restructure of learning support, the Student Learning Outcome Committee was reconstituted. The committee is chaired by the Dean, Institutional Effectiveness and will meet on an ongoing basis as a sub-committee of the Education Committee. (2.73 2012 CCC SLO Committee Meeting Minutes Mar 2012)</p> <p>The purpose of the committee is to provide campus-based support for assessment of student learning. Student Learning Outcome Committee members have played a vital role in embedding Student Learning Outcome assessment practices in every day faculty practices, training faculty in the use of eLumen and conducting workshops on linking data analysis to improved teaching strategies.</p>
<p>II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term</p>	<p>The College does not offer instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs.</p>

<p>training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p>	
<p>II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</p>	<p>Carrington College California’s quality framework recognizes the central role of faculty in establishing and maintaining program quality and improving instruction, and hires quality instructors, adhering to the institution’s Faculty Minimum Qualification requirements. The College established standards which ensure that all faculty are qualified by academic background and professional experience to carry out their institutional and program responsibilities in accordance with the purposes, mission, and goals of the College. (2.11 Fac Min Qual)</p> <p>The College’s Program and Services Review (including designing, identifying, and reviewing Student Learning Outcomes) procedure is faculty-driven. The Program and Services Review is completed formally every three years and includes data and feedback from a number of sources including, students, graduates, faculty, employers, advisory boards and externship sites. Recommendations are considered based on outcome assessments of program goals, student learning objectives, and program resources (facilities, faculty, equipment, supplies, and learning resources), suggestions from faculty, graduate services, other College departments, advisory boards, student surveys, employers, and accreditation and approval standards. (1.3 Online Program Review Handbook, 1.2 Campus Program Review Handbook,)</p> <p>Carrington College California faculty is centrally involved in the design, review, administration, and evaluation of courses and programs. The chart below is one example that demonstrates the faculty’s involvement in institutional planning. (1.54 Institutional Effectiveness Plan)</p>

Institutional Effectiveness Component	Frequency	Data	Institutional dialogue
Review & Reporting			
Assessment of progress to goals and targets of the Strategic Plan	Retention Course completions	Weekly retention data disaggregated by campus and program	Campus Exec Directors and Deans
Annual assessment and reporting to the Governing Board on goals and targets of the Strategic Plan	Annual	Data relating to Strategic Plan targets	Governing Board Executive Council
Annual assessment of progress on goals and objectives of the Technology Plan and Facilities Plan	Annual	Performance against targets	Committee of Council Executive Council Faculty in program review
Ongoing evaluation of institutional, program and course level student learning outcomes as set out in the College SLO Assessment Plan	Annual – Institutional Biannually – Campus and program	Students performance data on course program and institutional student learning outcomes	Executive Council Education Committee Education Management Meetings Faculty meetings
Program & Services Review	Every two years for all programs and services	Course curriculum and effects of changes on outcomes Advisory Committee industry advice Subject Matter Expert Groups SLO Assessments Biennial Student Satisfaction survey results Student evaluations of externships & other clinical experience Employer Satisfaction Survey results Graduation rates Licensure exam results	Faculty Program Directors Education Management meeting Education Committee Executive council
Self-Study Studies	ACCJC - every six years	All institutional data; <i>Programmatic</i> ; All programmatic data	ACCJC All staff and faculty
Programmatic Self-Studies	Programmatic – every two to –four years	All student achievement data, including graduation rates, retention rates, course completions, <u>grade</u> point averages, and graduate employment.	<i>Programmatic</i> Education Committee Education Management Team Program Directors Faculty Meetings

II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Carrington College California faculty develop course and program Student Learning Outcomes. Faculty also has a voice in the development of the Institutional Student Learning Outcomes. Student Learning Outcomes statements are approved or changed during Program and Services Review. **(2.2 DOS Team Plan, 1.7 PAC Handbook, 2.57 PT PAC Meeting Mins)**

Assessment of Student Learning Outcomes is conducted according to the college Student Learning Outcomes assessment cycle. Faculty assesses Student Learning Outcomes at the end of each course and makes recommendations for improvements in classroom instructional strategies. Course data and improvement strategies are rolled up to the program level and considered at faculty meetings. Institutional reports are generated annually. **(1.44 San Leandro Medical Billing and Coding SLO Report, 1.47 2012 Massage Therapy MT501 Section SLO Analysis, 2.76 Citrus Heights Education Management Team Meeting Minutes Oct 12, 2.70 San Jose Dental Hygiene Faculty Meeting Minutes)**

Real-time data relating to successful student outcomes such as attendance are monitored continuously by campus management, and they are formally reviewed institution-wide during monthly meetings where improvements in these areas are considered. Student achievement data, including course completions, grade point averages and program graduation rates, are the subject of annual improvement targets and are documented in Program and Dean Continuous Improvement Plans. **(2.21 CIP Example)**

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Carrington College California assures quality instruction through hiring of industry-current, professional faculty; classroom observation; through the Learning Experience Observation; the Excellence in Teaching Academy; and structured, professional development programs. Required faculty employment qualifications are subject to regular review by Human Resources. **(2.11 Fac Min Qual, 1.1 LEO July 2012, 2.29 Excel in Teach Acad, 1.35 LEO Explan)**

The Education Committee of the Executive Council ensures the breadth, depth, rigor, sequencing, time-to-completion, and synthesis of learning by analyzing the results of regular Program and Services

	<p>Reviews supplied by all campuses. Recommendations for changes are reviewed and forwarded to the Executive Council. Program Directors, along with the Deans of Schools, meet regularly to consider common program issues from an institutional perspective and may also make recommendations to the Education Committee between review cycles. This process allows the College to measure the depth and rigor of its curriculum and to implement improvements when necessary.</p> <p>The decision-making process concerning continued course offerings, deletion of courses, class scheduling, and class sequencing is aided by the Strategic Planning Process, Student Advisory Committee, Course/Program Reviews, and labor market information. All recommendations for adding or deleting courses and programs are submitted to the Executive Council for review and approval or denial.</p>
<p>II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its student</p>	<p>Aligned to the College’s mission statement, the curriculum is outcomes-based and develops the knowledge and skills graduates need for employment in entry-level positions. Programs provide study of theory combined with practical application and generally require a capstone, an externship, or a clinical for successful completion.</p> <p>Teaching and learning delivery modes include on-ground, online and blended modes. All degree students participate in some form of online learning. Some of the College courses are supported with online course shells providing additional support to faculty instruction.</p> <p>Teaching methods include the use of lecture, demonstration, skill-based laboratory experiences, guest speakers, role-playing, games, discussion groups, case studies, two-way lectures, field trips, simulation and videos and other forms of multimedia. Computer work supplements the other modes of instruction in many programs.</p> <p>In 2011, Carrington College California instituted a structured dialogue about the institution’s students’ learning needs and styles as well as the pedagogical innovations the College could implement. The demographics of the institution’s online population reveal a student who is new to online learning, typically a first-generation college student who lacks academic preparedness. To address the needs of these first-term students, the College created and implemented</p>

COL105 (Critical Thinking), which emphasizes learning-to-learn, self-motivation, and self-esteem. **(2.14 COL105 Syllabus)**

Faculty meetings, faculty in-services, and the Excellence in Teaching Academy also provide regular opportunities for faculty to discuss student learning needs and styles, as well as teaching best practices, through dialogue and active participation. For instance, in advanced preparation for the October 2012 institutional-wide in-service, each Campus Dean of Academic Affairs was asked by the Academics team to include student success strategies (ways in which we can positively impact student success and retention) and intentionality and Institutional Student Learning Outcomes in their program agendas. **(2.35 October 8 In-service Min Standards)**

II.A.2.e.

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Program Review is a part of the College’s overall quality improvement process and is intended to improve institutional effectiveness and Student Learning Outcomes through a systematic cyclical examination of all areas affecting program delivery, including supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes. **(1.3 Online Program Review Handbook, 1.2 Campus Program Review Handbook.2.83 Pocket Intro Pres for Program Review Launch))**

Since Carrington College California’s 2007 Self Study, the following program reviews have been completed:

2007	2008	2008-Part 2	2009	2010	2011	2012
Academic programs						
<ul style="list-style-type: none"> •CJ •DA •DH •GE (select courses) •HCA •HIT •MA •RN •VN 	<ul style="list-style-type: none"> •GE (select courses) •MT •PT •VT 	<ul style="list-style-type: none"> •ADD •CJ (Citrus Heights completed in 2007) •DH •GD •RT •ST •UT •Emeryville Continued or Interim Reports: <ul style="list-style-type: none"> ◦GE ◦MT 	<ul style="list-style-type: none"> •CJ •DA •HCA •HIT •MA •GE (select courses) and Tutoring Services 	<ul style="list-style-type: none"> •DH •MT •MA •PT •ST •VT 	<ul style="list-style-type: none"> •ADD •CG •RT •PTA •RN •VN •ST •DA Degree •VN Degree 	<ul style="list-style-type: none"> •ACC* •BUS* •ADD •DH •GD •GD* •HCA* •HIT* •PS* •RE* •SM* •CJ* •CT* •VT – Focused review

*Online

	<p style="text-align: center;">Programs</p> <table border="0"> <tr> <td>Accounting (ACC)</td> <td>Fitness Training (FT)</td> <td>Paralegal Studies (PS)</td> </tr> <tr> <td>Architectural Design Drafting (ADD)</td> <td>General Studies (GS)</td> <td>Pharmacy Technology (PT)</td> </tr> <tr> <td>Business (BUS)</td> <td>Graphic Design (GD)</td> <td>Physical Therapist Assistant (PTA)</td> </tr> <tr> <td>Computer Technology (CT)</td> <td>Health Care Administration (HCA)</td> <td>Registered Nursing LVN to RN (RN)</td> </tr> <tr> <td>Criminal Justice (CJ)</td> <td>Health Information Technology (HIT)</td> <td>Renewable Energy (RE)</td> </tr> <tr> <td>Dental Assisting (DA)</td> <td>Health Studies (HS)</td> <td>Respiratory Care (RC)</td> </tr> <tr> <td>Dental Hygiene (DH)</td> <td>Massage Therapy (MT)</td> <td>Sales & Marketing (SM)</td> </tr> <tr> <td>Ultrasound Technology (UT)</td> <td>Medical Assisting (MA)</td> <td>Surgical Technology (ST)</td> </tr> <tr> <td></td> <td>Medical Billing and Coding (MBC)</td> <td>Veterinary Technology (VT)</td> </tr> <tr> <td></td> <td></td> <td>Vocational Nursing (VN)</td> </tr> </table>	Accounting (ACC)	Fitness Training (FT)	Paralegal Studies (PS)	Architectural Design Drafting (ADD)	General Studies (GS)	Pharmacy Technology (PT)	Business (BUS)	Graphic Design (GD)	Physical Therapist Assistant (PTA)	Computer Technology (CT)	Health Care Administration (HCA)	Registered Nursing LVN to RN (RN)	Criminal Justice (CJ)	Health Information Technology (HIT)	Renewable Energy (RE)	Dental Assisting (DA)	Health Studies (HS)	Respiratory Care (RC)	Dental Hygiene (DH)	Massage Therapy (MT)	Sales & Marketing (SM)	Ultrasound Technology (UT)	Medical Assisting (MA)	Surgical Technology (ST)		Medical Billing and Coding (MBC)	Veterinary Technology (VT)			Vocational Nursing (VN)
Accounting (ACC)	Fitness Training (FT)	Paralegal Studies (PS)																													
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Dental Assisting (DA)	Health Studies (HS)	Respiratory Care (RC)																													
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Ultrasound Technology (UT)	Medical Assisting (MA)	Surgical Technology (ST)																													
	Medical Billing and Coding (MBC)	Veterinary Technology (VT)																													
		Vocational Nursing (VN)																													
<p>II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>	<p>The College’s mission statement emphasizes educational programs and services to students on-site and online which meet student, employer, and community needs. In accordance with the mission statement, the overall purpose of Program Review is to improve programs and services through an intentional, data focused, “360-degree” review of all aspects of instructional programs, including curriculum, human, physical and technical resources. (1.3 Online Program Review Handbook, 1.2 Campus Program Review Handbook)</p> <p>The Program and Services Review process is structured to maximize faculty input. Faculty input into curriculum design, Student Learning Outcome assessment and resource allocation is an important mechanism in the College’s provision of industry current programs.</p> <p>Moving forward, the academic team will evaluate and revise its program review to be conducted every other year rather than every three years to ensure relevancy of materials. The team will also evaluate and revise its program review process to more fully utilize institutional research in identification of student learning needs, assessment of achievement, and the utilization of assessment results as the bases of program continuous improvement.</p> <p>For campus faculty, the following process is followed:</p> <p style="padding-left: 40px;">At the review launch meeting Program Directors conduct their first meeting, sketching out global recommendations to take back to the campus for faculty input and agreement. After the launch meetings, the following process is followed:</p> <ul style="list-style-type: none"> • Faculty meet to consider evidence and data and to develop 																														

campus recommendations

- Program Directors finalize global and campus recommendations and include them in the campus review reports
- Campus recommendations go into Campus Improvement Plans for action
- Budget items go to the campus budget or to the College budget
- Global recommendations, approved but not included in the next Fiscal Year budget, go into the College's Strategic Plan

For online faculty, the following process is followed:

- The Online Dean of Academics and the Dean of School collaborate to survey faculty
- Local recommendations go into Online Improvement Plans (CIPs) for action
- Budget items go to the campus budget or the College budget
- Global recommendations approved, but not included in the next Fiscal Year budget, go into the College Strategic Plan

(2.79 2010 Dental Assisting Program Review Executive Summary, 2.80 Pharmacy Technology Program Review Executive Summary 2.81 Online Business Program Review Executive Summary)

The review process is supported by data packages which include:

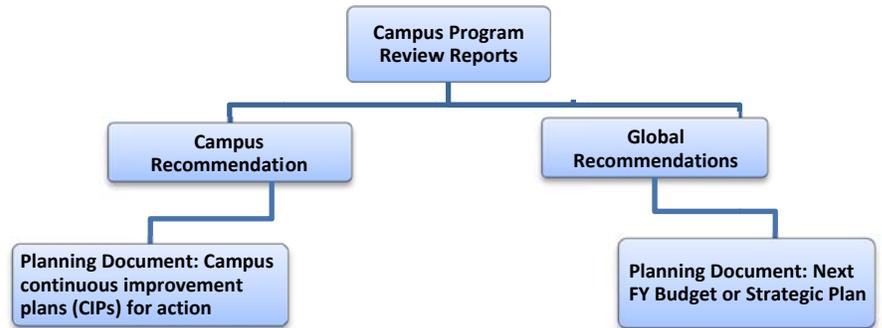
- Graduation rates
- Retention
- Employment placement
- Student Satisfaction

Once a program or service review is completed on a campus, the report (including evidence of faculty dialogue, cost estimates) is forwarded to the Education Committee for review. An Executive Summary with faculty recommendations is then provided to the Executive Council for voting.

Program Review recommendations are either global recommendations, in which case they go to the Executive Council for planning and budget consideration and approval, or campus recommendations, in which case they go into the Campus Program

Continuous Improvement Plan for campus action. **(1.28 Exec Council and Committees)**

The following diagram represents the flow of recommendations from program review to the planning process.



An example of Program Review global recommendations approved by the Executive Council and subsequently budgeted and/or scheduled in the College strategic plan can be viewed in the Executive Council Minutes. **(2.33 EC Minutes 02.24.11)**

Action on campus-based recommendations takes place at the campus. If recommendations require campus budget allocation, the campus Dean of Academic Affairs represents the recommendations in the campus budget process.

II.A.2.g.

The institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Student learning is monitored, measured and evaluated at course, program, and institutional levels. Results of these processes, where required, link with institutional planning and budgeting processes in an integrated way.

Data relating to Student Learning Outcomes assessment is used to generate improvement at the campus level and analyzed at the institutional level. Data relating to achievement outcomes, employment outcomes, and licensure and exam outcomes, are subject to annual targets. Data is also analyzed during the program review process and is part of campus dialogue and Continuous Improvement Plans.

During 2012 the College implemented a standardization project (Project Syllabration) aimed at further development of standard

curriculum and assessment within programs and across campuses. One of the expected outcomes of Project Syllabration is further standardization of assessments especially in the area of examinations. Many programs do use standard examinations in their programs drawn from test banks. The implementation of SLO assessment and the development of common assessment methods and assessment rubrics have underscored the need for further standardization to improve SLO assessment validity. During the development of course level SLOs program directors worked with faculty on agreed sets of assessment methods. Standardization of assessment instruments has improved and will continue to be a focus of the 2013 Program Review process.

Feedback from student extern placement and graduate employers is an element of the program review process which programs complete every three years. Program currency is also ensured through advice from program advisory boards and subject matter experts. Findings from any of these processes resulting in significant recommendations for improvement are forwarded to the appropriate committee and eventually to the Executive Council for consideration. Once adopted, action on the recommendations either takes place through the budget process or is scheduled in the strategic plan. Carrington College California outcomes are posted on the College website. **(1.28 Exec Council and Committees, 2.23 GradSur Template)**

As a part of the institution's continued review, assessment, and improvement implementation approach, Carrington College California closely examined the results of its online component's first year of operation. The results did not meet enrollment, persistence, or graduation expectations despite having high student satisfaction (43% NPS). An evaluation of Carrington College California participants revealed that 74% of course takers are first time online students, and in many cases, first generation college students. Industry research surrounding the efficacy of online education with this population indicates that consistent contact, specific directions, multi-media assets, and intensive tutoring support are vital to their success. With that in mind, a long-term plan was created identified as Project Graduation. **(2.48 Proj Graduation)**

<p>II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education</p>	<p>Criteria for the evaluation of student learning and the award of credit are clearly stated in the College Catalog, orientation materials, and course syllabi. Credit is awarded in a course according to the standards established for acceptable performance on assessment measures such as skills tests and demonstrations, written theory tests, research papers, oral presentations, and the evaluation of externship, fieldwork, and/or clinical rotation performance. Student learning is continually evaluated in a number of areas using these measures, and students are apprised of their progress on a regular basis. (1.36 Core Stand Syllabus, 2.8 CCC Catalog)</p> <p>The College uses a four point grading scale with 4.0 equaling an "A" or excellent work in a course. A minimum 2.0 ("C") average is required for graduation. Detailed information describing the determination of grades for a particular course is contained in the course syllabus.</p> <p>The required number of hours needed to complete a course is determined by the scope of the content needed in order to meet accreditation guidelines and field requirements. One semester unit of credit is awarded for each 15 hours of lecture, 30 hours of applications, or 45 hours of laboratory or practicum (clinical, fieldwork, or externship experience) completed.</p>
<p>II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</p>	<p>Certificates of Achievement and Associate in Science degrees are based on the successful completion of clearly stated course and program requirements shown in the College Catalog and other publications provided to students in the form of program handbooks, program information materials, and information provided on the College website. (2.8 CCC Catalog)</p>
<p>II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly</p>	<p>Carrington College California's catalog (page 91) clearly explains its General Education.</p>

stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General Education Coursework

General education coursework is integral to Carrington College California's degree-granting curricula and extends the range of learning while providing a context for specialized study. To this end, communication skills, social sciences, humanities, and math and science courses are included in the Associate of Science curricula to help broaden students' perspectives. Such courses also help develop skills and competencies that enhance students' academic success, as well as graduates' personal and professional potential.

Upon completion of General Education coursework, students will be able to:

- Apply critical thinking skills in a variety of situations
- Use appropriate technology to acquire, organize, analyze and communicate information
- Demonstrate computer literacy
- Define personal values and ethics
- Communicate thoughts, ideas, information and messages in written and oral formats
- Demonstrate knowledge of and sensitivity to a variety of cultural values and awareness of global issues
- Respect the rights, work, and contributions of others

Students seeking an Associate degree must complete a minimum of 21 semester credit hours in general education courses selected from the areas listed below.

General education requirements for an Associate of Science degree are described on the following pages. General education credit hours plus major credit hours must total at least 60 credit hours, the minimum required for an Associate of Science Degree.

(2.8 CCC Catalog)

II.A.3.a.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge; areas

Students are exposed to five areas of general education:

- Communication, both oral and written
- Mathematics
- Social and Behavioral Science
- Humanities and fine arts
- Natural or Physical Science.

Specific courses offered in each of these areas were selected based on their relevance and support of the College's mission and programs offered by the College. They represent the major areas of general knowledge, and they meet the general education requirements of

<p>include the humanities and fine arts, the natural sciences, and the social sciences.</p>	<p>individual states and accreditors. The College’s catalog specifies the general education courses required in each program. (2.8 CCC Catalog)</p> <p>All program goals and learning objectives are evaluated to ensure the mission, philosophy, and program goals are congruent, reflect commitment to a diverse community, and are appropriate for entry-level competencies for graduates of the program.</p> <p>Carrington College California’s Institutional Student Learning Outcomes are Communication, Critical Thinking, Personal & Professional Development, Respect and Responsibility and Information Management and Technical Literacy. The Institution Student Learning Outcomes are assessed in all vocational and General Education course work and are measured both directly and indirectly. (2.12 ISLO Survey, 2.65 CCC ISLO Elements and Rubrics)</p> <p>Once enrolled, students complete their courses in a scheduled sequence. Degree students in modular programs enter the general education course being presented at the time of enrollment and, thereafter, continue through the scheduled sequence.</p>
<p>II.A.3.b. A capability to be a productive individual and lifelong learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	<p>Carrington College California requires general education courses in oral and written communication, scientific and quantitative reasoning, and critical thinking in each educational program. In alignment with the College’s mission statement and the commitment to the students it serves, COL105 (Critical Thinking) is a required first-term course and emphasizes learning-to-learn, self-motivation and self-esteem for blended and online programs.</p> <p>Computer literacy and information competency are proficiencies assessed in both campus and online courses.</p> <p>The College’s Career Services provides employment information practice in resume writing, interviewing techniques, and job searches. The addition of CDV198 in programs helps prepare students to all of these areas beginning with their first term courses.</p>
<p>II.A.3.c.</p>	<p>Carrington College California’s faculty, administrators, and staff are</p>

Recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

supporting student development in specific vocational knowledge and skills, as well as Institutional Student Learning Outcomes in critical thinking, information management, and technical literacy, personal and professional development, communication skills, respect, and responsibility throughout their experience at Carrington College California.

In degree programs, a broad base of general education course offerings provide students with communication, critical thinking, mathematical, and computer skills; as well as perspectives from the sciences, humanities, and social sciences.

Carrington College California encourages students to work to achieve their highest potential while attaining their career goals. The College strives for excellence and quality in everything it does and instills in its students the same aspirations.

Many programs within the College demonstrate commitment to social responsibility through various on-campus and community outreach efforts. For example, Carrington College California's Dental Hygiene program operates a clinic that serves community members who may not have the ability to obtain dental hygiene services through a private dental service. Dental Hygiene students provide outreach and public service presentations to elementary school children relating to personal dental hygiene; this aspect of services is embedded in the Dental Hygiene curriculum and illustrates the integration of Institutional Student Learning Outcomes and the curriculum.

Several campuses hold blood drives on campus to support local and national blood service providers; both students and staff participate in blood drives and contribute to this worthy cause. Various components of the Carrington College California organization have participated and continue to support organizations such as the local Food Bank and the American Heart Association.

The Stockton campus encourages students to participate in a variety of community services:

- The Dental Assisting students help out the Soup Kitchen during Thanksgiving.
- Medical Assisting program students participate in Multi-

	<p>Cultural Healthcare Day.</p> <ul style="list-style-type: none"> • Medical Assisting program is responsible for having the Blood Drive every quarter on campus. • Veterinary Technology holds pet wellness clinics at the Homeless Shelter. • Health Care Administration students volunteer at Blood Source. • Massage Therapy students visit convalescent homes to give massages. • Criminal Justice students attend the Stockton Town Hall Meetings and courthouse. <p>Pharmacy Technology students visit China Town in San Francisco to learn and see about Eastern medication and to experience a different culture and diversity.</p>
<p>II.A.4.</p> <p>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	<p>Students graduating with an Associate in Science Degree complete at least 60 units that include general education courses in addition to core courses in their particular major. All degree programs include a focus area of study described most clearly by the title of the major. The College offers twenty four programs in health, legal, and technical vocational majors. The College Catalog clearly defines the program, its primary focus of study, and its objectives.</p>
<p>II.A.5.</p> <p>Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	<p>All areas of study at Carrington College California are vocational programs. Students' technical and professional competencies in these programs are measured through skills exams, demonstrations, written theory exams, research papers, oral presentations, and the evaluation of capstone, externship, fieldwork, and/or clinical rotation performance. (2.40 Final Evaluation)</p> <p>Student Learning Outcomes and competency assessment is ongoing throughout a student's program. Some technical programs also require that students take and pass a comprehensive program final examination in order to graduate. (2.8 CCC Catalog)</p> <p>To be eligible for graduation, both degree and certificate students must have met each of their technical program competencies and completed their major classes with a grade of at least "C" in each class. Degree students must achieve an overall grade point average of</p>

	<p>"C" in all general education courses taken. (2.8 CCC Catalog)</p> <p>Carrington College California graduates are prepared for external licensure and certification, as explained in the Catalog. An example of this preparation is the Dental Hygiene program. Dental Hygiene prepares students to take the national and state certification exams for Dental Hygienist. Dental Hygiene graduates are prepared to deliver comprehensive dental hygiene care to individuals in a variety of professional settings. (See Table 7 (2.8 CCC Catalog, page 31))</p>
<p>II.A.6.</p> <p>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.</p>	<p>Carrington College California has an academic catalog that is published annually with addenda updates monthly, as required. A monthly updated electronic version of the catalog is provided to all stakeholders and updated on the College website. The catalog clearly states the specific requirements for the certificate and degree programs and the current transfer policy. As the curriculum is updated, based on recommendations from the "faculty driven" Program Review process, the catalog is updated to reflect the most current approvals. The Catalog is available in print and electronic version and can be accessed on the College website.</p> <p>In an effort to standardize academic quality across the institution's campuses, the Deans of Schools were tasked with developing a standard syllabus template that could be utilized by all faculty members, for every course, across all campuses within Carrington College California. (1.38 Standard Syllabus Exec Sum)</p> <p>The faculty prepares their course syllabus for each program and is provided to students during their first class. The content of the syllabus is in a standardized format and utilized by all programs. The content of the syllabus includes: instructor contact, course information, textbook, course description, instructional objectives, Student Learning Outcomes, course schedule, grading policy, and academic integrity. (1.36 Core Stand Syllabus, 1.37 Linear Stand Syllabus)</p>
<p>II.A.6 a.</p> <p>The institution makes available to its students</p>	<p>All students enrolled in the College receive a current College Catalog containing clear and accurate information about their educational courses and programs. Graduation requirements for all majors,</p>

<p>clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	<p>including course descriptions of the content, are provided for each program offered. Certificate and degree programs list expected student learning outcomes, and students receive specific learning objectives in the course syllabus provided for each course. (2.8 CCC Catalog)</p> <p>Transfer of credit policies are clearly outlined in the College Catalog. Courses completed with a "C" or better at an accredited college or postsecondary institution will be evaluated on an hour-for-hour basis for credit acceptance at Carrington College California. Official transcripts documenting course work must be provided to the College. (2.8 CCC Catalog)</p> <p>The Deans of Academic Affairs or their designee is responsible for evaluating requests for transfer of credit for general education courses. The Education Committee has developed a list of acceptable courses in each general education category. The Dean of Academic Affairs makes the determination about whether or not to grant transfer credit. A course submitted for transfer of credit evaluation must fulfill the objectives and intent of the Carrington College California course it is intended to replace. If it is not clear from the course title that the course is equivalent to a Carrington College California course, or if it does not appear to fall into a general education category, a course description and/or outline will be requested from the student. (2.8 CCC Catalog)</p> <p>Students attending Carrington College California are informed in the College Catalog that they should consider Carrington College California's courses and programs as terminal (not transferable). No representation is made concerning the transferability of any credits to any institution. (2.8 CCC Catalog)</p>
<p>II.A.6.b.</p> <p>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements</p>	<p>Carrington College California makes every effort to abide by the program and course descriptions that are published in the College Catalog. Programs at the College are offered in both linear and modular formats. Major changes to linear programs, where students begin together, generally apply only to students at the next start date of the program and not to any students currently enrolled.</p> <p>Changes in the modular programs, where new students enter the</p>

<p>so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>program and sit in class with continuing students, may affect both new and continuing students; therefore, the College makes every effort to ensure that all students in the particular course or program affected are given the necessary information and support to succeed. When there is a major change in course content or program composition, a catalog addendum is produced and given to all students impacted by the change. Entire programs are not eliminated until all students enrolled in a particular program have had the opportunity to complete the program, as published in the College Catalog. Individual classes are canceled only when they have no enrollment.</p>
<p>II.A.6 c.</p> <p>The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p>	<p>All information published in the College Catalog and other official publications are clear, accurate, and current. Formal procedures are in place for faculty update and/or amendment of catalog or other materials. When changes are made regarding any aspect of policies, practices, or educational requirements, the College publishes a Catalog Addendum to update information until the catalog, handbook or other publication can be updated.</p> <p>Prior to publication all Carrington College California public representations are audited to ensure they uphold the College’s integrity. Institutional policies and procedures are reviewed by the appropriate committee or subcommittee of the Executive Council. (1.28 Exec Council and Committees, 2.41 Catalog Request)</p>
<p>II.A.7.</p> <p>In order to assure the academic integrity of the teaching-learning process,</p>	<p>Carrington College California’s catalog (page 109) provides regulations on the following: Family Educational Rights; Non-discrimination Policy; Title IX Compliance; Drug Free Schools and Communities Act; Campus Crime and Security Act; Graduation Rates; Photo Release; Plagiarism Prevention; and Rules and</p>

<p>the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.</p>	<p>Enrollment Conditions.</p> <p>The Catalog (page 111) also clearly states Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. (2.8 CCC Catalog)</p> <p>Academic Freedom Policy</p> <p>“Educational institutions exist to transmit knowledge, to contribute to the development of students and to advance the general wellbeing of society. Free inquiry and free expression are indispensable to the attainment of these goals. The faculty at Carrington College California recognizes the special responsibilities placed on them. To this end, they devote their energy to developing and improving their teaching and professional competence with a commitment to intellectual honesty. In the exchange of criticism and ideas, they show due respect for the opinions of others. The faculty of Carrington College California, above all, seeks to be effective teachers. Although they observe the stated regulations of the institution and design their lectures, labs and other class presentation to conform to institutionally approved curricula, they are given flexibility in presenting the subject matter of their course in a manner which will challenge and maintain the interest of the students. In the spirit of academic freedom, they always maintain the right, without fear of retribution or reprisal, to question and seek changes to improve the quality of education.”</p>
<p>II.A.7.a.</p> <p>Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	<p>The College Governing Board adopted policies on academic freedom and student academic honesty are published in the College Catalog and student handbook. Statements regarding academic freedom, academic honesty and other policies related to the free pursuit and dissemination of knowledge are accurate, current, and published. All course curriculum and instruction is based on clearly stated objectives and expected student learning outcomes established at the course and program level. Faculty distinguishes between personal conviction and objective based curriculum in the delivery of their courses. (2.8 CCC Catalog)</p>
<p>II.A.7.b.</p>	<p>The Academic Honesty Policy is available in the Carrington College</p>

<p>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</p>	<p>California catalog, the Student Handbook, and on the College Website. (http://carrington.edu/carrington-college-california/)</p> <p>The Student Handbooks contain standardized information; however, each campus has its individual handbook that contains its specific information: location, contact information, personnel, etc. Academic Honesty is dealt with primarily by individual instructors, depending on the level of dishonesty; however, it may also involve administration. (2.8 CCC Catalog, 2.24 SACR Stu Handbk)</p> <p>Student policies and expectations concerning student academic honesty and the consequences for dishonesty are clearly presented and enforced. They are discussed and extensively reviewed in every class as well as in new student orientation. Use of plagiarism software is used to review students' papers and identify instances of plagiarism.</p>
<p>II.A.7.c.</p> <p>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks</p>	<p>Carrington College California does not require conformity to specific codes of conduct other than those for ethical and professional conduct clearly outlined in the Employee Handbook, College Catalog, and Student Handbook. (2.24 SACR Stu Handbk, 2.8 CCC Catalog)</p>
<p>II.A.8.</p> <p>Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable</p>	<p>Carrington College California offers no curricula in foreign locations.</p>

Commission policies.

II.A. Self-Evaluation

Comprehensive program review at Carrington College California is a part of the College’s overall quality improvement process and is intended to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination of all areas affecting program delivery: supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes.

Educational Program Review and revision, while an ongoing systematic process, is conducted formally every three years for each educational program, student service, and the general education courses offered on each campus of Carrington College California. The process is driven by faculty and led at campuses by the Deans of Schools and Program Directors. The review and revision process involves all of the College’s stakeholders, including faculty, employers of our graduates, advisory board members, accrediting agencies, and peers from the community.

Recommendations are considered based on outcome assessments of program goals, student learning objectives, and program resources (facilities, faculty, equipment, supplies, and learning resources) suggestions from faculty, graduate services, other College departments, advisory boards, student surveys, employers, and accreditation and approval standards

The Project Graduation report data revealed that the retention and graduation rates of students completing programs online through Carrington College California were lower, and statistically dissimilar, to the results of students completing comparable Carrington College California programs on-ground. Because all degree programs at Carrington College California involve some engagement with online learning, the institution created a new curriculum team (Deans of Schools) tasked with enhancing curriculum quality and ensuring curriculum and instruction standardization across all quality hubs so that each Carrington College California student experiences the same high quality learning opportunity and each Carrington College California faculty member can access and leverage standard

	<p>philosophy of teaching and robust teaching resources enhancing quality of instruction and student success. (2.2 DOS Team Plan)</p> <p>An example of improvement made by the Deans of Schools team is with the Standardized Syllabi. Through program checks done by the Deans of Schools, it was noted that campuses had differing syllabi within the same program. To “facilitate teaching and learning by providing current and appropriate educational programs and services...” the College implemented a standardized syllabus that will go into effect in every Carrington College California core and linear campus and online course in September 2012.</p> <p>The standardized syllabus (which is also used in all online courses) provides students with a familiar, consistent, high-quality syllabus that is available to them regardless of what course they take, online or on campus. The standardized syllabi also provide structure for the faculty members as to what to include in their syllabi, particularly for inexperienced faculty. Faculty input was important to creating the Standardized Syllabus; their input was provided through a Call for Comments. (1.36 Core Stand Syllabus, 1.38 Standard Syllabus Exec Sum, 1.37 Linear Stand Syllabus)</p>
<p>II.A. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • The Education Team will evaluate and revise its program review process to more fully utilize institutional research in identification of student learning needs, assessment of achievement and the utilization of assessment results as the basis for program continuous improvement. • The Education Team will evaluate and revise its program review to be conducted every other year rather than every 3 years to ensure relevancy of materials. • The Education Team will lead a college-wide task force to revise and improve the Technology Plan ensuring alignment with objectives of the Strategic Plan and key results areas of the Education Master Plan • The Education Team will create a training plan for faculty so that the Technology Plan can be implemented. • The Executive Council will establish an Equity team that will be responsible for the creation of a plan to better guide program and course development, the provision of services to diverse students,

	<p>and the development of even more tight-knit and inclusive culture on the campuses.</p> <ul style="list-style-type: none"> • A Task Force for Civic and Community Engagement will publish a white paper in 2013 to create an action plan for improving the preparation of students to participate fully in their communities. • The Education Committee will articulate a process for program discontinuance as part of the Program Review guidelines. • The Education Committee will articulate a process for new programs as part of the Program Review guidelines.
<p>II.B. Student Support Services</p> <p>The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>	<p><i>Descriptive Summary</i></p> <p>Carrington College California offers a variety of student support services designed to assist a diverse population of students in reaching their educational goals. The mission of our college is “to provide learning opportunities to individuals” and “professional preparation” toward their career choice. The College achieves this mission by providing a supportive student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes. (2.30 Mission Statement)</p> <p>Carrington College California students are diverse and as such, require diversity in the support services they receive. The Student Support services offered the students are consistent across all campuses and online, beginning with the enrollment process and continuing to post- graduation through Career Services. Student support services include the admission/registration process, student orientation seminars, workshops on financial literacy and financial literacy counseling, student advising, classroom presentations, Student Success Center, and library services.</p> <p>Student satisfaction surveys are conducted every six months and assist with determining whether the services offered at our campuses and online are meeting our students’ needs. Focus groups, end-of-course evaluations, and other open forums are also utilized to allow the diverse student population an opportunity to express their thoughts, opinions, and suggestions for improvement of the College’s</p>

	<p>support services. (2.25 COL205 Eval, 2.26 COL105 Eval)</p> <p>The College website, catalog and student handbook provide students with the resources and information needed regarding the College’s programs and available services. Student Learning Outcome data is utilized to assess student support services throughout the campuses and online programs. (2.8 CCC Catalog)</p>
<p>II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</p>	<p>Carrington College California assures the quality of student support services and further ensures these services support the mission of the College. Quality assurance is provided through the Program and Services Review process and the assessment and implementation of improvements provided through the Student Learning Outcomes.</p> <p>Internal audits are conducted to assist in monitoring the quality of student support services and to ensure external compliance and quality. These audits serve to ensure continuous improvement and growth in the student service areas. Student Satisfaction surveys specifically target student learning support and student learning outcomes. The research and assessment department disseminates data resulting from the surveys to the online division and each campus. Continuous Improvement Plans are developed utilizing survey data and input from faculty and staff. Student support services are available to all students whether they are taking courses via an online platform or on ground.</p>
<p>II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p>	<p>Carrington College California’s catalog is available online at the College website with a link provided for each of the nine campuses and the online program’s web page. The catalog includes general information, admission and transfer requirements and College policies. In an effort to provide our students with the most accurate information available, the catalog is updated regularly (monthly) and an addendum of changes is included in each catalog. (2.8 CCC Catalog)</p>
<p>II.B.2.a. General Information</p> <ul style="list-style-type: none"> • Official Name, 	<p>The catalog provides the College’s official name, campus locations with their addresses, phone numbers, and hours of operation, website address, online services support information, mission of the College, courses, programs and degree offerings, financial aid information,</p>

<p>Address(es), Telephone Number(s) and Web Site Address of the Institution</p> <ul style="list-style-type: none"> • Educational Mission • Course, Program and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	<p>names and degrees of administrators, faculty and current governing board members. Additionally, the catalog provides a program-specific academic calendar and a statement of program length, the list of start dates for each program along with the holiday calendar for the current year. (2.8 CCC Catalog)</p>
<p>II.B.2.b. Requirements</p> <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 	<p>The College catalog contains admission information and requirements for all programs, student fee information and other financial obligations. A list of degrees, certificates, graduation and transfer information is also available in the catalog. (2.8 CCC Catalog)</p>
<p>II.B.2.c. Major Policies Affecting Students</p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment 	<p>Major policies affecting students are published in the Carrington College California catalog. These policies include academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment policy, and refund of fees. (2.8 CCC Catalog)</p>

<ul style="list-style-type: none"> • Refund of Fees 	
<p>II.B.2.d. Locations or publications where other policies may be found</p>	<p>Policies for Carrington College California may be located on the College’s website, in the Student Handbook, externship handbook, clinical handbook, or at any Carrington College California campus location. (2.8 CCC Catalog)</p>
<p>II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>	<p>Carrington College California offers services to its students regardless of their location or the delivery method of their instruction. The College’s knowledge of the learning needs of students is based on an understanding of the educational and socioeconomic background of students, (see Chart 4, 5, and 6) and ongoing student learning outcome assessment. The services provided to our students are comprehensive and include Student Success Center, Learning Lab, Smarthinking, student financial services, as well as access to faculty and staff during faculty office hours. The College website, catalog and orientation handbook outline the campus hours, hours of service for the Student Success Center, as well as online services available 24 hours a day. Examples of these online services include Ask-A-Librarian, ASPIRE, and EBSCOhost.</p>
<p>II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	<p>Carrington College California conducts externship surveys in its programs for graduating students. The survey provides students an opportunity to rate the College programs, services, and instructional programs. Results from this survey are shared with administrators and are reviewed by the Academics team. The students are also surveyed every six months so that they can share their thoughts on the instructor, and the services they have received at the College.</p>
<p>II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well</p>	<p>Carrington College California encourages personal and civic responsibility as well as intellectual, aesthetic and personal development as reflected in the Institutional Student Learning Outcomes. Students demonstrate personal and civic responsibility through the organization and participation in community service</p>

<p>as intellectual, aesthetic, and personal development for all of its students.</p>	<p>events such as blood drives, community dental hygiene clinics, participation in health fairs, and student mentor programs. Campuses often sponsor events to benefit those in their communities. One example is the Pomona Campus held “Carrington Cares for Veterans” which offered complimentary services to veterans and their families that included flu shots, vital signs, glucose testing, dental exams and pet flea prevention applications. Campus and program activities such as constitution day, Health Fairs, cancer awareness month and culturally diverse potlucks also provide students with an opportunity to experience the diversity of their campus. (2.38 ISLOs, 2.42 Constitution Day Presentation)</p> <p>The College encourages intellectual, aesthetic, and personal development through its educational programs in which students are continually evaluated on their personal and professional development. Workshops provided by a financial literacy consultant assist students in understanding financial options. The College encourages students to participate in and attend events within professional organizations such as the Student American Dental Hygienist Association, Sacramento District Dental Society, Student Chapter of the National Association of Veterinary Technicians in America and the National League for Nursing to name a few. Students are also encouraged to attend Department of Consumer Affairs Board meetings for their area of study. Attendance at Board meetings provides students with an insight and opportunity to see their licensing agency at work and their role in the process.</p>
<p>II. B. 3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>	<p>The institution designs, maintains and evaluates counseling and academic advising programs which support student development and student success. Students have access to many counseling and advising services across campuses. These services include personal counseling/advising, academic advising, financial literacy counseling, and career advising.</p> <p>Carrington College California has instituted the ASPIRE program which provides students and their families with access to personal services and counseling 24 hours a day. The College has an open door policy, providing students with access to their faculty, program directors, Deans of Academic Affairs, Executive Directors and service</p>

	<p>areas. Services provided by the College are consistently evaluated through the Student Satisfaction Surveys, assessment of Student Learning Outcomes, program review process and the employee’s Individual Performance Plan. (2.20 ASPIRE Use, http://www.devryaspire.com)</p> <p>All Carrington College California faculty and staff participate in professional development and regular campus-wide and interdepartmental meetings which equip faculty with up-to-date information and advice for students. Faculty and staff have access to several online development courses such as DeVry Leadership Development courses, Center for Excellence in Education/Max Knowledge, and the Evolve Master Teacher courses.</p> <p>Campuses hold faculty development training twice a year. These campus in-service agendas are coordinated by the Academics team ensuring consistent sharing of a broad-based, institutional dialogue on institutional effectiveness. An example of this consistency can be seen in the preparation for the October 2012 in-service where the Academics Team created the minimum standards for the in-service leaving the campus Education Management Team the opportunity to address their specific areas of interest. (2.29 Excel in Teach Acad, 2.34 Inservice Date Master .09 and .10, 2.35 October 8 Inservice Min Standards)</p>
<p>II. B. 3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>	<p>Programs offered at the College contain courses with content which supports and enhance students’ understanding and appreciation of diversity. At various campuses, faculty integrate cultural awareness into their courses through assignments and class projects such as research of cultures and ethnicities, cultural awareness events (Black History Month, National Nurse’s Week) and potluck events that recognize and celebrate many ethnicities and cultures. Constitution Day, held on each campus, recognizes foundational and governmental rights of our citizens regardless of race, sex, sexual orientation, color, ethnicity, national origin. Carrington College California abides by its stated non-discrimination policy located in the College catalog.</p>
<p>II.B.3.e. The institution regularly</p>	<p>Carrington College California regularly evaluates its entrance policies, procedures and practices by means of the Enrollment</p>

<p>evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	<p>Entrance & Standards Committee. This committee meets bi-annually in person and with subsequent webinars and conference call meetings when necessary. The purpose of the Enrollment Entrance & Standards Committee is to review all enrollment related items for relevancy and accuracy, review recommended changes and ensure continuous quality and improvement.</p> <p>The College provides placement testing, ensuring consistency and effectiveness while minimizing cultural and linguistic biases within the placement instrument. For example, in 2011, this committee recommended the implementation of a new entrance exam to replace the CPA exam the College previously used. In the first quarter of FY12, the Entrance Standards Committee recommended, and the Executive Council approved, the implementation of the Wonderlic entrance exam to replace the Carrington College California entrance exam based on evidence from the research. (2.43 Enroll Ent Stand Com)</p>
<p>II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>	<p>Carrington College California maintains student records in accordance with provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). Student records are maintained for two years (three years for Veterans' Affairs records) after the student is no longer enrolled. Transcripts of academic records are maintained electronically and are retained permanently.</p> <p>The Registrar on each campus maintains student records and schedules and provides students with end of term grade reports, transcripts (on written request), and verification of college status letters. Students who wish to review their files must submit a written request to the registrar. Transcripts of academic records are maintained electronically and are retained permanently.</p> <p>Student records are not released to outside parties without written consent from the student, except for those agencies entitled to access under the provision of FERPA. (2.8 CCC Catalog)</p>
<p>II.B.4. The institution evaluates student support services to assure their adequacy in</p>	<p>Carrington College California College conducts student services department reviews during the Program and Services Review, which is formally done every three years, to ensure the quality and</p>

meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

improvement of all services offered by the College. **(2.66 2012 CCC Service Review Handbook, 2.67 2009 Financial Services Program Review Report, 2.68 2012 Antioch Career Services Program Review Report)**

Services reviews evaluate all student services and departments through an ongoing systematic review of their relevance, appropriateness, achievement of student learning outcomes, capacity, and future needs and plans of the College and the communities served.

The service review and revision process involves the input of department staff, administration, faculty, employers of Carrington College California's graduates, Professional Advisory Council members, and accrediting agencies.

Recommendations are considered based on outcome assessments of department goals, Student Learning Outcomes, and department resources (facilities, staff, equipment, supplies, and technology resources). As with the review of instructional programs, service review recommendations are either global, in which case they go to Executive Council for approval, or they are campus-based, in which case they go into Service Department's Continuous Improvement Plans (CIPs) for local action. The Admissions Services Review was conducted this year and is in the process of being finalized. A copy of the 2012 Admissions Services Review will be available at the time of the site visit.

Students also evaluate the College's student services and have an opportunity to express their ideas, opinions, and suggestions on the College's programs, instructors, and staff through means of the Student Satisfaction Survey given twice yearly on each campus. Results from these surveys are distributed to each campus where they are reviewed with faculty and staff and improvement plans are developed. **(2.12 ISLO Survey)**

Carrington College California offers the ASPIRE program, a special program that provides enrolled students with confidential access to counseling who can assist students. This service is evaluated through monitoring of usage and student feedback provided during the student satisfaction surveys and campus focus groups. **(2.20 ASPIRE Use)**

II.B. Self-Evaluation

One way Carrington College California achieves its mission statement is by providing “a supportive, student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes.” The College identifies the needs of its students in order to enhance a supportive learning environment by systematically assessing the student support services, using student learning outcomes, faculty and staff input, as well as other measures appropriate to the improvement of institutional effectiveness. These support services include advising and counseling, technology assistance, career services, tutoring, and financial aid.

Carrington College California is strongly committed to providing its students with high-quality academic programs, support systems, and learning resources by conducting a continuous cycle of review and assessment focused on and tied to its mission statement. The College’s learning resources include research support, tutoring services, and online support services. These areas are regularly assessed and improved to provide a quality student experience.

In order to continually improve institutional effectiveness of the student support services, a rigorous Program Review and critical self-study (driven by student and Institutional outcomes) are conducted every three years. Institutional shared governance dialogue considers recommendations for improvement in the following areas: program identification, program resources (faculty), program resources (facilities, equipment, supplies, and support), program fair practices, student achievement outcomes, program satisfaction and feedback. Each of the program review areas is formally reviewed with data aggregated by the Dean of Institutional Effectiveness & Assessment and feedback from a number of sources and a variety of perspectives, including students, graduates, faculty, employers, advisory boards and externship sites.

The College encourages personal and civic responsibility as well as intellectual, aesthetic and personal development as reflected in the Institutional Student Learning Outcomes. One example is the Pomona campus held “Carrington Cares for Veterans” which offered complimentary services to veterans and their families that included flu shots, vital signs, glucose testing, dental exams and pet flea

	<p>prevention applications. Campus and program activities such as Constitution Day, Health Fairs, cancer awareness month, and culturally diverse potlucks also provide students with an opportunity to experience the diversity of their campus.</p>
<p>II.B. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Education Team, the Task Force on Civic and Community Engagement will identify opportunities to link the College’s civic engagement efforts with student learning and performance outcomes. • Under the leadership of the Education Team, complete the development and linkage of support services technologies across modalities and integrate them into a portal environment.
<p>II.C. Library and Learning Support Services</p>	<p>The mission of the College is to establish a pattern of lifelong learning through information literacy for students and staff. Carrington College California’s Student Success Centers offer resources for the students, faculty, and staff based on a continual and systematic program review process. With the aid of Program Directors and their faculty, the Student Success Center Manager on each of the nine campuses maintains collections that meet the current and future needs of our stakeholders, supports the curriculum, and meets the College's missions and goals.</p> <p>The Student Success Centers support learning through direct one-on-one academic coaching, group-skills training, train-the-trainer sessions, liaising with faculty training, and providing online resources (MyMathLab, MyLearningLab, and Ask-A-Librarian) for campus and online students.</p> <p>Carrington College California library collections include books, textbooks, and non-print materials such as video tapes, CD-ROMs, DVDs, audio tapes, and serials both in print and online databases through an account with <i>EBSCO</i> Subscription Services.</p> <p>The Student Success Centers ’ goals make critical contributions to student learning outcomes and achievement:</p> <ul style="list-style-type: none"> • Support the College’s skills-based approach to education, identifying learning needs through the analysis of outcome and achievement data

	<ul style="list-style-type: none"> • Support the achievement of the ISLOs: critical thinking, information management and technical literacy, personal and professional development, communication skills, and respect and responsibility • Provide information to support program development and innovative classroom practices • Provide a supportive learning environment that connects students with students and academic coaches • Equip the Centers with appropriate, industry-standard technological advancement <p>A review of the efficacy of the Student Success Centers will be conducted by the Education Committee in FY2013. The review will focus on tutoring support service Student Learning Outcomes, as tracked in eLumen, online learning support, and on the integration of academic coaching with majors in programs.</p>
<p>II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	<p>The College supports the quality of its instructional programs by providing library resources and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The Student Success Centers have a variety of collections, such as books, academic journals, and electronic databases to support the academic growth of students. The Manager at each campus is available for students on campus, online, and via email or phone. In addition, the Manager provides academic coaching services to individual students, small groups, and classes. The College also offers <i>Ask A Librarian</i>, a live “chat” online reference service to student during times the library is closed. Furthermore, the College also provides orientations of databases and research methods to classes when requested. (1.8 SSC Master Plan)</p>
<p>II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to</p>	<p>A formal collection development and maintenance policy exists to plan for future library collection growth. There is a specific criterion for selection of library materials, which includes relevance, appropriateness, reputation of the author or publisher, quality, diversity, currency, and durability. In addition, it will be the responsibility of the Student Success Centers to evaluate and examine the library collection as a whole every two years. During the evaluation process, the College will gather inventory reports,</p>

<p>support student learning and enhance the achievement of the mission of the institution.</p>	<p>collection development notes, faculty and staff suggestions and recommendations. (2.58 Library Policies)</p> <p>To ensure that the College consistently meets the requirements of programmatic accrediting bodies and to ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated \$40,000 in 2010 and 2011 to update and increase the campus's library holdings. (1.52 Library Acquisitions, 1.53 Library Acquisitions)</p> <p>Each campus Student Success Center holds a print collection as well as DVDs, videos, and CD-ROMs. There are also numerous computers for students to use to access various items such as software applications and the Internet. Students can also use the library computers to access their online course (if applicable) through eCollege, the learning management platform used for all online courses which also provides access to various online resources, such as <i>Ask-A-Librarian</i> and <i>EBSCOhost</i>.</p>
<p>II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</p>	<p>The Student Success Center personnel at the campuses train students on the use of academic databases and evaluation websites. Training sessions for <i>EBSCOhost</i> and <i>American Psychological Association (APA)</i> style and referencing standards are conducted for new students and also at the request of instructors for their classes. Students taking online classes have access to the Student Success Center and Student Success Center Managers at the campus. They can also obtain help remotely through the <i>Ask-A-Librarian</i> link that is provided in each online class.</p>
<p>II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</p>	<p>Carrington College California provides learning resource access to all programs. Each campus is equipped with a Student Success Center. The Student Success Center and the learning labs are open at the campuses during the following hours:</p> <p>Antioch Wed - Thurs 8am-5pm</p> <p>Citrus Heights Mon - Thurs: 9am-6pm Friday: 8am-5pm</p> <p>Emeryville</p>

Monday 7:30am-4:30pm

Tuesday 9am-6pm

Wed - Thurs 8am-5pm

Friday 7:30am-4:30pm

Pleasant Hill

Mon- Thurs 8am-8pm

Friday 8am-12 noon

San Jose

Mon-Thurs 9am to 9pm

Friday 9am to 4pm

Sacramento

Mon - Tues: 10am-6pm

Wed - Thurs: 10am-6:30pm

Friday: 9am-5pm

San Leandro

Mon-Thu: 8:00am – 9:00pm

Fri: 10:00am– 2:00pm

Stockton

Mon – Thu: 7:30am-10:30pm

Fri: 8am-5pm

The campus-based students enrolled in online courses continue to have access to the Student Success Center and learning lab.

All Carrington College California campus and online students have access to online databases via *EBSCOhost*. On each campus, the Student Success Center and learning labs are highly utilized by students from all programs. In addition, online students have access to *Tutor.com*. This service is available 24 hours a day, seven days a week online. In addition, all online courses offer the students resources from the HUB (a student resource center) which provides iLabs (Citrix and Practice Fusion), Career Services, eBooks, and over 300 educational videos.

The services offered by the Student Success Center include the following: library collection and services, open computer lab, academic coaching services, group study areas, and online databases. Each campus Student Success Center is equipped with computers, the Internet, and miscellaneous software products. Both the Student Success Center and the learning lab provide software and printing

	<p>capabilities to support student research and course-related assignments. Furthermore, there are assistive technologies available in the Student Success Center such as <i>Smarthinking and MyMathLab (MML)</i>, which is a Pearson Education product. Each library is equipped with step-by-step tutorials for accessing databases, electronic research databases, and APA citation information.</p>
<p>II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.</p>	<p>Carrington College California offers students the flexibility of taking classes in the traditional, face-to-face format, blended format or in the “anytime, anywhere,” online format. With this flexibility come inherent concerns about access, security, and maintenance of the online resources. Carrington College California’s online learning platform, <i>eCollege®</i>, is a leading learning platform technology which is an extremely stable and a secure interface Carrington College California courses and resources are controlled via a secure login script, requiring a username and password.</p> <p>Carrington College California is responsible for managing and maintaining all academic content within all online courses. Learning support services are managed and maintained by third-party vendors. The College has a Service Level Agreements with the vendors to ensure all decisions are approved by Carrington College California.</p> <p>Within the online library, students have access to several databases on a 24/7 basis; these databases provide access to full-text articles from reference and peer-reviewed journals as well as access to books in electronic format.</p>
<p>II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the</p>	<p>Each Carrington College California campus has a Student Success Center that provides resources so students can do research and /or study. The Student Success Centers are equipped with computers that provide Internet access to a wide variety of educational resources, including the same online databases available to online learners and <i>Ask-A-Librarian</i>. Carrington College California Student Success Centers are staffed by Master’s prepared individuals who support the students’ research and information needs. A comprehensive accounting of all holdings is maintained at each Student Success Center location, and the Student Success Managers are responsible for managing the security and maintenance of all resources. Student</p>

institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

identification cards are required for the use and removal of any Carrington College California resource materials from the Student Success Center locations.

Carrington College California Student Success Centers subscribe to recommended and evaluated research databases. Usage statistics for these databases are provided by individual administrator accounts with *EBSCOhost*, from which the Student Success Manager can run reports at the local campus level. The current subscription list includes: *EBSCOhost* (30 databases total), *Nursing Reference Center*, *Points of View*, *Consumer Health Complete*, and *Student Research Center*. Students in the Pharmacy Technology degree program receive access to *Pharmacist's Letter Online*, and the Student Success Centers receive the print copies. These database and electronic newsletter subscriptions provide credible scholarly resources. These databases and electronic newsletter are available for campus and online use to students, faculty and staff.

The Carrington College California Student Success Center has contracted with *Crew-Noble, Inc.* to provide support for the Student Success Center cataloging and circulation system *InMagic*. There is a service level agreement (SLA) for Carrington College California students to receive live "chat" reference service from librarians through *Ask-A-Librarian*. This live chat reference service gives students access to a librarian "after hours" on nights and weekends. All Student Success Center contracts and Service Level Agreements are evaluated on a yearly basis and again during the Program and Services Review process.

II.C.2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results

The Carrington College California Student Success Centers follow a formal collection development policy, which is part of the *Library Policies*. **(2.58 Library Policies)** The collection development policy serves as a guide to maintain the current collection and a planning device for future growth. The principles that guide this policy are as follows

- Enrich and support current curriculum
- Support of student learning outcomes
- Have print and other format (electronic, DVD, CD-ROM) collections complement each other.

of these evaluations as the basis for improvement.

- Promote intellectual stimulation to both faculty and students. The criteria for selection for all materials are as follows: relevance, appropriateness, reputation, and quality, currency, and durability of the materials. The Student Success Center Manager regularly reviews the collections to ensure they meet the current needs of our patrons, curriculum and the College's mission and goals. The Student Success Center Managers meet formally with program directors and the Deans via Education Management Team meetings and informally with program directors and staff to obtain comments and advice concerning new materials. It is the manager of the Student Success Center's responsibility to evaluate the library collection as whole every two years to examine whether the collection is meeting its objectives. The evaluation is based on inventory reports, collection development notes, faculty and staff suggestions and recommended holdings lists. Along with this evaluation, each year a specific program will be chosen to have an in-depth review with the aid of the program director and faculty. Each campus Manager attends monthly Educational Management Team meetings.

Each Student Success Center manager collects statistics on patron visits, circulation of materials, number of reference questions asked, and number of Student Success Center orientations given. The *EBSCOhost* subscription databases usage is monitored by each Student Success Manager through an *EBSCOhost* administrator account; computer lab usage is also tracked. The campus-based academic coaching program is held in the academic coaching center, which on most campuses is located inside the computer lab. **(2.85 Pleasant Hill Student Success Center Continuous Improvement Plan (CIP))**

Evaluation of academic coaching and library services is undertaken formally during Program and Services Review every three years. Recommendations arising from the review process are either implemented at the campuses or, if required, go to the Executive Council for approval. Once recommendations have been approved for action, they are documented in the relevant Continuous Improvement Plan. **(2.60 Lib Prog Review 2008, 2.59 Lib Ser Prog Review)**

Ongoing evaluation of student satisfaction with academic coaching and library services is undertaken twice a year through the Student

	<p>Satisfaction Survey. Students evaluate the availability of resources, academic coaching as well as Library Services as a whole. Follow-up on student concerns is undertaken at each campus or, where appropriate, at the Home Office.</p>
<p>II.C. Self Evaluation</p>	<p>Carrington College California’s learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered.</p> <p>Physical resources have been added at each campus and a variety of additional resources, websites, online case studies, and activities are included with most of the general education curriculum. Campus learning resource collections are maintained and developed according to the College’s acquisition policy.</p> <p>General education is delivered primarily via online mode. General education students also have access to the following resources:</p> <ul style="list-style-type: none"> • E-books • Online library • Online databases • 24 hour tutor support <p>In September 2007, the College revised the tutoring program on each campus. General Education Program Directors developed a comprehensive plan for improved tutoring and mentoring services on their campus. As a result each campus received expanded hours devoted to tutoring services, with expanded tutoring provided for the General Education Program; however, following the 2012 Library Services and Tutoring Services reviews, the College began restructuring resources and personnel in Library Services and Tutoring Services into what is now known as Student Success Centers. The purpose of the Student Success Centers is to focus resources on student learning and the learning gaps identified in Student Learning Outcomes assessments.</p> <p>Tutoring services in the Student Success Centers have Student Learning Outcomes, which are assessed at each campus. Results are recorded in eLumen. An evaluation of Student Learning Outcomes</p>

	<p>data and activity reports will inform a review of the restructure.</p> <p>The Student Success Centers provides focus on aligning collection development and service delivery to identified learning gaps and convergence of online and onsite learner support environments to make critical contributions to Student Learning Outcomes and achievement. They accomplish the following goals:</p> <ul style="list-style-type: none"> • Support the College’s skills-based approach to education, identifying learning needs through the analysis of outcome and achievement data • Support the achievement of the Institutional Student Learning Outcomes: critical thinking, information management and technical literacy, personal and professional development, communication skills, and respect and responsibility • Provide information to support program development and innovative classroom practices • Provide a supportive learning environment that connects students with students and students with academic coaches <p>The Student Success Centers provides focus their learning support on addressing identified learning gaps. The Student Support Center Managers generate data reports relating to student learning and achievement outcomes, and they then assist faculty in the analysis of data and identification of learning gaps.</p>
<p>II.C. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Dean of Institutional Effectiveness, develop a plan to increase the amount of faculty involvement in all Student Success Centers. • Under the leadership of the Dean of Institutional Effectiveness develop and implement a plan to make a full range of library services available for student home use.
<p>II. References</p>	<p>1.1 LEO July 2012</p> <p>1.2 Campus Program Review Handbook</p> <p>1.3 Online Program Review Handbook</p> <p>1.7 PAC Handbook</p> <p>1.8 SSC MasterPlan</p> <p>1.12 Strategic Plan Development Process</p>

- 1.25 eLumen Explain
- 1.28 Exec Council and Committees
- 1.35 LEO Explain
- 1.36 Core Standard Syllabus
- 1.37 Linear Stand Syllabus
- 1.38 Standard Syllabus Executive Summary
- 1.42 Prog Accred and Approv
- 1.44 San Leandro Medical Billing and Coding SLO Report
- 1.47 2012 Massage Therapy MT501 Section SLO Report
- 1.50 Integrated Planning Manual
- 1.51 Education Master Plan
- 1.52 Library Acquisitions
- 1.53 Library Acquisitions
- 1.54 Institutional Effectiveness Plan
- 2.2 DOS Team Plan
- 2.8 CCC Catalog
- 2.11 Fac Min Qual
- 2.12 ISLO Survey
- 2.14 COL105 Syllabus
- 2.20 ASPIRE Use
- 2.21 CIP Example
- 2.23 GradSur Template
- 2.24 SACR Stu Handbook
- 2.25 COL205 Evaluation
- 2.26 COL105 Evaluation
- 2.29 Excel in Teach Acad
- 2.30 Mission Statement
- 2.33 EC Minutes 02.24.11
- 2.34 Inservice Date Master '09 and '10

- 2.35 October 8 Inservice Min Standards
- 2.38 ISLOs
- 2.40 Final Evaluation
- 2.41 Catalog Request
- 2.42 Constitution Day Presentation
- 2.43 Enroll Ent Stand Com
- 2.48 Project Graduation
- 2.57 PT PAC Meeting Mins
- 2.58 Library Policies
- 2.59 Lib Ser Prog Rev
- 2.60 Lib Prog Rev 2008
- 2.61 Tutoring Prog Rev 2011
- 2.62 CCC Medical Assisting SLO Matrix
- 2.63 CCC Criminal Justice SLO Matrix
- 2.64 CCC Dental Assisting SLO matrix
- 2.65 CCC ISLO Elements and Rubrics
- 2.66 2012 Services Program Review Handbook
- 2.67 2009 Sacramento Campus Financial Services Program review report
- 2.68 2012 Antioch Career Services Program Review
- 2.69 2012 Citrus Heights Surgical Technology Faculty Meeting Mins
- 2.70 San Jose Dental Hygiene Faculty Minutes
- 2.72 2011 Education Committee Meeting Minutes
- 2.73 CCC SLO Committee Meeting Minutes Mar 2012
- 2.76 Citrus Heights Education Management Team Meeting Minutes
- 2.79 2010 Dental Assisting Program Review Executive Summary
- 2.80 Pharmacy Technology Program Review Executive Summary
- 2.81 Online Business Program Review Executive Summary
- 2.82 Dental Assisting Program Advisory Committee (PAC) Minutes of Meeting

	<p>2.83 Pocket Intro Pres for Program Review Launch</p> <p>2.85 Pleasant Hill Student Success Center Continuous Improvement Plan</p> <p>2.86 Dean Meeting 9.18.12</p>
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Standard III – Resources: A Thematic Overview

Dialogue:

Carrington College California relies on its shared governance dialogue in the human resources, physical resources, technological resources, and financial resources areas to maintain focus on the College's mission statement and to enhance student learning. Information for all evaluation, planning, and improvements move through a consistent sharing process that moves suggestions, concerns and decisions from the students, faculty and staff, campus management, and educational management to the Executive Council and Governing Board for voting.

Institutional Commitments:

Carrington College California's institutional commitments are apparent in both facilities and staff. The College's continuous focus on ensuring a safe and healthy environment for all constituents is apparent in the regular safety checks, the appointment of Incident Commanders, compliance with the Americans with Disabilities Act, and OSHA requirements at each campus. Furthermore, the College provides qualified staff to monitor and assist students with available resources.

Evaluation, Planning, and Improvements

Carrington College California's shared governance encourages input from students, faculty, staff, and administrators in the institution's evaluation, planning, and improvement processes.

The College's Instructional Technology Support Team continually works to maintain currency with technology and to assist both students and staff in needed or required training.

Program Review is the College's primary evaluation and planning tool for all student and educational resources. All reviews are reviewed and evaluated by the Executive Council.

Organization:

Organization is overseen by Carrington College California's Governing Board, Executive Council, and its sub-committees.

The Executive Council and the Governing Board make all final decisions that result in contractual agreements. In this way, they ensure that all contractual agreements are consistent with the mission and goals of the institution.

The institution manages the contracting process more directly in cases of local contracts. Using the DeVry Legal department to provide legal advice, the College directly contracts with clinical and externship sites, and with providers of local services such as CPR certification, campus vending, campus security, campus cleaning, pest control, and other services.

**Standard III:
Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Descriptive Summary:

Carrington College California *effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.* The College also uses the stated course, program, and institutional student learning outcomes data to improve its institutional effectiveness and student learning. Working collaboratively, the administration, faculty, staff, and students use formal and informal reviews and assessments in order to improve the College’s institutional effectiveness and to ensure that student learning outcomes are met and the College mission statement is fulfilled.

The Information Technology (IT) department at Carrington College California provides service to both administration and education. The IT department is responsible for providing the operational systems of the College with a reliable and function infrastructure. Meeting the needs of instructors, students, college-wide communications, and research capabilities ensures that the College achieves its mission by *providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.* **(2.30 Mission Statement)**

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent

Carrington College California uses institution-approved human resource processes and procedures in hiring faculty, staff, and administrators. The College is committed to hiring a diverse faculty and staff and recognizes the significant educational role played by persons of diverse ethnic, social, and economic backgrounds.

Review of the numbers and qualifications of faculty and staff on Carrington College California campus locations and at the Home Office indicates the College does employ qualified personnel to support the educational programs and services provided on each campus. All eligible personnel are evaluated on an annual basis, and the College’s Employee Policy Handbook includes a policy that prescribes equitable treatment of all personnel.

All Carrington College California personnel meet clearly specified

with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

education criteria and experience specifications. Carrington College California utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located. When positions are open the qualifications are posted and publicized internal to the institution and then externally. The academic faculty and administrators must meet documented minimum qualifications as provided in the Minimum Qualifications document written by the Academics Department. **(2.11 Faculty Minimum Qualifications)**

Faculty selection is the responsibility of the Dean of Academic Affairs in collaboration with the Program Director and other key stakeholders at the campuses. Verification of degrees is completed by the hiring manager; however, the College's third party background check process does verify that the applicant's degree is from an accredited institution. When additional hiring requirements exist, it is the responsibility of the hiring manager to ensure all requirements are met prior to an offer being extended to the candidate. When individuals who hold credentials earned outside the United States are being considered, an accredited third party evaluation vendor is used to ensure the credential is equivalent to that same credential inside the United States.

Below is the Carrington College California faculty and staff demographic profile as of November 1, 2011.

All Employees – Faculty & Staff

Location Name	Total Faculty & Staff	Male	Female	Non resident Alien	Hispanic/Latino	American Indian/Alaska Native	Asian	Black or African American	Native Hawaiian/Other Pacific Islander	White	Two or More Races	Race/Ethnicity Unknown
Antioch	49	20.4%	79.6%	0.0%	8.2%	2.0%	4.1%	14.3%	0.0%	59.2%	2.0%	10.2%
Citrus Heights	56	21.4%	78.6%	0.0%	8.9%	3.6%	0.0%	0.0%	0.0%	62.5%	3.6%	21.4%
Emeryville	33	15.2%	84.8%	0.0%	12.1%	0.0%	6.1%	18.2%	0.0%	33.3%	9.1%	21.2%
Pleasant Hill	49	24.5%	75.5%	0.0%	2.0%	2.0%	2.0%	12.2%	0.0%	59.2%	4.1%	18.4%
Pomona	19	36.8%	63.2%	0.0%	0.0%	0.0%	10.5%	10.5%	5.3%	52.6%	0.0%	21.1%
Sacramento	189	25.9%	74.1%	0.0%	7.9%	1.1%	7.9%	6.9%	1.1%	59.3%	4.2%	11.6%
San Jose	106	32.1%	67.9%	0.0%	3.8%	0.0%	6.6%	4.7%	0.0%	59.4%	3.8%	21.7%
San Leandro	74	17.6%	82.4%	0.0%	8.1%	0.0%	13.5%	18.9%	5.4%	21.6%	6.8%	25.7%
Stockton	45	28.9%	71.1%	0.0%	13.3%	2.2%	4.4%	4.4%	0.0%	44.4%	8.9%	22.2%
TOTAL	620	25.0%	75.0%	0.0%	7.3%	1.1%	6.6%	8.9%	1.1%	52.4%	4.7%	17.9%

Seven programs offered to Carrington College California students at certain locations are programmatically accredited and therefore

	<p>have additional specific programmatic accreditation regulations for faculty and administrator qualifications, further strengthening the College’s ability to support student learning.</p>
<p>III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	<p>Carrington College California utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located. When vacancies are open the qualifications are posted and publicized internal to the institution and then externally. The academic faculty and administrators must meet documented minimum qualifications as provided in the Minimum Qualifications document written by the Academics Department. (2.11 Faculty Minimum Qualifications)</p> <p>Faculty selection is the responsibility of the Dean of Academic Affairs in collaboration with the Program Director and other key stakeholders at the campuses. Verification of degrees is completed by the hiring manager; however, the College’s third party background check process does verify that the applicant’s degree is from an accredited institution. When additional hiring requirements exist, it is the responsibly of the hiring manager to ensure all requirements are met prior to an offer being extended to the candidate. When individuals who hold credentials earned outside the United States are being considered, an accredited third party evaluation vendor is used to ensure the credential is equivalent to that same credential inside the United States.</p>
<p>III. A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty</p>	<p>The Faculty Minimum Qualifications document was initially developed by the Senior Director of Academic Affairs and is maintained by the Academics Department. The qualifications outlined in this document are a combination of programmatic accreditation standards and the College’s hiring requirements.</p> <p>This document is reviewed and updated at least bi-annually for accuracy, unless changes in programmatic accreditation or hiring requirements necessitate a more frequent update. The Faculty Minimum Qualifications document is housed in the Academics Department section of the Documents Library and was last updated</p>

include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

in 2012. **(2.11 Faculty Minimum Qualifications)**

All degrees held by faculty and administrators are from accredited institutions. A comprehensive background check is completed for all faculty and staff candidates prior to hire. The background check includes employment references, education, license or certification, and criminal screening. Drug screens are completed as required by specified programs.

In addition to the stated educational background and practical experience, all potential faculty members must present a clear knowledge of the subject matter to be taught. This is accomplished during the selection process. The potential contribution by prospective faculty to the mission and goals of the College is the intended focus of the faculty process.

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation

The evaluation process for all employees is established and documented within the Commons (Employee Intranet) for access by employees, their immediate supervisors, and by Human Resources. All positions have stated goals for a determined annual period consistent with the fiscal year. The institution utilizes an “Individual Performance Plan” (IPP) format to document its planned goals and to evaluate an employee’s performance in regard to the stated goals. This evaluation and communication of the performance is ongoing throughout the annual period and summarized at the close of the fiscal year. All employees are evaluated on the organizational TEACH values as well as department and individual goals. **(3.22 IPP CCC 2013, 3.31 TEACH Values)**

Faculty effectiveness is measured through classroom observations, stated goals in their Individual Performance Plans, Student

<p>processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>Satisfaction Surveys, the organization’s TEACH values, and the achievement of Student Learning Outcomes. (1.35 LEO Explan, 3.31 TEACH Values, 1.5 VCO Templates)</p>
<p>III. A.1 c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	<p>Carrington College California is a teaching and learning institution where instructors are evaluated primarily for their subject knowledge and their ability to ensure student learning. The College has developed Student Learning Outcomes and key indicators at the College, program, course, and services level. The instructor areas of responsibility are focused on the key performance areas and goals such as classroom management, following course outlines, retention, and student satisfaction.</p> <p>Evaluation of faculty at Carrington College California includes a formal and informal evaluation. The College conducts student evaluation of the classroom experience, instructors, and student services staff at least three times per year.</p> <p>The purpose of all classroom observations and evaluation is to assure the highest level of instruction possible in each program. Included in the written evaluation of faculty is a component of how well they meet stated Student Learning Outcomes. Carrington College California uses the Learning Experience Observation for the face-to-face instructor evaluations and the Virtual Classroom Observation for Online instructors. (1.35 LEO Explan, 1.5 VCO Templates)</p> <p>The instructor observation and evaluation process is designed to provide positive feedback and to address any areas of concern. To ensure that students have continued quality, instructors whose observations and evaluations show consistent deficiencies are asked to complete a Performance Improvement Plan. The instructor and supervisor work together to create specific goals and a target date for re-evaluation. The plan also includes scheduling follow-up meetings to assess progress and to provide improvement feedback. (3.12 Employee PIP Template)</p>

	<p>Student Learning Outcomes and program goals are expressed for educational programs and published in the College Catalog and course outlines. Individual program evaluation in the form of student surveys, graduation rates, licensure rates, student placement, and other expected outcomes are documented and evaluated during formalized program review.</p>
<p>III. A.1 d. The institution upholds a written code of professional ethics for all of its personnel.</p>	<p>The College upholds a written code of professional ethics for personnel through the following:</p> <ul style="list-style-type: none"> • Annual Code of Conduct training; last delivered May 2012. • Within two weeks of an employee’s hire date, the new employee receives an auto-generated email prompting them to complete the Code of Conduct training within 30 days. <p>On April 6, 2011, all active Carrington College California employees received an auto-generated email from Global Compliance and Ethics requesting that they complete the Code of Conduct Training within 30 days from that date.</p>
<p>III. A. 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.</p>	<p>The student-to-staff ratios are established by the Carrington College California Academics Team, programmatic accreditation requirements, and good practices within the industry. (3.21 Instructor to Student Ratios)</p> <p>The College’s staff-to-student ratio is carefully monitored to help ensure that sufficient numbers of qualified faculty and staff are available to provide the services necessary to support the College mission, philosophy, and goals.</p>
<p>III. A. 3. The institution</p>	<p>The College has written employment policies and procedures that support hiring and evaluation practices that meet or exceed</p>

systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

accreditation standards, are consistently applied, and are fair and effective in achieving and maintaining a diverse faculty, staff and administration.

The College has an *Interviewing and Selection Resource Guide* and a *Manager's Hiring Process Handbook*. The policies and procedures presented in these handbooks address standardized hiring and selection processes. The College's hiring and evaluation practices are well defined and have been implemented on each campus and at the Home Office. **(3.66 Managers Hiring Process Handbook)**

Written policies and procedures ensuring fairness in all employment procedures are also found in the Employee Policy Handbook. Each employee has access to these manuals at the time of hire and sign off electronically on acknowledgement of receipt of each manual. Human Resources provides an orientation to new employees. New employees are scheduled to attend this orientation shortly after hire. When the Employee Policy Handbook is revised, the revised handbooks are made viewable to the employees on the Commons. Updates and review sessions are held as needed with the Executive Council and with campus faculty and staff.

The College has established a Human Resources Committee as part of the Executive Council of the College. The Human Resources Committee reviews personnel policies and procedures to ensure that they are equitably and consistently administered college-wide. The Human Resources Committee is committed to ensuring that the campuses have the training required to carry out the established policies and procedures. This committee is also responsible for evaluating all current human resources, policies, and procedures and addressing institutional improvements.

Personnel policies and procedures are also outlined in the Employee Policy Handbook. All employees receive a copy of the handbook upon employment. The Employee Policy Handbook describes terms and conditions of employment and applies to all full and part-time employees.

The Employee Policy Handbook is reviewed annually by the

	<p>Director of Human Resources and other departments and managers as needed. If major changes are indicated, it is updated. If there are few or minor changes, notification of these changes is distributed to employees. The current Employee Handbook Addendum was revised in 2009.</p> <p>The development and implementation of the <i>Manager Policy and Procedures Handbook</i>, as well as updates to the Employee Handbook have proven to be valuable tools to ensure that written policies ensure fairness in all employment procedures.</p>
<p>III. A. 3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</p>	<p>The College has established policies and procedures that are consistent and fair. These are communicated through the Employee Handbook, the Code of Conduct, and the Intranet site, “The Commons.”</p> <p>In addition, the College has procedures to ensure fairness of action taken with covered employees (covered under Title IV--Student Finance and Enrollment Services) and non-covered employees. The Employee Action Toolkit Performance Improvement Plan and Written Warning documents are evidence to define the procedures. Employees with questions concerning fairness or application of policy and procedures communicate to their direct manager, a human resources representative, or through an escalation communication tools “Ethics Point” (anonymous reporting site).</p> <p>In April 2012, Carrington College California implemented “Speaking Up,” an enterprise-wide program designed to continue to promote a culture in which employees are comfortable coming forward with legal, compliance, policy, and ethics questions and concerns, and to do so without fear of retaliation. The program replaces Mysafeworkplace with a new global toll-free Compliance and Ethics HelpLine and a Compliance and Ethics HelpSite – both of which are available 24 hours a day, seven days a week, and in local language when necessary. Posters introducing the new HR program for employees have been placed in each employee break room at each campus. Carrington College California is committed to equal employment practices. The College prohibits discrimination based on an individual’s race, color, creed, gender, marital status, religion, age, national origin or ancestry, physical or</p>

	<p>mental disability, medical condition, pregnancy, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy governs all aspects of employment at the College, including employment, assignments, training, promotions, compensation, employee benefits, employee discipline and discharge, and all other terms and conditions of employment.</p> <p>The Employee Policy Handbook describes hiring and employment policies. The manager designated to lead the hiring process for a particular position is expected to follow the College’s guidelines and state and federal laws regarding fairness in hiring practices. Training has been provided to assist administrators and managers with the implementation of these policies. In addition, all part-time and full-time employees are required to complete Harassment Prevention training. New employees must complete this training before completion of their introductory period.</p>
<p>III. A. 3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</p>	<p>The College ensures employee personnel files are secure and confidential at all times. In 2011, the College went paperless for employees’ files and all documents are housed securely within a password protected database, called Image Now. Trained Human Resources staff is the only individuals within the organization with access to Image Now. Documents are able to be uploaded and/or retrieved from individual personnel files as needed.</p> <p>Personnel records prior to 2011 are maintained in locked cabinets in a secured office located in the Home Office. These files are accessed only by the authorized members of Human Resources and payroll and designated members of the staff. These individuals make every reasonable effort to keep personnel records private, accurate, complete, and permanent. Employees have the right to inspect certain documents in their file in the presence of a College representative, at a mutually convenient time. The privacy of personnel records is important to the College. Currently, the files are maintained in locked cabinets in a secured office with access limited only to those individuals who deal with personnel and payroll issues.</p>
<p>III.A.4.</p>	<p>The College's goal in the employment process is to obtain the best</p>

<p>The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</p>	<p>qualified and competent technical and general education instructors, administrators, managers, and staff in accordance with Equal Employment Opportunity guidelines. The College assesses the achievement of this objective annually by reporting ethnicity and gender data on all personnel to the Integrated Post-Secondary Education Data System (IPEDS). This information is available to the public and can be accessed via the web site http://nces.ed.gov/ipeds.</p> <p>Carrington College California’s policy of hiring the best qualified person for each position has led to a high degree of staff diversity throughout the College. This is clearly supported by the IPEDS data and the staff demographic data as of September 7, 2012.</p>
<p>III. A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</p>	<p>Carrington College California demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. The College states clearly the importance of a culture of diversity through the statement of the TEACH Values and employment policies. (3.31 TEACH Values) The institution believes in diversity and inclusion and has communication for anonymous reporting through “Speaking Up” and a direct call number available to all employees.</p> <p>The College practices and adheres to all EEO guidelines and state and federal regulations to ensure fairness in employment and services that support its diverse personnel.</p> <p>All EEO and state labor law requirements are included in handbooks and employment documents and posted in College locations as prescribed by state and federal law.</p> <p>The College believes in diversity and inclusion and has communication for anonymous reporting. In July 2012, Carrington College California implemented “Speaking Up” which replaced “Mysafeworkplace,” and a “askHR” Service Center was created to give a new go-to resource for benefits, payroll, and HR systems-related topics for employees in the United States. The Center is available 11 hours a day Monday through Friday (8-7 CT) by phone or Live Chat in The Commons to answer a wide range of questions. Both the HelpLine and the HelpSite are administered by</p>

	<p>EthicsPoint, www.ethicspoint.com. All of the Carrington College California employees were notified of this change on July 13, 2012, and explanations/notices were posted in each campus and home office (3.1 askHR-ForTheAsking, 3.57 askHR,)</p>
<p>III. A. 4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p>	<p>Carrington College California participates in the annual Integrated Postsecondary Education Data System (IPEDS). This survey is conducted by the U.S. Department’s National Center for Education Statistics (NCES). This survey gathers information from every educational institution that participates in the federal student financial aid programs. The HR portion of this survey reviews the following information (from the IPEDS website http://nces.ed.gov/ipeds/about/):</p> <p><u>Institutional Resources</u></p> <p>IPEDS collects institutional data on human resources and finances.</p> <ul style="list-style-type: none"> • Human Resources — Human resources data measure the number and type of staff supporting postsecondary education. Because staffing patterns vary greatly across postsecondary institutions, IPEDS measures human resources in three ways: <ul style="list-style-type: none"> Employees by assigned position — These data classify all employees by full- or part-time status, faculty status, and occupational activity. Salaries — these data include the number of full-time instructional faculty by rank, gender, and length of contract/teaching period; total salary outlay; and fringe benefits. Staff — these data include demographic and occupational characteristics for staff at institutions. <p>IPEDS provides basic data needed to describe — and analyze trends in — postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions.</p>

	<p>IPEDS forms the institutional sampling frame for other NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Survey of Postsecondary Faculty.</p> <p>Personnel policies and practices regarding recruitment and hiring of employees are clearly outlined in the Employee Policy Handbook and the Managers' <i>Policies and Procedures Manual</i>. (3.66 Managers Hiring Process Handbook) The College Catalog (pg. 109) makes clear its policy on equal opportunity in education and employment (2.8 CCC Catalog):</p> <p><i>“Carrington College California is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and afford students all rights, privileges, programs, employment services and opportunities generally available</i></p> <p><i>Carrington College California complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.</i></p> <p><i>Additional information about this policy or about assistance to accommodate individual needs is available from the campus accommodation coordinator.”</i></p>
<p>III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</p>	<p>The College advocates integrity through the education with the code of conduct requirement. Employees have access to the Commons link to the Ethics and Compliance Services. Employees are trained and tested on mutual respect, code of conduct and ethics, anti- harassment and responsible communication. This is upon hire (within 60 days) and annually thereafter for continuing employees. The results of the training are reviewed by senior management. Policies are available to all employees.</p>
<p>III.A. 5. The institution provides all personnel with appropriate opportunities for continued professional</p>	<p>Carrington College California provides continued professional development opportunities for faculty and staff. In-house training is provided for College personnel, and all new online instructors attend the online New Faculty Training course, a two-week course introducing our online faculty to the College's philosophy, eLearning platforms, and expectations. The Excellence in</p>

<p>development, consistent with the institutional mission and based on identified teaching and learning needs.</p>	<p>Teaching Academy is a Mentor-based program available to campus faculty with the goal of improving teaching and learning.</p> <p>The College also has created a Continuing Education program that has been submitted and approved by the Executive Council. The goal of this project is twofold: to provide professional development opportunities to all members of the faculty, Program Directors, Deans, and Executive Directors and to create an environment which encourages educational opportunities leading to improved student achievement. This professional development program will be faculty-driven. The Program Director will meet with faculty prior to the beginning of each fiscal year to determine how that year's allocated funds will be spent. Each department will develop a plan (taking into consideration the program's accreditation requirements and recommendations) that is reasonable and equitable for all. (3.55 CE Committee Proposal)</p>
<p>III. A. 5.a. The institution plans professional development activities to meet the needs of its personnel.</p>	<p>Carrington College California employees have access to the Leadership Center through the Commons, an intranet system where employees can come together, meet each other, get information, get to know people in other positions and other countries, and partner with people who work in a different part of the company. The Leadership Center is a site designed to provide resources, guides, and information on professional development activities, such as enrolling in advanced education, leadership courses or using the job tool kit. Additionally, the College offers several self-paced resources, including the Individual Development Plan, information on the 360 process or building your career path. The Leadership Center also offers training courses throughout the year around the country and Carrington College California supports employees in attending these.</p> <p>The College has a formal faculty development program via the Center for Excellence in Education. The center is a partnership with MaxKnowledge and the Imagine America Foundation (tuition assistance) to provide structured training and resources for the faculty. The Center for Excellence in Education/MaxKnowledge provides training in effective teaching strategies that assist with effectiveness in the classroom, retention, student success and it</p>

	<p>provides ideas and development in the area of innovative teaching strategies. Education courses such as Enhancing Student Learning, Student Learning and Assessment, Learning Theory and Practice, etc., are offered for full/part-time faculty, and leadership courses through Harvard Business School are offered for Deans of Academic Affairs and others who are interested. (3.25 Min MaxKnow Stand)</p> <p>The Excellence in Teaching Academy is a mentor-based program available to faculty who are assigned to the program with the goal of improving teaching and learning. (2.29 Excel in Teach Acad). A key philosophy of the Excellence in Teaching Academy is that teachers learn best from other teachers.</p>
<p>III. A. 5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	<p>The planning of College staff development programs generally occurs at the individual campus level with input from the Academics team. Two campus-based in-services are held, at minimum, per year. Each in-service is evaluated for content and effectiveness by the Deans of Schools and via an in-service survey. Survey results and evaluation results are considered for continuous improvement for future in-services. Content is developed based upon the College’s vision and goals for the future, Program and/or Curriculum Review, response to issues identified in surveys conducted, and/or concerns regarding key performance areas such as retention or recruitment. In some cases, such as faculty development presentations, instructors are asked to determine specific needs and interests. The Program Directors then work with the Dean of Academic Affairs to design specific programs. (2.34 In-service Date Master .09 and .10, 3.4 Campus In-service Eval)</p> <p>All staff participating in professional development activities are encouraged to evaluate these activities, either orally or in writing, in terms of content quality, delivery methods, and applicability to their role and the College's mission. As part of a written evaluation, employees are often encouraged to share ideas for future presentations. (3.4 Campus Inservice Eval)</p> <p>The College contracted with the Center for Excellence in Education/MaxKnowledge to provide structured training and</p>

	<p>resources for the faculty, including, but not limited to, baseline assessment to help with recommendations of their individual training program, online training courses, Individual Development Plans, on-point/short webinars, and a faculty coach resources center. (3.4 Campus Inser Eval, 3.39 CEE Faculty Development)</p>
<p>III. A. 6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.</p>	<p>The Carrington College California Executive Council oversees the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations and educational programs and services. The Executive Council is responsible for the annual review and revision of the College Strategic Plan. The Human Resources Committee ensures that policies and procedures are in place for the selection and evaluation of faculty and staff. The Human Resources Committee reviews personnel policies and procedures to ensure that they are equitably and consistently administered College-wide. The Director of Human Resources leads this committee. Membership consists of HR Business Partners and HR Assistants as appointed by the Chairperson. (1.28 Exec Council and Committees)</p>
<p>III.A. Self Evaluation</p>	<p>Carrington College California employs faculty and staff who are appropriately qualified through education, training, and experience to support both the level and type of education programs and services described in the College’s catalog. The qualifications are a combination of programmatic accreditation standards and the institution’s hiring requirements, as noted in the Faculty Minimum Qualifications document. This document is reviewed and updated at least bi-annually for accuracy, unless changes in programmatic accreditation or hiring requirements necessitate a more frequent update.</p> <p>Evaluation of faculty at the College includes a formal and informal evaluation to ensure continuous improvement in in classroom instruction. The Virtual Classroom Observation instructor evaluation is used for online instructors, and the Learning Experience Observation is used for the campus instructors. The</p>

	<p>goal of these evaluations is to provide positive feedback and to address any areas of concern. The College conducts student evaluation of the classroom experience, instructors, and student services staff at least two times per year.</p> <p>Each employee of the institution receives the Employee Policy Handbook and each faculty member receives the Faculty Handbook at the time he/she is hired which details and explains Carrington College California's written policies and procedures.</p> <p>Carrington College California also provides in-services and professional development opportunities for faculty and staff. Following these opportunities, individuals are encouraged to evaluate them to ensure the College continues to provide activities that are applicable and helpful to the participants' roles and to the College's mission statement. Employees are also encouraged to share ideas for future presentations.</p> <p>The College has established a Human Resources Committee with the Chairperson serving as a voting member of the Executive Council. The committee is led by the Director of Human Resources, and membership consists of Human Resources Business Partners and Human Resources Assistants as appointed by the Chairperson. The Human Resources Committee reviews personnel policies and procedures to ensure that they are equitably and consistently administered college-wide. This committee is also responsible for evaluating all current human resources, policies, and procedures and addressing institutional improvements.</p>
<p>III.A. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Education Committee the Continuing Education Plan will be implemented for faculty to provide a comprehensive professional and organizational development program. • Under the leadership of the Executive Council, expand existing equity initiatives and allocate fiscal, human and facilities resources to support equity and diversity efforts. • Under the leadership of the Executive Council, ensure that staffing decisions are driven by the Educational Master Plan • Under the leadership of the Executive Council, define roles and responsibilities in fostering equitable learning outcomes

	<p>and the implication of continued disparities in success rates between ethnic groups.</p>
<p>III.B. Physical Resources</p> <p>Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</p>	<p><i>Descriptive Summary</i></p> <p>Carrington College California is comprised of nine campuses and one Home Office. The nine Carrington College California campuses are located throughout Northern and Southern California. All of the College’s facilities are leased under long-term lease agreements and the Pomona campus is a co-location with another private institution. The College has Standardized Equipment Lists for programs to ensure all students, in all programs, have the same resources available to support student learning. The College actively integrates physical resource planning with institutional planning. (3.40 Standard Equip List)</p>
<p>III. B.1.</p> <p>The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</p>	<p>Carrington College California’s shared governance process allows for and encourages dialogue, input, and decision making from all of its constituents in determining facility needs. To ensure that safety best practices are current, each campus is equipped with an OSHA plan and an Incident Commander. Each campus Executive Director does a Safety Walk through the campus at least three times per year and periodically does several informal visits. A checklist is used to identify any problems or concerns and produces a punch list for each maintenance department on each campus. The Incident Commanders review all incident reports and collect quarterly safety reports from the campus Executive Directors. (3.40 Standard Equip List)</p> <p>Carrington College California campuses have safe and sufficient resources to support and ensure integrity and quality of its programs and services.</p> <p><u>Antioch Campus</u></p> <p>The Antioch campus is located on a two-acre site in Antioch, California and occupies approximately 30,000 square feet of space all in one building. The campus includes classroom with ceiling-mounted LCD projectors, a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals, a learning laboratory, and a simulation laboratory. The facilities at the Antioch campus also include a Student Success Center, computer lab, and seven lecture/laboratories. The campus</p>

has a student union/distribution center, a staff lounge, a conference room and a finance kiosk station. Within the building, there are 20 administrative offices offering a variety of student services including enrollment services, career services, student finance, and student records.

Citrus Heights Campus

The Citrus Heights campus occupies 27,100 square feet of space in a single story building in Citrus Heights, California. The campus includes classrooms with ceiling-mounted LCD projectors, a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, a learning laboratory, and science labs. The Citrus Heights campus classrooms consist of three computer labs, a veterinary technology surgery lab, a dental lab, a medical assisting lab, a surgery technology lab, and five lecture classrooms. It also features a student break room, a staff lounge, a student finance area, a career services area, a faculty room with 4 offices and 20 faculty work stations, and 10 administrative offices.

Emeryville Campus

The Emeryville campus is located inside the Emery Bay Public Market Tower in Emeryville, California. This campus occupies two floors and 10,000 square feet of space. The first floor of the campus houses administrative offices, which offers a variety of student services including enrollment services, student finance, and student records. The second floor of the campus includes the office of the campus dean/director, career services, a faculty office, a staff lounge, and conference room. Additionally, the second floor consists of five classrooms with ceiling mounted LCD projectors, four laboratories, a computer room, an Student Success Center, a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, student computers, and a student lounge area.

Pleasant Hill Campus

The Pleasant Hill campus is housed in four buildings. The facilities at the Pleasant Hill campus include eight lecture/laboratories, a veterinary lab and surgery room, and labs for Physical Therapy Assistant and Respiratory Care programs. The campus also has a Student Success Center equipped with EBSCO*host* online databases, reference materials, textbooks and journals, a student union, general education support and a learning lab, student finance advisors, enrollment service representatives, and career service support staff located in the main building.

Pomona Campus

The Pomona campus is a co-location with another accredited institution. The two colleges share a 98,000 square foot facility, of which Carrington College California students has access to almost 60,000 square feet, including shared use of the Student Success Center, two computer labs, tutoring services, and the commons (student break room). The campus has equipment that includes a two-suite, two-exam bed simulation theater and a medical assisting laboratory with four fully equipped exam rooms; a veterinary technology laboratory; a surgery suite; a pharmacy area; a dental assisting lab with four operatories; and a pharmacy technology laboratory with a simulated retail environment. Ceiling-mounted LCD projectors, computers, and printers are found throughout the campus. The administrative suite has 23 offices that house enrollment services, student finance, career services, education, student services, and student records staff.

Sacramento Campus

The Sacramento campus is located on a seven-acre site in Sacramento and occupies 50,000 square feet of space in three buildings. The campus offers degree and certificate programs in allied health. The campus includes classrooms with ceiling-mounted LCD projectors, an Student Success Center equipped with EBSCO*host* online databases, reference materials, textbooks and journals, student computers, a learning laboratory with tutoring services, and a four-bed simulation laboratory. The facilities at the Sacramento campus also include a 25-chair dental hygiene clinic, a five-chair radiography laboratory, two computer laboratories, an eight-bed nursing laboratory, a professional veterinary technology surgery suite, a pharmacy technology lecture classroom with a simulated retail environment, and two four-chair Dental Assisting laboratories with ten lecture/laboratory classrooms. The campus has two student unions, a copy/distribution center, a staff lounge, a conference room, and a student finance kiosk station. Within the three buildings are 44 administrative offices offering a variety of student services including enrollment services, career services, student finance, and student records.

San Jose Campus

The San Jose campus is located in San Jose, California, occupying 56,214 square feet of space in one building. The campus includes classrooms with ceiling-mounted LCD projectors, a Student Success Center equipped with EBSCO*host* online databases, reference materials, textbooks and journals, a learning laboratory,

and a dedicated computer laboratory. The facilities at the San Jose campus also include a 24-chair dental hygiene clinic, a six-chair radiology lab, a four-chair dental assisting lab, an eight-bed vocational nursing lab, a six-table massage therapy clinic, a professional veterinary technology surgery lab and surgical technology lab, a criminal justice lab, a medical billing and coding lab, and 20 lecture/laboratories. The campus has a student lounge, a staff copy center, a staff lounge, and student finance kiosks. The campus has 23 administrative offices offering a variety of student services including Enrollment Services, Career Services, Student Finance, and Student Records.

San Leandro Campus

The San Leandro campus is a 40,000 square foot facility that offers both degree and certificate programs in allied health and business. The main campus houses 13 classrooms and learning labs including a veterinary technology surgical lab and nursing simulation lab. All programs maintain equipment, supplies and learning resources in the classrooms, including ceiling mounted LCD projectors and DVDs, as well as computers for student access. The campus also operates a separate learning site, located in the same complex, which houses a 4,000 square foot vocational nursing department, complete with two lecture rooms, a computer lab, and a simulation lab. The San Leandro campus Student Success Center is equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, and 30 student computers. The campus has a student testing center, staff lounge, copy/distribution center, conference room, and 40 administrative and faculty offices. The campus offers full student service assistance in Enrollment Services, Student Finance, Records and Graduate Services.

Stockton Campus

The Stockton campus occupies approximately 21,000 square feet of space in two buildings that are located in an office complex. The campus includes classrooms and labs with ceiling-mounted LCD projectors and a learning laboratory. The facilities at the Stockton campus also include a combined computer lab, Student Success Center and learning lab equipped with EBSCO*host* online databases, reference materials, textbooks, and journals. The campus also provides a professional veterinary technology surgery lab and 12 lecture/laboratories classrooms. The campus has a student break room, a staff lounge, and a student finance kiosk station. Within the two buildings are 21 administrative offices offering a variety of student services including enrollment services,

	<p>career services, student finance, and student records.</p> <p><u>Home Office - Sacramento</u> The College Home Office occupies 4,882 square feet of space in an office complex located approximately two miles from the Sacramento campus. The facility provides centralized support for the College’s nine campuses and includes 19 private offices, 10 individual workspaces to accommodate 29 onsite staff members. Six full-time staff members currently work from remote locations. The Home Office includes a reception area with one staff workspace, a conference room equipped with LCD projection and video conferencing capabilities, a large open work/meeting area near Academic staff offices, a copy/storage room, a kitchen/staff lounge, and an IT server room which acts as a central hub for the College’s computer network.</p>
<p>III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</p>	<p>The College employs a full-time Executive Director to manage each of its campus locations. The Director is responsible for the overall maintenance and operation of her/his facility. Each campus has a maintenance department, the size of which is determined by the student population on the campus. The College maintenance staff and/or a professional service provide janitorial services on a nightly basis. The College also contracts, on an as needed basis, for special projects such as carpet cleaning, floor waxing, HVAC servicing, and the maintenance and repair of most classroom equipment.</p> <p>Shared governance process at the College facilitates communication, discussion and decision making with all constituents to provide input into campus-wide facility needs. To ensure the adequacy of physical resources, the College employs frequent surveys from staff and students to assess its ability to meet physical resource needs of its programs and services. The Director of Research and Assessment disseminates data resulting from the surveys. Continuous improvement plans are developed utilizing survey data and input from faculty and staff. (1.2 Campus Program Review Handbook, 1.16 Strategic Plan FY13, 1.3 Online Program Review Handbook)</p> <p>Through programmatic review, programmatic accreditation and various committees/teams (i.e., the Campus Management Team and the Educational Management Team) on each campus review</p>

	<p>the adequacy of physical resources for all Carrington College California educational programs and services. Program Directors along with industry advisors who are involved in programmatic advisory boards meet twice per year to provide recommendations to ensure program standards meet stated Student Learning Outcomes. Faculty provides feedback on facility and program needs through meetings. The Executive Director also evaluates necessary conditions and makes recommendations needed to support the College’s educational programs and mission.</p> <p>Carrington College California prides itself on having well-maintained, safe facilities. Visitors to the College's campuses, including prospective students and employees, frequently comment about the quality of the physical plant and how well it is maintained.</p> <p>The College’s Strategic Plan describes the short and long-range plans for upgrades or replacement of its physical resources. These planning documents are based on assessment of needs and support of student programs and services. (1.16 Strategic Plan FY13)</p> <p>Carrington College California plans, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality necessary to support its programs and services through the College’s Facilities Pan. Additionally, DeVry’s Real Estate team provides a weekly facility project report that outlines all current and future facility projects. (3.84 Facilities Plan)</p>
<p>III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>	<p>Carrington College California is proud of its healthy learning environment and security measures. Masks, tissues and anti-bacterial products are available at entrances and throughout the facility. The College campuses promote an open door policy to ensure students are receiving the assistance and support required of a healthy and quality education. The ASPIRE program is available to students and their families, at no cost, for additional support that a student may need for a healthful outlook.</p> <p>The Executive Director is responsible for the safety and maintenance of each campus. The criteria used to ensure the safety</p>

of the College's facilities is reviewed and a shared responsibility among the Campus Management Team, the campus OSHA/Safety Coordinator and the campus Incident Commander. A good example of Carrington College California's planning process in action is the security assessments performed on each campus. As a result of recommendations from faculty and staff, security assessments were added to the Carrington College California Strategic Plan. The assessments resulted in 2-3 levels of recommendations for each location. Several of the Safety recommendations have been completed, and some are in the process of being completed. The College also committed to installing the ID badge security systems in each location as leases were renewed. So far, Pomona and the Home Office have been completed. San Leandro is scheduled next as soon as we have completed the current lease negotiations. **(3.41 Combined Safety Inspect)**

Each campus has a trained Incident Commander who completes training to make sure all safety practices are followed. The College has an extensive incident reporting process in place to ensure proper follow-up on any safety incident. The Incident Commander along with the Executive Director and OSHA/Safety Coordinator reviews all incident reports.

Quarterly campus safety inspections and reports are conducted by the Incident Commander to ensure that all facilities are kept up to standard. The Senior Director of Operations reviews these reports and makes periodic visits to each campus to conduct a walk through inspection. The President and the Senior Director of Operations also conduct monthly reviews of all campus incident reports to ensure they have been resolved and completed.

Campuses have a named OSHA/Safety Coordinator who provides expertise and maintains a common area where staff and faculty can review updated rules and regulations. Annual OSHA and bloodborne pathogen training is provided to all employees with a mock OSHA inspection. Safety topics and drills are covered are conducted during campus quarterly meetings. Each campus is equipped with the SIREN Emergency Alert mass notification system to notify faculty, staff and students of any type of incident

	<p>or emergency when the campus may be closed. The institution follows the Department of Education’s Jeanne Clery Act to report campus safety to its students.</p> <p>The College responds to safety hazards effectively. Any identified hazard is reviewed by the OSHA/Safety Coordinator who works with local maintenance to take the necessary steps to make repairs or complete any corrective action. Any safety concern that needs expenditure is immediately approved through the Director of Operations and the Controller.</p> <p>All Carrington College California campuses maintain a very tight security badge system for all students, guests, vendors, faculty and staff. Guests must sign in and receive a visitor/vendor badge while all students wear badges with lanyards that identify them as students. Campus security is the responsibility of the Incident Commander and the Executive Director. Trained security guards are outsourced to oversee each campus as needed.</p>
<p>III.B. 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</p>	<p>Review of all student learning outcomes addresses any changes or modifications necessary for the purchase of new equipment. Industry standards are guaranteed by programmatic review and recommendations from the Professional Advisory Committees. The College’s mission and vision are central to the strategic plan which guides many facilities planning and capital projects. All computer systems follow a three to four-year standard upgrade across campuses. Carrington College California also plans and budgets for unexpected capital needs (maintenance/replacement) that arise during the year.</p> <p>Additionally, to assure the effectiveness of physical resources, the College conducts Operational Reviews of each campus where outcome and focused meetings are conducted with the CMT (Campus Management Team) along with leaders from the Executive Council and other college management.</p> <p>Facility planning is the responsibility of the Executive Director and the Senior Director of Operations. The President meets with faculty and conducts Town Hall Meetings, strategic planning sessions and operational meetings to obtain input from</p>

stakeholders concerning institutional effectiveness. **(3.82 FY13 Nov Town Hall Mtgs, 3.81Ops and Outcomes EC Minutes)**

The Executive Director on each campus is responsible for ensuring that all facilities are safe and maintained to College standards. This is accomplished through a formal campus walk through at least four times per year and periodic visits on an informal basis. This checklist identifies any problems or concerns and produces a punch list for each maintenance department on each campus.

Equipment generally is purchased for new or expanding programs or to replace inadequate or obsolete items. The College has established standards for administrative and classroom furniture, fixtures, and non-instructional equipment. The following artifact contains the Standardized Equipment Lists for each program. **(3.40 Standard Equip List)**

Equipment is checked frequently for utilization and condition. Dialogue between the individual Program Directors and faculty on each campus sets these standards. Program Directors and the Deans of Academic Affairs are expected to notify the Executive Director when/if facilities or equipment is in need of repair or replacement. The annual budget process includes some line-item expense for repair and replacement of specific furniture, fixtures, and equipment but also includes a reserve budget for unforeseen repair and maintenance expenses. This reserve is determined by review of historical data and based on a percentage of budgeted revenue. The Information Technology department has set minimum College standards for computers and software. These standards are regularly reviewed and upgraded or modified, as necessary. **(1.16 Strategic Plan FY13, 1.13 Budget Development Process)**

The Standardized Equipment Lists influences the College's equipment purchases. Currently, planned capital expenditures for new or replacement equipment are proposed by campus departments, approved by campus administration, reviewed by the Executive Council, and approved by the Finance Committee and the Governing Board on an annual basis. Any purchase over \$10,000 must be approved by the Carrington College California

	<p>President (3.8 FY12 Capex Budget Actuals)</p> <p>The Home Office must approve any unplanned equipment replacement requests over \$1,000. In addition, if the unplanned capital expenditure is beyond the allocated budget, approval from the appropriate Home Office administrator is necessary. Once an item has budget approval, the Home Office will coordinate the purchase of the approved equipment. The Information Technology department makes all technology and communication related purchases and coordinates installation.</p>
<p>III. B.2.a.</p> <p>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	<p>New locations are selected with input from the Carrington College California President, the Executive Council, and other stakeholders. The Operations and Outcomes Committee along with the Academics team review the facility needs and make recommendations for new programs and growth. The College utilizes a five-year strategic plan that outlines the goals and objectives of the College and addresses any projections. The College has a Standardized Equipment List for the programs it offers. (3.40 Standard Equip List)</p>
<p>III. B.2.b.</p> <p>Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.</p>	<p>Carrington Colleges Group and DeVry Inc. provide support services to Carrington College California in regard to Real Estate and Facility Development services. The Campus Executive Director and the Senior Director of Operations have an extensive system in place to evaluate efficient use of facilities. A real estate efficiency project, along with a programmatic capacity review, was developed by each Executive Director under the direction of the Senior Director of Operations, the College President, and the Executive Council to ensure that the College’s physical resources are used effectively by maximizing space and time slots to provide the greatest access for students. Results from facilities planning are used to determine sufficiency of facility utilization. Campus Condition assessments are completed by the Executive Director and reviewed by the Senior Director of Operations. Classes are then scheduled in rooms according to projected enrollment capacities. (3.53 CCC Program Cap.)</p> <p>Each campus location employs a full-time Executive Director who</p>

	<p>is responsible for maintaining operations of the facility. Carrington College California follows a Budget Development Process for annual operating and capital expenditures. The President reviews the various forecasts and assumptions for upgrading and replacing resources along with long-range forecasting and expansion of existing programs. The College utilizes a five-year strategic plan along with long-range forecasting and expansion discussions that Executive Directors and the Operations and Outcome Committee members help drive.</p> <p>Carrington College California has an agreed upon standard facility layouts. Consistency across all Carrington College California campuses is ensured by following institutional standardization procedures.</p>
<p>III.B. Self-Evaluation</p>	<p>The College’s physical resources support the educational programs that Carrington College California provides. Facility planning is an integral part of the participatory/shared governance process. All stakeholders are given an opportunity to be made aware of and to provide input into the facilities planning needs of the campus. Student and employee surveys assess classroom environment and equipment to ensure feasibility and effectiveness of physical resources in supporting institutional programs and services.</p> <p>Campus facility requirements are identified and assessed to ensure effective use of physical resources. These results are then used as the basis for improvement.</p> <p>Carrington College California has carefully ensured that the College’s resources are in place prior to implementing any growth initiative. Plans for future growth initiatives previously submitted to ACCJC/WASC have been modified and delayed. The College has added new campus locations cautiously. One new location has been added in the past seven years. The College has gradually added online programs and has been diligent about expanding these programs in relationship to the online student enrollment. Still, the need for the College’s programs continues to be strong in California and the College plans to continue to grow to meet these needs.</p>

<p>III.B. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • The Education Committee and Information Technology Committee will work to develop a furniture, fixtures, and equipment replacement plan and have this embedded in technology planning.
<p>III.C. Technology Resources</p> <p>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p>	<p><i>Descriptive Summary</i></p> <p>The technology department provides service to both administration and education. The Information Technology department is responsible for providing the operational systems of the College with a reliable and functional infrastructure. Meeting the needs of teaching, learning and college-wide communications, as well as research capabilities, has been the primary focus of the Information Technology department for several years.</p>
<p>III. C.1.</p> <p>The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.</p>	<p>The chair of the Faculty Council is a voting member of the Executive Council, the College’s policy and procedural body responsible for reviewing Carrington College California’s Information Technology and approving all college operations and educational programs and services. The committee is led by the Manager of Information Technology, and its members include representatives from Information Technology, Academics, and other departments as appointed by the Chairperson.</p> <p>Technology resources at Carrington College California support student learning programs and services and to improve institutional effectiveness. As educational programs go through the Program Review process, new texts with electronic resources, technological equipment, and other technology resources are planned and discussed with the Information Technology Department to ensure the campus has the necessary infrastructure to support new advances in teaching and learning.</p> <p>An example of the College’s technology support to meet the needs of student learning is the Student Portal. It provides students a powerful communication tool. It offers them a live look at their grades, attendance, and student account. The Portal also provides</p>

	<p>students with Alert Messages from both faculty and administration.</p> <p>Another example of technology supporting instructional needs is the CampusVue Portal that Carrington College California provides faculty and advisors, allowing them to manage student information. This includes being able to search for students, view their academic information, and enter attendance and final grades. (1.28 Exec Council and Committees)</p>
<p>III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</p>	<p>Programs go through a program review process every three years. These program reviews help ensure that the standardized equipment and software lists used in the classrooms is up to date. During this time, global recommendations are presented to the Education Committee for approval and then are to the for Executive Council (EC) approval. The program review is launched by the Deans of Schools, driven by faculty, and led at the campuses by program directors. This review includes any changes or additions to hardware and software. The proposed changes or additions will affect the programs on all campuses. Areas of program review are reviewed with data and feedback from a number of sources and perspectives which include students, graduates, faculty, employers, advisory boards, and externship sites. Any required training is also covered in this review. (1.2 Campus Program Review Handbook, 1.3 Online Program Review Handbook)</p> <p>Every program has a Professional Advisory Committee which meets twice a year. Advisory Boards can consist of program graduates, practicing professionals, community representatives, program directors, students, and others who can provide insight on educational needs for the industry associated with the program. The purpose of the advisory committees is to help Carrington College California ensure that its training, technology, and equipment are current and relevant to occupational practices and requirements. Having this process in place provides instructional programs with current technological advances and occupational patterns that reflect industry standards. (3.26 PAC CCC Agenda Template, 1.7 PAC Handbook, 3.70 Advisory Board Minutes)</p> <p>The College’s Information Technology (IT) Team ensures that all</p>

classrooms meet curriculum needs. Some of the areas which are reviewed include appropriate network bandwidth, servers, and firewalls. Computers have a lifespan goal of three years. An example of one of the current IT projects is to improve the infrastructure and performance of campus networks and resources by moving away from physical servers to virtualized servers. Each campus will have a new server built to handle many virtualized servers; this will help improve utilization of computing resources.

An area that requires attention is the process of getting the information out to our employees on how to make global recommendations. Some employees seem unsure on how to go about trying new software. If an employee feels an improvement could be made, they will need to know the appropriate process. The College seeks to ensure that identical programs are using the same software and teaching tools across all campuses. Technology services, professional support and operating capacity are in place to manage the operations of the campuses. The College uses CampusVue, a comprehensive school management software product, to manage student data for all of the College's campuses. CampusVue integrates all student data relating to admissions, financial aid, academic records, student accounts, and graduate services. In addition to providing data that assists faculty and staff efficiently manage day-to-day operations, CampusVue contains a variety of reporting options that allow management to evaluate current operational effectiveness as well as trends at each campus. In addition to the reporting options that come standard with the CampusVue software, the Information Technology department has the ability to create custom reports in order to meet the continuing needs of CampusVue users.

The servers that run the CampusVue application and store that CampusVue database are housed in a secure data center that features 24 hour security guards, redundant power sources and backup power generators, redundant telecommunications links, and redundant fire suppression systems.

The servers in the College's data center are monitored 24 hours a day and statistics regarding performance and availability are continuously captured. Once a month, the IT director meets with

	<p>an account manager at the data center to review performance and availability to ensure that the resources are adequate.</p> <p>In addition to the data provided from the reporting features in CampusVue, Carrington College California has developed an additional set of reporting options (Pulse Report) that College management can use to track key operational statistics. The Pulse Report provides users daily snapshots of important operating metrics in a format that allows users to query, manipulate, and drill down on data as needed. (3.46 Pulse Report)</p> <p>CampusVue and the Pulse Report have provided the College with management tools for campus operations and research. Both tools provide a level of flexibility that allows for continuous dialogue between the IT department and College faculty and staff, and options for ongoing modifications that are the result of that dialogue.</p> <p>In the past three years, the College has focused resources on centralizing critical systems. Moving from a number of separate and often campus-specific systems, to integrated College-wide systems has increased the availability and consistency of information. To increase communication and to provide a secure database for student information, online faculty has been provided access and training to Carrington College California’s RightNow customer relationship management system. RightNow’s centralized database provides a mechanism for student issues to be tracked and addressed by more than one person.</p>
<p>III. C. 1.b. The institution provides quality training in the effective application of its information technology to students and personnel.</p>	<p>Computer instruction for Carrington College California students takes place primarily in the classroom and computer labs. Most educational programs have CD-ROMs and other technological learning resources provided with texts, and students can access these materials in class or at home. When information technology is used to support any classroom activity, training is provided. Students are also instructed on how to access online learning resources and databanks provided through EBSCO.</p> <p>Training in the effective application of information technology is provided to management, faculty, and staff on the operation of the</p>

CampusVue, the system the institution uses to track student schedules, attendance, course completion, and various other student outcomes. The reports that faculty generate from CampusVue are used for evaluation and analysis as well as effective planning and management.

Technology training, which supports specific course curricula, is the responsibility of the Dean of Academic Affairs, program directors and faculty. These stakeholders are responsible for identifying, developing, providing, and ensuring that students receive program-specific technology training adequate to meet identified learning outcomes. Training is delivered in the form of lectures and/or demonstrations.

The Student Success Centers offers students orientation during the first term of their program. The orientation is designed to assist students in the retrieval and academic use of information and is conducted by the Student Success Center Manager. On-ground student and faculty support for computer use and common application software (word processing, PowerPoint®, and spreadsheets) is available by request from campus academic coaches.

Beginning in 2012, the College began developing and testing a new student portal. The student portal will provide students with an electronic calendar to track assignments, a faculty directory, a message center, and various links to access course grades and schedules, attendance, degree evaluation reports, a GPA calculator, and account information. Training on how to access and navigate this portal is delivered electronically in the form of a user's manual, and rollout to students is anticipated by during of 2013.

Students enrolled in the College's dedicated online programs must complete and pass the New Student Orientation online course. This orientation acquaints students with the College's online environment to better prepare them for success. Students view a variety of training videos and work through key elements of the online learning environment, which culminates in completing and uploading a brief assignment. **(3.65 NSO)**

In addition, all online students are required to take COL105,

Critical Thinking. COL105 provides instruction and practice in the areas of critical thinking, problem solving, and use of research as a problem-solving tool. This course also assists students in identifying and articulating the skills necessary to be successful both academically and professionally.

Students enrolled in online degree programs, with the exception of the Computer Technology Program, must successfully complete CLT100 Computer Literacy, an online course which provides students with skills in the basic concepts and principles of productivity tools used in online learning such as word processing, spreadsheets, and presentation software. The Student Learning Outcomes for this course provide students the opportunity to increase their computer skills and to introduce them to Microsoft Office Suite 2010. This course is beneficial to students because they will use these technical skills regularly throughout their college and professional careers. **(3.74 CLT Syl)**

Online faculty training includes the Development Training Course, an online course providing faculty and subject matter experts with information concerning the standards and best practices of developing an academic online course. The faculty or Subject Matter Expert will learn the skills and abilities necessary to develop a course that includes original and appropriate content, assignments, assessments, and the use of technology.

All new online instructors must attend the online New Faculty Training course, a two-week course introducing our online faculty to the College's philosophy, e-Learning platforms, and expectations. Instructors receive training on how to effectively use rubrics, provide quality feedback, and how to manage threaded discussions utilizing Socratic questioning. Ongoing training and mentoring is provided through virtual course observations, live course reviews, and faculty meetings which are held each session. **(3.36 Faculty Dev Course SLOs, 3.60 NFT Syllabus, 3.61 NFT Module 1, 3.62 NFT Module 2, 3.63 NFT Module 3, 3.64 NFT Module 4, 3.65 NSO)**

Both administrative staff and faculty receive functional training on technology required to fulfill their job requirements. The Human Resources department provides all employees with access to

	<p>required training portals for required organizational training.</p>
<p>III. C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	<p>The College has developed a strategic planning process, and as a part of that process, the Information Technology Committee was formed. This committee assures that technology resources are available as appropriate, to support the needs of learning, teaching, college-wide communications, research and operational systems. The College’s technology planning is integrated with institutional planning to support student learning and institutional effectiveness. This Committee is led by the Director of Information Technology. Members of the Committee include representatives from Information Technology, Academics, and other departments as appointed by the Chairperson. (1.16 Strategic Plan FY13)</p> <p>The technology department at Carrington College California provides service to both administration and education. The Instructional Technology department is responsible for providing the operational systems of the College with a reliable and functional infrastructure. Meeting the needs of instructors, students, College-wide communications, and research capabilities ensures that the College achieves its mission by <i>providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.</i> (2.30 Mission Statement)</p> <p>In April of the Strategic Planning process cycle, the Committee finalizes its Strategic Plan recommendations and submits them to the Executive Council for consideration. Prior to submission, these recommendations are again reviewed and priorities are set for the first draft. This information is then forwarded to the President who creates the first draft of the Five-Year Strategic Plan. The Five-Year Strategic Plan Draft is submitted for review and comment to the entire college community. Using input from the College community, the President prepares the final draft version of the Five-Year Strategic Plan. This version is presented for approval first to the Executive Council at its April meeting and then to the Governing Board for final approval. Each Executive Council Committee met to discuss the needs of their area for the Strategic Plan. This input can be viewed in the following artifacts:</p>

	<ul style="list-style-type: none"> • 3.50 Enrollment & Marketing • 3.51 Education Committee EC Minutes • 3.52 Student Finance EC Minutes • 3.77 Career Services EC Minutes • 3.78 Faculty EC Minutes • 3.79 HR EC Minutes • 3.80 IT EC Minutes • 3.81 Ops and Outcomes EC Minutes <p>The technology infrastructure for the College online programs is provided by Pearson eCollege® (hereinafter referred to as eCollege). The learning management system is hosted at eCollege’s Denver, Colorado facility and administered by DeVry Online Services. The College is responsible for managing and maintaining all academic content within all online courses; DeVry Online Services is responsible for The HUB™, which is the centralized location for many of the student technology resources. Contracts and support for many of the technology applications is managed by DeVry Online Services in conjunction with College academic representatives.</p>
<p>III. C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</p>	<p>The purpose of the College’s technological resources is to support the development, maintenance, and enhancement of the College’s resources and services. To accomplish this objective the IT department consists of five technicians and one manager available for onsite and remote support of all campuses. The IT department maintains an active list of all computers and related peripherals. The staff monitors the health of the computers, providing maintenance and updates as needed. Communication between employees and IT department staff is achieved via a support ticketing system which is accessible from any computer with Internet access or by calling the IT Hotline.</p> <p>The College’s Instructional Technology team participates in routine assessment of technological resources that would enhance services. This ongoing assessment led to the recent improvement in Internet broadband to provide increase Internet speed now and provide increased speed in the future.</p>

III. C. 2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

The Carrington College California program review process includes the identification, planning, and implementation of technology as the program director and faculty evaluate, in concert with industry standards, the needs within their respective programs.

The Manager of Information Technology conducts quarterly meetings in an effort to identify global technology needs such as new computer servers, campus wireless services, plans to upgrade equipment, new contracts, license agreements, etc. The Information Technology Committee consists of members from Student Finance, Executive, Information Technology, Human Resources, Registrar, Career Services, Academics, and Enrollment Services. The meetings take place every three months; the chair of the committee is the Manager of Information Technology. During these meetings, updates on IT projects that have been completed, ongoing, or upcoming are given. Members are encouraged to bring up any concerns or suggestions that could help improve campus operations from an IT perspective. The Manager of IT presents the recommendations from the Information Technology Committee to the open session of the Executive Council. The ultimate goal of the Information Technology Committee is to ensure there is an opportunity across the institution for input on the IT initiatives. **(3.47 IT Min 12 12 11)**

The Committee is also used in the strategic planning process of the College. When the Executive Council meets for strategic planning and the Information Technology Committee makes recommendations; those approved are incorporated in the plan. Feedback is given to the committee members at the following Information Technology Committee meeting. Committee members then share this information at the campus level.

III.C. Self Evaluation

Carrington College California is proactive in its endeavors to use technology to improve the educational experience for all students, faculty, and staff. This technology and training includes tools for developing multimedia instructional content that can be delivered online or in face-to-face classroom settings. Technology and training enable students the ability to access a wide variety of

	<p>resources for learning, as well as to interact with faculty and other students. Technology and training allows instructors to communicate in a timely manner with students and staff in face-to-face situations as well as remotely. For administration and staff, technology and training provide a wide access to information and resources that are required to make productive, timely, and informed decisions concerning the College’s assets and funds in order to provide a strong learning environment. (3.85 Technology Plan)</p>
<p>III.C. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Education and Information Technology teams, increase technology training for faculty and staff into campus-based staff development. • The Education Committee and Information Technology Committee will develop a furniture, fixtures, and equipment replacement plan and have this embedded in the Facility Plan.
<p>III.D. Financial Resources</p> <p>Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial</p>	<p><i>Descriptive Summary</i></p> <p>Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource is integrated with institutional planning.</p>

<p>solvency. Financial resources planning is integrated with institutional planning.</p>	
<p>III. D.1. The institution’s mission and goals are the foundation for financial planning.</p>	<p>The College maintains policies that guide its campuses on the amount of resources it should allocate to different areas. Policies that define staffing levels for all departments and programs establish standardized labor allocations across campuses. Carrington College California maintains standardized lists of required equipment, computer hardware, software, and supplies for all departments and programs, which establish allocations in these areas. The program review process, as part of the overall College planning process, establishes these standardized policies. As such, annual allocations are established more from this process than they are from the annual budgeting process which tends to be more of an estimate of revenue and expenses to guide the exact levels of standardized allocations.</p> <p>(3.40 Standard Equip List)</p> <p>Most major planning activities in which the College engages have financial implications. Financial planning is integrated with other institutional planning. The College's goals are designed to effectively implement its mission. Financial planning involves the allocation of resources to support the achievement of the College’s mission and goals. Where enrollment projections do not support particular projects, in part or completely, plans must be adjusted or implementation postponed.</p>
<p>III. D.1.a. Financial planning is integrated with and supports all institutional planning.</p>	<p>Financial planning begins with the Carrington College California Executive Council with input from Executive Council Committees, including the Student and Faculty Council. The College reviews the mission and goals during the budget process to ensure programs are being supported appropriately and input is received from all stakeholder groups. Goals are identified for each budget cycle; long-range goals for future budget cycles are also identified.</p> <p>Review of instructional programs and services is also a part of the</p>

College's institution-wide planning process. The review of programs and services is a critical component of the College's ongoing self-assessment process that identifies program needs that are directly aligned to the College's missions and goals.

The strategic planning process, including the program review process, influences the operating and capital expenditure budgets. Funding priorities are established at Carrington College California during the College's budget development process. The College's priorities are submitted and reviewed by the Carrington College Leadership Group for appropriateness and alignment with strategic goals. Student learning is given the first priority when considering those goals. The budget process is tied directly to institutional goals of providing quality education as outlined in the Mission Statement and Philosophy of the College.

The final budget is reviewed and approved by the Executive Council and the Board of Governors. Annual operating budgets are developed by the Executive Council. The budget worksheets are designed to allow for different planning scenarios. Tuition rates are set based on direct course service expense, facilities, marketing and administrative expense, and market analysis.

Annual capital plans are developed by the Executive Council and the Finance Director develops long-range capital plans. The Operations Committee and Information Technology Committee, based on information provided by each campus, review capital projects that include classroom and facilities equipment and improvements. **(1.16 Strategic Plan FY13, 3.53 CCC Program Cap.)**

III. D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Carrington College California centralizes its financial planning efforts around the goals of the College as a whole and the needs of each individual campus. Budgeting efforts are driven by the long-term and short-term goals of the College, with consideration for what financial resources will be needed to support these goals. This is followed up by a conservative assessment, based on historical data and market trends, of what can be expected in the way of student enrollments and thus tuition revenue. The Executive Council and the Campus Executive Directors solicit input and work together to develop reasonable financial plans that support the mission of the College and involve all of its planning efforts.

In its annual and long-range financial planning and budgeting processes, the College takes a conservative approach. Future projections are predicated on the College's past enrollment and financial history as well as on forecasting employment needs in the health care industry. The College also takes into consideration the performance of similar private postsecondary institutions and societal economic leading indicators. **(1.16 Strategic Plan FY13)**

The College sets tuition rates for a particular program or course of study by considering the expense to provide the education to the student, the rates set for similar programs at other institutions, and the projected income of its graduates upon securing employment. Projected annual expenses for staffing, facilities, equipment, and learning resources supplied play a large part in determining whether or not the College will increase tuition in a particular program.

The College strives to generate reasonable operating margins for each program offered after first ensuring that funding for capital needs and future growth are set aside. Tuition rates are set at the appropriate level to attain these margins. **(3.8 FY12 Capex Budget Actuals)**

III. D.1.c.

When making short-range financial plans, the institution considers its long-range financial

The College's fiscal planning is based on its institutional missions and goals and is driven by enrollments and starts that produce the revenue to support the College. Both College and campus planning are built on establishing accurate enrollment and start projections.

priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

College goals, both long and short-term, are driven by these enrollment projections and/or are designed to increase enrollment. Projected attrition also is taken into consideration. Working with the most accurate projections possible, the Executive Council and each of the campuses design their budgets to support identified goals.

The progress toward achieving enrollment projections is monitored daily and reported on a weekly basis through campus and Home Office created reports. If, by mid-year, it appears that actual results will vary substantially from budgeted projections, a re-forecasted budget is completed to better support the projected labor needs and utilize the available financial resources. External audits are conducted annually for all funds, and audits are reported to the Governing Board.

Proposed educational, physical, and human resources planning at all levels of the College must include the projected expense associated with implementation and ongoing operation and the expected tuition revenue that will be generated. All major College plans are presented and reviewed by the Executive Council. The Executive Council is responsible for the final review of these plans and for deciding whether or not projected funding will cover expected costs. Plans are presented to the Governing Board for review and final approval. **(1.16 Strategic Plan FY13)**

III. D.1d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The financial planning and budgeting processes have become more refined over the past few years. Financial planning and the annual budgets are based on projected enrollments and starts. Projected attrition also is taken into consideration. The Directors of each campus, in consultation with the members of the Executive Council and their Campus Management Team, establish enrollment and start projections for the coming year. The College President and the Budget Committee develops the College budget and future financial plans that are presented to the Executive Council and the Governing Board for final review and approval. Final budgets and financial plans are presented to and reviewed by the Executive Directors at annual Budget Planning meetings held in conjunction with a Quarterly Operations meeting. **(1.13 Budget**

	Development Process)
<p>III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</p>	<p>Carrington Colleges Group oversees the day-to-day operations of the financial management system on behalf of Carrington College California. The Operations & Outcomes Committee, Executive Council, and the College President monitor financial indicators on an ongoing basis. The College’s computer-based financial projection and reporting system provides the administration with a dependable mechanism to use in making financial decisions. Financial reports are distributed monthly to administrators (income statements). This monthly and fiscal year-to-date financial and operating report package provides actual, budgeted, and prior year comparisons in all key operating and financial areas of the College. These reports are broken down by Home Office and campus location and by department. The Governing Board is given a quarterly financial report package.</p> <p>Within the College's financial management system, internal controls separate responsibilities and duties appropriately to provide dependable information for financial decision-making. Monthly financial report packages are provided in a timely manner and are reviewed monthly on conference calls between the campus Executive Director, Senior Director of Operations, and a representative from the Carrington Colleges Group Accounting and Finance Department. Administrators are responsible for reviewing the report in their areas of responsibility and are held accountable for performance. The Governing Board review provides insightful comments from individuals not involved in the day-to-day management of the College. (3.48 Budget Perf Report)</p>
<p>III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.</p>	<p>Funds are allocated in the budget requisite to support the mission and strategic plan of the College. The Operating Budget is sufficient to support campus staff needed to service the expected student population for the coming year, in addition to those students already in attendance at the beginning of the fiscal year (July 1). (3.8 FY12 Capex Budget Actuals)</p> <p>The Strategic Planning process, including the Program Review process, provides information to the operating and capital</p>

	<p>expenditure budgets. Funding priorities are established at Carrington College California during the College’s budget development process. The College’s priorities are submitted and reviewed by the Carrington College California Leadership Group for appropriateness and alignment with strategic goals. Student learning is given the first priority when considering those goals. The budget process is tied directly to institutional goals of providing quality education as outlined in the Mission Statement and Philosophy of the College.</p>
<p>III.D.2.b Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	<p>Carrington College California responds to external audit findings appropriately, comprehensively, and timely. For example, the College is approved by the U.S. Department of Education to participate in the Title IV student high education assistance program. One of the requirements of a participating institution is to undergo an annual audit conducted by an independent certified public accountant. The most recent audit of this nature concluded in January 2012, which evaluated the College’s Title IV management and compliance for the award year ending June 30, 2011. The auditing agency, PricewaterhouseCoopers, LLP, concluded that “the University complies, in all material respects, with the aforementioned compliance requirements contained in Section II of the Audit Guide for year ended June 30r 2011.” There were no material findings discovered by the auditors; however, those issues which were uncovered were rectified quickly. For any area where a potential procedural liability was uncovered, the process has been improved and communicated to the Student Finance Committee and subsequently to the rest of the Student Finance staff.</p>
<p>III. D. 2.c. Appropriate financial information is provided throughout the institution in a timely manner.</p>	<p>The development of Carrington College California’s budget and financial planning processes begins in January of each year. The Final Operating Budget and Capital Expenditure Budgets are completed annually between May and July. Once finalized, the College president notifies the College of the completion of the process via email and presents both budgets and the Strategic Plan to the entire college community. The final budgets are reviewed with each campus Executive Director. Members of the campus</p>

	<p>leadership will review with members of his or her department those items that impact their respective department. Furthermore, the Executive Council will discuss the budget on the Campus Operations call with each Campus Management Team.</p>
<p>III. D. 2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</p>	<p>The College does not engage in auxiliary activities and fund raising efforts to support its programs and services.</p>
<p>III. D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.</p>	<p>External auditors evaluate the financial management system as part of the annual audit. Furthermore, internal auditors from DeVry Inc. perform regular reviews. Internal controls and overall fiscal operations of the College are scrutinized to identify areas of risk. Reviews cover accounting practices, Title IV compliance, and cash management procedures on campus. Results of these audits are evaluated by the College President and Senior Director of Student Finance. They share the results with Student Finance leadership and the Executive Council. These are used to identify areas of risk and thus enhance the College's ability to manage its financial procedures and practices. Executive Council members and department leadership plan and implement any improvements to the financial management systems as identified by the audits. (3.24 CCC 2011 audit, 3.32 DeVry Inc. 2012 audit)</p> <p>The Executive Council and other College leaders regularly review the systems and thereby recommend and implement improvements.</p>
<p>III. D. 3. The institution has</p>	<p>The College monitors financial reports regularly in the following formats. Campus Operations Reviews conducted by the Director of</p>

policies and procedures to ensure sound financial practices and financial stability.

Operations and other key College leaders meet with each Campus Management Team monthly to review all College operations. The focus of these meetings is to review key performance areas to ensure sound financial practices and financial stability.

The College has a number of monthly/quarterly calls or meetings to ensure assessments and effective use of resources:

- a. Campus Operations Reviews – The Director of Operations and other key College leaders meet with each Campus Management Team monthly to review all College operations. The focus of these meetings is to review key performance areas. Financial resources are discussed.
- b. Monthly campus financial call – Each Executive Director has a monthly call with the Regional Director of Operations and with a representative from Carrington Colleges Group’s Accounting and Finance Department. This call is scheduled for the sole purpose of assessing the use of financial resources at each location.
- c. Monthly College Financial Review – The College President and Regional Director of Operations meets monthly with the Carrington Colleges Group Finance and Accounting representatives to review the financial reports.
- d. Monthly Executive Council Meeting – The College President provides a financial report monthly to the Executive Council.
- e. Quarterly Governing Board Meeting – The College President and Director of Finance provide a financial report to the Governing Board at their quarterly meetings. The Governing Board provides guidance to the President on financial performance and the use of financial resources.

(3.2 Governing Board Minutes 4.20.11)

The College uses its strategic planning process, including program review, to make resource decisions that guide the budgeting process. Summaries of the monthly operations reviews, recommendations from program review, and other information are provided to the Executive Council’s committees to review and assess as part of the College’s bi-annual strategic planning process. The results of these assessments are considered in the

	<p>creating of the College’s Strategic Plan. The Strategic Plan drives the budgeting process. Strategic initiatives supported through the strategic planning process are funded through the College’s operating and capital expenditure budgets. Systematic assessment of the use of financial resources, as shown in the Strategic Plan, provides a benchmark and guide for best practices and institutional improvement on an ongoing basis in response to student learning outcomes. (1.16 Strategic Plan FY13)</p>
<p>III. D. 3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.</p>	<p>Carrington College California is a wholly-owned subsidiary of DeVry Inc. Neither the College nor the corporation has any outstanding locally incurred debt that will affect the financial condition of the institution. Carrington College California rarely takes on debt and currently has none. DeVry Inc. has a solid cash position and can support any expected or unexpected expenses that may occur at the College.</p>
<p>III. D. 3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</p>	<p>The College formally monitors its finances on a monthly basis. (Balance Sheet; Income Statement; Comparative Income Statement). The Operations and Outcomes Committee coordinates the oversight of the campuses finances. The College President, Regional Director of Operations, and Executive Council members coordinate the oversight of the College’s finances as a whole.</p> <p>The Director of each campus is accountable for overseeing the financial transactions on the particular campus. The Governing Board reviews the College's financial picture quarterly. An external audit is performed annually. (3.48 Budget Perf Report)</p> <p>The management of financial aid is closely scrutinized. A full-time training position was added in 2009 for the sole purpose of training Student Finance staff in regulatory affairs and College policies. Additional staff training is conducted through workshops and seminars provided by the Department of Education, USA</p>

	<p>Funds, and California Association of Financial Aid Administrators.</p> <p>Additionally, each campus’s Student Finance Director participates in a weekly team meeting with the Group Director, Student Finance to discuss best practices and review any new regulatory or College policies. Furthermore, each campus Student Finance Director conducts weekly staff meetings with their team, attends a monthly campus management team meeting with the campus Executive Director, as well as attending a monthly Operations Review meeting with the Home Office.</p>
<p>III. D. 3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.</p>	<p>Carrington College California does not have Post-Employment Benefits.</p> <p>On monthly basis the institution allocates appropriate resources for the payment of liabilities related to compensated absences (vacation and paid time off) as well as profit sharing program (401K company match).</p>
<p>III. D. 3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.</p>	<p>Carrington College California does not have Post-Employment Benefits.</p>
<p>III. D. 3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can</p>	<p>Carrington College California is a wholly-owned subsidiary of DeVry Inc. Neither the College nor the corporation has any outstanding locally incurred debt that will affect the financial condition of the institution. Carrington College California rarely takes on debt and currently has none. DeVry Inc. has a solid cash position and can support any expected or unexpected expenses that</p>

<p>affect the financial condition of the institution.</p>	<p>may occur at the College.</p>
<p>III. D. 3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.</p>	<p>In July 2009, Carrington College California contracted with a student finance third party to assist in the management of financial aid funds. Previously, the College contracted with Global Financial Services for this purpose. The campus Student Finance procedures and processes are monitored on a weekly basis through the weekly Team Report with information generated from the Student Finance Metric reporting system with reports distributed to the campus and Executive Directors. The Student Finance office is subject to program compliance reviews by the US Department of Education, the California Student Aid Commission, and the Department of Veterans Affairs and is subject to an annual independent audit by a certified public accountant as well as internal audit controls by DeVry Inc.</p> <p>The most recent audit of the College’s Title IV concluded in January 2012, which evaluated the College’s Title IV management and compliance for the award year ending June 30, 2011. The auditing agency, PricewaterhouseCoopers, LLP, concluded that, “the University complies, in all material respects, with the aforementioned compliance requirements contained in Section II of the Audit Guide for year ended June 30, 2011.”</p> <p>There were no material findings discovered by the auditors; however, those issues which were uncovered were rectified quickly. For any area where a potential procedural liability was uncovered, the process has been improved and communicated to the Student Finance Committee and subsequently to the rest of the Student Finance staff. The institution has internal reviews of fiscal management through our Audit Services Department. Areas are regularly reviewed and processes for improvement are suggested by the audit report.</p>
<p>III. D. 3.g. Contractual agreements with external entities are</p>	<p>The Executive Council and the Governing Board make all final decisions that result in contractual agreements. In this way, they ensure that all contractual agreements are consistent with the</p>

consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

mission and goals of the institution.

DeVry Inc. supports the institution by providing negotiating services, contract legal review, and real estate services. The DeVry Purchasing Department, operating under the guidance of the institution, provides negotiating and contract services for such global areas such as classroom supplies, office supplies, student uniforms, textbooks, employee health plans, travel arrangements, student counseling services, etc. These contracts are negotiated on behalf of multiple DeVry institutions.

The DeVry Real Estate Department supports the institution by coordinating all rentals and leasing agreements. They contract with an outside agency to provide support to the institution in reviewing property, negotiating lease agreements, and managing facilities renovation and growth projects. The DeVry Real Estate Department provides support to the College in co-locations with other DeVry institutions, assisting the College in making sure that its resources are clearly defined and separate from the other institutions involved in a co-location.

The institution manages the contracting process more directly in cases of local contracts. Using the DeVry Legal department to provide legal advice, the College directly contracts with clinical and externship sites, and with providers of local services such as CPR certification, campus vending, campus security, campus cleaning, pest control, and other services.

Carrington Colleges Group handles contracts for marketing supplies and certain office supplies to leverage the most cost-effective deal for the College. College leadership participates in this process. Contracts entered into by Carrington College California aim to improve students' personal development. For example, campuses may enter into written agreements with local businesses to provide our students with on-the-job training in their respective field of study. These contracts are first reviewed by the DeVry Inc. Legal department before being signed. Others contracts include those for outsourced student services, such as student counseling services, and those for specific education initiatives, are signed by the College president, if necessary, after a review by DeVry Legal. At all times Carrington College California is in

	<p>control of initiating and terminating contracts.</p>
<p>III. D. 3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.</p>	<p>External auditors evaluate the financial management system as part of the annual audit. Furthermore, internal auditors from DeVry Inc. perform regular reviews. Internal controls and overall fiscal operations of the College are scrutinized to identify areas of risk. Reviews cover accounting practices, Title IV compliance, and cash management procedures on campus. Results of these audits are evaluated by the respective owner of each department (Director of Finance or Group Director of Student Finance). The owner shares the results with department leadership and the Executive Council. These are used to identify areas of risk and thus enhance the College’s ability to manage its financial procedures and practices. Executive Council members and department leadership plan and implement any improvements to the financial management systems as identified by the audits.</p> <p>The Executive Council and other College leaders regularly review the systems and thereby recommend and implement improvements.</p>
<p>III. D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.</p>	<p>The College uses its strategic planning process, including program review, to make resource decisions that guide the budgeting process. Summaries of the monthly operations reviews, recommendations from program review, and other information are provided to the Executive Council’s committees to review and assess as part of the College’s bi-annual strategic planning process. The results of these assessments are considered in the creating of the College’s Strategic Plan.</p> <p>The Strategic Plan drives the budgeting process. Strategic initiatives, supported through the strategic planning process, are funded through the College’s operating and capital expenditure budgets. Systematic assessment of the use of financial resources, as shown in the Strategic Plan, provides a benchmark and guide for best practices and institutional improvement on an ongoing basis in response to student learning outcomes. (1.16 Strategic Plan FY13)</p> <p>The Institutional Master Plan includes a plan for annual assessment of the use of financial resources. Results of this annual assessment</p>

	<p>are used for institutional improvements and financial allocations. (1.51 Educational Master Plan)</p> <p>The development of Carrington College California’s budget and financial planning processes begins in January of each year. The Final Operating Budget and Capital Expenditure Budgets are completed annually between May and July. Once finalized, the College president notifies the College of the completion of the process via email and presents both budgets and the Strategic Plan to the entire college community. The final budgets are reviewed with each campus Executive Director. The Executive Director then reviews the information with the Campus Management Team. Members of the campus leadership will review with members of his or her department those items that impact their respective department. Furthermore, the Executive Council will discuss the budget on the Campus Operations call with each Campus Management Team.</p> <p>The College President conducts in-person, annual Town Hall meetings with each campus. At this meeting, the College’s strategic plan will be discussed and any questions may be asked of the President by any staff member. (1.16 Strategic Plan FY13)</p>
<p>III.D. Self Evaluation</p>	<p>The College has a clearly defined process for planning and budget development. The College has a formal process by which faculty and staff input is considered into its decisions, plans, and long-term goals. Each employee has a voice through many different methods. The institution practices effective oversight of finances and will continue to do so.</p> <p>Solid fiscal management is a priority for Carrington College California. Working with the most accurate projections possible, the Executive Council and each campus Executive Director monitors budgets to ensure there are sufficient funds for salaries and other expenditures.</p>
<p>III.D. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Executive Council, the College will examine additional ways to ensure Carrington College California stakeholders have access to and an understanding of

	<p>the planning and budgetary development process and their involvement.</p> <ul style="list-style-type: none"> • Under the leadership of the Executive Council, the College will examine ways to ensure all stakeholders have access to and an understanding of the Education Master Plan and the Strategic Plan.
<p>III. References</p>	<p>1.2 Campus Program Review Handbook 1.3 Online Program Review Handbook 1.5 VCO templates 1.7 PAC Handbook 1.13 Budget Development Process 1.16 Strategic Plan FY13 1.28 Exec Council and Committees 1.35 LEO Explan 1.51 Educational Master Plan 2.8 CCC Catalog 2.11 Faculty Minimum Qualifications 2.29 Excel in Teach Acad 2.30 Mission Statement 2.34 In service Date Master .09 and .10 3.1 ask HR-ForTheAsking 3.2 Governing Board Minutes 4.20.11 3.4 Campus Inser Eval 3.8 FY12 Capex Budget Actuals 3.12 Employee PIP Template 3.21 Instructor to Student Ratios 3.22 IPP CCC 2013 3.24 CCC 2011 audit 3.25 Min MaxKnow Stand 3.26 PAC CCC Agenda Template 3.31 TEACH values 3.32 DeVry Inc. 2012 audit 3.36 Faculty Dev Course SLOs</p>

- 3.39 CEE Faculty Development
- 3.40 Standard Equip List
- 3.41 Combined Safety Inspect
- 3.46 Pulse Report
- 3.47 IT Min 12 12 11
- 3.48 Budget Perf Report
- 3.50 Enrollment & Marketing EC Minutes
- 3.51 Academics EC Minutes
- 3.52 Student Finance EC Minutes
- 3.53 CCC Program Cap
- 3.55 CE Committee Proposal
- 3.57 askHR
- 3.60 NFT Syllabus
- 3.61 NFT Module 1
- 3.62 NFT Module 2
- 3.63 NFT Module 3
- 3.64 NFT Module 4
- 3.65 NSO
- 3.66 Managers Hiring Process Handbook
- 3.70 Advisory Board Minutes
- 3.74 CLT Syl
- 3.77 Career Services EC Minutes
- 3.78 Faculty EC Minutes
- 3.79 HR EC Minutes
- 3.80 IT EC Minutes
- 3.81 Ops and Outcomes EC Minutes
- 3.82 FY13 Nov Town Hall Mtgs
- 3.84 Facilities Plan
- 3.85 Technology Plan

Standard IV– Leadership and Governance: A Thematic Overview

Organization

Carrington College California operates under a bicameral governing structure with an Executive Council and a Governing Board overseeing the organization’s business and educational activities. The parent corporation, Carrington College Group, Inc., is a California corporation established under the laws of the state of California, and owned in whole by DeVry Inc. Carrington College California operates a main campus in Sacramento, CA, with multiple branch campuses in Northern and Southern California, as well as online delivery.

In order to ensure that the College’s academic programs and institutional practices align with its mission statement, the governance structure at Carrington College California works in conjunction with its teams and committees to maximize participation in and evaluation of College objectives and goals. The institution’s collaborative structure enables all constituents to be represented in the decision-making process. Academic and operational information, suggestions, and decisions travel from student input to the Governing Board through the following teams/committees: Student Advisory Committee, Faculty and Staff, Individual Campus Management Teams, Individual Campus Educational Management Teams, Educational Committee Team, Executive Council Committees, President, and Governing Board.

Dialogue

Carrington College California’s decision-making structures and processes are intentionally designed to promote dialogue focused on institutional improvement. The College’s integrated planning and shared-decision-making structure ensures continuous review and planning at all levels of the institution.

Leadership at Carrington College California creates a student-centered environment that encourages participation and input from all levels of the organization to bring forward ideas for institutional improvement. The President and Executive Council are supported by a committee structure, all of which provide the institution with a communicative management style that focuses on transparency and shared leadership

Faculty and staff, for example, engage in review and planning dialogue through participation and/or input into their Education Management Team meetings, Faculty meetings, Campus Team Management meetings, and Faculty Council meetings. Dialogue and decisions work their way through the operational participatory structure. Staff and faculty are also engaged in improvement dialogue in areas such as triennial reviews of program effectiveness and assessment of student learning outcomes. Quantitative and qualitative data underpin faculty dialogue and recommendations for improvement and change.

Institutional Commitments

Institutional commitments are defined in the mission statement and goals that align with the mission and focus on student learning. The College serves various demographics including high school graduates, students who have earned a high school equivalent diploma, college re-entry students, military, and special needs individuals. A regular systematic cycle of program and service review processes ensures a commitment to review, assess, and improve student learning.

Evaluation, Planning, and Improvement

The College assessment and planning processes are integrated with the College's participatory decision-making process. This ensures a shared understanding and commitment to the mission, goals, and objectives as well as participation in ongoing assessment and evaluation.

A key element in the Carrington College California communication environment is the cascading of information throughout all levels and areas of the institution. The governing body supports a decision-making process that involves the individuals affected by the decisions. Faculty members are the driving force in developing, implementing, and evaluating academic programs, both formally and informally. Integrity is also demonstrated by the current governance process which was developed collaboratively with all College stakeholders. Recognized representative institutional committees (Executive Council, Educational Committee, Educational Management Team, Campus Management Team, Faculty Council, and Student Advisory Committee) allow for institutional information to be communicated throughout the College constituency, empowering all constituents with the opportunity to provide their input.

To assure that financial resources adequately support the needs of all students and the needs of each individual campus, the President, in conjunction with the Executive Council, coordinates the budget. The Strategic Plan process includes self-assessment and reviews: research and analysis; previous year's Strategic Plan Progress Report; Program Reviews; Individual Campus Operations Reviews; College Self-Study and Institutional Master Plan; Market Assumptions; and List of Successes and Opportunities. The Strategic Plan is reviewed by all of the constituents it affects and revised by the Executive Council prior to its final approval by the Governing Board.

IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and the chief administrator.

Carrington College California has a shared governance atmosphere that encourages participation at all levels of decision making and meets current needs of students and employers. The College's focus on continuous institutional improvement drives the integrated planning processes.

Descriptive Summary

The College's experienced administrative organization operates with an open-door policy that assists in analyzing, communicating, and integrating academic goals and objectives throughout the institution. The President and the Executive Council define planning parameters including how to integrate processes and how to ensure that all faculty, staff, and students all have the opportunity to contribute.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Leadership at Carrington College California creates an environment that encourages participation and input from all levels of the organization. The President and Executive Council are supported by a committee structure. **(4.54 Call for Comments Standard I)**

Clearly defined responsibilities have been assigned to all levels of decision making at each campus. The campus Deans of Academic Affairs and the Executive Director represent all faculty and staff through their membership in the committees of the Executive Council. All areas of the College are represented by the Executive Council. **(1.28 Exec Council and Committees)**

The College's communication structure begins with the Executive Council and the President. The Executive Council consists of representatives from Academic Affairs, Operations, Enrollment Services, Student Finance, Career Services, Human Resources, and

	<p>the Faculty Council.</p> <p>The Carrington College California Executive Council drives the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services. The Executive Council is responsible for the annual review and revision of the College Strategic Plan.</p> <p>At department meetings, faculty members are given the opportunity to voice their opinion on the College and on educational issues. Frequent “calls for comments” are issued when policy and procedure revisions are under consideration. (1.38 Stand Syl Executive Summary) The College also implements frequent surveys of faculty, staff, and students regarding leadership, operations, educational and student services. The input from these communicative strategies is used to generate effective discussion, planning, and implementation of institutional improvement. (1.33 CCC SURVEY Jan 2012)</p>
<p>IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative</p>	<p>Leadership at Carrington College California creates an environment that encourages participation and input from all levels of the organization. The President and Executive Council are supported by a committee structure. (4.54 Call for Comments Standard I)</p> <p>Clearly defined responsibilities have been assigned to all levels of decision making at each campus. The campus’s Dean of Academic Affairs and the Executive Director represent all faculty and staff through their membership in the committees of the Executive Council. All areas of the College are represented by the Executive Council. (1.28 Exec Council and Committees)</p> <p>The College’s communication structure begins with the Executive Council and the President. The Executive Council consists of representatives from Academic Affairs, Operations, Enrollment Services, Student Finance, Career Services, Human Resources, and the Faculty Council.</p> <p>The Carrington College California Executive Council drives the</p>

processes are used to assure effective discussion, planning, and implementation.

planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services. The Executive Council is responsible for the annual review and revision of the College strategic plan.

At department meetings, faculty members are given the opportunity to voice their opinion on the College and on educational issues. Frequent “calls for comments” are issued when policy and procedure revisions are under consideration. **(1.38 Stand Syl Executive Summary)** The College also implements frequent surveys of faculty, staff, and students regarding leadership, operations, educational and student services. The input from these communicative strategies is used to generate effective discussion, planning, and implementation of institutional improvement. **(1.33 CCC Survey Jan 2012)**

IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Faculty, staff, administrators, and students have the opportunity to participate in the decision-making processes. An explanation of the expected faculty participation in the governance and administration of the College is included in the job description of all faculty.

All Carrington College California staff members are encouraged to make their voices heard to their supervisor who is responsible for conveying ideas, issues, concerns and suggestions to administrative leaders via the campus-based management teams or the Executive Council. The Campus Educational Management Team, the Campus Management Team, and the Faculty Council are the campus' policy and planning links between the administration, faculty, and staff. This shared governance process is explained fully in the Executive Council, Committees, Subcommittees, and the College Planning Process document. **(1.12 Strategic Plan Development Process, 1.28 Exec Council and Committees)**

It is the goal of Carrington College California to provide students with the opportunity for enhanced involvement in the decision-making process. It is through the Student Advisory Committee and its outreach to the student body on each individual campus that this

	<p>goal is achieved. This committee replaced the previous formal Student Town Halls process (although some of the Student Advisory Committee members coordinate informal Town Hall meetings as a way to solicit input from the students they represent). The purpose of the Student Advisory Committee is to provide a voice for students through active participation in quarterly conference calls. Ideas, suggestions, and proposals submitted during these calls are forwarded to the Executive Council of Carrington College California. (4.4 Student Advisory Minutes 12.8.11)</p> <p>The student body at each campus selects two students to serve in one-year terms on the College’s Student Advisory Committee. This committee meets quarterly to discuss issues of concern and importance to students. The committee provides quality control for the institution by voicing student opinions.</p> <p>Recommendations made by the Student Advisory Committee are presented directly to the Executive Council.</p> <p>The College’s Dean of Accreditation and Compliance serves as the Student Advocate and liaison to this committee. The Student Advocate works with the Dean of Institutional Effectiveness and Assessment to ensure that student input about all areas of the College are adequately solicited and that this input is summarized and sent directly to the Executive Council.</p>
<p>IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and</p>	<p>The College faculty develop Carrington College California course and program Student Learning Outcomes and have a voice in the development of the Institutional Student Learning Outcomes. The faculty assess student learning outcomes at the end of each course and make recommendations for improvements in classroom instructional strategies.</p> <p>The Faculty Council (Faculty Council Chair) ensures that the campus faculty voice is represented on the Executive Council. The Faculty Council is responsible for ensuring that educational quality is maintained throughout the College system and its various programs. The faculty members on each campus elect two faculty members to serve two-year terms on the Faculty Council. The</p>

staff also have established mechanisms or organizations for providing input into institutional decisions.

Faculty Council Chair is a voting member of the Executive Council, thus ensuring that the faculty's voice is represented in institutional planning and decision-making. **(1.28 Exec Council and Committees)**

The College provides established organizations for students and staff to provide input into institutional decisions through the Faculty Council and the Student Advisory Committee.

Faculty elect two representatives every two years from each campus to serve on the Faculty Council. By a vote of its membership, the Faculty Council appoints one member each year to serve as the Faculty Council Chair as well as to serve as a voting member of the Executive Council.

The Faculty Council is responsible for the following:

- conveying the mission, goals, and College philosophy to the College faculty members, and
- ensuring that the input from College faculty members is provided to the Executive Council and all of its committees and sub-committees

The Student Advisory Committee is under the guidance of the Dean of Accreditation and Compliance who is responsible for coordinating quarterly virtual meetings to solicit student input into the decision-making process and to provide this input directly to the Executive Council.

Additionally, the Dean of Accreditation and Compliance works with the Dean of Institutional Effectiveness and Assessment to ensure that student input from all areas of the College is adequately solicited through College surveys and campus suggestion boxes and that this input is evaluated and provided directly to the Executive Council.

IV.A.2.b.
The institution relies on faculty, its academic senate or other appropriate faculty structures, the

Carrington College California relies on its Education Committee for recommendations about student learning programs and services.

Educational Program Review, a systematic process, is conducted formally every three years for each educational program and each

curriculum committee, and academic administrators for recommendations about student learning programs and services.

general education course offered at Carrington College California.

To support a more flexible and dynamic process, in the spring of 2012, the Dean of School position was created to represent the academic areas of Dean of General Education, Allied Health, and Nursing and Health Sciences. The Dean of School team is dedicated to leading the developing and continued improvement of curriculum and instruction. This team uses Student Learning Outcomes data, Program Review, Learning Experience Observations, Virtual Course Observations, Professional Advisory Councils, data reports, Operation Reviews, and Student Feedback to analyze courses, programs, and services to improve the student experience. **(2.2 DOS Team Plan, 1.2 Campus Program Review Handbook; 1.3 Online Program Review Handbook)**

The establishment of this new role led to the creation and implementation of a standardized syllabus with the intent to “*facilitate teaching and learning by providing current and appropriate educational programs and services...*” The standardized syllabus will be in every Carrington College California core and linear campus and online course by the end of 2013. The standardized syllabus provides consistency for students regardless of the course as well as whether it is online or on campus. Each course they take will use the same syllabus template. The standardized syllabus structure also defines for faculty what to include in their syllabus. This is particularly important for new and inexperienced faculty. The standardized syllabus template ensures standardization of curriculum delivery across campuses. **(1.36 Core Stand Syl, 1.37 Linear Stand Syl)**

The faculty is involved in the program review process through surveys, calls for comments, meetings, data analysis, evaluations of curricula, teaching performance appraisals, and reviews of program resources. The faculty involvement and process for these reviews are explained in the Program Review Handbook. **(4.27 Program Advisory Committee PTA, 1.38 Stand Syl Exec Sum)**

IV.A.3.
Through established governance structures,

The Executive Council consists of eight committees: Operations and Outcomes, Education, Student Finance, Information Technology, Human Resources, Enrollment Services and

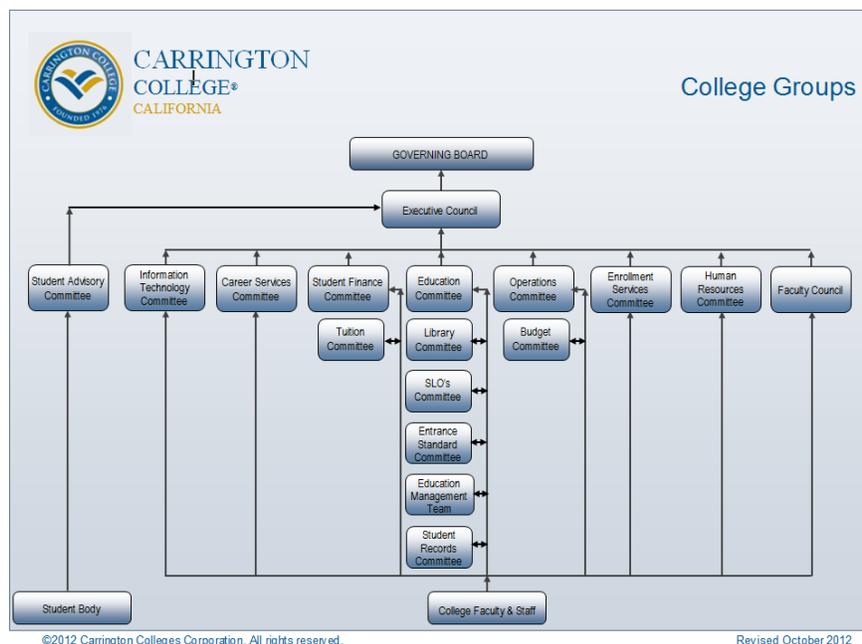
processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Marketing, Career Services, and the Faculty Council.

An explanation of the roles and responsibilities of each of the Executive Council's Standing Committees can be found in the Carrington College California The Executive Council, Committees, Subcommittees, and the College Planning Process document. **(1.28 Exec Council and Committees)**

The Governing Board, President, and Executive Council along with the Council's committee structure, the Campus Education Management Teams, Campus Management Teams, Faculty Council, and Student Advisory Committee work in a collaborative environment for the good of the institution. A key element of communications is the flow of information through all levels and functional units of the institution. Recognized representative institutional committees allow for institutional information to be communicated throughout the College.

The chart below is a visual representation of the Carrington College California groups who participate in the institution's shared governance.



The Executive Council, Committees, Subcommittees, and the College Planning Process document outline the roles and responsibilities for all groups who participate in the governance

structure. **(1.28 Exec Council and Committees)**

The Student Advisory Committee provides a voice for all students through active participation in quarterly conference calls. The ideas, suggestions, and proposals submitted during these calls are forwarded to the Executive Council. It is the goal of the College to provide students with the opportunity for involvement in the decision-making process. It is through the Student Advisory Committee and their outreach to each campus student body that this goal is achieved. **(4.10 Student Advisory Minutes 1.5.12)**

Carrington College California faculty are provided opportunities to participate in creating, modifying, and implementing institutional policies and procedures through the Faculty Council. The faculty on each campus elects two faculty members to serve two-year terms on the Faculty Council. The campus representatives are elected on alternating years. Members of the Faculty Council vote to appoint one of its members to serve as its Chairperson and as a voting member of the Executive Council, serving the duration of his/her elected term as well as an automatically renewed full second term as member of the Faculty Council (3-4 years).

The Faculty Council ensures that the campus faculty voice is represented through the Faculty Council Chair as the liaison to and voting member of the Executive Council. The committee is responsible for conveying the College's mission, goals, and philosophy to the College faculty and for ensuring that input from faculty is provided to the Executive Council and all of its committees and subcommittees.

Stakeholders of Carrington College California are provided institutional information through the College's Strategic Plan, Integrated Planning Manual, Education Master Plan, Governing Board Minutes, Executive Council Minutes, Educational Management Minutes, Educational Management Team Minutes, and the Education Committee Newsletter. **(1.16 Strategic Plan FY13, 4.15 Governing Board Minutes, 4.16 EdCom Newsletter, 4.20 Gov Board Sept Special Mtg 09, 1.50 Integrated Planning Manual, 1.51 Education Master Plan)**

IV.A. 4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

The College provides institutional information through Town Hall meetings and by providing minutes from the Executive Council standing committees on the Executive Council Intranet site.

The College's Senior Director of Academic Affairs serves as the Accreditation Liaison Officer and is the Chair of the College's Accreditation Self-Study Committee. The President, the Senior Director of Academic Affairs and the Executive Council provide the leadership, guidance, knowledge, and review required for the Self-Study preparation. Evidence of this preparation is in the meeting minutes for Standards I, II, III, and IV. **(4.17 Standard II Meeting Agenda, 4.23 Stand I Planning, 4.24 Stand IV Planning, 4.25 Stand III Planning)**

The College demonstrates integrity in its relationships with external agencies and complies with Accrediting Commission standards, policies, and guidelines through the following:

- Attends WASC open sessions by the College's Senior Director of Academic Affairs and Accreditation Liaison Officer or his/her designee.
- Participates in self-evaluation.
- Submits required reports as requested.

IV.A.5.

The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The Operations and Outcomes Committee functions as part of the Executive Council chaired by the College President and include all campus Executive Directors and area Operations Managers.

Campus Operating Reviews are conducted by the Senior Director, Operations and Outcomes where rigorous outcomes and compliance-focused, face-to-face meetings are held with campus leadership including the Executive Director, Dean of Academic Affairs, Director of Enrollment Services, Director of Student Finance, Director of Career Services, and the Registrar. **(3.81 Operations Minutes)**

The Quarterly Operations meetings, monthly campus and system-wide student staff ratio reports, monthly reports reviewing all key performance areas in a best practice format and monthly and quarterly report cards are the primary method by which the College

	<p>governance and decision-making processes are evaluated. Annual Employee Surveys are utilized for determining wider areas of satisfaction with governance and decision-making structures. The Executive Council utilizes the findings of surveys and the Quarterly Review to improve leadership, processes and structures. These results are shared with the campuses and home office at regular meetings and on the Executive Council’s Intranet website.</p> <p>In 2012, Carrington College California created and implemented a more detailed survey process for evaluating its shared governance and decision-making processes. The categories used in this survey were Budget and Planning, Program Approval, Strategic Planning, and Comments. (1.33 CCC Survey Jan 2012) The campuses and home office were surveyed. The following role/positions and departments were included in the survey: Campus Deans of Academic Affairs, Campus Executive Directors, Campus Program Directors, Career Services, Enrollment Services, Faculty, Student Success Center Managers, Student Finance, and Student Records.</p> <p>Carrington College California issued a call for comment on each of the four standards. The Senior Director of Academic Affairs and Accreditation Liaison Officer conducted a Self-Evaluation explanation session for the campus Deans of Academic Affairs in August as well.</p> <p>To provide a structure for comments, templates were provided to comment on each Standard. Each campus Dean used the Standard templates to focus dialogue with the Educational Management Team, Campus Management Team, Faculty, and Staff. Feedback from the Calls for Comments was then reviewed by the Senior Director of Academic Affairs and Accreditation Liaison Officer. (4.54 Call for Comments Standard I, 4.55 Call for Comments Standard II, 4.56 Call for Comments Standard III, 4.58 Call for Comments Standard IV)</p>
<p>IV.A. Self Evaluation</p>	<p>The Carrington College California organization and management style is one of inclusion and collaboration and encourages participation at every level. Participation in decision-making is done through representation of all management and all areas of operations and education in the Executive Council. This process</p>

	<p>promotes rich dialogue among all of the College’s stakeholders and provides the President a method for adding direction and structure to the institution.</p> <p>The mission statement is the College’s foundation for continuous institutional improvement. The shared governance process has increased the participation by the institution’s stakeholders, providing the opportunity for all voices to be heard.</p> <p>The College’s management has evolved in order to meet the growing needs of its students. The Deans of Schools were added to support curriculum development and Program Reviews. This team has been tasked with enhancing curriculum quality and ensuring curriculum and instruction standardization across all quality hubs so that each Carrington College California student experiences the same high quality learning opportunity and each Carrington College California faculty member can access and leverage standard philosophy of teaching and robust teaching resources enhancing quality of instruction and student success.</p>
<p>IV.A. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Executive Council, develop a survey for feedback from governance group members on the effectiveness of the governance process in decision making and resource allocation. • Under the leadership of the Education Committee, develop a plan to ensure that the in-service activities address issues of and foster empowerment, innovation, and institutional excellence for faculty, staff and students. • Under the leadership of the Dean of Institutional Effectiveness, conduct additional research to determine why 71% of respondents felt that they did not engage in collaborative decision making. • Under the leadership of the Executive Council, the College will examine ways to allow staff and students to more fully participate in governance and leadership and activities. • Under the leadership of the Executive Council, the committee members will be posted in a public location and updated annually.

	<ul style="list-style-type: none"> • Under the leadership of the Executive Council, conduct annual evaluations to ensure that effective dialogue and communication is occurring at all campuses. The results of these surveys will be openly discussed at Town Hall meetings and posted on the website.
<p>IV.B. Board and Administrative Organization</p> <p>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.</p>	<p><i>Descriptive Summary</i></p> <p>The Carrington College California Governing Board is comprised of members who are elected for three-year staggered terms. The majority of Board members have no employment, family, personal, and/or financial interest in the College.</p> <p>The Governing Board is responsible for all major institutional policies including personnel, student, admissions, education, accreditation, general college welfare, and academic standards. It also determines the mission of the College. The Governing Board exercises ultimate institutional authority over all academic and College functions as set forth in the bylaws and in other academic and College documents and policies. The Governing Board provides direction, advice, and input to the College’s Executive Council.</p> <p>The Governing Board reviews academic programs and issues that are presented by the members of the Executive Council as well as appropriate guests to Board meetings. The Board evaluates the quality of the College’s institutional practices to ensure the achievement of its mission.</p> <p>The College's finances are discussed at each Governing Board meeting. The annual audit report, completed by an independent auditor, is reviewed each year. The Governing Board empowers the College's administration to review and update policies, strategic plans, budgets, and practices and adheres to a clearly defined policy for selecting and evaluating the College President. The Board is apprised of institutional outcomes (e.g., state and national test scores, graduation, placement, retention and default rates, and the results of institutional surveys). (3.2 Governing Board Minutes 4.20.11)</p> <p>Each meeting of the Governing Board includes presentations and</p>

	<p>discussions of major College issues. (4.34 Governing Board Minutes 4.18.12) Minutes from Governing Board meetings provide evidence that Carrington College California’s Governing Board participates in reviews of the College’s educational programs, provides guidance and direction for the College’s administration, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies. The Board has a policy to review its operations every three years. (1.50 Integrated Planning Manual) The Board also evaluates the President on a two-year schedule. (4.36 Governing Board Minutes 1.19.11)</p> <p>The Governing Board regularly evaluates its policies and practices revising them as necessary. (4.36 Governing Board Minutes 1.19.11)</p>
<p>IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</p>	<p>The Carrington College California mission statement establishes the Governing Board’s primary focus on student success in the College’s academic programs and services and the financial stability of the College.</p> <p><i>“The Mission of Carrington College California is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include liberal studies, and professional preparation in career-focused majors.”</i></p> <p>The College achieves its mission by providing the following:</p> <ul style="list-style-type: none"> • associate degree and certificate programs in liberal studies, healthcare, wellness, legal, business, and technical disciplines, • a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes, and a skills-based and outcomes approach to education. (2.30 Mission Statement) <p>Carrington College California operates under a bicameral governing structure, with a Governing Board, the President, and an Executive Council overseeing the organization’s business and educational activities. The parent corporation, Carrington Colleges Group, Inc., is a California corporation established under the laws of the state of California and is wholly owned by DeVry Inc.</p>

The Governing Board is responsible for approving the following areas: the annual budget, the five-year strategic plan, hiring of senior-level leaders and major College policies. The Governing Board reviews the quarterly financial statements, approves major expenditures and the annual budget. DeVry Inc. works with the Executive Council to set policy regarding the College's compensation, reserve funds, investments, real estate, equipment, accounting, and taxes.

At the Governing Board's quarterly meetings to review the College's operations and outcomes, the College President and the Senior Director of Academic Affairs and Accreditation Liaison Officer report on their individual areas of responsibility. Minutes of the proceedings are made available on the College's Intranet website. The Governing Board reviews educational programs and outcomes. The Board ensures quality academic programs and institutional practices by relating and connecting them to the College's mission statement.

The College's finances are discussed at each Governing Board meeting. The annual independent auditors' report is reviewed each year as well. The Board empowers the College's administration to review and update policies, Strategic Plans, budgets, and practices. The Board is kept apprised of such institutional outcomes as state and national test scores, graduation, placement, retention and default rates, and the results of institutional surveys. **(3.2 Governing Board Minutes 4.20.11)**

The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations and educational programs and services. The Council is responsible for the annual review and revision of the College Strategic Plan. The Council recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Faculty and Staff members are represented on the Executive Council through membership in the Executive Council committees, including the Faculty Council and various subcommittees. In addition, the Faculty Council Chair, a faculty member elected by the faculty, serves on the Executive Council as a full voting member. The Executive Council members' job

descriptions are detailed and clearly defined. Its standing committees consist of the following:

- President (**4.39 President**)
- Operations (**4.46 Sr Dir of Campus Oper**)
- Education (**4.41 Sr. Dir of Acad Affairs & Accred Liaison**)
- Student Finance (**4.40 Sr Dir of Student Fin**)
- Information Technology (**4.44 IT Manager**)
- Human Resources (**4.43 Director of Human Resources**)
- Enrollment (**4.45 Dir Enroll Serv**)
- Career Services and Outreach (**4.42 Dean of Career Serv**)
- The Faculty Council Chair is a voting member of the Executive Council, thus ensuring that the faculty's voice is represented in institutional planning and decision-making.

The Governing Board adheres to a clearly defined policy to select and evaluate the College President. (**4.11 Gov Board Policy Updates, 4.47 Board Minutes 2.1.12, 4.50 Gov Board Pres Eval**) The Governing Board approves the appointment of the President who is the Chief Executive Officer of the College and sets appropriate conditions of employment.

According to the Governing Board's Bylaws, Article V, the President shall be the Chief Executive Officer of the College and will also serve as the Executive Secretary of the Governing Board. Article V, Part B of the Bylaws stipulates that the President's authority is vested through both the Governing Board and Executive Council and includes responsibilities for all College educational and managerial affairs. The President is responsible for leading the College, implementing all College policies, keeping the Governing Board and Executive Council informed on appropriate matters, consulting with the Governing Board in a timely fashion, and serving as the key spokesperson for the College. He has the authority to execute (on behalf of the College and the Governing Board) all documents that are consistent with Board policies and the best interest of the College

IV.B.1.a.

The Carrington College California Governing Board acts as an independent policy-making body and reflects constituent and

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

public interest in board activities and decisions. The College operates under a clearly defined Code of Ethics. The Code's first principle states that the educational welfare of the students is the primary concern of Carrington College California. **(4.5 Code of Ethics)**

The Governing Board consists of members who are elected for three-year staggered terms. The majority of the Board members have no employment, family, personal, and/or financial interest in the College. The Governing Board currently consists of four members unaffiliated with the Institution and one member who is employed by Carrington Colleges Group.

The Board works to protect the best interests of the institution, its students, and the communities that it serves. The Board operates under a majority vote rule and collectively supports all of its decisions. The College has demonstrated that it has a mechanism for providing board membership continuity as well as staggered terms of office.

The following is a list of current Board members, their professions, and their dates of election:

- Board Chair: William Curtis (January 1998), Retired Attorney
- Board Secretary: Greg Nathanson (April 2003), Past President of Western Career College; Ana Jet, President & CEO
- Board Member: Marc Richmond (January 1998), Physician
- Board Member: E. Scott Rosenbloom (January 2004), Physician
- Board Member: Rob Paul (February 2012), President, Carrington Colleges Group

As an example of the College's commitment to institutional dialogue, the Governing Board has initiated an In-Person Annual Governing Board Meeting. The January 19, 2011 In-Person Governing Board meeting was held on the Pomona campus. The February 1, 2012 meeting was held in Sacramento, California. These annual meetings also include campus visits. The In-Person meetings provide an opportunity for the Board to interact with and ask questions of college and campus representatives, strengthening communication within the College. **(4.36 Governing Board**

	<p>Minutes 1.19.11)</p>
<p>IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</p>	<p>The Carrington College California Governing Board establishes policies that are consistent with its mission statement. (2.30 Mission Statement) The Governing Board has the authority to carry out all lawful functions that are permitted by its Bylaws.</p> <p>The Board reviews and approves proposed changes in the academic programs, campuses, personnel, and other major activities of the College that are consistent with the mission statement and financial resources of the College. (4.60 Governing Board Minutes 10.19.11) The Governing Board demonstrates student advocacy ensuring that the College adopts policies that contribute to the best possible environment for students to learn and develop their abilities.</p> <p>The Governing Board of the College adopts and approves institutional policies appropriate for the operation of the College and ensures that these policies support the College's mission and goals. The Governing Board Bylaws Article III B defines the Board's role in the development of College policies. The College President is responsible for overseeing the implementation of institutional policies. New policies and revisions to existing policies originate on the College's campuses or in specific College committees and are reviewed by the appropriate administrative committee. Policies dealing with major issues or institutional changes are brought to the Board for review and/or approval.</p> <p>Carrington College California’s Governing Board delegates the responsibility to provide appropriate oversight to ensure fiscal soundness to the Executive Council. The Bylaws state, “The College’s Executive Council is responsible for all policies relating to the college. DeVry Inc. works with the Executive Council to set policy regarding the College’s compensation, reserve funds, investments, real estate, equipment, accounting, and taxes.”</p>
<p>IV.B.1.c. The governing board has ultimate responsibility for</p>	<p>The Carrington College California Governing Board has ultimate institutional responsibility for the College. DeVry Inc. supports the institution by providing negotiating services, contract legal</p>

educational quality,
legal matters, and
financial integrity.

review, and real estate services. The DeVry Inc. Purchasing Department provides negotiating and contract services for various global areas (such as classroom supplies, office supplies, student uniforms, textbooks, employee health plans, and travel arrangements). These contracts are negotiated on behalf of multiple DeVry institutions. The Governing Board receives regular input from the Executive Council committees that demonstrate their focus on educational quality and financial security in regard to student learning: Information Technology, Career Services, Student Finance, Education, Student Advisory, and Operations and Finance.

The Governing Board is also responsible for the educational quality of the institution. The programs and curricula for Carrington College California are evaluated to ensure relevancy and that students are prepared to enter their field of study. The Dean of Academic Operations and Outcomes oversees a team of Deans who are responsible for the creation and quality of all academic programs. All new course and program proposals and proposals to remove courses or programs are evaluated by the Deans of the Schools, Dean of Academic Operations and Senior Director of Academic Affairs. The Senior Director of Academic Affairs submits all of these proposals to the Executive Council for evaluation and consideration.

The financial integrity of Carrington College California is ensured through annual budgeting which encompasses strategic planning, input from the College community, and the creation of annual budgets. **(1.13 Budget Development Process)**

The expenses for the budget development process are calculated based on historical percent of revenue along with direct input from campus leadership. The Staffing levels are budgeted at pre-determined standard ratios along with direct input from campus leadership. **(1.13 Budget Development Process)**

The budgeting process is organized as follows:

- Research & Analysis—conducted and completed annually January through March
- Revenue Forecasts—Conducted and completed annually in

	<p>April</p> <ul style="list-style-type: none"> • Expense Projections—Conducted and completed annually in April • Budget First Drafts—Conducted and completed annually in May (The Budget Committee revises the budget drafts as necessary.) • Final Budgets—Conducted and completed annually in May (The final Operating Budget and Capital Expenditure Budget are sent for review and approval to the Executive Council and the Governing Board.) • Communication to College Community—Conducted and completed annually in June. <p>The College’s financial integrity is safeguarded by reviewing and revising numerous drafts of the budget. Each Governing Board’s meeting agenda includes a Finance Report. (4.36 Governing Board Minutes 1.19.11) The budget performance report and the Capital Expenditures report are sent monthly by accounting to the President and are included in the Executive Council and Governing Board meeting documents.</p>
<p>IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</p>	<p>The Carrington College California Governing Board has ultimate institutional responsibility for the College. Governing Board policies and bylaws are published regularly on the College’s Intranet site.</p> <p>The Governing Board reviews the College’s finances, legal matters, and academic outcomes on a quarterly basis. The Board ensures that the College is managed in a fiscally responsible manner. (3.24 CCC 2011 Audit)</p>
<p>IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as</p>	<p>The Governing Board operates by published bylaws and policies that provide a description of its size, duties, responsibilities, structure, and operating procedures. Article III of the Bylaws details the responsibility and authority of the Board including that of conducting an assessment of Board performance. Article IV describes the size of the Board and terms of Board members and designates the number and types of officers. Article VI addresses</p>

necessary.

the number and types of meetings that may be held.

Governing Board minutes (**4.47 Board Minutes 2.1.12**) show that policies and procedures are periodically reviewed. The Board conducts an annual self-assessment to ensure that its policies support the mission of the College and are meeting current needs. Policies in need of revision are identified and revised on an ongoing basis or as a consequence of the annual self-assessment.

For example, in 2009, the College made a request (Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges) to change its name from *Western Career College* to *Carrington College California*. Because associate degrees and educational programs in professional majors were added to the College's curriculum, "Career College" did not adequately reflect the College's program and degree growth. (**1.19 Mission Subchange**)

A revision in the College's mission statement was also necessary at that time because of the program and degree growth. The revised mission statement defined the expanded educational purposes of the College, its intended student populations, and its commitment to achieve student learning. (**4.20 Gov Board Sept Special Mtg 09**)

The Governing Board of Carrington College California Self-Assessment Summary and minutes of the annual self-assessment meeting provide evidence that the Governing Board regularly evaluates its own policies and practices. (**4.48 Gov Board Self-Assess**)

The Governing Board approves all changes to the College's mission statement, approves its Strategic Plan, and ensures that College operations provide needed support. Article III C 1 of the Bylaws requires the Board to "Determine, and periodically review, the mission and purposes of the College." Article III B and C 5 demonstrates responsible concern for the quality of the College's academic programs and provides appropriate oversight to ensure fiscal soundness.

Article III B of the Governing Board's Bylaws state, "The College Governing Board is responsible for all College policies" which

	<p>include:</p> <ul style="list-style-type: none"> • Personnel • Student admissions • Education • Accreditation • General College Welfare • Academic Standards <p>The agenda from Governing Board meeting minutes provide evidence that the College Governing Board participates in review of the College’s educational programs, legal matters, and financial integrity: Operations Report, Finance Report, Academic Updates, New Campuses/Programs, Legal Issues/Updates, and Personnel Announcements. (4.47 Board Minutes 2.1.12)</p>
<p>IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p>	<p>New member orientation is the responsibility of the Governing Board Chair and the President of the College. When a new member joins the Board, each participates in an orientation process outlined in the Governing Board New Member Orientation and Governing Board Development documents. (4.49 Gov Board New Mem Orient and Mem Dev)</p> <p>The Governing Board’s New Member Orientation includes information intended to ensure that the Governing Board “performs its responsibilities in the most effective and efficient manner.” It familiarizes new members with the Board’s responsibilities and provides ongoing development for veteran members. The College has demonstrated that it has a mechanism for providing board membership continuity as well as staggered terms of office. (4.49 Gov Board New Mem Orient and Mem Dev)</p>

IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The Governing Board Bylaws call for the Board to conduct a periodic self-assessment. The Board underwent a performance assessment in July 2012.

The Governing Board has a policy to review its operations every three years. The Board has a mechanism identified for use in this process. **(4.48 Gov Board Self-Assess)** A thorough review of policies was conducted in 2008 when DeVry Inc. acquired U.S. Education.

Governing Board minutes demonstrate that policies and procedures are periodically reviewed, such as the February 1, 2012 meeting where the Governing Board's edited Bylaws and policies were reviewed, voted on, and approved. **(4.47 Board Minutes 2.1.12)** Board policies in need of revision are identified and revised on an ongoing basis and as a consequence of the annual self-assessment. New and revised College policies and educational programs are consistent with the mission of the College.

The Governing Board adopts and approves institutional policies appropriate for the operation of the College and ensures that these policies support the College's mission and goals. The Governing Board Bylaws Article III B, defines the Board's role in the development of College policies. The College President is responsible for overseeing the implementation of institutional policies. The President, where appropriate, delegates this task to the appropriate College administrator. New policies and revisions to existing policies originate on the College's campuses or in specific College committees and are reviewed by the appropriate administrative committee. Policies dealing with major issues or institutional changes are brought to the Board for review and/or approval.

IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The College operates under a clearly defined student-centered Code of Ethics. The first principle listed states that the educational welfare of the students is the primary concern of Carrington College California. **(4.5 Code of Ethics)** A proposed document that clearly defines the Governing Board's policy for dealing with behavior that violates its Code of Ethics was created by the Human Resources Committee and submitted to the Executive Council for

	<p>approval in September 2012. A vote by the Executive Council approved the proposed policy. (4.11 Gov Board Policy Updates)</p>
<p>IV.B.1.i. The governing board is informed about and involved in the accreditation process.</p>	<p>Article III C 12 of the Governing Board Bylaws stipulates that the Board will “understand and participate in the accreditation process.” To accomplish this requirement and to keep the Board apprised of the accreditation status and organization, the Senior Director of Academic Affairs and Accreditation Liaison Officer provides the Board with quarterly reports on current activities within Academics including reports on all institutional and programmatic accreditation activity. The inclusion of accreditation as a standing agenda item on all Governing Board meetings has helped ensure that the Governing Board members are informed about and involved with the accreditation process. (4.36 Governing Board Minutes 1.19.11)</p> <p>The Board members are given copies of the Accreditation Standards as well as copies of all draft reports for review prior to submission to the accrediting agency. The Educational Committee’s (EdCom) newsletter communicates accreditation information to all Carrington College faculty. (4.16 EdCom Newsletter)</p>

IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Carrington College California Governing Board Bylaws Article III C 2 states that it will “...approve the appointment of the President who shall be Chief Executive Officer of the College...” The specific process for selecting the College’s President also includes a contingency plan should the President be unable to fulfill his/her duties. **(4.11 Gov Board Policy Updates)**

The Governing Board Bylaws, Article IV B, authorizes the College President to run the day-to-day operations for the College. The College President provides the Board with quarterly updates on College operations. **(3.81 Operations Minutes)**

The College’s Governing Board has a well-defined system to review the President’s performance every two years. Board minutes **(4.47 Board Minutes 2.1.12)** confirm that the Governing Board uses a 360° Survey, a process by which a person makes a self-assessment and is given feedback from his or her manager, peers, and direct reports. The survey provides feedback to the President on his/her competency and effectiveness with respect to Carrington College California core values, mission and vision. **(4.50 Gov Board Pres Eval)**

IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides

The President of Carrington College California is responsible for the overall quality, integrity and sound operation of the College. He/she provides the necessary direction and leadership that are central to the operation of the institution.

The management and administration of the institution resides in

effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

management teams on each campus, the Executive Directors, and the Executive Council. This administrative structure allows for individual campus leadership and management, while at the same time supporting the mission statement and goals of the institution. **(4.51 Gov Board Org Struc)**

The President of the College, in conjunction with the Executive Council and its committees, develops annual goals and plans for the College Strategic Plan which is revised every two years. The Strategic Plan's action item checklist is updated annually, and the budget, which reflects the current Strategic Plan, is also approved annually. **(4.52 Board Minutes 7.21.10)** With the assistance of the Executive Council committees, the President identifies goals and priorities for the coming year. The goals are reviewed and approved by the Governing Board. The Executive Council reviews and approves all major plans in consultation with key administrators and managers. The Governing Board then reviews, provides input, and then approves the Strategic Plan.

In an effort to keep the College community informed and involved with college goals, accomplishments, and priorities, the President presents an annual "State of the College" address to the College administration and leadership during annual meetings. Each campus management team then shares this information with the campus community. This practice has been successful in keeping the employees informed of the institutional plans and goals.

IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The College is administratively organized and staffed to reflect the purpose, size, and complexity of the institution. The Home Office serves as the central administrative hub of the institution.

Administrators in the Home Office are tasked with supporting each of the campuses. Administrators based out of the College's Home Office include:

- President,
- Senior Director of Academic Affairs and Accreditation Liaison Officer,
- Senior Director of Student Finance,
- Director of Information Technology,

	<ul style="list-style-type: none"> • Senior Director of Enrollment Services, • Director of Campus Operations, • Director of Career Services, Director of Human Resources, • Dean of Accreditation and Compliance, • Dean of Institutional Effectiveness & Assessment; • Dean of Academic Operations, and • Deans of Schools. <p>Each campus has a management team consisting of various administrators and managers.</p> <p>The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. Annual reviews of faculty and staff ratios are used to determine effective staffing and administration for the institution.</p>
<p>IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning 	<p>The President, Senior Director of Academic Affairs and Accreditation Liaison Officer, and the Education Committee are responsible for creating an academic environment that is conducive to successful teaching and learning. Each campus Dean of Academic Affairs or the Executive Director/Dean of Academic Affairs, in conjunction with their Program Directors and faculty, address campus educational and student matters.</p> <p>The President and the Executive Council direct all College operations, ensuring that budgets are developed, monitored, and updated to accurately reflect revenue and expenditures. The Executive Council members, along with committee members, are responsible for the integration of academic and resource planning and distribution to achieve Carrington College California’s stated core and program Student Learning Outcomes. (1.2 Campus Program Review Handbook, 1.3 Online Program Review Handbook, 4.12 EC Minutes 06.21.12)</p> <p>At the campus level, the Educational Management Team serves as the organizing body for educational programs, services, and activities. The Educational Management Team meets monthly and</p>

- and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

is comprised of the Dean of Academic Affairs, Program Directors, and the Master's prepared Resource Manager.

Each program on the campus holds faculty meetings and shares information and updates from the Educational Management Team. Faculty input on educational and institutional policy and procedure is collected and brought to the Educational Management Team. The s Dean of Academic Affairs or the Executive Director/Dean of Academic Affairs represents the Program Directors, faculty, and the Student Success Center manager on the Education Committee of the Executive Council. Educational policies and procedures, student support services, Student Learning Outcomes, and other educational issues are presented at the Education Committee meetings.

Frequent "Call for Comment" requests come from the Education Committee, such as the Standardized Syllabus Call for Comments, allowing further input from faculty in the governance of the College. **(1.38 Stand Syl Executive Summary, 4.57 EdCom News Mar 2012)** The Senior Director of Academic Affairs and Accreditation Liaison Officer is a member of the Executive Council and represents the College's educational programs, faculty, and student support.

The College President, Executive Council, and Education Committee guide the teaching and learning environment of the College. Student Learning Outcomes data and key performance areas have been established throughout the institution and are regularly measured, evaluated, and published.

Educational Program and Services Review, while a systematic process, is conducted formally every three years for each educational program and student service offered on each campus. The review and revision process involves the input of faculty, employers of our graduates, advisory board members, accrediting agencies, and peers from the community. **(1.2 Campus Program Review Handbook, 1.3 Online Program Review Handbook)**

The College President utilizes the Strategic Plan to strategize, oversee, and assess the administrative structure that is organized and staffed to reflect the College's purposes, size, and complexity.

	<p>The Strategic Plan clarifies the overall purpose of the College and the key opportunities for development and improvement over the planning period. The plan sets out measurable outcomes and is reviewed and updated every two years. (1.16 Strategic Plan FY13)</p> <p>Committees involved in developing and updating the Strategic Plan are Information Technology, Career Services and Outreach, Student Finance, Education, Student Advisory, Operations & Outcomes, Enrollment Services and Marketing, Human Resources, and Faculty Council. These committees are actively involved in the development and updating of the strategic plan as described in the Strategic Plan Development Process. (1.12 Strategic Plan Development Process, 4.51 Gov Board Org Struc)</p> <p>As evidenced by the Planning Calendar, the President ensures assessment and evaluation of the College’s goals and performance. The Planning Calendar denotes each committee’s meeting dates. (4.21 Planning Calendar)</p>
<p>IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	<p>The President is responsible to the Governing Board to carry out the College’s policies and is the final authority at the campus level. A description of the President’s responsibilities is in the Governing Board’s Bylaws.</p> <ul style="list-style-type: none"> • Serves as the Executive Secretary of the Governing Board, • Responsible for College educational and managerial affairs, • Implements all College policies, • Informs the Governing Board and Executive Council on appropriate matters, • Consults with the Governing Board in a timely fashion, • Serves as the key spokesperson for the College and executes all documents on behalf of the College and the Governing Board that are consistent with the Board policies and in the best interest of the College.
<p>IV.B.2.d. The president</p>	<p>The President is responsible for managing the College’s resources; however, stakeholders from all campuses are involved in the</p>

<p>effectively controls budget and expenditures.</p>	<p>financial planning efforts around the goals of the College as a whole, as well as the needs of individual campuses. Budgets are driven by the College’s long and short-term goals, as well as by the financial resources required to support the College. An estimate of enrollments and revenue is made based on historical data and market trends. The Executive Council and the Campus Executive Directors request input from staff and then work together to develop financial plans that support the mission of the College.</p> <p>(1.16 Strategic Plan FY13)</p> <p>The annual review of the College’s Strategic Plan and budget process and effectiveness are evaluated and measured in relationship to the Standards of Accreditation and the College’s mission statement.</p>
<p>IV.B.2.e. The president works and communicates effectively with the communities served by the institution.</p>	<p>The President is actively involved in the community and communicates and serves the community through the following:</p> <p>As a current board member of the California Association of Private Postsecondary Schools, the President is in continuous contact with other school groups and allied industry members, tracking challenges and sharing best practices.</p> <ul style="list-style-type: none"> • As a former president and member of the International Association of Business Communicators, Sacramento Chapter, the President was able to exchange views with public relations specialists as well as gain and share strategies for strategic thinking and planning. • As a member of the Sacramento Metro Chamber of Commerce, the President is able to stay current with the community’s business-to-business networking and visibility, business education, professional resources, and community development. • Attends hearings and meetings of State government, as well as meetings with elected Representatives <p>The President works with the Executive Council and the Governing Board to reach out and become more involved with acute care facilities and Bay Area companies, with an emphasis on establishing formal partnerships to better serve the training needs</p>

	of Northern California employers.
<p>IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>	<p>Carrington College California is a single educational institution with nine campuses under the leadership and management of the President of the College.</p> <p>Standards IV.B.3.a-g do not apply to Carrington College California.</p>
<p>IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</p>	<p>Not applicable to Carrington College California.</p>
<p>IV.B.3.b. The district/system</p>	<p>Not applicable to Carrington College California.</p>

<p>provides effective services that support the colleges in their missions and functions.</p>	
<p>IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>	<p>Not applicable to Carrington College California.</p>
<p>IV.B.3.d. The district/system effectively controls its expenditures.</p>	<p>Not applicable to Carrington College California.</p>
<p>IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</p>	<p>Not applicable to Carrington College California.</p>
<p>IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective</p>	<p>Not applicable to Carrington College California.</p>

<p>methods of communication, and they exchange information in a timely manner.</p>	
<p>IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>Not applicable to Carrington College California.</p>
<p>IV.B. Self Evaluation</p>	<p>Carrington College California acts as an independent policy-making body. The Governing Board is responsible for ensuring the quality and integrity of the College and that its mission statement serves as the foundation for all of the institution’s decisions. Members of the Governing Board are elected for a three-year term.</p> <p>The Governing Board Bylaws call for the Board to conduct a periodic self-assessment. The most current assessment was in July 2012. The Governing Board also evaluates the President. The President of the College, in conjunction with the Executive Council and its standing committees, develops annual goals and plans for the College. With the assistance of these committees, the President identifies priorities for the coming year. These goals and</p>

	<p>priorities are then reviewed and approved by the Governing Board.</p> <p>Carrington College California’s Governing Board is responsible for establishing and facilitating policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The College’s Governing Board also has the ultimate responsibility for ensuring a quality learning environment for students and fair and equitable treatment of employees.</p>
<p>IV.B. Actionable Improvement Plans</p>	<ul style="list-style-type: none"> • Under the leadership of the Executive Council, the Governing Board’s Code of Ethics will be broadly distributed and reviewed at the appropriate governance levels of the College. • The Human Resources Committee will review the hiring process to ensure that available positions are publicized in ways that enable to development of hiring pools of qualified applicants that more closely reflect the diversity of Carrington College California student body. • The Executive Council will develop a mechanism to more effectively and consistently link data derived through Institutional Research activities to the strategic planning and budget allocation process. • The Executive Council will better communicate the transparent review and evaluation process for strategic planning and budget allocation. • The Executive Council will reevaluate the process and criteria by which resources are allocated at all campuses and the Executive Council will re-evaluate how those decisions are communicated.
<p>IV. References</p>	<p>1.2 Campus Program Review Handbook</p> <p>1.3 Online Program Review Handbook</p> <p>1.12 Strategic Plan Development Process</p> <p>1.13 Budget Development Process</p> <p>1.16 Strategic Plan FY13</p> <p>1.19 Mission Subchange</p>

- 1.28 Exec Council and Committees
- 1.33 CCC SURVEY Jan 2012
- 1.36 Core Stand Syl
- 1.37 Linear Stand Syl
- 1.38 Stand Syl Executive Summary
- 1.50 Integrated Planning Manual
- 1.51 Education Master Plan
- 2.2 DOS Team Plan
- 2.30 Mission Statement
- 3.2 Governing Board Minutes 4.20.11
- 3.24 CCC 2011 audit
- 3.81 Operations Minutes
- 4.10 Student advisory Minutes 1.5.12
- 4.11 Gov Board Policy Updates
- 4.12 EC Minutes 06.21.12
- 4.15 Governing Board Minutes
- 4.16 EdCom Newsletter
- 4.17 Standard II Meeting Agenda
- 4.20 Gov Board Sept Special Mtg 09
- 4.21 Planning Calendar
- 4.23 Stand I Planning
- 4.24 Stand IV Planning
- 4.25 Stand III Planning
- 4.27 Program Advisory Committee PTA
- 4.34 Governing Board Minutes 4.18.12
- 4.36 Governing Board Minutes 1.19.11
- 4.39 President
- 4.4 Student Advisory Minutes 12.8.11
- 4.40 Sr. Director of Student Finance
- 4.41 Sr. Director of Acad Affairs & Accred Liaison
- 4.42 Dean of Career Services
- 4.43 Director of Human Resources
- 4.44 IT Manager

- 4.45 Dir Enroll Services
- 4.46 Sr. Dir Campus Operations
- 4.47 Board Minutes 2.1.12
- 4.48 Gov Board Self-Assess
- 4.49 Gov Board New Mem Orient and Mem Dev
- 4.5 Code of Ethics
- 4.50 Gov Board Pres Eval
- 4.51 Gov Board Org Struc
- 4.52 Board Minutes 7.21.10
- 4.54 Call for Comments Standard I
- 4.55 Call for Comments Standard II
- 4.56 Call for Comments Standard III
- 4.57 EdCom News Mar 2012
- 4.58 Call for Comments Standard IV
- 4.60 Governing Board Minutes 10.19.11