



CARRINGTON COLLEGE®
CALIFORNIA

Carrington College California: Accreditation Follow-Up Report

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Sacramento, CA. 95826

Submitted by
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Provost/Vice President of Academic Affairs; ALO

ACCREDITATION FOLLOW-UP REPORT

MARCH 15, 2014

Submitted for Consideration to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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Accreditation Follow-up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges
From: Carrington College California
Administration
7801 Folsom Boulevard, Suite 210
Sacramento, CA 95826

The follow-up report is submitted to ACCJC for the purpose of demonstrating that the institution has fully addressed recommendation number three and has sustained the resolution for recommendation number seven, per the ACCJC correspondence dated July 3, 2013. We certify that there was broad participation by the college community and believe this report accurately reflects the nature and substance of the college.

Signed:



William Curtis, Chair, Carrington College California
Governing Board
Date: March 15, 2014



Robert Paul, Carrington College California
President
Date: March 15, 2014

I. Statement on Report Preparation

This follow up report is being submitted to address the recommendations noted in the July 3, 2013 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission took action to **reaffirm accreditation** of Carrington College California with the requirement to complete a follow up report to address recommendation three and to ensure the resolution for recommendation seven had been sustained. This report will demonstrate the steps initiated by key stakeholders after the March 2013 accreditation visit to correct the deficiencies.

The college has taken the following steps to address the gap in student performance as noted in recommendation three:

- In 2013 the college assessed SLO data from 2012-13 in the areas of English Writing and Composition, Introduction to Psychology and Ethics in Contemporary Society to determine progress in student performance.
- In 2014 the college assessed SLO data in the area of English Writing and Composition to determine progress in student performance.

Through the process of addressing this recommendation there have been shared responsibility, input and dialogue from all key stakeholders and participation from the entire education community as evidenced by the following:

- The Director of Educational Research & Quality Assessment in conjunction with the Director of Faculty and Instruction led discussions with faculty and administrators on learning gaps and student performance.
- Regular meetings were held with key stakeholders throughout the college to discuss the progress on student performance and the efforts to improve outcomes.
- Enhanced resources were developed for students in the area of English Writing and Composition focusing on characteristics of performance levels for each assessment criteria.
- In 2013 the college began a calibration project in the area of English to validate instructor assessment in terms of comparability, provide advice on the application of criteria and review the assessment grade descriptions

This report was prepared by the Provost/Vice President of Academic Affairs and Accreditation Liaison Officer in conjunction with the Education Committee and key stakeholders throughout the college. As the signatures above indicate, this report was reviewed and accepted by the Governing Board on March 13, 2014.



Robert Paul, President

March 15, 2014

Date

II. Response to the Team Recommendations and the Commission Action Letter

ACCJC requires a Follow-Up Report be submitted on March 15, 2014. The Report demonstrates how Carrington College California has addressed recommendation three and sustained the resolution for recommendation seven to resolve the deficiencies noted.

Recommendation # 3:

In order to fully meet the Standard, the College should take action to address the gap in student performance in writing as evidenced in the General Education Learning Studies in 2009 and 2011 (11A.1.c) (ACCJC Visiting Team Report)

Overview of Progress on Recommendation

Baseline	Progress as of February 2014
2009 GE Learning Studies	Faculty implement improvement strategies to address self-identified weaknesses in student writing, in particular in relation to: <ul style="list-style-type: none"> ○ Sentence structure ○ Mechanics and presentation ○ Vocabulary and word usage. Strategies include: <ul style="list-style-type: none"> ○ Development of SLO approach to teaching and learning ○ Improved tutoring and computer labs
2012 Learning Studies	2012 New Learning Studies shows learning gap closing Additional resources allocated to learning support for GE writing, these included: <ul style="list-style-type: none"> ○ Implementation of additional self-directed online learning support resources made available to students, including: <ul style="list-style-type: none"> ○ Turnitin/GradeMark ○ Writing training videos available on the college learning ‘Hub’ ○ Tutor.com ○ Establishment of Student Success Centers at all campus locations. ○ Improved tracking and reporting of student progress enabling more timely intervention
2013 SLO data analysis	2013 data analysis shows learning gap continues to close. Development of learning support audio-visual, <i>‘Improving Writing in GE: SLO approach’ targeted at students of English Writing & Composition</i>
2014 SLO data analysis	Continued improvement in student performance in English Writing and Composition. College implements SLO assessment calibration for instructors of English Writing & Composition.

Background:

One aim of the college in the establishment of Student Learning Outcomes (SLO) assessments for General Education (GE) has been the gathering of granular SLO data relating to student writing skills, primarily skills in the areas of sentence structure, vocabulary and punctuation. The college embedded these criteria in assessment rubrics across a number of GE Humanities courses, including English Writing and Composition, Introduction to Psychology and Ethics in Contemporary Society.

Assessment rubrics for these courses shared a number of additional criteria relating to writing skills, namely, use of evidence to support ideas, structure and organization, sentence structure, mechanics and presentation, vocabulary and word usage (See Table 1).

Table 1: Assessment rubrics for selected General Education courses

English	Psychology	Humanities
Focus and purpose of central ideas	Clear hypotheses, issue or question	Clear hypothesis, issue or question developed
Ideas support and development	Use of evidence to support ideas	Use of sources to support ideas
Structure and organization	Structure and organization	Structure and organization
Audience tone and point of view		
Sentence structure	Sentence structure	Sentence structure
Mechanics and presentation	Mechanics and presentation	Mechanics and presentation
Vocabulary and word usage.	Vocabulary and word usage	Vocabulary and word usage
	Contextual knowledge	Understanding of theories of morality and ethics
	Reasoning	Application of theory to contemporary issue/problem
	Development of ideas	Development of ideas and reasoning
	Conventions of academic writing	Conventions of academic writing

SLO Data and Improvement Strategies 2008-2014

The approach to GE SLO assessment, described above, had a number of advantages, including the tracking of student performance in response to introduced changes, such as changes in available student resources and changes in teaching and learning strategies. Developing strategies to improve learning outcomes relating to student writing has been an ongoing focus since 2008.

The following table summarizes the relationship between the sequence of learning outcomes data, analysis of that data in Learning Studies, improvement actions taken as a result of the data analysis and the resulting improvement in student performance.

Learning Study	Learning outcome data	Improvement Strategy	Outcomes
2009	2008-9 English Writing & Composition and Mathematics Learning outcome data	Development of SLO approach to teaching and learning Improved tutoring and computer labs	
2012	2010-11: English Writing & Composition and Mathematics, Introduction to Psychology, Ethics in Contemporary Society	Implementation of additional self-directed online learning support resources made available to students, including: <ul style="list-style-type: none"> • Turnitin/GradeMark • Writing training videos available on the college learning “Hub” • Tutor.com Establishment of Student Success Centers at all campus locations. Improved tracking and reporting of student progress enabling more timely intervention	SLO data indicates improvement in student writing
2013	2012-13 data: English Writing & Composition, Introduction to Psychology, Ethics in Contemporary Society	Development of learning support audio-visual, <i>‘Improving Writing in GE: SLO approach’ targeted at students of English Writing & Composition</i>	SLO data indicates improvement in student writing
2014	2014 data: English Writing & Composition	Implementation of assessment calibration exercise for instructors of <i>English Writing & Composition</i>	SLO data indicates improvement in student writing
2014-15	2014-2016: English Writing & Composition Introduction to Psychology, Ethics in Contemporary Society	To Be Announced	To Be Announced

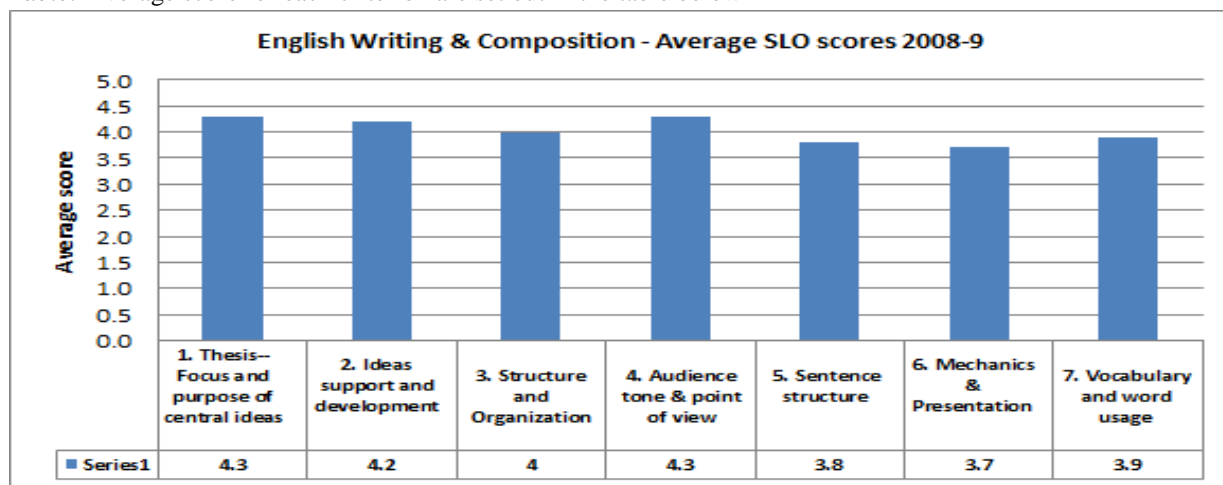
2009 English Learning Study

In 2009 the college reviewed 2008-9 student learning outcome data for English and Mathematics courses. Data for the English course were collected between July 2008 and January 2009 and covered approximately 422 students (266 on ground and 156 online). The common criteria were set out in the assessment rubric for each course and were accompanied by grade descriptors describing features typical of each performance level. Performance levels were numbered from 5, for the highest performance level, to 1, for the lowest performance level.

The English Learning Study identified the following gaps in student writing skills:

- Sentence structure
- Mechanics and presentation
- Vocabulary and word usage.

Table: Average score for each criterion are set out in the table below



Actions Taken to Date to Address Self-identified Learning Gap

Improvement plans to address the identified learning gap in student writing performance were developed and implemented. These improvement plans included improved computer labs and more focus on the learning outcomes in the teaching and learning process.

As part of the 2010 GE program review, GE program directors submitted SLO reports that included campus improvement plans addressing the identified performance gaps in writing. In the section improvement plans instructors were developing additional strategies to close identified learning gaps. These strategies were evaluated in the ongoing follow up Learning Studies completed in 2012.

2012 Learning Studies

In 2012 the college undertook additional research into learning outcome data from selected GE courses, including English Writing and Composition, Introduction to Psychology and Ethics.

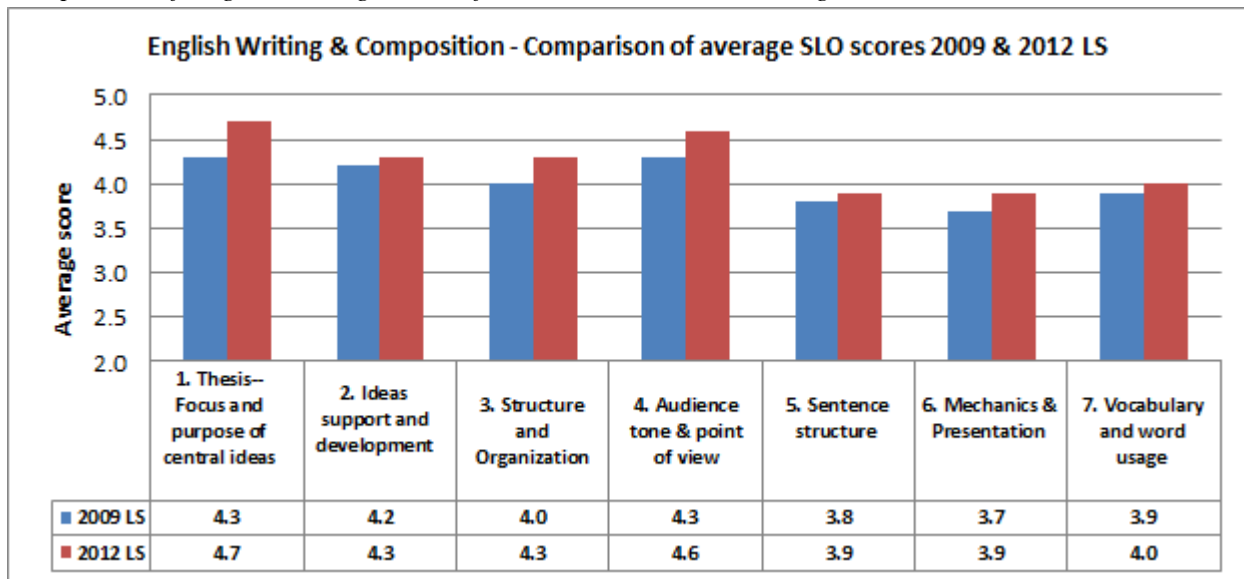
The college was interested in:

1. Was there improvement in student performance on relevant criteria in English Writing and Composition?

In 2012 SLO data for English1: College Writing and Composition from each of the Carrington College California campuses was examined. Data was collected between August 2010 and July 2011 and covered approximately 191 students.

The 2012 English Learning Study found that average student performance in sentence structure, mechanics and presentation, vocabulary and word usage showed improvement between 2008 and 2011.

Comparison of English Average Scores from 2009 and 2012 Learning Studies



C1: Focus and purpose of central ideas; C2: Ideas support and development; C3: Structure and organization; C4: Audience tone and point of view; C5: Sentence structure; C6: Mechanics and presentation; C7: Vocabulary and word usage

The report noted:

As can be seen in [from the table], there is evidence to suggest that gradual improvements are being recognized as a result of the strategies (e.g., tutoring, computer labs, and additional oversight) implemented from the previous year¹.

Nevertheless, the report also noted that relative to other assessment criteria students were performing less well on sentence structure, mechanics and presentation, vocabulary and word usage. The college followed up on this observation with a number of additional learning resources as referenced under “additional resources to support student writing” below.

2. How did students perform on similar writing assessment criteria in other GE courses?

Introduction to Psychology

SLO data for Psychology 2: Introduction to Psychology was examined. Data was collected between August, 2010 and August 2011 and covered approximately 417 students. The data related to student performance against a common set of assessment criteria on a common task. The common criteria are set out in the assessment rubric and are accompanied by a rubric describing features typical of the 5 performance levels.

SLO data for HUM200: Ethics in Contemporary Society from each of the campuses and online was examined. Data was collected between August 2010 and August 2011 and covered approximately 417 students. The data related to student performance against a common set of assessment criteria on a common task. The common criteria are set out in the assessment rubric and are accompanied by a rubric describing features typical of the 5 performance levels.

Data indicated improved student performance over the period on criteria relating to the assessment of sentence structure, mechanics and presentation and vocabulary and word usage. (*See Appendices for Charts*)

3. Additional resources to support student writing

In 2011-2 the college implemented a number learning resources as part of ongoing support of student writing skill development. These include:

- Turnitin/GradeMark - GradeMark allows each professor to provide rich feedback to students by enabling editorial highlights and custom comments directly on student papers.
- Writing training videos available on the college learning “Hub”
- Tutor.com - Provides 24-hour tutoring support for students including writing support. Sessions are recorded for students to refer back.

¹ CCC 2011 English Learning Study page 5 <https://carringtonedu.securevdr.com/?cmd=rp&id=37418ecd33604072>

- Establishment of Student Success Centers at all campus locations.
- Improved tracking and reporting of student progress enabling more timely intervention

2013 SLO Data Analysis – Has improvement been sustained?

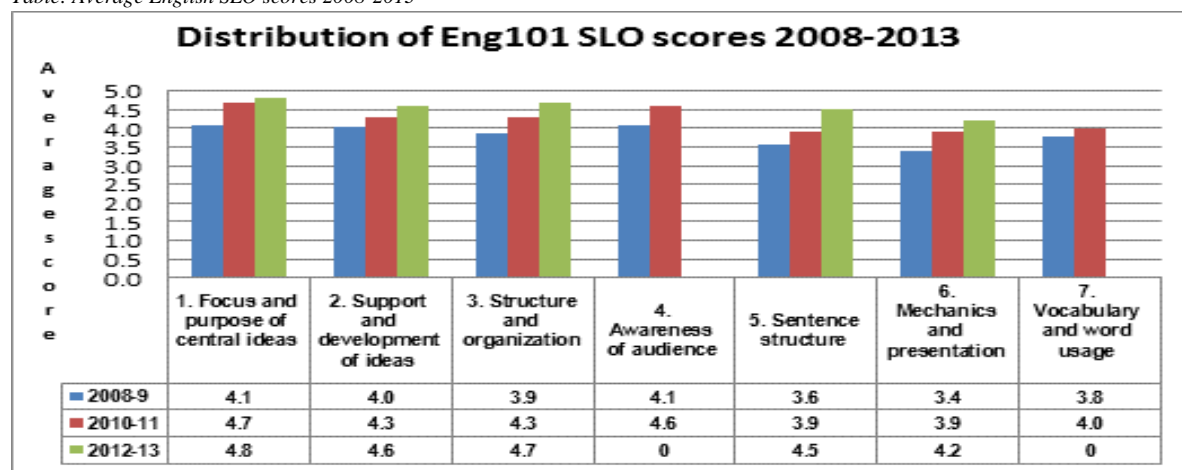
In 2013, as part of our ongoing review of SLO assessment results and because the area had been identified during the ACCJC site visit as requiring further investigation, the college undertook an analysis of student learning outcome data for English Writing and Composition, Ethics in Contemporary Society and Psychology to ascertain whether the patterns of student performance noted in the 2012 Learning Study was being sustained.

English Writing & Composition – Continued Improvement

Data indicates that the students continue to improve in areas identified in the 2009 and 2012 Learning Studies and noted in the ACCJC reaccreditation site visit report. SLO assessments for 706 students from January 2012 to December 2013 were analyzed. A comparison of outcomes for the periods 2008-9, 2009-10 and 2012-13 supports the view that ongoing improvement strategies at the classroom level and additional resources at the college level have positively impacted student performance:

- Average student performance on the sentence structure criteria increased from 3.6 in 2008-9 to 4.5 in 2012-13
- Average student performance on the Mechanics criteria increased from 3.4 in 2008-9 to 4.2 in 2012-13
- Although, overall, students scored higher on all criteria than in 2008-9 and 2010-11, students did not perform as well in sentence structure and mechanics compared to some other criteria.

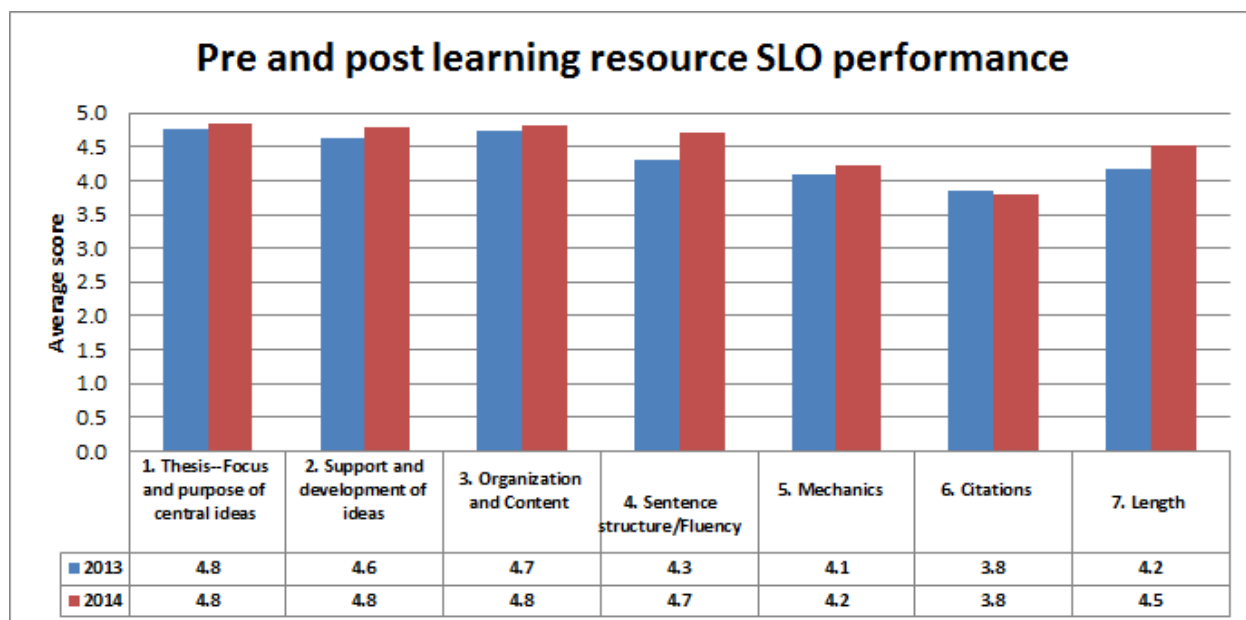
Table: Average English SLO scores 2008-2013



Additional Improvement Action

In 2013 the college developed a resource for students in English Writing and Composition focusing on characteristics of performance levels for each of the assessment criteria. Instructors were asked to ensure students viewed the resource at the commencement of the essay drafting process. The aim of this initiative was to increase intentionality by focusing on the assessment criteria in drafting process. A secondary aim was to remind instructors of the role of assessment criteria in the teaching and learning process.

The following table sets out average student performance after viewing the resource.



Data suggests that a focus on assessment criteria in the learning process improves student performance².

English Assessment Calibration 2014

In 2013 the college began an assessment calibration project in English with the following aims:

- Validating instructor assessment in terms of comparability
- Providing advice on the application of criteria
- Reviewing the assessment grade descriptions

Student work at high, medium and low levels of performance has been distributed to English instructors. Following an analysis of instructor assessment data by the Director of Faculty and

² One of the findings of the first GE Learning Study was that an SLO approach to teaching and learning did result in improved student performance. The College has also recently conducted a faculty training day on lesson planning and SLO assessment.

Director of Educational Research and Quality Assessment a meeting will be conducted with English faculty to discuss and moderate assessments. Subsequently, the college will seek input from faculty in the redrafting of the descriptions of performance levels.

Recommendation #3 Conclusion

The gap in student writing identified in the 2008-9 and 2010-11 Learning Studies continues to close. The college will continue with common criteria with assessment rubrics across selected general education courses. Analysis of performance data will continue through 2014-2015.

The English calibration exercise will inform the review of performance level descriptors and improve the validity of data. Calibration exercises will be conducted in other selected GE courses in 2014-15. With the aforementioned data and analysis provided, the college believes it has thoroughly addressed recommendation three and will continue to focus on continuous improvement.

Recommendation # 7:

In order to fully meet the Standard and to provide appropriate services, the College should restore full access to the online library catalog. (II.C.1.c; II.C.1.d)

Background:

In the past, Librarians at each Carrington College California campus have managed and maintained the individual college library catalogs and holdings. At the time of the ACCJC site visit, the library was no longer hosted online due to a server upgrade. Prior to the submission of the draft evaluation team report, the server update was completed and full access restored.

Actions Taken:

- Server upgrade - completed
- All Student Success Center Managers have been trained on cataloging processes including updating the online catalog.
- All campus libraries are currently utilizing the DB Textworks: InMagic software, version 14, which was updated in December 2013 to the most up-to-date format.
- Web hosting of the online library catalog has been updated and reflects the most current and accurate versions of all campus library catalogs.
- The library catalogs are being maintained and monitored by the Director of Library Services and backed up to the new server.

Student Access:

Students are able to access the following links through the “Carrington College California Online Catalog” website:

- Carrington College California Library Website: <http://students.carrington.edu/library/>
- Direct Link to Online Catalog: <http://24.104.64.234/library/searchlibrarycatalog.htm>
- All Pomona holdings are located in the shared DeVry/Carrington Library and accessible from http://www.pom.devry.edu/campus_library.html or library.devry.edu

Conclusion to Recommendation #7:

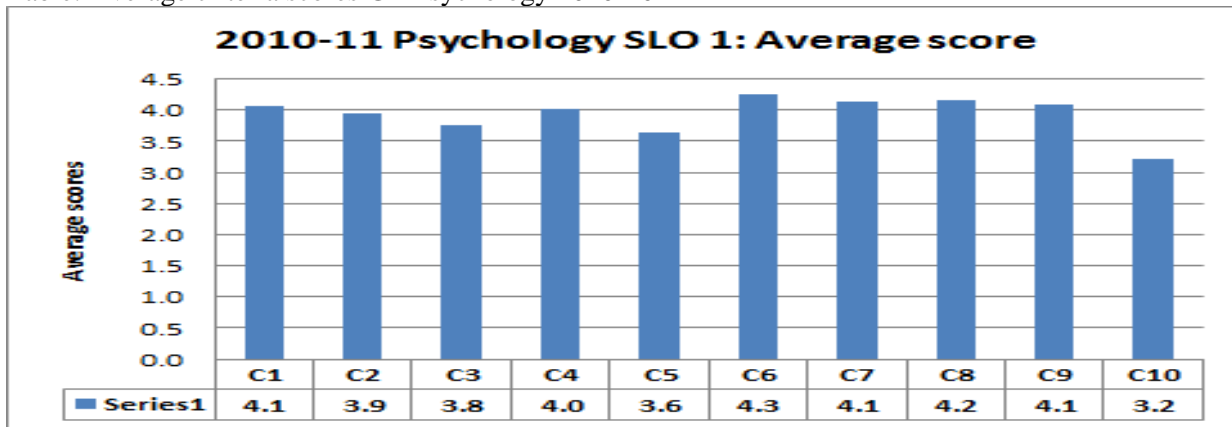
As is evidenced by the previously identified information, the college has sustained full access to the online library catalog.

III Appendices

Appendix A - Recommendation # 3:

Introduction to Psychology

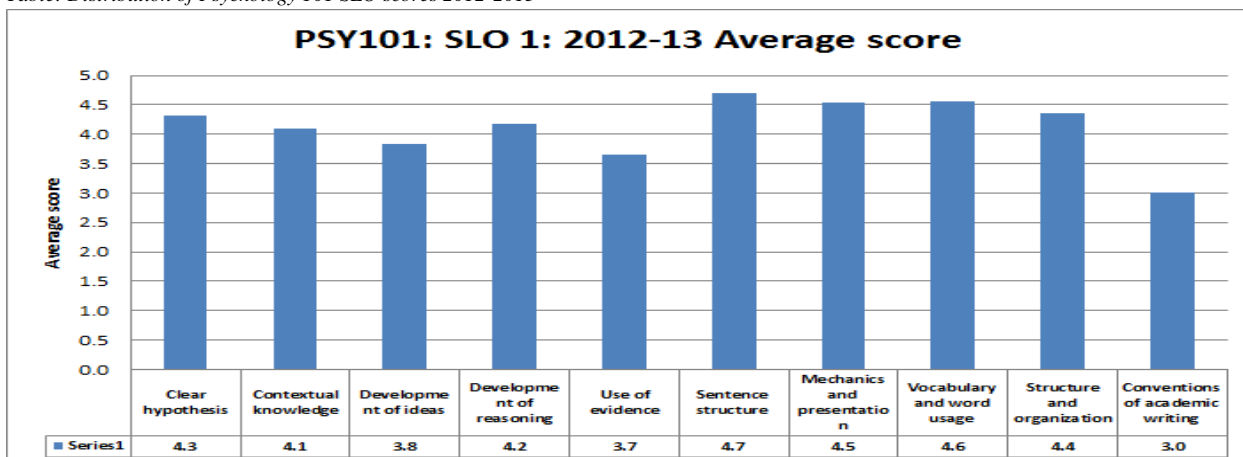
Table: Average criteria scores GE Psychology 2010-2011



C1: Clear hypotheses, issue or question; C2: Contextual knowledge; C3: Development of ideas; C4: Reasoning; C5: Use of evidence to support ideas; C6: Sentence structure; C7: Mechanics and presentation; C8: Vocabulary and word usage; C9: Structure and organization; C10: Conventions of academic writing

SLO assessments for 360 psychology students from 2012 to 2013 were analyzed. Data indicates that the students continue to improve on all criteria with the exception of a slight decrease in C10.

Table: Distribution of Psychology 101 SLO scores 2012-2013

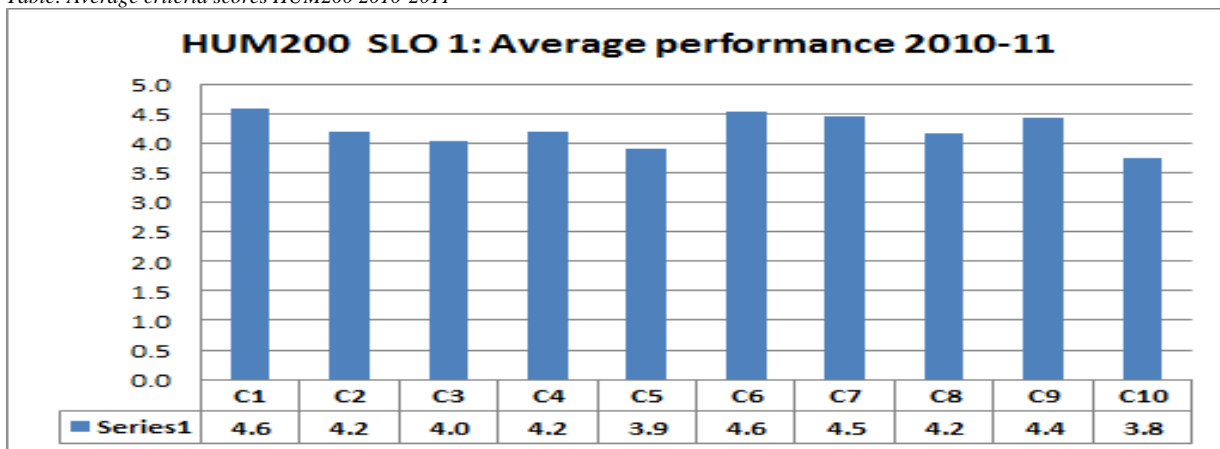


C1: Clear hypotheses, issue or question; C2: Contextual knowledge; C3: Development of ideas; C4: Reasoning; C5: Use of evidence to support ideas; C6: Sentence structure; C7: Mechanics and presentation; C8: Vocabulary and word usage; C9: Structure and organization; C10: Conventions of academic writing.

HUM200 Ethics in Contemporary Society

SLO data for HUM200 Ethics in Contemporary Society from each of the campuses and online was examined. Data was collected between August 2010 and August 2011 and covered approximately 417 students. The data related to student performance against a common set of assessment criteria on a common task. The common criteria are set out in the assessment rubric and are accompanied by a rubric describing features typical of the 5 performance levels.

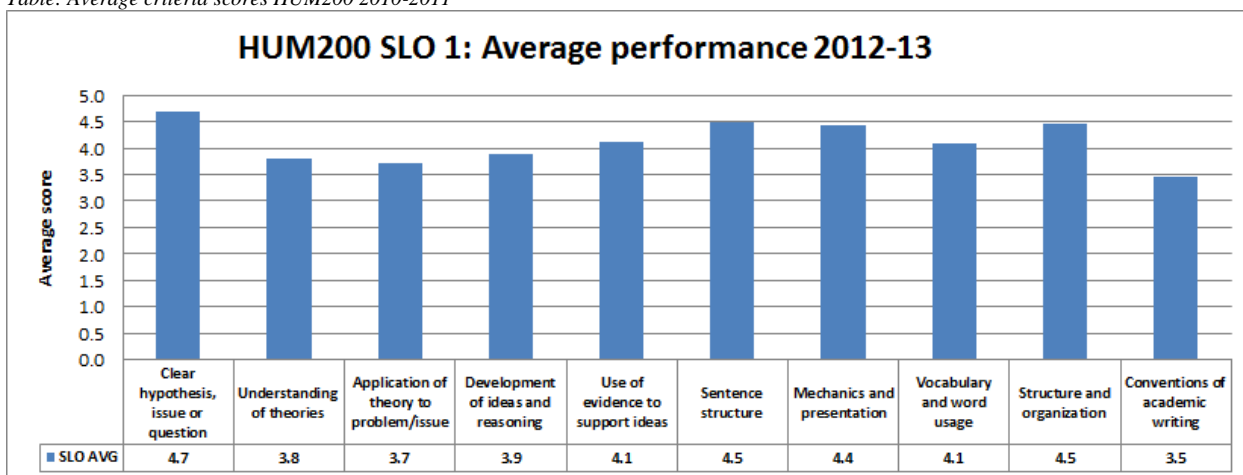
Table: Average criteria scores HUM200 2010-2011



C1: Clear hypothesis, issue or question; **C2:** Understanding of theories of morality and ethics; **C3:** Application of two theories to contemporary problem/issue; **C4:** Development of ideas and reasoning; **C5:** Use of evidence to support ideas; **C6:** Sentence structure; **C7:** Mechanics and presentation; **C8:** Vocabulary and word usage; **C9:** Structure and organization; **C10:** Conventions of academic writing

SLO assessments for 1047 students from January 2012 to December 2013 were analyzed. Data indicates improvement at C1, C5, and C9.

Table: Average criteria scores HUM200 2010-2011



Appendix B - Recommendation # 7:

Library Catalog hosted on the Carrington College California Library website:



Search the Catalog

Type a word, phrase, or search expression in one or more of the boxes below. Examples:

*Nurs** retrieves Nurse, Nurses, Nursing, etc

Cancer & treatment retrieves items with BOTH words

Cancer / diabetes retrieves items with EITHER word

"CMA Today" retrieves that phrase

"Cancer" and *"cancer"* are the same when searching. Case doesn't matter.

Title
 AND ▾

Author
 AND ▾

Subject
 AND ▾

Program
 AND ▾

Any word
 AND ▾

- All Locations Citrus Heights Pleasant Hill
 Sacramento San Jose San Leandro Stockton