CARRINGTON COLLEGE®

Carrington College: Midterm Report

7801 Folsom Blvd., Ste. #210
Sacramento, CA. 95826

MIDTERM REPORT
MARCH 15, 2016

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

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Report Preparation and Approval

The preparation of this Progress Report involved participation of faculty, staff, and administrators. Listed below are the key participants in the preparation of this report.

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Debbie Oberlander, Director, Accreditation and Compliance

Executive Council Members:
Mitch Charles (VP, Enrollment Services), Scott Sand (Sr. Director of Student Services), Beth Rogers (VP, Finance), Charlene Prince (Sr. Director of Human Resources) Jim Brenner (VP, Marketing) David McMurtry (VP, Information Technology), Jim Murphy, David Kaye and Craig Jacob (Directors of Campus Operations)

Executive Directors; Deans of Academic Affairs; National Deans; National Registrar; Student Success Center Managers; faculty and staff on all campuses.
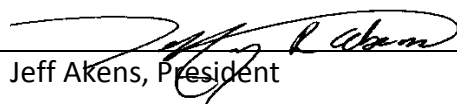
Certification of the Midterm Report

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

From: Jeff Akens, President
        Carrington College
        7801 Folsom Boulevard, Suite 210
        Sacramento, CA 95826

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signed:

Jeff Akens, President	March 10, 2016
	Date
William Curtis, Chair	March 10, 2016
Governing Board	Date
Dr. Danika Bowen, Provost/Vice President of Academic Affairs & ALO	March 10, 2016
	Date

I. Introduction

<u>Background/History of the Institution</u>

Carrington College (CC), formerly Carrington College California and before that 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.

The College was purchased in 1969 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. Western Career College opened a second campus located at the Bayfair Mall in San Leandro, CA in 1986 and a third campus in Pleasant Hill, CA in 1997.

The College earned initial 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, owned by U.S. Education Corporation, was nationally accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT). This merger expanded college locations in California to Antioch (originally in Walnut Creek), Emeryville and San Jose. The Fremont location of Silicon Valley College was merged with the Western Career College in San Jose.

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. Please note that DeVry Inc. changed their name to DeVry Education Group in August 2013 to better identify as a global provider of educational services.

The subsequent and chronological events bulleted below are following the parent organization's name change.

- The ACCJC/WASC Committee on Substantive Change approved a new campus location in Pomona, CA and the offering of four programs through online delivery in June 2009. Later 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 a name change from Western Career College to Carrington College California, as well as changes to the College mission statement, on January 29, 2010. The new name was implemented on June 30, 2010.
- The College submitted its self-evaluation prior to the March 2013 re-accreditation site visit in January 2013.
- The College received notification from ACCJC/WASC reaffirming accreditation for six years on July 3, 2013.
- The College received ACCJC/WASC approval to merge the Emeryville and San Leandro campuses and the Antioch and Pleasant Hill campuses in 2013. Also in 2013, the College received ACCJC/WASC approval to add eleven new campuses under the Carrington College California regional accreditation umbrella following federally mandated site visits to each of the new campuses.
- The College received ACCJC/WASC approval to add the Criminal Justice Associate of Science degree program and the Massage Therapy Certificate of Achievement program to the Pomona campus in 2014. The College also received ACCJC/WASC approval to offer three programs with 50% or more via distance education in 2014.
- Carrington College and Carrington College California received approval from ACCJC/WASC to consolidate all 18 campuses under central leadership as one institution accredited by ACCJC, effective July 3, 2014.
- Carrington College California received approval from ACCJC/WASC to change its name to Carrington College (CC) in 2014.
- Carrington College received approval to rescind the teach-out notification at the Portland campus and to add four existing programs to six additional Carrington locations September 25, 2014.
- Carrington College received approval to relocate the San Jose campus on November 17, 2014.
- Carrington College received approval to reactivate the voluntarily suspended Health Care Administration and Medical Billing and Coding programs via 100% distance education and offer the Criminal Justice program with a Certificate of Achievement and degree completion option hybrid with 50% or more via distance education on March 7, 2015.

II: Continue Fulfillment of ACCJC Eligibility Requirements

The College meets the Eligibility Requirements for ACCJC-WASC accreditation. The following Eligibility Requirements are currently met and will continue to be met by Carrington College at all campus and home office locations, and for all campuses, programs and services offered:

The following information demonstrates that Carrington College will remain compliant with each of the 21 eligibility requirements subsequent to the requested change.

1. Authority
Carrington College (CC) 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. Carrington has been ACCJC/WASC accredited since June 2001. This information is published in handbooks, publications, and the College catalog. This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

2. Mission
The mission of Carrington College 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
Carrington College has a six-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. The Governing Board members are identified in the Carrington College catalog. (http://docs.carrington.edu/catalog/carrington-college-california.pdf)

4. Chief Executive Officer
The President of Carrington College, Jeff Akens, 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 fall 2014, there were a total of 9,629 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. As of fall 2014, the College has 631 full-time and part-time faculty combined with 610 full-time and part-time administrative and support staff.

6. Operational Status

As of fall 2014, there were a total of 9,629 students enrolled. 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 Carrington College's Academic 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 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, above all, seek 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 Carrington College Academic Catalog.

13. Faculty

Carrington College 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's Academic 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 though online providers and in-services to enhance their pursuit of being life-long learners.

14. Student Services

Carrington College provides appropriate student services that support student learning and development within the context of the institutional mission. The purpose of Carrington College 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 U.S. 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 for Community and Junior Colleges.

19. Institutional Planning and Evaluation
The institution engages in systematic evaluation on a continuous basis 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 Academic 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 Carrington College's Academic Catalog.

21. Integrity in Relations with the Accrediting Commission
The Carrington College 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 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.

III. Response to the Recommendations from the Commission's Action Letter

Recommendation 1: *In order to further improve, the College should develop a specific and consistent process for reviewing the missions statement, including an evaluation of the process used to update the mission statement. (I.A4)*

Progress to Date
Carrington College'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.

According to the College 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 ACCJC 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.

Carrington College reviews its mission statement during the College's strategic planning process conducted yearly via a call for comment. Additionally, colleagues review the mission statement every two years during the program review process. For specific details, please refer to Exhibit 1b and Exhibit 1e.

In 2014-15, the College launched a survey targeted at senior leaders at the College to get a measure of the level of satisfaction with the mission statement.

Analysis of Results
Survey results indicated that, although 68% agreed or strongly agreed that the College mission is an effective statement setting out the College purpose, 20% disagreed or strongly disagreed and the remaining 12% were neutral. Program review input on the mission statement has not indicated any issues amongst faculty. However, the College is not convinced that this survey provided sufficient data to complete the review.

Additional Plans going forward
Instead of a targeted survey the College will launch a college-wide survey seeking input on the review of the mission statement. The Governing Board will review the findings and recommend changes to the mission statement and the ongoing process of review.

Timeline
October 2016

Responsible Colleague(s)
Director Institutional Effectiveness
Provost/ Vice President of Academic Affairs

Education Committee

Supporting Evidence
Exhibit 1 - Governing Board Bylaws
Exhibit 1a – March President's Message
Exhibit 1b – Integrated Planning Process
Exhibit 1c – Committee Structure
Exhibit 1d – Committee Structure Planning Process
Exhibit 1e – Program Review Matrix
Exhibit 1f – Mission Statement Review Minutes

Recommendation 2: *In order to further improve the programs and services, the College should continue to formalize and document processes relating to College wide communication and participation around institutional effectiveness. This includes providing additional information to the general student body on the roles, capacity, and accomplishments of the Student Advisory Committee. (I.B.4; I.B.5; I.B.7; II.B.3.b; N.A.2.a; IV.A.3)*

Progress to Date
Institutional effectiveness at Carrington is a series of processes, some continuous and some cyclical, some college-wide, some campus-specific, conducted within a critical framework of assessing outcomes, reviewing goals and objectives and planning for improvement.

At the campuses level, colleagues engage in reviewing goals, evaluating outcomes and planning for improvement at education management, campus management, and department and faculty meetings. Campus colleagues also engage in institutional effectiveness processes, such as, the program review process and the annual planning process.

A good example of an ongoing college wide component of institutional effectiveness is the quarterly operations assessment. Each quarter regional operations directors meets with campus leadership to review all aspects of student achievement and learning outcomes.

Cyclical institutional effectiveness processes include program review. During program review, faculty engage in a 360-degree review of all aspects of their program. The review is supported by comprehensive learning and achievement data. Service areas review department performance against goals and objectives and report on the contribution to the institutional learning outcomes.

Some institutional effectiveness processes are continuous. For example, review and assessment of course and program SLOs, although formally conducted every two years as part of program review, is also undertaken on a continuous basis. Faculty analyze learning outcomes and complete improvement plans at the end of each course section. National Deans conduct bi-weekly discussion with campus program directors during which student achievement and learning outcome data are analyzed and improvement plans agreed upon.

All Institutional effectiveness processes are data driven. Dialogue involves analysis of outcomes, identifying gaps and agreeing on plans for improvement.

The main area of concern for the College in this area relates to whether faculty and staff understand how their activity in these areas relate to overall institutional effectiveness. The College has deployed a number of strategies to address this concern, including:

- Revising the *Institutional Effectiveness Manual* and the *Integrated Planning Manual* and distributing them widely though campus Education Management Team meetings.
- Utilizing campus town hall meetings to reinforce colleague engagement in the planning process
- Implementing a bi-weekly review of student learning and achievement outcomes with national deans and program directors, utilizing up to date outcome data and using this to connect with other effectiveness strategies, including program review
- Implementing a more formal reporting out of committee decisions

Analysis of Results
While the College is generally satisfied with the structure and organization of these processes, the College is aware that what has been achieved and what it has meant for institutional effectiveness has not been highlighted in a systematic way to the College community. For example, the College is aware that it needs to improve communication to faculty on the final outcomes of program review global recommendations.

The College could also improve communication to the College community about the role and outcomes of committee deliberations in improving institutional effectiveness. Similarly, communication about the role of the Student Advisory Council and its role in College planning and resource allocation needs improvement and is being addressed through input from the Student Advisory committee.

Additional Plans going forward
As part of ongoing review following the 2016 planning and resource allocation cycle, the College will conduct a college-wide survey seeking colleague input of their knowledge of Carrington's planning processes, awareness of the role and outputs of College committees and their understanding of the links between these processes and institutional effectiveness. Additionally, the College will review the results from the Student Advisory Committee input to better determine ways to ensure the student body is aware of the contributions made by its committee and the voice they have within the process.

Timeline
October 2016

Responsible Colleague(s)
Director, Educational Research & Instructional Innovation
Provost/ Vice President of Academic Affairs
Education Committee

Supporting Evidence
Exhibit 2 - Education Committee
Exhibit 2a - Education Management Team minutes
Exhibit 2b – Campus Management Team minutes
Exhibit 2c - Student Advisory Committee meeting minutes
Exhibit 2d - Program Review Launch minutes
Exhibit 2e – Program Review Faculty minutes

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 conducted in 2009 and 2011.* **(II.A.1. c)**

The College responded to recommendation three on March 15, 2014 within the ACCJC Follow-up Report, which has been approved by ACCJC.

Supporting Evidence
Exhibit 3 – ACCJC Follow-up Report

Recommendation 4: *In order to further improve, the College should consolidate the integrated program review and assessment processes in a single document, the program review document. Additionally formalizing and clearly delineating processes and functional responsibilities, including the role of faculty and staff in making decisions, will further improve operations, including the process through which curriculum is developed, proposed, reviewed, and revised. (II.A.2.f; III.A.5; IV.A.2; IV.A.2.a; IV.A.2.b)*

Progress to Date
The College has a number of overlapping key documents in relation to program review, curriculum and SLO assessment. For example, we currently have a program review manual for online programs and one for onsite programs, a SLO assessment manual as well as separate documents detailing processes through which curriculum is developed and discontinued. The number of overlapping key documents militates against clarity of purpose and can lead to confusion about roles, responsibilities and accountability for process outcomes.

Analysis of Results
The 2016 Program Review and Assessment Manual is currently being drafted. The manual will be evaluated by the Education Committee and will be reviewed as part of the ongoing assessment of the program review process. The aim is to consolidate the program review and assessment processes and their links to organizational planning and institutional effectiveness in a single document. This document will clarify the role of faculty and staff in making decisions and will improve operations.

Additional Plans Moving Forward
The manual will be evaluated by the Education Committee and will be reviewed as part of the ongoing assessment of the program review process.

Timeline
June 2016

Responsible Colleague(s)
Director, Educational Research & Instructional Innovation
Provost/ Vice President of Academic Affairs
Education Committee

Supporting Evidence
Not required based on completion date for recommendation number four.

Recommendation 5: *In order to further improve, the College should infuse ethical citizenry, effective interpersonal skills, and cultural diversity and sensitivity into the curriculum. (II.A.3.c)*

Progress
A task force was formed with members that include the Director, Educational Research & Instructional Innovation, National Deans and the Executive Assistant to the Provost. The task force has collected data from all campus locations to develop a snapshot of civic and community activities that promote civic engagement in students in their communities.

Analysis of Results
An important objective for the College is to determine the level of civic engagement and link the community activities to what the students learn while participating. The initial campus-by-campus audit reveals common themes in learning outcomes from civic engagement, such as professionalism, working with diverse patient groups, communication and collaboration.

Additional Plans Moving Forward
The task force will continue meeting in 2016 with the aim of developing strategies to improve participation in civic engagement and to link specific civic activity with specific Institutional Learning Outcome's. At that point the group will determine if a White Paper is required.

Timeline
October 2016

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Education Committee

Supporting Evidence
Not required based on timeline for completion timeline for recommendation number five.

Recommendation 6: *In order to further improve, the College should indicate in the grievance/complaint section of the catalog how complaints could be made to ACCJC and other regulatory agencies. (II.B.2.c)*

Progress to Date
The College understands the grievance/complaint process should be easily accessible for students and/or the public to speak with outside accreditors or regulatory agencies should they deem this action necessary. The grievance/complaint information has been added to the College catalog within the accreditation section.

Analysis of Results
Analysis has determined that providing the grievance/complaint process for both the institutional accreditor and regulatory agencies within the accreditation section of the College catalog has made it easier for students and the general public to ascertain the information necessary for filing a grievance/complaint.

Timeline
Completed November 2015

Responsible Colleague(s)
Director, Accreditation
Provost/ Vice President of Academic Affairs
Education Committee

Supporting Evidence
Exhibit 6 - Carrington College Catalog, page 5
Exhibit 6a – Carrington College Catalog, page 6

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)*

The College responded to recommendation 7 on March 15, 2014 within the ACCJC Follow-up Report, which has been approved by ACCJC.

Supporting Evidence
Exhibit 7 – ACCJC Follow-up Report

IV. Responses to the Self-identified Master Plan for Improvement (Self-Study- 2013)

Standard 1 (Institutional Mission and Effectiveness)

Standard IA. 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. (2013)

Progress to Date
The Carrington College's Governing Board's Bylaws (Article III C 1), state that the 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.

Carrington College reviews its mission statement during the College's strategic planning process via a call for comment. Additionally, colleagues review the mission statement every two years during the program review process. Prior to the submission of the Self-Evaluation in January 2013 the College changed the program review process to be reviewed two years instead of every three years. In 2014-15, the College launched a survey targeted at senior leaders at the College to get a measure of the level of satisfaction with the mission statement.

Analysis of Results
Survey results indicated that, although 68% agreed or strongly agreed that the College mission is an effective statement setting out the College purpose, 20% disagreed or strongly disagreed and the remaining 12% were neutral. Program review input on the mission statement has not indicated any issues amongst faculty. However, the College is not convinced that this mechanism is an effective one for ongoing review of the mission statement.

Additional Plans going forward
The College will launch a college-wide survey seeking input on the review of the mission statement. Results will be reviewed by the Executive Council and recommendations made to the Governing Board.

Timeline
September 2016

Responsible Colleague(s)
Executive Council
Director, Educational Research & Instructional Innovation

Standard I.A.1. *Under the leadership of Executive Council, the College will create a student equity task force to analyze best practices from all campus and create standardized practices. (2014)*

Progress to Date
Under the direction of the Provost/ Vice President of Academic Affairs and oversight of the Executive Council, the Education Committee serves as a student equity task force to ensure quality, compliance, and standardization.

The Education Committee consists of the Provost/Vice President of Academic Affairs and Accreditation Liaison Officer, the Associate Provost, Director of Research and Assessment, Director of Faculty and Educational Technology, Dean of Academic Operations, all program National Deans, and all campus level Deans of Academic Affairs, Program Directors, and faculty.

The Education Master Plan identifies key goals and objectives and serves to provide common clear direction for local campus planning and action. All members of the Education Committee are responsible for approving, implementing, and monitoring adherence to the Education Master Plan by all programs. The Education Master Plan establishes benchmarks for student outcomes such as retention, graduate placement, 3rd party exam pass and participation rates, and student satisfaction. It is the responsibility of all National Deans, Deans of Academic Affairs, Program Directors, and program faculty to ensure each program at every campus is progressing towards attainment of the plans stated benchmarks and following stated guidelines and processes.

In 2014, the College opened and filled new positions for National Deans of various programs. The individuals in these positions serve as the Subject Matter Experts (SME) for their respective program and are tasked with ensuring program standardization across various campuses. National Deans and their respective program directors meet on a bi-weekly basis to discuss program outcomes in relation to the stated benchmarks in the Education Master Plan, review program accreditation requirements and updates, review curriculum changes, and to share best practices. The addition of this role has drastically improved the communication and standardization of all Carrington programs. Additionally in 2014, the Dean of Academic Operations initiated bi-weekly meetings with all campus Deans of Academic Affairs to discuss College policy changes, give project updates, and ensure standardized communications amongst all campuses. These bi-weekly meetings and trainings ensure all campuses receive the same information and are following the same processes. Deans of Academic Affairs are given an opportunity to share best practice strategies, discuss questions or concerns, and submit ideas or suggestions for continuous improvement.

The Dean of Academic Affairs distributes information received from the Deans of Academic Affairs bi-weekly meetings to Program Directors during monthly Education Management Team (EMT) meetings to ensure all program directors receive project and strategy updates. Additionally, Deans collect best practices and solicit questions or suggestions to be presented at future bi-weekly Dean Meetings. EMT meetings also serve as a platform for all campus program directors to share program updates, discuss challenges, offer suggestions, and discuss campus level events and projects. The Director of Research and Assessments circulates a monthly report (Dashboard) to all National Deans and Deans of Academic Affairs, which offers an update on all programs and their achievement towards the stated benchmarks in the Education Master Plan.

Additionally, Program and Service Reviews take place on a two-year cycle, which is designed to improve institutional effectiveness by performing a systematic evaluation of all areas affecting program delivery including curriculum, textbooks, equipment, student learning outcomes, student achievement, and overall program outcomes. Program Directors and faculty complete a 360-degree review of their program and establish programmatic processes designed to ensure academic quality and improved student outcomes. Recommendations affecting all campuses for a specific program/service are termed "Global" recommendations. Global recommendations, such as new equipment, are presented to the Education Committee for review and once approved they are sent to the Executive Council (EC) for final review and approval. Once approved by the EC, global recommendations are carried forward into the operating plan and presented for inclusion into the next fiscal year's budgeting cycle. All program changes must be proposed by program faculty, approved by the Education Committee, and approved by the EC before changes can be implemented to ensure standardization of implementation.

Plans Moving Forward
FY16- Program and Service Review ensure continued evaluation and standardization of processes. Annual review of Education Master Plan and evaluation of achievement to stated benchmarks. Continue bi-weekly PD calls led by National Deans. Continue bi-weekly dean calls led by Dean of Academic Operations.

Timeline
December 2016

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Executive Council
Education Committee

Standard I.B.1. *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. (2014)*

Progress to Date
Recent institutional dialogue regarding student learning has focused on learning gaps identified by faculty through SLO data analysis. Faculty focus the gap analysis on gaps between their students' performances and those of students in the same course on the same campus or at other campuses. Gap analyses also includes analyses of performance against expected outcomes, gaps between different SLO performances in the same course, and so on.

Analysis of Results
The College aims to develop a research agenda focused on learning gap analysis from SLO data linked with socio-economic performance gap analysis from achievement data.

The College is in the process of updating its achievement data analysis. Once this has been completed, the initial report will be presented to the Education Committee for further consideration.

Additional Plans Moving Forward
The College intends to look at the feasibility of using the identified achievement gaps to drill down into specific student performances on the course level SLOs with the aim of identifying micro-learning gaps specific to particular social groups.

Timeline
December 2016

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation

Standard I.B.2. *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. (2014)*

Progress to Date
Carrington is committed to a college-wide process of reviewing goals, assessing student outcomes and planning for improvement. The College decision making structure is designed to maximize colleague involvement in this process.

The College planning process commences with a review of prior-year objectives and an assessment of eventual outcomes. This review and assessment forms the basis for plans going forward into the next year.

Individuals, programs, departments and campus and college-wide committees engage in this process. *Did we achieve the goals, objectives and targets we planned for*? *If not, what can we do to be a more effective department, program and college*?

The College review, assess and plan dialogue is conducted in a variety of forums, including college committees made up of colleagues from different campuses, as well as campus committees and college mechanisms, such as, program review and calls for comment.

Dialogue at the program, campus or college level contributes to the ongoing question for the College community: *Are we achieving our mission*? *How can we improve student outcomes*?

The current college planning process, with revisions, has been in place since 2008-2009. Faculty and staff are engaged in institutional and campus dialogue aimed at planning, resource allocation and improving college outcomes. Dialogue occurs in variety of forums including college-wide committees, campus management and academics meetings, national dean-program director meetings as well during processes such as program review.

Analysis of Results

Although the mechanisms for colleague involvement in institutional planning dialogue are in place, the College is interested in evaluating how effective the process is in terms of participation. The College is aware of the number of colleagues involved through committees and formal processes; however, more information about how well each committee member perceives the process to be working is needed

Plans going forward

As part of the ongoing review of the planning process, the College intends to include specific questions college committee members that relate to their satisfaction with committee interactions and outcomes.

Timeline

Continuous

Responsible Colleague(s)

Executive Council
Director, Educational Research & Instructional Innovation

Standard I.B.3 and I.B.4. *The Executive Council will develop and launch criteria to increase the visibility and transparency of the resource allocation process. (2014)*

Progress to date

Carrington College made substantial progress in 2014 and 2015 towards increasing the visibility and transparency of the resource allocation process.

The Program Review process was significantly enhanced during this period to ensure strength of communications throughout all levels of the organization. Resource allocations relating to individual programs in the form of equipment and resources were discussed and documented thoroughly for each program.

The overall budgeting process within the College has improved as well. Communication of budgets continues to occur between the home office and campus management. However, despite progress being made, the College is aware that there are further opportunities to improve multidirectional communication and depth of budget communication throughout the organization.

Specific areas which the College will continue to improve upon include the process of capital expenditures and resulting multidirectional communication. The College has identified the capital expenditure process as still lacking sufficient improvement to satisfy colleagues at all levels of the organization.

An additional area that the College has identified is that of personnel and talent acquisition. Campus staff have reported not having a clear understanding of the talent acquisition process and how the College budgets for personnel growth.

Carrington believes that an overall improvement in communicating the budget will address these areas. However, specific attention will be paid to these areas as the budget communication plan is addressed.

Timeline
Continuous

Responsible Colleague(s)
Executive Council

Standard I.B.6. *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 campus. The communication mechanism will also be designed and implemented to ensure clarity. (2014)*

Progress to Date
A review of the academic sites commenced in 2016 with the aim of restructuring the College central planning and academic documents sites. Part of this review will include consideration of how best to represent and document best practices in Student Learning Outcomes (SLO) assessment.

The College is planning for a central area where colleagues could access documents such as the SLO section of the Program Review Manual, examples of campus gap analyses reports and campus approaches to the ILOs and Master Instruction.

Additional Plans Moving Forward
Proposals relating to the SLO assessment section of the academics site will be evaluated by the College SLO Committee.

Timeline
September 2016

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation

Standard II (Student Learning Programs and Services)

Standard II.A.1; II.A.1.c; II.A.2.e; II.A.2.f; II.A.2.i. 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 of program continuous improvement. (2014)

Progression to Date

Until 2009-2010, the program review process relied on program directors and faculty to generate reports for achievement and learning outcome data. The philosophy of the approach was based on the notion that faculty at campus locations should be intentionally connected to their outcome and student achievement data. Involving them in a process that required them to generate the data as well as an analysis of the data seemed a legitimate way to ensure engagement with data, as well as developing excel and other analytical skills.

Each year at the end of the review process, the College surveys all participants for feedback and process improvement ideas. In the 2010 review of review processes, 84% of respondents indicated that they would prefer to have the data bundled and supplied at the commencement of the review process.

> *If, at the launch of the review process, program directors were provided with a package of data (such as relating to graduation rates, drop rates, satisfaction surveys) would this:*

Choice	Response Percent
Make the review process easier for PDs	84.0%
Make no difference in the work PDs have to do in the review process	16.0%

After some dialogue at the Education Committee, it was decided that if data was provided at the commencement of the review, faculty would have additional time to spend on the data analysis.

As a result, the Academics team at the Home Office prepared data packages for each program going through the review process. Data packages include:

- Learning outcome data
- Student achievement data, including course completion, graduation, 3rd party examination outcomes
- Student satisfaction data

A review of the process in 2012 indicated faculty were very satisfied with the provision of data packages.
- 100% of respondents reported the provision of data packages made the review process easier.

- 66.6% of respondents reported the inclusion of guide questions in the review matrix made process easier.

Faculty responses also indicated that they would prefer to have more directed questions in the review matrix to guide them in the required focus for the data analysis. So for example, the Student Outcomes section of the review matrix now contains guiding questions as in the following.

Graduation Rates	Certification & Licensure	Placement Rates
1. Do graduation rates meet the CCC institutional standard? 2. How do campus graduation rates compare with the College as a whole and with other campuses? 3. What needs to be done to close any gap?	1. Do the pass rates align with College targets? 2. Do the participation rates participation align with College targets? 3. What needs to be done to close any gap?	1. Do the pass rate and participation align with College goals? 2. What needs to be done to close any gap?

Program directors also expressed the view that the process would benefit from having someone to organize and facilitate the program director meetings dealing with global recommendations. As a consequence, during the 2012 process, most program reviews had a campus dean facilitate the global recommendations. Faculty feedback was positive in relation to this.

On the whole there was an improvement in the use of data, the College remained committed to improving data analysis during and between review processes.

Two strategies were developed to further enhance the use and analysis of learning and achievement data to inform planning for improvement in learning and achievement outcomes:
1. Develop a program director data dashboard to ensure that key outcome data were analyzed on an ongoing basis between program reviews.
2. Appointment of program-oriented academic personnel (National Deans) to support program directors in areas such as curriculum development, assessment as well as data analysis and improvement planning.

The program director dashboard is now the focus of bi-weekly meetings between national deans and their campus program directors. At these meeting, deans and program directors analyze data relating to retention, graduation, student satisfaction, outcomes of 3rd party exams. Data is analyzed and improvement actions agreed upon. The College expects that this increased and ongoing exposure to data analysis relating to their student outcomes will develop program director skills which will, in turn, improve the review process and outcomes.

In 2014, 14 College programs went through the program review process led for the first time by national deans. The capital expenditure element of the process is, at the time of writing, coming to a

conclusion. The College will be soon launching its regular survey of faculty seeking their evaluation of the program review and integrated planning processes.

Additional Plans Moving Forward
Evaluation of the 2014 and 2015 processes will guide the next steps in relation to this objective.

Timeline
Continuous

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation
Education Committee

Standard II.A.1; II.A.1.c; II.A.2.e; II.A.2.f; II.A.2.i. 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. (2013)

Progress to Date
The College has revised its program review schedule to ensure each program undertakes review every two years. In 2014 the program review process was also the vehicle for initiating program curriculum and resource alignment following ACCJC approval to bring legacy campuses under Carrington accreditation. In 2014, 14 programs undertook program review. Remaining programs will complete review in 2015. In 2016, the College will resume a two-year cycle with a more even distribution of programs across the cycle.

Additional Plans Moving Forward
An evaluation of the two year cycle at the end of 2016.

Timeline
Continuous

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation
Education Committee

Standard II.A.1.b. The Education Team will lead a college-wide task force to revise and improve the Technology Plan that is based on the Educational Master Plan that provides direction from the Strategic Plan. (2014)

Progress to date

The College employs a number of mechanisms to maintain the currency of technology in programs. Each program maintains an institutional Standard Equipment List (SEL), which sets out the equipment required for each campus where the program is conducted.

During the program review process, which programs now undertake every two years, faculty, led by national deans, review the technology for their program, assess needs going forward and make recommendations for improvement.

The chart below is an excerpt from the 2015 Program Review Matrix setting out the focus questions and data analyzed in the evaluation of equipment and technology during the review process.

Component	Data
Classrooms-Lecture Is lecture classroom space and accommodations sufficient to ensure the program's goals and standards are met	Review of: • Standard Equipment List • Student Surveys • Accreditation Standards • Faculty surveys/dialog
Classrooms- Lab Is Lab classroom space and accommodations sufficient to ensure the program's goals and standards are met	Review of: • Standard Equipment List • Student Surveys • Accreditation Standards • Faculty surveys/dialog
Equipment and Supplies Are equipment and supplies adequate to provide students with the experience to prepare them with entry level competencies	Review of: • Standard Equipment List • Accreditation Standards
Student Success Center: Learning Resources To support student needs for supplemental reading, electronic and print reference materials, research and computing resources	Review of: • Library Holdings, electronic media • Student & Faculty Surveys • Accreditation Standards • Program Outcomes
Student Instructional Support To support student needs for tutoring, computer access, learning labs, outside of scheduled classroom hours	Review of: • Student-faculty ratio standards/requirements • Course Schedules • Student satisfaction surveys

If new equipment or updated technology is required, a recommendation is made as part of the program review report. As per the College Integrated Planning Manual, program review recommendations go firstly to the Education Committee and then to the Executive Council for approval and inclusion in the next budget or strategic planning cycle.

In 2014, for example, the College used the program review process to assist in the program equipment standardization process following amalgamation. Existing equipment in legacy campuses

was audited for each program at each campus against the SEL. Following identification of gaps, recommendations were developed and endorsed by the Education Committee.

The College is interested in enhancing connections between elements of the integrated planning process. The College has experienced some success linking the program review process with strategic and annual planning and resource allocation. However, the College believes more robust connections should be established between changing program needs and facilities and technology planning.

The Technology Plan has been updated each year as part of the College annual planning period. The College is in the process of establishing a working group to investigate and make recommendations in relation to the following:

- What additional connections or process flows could be established or utilized to maintain the currency of the Technology Plan, especially in terms of planning for the changing program technology needs.
- Should there be parameters to guide the assessment and assist in valid recommendations? If so, what should the guidelines encompass?

Additional Plans Moving Forward
Information Technology will continue with establishment of the working group. The findings of the working group will inform the next stages.

Timeline
Continuous

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation
Education Committee

Standard II.A.2.d. The Education Team will create a training plan for faculty so that the Technology Plan can be implemented. (2014)

Progress to Date
A key objective was to broaden the delivery skills of Carrington College faculty across all delivery modalities. Training, certification, teaching experience, and assessment were all required in order to meet this objective and successfully implement the Technology Plan.

The purpose of faculty development at Carrington College is to enhance and continuously improve the teaching and learning environment for our students and faculty. Given the variety of delivery formats, faculty and academic managers need to be equipped to select and utilize appropriate strategies and materials, and to evaluate their effectiveness in enhancing the teaching and learning environment. Accomplishing this requires commitment of time and resources to continuously improve the quality of instruction.

In addition to improving the instructional skills of campus and online faculty, training for teaching in a hybrid-course setting has become increasingly important. In 2014, the College piloted a hybrid delivery mode for the Dental Assisting program at Sacramento. The pilot was successful in terms of student outcomes and student satisfaction. Consequently, the College has adopted the implementation of hybrid modes as a key strategic direction in terms of technology planning and faculty training and development.

With the continued growth of hybrid course offerings, the need for increased online training for campus faculty was addressed. In September of 2015, new hybrid course instructors began formal training with online instructors in the Faculty Development Course (FDC) for Online Instructors. By December 2015, a new hybrid-specific training course was developed. All instructors teaching hybrid courses now participate in a two-week, highly interactive online course that provides instruction and practice in asynchronous, online interactions with students.

Examples of training and resources for online, campus, and hybrid instructors include the following:

Carrington Faculty Development Courses (FDC)
In order to provide base knowledge to Carrington instructors, two-week, asynchronous online courses are being provided. Courses are facilitated by the online faculty manager and trained, experienced Carrington faculty. The courses are designed to orient new instructors to Carrington, and current Carrington instructors to the hybrid classroom. The successful completion of the appropriate course(s) is required in order for faculty to begin teaching on campus, online, or both (hybrid). Academic managers are also required to take the appropriate course(s) in order to gain greater holistic knowledge of faculty instruction. Below is a description of the faculty development courses:
Faculty Training Course for Online Instructors (FDC1)
- This course is co-facilitated by the online faculty manager and a current online instructor. The two-week course introduces instructors to eCollege and its tools, and provides instruction and practice in maintaining a highly supportive and engaging online learning environment for Carrington students.
Faculty Training Course for Hybrid Instructors (FDC1H)
- This course is co-facilitated by the online faculty manager and an online instructor. The course prepares current campus faculty to teach the online portion of hybrid courses. It introduces the instructors to the tools available in the LMS, and provides them the opportunity to practice using them. Best practices for online instruction and supporting students in an online environment are emphasized.
Faculty Training Course for Campus Instructors
- This course is taught by the onsite program directors to prepare new instructors to teach at a Carrington College California campus location.

On-going pedagogical faculty development
Results from surveys of campus directors and program deans reveal specific pedagogical development needs for Carrington faculty. In order to broaden the instructional skills of campus faculty, Carrington provides quarterly campus development days. The core program content is provided to each campus; individual campuses then adjust the program based on time, number of faculty, expertise of facilitators, etc. Major training themes are as follows:

- Active Learning (2012-2013)
- Master Instruction and the ISLOs (2014)
- Increasing Classroom Engagement (2015-2016)
- Delivering Quality Learning Experiences in the Hybrid Classroom. (2016)

<u>MaxKnowledge-based faculty development</u>

MaxKnowledge online faculty development continues to be used for training and continuing education for faculty. MaxKnowledge provides Carrington the opportunity to meet the needs of individual faculty. With several dozen topics available, each instructor can take up the three courses per year. In 2015, faculty managers and deans were trained/re-trained in the use of MaxKnowledge to meet specific system, campus, program, and/or individual goals. Individual campuses will roll out further training for their individual faculty in 2016. Online faculty will be trained by the faculty manager by March of 2016.

Beginning in 2016, following completion of FDC1 or FDC1H, instructors will participate in MaxKnowledge courses specifically designed for improving online and hybrid instruction. The following are examples of courses designed for these instructors:
- EL107 - Designing Dynamic and Technology-Rich Learning Environments
- EL109 - Using Rubrics to Enhance Online Learning
- EL110 - Effective Use of Social Media in Online Courses
- EL113 - Active Learning in an Online Environment

Since 2012, 166 faculty and academic managers have successfully completed the faculty development courses. By the end of the first training, 29 instructors were "certified" to teach hybrids. Sections of the training course will be offered at least once each term for the first part of 2016, allowing all faculty to be certified before hybrid courses are rolled out in their respective programs.

Additional Plans Moving Forward

A new online faculty mentoring program will be developed and implemented in 2016. This formal program will pair trained, online faculty mentors with new online instructors. This mentoring program will provide new instructors further support and instruction in advanced use of online teaching tools, student outreach and support, and general best practices for making a successful transition to teaching online at Carrington.

Timeline
Continuous

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation
National Deans
Education Committee

Standard II.A.2.d. 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, and the development of even more tight-knit and inclusive culture on the campuses. (2014)

Progress to Date
This recommendation has been incorporated into the Carrington Care initiative.
The Carrington Care aims to establish a whole campus and all colleague approach to student service and success by infusing the Carrington Care philosophy into all interactions with our students and each other. It is defined as *the excellent service we provide to each other and to our students to help them achieve their goals and reach their dreams.*

The College has established the Carrington Care Index and uses a variety of metrics to measure college progress with Carrington Care:
- Learning outcomes
- Retention & graduation rates
- 3rd Party examination pass rates
- Student satisfaction scores
- Colleague to colleague service satisfaction
- Colleague engagement scores

A college-wide project team has been established to foster the infusion of the Carrington Care philosophy and practice into all aspects of student and colleague life. Developments include:
- Establishment of *Carrington Care Day* aimed at recognizing Carrington colleagues who have best modelled Carrington Care attributes and behaviors with students and colleagues.
- Inclusion of Carrington Care into the Carrington Master Instruction expectations of a learning environment.

Additional Plans Moving forward
The College project team will continue to meet to further infuse the Carrington Care approach in all aspects of the student experience.

Timeline
2015 and continuous

Responsible Colleague(s)
Executive Council
Provost/ Vice President of Academic Affairs
Sr. Director of Student Services

Standard II.A.3.c. 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. (2013); and, Standard II.B.3.b. 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. (2014)

Progress to date
An important objective for the College is to determine the level of civic engagement and link the community activities to what the students learn while participating. The initial campus by campus audit reveals common themes in learning outcomes from civic engagement such as professionalism, working with diverse patient groups, communication and collaboration.

A task force was formed with members that include Director, Educational Research & Instructional Innovation, National Deans and the Executive Assistant to the Provost. The task force has collected data from all campus locations to develop a snapshot of civic and community activities that promote civic engagement in students in their communities.

Additional Plans Moving Forward
The task force will continue meeting in 2016 with the aim of developing strategies to improve participation in civic engagement and to link specific civic activity with specific ILOs. At that point the group will determine if a White Paper is required.

Timeline
October 2016

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Education Committee
Campus Leadership
Faculty

Standard II.A.6.b. The Education Committee will articulate a process for program discontinuance as part of the Program Review guidelines. (2014)

Progress to Date
The development of a program discontinuation process has been considered within the context of the College mission statement and the College strategic and educational master plans.

The College is currently in the process of developing and approving a discontinuation process for the removal of a program. The document is scheduled for approval at the June 2016 Education Committee meeting and will then be included in the College annual program review manual.

Additional Plans Moving Forward
Ongoing evaluation of the discontinuation process will be conducted alongside annual review of the program review process.

Timeline
2015 and continuous

Responsible Colleague(s)
Education Committee

Standard II.B.2; Standard II.B.2.a. 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. (2014)

Progress to Date
Currently, the institution has implemented numerous initiatives that bring technology into the classroom. Almost all Carrington students receive iPads with eBooks downloaded to alleviate the need for physical books and facilitate the use of technology in the classroom, which is identified as iCarrington. The institution has invested in a pilot for Fidelis-learning relationship management software to better engage students both online and on ground between the College departments.

The College library is beginning to develop an eBook collection and has purchased additional databases to support nursing and other health sciences programs including OVID Nursing and the Joanna Briggs Institute.

1. iCarrington implementation is almost complete (scheduled completion January 2016).
2. Conversion of textbooks to eBook formatting nearing completion.
3. Fidelis software pilot has begun with online MBC students to further engage and support the students outside of the classroom
4. Carrington Library
   a. The Library currently has 22 health science eBooks purchased through Stat!Ref, and is budgeting to spend much more in the next 5 years to support all programs.
   b. The Library is purchasing LibGuides to create pages for each program to highlight the library resources best utilized by each program and general education course. Course pages can be created as per instructor's need.
   c. The Library is looking at a cloud-based integrated library system to connect all the campus libraries online to better support interlibrary loan and student resource sharing among the campuses
   d. The Library has almost completed the project to embed a proxy server into the Carrington website allowing students to have access to all library resources from the library website. Currently, library resources are available in the student portal, but the website will be much easier to navigate.

Additional Plans Moving Forward

Continue the momentum of including technology into the classroom through the Fidelis interface, the use of apps on the iPads to help facilitate learning and the roll out of the new online library.

Timeline
Continuous

Responsible Colleague(s)
Education Committee

Standard II.B.3.d.   Under the direction of the Education Team, identify training or practices that better address the concerns of equity and diversity in the Student Support Centers. (2013)

Progress to Date
The College Student Success Center (SSC) system is comprised of on-ground SSCs at each campus, THE|HUB, which is the heart of the student's online portal and an online library. Each on-ground SSC is led by a Masters-prepared manager and staffed with academic coaches supporting students in general education, basic and applied sciences, and mathematics.

The SSCs provide students with access to:
- One-on-one academic coaching
- Online databases, such as EBSCOhost and EBSCO journals online
- Online self-paced learning programs such as MML and MLL
- Program- and course-relevant learning materials, texts, and videos Ask-A-Librarian service, which provides students extended access to MLS credentialed, online librarians who specialize in electronic library collections.

SSCs at all campuses receive very high satisfaction scores in the College's biennial student satisfaction survey, nevertheless, the College is committed to ensuring that learning support services reflect best practices for learner support for a diverse student body.

In 2015, the College developed a system to enable tracking of students who access the SSC and the type of learner support they are seeking.

Additional Plans Moving Forward
The data will be used to analyze usage patterns, including identification of under-represented groups. Where gaps have been identified strategies will be developed to increase usage.

Timeline
2016 and continuous

Responsible Colleague
Education Committee

Standard II.C.1. Under the leadership of the Dean of Institutional Effectiveness, develop a plan to increase the amount of faculty involvement in all Student Success Centers. (2014)

Progress to Date

The Student Success Centers (SSC) were established in response to student feedback relating to library services and tutoring support.

The purpose of the realignment of resources was to provide a clearer mission to learner support services, enhance existing services, and provide a strong platform for development and growth in learner support. The centers have been successful in establishing a clearer mission and enhancing learner support services. Student feedback is excellent with the centers recording good satisfaction scores. The area the College is working to enhance is the organization of faculty involvement in the centers.

Campus instructors within certain programs are currently offering open tutoring hours at each campus SSC. The instructors work with the SSC Managers to develop tutoring schedules based on need.

Many instructors are able to support students from different programs if they're able to tutoring in subjects that are taught in multiple programs, such as, anatomy & physiology, chemistry and physics.

More instructors are requesting library workshops and bringing classes into the library to use the materials with the support of the SSC.

As the College further develops the hybrid model the support of the faculty in the SSC will become a critical element in student connectedness and success.

Additional Plans Moving Forward

The process of curriculum standardization and the implementation of a hybrid delivery model has meant a closer integration of library learning resources into teaching and learning activity and assessments. As campus libraries evolve into virtual libraries and the College further implements hybrid learning the SSCs will perform an increasingly vital role in connecting students, learning support and faculty colleagues.

Timeline

Continuous

Responsible Colleague(s)

Director, Educational Research & Instructional Innovation
Education Committee

Standard II.C.1.c. Under the leadership of the Dean of Institutional Effectiveness, develop and implement a plan to make a full range of library services available for home use. (2014)

Progress to Date

The College continues to expand the range of library services to support student learning. Recent developments in 2015 include:

- Two new electronic databases for the online library. Stat!Ref is an eBook database comprising of a list of purchased nursing and medical titles that the students can access from home. Stat!Ref also includes access to Anatomy and Physiology Online through Primal Pictures, which grants students access to an array of anatomy images, interactive exercises, quizzes and study skills.
- The OVID Nursing Database as well as the Joanna Briggs Institute for the nursing programs were added to available databases.
- Campuses outside of California have been standardized to the same level as the California campuses and now have access to the Dental and Oral Sciences Source and Rehabilitation Reference Center databases.

The College is working to making these and other resources, as well as the library catalogue, accessible from home for students.

The Director of Library Services is working with the web development team to purchase a proxy server to enable students to access the online library resources via the web. Currently, students' access library resources through their eCollege based courses. Once the proxy server is set up, students will be able to log in to the library website using their student ID # and password and access all library resources. The web development team is creating a new library website to be hosted at library.carrington.edu, which will enable the students to find the library materials quickly and easily. In 2016, plans to merge the two library catalogs together into one web-based library catalog will be implemented. All library catalogs will be maintained as one with different locations labeled. This fusion of the catalogs will enable students to do searches of other campus catalogs and request materials easier through interlibrary loan. The catalog will be maintained by a master's degree prepared librarian. The new purchases will be overwhelmingly electronic ensuring all Carrington students have access to any campus purchased book creating a larger and more accessible library available 24/7.

Additional Plans Moving Forward
Currently, a library technology plan is being developed for FY17 to propose a pure online library. The plan will go to the Executive Council at their next meeting for approval.

Timeline
July 2017

Responsible Colleague(s)
Director, Educational Research & Instructional Innovation
Dean, Student Academic Success

Standard III (Resources)

Standard III.A.1.d. 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. (2013); and, III.A.4.   Under the leadership of the Executive Council, expand existing equity initiatives and allocate fiscal, human and facilities resources to support equity and diversity efforts. (2013)

Progress to Date
Over the last few years the College has been experiencing higher levels of institutional retention, which have recently translated into higher graduation rates. Although pleased with the overall institutional retention and graduation rate improvement, the College is interested in ensuring that success rates are consistent across all student groups and locations.

In 2015, the College developed a system to enable tracking of students who access the Student Success Center (SSC) and the type of learner support they are seeking. In 2016, sufficient data will be available to undertake an analysis of connections between outcome data disaggregated by campuses, ethnicities and gender and SSC usage data.

Additional Plans Moving Forward
The data will be used to analyze usage patterns, including identification of under-represented groups. Where gaps are identified strategies will be developed to increase SSC usage by under-represented groups.

Timeline
October 2016

Responsible Colleague(s)
Executive Council
Provost/ Vice President of Academic Affairs
Education Committee

III.A.2.   Under the leadership of the Executive Council, ensure that staffing decisions are driven by the Educational Master Plan. (2013)

Progress to Date
The College is committed to ensuring that staffing decisions are made within the context of the Education Master Plan. In FY15, as part of establishing institutional set standards, the College embedded institutional standards, for student-staff ratios in the Education Master Plan. The standards with variances include:
- Administration Student Staff Ratio
- Student-Faculty Ratios

Additional Plans Moving Forward
The Education Plan, including the student staff ratios, is updated annually.

Timeline
Continuous

Responsible Colleague(s)
Executive Council
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation

Standards III.A.5 and III.A.5.b. *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. (2013)*

Progress to Date
In 2014, Carrington College undertook the development of a more systematic comprehensive professional development plan to provide for:
- Professional development opportunities to all members of the faculty (program directors, deans and executive directors)
- Exceptionally prepared faculty leaders and educators, resulting in improved student achievement.

It was expected that through implementation of this program the College would have a structure from which to plan and allocate professional development funds for all faculty members on a fair and equitable basis. Accompanying the development of the plan has been the reconstituting of the Faculty Development Committee, refocusing the College in-services towards Master Instruction and planning for faculty development in online instruction as part of the college's commitment to blended learning.

Faculty Development Committee
The College Faculty Development Committee has been reconstituted to ensure a more broad based representation of faculty and campus leadership. The committee is now comprised of the National College Deans, 4-5 Campus Deans, 2-3 Executive Directors, and Program Directors from across the program areas, full time faculty and visiting/adjunct online faculty. The Director of Faculty and Educational Innovation is chair of the FDC.

The Committee proposes and administers policies and procedures for the development of faculty as individuals and as a whole. The College defines development as improvement of quality of instruction excellence in the classroom aligned with the College's mission, values and long-term strategic goals and planning.

Continued focus on master instruction
In FY15, the College also embarked on a series of faculty in-services based on the concept of Master Instruction (MI). MI expectations provides the framework for ongoing professional development equipping instructors with the skills and knowledge required to successfully teach technical and transferable skills
The underlying principles of MI are:

❑ MI creates an authentic learning environment that challenges and supports students as they work to understand and apply complex concepts to real life.

❑ MI help their students learn in ways that make "a sustained, substantial, and positive influence on how students think, act, and feel."

The College developed seven expectations of the learning environment faculty are responsible for implementing and managing. A master instruction learning environment at Carrington is characterized by:

1. Preparedness
2. Critical Thinking
3. Collaboration
4. Professionalism
5. Communication
6. Care
7. Continuous Improvement.

In 2014, as a result of college-wide dialogue on the existing Institutional Learning Outcomes (ILO), the College adopted a new set of ILOs. These are:

1. Critical Thinking
2. Collaboration
3. Professionalism
4. Communication

In linking MI expectations with ILOs, the College aimed at:

• Ensuring students develop skills relating to the non-technical, transferable competencies required in today's heath care work force.
• Ensuring learning activities provide practice in the transferable competencies
• Ensuring instructors have opportunities to make ISLO assessments

New training for online and hybrid learning

In 2014, the College introduced a blended learning pilot project to test students' willingness and ability to move from on ground modality to a blended one. Sacramento campus trialed the blended format with online lecture with onsite labs/clinical, for the Dental Assisting program. Students have responded very positively and the student achievement and learning outcomes were on a par with, or better than, on ground outcomes in the same program at the same campus. The College plans to extend blended modality to other programs.

In 2014, the College also commenced the iCarrington project with the aim of equipping each new student with an iPad. As of the end of 2014, the College has rolled out iPads to students in nearly all programs.

New training planned for online and hybrid learning as well as enhancing the classroom with technology and using the iPad in the classroom.

Implementation of the professional development plan commenced in Q4 of FY15 and resulted in an immediate increase in the number of professional development requests from faculty and a significant increase in the disbursement of funds in Q3 over Q1 and 2.

FY15

Time	# Requests	Reimbursements Requested
July 1 - Sept. 30,2014	19	$7,127.87
Oct. 1 - Dec. 31, 2014	16	$4,585.95
Jan. 1 - April 8, 2015	44	$23,944.29
Total	79	$35,998.11

FY16

Time	# Requests	Reimbursements Requested
July 1 - Sept. 30,2015	23	$18,357.17
Oct. 1 - Dec. 31, 2015	29	$19,809.75
Jan. 1 - April 8, 2016	6	$7,640.40
Total	58	$45,807.32

Faculty training in MI began with the first training day on October 2014. Three additional training sessions were conducted in December 2014, February 2015 and May 2015. Learning outcomes were established for the professional development series and measured. Learning gaps were identified, addressed and closed. Faculty feedback was very positive.

Additional Plans Moving Forward
The College will continue to monitor the implementation of the professional development plan to ensure colleagues are provided with appropriate opportunities for continued professional development and growth. The Faculty Development Committee will present a report on the professional development plan to the Education Committee annually.

The College will continue to work with faculty in deploying MI pedagogy in the classroom and linking that with ongoing classroom assessment of the ILOs. The College is creating a Brainshark to support classroom MI and is aligning the criteria for classroom observations with the MI expectations.

In support of the move to hybrid modes of delivery, the College is embarking on in-service training for faculty in the areas of hybrid learning, using iPads in the classroom, utilizing social media to enhance student connectedness and virtual labs and simulations.

Timeline
Continuous

Responsible Colleague(s)
Executive Council
Provost/ Vice President of Academic Affairs

Standard III.B.1.a and III.C.1.c. The Education Committee and Information Technology Committee will develop a furniture, fixtures, and equipment replacement plan and have this embedded in the Facility Plan. (2014)

Progress to Date
In June 2014, Carrington College California received approval to include the Carrington College campuses under its institutional accreditation by the ACCJC/WASC, with centralized leadership for all locations. As a consequence, one of the immediate priorities for the College was to ensure a common and comparable learning experience for Carrington students across campuses. The first area to be addressed was alignment of curriculum and equipment. The second area was furniture and fixtures.

The College used the program review process in 2014 to drive the alignment of equipment and initiate the process of curriculum alignment. Existing equipment in legacy campuses was audited for each program at each campus against the existing Standard Equipment List (SEL). Following identification of gaps recommendations were developed and later endorsed by the Education Committee. Recommendations for equipment upgrades were approved by the Executive Council and either implemented or scheduled in budget planning.

The College is interested in enhancing connections between elements of the integrated planning process. The college has experienced some success linking the program review process with strategic and annual planning and resource allocation. However, the College believes more robust connections should be established between changing program needs and facilities and technology planning.

The Technology Plan has been updated each year as part of the College annual planning period. The College is in the process of establishing a working group to investigate and make recommendations in relation to the following:
- What additional connections or process flows could be established or utilized to maintain the currency of the Technology Plan, especially in terms of planning for the changing program technology needs
- Should there be parameters to guide the assessment and assist in valid recommendations? If so, what should the guidelines encompass?

Additional Plans Moving Forward
Information Technology will continue with establishment of the working group. The findings of the working group will inform the next stages.

Timeline
Continuous

Responsible Colleague(s)
Education Committee
Technology Committee

Standard III.C.1.b. Under the leadership of the Education and Information Technology teams, increase technology training for faculty and staff into campus-based staff development. (2013)

Progress to Date
The need for increased technology training for campus faculty has become a critical focus of faculty training with the continued growth of hybrid course offerings.

In September of 2015, new hybrid course instructors began formal training with online instructors in the Faculty Development Course (FDC) for Online Instructors.

In December 2015, a new hybrid-specific training course was developed. All instructors teaching hybrid courses now participate in a two-week, highly interactive online course that provides instruction and practice in asynchronous, online interactions with students. By the end of the first training, 29 instructors were "certified" to teach hybrids. Sections of the training course will be offered at least once each term for the first part of 2016, allowing all faculty to be certified before hybrid courses are rolled out in their respective programs.

The successful completion of the appropriate course is necessary and required in order for faculty to begin teaching on campus, online, or both (hybrid). Academic managers are also required to take the appropriate course(s) in order to gain greater holistic knowledge of faculty instruction. The following describes course content.

Faculty Training Course for Online Instructors (FDC1)
- This course is co-facilitated by the online faculty manager and a current online instructor. The two-week course introduces instructors to eCollege and its tools, and provides instruction and practice in maintaining a highly supportive and engaging online learning environment for Carrington students.

Faculty Training Course for Hybrid Instructors (FDC1H)
- This course is co-facilitated by the online faculty manager and an online instructor. The course prepares current campus faculty to teach the online portion of hybrid courses. It introduces the instructors to the tools available in the LMS, and provides them the opportunity to practice using them. Best practices for online instruction and supporting students in an online environment are emphasized.

Faculty Training Course for Campus Instructors
- This course is taught by the onsite program directors to prepare new instructors to teach at a Carrington College campus location.

Beginning in 2016, following completion of FDC1 or FDC1H, instructors will participate in MaxKnowledge courses specifically designed for improving online and hybrid instruction. The following are examples of courses designed for these instructors:

- EL107 - Designing Dynamic and Technology-Rich Learning Environments
- EL109 - Using Rubrics to Enhance Online Learning
- EL110 - Effective Use of Social Media in Online Courses

- EL113 - Active Learning in an Online Environment

Additional Plans Moving Forward
A new online faculty mentoring program will be developed and implemented in 2016. This formal program will pair trained, online faculty mentors with new online instructors. This mentoring program will provide new instructors further support and instruction in advanced use of online teaching tools, student outreach and support, and general best practices for making a successful transition to teaching online at Carrington

Timeline
Continuous

Responsible Colleague(s)
Education Committee
Technology Committee

Standard IV (Leadership and Governance)

Standard IV.A. Under the leadership of Executive Council, develop a survey for feedback from governance group members on the effectiveness of the governance process in decision making and resource allocation. (2013)

Progress to Date
To ensure an effective governance process is in place to support the decision making, a survey will be developed for the Governing Board.

Feedback from the Governing Board in relation to the decision making process and resource allocation of funds is extremely important. The College strongly believes in continuous improvement and the development of a Governing Board survey will ensure we have feedback from those who oversee the College from a global perspective.

In 2016, the survey will be developed and distributed to the Governing Board for comment and feedback.

Additional Plans Moving Forward
Once the survey has been created, the survey will be conducted annually.

Timeline
August 2016

Responsible Colleague(s)
Executive Council
Provost/ Vice President of Academic Affairs
Director, Educational Research & Instructional Innovation

Standard IV.A.1. 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. (2013)

Progress to Date

In 2014, the Education Committee approved a series of workshops for faculty equipping them with concepts and practical applications to develop their personal suite of teaching and learning strategies. The overall aim was to empower faculty to innovate in the classroom.

Workshops focused on what has become known as Carrington's Master Instruction (MI) principles. Carrington Learning Environments should be characterized by:
- Preparedness
- Critical Thinking
- Professionalism
- Communication

- Collaboration
- Care
- Continuous Improvement

Critical Thinking, Professionalism, Communication and Collaboration are also the College institutional learning outcomes (ILOs). The College believes that if classroom learning activities are organized along these MI principles, students will be more engaged in active learning, faculty are provided the structure within which to attempt classroom innovation and students will be engaged in learning activities that facilitate assessment of the ILOs.

A series of two half-day and two full-day workshops were conducted with faculty with the following learning outcomes:

After the Master Instruction (MI) professional development activities, participants will be able to:
1. *Demonstrate knowledge of MI expectations and practices*
2. *Apply MI expectations to classroom learning*
3. *Utilize resulting student learning in assessment of the College's ILOs*

Faculty feedback received indicates that learning gaps in relation to SLOs were closed significantly during the series of workshops.

Additional Plans Moving Forward
The College will continue to use the MI framework to foster in faculty a sense of empowerment and innovation in classroom learning and teaching.

Timeline
Continuous

Responsible Colleague(s)
Provost/ Vice President of Academic Affairs
Education Committee

Standard IV.A.1. 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. (2013)

Progress to Date
The College has a variety of mechanisms for colleagues to be involved in decision making. The College has committees at the institutional level and participative committees at the campus level. Committees provide the formal way colleagues can engage in decision making and make recommendations to the College Executive Council. Institutional processes such as program review provide alternative avenues for colleagues to make recommendations and have a voice in college resource allocation.

Participation in college committees and improvement processes is generally very high. The College intends to survey committee members about their experience on the committees, the effectiveness of their input and overall satisfaction with the functioning of the committee in order to ascertain why 71% of the respondents felt they were not engaged in the collaborative decision making process. Survey of committee members will be conducted in July 2016.

Additional Plans Moving Forward
The survey of committee members report will be considered by Executive Council.

Timeline
Continuous

Responsible Colleague(s)
Director, Educational Research & Instructional Innovation
Provost/ Vice President of Academic Affairs

Standard IV.A.3. Under the leadership of the Executive Council, the committee members will be posted in a public location and updated annually. (2013)

Progress to Date
The College is committed to ensuring that all colleagues have access to an updated list of Executive Council members. Each member of the Executive Council represents a committee that supports all colleagues.

The Carrington College Planning SharePoint houses the Executive Council organization chart with the current members.

Additional Plans Moving Forward
The organizational chart is updated annually on the Planning SharePoint to ensure accuracy and easy for colleagues.

Timeline
Continuous

Responsible Colleague(s)
Executive Council

Standard IV.A.5. 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. (2013)

Progress to Date
Twice yearly, all colleagues participate in an engagement survey to ascertain how the College is meeting their expectations in several areas. Once the survey ends, the results are tabulated, and each campus and the Home Office are provided with the outcomes. Based on the outcomes, each

campus meets with their Human Resources Consultant to develop a plan for improvement if low engagement exists. Additionally, the outcomes of the engagement survey are shared in open meetings and Town Halls to ensure all colleagues are aware of the positive and opportunities for improvement. The engagement surveys are posted for campus leaders on the Commons SharePoint and each campus director are responsible for providing specific engagement information to each of their respective departments.

The engagement survey is part of Carrington's culture as are the dialogue sessions to foster openness and continuous improvement.

Additional Plans Moving Forward
The engagement survey is completed by all colleagues twice yearly. The College will continue to provide the engagement survey to ensure colleague feedback.

Timeline
Continuous

Responsible Colleague(s)
Executive Council

Standard IV.B.2.a. 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. (2013)

Progress to Date
The College understands the importance of hiring qualified colleagues that reflect the diversity of the Carrington student body.

The Human Resources Committee has met to brainstorm the best practices to entice qualified, diverse applicants to apply to Carrington. After a number of meetings, the following strategies were developed and implemented for acquiring well-qualified, diverse faculty:
- Post vacancies at the Chamber of Commerce, particularly those with a diverse outreach.
- Share vacancies with the Carrington community, including Advisory Boards to allow for networking outside of Carrington.
- Post vacancies with professional organizations with underserved individuals.
- Post to broad groups with Indeed and LinkedIn to reach a broad, diverse slate of candidates.
- Post to local program specific professional organization job boards, National program specific professional organization job boards.
- Program specific alumni networks

These strategies are working but Carrington is always seeking alternative ways to find additional qualified, diverse candidates.

Additional Plans Moving Forward

Continue to evaluate the hiring process for well-qualified, diverse candidates that represent our student population. The evaluation process will be conducted annually.

Timeline
 Continuous

Responsible Colleague(s)
Human Resources Committee

Standard IV.B.2.b. 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. (2013)

Progress to Date
Institutional research supports the ongoing review, assessment and planning processes that underpin the College effort at continuous institutional improvement. The College is utilizing institutional set standards and the program review process to better link the outcomes of data analysis to planning and resource allocation.

To support faculty and staff during the program review process, the College produces a data package for each program review area. The data package includes data for retention rates, course completions, end of course survey data, graduation rates, 3rd party pass and participation rates, student satisfaction and graduate placement.

One of the issues the College has experienced with the use of the data packages has been the capacity of colleagues to undertake data analysis and use the conclusions of the analysis to clearly identify and define areas in need of improvement. This, in turn, impacted the quality of the recommendations arising out of the review process. Review recommendations were often not clearly focused and not well costed.

These targets now form the basis for the assessment of outcomes and planning for improvement during the program review process.

Data packages will now include all the outcomes mentioned above alongside the institutional set standard. Colleagues will be able to utilize the gap analysis methodology they have utilized in their SLO data analysis, to identify gaps in institutional effectiveness and make more focused and properly costed recommendations for improvement.

Additional Plans Moving Forward
Carrington College will review the effectiveness of this mechanism as part of the evaluation of the program review process.

Timeline
 Continuous

Responsible Colleague(s)
Executive Council
Director, Educational Research & Instructional Innovation

Standard IV.B.2.b. The Executive Council will better communicate our transparent review and evaluation process for strategic planning and budget allocation. (2013) Standard IV.B.3.c. The Executive Council will reevaluate the process and criteria by which resources are allocated at all campuses and the Executive Council will reevaluate how those decisions are communicated. (2013)

Progress to Date
Institutional effectiveness at Carrington is a series of processes, some continuous and some cyclical, some college-wide, some campus-specific, conducted within a critical framework of assessing outcomes, reviewing goals and objectives and planning for improvement.

At the campuses level, colleagues engage in reviewing goals, evaluating outcomes and planning for improvement at education management, campus management, and department and faculty meetings. Campus colleagues also engage in institutional effectiveness processes, such as the program review process and the annual planning process.

The quarterly operations assessment process is one example of a college wide component of institutional effectiveness. Each of the financial quarter regional operations directors meets with campus leadership to review all aspects of campus performance including student achievement and learning outcomes.

Cyclical institutional effectiveness processes include program review. During program review, faculty engage in a 360-degree review of all aspects of their program. The review is supported by comprehensive learning and achievement data. Service areas review department performance against goals and objectives and report on the contribution to the institutional learning outcomes. Some institutional effectiveness processes are continuous. For example, review and assessment of course and program SLOs, although formally conducted every two years as part of program review, is also undertaken on a continuous basis. Faculty analyze learning outcomes and complete improvement plans at the end of each course section. National Deans conduct bi-weekly discussion with campus program directors during which student achievement and learning outcome data are analyzed and improvement plans agreed upon.

All Institutional effectiveness processes are data driven. Dialogue involves analysis of outcomes, identifying gaps and agreeing on plans for improvement.

While the College is generally satisfied with the structure and organization of these processes, the College is aware that what has been achieved by colleagues through these processes and what it has meant for institutional effectiveness has not been highlighted in a systematic way to the College community. For example, the College is aware that it needs to improve communication to faculty on the final outcomes of program review global recommendations. The College could also improve communication to the College community about the role and outcomes of committee deliberations

in improving institutional effectiveness. Similarly, communication about the role of the Student Advisory Council and its role in college planning and resource allocation needs improvement.

Following the 2016 planning and resource allocation cycle, the College will be launching a college-wide survey seeking colleague input on their knowledge of Carrington planning processes, awareness of the role and outputs of college committees and their understanding of the links between these processes and institutional effectiveness.

Additional Plans Moving Forward
Findings of the survey will be presented to the Committee of Executive Council seeking input on strategies the College could deploy to improve understanding and involvement

Timeline
May 2016

Responsible Colleague(s)
Executive Council

Growth and Development

Campus Renovations and Relocations

Pleasant Hill (2013/2014)

In Carrington's original renovation plan of 2012, the Pleasant Hill, California campus was scheduled for a campus remodel. Due to timing and other project priorities, the College delayed the makeover until 2015. It is now completed.

The Tucson, Arizona campus moved near the end of their lease to a new Tucson location in April, 2014. The campus went from approximately 29,000 square feet to approximately 25,000 and became more efficient with their use of space. The previous Tucson campus location was in a neighborhood that had declined over recent years. Several serious criminal events took place within walking distance of the campus. This affected our students while commuting to and from campus and while on breaks from class. Additionally, the building image was outdated and in less than ideal condition (caused by a mix of Landlord deficiencies and deferred maintenance). The new location is located in a safe, accessible and professional area, in a college district giving the student body access to the resources (housing and events) that go along with being a college student.

Campus Improvements (2014/2015)

The College began a Campus Makeover project ("CMO") beginning in FY13 that we believed would enhance our students' educational experience and outcomes, create a consistent Carrington College brand experience and improve our competitive advantage in the marketplace. Implementation of the CMO supports our strategic goal to achieve Carrington College's full potential through delivery of world-class service to students and optimization of campus performance and quality. The CMO scope will include academic and common areas, including classroom seating, select branded artwork, lobby displays and paint.

The typical Carrington College campus environment did not present a consistent brand experience, offering a progressive and supportive community leveraging modern technology and facilities. Our assessment indicated that many campuses worked diligently to maintain old interior finishes; the campuses have not been refurbished since opening and presented a tired, dated image. The CMO project began in FY13 and was complete by the end of FY14.

The Pleasant Hill, California campus went through a branding renovation, front desk/reception area renovation, medical assisting and vocational nursing renovation and is planned to complete the respiratory care program renovation later in 2016.

1. As a part of the branding and front desk renovation, all of the carpet and tile in the main building was replaced with the Carrington branding makeover including standard tile squares. The brick on the back reception area walls were covered with sheetrock and painted to the standard colors. All wood paneling in the lobby was covered with sheetrock, and painted with the Carrington gray and white colors. In the lobby, new gray

blinds were installed to replace the old wooden blinds. The two glass windows near the reception and testing areas were replaced with a clear glass. The reception desk was replaced with the standardized furniture seen at other locations that received the makeover.

2. The Medical Assisting lab had all new countertops and cabinets installed along the back wall with ADA sinks. Standing lab cabinetry and counters were added to the center of the classroom. This addition made it possible to use the microscopes at the proper level as well as perform lab functions. The carpet flooring in three classrooms in the conference room were replaced with tile flooring. One of the rooms also had an ADA sink installed, an item which is required for the Vocational Nursing lab.

3. The Respiratory Care simulation lab renovation was approved on May 28, 2015. The process has been time consuming but is moving forward. New simulators as well as all audio/visual equipment will be installed in the renovation. The new simulators have arrived and are being installed.

Renovations at the Sacramento, California campus began in the fall of 2015. The building being renovated houses the Massage Therapy, Pharmacy Technology programs, and general education classrooms. The building renovation started in October 5, 2015 and is scheduled to be completed by April 2016. The renovation will enhance the student experience and learning environment.

The former San Jose, California campus was located at 6201 San Ignacio, and consisted of approximately 56,000 square feet. The campus moved in 2015 to a new location approximately one mile from the previous location and with better freeway access. The new campus is located at 5883 Rue Ferrari, San Jose, CA, and is composed of 48,802 square feet. The campus relocated to provide students and staff with more parking and an enhanced learning environment.

The College is in the process of installing security access control systems with ID badges at all Carrington College campuses. Since 2013, the College has added the systems at the following locations:
- o Las Vegas, Nevada
- o Mesa, Arizona
- o Mesquite, Texas
- o Phoenix, Arizona
- o Pomona, California
- o San Leandro, California
- o Stockton, California
- o Tucson, Arizona

The remaining campuses are approved and the College will add two campuses per year until all locations are complete. The priority order was based on the security assessments that were performed for every campus and the group consensus of the Facilities Committee.
- o FY15
    - Pleasant Hill, California
    - Spokane, Washington
- o FY16

Albuquerque, New Mexico
Sacramento, California
San Jose, California
- o FY17
Citrus Heights, California

Addition of 2 new campuses (Long Beach and Oxnard) is currently approved; however, these locations may be reconsidered. (WASC approved) (2014/2015)

The decision of the Executive Council (EC) was not to move forward with the Long Beach and/or Oxnard campuses in 2014 or 2015. The EC did not feel that Carrington was ready to open these two new locations. Instead of new campus growth during this period, the College continued the process of transplanting existing programs that are currently approved and being taught at some locations to new campuses. There is a group of colleagues responsible to investigate and plan the transplant of these programs.

V. Summary

Carrington College has conducted a careful review and evaluation of the recommendations made by the site visiting team on March 4th – 7th 2013. Each recommendation has been fully addressed with discussion, progress to day, analysis of results and supporting evidence. Additionally, the Midterm report includes the timelines for completion and responsible parties where plans have not fully been executed or are in progress.

Recommendation from the March 4th – 7th 2013 site visit:

- **Recommendation 1**: In order to further improve, the College should develop a specific and consistent process for reviewing the missions statement, including an evaluation of the process used to update the mission statement. (I.A.4)
- **Recommendation 2**: In order to further improve the programs and services, the College should continue to formalize and document processes relating to college wide communication and participation around institutional effectiveness. This includes providing additional information to the general student body on the roles, capacity, and accomplishments of the Student Advisory Committee. (I.B.4; I.B.5; I.B.7; II.B.3.b; N.A.2.a; IV.A.3)
- **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 conducted in 2009 and 2011. (II.A.1.c)
- **Recommendation 4**: In order to further improve, the College should consolidate the integrated program review and assessment processes in a single document, the program review document. Additionally formalizing and clearly delineating processes and functional responsibilities, including the role of faculty and staff in making decisions, will further improve operations, including the process through which curriculum is developed, proposed, reviewed, and revised. (II.A.2.f; III.A.5; IV.A.2; IV.A.2.a; IV.A.2.b)
- **Recommendation 5**: In order to further improve, the College should infuse ethical citizenry, effective interpersonal skills, and cultural diversity and sensitivity into the curriculum. (II.A.3.c)
- **Recommendation 6**: In order to further improve, the College should indicate in the grievance/complaint section of the catalog how complaints could be made to ACCJC and other regulatory agencies. (II.B.2.c)
- **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. l. C; II.C.1.d)

The College has also addressed each of the forty-two self-identified improvement plans noted in the original 2013 Self-Evaluation. Within the improvement plan section, each item has been addressed with areas of discussion and progress to date. The response also has specified timelines for completion and responsible colleagues who will continue to address each of the remaining areas through to completion.