From: Bowen, Danika
Sent: Monday, October 14, 2013 11:09 AM
To: sclifford@accjc.org
Subject: Substantive Change - Carrington College California

Dr. Clifford,

Please find our substantive change, attached, requesting the addition of 11 campuses to Carrington College California. The physical copy and flash drive was sent to the ACCJC office on Friday for delivery today. Please let me know if it doesn't arrive so that I can track it through the FedEx system. We truly appreciate the collaborative review process offered by ACCJC.

Thank you,

Danika

CARRINGTON COLLEGE CALIFORNIA
The Starting Point for Health Care Careers.

Dr. Danika Bowen
Provost/Vice President of Academic Affairs and
Accreditation Liaison Officer

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Carrington College California

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Sacramento, CA. 95826

Submitted by
Dr. Danika Bowen
Provost/Vice President of Academic Affairs & Accreditation Liaison Officer

SUBSTANTIVE CHANGE PROPOSAL

TO ADD NEW CAMPUSES

Submitted to:

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

October 14, 2013

Certification of the Substantive Change Proposal

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

From: Carrington College California
Administration
7801 Folsom Boulevard, Suite 210
Sacramento, CA 95826

This Substantive Change Proposal is submitted to request approval to add campuses to the Carrington College California network.

We certify that this Substantive Change Proposal accurately reflects the plans, policies and procedures, eligibility requirements, standards, and operating plan for the proposed change.

Signed:

William Curtis, Chair, Carrington College California Governing Board
Date: October 14, 2013

Jeff Akens, President, Carrington College California
Date: October 14, 2013

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I. Introduction to the Proposed Change

Description and Overview of Request to Add Additional Locations

Carrington College California leadership requests approval to add the campuses of the similarly named Carrington College to its existing network of campuses. Carrington College is an ACICS accredited institution also owned by U.S. Education Corp., a wholly-owned subsidiary of DeVry Inc. These 11 campuses will become members in good standing of the Carrington College California network, aligned and in compliance with its mission, policies and procedures and the standards of ACCJC/WASC. The campuses currently operate in a substantially similar manner to those of Carrington College California and offer comparable certificate and associate degree programs in healthcare related fields. The governance, administration and committee structures of Carrington College California will be reinforced with additional human and financial resources to support the integration of these campuses and monitor operations to ensure quality is maintained during and after the change. Once the campuses have become part of Carrington College California and are accredited by ACCJC/WASC, the ACICS accredited Carrington College will be dissolved. The projected start date of operations under ACCJC/WASC accreditation at the additional 11 locations is January 28, 2014. Post-integration, the Commission should expect the new campuses to mirror the existing Carrington College California campuses in meeting and exceeding the ACCJC eligibility requirements, accreditation standards and Commission policies, just as the college did in earning reaffirmation of its institutional accreditation in July 2013.

Reasons for Proposed Change

Carrington College California's recent self-evaluation process with ACCJC/WASC provided an important forum to revisit long-term institutional continuous improvement planning and strategy. It was from this planning process that the proposed change emerged. Discussions with colleagues surfaced several potential benefits to students resulting from the proposed change. Most importantly, the addition of these campuses, to include the faculty and program directors, will result in the expansion of the Carrington College California academic community. The combined knowledge, experience, and talents of additional faculty will contribute to an even more robust program review process and translate into improvements in curriculum and student learning outcomes. Other potential benefits to students that surfaced during the planning process include: an expanded network of employer partners for clinical placements, externships and graduate employment opportunities, additional campuses in different geographic regions allowing for uninterrupted continuation of studies in the event of relocation, and increased institutional name awareness. Another positive by-product of the proposed change is improved long-term financial stability for the college.

In addition to consulting with internal constituents, the college engaged with ACCJC/WASC leadership to determine the feasibility of the proposed change and to confirm the proper procedural path to formally request the change. The proposed change progressed through the college's various planning sub-committees, where it was vetted and further refined. The proposal was voted on and approved by the college's executive committee on June 20, 2013, and subsequently approved by the governing board during its July 17, 2013 quarterly meeting. (**SRC 1 – Executive Council Minutes and SCR 2 – Governing Board Minutes)**

Overview of the Proposed Change

This Substantive Change Request (SCR) is organized according to the guidelines established in the *ACCJC/WASC Substantive Change Manual*, August 2012 edition. In consult with ACCJC/WASC leadership, it has been determined that the elements of this particular change request call for the SCR to specifically address the following sections of the manual:

- 3.3.1 Offering Courses or Programs Outside the Geographic Region Currently Served
- 3.3.2 Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution offers at least 50% of an Educational Program.
- 3.4.1 Any Change in the Legal Status, Form of Control, or Ownership of the Institution

In addition to thoroughly addressing the key considerations of these sections of the substantive change manual, this document provides evidence that the college has analyzed and provided for adequate human, physical, technological and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with quality. The document also demonstrates that the college has received all internal and external approvals necessary to implement the proposed change. The SCR also includes evidence that each eligibility requirement will continue to be met, as well as evidence showing how each ACCJC/WASC accreditation standard will be fulfilled as the change is implemented.

Notable features included in the Proposed Change

The substantive change proposal includes the following notable features:

- Academic quality will be continuously reviewed and heightened at the new campuses through benchmarking, student learning outcomes (SLO) assessments and program review
- Evidence of consistency between Carrington College California and Carrington College regarding student enrollment, demographics, course completion, program completion and employment
- Updated committee structure with additional human resources to support the new locations
- Description of how offerings will be controlled outside the geographic region apart from the main campus
- Legal status, control and ownership.

Intended Benefits Resulting from Addition of the New Campuses

The intended benefits resulting from bolstering the existing Carrington College California campuses includes an expanded, enriched and diverse network of faculty and programs directors within the academic community. The combined knowledge, experience, and talents of additional faculty will promote an even more vigorous program review process and translate into enhancements for curriculum and student learning outcomes. Other benefits to students may include:

- An expanded network of employer partners for clinical placements, externships and graduate employment opportunities
- Additional campuses in different geographic regions allowing for uninterrupted continuation of studies in the event of relocation
- Opportunities for current Carrington College students to graduate from a regionally accredited institution
- Increased institutional name awareness
- Improved long-term financial stability.

II. Background/History of the Institution

Carrington College California

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

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

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

The College expanded in August 2005 by merging the operations and programs of Silicon Valley College (SVC) with Western Career College. Silicon Valley College, 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.

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

The college received approval for 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.

In January 2013, the college submitted its self-evaluation prior to the March 2013 re-accreditation site visit. On July 3, 2013, the college received notification from ACCJC/WASC reaffirming accreditation for six years.

In 2013, the college requested approval to merge the Emeryville and San Leandro campuses and the Antioch and Pleasant Hill campuses. ACCJC/WASC approved both requests for consolidation.

Carrington College

Apollo College, now Carrington College, was founded by Margaret M. Carlson in 1976 in Phoenix, AZ. The college provided quality education that prepared graduates for careers as skilled professionals. Based on its success in meeting the needs of students and employers, Apollo College flourished and opened campuses in Arizona, Idaho, New Mexico, Nevada, Oregon and Washington. Apollo received accreditation from the Accrediting Bureau of Health Education Schools **(**ABHES) in 1982 for the Boise campus, in 1985 for the Portland campus and in 1999 for the Spokane campus.

The Boise campus was founded in 1980 as the American Institute of Health Technology. In 2003, both colleges (Apollo and the American Institute of Health Technology) were acquired by U.S. Education Corporation, a privately held education corporation. To better reflect that the Boise campus had become part of a larger organization, the campus name was changed to Apollo College in January 2005. In 2010, the Apollo College name was changed to Carrington College. This was intended to coincide with the name change of Western Career College, also owned by U.S. Education Corp., to Carrington College California. The college implemented the new name on June 30, 2010.

All Carrington College campuses are accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The initial grant of accreditation by ACICS was received on December 11, 2007 in Phoenix, AZ. The following chart incudes all campuses with their initial accreditation date:

Campus	Date of Initial ACICS Accreditation Grant
Phoenix, AZ	12.11.2007
Phoenix-Westside, AZ	12.11.2007
Mesa, AZ	12.11.2007
Tucson, AZ	12.11.2007
Albuquerque, NM	12.11.2007
Las Vegas, NV	12.11.2007
Boise, ID	12.11.2007
Portland, OR	05.20.2008
Spokane, WA	05.20.2008
Reno, NV	01.04.2011
Mesquite, TX	11.29.2011

The current term of accreditation expires December 31, 2016. This continued term was granted after successful site visits to the existing campuses in 2010.

III. College Substantive Change Historical Timeline

Carrington College California (CCC), formerly Western Career College, has a long and proven history of serving students and preparing them for careers in technical and occupational fields. As the timeline below indicates, the college has been deliberate in its planning for growth and change, averaging just over one substantive change per year during its 12 year history with ACCJC/WASC. The chart below presents a historical review of the college.

Date	Event
1967	Institution is founded as Northwest College of Medical Assistants and Dental Assistants.
1969	Northwest College is sold (unrelated owner) and changes name to Western College of Allied Health Careers - Bryman School.
1983	Institution is purchased by Education Corporation of America (EdCOA, Inc.) and name is changed to Western Career College (WCC). (EdCOA, Inc., owned by the Nathanson family).
06.2001	Western Career College receives initial accreditation from ACCJC/WASC.
07.2002	Greg Nathanson is appointed President of Western Career College.
01.08.03	ACCJC accepts Interim Report.
01.17.03	ACCJC approves Western Career College Change of Ownership. EdCOA, Inc. *dba* Western Career College is purchased by U.S. Education Corporation (USEC).
12.18.03	ACCJC approves Western Career College Substantive Change Report to open new campuses in Stockton and Citrus Heights.
06.09.04	ACCJC accepts Focused Midterm Report.
09.27.04	ACCJC approves Substantive Change Report to deliver online general education courses for degree completion.
01.02.05	WCC corporate office moves to 7801 Folsom Blvd. Suite 210 Sacramento, CA.
04.11.05	Western Career College Stockton campus opens.
06.13.05	Western Career College Citrus Heights campus opens.
08.29.05	ACCJC approves WCC's Substantive Change Report (SCR) to merge operations of Silicon Valley College with WCC and transfer assets. ACCJC also approves change to WCC mission statement to incorporate expanded service areas and scope of educational programs.
01.25.07	Western Career College submits Self-Study Report for institutional accreditation renewal.
03.2007	Western Career College hosts WASC site visit for accreditation renewal.
10.01.07	Jeff Akens is appointed President of Western Career College.
03.15.08	Western Career College submits Progress Report.
04.30.08	Western Career College hosts WASC site visit.
06.2008	ACCJC Commission Meeting – WCC is removed from Warning. Accreditation is renewed.
08.01.08	WCC submits SCR requesting a change of ownership by selling stock of the parent corporation, U.S. Education Corporation, to DeVry Inc.
09.15.08	ACCJC approves SCR to change ownership by selling stock of parent corporation, U.S. Education Corporation, to DeVry Inc.
03.02.09	ACCJC's Vice President, Dr. Susan Clifford, conducts a site visit at WCC for a change in ownership.
2009	WCC submits SCR requesting approval to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
06.02.09	ACCJC approves SCR to open the Pomona campus with Respiratory Therapy, Vocational Nursing, and Veterinary Technology programs.
06.02.09	ACCJC approves SCR to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
09.21.09	WCC submits SCR requesting a change of College name and mission.
10.20.09	ACCJC defers WCC's proposal to change college name/mission to the January 2010 Commission meeting.
10.29.09	WCC responds to notification of deferral for SCR requesting a change of College name/mission.
12.15.09	ACCJC approves SCR to offer Physical Therapist Assistant and Fitness Training programs.
01.29.10	ACCJC approves change of College name and mission. The changes are implemented effective 6/30/10.
02.12.10	WCC submits SCR requesting addition of seven new programs online (i.e., General Studies, Business, Accounting, Sales and Marketing, Paralegal Studies, Renewable Energy, and Computer Technology). ACCJC requests that each be submitted as individual proposals.
03.15.10	WCC submits Midterm Report to ACCJC.
03.26.10	WCC submits SCR requesting addition of Business programs and General Studies programs fully online.
03.31.10	WCC submits three SCRs to add Paralegal Studies, Renewable Energy and Computer Technology programs fully online.
04.05.10	WCC submits SCR to add new campus locations in Long Beach, CA and Oxnard, CA.

05.03.10	ACCJC approves General Studies and General Business online programs.
06.30.10	ACCJC accepts the Midterm Report submitted March 15, 2010. Next comprehensive evaluation of the College is scheduled for Spring 2013.
07.19.10	ACCJC approved Carrington College California's (CCC) SCR for new online programs in Computer Technology, Renewable Energy and Paralegal Studies. Approval of new campus locations in Oxnard, CA and Long Beach, CA is deferred pending more information and evidence that sites meet Accreditation Standards.
08.02.10	CCC submits additional information requested for the proposed Long Beach and Oxnard campus sites.
09.07.10	Via email, ACCJC approves the Oxnard and Long Beach campuses. Official letter received 9/29/10.
09.20.10	CCC notifies ACCJC of Program Name Change: Health Information Technology to be changed to Medical Billing and Coding.
12.17.10	CCC submits notification regarding appointment of Dr. Bowen - Director of Academic Affairs and Accreditation Liaison.
01.21.11	CCC submits two SCRs to add an online Veterinary Assisting Certificate program and online Veterinary Technology Associate of Science program.
01.26.11	ACCJC Directory Report Update.
03.29.11	ACCJC defers SCRs to offer online Veterinary Assisting and Veterinary Technology programs.
10.05.11	CCC submits notification regarding Business and Accounting hybrid programs.
10.11.11	CCC submits notification regarding on-site Computer Networking program.
11.30.11	ACCJC denies SCRs for Veterinary Technology and Veterinary Assisting programs.
01.13.12	ACCJC confirms 3/4/13 site visit.
02.02.12	ACCJC Directory Report Update.
02.14.12	ACCJC requests a report regarding CCC being restricted from offering Cal Grants.
030.5.12	ACCJC is satisfied with CCC letter addressing cohort default rates.
03.23.12	ACCJC denies SCRs for Veterinary Technology Associate of Science program and Computer Networking Associate of Science program.
04.05.12	ACCJC requests Institutional Report regarding Status of SLO and Assessment of Learning.
06.01.12	CCC submits Special Report to ACCJC.
10.12.12	CCC submits notification regarding intention, with approval from ACCJC/WASC, to move Vocational Nursing program to Antioch campus.
11.19.12	ACCJC accepted CCC's (Special) Report and recommends the External Eval Team review the success of the distance education program during spring 2013 site visit. Also, confirmed CCCs plan to move VN will require a SCR.
01.08.13	ACCJC receives CCCs Self-Evaluation.
01.16.13	CCC notifies ACCJC it intends to suspend new enrollments in all fully-online Associate of Science degree programs.
01.23.13	ACCJC acknowledges CCC will suspend new enrollments in all fully-online Associate of Science degree programs as of January 18, 2013.
02.18.13	CCC submits an SCR to consolidate the Emeryville campus with the San Leandro campus.
02.27.13	CCC notifies ACCJC the College will be suspending new enrollments in Accounting, Architectural Design Drafting, Business, and Graphics Design, effective March 1, 2013.
03.22.13	ACCJC approved CCC's request to close the Emeryville Campus and consolidate programs with the San Leandro Campus.
03.28.13	ACCJC confirms CCC's 2011-2012 Annual Report was submitted.
04.16.13	ACCJC sends CCC the Report of the External Evaluation Team.
05.09.13	ACCJC approved CCC's request to close the Antioch Campus and consolidate programs with the Pleasant Hill Campus.
07.02.13	ACCJC reaffirms accreditation with the requirement to complete a Follow-up Report by March 15, 2014.

IV. Substantive Change Requirements

Relationship of the Proposed Change to the College Mission

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

The college achieves its mission by:

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

The addition of campuses to the Carrington College California network will not change the mission of the college. The governance, administrative, and committee structures will be reinforced with additional resources in order to support the integration and ongoing operations of the new campuses.

3.3.1 Offering courses or programs outside the geographic region currently served

Carrington College and its programs are in good standing with post-secondary authorities in the states of Arizona, Nevada, Idaho, Oregon, Washington, New Mexico, and Texas. In addition, the existing programs at its 11 campuses are very similar to those offered by Carrington College California. Both colleges similarly offer certificate and associate degree programs primarily in the allied health professions. **In the proposed new structure, the Carrington College California academic affairs leadership, based in Sacramento, CA, will control academic programming, campus sites, and policies to ensure accreditation standards as well as Commission policies are met.**

When the new campuses are assimilated by Carrington College California, existing courses of study, as documented in students' enrollment agreements, will be completed. Academic leadership will then analyze the programs using the existing program review process. Following this review, the programs and curricula will be systematically standardized to match those of Carrington College California. This exercise will ensure full compliance with the ACCJC standards and with programmatic accreditor and state requirements, to ultimately adopt the most stringent requirements and to satisfy the college's educational mission. Since the program review cycle is every two years, we anticipate that all programs will be standardized in the 2015/2016 academic year.

The college will continue to invest in and assess its academic quality and institutional effectiveness by utilizing the processes and practices currently in place. As evidenced by the most recent ACCJC visit, Carrington College California is meeting the expectations of ACCJC in these important areas. The integration of the new campuses will be relatively seamless as the combined college will have the appropriate staffing levels in place, not only to support the transition and safeguard academic quality and institutional effectiveness, but to also provide faculty and staff with training and development opportunities to support the integration and drive quality and effectiveness.

In addition, formalized training for all new Carrington College California administrators, faculty and staff will be implemented to foster enhanced understanding and knowledge of the academic quality systems and assessment processes in place to support students and successful student learning outcomes. The new structure also provides for additional funding and personnel to oversee the conversion and to bolster opportunities for faculty to participate in formalized training and development. The college recognizes that more development and training opportunities for its faculty will result in a stronger commitment to academic quality and to institutional excellence.

3.3.2 Establishing an additional location geographically apart from the main campus at which the Institution offers at least 50% of an educational program

Sustainability

Carrington College California will continue to have sufficient resources to ensure financial solvency and stability for all campuses. The short and long term plans and priorities indicate the college has a thorough plan to ensure these existing campuses are integrated into the expanded network in a systematic and quality manner with the best interests of students, faculty, staff and administration in mind. The immediate plans and priorities focus on effectively integrating the new campuses into the college's campus network to include communication plans, organizational structure, policies, procedures, curriculum and expanded planning and assessment processes.

Support Services

Despite the geographical spread of the new campuses, the college will continue its strong commitment to provide students with quality academic programs, support systems, and learning resources by conducting and utilizing a continuous cycle of review and assessment focused on and aligned with its mission statement. Learning resources include research support, tutoring services, and online support services. These services will continue to be regularly assessed and improved to provide a quality student experience. These same resources are already available to students and faculty at the new campuses.
The new campus management teams, faculty, and support staff will remain intact and become employees of Carrington College California. Through the integration process, these colleagues will become active participants in the existing committee structure. In order to ensure that both the existing and new campuses receive appropriate levels of support, the administrative structure will be buttressed with additional resources in the form of staffing and student support services. Positions have been added to support continuous quality of teaching and learning at both existing and new campuses. The additional resources will allow for appropriate oversight while also allowing for continuous quality improvement and future growth.

Facilities

Throughout the expanded network of campuses, all locations provide an environment conducive to instruction and support the educational programs offered. Buildings, classrooms, furnishings, equipment, and instructional tools are appropriate and significantly contribute to the achievement of our educational mission. Aesthetically pleasing, each campus also meets the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and is fully compliant with any local or state laws governing physical facilities, particularly with respect to fire, safety, security, and sanitation.

Carrington College Locations, Programs and Population

The following evidence outlines each new campus location, programs offered, and population by program. Additionally, all lease agreements and floor plans for the new campuses have been provided in the attachment SRC 3. (**SCR 3- Lease and Floor Plans**)

Albuquerque Campus

The campus offers over 42,000 square feet of space tailored to hands-on training and one-on-one interaction between faculty and students. It provides features such as a Physical Therapist Assistant Lab that mirrors an actual physical therapy clinic, fully-equipped science labs, and a simulation lab that uses computerized human patient simulators and custom-designed scenarios to help students develop skills and build confidence. The campus includes classrooms with ceiling-mounted LCD projectors, and a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals.

Certificate and Associate Degree programs in the following areas of study are offered at the Albuquerque campus:

- Dental Assisting
- Medical Assisting
- Medical Billing and Coding
- Coding and Pharmacy Technology
- Medical Office Management
- Physical Therapist Assistant; and,
- Registered Nursing

The total population for the Albuquerque campus is 469 students, distributed as follows:

Campus	Program	Award Level	Total
Albuquerque	Dental Assisting	Certificate	65
	Dental Assisting Total		**65**
	Medical Assisting	Certificate	102
	Medical Assisting Total		**102**
	Medical Billing and Coding	Certificate	28
	Medical Billing and Coding Total		**28**
	Medical Office Management	Associate	2
	Medical Office Management Total		**2**
	Pharmacy Technology	Certificate	31
	Pharmacy Technology Total		**31**
	Physical Therapist Assistant	Associate	23
	Physical Therapist Assistant Total		**23**
	Registered Nursing	Associate	218
	Registered Nursing Total		**218**
	*Criminal Justice	Associate	0
	*Massage Therapy	Certificate	0
Albuquerque Total			**469**

*Programs to open in May 2014.

Boise Campus

The Boise campus is located near many health care facilities, and features classrooms and simulation labs equipped with the leading technology and a full multimedia library that provides a wealth of up-to-date resources for research and study. The 46,000 square feet of space provide a variety of valuable hands-on training in realistic settings. In addition, the campus offers a dental clinic where students participate in the provision of free and low-cost dental services to students and the community.

Certificate and Associate Degree programs in the following areas of study are offered at the Boise campus:

- Dental Assisting
- Dental Hygiene
- Health Care Administration
- Massage Therapy
- Medical Assisting
- Medical Billing and Coding
- Pharmacy Technology
- Physical Therapist Assistant
- Practical Nursing; and,
- Registered Nursing

The total population for the Boise campus is 371 students distributed as follows:

Campus	Program	Award Level	Total
Boise	Dental Assisting	Associate	1
		Certificate	39
	Dental Assisting Total		**40**
	Dental Hygiene	Associate	67
	Dental Hygiene Total		**67**
	Health Care Administration	Associate	1
		Certificate	1
	Health Care Administration Total		**2**
	Massage Therapy	Associate	5
		Certificate	13
	Massage Therapy Total		**18**
	Medical Assisting	Associate	4
		Certificate	63
	Medical Assisting Total		**67**
	Medical Billing and Coding	Associate	2
		Certificate	18
	Medical Billing and Coding Total		**20**
	Pharmacy Technology	Associate	2
		Certificate	14
	Pharmacy Technology Total		**16**
	Physical Therapist Assistant	Associate	25

	Physical Therapist Assistant Total		**25**
	Practical Nursing	Certificate	63
	Practical Nursing Total		**63**
	Registered Nursing	Associate	53
	Registered Nursing Total		**53**
	*Criminal Justice	Associate	0
	*Massage Therapy	Certificate	0
Boise Total			**371**

***** Programs to open in May 2014.

Las Vegas Campus

The Las Vegas campus occupies 30,000 square feet of classrooms and labs designed for the Certificate and Associate Degree programs. It offers a range of simulation labs that recreate a variety of hands-on experiences from therapeutic to neonatal care. The campus bolsters a state-of-the-art student lounge where students congregate to study and to enrich campus community efforts. The campus includes classrooms with ceiling-mounted LCD projectors, a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals, a learning laboratory, and science labs.

Certificate and Associate Degree programs in the following areas of study are offered at the Las Vegas campus:

- Medical Assisting
- Medical Billing and Coding
- Physical Therapist Assistant
- Respiratory Care

The total population for the Las Vegas campus is 163 students distributed as follows:

Campus	Program	Award Level	Total
Las Vegas	Medical Assisting	Certificate	40
	Medical Assisting Total		**40**
	Medical Billing and Coding	Certificate	22
	Medical Billing and Coding Total		**22**
	Physical Therapist Assistant	Associate	25
	Physical Therapist Assistant Total		**25**
	Respiratory Care	Associate	76
	Respiratory Care Total		**76**
	*Criminal Justice	Associate	0
	*Dental Assisting	Certificate	0
	*Massage Therapy	Certificate	0
	*Pharmacy Technology	Certificate	0
	*Registered Nursing	Associate	0
Las Vegas Total			**163**

***** Programs to open in May 2014.

Mesa Campus

The Mesa campus is made up of three individual facilities all within a one-mile radius. With over 60,000 square feet of space, the campus provides a diverse learning environment designed to give students valuable hands-on training in realistic settings. The campus features a Simulation Theater equipped with high-tech Meti-Sim Human Patient Simulators, viewing systems, and simulation programming capabilities. In addition to the simulation lab, the campus offers modern Dental Hygiene and Sonography clinics which are open to the public.

Certificate and Associate Degree programs in the following areas of study are offered at the Mesa campus:

- Dental Assisting
- Dental Hygiene
- Diagnostic Medical Sonography
- Medical Assisting
- Pharmacy Technology
- Physical Therapist Assistant
- Physical Therapy Technology
- Respiratory Care

- Medical Billing and Coding
- Veterinary Assisting

The total population for the Mesa campus is 461 students distributed as follows:

Campus	Program	Award Level	Total
Mesa	Dental Assisting	Certificate	52
	Dental Assisting Total		**52**
	Dental Hygiene	Associate	53
	Dental Hygiene Total		**53**
	Diagnostic Medical Sonography	Certificate	15
	Diagnostic Medical Sonography Total		**15**
	Medical Assisting	Certificate	112
	Medical Assisting Total		**112**
	Medical Billing and Coding	Certificate	51
	Medical Billing and Coding Total		**51**
	Medical Office Management	Associate	11
	Medical Office Management Total		**11**
	Pharmacy Technology	Certificate	43
	Pharmacy Technology Total		**43**
	Physical Therapist Assistant	Associate	46
	Physical Therapist Assistant Total		**46**
	Physical Therapy Technology	Certificate	14
	Physical Therapy Technology Total		**14**
	Respiratory Care	Associate	34
	Respiratory Care Total		**34**
	Veterinary Assisting	Certificate	30
	Veterinary Assisting Total		**30**
	*Criminal Justice	Associate	0
	*Massage Therapy	Certificate	0
Mesa Total			**461**

***** Programs to open in May 2014.

Mesquite Campus

This campus's 43,000 square feet are designed to provide a diverse learning environment, including modern classrooms ideally suited for lectures, classroom discussion, and spacious computer centers for research and independent study. In addition to a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, the campus also offers a Simulation Theater which provides an interactive learning system that features computer-animated "patients" and custom-made scenarios that help students develop their skills.

Certificate and Associate Degree programs in the following areas of study are offered at the Mesquite campus:

- Dental Assisting
- Medical Assisting
- Medical Billing and Coding

The total population for the Mesquite campus is 202 students distributed as follows:

Campus	Program	Award Level	Total
Mesquite	Dental Assisting	Certificate	76
	Dental Assisting Total		**76**
	Medical Assisting	Certificate	112
	Medical Assisting Total		**112**
	Medical Billing and Coding	Certificate	14
	Medical Billing and Coding Total		**14**
	*Criminal Justice	Associate	0
	*Massage Therapy	Certificate	0
	*Registered Nursing	Degree	0
Mesquite Total			**202**

***** Programs to open in May 2014.

Portland Campus

The Portland campus occupies approximately 46,000 square feet of space and features realistic simulation labs that allow students to learn in environments that mirror real-world facilities. The dental facility is an operating clinic equipped with the latest technology used for dental cleanings, examinations and treatments. The clinic serves the public by providing free and low-cost dental hygiene services to the community. It also provides an exceptional educational experience for Dental Hygiene students. The campus offers a Student Center which includes a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals.

Certificate and Associate Degree programs in the following areas of study are offered at the Portland campus:

- Dental Assisting
- Dental Hygiene
- Medical Assisting
- Medical Billing and Coding
- Pharmacy Technology
- Practical Nursing; and
- Veterinary Assisting

The Portland campus has 252 students distributed as follows:

Campus	Program	Award Level	Total
Portland	Dental Assisting	Certificate	31
	Dental Assisting Total		**31**
	Dental Hygiene	Associate	52
	Dental Hygiene Total		**52**
	Medical Assisting	Certificate	42
	Medical Assisting Total		**42**
	Medical Billing and Coding	Certificate	3
	Medical Billing and Coding Total		**3**
	Pharmacy Technology	Certificate	39
	Pharmacy Technology Total		**39**
	Practical Nursing	Certificate	53
	Practical Nursing Total		**53**
	Veterinary Assisting	Certificate	32
	Veterinary Assisting Total		**32**
Portland Total			**252**

Phoenix North Campus

The Phoenix North campus occupies 35,000 square feet of space which include a simulation retail pharmacy laboratory, simulation lab for Respiratory students, and a fitness room for the Physical Therapy students. The campus also includes lecture classrooms with ceiling-mounted LCD projectors, a learning laboratory, science labs, and a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals.

The Phoenix North campus offers Certificate and Associate Degree programs in the following areas of study:

- Dental Assisting
- Health Care Administration
- Massage Therapy
- Medical Assisting
- Medical Office Management
- Pharmacy Technology
- Veterinary Assisting

The total population for the Phoenix North campus has 473 students within the aforementioned programs. The campus population is distributed accordingly:

Campus	Program	Award Level	Total
Phoenix North	Dental Assisting	Certificate	113
	Dental Assisting Total		**113**
	Health Care Administration	Bachelor	2
	Health Care Administration Total		**2**
	Massage Therapy	Certificate	22
	Massage Therapy Total		**22**
	Medical Assisting	Certificate	191
	Medical Assisting Total		**191**
	Medical Office Management	Associate	12
	Medical Office Management Total		**12**
	Pharmacy Technology	Certificate	59
	Pharmacy Technology Total		**59**
	Veterinary Assisting	Certificate	74
	Veterinary Assisting Total		**74**
Phoenix North Total			**473**

Phoenix Westside Campus

The Phoenix Westside campus occupies almost 20,000 square feet of modern classrooms and simulation labs with computerized human patient simulators. It includes classrooms with ceiling-mounted LCD projectors, a learning laboratories, science labs, and medical libraries equipped with EBSCOhost online databases, reference materials, textbooks, and journals. This campus has an imaging lab with an x-ray tube equipped with moving table, and a film processing system where students learn to x-ray anatomical body parts.

Certificate and Associate Degree programs in the following areas of study at the Phoenix Westside campus:

- Medical Billing and Coding
- Medical Laboratory Technology
- Medical Radiography
- Physical Therapy Technology
- Registered Nursing
- Respiratory Care

The total population is 483 students distributed as follows:

Campus	Program	Award Level	Total
Phoenix Westside	Medical Billing and Coding	Certificate	35
	Medical Billing and Coding Total		**35**
	Medical Laboratory Technology	Associate	39
	Medical Laboratory Technology Total		**39**
	Medical Radiography	Associate	139
	Medical Radiography Total		**139**
	Physical Therapy Technology	Certificate	21
	Physical Therapy Technology Total		**21**
	Registered Nursing	Associate	190
	Registered Nursing Total		**190**
	Respiratory Care	Associate	59
	Respiratory Care Total		**59**
Phoenix Westside Total			**483**

Reno Campus

The Reno campus is 15,000 square feet of classrooms and simulation labs equipped with the leading technology along with a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals. The Simulation Theater offers two simulated hospital rooms equipped with high-tech Meti-Sim Human Patient Simulators, an Observation Room, and two Debriefing Rooms. Additionally, the Simulation area features faculty and student computer access, video cameras and viewing systems, and simulation programming capabilities.

Certificate and Associate Degree programs in the following areas of study are offered at the Reno campus:

- Medical Assisting
- Medical Billing and Coding
- Registered Nursing

The total population is 281 students distributed as follows:

Campus	Program	Award Level	Total
Reno	Medical Assisting	Associate	33
		Certificate	23
	Medical Assisting Total		**56**
	Medical Billing and Coding	Certificate	12
	Medical Billing and Coding Total		**12**
	Registered Nursing	Associate	213
	Registered Nursing Total		**213**
	*Licensed Practical Nursing	Certificate	0
	*Nursing Bridge (LPN to RN)	Degree	0
Reno Total			**281**

*Programs to open in May 2014.

Spokane Campus

The Spokane campus is located in a two-story building with over 35,000 square feet of space. The facilities include: an on-site library with EBSCOhost online database and many reference materials, three computer labs, three dental operatory labs & dark room, three medical assisting labs, a radiography lab with up-to-date radiology equipment, ceiling-mounted LCD projectors, pharmacy lab, and a massage clinic that is open to the public.

Certificate and Associate Degree programs in the following areas of study are offered:

- Dental Assisting
- Massage Therapy
- Medical Assisting
- Medical Billing and Coding
- Medical Office Management
- Medical Radiography
- Pharmacy Technology

The total population is 392 students distributed as follows:

Campus	Program	Award Level	Total
Spokane	Dental Assisting	Certificate	62
	Dental Assisting Total		**62**
	Massage Therapy	Certificate	45
	Massage Therapy Total		**45**
	Medical Assisting	Certificate	173
	Medical Assisting Total		**173**
	Medical Billing and Coding	Certificate	22
	Medical Billing and Coding Total		**22**
	Medical Office Management	Associate	2
	Medical Office Management Total		**2**
	Medical Radiography	Associate	47
	Medical Radiography Total		**47**
	Pharmacy Technology	Certificate	41
	Pharmacy Technology Total		**41**
	*Criminal Justice	Associate	0
Spokane Total			**392**

*Program to open in May 2014.

Tucson Campus

This campus's 28,000 square foot space offers a diverse learning environment, including classrooms which feature ceiling mounted LCD projectors. The campus provides a variety of spaces designed to give students valuable hands-on training in realistic settings, including well-equipped Dental Assistant and Veterinary Assistant labs and a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals.

Certificate and Associate Degree programs are offered in the following areas of study:

- Dental Assisting
- Medical Assisting
- Medical Billing and Coding
- Medical Laboratory Technology
- Medical Office Management
- Pharmacy Technology
- Physical Therapy Technology
- Veterinary Assisting

The total population is 292 students distributed as follows:

Campus	Program	Award Level	Total
Tucson	Dental Assisting	Certificate	38
	Dental Assisting Total		**38**
	Medical Assisting	Certificate	91
	Medical Assisting Total		**91**
	Medical Billing and Coding	Certificate	29
	Medical Billing and Coding Total		**29**
	Medical Laboratory Technology	Associate	5
	Medical Laboratory Technology Total		**5**
	Medical Office Management	Associate	3
	Medical Office Management Total		**3**
	Pharmacy Technology	Certificate	40
	Pharmacy Technology Total		**40**
	Physical Therapy Technology	Certificate	51
	Physical Therapy Technology Total		**51**
	Veterinary Assisting	Certificate	35
	Veterinary Assisting Total		**35**
Tucson Total			**292**

3.4.1 Any Change in the Legal Status, Form of Control, or Ownership of the Institution

There will be no change in legal status, form of control or ownership as a result of the additional campuses. Sacramento, California will continue to be the home office administrative location, from which control and adherence to eligibility requirements will be overseen.

Related Substantive Change Materials

In order to reinforce the college's assertion that it is well-prepared to integrate the new campuses, further narrative has been provided based on the *ACCJC/WASC Substantive Change Manual.*

Description of the process for creating and revising curriculum for the locations

The process for creating and revising curriculum for the various campus locations will follow both the criteria for adding new programs and the criteria for program review.

Carrington College California currently engages in ongoing evaluation to ensure programs are consistent with the needs of employers, students, and the communities they serve. New program development is accompanied by extensive industry, education and market research to ensure programs meet the needs of prospective students as well as communities and industries. The new campuses will also engage in this evaluation and benefit from the process.

Program Review Process

- At the review launch meeting program directors conduct their first meeting, sketching out global recommendations to take back to the campus for faculty input and agreement.
- Faculty then meet to consider evidence and data and to develop recommendations.
- Program directors finalize global and campus recommendations and include them in the campus review reports.
- Campus recommendations go into campus improvement plans for action.
- Budget items related to campus improvement plans are added to the campus or college budget
- Global recommendations, approved but not included in the next fiscal year budget, are added to the college's strategic plan.
- Once a campus program review is completed, the report moves to the Education committee for review.
- Following the Education committee's approval of the program review, it is then moved to the executive council for voting.

Program review is a part of the college's overall quality improvement process. It is intended to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination of all areas affecting program delivery, including supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes.

Description of analysis undertaken to determine the need for the new program

Carrington College California currently engages in ongoing evaluation to ensure programs are consistent with the needs of employers, students, and the communities they serve. New program development is accompanied by extensive industry, education, and market research to ensure programs meet the needs of prospective students as well as the communities and industries. The new campuses will also engage in this evaluation.

Professional advisory committees (PACs) and subject matter experts (SMEs) advise programs on current industry trends to ensure necessary changes occur to meet the developing needs of the professional community and industry. Each campus program has a program advisory committee that meets twice yearly. The new 11 campuses will follow the same structure.

Evidence that the program is designed to meet student needs

The communities served by Carrington College California benefit, as will those served by Carrington College, from the focus on outcome-based learning and the ability to adapt to the changing needs of students. Faculty, administrators, and staff will assist students in achieving specific vocational knowledge and skills, as well as institutional student learning outcomes.

In addition, the program advisory committees that participate in all program reviews provide assistance in the development of educational programs, which are current with industry standards, providing a vital link between the college and the community. Program advisory committee members attend meetings and take an active role in the evaluation of the instructional program, helping to formulate recommendations for program improvement and to supply information needed to expand the curriculum. This collaboration is instrumental to the college's planning and decision-making process, further ensuring its mission of commitment to student learning. Below is a standard program advisory committee agenda that will be utilized by all campuses.

Program Advisory Committee Agenda

1. Welcome and Introduction of Members
2. Purpose of the meeting (to help an institution ensure that its training and equipment is current and relevant to occupational practices and requirements). The purpose of the meeting is to allow communication between members of the PAC about the program and its ability to meet the needs of students and employers by addressing program objectives, skills, outcomes, equipment, texts, and learning resources. Members will provide recommendations for program improvement in each area discussed.

3. Program Review
    - Are the program objectives appropriate for the profession or job?
    - Is the program meeting the written accreditation standards?
    - If a student achieves all of the objectives, will the graduate have entry-level skills? What skills or instructional topics are missing?
    - Are there sufficient numbers of jobs available for students with this knowledge and skills to find employment in our community?
    - Is the system of training (lectures, labs, etc.) sufficient to meet the program objectives?
    - Do the courses reflect what graduates must know and be able to do in the current occupational settings?
    - Should other topics, skills, techniques, etc. be added?
    - Does it appear that the college keeps its instructional materials up-to-date?
    - Are courses sequenced appropriately to achieve the program objectives?
    - Are there external validations we should use to ensure students are learning the skills needed in industry?
    - What recommendations would you make for improvements to the program to meet industry standards and to ensure completion, licensure, employment, and certifications?
    - What recommendations would you make for improvements to student outcomes?
    - Are equipment quality, quantity, and necessity adequate to meet the course objectives?
    - Is the equipment up-to-date and similar to what is used in industry today? Is any equipment lacking?
    - Is the facility safe, sanitary, adequate in size, well lighted, etc.?
    - What recommendations would you make for facilities and equipment?
    - Are the library and learning resources and reference materials appropriate and sufficient to support the program?
    - What other resources should/could be added to enhance the program?
    - Does the course as presented, its related instructional materials, equipment, and the facilities assist the students in achieving the course objectives?
    - Will the graduates of this program be prepared for employment in their field of training?
    - What specific recommendations do you have for program improvement?

Description of how programs at the locations will be evaluated, including the achievement and assessment of Student Learning Outcomes (SLOs)

Carrington College California's Program and Services Review procedure (including designing, identifying, and reviewing SLOs is completed formally every two years and includes data and feedback from a number of sources including students, graduates, faculty, employers, advisory boards, and externship sites. Recommendations are considered based on outcome assessments of program goals, student learning objectives, program resources (facilities, faculty, equipment, supplies, and learning resources), suggestions (from faculty, graduate services, and other college departments), advisory boards, student surveys, employers, accreditors, and approval standards.

Program review is a part of Carrington College California's overall quality improvement process and is intended to improve institutional effectiveness and SLOs through a systematic cyclical examination of all areas affecting program delivery. The assessment includes supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes. This process will be expanded to include reviews of all Carrington College programs. The "360-degree" review of all aspects of instructional programs, including curriculum, human, physical, and technical resources, will improve programs and services throughout the two colleges.

The SLO assessment and resource allocation process described on page 20 will be followed on all campuses to ensure the provision of industry current programs.

Once a program or service review is completed on a campus, the report (including evidence of faculty dialogue, cost estimates, etc.) is forwarded to the Education committee for review. An executive summary with faculty recommendations is then provided to the executive council for discussion and voting.

The program review process for all locations will continue to be evaluated and revised as necessary to more fully utilize institutional research in identification of student learning needs, assessment of achievement, and the utilization of assessment results as the basis for program continuous improvement.

Evidence of how the outcomes will be assessed

Carrington College California uses a data management and reporting software system to record and track SLO assessments. Faculty has been trained on eLumen as the SLO management system and the training support materials. Results of assessment are reviewed at the course, program, and college levels according to a set cycle and recommendations are then made. Data includes course and program SLO data disaggregated by campus, program, and course section.

The new campuses will also use this data management and reporting system to improve and further align institution-wide practices, especially in the area of curriculum and learner support. The integration of eLumen will take place during 2014 and all programs properly assessed by 2015.

Description of how the program will be reviewed compared with other programs, including the achievement and assessment of Student Learning Outcomes (SLOs)

Carrington College California performs program and service reviews for all programs to ensure currency, to improve teaching and learning strategies, and to achieve stated SLOs. The reviews and revisions are ongoing; however, they are formally conducted every two years. Program reviews are faculty driven, aligned with the college's mission statement, and part of Carrington College California's overall quality improvement process. The reviews are used to improve institutional effectiveness and SLOs through a systematic cyclical examination including all areas effecting program delivery. Included are supporting curriculum, texts, resources, student achievement, and overall program outcomes. This practice will be implemented with the programs offered at the new campuses by 2015 and outcomes will be available for review by the following year.

Description of how expertise in this new field is to be acquired in order for a quality curriculum to be developed

Carrington College California has the requisite expertise in place for development of quality curriculum. The college has long provided professional preparation in career-focused majors through established program advisory committees and provides real-world professional education programs that serve the community.

The program advisory committees assist in the development of educational programs current with industry standards, providing a vital link between the college and the community. Program advisory committee members attend meetings and take an active part in program evaluation, helping to formulate recommendations for program improvement and expansion.

The partial chart below shows Carrington College California's systematic approach to gathering and refining data for decision. The full table can be found in the *Education Master Plan 2013.*

Institutional Self-Study 2012

	Objectives	**Strategic Plan & Self-Study Reference**	**Strategies**		
			FY13	FY14	FY15
4.6	Standardize advisory board processes, ensure regular meetings are held, increase advisory board membership, and ensure quality of meeting agenda. (Project PAC)	Strategic Plan Objective 1.5	In partnership with Career Services, establish standard model for PAC meetings to ensure robust attendance by industry partners. Evaluate and revise as necessary all PAC documents to ensure quality and relevancy. Review tracking & monitoring processes	Communicate, train, and implement model and new standard PAC documents. Evaluate after first PAC cycle at the end of December and make recommended changes for improvement	Implement with recommended changes for improvement. Ongoing review and evaluation

Description of the process for creating and revising curriculum for the program

Carrington College California's program review process is utilized for creating and revising program curriculum. The process ensures program quality and will be infused in the revision of current and creation of new programs at the new campuses.

The process for course development and revision across all campuses is a critical self-study designed to accomplish the following:

- Evaluate the current state of the program area
- Identify strengths in the program
- Identify areas of the program needing improvement
- Develop recommendations for improvement strategies
- Implement improvement strategies through changes at the campus level or through institutional planning
- Evaluate the effectiveness of improvement strategies.

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

Description of program course requirements

Descriptions of program and course requirements are located in the college catalogs. An in-depth review of each program and course requirements is underway to determine similarities and differences between the colleges. Where differences are identified, the program review process will be utilized to engage all key stakeholders in planning for realignment. Based on the outcomes of this review, a single program and/or course requirement will be adopted for all programs offered at Carrington campuses. **(SCR 4 – Existing and New Programs)**

State Authorizations

Prior to submitting the request to add new campuses to the existing Carrington College California locations, the college conducted research into the state regulations to see what information might be required of the institution in the event of changing the institutional accreditor. None of the states where Carrington College has locations had specific guidelines; therefore, the college will be notifying each state of our plans to change the institutional accreditor and requesting what additional information may be required considering there will be no lapse in institutional accreditation. In order to ensure that no lapse in state authorizations occurs, we propose that we hold dual accreditation for a short period of time. The Carrington College campuses will remain authorized to operate and grant degrees during the transition period, and the college will follow up with each state to keep our regulators informed as the project progresses.

How will reciprocity be managed for students between and among states?

As the new campuses become part of Carrington College California, reciprocity will be managed via short-term and long-term plans. In the short-term the college will honor the existing course of study as documented in students' enrollment agreements. Over time, and through the use of the program review process, academic leadership will convert the program offerings at the new campuses to match those of Carrington College California, while at the same time assuring compliance with programmatic accreditation requirements and the standards of each state in which the new campuses operate. **(SCR 6 State Authorization and SCR 7 Programmatic Accreditation)**

Existing programs at the new campuses are substantially similar to those offered by Carrington College California and are in good standing with state regulators. We recognize that adding new campuses in multiple states will result in the need for more rigorous oversight and monitoring to ensure continued compliance with additional state requirements.

In the long-term, via the college's program review process, the program offerings at the new campuses will be systematically standardized to match those of Carrington College California and ensure full alignment with ACCJC standards. The college's academic affairs leadership will analyze the programs at each new campus against programmatic accreditation and state authorization requirements. Then, making use of the program review process, the college will work toward standardization of

program curriculum requirements to meet the most stringent standard. The program review cycle is two years in length and we anticipate that all programs will be standardized in the 2014/2015 academic year.

Requirements and timelines established to meet the conditions of the U.S. Department of Education to ensure feasibility of the January 28, 2014 date to add new campuses.

Ensuring compliance with the requirements and timelines established to meet the conditions of the U.S. Department of Education are of extreme importance to Carrington College California. The Department of Education was notified on June 17, 2013 of Carrington College's intent to shift its campuses under the operation of Carrington College California, under accreditation through the Accrediting Commission for Community and Junior Colleges (ACCJC). Upon receipt of the approval by ACCJC, a notification must be made within 10 days of the approval the accreditation modification. At such time a merger application of the three OPEIDS for Carrington College with the OPEID for Carrington College California may be submitted, but is not required. The allowance for multiple OPEIDS under one institutional accreditor is not uncommon. Discussions are ongoing with the Department on the best course of action once receipt of the approval from ACCJC for inclusion of the Carrington College locations under Carrington College California.

Relationship between Carrington College California and DeVry, Inc.

The Carrington College California governing board serves as an independent policy-making body and has the ultimate authority to make decisions for the college. The majority of board members have no employment, family, or personal financial interest in the college. The board meets regularly to consider major policy and program direction and it approves all major faculty and administrative appointments.

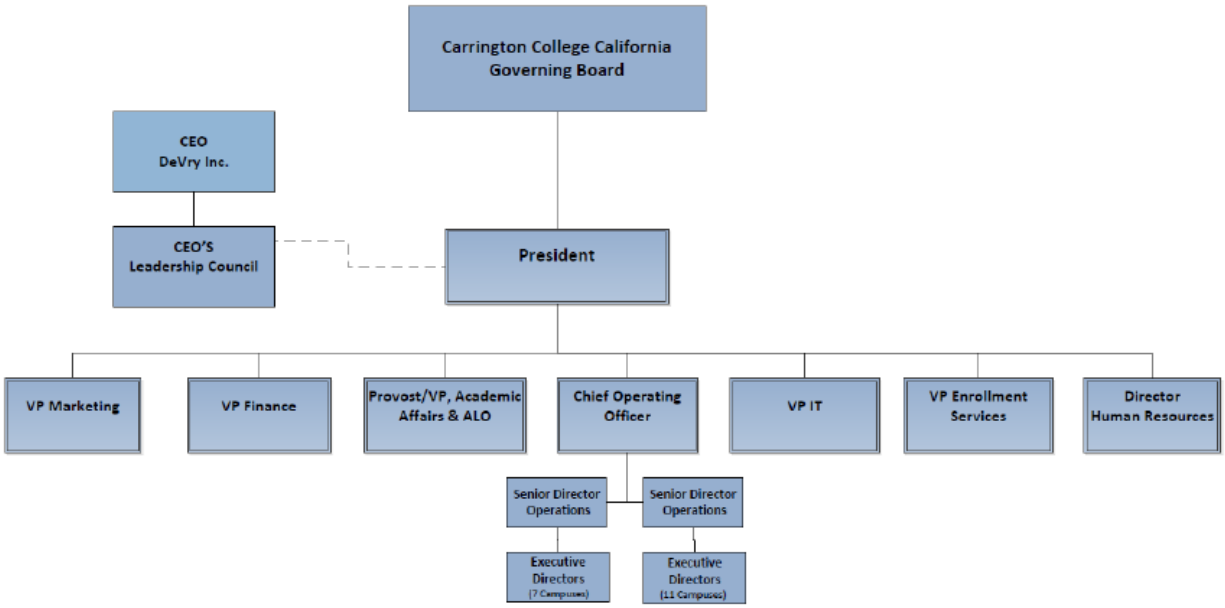
The president of Carrington College California is approved and regularly evaluated by the governing board and holds primary responsibility for the college and its success. The president chairs the Carrington executive council, which comprises representatives from the college's senior administrative and faculty leaders.

The Carrington president also holds a seat on the DeVry Inc. leadership council, which includes the presidents of each DeVry-owned institution and is chaired by the CEO of DeVry Inc. Members of the leadership council report in through the DeVry Inc. CEO for purposes of administrative oversight. Each campus of Carrington College California is led by a campus executive director, who supervises the campus management team. Campus executive directors report to one of two senior directors of operations, who report to Carrington's chief operating officer (COO). The COO sits on the executive council and reports to the Carrington president.

Carrington College California and Carrington College are owned and operated by U.S. Education Corp. (d.b.a. Carrington Colleges Group), a wholly-owned subsidiary of DeVry Inc. Once the new campuses have been approved to become part of Carrington College California, Carrington College and Carrington Colleges group will be administratively dissolved.

The proposed future-state organizational chart for Carrington College California follows.

Carrington College California
Governance and Leadership



V. Compliance with Eligibility Requirements with the Addition of the New Campuses

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

1. Authority

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

2. Mission

The mission of Carrington College California clearly defines an institution of higher education and the constituency it seeks to serve. The Governing Board, the Executive Council, and the college community approved the mission statement. The mission statement is found in the college catalog, the student handbook and various other college publications. The mission of Carrington College California will be adopted by the new campuses and remain unchanged.

3. Governing Board

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

With the addition of the new campuses the Board's scope of responsibilities will be expanded. The Board is currently made up of five directors. Its by-laws provide for expansion to up to seven members, and this option will be exercised to ensure the Board is properly resourced to meet its oversight responsibilities.

The expanded Board will remain responsible for establishing and facilitating policies that ensure the quality, integrity and effectiveness of student learning. The Board will also continue to have ultimate responsibility for the financial stability of the institution and fair and equitable treatment of employees. The Board will meet regularly to consider major college policy and program direction and will continue to approve all major faculty and administrative appointments.

4. Chief Executive Officer

The President of Carrington College California is approved and evaluated by the Governing Board and holds primary responsibilities to the college and its success. The President also chairs the Executive Council, which has representation from all senior leaders. In order to support the needs of the new campuses the Governing Board has approved enhancements to the composition of the new Carrington College California Executive Council to include the appointment of a new President and addition of the Chief Operating Officer role. Details on this structure can be found on page 145.

5. Administrative Capacity

With the addition of the new campuses, Carrington College California will be well staffed by capable and qualified individuals who will continue to provide the administrative services necessary to support the mission and goals of the college. Carrington College California's 268 full-time and 22 part-time colleagues will be joined by the new campuses' faculty and staff for an overall combined 723 full and part-time staff employees to meet the needs of the expanded college.

The administrative structure at the home office level will be bolstered to ensure both the existing and new campuses receive appropriate levels of support. Detailed organizational charts depicting these additional resources are located on page 146. The additional administrative resources will allow for appropriate oversight of the increased number of campuses, while also allowing for continuous quality improvement and future growth.

The administrative structure at the campus level, including the campus management teams, faculty, and support staff will remain intact as the new campuses and employees become personnel of Carrington College California. Through the integration process, these colleagues will become active participants in the Carrington College California committee structure. Students attending the new campuses will be afforded the opportunity to have a voice through the student advisory committee. The new campuses will also become contributing partners in the college's regular, systematic cycle of program review, with the goal of continuous improvement of student learning throughout the entire campus network.

6. Operational Status
Unduplicated fall 2012 enrollment at the existing Carrington College California was 4,301. The combined enrollment with the new campuses will be 9,196. The new campuses are fully operational and in good standing with state licensure and institutional accreditation agencies.

7. Degrees
Currently all of the educational programs offered by Carrington College California lead to an Associate of Science degree. Certificate programs also have a degree completion option. The same will hold true for the new campuses.

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. The same will apply to the new campuses.

9. Academic Credit
The college will continue to comply with contact to credit hour practices generally accepted in degree-granting institutions of higher education. Students spend a minimum of 15 hours in lecture classes, 30 hours in lecture and application classes, and 45 hours in laboratory, clinical classes, or externship to earn one semester credit hour.

10. Student Learning Achievement
The college defines and publishes for each program the expected student learning and achievement outcomes in the college catalog, course outlines and course syllabi.. The college conducts regular and systematic assessment to ensure that graduating students are achieving these outcomes. The college will ensure that the new campuses are participating in the SLO process with measureable outcomes. Upon Commission approval, the college will immediately begin assisting the new campuses to adopt the standardized SLOs. All staff and faculty will also be invited to participate in program review and the college planning process.

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. The general education courses offered at the new campuses of Carrington College California will uphold the same level of depth and rigor.

12. Academic Freedom
Educational institutions exist to transmit knowledge, to contribute to the development of students and to advance the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The faculty at Carrington College California recognizes the special responsibilities placed on them. To this end, they devote their energy to developing and improving their teaching and professional competence with a commitment to intellectual honesty. In the exchange of criticism and ideas, they show due respect for the opinions of others. Above all, the faculty of Carrington College California seeks to be effective teachers. Although they observe the stated institutional regulations and design their lectures, labs and other class presentations to conform to institutionally approved curricula, faculty are given flexibility in presenting the subject matter of their course in a manner that will challenge and maintain the interest of the students. In the spirit of academic freedom, they always maintain the right, without fear of retribution or reprisal, to question and seek changes to improve the quality of education. The College publishes a statement of academic freedom, which is available in the college catalog. The new campuses fully embrace academic freedom currently, and will continue to do so as they join the Carrington College California network.

13. Faculty

Carrington College California has a substantial core of full-time faculty serving its students. The majority of faculty has full-time responsibility to the institution and is qualified by training and experience to provide quality instruction. The name, title, and degree for all faculty are listed in the college catalog. The roles and responsibilities of all faculty members include development and review of curriculum as well as assessment of student learning. Full faculty responsibilities are listed on respective job descriptions. Additionally, faculty is provided with continuing education though online providers and in-services days. Faculty at the new campuses will meet these same standards.

14. Student Services

Carrington College California provides appropriate student services that support student learning and development within the context of the institutional mission. Opportunities are provided for critical thinking, vocational training, social development and a challenging and supportive learning experience. The proposed new campuses share the same commitment to providing student support services. The college is responsive to the needs of the community it serves 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 awareness coaches
- Referral to outreach services and counseling services (ASPIRE)
- 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. All admissions policies and procedures will be updated as needed to include the appropriate state requirements respective to the new campuses.

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. 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. Identical information and learning resources will be provided to the new campuses.

17. Financial Resources

Both Carrington College California and Carrington College are owned by U.S. Education Corp., a wholly-owned subsidiary of DeVry Inc. Once the new campuses have become a part of Carrington College California, Carrington College will be dissolved. Carrington College California will continue to have 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

Carrington College California is audited on an annual basis by an independent accounting firm. The audit report is provided to the Department of Education. Appropriate executive administrators and Board members review the Management Letters that are received from the accounting firm that has performed the audit. Based on their findings, policies, procedures and controls are enhanced and communicated to the appropriate departments. The college will provide copies of the current budget and audited financial statement as requested by the Accrediting Commission of Community and Junior Colleges. With the addition of the new campuses all financial accountability will remain the same.

19. Institutional Planning and Evaluation

The institution engages in systematic evaluation of how well and in what ways the institutional effectiveness plan accomplishes its purposes and educational outcomes. The college's planning summary and institutional master plan provide evidence of this eligibility requirement. Once the new campuses are added, Carrington College California's review of assessment and planning for institutional effectiveness will continue to consist of ongoing and systematic institutional processes and practices aimed at improving programs and services, student success and institutional effectiveness aligned with its mission. The components of the college's institutional effectiveness process and practices will continue to include the following:

- Annual review of college mission
- Weekly and quarterly evaluation of data relating to strategic plan goals and targets by senior management, campus executive directors, and deans
- Annual assessment and reporting to the governing board on strategic plan goals and targets
- Annual assessment of progress on goals and objectives of the education master plan
- Annual assessment of progress on goals and objectives of the technology and facilities plans
- Ongoing evaluation of institutional-level, program-level, and course-level student learning outcomes, as set out in the SLO assessment plan
- Ongoing monitoring of students' experience, satisfaction, and outcomes
- A systematic and cyclical process of program review conducted formally every three years for each educational program, student services, and general education courses. The program review process ensures the quality and improvement of all instructional courses and programs
- Regular self-assessments against programmatic accreditor standards as required by the accrediting agencies
- Ongoing evaluation of individual performance goals and objectives linked to the strategic plan and education master plan

In addition, formalized training for all new Carrington College California administrators, faculty and staff will be implemented to foster enhanced understanding and knowledge of the academic quality systems and assessment processes in place to support students and successful student learning outcomes. The new structure provides for additional funding and personnel to oversee the conversion and to bolster opportunities for faculty to participate in formalized training and development. The college recognizes that more development and training opportunities for its faculty result in a stronger commitment to academic quality and institutional excellence.

20. Public Information

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

Students are presented with information regarding admission requirements, procedures, rules and regulations that directly affect them. Program schedules, degrees offered, cost and refund policies as well as grievance procedures and academic policies are published in the catalog. The same practice will continue with the inclusion of the new campuses.

21. Integrity in Relations with the Accrediting Commission

The executive council and the governing board provide assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The president of Carrington College California is responsible for the overall quality, integrity and sound operation of the college. The president provides assurance that the college communicates any changes in its accredited status to the Commission. The president also agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The Commission should expect continued integrity in its relations with Carrington College California once the new campuses are added.

VI - Standards

Abstract of the Standards

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

Student Learning Programs and Services
Carrington College California's commitment to meeting the diverse needs and learning styles of its students is evidenced by the development, assessment, analysis, and evaluation of student and institutional learning outcomes for all programs, courses, and services. This commitment is also evidenced by the educational support that the college offers to online and campus students. Evaluation, planning, and improvement are vital components of the college's program review. Dialogue is the foundation for each element of the institution's evaluation, planning, and improvement processes to enhance student learning. **The same level of commitment will be duplicated at the new campuses.**

Resources
Carrington College California relies on its shared governance structure in the human resources, physical resources, technological resources, and financial resources areas to maintain focus on the college's mission statement and to enhance student learning through the institutional student outcomes. **The new campuses will play in integral role in this process.**

The college's institutional commitments and integrity are evidenced in both facilities and staff. The continuous focus on ensuring a safe and healthy environment for all stakeholders is apparent with regular safety checks, the appointment of incident commanders, and compliance with the Americans with Disabilities Act and OSHA requirements at each campus. **The new campuses are very similar to the existing college's practices in this area.**

Program review is the college's primary evaluation and planning tool for all student and educational resources. These planning documents are based on assessment of needs and support of student programs and services. Using program review data, the executive council and its sub-committees then create the strategic plan that includes short and long-range plans for upgrades or replacement of its physical resources. **Both the existing and new campuses will be afforded the same resources.**

Leadership and Governance
Carrington College California's organization and management style is one of inclusion and collaboration. The organization is overseen by the college's governing board, executive council, and executive council sub-committees. **The new campuses will have the same structure.**

To ensure that all contractual agreements are consistent with the mission and goals of the institution, the executive council and the governing board make all final decisions that result in contractual agreements. **The new campuses will adopt the same practices.**

DeVry Inc. supports the institution by providing negotiating services, contract legal review, and real estate services. The DeVry purchasing department provides negotiating and contract services for global areas such as classroom supplies, office supplies, student uniforms, textbooks, employee health plans, and travel arrangements. These contracts are negotiated on behalf of all DeVry institutions.

Institutional integrity is sustained through the shared governance planning process. **Stakeholders from the existing and new campuses will be involved and include students, faculty, staff, campus management teams, the faculty council, educational management teams, the education committee, the executive council and the governing board**.

Standard I. Institutional Mission and Effectiveness **The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**	Carrington College California's mission statement defines its broad educational purposes, its intended student population, and its commitment to achieving student learning and success. *The mission of Carrington College California is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career-focused majors.* The college achieves its mission through the following: • Offering associate degree and certificate programs in liberal studies, health care, wellness, legal, business, and technical disciplines. • Providing a supportive, student-centered learning environment, which empowers students to meet their educational and career goals and achieve positive learning outcomes. • Providing faculty development and training. • Using a skills-based and outcomes-based approach to education. • Providing excellent educational programs and services to students on-site and online that meet student, employer, and community needs. **The Mission will not change with the inclusion of the new campuses.**
I.A. Mission **The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**	Carrington College California's mission statement demonstrates the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The Carrington College California philosophy centers on outcome-based learning. The college's focus on retention, placement and job performance results in graduates who are qualified and motivated employees. The communities served by the college benefit from this focus on outcome-based learning and the college's ability to adapt to its changing needs. Carrington College California's faculty, administrators, and staff are committed to students developing specific vocational knowledge and skills, as well as Institutional Student Learning Outcomes. **Institutional Student Learning Outcomes** **1. Critical Thinking** *On completion of their program of study students will be able to:* a. Identify and clearly define a problem to be solved, task to be performed or decision to be made. b. Gather information from multiple sources (verbal, written, graphic, symbolic and numerical). c. Differentiate between facts, influences, assumptions and conclusions. d. Identify the criteria to evaluate the solution, process, or decision.

e. Select the appropriate solution, process or decision.

2. Personal and Professional Development

Personal and professional development are practiced by students when they:

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

3. Information Management & Technical Literacy

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

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

4. Communication

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

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

5. Respect and Responsibility

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

a. Demonstrate knowledge of and sensitivity to a variety of cultural values and awareness of global issues.
b. Understand their role in society and take responsibility for their own actions.
c. Work effectively and respectfully with others in groups at school or at work.
d. Exhibit personal and professional ethics and academic honesty.
e. Respect the rights, work, and contributions of others.

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

	Carrington College California encourages students to work to achieve their highest potential while attaining their career goals. The college strives for excellence and quality in everything it does and instills in its students the same aspirations. **The new campuses will adopt all practices of the existing college. The Mission and Institutional Student Learning Outcomes will remain the same.**
I.A.1. **The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**	The mission of Carrington College California is to provide education in the majors and disciplines of liberal studies, healthcare, wellness, legal, business, and technical disciplines that lead to an associate in science degree and/or a certificate of achievement, clearly identifies the broad-based educational purposes it seeks to achieve. The college's mission and philosophy define the purpose, perspective, and character of Carrington College California. The communities served by the college benefit from its focus on outcomes-based learning and ability to adapt to its changing needs. To assist in ensuring this adaptability, the senior director of academic affairs and accreditation liaison officer instituted the weekly dean of academic affairs conference calls. The focus of these conferences has been to raise academic quality and improve the overall student experience. One outcome of the weekly conferences was that the individual campus deans of academic affairs created and implemented student success plans. These plans include strategies such as reviewing previous success rates, determining where the success rates need to be, and the key initiatives needed to achieve those success rates. The college's Institutional Effectiveness Plan **(1.54 Institutional Effectiveness Plan)** presents the review, assessment, and planning cycle that ensures an ongoing evaluation of the institution's progress in meeting its mission. The evaluation of institutional effectiveness consists of systematic processes and practices including: • Program Review • Evaluation of programs and services • Measurement outcomes • Use of review, assessment and outcomes data to inform improvement and planning • Input from students and external stakeholders. Recommendations resulting from broad-based dialogue about the college's institutional effectiveness plan work their way through the college's participatory governance processes for action or into the integrated planning process. An example of a recommendation that moved through the college's participatory governance processes to the executive council for voting was the creation of the student success centers. The Student Success Center master plan merged the college library services and the tutoring services. This new environment provides all of the resources of the past plus new benefits focused around the needs of the students. By definition, the Centers align with the mission of the school, by providing new and exciting learning opportunities to students in this environment. The vision includes all of the library services of the past with the addition of

tutoring, student functional support, and specialized student support determined by the students' needs at each individual campus. **(1.8 SSC Master Plan)**

The SSC Master Plan and Institutional Effectiveness Plan will be updated to include the new campuses.

The decision to merge these two services was based on student data and the college's commitment to student learning. The Student Satisfaction scores provided information that 33.3% of had not used the library as yet and that student use of the library did not necessarily relate to the core functions of a library. For example, in the spring 2012 student satisfaction survey, of the students who used the library, nearly 50% indicated they made use of the library primarily for computer use or for a quiet place to study. The college education committee considered this data along with an emerging need to align learner support resources with student learning outcomes, especially in the area of identified SLO performance gaps. **(1.17 Student Survey Spring 2012)**

To ensure that the college consistently meets the requirements of programmatic accrediting bodies and to ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated $40,000 in 2010 and in 2011 to update and increase the campus's library holdings. **(1.52 Library Acquisitions, 1.53 Library Acquisitions)** Another example of decisions emerging from broad-based dialogue on institutional effectiveness was the inclusion of Critical Thinking, (COL105) as the first-in course for all blended and online programs. **The new campuses will be reviewed and assessed to ensure they all have adequate and current resources.**

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

In 2009, the college began development of course-level SLOs. The dean of institutional effectiveness & assessment conducted training on the development of course SLOs in a vocational education and training context. A data management and reporting software system was implemented to record and track SLO assessments. Faculty has been trained on the eLumen SLO management system and the training support materials**. (1.25 eLumen Explan)**

All practices from the existing college will remain the same with the inclusion of the new campuses and the new campuses will be indoctrinated into the existing

	practices.
I.A.2. **The mission statement is approved by the governing board and published.**	According to the governing board's bylaws (Article III C 1), the governing board will "determine, and periodically review, the mission and purpose of the college." The current mission statement was adopted by the governing board in September 2010, following a sub-change request (September 21, 2009) to WASC to change its mission statement. The college requested the proposed mission to allow expansion of programs into liberal studies, business, and advancing technologies. The new mission statement defined the expanded educational purposes of the college, defined the intended student population, and emphasized its commitment to achieve student learning. **(1.19 Mission Subchange, 1.20 Mission Change Budget, 1.21 Mission Statement Input)**
I.A.3. **Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**	Carrington College California's mission statement is central to the institution's planning and decision-making process. The mission statement acts as a guide to the college evaluating its goals and improving the programs and services offered to its students. Carrington College California reviews its mission statement bi-annually during the college's strategic planning process to ensure it continues to reflect and meet the needs of the students. The college created the first strategic plan in late 2007 for the 2008 fiscal year. New strategic plans were then created for fiscal years 2009 and 2010. In 2011, the executive council voted to change the strategic planning cycle to every two years. Fiscal year 2011 was the first plan developed under this new policy. In spring 2012, the 2013 fiscal year strategic plan was created, voted on, and approved. The new campuses will mirror the current practices of the existing college. The program and service review process ensures ongoing faculty, staff, and employer input into mission alignment and effectiveness. When the college was evaluating a change of name and mission in 2009-2010, prior to its application to the ACCJC, the process included input from faculty and staff, and was considered at every level of the college's governing structure—executive council committees, campus management, and education committees. **The new campuses will adopt all current practices.**
I.A.4. **The institution's mission is central to institutional planning and decision-making.**	Carrington College California's mission statement is the core of the institution's planning and governance, and is required in all planning and governance documents and processes. It is the college's guide in achieving goals and in improving the programs and services offered to its students. The mission statement is also evaluated when the college considers recommendations for major program or service delivery changes by the executive council and, where required, by the governing board.

	One example of how the college uses its mission in planning and decision-making, specifically by providing "professional preparation in career-focused majors," is through the professional advisory committees that have been set up for each of its academic programs in order to provide a real-world professional education program that serves the community. The advisory committees provide assistance in the development of educational programs that are current with industry standards, providing a vital link between the college and the community. Advisory committee members attend meetings and take an active part in the evaluation of the instructional program, helping to formulate recommendations for improving the program and supply information needed to expand the curriculum. This collaboration is instrumental to the college's planning and decision-making process, further ensuring its mission of commitment to student learning. **(1.7 PAC Handbook, 1.55 MA PAC Minutes 2011).** **The new campuses will adopt the current practices of the existing college.**
I.A. Self-Evaluation	Carrington College California reviews its mission statement every other year during the strategic planning process. It is formally reviewed every five years during the institution's five-year strategic planning process. It is then approved by the shared governance body, the executive council, and the governing board. The college continues to align its student learning and institutional processes with the mission statement. Institutional and student performance indicators are used to qualitatively and quantitatively measure how well the college meets its goals and undergo regular, rigorous review through the campus-shared governance process. The mission statement is publicized in numerous institutional documents: Carrington College California catalog, education committee newsletter, dean of academic affairs handbook, faculty handbook, strategic plan, centers for student success master plan, institutional self-assessment report, student handbook, program and services review handbook, and all institutional minutes. Carrington College California's mission statement is fundamental to institutional planning and decision-making. The Dean, Institutional Effectiveness & Assessment provides data analyses from the institutional and student SLOs to drive planning within the shared-governance planning process. Program and services reviews, budget procedures and processes, and institutional planning must support the institutional outcomes and are essential to continually ensure that college processes support the mission statement. **The new campuses will adopt all practices of the existing college. The Mission and Intuitional Student Learning Outcomes will remain the same.**
I.B. Improving Institutional Effectiveness	***Descriptive Summary*** Carrington College California demonstrates a conscious effort to produce and

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes and evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	support student learning. The college has in place an integrated system of review, planning, and budgeting to ensure that resources are focused on achieving the mission statement and continuous improvement. All dialogue and decisions are guided by learning outcomes and achievement data. Student Learning Outcomes and assessment methods are in place for all Carrington College California courses, programs, and services. Ongoing operational and cyclical reviews of all aspects of the student learning experience are integrated with budget and planning processes to ensure alignment between resource allocation and student learning. Assessment results are discussed at faculty, program, and institutional levels to guide improvement and further alignment of institution-wide practices. **With the inclusion of the new campuses, all institutional effectiveness practices will be implemented.**
I.B.1. **The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**	A college-wide focus on student learning and achievement is maintained and developed through a variety of processes. *Institutional Dialogue:* • Individual campus faculty meetings are conducted monthly. • Individual campus educational management team meetings (campus dean of academic affairs and program directors) meet monthly to review student progress as well as SLOs. • Executive directors from all campuses meet weekly to review the progress of the operational objectives. • Home office deans, campus deans of academic affairs, senior director of academic affairs and accreditation liaison officer meet weekly to discuss and consider a variety of ongoing issues, including implementation of change resulting from ongoing review of retention, at-risk students, and teaching and learning initiatives. **(1.56 Dean Collaboration Mins 2012)** • Executive council (campus deans of academic affairs, executive directors, and h office staff) meetings are conducted quarterly to review the college's current progress in meeting its objectives. Plans and initiatives are evaluated and adjustments are made accordingly to resource allocation. • The education committee reviews and approves educational goals to be presented to the executive council. The education committee works with faculty and staff representatives on each campus to ensure the college offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated SLOs. • The Campus Management team is the policy and procedural body at each

campus. This team is responsible for monitoring implementation of established policies and for providing input to the education committee, operations and outcomes committee, and all other committees of the executive council.

- Town hall meetings include all institutional stakeholders. The meetings provide an opportunity for the stakeholders to voice their opinions and to hear the responses from the college's leadership about shared subjects of interest. **(1.9 President's Message)**
- Learning experience observations are conducted for the following purposes: **(1.1 LEO July 2012, 1.35 LEO Explan)**
    - Help ensure consistency and quality of teaching at Carrington College California
    - Outline important minimum teaching and learning standards expected of all faculty
    - Used as a training tool for instructors, program directors and deans
    - Used to determine individual training needs of instructors
    - Used as a vehicle with which to support and provide feedback to instructors regarding strengths and areas of opportunity in their teaching approach and facilitation
    - Used for measuring and tracking expected continuous improvement
    - Highlight basic tenets of adult learning theory important in approaching Carrington College California's demographics
- Virtual Classroom Observation **(1.5 VCO Templates)**
- Instructors are encouraged to complete a four-module Excellence in Teaching Academy. Program benefits include enhancing the quality of teaching, improving student satisfaction, facilitating the development of a more motivated and informed teaching force, assisting in the purposeful retention of faculty, and reinforcing the college's commitment to continuous quality improvement.
- Program and Services Reviews: Ongoing instructional programs are systematically assessed in order to assure currency, to improve teaching and learning strategies, and to achieve stated SLOs. To improve institutional effectiveness and to ensure that all voices are heard, the deans facilitate program and services reviews. The reviews involve stakeholder dialogue concerning faculty, facilities, equipment, supplies, support, program fair practices, student achievement outcomes, and program satisfaction and feedback. **(1.2 Campus Program Review Handbook)**
- SLO assessments result in ongoing planning. Campus programs evaluate SLOs according to the college assessment plan.
    - On completing each course of instruction, faculty record course SLO data and document classroom improvement strategies in their section improvement plan.
    - As a department, faculty evaluates SLOs twice a year and creates a campus program improvement plan, documented in the program continuous improvement plan.

- In 2009, the college began development of course-level SLOs. The dean of institutional effectiveness & assessment conducted training on the development of course SLOs in a vocational education and training context. A data management and reporting software system was implemented to record and track SLO assessments. Faculty has been trained on the eLumen SLO management system and the training support materials. **(1.25 eLumen Explan)**

- Core academic meetings
- Program director meetings
- Faculty council meetings ensure that educational quality is maintained throughout the college system and its various programs. This committee is responsible for conveying the mission, goals, and college philosophy to the college faculty members, and ensures that input from faculty is provided to the executive council and all of its committees and subcommittees. **(1.29 Faculty EC Minutes)**
- The student advisory committee meets four times per year to discuss issues of concern and importance to students. The committee provides quality control for the institution by voicing student opinions. Recommendations made by the student advisory committee are presented directly to the executive council.

In student success centers meetings, managers liaise with program directors and deans of academic affairs to ensure alignment between student learning needs and student success center learning support resources.

In 2008, the college began SLO assessment in programs and services. The program SLOs are assessed at the externship point of the program. The dean of institutional effectiveness & assessment aggregates and analyzes SLOs at the section, campus/program, and institutional levels. **(1.44 Prog Level Campus Analysis, 1.45 College Level GE SLO Asmt, 1.46 College Level SLO Asmt, 1.47 Section Level Analysis, 1.48 Section Level Analysis).**

At the completion of each annual cycle of program and services review, participating program directors and deans are surveyed on their experience of the program and services review. Survey findings serve as the basis for discussion at the education committee meeting where changes to the process are considered. **(1.23 Prog Rev Eval Survey 2010, 1.24 Program Review Eval 2011)**

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

and institutional levels. **(1.50 Integrated Planning Manual, 1.51 Education Master Plan)**

The Educational Master Plan and Integrated Planning Manual will be updated to include the new campuses.

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

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

Ongoing institutional review and self-reflective dialogue about the student experience in the Veterinary Technology program led the college to launch an out-of-cycle program and services review led by the health sciences dean. Course outcome data and course SLO data aligned and strongly indicated a need for curriculum change. The deans of schools, program directors, and faculty engaged in dialogue in regard to Carrington College California's mission statement and the impact of the Veterinary Technology curriculum structure on SLOs. This dialogue led to a standardized syllabus recommendation which was then presented to and approved by the executive council.

A standardized syllabus will go into effect in every Carrington College California core and linear campus and online course. The standardized syllabus provides students with a familiar, consistent, high-quality document that is available to them regardless of what course they take, online or on the campus. The standardized syllabi also provide structure for the faculty members as to what to include in their syllabi. The standardized syllabus template acts as the foundation for good teaching and assessment, as well as the standardization of curriculum delivery across multiple similar programs. **(1.36 Core Stand Syl, 1.37 Linear Stand Syl, 1.38 Stand Syl Exec Sum)**

The new campuses will mirror the current practices of the existing Carrington College California.

I.B.2.
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The college sets goals and performance targets in their strategic plans that directly support its mission statement. The goals are the product of the integration of the college's evaluation and planning efforts. Quantitative and qualitative performance indicators are established to measure how successfully the college achieves its goals.

The institutional goals align with department and individual goals; each area has defined objectives measures that provide areas to evaluate performance and to establish priorities for future planning.

Written policies describing participation in the governance process and the delineation roles in regard to setting goals and objectives are also in place. The college supports a decision-making process that involves stakeholders who will be affected by the decision.

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

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

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

Dialogue is exemplified in the regular strategic planning meetings, which include college stakeholder groups, such as staff, faculty, administration, and managerial staff. Evaluation, planning, and goal setting are ongoing processes at Carrington College California. These processes occur at all levels of the college. Within each program or department, a series of defined outcomes measures enable that area to evaluate its performance and to establish priorities for future planning. Senior administrators from the campuses and the home office review department outcomes measures, the results of institutional climate surveys, and feedback from the field and external accrediting and approval agencies in order to develop and/or revise the college's strategic goals and education master plan. **(1.51 Education Master Plan) The Education Plan will be updated to include the new campuses.**

The goals are the product of the integration of the college's evaluation and planning efforts and are indicative of the current priorities for improvement that

	the college has adopted. The following goals and objectives were determined for FY13. Goal 1 Facilitate teaching and learning by providing current and appropriate educational programs and services in formats and locations accessible to all students. Goal 2 Provide teaching and learning environments and services to meet student needs through current curricula, technology, and learning resources. Goal 3 Improve internal operations through effective communication and inclusive representative and participation structures. Strengthen professional development programs, which will promote staff satisfaction, retention and college growth. Goal 4 Improve the effectiveness of college operations and improve student success, communication, coordination, regulatory reform, compliance and accountability. Goal 5 Fully implement assessment and outcome review and planning for all areas of the college. Develop and implement a systematic approach to gathering and refining data for decision making. Goal 6 Manage fiscal responsibilities prudently, achieving financial goals while assuring that campus operations are operating effectively. **The practices of the existing college will be mirrored with the new campuses.**
I.B.3. **The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.**	Achieving Carrington College California's goals and improving its institutional effectiveness are the responsibilities of the shared governance committees and all of the college's stakeholders. The executive council is the policy and procedural body of Carrington College California and is responsible for reviewing and approving all college operations and educational programs and services. The executive council is also responsible for the review and revision of the strategic plan, ensuring the integration of financial, educational, as well as physical and human resource plans. The qualitative and quantitative data for these reviews is provided by the dean institutional effectiveness & assessment. Faculty and staff members are represented on the executive council through membership in the executive council committees: Operations and Outcomes, Academics, Career Services, Student Finance, Academics, Enrollment Services, Human Resources, Information Technology, and Faculty Council. Additionally, the faculty council chair, a faculty member elected by the faculty, serves on the executive council as a full voting member. **(1.28 Exec Council and Committees)** Carrington College California stakeholders have the opportunity to participate in dialogue in regard to student learning and institutional processes. Concerns, suggestions, questions, and proposals are cascaded to the committee members from the various stakeholders to the governing board. Committee meeting minutes found in the following cited artifacts demonstrate this cascading effect. **(1.30 CMT EMT April 2012 Minutes, 1.34 Student Advisory 2.23.12, 1.39 Sept**

2012 EdCom Minutes)

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

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

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

- Course curriculum and effects of changes on outcomes
- Professional advisory committee industry advice
- Subject matter expert advice
- Student learning outcome assessments
- Biennial student satisfaction survey results
- Student evaluations of externships and other clinical experience
- Employer satisfaction survey results
- Graduation rates
- Licensure exam results

Following program and services review, a survey is sent to the participants to solicit information to improve the process. **(1.24 Program Review Eval 2011)**

In SLO assessment, results are reviewed at the course, program, and college level according to a set cycle and recommendations made. Data includes course and program SLO data disaggregated by campus, program, and course section. Recommendations from program review, SLO assessment, as well as recommendations from other review and planning processes, work through the participatory governance process for approval by the executive council. **(1.41 Online Course SLOs)**

Recommendations not requiring approval by the executive council are documented in a program continuous improvement plan, which is maintained and updated on a continuous basis by individual campus deans of academic affairs and program directors. **(1.57 CIP)**

Seven of the college's programs at certain locations have programmatic accreditation and are required to undertake a self-study involving all stakeholders, including students, faculty, and employers. Data pulled for such self-assessments include course and program SLO data, student achievement data, as well as graduation rates, retention rates, course completions, grade point averages,

graduate employment data and employer feedback, resource, programmatic outcomes assessment, and graduate feedback. **(1.42 Prog Accred Approv)**

The new campuses will implement all current practices. After the new campuses have been adopted, Carrington College California will have a total of eleven programmatic accreditors.

I.B.4.
The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The College's planning framework has been designed to be broad-based and drives the resource allocation processes.

The executive council is the college policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services. It ensures the integration of financial, educational, physical, and human resource plans. All quantitative and qualitative data needed to measure achievement of institutional outcomes is collected and provided from a variety of sources, such as the education committee, executive council committees, dean of institutional effectiveness & assessment, deans of academic affairs, student success center managers, faculty council, and student representatives.

Review of assessment and planning for institutional effectiveness at Carrington College California consists of a set of ongoing and systematic institutional processes and practices aimed at improving programs and services, student success and institutional effectiveness and ultimately the mission.
The following components of institutional effectiveness planning can be found in the institutional effectiveness plan. **(1.54 Institutional Effectiveness Plan) The Institutional Effectiveness Plan will be updated to include the new campuses.**

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

The executive council is responsible for the review and revision of the college strategic plan through input from all college stakeholders. The executive council

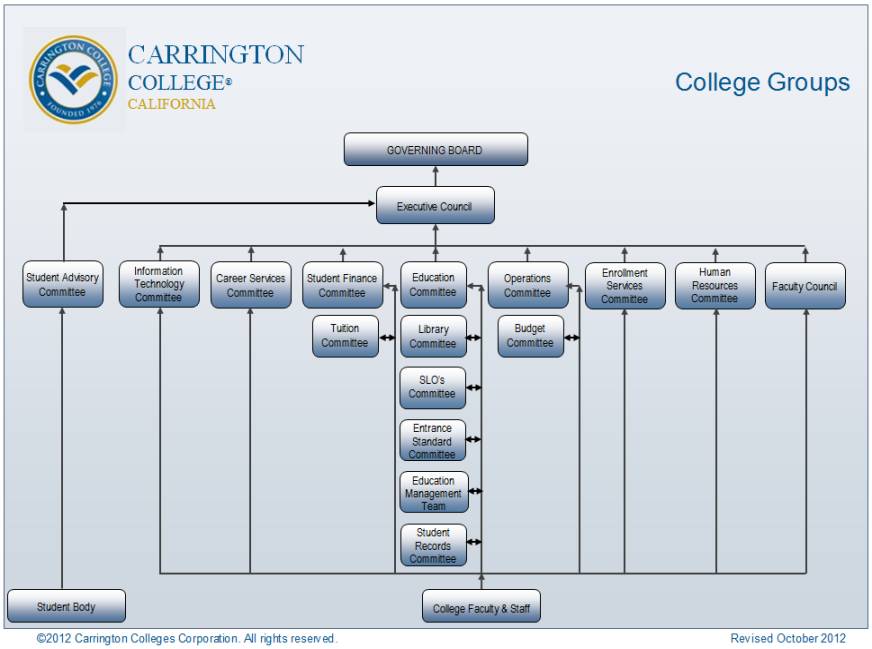
recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement.

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

The executive council reviews and discusses the feedback at a bi-annual planning session held in February or March. The members bring the input discussed at this planning session to their committee meetings in March. The committees then begin the process of reviewing the strategic plan, focusing primarily on items that relate to activities of each individual committee.

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

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



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

The strategic plan development process document outlines how the college bi-annually reviews and revises its Five-Year Strategic Plan. It describes how input from throughout the college system**,** as well as an analysis of research data. **(1.33 CCC Survey Jan. 2012, 1.12 Strategic Plan Development Process)**

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

In addition to these formal methods, faculty and staff members are invited to provide feedback directly to their executive campus director or dean of academic affairs, the college president, executive council, any of the executive council's committees, and the governing board. The initial points for providing feedback to the executive council can be found in the faculty input document**. (1.14 Faculty and Staff Input into Planning Process)**

The college's strategic plan and other master plans provide direction for all college planning activities. The planning activities along with evaluation processes are integrated to drive planning, resource allocation, implementation, and re-evaluation. These processes are handled through the college's shared governance committees. The following list depicts the strategic planning process at Carrington College California.

Strategic Plan Development Process

Step 1: Research and Analysis

- Previous year's strategic plan progress report
- Program reviews (including service area reviews)
- Campus operations reviews
- College self-study and institutional master plan
- Market assumptions
- List of successes and opportunities

Step 2: Feedback and Input

- Student success
- Teaching and learning excellence
- Organizational and professional development
- Institutional effectiveness
- Institutional assessment and planning
- College growth and financial responsibility

Step 3: Five-year strategic plan draft

Step 4: Five-year strategic plan final

The new campuses will adopt the Carrington College California structure.

I. References

1.1	LEO July 2012
1.2	Campus Program Review Handbook
1.5	VCO Templates
1.7	PAC Handbook
1.8	SSC Master Plan **(This plan will be updated to include the new campuses.)**
1.9	President's Message
1.12	Strategic Plan Development Process
1.13	Budget Development Process
1.14	Faculty and Staff Input into Planning Process
1.15	Fac Coun Strat Plan Call for Com
1.17	Student Survey Spring 2012
1.19	Mission Subchange
1.20	Mission Change Budget
1.21	Mission Statement Input
1.22	Car Serv Strat Plan Call for Com
1.23	Prog Rev Eval Survey 2010
1.24	Program Review Eval 2011

1.25	eLumen Explan
1.26	Prog Rev Template
1.28	Exec Council and Committees
1.29	Faculty EC Minutes
1.30	CMT EMT April 2012 Minutes
1.33	CCC Survey Jan. 2012
1.35	LEO Explan
1.34	Student Advisory Committee 2.23.12
1.36	Core Stand Syl
1.37	Linear Stand Syl
1.38	Stand Syl Exec Sum
1.40	Pleasant Hill STD I
1.41	Online Course SLOs
1.42	Prog Accred Approv
1.44	Prog Level Campus Analysis
1.45	College Level GE SLO Asmt
1.46	College Level SLO Asmt
1.47	Section Level Analysis
1.48	Section Level Analysis
1.50	Integrated Planning Manual **(This plan will be updated to include the new campuses.)**
1.51	Education Master Plan **(This plan will be updated to include the new campuses.)**
1.52	Library Acquisitions
1.53	Library Acquisitions
1.54	Institutional Effectiveness Plan **(This plan will be updated to include the new campuses.)**
1.55	MA PAC Minutes 2011
1.56	Dean Collaboration Mins 2012
1.57	CIP

Standard II Student Learning Programs and Service **The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**	Carrington College California faculty, administrators, and staff are committed to students developing specific vocational knowledge and skills, as well as institutional student learning outcomes in critical thinking, information management and technical literacy, personal and professional development, communication skills, respect, and responsibility throughout their experience at the college. Comprehensive program review is a part of the overall quality improvement process. It is intended to improve institutional effectiveness and student learning outcomes through a systematic, cyclical examination of all areas affecting program delivery: supporting curriculum, texts, resources, Student Learning Outcomes, student achievement, and overall program outcomes. Carrington College California is committed to providing its students with quality academic programs, support systems, and learning resources by conducting a continuous cycle of review and assessment focused on and aligned with its mission statement. The college's learning resources include research support, tutoring services, and online support services. These areas are regularly assessed and improved to provide a quality student experience. **(2.61 Tutoring Prog Rev 2011) The new campuses will mirror the existing campuses.** The college's pedagogy is outcomes-based curriculum and aligned to the community it serves. The outcomes and curriculum have been designed to equip learners with the knowledge and skills they will need for employment in entry-level positions in the health care, legal, business, and technical fields. Terms vary by program and range from six to eighteen weeks in length. New students may start classes at the beginning of a term or semester. Enrollment in cyclical programs begins at the start of each six-week term. **The practices of the existing college will be mirrored with the new campuses.**
II.A. **Instructional Programs** **The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission.** **Instructional programs are**	Carrington College California is committed to meeting its mission and goals through the provision of high-quality instructional programs. Because many students are non-traditional, may have completed high school with a GED, and have often delayed entering college upon completion of high school, the college creates classroom environments that help drive the learning process by allowing students to share their experiences and apply what they learn to their work or daily lives. Recently the college has been piloting new classroom experiences at the start of programs to improve retention and learning outcomes. For example, college program and service reviews are conducted to ensure currency, to improve teaching and learning strategies, and to achieve stated SLOs. The reviews and revisions are ongoing; however, they are formally conducted every three years. Program reviews are faculty driven, aligned with the college's mission statement, and part of Carrington College

systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.	California's overall quality improvement process. The reviews are used to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination that includes all areas effecting program delivery, including supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes. **(1.2 Campus Program Review Handbook, 1.50 Integrated Planning Manual, 1.51 Education Master Plan)** Assessment of student learning outcomes and achievement results are used to make improvements in educational programs and student services**. (2.62 CCC Medical Assisting CSLO PSLO ISLO Matrix, 2.63 CCC Criminal Justice CSLO PSLO ISLO Matrix, 2.64 CCC Dental Assisting CSLO PSLO ISLO Matrix**) **The Integrated Planning Manual and the Education Master Plan will be updated to include the new campuses.** Academic advising for the Carrington College California students is provided by each campus with assistance from the dean of academic affairs and the program directors. Academic tutoring is provided by classroom instructors and the student success center managers. Educational management team meetings, program department meetings, and in-service training sessions explore issues relevant to advising students and dealing with student matters. To ensure strong academic communication throughout all campuses, the senior director of academic affairs and accreditation liaison officer established weekly conference calls for the academics team and the deans of academic affairs. The conferences provide opportunities to share information and ideas as well as to discuss concerns and successes. **(2.86 Dean Meeting 9.18.12)** **With the integration of the new campuses, all policies, procedures and processes will be the same.**
II.A.1. **The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**	Carrington College California's research and analysis is led by the dean of institutional effectiveness & assessment. The SLOs are analyzed through eLumen, a flexible platform that supports and tracks SLOs and evaluates student work as evidence of these outcomes. **(1.25 eLumen Explanation)** The results are then used in institutional dialogue and program and Services review to ensure that all programs meet the mission of the institution and to improve its academic programs and services, to ensure currency, and to improve teaching and learning best practices. Both the online delivery and the campus delivery of academic programs follow the same process of review as seen in the online program review handbook and the campus program review handbook. **(1.2 Campus Program Review Handbook, 1.12 Strategic Plan Development Process)** Program and services review is also a vital component of the strategic plan and helps guides the budget development process, ensuring consistency in the student educational experience. **The new campuses will adopt all current practices.**
II.A.1.a. **The institution identifies and**	The college pedagogy is centered on outcome-based curriculum aligned with the knowledge and skills graduates need for employment in entry-level positions in the

seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	health care, legal and technical fields. Each degree and certificate program has a technical core of courses based on the requirements of its accrediting body, industry standards and/or the employers of its students. The college engages in ongoing evaluation to ensure programs are consistent with the needs of employers, students, and the communities they serve. New program development is accompanied by extensive industry, education and market research to ensure programs meet the needs of prospective students as well as communities and industries. Professional advisory councils (PACs) and subject matter experts (SMEs) advise programs on current industry trends to ensure necessary changes to meet the developing needs of the professional community and industry. Each campus on-ground program has a program advisory committee whose membership includes professionals related to the specific program. Online programs have periodically convened subject matter expert groups to act as advisers on matters related to industry change and curriculum. Many of the Carrington College California programs are programmatically accredited at certain locations, requiring annual evaluation of student achievement and learning outcomes, student satisfaction, and student employment data. Programmatic accreditation is a key aspect of the College's quality framework. Improvement actions are documented, communicated, and implemented for continuous improvement of student learning outcomes and achievement. **(1.42 Prog Accred and Approv)** Carrington College California offers seven certificates of achievement programs and 15 associate of science degree programs, offered in both linear (starting with general education courses to build a strong foundation within the program) and modular formats. Not all programs are offered at all campus locations. The college offers all of its general education courses online. Each degree and certificate program has a technical core of courses based on the requirements of its accrediting body, industry standards and/or employers. **(2.8 CCC Catalog)** **The new campuses and the existing campuses have similar practices in this area.**
II.A.1.b. **The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**	Carrington College California actively encourages the use of a variety of instructional modes based on the objectives of the course, the type of course, and the needs of students. The college's new Critical Thinking (COL105) course, with an emphasis on learning to learn and self-esteem, is the College's response to an institutional dialogue about the particular learning needs of Carrington College California students. The course has assisted students in bridging gaps in academic preparedness and experience. Additionally, Carrington College California has identified five key competencies as Institutional Learning Outcomes. The c faculty, administrators, staff, and students work toward and assess the Institutional SLOs and life-long learning habits in the following areas: 1. Critical Thinking,

	2. Information Management and Technical Literacy, 3. Personal and Professional Development, 4. Communication, and 5. Respect and Responsibility. These five institutional student outcomes are assessed in student support services, academic programs and academic courses. Institutional SLOs help promote student understanding of diversity and encourage personal and civic responsibility. The college provides an environment that supports learning and the achievement of stated learning outcomes for all courses, certificate and degree programs. Through both formal and informal program review all instructional programs and services are assessed in order to ensure currency, improve teaching and learning strategies, and achieve stated SLOs. Assessment of student achievement results is used to improve educational programs and student services. Carrington College California is committed to meeting its mission and goals through the provision of quality instructional programs, learning support and resources and a continuous cycle of review, assessment and planning. This commitment is achieved through the college's shared governance dialogue, program and services reviews, and institutional planning, reviewing, assessing, and improving. Student success centers and academic coaching services support the quality of instructional programs on each campus. Each student success center is managed by a full time master's prepared academic success Manager. Online students have access to online academic coaching services via *Tutor.com* (available 24 hours a day, 7 days a week). In addition, all online courses offer the students resources from the HUB (a student resource center) which provides iLabs (Citrix and Practice Fusion), career services, e-books, and over 300 educational videos. The instructors and program directors, with support from the dean of academic affairs provide academic advising to students. Additionally, life-counseling services are available through the ASPIRE program. Educational management team meetings, program department meetings, and in-service training sessions explore issues relevant to advising students and dealing with student concerns. **The new campuses will model the same format as the existing campuses.**
II.A.1.c. **The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**	Carrington College California began assessing program SLOs in 2008. By the end of 2009, all academic programs were assessing program SLOs, and all service areas were assessing the five institutional SLOs. The results of program assessment are the subject of dialogue at the faculty, program, and institutional level. Assessment is being used for improvement and further alignment of institution-wide practices, especially in the area of curriculum and learner support.

	In 2009, the general education program implemented course-level assessment, using a manual system for recording assessments against rubrics. Following changes in general education in 2011, SLO assessment has been managed through the eLumen SLO management and reporting software system. Faculty developed the course-level SLOs, created assessment methods, and implemented the assessments. Course SLO assessment was implemented from 2009 to 2011. eLumen manuals and guides have been produced to support faculty use of eLumen. **(2.62 CCC Medical Assisting CSLO PSLO ISLO Matrix, 2.63 CCC Criminal Justice CSLO PSLO ISLO Matrix, 2.64 CCC Dental Assisting CSLO PSLO ISLO Matrix)** The SLO results received to date are very encouraging as is the dialogue and discussion about improving SLOs emerging at the campus level. The granular nature of Carrington College California SLO data is providing the college with a window on very specific SLOs. **(2.69 CCC Citrus Heights Surgical Technology Faculty Minutes, 2.70 San Jose Dental Hygiene Faculty Minutes, 2.72 2011 Education Committee Meeting Minutes Aug.11, 2.82 Dental Assisting Program Advisory Committee (PAC) Minutes of Meeting)** Course and program SLO data aggregated to the institutional and campus level provides a more on-time and granular picture of student learning, confirming where effective learning is occurring, where gaps in student performance occurs, and areas where teaching and learning can be improved. Improvement strategies resulting from analysis of SLO assessment results are recorded in campus based program continuous improvement plans (CIPs). To assist the campuses in the program and services review process, the college has created a student learning outcomes committee, with representatives on each campus. In 2012, following the restructure of learning support, the SLO committee was reconstituted. The committee is chaired by the dean of Institutional Effectiveness and will meet on an ongoing basis as a sub-committee of the Education Committee. **(2.73 2012 CCC SLO Committee Meeting Minutes Mar 2012)** The purpose of the committee is to provide campus-based support for assessment of student learning. SLO Committee members have played a vital role in embedding SLO assessment practices in everyday faculty practices, training faculty in the use of eLumen and conducting workshops on linking data analysis to improved teaching strategies. **The existing campuses will work with the new campuses to ensure the same committee structure is in place and all outcomes are maintained, reviewed and assessed.**
II.A.2. **The institution assures the quality and improvement of all instructional courses and**	Carrington College California assures the quality and ongoing improvement of instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and

programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs. **The new campuses will model this same format.**
II.A.2.a. **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**	Carrington College California's quality framework recognizes the central role of faculty in establishing and maintaining program quality and improving instruction, and hires quality instructors, adhering to minimum faculty qualification requirements. The college established standards which ensure that all faculty members are qualified by academic background and professional experience to carry out their institutional and program responsibilities in accordance with the purposes, mission, and goals of the college. **(2.11 Faculty Minimum Qualifications)** **The new campuses will follow the Faculty Minimum Qualifications document to ensure approved, quality faculty are teaching throughout all campuses.** The program and services review (including designing, identifying, and reviewing SLOs) procedure is faculty-driven. The review is completed formally every three years and includes data and feedback from a number of sources including students, graduates, faculty, employers, advisory boards and externship sites. Recommendations are considered based on outcome assessments of program goals, student learning objectives, and program resources (facilities, faculty, equipment, supplies, and learning resources), suggestions from faculty, graduate services, other college departments, advisory boards, student surveys, employers, and accreditation and approval standards. **(1.2 Campus Program Review Handbook,)** Carrington College California faculty is centrally involved in the design, review, administration, and evaluation of courses and programs. The chart below is one example that demonstrates the faculty's involvement in institutional planning. **(1.54 Institutional Effectiveness Plan) The Institutional Effectiveness Plan will be updated to include the new campuses.**

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

II.A.2.b.

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

Carrington College California faculty develops course and program SLOs. Faculty also has a voice in development of the institutional SLOs. SLO statements are approved or changed during program and services review. **(2.2 DOS Team Plan, 1.7 PAC Handbook, 2.57 PT PAC Meeting Mins)**

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

student progress towards achieving those outcomes.	**Dental Hygiene Faculty Meeting Minutes)** Real-time data relating to successful student outcomes such as attendance are monitored continuously by campus management, and they are formally reviewed institution-wide during monthly meetings where improvements in these areas are considered. Student achievement data, including course completions, grade point averages and program graduation rates, are the subject of annual improvement targets and are documented in program and dean continuous improvement plans. **(2.21 CIP Example)** **The new campuses will mirror the existing campuses.**
II.A.2.c. **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**	Carrington College California assures quality instruction through hiring of industry-current, professional faculty; classroom observation; through the Learning Experience Observation; the Excellence in Teaching Academy; and structured, professional development programs. Required faculty employment qualifications are subject to regular review by Human Resources. **(2.11 Fac Min Qual, 1.1 LEO July 2012, 2.29 Excel in Teach Academy 1.35 LEO Explanation)** The Education Committee of the Executive Council ensures the breadth, depth, rigor, sequencing, time-to-completion, and synthesis of learning by analyzing the results of regular Program and Services Reviews supplied by all campuses. Recommendations for changes are reviewed and forwarded to the Executive Council. Program directors and deans meet regularly to consider common program issues from an institutional perspective and may also make recommendations to the education committee between review cycles. This process allows the college to measure the depth and rigor of its curriculum and to implement improvements when necessary. The decision-making process concerning continued course offerings, deletion of courses, class scheduling, and class sequencing is aided by the strategic planning process, student advisory committee, course/program reviews, and labor market information. All recommendations for adding or deleting courses and programs are submitted to the executive council for review and approval or denial. **The new campuses will adopt all current practices.**
II.A.2.d. **The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its student**	Aligned to the mission statement, the curriculum is outcomes-based and develops the knowledge and skills graduates need for employment in entry-level positions. Programs provide study of theory combined with practical application and generally require a capstone, an externship, or a clinical for successful completion. Teaching and learning delivery modes include on-ground, online and blended modes. All degree students participate in some form of online learning. Some courses are supported with online course shells providing additional support to faculty instruction. Teaching methods include the use of lecture, demonstration, skill-based laboratory experiences, guest speakers, role-playing, games, discussion groups, case studies, two-

way lectures, field trips, simulation and videos and other forms of multimedia. Computer work supplements the other modes of instruction in many programs.
In 2011, Carrington College California instituted a structured dialogue about students' learning needs and styles as well as the pedagogical innovations the college could implement. The demographics of the institution's online population reveal a student who is new to online learning, typically a first-generation college student who lacks academic preparedness. To address the needs of these first-term students, the college created and implemented COL105 (Critical Thinking), which emphasizes learning-to-learn, self-motivation, and self-esteem.

Faculty meetings, faculty in-services, and the excellence in teaching academy also provide regular opportunities for faculty to discuss student learning needs and styles, as well as teaching best practices, through dialogue and active participation. For instance, in advanced preparation for the October 2012 institutional-wide in-service, each campus dean of academic affairs was asked by the academics team to include student success strategies (ways in which we can positively impact student success and retention) and intentionality and institutional SLOs in their program agendas. **(2.35 October 8 In-service Min Standards) The new campuses have similar practices in this area.**

II.A.2.e.

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

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

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

2007	2008	2008-Part 2	2009	2010	2011	2012
Academic programs						
• CJ • DA • DH • GE (select courses) • HCA • HIT • MA • RN • VN	• GE (select courses) • MT • PT • VT	• ADD • CJ (Citrus Heights completed in 2007) • DH • GD • RT • ST • UT • Emeryville Continued or Interim Reports: ◦ GE ◦ MT	• CJ • DA • HCA • HIT • MA • GE (select courses) & Tutoring Services	• DH • MT • MA • PT • ST • VT	• ADD • CG • RT • PTA • RN • VN • ST • DA Degree • VN Degree	• ACC* • BUS* • ADD • DH • GD • GD* • HCA* • HIT* • PS* • RE* • SM* • CJ* • CT* • VT – Focused review

***Online (Enrollments in the fully-online programs are currently suspended.)**

Programs

Accounting (ACC)	General Studies (GS)	Paralegal Studies (PS)
Architectural Design Drafting	Graphic Design (GD)	Pharmacy Technology (PT)

	(ADD) Business (BUS) Computer Technology (CT) Criminal Justice (CJ) Dental Assisting (DA) Dental Hygiene (DH) Ultrasound Technology (UT) Health Care Administration (HCA) Health Information Technology (HIT) Health Studies (HS) Massage Therapy (MT) Medical Assisting (MA) Medical Billing and Coding (MBC) Physical Therapist Assistant (PTA) Registered Nursing LVN to RN (RN) Renewable Energy (RE) Respiratory Care (RC) Sales & Marketing (SM) Surgical Technology (ST) Veterinary Technology (VT) Vocational Nursing (VN) **The new campuses will adopt the practices of the existing college**
II.A.2.f. **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**	The college's mission statement emphasizes educational programs and services to students on-site and online which meet student, employer, and community needs. In accordance with the mission statement, the overall purpose of program review is to improve programs and services through an intentional, data focused, "360-degree" review of all aspects of instructional programs, including curriculum, human, physical and technical resources. (**1.2 Campus Program Review Handbook**) The program and services review process is structured to maximize faculty input. Faculty input into curriculum design, SLO assessment and resource allocation is an important mechanism in the college's provision of industry current programs. Moving forward, the academic team will evaluate and revise its program review to be conducted every other year rather than every three years to ensure relevancy of materials. The team will also evaluate and revise its program review process to more fully utilize institutional research in identification of student learning needs, assessment of achievement, and the utilization of assessment results as the bases of program continuous improvement. For campus faculty, the following process is followed: At the review launch meeting program directors conduct their first meeting, sketching out global recommendations to take back to the campus for faculty input and agreement. After the launch meetings, the following process is followed: • Faculty meets to consider evidence and data and to develop campus recommendations • Program directors finalize global and campus recommendations and include them in the campus review reports • Campus recommendations go into campus improvement plans for action • Budget items go to the campus budget or to the college budget • Global recommendations, approved but not included in the next fiscal year budget go into the college's strategic plan For online faculty, the following process is followed: • The online dean of academics and the school dean collaborate to survey faculty

- Local recommendations go into online improvement plans, referred to as a Continuous Improvement Plan (CIP) for action
- Budget items go to the campus or college budget
- Global recommendations approved, but not included in the next fiscal year budget, go into the college strategic plan

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

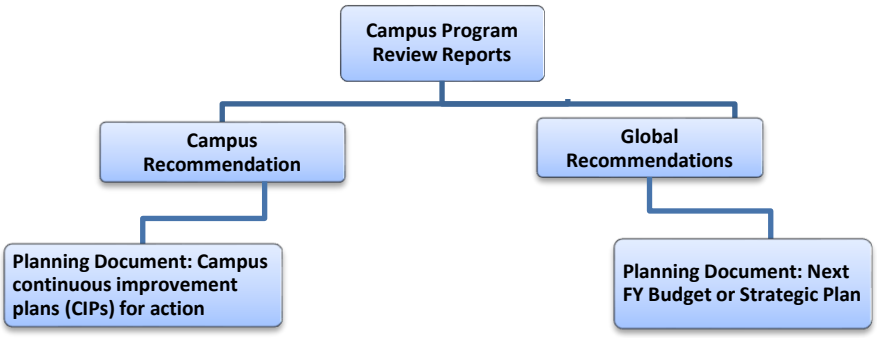
The review process is supported by data packages which include:

- Graduation rates
- Retention
- Graduate employment
- Student satisfaction

Once a program or service review is completed on a campus, the report (including evidence of faculty dialogue, cost estimates) is forwarded to the education committee for review. An executive summary with faculty recommendations is then provided to the executive council for voting.

Program review recommendations are either global recommendations, in which case they go to the executive council for planning and budget consideration and approval, or campus recommendations, in which case they go into the campus program continuous improvement plan for campus action. **(1.28 Exec Council and Committees)**

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



An example of program review global recommendations approved by the executive council and subsequently budgeted and/or scheduled in the college strategic plan can be viewed in the executive council minutes**. (2.33 EC Minutes 02.24.11)**

Action on campus-based recommendations takes place at the campus. If recommendations require campus budget allocation, the campus dean of academic affairs represents the recommendations in the campus budget process.

The practices of the existing college will be mirrored with the new campuses.

II.A.2.g. **The institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**	Student learning is monitored, measured and evaluated at course, program, and institutional levels. Results of these processes, where required, link with institutional planning and budgeting processes in an integrated way. Data relating to SLO assessment is used to generate improvement at the campus level and analyzed at the institutional level. Data relating to achievement, , employment, licensure and exam outcomes, are subject to annual targets. Data are also analyzed during the program review process and are part of campus dialogue and continuous improvement plans. During 2012 the college implemented a standardization project (Project Syllabration) aimed at further development of standard curriculum and assessment within programs and across campuses. An expected outcome of Project Syllabration is further standardization of assessments especially in the area of examinations. Many programs use standard examinations drawn from test banks. The implementation of SLO assessment and the development of common assessment methods and rubrics have underscored the need for further standardization to improve SLO assessment validity. During the development of course level SLOs program directors and faculty agreed to common assessment methods. Standardization of assessment instruments has improved and will continue to be a focus of the 2013 program review process. **The practices of the existing college will be duplicated with the new campuses.**
II.A.2.h. **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education**	Criteria for the evaluation of student learning and the award of credit are clearly stated in the college catalog, orientation materials, and course syllabi. Credit is awarded according to the standards established for acceptable performance on assessment measures such as skills tests and demonstrations, written theory tests, research papers, oral presentations, and the evaluation of externship, fieldwork, and/or clinical rotation performance. Student learning is continually evaluated in a number of areas using these measures, and students are apprised of their progress on a regular basis. **(1.36 Core Stand Syllabus, 2.8 CCC Catalog)** The college uses a four point grading scale with 4.0 equaling an "A" or excellent work in a course. A minimum 2.0 ("C") average is required for graduation. Detailed information describing the determination of grades for a particular course is contained in the course syllabus. The required number of hours needed to complete a course is determined by the scope of the content needed in order to meet accreditation guidelines and field requirements. One semester unit of credit is awarded for each 15 hours of lecture, 30 hours of applications, or 45 hours of laboratory or practicum (clinical, fieldwork, or externship experience) completed. **The new campuses award credit in the same manner.**

II.A.2.i. **The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**	Certificates of achievement and associate in science degrees are based on the successful completion of clearly stated course and program requirements shown in the college catalog, handbooks, and program information provided on the college website. **(2.8 CCC Catalog)** **The new campuses award credentials in the same manner.**
II.A.3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**	Carrington College California's catalog clearly explains the components of its General Education coursework. **General Education Coursework** General education coursework is integral to Carrington College California's degree-granting curricula and extends the range of learning while providing a context for specialized study. To this end, communication skills, social sciences, humanities, and math and science courses are included in the Associate of Science curricula to help broaden students' perspectives. Such courses also help develop skills and competencies that enhance students' academic success, as well as graduates' personal and professional potential. **Upon completion of General Education coursework, students will be able to:** • Apply critical thinking skills in a variety of situations • Use appropriate technology to acquire, organize, analyze and communicate information • Demonstrate computer literacy • Define personal values and ethics • Communicate thoughts, ideas, information and messages in written and oral formats • Demonstrate knowledge of and sensitivity to a variety of cultural values and awareness of global issues • Respect the rights, work, and contributions of others Students seeking an Associate degree must complete a minimum of 21 semester credit hours in general education courses selected from the areas listed below. General education requirements for an Associate of Science degree are described on the following pages. General education credit hours plus major credit hours must total at least 60 credit hours, the minimum required for an Associate of Science Degree. **(2.8 CCC Catalog)** **The new campuses will mirror the existing college.**
II.A.3.a. **General education has comprehensive learning outcomes for the students who complete it, including the following:** **a. An understanding of the basic**	Students are exposed to five areas of general education: • Communication, both oral and written • Mathematics • Social and Behavioral Science • Humanities and fine arts

content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.	• Natural or Physical Science Specific courses offered in each of these areas were selected based on their relevance and support of the college's mission and programs. They represent the major areas of general knowledge, and they meet the general education requirements of individual states and accreditors. The college's catalog specifies the general education courses required in each program. **(2.8 CCC Catalog)** All program goals and learning objectives are evaluated to ensure the mission, philosophy, and goals are congruent, reflect commitment to a diverse community, and are appropriate for entry-level competencies for graduates of the program. Carrington College California's Institutional SLOs are Communication, Critical Thinking, Personal & Professional Development, Respect and Responsibility and Information Management and Technical Literacy. The institution SLOs are assessed in all vocational and general education course work and are measured both directly and indirectly. **(2.12 ISLO Survey, 2.65 CCC ISLO Elements and Rubrics)** Once enrolled, students complete their courses in a scheduled sequence. Degree students in modular programs enter the general education course being presented at the time of enrollment and, thereafter, continue through the scheduled sequence. **The new campuses will adopt the current practices of Carrington College California.**
II.A.3.b. **A capability to be a productive individual and lifelong learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**	Carrington College California requires general education courses in oral and written communication, scientific and quantitative reasoning, and critical thinking in each educational program. In alignment with the college's mission and commitment to the students it serves, COL105 (Critical Thinking) is a required first-term course and emphasizes learning-to-learn, self-motivation and self-esteem for blended and online programs. Computer literacy and information competency are proficiencies assessed in both campus and online courses. The college's Career Services department provides employment information and practice in resume writing, interviewing techniques, and job searches. The addition of the Career Development Seminar (CDV198)in programs helps prepare students to all of these areas beginning with their first term courses. **The new and existing will be identical with the integration of the new campuses.**
II.A.3.c. **Recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for**	Carrington College California's faculty, administrators, and staff are supporting student development in specific vocational knowledge and skills, as well as Institutional SLOs in critical thinking, information management, and technical literacy, personal and professional development, communication skills, respect, and responsibility throughout their experience at Carrington College California. In degree programs, a broad base of general education course offerings provide

cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	students with communication, critical thinking, mathematical, and computer skills; as well as perspectives from the sciences, humanities, and social sciences. Carrington College California encourages students to work to achieve their highest potential while attaining their career goals. The college strives for excellence and quality in everything it does and instills in its students the same aspirations. Many programs demonstrate commitment to social responsibility through various on-campus and community outreach efforts. For example, Carrington College California's Dental Hygiene program operates a clinic that serves community members who may not have the resources to obtain dental hygiene services through a private dental service. Dental hygiene students provide outreach and public service presentations to elementary school children relating to personal dental hygiene; this aspect of services is embedded in the curriculum and illustrates the integration of Institutional SLOs. Several campuses hold blood drives to support local and national blood service providers; both students and staff participate in blood drives and contribute to this worthy cause. Various components of the Carrington College California organization have participated and continue to support organizations such as the local food bank and the American Heart Association. The Stockton campus encourages students to participate in a variety of community services: • The Dental Assisting students volunteer at the soup kitchen during Thanksgiving. • Medical Assisting program students participate in Multi-Cultural Healthcare Day. • The Medical Assisting program runs the campus blood drive every quarter. • The Veterinary Technology program holds pet wellness clinics at the homeless shelter. • Health Care Administration students volunteer at Blood Source. • Massage Therapy students visit convalescent homes to give massages. • Criminal Justice students attend the Stockton Town Hall meetings and courthouse. Pharmacy Technology students visit China Town in San Francisco to learn and see about Eastern medicine and to experience a different culture and diversity. **The new campuses will adopt all current practices.**
II.A.4. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**	Students graduating with an Associate in Science degree complete at least 60 units that include general education courses in addition to core courses in their particular major. All degree programs include a focus area of study described most clearly by the title of the major. The college offers twenty three programs in health, legal, and technical vocational majors. The college catalog clearly defines the program, its primary focus of study, and its objectives.

	The new campuses will implement the existing College's practices.
II.A.5. **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**	All areas of study at Carrington College California are vocational programs. Students' technical and professional competencies in these programs are measured through skills exams, demonstrations, written theory exams, research papers, oral presentations, and the evaluation of capstone, externship, fieldwork, and/or clinical rotation performance. **(2.40 Final Evaluation)** Student Learning Outcomes and competency assessment is ongoing throughout a student's program. Some technical programs also require that students pass a comprehensive program final examination in order to graduate. **(2.8 CCC Catalog)** To be eligible for graduation, both degree and certificate students must have met each of their technical program competencies and completed their major classes with a grade of at least "C" in each class. Degree students must achieve an overall grade point average of "C" in all general education courses taken. **(2.8 CCC Catalog)** Carrington College California graduates are prepared for external licensure and certification. For example, the Dental Hygiene program prepares students to take the national and state certification exams. Graduates are prepared to deliver comprehensive dental hygiene care to individuals in a variety of professional settings. **(2.8 CCC Catalog, page 21)** **The new and existing campuses are similar in this area.**
II.A.6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**	Carrington College California's academic catalog is published annually. Monthly updates occur as required. The current version of the catalog is provided to all stakeholders and updated on the college website. The catalog clearly states the specific requirements for the certificate and degree programs and the current transfer policy. As the curriculum is revised, based on recommendations from the "faculty driven" program review process, the catalog is updated to reflect the most current approvals. The catalog is available in print and electronic version and can be accessed on the college website. In an effort to standardize academic quality across the institution's campuses, the campus deans were tasked with developing a standard syllabus template that could be utilized by all faculty members, for every course, across all campuses within Carrington College California. **(1.38 Standard Syllabus Exec Sum)** The faculty prepares their course syllabi for each program and provides them to students during their first class. The syllabi content is presented in a standardized format and utilized by all programs. The syllabi include: instructor contact information, course information, textbook, course description, instructional objectives, Student Learning Outcomes, course schedule, grading policy, and academic integrity

	requirements. **(1.36 Core Stand Syllabus, 1.37 Linear Stand Syllabus)** **The new and existing campuses are similar in this regard.**
II.A.6 a. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**	All enrolled students receive a current college catalog containing clear and accurate information about their educational courses and programs. Graduation requirements for all majors, including course descriptions, are provided for each program offered. Certificate and degree programs list expected SLOs and students receive specific learning objectives for each course in the syllabi. **(2.8 CCC Catalog)** Transfer of credit policies are clearly outlined in the catalog. Courses completed with a "C" or better at an accredited college or postsecondary institution will be evaluated on an hour-for-hour basis for acceptance at Carrington College California. Official transcripts documenting course work must be provided to the college for transfer credit evaluation. **(2.8 CCC Catalog)** The dean of academic affairs or designee is responsible for evaluating transfer credit requests for general education courses. The Education committee has developed a list of acceptable courses in each general education category. The dean of academic affairs makes the transfer credit determination. A course submitted for transfer credit evaluation must fulfill the objectives and intent of the Carrington College California course. If it is not clear from the course title that the course is equivalent to a Carrington College California course, or if it does not appear to fall into a general education category, a course description and/or outline will be requested from the student. **(2.8 CCC Catalog)** Students attending Carrington College California are informed in the college catalog that they should consider Carrington College California's courses and programs as terminal (not transferable). No representation is made concerning the transferability of Carrington credits to any other institution. **(2.8 CCC Catalog)** **Both the new and existing campuses are similar in this area.**
II.A.6.b. **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**	Carrington College California makes every effort to abide by the program and course descriptions that are published in the college catalog. Programs are offered in both linear and modular formats. Major changes to linear programs, where students begin together, generally apply only to students at the next start date of the program and not to any students currently enrolled. Changes in the modular programs, where new students enter the program and sit in class with continuing students, may affect both new and continuing students. Every effort is made to ensure that all affected students are given the necessary information and support to complete their education timely and with minimum disruption. When there is a major change in course content or program composition, students are provided with information outlining any impact on their program of study. Entire programs are not eliminated until all enrolled students have had the opportunity to

	complete the program. Individual classes are canceled only when they have no enrollment. **The new campuses will assume the practices of the existing college.**
II.A.6 c. **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**	All information in the catalog and other official publications is clear, accurate, and current. Formal procedures are in place for regular review of college policies, procedures and publications. The catalog and other materials are amended to reflect changes in policies, practices, educational requirements, administration and faculty. Review by the appropriate committee or subcommittee of the executive council prior to publication assures integrity in all representations about the college mission, programs and services. **(2.41 Catalog Request)** **The new and existing campuses are very similar in this area.**
II.A.7.c. **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**	Carrington College California does not require conformity to specific codes of conduct other than those for ethical and professional conduct clearly outlined in the employee handbook, college catalog and student handbook. **(2.24 SAC Stu Handbk, 2.8 CCC Catalog)** **The new and existing campuses are similar in this area.**
II.A.8. **Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**	Carrington College California offers no curricula in foreign locations. **The same applies to the new locations.**
II.A. Self-Evaluation	Comprehensive program review at Carrington College California is a part of the College's overall quality improvement process and is intended to improve institutional effectiveness and student learning outcomes through a systematic cyclical examination of all areas affecting program delivery: supporting curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes.

	Educational Program Review and revision, while an ongoing systematic process, is conducted formally every three years for each educational program, student service, and the general education courses offered on each campus. The process is driven by faculty and led by deans and program directors. The review and revision process involves all stakeholders, including faculty, employers of our graduates, advisory board members, accrediting agencies, and peers from the community. Recommendations are considered based on outcome assessments of program goals, student learning objectives, and program resources (facilities, faculty, equipment, supplies, and learning resources), suggestions from faculty, graduate services, other college departments, advisory boards, student surveys, employers, and accreditation and approval standards The Project Graduation report data revealed that the retention and graduation rates of students completing programs online through Carrington College California were lower, and statistically dissimilar, to the results of students completing comparable Carrington College California programs on-campus. Because all Carrington degree programs involve some engagement with online learning, the institution created a new curriculum team (Deans of Schools). The deans are tasked with enhancing curriculum quality and ensuring curriculum and instruction standardization across all quality hubs. The goal is to ensure that each student experiences the same high quality learning opportunity and each faculty member can access and leverage standard philosophy and robust teaching resources to enhance the quality of instruction and student success. **(2.2 DOS Team Plan)** An example of improvement made by the Deans of Schools team is standardized syllabi. Through program checks done by the deans of schools, it was noted that campuses had differing syllabi within the same program. To "facilitate teaching and learning by providing current and appropriate educational programs and services…" a standardized syllabus will be adopted for every core and linear campus and online course in September 2013. The standardization provides students with a familiar, consistent, high-quality syllabus that is available to them for every course, online or on campus. The standardized syllabi also provide structure for the faculty. Faculty input through a call for comment was important to creating the standardized syllabus. **(1.36 Core Stand Syllabus, 1.38 Standard Syllabus Exec Sum, 1.37 Linear Stand Syllabus)** **The new campuses will adopt all Carrington College California policies, practices and procedures.**
II.B. Student Support Services **The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address**	Carrington College California offers a variety of student support services designed to assist a diverse population of students in reaching their educational goals. Our mission is "to provide learning opportunities to individuals" and "professional preparation" toward their career choice. The college achieves this mission by providing a supportive student-centered learning environment, which enables students to meet their

the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	educational and career goals and achieve positive learning outcomes. **(2.30 Mission Statement)** **The new campuses will adopt the mission statement of Carrington College California.** Carrington College California students are diverse and as such, require diversity in the support services they receive. Student support services and processes are consistent across all campuses and online, beginning with enrollment and continuing to post-graduation through the provision of career services. Student support services include the admission/registration process, student orientation seminars, workshops on financial literary and financial literacy counseling, student advising, classroom presentations, student success center, and library services. Student satisfaction surveys are conducted every six months to determine whether services are meeting our students' needs. Focus groups, end-of-course evaluations, and other open forums are also utilized to allow the diverse student population an opportunity to express their thoughts, opinions, and suggestions for improvement of college support services. **(2.25 COL205 Eval, 2.26 COL105 Eval)** The website, catalog and student handbook provide students with resources and information needed regarding programs and available services. Student Learning Outcome data is utilized to assess student support services throughout the campuses and online programs. (**2.8 CCC Catalog)** **The new and existing campuses have similar student support services.**
II.B.1. **The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**	Carrington College California assures the quality of student support services and further ensures these services support the mission. Quality assurance is provided through program and services reviews and the implementation of improvements identified through SLO assessment. Internal audits are conducted to assist in monitoring the quality of student support services and to ensure compliance and quality. These audits serve to ensure continuous improvement and growth in the student service areas. Student satisfaction surveys specifically target student learning support and outcomes. The research and assessment department disseminates survey data to the online division and each campus. Continuous improvement plans are developed utilizing survey data and input from faculty and staff. Student support services are available to all students whether they are taking courses via an online platform or on campus. **The new and existing campuses are very similar in this area.**
II.B.2. **The institution provides a catalog for its constituencies with**	Carrington College California's catalog is available online at the website, as are links to web sites for each of the eight campuses. The catalog includes general information, admission and transfer requirements and college policies. In an effort to provide our

precise, accurate, and current information concerning the following:	students with the most accurate information available, the catalog is updated monthly and an addendum of changes is included in each printed catalog. **(2.8 CCC Catalog)** **The new and existing campuses are similar in this regard.**
II.B.2.a. **General Information** • **Official Name, Address(es), Telephone Number(s) and Web Site Address of the Institution** • **Educational Mission** • **Course, Program and Degree Offerings** • **Academic Calendar and Program Length** • **Academic Freedom Statement** • **Available Student Financial Aid** • **Available Learning Resources** • **Names and Degrees of Administrators and Faculty** • **Names of Governing Board Members**	The catalog provides the official name, campus addresses, phone numbers, and hours of operation, website address, online services support information, mission, course descriptions, programs and degree offerings, financial aid information, names and credentials of administrators and faculty, and current governing board members. The catalog also provides program-specific academic calendars, a statement of program length, the list of start dates for each program, and the holiday calendar for the current year. **(2.8 CCC Catalog)** **The new and existing campuses are alike in this area.**
II.B.2.b. **Requirements** • **Admissions** • **Student Fees and Other Financial Obligations** • **Degree, Certificates, Graduation and Transfer**	The catalog contains admission information and requirements for all programs, student tuition, fee information and other financial obligations. A list of degrees, certificates, graduation requirements and transfer information is also available in the catalog. **(2.8 CCC Catalog)** **The new and existing campuses provide similar information.**
II.B.2.c. **Major Policies Affecting Students** • **Academic Regulations, including Academic Honesty** • **Nondiscrimination** • **Acceptance of Transfer Credits** • **Grievance and Complaint Procedures** • **Sexual Harassment** • **Refund of Fees**	Major policies affecting students are published in the Carrington College California catalog. These policies include academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment policy, and refund of fees. **(2.8 CCC Catalog)** **The new and existing campuses are similar in this area.**
II.B.2.d.	Policies for Carrington College California may be located on the College's website, in

Locations or publications where other policies may be found	the student handbook, externship handbook, clinical handbook, or at any Carrington College California campus location. **(2.8 CCC Catalog)** **The new and existing campuses are alike in this area.**
II.B.3. **The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**	The college's knowledge of the learning needs of students is based on an understanding of the educational and socioeconomic background of students, and ongoing student learning outcomes assessment. The comprehensive services provided to our students include the student success center, learning lab, Smarthinking, student financial services, as well as access to faculty and staff during faculty office hours. The college website, catalog and orientation handbook outline the campus hours, hours of service for the student success center, as well as online services available 24 hours a day. Examples of online services include Ask-A-Librarian, ASPIRE, and EBSCOhost. **The new campuses will have the exact resources offered by the existing campuses.**
II.B.3.a. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**	Carrington College California offers consistent and equitable services to its students regardless of their location or the delivery method of their instruction. The college conducts externship surveys for graduating students. The survey provides students an opportunity to rate the college programs, services, and instructional programs. Survey results are shared with administrators, are reviewed by the academics team, and are used to ensure consistent and equitable practices across all locations and delivery methods. The students are also surveyed every six months so that they can share their thoughts on the instructor, and the services they have received at the college. **The new and existing campuses will provide exact student support services.**
II.B.3.b. **The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**	Carrington College California encourages personal and civic responsibility as well as intellectual, aesthetic and personal development as reflected in the institutional SLOs. Students demonstrate personal and civic responsibility through the organization and participation in community service events such as blood drives, community dental hygiene clinics, participation in health fairs, and student mentor programs. Campuses often sponsor events to benefit those in their communities. For example, the Pomona campus held a "Carrington Cares for Veterans" event, which offered complimentary services to veterans and their families including flu shots, vital signs testing, glucose testing, dental exams and pet flea prevention applications. Campus and program activities such as constitution day, health fairs, cancer awareness month and culturally diverse potlucks also provide students with an opportunity to experience the diversity of their campus. (**2.38 ISLOs, 2.42 Constitution Day Presentation)** The college encourages intellectual, aesthetic, and personal development through its educational programs in which students are continually evaluated on their personal and professional development. Workshops provided by financial literacy consultants assist students in understanding financial options. Students are encouraged to participate in and attend events within professional organizations such as the Student American

	Dental Hygienist Association, Sacramento District Dental Society, Student Chapter of the National Association of Veterinary Technicians in America and the National League for Nursing. Students are also encouraged to attend Department of Consumer Affairs Board meetings for their area of study. Attendance at board meetings provides students with an insight and opportunity to see their licensing agency at work and their role in the process. **The new campuses will model this same format.**
II. B. 3.c. **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**	The institution designs, maintains and evaluates counseling and academic advising programs which support student development and student success. Students have access to many counseling and advising services across campuses. These services include personal counseling/advising, academic advising, financial literacy counseling, and career advising. Carrington College California utilizes the ASPIRE program which provides students and their families with access to personal services and counseling 24 hours a day. The college has an open door policy, providing students with access to their faculty, program directors, deans of academic affairs, executive directors and service areas. Services are consistently evaluated through student satisfaction surveys, assessment of SLOs, program reviews and the employee's individual performance plan. **(2.20 ASPIRE Use,** http://www.devryaspire.com**)** All Carrington College California faculty and staff participate in professional development and regular campus-wide and interdepartmental meetings which equip faculty with up-to-date information and advice for students. Faculty and staff have access to several online development courses such as DeVry Leadership Development courses, Center for Excellence in Education/Max Knowledge, and the Evolve Master Teacher courses. Campuses hold faculty development training twice a year. These campus in-service agendas are coordinated by the academics team ensuring consistent sharing of a broad-based, institutional dialogue on institutional effectiveness. An example of this consistency can be seen in the preparation for the October 2012 in-service where the Academics Team created minimum standards for the in-service, leaving the campus education management team the opportunity to address their specific areas of interest. **(2.29 Excel in Teach Acad, 2.34 Inservice Date Master .09 and .10, 2.35 October 8 Inservice Min Standards)** **The new campuses will adopt the current practices of Carrington College California.**
II. B. 3.d. **The institution designs and**	Programs and course content at the college supports and enhances students' understanding and appreciation of diversity. At various campuses, faculty integrate

maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	cultural awareness into their courses through assignments and class projects such as research of cultures and ethnicities, cultural awareness events and potluck events that recognize and celebrate many ethnicities and cultures. Constitution Day activities, held annually on each campus, recognize foundational and governmental rights of our citizens regardless of race, gender, sexual orientation, color, ethnicity, national origin. Carrington College California abides by its stated non-discrimination policy located in the catalog. **The new and existing campuses are very similar in this area.**
II.B.3.e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**	Carrington College California regularly evaluates its entrance policies, procedures and practices by means of the enrollment entrance & standards committee. This committee meets bi-annually in person and with subsequent webinars and conference call meetings when necessary. The committee's purpose is to review all enrollment related items for relevancy and accuracy, review recommended changes and ensure continuous quality and improvement. The college provides placement testing, ensuring consistency and effectiveness while minimizing cultural and linguistic biases within the placement instrument. For example, in 2011 this committee recommended the implementation of a new entrance exam to replace the CPAt exam previously used. In the first quarter of FY12, the entrance standards committee recommended, and the executive council approved, the implementation of the Wonderlic entrance exam to replace the Carrington College California entrance exam based on data. **(2.43 Enroll Ent Stand Com)** **The new and existing campuses will be identical after the integration.**
II.B.3.f. **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**	Carrington College California maintains student records in accordance with provisions of the Family Education Rights and Privacy Act (FERPA). Student records are maintained for two years (three years for Veterans' records) after the student is no longer enrolled. Transcripts of academic records are maintained electronically and are retained permanently. The registrar on each campus maintains student records and schedules and provides students with end of term grade reports, transcripts (on written request), and verification of college status letters. Students who wish to review their files must submit a written request to the registrar. Student records are not released to outside parties without written consent from the student, except for those agencies entitled to access under the provision of FERPA. **(2.8 CCC Catalog)** **Both the new and existing campuses maintain records in a similar manner.**
II.B.4. **The institution evaluates student support services to assure their adequacy in meeting identified**	Carrington College California reviews student services during the program and services review, which is formally conducted every three years, to ensure the quality and improvement of all services offered by the college**. (2.66 2012 CCC Service Review**

student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**Handbook, 2.67 2009 Financial Services Program Review Report, 2.68 2012 Antioch Career Services Program Review Report)** Service reviews evaluate all student services and departments through an ongoing systematic review of their relevance, appropriateness, achievement of student learning outcomes and capacity. The future needs and plans of the college and the communities served are also evaluated. The service review and revision process includes input from department staff, administration, faculty, employers, professional advisory council members, and accrediting agencies. Recommendations are considered based on outcome assessments of department goals, SLOs, and department resources (facilities, staff, equipment, supplies, and technology resources). As with the review of instructional programs, service review recommendations are either global, in which case they go to the executive council for approval, or they are campus-based, in which case they go into the service department's continuous improvement plans (CIPs) for local action. An admissions services review was conducted this year and is in the process of being finalized. A copy of the 2012 review will be available at the time of the site visit. Students also evaluate the college's student services and have an opportunity to express their ideas, opinions, and suggestions on programs, instructors, and staff through means of the student satisfaction survey given twice yearly on each campus. Results from these surveys are distributed to each campus where they are reviewed with faculty and staff and improvement plans are developed. **(2.12 ISLO Survey)** Carrington College California offers ASPIRE, a special program that provides enrolled students with confidential access to counseling services. This service is evaluated through monitoring of usage and student feedback provided during the student satisfaction surveys and campus focus groups. **(2.20 ASPIRE Use)** **The new and existing campuses have similar student support services; however, the new campuses will adopt the method in with those services are assessed.**
II.B. Self-Evaluation	One way Carrington College California achieves its mission is by providing "a supportive, student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes." The college identifies the needs of its students in order to enhance a supportive learning environment by systematically assessing the student support services, using student learning outcomes, faculty and staff input, as well as other measures appropriate to the improvement of institutional effectiveness. These support services include advising and counseling, technology assistance, career services, tutoring, and financial aid. Carrington College California is strongly committed to providing its students with high-quality academic programs, support systems, and learning resources by conducting a continuous cycle of review and assessment focused on and tied to its mission statement. The college's learning resources include research support, tutoring services,

	and online support services. These areas are regularly assessed and improved to provide a quality student experience. In order to continually improve the effectiveness of student support services, a rigorous program review and critical self-study (driven by student and institutional outcomes) are conducted every three years. Institutional shared governance dialogue considers recommendations for improvement in the following areas: program identification, program resources (faculty), program resources (facilities, equipment, supplies, and support), program fair practices, student achievement outcomes, program satisfaction and feedback. Each of the program review areas is formally reviewed with data aggregated by the dean of institutional effectiveness & assessment and feedback from a number of sources and a variety of perspectives, including students, graduates, faculty, employers, advisory boards and externship sites. The college encourages personal and civic responsibility as well as intellectual, aesthetic and personal development as reflected in the Institutional Student Learning Outcomes. **For any practices that are not the same for the new and existing campuses, the existing campuses procedures will be adopted.**
II.C. Library and Learning Support Services	The college works to establish a pattern of lifelong learning through information literacy for students and staff. Carrington College California's student success centers offer resources for students, faculty, and staff based on a continual and systematic program review process. With the aid of program directors and faculty, the student success center manager on each campus maintains collections that meet the current and future needs of our stakeholders, supports the curriculum, and meets the college's missions and goals. Student success centers support learning through direct one-on-one academic coaching, group-skills training, train-the-trainer sessions, liaising with faculty training, and providing online resources (MyMathLab, MyLearningLab, and Ask-A-Librarian) for campus and online students. Carrington College California library collections include books, textbooks, and non-print materials such as video tapes, CD-ROMs, DVDs, audio tapes, and serials both in print and online databases through an account with *EBSCO* Subscription Services. The student success centers make critical contributions to student learning outcomes and achievement. Their goals are: • Support the skills-based approach to education, identifying learning needs through the analysis of outcome and achievement data • Support the achievement of ISLOs: critical thinking, information management and technical literacy, personal and professional development, communication skills, and respect and responsibility • Provide information to support program development and innovative

	classroom practices • Provide a supportive learning environment that connects students with students and academic coaches • Equip the centers with appropriate, industry-standard technological advancement A review of the efficacy of the student success centers will be conducted by the education committee in FY2013. The review will focus on tutoring support service SLOs as tracked in eLumen, online learning support, and the integration of academic coaching with majors in programs. **All students at the new and existing campuses will utilize the same resources.**
II.C.1. **The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**	The college supports the quality of its instructional programs by providing library resources and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The student success centers have a variety of collections such as books, academic journals, and electronic databases to support the academic growth of students. The manager at each campus is available for students on campus, online, and via email or phone. In addition, the manager provides academic coaching services to individual students, small groups, and classes. The college also offers *Ask A Librarian,* a live "chat" online reference service to student during times the library is closed. The college also provides class orientations for databases and research methods when requested. **(1.8 SSC Master Plan) (The SSC Master Plan will be updated to include the new campuses.)** **The new and existing colleges are similar in the area.**

II.C.1.a. **Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**	A formal collection development and maintenance policy exists to plan for future library collection growth. There is a specific criterion for selection of library materials, which includes relevance, appropriateness, reputation of the author or publisher, quality, diversity, currency, and durability. In addition, it will be the responsibility of the student success center managers to evaluate and examine the library collection as a whole every two years. During the evaluation process, inventory reports, collection development notes, faculty and staff suggestions and recommendations will be gathered. **(2.58 Library Policies)** To ensure that students have adequate and current resources for their coursework, research, and career information, Carrington College California allocated $40,000 in 2010 and 2011 to update and increase the campus's library holdings. These resources also helped to ensure that programmatic accreditor requirements are consistently met. **(1.52 Library Acquisitions, 1.53 Library Acquisitions)** Each campus student success center holds a print collection as well as DVDs, videos, and CD-ROMs. There are numerous computers for students to use to access various items such as software applications and the Internet. Students can also use the library computers to access their online course (if applicable) through eCollege, the learning management platform used for all online courses which also provides access to various online resources, such as *Ask-A-Librarian* and *EBSCOhost*. **The new campuses will model this same format.**
II.C.1.b. **The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**	Student success center personnel train students on the use of academic databases and evaluation websites. Training sessions for *EBSCOhost* and *American Psychological Association (APA)* style and referencing standards are conducted for new students and also at the request of instructors for their classes. Students taking online classes have access to the student success center and SSC managers at the campus. They can also obtain help remotely through the *Ask-A-Librarian* link that is provided in each online class. **The new campuses will adopt all existing college's policies and practices.**
II.C.1.c. **The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**	Carrington College California provides learning resource access to all programs. Each campus is equipped with a student success center. The campus-based students enrolled in online courses continue to have access to the student success center and learning lab. All Carrington College California students have access to online databases via *EBSCOhost*. On each campus, the student success center and learning labs are highly utilized by students from all programs. In addition, online students have access to *Tutor.*com. This online service is available 24 hours a day, seven days a week. All online courses offer the students resources from the HUB (a student resource center)

	which provides iLabs (Citrix and Practice Fusion), career services, eBooks, and over 300 educational videos. The services offered by the student success center include: library collection and services, open computer lab, academic coaching services, group study areas, and online databases. Each campus student success center is equipped with computers, the Internet, and miscellaneous software products. Both the student success center and the learning lab provide software and printing capabilities to support student research and course-related assignments. Furthermore, there are assistive technologies available such as *Smarthinking and MyMathLab (MML),* which is a Pearson Education product. Each library is equipped with step-by-step tutorials for accessing databases, electronic research databases, and APA citation information. **The new and existing campuses have similar student support services.**
II.C.1.d. **The institution provides effective maintenance and security for its library and other learning support services.**	Carrington College California offers students the flexibility of taking classes in the traditional, face-to-face format, blended format or in the "anytime, anywhere," online format. With this flexibility come inherent concerns about access, security, and maintenance of the online resources. Carrington College California's online learning platform, *eCollege®*, is a leading learning platform technology which is an extremely stable and secure interface. College courses and resources are controlled via a secure login script, requiring a username and password. Carrington College California is responsible for managing and maintaining all academic content within all online courses. Learning support services are managed and maintained by third-party vendors. The college has service level agreements with the vendors to ensure all decisions are approved by Carrington College California. **The new campuses will model this same format.**
II.C.1.e. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The**	The student success center at each Carrington College California campus provides resources so students can do research and /or study. The centers are equipped with computers that provide Internet access to a wide variety of educational resources, including the same online databases available to online learners and *Ask-A-Librarian*. The centers are staffed by Master's prepared individuals who support the students' research and information needs. A comprehensive accounting of all holdings is maintained at each location, and the student success center managers are responsible for security and maintenance of all resources. Student identification cards are required for the use and removal of any Carrington College California resource materials from the student success centers. Carrington College California's student success centers subscribe to recommended and evaluated research databases. Usage statistics for these databases are provided by

institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	individual administrator accounts with *EBSCOhost*, from which the center manager can run reports at the local campus level. The current subscription list includes: *EBSCOhost* (30 databases total), *Nursing Reference Center, Points of View, Consumer Health Complete,* and *Student Research Center*. Students in the Pharmacy Technology degree program receive access to *Pharmacist's Letter Online,* and the centers receive the print copies. These database and electronic newsletter subscriptions provide credible scholarly resources and are available for campus and online use to students, faculty and staff. The Carrington College California student success center has contracted with *Crew-Noble, Inc.* to provide support for the cataloging and circulation system *InMagic*. There is a service level agreement (SLA) for Carrington College California students to receive live "chat" reference service from librarians through *Ask-A-Librarian*. This service gives students access to a librarian "after hours" on nights and weekends. All student success center contracts and service level agreements are evaluated on a yearly basis and again during the program and services review process. **The new and existing campuses will provide the same services.**
II.C.2. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**	The Carrington College California student success centers follow a formal collection development policy, which is part of the *Library Polices.* **(2.58 Library Policies)** The policy serves as a guide to maintain the current collection and a planning device for future growth. The guiding principles are to: • Enrich and support current curriculum • Support student learning outcomes • Ensure that print and other format collections (electronic, DVD, CD-ROM) are complementary • Promote intellectual stimulation to both faculty and students. The selection criteria for all materials are as follows: relevance, appropriateness, reputation, and quality, currency, and durability of the materials. The student success center manager regularly reviews the collections to ensure they meet the current needs of our patrons, curriculum and the college's mission and goals. The managers meet formally with program directors and the deans via education management team meetings and informally with program directors and staff to obtain comments and advice concerning new materials. The student success center manager is responsible to evaluate the library collection as whole every two years to examine whether the collection is meeting its objectives. The evaluation is based on inventory reports, collection development notes, faculty and staff suggestions and recommended holdings lists. Along with this evaluation, each year a specific program is chosen for in-depth review with the aid of the program director and faculty. Each campus manager attends monthly educational management team meetings. Each student success center manager collects statistics on patron visits, circulation, number of reference questions asked, and number of student success center orientations given. The *EBSCOhost* subscription databases usage is monitored by each student success manager through an *EBSCOhost* administrator account; computer lab

	usage is also tracked. The campus-based academic coaching program is held in the academic coaching center, which on most campuses is located inside the computer lab**. (2.85 Pleasant Hill Student Success Center Continuous Improvement Plan (CIP)** Evaluation of academic coaching and library services is undertaken formally during program and services reviews every three years. Recommendations arising from the review process are either implemented at the campuses or, if required, go to the executive council for approval. Once recommendations have been approved for action, they are documented in the relevant continuous improvement plan. **(2.60 Lib Prog Review 2008, 2.59 Lib Ser Prog Review)** Ongoing evaluation of student satisfaction with academic coaching and library services is undertaken twice a year through the student satisfaction survey. Students evaluate the availability of resources, academic coaching as well as library services as a whole. Follow-up on student concerns is undertaken at each campus or, where appropriate, at the home office. **The new campuses will mirror the existing campuses.**
II.C. Self-Evaluation	Carrington College California's learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Physical resources have been added at each campus and a variety of additional resources, websites, online case studies, and activities are included with most of the general education curriculum. Campus learning resource collections are maintained and developed according to the college's acquisition policy. General education is delivered primarily via online mode. General education students also have access to E-books, an online library, online databases, and 24 hour tutor support. In September 2007, the college revised the tutoring program on each campus. General education program directors developed a comprehensive plan for improved tutoring and mentoring services on their campus. As a result each campus received expanded hours devoted to tutoring services, with expanded tutoring provided for the general education program; however, following the 2012 review of library and tutoring services, the college began restructuring resources and personnel into what is now known as student success centers. The purpose of these centers is to focus resources on student learning and the learning gaps identified in SLO assessments. Tutoring services in the student success centers have SLOs, which are assessed at each campus. Results are recorded in eLumen. An evaluation of SLO data and activity reports will inform a review of the restructure. The student success centers provide focus on aligning collection development and service delivery to identified learning gaps and convergence of online and onsite learner support environments to make critical contributions to SLOs and achievement. They accomplish the following goals:

	• Support the college's skills-based approach to education, identifying learning needs through the analysis of outcome and achievement data • Support the achievement of the Institutional SLOs: critical thinking, information management and technical literacy, personal and professional development, communication skills, and respect and responsibility • Provide information to support program development and innovative classroom practices • Provide a supportive learning environment that connects students with students and students with academic coaches The student success centers focus their support on addressing identified learning gaps. The center managers generate data reports relating to student learning and achievement outcomes, and they then assist faculty in the analysis of data and identification of learning gaps. **All students at the new and existing campuses will have the same access to resources. In addition, all policies and procedures will be implemented.**
II. References	1.1 LEO July 2012 1.2 Campus Program Review Handbook 1.7 PAC Handbook 1.8 SSC MasterPlan **(The SSC Master Plan will be updated to include the new campuses.)** 1.12 Strategic Plan Development Process 1.25 eLumen Explain 1.28 Executive Council Committee 1.35 LEO Explan 1.36 Core Standard Syllabus 1.37 Linear Stand Syllabus 1.38 Standard Syllabus Executive Summary 1.42 Prog Accred and Approv 1.44 San Leandro Medical Billing and Coding SLO Report 1.47 2012 Massage Therapy MT501 Section SLO Report 1.50 Integrated Planning Manual **(The Integrated Planning Manual will be updated to include the new campuses.)** 1.51 Education Master Plan **(This plan will be updated to include the new campuses.)** 1.52 Library Acquisitions 1.53 Library Acquisitions 1.54 Institutional Effectiveness Plan **(This plan will be updated to include the new campuses.)** 2.2 DOS Team Plan

2.8	CCC Catalog
2.11	Faculty Minimum Qualifications
2.12	ISLO Survey
2.20	ASPIRE Use
2.21	CIP Example
2.23	Grad Survey Template
2.24	SAC Student Handbook
2.25	COL205 Evaluation
2.26	COL105 Evaluation
2.29	Excellence in Teaching Academy
2.30	Mission Statement
2.33	EC Minutes 02.24.11
2.34	Inservice Date Master '09 and '10
2.35	October 8 Inservice Min Standards
2.38	ISLOs
2.40	Final Evaluation
2.41	Catalog Request
2.42	Constitution Day Presentation
2.43	Enroll Ent Stand Com
2.57	PT PAC Meeting Mins
2.58	Library Policies
2.59	Library Services Program Review
2.60	Library Program Review 2008
2.61	Tutoring Prog Rev 2011
2.62	CCC Medical Assisting SLO Matrix
2.63	CCC Criminal Justice SLO Matrix
2.64	CCC Dental Assisting SLO matrix
2.65	CCC ISLO Elements and Rubrics
2.66	2012 Services Program Review Handbook
2.67	2009 Sacramento Campus Financial Services Program review report
2.68	2012 Antioch Career Services Program Review
2.69	2012 Citrus Heights Surgical Technology Faculty Meeting Mins
2.70	San Jose Dental Hygiene Faculty Minutes
2.72	2011 Education Committee Meeting Minutes
2.73	CCC SLO Committee Meeting Minutes Mar 2012

	2.76 Citrus Heights Education Management Team Meeting Minutes 2.79 2010 Dental Assisting Program Review Executive Summary 2.80 Pharmacy Technology Program Review Executive Summary 2.81 Online Business Program Review Executive Summary 2.82 Dental Assisting Program Advisory Committee (PAC) Minutes of Meeting 2.83 Pocket Intro Pres for Program Review Launch 2.85 Pleasant Hill Student Success Center Continuous Improvement Plan 2.86 Dean Meeting 9.18.12

Standard III: Resources **The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**	***Descriptive Summary:*** Carrington College California *effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness*. The college also uses the stated course, program, and institutional student learning outcomes data to improve its institutional effectiveness and student learning. Working collaboratively, the administration, faculty, staff, and students use formal and informal reviews and assessments in order to improve institutional effectiveness and to ensure that student learning outcomes are met and the college mission statement is fulfilled. The Information Technology (IT) department at Carrington College California provides service to both administration and education. The IT department is responsible for providing the college operational systems with a reliable and functional infrastructure. Meeting the needs of instructors, students, college-wide communications, and research capabilities ensures that the college achieves its mission by *providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.* **(2.30 Mission Statement)** **The current Carrington College California practices will be implemented at the new campuses.**
III.A. Human Resources **The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**	Carrington College California uses institution-approved human resource processes and procedures in hiring faculty, staff, and administrators. The college is committed to hiring a diverse faculty and staff and recognizes the significant educational role played by persons of diverse ethnic, social, and economic backgrounds. Review of the numbers and qualifications of faculty and staff at Carrington College California campuses and at the home office indicates that qualified personnel are employed to support the educational programs and services provided on each campus. All eligible personnel are evaluated on an annual basis, and the Carrington employee policy handbook prescribes equitable treatment of all personnel. All Carrington College California personnel meet clearly specified education criteria and experience specifications. Carrington College California utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located. When positions are open the qualifications are posted and publicized internally and then externally. Academic faculty and administrators must hold credentials outlined in the minimum qualifications document written by the academics department. **(2.11 Faculty Minimum Qualifications)** Faculty selection is the responsibility of the dean of academic affairs in collaboration with the program director and other key campus stakeholders. **Both the new and existing campuses operate similarly in this area.**

III.A.1. **The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**	Carrington College California utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located. When vacancies are open the qualifications are posted and publicized internally and then externally. Academic faculty and administrators must hold credentials outlined in the Minimum Qualifications document written by the academics department. **(2.11 Faculty Minimum Qualifications) The Faculty Minimum Qualifications document will be updated to include the new campuses.** Faculty selection is the responsibility of the dean of academic affairs in collaboration with the program director and other key campus stakeholders. Verification of degrees is completed by the hiring manager. A third party background check verifies that the applicant's degree was earned from an accredited institution. The hiring manager is responsible for ensuring that any additional requirements are met prior to extension of an offer to the candidate. When individuals who hold credentials earned outside the United States are being considered, a NACES-recognized third party evaluation service is used to ensure the credential is equivalent to a U.S. degree. **The selection process and hiring requirements for the new and existing campuses will be identical.**
III. A.1.a. **Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**	The faculty minimum qualifications document was developed and is maintained by the academics department. The qualifications outlined in this document are a combination of programmatic accreditation standards and the college's hiring requirements, and also meet minimum state requirements. The requirements are reviewed and updated at least bi-annually for accuracy, unless changes in programmatic accreditation or hiring requirements necessitate a more frequent update. The qualifications document is housed in the academics department section of the documents library and was last updated in 2012. **(2.11 Faculty Minimum Qualifications)** All degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies or the foreign equivalent. A comprehensive background check is completed for all faculty and staff candidates prior to hire. The background check includes employment references, education, license or certification, and criminal screening. Drug screens are also completed. In addition to the stated educational background and practical experience, all potential faculty members must present a clear knowledge of the subject matter to be taught. This is accomplished during the selection process. The potential contribution by prospective faculty to the mission and goals of the College is the intended focus of the faculty hiring process. **The selection process and hiring requirements for the new and existing campuses are very similar.**

III.A.1.b. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**	The evaluation process for all employees is established and documented within the Commons (employee intranet) for access by employees, their immediate supervisors, and by Human Resources. All positions have stated goals for a determined annual period consistent with the fiscal year. The institution utilizes an "Individual Performance Plan" (IPP) to document its planned goals and to evaluate an employee's performance in regard to the stated goals. This evaluation and communication of the performance is ongoing throughout the annual period and summarized at the close of the fiscal year. All employees are evaluated on the organizational TEACH values as well as department and individual goals. **(3.22 IPP CCC 2013, 3.31 TEACH Values)** Faculty effectiveness is measured through classroom observations, stated goals in their IPPs, student satisfaction surveys, the organization's TEACH values, and the achievement of SLOs. **(1.35 LEO Explan, 3.31 TEACH Values, 1.5 VCO Templates)** **The new and current campuses are identical in this regard.**
III. A.1 c. **Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**	Carrington College California is a teaching and learning institution where instructors are evaluated primarily for their subject knowledge and their ability to ensure student learning. The college has developed Student Learning Outcomes and key indicators at the institution, program, course, and services levels. The instructor areas of responsibility are focused on key performance areas and goals such as classroom management, following course outlines, retention, and student satisfaction. Evaluation of faculty at Carrington College California includes a formal and informal evaluation. The college conducts student evaluation of the classroom experience, instructors, and student services staff at least three times per year. The purpose of all classroom observations and evaluation is to assure the highest level of instruction possible in each program. Included in the written evaluation of faculty is a component of how well they meet stated SLOs. Carrington College California uses the Learning Experience Observation for the face-to-face instructor evaluations and the Virtual Classroom Observation for online instructors. **(1.35 LEO Explan, 1.5 VCO Templates)** The instructor observation and evaluation process is designed to provide positive feedback and to address any areas of concern. To ensure that students have continued quality, instructors whose observations and evaluations show consistent deficiencies are asked to complete a performance improvement plan. The instructor and supervisor work together to create specific goals and a target date for re-evaluation. The plan also includes scheduling follow-up meetings to assess progress and to provide improvement feedback. **(3.12 Employee PIP Template)** Student Learning Outcomes and program goals are expressed for educational programs and published in the college catalog and course outlines. Individual program evaluation in the form of student surveys, graduation rates, licensure rates, graduate employment, and other expected outcomes are documented and evaluated during formalized program review.

	The new and existing campuses are very similar in this area; however, to ensure consistency, the existing campus policies and procedures will be implemented at the new campuses.
III. A.1 d. **The institution upholds a written code of professional ethics for all of its personnel.**	The college upholds a written code of professional ethics for personnel through the following: • Annual Code of Conduct training • All new employees complete the Code of Conduct training within the first 6 weeks of their hire date. **This process is identical for both the new and existing campuses.**
III. A. 2. **The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**	The student-to-staff and faculty ratios are established by the Carrington College California academics team, programmatic accreditation requirements, and good practices within the industry. **(3.21 Instructor to Student Ratios)** The college's ratios are carefully monitored to help ensure that sufficient numbers of qualified faculty and staff are available to provide the services necessary to support the College mission, philosophy, and goals. **The new campuses will adopt the practices of the existing campuses.**
III. A. 3. **The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**	The college has written employment policies and procedures that support hiring and evaluation practices that meet or exceed accreditation standards, are consistently applied, and are fair and effective in achieving and maintaining a diverse faculty, staff and administration. The College has an *Interviewing and Selection Resource Guide* and a *Manager's Hiring Process Handbook.* The policies and procedures presented in these handbooks address standardized hiring and selection processes. Hiring and evaluation practices are well defined and have been implemented on each campus and at the home office. **(3.66 Managers Hiring Process Handbook)** Written policies and procedures ensuring fairness in all employment procedures are also found in the employee policy handbook. Each employee has access to these manuals at the time of hire and sign off electronically on acknowledgement of receipt of each manual. The Employee Policy Handbook describes terms and conditions of employment and applies to all full and part-time employees. Human Resources provide an orientation to new employees shortly after hire. The employee policy handbook is reviewed annually by the director of human resources and other departments and managers as needed. If major changes are indicated, it is updated. If there are few or minor changes, notification of these changes is

	distributed to employees. Updates and review sessions are held as needed with the executive council and with campus faculty and staff. The current employee handbook addendum was issued in 2009. The College has established a human resources committee as part of the executive council. The committee reviews personnel policies and procedures to ensure that they are equitably and consistently administered college-wide. The committee ensures that the campuses have the training required to carry out the established policies and procedures. This committee is also responsible for evaluating all current human resources, policies, and procedures and addressing institutional improvements. The development and implementation of the Manager *Policy and Procedures Handbook*, as well as updates to the employee handbook have proven to be valuable tools to ensure that written policies ensure fairness in all employment procedures. **Both the new and existing campus are identical in this area.**
III. A. 3.a. **The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**	The College has established policies and procedures that are consistent and fair. These are communicated through the employee handbook, the code of conduct, and the Intranet site, "The Commons." In addition, the college has procedures to ensure fairness of action taken with all employees. The Employee Action Toolkit, Performance Improvement Plan and Written Warning documents are evidence of implementation of the procedures. Employees with questions concerning fairness or application of policy and procedures communicate to their direct manager, a human resources representative, or through an anonymous reporting program managed by a third party vendor, Ethics Point." , Carrington College California utilizes "Speaking Up," an enterprise-wide program designed to continue to promote a culture in which employees are comfortable coming forward with legal, compliance, policy, and ethics questions and concerns, and to do so without fear of retaliation. The program replaces Mysafeworkplace with a new global toll-free Compliance and Ethics HelpLine and a Compliance and Ethics HelpSite – both of which are available 24 hours a day, seven days a week. Posters introducing the new HR program for employees have been placed in each employee break room at each campus. Carrington College California is committed to equal employment practices and prohibits discrimination based on an individual's race, color, creed, gender, marital status, religion, age, national origin or ancestry, physical or mental disability, medical condition, pregnancy, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy governs all aspects of employment at the college, including assignments, training, promotions, compensation, employee benefits, employee discipline and discharge, and all other terms and conditions. The employee policy handbook describes hiring and employment policies. The manager designated to lead the hiring process for a particular position is required to follow the college's guidelines and state and federal laws regarding fairness in hiring practices. Training has been provided to assist administrators and managers with the implementation of these policies. In addition, all part-time and full-time employees are required to

	complete harassment prevention training. New employees must complete this training before completion of their introductory period. **Both the new and existing campus are alike in this area.**
III. A. 3b. **The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**	The College ensures employee personnel files are secure and confidential at all times. In 2011, the college went paperless for employees' files and all documents are housed securely within a password protected database, called Image Now. Trained human resources staff members are the only individuals within the organization with access to Image Now. Documents can be uploaded and/or retrieved from individual personnel files as needed. Personnel records prior to 2011 are maintained in locked cabinets in a secured area in the home office. These files are accessed only by the authorized members of human resources, payroll and designated members of the staff. These individuals make every reasonable effort to keep personnel records private, accurate, complete, and permanent. Employees have the right to inspect certain documents in their file in the presence of an authorized college representative, at a mutually convenient time. **The new and existing campuses meet this expectation identically.**
III.A.4. **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**	The college's goal in the employment process is to obtain the best qualified and competent technical and general education instructors, administrators, managers, and staff in accordance with Equal Employment Opportunity guidelines. The college assesses the achievement of this objective annually by reporting ethnicity and gender data on all personnel to the Integrated Post-Secondary Education Data System (IPEDS). This information is available to the public and can be accessed via the web site http://nces.ed.gov/ipeds. Carrington College California's policy of hiring the best qualified person for each position has led to a high degree of staff diversity throughout the college. This is clearly supported by the IPEDS data and the staff demographic data as of September 7, 2012. **Carrington College California and the new campuses are identical in this respect.**
III. A.4.a. **The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**	Carrington College California demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. The importance of a culture of diversity is clearly stated through the TEACH Values and employment policies. **(3.31 TEACH Values)** The college practices and adheres to all EEO guidelines and state and federal regulations to ensure fairness in employment and services that support its diverse personnel. All EEO and state labor law requirements are included in handbooks and employment documents and posted in college locations as prescribed by state and federal law. The college believes in diversity and inclusion and provides a venue for anonymous

	reporting. The "Speaking Up" program for anonymous reporting is described in section III.A.3.a. of this sub change request. An "askHR" Service Center was created in 2012 as a new go-to resource for benefits, payroll, and HR systems-related topics for employees in the United States. The center is available 11 hours a day Monday through Friday (8-7 CT) by phone or live chat in The Commons to answer a wide range of questions. All of the Carrington College California employees were notified of this new service center on July 13, 2012, and explanations/notices were posted in each campus and home office **(3.1 askHR-ForTheAsking, 3.57 askHR)** **Carrington College California and the new campuses are identical in this respect.**
III. A. 4.b. **The institution regularly assesses its record in employment equity and diversity consistent with its mission.**	Carrington College California participates in the annual Integrated Postsecondary Education Data System (IPEDS). This survey is conducted by the U.S. Department's National Center for Education Statistics (NCES). This survey gathers information from every educational institution that participants in the federal student financial aid programs. The HR portion of this survey reviews the following information (from the IPEDS website http://nces.ed.gov/ipeds/about/): <u>Institutional Resources</u> IPEDS collects institutional data on human resources and finances. • Human Resources — Human resources data measure the number and type of staff supporting postsecondary education. Because staffing patterns vary greatly across postsecondary institutions, IPEDS measures human resources in three ways: **Employees by assigned position** — These data classify all employees by full- or part-time status, faculty status, and occupational activity. **Salaries** — these data include the number of full-time instructional faculty by rank, gender, and length of contract/teaching period; total salary outlay; and fringe benefits. **Staff** — these data include demographic and occupational characteristics for staff at institutions. IPEDS provides basic data needed to describe — and analyze trends in — postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions. IPEDS forms the institutional sampling frame for other NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Survey of Postsecondary Faculty. Personnel policies and practices regarding recruitment and hiring of employees are clearly outlined in the Employee Policy Handbook and the Managers' *Policies and Procedures Manual*. **(3.66 Managers Hiring Process Handbook)** The college catalog (pg. 94) makes

	clear its policy on equal opportunity in education and employment **(2.8 CCC Catalog)**: *"Carrington College California is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and afford students all rights, privileges, programs, employment services and opportunities generally available* *Carrington College California complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.* *Additional information about this policy or about assistance to accommodate individual needs is available from the campus accommodation coordinator."* **The new and current campuses are similar in this area.**
III.A.4.c. **The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**	The college advocates integrity through the education of administration, faculty, staff, and students with the code of conduct requirement. Employees have access to the Commons link to Ethics and Compliance Services. Employees are trained and tested on mutual respect, code of conduct and ethics, anti- harassment and responsible communication. This training occurs upon hire (within 60 days) and annually thereafter for continuing employees. The results of the training are reviewed by senior management. Policies are available to all employees. **The existing and new campuses are identical in this area.**
III.A. 5. **The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**	Carrington College California provides continued professional development opportunities for faculty and staff. In-house training is provided for college personnel, and all new online instructors attend an online New Faculty Training course, a two-week course introducing our online faculty to the college's philosophy, eLearning platforms, and expectations. The Excellence in Teaching Academy is a mentor-based program available to campus faculty with the goal of improving teaching and learning. The college also has created a continuing education program that has been submitted and approved by the executive council. The goal of this project is twofold: to provide professional development opportunities to all members of the faculty, program directors, deans, and executive directors and to create an environment which encourages educational opportunities leading to improved student achievement. This professional development program is faculty-driven. The program director meets with faculty prior to the beginning of each fiscal year to determine how that year's allocated funds will be spent. Each department develops a plan (taking into consideration the program's accreditation requirements and recommendations) that is reasonable and equitable for all. **(3.55 CE Committee Proposal)** **The new and existing campuses are very similar in this area. To ensure consistency, the existing campus policies and procedures will be implemented at the new campuses.**

III. A. 5.a. **The institution plans professional development activities to meet the needs of its personnel.**	Carrington College California employees have access to the Leadership Center through the Commons, an intranet system where employees can come together, meet each other, get information, get to know people in other positions and other countries, and partner with people who work in a different part of the company. The site is designed to provide resources, guides, and information on professional development activities, such as enrolling in advanced education, leadership courses or using the job tool kit. Additionally, the college offers several self-paced resources, including the Individual Development Plan, information on the 360 review process or building your career path. The leadership center also offers training courses throughout the year around the country and Carrington College California supports employees in attending these. The college has a formal faculty development program via the Center for Excellence in Education. The center is a partnership with MaxKnowledge and the Imagine America Foundation to provide structured training and resources for the faculty. The Center for Excellence in Education/MaxKnowledge provides training in effective teaching strategies that assist with effectiveness in the classroom, retention, student success and it provides ideas and development in the area of innovative teaching strategies. Education courses such as Enhancing Student Learning, Student Learning and Assessment, Learning Theory and Practice, etc., are offered for full and part-time faculty, and leadership courses through the Harvard Business School are offered for deans of academic affairs and others who are interested. **(3.25 Min MaxKnow Stand)** The Excellence in Teaching Academy is a mentor-based program available to faculty who are assigned to the program with the goal of improving teaching and learning. **(2.29 Excel in Teach Acad)**. A key philosophy of the Excellence in Teaching Academy is that teachers learn best from other teachers. **The existing and new campuses will be identical once integrated.**
III. A. 5.b. **With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**	The planning of staff development programs generally occurs at the individual campus level with input from the academics team. At least two campus-based in-services are held per year. Each in-service is evaluated for content and effectiveness by the deans of schools and via an in-service survey. Survey results and evaluation results are considered for continuous improvement for future in-services. Content is developed based upon the college's vision and goals for the future, program and/or curriculum review, response to issues identified in surveys conducted, and/or concerns regarding key performance areas such as retention or recruitment. In some cases, such as faculty development presentations, instructors are asked to determine specific needs and interests. The program directors then work with the dean of academic affairs to design specific programs. All staff participating in professional development activities are encouraged to evaluate these activities, either orally or in writing, in terms of content quality, delivery methods, and applicability to their role and the college's mission. As part of a written evaluation, employees are often encouraged to share ideas for future presentations. **(3.4 Campus Inser Eval)** The college contracted with the Center for Excellence in Education/MaxKnowledge to provide structured training and resources for the faculty, including, but not limited to,

	baseline assessment to help with recommendations for individual training programs, online training courses, individual development plans, on-point/short webinars, and a faculty coach resources center. **(3.4 Campus Inser Eval, 3.39 CEE Faculty Development)** **Once the new campuses are approved by ACCJC/WASC, all campuses will be treated equally.**
III. A. 6. **Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**	The Carrington College California executive council oversees the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The executive council is the policy and procedural body responsible for reviewing and approving all college operations and educational programs and services. The executive council is also responsible for the annual review and revision of the strategic plan. The human resources committee ensures that policies and procedures are in place for the selection and evaluation of faculty and staff and reviews personnel policies and procedures to ensure that they are equitably and consistently administered college-wide. The director of human resources leads this committee. Membership consists of HR business partners and HR assistants as appointed by the committee chairperson. **(1.28 Exec Council and Committees)** **The existing and new campuses will be identical in this area.**
III.A. Self-Evaluation	Carrington College California employs faculty and staff who are appropriately qualified through education, training, and experience to support both the level and type of education programs and services described in the catalog. The qualifications are a combination of programmatic accreditation standards and the institution's hiring requirements. Faculty qualification requirements are reviewed and updated at least bi-annually for accuracy against changes in programmatic accreditation or hiring requirements. Evaluation of faculty includes a formal and informal evaluation to ensure continuous improvement in classroom instruction. The Virtual Classroom Observation instructor evaluation is used for online instructors, and the Learning Experience Observation is used for the campus instructors. The goal of these evaluations is to provide positive feedback and to address any areas of concern. Student evaluations of the classroom experience, instructors, and student services staff are conducted at least two times per year. At the time of hire, each employee receives an employee policy handbook and each faculty member receives the faculty handbook explaining Carrington College California's policies and procedures. Carrington College California also provides in-services and professional development opportunities for faculty and staff. Following these opportunities, individuals are encouraged to evaluate them to ensure the college continues to provide activities that are applicable and helpful to the participants' roles and to the mission statement. Employees are also encouraged to share ideas for future presentations. The college has established a human resources committee with the chairperson serving as a voting member of the executive council. The committee is led by the director of human resources, and membership consists of HR business partners and assistants as appointed by

	the chairperson. The HR committee reviews personnel policies and procedures to ensure that they are equitably and consistently administered college-wide. This committee is also responsible for evaluating all current human resources, policies, and procedures and addressing institutional improvements. **The existing and new campuses will be identical in this area.**
III.B. Physical Resources **Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**	***Descriptive Summary*** Carrington College California includes eight campuses and one home office. The eight Carrington College California campuses are located throughout Northern and Southern California. All facilities are leased under long-term lease agreements and the Pomona campus is a co-location with another private institution. The college has standardized program equipment lists to ensure students in all programs have the same resources available to support student learning. Physical resource planning is actively integrated with institutional planning. **(3.40 Standard Equip List)** **The new and existing campuses will continue to have appropriate resources to support student learning.**
III. B.1. **The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**	Carrington College California's shared governance process allows for and encourages dialogue, input, and decision making from all of its constituents in determining facility needs. To ensure that safety best practices are current, each campus is equipped with an OSHA plan and an assigned incident commander. Each campus executive director conducts a safety walk through the campus at least three times per year and periodically conducts several informal visits. A checklist is used to identify any problems or concerns and produces a punch list for the maintenance department on each campus. Incident commanders review all incident reports and collect quarterly safety reports from the campus executive directors. (**3.40 Standard Equip List)** Carrington College California campuses have safe and sufficient resources to support and ensure integrity and quality of programs and services. <u>Antioch Campus</u> The campus is located on a two-acre site in Antioch, California and occupies approximately 30,000 square feet of space all in one building. The campus includes classrooms with ceiling-mounted LCD projectors, a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, a learning laboratory, and a simulation laboratory. The facilities also include a student success center, computer lab, and seven lecture/laboratories. The campus has a student union/distribution center, a staff lounge, a conference room and a finance kiosk station. Within the building, there are 20 administrative offices offering a variety of student services including enrollment services, career services, student finance, and student records. <u>Citrus Heights Campus</u> The campus occupies 27,100 square feet of space in a single story building in Citrus Heights, California. The campus includes classrooms with ceiling-mounted LCD projectors, a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, a learning laboratory, and science labs. The Citrus Heights campus classrooms consist of three computer labs, a veterinary technology surgery lab, a dental lab, a medical assisting lab, a surgery technology lab, and five lecture classrooms. It also features a student break room, a staff lounge, a student finance area, a career services area, a faculty

room with 4 offices and 20 faculty work stations, and 10 administrative offices.

Pleasant Hill Campus

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

Pomona Campus

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

Sacramento Campus

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

San Jose Campus

The campus is located in San Jose, California, occupying 56,214 square feet of space in one building. The campus includes classrooms with ceiling-mounted LCD projectors, a student success center equipped with EBSCO*host* online databases, reference materials, textbooks and journals, a learning laboratory, and a dedicated computer laboratory. The facilities also include a 24-chair dental hygiene clinic, a six-chair radiology lab, a four-chair dental assisting lab, an eight-bed vocational nursing lab, a six-table massage therapy clinic, a professional veterinary technology surgery lab and surgical technology lab, a criminal justice lab, a medical billing and coding lab, and 20 lecture/laboratories. The campus has a student lounge, a staff copy center, a staff lounge, and student finance kiosks. The campus has 23 administrative offices offering a variety of student services including enrollment services, career services, student finance, and student records.

San Leandro Campus

The San Leandro campus is a 40,000 square foot facility that offers both degree and

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

Stockton Campus

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

Home Office - Sacramento

The college home office occupies 4,882 square feet of space in an office complex located approximately two miles from the Sacramento campus. The facility provides centralized support for the eight campuses and includes 19 private offices and 10 individual workspaces to accommodate 29 onsite staff members. Six full-time staff members currently work from remote locations. The home office includes a reception area with one staff workspace, a conference room equipped with LCD projection and video conferencing capabilities, a large open work/meeting area, a copy/storage room, a kitchen/staff lounge, and an IT server room which acts as a central hub for the college's computer network.

Carrington College California campuses have safe and sufficient resources to support and ensure integrity and quality of its programs and services.

Albuquerque Campus

The Albuquerque campus is centrally located and offers over 42,000 square feet of space tailored to hands-on training and one-on-one interaction between instructors and students. The campus provides features such as a physical therapist assistant lab that mirrors an actual physical therapy clinic, fully-equipped science labs, and a simulation lab that uses computerized human patient simulators and custom-designed scenarios to help students develop skills and build confidence. The campus includes classrooms with ceiling-mounted LCD projectors, and a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals.

Boise Campus

The Boise campus, located near many health care facilities, features classrooms and simulation labs equipped with the leading technology and a full multimedia library that provides a wealth of up-to-date resources for research and study. The 46,000 square feet of space provides a variety of valuable hands-on training in realistic settings. In addition, the campus offers a dental clinic where students participate in providing free and low-cost dental services to the students and members of the community.

Las Vegas Campus

The Las Vegas campus occupies 30,000 square feet of classrooms and labs designed for the certificate and associate degree programs. The campus offers a range of simulation labs that recreate a variety of hands-on experiences from therapeutic to neonatal care. The campus bolsters a state-of-the-art student lounge where students congregate to study and to enrich campus community efforts. The campus includes classrooms with ceiling-mounted LCD projectors, a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals, a learning laboratory, and science labs.

Mesa Campus

The Mesa campus is made up of three individual facilities all within a one-mile radius. With over 60,000 square feet of space, the campus provides a diverse learning environment designed to give students valuable hands-on training in realistic settings. The campus features a simulation theater equipped with high-tech Meti-Sim Human Patient Simulators, viewing systems, and simulation programming capabilities. In addition to the simulation lab, the campus offers modern dental hygiene and sonography clinics which are open to the public.

Mesquite Campus

The Mesquite campus has 43,000 square feet of space and is designed to provide a diverse learning environment, including modern classrooms ideally suited for lectures, classroom discussion, and spacious computer centers for research and independent study. In addition to a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals, the campus also offers a Simulation Theater which provides an interactive learning system that features computer-animated “patients” and custom-made scenarios that help students develop their skills.

Portland Campus

The Portland campus occupies approximately 46,000 square feet of space and features realistic simulation labs that allow students to learn in environments that mirror real-world facilities. The dental facility is an operating clinic equipped with the latest technology used for dental cleanings, examinations and treatments. The clinic serves the public by providing free and low-cost dental hygiene services to members of the community. It also provides an exceptional educational experience for dental hygiene students. The campus offers a student center which includes a medical library equipped with EBSCO*host* online databases, reference materials, textbooks, and journals.

Phoenix North Campus

The Phoenix North campus occupies 35,000 square feet of space, including a life-like retail pharmacy laboratory, simulation lab for respiratory students, and a fitness room for the physical therapy assistant students. The campus also includes lecture classrooms with ceiling-mounted LCD projectors, a learning laboratory, science labs, and a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals.

Phoenix Westside Campus

The Phoenix Westside campus occupies almost 20,000 square feet of modern classrooms and simulation labs with computerized human patient simulators. The campus includes classrooms with ceiling-mounted LCD projectors, a learning laboratories, science labs, and medical libraries equipped with EBSCOhost online databases, reference materials, textbooks, and journals. This campus has an imaging lab with an x-ray tube equipped with moving table, and a film processing system where students learn to x-ray anatomical body parts.

Reno Campus

The Reno campus is 15,000 square feet of classrooms and simulation labs equipped with the

	leading technology along with a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals. The simulation theater offers two simulated hospital rooms equipped with high-tech Meti-Sim Human Patient Simulators, an observation room, and two debriefing rooms. Additionally, the simulation area features instructor and student computer access, video cameras and viewing systems, and simulation programming capabilities. Spokane Campus The Spokane campus is in a two-story building with over 35,000 square feet of space. The facilities include an on-site library with EBSCOHost online database and many reference materials, three computer labs, three dental operatory labs & dark room, three medical assisting labs, a radiography lab with up-to-date radiology equipment, ceiling-mounted LCD projectors, pharmacy lab, and a massage clinic that is open to the public. Tucson Campus The Tucson campus has 28,000 square feet of space and offers a diverse learning environment, including classrooms which feature ceiling mounted LCD projectors. The campus provides a variety of spaces designed to give students valuable hands-on training in realistic settings, including well-equipped dental and veterinary assistant labs and a medical library equipped with EBSCOhost online databases, reference materials, textbooks, and journals. **The new campuses have safe and sufficient resources to support and ensure integrity and quality of its programs and services.**
III.B.1.a. **The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**	A full-time executive director is employed to manage each campus location. The Director is responsible for the overall maintenance and operation of the facility. Each campus has a maintenance department, the size of which is determined by the student population. Maintenance staff and/or a professional service provide janitorial services on a nightly basis. The college also contracts for special projects such as carpet cleaning, floor waxing, HVAC servicing, and the maintenance and repair of most classroom equipment as needed. A shared governance process facilitates communication, discussion and decision making with all constituents to provide input into campus-wide facility needs. To ensure the adequacy of physical resources, the college employs frequent surveys from staff and students to assess its ability to meet physical resource needs of its programs and services. The director of research and assessment disseminates data resulting from the surveys. Continuous improvement plans are developed utilizing survey data and input from faculty and staff. **(1.2 Campus Program Review Handbook)** Through programmatic review, programmatic accreditation, and various committees/teams (i.e., the campus management and educational management teams) on each campus, we review the adequacy of physical resources for all educational programs and services. Program directors and industry advisors who are involved in programmatic advisory boards meet twice per year to provide recommendations to ensure program standards meet stated SLOs. Faculty provides feedback on facility and program needs through meetings. The executive director also evaluates necessary conditions and makes recommendations needed to support the educational programs and mission. The college's strategic plan describes the short and long-range plans for upgrades or replacement of its physical resources. These planning documents are based on assessment

	of needs and support of student programs and services. Carrington College California plans, maintains, and upgrades or replaces its physical resources to assure the effective utilization and continuing quality necessary to support programs and services through the college's facilities pan. Additionally, the real estate team provides a weekly facility project report that outlines all current and future facility projects. **(3.84 Facilities Plan)** **The new and existing campuses will mirror each other once integrated.**
III.B.1.b. **The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**	Carrington College California maintains a healthy learning environment with effective security measures. Masks, tissues and anti-bacterial products are available at entrances and throughout the facility. The campuses promote an open door policy to ensure students are receiving the assistance and support required of a healthy, quality education. The ASPIRE program is available to students and their families, at no additional cost, for support that a student may need for a healthful outlook. Executive directors are responsible for the safety and maintenance of each campus. The criteria used to ensure the safety of the facilities is reviewed and a shared responsibility among the campus management teams the campus OSHA/safety coordinator and the campus incident commander. A good example of Carrington College California's planning process in action is the security assessment performed on each campus. As a result of recommendations from faculty and staff, security assessments were added to the Carrington College California strategic plan. The assessments resulted in recommendations for each location, and implementation of the recommended changes us underway. The college also committed to installing ID badge security systems in each location as leases were renewed. So far, Pomona and the home office have been completed. San Leandro is scheduled next as soon as lease negotiations have been completed. **(3.41 Combined Safety Inspect)** Incident commanders (IC) at each campus complete training to make sure all safety practices are followed. An extensive incident reporting process is in place to ensure proper follow-up on any safety incident. The ICs along with the executive directors and OSHA/safety coordinators review all incident reports. Quarterly campus safety inspections and reports are conducted by the IC to ensure that all facilities are kept up to standard. The senior director of operations reviews these reports and makes periodic visits to each campus to conduct a walk through inspection. The president and the senior director of operations also conduct monthly reviews of all campus incident reports to ensure they have been resolved and completed. Campuses have a named OSHA/safety coordinator who provides expertise and maintains a common area where staff and faculty can review updated rules and regulations. Annual OSHA and bloodborne pathogen training is provided to all employees with a mock OSHA inspection. Safety topics and drills are conducted during campus quarterly meetings. Each campus is equipped with the SIREN Emergency Alert mass notification system to notify faculty, staff and students of any type of incident or emergency when the campus may be closed. The institution follows the Department of Education's Jeanne Clery Act to report

	campus crime and safety guidance and statistics to its students. The college responds to safety hazards effectively. Any identified hazard is reviewed by the OSHA/safety coordinator who works with local maintenance to take the necessary steps to make repairs or complete any corrective action. Any safety concern that needs expenditure is immediately approved through the director of operations and the controller. All Carrington College California campuses maintain a strict security badge system for all students, guests, vendors, faculty and staff. Guests must sign in and receive a visitor/vendor badge while all students wear badges with lanyards that identify them as students. While campus security is the responsibility of the IC and the executive director, trained security guards are hired to oversee each campus as needed. **Policies and practices at the existing and new campuses are similar.**
III.B. 2. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**	Review of all student learning outcomes addresses any changes or modifications necessary for the purchase of new equipment. Industry standards are reinforced by programmatic review and recommendations from professional advisory committees. The mission and vision are central to the strategic plan which guides many facilities planning and capital projects. All computer systems follow a three to four-year standard upgrade plan across campuses. Carrington College California also plans and budgets for unexpected capital need (maintenance/replacement) that arises during the year. Additionally, to assure the effectiveness of physical resources, the college conducts operational reviews of each campus where outcome and focused meetings are conducted with the CMT (campus management team) along with leaders from the executive council and other college management. Facility planning is the responsibility of executive directors and the senior director of operations. The president meets with faculty and conducts town hall meetings, strategic planning sessions and operational meetings to obtain input from stakeholders concerning institutional effectiveness. **(3.82 FY13 Nov Town Hall Mtgs, 3.81 Ops and Outcomes EC Minutes)** The executive director on each campus is responsible for ensuring that all facilities are safe and maintained to college standards. This is accomplished through a formal campus walk through at least four times per year and periodic visits on an informal basis. This checklist identifies any problems or concerns and produces a punch list for each maintenance department on each campus. Equipment generally is purchased for new or expanding programs or to replace inadequate or obsolete items. The college has established standards for administrative and classroom furniture, fixtures, and non-instructional equipment. The following artifact contains standardized equipment lists for each program. **(3.40 Standard Equip List)** Equipment is checked frequently for utilization and condition. Dialogue between the individual program directors and faculty on each campus sets these standards. Program directors and the deans of academic affairs are expected to notify the executive director when/if facilities or equipment is in need of repair or replacement. The annual budget

	process includes some line-item expenses for repair and replacement of specific furniture, fixtures, and equipment but also includes a reserve budget for unforeseen repair and maintenance needs. This reserve is determined by review of historical data and based on a percentage of budgeted revenue. The information technology department has set minimum college standards for computers and software that are regularly reviewed and upgraded or modified, as necessary. **(1.13 Budget Development Process)** Standardized equipment lists influence the college's equipment purchases. Currently, planned capital expenditures for new or replacement equipment are proposed by campus departments, approved by campus administration, reviewed by the executive council, and approved by the finance committee and the governing board on an annual basis. Any purchase over $10,000 must be approved by the Carrington College California president **(3.8 FY12 Capex Budget Actuals)** The home office must approve any unplanned equipment replacement requests over $1,000. In addition, if the unplanned capital expenditure is beyond the allocated budget, approval from the appropriate home office administrator is necessary. Once an item has budget approval, the home office will coordinate the purchase of the approved equipment. The information technology department makes all technology and communication related purchases and coordinates installation. **These processes are identical at the new and existing campuses.**
III. B.2.a. **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**	New locations are selected with input from the Carrington College California president, the executive council, and other stakeholders. The operations and outcomes committee along with the academics team review the facility needs and make recommendations for new programs and growth. A five-year strategic plan outlines the goals and objectives of the college and addresses any projections. The college has a standardized equipment list for the programs it offers. **(3.40 Standard Equip List)** **Long range capital plans are managed in the same way for both existing and new campuses.**
III. B.2.b. **Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**	The college has an extensive system in place to evaluate efficient use of facilities. A real estate efficiency project, along with a programmatic capacity review ensure that the college's physical resources are used effectively by maximizing space and time slots to provide the greatest access for students. Results from facilities planning are used to determine sufficiency of facility utilization. Campus condition assessments are completed by the executive director and reviewed by the senior director of operations. Classes are then scheduled according to projected enrollment capacities. **(3.53 CCC Program Cap.)** Each campus location employs a full-time executive director who is responsible for maintaining operations of the facility. Carrington College California follows a budget development process for annual operating and capital expenditures. The president reviews the various forecasts and assumptions for upgrading and replacing resources along with long-range forecasting and expansion of existing programs. The college utilizes a five-year

	strategic plan along with long-range forecasting and expansion discussions that executive directors and operations and outcome committee members help drive. Carrington College California has agreed upon standard facility layouts. Consistency across all Carrington College California campuses is ensured by following institutional standardization procedures. **These processes are identical at the existing and new campuses.**
III.B. Self-Evaluation	Physical resources support the educational programs that Carrington College California provides. Facility planning is an integral part of the participatory/shared governance process. All stakeholders are given an opportunity to provide input into the facilities planning needs of the campus. Student and employee surveys assess classroom environment and equipment to ensure feasibility and effectiveness of physical resources in supporting institutional programs and services. Campus facility requirements are identified and assessed to ensure effective use of physical resources. These results are then used as the basis for improvement. Carrington College California has carefully ensured that resources are in place prior to implementing any growth initiative. Plans for future growth initiatives previously submitted to ACCJC/WASC have been modified and delayed. The college has added new campus locations cautiously, with one new location added in the past seven years. The need for Carrington programs continues to be strong in California and the college plans to continue to grow to meet these needs. **Both the new and current campuses will be treated the same with equitable resources.**
III.C. Technology Resources **Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**	***Descriptive Summary*** The Information Technology (IT) department provides service to both administration and education. IT is responsible for providing operational systems with a reliable and functional infrastructure. Meeting the needs of teaching, learning and college-wide communications, as well as research capabilities, has been the primary focus of the IT department for several years. **All students at the new and existing campuses will have the same technology resources.**
III. C.1. **The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**	The faculty council chair is a voting member of the executive council, the policy and procedural body responsible for reviewing Carrington College California's information technology and approving all college operations and educational programs and services. The committee is led by the IT manager and its members include representatives from IT, academics, and other departments as appointed by the chairperson. Technology resources at Carrington College California support student learning programs and services and improve institutional effectiveness. As educational programs go through the program review process, new texts with electronic resources, technological equipment,

	and other technology resources are planned and discussed with the IT department to ensure the campus has the necessary infrastructure to support new advances in teaching and learning. An example of technology support to meet the needs of student learning is the student portal. It provides a powerful communication tool that offers students a live look at their grades, attendance, and student account. The portal also provides students with alert messages from both faculty and administration. Similarly, the CampusVue Portal at Carrington College California provides faculty and advisors with a venue where they can manage student information online. This includes being able to search for students, view their academic information, and enter attendance and final grades. **(1.28 Exec Council and Committees)** **The new and existing campuses will be identical.**
III.C.1.a. **Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**	A program review process is conducted every three years to help ensure that the standardized equipment and software lists used in the classrooms are up to date. During this review, global recommendations are presented to the education committee for approval and then sent for executive council (EC) approval. The program review is launched by the deans of schools, driven by faculty, and led at the campuses by program directors. This review includes any changes or additions to hardware and software. The proposed changes or additions will affect the programs on all campuses. Program review areas are examined with data and feedback from a number of sources and perspectives, including students, graduates, faculty, employers, advisory boards, and externship sites. Any required training is also covered in this review. **(1.2 Campus Program Review Handbook)** Every program has a professional advisory committee which meets twice a year. Advisory boards can consist of program graduates, practicing professionals, community representatives, program directors, students, and others who can provide insight on educational needs for the industry associated with the program. The purpose of the advisory committees is to help ensure that training, technology, and equipment are current and relevant to occupational practices and requirements. Having this process in place provides instructional programs with current technological advances and occupational patterns that reflect industry standards. **(3.26 PAC CCC Agenda Template, 1.7 PAC Handbook, 3.70 Advisory Board Minutes)** The Information Technology (IT) team ensures that all classrooms meet curriculum needs. Some of the areas reviewed include appropriate network bandwidth, servers, and firewalls. Computers have a lifespan goal of three years. An example of a current IT projects is to improve the infrastructure and performance of campus networks and resources by moving away from physical servers to virtualized servers. Each campus will have a new server built to handle many virtualized servers to help improve utilization of computing resources. An area that requires attention is the process of getting the information out to our employees on how to make global recommendations. Some employees seem unsure about trying new software. If an employee feels an improvement could be made, they will

	need to know the appropriate process. The College seeks to ensure that identical programs are using the same software and teaching tools across all campuses. Technology services, professional support and operating capacity are in place to manage campus operations.. CampusVue, a comprehensive school management software product, is used to manage student data for all campuses. CampusVue integrates all student data relating to admissions, financial aid, academic records, student accounts, and graduate services. In addition to providing data that assists faculty and staff in efficiently managing day-to-day operations, CampusVue contains a variety of reporting options that allow management to evaluate current operational effectiveness and trends at each campus. There are reporting options that come standard with the CampusVue software, and the IT department can create custom reports to meet the continuing needs of CampusVue users. The servers that run the CampusVue application and store the CampusVue database are housed in a secure data center featuring 24 hour security guards, redundant power sources and backup power generators, redundant telecommunications links, and redundant fire suppression systems. The servers in the college's data center are monitored 24 hours a day, and statistics regarding performance and availability are continuously captured. Once a month, the IT director meets with an account manager at the data center to review performance and availability to ensure that the resources are adequate. In addition to the data provided from the reporting features in CampusVue, Carrington College California has developed an additional set of reporting options that College management can use to track key operational statistics. The Pulse Report provides users daily snapshots of important operating metrics in a format that allows users to query, manipulate, and drill down on data as needed. (**3.46 Pulse Report)** CampusVue and the Pulse Report are management tools for campus operations and research. Both tools provide a level of flexibility that allows for continuous dialogue between the IT department, faculty and staff, and options for ongoing modifications that are the result of that dialogue. In the past three years, the college has focused resources on centralizing critical systems. Moving from a number of separate and often campus-specific systems to integrated college-wide systems has increased the availability and consistency of information. To increase communication and to provide a secure database for student information, online faculty has been provided access and training to Carrington College California's RightNow customer relationship management system. RightNow's centralized database provides a mechanism for student issues to be tracked and addressed by more than one person. **The new and existing campuses are similar in this area.**
III. C. 1.b. **The institution provides quality training in the effective application of its information**	Computer instruction for Carrington College California students takes place primarily in the classroom and computer labs. Most educational programs have CD-ROMs and other technological learning resources provided with texts, and students can access these materials in class or at home. When information technology is used to support any

technology to students and personnel.	classroom activity, training is provided. Students are also instructed on how to access online learning resources and databanks provided through EBSCO. Training in the effective application of information technology is provided to management, faculty, and staff on the operation of the CampusVue, the system the institution uses to track student schedules, attendance, course completion, and other various student outcomes. The reports that faculty generate from CampusVue are used for evaluation and analysis as well as effective planning and management. Technology training, which supports specific course curricula, is the responsibility of the dean of academic affairs, program directors and faculty. These stakeholders are responsible for identifying, developing, providing, and ensuring that students receive program-specific technology training adequate to meet identified learning outcomes. Training is delivered in the form of lectures and/or demonstrations. Student success centers offer students orientation during the first term of their program. The orientation, conducted by student success center managers, is designed to assist students in the retrieval and academic use of information. On-ground student and faculty support for computer use and common application software (word processing, PowerPoint®, and spreadsheets) is available by request from campus academic coaches. Beginning in 2012, the college began developing and testing a new student portal that will provide students with an electronic calendar to track assignments, a faculty directory, a message center, and various links to access course grades and schedules, attendance, degree evaluation reports, a GPA calculator, and account information. Training on how to access and navigate this portal is delivered electronically in the form of a user's manual, and rollout to students is anticipated by the end of 2013. Students enrolled in online degree completion programs must successfully complete CLT100 Computer Literacy, an online course which provides skills in the basic concepts and principles of productivity tools used in online learning such as word processing, spreadsheets, and presentation software. The SLOs for this course provide students the opportunity to increase their computer skills and to introduce them to Microsoft Office Suite 2010. This course is beneficial to students because they will use these technical skills regularly throughout their college and professional careers. **(3.74 CLT Syl)** Online faculty training includes the Development Training Course, an online course providing faculty and subject matter experts with information concerning the standards and best practices of developing an academic online course. The faculty or subject matter expert will learn the skills and abilities necessary to develop a course that includes original and appropriate content, assignments, assessments, and the use of technology. All new online instructors must attend the online New Faculty Training course, a two-week course introducing our online faculty to the college's philosophy, e-Learning platforms, and expectations. Instructors receive training on how to effectively use rubrics, provide quality feedback, and how to manage threaded discussions utilizing Socratic questioning. Ongoing training and mentoring is provided through virtual course observations, live course reviews, and faculty meetings which are held each session. **(3.36 Faculty Dev Course SLOs, 3.60 NFT Syllabus, 3.61 NFT Module 1, 3.62 NFT Module 2, 3.63 NFT Module 3, 3.64 NFT Module 4,**

	3.65 NSO) Both administrative staff and faculty receive functional training on technology required to fulfill their job requirements. The human resources department provides all employees with access to training portals for required organizational training. **The new campuses will be held to the same standards.**
III. C.1.c. **The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**	As part of the strategic planning process, the Information Technology (IT) committee, led by the director of IT, was formed. This committee assures that technology resources are available as appropriate, including the maintenance and upgrade of technology infrastructure and equipment to support the needs of learning, teaching, college-wide communications, research and operational systems. Technology planning is integrated with institutional planning to support student learning and institutional effectiveness. Members of the Committee include representatives from IT, academics, and other departments as appointed by the chairperson. The Carrington College California IT department provides service to both administration and education. The department is responsible for providing the operational systems of the College with a reliable and functional infrastructure. Meeting the needs of instructors, students, college-wide communications, and research capabilities ensures that the college achieves its mission by *providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.* **(2.30 Mission Statement)** In April of the strategic planning process cycle, the committee finalizes its strategic plan recommendations and submits them to the executive council for consideration. Prior to submission, these recommendations are again reviewed and priorities are set for the first draft, which is forwarded to the president who drafts the Five-Year Strategic Plan. This draft is submitted for review and comment to the entire college community. Using the resulting input, the president prepares the final plan draft which is presented for approval first to the executive council at its April meeting and then to the governing board for final approval. Each executive council committee meets to discuss the needs of their area for the strategic plan. This input can be viewed in the following artifacts: • 3.50 Enrollment & Marketing • 3.51 Education Committee EC Minutes • 3.52 Student Finance EC Minutes • 3.77 Career Services EC Minutes • 3.78 Faculty EC Minutes • 3.79 HR EC Minutes • 3.80 IT EC Minutes • 3.81 Ops and Outcomes EC Minutes The technology infrastructure for online courses is provided by Pearson eCollege® (hereinafter referred to as eCollege). The learning management system is hosted at eCollege's Denver, Colorado facility and administered by DeVry Online Services. The college

	is responsible for managing and maintaining all academic content within online courses; DeVry Online Services is responsible for The HUB™, which is the centralized location for many of the student technology resources. Contracts and support for many of the technology applications is managed by DeVry Online Services in conjunction with college academic representatives. **Once the new campuses are approved, all campuses will follow the current practices of the existing college.**
III. C.1.d. **The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**	The purpose of the college's technological resources is to support the development, maintenance, and enhancement of resources and services. To accomplish this objective the IT department consists of five technicians and one manager available for onsite and remote support of all campuses. The IT department maintains an active list of all computers and related peripherals and monitors the health of the computers, providing maintenance and updates as needed. Communication between employees and IT department staff is achieved via a support ticketing system which is accessible from any computer with Internet access or by calling the IT hotline. The college's IT team participates in routine assessment of technological resources that would enhance services. This ongoing assessment led to the recent improvement in Internet broadband to increase Internet speed now and provide increased speed in the future. **The new campuses will adopt all current practices.**
III. C. 2. **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**	The Carrington College California program review process includes the identification, planning, and implementation of technology as the program director and faculty evaluate, in concert with industry standards, the needs within their respective programs. The IT manager conducts quarterly meetings in an effort to identify global technology needs such as new computer servers, campus wireless services, plans to upgrade equipment, new contracts, license agreements, etc. The IT committee consists of members from student finance, executive, IT, human resources, registrar, career services, academics, and enrollment services. The meetings take place every three months; the chair of the committee is the IT manager.. During these meetings, updates are given on IT projects that have been completed, are ongoing, or are upcoming. Members are encouraged to raise any concerns or suggestions that could help improve campus operations from an IT perspective. The IT manager presents the recommendations from the IT committee to the open session of the executive council. The ultimate goal of the committee is to ensure there is an opportunity across the institution for input on the IT initiatives. **(3.47 IT Min 12 12 11)** The IT committee is also used in the strategic planning process. When the executive council meets for strategic planning and the IT committee makes recommendations, those approved are incorporated in the plan. Feedback is given to the committee members at the following IT committee meeting. Committee members then share this information at the campus level. **The new campuses will adopt the practices of the existing college.**

III.C. Self-Evaluation	Carrington College California is proactive in its endeavors to use technology to support and enhance the educational experience for all students, faculty, and staff. This technology and training includes tools for developing multimedia instructional content that can be delivered online or in face-to-face classroom settings. Technology and training give students the ability to access a wide variety of resources for learning, enabling them to interact with faculty and other students. Technology and training allows instructors to communicate in a timely manner with students and staff in face-to-face situations as well as remotely. For administration and staff, technology and training provide wide access to information and resources that are required to make productive, timely, and informed decisions concerning the college's assets and funds in order to provide a strong learning environment. **(3.85 Technology Plan) The Technology Plan will be updated to include the new campuses.** **The new campuses will mirror the existing Carrington College California campuses.**
III.D. Financial Resources **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**	***Descriptive Summary*** As detailed below, Carrington College California policies and operations ensure that all student learning programs and services are well supported by the institution's financial resources. As detailed below, Carrington College California policies and operations ensure that all student learning programs and services are well supported by the institution's financial resources. The college manages all financial affairs with integrity which ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource is integrated with institutional planning. **Both the new and existing campuses are similar in the areas that relate to Financial Resources.**
III. D.1. **The institution's mission and goals are the foundation for financial planning.**	The College maintains policies that guide its campuses on the amount of resources it should allocate to different areas. Polices that define staffing levels for all departments and programs establish standardized labor allocations across campuses. Carrington College California maintains standardized lists of required equipment, computer hardware, software, and supplies for all departments and programs, which establish allocations in these areas. The program review process, as part of the overall planning process, establishes these standardized policies. As such, annual allocations are established more from this process than they are from the annual budgeting process which tends to be more of an estimate of revenue and expenses to guide the exact levels of standardized allocations. **(3.40 Standard Equip List)**

	Most major planning activities have financial implications. Financial planning is integrated with other institutional planning and goals are designed to effectively implement the college mission. Financial planning involves the allocation of resources to support the achievement of mission and goals. **The practices of the existing college will be mirrored with the new campuses.**
III. D.1.a. **Financial planning is integrated with and supports all institutional planning.**	Financial planning begins with the Carrington College California executive council with input from executive council committees. The mission and goals are reviewed during the budget process to ensure programs are being supported appropriately and input is received from all stakeholder groups. Goals are identified for each budget cycle; long-range goals for future budget cycles are also identified. Review of instructional programs and services is also a part of the institution-wide planning process. The review of programs and services is a critical component of ongoing self-assessment that identifies financial and academic program needs that are directly aligned to the missions and goals. The strategic planning process, including the program review process, influences the operating and capital expenditure budgets. Funding priorities are established at Carrington College California during the budget development process. Priorities are submitted and reviewed by the Carrington College leadership group for appropriateness and alignment with strategic goals. Student learning is given the first priority when considering those goals. The budget process is tied directly to institutional goals of providing quality education as outlined in the mission statement and philosophy of the college. The final budget is reviewed and approved by the executive council and the board of governors. Annual operating budgets are developed by the executive council. The budget worksheets are designed to allow for different planning scenarios. Tuition rates are set based on direct course service expense, facilities, marketing and administrative expense, and market analysis. Annual capital plans are developed by the executive council and the finance director develops long-range capital plans. The operations and IT committees, based on information provided by each campus, review capital projects that include classroom and facilities equipment and improvements. **(3.53 CCC Program Cap and 3.86 Excerpt from CCC Strategic Plan for the new and existing campuses)** **The new campuses will adopt all current practices.**

III. D.1.b. **Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**	Carrington College California centralizes its financial planning efforts around the goals of the college as a whole and the needs of each individual campus. Budgeting efforts are driven by long-term and short-term goals, with consideration for financial resources that will be needed to support the goals. This is followed up by a conservative assessment, based on historical data and market trends, of what can be expected in the way of student enrollments and thus tuition revenue. The executive council and the campus executive directors solicit input and work together to develop reasonable financial plans that support the mission of the college and involve all of its planning efforts. In its annual and long-range financial planning and budgeting processes, the college takes a conservative approach. Future projections are predicated on past enrollment and financial history as well as on forecasting employment needs in the health care industry. The college also takes into consideration the performance of similar private postsecondary institutions and societal economic leading indicators. The college sets tuition rates for a particular program or course of study by considering the expense to provide the education to the student, the rates set for similar programs at other institutions, and the projected income of its graduates upon securing employment. Projected annual expenses for staffing, facilities, equipment, and learning resources supplied play a large part in determining whether or not tuition will be increased in a particular program. The college strives to generate reasonable operating margins for each program offered after first ensuring that funding for capital needs and future growth are set aside. Tuition rates are set at the appropriate level to attain these margins. **(3.8 FY12 Capex Budget Actuals)** **The practices of the existing college will be mirrored with the new campuses.**
III. D.1c. **When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**	Fiscal planning is based on the institutional missions and goals and is driven by enrollments that produce the revenue to support the college. Both college and campus planning are built on establishing accurate enrollment and start projections. College goals, both long and short-term, are driven by these enrollment projections and/or are designed to increase enrollment. Projected attrition also is taken into consideration. Working with the most accurate projections possible, the executive council and each of the campuses design their budgets to support identified goals. The progress toward achieving enrollment projections is monitored daily and reported on a weekly basis through campus and home office created reports. If, by mid-year, it appears that actual results will vary substantially from budgeted projections, a re-forecasted budget is completed to better support the projected labor needs and utilize the available financial resources. External audits are conducted annually for all funds, and audits are reported to the governing board. Proposed educational, physical, and human resources planning at all levels of the college must include the projected expense associated with implementation and ongoing operation

	and the expected tuition revenue that will be generated. All major college plans are presented and reviewed by the executive council, which is responsible for the final review and for deciding whether or not projected funding will cover expected costs. **The new campuses will model this same format.**
III. D.1d. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**	The financial planning and budgeting processes have become more refined over the past few years. Financial planning and the annual budgets are based on projected enrollments and starts. Projected attrition also is taken into consideration. The campus directors in consultation with the executive council and campus management teams, establish enrollment and start projections for the coming year. The president and the budget committee develops the budget and future financial plans that are presented to the executive council and the governing board for final review and approval. Final budgets and financial plans are presented to and reviewed by the executive directors at annual budget planning meetings held in conjunction with a quarterly operations meeting. **(1.13 Budget Development Process)** **The new campuses will mirror the existing campuses.**
III.D.2. **To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**	Carrington Colleges Group oversees the day-to-day operations of the financial management system on behalf of Carrington College California. The operations & outcomes committee, executive council, and the college president monitor financial indicators on an ongoing basis. A computer-based financial projection and reporting system provides the administration with a dependable mechanism to use in making financial decisions. Financial reports are distributed monthly to administrators (income statements). This monthly and fiscal year-to-date financial and operating report package provides actual, budgeted, and prior year comparisons in all key operating and financial areas of the college. Reports are broken down by home office and campus location and by department. The governing board is given a quarterly financial report package. Within the college's financial management system, internal controls separate responsibilities and duties appropriately to provide dependable information for financial decision-making. Monthly financial report packages are provided in a timely manner and are reviewed monthly on conference calls between the campus executive director, senior director of operations, and a representative from the Carrington Colleges Group accounting and finance department. Administrators are responsible for reviewing the report in their areas of responsibility and are held accountable for performance. The governing board review provides insightful comments from individuals not involved in the day-to-day management of the college. **(3.48 Budget Perf Report)** **The new campuses will model the existing Carrington College California campuses.**
III.D.2.a. **Financial documents, including the budget and independent**	Funds are allocated in the budget requisite to support the mission and strategic plan of the college. The operating budget is sufficient to support campus staff needed to service the expected student population for the coming year, in addition to those students already in

audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.	attendance at the beginning of the fiscal year (July 1). **(3.8 FY12 Capex Budget Actuals)** The strategic planning and program review processes provide information to the operating and capital expenditure budgets including the establishment of funding priorities. Priorities are submitted and reviewed by the leadership group for appropriateness and alignment with strategic goals. Student learning is given the first priority when considering those goals. The budget process is tied directly to institutional goals of providing quality education as outlined in the mission statement and philosophy of the college. **The new campuses will model the existing Carrington College California campuses.**
III.D.2.b **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**	Carrington College California responses to external audit findings are appropriate, comprehensive, and timely. The most recent audit of this nature concluded in January 2012, which evaluated Title IV management and compliance for the award year ending June 30, 2011. The auditing agency, PricewaterhouseCoopers, LLP, concluded that "the [University] complies, in all material respects, with the aforementioned compliance requirements contained in Section II of the audit guide for year ended June 30r 2011." There were no material findings discovered by the auditors; however, those issues which were uncovered were rectified quickly. For any area where a potential procedural liability was uncovered, the process has been improved and communicated to the student finance committee and subsequently to the rest of the student finance staff. **The new and existing campuses are very similar in this area.**
III. D. 2.c. **Appropriate financial information is provided throughout the institution in a timely manner.**	The development of Carrington College California's budget and financial planning processes begins in January of each year. The final operating and capital expenditure budgets are completed annually between May and July. Once finalized, the college president notifies the college of the completion of the process via email and presents both budgets and the strategic plan to the entire college community. The final budgets are reviewed with each campus executive director. Members of the campus leadership will review with members of his or her department those items that impact their respective department. Furthermore, the executive council will discuss the budget with each campus management team on the campus operations call. . **The new and existing campuses will mirror each other.**
III. D. 2.d. **All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended**	The College does not engage in auxiliary activities and fund raising efforts to support its programs and services. **The existing and new campuses are identical in this area.**

purpose of the funding source.	
III. D.2.e. **The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**	External auditors evaluate the financial management system as part of the annual audit. Furthermore, internal auditors from DeVry Inc. perform regular reviews. Internal controls and overall fiscal operations of the College are scrutinized to identify areas of risk. Reviews cover accounting practices, Title IV compliance, and cash management procedures on campus. Results of these audits are evaluated by the college president and senior director of student finance. The results are shared with student finance leadership and the executive council. These are used to identify areas of risk and thus enhance the College's ability to manage its financial procedures and practices effectively and ethically. Executive Council members and department leadership plan and implement any improvements to the financial management systems as identified by the audits. **(3.24 CCC 2011 audit, 3.32 DeVry Inc. 2012 audit)** The executive council and other college leaders regularly review the systems and thereby recommend and implement improvements. **The new and existing campuses are very similar in this regard.**
III. D. 3. **The institution has policies and procedures to ensure sound financial practices and financial stability.**	The college monitors financial reports regularly in the following formats. Campus operations reviews conducted by the director of operations and other key college leaders meet with each campus management team monthly to review all college operations. The focus of these meetings is to review key performance areas to ensure sound financial practices and financial stability. The college has a number of monthly/quarterly calls or meetings to ensure assessments and effective use of resources: a. Campus Operations Reviews – The Director of Operations and other key College leaders meet with each Campus Management Team monthly to review all College operations. The focus of these meetings is to review key performance areas. Financial resources are discussed. b. Monthly campus financial call – Each Executive Director has a monthly call with the Regional Director of Operations and with a representative from Carrington Colleges Group's Accounting and Finance Department. This call is scheduled for the sole purpose of assessing the use of financial resources at each location. c. Monthly College Financial Review – The College President and Regional Director of Operations meets monthly with the Carrington Colleges Group Finance and Accounting representatives to review the financial reports. d. Monthly Executive Council Meeting – The College President provides a financial report monthly to the Executive Council. e. Quarterly Governing Board Meeting – The College President and Director of Finance provide a financial report to the Governing Board at their quarterly meetings. The Governing Board provides guidance to the President on financial performance and the use of financial resources. **(3.2 Governing Board Minutes 4.20.11)**

	The College uses its strategic planning process, including program review, to make resource decisions that guide the budgeting process. Summaries of the monthly operations reviews, recommendations from program review, and other information are provided to the executive council's committees to review and assess as part of the bi-annual strategic planning process. The results of these assessments are considered in the creating of the strategic plan, which drives the budgeting process. Initiatives supported through the strategic planning process are funded through the college's operating and capital expenditure budgets. Systematic assessment of the use of financial resources provides a benchmark and guide for best practices and institutional improvement on an ongoing basis in response to student learning outcomes. **The new and existing campuses will have identical policies and procedures.**
III. D. 3.a. **The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**	Carrington College California is owned and operated by U.S. Education Corp, which does business as Carrington Colleges Group. U.S. Education Corp. is a wholly-owned subsidiary of DeVry Inc. Neither the college nor the corporation has any outstanding locally incurred debt that will affect the financial condition of the institution. Carrington College California rarely takes on debt and currently has none. DeVry Inc. has a solid cash position and can support any expected or unexpected expenses that may occur at the college. **The new and existing colleges are identical in the area.**
III. D. 3.b. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**	The college formally monitors its finances on a monthly basis. (Balance Sheet; Income Statement; Comparative Income Statement). The operations and outcomes committee coordinates oversight of campuses finances. The college president, regional director of operations, and executive council members coordinate oversight of the college's finances as a whole. The director of each campus is accountable for overseeing the financial transactions on the particular campus. The governing board reviews the financial picture quarterly. An external audit is performed annually. **(3.48 Budget Perf Report)** The management of financial aid is closely scrutinized. A full-time training position was added in 2009 for the sole purpose of training student finance staff in regulatory affairs and college policies. Additional staff training is conducted through workshops and seminars provided by the U.S. Department of Education, USA Funds, and California Association of Financial Aid Administrators. Additionally, each campus's student finance director participates in a weekly team meeting with the group director of student finance to discuss best practices and review any new regulatory or college policies. Furthermore, each campus student finance director conducts weekly staff meetings with their team, attends a monthly campus management team meeting with the campus executive director, as well as attending a monthly operations review meeting with the home office. **The new campuses will adopt all current practices.**

III. D. 3.c. **The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**	Carrington College California does not have post-employment benefits. On a monthly basis the institution allocates appropriate resources for the payment of liabilities related to compensated absences (vacation and paid time off) as well as a profit sharing program (401K company match). **The new and existing colleges are identical in this area.**
III. D. 3.d. **The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**	Carrington College California does not have post-employment Benefits. **The new and existing colleges are identical in this area.**
III. D. 3.e. **On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**	Carrington College California is owned and operated by U.S. Education Corp, which does business as Carrington Colleges Group. U.S. Education Corp. is a wholly-owned subsidiary of DeVry Inc. Neither the college nor the corporation has any outstanding locally incurred debt that will affect the financial condition of the institution. Carrington College California rarely takes on debt and currently has none. DeVry Inc. has a solid cash position and can support any expected or unexpected expenses that may occur at the College. **The new and existing colleges are identical in this area.**
III. D. 3.f. **Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**	In July 2009, Carrington College California contracted with a student finance third party to assist in the management of financial aid funds. Previously, the college contracted with Global Financial Services for this purpose. The campus student finance procedures and processes are monitored on a weekly basis through weekly team report with information generated from the student finance metric reporting system with reports distributed to the campus and executive directors. The student finance office is subject to program compliance reviews by the US Department of Education, the California Student Aid Commission, and the Department of Veterans Affairs and is subject to an annual independent audit by a certified public accountant as well as internal audit controls by DeVry Inc. The most recent audit of Title IV concluded in January 2012, which evaluated the college's Title IV management and compliance for the award year ending June 30, 2011. The auditing agency, PricewaterhouseCoopers, LLP, concluded that, "the [University] complies, in all material respects, with the aforementioned compliance requirements contained in Section II of the Audit Guide for year ended June 30, 2011." There were no material findings discovered by the auditors; issues uncovered were rectified quickly. For any area where a potential procedural liability was uncovered, the process has

	been improved and communicated to the Student Finance Committee and subsequently to the rest of the Student Finance staff. The institution has internal reviews of fiscal management through our audit services department. Areas are regularly reviewed and processes for improvement are suggested by the audit report. **The new and existing campuses will follow the same procedures.**
III. D. 3.g. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**	The executive council and the governing board make all final decisions that result in contractual agreements to ensure that agreements are consistent with the mission and goals of the institution. DeVry Inc. supports the institution by providing negotiating services, contract legal review, and real estate services. The DeVry purchasing department, operating under the guidance of the institution, provides negotiating and contract services for such global areas such as classroom supplies, office supplies, student uniforms, textbooks, employee health plans, travel arrangements, student counseling services, etc. These contracts are negotiated on behalf of multiple DeVry institutions. The DeVry real estate department supports the institution by coordinating all rentals and leasing agreements. They contract with an outside agency to provide support to the institution in reviewing property, negotiating lease agreements, and managing facilities renovation and growth projects. Real estate provides support to the college in co-locations with other DeVry institutions, to make sure that its resources are clearly defined and separate from the other institutions involved in a co-location. The institution manages the contracting process more directly in cases of local contracts. Using the DeVry legal department to provide legal advice, the college directly contracts with clinical and externship sites, and with providers of local services such as CPR certification, campus vending, campus security, campus cleaning, pest control, and other services. Carrington Colleges Group handles contracts for marketing supplies and certain office supplies to leverage the most cost-effective deal. College leadership participates in this process. Contracts entered into by Carrington College California aim to improve students' personal development. For example, campuses may enter into written agreements with local businesses to provide our students with on-the-job training in their respective field of study. These contracts are first reviewed by the DeVry Inc. Legal department before being signed. Other contracts include those for outsourced student services, such as student counseling services, and those for specific education initiatives, are signed by the college president, if necessary, after a review by DeVry legal. At all times Carrington College California is in control of initiating and terminating contracts, ensuring that the integrity of the institution is maintained. **The practices of the existing college will be mirrored with the new campuses.**

III. D. 3.h. **The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**	External auditors evaluate the financial management system as part of the annual audit. Internal auditors also perform regular reviews. Internal controls and overall fiscal operations of the college are scrutinized to identify areas of risk. Reviews cover accounting practices, Title IV compliance, and cash management procedures. . Audit results are evaluated by the respective department owners, who share the results with department leadership and the executive council. These results are used to close identified gaps and thus enhance the college's ability to manage its financial procedures and practices. Executive council members and department leadership plan and implement any improvements to the financial management systems as identified by the audits. The executive council and other college leaders regularly review the systems and thereby recommend and implement improvements. **The new and existing campuses are similar in this regard.**
III. D.4. **Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**	The college uses its strategic planning process, including program review, to make resource decisions that guide the budgeting process. Summaries of the monthly operations reviews, recommendations from program review, and other information are provided to the executive council's committees to review and assess as part of the bi-annual strategic planning process. The results of these assessments are considered in creation of the college's strategic plan. The strategic plan drives the budgeting process. Strategic initiatives, supported through the strategic planning process, are funded through the operating and capital expenditure budgets. Systematic assessment of the use of financial resources provides a benchmark and guide for best practices and institutional improvement on an ongoing basis in response to student learning outcomes. The institutional master plan includes a plan for annual assessment of the use of financial resources. Results of this annual assessment are used for institutional improvements and financial allocations. **(1.51 Educational Master Plan) The Education Master Plan will be updated to include the new campuses.** The development of Carrington College California's budget and financial planning processes begins in January of each year. The final operating and capital expenditure budgets are completed annually between May and July. Once finalized, the college president notifies the college of the completion of the process via email and presents both budgets and the strategic plan to the entire college community. The final budgets are reviewed with each campus executive director, who then reviews the information with the campus management team and campus community. The college president conducts in-person, annual town hall meetings with each campus where the strategic plan is discussed and questions may be asked by any staff member. **The new campuses will adopt all current practices.**

III.D. Self-Evaluation	The college has a clearly defined process for planning and budget development and a formal process by which faculty and staff input is considered into decisions, plans, and long-term goals. Each employee has a voice through many different methods. The institution practices effective oversight of finances and will continue to do so. Solid fiscal management is a priority for Carrington College California. Working with the most accurate projections possible, the executive council and each campus executive director monitors budgets to ensure there are sufficient funds for salaries and other expenditures. **The new campuses will adopt all current practices.**
III. References	1.2 Campus Program Review Handbook 1.5 VCO templates 1.7 PAC Handbook 1.13 Budget Development Process 1.28 Exec Council and Committees 1.35 LEO Explan 1.51 Educational Master Plan **(This Plan will be updated to include the new campuses.)** 2.8 CCC Catalog 2.11 Faculty Minimum Qualifications 2.29 Excellence in Teaching Academy 2.30 Mission Statement 3.1 ask HR-ForTheAsking 3.2 Governing Board Minutes 4.20.11 3.4 Campus In-service Evaluation 3.8 FY12 Capex Budget Actuals 3.12 Employee PIP Template 3.21 Instructor to Student Ratios 3.22 IPP CCC 2013 3.24 CCC 2011 audit 3.25 Min MaxKnow Stand 3.26 PAC CCC Agenda Template 3.31 TEACH values 3.32 DeVry Inc. 2012 audit 3.36 Faculty Dev Course SLOs 3.39 CEE Faculty Development 3.40 Standard Equip List 3.41 Combined Safety Inspect

	3.46 Pulse Report 3.47 IT Min 12 12 11 3.48 Budget Perf Report 3.50 Enrollment & Marketing EC Minutes 3.51 Academics EC Minutes 3.52 Student Finance EC Minutes 3.53 CCC Program Cap 3.55 CE Committee Proposal 3.57 askHR 3.60 NFT Syllabus 3.61 NFT Module 1 3.62 NFT Module 2 3.63 NFT Module 3 3.64 NFT Module 4 3.65 NSO 3.66 Managers Hiring Process Handbook 3.70 Advisory Board Minutes 3.74 CLT Syl 3.77 Career Services EC Minutes 3.78 Faculty EC Minutes 3.79 HR EC Minutes 3.80 IT EC Minutes 3.81 Ops and Outcomes EC Minutes 3.82 FY13 Nov Town Hall Mtgs 3.84 Facilities Plan **(This Plan will be updated to include the new campuses.)** 3.85 Technology Plan **(This Plan will be updated to include the new campuses.)** 3.86 Excerpt from CCC Strategic Plan for the new and existing campuses

IV. Leadership and Governance **The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and the chief administrator.**	Carrington College California has a shared governance atmosphere that encourages participation at all levels of decision making and meets current needs of students and employers. The college's focus on continuous institutional improvement drives the integrated planning processes. The experienced administrative organization operates with an open-door policy that assists in analyzing, communicating, and integrating academic goals and objectives throughout the institution. The president and the executive council define planning parameters including how to integrate processes and how to ensure that all faculty, staff, and students all have the opportunity to contribute. **The new campuses will adopt all current practices.**
IV.A. Decision-Making Roles and Processes **The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**	Leadership at Carrington College California creates an environment that encourages participation and input from all levels of the organization. The President and Executive Council are supported by a committee structure. **(4.54 Call for Comments Standard I)** Clearly defined responsibilities have been assigned to all levels of decision making at each campus. The campus Deans of Academic Affairs and the Executive Directors represent all faculty and staff through their membership in the committees of the Executive Council. All areas of the College are represented by the Executive Council. **(1.28 Exec Council and Committees)** The College's communication structure begins with the Executive Council and the President. The Executive Council consists of representatives from Academic Affairs, Operations, Enrollment Services, Student Finance, Career Services, Human Resources, and the Faculty Council. The Carrington College California Executive Council drives the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services. The Executive Council is responsible for the annual review and revision of the College Strategic Plan. At department meetings, faculty members are given the opportunity to voice their opinion on the College and on educational issues. Frequent "calls for comments" are issued when policy and procedure revisions are under consideration. **(1.38 Stand Syl Executive Summary)** The College also implements frequent surveys of faculty, staff, and students regarding leadership, operations, educational and student services. The input from these communicative strategies is used to generate effective discussion, planning, and implementation of institutional improvement. **(1.33 CCC SURVEY Jan 2012)** **Once approved, the new campuses will play an active role in the decision-making process.**

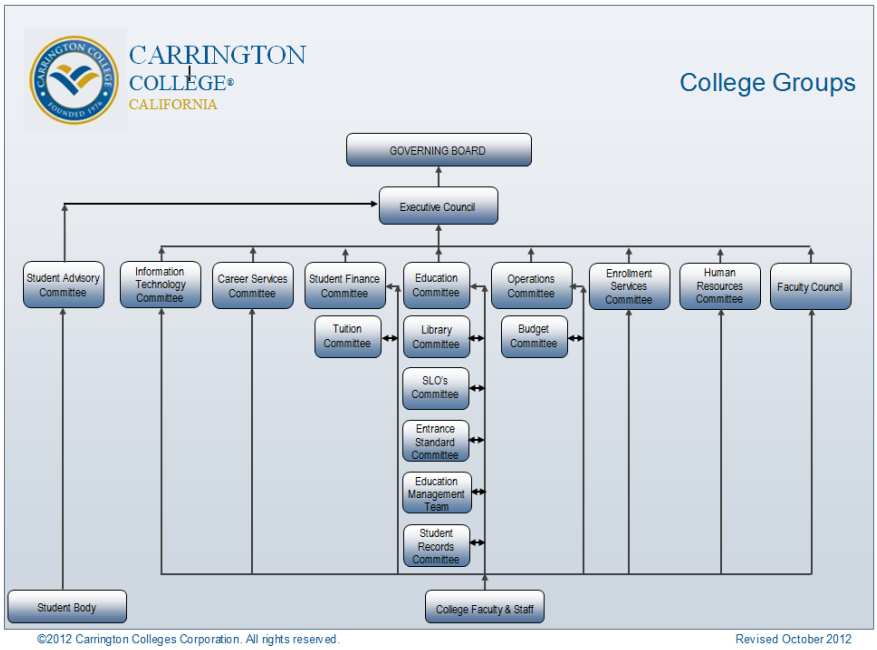
IV.A.1. **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**	Leadership at Carrington College California creates an environment that encourages participation and input from all levels of the organization. The president and executive council are supported by a committee structure. **(4.54 Call for Comments Standard I)** Clearly defined responsibilities have been assigned to all levels of decision making at each campus. The dean of academic affairs and the executive director represent all faculty and staff through their membership in the committees of the executive council. All areas of the college are represented by the executive council. **(1.28 Exec Council and Committees)** The college's communication structure begins with the executive council and the president. The executive council consists of representatives from academic affairs, operations, enrollment services, student finance, career services, human resources, and the faculty council. The Carrington College California executive council drives the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The executive council is the policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services and is responsible for the annual review and revision of the strategic plan. At department meetings, faculty members are given the opportunity to voice their opinion on the college and on educational issues. Frequent "calls for comments" are issued when policy and procedure revisions are under consideration. **(1.38 Stand Syl Executive Summary)** The college also implements frequent surveys of faculty, staff, and students regarding leadership, operations, educational and student services. The input from these communicative strategies is used to generate effective discussion, planning, and implementation of institutional improvement. **(1.33 CCC Survey Jan 2012)** **The new campuses will adopt the existing policies, procedures, structure and the ability to have a voice in the institution.**
IV.A.2. **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**	Faculty, staff, administrators, and students have the opportunity to participate in the decision-making processes. An explanation of the expected faculty participation in the governance and administration of the college is included in faculty job descriptions. All Carrington College California staff members are encouraged to make their voices heard to their supervisor who is responsible for conveying ideas, issues, concerns and suggestions to administrative leaders via the campus-based management teams or the executive council. The campus educational management team, the campus management team, and the faculty council are the campus' policy and planning links between the administration, faculty, and staff. This shared governance process is explained fully in the executive council, committees, subcommittees, and the college planning process document. **(1.12 Strategic Plan Development Process, 1.28 Exec Council and Committees)** It is the goal of Carrington College California to provide students with the opportunity for enhanced involvement in the decision-making process. This goal is achieved through the student advisory committee and its outreach to the student body on each campus. This committee replaced the previous formal student town halls process, though some of the student advisory committee members coordinate informal town hall meetings as a way to

	solicit input from the students they represent. The purpose of the committee is to provide a voice for students through active participation in quarterly conference calls. Ideas, suggestions, and proposals submitted during these calls are forwarded to the executive council of Carrington College California. **(4.4 Student Advisory Minutes 12.8.11)** The student body at each campus selects two students to serve in one-year terms on the student advisory committee, which meets quarterly to discuss issues of concern and importance to students. The committee provides quality control for the institution by voicing student opinions. The college's dean of accreditation and compliance serves as the student advocate and liaison to this committee. The student advocate works with the dean of institutional effectiveness and assessment to ensure that student input about all areas of the college are adequately solicited and that this input is summarized and sent directly to the executive council. **All students, staff and employees at current and new locations will have the same opportunity for input into the decision-making process.**
IV.A.2.a. **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**	Faculty develop Carrington College California course and program SLOs and have a voice in the development of the institutional SLOs. The faculty assess student learning outcomes at the end of each course and make recommendations for improvements in classroom instructional strategies. The faculty council chair ensures that the campus faculty voice is represented on the executive council. The faculty council is responsible for ensuring that educational quality is maintained throughout the college system and its various programs. The faculty members on each campus elect two faculty members to serve two-year terms on the council. The faculty council chair is a voting member of the executive council, thus ensuring that the faculty's voice is represented in institutional planning and decision-making. **(1.28 Exec Council and Committees)** The college provides established organizations for students and staff to provide input into institutional decisions through the faculty council and the student advisory committee. The Faculty Council is responsible for the following: • conveying the mission, goals, and college philosophy to faculty members, and • ensuring that the input from faculty members is provided to the executive council and all of its committees and sub-committees The student advisory committee is under the guidance of the dean of accreditation and compliance who is responsible for coordinating quarterly virtual meetings to solicit student input into the decision-making process and to provide this input directly to the executive council. Additionally, the dean of accreditation and compliance works with the dean of institutional effectiveness and assessment to ensure that student input from all areas of the college is adequately solicited through surveys and campus suggestion boxes and that this input is evaluated and provided directly to the executive council.

	The new campuses will model this same format.
IV.A.2.b. **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**	Carrington College California relies on its education committee for recommendations about student learning programs and services. Educational program review, a systematic process, is conducted formally every three years for each educational program and each general education course offered at Carrington College California. To support a more flexible and dynamic process, in the spring of 2012, the Dean of School position was created to represent the academic areas of dean of general education, allied health, and nursing and health sciences. The dean of school team is dedicated to leading the developing and continued improvement of curriculum and instruction. This team uses SLO data, program review, learning experience observations, virtual course observations, professional advisory councils, data reports, operation reviews, and student feedback to analyze courses, programs, and services to improve the student experience. **(2.2 DOS Team Plan, 1.2 Campus Program Review Handbook)** The establishment of this new role led to the creation and implementation of a standardized syllabus with the intent to *"facilitate teaching and learning by providing current and appropriate educational programs and services…"* The standardized syllabus will be in every Carrington College California core and linear campus and online course by the end of 2013. It provides consistency for students regardless of the course as well as whether it is online or on campus. Each course they take will use the same syllabus template. The standardized syllabus structure also defines for faculty what to include in their syllabus, ensuring standardization of curriculum delivery across campuses. **(1.36 Core Stand Syl, 1.37 Linear Stand Syl)** The faculty is involved in the program review process through surveys, calls for comments, meetings, data analysis, evaluations of curricula, teaching performance appraisals, and reviews of program resources. The faculty involvement and process for these reviews are explained in the program review handbook. **(4.27 Program Advisory Committee PTA, 1.38 Stand Syl Exec Sum)** **The current committee structure would be transplanted to the new campuses.**
IV.A.3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**	The executive council consists of eight committees: Operations and Outcomes, Education, Student Finance, Information Technology, Human Resources, Enrollment Services and Marketing, Career Services, and the Faculty Council. An explanation of the roles and responsibilities of each of the executive council's standing committees can be found in the related documents. **(1.28 Exec Council and Committees)** The governing board, president, and executive council along with the council's committee structure, the campus education management teams, campus management teams, faculty council, and student advisory committee work in a collaborative environment for the good of the institution. A key element of communications is the flow of information through all levels and functional units of the institution. Recognized representative institutional

committees allow for institutional information to be communicated throughout the college.

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



The executive council, committees, subcommittees, and the college planning process document outlines the roles and responsibilities for all groups that participate in the governance structure. **(1.28 Exec Council and Committees)**

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

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

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

	Stakeholders of Carrington College California are provided institutional information through the college's strategic plan, integrated planning manual, education master plan, and minutes of the governing board, executive council, and educational management team, and the education committee newsletter**. (4.15 Governing Board Minutes, 4.16 EdCom Newsletter, 4.20 Gov Board Sept Special Mtg 09, 1.50 Integrated Planning Manual, 1.51 Education Master Plan) The Integrated Planning Manual and the Education Master Plan will be updated to include the new campuses.** **The new campuses will adopt the existing policies, procedures and structure.**
IV.A. 4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**	The College provides institutional information through town hall meetings and by providing minutes from the executive council standing committees on the executive council Intranet site. The college's senior director of academic affairs serves as the accreditation liaison officer and is the chair of the college's accreditation self-study committee. The president, the senior director of academic affairs and the executive council provide the leadership, guidance, knowledge, and review required for the self-study preparation. Evidence of this preparation is in the meeting minutes for Standards I, II, III, and IV. **(4.17 Standard II Meeting Agenda, 4.23 Stand I Planning, 4.24 Stand IV Planning, 4.25 Stand III Planning)** The college demonstrates integrity in its relationships with external agencies and complies with accrediting commission standards, policies, and guidelines through the following: • Attendance at WASC open sessions • Participation in self-evaluation • Submission of required reports • Disclosure of required and helpful accreditation information to the public. **The new campuses will adopt the existing policies, procedures and structure.**
IV.A.5. **The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**	The operations and outcomes committee functions as part of the executive council chaired by the college president and include all campus executive directors and area operations managers. Campus operating reviews are conducted by the senior director, operations and outcomes where rigorous outcomes and compliance-focused, face-to-face meetings are held with campus leadership. **(3.81 Operations Minutes)** The quarterly operations meetings, monthly campus and system-wide student staff ratio reports, monthly reports reviewing all key performance areas in a best practice format and monthly and quarterly report cards are the primary method by which the college governance and decision-making processes are evaluated. Annual employee surveys are

	utilized for determining wider areas of satisfaction with governance and decision-making structures. The executive council utilizes the findings of surveys and the quarterly review to improve leadership, processes and structures. These results are shared with the campuses and home office at regular meetings and on the executive council's Intranet website. In 2012, Carrington College California created and implemented a more detailed survey process for evaluating its shared governance and decision-making processes. The categories used in this survey were Budget and Planning, Program Approval, Strategic Planning, and Comments. **(1.33 CCC Survey Jan 2012)** The campuses and home office were surveyed. The following campus roles/positions and departments were included in the survey: deans of academic affairs, executive directors, program directors, career services, enrollment services, faculty, student success center managers, student finance, and student records. Carrington College California issued a call for comment on institutional compliance with each of the four ACCJC accreditation standards. The senior director of academic affairs and accreditation liaison officer conducted a self-evaluation explanation session for the campus deans of academic affairs in August as well. To provide a structure for comments, templates were provided to comment on each standard. Each campus dean used the standard templates to focus dialogue with the educational management team, campus management team, faculty, and staff. Feedback from the calls for comments was then reviewed by the senior director of academic affairs and accreditation liaison officer. **(4.54 Call for Comments Standard I, 4.55 Call for Comments Standard II, 4.56 Call for Comments Standard III, 4.58 Call for Comments Standard IV)** **The new campuses will adopt the existing policies, procedures and structure.**
IV.A. Self-Evaluation	The Carrington College California organization and management style is one of inclusion and collaboration and encourages participation at every level. Participation in decision-making is done through representation of all management and all areas of operations and education in the executive council. This process promotes rich dialogue among all of the college's stakeholders and provides the president a method for adding direction and structure to the institution. The mission statement is the college's foundation for continuous institutional improvement. The shared governance process has increased the participation by the institution's stakeholders, providing the opportunity for all voices to be heard. The college's management has evolved in order to meet the growing needs of its students. The deans of schools were added to support curriculum development and program reviews. This team has been tasked with enhancing curriculum quality and ensuring curriculum and instruction standardization across all quality hubs. This enables each student to experience the same high quality learning opportunity, and each faculty member to access and leverage standard philosophy of teaching and robust teaching resources enhancing quality of instruction and student success.

IV.B. Board and Administrative Organization **In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**	The governing board includes members who are elected for three-year staggered terms. The majority of board members have no employment, family, personal, and/or financial interest in the college. The governing board is responsible for all major institutional policies including personnel, student, admissions, education, accreditation, general college welfare, and academic standards. It also determines the mission of the college. The governing board exercises ultimate institutional authority over all academic and college functions as set forth in the bylaws and in other academic and college documents and policies. The governing board provides direction, advice, and input to the executive council. Under the guidance of the governing board, the president is responsible for institutional operations. The governing board reviews academic programs and issues that are presented by the members of the executive council as well as appropriate guests to board meetings. The board evaluates the quality of the college's institutional practices to ensure the achievement of its mission. The college's finances are discussed at each governing board meeting. The annual audit report, completed by an independent auditor, is reviewed each year. The governing board empowers the college's administration to review and update policies, strategic plans, budgets, and practices and adheres to a clearly defined policy for selecting and evaluating the college president. The board is apprised of institutional outcomes (e.g., state and national test scores, graduation, placement, retention and default rates, and the results of institutional surveys). **(3.2 Governing Board Minutes 4.20.11)** Each meeting of the governing board includes presentations and discussions of major college issues. (**4.34 Governing Board Minutes 4.18.12**) Minutes from the meetings provide evidence that Carrington College California's board participates in reviews of the educational programs, provides guidance and direction for the administration, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies. The board has a policy to review its operations every three years. **(1.50 Integrated Planning Manual)** The board also evaluates the president on a two-year schedule. **(4.36 Governing Board Minutes 1.19.11) The Integrated Planning Manual will be updated to include the new campuses.** The governing board regularly evaluates its policies and practices revising them as necessary. **(4.36 Governing Board Minutes 1.19.11)** **The new campuses will adopt the committee structure of the existing Carrington College California campuses.**
IV.B.1. **The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the**	The Carrington College California mission statement establishes the governing board's primary focus on student success in academic programs and services and the financial stability of the college. *"The Mission of Carrington College California is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include liberal studies, and professional preparation in career-focused majors."*

institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The college achieves its mission by providing the following:

- associate degree and certificate programs in liberal studies, healthcare, wellness, legal, business, and technical disciplines,
- a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes, and a skills-based and outcomes approach to education. **(2.30 Mission Statement)**

Carrington College California operates under a bicameral governing structure, with a governing board, the president, and an executive council overseeing the organization's business and educational activities. The parent corporation, Carrington Colleges Group, Inc., is a California corporation established under the laws of the state of California and is wholly owned by DeVry Inc.

The governing board is responsible for approving the following areas: the annual budget, the five-year strategic plan, hiring of senior-level leaders and major college policies. The governing board reviews the quarterly financial statements, approves major expenditures and the annual budget. DeVry Inc. works with the executive council to set policy regarding the college's compensation, reserve funds, investments, real estate, equipment, accounting, and taxes.

At the governing board's quarterly meetings to review the college's operations and outcomes, the college president and the senior director of academic affairs and accreditation liaison officer report on their individual areas of responsibility. Minutes of the proceedings are made available on the college's Intranet website. The governing board reviews educational programs and outcomes and ensures quality academic programs and institutional practices by relating and connecting them to the mission statement.

The college's finances are discussed at each governing board meeting. The annual independent auditors' report is reviewed each year as well. The board empowers the college's administration to review and update policies, strategic plans, budgets, and practices. The board is kept apprised of such institutional outcomes as state and national test scores, graduation, placement, retention and default rates, and the results of institutional surveys. **(3.2 Governing Board Minutes 4.20.11)**

The Executive Council is the College policy and procedural body responsible for reviewing and approving all college operations and educational programs and services. The Council is responsible for the annual review and revision of the College Strategic Plan. The Council recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Faculty and Staff members are represented on the Executive Council through membership in the Executive Council committees, including the Faculty Council and various subcommittees. In addition, the Faculty Council Chair, a faculty member elected by the faculty, serves on the Executive Council as a full voting member. The Executive Council members' job descriptions are detailed and clearly defined. Its standing committees consist of the following:

- President **(4.39 President)**
- Operations **(4.46 Sr Dir of Campus Oper)**
- Education **(4.41 Sr. Dir of Acad Affairs & Accred Liaison)**

	• Student Finance **(4.40 Sr Dir of Student Fin)** • Information Technology **(4.44 IT Manager)** • Human Resources **(4.43 Director of Human Resources)** • Enrollment **(4.45 Dir Enroll Serv)** • Career Services and Outreach **(4.42 Dean of Career Serv)** • The Faculty Council Chair is a voting member of the Executive Council, thus ensuring that the faculty's voice is represented in institutional planning and decision-making. The governing board adheres to a clearly defined policy to select and evaluate the college president. **(4.11 Gov Board Policy Updates, 4.47 Board Minutes 2.1.12, 4.50 Gov Board Pres Eval)** The governing board approves the appointment of the president who is the chief executive officer of the college and sets appropriate conditions of employment. According to the Governing Board's Bylaws, Article V, the president shall be the chief executive officer of the college and will also serve as the executive secretary of the governing board. Article V, Part B of the bylaws stipulates that the president's authority is vested through both the governing board and executive council and includes responsibilities for all college educational and managerial affairs. The president is responsible for leading the college, implementing all college policies, keeping the governing board and executive council informed on appropriate matters, consulting with the governing board in a timely fashion, and serving as the key spokesperson for the college. He has the authority to execute (on behalf of the college and the board) all documents that are consistent with board policies and the best interest of the college. **The new campuses will adopt the existing policies, procedures and structure.**
IV.B.1.a. **The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**	The Carrington College California governing board acts as an independent policy-making body and reflects constituent and public interest in board activities and decisions. The college operates under a clearly defined Code of Ethics. The Code's first principle states that the educational welfare of the students is the primary concern of Carrington College California. **(4.5 Code of Ethics)** The Governing Board consists of members who are elected for three-year staggered terms. The majority of the board members have no employment, family, personal, and/or financial interest in the college. The governing board currently consists of four members unaffiliated with the Institution and one member who are employed by Carrington Colleges Group. The board works to protect the best interests of the institution, its students, and the communities that it serves. The board operates under a majority vote rule and collectively supports all of its decisions. The college has demonstrated that it has a mechanism for providing board membership continuity as well as staggered terms of office. The following is a list of current board members, their professions, and their dates of election: • Board Chair: William Curtis (January 1998), Retired Attorney

	• Board Secretary: Greg Nathanson (April 2003), Past President of Western Career College; Ana Jet, President & CEO • Board Member: Marc Richmond (January 1998), Physician • Board Member: E. Scott Rosenbloom (January 2004), Physician • Board Member: Rob Paul (February 2012), President, Carrington Colleges Group As an example of the college's commitment to institutional dialogue, the governing board has initiated an in-person annual governing board meeting. The January 19, 2011 meeting was held on the Pomona campus. The February 1, 2012 meeting was held in Sacramento, California. These annual meetings also include campus visits. These meetings provide an opportunity for the board to interact with and ask questions of college and campus representatives, strengthening communication within the college. **(4.36 Governing Board Minutes 1.19.11)** **The Governing Board will be retrofitted to include the new campuses and additional Board members.**
IV.B.1.b. **The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**	The Carrington College California governing board establishes policies that are consistent with its mission statement. **(2.30 Mission Statement)** The board has the authority to carry out all lawful functions that are permitted by its bylaws. The board reviews and approves proposed changes in the academic programs, campuses, personnel, and other major activities of the college that are consistent with the mission statement and financial resources of the college. **(4.60 Governing Board Minutes 10.19.11)** The governing board demonstrates student advocacy ensuring that the college adopts policies that contribute to the best possible environment for students to learn and develop their abilities. The Governing Board Bylaws Article III B defines the board's role in the development of college policies. The college president is responsible for overseeing the implementation of institutional policies. New policies and revisions to existing policies originate on the campuses or in specific committees and are reviewed by the appropriate administrative committee. Policies dealing with major issues or institutional changes are brought to the board for review and/or approval. Carrington College California's governing board delegates the responsibility to provide appropriate oversight to ensure fiscal soundness to the executive council. The bylaws state, "The College's Executive Council is responsible for all policies relating to the college. DeVry Inc. works with the executive council to set policy regarding the college's compensation, reserve funds, investments, real estate, equipment, accounting, and taxes." **The new campuses will mirror the existing campuses.**
IV.B.1.c. **The governing board has ultimate responsibility for educational quality, legal**	The Carrington College California governing board has ultimate institutional responsibility for the college. DeVry Inc. supports the institution by providing negotiating services, contract legal review, and real estate services. The DeVry Inc. purchasing department provides negotiating and contract services for various global areas (such as classroom

matters, and financial integrity.	supplies, office supplies, student uniforms, textbooks, employee health plans, and travel arrangements). These contracts are negotiated on behalf of multiple DeVry institutions. The governing board receives regular input from the executive council committees that demonstrate their focus on educational quality and financial security in regard to student learning. These committees include Information Technology, Career Services, Student Finance, Education, Student Advisory, and Operations and Finance. The governing board is also responsible for the educational quality of the institution. The programs and curricula for Carrington College California are evaluated to ensure relevancy and that students are prepared to enter their field of study. The dean of academic operations and outcomes oversees a team of deans who are responsible for the creation and quality of all academic programs. All new course and program proposals and proposals to remove courses or programs are evaluated by the deans of the schools, dean of academic operations and senior director of academic affairs. The senior director of academic affairs submits all of these proposals to the executive council for evaluation and consideration. The financial integrity of Carrington College California is ensured through annual budgeting which encompasses strategic planning, input from the college community, and the creation of annual budgets, all ultimately finalized by the Governing Board. **(1.13 Budget Development Process)** The expenses for the budget development process are calculated based on historical percent of revenue along with direct input from campus leadership. The staffing levels are budgeted at pre-determined standard ratios along with direct input from campus leadership. **(1.13 Budget Development Process)** The budgeting process is organized as follows: • Research & Analysis—Conducted and completed annually January through March • Revenue Forecasts—Conducted and completed annually in April • Expense Projections—Conducted and completed annually in April • Budget First Drafts—Conducted and completed annually in May (The Budget Committee revises the budget drafts as necessary.) • Final Budgets—Conducted and completed annually in May (The final Operating Budget and Capital Expenditure Budget are sent for review and approval to the Executive Council and the Governing Board.) • Communication to College Community—Conducted and completed annually in June. The college's financial integrity is safeguarded by reviewing and revising numerous drafts of the budget. Each governing board's meeting agenda includes a finance report. **(4.36 Governing Board Minutes 1.19.11)** The budget performance report and the capital expenditures report are sent monthly by accounting to the president and are included in the executive council and governing board meeting documents. **The new campuses will mirror the existing campuses.**

IV.B.1.d. **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**	The Carrington College California governing board has ultimate institutional responsibility for the college. Governing board policies and bylaws are published regularly on the college's Intranet site. The governing board reviews the college's finances, legal matters, and academic outcomes on a quarterly basis. The board ensures that the college is managed in a fiscally responsible manner. **(3.24 CCC 2011 Audit)** **The new campuses will adopt all current practices.**
IV.B.1.e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**	The governing board operates by bylaws and policies that provide a description of its size, duties, responsibilities, structure, and operating procedures. Article III of the bylaws details the responsibility and authority of the board including that of conducting an assessment of board performance. Article IV describes the size of the board and terms of board members and designates the number and types of officers. Article VI addresses the number and types of meetings that may be held. Governing board minutes **(4.47 Board Minutes 2.1.12)** show that policies and procedures are periodically reviewed. The board conducts an annual self-assessment to ensure that its policies support the mission of the college and are meeting current needs. Policies in need of revision are identified and revised on an ongoing basis or as a consequence of the annual self-assessment. The governing board of Carrington College California self-assessment summary and minutes of the annual self-assessment meeting provide evidence that the governing board regularly evaluates its own policies and practices. **(4.48 Gov Board Self-Assess)** The Governing Board approves all changes to the College's mission statement, approves its Strategic Plan, and ensures that College operations provide needed support. Article III C 1 of the Bylaws requires the Board to "Determine, and periodically review, the mission and purposes of the College." Article III B and C 5 demonstrates responsible concern for the quality of the College's academic programs and provides appropriate oversight to ensure fiscal soundness. Article III B of the Governing Board's Bylaws state, "The College Governing Board is responsible for all College policies" which include: • Personnel • Student admissions • Education • Accreditation • General College Welfare • Academic Standards The agenda from Governing Board meeting minutes provide evidence that the College Governing Board participates in review of the College's educational programs, legal matters, and financial integrity: Operations Report, Finance Report, Academic Updates, New

	Campuses/Programs, Legal Issues/Updates, and Personnel Announcements**. (4.47 Board Minutes 2.1.12)** **The new campuses will adopt all current practices.**
IV.B.1.f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**	New member orientation is the responsibility of the governing board chair and the president of the college. When a new member joins the board, each participates in an orientation process outlined in the Governing Board New Member Orientation and Governing Board Development documents. **(4.49 Gov Board New Mem Orient and Mem Dev)** The governing board's new member orientation includes information intended to ensure that the board "performs its responsibilities in the most effective and efficient manner." It familiarizes new members with the board's responsibilities and provides ongoing development for veteran members. (**4.49 Gov Board New Mem Orient and Mem Dev)** **The new campuses will become identical to the current Carrington College California campuses.**
IV.B.1.g. **The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**	The governing board bylaws call for the board to conduct a periodic self-assessment, which was conducted in July 2012. The governing board has a policy to review its operations every three years, and has a mechanism identified for use in this process. **(4.48 Gov Board Self-Assess)** A thorough review of policies was conducted in 2008 when DeVry Inc. acquired U.S. Education Corp. Governing board minutes demonstrate that policies and procedures are periodically reviewed, such as the February 1, 2012 meeting where the governing board's edited by laws and policies were reviewed, voted on, and approved. **(4.47 Board Minutes 2.1.12)** Board policies in need of revision are identified and revised on an ongoing basis and as a consequence of the annual self-assessment. New and revised college policies and educational programs are consistent with the mission of the college. The governing board adopts and approves institutional policies appropriate for the operation of the college and ensures that these policies support the mission and goals. The Governing Board Bylaws Article III B, defines the board's role in the development of college policies. The college president is responsible for overseeing the implementation of institutional policies. The president, where appropriate, delegates this task to the appropriate college administrator. New policies and revisions to existing policies originate on the college's campuses or in specific college committees and are reviewed by the appropriate administrative committee. Policies dealing with major issues or institutional changes are brought to the board for review and/or approval. **The new campuses will adopt all current practices.**

IV.B.1.h. **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**	The college operates under a clearly defined student-centered Code of Ethics. The first principle listed states that the educational welfare of the students is the primary concern of Carrington College California. **(4.5 Code of Ethics)** A proposed document that clearly defines the governing board's policy for dealing with behavior that violates its Code of Ethics was created by the human resources committee and submitted to the executive council for approval in September 2012. A vote by the executive council approved the proposed policy. **(4.11 Gov Board Policy Updates)** **The new campuses will adopt all current practices once integrated.**
IV.B.1.i. **The governing board is informed about and involved in the accreditation process.**	Article III C 12 of the Governing Board Bylaws stipulates that the board will "understand and participate in the accreditation process." To accomplish this requirement and to keep the board apprised of the accreditation status and organization, the senior director of academic affairs and accreditation liaison officer provides the board with quarterly reports on current activities within academics including reports on all institutional and programmatic accreditation activity. The inclusion of accreditation as a standing agenda item on all governing board meetings has helped ensure that the board members are informed about and involved with the accreditation process. **(4.36 Governing Board Minutes 1.19.11)** The board members are given copies of the accreditation standards as well as copies of all draft reports for review prior to submission to the accrediting agency. The educational committee's newsletter communicates accreditation information to all Carrington College faculty. **(4.16 EdCom Newsletter)** **The new and existing campuses will be identical.**

IV.B.1.j. **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**	Carrington College California Governing Board Bylaws Article III C 2 states that it will "…approve the appointment of the President who shall be Chief Executive Officer of the College…" The specific process for selecting the college's president also includes a contingency plan should the president be unable to fulfill his/her duties. **(4.11 Gov Board Policy Updates)** The Governing Board Bylaws, Article IV B, authorizes the college president to run the day-to-day operations for the college. The president provides the board with quarterly updates on college operations. **(3.81 Operations Minutes)** The governing board has a well-defined system to review the president's performance every two years. Board minutes **(4.47 Board Minutes 2.1.12)** confirm that the board uses a 360° survey, a process by which a person makes a self-assessment and is given feedback from his or her manager, peers, and direct reports. The survey provides feedback to the president on his/her competency and effectiveness with respect to Carrington College California core values, mission and vision. **(4.50 Gov Board Pres Eval)** **The practices of the existing college will be mirrored with the new campuses.**
IV.B.2. **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**	The president of Carrington College California is responsible for the overall quality, integrity and sound operation of the college. He/she provides the necessary direction and leadership that are central to the operation of the institution. The management and administration of the institution resides in management teams on each campus, the executive directors, and the executive council. This administrative structure allows for individual campus leadership and management, while at the same time supporting the mission statement and goals of the institution. **(4.51 Gov Board Org Struc)** The president of the college, in conjunction with the executive council and its committees, develops annual goals and plans for the college strategic plan which is revised every two years. The strategic plan's action item checklist is updated annually, and the budget, which reflects the current strategic plan, is also approved annually. **(4.52 Board Minutes 7.21.10)** With the assistance of the executive council committees, the president identifies goals and priorities for the coming year. The goals are reviewed and approved by the governing board. The executive council reviews and approves all major plans in consultation with key administrators and managers. The governing board then reviews, provides input, and then approves the strategic plan. In an effort to keep the college community informed and involved with college goals, accomplishments, and priorities, the president presents an annual "State of the College" address to administration and leadership during annual meetings. Each campus management team then shares this information with the campus community. This practice has been successful in keeping the employees informed of the institutional plans and goals.

	The practices of the existing college will be identical with the new campuses.
IV.B.2.a. **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**	The college is administratively organized and staffed to reflect the purpose, size, and complexity of the institution. The home office serves as the central administrative hub of the institution. Administrators in the home office are tasked with supporting each of the campuses. Administrators include: • President, • Senior Director of Academic Affairs and Accreditation Liaison Officer, • Senior Director of Student Finance, • Director of Information Technology, • Senior Director of Enrollment Services, • Director of Campus Operations, • Director of Career Services, Director of Human Resources, • Dean of Accreditation and Compliance, • Dean of Institutional Effectiveness & Assessment; • Dean of Academic Operations, and • Deans of Schools. Each campus has a management team consisting of various administrators and managers**.** The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. Annual reviews of faculty and staff ratios are used to determine effective staffing and administration for the institution. **The new campuses will adopt all current practices.**
IV.B.2.b. **The president guides institutional improvement of the teaching and learning environment by the following:** • **establishing a collegial process that sets values, goals, and priorities;** • **ensuring that evaluation and planning rely on high quality research and analysis on external and**	The -president, senior director of academic affairs and accreditation liaison officer, and the education committee are responsible for creating an academic environment that is conducive to successful teaching and learning. Each campus dean of academic affairs or the executive director/dean of academic affairs, in conjunction with their program directors and faculty, address campus educational and student matters. The president and the executive council direct all college operations, ensuring that budgets are developed, monitored, and updated to accurately reflect revenue and expenditures. The executive council members, along with committee members, are responsible for the integration of academic and resource planning and distribution to achieve Carrington College California's stated core and program SLOs. **(1.2 Campus Program Review Handbook, 4.12 EC Minutes 06.21.12)** At the campus level, the educational management team serves as the organizing body for

internal conditions;

- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

educational programs, services, and activities. The educational management team meets monthly and includes the dean of academic affairs, program directors, and the master's prepared resource manager.

Each program on the campus holds faculty meetings and shares information and updates from the educational management team. Faculty input on educational and institutional policy and procedure is collected and brought to the educational management team. The dean of academic affairs or the executive director/represents the program directors, faculty, and the student success center manager on the education committee of the executive council. Educational policies and procedures, student support services, SLOs, and other educational issues are presented at the education committee meetings.

Frequent "Call for Comment" requests come from the education committee, such as the Standardized Syllabus Call for Comments, allowing further input from faculty in the governance of the college. **(1.38 Stand Syl Executive Summary, 4.57 EdCom News Mar 2012)** The senior director of academic affairs and accreditation liaison officer is a member of the executive council and represents the college's educational programs, faculty, and student support.

The college president, executive council, and education committee guide the teaching and learning environment of the college. Student learning outcomes data and key performance areas have been established throughout the institution and are regularly measured, evaluated, and published.

Educational Program and Services Review, while a systematic process, is conducted formally every three years for each educational program and student service offered on each campus. The review and revision process involves the input of faculty, employers of our graduates, advisory board members, accrediting agencies, and peers from the community. **(1.2 Campus Program Review Handbook)**

The college president utilizes the strategic plan to strategize, oversee, and assess the administrative structure that is organized and staffed to reflect the college's purposes, size, and complexity. The strategic plan clarifies the overall purpose of the college and the key opportunities for development and improvement over the planning period. The plan sets out measurable outcomes and is reviewed and updated every two years.

Committees involved in developing and updating the strategic plan are Information Technology, Career Services and Outreach, Student Finance, Education, Student Advisory, Operations & Outcomes, Enrollment Services and Marketing, Human Resources, and Faculty Council. These committees are actively involved in the development and updating of the strategic plan as described in the strategic plan development process. (**1.12 Strategic Plan Development Process, 4.51 Gov Board Org Struc)**

As evidenced by the planning calendar, the president ensures assessment and evaluation of the college's goals and performance. The planning calendar denotes each committee's meeting dates. **(4.21 Planning Calendar)**

The new campuses will adopt all current policies, practices and procedures.

IV.B.2.c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**	The president is responsible to the governing board to carry out the college's policies and is the final authority at the campus level. A description of the president's responsibilities is in the governing board's bylaws: • Serves as the Executive Secretary of the Governing Board, • Responsible for College educational and managerial affairs, • Implements all College policies, • Informs the Governing Board and Executive Council on appropriate matters, • Consults with the Governing Board in a timely fashion, • Serves as the key spokesperson for the college and executes all documents on behalf of the college and the Governing Board that are consistent with the Board policies and in the best interest of the College. **The practices of the existing college will be mirrored with the new campuses.**
IV.B.2.d. **The president effectively controls budget and expenditures.**	The president is responsible for managing the college's resources. However, stakeholders from all campuses are involved in the financial planning efforts around the goals of the college as a whole, as well as the needs of individual campuses. Budgets are driven by the College's long and short-term goals, as well as by the financial resources required to support the College. An estimate of enrollments and revenue is made based on historical data and market trends. The Executive Council and the Campus Executive Directors request input from staff and then work together to develop financial plans that support the mission of the College. The annual review of the College's Strategic Plan and budget process and effectiveness are evaluated and measured in relationship to the Standards of Accreditation and the College's mission statement. **The new campuses will adopt all current practices.**
IV.B.2.e. **The president works and communicates effectively with the communities served by the institution.**	The president is actively involved in the community and communicates and serves the community through the following: • As a current board member of the California Association of Private Postsecondary Schools, the president is in continuous contact with other school groups and allied industry members, tracking challenges and sharing best practices. • As a former president and member of the International Association of Business Communicators, Sacramento Chapter, the president was able to exchange views with public relations specialists as well as gain and share strategies for strategic thinking and planning. • As a member of the Sacramento Metro Chamber of Commerce, the president is able to stay current with the community's business-to-business networking and visibility,

	business education, professional resources, and community development. • Attends hearings and meetings of state government, as well as meetings with elected representatives. The president works with the executive council and the governing board to reach out and become more involved with acute care facilities and Bay Area companies, with an emphasis on establishing formal partnerships to better serve the training needs of Northern California employers. **The new campuses will adopt all current practices.**
IV.B.3. **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**	Carrington College California is a single educational institution with eight campuses under the leadership and management of the president of the college. Standards IV.B.3.a-g do not apply to Carrington College California. **The new campuses will adopt the same leadership structure.**
IV.B. Self-Evaluation	Carrington College California acts as an independent policy-making body. The governing board is responsible for ensuring the quality and integrity of the college and that its mission statement serves as the foundation for all of the institution's decisions. Members of the governing board are elected for a three-year term. The governing board bylaws call for the board to conduct a periodic self-assessment. The most current assessment was in July 2012. The governing board also evaluates the president. The college president, in conjunction with the executive council and its standing committees, develops annual goals and plans for the college. With the assistance of these committees, the president identifies priorities for the coming year. These goals and priorities are then reviewed and approved by the governing board. Carrington College California's governing board is responsible for establishing and facilitating policies that ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board also has the ultimate responsibility for ensuring a quality learning environment for students and fair and equitable treatment of employees. **The practices, procedures, governance and leadership of the existing college will be mirrored with the new campuses.**

IV. References	
	1.2 Campus Program Review Handbook
	1.12 Strategic Plan Development Process
	1.13 Budget Development Process
	1.28 Exec Council and Committees
	1.33 CCC SURVEY Jan 2012
	1.36 Core Stand Syl
	1.37 Linear Stand Syl
	1.38 Stand Syl Executive Summary
	1.50 Integrated Planning Manual **(This Plan will be updated to include the new campuses.)**
	1.51 Education Master Plan **(This Plan will be updated to include the new campuses.)**
	2.30 Mission Statement
	3.2 Governing Board Minutes 4.20.11
	3.24 CCC 2011 audit
	3.81 Operations Minutes
	4.10 Student advisory Minutes 1.5.12
	4.11 Gov Board Policy Updates
	4.12 EC Minutes 06.21.12
	4.15 Governing Board Minutes
	4.16 EdCom Newsletter
	4.17 Standard II Meeting Agenda
	4.20 Gov Board Sept Special Mtg 09
	4.21 Planning Calendar
	4.23 Stand I Planning
	4.24 Stand IV Planning
	4.25 Stand III Planning
	4.27 Program Advisory Committee PTA
	4.34 Governing Board Minutes 4.18.12
	4.36 Governing Board Minutes 1.19.11
	4.39 President
	4.4 Student Advisory Minutes 12.8.11
	4.40 Sr. Director of Student Finance
	4.41 Sr. Director of Acad Affairs & Accred Liaison
	4.42 Dean of Career Services
	4.43 Director of Human Resources
	4.44 IT Manager

	4.45 Dir Enroll Services 4.46 Sr. Dir Campus Operations 4.47 Board Minutes 2.1.12 4.48 Gov Board Self-Assess 4.49 Gov Board New Mem Orient and Mem Dev 4.5 Code of Ethics 4.50 Gov Board Pres Eval 4.51 Gov Board Org Struc 4.52 Board Minutes 7.21.10 4.54 Call for Comments Standard I 4.55 Call for Comments Standard II 4.56 Call for Comments Standard III 4.57 EdCom News Mar 2012 4.58 Call for Comments Standard IV 4.60 Governing Board Minutes 10.19.11

XI. Institutional Organization

The current and future state governance and leadership structures of Carrington College California are shown in the following employee listings and organizational charts.

Carrington College California Current Governance and Leadership Structure

Governing Board

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

President

Jeff Akens, Carrington College California; Chair, Executive Council

Executive Council Committee Chairs

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

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

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

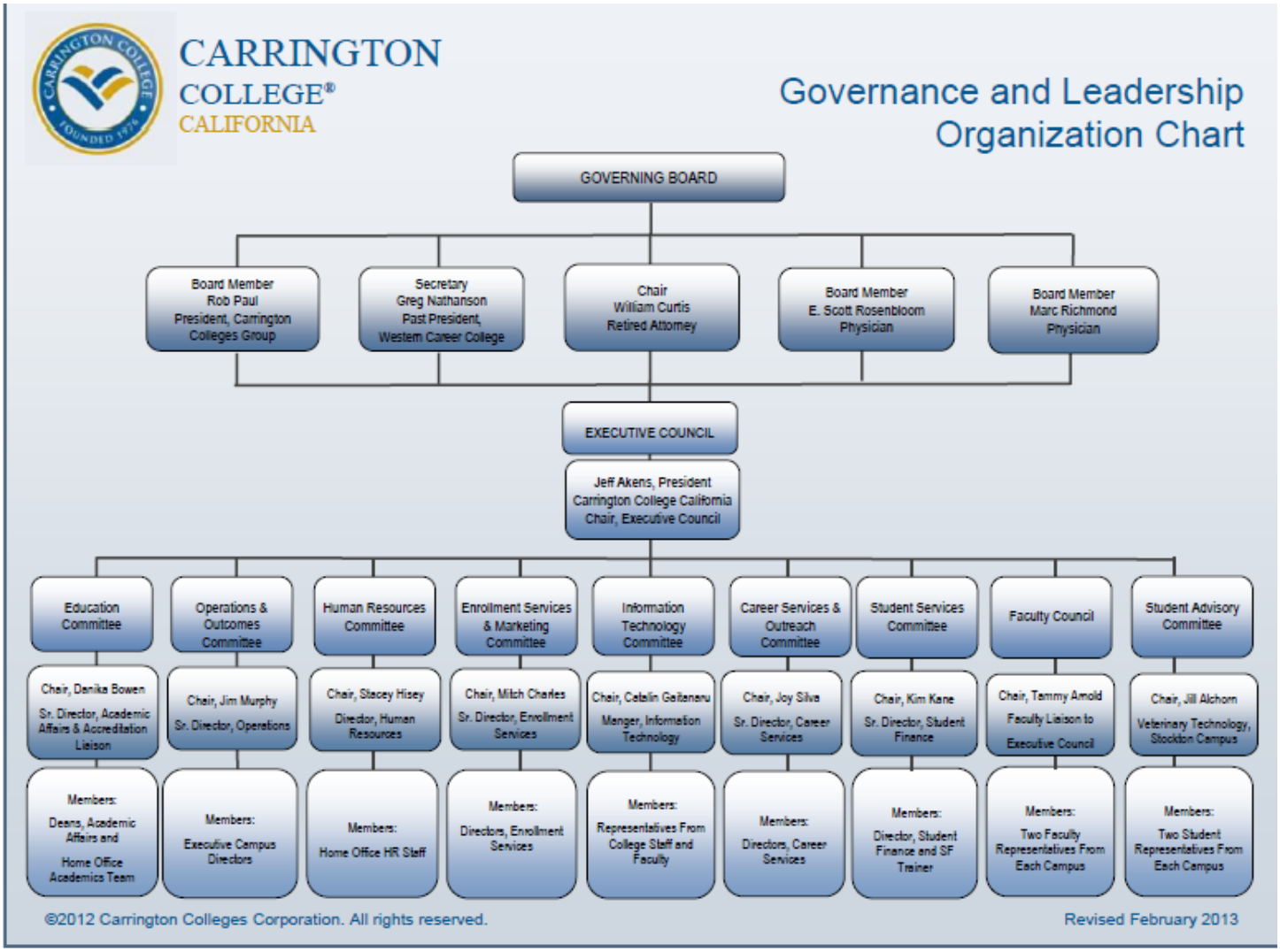
Mitch Charles, Sr. Director, Enrollment Services
Chair, Enrollment Services
Members: Directors, Enrollment Services

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

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

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

Tammy Arnold, Faculty Liaison to Executive Council
Chair, Faculty Council
Members: two faculty representatives from each campus


CARRINGTON COLLEGE® CALIFORNIA
Governance and Leadership Organization Chart
GOVERNING BOARD
Board Member Rob Paul President, Carrington Colleges Group
Secretary Greg Nathanson Past President, Western Career College
Chair William Curtis Retired Attorney
Board Member E. Scott Rosenbloom Physician
Board Member Marc Richmond Physician
EXECUTIVE COUNCIL
Jeff Akens, President Carrington College California Chair, Executive Council
Education Committee
Operations & Outcomes Committee
Human Resources Committee
Enrollment Services & Marketing Committee
Information Technology Committee
Career Services & Outreach Committee
Student Services Committee
Faculty Council
Student Advisory Committee
Chair, Danika Bowen Sr. Director, Academic Affairs & Accreditation Liaison
Chair, Jim Murphy Sr. Director, Operations
Chair, Stacey Hisey Director, Human Resources
Chair, Mitch Charles Sr. Director, Enrollment Services
Chair, Catalin Gaitanaru Manger, Information Technology
Chair, Joy Silva Sr. Director, Career Services
Chair, Kim Kane Sr. Director, Student Finance
Chair, Tammy Arnold Faculty Liaison to Executive Council
Chair, Jill Alchorn Veterinary Technology, Stockton Campus
Members: Deans, Academic Affairs and Home Office Academics Team
Members: Executive Campus Directors
Members: Home Office HR Staff
Members: Directors, Enrollment Services
Members: Representatives From College Staff and Faculty
Members: Directors, Career Services
Members: Director, Student Finance and SF Trainer
Members: Two Faculty Representatives From Each Campus
Members: Two Student Representatives From Each Campus
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Revised February 2013

Current Carrington College California Home Office

Administrative Operations

Jeff Akens, President
Jim Murphy, Senior Director, Operations
Dyana Fitzmorris, Executive Assistant

Enrollment Services

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

Academics

Dr. Danika Bowen, Provost/ Vice President of Academic Affairs & Accreditation Liaison Officer
Kim Pablo, Director, Curriculum
Debbie Oberlander, Director, Accreditation and Compliance
Peter Daly, Dean, Institutional Effectiveness and Assessment
TBA, Dean Nursing and Health Services
Helen Fairchild, Dean, Allied Health
Karen Hurst, Dean, General Education
Sally Becker, Director, Student Services
Rachel Hanses, Director, Library Services
Bertha Santistevan, Administrative Coordinator, Academics

Human Resources

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

Accounting (Carrington Colleges Group)

Rene Lewis, Accountant

Student Finance

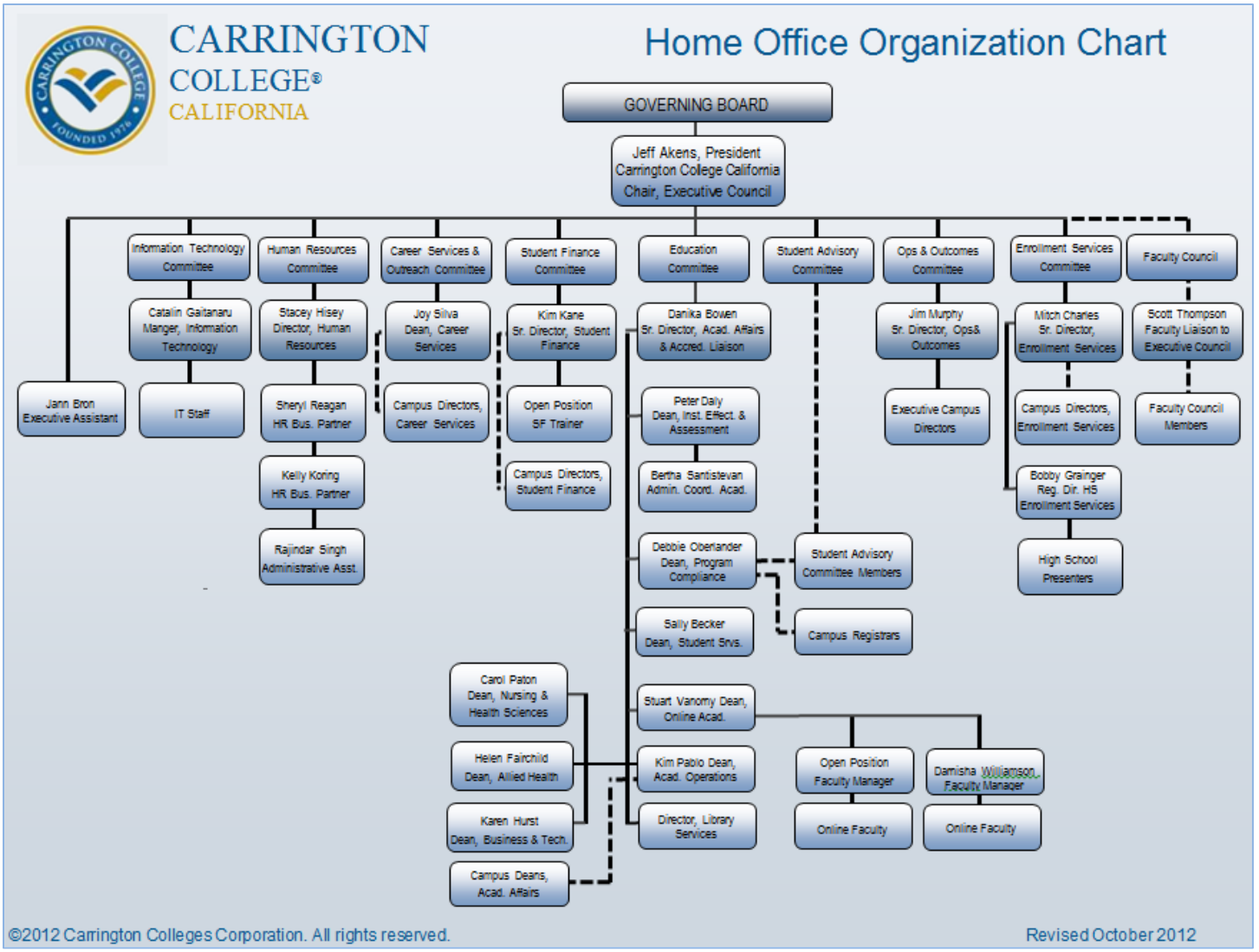
Kim Kane, Senior Director, Student Finance
Bambi Jorgensen, Student Finance Trainer

Information Technology (Carrington Colleges Group)

Catalin Gaitanaru, Manager, Information Technology

Career Services

Joy Silva, Dean, Career Services


CARRINGTON COLLEGE® CALIFORNIA
Home Office Organization Chart
GOVERNING BOARD
Jeff Akens, President Carrington College California Chair, Executive Council
Information Technology Committee
Human Resources Committee
Career Services & Outreach Committee
Student Finance Committee
Education Committee
Student Advisory Committee
Ops & Outcomes Committee
Enrollment Services Committee
Faculty Council
Catalin Gaitanaru Manger, Information Technology
Stacey Hisey Director, Human Resources
Joy Silva Dean, Career Services
Kim Kane Sr. Director, Student Finance
Danika Bowen Sr. Director, Acad. Affairs & Accred. Liaison
Jim Murphy Sr. Director, Ops& Outcomes
Mitch Charles Sr. Director, Enrollment Services
Scott Thompson Faculty Liaison to Executive Council
Jann Bron Executive Assistant
IT Staff
Sheryl Reagan HR Bus. Partner
Campus Directors, Career Services
Open Position SF Trainer
Peter Daly Dean, Inst. Effect. & Assessment
Executive Campus Directors
Campus Directors, Enrollment Services
Faculty Council Members
Kelly Koring HR Bus. Partner
Campus Directors, Student Finance
Bertha Santistevan Admin. Coord. Acad.
Bobby Grainger Reg. Dir. HS Enrollment Services
Rajindar Singh Administrative Asst.
Debbie Oberlander Dean, Program Compliance
Student Advisory Committee Members
High School Presenters
Sally Becker Dean, Student Srvs.
Campus Registrars
Carol Paton Dean, Nursing & Health Sciences
Stuart Vanorny Dean, Online Acad.
Helen Fairchild Dean, Allied Health
Kim Pablo Dean, Acad. Operations
Open Position Faculty Manager
Damisha Williamson Faculty Manager
Karen Hurst Dean, Business & Tech.
Director, Library Services
Online Faculty
Online Faculty
Campus Deans, Acad. Affairs
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Revised October 2012

Future Carrington College California Governance and Leadership Structure

Governing Board

William Curtis, Retired Attorney--Chair
Rob Paul, President, Carrington College California
Jeff Akens, Chief Operating Officer, Carrington College California
Greg Nathanson, Past President Western Career College
E. Scott Rosenbloom, Physician
Marc Richmond, Physician
Open

President

Robert Paul, Carrington College California; Chair, Executive Council

Executive Council Committee Chairs

Dr. Danika Bowen, Provost/ Vice President Academic Affairs & Accreditation Liaison Officer
Chair, Education Committee
Members: Home Office, Academics Team and Representation from the Deans of Academic Affairs

Jeff Akens, Chief Operating Officer
Chair, Operations and Outcomes Committee
Members: Senior Directors of Operations and Representation from the Campus Executive Directors

Sanjay Sardana, Vice President Finance
Chair, Finance Committee
Members: Director of Finance, Controller, Senior Directors of Student Finance, Financial Awareness Supervisor, and Representation from campus Directors of Student Finance

Melissa Esbenshade, Vice President Marketing
Chair, Market and Outreach Committee
Members: Representatives from the Marketing department, representative from Academics, at least one campus Director of Enrollment Services, and at least one campus Executive Director

David McMurtry, Vice President Information Technology
Chair, Information Technology Steering Committee
Members: Representatives each from Information Technology, Academics, and administrative departments

TBD, Vice President Enrollment Services
Chair, Enrollment Services Committee
Members: Representatives each from Senior Directors of Enrollment Services, Directors of High School & Outreach Services, and/or campus Directors of Enrollment Services.

Yamilay Lager, Director Human Resources
Chair, Human Resources Committee
Members: Representatives each from Human Resources, Academics, and administrative departments

Future Carrington College California Home Office

Administrative Operations

Rob Paul, President
Jeff Akens, Chief Operating Officer
Jim Murphy, Senior Director, Operations
Jerry Collins, Senior Director of Operations
Michael Jerrow, Director, Facility Development
Cheryl Young, Senior Director of Career Services
Joy Silva, Director, Career Services
Dyana Fitzmorris, Executive Assistant

Enrollment Services

Vice President Enrollment Services, TBD
Mitch Charles, Senior Director, Enrollment Services
Alan Yanda, Senior Director, Enrollment Services

Academics

Dr. Danika Bowen, Provost/Vice President of Academic Affairs & Accreditation Liaison Officer
Kim Pablo, Director, Curriculum
Debbie Oberlander, Director, Accreditation and Compliance
Carla Sampson, Director, Accreditation and Compliance
Peter Daly, Dean, Institutional Effectiveness and Assessment
Tracy Schreiner, Dean, Nursing and Health Services
Helen Fairchild, Dean of Health Sciences
Molly Cohen, Dean, Allied Health
Leslie Gonzales, Dean, Academic Operations
Karen Hurst, Dean, General Education
Sally Becker, Director, Faculty
Rachel Hanses, Director, Library Services
Darnesha Williamson, Academic Assessment
Abigail Bensen, Faculty Management
Dr. Tina Diggs, Director of Student Services
Bertha Santistevan, Administrative Coordinator, Academics

Human Resources

Yamilay Leger, Director of Human Resources
Deb Reuterman, Human Resources Business Partner
Kelly Koring, Strategic Business Consultant

Finance

Sanjay Sardana, Vice President Finance
Josee Martin, Senior Director, Student Finance
Kim Kane, Senior Director, Student Finance
Chuck Wilson, Director, Finance
Joanna Gut-Vargas, Controller
Jen Madsen, Senior Manager, Financial Analytics
Cynthia Hayes, Financial Awareness Supervisor

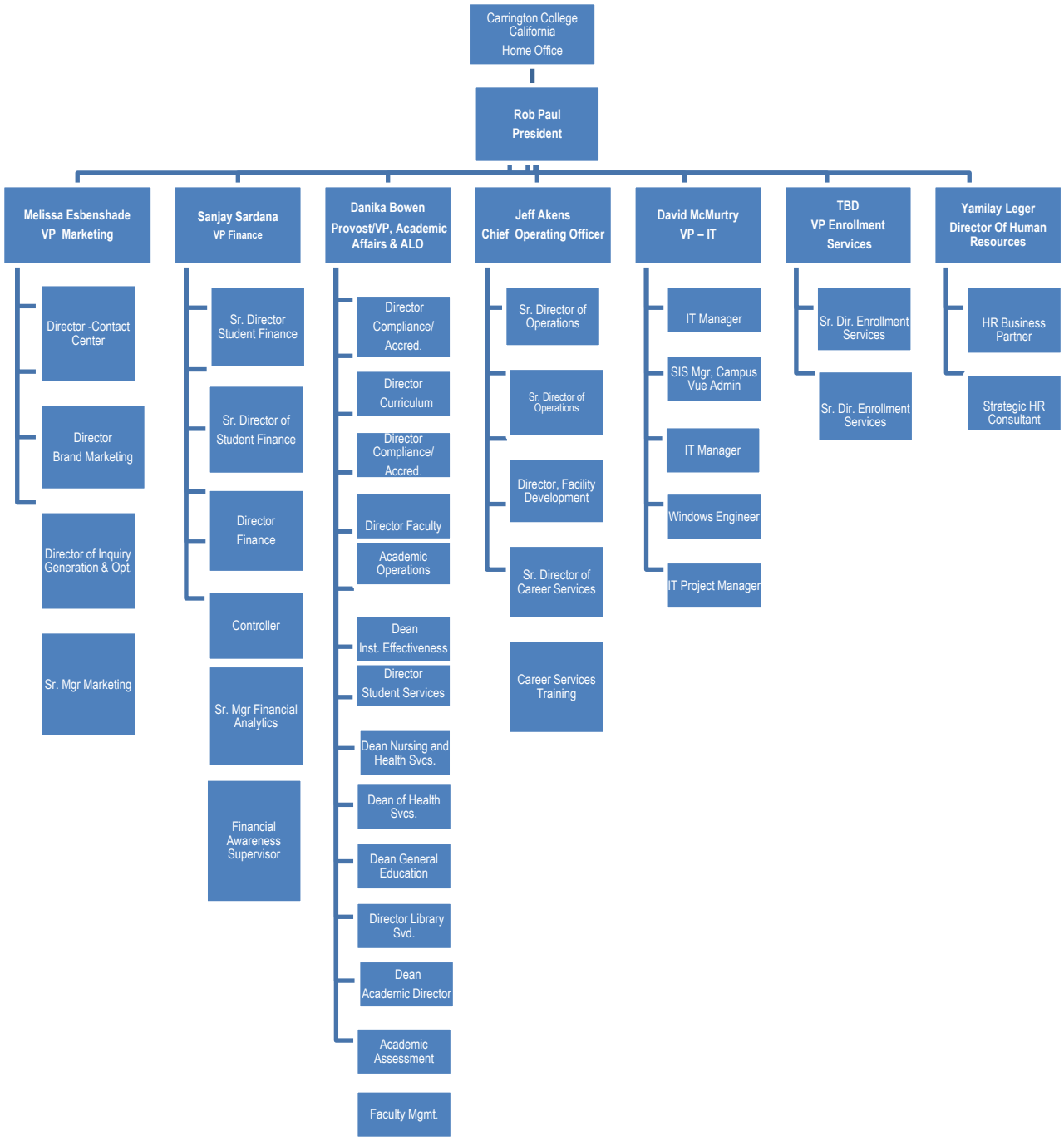
Information Technology

David McMurtry, Vice President, IT
Kelly Kantola, Information Technology Manager
Mike Bartell, SLS Mgr., Campus Vue Admin
Catalin Gaitanaru, Manager, Information Technology
Jared Littledyke, Windows Engineer
Chris Fong, IT Project Manager

Marketing

Melissa Ebenshade, Vice President Marketing
Warren Woodward, Director, Contact Center
Todd Hanle, Director Brand Marketing
Lisa Ramirez, Director of Inquiry, Generations and Opt.
Dylan Marsh, Senior Manager of Marketing

Future Carrington College California Home Office



Executive Support:

- Fatima Scott – Phoenix
- Dyana Fitzmorris - Sacramento
- Jennifer Ilten/Linda Asimakis Phoenix

Draft / Confidential

Existing and New Campus Locations of Carrington College California:

Carrington College California Home Office
7801 Folsom Blvd., Ste. 210
Sacramento, CA 95826
Phone: 916 388 2800

Albuquerque
1001 Menaul Blvd. N.E.
Albuquerque, NM 87107
Phone: 505 254 7777

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

Boise
1122 N. Liberty St.
Boise, ID 83704
Phone: 208 377 8080

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

Las Vegas
5740 S. Eastern Ave., Ste. 140
Las Vegas, NV 89119
Phone: 702 688 4300

Mesa
1001 Southern Ave
Mesa, AZ 85210
Phone: 480 212 1600

Mesquite
3733 W. Emporium Circle
Mesquite, TX 75150
Phone: 972 682 2800

Phoenix North
8503 N. 27th Ave.
Phoenix, AZ 85051
Phone: 602 393 5900

Phoenix Westside
2701 W. Bethany Home Rd.
Phoenix, AZ 85017
Phone: 602 433 1333

Pleasant Hill
380 Civic Dr., Ste. 300
Pleasant Hill, CA 94523
Phone: 925 609 6650

Pomona
901 Corporate Center Dr., Ste. 300
Pomona, CA 91768
Phone: 909 868 5800

Portland
2004 Lloyd Center, 3rd Fl.
Portland, OR 97232
Phone: 503 761 6100

Reno
5580 Kietzke Ln.
Reno, NV 89511
775 335 2900

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

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

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

Spokane
10102 E. Knox Ave., Ste. 200
Spokane, WA 99206
Phone: 509 532 8888

Stockton
1313 West Robinhood Drive, Suite B
Stockton, CA 95207
Phone: 209 956 1240

Tucson
3550 N. Oracle Rd.
Tucson, AZ 85705
Phone: 520 888 5885

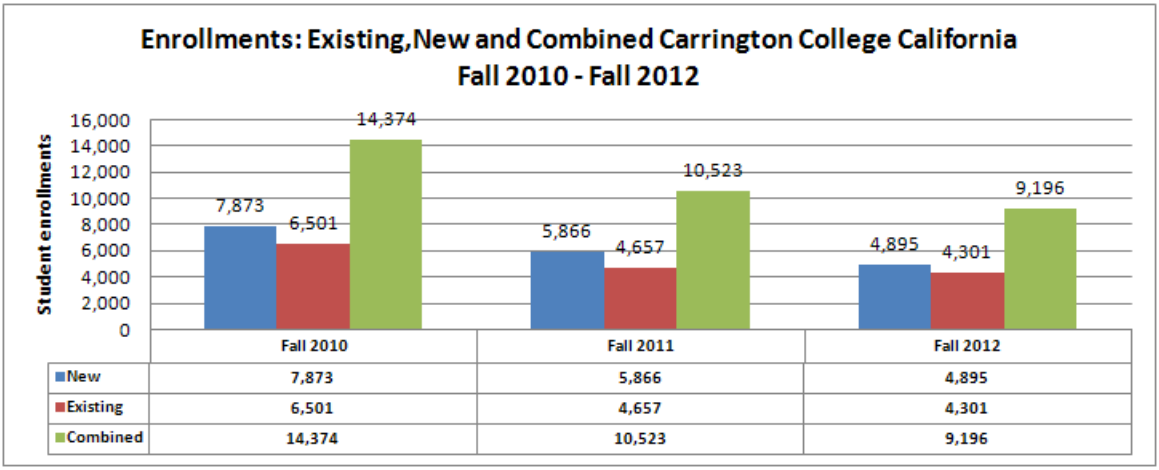
XII. Demographics

The demographics indicate that the existing campuses of Carrington College California and the new campuses are substantially similar in nature. The students at the new campuses are slightly older and less diverse than the students at the existing campuses. The outcomes of the new and existing campuses clearly demonstrate those similarities in all aspects of assessment data. The addition of the 11 campuses is a natural extension of our current network and the data points exemplify the continuous improvement that is taking place at the college.

Student Enrollment Fall 2010 to Fall 2012*

In fall 2012, the existing Carrington College California had 2241 certificate and 2060 associate degree students across all programs including online for a total of 4,301. In the same time period the proposed new campuses in aggregate had 3029 certificate, 1857 associate and 9 bachelor's degree students across all programs including online for a total of 4,895. In fall 2012, the enrollment of a combined Carrington College California would have been 9,196.

Chart 1: Enrollments: Existing, New, and Combined FY 2010 – FY 2012

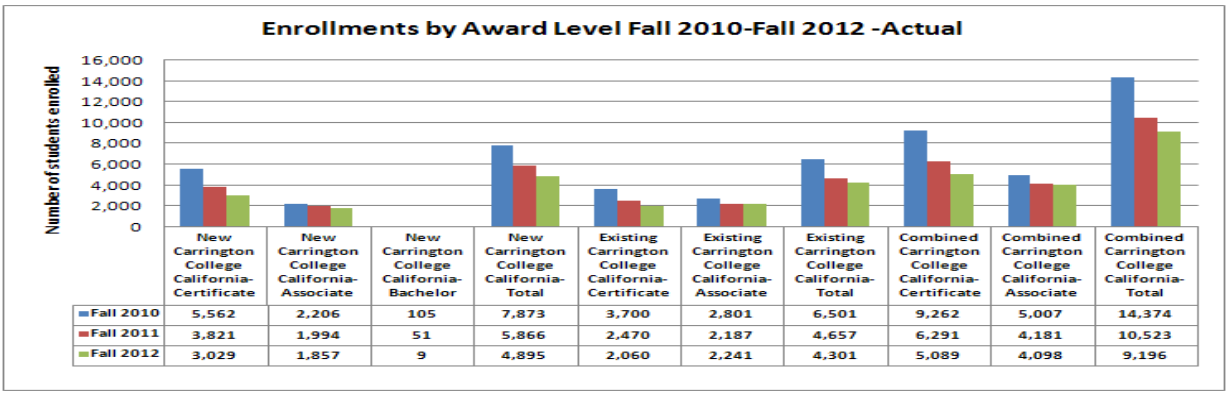


	Fall 2010	Fall 2011	Fall 2012
New	7,873	5,866	4,895
Existing	6,501	4,657	4,301
Combined	14,374	10,523	9,196

*Note: 'Fall' is determined as enrollments between August 1st through October 31st.

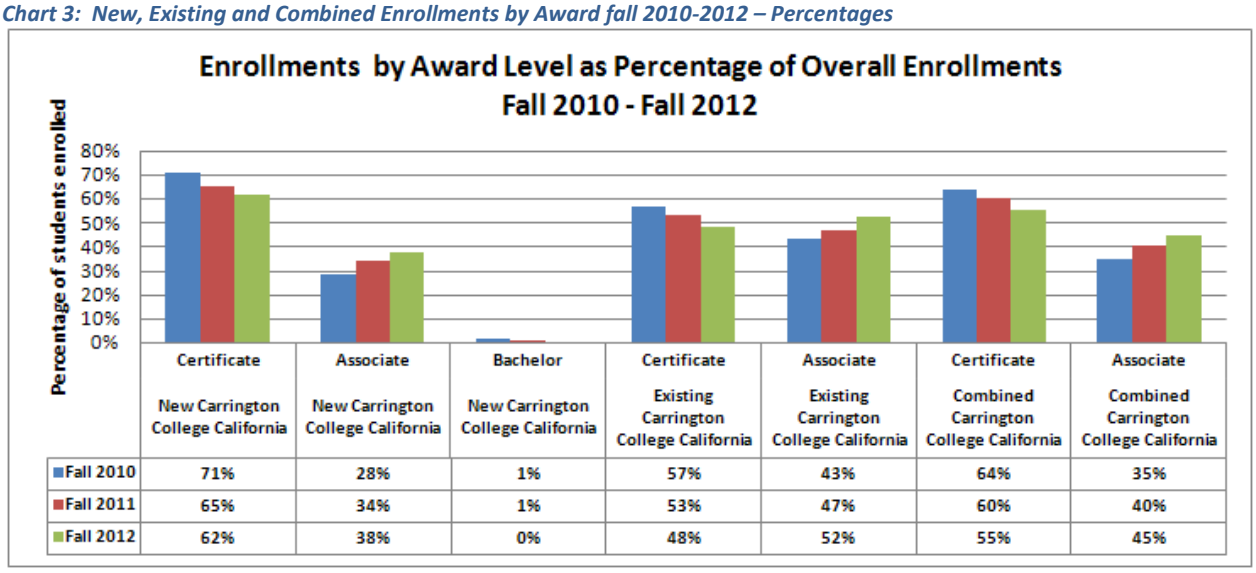
In fall 2012, for the proposed new campuses in aggregate, associate degree enrollments represented 38% of total enrollments and certificate students represented 62% of total enrollments. At existing Carrington College California locations in fall 2012, associate degree students represented 52% and certificate students represented 48% of total enrollments. For all campuses combined, fall 2012, associate degree students would represent 45% and certificate students would represent 55% of total enrollments.

Chart 2: New, Existing and Combined Enrollments by Award Level fall 2010-2012 – Actuals



	New Carrington College California-Certificate	New Carrington College California-Associate	New Carrington College California-Bachelor	New Carrington College California-Total	Existing Carrington College California-Certificate	Existing Carrington College California-Associate	Existing Carrington College California-Total	Combined Carrington College California-Certificate	Combined Carrington College California-Associate	Combined Carrington College California-Total
Fall 2010	5,562	2,206	105	7,873	3,700	2,801	6,501	9,262	5,007	14,374
Fall 2011	3,821	1,994	51	5,866	2,470	2,187	4,657	6,291	4,181	10,523
Fall 2012	3,029	1,857	9	4,895	2,060	2,241	4,301	5,089	4,098	9,196

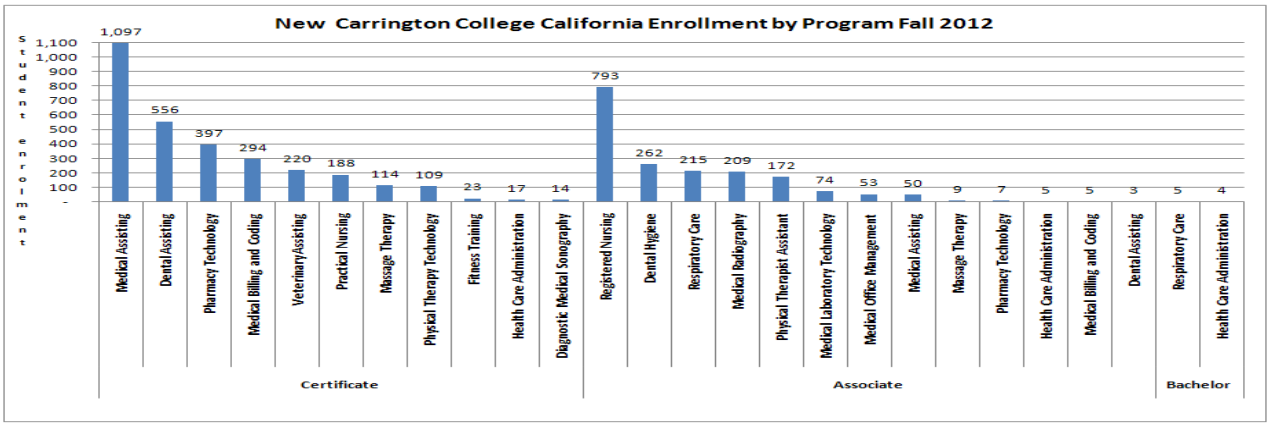
Chart 3: New, Existing and Combined Enrollments by Award fall 2010-2012 – Percentages



	Certificate New Carrington College California	Associate New Carrington College California	Bachelor New Carrington College California	Certificate Existing Carrington College California	Associate Existing Carrington College California	Certificate Combined Carrington College California	Associate Combined Carrington College California
Fall 2010	71%	28%	1%	57%	43%	64%	35%
Fall 2011	65%	34%	1%	53%	47%	60%	40%
Fall 2012	62%	38%	0%	48%	52%	55%	45%

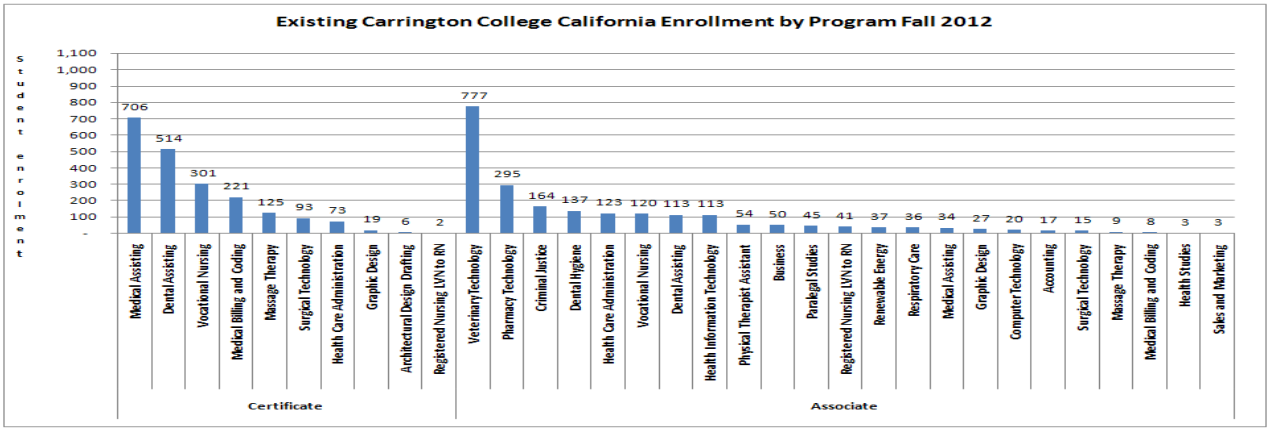
At the proposed new campuses, certificate programs with the largest enrollments include Medical Assisting, Dental Assisting, Pharmacy Technology and Medical Billing and Coding. Associate degree programs with the largest enrollments include Registered Nursing, Dental Hygiene, Respiratory Care and Medical Radiology.

Chart 4: New Carrington College California - enrollments by program



At existing Carrington College California, certificate programs with the largest enrollments include Medical Assisting, Dental Assisting, Medical Billing and Coding, Vocational Nursing and Massage Therapy. Associate degree programs with the largest enrollments include Pharmacy Technology, Veterinary Technology and Criminal Justice.

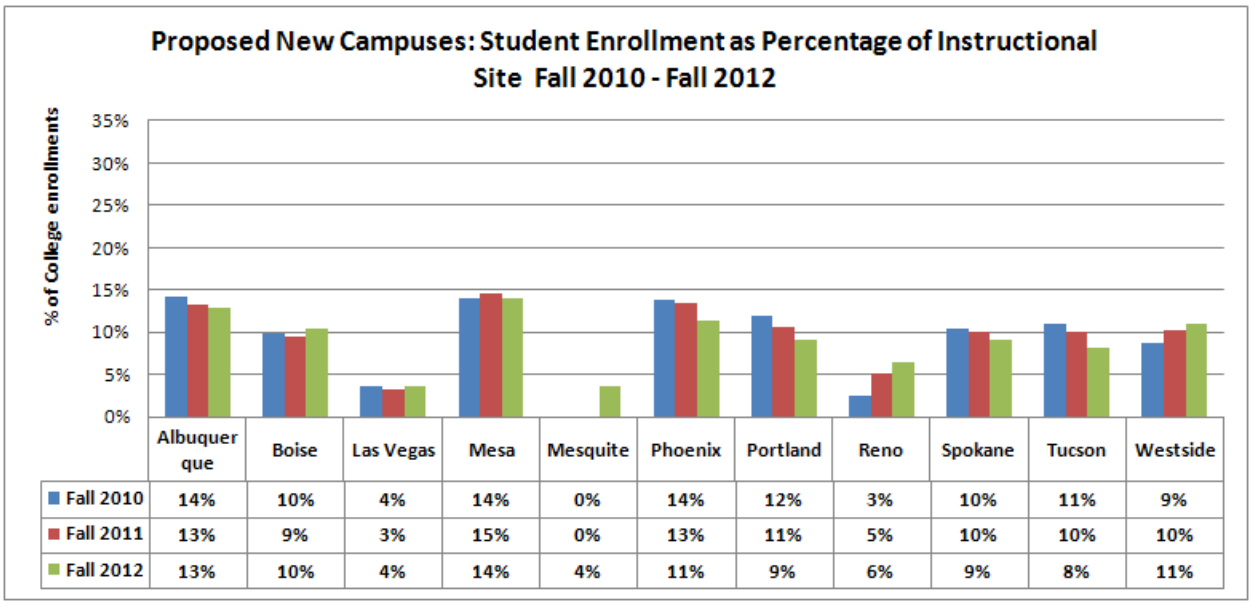
Chart 5: Existing Carrington College California - enrollments by program



Student Enrollment by Instructional Site

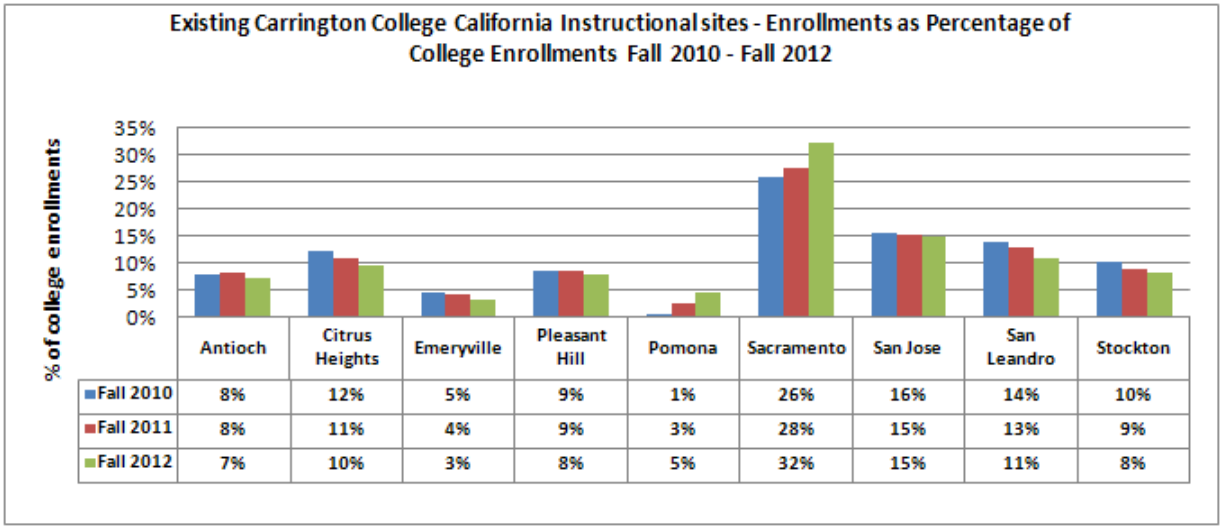
Overall enrollments declined over the period. Overall campus enrollment changed over the same rate, with the exception of Sacramento.

Chart 6: Proposed New Campuses: Student Enrollment by Instructional Site fall 2010 – fall 2012



	Albuquerque	Boise	Las Vegas	Mesa	Mesquite	Phoenix	Portland	Reno	Spokane	Tucson	Westside
Fall 2010	14%	10%	4%	14%	0%	14%	12%	3%	10%	11%	9%
Fall 2011	13%	9%	3%	15%	0%	13%	11%	5%	10%	10%	10%
Fall 2012	13%	10%	4%	14%	4%	11%	9%	6%	9%	8%	11%

Chart 7: Existing Carrington College California Student Enrollment by Instructional Site Fall 2010 – Fall 2012



	Antioch	Citrus Heights	Emeryville	Pleasant Hill	Pomona	Sacramento	San Jose	San Leandro	Stockton
Fall 2010	8%	12%	5%	9%	1%	26%	16%	14%	10%
Fall 2011	8%	11%	4%	9%	3%	28%	15%	13%	9%
Fall 2012	7%	10%	3%	8%	5%	32%	15%	11%	8%

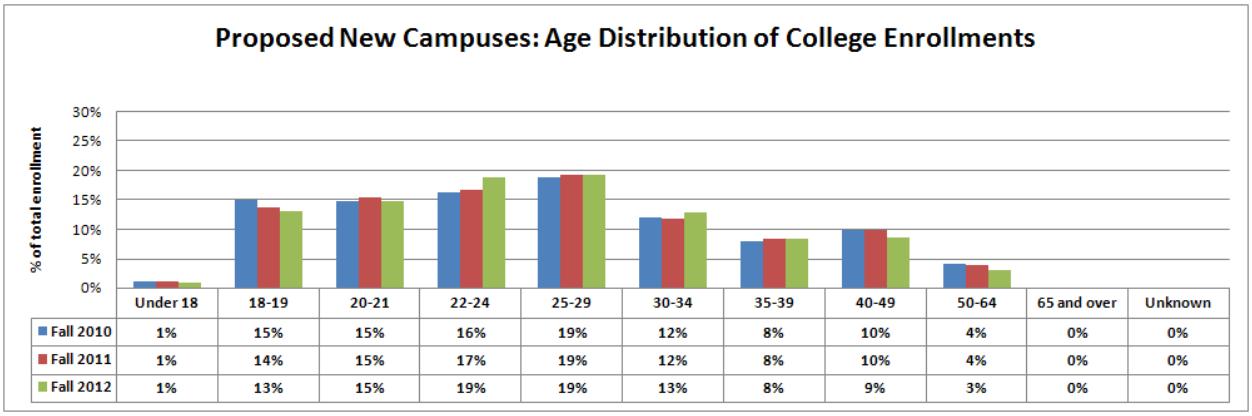
Student Demographics

Student Age Profile

A comparison of the age profile of existing Carrington College California students and students at the proposed new campuses indicates that existing Carrington College California students overall are slightly younger than students at the new campuses. In fall 2012 students between 20 and 29 years of age at existing Carrington College California represented 60% of total enrollments. At the new campuses the same group represented 53% of total enrollments. When combining the fall 2012 enrollment data, students 20 and 29 years of age would represent 56% of total enrollments.

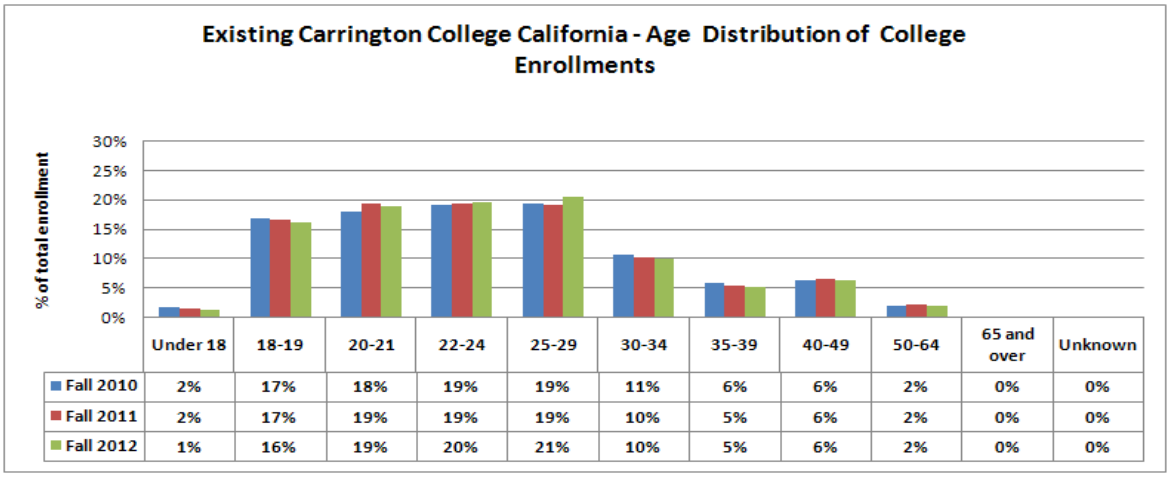
Similarly, in fall 2012, students aged between 30 and 49 years of age at existing Carrington College California represented 21% of total enrollments. At the new campuses, the same group represented 30% of total enrollments. With combined fall 2012 enrollment data, students aged between 30 and 49 years of age would represent 26% of total enrollments.

Chart 8: Proposed New Campuses: Student Enrollment by Age, fall 2010 – fall 2012



	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and over	Unknown
Fall 2010	1%	15%	15%	16%	19%	12%	8%	10%	4%	0%	0%
Fall 2011	1%	14%	15%	17%	19%	12%	8%	10%	4%	0%	0%
Fall 2012	1%	13%	15%	19%	19%	13%	8%	9%	3%	0%	0%

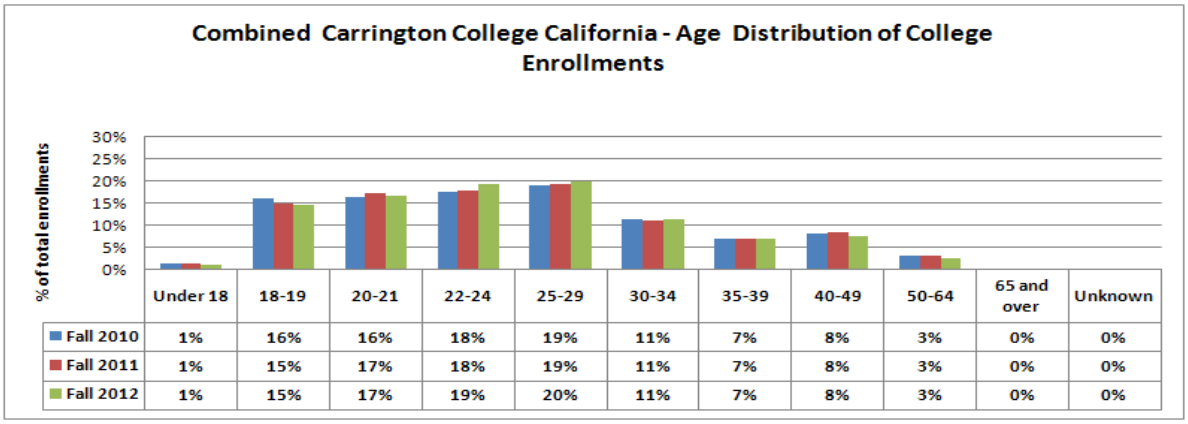
Chart 9: Existing Carrington College California - Student Enrollment by Age, fall 2010 – fall 2012



	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and over	Unknown
Fall 2010	2%	17%	18%	19%	19%	11%	6%	6%	2%	0%	0%
Fall 2011	2%	17%	19%	19%	19%	10%	5%	6%	2%	0%	0%
Fall 2012	1%	16%	19%	20%	21%	10%	5%	6%	2%	0%	0%

The age profile of the student population of a combined Carrington College California features a more normal distribution curve.

Chart 10: Combined Carrington College California Student Enrollment by Age, fall 2010 – fall 2012

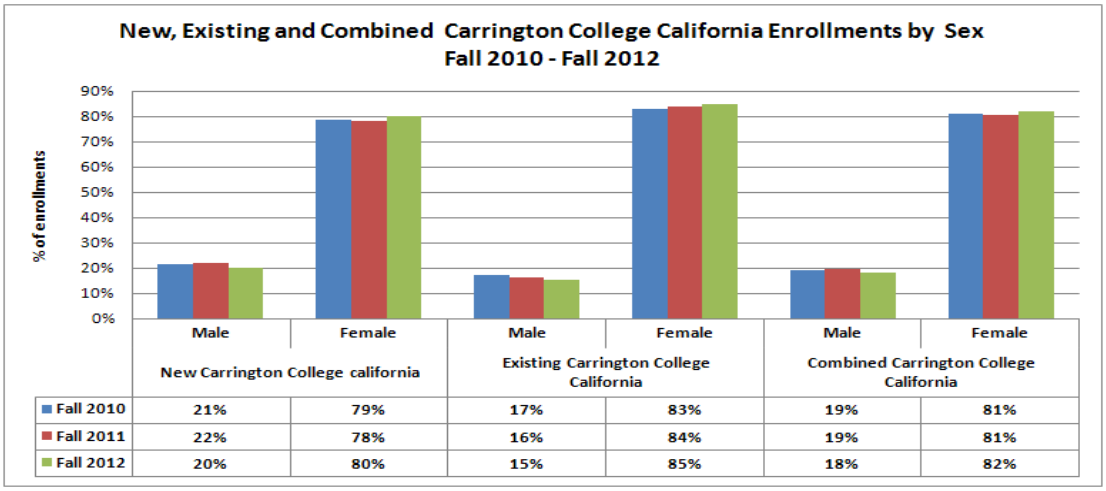


	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and over	Unknown
Fall 2010	1%	16%	16%	18%	19%	11%	7%	8%	3%	0%	0%
Fall 2011	1%	15%	17%	18%	19%	11%	7%	8%	3%	0%	0%
Fall 2012	1%	15%	17%	19%	20%	11%	7%	8%	3%	0%	0%

Student Sex Profile

The profiles of the student population in terms of gender at new and existing Carrington College California are very similar. On average, from fall 2010 to fall 2012, females constituted 79% of the student enrollments at the new campuses and 84% of students at existing Carrington College California locations. In combined data females would account for 81% of student enrollments.

Chart 11: New, Existing and Combined Carrington College California Enrollments by Sex, fall 2010 – fall 2012



Student Race/Ethnicity Profile

The new Carrington campuses had a higher proportion of white students and a smaller proportion of black or African American students compared to Carrington College California over the period fall 2010 to fall 2012. Existing Carrington College California had a lower proportion of American Indian or Alaska Native students over the period. Both colleges had comparable proportions of Hispanic/Latino students.

The demographic profile of enrollments at a combined Carrington College California would feature 43% white, 29% Hispanic/Latino, 9% black or African American, 6% Asian, 4% American Indian or Alaska Native, 4% Race/Ethnicity unknown, 3% two or more races and 2% Native Hawaiian or other Pacific Islander.

Chart 12: Proposed New Campuses: Student enrollment by race, ethnicity – fall 2010-fall 2012

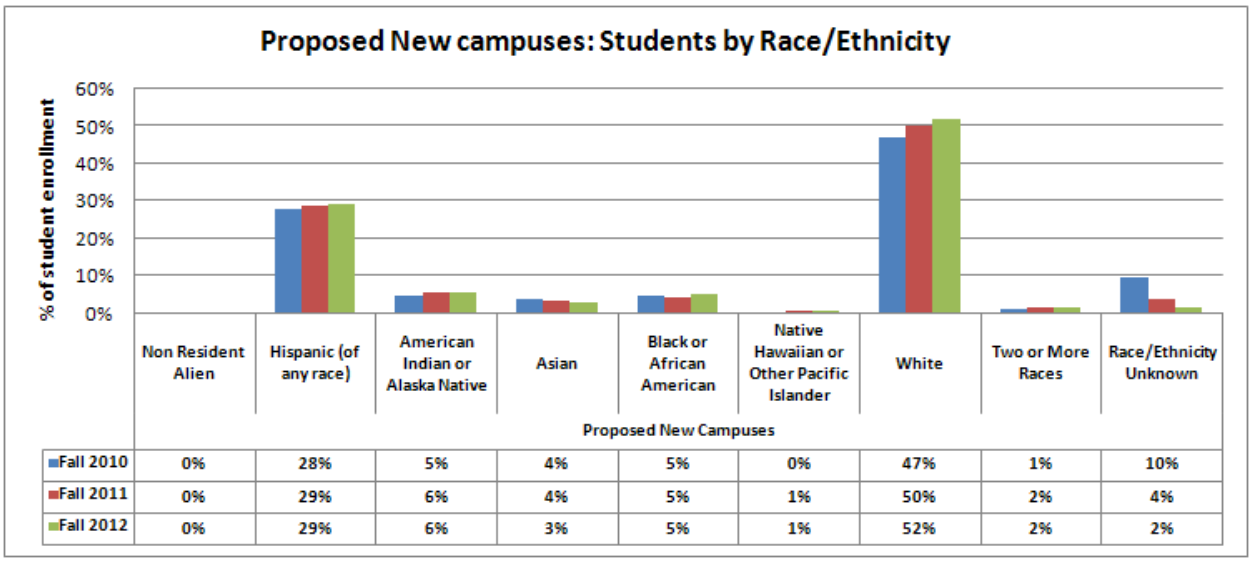
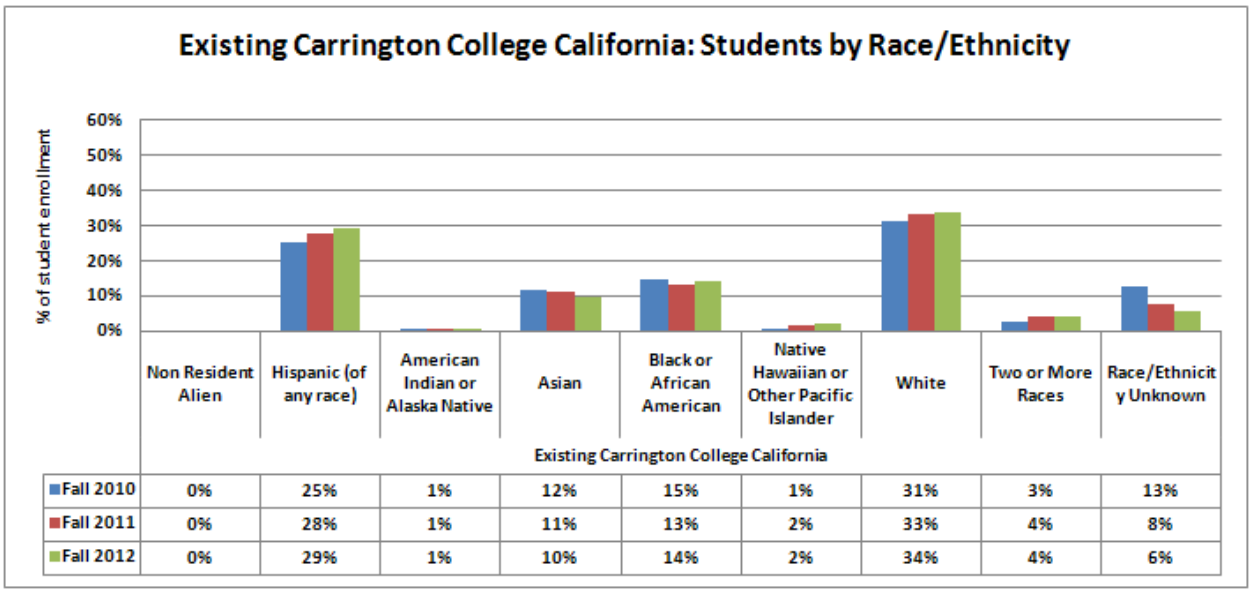
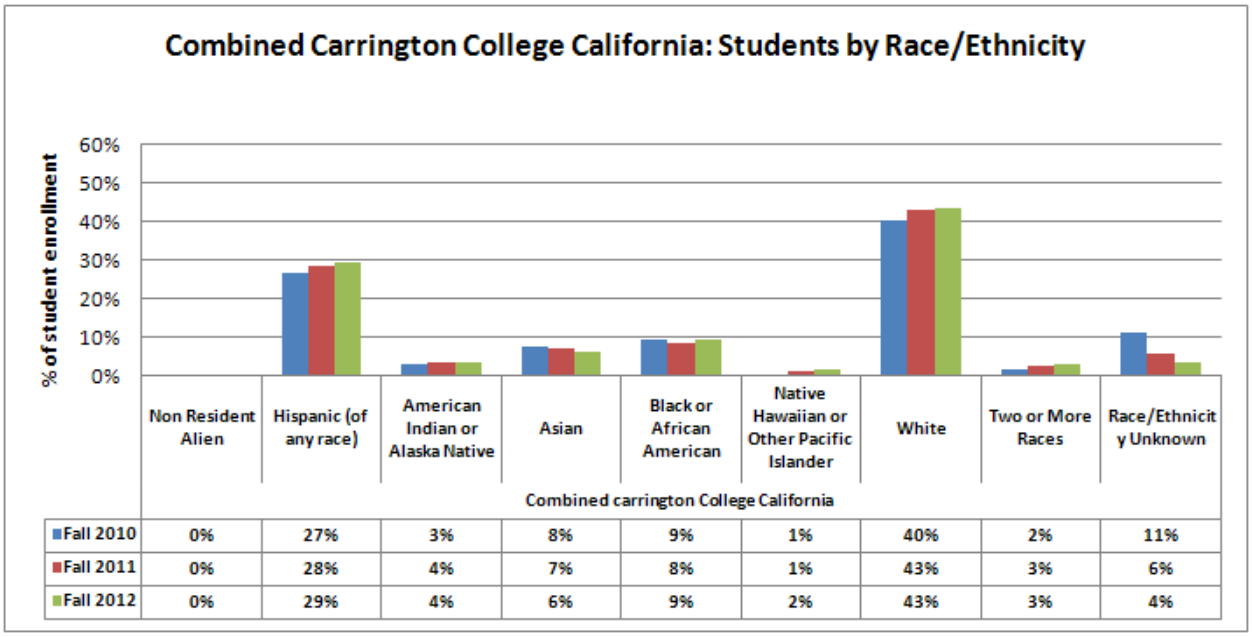


Chart 13: Existing Carrington College California Student Enrollment by Race/Ethnicity, fall 2010-fall 2012



	Non Resident Alien	Hispanic (of any race)	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Race/Ethnicity Unknown
Fall 2010	0%	25%	1%	12%	15%	1%	31%	3%	13%
Fall 2011	0%	28%	1%	11%	13%	2%	33%	4%	8%
Fall 2012	0%	29%	1%	10%	14%	2%	34%	4%	6%

Chart 14: Combined Carrington College California Student Enrollment by Race/Ethnicity, fall 2010 - fall 2012



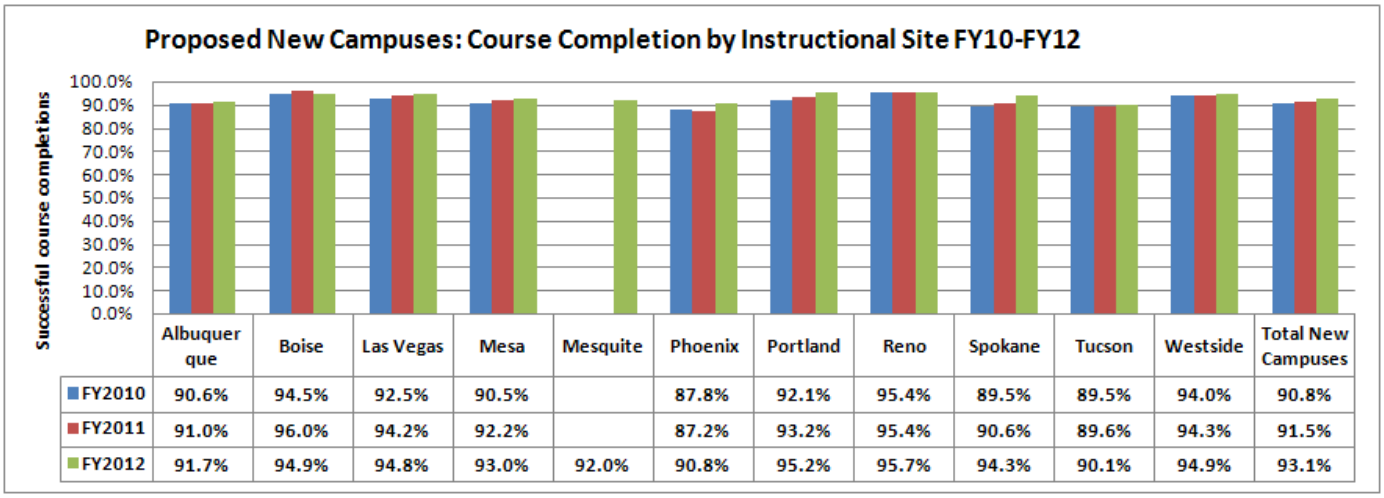
	Non Resident Alien	Hispanic (of any race)	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Race/Ethnicity Unknown
Fall 2010	0%	27%	3%	8%	9%	1%	40%	2%	11%
Fall 2011	0%	28%	4%	7%	8%	1%	43%	3%	6%
Fall 2012	0%	29%	4%	6%	9%	2%	43%	3%	4%

Student Success Data

Successful course completion rate, FY2010 – FY2012*

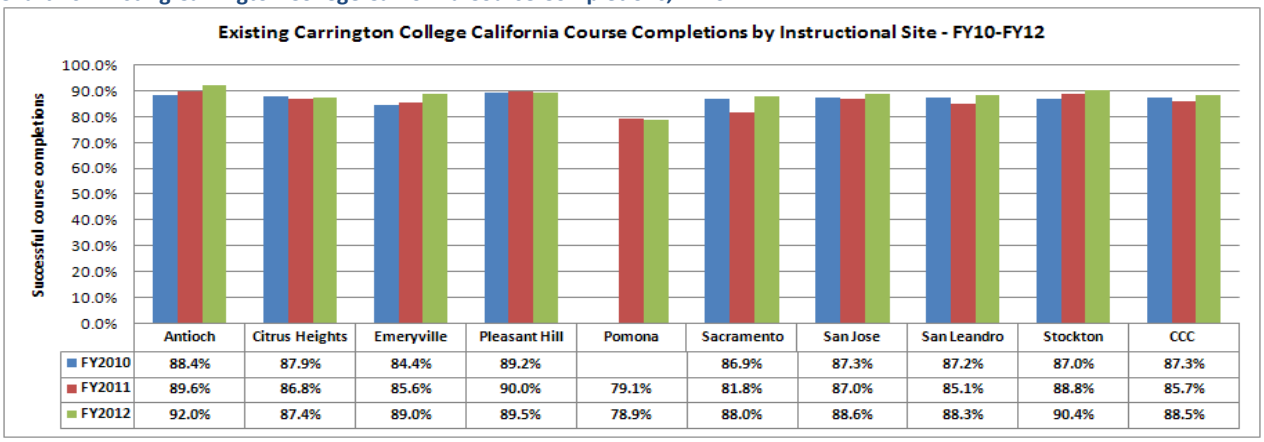
Course completion rates have been consistent within and across instructional sites at both colleges for FY10-FY12. Course completion rates at the new campuses were between 90.8% and 93.1%. Carrington College California course completion rates were between 87.3% and 88.5%. Campuses at both colleges generally had course completion rates of between 87% and 92% for the period.

Chart 15: Proposed New Campuses: Course Completions by Instructional Site, FY10-FY12



	Albuquerque	Boise	Las Vegas	Mesa	Mesquite	Phoenix	Portland	Reno	Spokane	Tucson	Westside	Total New Campuses
FY2010	90.6%	94.5%	92.5%	90.5%		87.8%	92.1%	95.4%	89.5%	89.5%	94.0%	90.8%
FY2011	91.0%	96.0%	94.2%	92.2%		87.2%	93.2%	95.4%	90.6%	89.6%	94.3%	91.5%
FY2012	91.7%	94.9%	94.8%	93.0%	92.0%	90.8%	95.2%	95.7%	94.3%	90.1%	94.9%	93.1%

Chart 16: Existing Carrington College California Course Completions, FY10-FY12



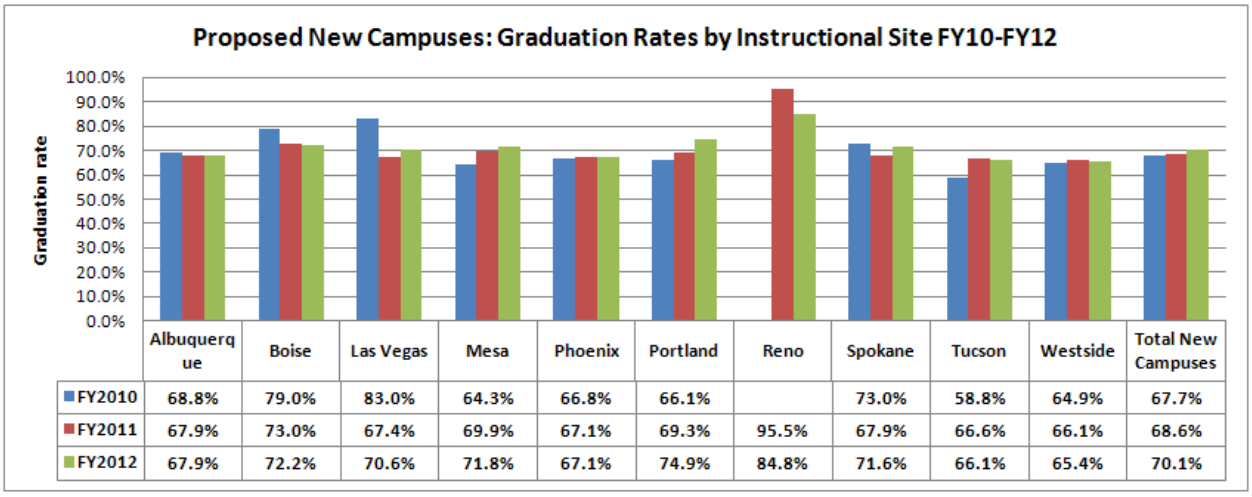
	Antioch	Citrus Heights	Emeryville	Pleasant Hill	Pomona	Sacramento	San Jose	San Leandro	Stockton	CCC
FY2010	88.4%	87.9%	84.4%	89.2%		86.9%	87.3%	87.2%	87.0%	87.3%
FY2011	89.6%	86.8%	85.6%	90.0%	79.1%	81.8%	87.0%	85.1%	88.8%	85.7%
FY2012	92.0%	87.4%	89.0%	89.5%	78.9%	88.0%	88.6%	88.3%	90.4%	88.5%

**Note: Courses are placed into fiscal years based on start date. Grades of A, B, C or 'Pass" are successfully completed courses.*

Graduation Rates by Expected Year of Completion, by Instructional Site

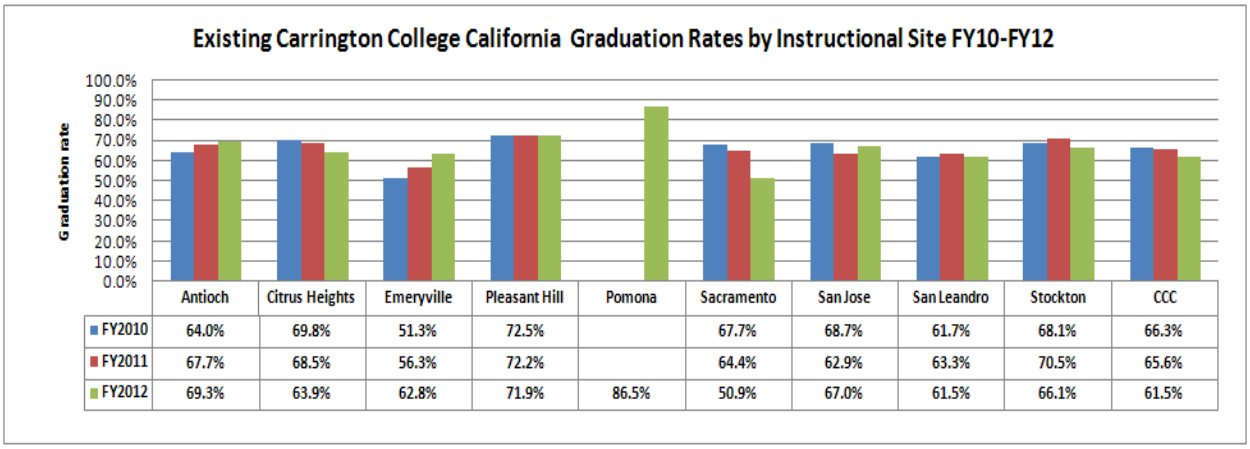
Graduation rates were calculated by dividing number of graduates in a period by the number expected to graduates in the same period.

Chart 17: Proposed New Campuses: Graduation Rates by Instructional Site, FY10-FY12



	Albuquerque	Boise	Las Vegas	Mesa	Phoenix	Portland	Reno	Spokane	Tucson	Westside	Total New Campuses
FY2010	68.8%	79.0%	83.0%	64.3%	66.8%	66.1%		73.0%	58.8%	64.9%	67.7%
FY2011	67.9%	73.0%	67.4%	69.9%	67.1%	69.3%	95.5%	67.9%	66.6%	66.1%	68.6%
FY2012	67.9%	72.2%	70.6%	71.8%	67.1%	74.9%	84.8%	71.6%	66.1%	65.4%	70.1%

Chart 18: Existing Carrington College California Graduation Rates by Instructional Site, FY10-FY12



	Antioch	Citrus Heights	Emeryville	Pleasant Hill	Pomona	Sacramento	San Jose	San Leandro	Stockton	CCC
FY2010	64.0%	69.8%	51.3%	72.5%		67.7%	68.7%	61.7%	68.1%	66.3%
FY2011	67.7%	68.5%	56.3%	72.2%		64.4%	62.9%	63.3%	70.5%	65.6%
FY2012	69.3%	63.9%	62.8%	71.9%	86.5%	50.9%	67.0%	61.5%	66.1%	61.5%

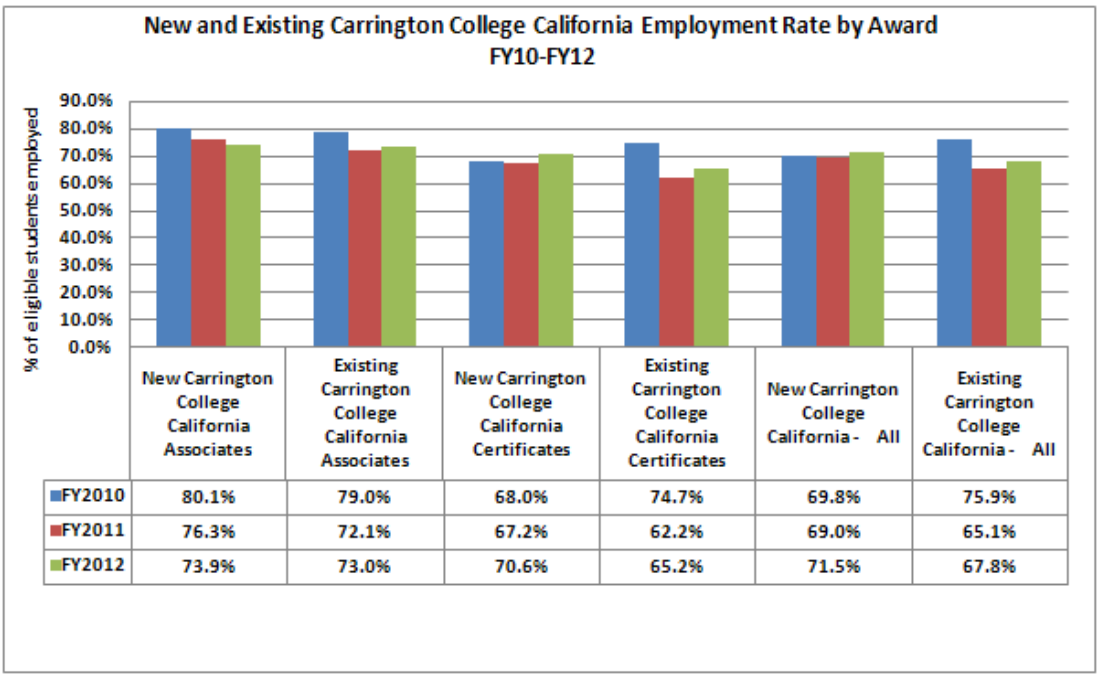
Employment Outcomes FY10- FY12

Associate degree graduates eligible for employment* had better employment outcomes for the period FY10 to FY12 than certificate graduates. Both colleges experienced a decline in employment outcomes in FY11 over FY10. The decline for existing Carrington College California was more pronounced. Both colleges overall experienced an increase in graduate employment rates in FY12.

The proposed new campuses' associate degree programs with the highest employment rate over the period included Registered Nursing, Medical Laboratory Technician and Massage Therapy. Certificate programs with the highest employment rates include Practical Nursing, Medical Assisting and Diagnostic Medical Technician. (See Table 5)

Existing Carrington College California associate degree programs with the highest employment rate over the period included Dental Assisting, Dental Hygiene, Massage Therapy, Registered Nursing and Vocational Nursing. Certificate programs with the highest employment rates include Dental Assisting, Graphic Design and Massage Therapy. (See Table 6)

Chart 19: New and Existing Campus Employment Outcomes by Award, FY10-FY12



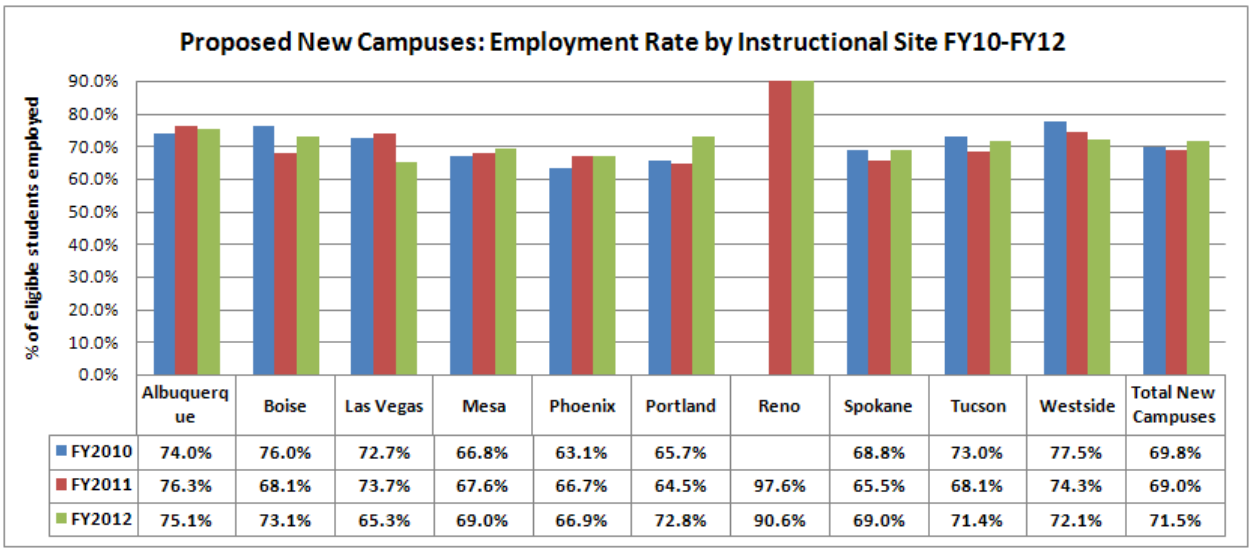
	New Carrington College California Associates	Existing Carrington College California Associates	New Carrington College California Certificates	Existing Carrington College California Certificates	New Carrington College California - All	Existing Carrington College California - All
FY2010	80.1%	79.0%	68.0%	74.7%	69.8%	75.9%
FY2011	76.3%	72.1%	67.2%	62.2%	69.0%	65.1%
FY2012	73.9%	73.0%	70.6%	65.2%	71.5%	67.8%

**Note: "Eligible for Placement" is the denominator for the employment rate, and is comprised of all graduates that do not have a placement status of 'waiver'. Per WASC annual reporting methodology, students are considered placed if they were employed before the January 1st that occurs immediately after the fiscal year they graduated. (i.e., if a student graduated in FY08, they would be considered 'placed' if they were employed prior to January 1st, 2009.*

Employment Rates by Instructional location

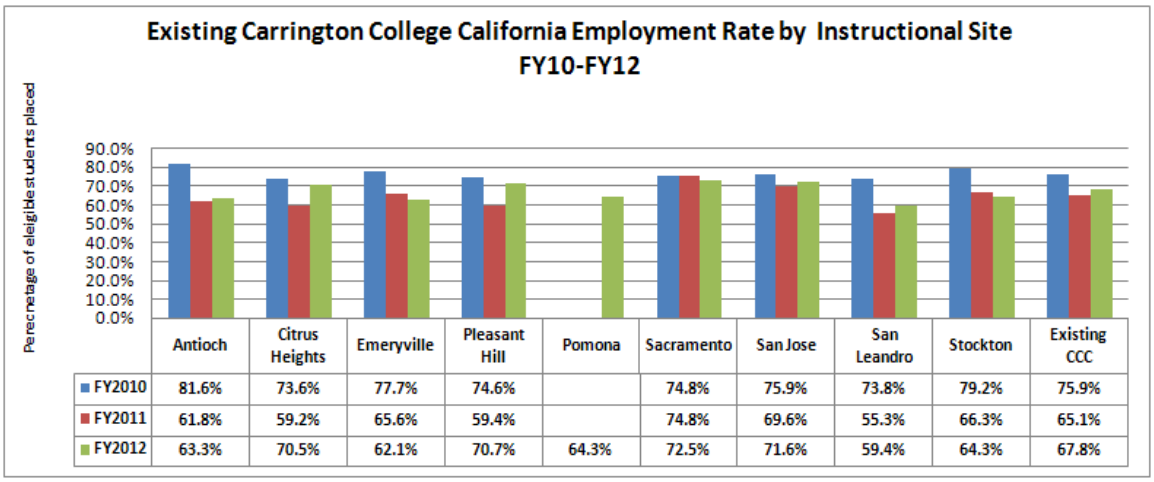
All sites began to experience a dip in graduate employment rates from FY2008 due to the economic downturn.

Chart 20: Proposed New Campuses: Employment Rate by Instructional Site FY10-FY12



	Albuquerque	Boise	Las Vegas	Mesa	Phoenix	Portland	Reno	Spokane	Tucson	Westside	Total New Campuses
FY2010	74.0%	76.0%	72.7%	66.8%	63.1%	65.7%		68.8%	73.0%	77.5%	69.8%
FY2011	76.3%	68.1%	73.7%	67.6%	66.7%	64.5%	97.6%	65.5%	68.1%	74.3%	69.0%
FY2012	75.1%	73.1%	65.3%	69.0%	66.9%	72.8%	90.6%	69.0%	71.4%	72.1%	71.5%

Chart 21: Existing Carrington College California Employment Rate by Instructional Site FY10-FY12



	Antioch	Citrus Heights	Emeryville	Pleasant Hill	Pomona	Sacramento	San Jose	San Leandro	Stockton	Existing CCC
FY2010	81.6%	73.6%	77.7%	74.6%		74.8%	75.9%	73.8%	79.2%	75.9%
FY2011	61.8%	59.2%	65.6%	59.4%		74.8%	69.6%	55.3%	66.3%	65.1%
FY2012	63.3%	70.5%	62.1%	70.7%	64.3%	72.5%	71.6%	59.4%	64.3%	67.8%

Licensure Outcomes

Existing Carrington College California collects licensing outcome data for the following programs:

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

The following table shows the combined 2010-2012 licensure exam pass rates for Existing Carrington College California

Table 1: Existing Carrington College California Licensure Exam Pass Rates 2010-2012

Program	Licensure	Pass Rates		
	Test	2010	2011	2012
Dental Assisting	RDA	86.0%	90.0%	93.0%
Dental Hygiene	National	99.0%	95.0%	99.0%
Dental Hygiene	State	91.0%	96.0%	100.0%
Medical Assisting	National	66.0%	51.0%	62.0%
Pharmacy Technology	National	91.3%	91.6%	93.1%
Respiratory care	National	75.0%	100.0%	100.0%
Registered Nursing	State	89.0%	80.0%	88.0%
Surgical Technology	National	43.0%	51.0%	44.0%
Veterinary Technology	National	70.6%	78.3%	67.0%
Veterinary Technology	State	66.0%	74.0%	75.0%
Vocational Nursing	State	84.0%	78.0%	79.0%

New Carrington College California collects licensing outcome data by instructional site for the following programs:

- Dental Assisting
- Dental Hygiene
- Medical Radiography
- Pharmacy Technology
- Massage Therapy
- Physical Therapy Assistant
- Respiratory Care
- Nursing

The following table shows the licensure exam pass rates in 2010 – 2012 for the new campuses.

Table 2: Proposed New Campuses: Licensure Exam Pass Rates 2010-2012

Program	Instructional Site	Licensure Test	Pass Rates		
			2010	2011	2012
DENTAL ASSISTING	Phoenix	DANB	68.0%	86.0%	78.0%
DENTAL HYGIENE (Assoc. Degree)	Boise	NDHCB	96.4%	96.4%	100.0%
DENTAL HYGIENE	Mesa	NDHCB	N/A%	95.0%	87.0%
	Portland		96.4%	96.4%	100.0%
MEDICAL RADIOGRAPHY	Phoenix Westside	AART	90.0%	98.0%	80.0%
	Spokane		94.0%	97.0%	93.0%
PHARMACY TECHNOLOGY (Certificate)	Boise	PTCE	N/A	91.5%	96.9%
PHARMACY TECHNOLOGY	Portland	PTCE	94.2%	82.8%	N/A
	Tucson		100.0%	69.2%	85.7%
PHARMACY TECHNOLOGY (Associate Degree)	Boise	PTCE	N/A	91.5%	96.9%
PHYSICAL THERAPY ASSISTANT	Albuquerque	NPTE	0.0%	0.0%	75.0%
	Las Vegas		N/A	N/A	67.0%
	Mesa		N/A%	38.5%	89.0%
PHYSICAL THERAPY ASSISTANT (Associate Degree)	Boise	NPTE	N/A	N/A	90.0%
PRACTICAL NURSING	Boise	ATI	95.0%	94.0%	93.0%
	Portland		93.8%	92.2%	84.9%
REGISTERED NURSING	Albuquerque	NCLEX	78.0%	80.0%	71.0%
	Phoenix Westside		83.9%	83.9%	91.2%
	Reno		N/A	92.7%	91.4%
RESPIRATORY CARE	Las Vegas	CRT	93.0%	95.5%	95.0%
	Mesa		92.7%	85.7%	92.1%
	Phoenix Westside		90.9%	92.3%	47.4%

Tables: Graduation and Employment Outcomes by Program and Award

Table 3: Proposed New Campuses: Graduation Rates by Expected Year of Completion, by Program and Degree

Proposed New Campuses: Graduation Rates by Expected Year of Completion, by Program and Degree										
Award Level	Program	FY2010			FY2011			FY2012		
		Enrollments	Graduates	Graduation Rate	Enrollments	Graduates	Graduation Rate	Enrollments	Graduates	Graduation Rate
Bachelor	Health Care Administration							1	0	0.0%
	Respiratory Care				52	24	46.2%	65	33	50.8%
Bachelor Total					**52**	**24**	**46.2%**	**66**	**33**	**50.0%**
Associate	Dental Assisting	18	16	88.9%	39	19	48.7%	20	9	45.0%
	Dental Hygiene	68	62	91.2%	126	110	87.3%	92	81	88.0%
	Health Care Administration	13	8	61.5%	6	2	33.3%	4	3	75.0%
	Massage Therapy	8	2	25.0%	17	9	52.9%	18	10	55.6%
	Medical Assisting	29	16	55.2%	59	30	50.8%	67	40	59.7%
	Medical Billing and Coding	3	2	66.7%	14	10	71.4%	20	12	60.0%
	Medical Laboratory Technology	51	27	52.9%	55	28	50.9%	75	35	46.7%
	Medical Office Management	53	26	49.1%	75	45	60.0%	84	53	63.1%
	Medical Radiography	77	65	84.4%	94	74	78.7%	106	83	78.3%
	Pharmacy Technology	6	3	50.0%	24	16	66.7%	16	6	37.5%
	Physical Therapist Assistant				23	13	56.5%	57	40	70.2%
	Registered Nursing	438	327	74.7%	527	399	75.7%	504	377	74.8%
	Respiratory Care	165	124	75.2%	241	172	71.4%	200	134	67.0%
Associate Total		**929**	**678**	**73.0%**	**1,300**	**927**	**71.3%**	**1,263**	**883**	**69.9%**
Certificate	Dental Assisting	912	613	67.2%	869	618	71.1%	646	473	73.2%
	Diagnostic Medical Sonography	20	14	70.0%	24	22	91.7%	43	31	72.1%
	Fitness Training	154	92	59.7%	143	77	53.8%	93	56	60.2%
	Health Care Administration	180	97	53.9%	176	111	63.1%	98	68	69.4%
	Massage Therapy	415	294	70.8%	432	309	71.5%	287	187	65.2%
	Medical Assisting	2,118	1,406	66.4%	1,953	1,320	67.6%	1,494	1,051	70.3%
	Medical Assisting/Limited X-Ray	37	32	86.5%	18	16	88.9%			
	Medical Billing and Coding	705	457	64.8%	670	436	65.1%	415	278	67.0%
	Pharmacy Technology	753	508	67.5%	673	440	65.4%	520	338	65.0%
	Physical Therapy Technology	313	199	63.6%	301	214	71.1%	171	121	70.8%
	Practical Nursing	187	166	88.8%	199	169	84.9%	162	149	92.0%
	Veterinary Assisting	417	272	65.2%	451	289	64.1%	257	189	73.5%
Certificate Total		**6,211**	**4,150**	**66.8%**	**5,909**	**4,021**	**68.0%**	**4,186**	**2,941**	**70.3%**
Grand Total		**7,140**	**4,828**	**67.6%**	**7,261**	**4,972**	**68.5%**	**5,515**	**3,857**	**69.9%**

Table 4: Existing Carrington College California Graduation Rates by Expected Year of Completion, by Program and Degree

Existing Carrington College California Graduation Rates by Expected Year of Completion, by Program and Degree										
		FY2010			FY2011			FY2012		
Award	Program	Enroll-ments	Grad-uates	Graduation Rate	Enroll-ments	Grad-uates	Graduation Rate	Enroll-ments	Grad-uates	Graduation Rate
Associate	Accounting							6	1	16.7%
	Architectural Design Drafting	9	5	55.6%	11	4	36.4%	6	2	33.3%
	Business							24	2	8.3%
	Computer Technology							2	0	0.0%
	Criminal Justice	217	118	54.4%	332	155	46.7%	318	126	39.6%
	Dental Assisting	55	48	87.3%	111	64	57.7%	94	46	48.9%
	Dental Hygiene	86	84	97.7%	96	90	93.8%	116	114	98.3%
	Diagnostic Medical Sonography	3	3	100.0%	7	6	85.7%	12	10	83.3%
	Fitness Training				1	0	0.0%			
	General Studies							6	0	0.0%
	Graphic Design	10	4	40.0%	31	13	41.9%	69	13	18.8%
	Health Care Administration	17	10	58.8%	29	8	27.6%	166	40	24.1%
	Health Information Technology	11	7	63.6%	37	13	35.1%	101	14	13.9%
	Health Studies	6	2	33.3%	5	4	80.0%	2	0	0.0%
	Massage Therapy	17	9	52.9%	19	4	21.1%	26	12	46.2%
	Medical Assisting	106	55	51.9%	160	81	50.6%	110	42	38.2%
	Medical Billing and Coding	59	27	45.8%	27	19	70.4%	21	12	57.1%
	Paralegal Studies							5	0	0.0%
	Pharmacy Technology	465	278	59.8%	578	344	59.5%	466	272	58.4%
	Physical Therapist Assistant							12	7	58.3%
	Registered Nursing LVN to RN	71	55	77.5%	77	68	88.3%	30	24	80.0%
	Renewable Energy							2	1	50.0%
	Respiratory Care	38	28	73.7%	23	19	82.6%	46	35	76.1%
	Surgical Technology	7	7	100.0%	9	7	77.8%	7	5	71.4%
	Veterinary Technology	355	175	49.3%	453	223	49.2%	439	205	46.7%
	Vocational Nursing	65	41	63.1%	77	37	48.1%	70	45	64.3%
Associate Total		**1,597**	**956**	**59.9%**	**2,083**	**1,159**	**55.6%**	**2,156**	**1,028**	**47.7%**
Certificate	Architectural Design Drafting	42	29	69.0%	27	17	63.0%	17	12	70.6%
	Dental Assisting	569	416	73.1%	738	591	80.1%	554	417	75.3%
	Diagnostic Medical Sonography	4	3	75.0%	11	8	72.7%	1	1	100.0%
	Fitness Training				9	7	77.8%	17	9	52.9%
	Graphic Design	50	32	64.0%	43	28	65.1%	25	23	92.0%
	Health Care Administration	250	177	70.8%	229	168	73.4%	117	87	74.4%
	Health Information Technology	378	267	70.6%	349	229	65.6%	7	3	42.9%
	Massage Therapy	279	217	77.8%	277	207	74.7%	194	152	78.4%
	Medical Assisting	2,044	1,308	64.0%	1,864	1,226	65.8%	1,253	861	68.7%
	Medical Billing and Coding				81	60	74.1%	317	222	70.0%
	Registered Nursing LVN to RN	1	1	100.0%	2	2	100.0%	1	0	0.0%
	Surgical Technology	68	54	79.4%	70	54	77.1%	59	43	72.9%
	Vocational Nursing	326	259	79.4%	323	252	78.0%	304	229	75.3%
Certificate Total		**4,011**	**2,763**	**68.9%**	**4,023**	**2,849**	**70.8%**	**2,866**	**2,059**	**71.8%**
Grand Total		**5,608**	**3,719**	**66.3%**	**6,106**	**4,008**	**65.6%**	**5,022**	**3,087**	**61.5%**

Table 5: Proposed New Campuses: Job Placement Rates, by program and degree

Proposed New Campuses: Job Placement Rates, by Program and Degree							
		FY2010		FY2011		FY2012	
Award	Program	Eligible for Placement	Placement Rate	Eligible for Placement	Placement Rate	Eligible for Placement	Placement Rate
Bachelor	Respiratory Care			25	76.0%	32	78.1%
Bachelor Total				**25**	**76.0%**	**32**	**78.1%**
Associate	Dental Assisting	15	66.7%	16	75.0%	7	57.1%
	Dental Hygiene	61	78.7%	109	67.0%	78	62.8%
	Health Care Administration	8	75.0%	2	50.0%	3	0.0%
	Massage Therapy	2	100.0%	9	100.0%	8	87.5%
	Medical Assisting	15	53.3%	26	88.5%	39	66.7%
	Medical Billing and Coding	2	100.0%	9	88.9%	11	36.4%
	Medical Laboratory Technology	25	80.0%	24	75.0%	33	72.7%
	Medical Office Management	23	65.2%	37	62.2%	43	65.1%
	Medical Radiography	61	78.7%	70	71.4%	79	79.7%
	Pharmacy Technology	3	33.3%	15	40.0%	6	66.7%
	Physical Therapist Assistant			13	76.9%	40	75.0%
	Registered Nursing	319	85.9%	386	84.5%	371	85.7%
	Respiratory Care	120	75.0%	159	68.6%	125	52.8%
Associate Total		**654**	**80.1%**	**875**	**76.3%**	**843**	**73.9%**
Certificate	Dental Assisting	578	65.1%	565	68.1%	446	70.6%
	Diagnostic Medical Sonography	13	100.0%	22	81.8%	30	70.0%
	Fitness Training	80	63.8%	72	61.1%	52	55.8%
	Health Care Administration	91	60.4%	102	67.6%	62	72.6%
	Massage Therapy	274	68.6%	280	67.9%	181	74.0%
	Medical Assisting	1,305	71.3%	1,232	70.3%	978	71.9%
	Medical Assisting/Limited X-Ray	31	77.4%	15	73.3%		
	Medical Billing and Coding	390	60.3%	384	60.4%	246	67.5%
	Pharmacy Technology	478	66.3%	411	58.9%	320	66.3%
	Physical Therapy Technology	183	69.4%	202	65.8%	104	65.4%
	Practical Nursing	158	82.3%	165	85.5%	138	87.0%
	Veterinary Assisting	256	63.7%	268	62.7%	177	66.7%
Certificate Total		**3,837**	**68.0%**	**3,718**	**67.2%**	**2,734**	**70.6%**
Grand Total		**4,491**	**69.8%**	**4,618**	**69.0%**	**3,609**	**71.5%**

Table 6: Existing Carrington College California job placement rates by degree and program

Existing Carrington College california Job Placement Rates, by Program and Degree							
		FY2010		FY2011		FY2012	
Award	Program	Eligible for Placement	Placement Rate	Eligible for Placement	Placement Rate	Eligible for Placement	Placement Rate
Associate	Architectural Design Drafting	5	80.0%	4	50.0%	1	100.0%
	Business					2	0.0%
	Criminal Justice	96	71.9%	124	55.6%	99	65.7%
	Dental Assisting	39	94.9%	51	88.2%	33	93.9%
	Dental Hygiene	84	98.8%	88	94.3%	111	90.1%
	Diagnostic Medical Sonography	3	66.7%	6	66.7%	9	77.8%
	Graphic Design	4	100.0%	12	66.7%	13	100.0%
	Health Care Administration	9	66.7%	8	62.5%	31	58.1%
	Health Information Technology	6	66.7%	10	70.0%	11	45.5%
	Health Studies	2	100.0%	4	100.0%		
	Massage Therapy	9	100.0%	4	100.0%	11	63.6%
	Medical Assisting	50	82.0%	71	80.3%	28	75.0%
	Medical Billing and Coding	25	56.0%	17	47.1%	11	63.6%
	Pharmacy Technology	254	59.8%	305	46.9%	228	45.6%
	Physical Therapist Assistant					7	85.7%
	Registered Nursing LVN to RN	54	94.4%	67	97.0%	24	83.3%
	Renewable Energy					1	0.0%
	Respiratory Care	28	71.4%	19	68.4%	35	68.6%
	Surgical Technology	7	85.7%	7	85.7%	5	80.0%
	Veterinary Technology	170	92.4%	220	91.8%	196	93.4%
	Vocational Nursing	37	97.3%	37	94.6%	45	93.3%
Associate Total		**882**	**79.0%**	**1,054**	**72.1%**	**901**	**73.0%**
Certificate	Architectural Design Drafting	24	62.5%	12	58.3%	12	83.3%
	Dental Assisting	377	81.7%	541	75.0%	377	86.5%
	Diagnostic Medical Sonography	3	100.0%	8	75.0%	1	100.0%
	Fitness Training			7	28.6%	9	33.3%
	Graphic Design	28	82.1%	27	70.4%	23	73.9%
	Health Care Administration	165	71.5%	155	53.5%	71	59.2%
	Health Information Technology	244	74.6%	206	66.5%	3	66.7%
	Massage Therapy	212	97.6%	191	86.4%	146	82.2%
	Medical Assisting	1,149	71.1%	1,097	55.8%	734	60.2%
	Medical Billing and Coding			55	61.8%	197	64.5%
	Registered Nursing LVN to RN	1	100.0%	2	100.0%		
	Surgical Technology	52	78.8%	50	70.0%	40	67.5%
	Vocational Nursing	224	61.6%	226	41.6%	199	32.7%
Certificate Total		**2,479**	**74.7%**	**2,577**	**62.2%**	**1,812**	**65.2%**
Grand Total		**3,361**	**75.9%**	**3,631**	**65.1%**	**2,713**	**67.8%**

XIII - Conclusion

This document began with a general overview of the proposed change, which is a request to add 11 new campuses to the existing Carrington College California network. These new campuses will be integrated into the college in every way, fully aligning with the college's mission, planning process, committee structure, SLOs, and operating systems and processes. Post-integration, the Commission should expect the new campuses to mirror the existing Carrington College California campuses in meeting and exceeding the ACCJC eligibility requirements, accreditation standards and Commission policies, just as the college did in earning reaffirmation of its ACCJC/WASC institutional accreditation in July 2013.

The document provided background on Carrington College California, including a historical timeline with key milestones. It also provided background information on the ACICS accredited Carrington College, including an overview of each of the campuses proposed to become part of Carrington College California. Next, each ACCJC/WASC eligibility requirement was addressed to include the college's commitment to remaining fully compliant with each requirement as the new campuses are added. Then, the SCR specifically addressed the following sections of the *ACCJC/WASC Substantive Change Manual*:

- 3.3.1 Offering Courses or Programs Outside the Geographic Region Currently Served
- 3.3.2 Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution offers at least 50% of an Educational Program
- 3.4.1 Any Change in the Legal Status, Form of Control, or Ownership of the Institution

To demonstrate and support the college's assertion that the new campuses are substantially similar to the existing campuses of Carrington College California, and thus a good fit for integration into the college, the document offered demographic comparisons between the current and proposed new campuses to include student enrollment, demographics, age profiles, success data, graduation rates, and employment outcomes. The document also presented plans to reinforce the governance, administrative, and committee structures with additional resources to support the integration and continued operations of the new and current campuses. The document then directly addressed the ACCJC/WASC standards in relation to the proposed change, pledging to ensure that the college will remain adherent to each once the change is implemented. Of specific note related to the standards, the document pointed out that the mission of the college will remain unchanged and will continue to be the foundation of all future decisions for the institution, to include both current and new campuses.

Carrington College California has a long and proven history of serving students and preparing them for career success. The college has been deliberate in its planning for growth and change, averaging just over one substantive change per year during its 12 year history with ACCJC/WASC. These changes were developed and implemented in a measured, methodical and quality manner. As with these previous significant changes, this request has demonstrated that the college has analyzed and provided for adequate human, physical, technological and financial resources necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with quality.

In conclusion, Carrington College California leadership respectfully requests ACCJC/WASC Commission approval of this Substantive Change Request with a proposed implementation date of January 28, 2014. Thank you for your consideration.

Addendum 1 - The Existing Carrington College California and New campuses, by location

The following information delineates each campus location, faculty, staff and administration at the existing and new Carrington College California campuses. With the integration of the new campuses, the college can clearly demonstrate adequate resources to sustain a dispersed footprint through the geographic region.

Antioch Campus Staff and Faculty

Staff

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

Administrative Support
Cynthia Bybee, Registrar
Marissa Warfield, Administrative Assistant

Director, Student Finance
Stacy Valentine
Student Finance Advisors

Director, Career Services
Danielle Warfield
Career Services Advisors

Director, Enrollment Services
Tiffany Clingshoff
Enrollment Services Representatives

Faculty

Criminal Justice Program Director
Steve Gillespie
Instructors

Dental Assisting Program Director
Vanessa Hillary

Faculty *continued*

Medical Billing and Coding Program Director
Stephanie Probst
Instructors

Massage Therapy Program Director
Jacqueline McGuire
Massage Therapy Instructors

Medical Assisting Program Director
Renee Nelson
Instructors

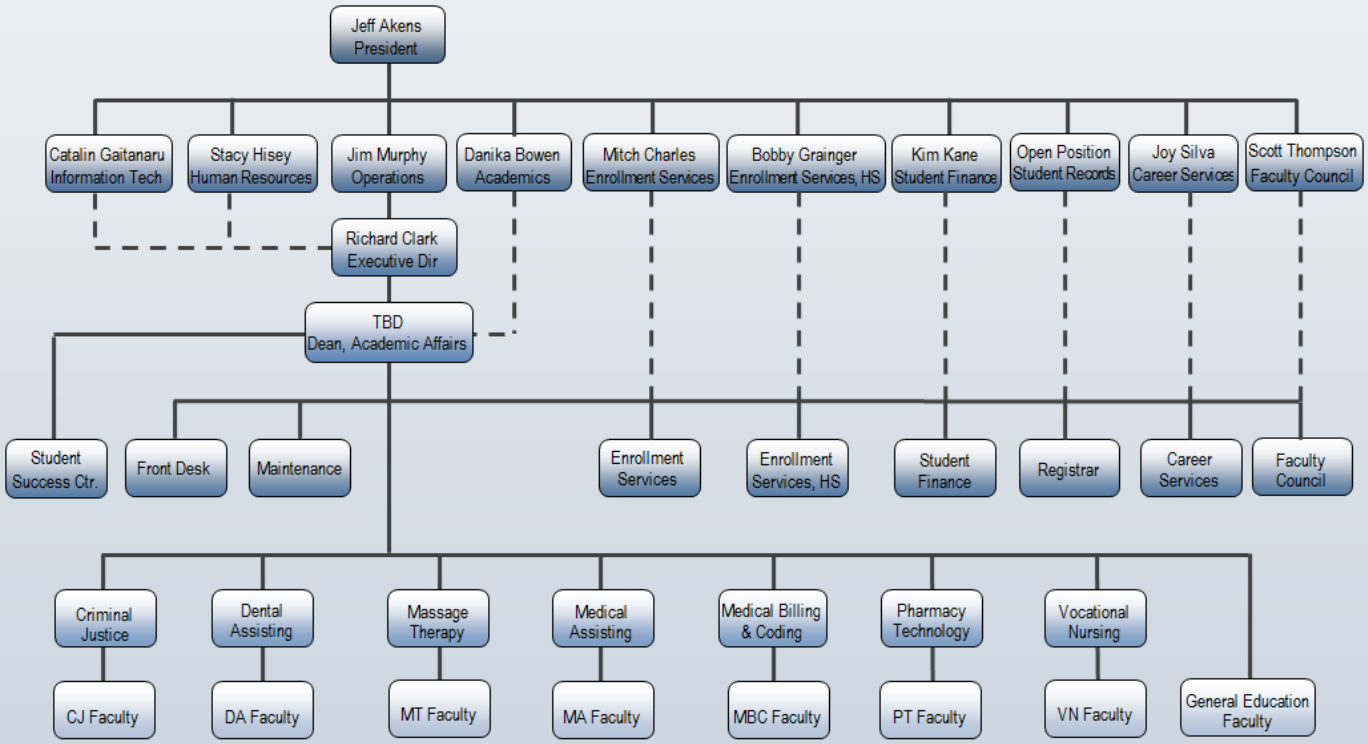
Pharmacy Technology Program Director
Veneece Awad
Instructors

Vocational Nursing Program Director
Brenda Beall
Kim Manual, Administrative Assistant
Instructors

General Education Instructors
Instructors

CARRINGTON COLLEGE® CALIFORNIA

Antioch Campus Organization Chart



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Citrus Heights Campus Staff and Faculty

Staff

Administration

Michelle Kreuzer, Executive Campus Director

Carrie Stinson, Dean, Academic Affairs

Brittney Adkins, Manager, Student Success Center

Administrative Support

Michelle Goya McNeil, Registrar

Samantha McGee, Administrative Assistant

Director, Student Finance

Kaysie Markwardt

Student Finance Advisors

Director, Career Services

Joanna Kiaser

Career Services Advisors

Director, Enrollment Services

Carrie Dingman

Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Kareneen McGrath

Instructors

Dental Assisting Program Director

Erin Thomas

Instructors

Faculty *continued*

Health Care Administration Program Director

Kathleen D. Tobin

Instructors

Medical Assisting Program Director

Lisa Plummer

Instructors

Medical Billing and Coding Program Director

Kathleen D. Tobin

Instructors

Pharmacy Technology Program Director

Catherine Wells

Instructors

Surgical Technology Program Director

Daniel Sales

Instructors

Veterinary Technology Program Director

Melanie Calleja

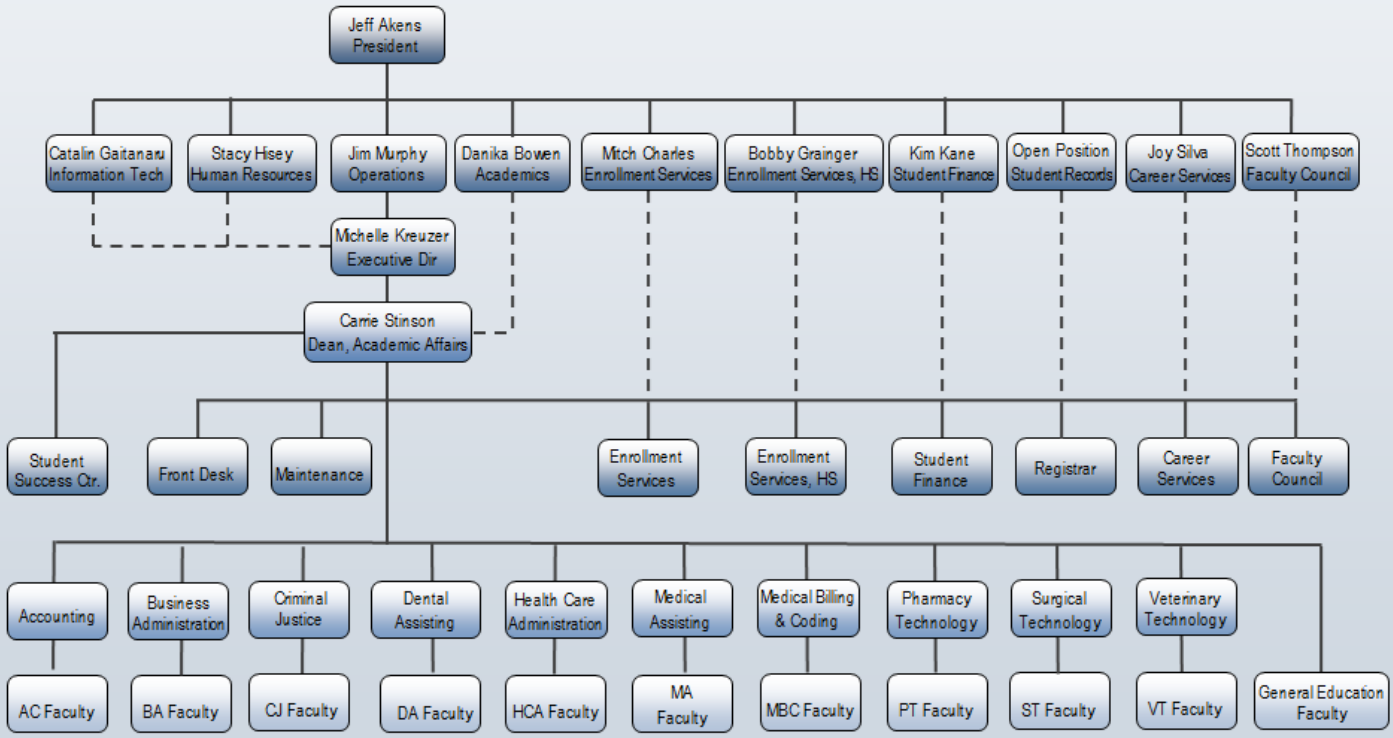
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

Citrus Heights Campus Organization Chart



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Pleasant Hill Campus Staff And Faculty

Staff

Administration

Richard Clark, Executive Campus Director
Scott Thompson, Dean, Academic Affairs
Rachel Hanses, Director, Library Services and Manager, Student Success Center

Administrative Support

Mirtha Urizar, Registrar
Brandi Andrade, Administrative Assistant

Director, Student Finance

TBD
Student Finance Advisors

Director, Career Services

Monica Burden
Career Services Advisors

Director, Enrollment Services

Tiffany Clingshoff
Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Dave Oberhoffer
Instructors

Faculty *continued*

Dental Assisting Program Director

Michelle Callaghan
Instructors

Massage Therapy Program Director

Roberta Redden
Instructors

Medical Assisting Program Director

Julie Thomas
Instructors

Pharmacy Technology Program Director

Nancy Afholderbach
Instructors

Physical Therapist Assistant Program Director

Rebecca Dolberg
Instructors

Respiratory Care Program Director

Ghaleb Okla
Instructors

Veterinary Technology Program Director

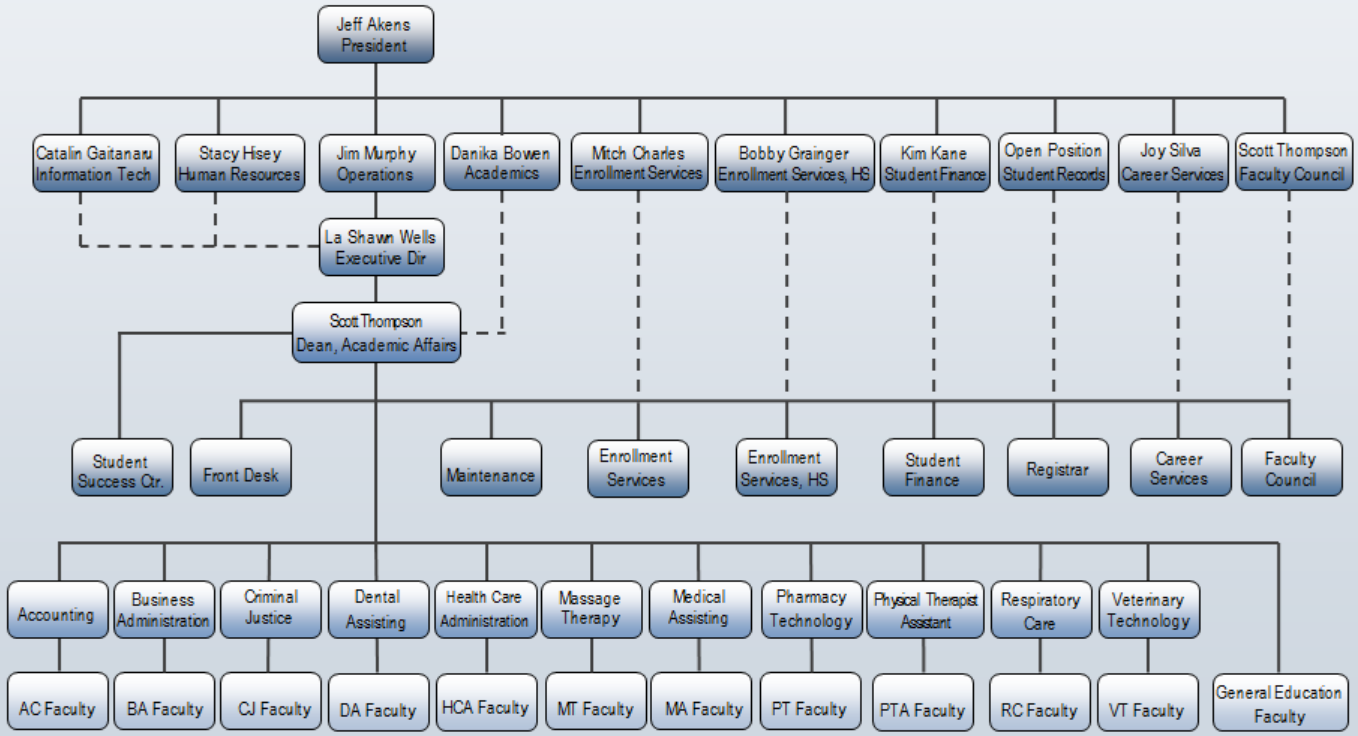
Dr. Krista Miller
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

Pleasant Hill Campus Organization Chart



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Pomona Campus Staff And Faculty

Staff

Administration

Colleen Capitano, Executive Campus Director/ Dean, Academic Affairs

TBD, Manager, Student Success Center

Administrative Support

Sacha Linsmeier, Registrar

Marina Trujillo, Administrative Assistant

Director, Student Finance

Keith Villamil

Student Finance Advisors

Career Services Advisor

Sandee Riffel

Assistant Director, Enrollment Services

Christopher Lopez

Enrollment Services Representatives

Faculty

Dental Assisting Program Director

Jennifer Riddle

Instructors

Medical Assisting Program Director

Donna Kilbreath

Instructors

Medical Billing and Coding Program Director

TBD

Instructors

Pharmacy Technology Program Director

Michael Molokwu

Instructors

Veterinary Technology Program Director

Vanessa Forbes

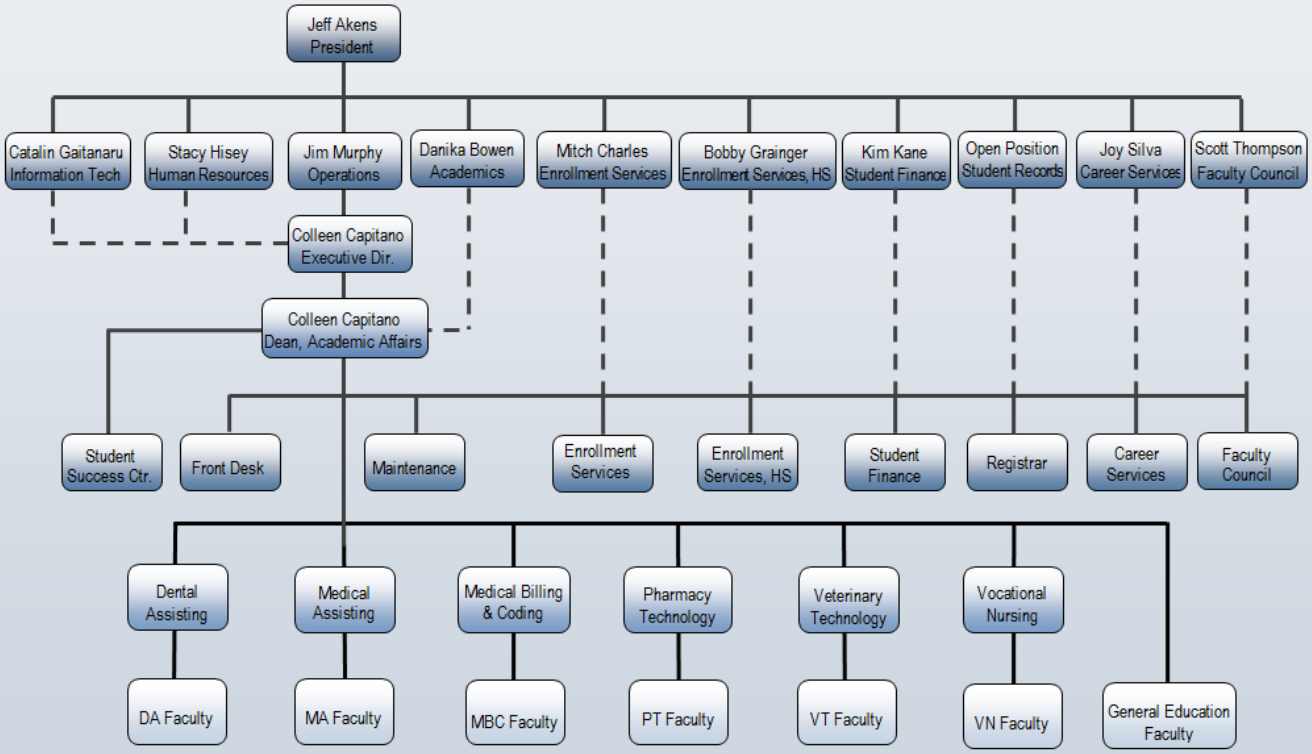
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

Pomona Campus Organization Chart



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Sacramento Campus Staff And Faculty

Staff

Administration

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

Administrative Support

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

Director, Student Finance

Daniel Krebs
Student Finance Advisors

Director, Career Services

Louella Dietrich
Career Services Advisors

Director, Enrollment Services

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

Faculty

Dental Assisting Program Director

Tracie Ramage

Dental Assisting Degree Program Director

TBA
Instructors

Dental Hygiene Program Director

Sharon Golightly
Gabriella Solano Hernandez, Administrative Assistant
Instructors

Health Care Administration Program Director

Edson Bozek
Instructors

Faculty *continued*

Massage Therapy Program Director

Cortney Payton
Instructors

Medical Assisting Program Director

Rachael Twiner
Instructors

Medical Billing and Coding Program Director

Edson Bozek
Instructors

Pharmacy Technology Program Director

Hieu Nguyen
Instructors

Registered Nursing Program Director

Rene Infante
Kristina Norris, Administrative Assistant
Instructors

Veterinary Technology Program Director

Dr. Janelle Emmett
Instructors

Vocational Nursing Program Director

Denise Rodriquez

Vocational Nursing Degree Program Director

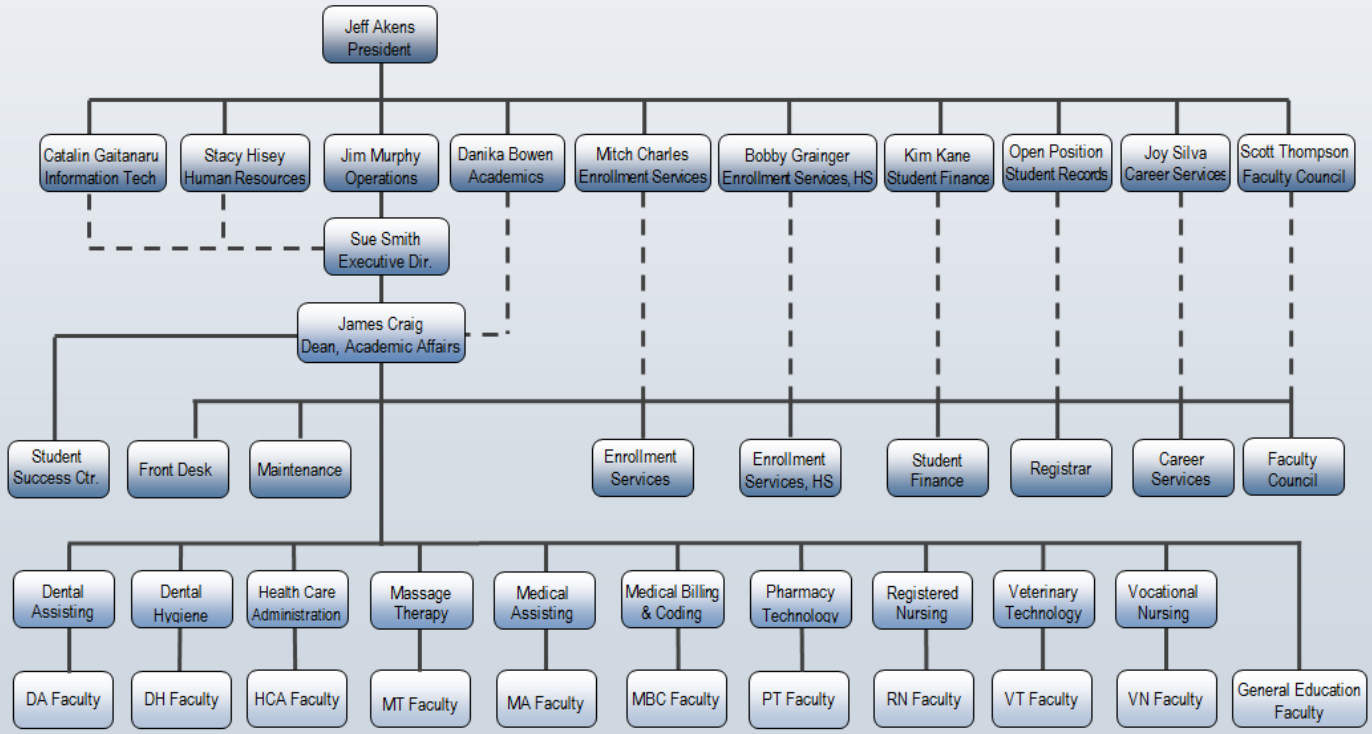
TBA
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

Sacramento Campus Organization Chart



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San Jose Faculty and Staff

Staff

Administration

Frederick Holland, Executive Campus Director
Dr. Anita Malhotaa, Dean, Academic Affairs
Davina Hernandez, Manager, Student Success Center

Administrative Support

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

Director, Student Finance

Marie Navarro
Student Finance Advisors

Director, Career Services

Matthew Ralstin
Career Services Advisors

Interim Director, Enrollment Services

Leslie Gonzalez
Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Jim Thurber
Instructors

Dental Assisting Program Director

Anna Marie Lopez
Instructors

Dental Hygiene Program Director

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

Graphic Design Program Director

Brian Schwab
Instructors

Massage Therapy Program Director

Michael Wolnick
Instructors

Medical Assisting Program Director

Carlos Sanchez
Instructors

Medical Billing and Coding Program Director

Brian Murphy
Instructors

Pharmacy Technology Program Director

Regina Wong
Instructor

Surgical Technology Program Director

Karen Shirley
Instructors

Veterinary Technology Program Director

Sharon Willis
Instructors

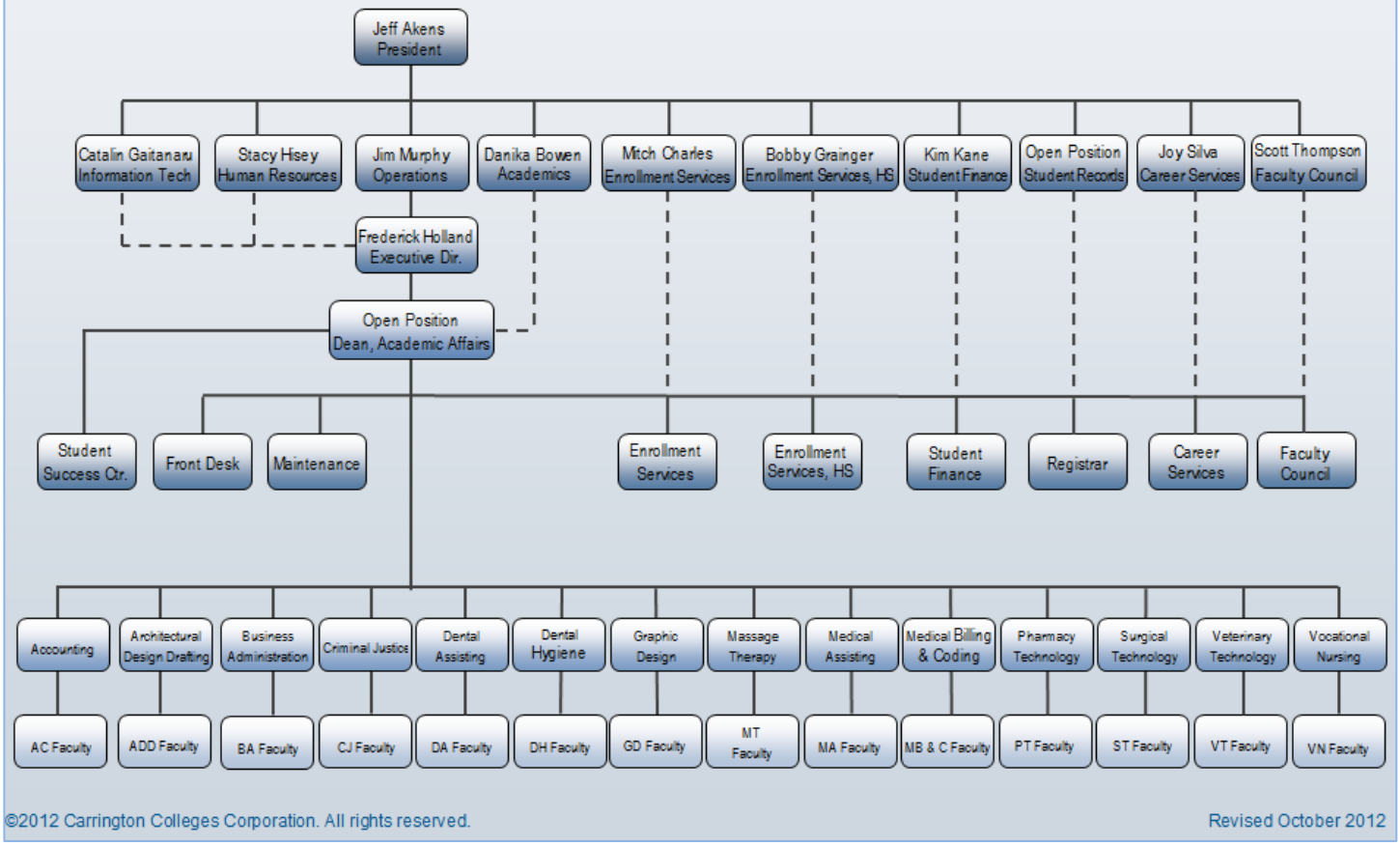
Vocational Nursing Program Director

Pamela Frazier
Instructors

General Education Instruct

CARRINGTON COLLEGE® CALIFORNIA

San Jose Campus Organization Chart



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San Leandro Campus Staff And Faculty

Staff

Administration

Kristina Lopez, Executive Campus Director

Patricia Channell, Dean, Academic Affairs

Williana Purnama, Manager, Student Success Center

Administrative Support

Michael Borges, Registrar

Stephanie Brooks, Administrative Assistant

Director, Student Finance

Kimberly Dulaney

Student Finance Advisors

Director, Career Services

Lynne Jackson

Career Services Advisors

Director, Enrollment Services

Kathryn Collins Duba

Enrollment Services Representatives

Faculty

Dental Assisting Program Director

Hossai Kochai

Instructors

Massage Therapy Program Director

Kerry Matthews

Instructors

Medical Assisting Program Director

Tammy Arnold

Instructors

Medical Billing and Coding Program Director

Yvette Fisher

Instructors

Pharmacy Technology Program Director

Shannie Eubanks

Instructors

Veterinary Technology Program Director

Sharon Fornes

Instructors

Vocational Nursing Program Director

Jacalynn Blankenship

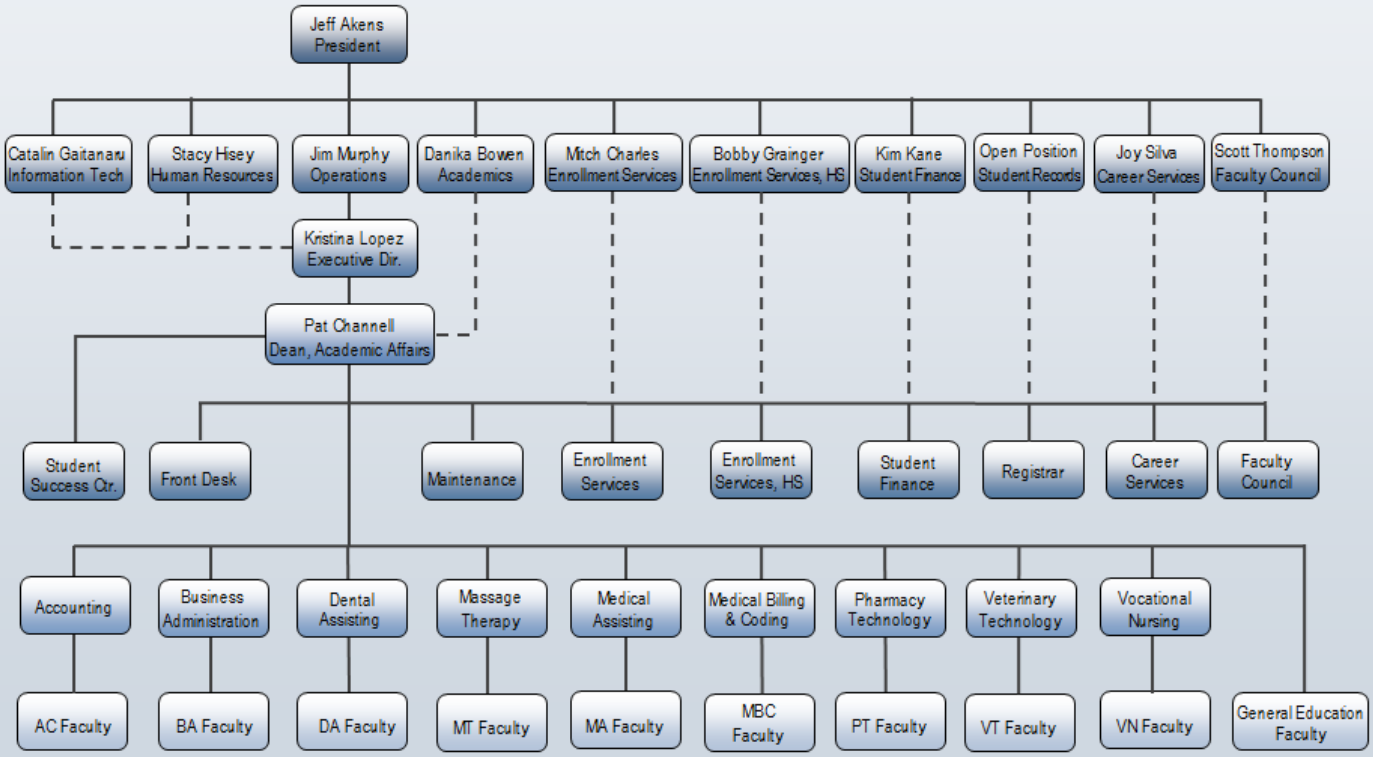
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

San Leandro Campus Organization Chart



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Stockton Campus Staff And Faculty

Staff

Administration

David Kaye, Executive Campus Director

Tu Nguyen, Dean, Academic Affairs

Taryn Herrera, Manager, Student Success Center

Administrative Support

Rose Rodriguez, Registrar

Cynthia Leal, Administrative Assistant

Director, Student Finance

Maria Hurtado

Student Finance Advisors

Director, Career Services

Sarah Holm

Career Services Advisors

Director, Enrollment Services

Anna Meli

Enrollment Services Representatives

Faculty

Criminal Justice Program Director

Tony Restuccia

Instructors

Dental Assisting Program Director

Donna Bega

Instructors

Health Care Administration Program Director

Taryn Herrera

Instructors

Massage Therapy Program Director

Cyndi Torres

Instructors

Medical Assisting Program Director

Carla Jewett

Instructors

Pharmacy Technology Program Director

TBD

Instructors

Veterinary Technology Program Director

Jamie Larson

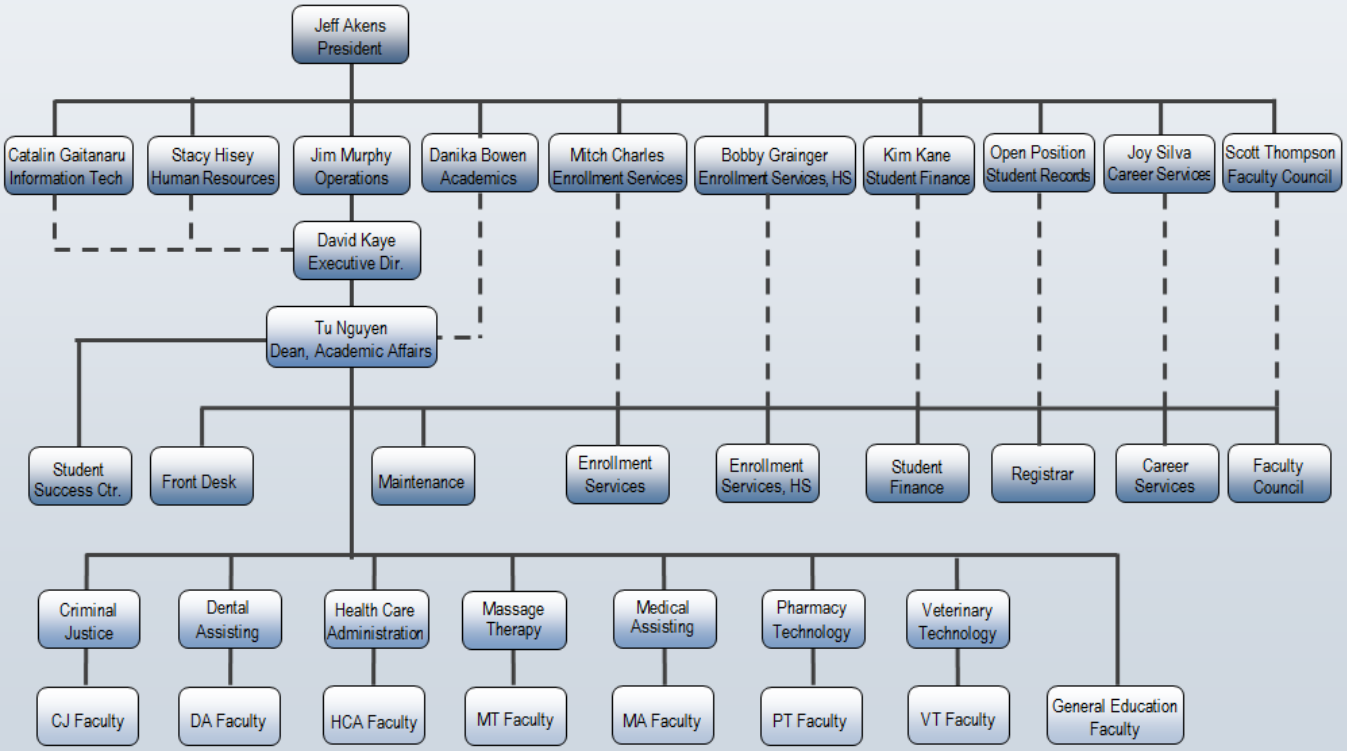
Instructors

General Education Instructors

Instructors

CARRINGTON COLLEGE® CALIFORNIA

Stockton Campus Organization Chart



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Albuquerque Campus Staff and Faculty

Staff

Administration
Mark Lucero, Executive Campus Director
Amy Burkett, Dean, Academic Affairs

Administrative Support
Mark Gonzales, Registrar
Michelle Garcia, Assistant Registrar
Candace Dickinson, Administrative Coordinator

Director, Student Finance
Tammara Shinar
Student Finance Advisors

Director, Career Services
Lori Liebman
Career Services Advisors

Director, Enrollment Services
Michelle Pyszkowski
Laticia Budd, Administrative Assistant
Pamela Marcum, Receptionist
Jessalyn Vogle, Community Outreach Representative
Enrollment Services Representatives

Student Services
Amy Burkett, Student Services Consultant

Library Services
Robin Gleaser, Librarian

Faculty

Medical Billing and Coding Program Director
Jose Rosales
Instructors

Medical Assisting Program Director
TBD
Instructors

Pharmacy Technology Program Director
Eloy Sena
Instructors

Physical Therapy Assistant Program Director
Dr. Myrna Brown
Instructors

Dental Assisting Program Director
TBD
Instructors

Nursing Program Director
Diane Nelson
Natalie Atwood, Administrative Assistant
Instructors

General Education Instructors
Penny Edwards

Foundations Instructors
Gilbert Rivera

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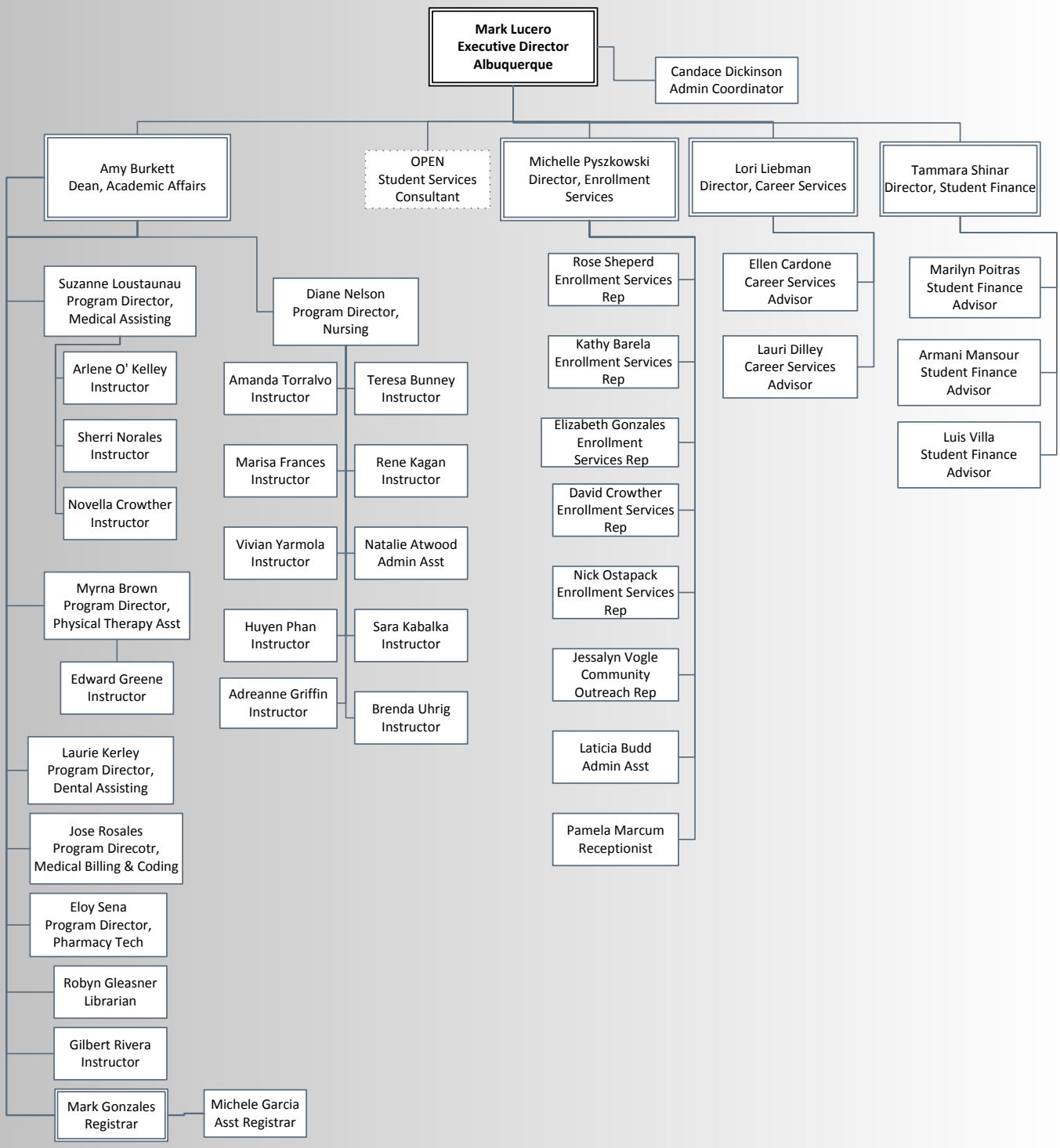
The Starting Point for Health Care Careers.

Location: Albuquerque, NM

Revised: 10/08/13



Boise Campus Staff and Faculty

Staff

Administration
Danielle Horras, Executive Campus Director
Julia Bennett, Dean, Academic Affairs
Nancy Naramore, Associate Dean, Academic Affairs

Administrative Support
Tobi Lamberson, Manager Student Records
Mandy Sparrow, Administrative Coordinator

Director, Student Finance
Charity Strong
Student Finance Advisors

Director, Career Services
TBA
Career Services Advisors

Director, Enrollment Services
Ben Everson
Israel Ayola, Administrative Assistant
Enrollment Services Representatives

Student Services
Elizabeth Long, Student Services Consultant

Facilities
James Dutton, Facilities Assistant
Michael Hine, Facilities Assistant

Librarian
Julia Franklin

Faculty

Dental Hygiene Program Director
Douglas Whittet, Interim PD
James Ryan, Sterilization Tech
Linda Parsons, Sterilization Tech
Instructors

Medical Billing and Coding Program Director
TBD
Instructors

Medical Assisting Program Director
Kathleen Denney
Instructors

Pharmacy Technology Program Director
Chris Murray
Instructors

Nursing Program Director
Trudi Sabaj
Tina Boyd, Administrative Assistant
Instructors

Physical Therapy Assistant, Program Director
Jonathon Bird
Instructors

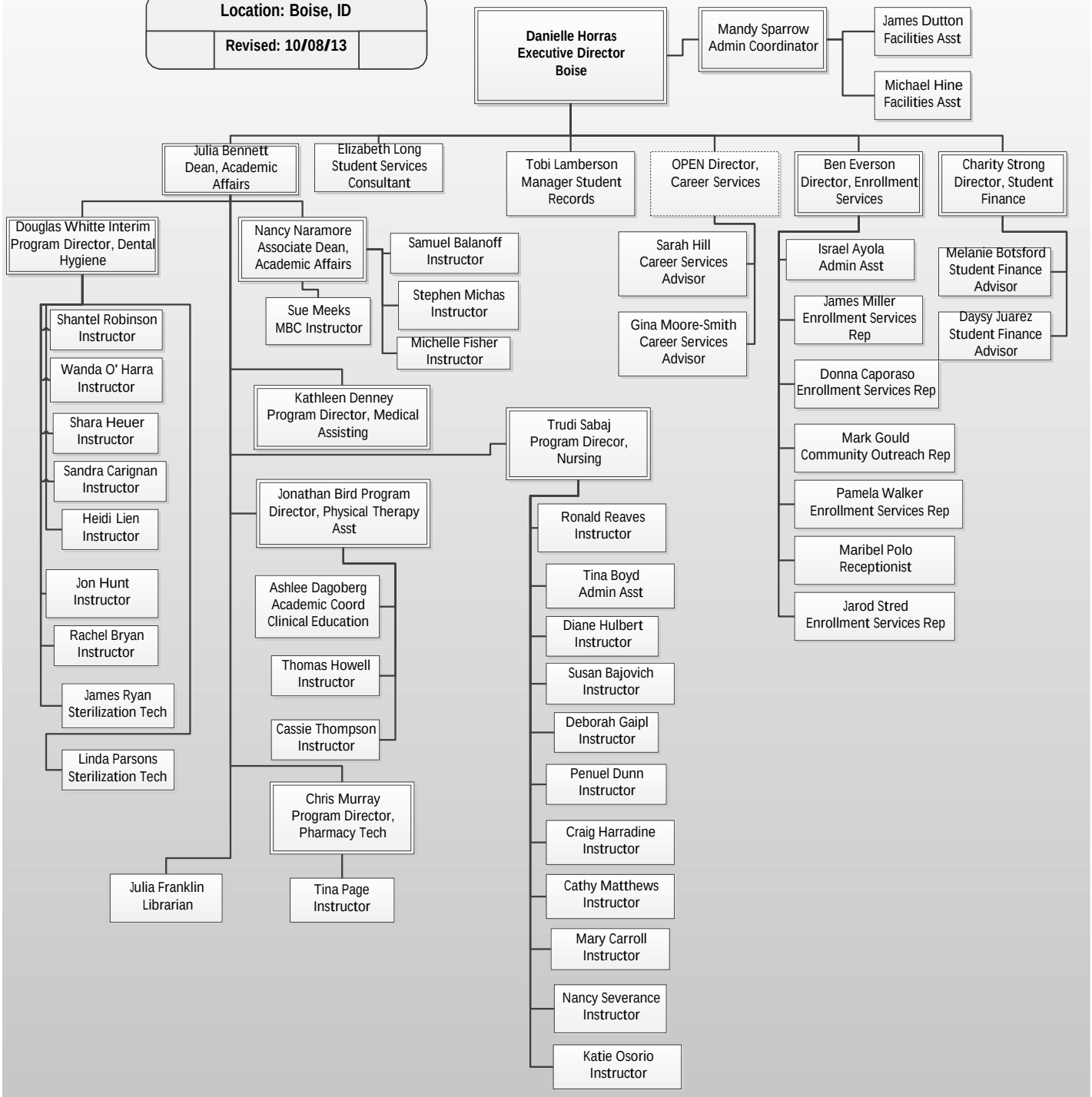
General Education Instructors
Samuel Balanoff
Stephen Michas
Michelle Fisher

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Boise, ID

Revised: 10/08/13



Las Vegas Campus Staff and Faculty

Staff

Administration
Janet Kent, Executive Campus Director
TBD, Dean, Academic Affairs

Administrative Support
Jenica Friess, Assistant Registrar
Annette Shoemaker-Kohberger, Administrative Coordinator

Director, Student Finance
Stacey Williams, Director
Student Finance Advisor

Director, Career Services
Jamelle Thornton, Director

Director, Enrollment Services
Catherine Chege, Director
Samantha Meyer, Receptionist
Enrollment Services Representatives

Student Services
Kelly Lamb, Student Services Consultant

Library Services
TBD, Librarian

Faculty

Medical Billing and Coding Program Director
Martha Luebke, Program Director

Medical Assisting Program Director
Martha Luebke, Interim Program Director

Respiratory Therapy Program Director
Stephen Tarnoczy, Program Director
Linda Gauldin, Director, Clinical Education
Instructors

Physical Therapy Assistant Program Director
Dr. Christopher Witt, Program Director
Dr. Danielle Mills, Academic Coordinator
Instructor

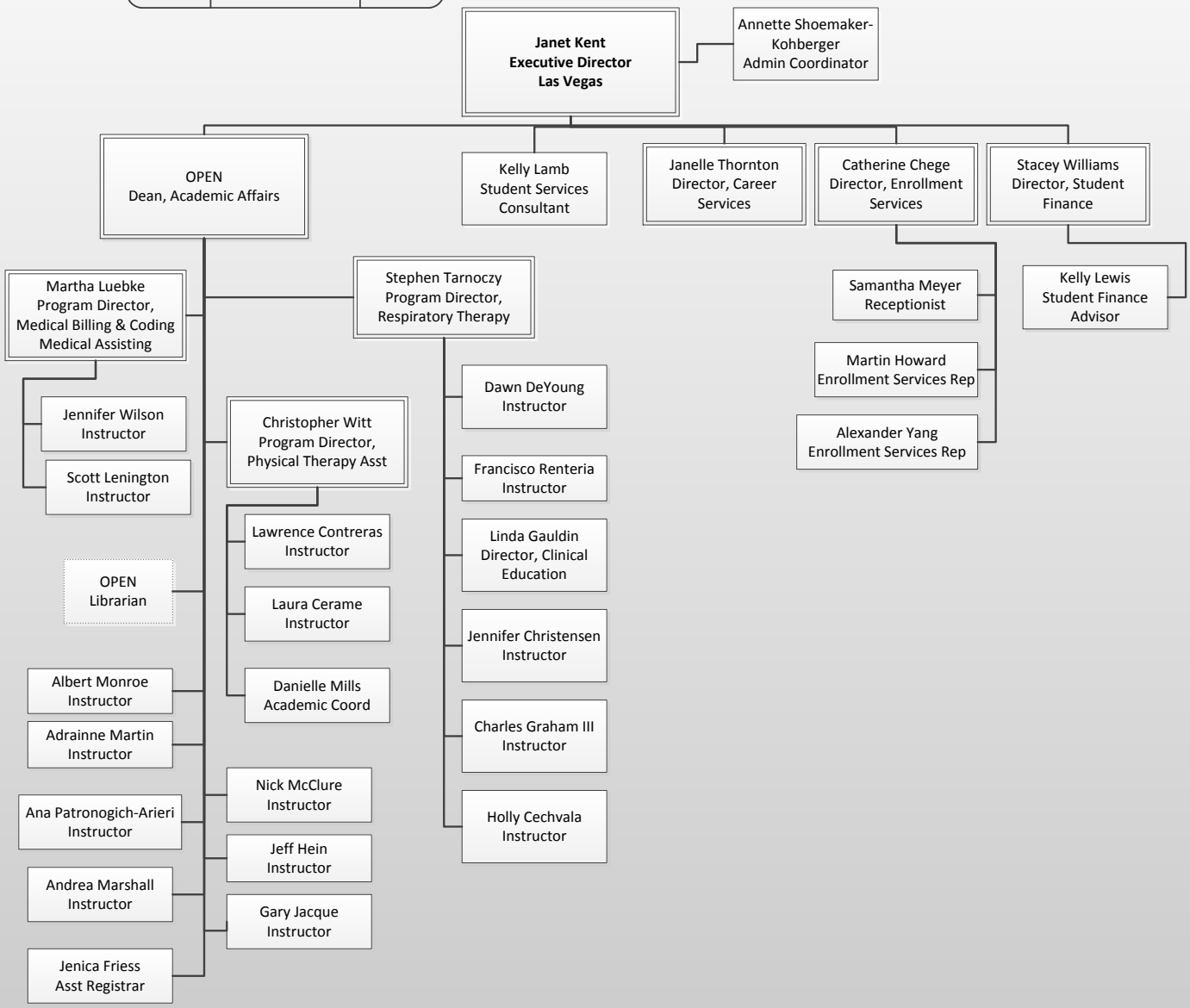
General Education Instructors
Adrianne Martin

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Las Vegas, NV

Revised: 10/08/13



Mesa Campus Staff and Faculty

Staff

Administration
Steven Temple, Executive Campus Director
Michael Como, Dean, Academic Affairs

Administrative Support
Lynne Ellis, Administrative Coordinator
Steve Giangregorio, Facilities Assistant
Michelle Smith, Assistant Registrar
Diane Dupire, Administrative Assistant
Lorna Subtles, Administrative Coordinator

Director, Student Finance
Mari Jo Muselman
Student Finance Advisors

Director, Career Services
Jessica Salus
Career Services Advisors

Director, Enrollment Services
Ryan McMillan
Matthew Brown, Assistant Director
Erik Engdahl, Assistant Director
Rosie Canez, Receptionist
Sasha Lesoing, Receptionist
Enrollment Services Representatives

Student Services
Larisa Train, Student Services Consultant

Library Services
Leslie Golamb, Librarian

Faculty

Veterinary Assisting Program Director
Kelsey White
Instructors

Medical Billing and Coding Program Director
Deanna Blake
Instructors

Digital Medical Sonography Program Director
Jonathan Sherman
DMS Instructors

Medical Assisting Program Director
Nancy Ingalls
Instructors

Dental Assisting Program Director
Tammy Borders
Instructors

Dental Hygiene Program Director
Richard Hoyner
Brenda Chavez, Assistant Program Director
Maria Vavala, Receptionist
Elizabeth Lakefield, Receptionist
Clinical Coordinators
Instructors

Respiratory Therapy
Tracy Cagan
Michael Zahab, Director Clinical Education
Instructors

Pharmacy Technology Program Director
Paul Riffenburg
Instructors

Physical Therapy Tech Program Director
Phillip Schauer
Instructors

Physical Therapy Assistant Program Director
Kelly King
Sally Gilbert, Clinical Coordinator
Instructors

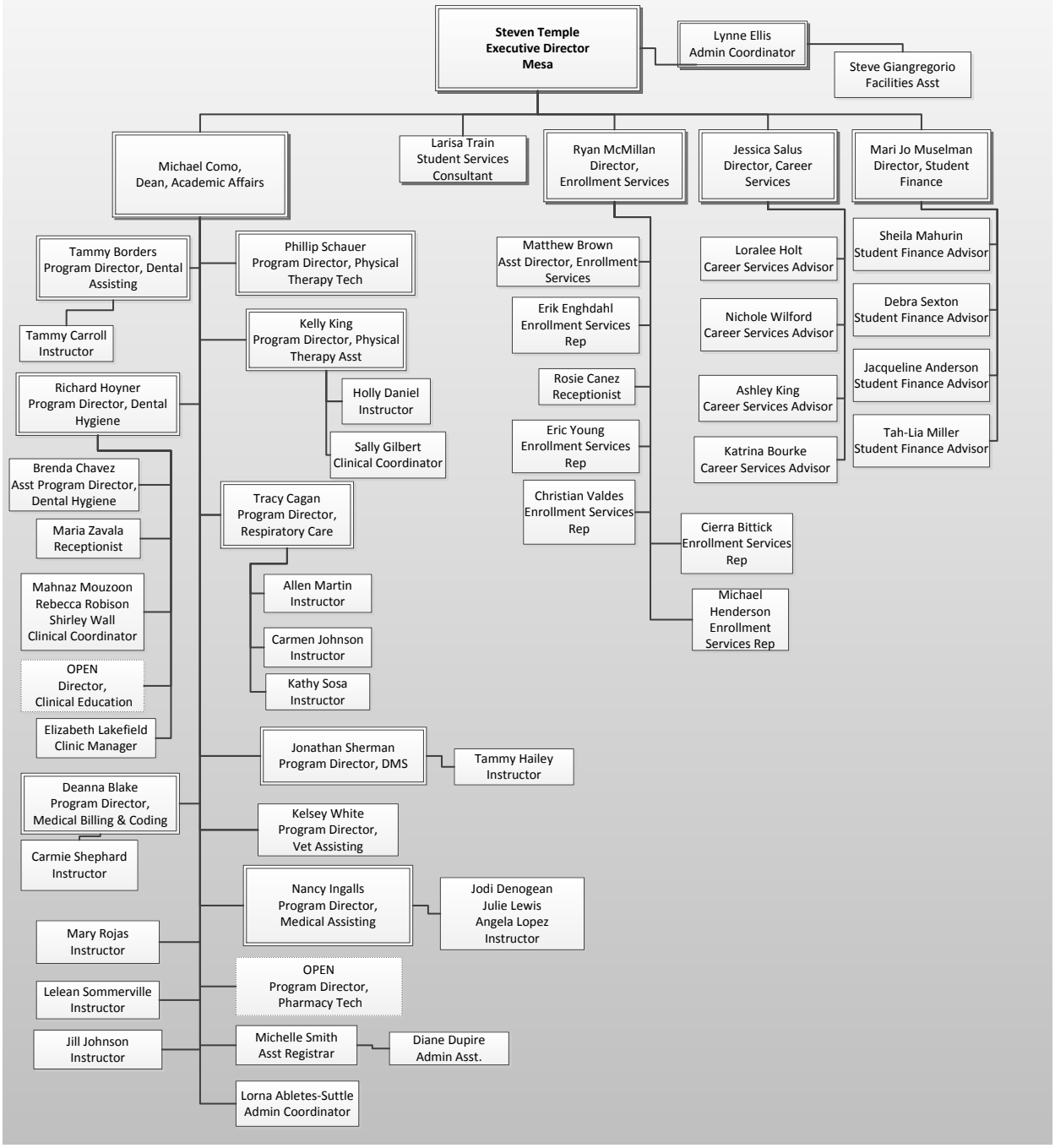
General Education Instructors
Mary Rojas
Lelean Sommerville
Jill Johnson

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Mesa, AZ

Revised: 10/08/13



Mesquite Campus Staff and Faculty

Staff

Administration
Todd Paulsen, Executive Campus Director
TBD, Dean, Academic Affairs

Administrative Support
Latonia Baker, Registrar
Ally Buchanan, Administrative Coordinator
Valerie Stephens, Receptionist

Director, Student Finance
Jimmy Criswell
Student Finance Advisor

Director, Career Services
Tiffany Waddell
Career Services Advisors

Director, Enrollment Services
LaBarron Bourdeaux
Enrollment Services Representatives

Student Services
Kimberly Morgan-Thompson, Student Services Consultant

Library Services

TBD, Librarian

Information Technology
Gene Brewster

Faculty

Dental Assisting, Program Director
Cynthia Wood
Instructors

Medical Billing and Coding Program Director
Delissa Ortega
Instructors

Medical Assisting Program Director
TBD
Instructors-

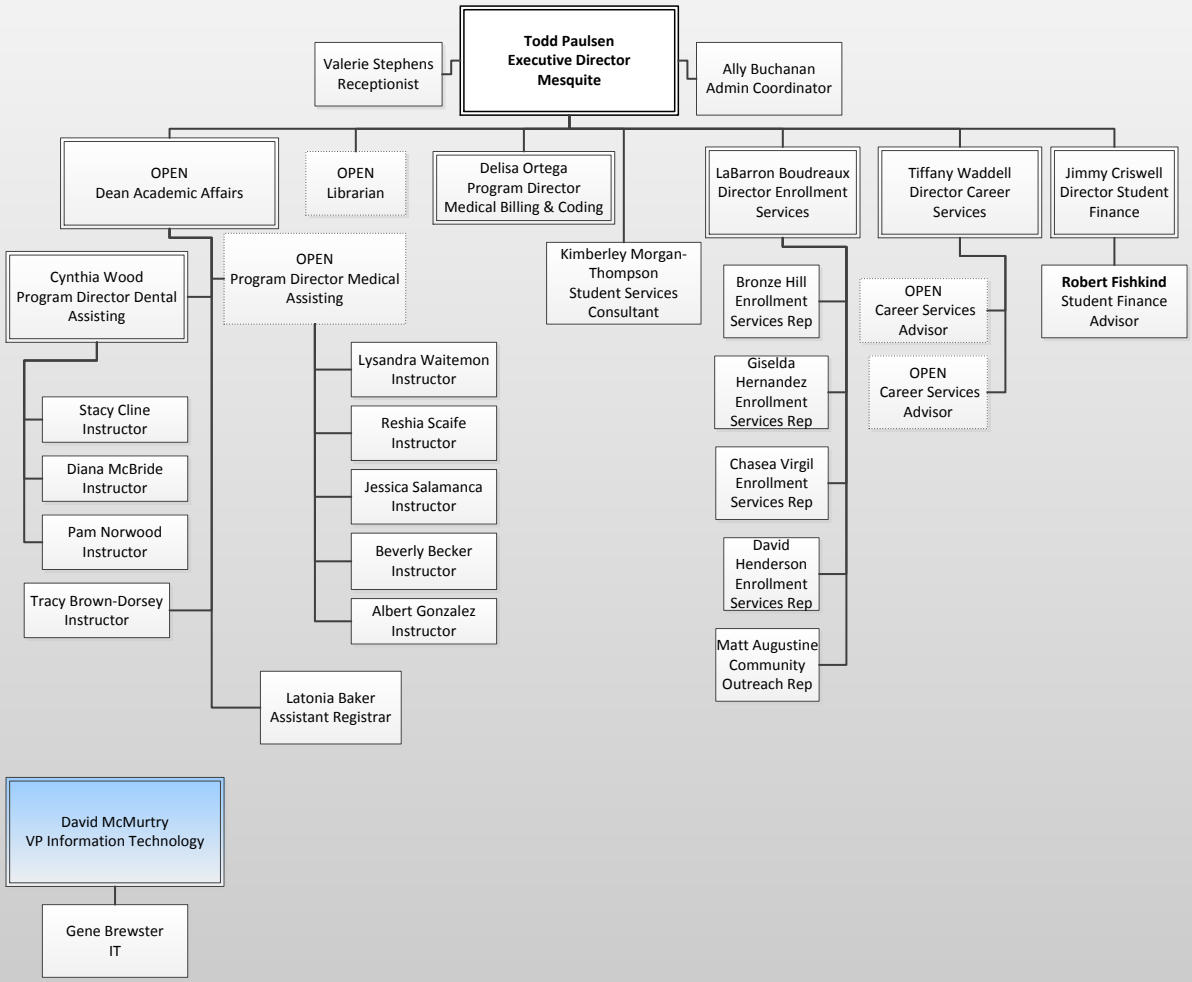
General Education Instructors
Robert Fishkind
Tracy Brown-Dorsey

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Mesquite, TX

Revised: 10/08/13



Phoenix North Campus Staff and Faculty

Staff

Administration
Val Colmone, Executive Campus Director
Molly Cohen, Dean, Academic Affairs

Administrative Support
Tabitha Limon, Assistant Registrar
Jeannie George, Assistant Registrar
Katrina Esquivel, Administrative Coordinator

Director, Student Finance
Glenola Vivano
Student Finance Advisors

Director, Career Services
Meryl Krich
Career Services Advisors

Director, Enrollment Services
Monica Ferguson
Enrollment Services Representatives

Student Services
Leigha Crump, Student Services Consultant

Library Services
Denise Gullikson, Librarian

Faculty

Massage Therapy Program Director
Becca DeVaney
Instructors

Medical Assisting Program Director
Patti Zint
Instructors

Veterinary Assisting Program Director
Sandy Moore
Instructors

Dental Assisting Program Director
Anne Mogel
Instructors

Pharmacy Technology Program Director
Mindy Stover
Instructors

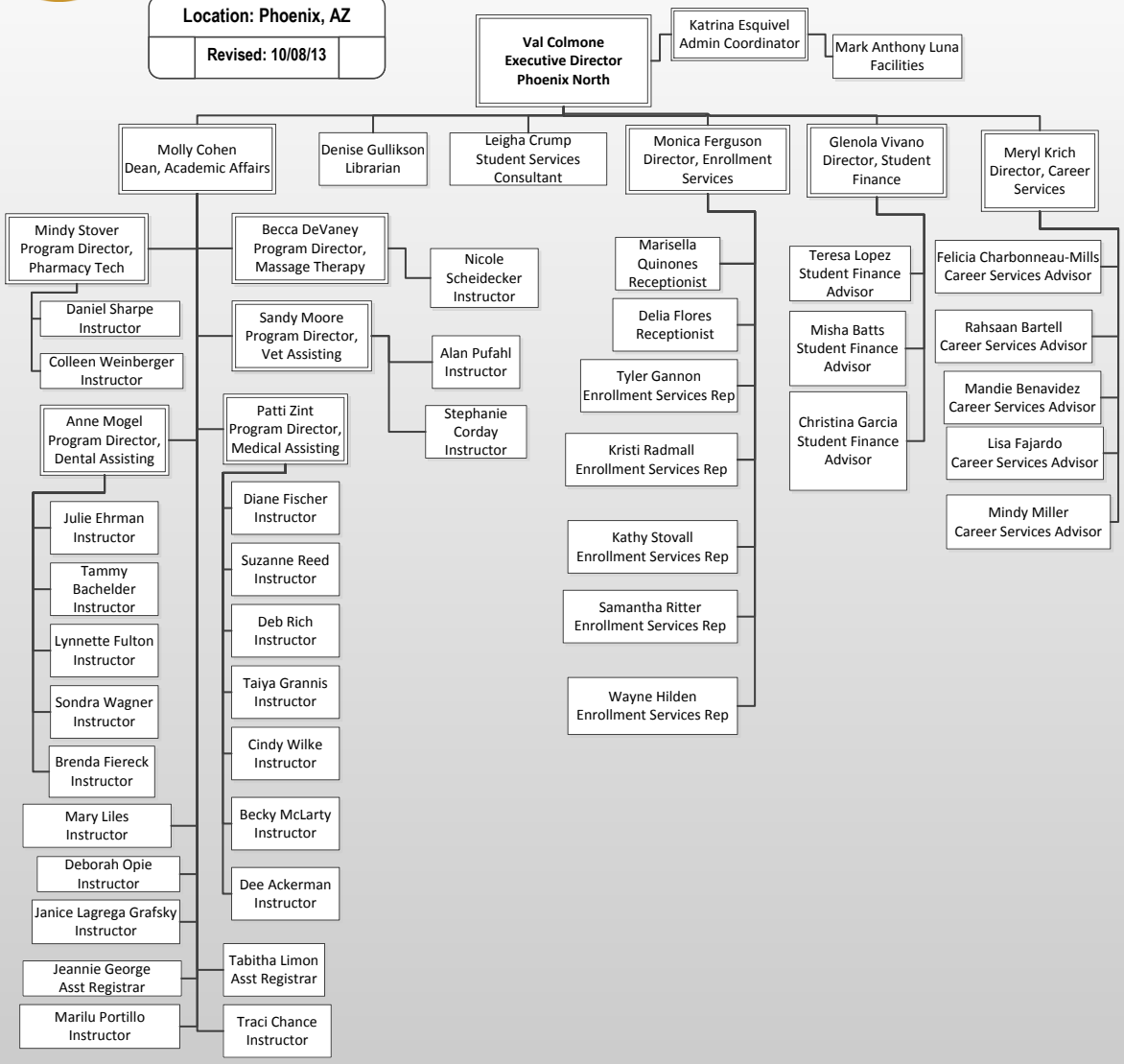
General Education Instructors
Deborah Opie
Marilu Portillo
Mary Liles
Janice Lagrega Grafsky
Traci Chance

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Phoenix, AZ

Revised: 10/08/13



Phoenix Westside Campus Staff and Faculty

Staff

Administration
Val Colmone, Executive Campus Director
Molly Cohen, Dean, Academic Affairs

Administrative Support
Sandi Dornbusch, Assistant Registrar
Katrina Esquivel, Administrative Coordinator

Director, Student Finance
Glenola Vivano
Student Finance Advisors

Director, Career Services
Meryl Krich
Career Services Advisors

Director, Enrollment Services
Monica Ferguson
Enrollment Services Representatives

Student Services
Mark Bowers, Student Services Consultant

Library Services
Melissa Baldwin, Librarian

Faculty

Physical Therapy Tech Program Director
Thom Theis
Instructors

Medical Billing and Coding Program Director
Linda Bingham
Instructors

Medical Radiography Program Director
Wil Reddinger
Instructors

Nursing Program Director
Vicki Bradshaw
Rosemary Estoup, Assistant Program Director
Instructors

Medical Lab Tech Program Director
Chris Tex
Instructors

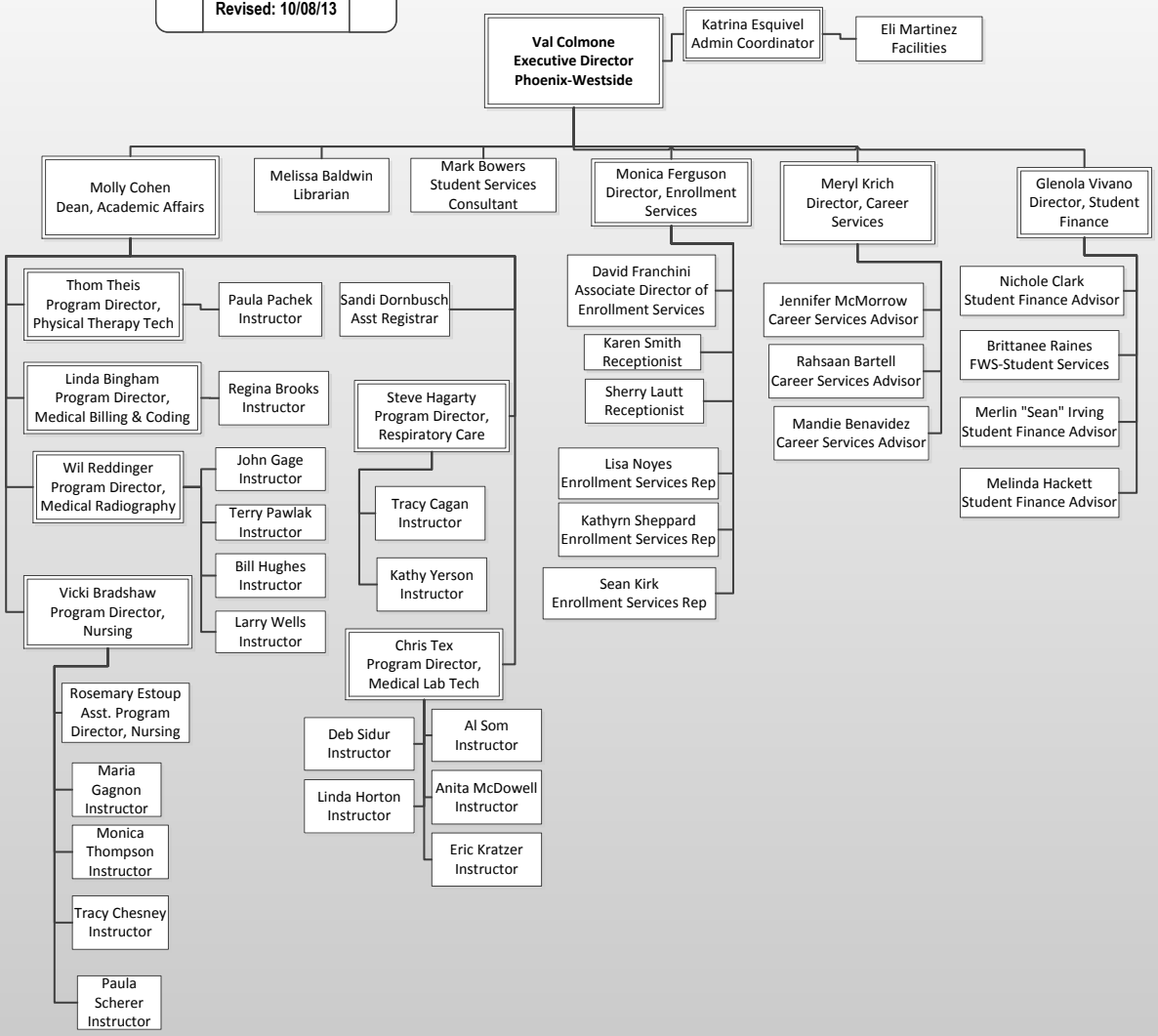
Respiratory Care Program Director
Tracy Cagan
Instructors

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Phoenix, AZ

Revised: 10/08/13



Portland Campus Staff and Faculty

Staff

Administration
Richard Zielke, Executive Campus Director
Jeff Larson, Dean, Academic Affairs

Administrative Support
Diane (Michele) Fendrich, Administrative Coordinator
Melanie Heininge, Assistant Registrar

Director, Student Finance
Mari Jo Muselman
Student Finance Advisors

Director, Career Services
Richard Zielke
Career Services Advisors

Director, Enrollment Services
N/A

Student Services
N/A

Library Services
Jane Sabatini, Librarian

Faculty

Medical Billing and Coding Program Director
Lori Hules
Instructors

Veterinary Assisting Program Director
Pamela Payne
Instructors

Medical Assisting Program Director
Spring Coulter
Instructors

Dental Assisting Program Director
Ninette Lyon
Instructors

Dental Hygiene Program Director
DeeAnne Ashcroft
Karen Nicholas, Clinical Coordinator
Instructors

Pharmacy Technology Program Director
Victoria Zuver
Instructors

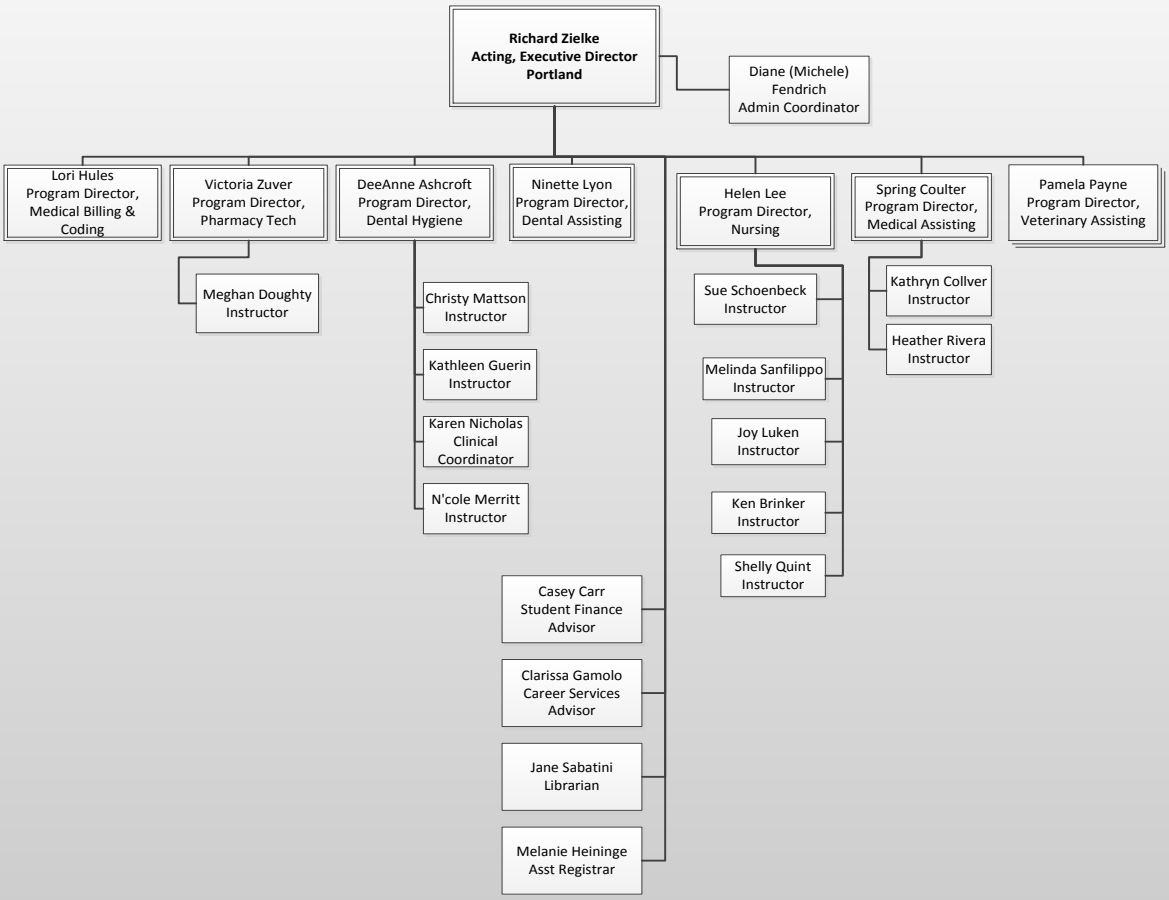
Nursing Program Director
Helen Lee
Instructors

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Portland, OR

Revised: 10/08/13



Reno Campus Staff and Faculty

Staff

Administration
Becki Rossini, Interim
Executive Campus Director

Administrative Support
Zenaida Visperas, Assistant Registrar
Mary Ochoa, Administrative Coordinator

Student Finance, Team Lead
Annette Mather
Student Finance Advisor

Director, Career Services
Shawn Vogel

Director, Enrollment Services
Becky Rossini
Enrollment Services Representative

Library Services
Maria Ostrowski, Librarian

Faculty

Medical Assisting Program Director
Kimberly Hockaday
Instructors

Nursing Program Director
Wendy Merchant
Sarah Warmbrodt, Assistant Program Director
Margaret McGraw, Administrative Assistant
Linda Jacks, Simulation Lab Coordinator
Instructors

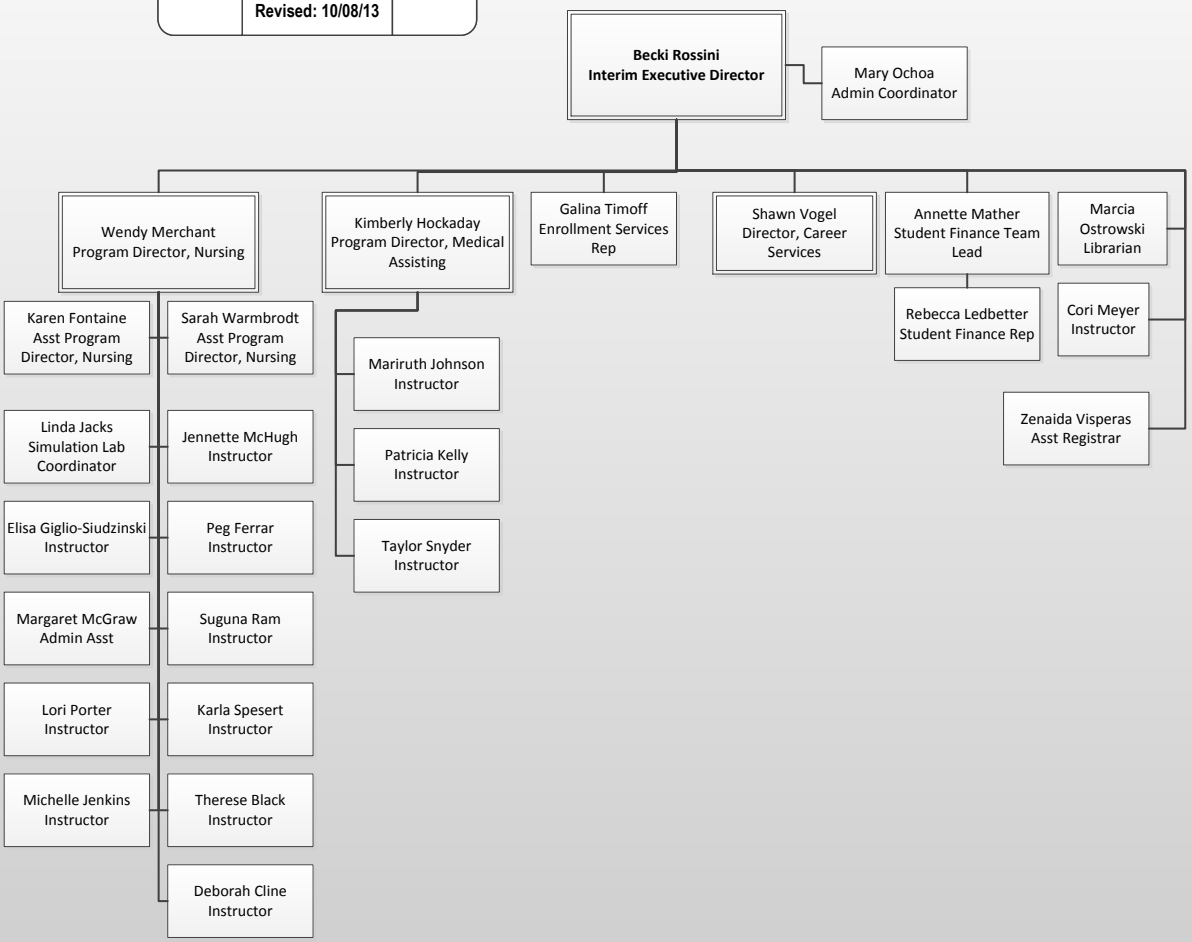
General Education Instructors
Cori Meyer
Lesley Shepard

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Reno, NV

Revised: 10/08/13



Spokane Campus Staff and Faculty

Staff

Administration
Peter Tenney, Executive Campus Director
Brenda Slusser, Dean, Academic Affairs

Administrative Support
Natalie Baldwin, Assistant Registrar
Claire Heppler, Administrative Coordinator
Violet Wood, Facilities Assistant
Samantha Adams, Facilities Assistant

Director, Student Finance
Chrissy Middendorp
Student Finance Advisors

Director, Career Services
Bart Barrett
Career Services Advisors

Director, Enrollment Services
Lisa Heide
Tori Hatcher, Receptionist
Stephanie Curalli, Receptionist
Amy McCoy, Community Outreach Representative
Enrollment Services Representatives

Student Services
Michael Burnett, Student Service Consultant

Library Services
Sharron Bortz, Librarian

Faculty

Medical Billing and Coding Program Director
Cathleen Austin
Instructors

Massage Therapy Program Director
Amanda Mittan
Instructors

Medical Assisting Program Director
Andre Dove
Instructors

Pharmacy Technology Program Director
Patty McDonald
Instructors

Medical Radiography Program Director
Lawrence Dongilli
Instructors

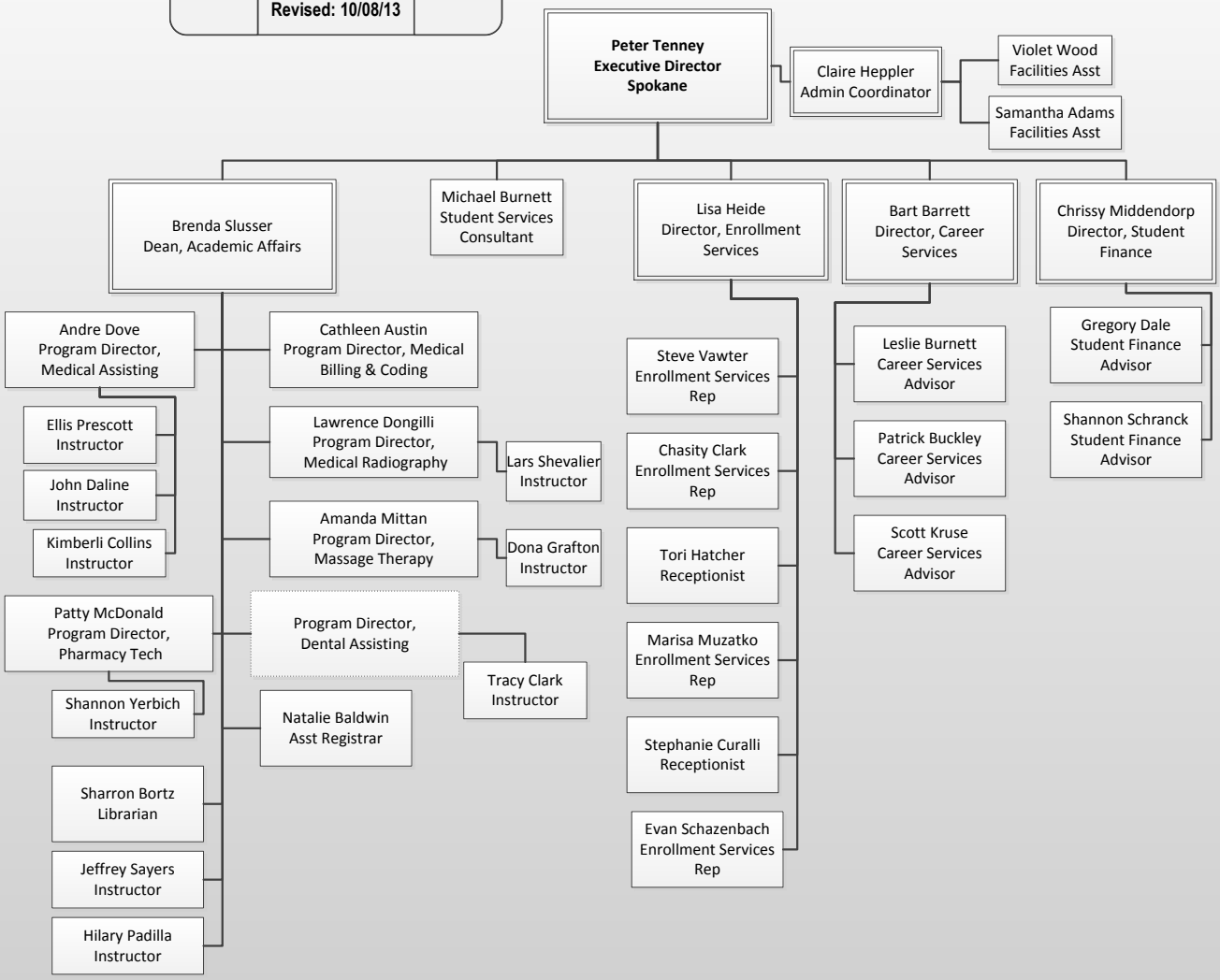
General Education Instructors
Jeffrey Sayers
Hilary Padilla

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Spokane, WA

Revised: 10/08/13



Tucson Campus Staff and Faculty

Staff

Administration
Antonio Thompson, Executive Campus Director
Jay Johnson, Dean, Academic Affairs

Administrative Support
Dena O'Donnell, Administrative Coordinator
James Henley, Facilities Assistant
Tanya Patton, Assistant Registrar
Shawn Foreman, Assistant Registrar

Director, Student Finance
Anas Fellah
Student Finance Team Leads
Student Finance Advisors

Director, Career Services
Joy Meoak
Career Services Advisors

Director, Enrollment Services
Catherine Wick
Janice Zabaleta, Receptionist
Mary Melich, Community Outreach Representative
Enrollment Services Representatives

Student Services
TBD, Student Services Consultant

Library Services
Donna Glenn, Librarian

Faculty

Veterinary Assisting Program Director
Billie Rose
Instructors

Medical Billing and Coding Program Director
Judith Riley
Instructors

Medical Assisting Program Director
Judith Riley
Instructors

Dental Assisting Program Director
TBD
Instructors

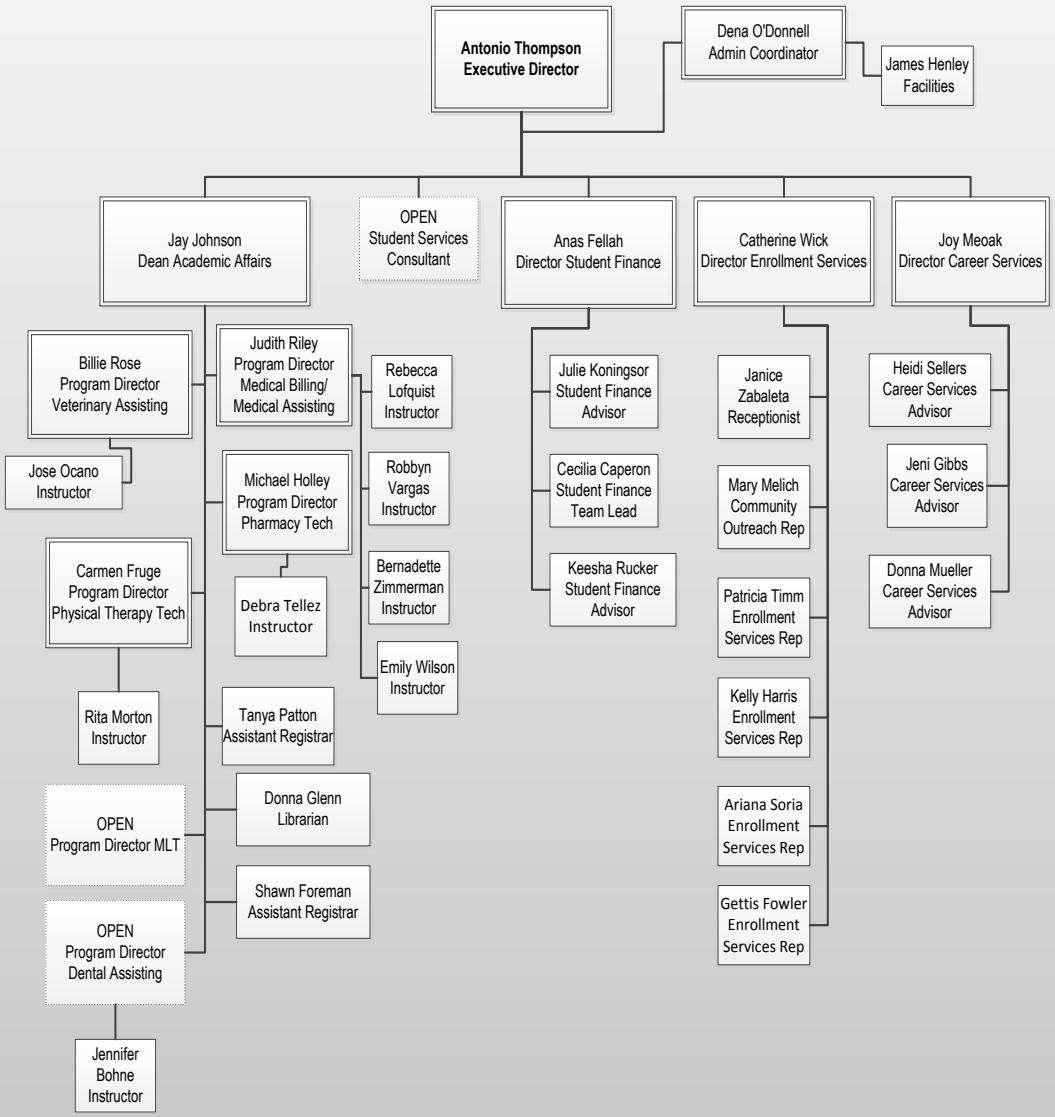
Medical Laboratory Tech Program Director
TBD

Pharmacy Technology Program Director
Michael Holley
Instructors

Physical Therapy Tech Program Director
Carmen Fruge
Instructors

CARRINGTON COLLEGE®

The Starting Point for Health Care Careers.

Location: Tucson, AZ

Revised: 10/08/13