



*August  
2025*

## **Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation**



# Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Nick Gomez, President  
Carrington College  
8909 Folsom Blvd.  
Sacramento, CA 95826

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

  
\_\_\_\_\_  
Dr. Nick Gomez  
President

08/01/2025  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Carole Brown  
Governing Board Chair

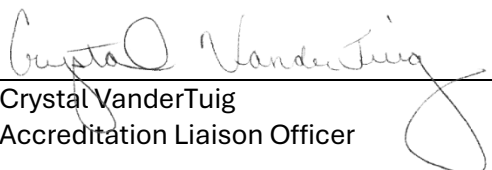
08/01/2025  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Sumer Avila  
Provost/Executive President of Academic Affairs

08/01/2025  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mitch Charles  
Executive Vice President of Operations

08/01/2025  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Crystal VanderTuig  
Accreditation Liaison Officer

08/01/2025  
\_\_\_\_\_  
Date

**Contents**

Forward to the Institutional Self-Evaluation Report .....4

A. Introduction: Institutional Context .....5

B. Institutional Self-Evaluation of Alignment with Accreditation Standards ..... 12

    Standard 1: Institutional Mission and Effectiveness ..... 12

    Standard 2: Student Success ..... 24

    Standard 3: Infrastructure and Resources ..... 46

    Standard 4: Governance and Decision-Making ..... 64

C. Required Documentation ..... 71

    Standard 1: Mission and Institutional Effectiveness ..... 71

    Standard 2: Student Success ..... 72

    Standard 3: Infrastructure and Resources ..... 75

    Standard 4: Governance and Decision-Making ..... 76

    Other Federal Regulations and Related Commission Policies ..... 76

D. Appendix 1: Verification of Catalog Requirements (ER 20) ..... 77

E. Appendix 2: Organizational Structure ..... 78

## Forward to the Institutional Self-Evaluation Report

In February 2024, Carrington College launched the planning of its Institutional Self-Evaluation Report (ISER) to align with the 2024 ACCJC Accreditation Standards. A College-wide effort led to the formation of twenty-three committees, each dedicated to a specific standard. Faculty and staff from all sixteen locations across seven states contributed expertise and evidence. A core writing team of thirteen members then synthesized this input to develop the ISER, ensuring a thorough and inclusive self-evaluation process.

In completing its ISER, Carrington College identified both strengths and opportunities for growth. One of the College's defining strengths is its commitment to digital resources, which have shaped its identity and fostered a culture of adaptability. When the COVID-19 pandemic struck, the College was well-prepared to support online learning due to its established digital resources and robust virtual infrastructure. The College was able to quickly pivot to meet the evolving needs of faculty, staff, and students. Extensive resources and tools support a diverse student body, and as the College grows, it recognizes the need to continue enhancing these resources.

Over the years, Carrington College has strengthened institutional communication by enhancing its committee and college governance structure (Governance Structure), providing staff and faculty with a direct line of communication to the president and leadership team. Improvements include the establishment of new subcommittees and a restructured governance framework that fosters inclusive decision-making and ensures diverse input.

Recognizing the importance of amplifying each program's voice, Carrington College has enhanced its program review process to strengthen the student experience. By refining documentation formats and streamlining approval procedures, data-driven decision-making has become integral to continuous improvement efforts. To promote transparency and awareness of the outcomes of this process, summaries of approved changes are shared by the President during quarterly campus town halls, reinforcing within the college community a commitment to student-centered excellence.

During this self-evaluation process, areas of opportunity for institutional growth were identified, particularly in the accessibility and utility of disaggregated data on a variety of student performance and outcomes data. Initially challenging to access, this gap was addressed by developing a Power BI dashboard (Power BI Disaggregated Data) accessible to all campus leadership. This tool enables real-time analysis of campus-specific trends, helping to identify student populations in need of additional support. These insights inform targeted interventions, ensuring students receive the resources necessary for success and further exemplifying the College's focus on data-driven decision-making.

In conclusion, Carrington College remains unwavering in its dedication to excellence, innovation, and the relentless pursuit of better outcomes for students. Through continuous improvements in resource accessibility, governance, and data-driven decision-making, the College is not only responding to the challenges of today but proactively shaping a future where every student has the opportunity to thrive. With a commitment to ongoing innovation and a deep understanding of the evolving needs of students, Carrington College is determined to empower them to reach their fullest potential, ensuring they are equipped for success in an ever-changing world.

As the College continues to grow, it recognizes the need to further enhance these resources to support an expanding community, aligning with its ongoing commitment to student success and institutional effectiveness.

## A. Introduction: Institutional Context

### Brief History

The history of Carrington College reflects a long evolution of ownership changes, campus expansion, and program development. The institution was founded in 1967 as Northwest College of Medical Assistants and Dental Assistants in Sacramento. The institution was originally established to meet the growing education and skills training needs of the local healthcare community. Over the next few decades, the College underwent several transitions that would shape its modern identity.

In 1969, the College was purchased and renamed Western College of Allied Health Careers – A Bryman School. By 1983, the College was acquired by the Education Corporation of America (EdCOA, Inc.), which changed its name to Western Career College (WCC). Under its new name, WCC began to expand its reach, opening new campuses, including a second campus in San Leandro, CA, in 1986, and a third campus in Pleasant Hill, CA, in 1997.

In 2001, Western Career College earned its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC), marking a significant milestone in its development. Just two years later, in January 2003, ACCJC approved a change of ownership when U.S. Education Corporation (USEC) purchased the College. This transition led to the opening of two additional campuses in 2005, further expanding the institution's footprint.

In 2005, the College experienced another significant expansion when it merged with Silicon Valley College, a nationally accredited institution owned by USEC. This merger resulted in three new campuses broadening WCC's service area in California. By 2008, the College had made substantial strides, receiving reaffirmation of its accreditation after completing the ACCJC/WASC re-accreditation process. The College's growth continued with the change in ownership to DeVry Inc. in 2008.

In 2010, the name was changed from Western Career College to Carrington College of California. By 2014, all campuses across the western United States had been unified under the Carrington College name.

A pivotal moment in Carrington College's history occurred in December of 2018 when the institution was acquired by San Joaquin Valley College, Incorporated (SJVCi). Under the new ownership, there were no changes to the College's governance, operational, or corporate structure. The College maintains its existing accreditations and retains the same Office of Postsecondary Education Identification (OPEID) with the U.S. Department of Education. This transaction did not result in a merger of Carrington College with San Joaquin Valley College (SJVC), which is owned by San Joaquin Valley College, Inc. College Carrington and SJVC continued to operate as separate and distinct postsecondary institutions with independent boards, governance structures, and management. There were no organizational changes to campus-level program leadership, faculty, program staff or applicable student support services. Shortly after the acquisition, SJVCi formed Ember Education (EE) to provide services to SJVC and Carrington College in the following areas: human resources, compliance and regulatory affairs, marketing communications, growth and development, information systems, financial aid, finance and accounting, real estate, purchasing and facilities, and legal. Service provisions are delineated in a Shared Services Agreement signed by the College President and Ember Education's Chief Operating Officer.

Over the years, Carrington College has introduced new programs, discontinued others, redefined its mission statement, and opened, closed, and merged campuses to meet the evolving needs of its diverse student population and the market demand for its program offerings. However, Carrington's evolution continues to focus on providing career-oriented programs that ensure equitable and inclusive access, while aligning with the

institutional learning outcomes of critical thinking, collaboration, communication, and professionalism.

In the fall of 2024, Carrington College and SJVC began a strategic institutional alignment that will shape the future of both institutions (Institutional Alignment Infographic). This alignment will result in two specialized institutions, each focusing on distinct areas of education. Carrington College will concentrate exclusively on nursing and allied health programs, while SJVC will focus on trades and business education. This strategic shift will allow each institution to specialize and enhance outcomes for students and graduates.

As part of this alignment, the College will expand with twelve new locations in California and launch three new programs, further solidifying its commitment to providing high-quality, specialized healthcare education to a broad student population.

## Community and Student Population

Carrington College has sixteen locations across the western United States, with locations in California, Nevada, Arizona, New Mexico, Oregon, Washington, and Idaho: **Table 1. Communities Served**. Each campus serves a unique community, with a diverse set of needs. The College's student body spans urban and suburban areas, with many campuses situated in cities that are home to rapidly growing healthcare industries.

Carrington College's student population has remained consistent, with 6,696 students in 2021 and 6,703 in 2024. The highest enrollment occurred in 2022, with 8,165 students, largely due to an influx during the COVID-19 pandemic (**Table 2. Student Population Demographics**). Over the same period, there has been a notable increase in first-time college students, with this group growing from 52% in 2021 to 63% in 2024. This shift aligns with the institution's commitment to providing access to higher education, as the College's certificate programs do not require prerequisite courses.

Carrington College has a 48% Hispanic population,<sup>1</sup> which mirrors the communities it serves, particularly in Arizona, California, Nevada, and New Mexico, where the Hispanic population ranges from 30% to 50%. Additionally, there has been a slight increase in the proportion of Black or African American students, from 9% in 2021 to 12% in 2024. These changes reflect Carrington College's continued commitment to serving a diverse student population and responding to shifting demographics<sup>2</sup>.

Gender demographics show a decrease in the percentage of female students, from 86% in 2021 to 69% in 2024. The data also reveals an increase in students who did not specify their gender, along with a small number of nonbinary students, reflecting broader societal trends in gender identity.

Finally, the median age of students has remained stable at 26 years, with the majority of students falling between 20 and 29 years old. The ability to offer flexible scheduling—day, evening, and online options—has been crucial in supporting students' needs, especially for those balancing work and family commitments.

Overall, Carrington College's evolving student population demonstrates a commitment to meeting the diverse needs of the communities it serves. These demographic shifts reflect an ongoing effort to foster an educational environment where all students have the opportunity to succeed in career-focused programs.

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<sup>1</sup> These data were gleaned from students' self-identified ethnic disclosures on Enrollment Agreements. Specifically, students are asked to select whether their origin is Hispanic or Latino ("yes" or "no"). It is a separate question from the racial identifiers that are also part of the application.

<sup>2</sup> (n.d.). Hispanic Population by State 2025. World Population Review. <https://worldpopulationreview.com/state-rankings/hispanic-population-by-state>

Table 1: Communities Served (as of March 2025)

Communities Served *		
State	Location	Programs Offered
Arizona	Phoenix, Mesa, Tucson	<b>Certificate</b> Dental Assisting, Heating Ventilation, Air Conditioning and Refrigeration, Maintenance Technician, Medical Assisting, Massage Therapy, Pharmacy Technology, Physical Therapy Technology, Veterinary Assisting <b>Associate Degree</b> Associate Degree in Nursing, Dental Hygiene, Electrical Technology, Health Studies, Respiratory Care, Surgical Technology
California	Pleasant Hill, Sacramento, San Leandro, San Jose, Stockton	<b>Certificate</b> Dental Assisting, Massage Therapy, Medical Assisting, Pharmacy Technology, Vocational Nursing <b>Associate Degree</b> Associate Degree in Nursing, Dental Assisting Science Emphasis, Dental Hygiene, Physical Therapist Assistant, Respiratory Care, Surgical Technology, Veterinary Technology, Vocational Nursing Science Emphasis
Idaho	Boise	<b>Certificate</b> Dental Assisting, Massage Therapy, Medical Assisting Pharmacy Technology, Practical Nursing <b>Associate Degree</b> Dental Hygiene, Health Studies, Nursing Bridge
Nevada	Las Vegas, Reno	<b>Certificate</b> Dental Assisting, Medical Assisting, Phlebotomy Technician <b>Associate Degree</b> Associate Degree in Nursing, Physical Therapist Assistant, Respiratory Care
New Mexico	Albuquerque	<b>Certificate</b> Dental Assisting, Massage Therapy, Medical Assisting, Pharmacy Technology, Practical Nursing
Oregon	Portland	<b>Certificate</b> Dental Assisting, Medical Assisting, Veterinary Assisting
Washington	Spokane	<b>Certificate</b> Dental Assisting, Massage Therapy, Medical Assisting Medical Billing and Coding, Pharmacy Technology, Veterinary Assisting <b>Associate Degree</b> Health Studies
Online (AK, AR, AZ, CA, CO, GA, HI, ID, IL, IA, MS, MO, MT, NV, NM, ND, OR, SC, SD, TN, TX, UT, VT, WA and WY)		<b>General Education Courses</b> <b>Certificate</b> Medical Administrative Assistant, Medical Assisting, Medical Billing and Coding, Pharmacy Technology, Trades Studies <b>Associate Degree</b> Health Studies <b>Bachelor Degree</b> Nursing, Healthcare Administration



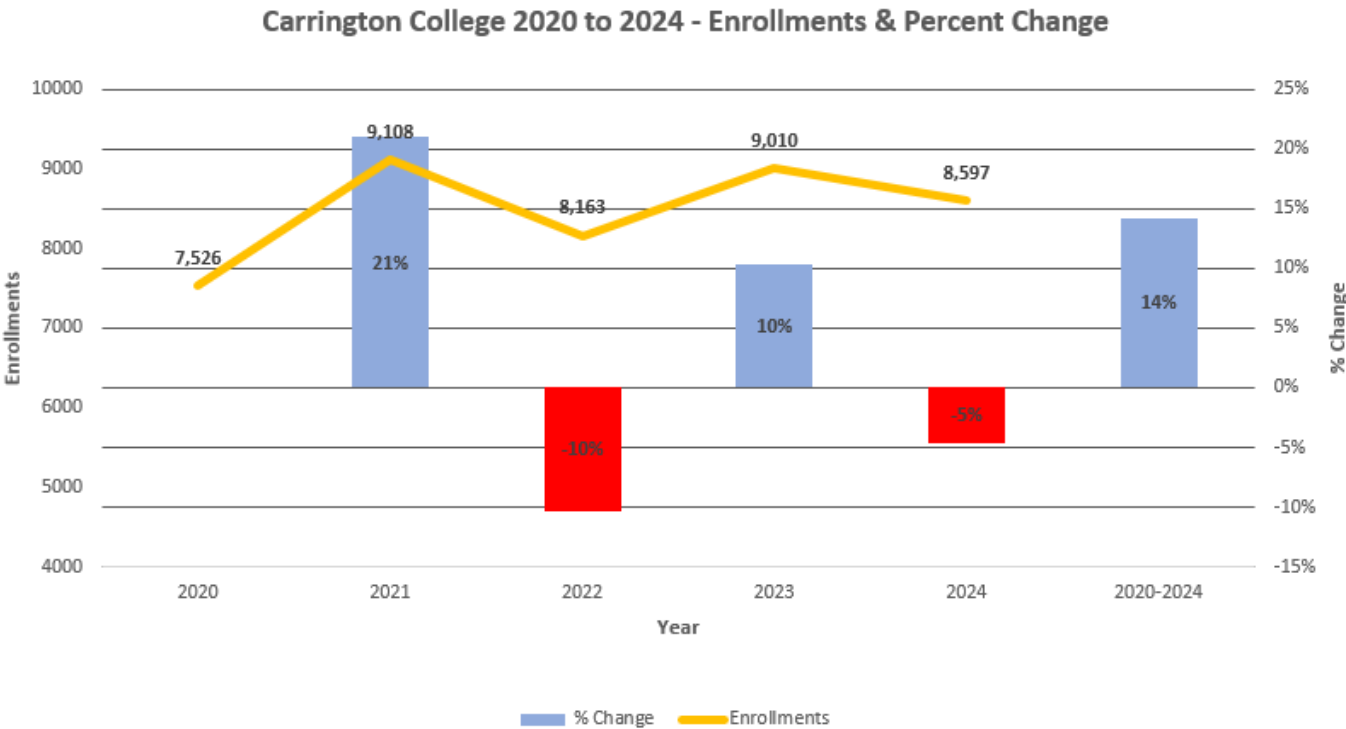
Table 2: Student Demographics

Student Demographics				
Student Population	2021	2022	2023	2024
Number of Students	6,696	8,165	6,450	6,703
Enrollment Status				
Full Time	73.2%	54.8%	72.7%	74.6%
3/4 Time	13.9%	8.1%	16.0%	14.6%
Half Time	6.3%	6.0%	6.1%	6.0%
Less than Half-time	6.6%	31.1%	5.2%	4.8%
First Time College Student				
Yes	54.2%	48.2%	55.0%	63.0%
No	45.8%	49.4%	45.0%	37.0%
Credits				
0	45.8%	51.0%	55.0%	63.0%
1-30	31.5%	25.7%	14.7%	19.2%
31-59	6.2%	11.9%	8.4%	6.5%
60	5.5%	3.3%	13.3%	4.5%
61-90	3.9%	3.2%	2.9%	1.8%
91-119	3.0%	2.0%	2.1%	2.0%
120	4.1%	0.0%	3.6%	3.2%
Race and Ethnicity				
American Indian or Alaska Native	4.1%	4.3%	3.5%	4.2%
Asian	7.3%	6.5%	7.5%	7.1%
Black or African American	9.1%	11.2%	9.6%	11.8%
Hispanic	5.5%	4.6%	4.1%	6.1%
Native Hawaiian or Other Pacific Islander	1.4%	1.7%	1.4%	1.6%
White	36.4%	28.3%	29.5%	32.4%
Two or More Races	4.9%	5.6%	5.3%	5.3%
Race and Ethnicity Unknown	0.0%	1.3%	0.3%	0.04%
Unspecified Race	31.2%	36.6%	38.8%	31.4%
Gender				
Female	85.7%	86.0%	69.1%	68.6%
Male	14.3%	14.0%	12.0%	11.9%
Nonbinary	0.0%	0.0%	0.4%	0.3%
Not Specified	0.0%	0.0%	18.2%	19.1%
Declined to State	0.0%	0.0%	0.3%	0.2%
Age				
17 - 19	9.2%	7.7%	13.0%	12.6%
20 - 29	58.8%	60.9%	57.7%	56.1%
30 - 39	23.1%	20.4%	20.4%	22.0%
40 - 49	6.6%	7.6%	7.0%	7.3%
50 - 59	2.0%	2.6%	1.9%	1.9%
Sixty and up	3.0%	0.7%	0.0%	0.2%
Median Age	25.7 years	27.9 years	27.1 years	25.7 years



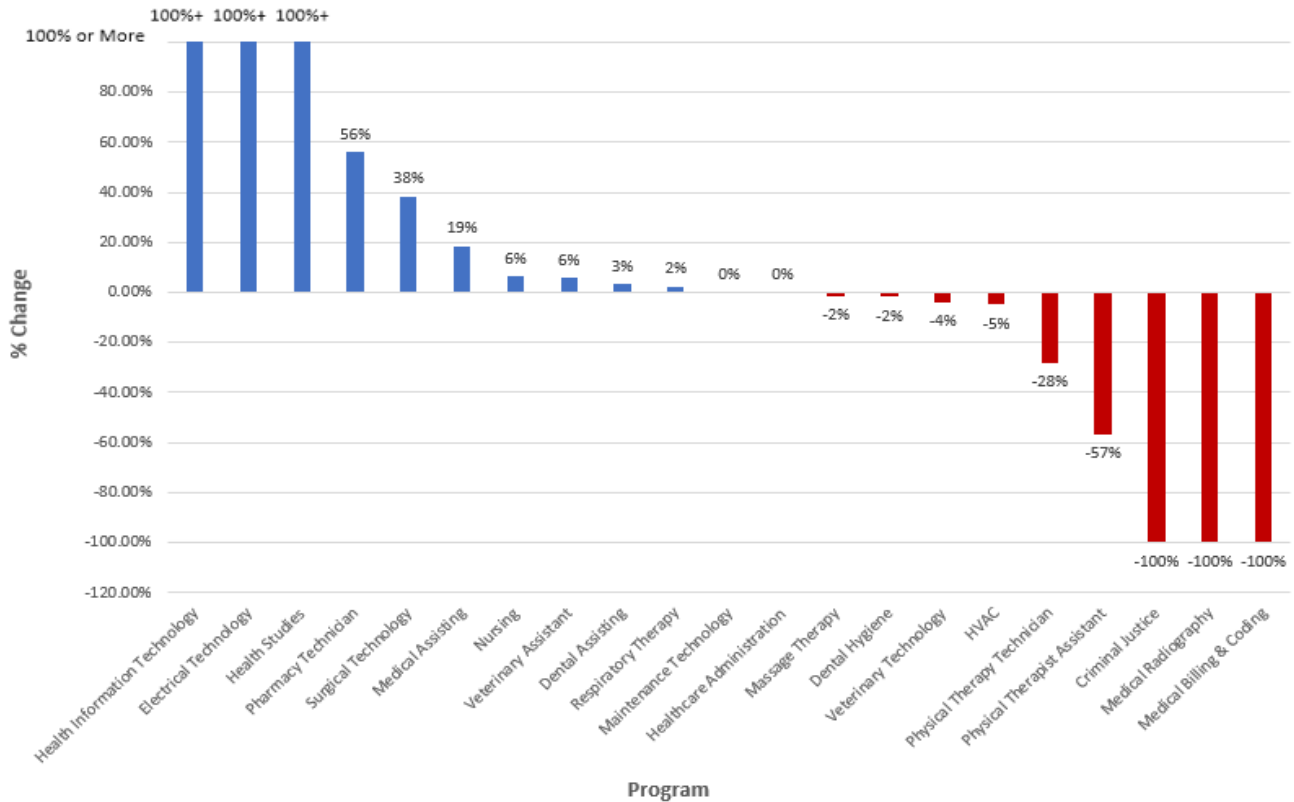
Major Events and Developments

During the 2020 COVID-19 pandemic, Carrington College successfully pivoted to fully remote instruction across all seven states with limited disruption, ensuring that students continued to receive high-quality education. This transition was made possible by the College’s prior investments in technology, having provided iPads to students and faculty since 2015 and having an established robust digital infrastructure. This infrastructure included not only the Learning Management System (LMS) and Microsoft Teams but also resources such as virtual labs, library resources, eBooks, DocuSign, clinical simulations, case studies, and conferencing tools, all of which were in place to ensure an uninterrupted learning experience. The ability to pivot quickly allowed the College to maintain, and in many cases increase, enrollment as students sought the flexibility of online education: **Carrington College 2020 to 2024 - Enrollment & Percentage Change**. The College returned to in-person teaching in August 2020, continuing to prioritize the safety and success of its community.



Since the last comprehensive review, Carrington College has significantly expanded its academic offerings in response to evolving student needs and industry demands. In 2020, the College introduced Heating, Ventilation, Air Conditioning and Refrigeration (HVACR), Electrical Technology (ET), and Maintenance Technician (IT) programs at its Phoenix campus. In 2022, Carrington expanded its Associate Degree in Nursing (ADN) program to the Las Vegas campus, with the first cohort graduating in the Spring of 2024. Carrington College also increased its blended and online program offerings in response to enrollment patterns. In 2022, the Medical Assisting Online (MAO) program was launched, and in 2023, the blended on-ground MBC program shifted to the online modality, with an on-ground externship. Additionally, the ET program expanded to a second location in Sacramento in the Fall of 2024.

**% Change 2020 to 2024 (By Program)**



In 2022, Carrington discontinued enrollment in its Criminal Justice and Health Information Technology programs following a thorough review and evaluation, which revealed that these programs did not effectively align with the then-current job market and student demand. This decision reflects the College’s commitment to aligning academic offerings with the evolving needs of the communities and industries served. The College remains dedicated to focusing its resources on programs that best support students' career aspirations and success, ensuring that educational pathways remain relevant and impactful.

Carrington College introduced two new degree programs in 2023: the Bachelor of Science in Nursing (BSN) and the Bachelor of Science in Health Care Administration (BSHCA). These programs were structured to guide students through their educational journey, offering a seamless pathway from certificate programs to degree programs and advanced credentials, allowing students to continue their education at Carrington College. The BSN program, designed for registered nurses seeking professional growth, offers a Registered Nursing (RN) to BSN option focused on leadership, research, and education, delivered in an online format. The BSHCA program, aimed at both newcomers to healthcare and individuals with prior healthcare education, prepares students for administrative roles. Students can choose between two concentrations—leadership or clinical science—tailoring their education to specific career goals. These new programs further enhance Carrington College’s ability to meet the growing needs of the healthcare sector while diversifying its educational offerings.

Carrington College’s commitment to digital equity and focus on continuous innovation in teaching and learning was recognized by Apple when the school was awarded as an Apple Distinguished School in October of 2023. This designation highlights the comprehensive use of technology in its classrooms and labs, creating a dynamic learning environment that adapts to the needs of both faculty and students. By leveling the digital playing field and meeting students where they are, the integration of Apple resources (iPads) and technology fosters

interactive and engaging educational experiences, ensuring an equitable experience for all students. This focus on inclusiveness supports diverse learning styles and needs, enabling students to succeed and thrive in a modern, technology-driven educational environment<sup>3</sup>.

Looking Forward

Beginning in May of 2025, Carrington College will expand to offer four baccalaureate degrees, ten associate degrees, and eight certificate programs at 28 locations in seven states, with additional offerings available online. Carrington College’s continued focus on healthcare education and its evolving role in the academic landscape will ensure its ongoing success in meeting the needs of students and the healthcare community.

As the institutional alignment between Carrington College and SJVC, initiated in 2024, continues to evolve, Carrington College will introduce three new programs, including two Bachelor’s degrees, designed to support students in advancing their academic and professional goals.

New Programs May 2025		
Credential	Location	Programs Offered
Associate's Degree	Bakersfield, Temecula	Diagnostic Medical Sonography
Bachelor’s Degree	Online	Dental Hygiene, Respiratory Therapy

Carrington College remains dedicated to delivering high-quality career education and creating pathways to brighter futures for students and their communities.

<sup>3</sup> (n.d.). *Apple Distinguished School*. <https://carrington.edu/apple-distinguished-school/>

## B. Institutional Self-Evaluation of Alignment with Accreditation Standards

### Standard 1: Institutional Mission and Effectiveness

*The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.*

**1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)**

The College's mission and broad educational purpose is to deliver quality career-education programs to a diverse student population. The governing board approved mission statement is as follows:

The mission of Carrington College is to provide career-focused baccalaureate degree, associate degree, and certificate programs in healthcare, trades, and industrial majors to a diverse population of students.

- Carrington College will ensure equitable and inclusive access to our programs, resources, and services.
- Programs are developed to meet student, employer, and community needs by providing hands-on training and instruction delivered through onsite, online, and blended modalities.
- The College uses outcomes, skills, and inquiry-based approaches to education.
- The College models its programs and curricular objectives to align with the College's institutional learning outcomes encompassing critical thinking, collaboration, communication, and professionalism.

Carrington College 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 mission statement is regularly reviewed and published in multiple media, including the college website, Academic Catalog, and other internal publications (Mission Publication – examples). As will be detailed below, results from reviews are used to inform revisions to ensure the ongoing relevancy and applicability of the mission statement. Information is presented as follows:

- **Review of the Mission Statement**
- **Commitment to Equitable Opportunities for Student Success**

**Review of the Mission Statement:** The mission statement is reviewed on a regular cadence to ensure that it appropriately reflects the College's character, values, structure, and unique student demographics. The frequency of these reviews are informed by governing board policy, which requires that a college-wide review of the mission statement be conducted every three years (Governing Board Policy #7). The review process is initiated with a campus-wide led by the President, inviting employees to review and provide feedback on the mission statement. Based on stakeholder feedback, revisions may be made to the mission statement. If revisions

are made, the revised mission statement is submitted for review and approval by two key governance groups: first the Accreditation Committee, which is a part of the College Governance Structure, and then the Board of Governors, for final approval. Outside of this systematic cycle, the College may undertake ad hoc reviews of the mission statement as needed.

Formal reviews of the mission statement were conducted in 2021 and 2022, which led to updates to the mission statement. The 2021 review was driven by the expansion of the College's academic disciplines to include trades program offerings, such as Heating, Ventilation, Air Conditioning and Refrigeration (HVACR), Electrical Technology (ET), and Maintenance Technician (IMT). The addition of these programs necessitated a review of the mission statement to ensure that it accurately reflected the community and students served by the College. As such, a college-wide review of the mission statement was conducted and informed by the Mission Statement Rubric. Results led to updates which highlight a key aspect of the College mission – that is, to align program offerings with the needs of students and communities, as will be detailed below. Another significant update was the addition of an institutional commitment to providing equitable and inclusive access to programs and resources through varied instructional modalities. Both the Executive Council and the Board of Governors gave their unanimous support and approval of the updated mission statement (Accreditation Committee Mission Change Minutes\_2021: Governing Board Minutes 2021).

The most recent review took place in 2022, which led to the adoption of the current mission statement. This review, which occurred outside of the typical three-year review cycle, was prompted by the addition of the College's first baccalaureate degree. This particular review followed a process similar to previous reviews, as shown in the governing board meeting minutes provided above and in the Board of Governors Meeting Minutes 7.28.22. Given the alignment of academic programs between the College and SJVC, another review of the mission statement is planned for 2025. Given the alignment of academic programs between Carrington College and SJVC, another review of the mission statement is planned for 2025. It is anticipated that this review will lead to updates that reflect CC's new institutional identity as an educational provider with a focus on allied health and nursing education.

**Commitment to Equitable Opportunities for Student Success:** With an articulated missional intent to provide students with opportunities to achieve both academic and professional success, Carrington College prioritizes a deep understanding of and responsiveness to the diverse needs of the College's student body and the communities it serves. A rich data collection process provides a wide range of data on student success indicators, such as course completion, retention, and graduation rates to name a few. These data, which can be viewed in aggregate and disaggregate forms, are reviewed and analyzed by various groups and committees and are used to identify and respond to student needs. Other types and sources of data, such as demographics and feedback from the bi-annual student survey also inform the analysis of student and community needs. The scope of the College's data and data analysis has yielded valuable insights into the needs and aspirations of Carrington College's student population, the evolving demands of the job market, and the diverse needs of its community. This comprehensive approach ensures that the College meets its mission to provide career-focused programs that address the needs of students, employers, and the community. The way in which this is accomplished is illustrated through the Growth & Development framework:

- **Growth & Development:** One of the distinguishing characteristics of the College's mission statement is the articulated intent to meet the needs of its many stakeholders through its academic program offerings. In this context, stakeholders include not only students, but their families and loved ones, as

well local employers with demonstrated need for well-trained professionals. This transpires through the alignment of academic program offerings to the educational and employment needs represented in the communities served by Carrington College. This effort is supported by Ember Education's Growth & Development Department, which facilitates a collaborative process that involves regular scans of the external environment to identify data-based needs for career education. Ember's Vice President of Growth & Development partners with the College's Executive Leadership Team<sup>4</sup> to identify needs within communities currently served by the College as well as new communities that might benefit from the academic programs and support services that characterize a Carrington education. The decision-making process is informed by a wide variety of data, such as employment projections, availability of "like" program offerings, potential student interest or demand, educational attainment levels, and other demographic data. The addition of the new trades programs referenced above is an outcome of this process.

Aligning academic programs to meet identified educational and employment needs is a key aspect of mission fulfillment. While this primarily occurs through the addition of new academic programs and campus locations, it does, at times, include the decision to discontinue a program. For example, in 2022, following a thorough review and evaluation, the College discontinued enrollment of the Criminal Justice program, following an 86% decline in enrollment from 2017-2021. A program assessment revealed that the Criminal Justice program did not align effectively with current job market needs and outlook. The College remains dedicated to focusing its resources on programs that best support its students' career aspirations and success, ensuring that educational pathways are relevant, and career focused.

Complementing the Growth & Development process is the College's ongoing review and analysis of disaggregated data to identify student needs. For example, student demographic data (2017-2021) revealed an increase in the 30-39 student age range, representing a growing number of students now being working adults, as shown in the Education Master Plan 2022. To accommodate this change, the College sought and received approval to offer several programs in a blended format, thus providing greater flexibility to students with multiple commitments. These programs include Dental Assisting (DA), Medical Administrative Assistant (MAA), Medical Assisting (MA), Medical Billing and Coding (MBC), Pharmacy Technology (PhT), Surgical Technology (ST), and Veterinary Assisting (VA). Additionally, the College launched four fully online programs: Medical Assisting Online (MAO) certificate of achievement, a Bachelor of Science in Nursing (BSN), a Bachelor of Science in Healthcare Administration (BSHCA), and, most recently, Pharmacy Technology Online (PhTO) certificate of achievement. These data-driven initiatives reflect the College's missional commitment to meet the needs of its diverse student population and represents an intent to support access to educational access.

In addition to engaging in data-driven decision-making, Carrington College's prioritization and investment in technology is another way in which it fulfills its commitment to providing equitable access to high-quality education and resources for all students, empowering them to achieve their career goals. Students are equipped with innovative tools that support both remote and on-campus learning, ensuring access to a high-quality educational experience. For example, students receive an Apple iPad for use throughout their programs. In 2024, remote management of these iPads was implemented to bridge the gap between technologically savvy and

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<sup>4</sup> The Executive Leadership includes the College President, Provost/Executive President of Academic Affairs, Vice Provosts (2), Senior Vice President of Online Operations, Vice Presidents of Operations (5), Associate Vice President of Administration, and Associate Vice President of Learning & Development.

technologically insecure students. This system streamlines device configuration, allowing students to log in and instantly access resources and applications tailored to their needs, including textbooks, software, and applications to support their chosen program of study, including virtual library and learning resources. The virtual library, which can be accessed 24/7, serves as a digital hub for academic and student support services. These resources are arranged by topic and location, as well as national helplines and associations.

The College's commitment to the fulfillment of its mission is evidenced by the examples provided throughout this report. College leadership will continue to ensure that the mission statement is regularly reviewed and that data collection and analysis is appropriately supported, and that results are used to identify and respond to educational and employment needs. Carrington will continue to align its programs with industry standards and community needs by regularly consulting with employers and stakeholders, keeping curricula relevant and responsive to market demands.

## **1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

The College engages in strategic planning that leads to the establishment of ambitious goals to support student success. Drawing upon Kaplan & Norton's *Strategy-Focused Organization* (SFO) principles, a quantified vision statement, aligned to the College mission, identifies the goals that the College is pursuing. As reflected in the Strategy Map, the College has defined a quantified vision statement that identifies two, time-bound quantified vision goals: 70% graduation and 80% graduate placement rate by December 2025. These governing board endorsed goals are reflected in strategic planning documents, such as the Strategy Map and the Balanced Scorecard, which serve two unique purposes: while the Strategy Map is used primarily to communicate the vision and strategy to the college community, the Balanced Scorecard is used to measure progress toward the quantified vision goals. This will be addressed in greater detail below (see response to Standard 1.4).

Within the Balanced Scorecard there are strategic measures and achievement targets that support vision goal achievement. Systematic processes are in place to ensure that performance data on these measures is reviewed at regular intervals to gauge progress and make any necessary adjustments, as will be detailed below.

In addition to the strategic goals, the College has established and implemented governing board-approved Institution Set-Standards (ISS). The ISS represents the key performance metrics that define student success and apply to all academic programs. They are as follows:

- Course completion rates
- Number of degree (bachelor's and associate) and certificate completions
- Graduation rates
- Graduate placement rates
- Certification/Licensure exam pass rates

Definitions for the metrics and the established achievement levels are published in the Academic Catalog and the Education Master Plan (EMP). While the ISS identify the minimum performance thresholds, "stretch goals" are established for the ISS as part of the Education Master Planning process in an effort to drive continuous improvement and student success.

Through the ongoing review and dialogue around strategic performance and the ISS, the College is able to gauge how well it is supporting student success and make any necessary operational adjustments or implement initiatives for improvement that support student outcomes, such as those detailed below:



**2020:** the College launched a college-wide initiative to incorporate licensing exam fees into the tuition costs for programs with a mandatory credentialing exam. This strategic move was designed to enhance post-graduation employment rates, encourage full participation in licensure, and remove the financial barriers that often hinder the transition from education to professional practice. Through this initiative, the College reinforced its commitment to fostering career readiness and success for all graduates.

**2021:** the College implemented a comprehensive initiative for Veterinary Technology program students to receive the AVMA-mandated rabies vaccination on campus (Rabies Policy). This integrated approach removes financial barriers and enhances accessibility, ensuring all students have convenient access to the vaccinations required for their fieldwork and professional practice, regardless of their financial situation. By providing the vaccine on campus, the College upholds the highest health and safety standards, meeting programmatic accreditation requirements, and ensuring a seamless and equitable delivery of critical health requirements.

The strategic goals and institution set standards support student success and equitable outcomes. Regular performance reviews ensure awareness of areas of opportunity and provide an ongoing mechanism for stakeholders to engage in dialogue and planning in an effort toward continuous improvement, as detailed below.

### **1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

The College holds itself accountable for achieving its mission and goals. Disaggregated data on key performance measures is collected, made available, and used to analyze performance and inform continuous improvement. Following is a summary overview of the key accountability processes that are in place to support an ongoing institutional dialogue, data analysis, and planning around the fulfillment of the mission.

**Education Master Planning Process:** As one of the three plans that drive the Integrated Planning Cycle (detailed below), the Education Master Plan (EMP) covers a 5-year period and is reviewed annually through college-wide planning and evaluation activities such as program reviews, accreditation mid-term reports, participatory Governance Committee meetings, and Program Advisory Committees (Education Master Plan 2024). Through the EMP process, the Institution-Set Standards (ISS) for student achievement are established and updated (if needed); performance data is reviewed quarterly to ensure not only awareness of student achievement but to also prompt dialogue around any needed adjustments or initiatives to improve student learning and achievement, as illustrated in the Governance Structure Committee Meeting Minutes (10.09.2024). Any changes that are made during this review process reflect updates to accreditation standards for both the institution and its programs, ensuring alignment with institutional goals.

As mentioned above, the College also establishes stretch goals for the ISS and other measures of student achievement. Performance on these measures is also included in the regularly occurring EMP-driven data reviews. Degree programs, such as Dental Hygiene (DH), Veterinary Technology (VT), Surgical Technology (ST), Respiratory Care (RC), and Physical Therapist Assistant (PTA), have additional regulatory or accreditation-specific standards that ensure alignment with programmatic accreditation requirements and support the institution's overall objectives.

Progress on strategic goals and measures (addressed in detail below) is also included in the EMP review process. This continuous cycle allows the College to keep a close pulse on student learning and achievement and capture stakeholder input through multiple channels, such as those referenced above, to support an ongoing institutional dialogue around fulfillment of the mission and student success.

**Program Reviews:** Every two years, program faculty review and analyze a wide range of quantitative and qualitative data as part of the program review process. This holistic approach to gauging program health is one of the primary accountability mechanisms for gauging mission fulfillment. Results of this process are memorialized in a Program Review Report. Faculty recommendations arising out of program review are brought forward for review and approval by the Executive Council. As detailed above, approved action plans and initiatives are added to the EMP.

**Strategic Goals and Measures:** With the mission serving as the foundation for the quantified vision and strategy, the goals and measures (and the corresponding achievement targets) that comprise the Strategy Map and Balanced Scorecard represent elements of mission fulfillment. The Executive Leadership Team review progress on a different strategic measure each week (Executive Leadership Team Meeting Minutes 7.1.25). These strategic reviews and the resulting dialogue arising out of this practice is supported by a **Power BI Balanced Scorecard**. The Scorecard, which is used to track progress on the strategic goals and measures aligned to the objectives within the Strategy Map, captures performance data on each strategic measure (current and historical). Users can disaggregate the data by multiple factors, such as campus, program, and timeframes, as shown in the Balanced Scorecard Screenshot. This level of data capture and analysis facilitates ongoing institutional dialogue, ensures awareness of performance across campuses and modalities, and serves as an opportunity for leaders to generate ideas and recommendations for addressing performance gaps and challenges or any other needed adjustments. Strategic initiatives that arise out of this process are included in the integrated planning cycle.

Accountability practices are in place to inform the college community about the strategic goals and objectives as well as progress toward their achievement. In addition to the weekly strategic reviews described above, progress is communicated to stakeholders in forums such as Town Halls described above.

**Program Health Index (PHI):** Another accountability mechanism is found in the Program Health Index practice, which consists of regular reviews of disaggregated data to assess performance. Monthly Third-Party Pass Rate reports by campus and program are submitted, and individual campuses provide quarterly Program Health Index (PHI) reports to academic leadership. These PHI reports include student success outcomes, survey feedback, and credentialing pass rates. Faculty engage in collaborative discussions with each program and the respective Dean of Curriculum to analyze this data, identify trends, address achievement gaps, and support the creation of improvement plans. The data from these reports is used to create specific, measurable, and actionable goals for underperforming programs.

These accountability processes and practices are informed by a wide range of quantitative and qualitative data. The College's data collection processes and practices ensure that the accountability mechanisms are well-supported with data in order to support an ongoing institutional dialogue around fulfillment of the mission. These include the Student End of Course Survey, Student Satisfaction Surveys, and Graduate Survey and Employer Survey. These surveys gather feedback on the effectiveness of courses, faculty, programs, and resources. While they primarily evaluate the delivery of education, the data collected indirectly reflects student achievement by indicating the extent to which students feel prepared, satisfied with their learning experience, and equipped for their careers. For instance, a high satisfaction rate with course content or strong employer feedback on graduate preparedness can be indicators of successful student learning and achievement – a key aspect of the College mission. Course and program-level data is collected and reviewed through the measurement of Institutional Learning Outcomes (ILOs), Programmatic Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs).

These outcomes are clearly defined in course syllabi and the Academic Catalog, specifying the knowledge, skills, and competencies students are expected to acquire. Assessment of these outcomes is conducted using methods such as exams, projects, practical labs, and clinical experiences. Results are regularly reviewed by faculty and academic leadership to ensure alignment with educational goals and industry standards, helping identify areas for curriculum improvement and ensuring that students meet high standards, as demonstrated in the following example:

In 2024, the need for an institutional initiative aimed at supporting first-term certificate students was identified, based on analysis of year-to-date data on student drops. The analysis led to the identification of key patterns, which revealed the following trends in this population: the majority of drops were due to students failing to meet satisfactory academic progress or stopping attendance, with a large proportion occurring in the first term as reflected in the Drops by Term: Medical Assisting 2020-2024. A collaborative effort involving Campus Academic Deans, Program Directors, and Academic Leadership resulted in the development of new targeted strategies, which will be implemented as two-week support ramps designed to enhance the student experience during their first term. The goal of this project is to address first-term student drops and proactively provide the necessary support to reduce academic challenges and disengagement as detailed in the MA First Term Two-week Ramp Roll-out Project.

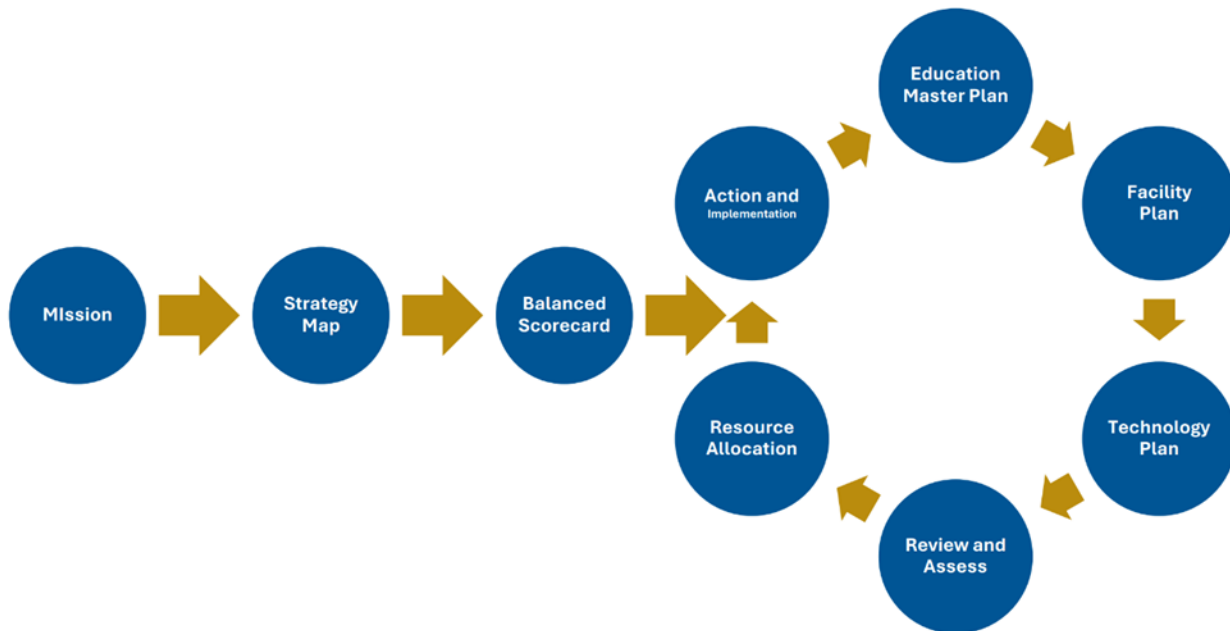
The College is committed to continuous fulfillment of its mission, which will be realized through the use of the accountability processes and practices detailed above. Resources will be allocated to support faculty and other stakeholder recommendations for improvement to student learning, achievement, and success.

#### **1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)**

The mission plays a central role in guiding resource allocation, fostering innovation, and driving continuous improvement. The integrated planning process is the mechanism that drives these efforts, providing a comprehensive approach to aligning resources and initiatives with the mission. This process ensures the effective delivery of educational programs and services, and, ultimately, fulfillment of the mission.

**Integrated Planning Cycle:** The College's Integrated Planning Cycle is a structured framework that aligns institutional efforts with the College's mission of delivering career-focused education. The cycle includes key components such as the Mission, Strategy Map, Balanced Scorecard, action and implementation plans, the Education Master Plan, the Facilities Plan, and the Technology Plan. Each component is essential for guiding strategic initiatives, measuring performance, and ensuring effective resource allocation, within key academic and operational areas. The cycle supports systematic planning and continuous improvement by regularly reviewing progress on action plans and adjusting as needed. This approach ensures that Carrington College remains responsive to the evolving needs of its students and the broader community, as shown in the graphic below.

## *Integrated Planning Cycle*



The following is a description of each component of the cycle and its role in supporting fulfillment of the College's mission:

**Mission:** The mission serves as the guiding principle for all decision-making and planning processes. It defines the College's core educational purpose and goals, ensuring that every strategic initiative supports the articulated missional intent to provide high-quality career education.

**Strategy Map:** As detailed above, the quantified vision statement, which defines two quantified vision goals, is aligned to the mission. The strategy in place to accomplish these goals is visually represented in the Strategy Map; it translates the mission into specific, actionable objectives that guide the institution's efforts over a defined period. It is both a strategic and a communication tool that ensures all stakeholders understand and are committed to the College's defined goals and objectives. As explained above, the strategic process is based on the strategic focused organization principles developed by Drs. Robert Kaplan and David Norton, which is intended to translate organizational strategies – aligned to the mission, into quantified goals that are supported by clear and actionable objectives and measures. This proven approach, widely adopted across industries, helps institutions drive mission-focused outcomes. For instance, Carrington's current Strategy Map includes a target to achieve a 70% graduation rate, measured at the 150% completion timeframe.

**Balanced Scorecard:** The Balanced Scorecard is the tool used to monitor progress toward the strategic objectives defined in the Strategy Map. It offers a comprehensive framework for evaluating performance across several perspectives, including financial stability, student satisfaction, and internal operations. Within each of these perspectives are the strategic objectives and corresponding measures and achievement targets that are reviewed regularly by decision-making groups, such as the Executive Leadership Team. For example, the Quality Education perspective includes a measure for faculty proficiency, which is measured by End of Course Surveys. The College aims to achieve a minimum average rating of 3.5 out of five on these surveys. Performance results on this measure

are provided in the End of Course Survey Results 2024. The very nature of this process yields ongoing review and analysis of data and dialogue that leads to the identification of initiatives aimed at increasing performance on strategic measures. Initiatives that arise out of this process are reviewed and approved by the Executive Council. Following approval, the resource allocation and implementation phase occurs, as detailed below.

**Action and Implementation:** This phase focuses on creating and carrying out targeted action plans to meet identified goals and objectives. It ensures that initiatives are implemented in a structured manner and monitored for their effectiveness. For example, in 2022, the College successfully launched a Rabies Vaccination plan for all Veterinary Technology students, to eliminate any resulting barriers to program completion, as detailed in the response to Standard 1.2. This initiative illustrates the use of the Integrated Planning Cycle, from review and approval of the proposed policy, resource allocation and implementation, and alignment to an appropriate plan for review and assessment of effectiveness.

**Education Master Plan:** The Education Master Plan outlines the long-term academic priorities and strategies; it ensures that program offerings and curriculum development are aligned with the College's mission and responsive to evolving market demands. For example, in 2023, the Medical Billing and Coding Certificate program transitioned to a fully online format (excluding an in-person externship at an approved healthcare site). This change, known as the MBC Program Modality Shift, expands access for students across our geographically dispersed communities, thus allowing a greater population of students to be served by this program offering.

**Facility Plan:** The Facilities Plan addresses the College's physical space and infrastructure needs; it ensures that facilities are effectively equipped to support academic programs and student services. For example, the College launched the Electrical Technology program (which requires both classroom and dedicated lab space) at the Sacramento campus by optimizing existing space, as documented in the ET Sacramento DiR Application and Exhibits 03.11.24

**Technology Plan:** The Technology Plan guides the integration of innovative technologies to enhance teaching, learning, and administrative functions. It ensures that technological investments are aligned with the mission and strategic goals. For example, in support of the College's iPad-based learning environment, Wi-Fi bandwidth across all campuses was upgraded as part of the Wi-Fi Infrastructure Replacement Project, ensuring reliable access for all campus-based students.

**Review and Assess:** This phase involves the ongoing evaluation of all plans and initiatives for continuous improvement. Regular assessments help track progress and guide necessary adjustments, keeping the College aligned with its mission and strategic goals and objectives. By way of example, the 2023 and 2024 EMPs are provided to illustrate the iterative changes to that plan based on the ongoing nature of the review of academic priorities and analysis of performance data (e.g., ISS, strategic measures).

**Resource Allocation:** Resource Allocation ensures that financial, human, and physical resources are directed toward initiatives that support the College's mission and strategic goals. Evidence of resource allocation and prioritized funding based on institutional needs as directed by the integrated planning cycle is reflected in each of the examples cited herein.

The College's Integrated Planning Cycle is a dynamic and systematic framework that aligns institutional efforts with the College's mission. By coordinating strategic planning, performance measurement, and resource allocation, the cycle fosters effective decision-making and continuous improvement—ensuring the College remains responsive to the evolving needs of students and the broader communities we serve.

The College's commitment to the tenets expressed in this standard – that is, institutional improvement, innovation, and embracing the future, is widely demonstrated throughout this report and specifically as follows:

### **Continuous Improvement and Evaluation**

The College is committed to continuous improvement through systematic, quarterly reviews, such as Governance Structure Committee meetings. These reviews play a critical role in assessing the effectiveness of academic programs, institutional policies, and resource allocation. Insights gathered from these reviews directly inform decision-making, allowing the College to make timely, data-driven adjustments and plans that align with the mission and goals within the broader governance structure.

Executive Council (EC) Meetings are integral to this commitment. These meetings consist of representatives from across the College who come together to review findings from various committees, which cover areas such as college operations, strategic planning, policies, and resource allocation. This body and their meetings serve to vet and approve proposals and initiatives brought by various committees and ensure appropriate allocation of resources to support implementation (Executive Council Minutes 7.24.24).

### **Commitment to Innovation**

The College is recognized as an Apple Distinguished School, highlighting the articulated institutional commitment to innovation in the classroom. This recognition reflects the College's dedication to providing students with hands-on experience using the industry-standard Apple technology and applications prevalent in today's professional environments. This proactive approach ensures our graduates are well-versed in the very tools that they will utilize in their chosen career fields. This is an example of how the College continually engages with its career-focused students, ensuring that educational practices are both innovative and directly align with preparedness for the workforce.

### **Embracing a Future of Continuous Improvement**

Carrington College's mission-driven approach goes beyond guiding resource allocation—it fuels innovation and cultivates a culture of continuous quality improvement. Through integrated planning, strategic planning, and systematic evaluation, the College ensures that academic programs and services are not only aligned with the mission but also responsive to the evolving needs of our diverse and geographically dispersed student population.

The institutional commitment to inclusive planning and forward-thinking solutions positions the College as a leader in career-focused education. The College is not simply adapting to change—it is shaping it. The recognition as an Apple Distinguished School reflects this commitment to innovation and excellence, demonstrating that the College is thriving in an ever-changing educational landscape.

## **1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

The College communicates with internal and external stakeholders on matters pertaining to the fulfillment of the mission and progress on the achievement of strategic goals and measures. Information is presented as follows:

- **Internal Communication Channels**
- **External Communication Channels**

**Internal Communication Channels:** The College values and nurtures a culture of communication, transparency, collaboration, and shared decision-making, which is supported by a robust channel of regular communication, including:

- **Quarterly All-Campus Town Hall Meetings:** Town Hall meetings, held quarterly, provide the opportunity for faculty and staff to engage directly with college leadership in areas related to mission and goal fulfillment. For example, Town Hall meetings may include a year-in-review of strategic performance, integrated planning cycle updates, and committee updates. These sessions are accompanied by PowerPoint presentations to facilitate understanding as reflected in the January 2024 Town Hall Deck. Town Halls provide a transparent platform for discussing institutional progress, receiving feedback, and addressing feedback and/or concerns from the college community.
- **Strategy Map:** The Strategy Map serves as a vital communication tool, visually representing the College's goals and strategic priorities. It helps stakeholders understand the strategic direction and how individual efforts contribute to overall institutional success. By clearly outlining goals, the strategy map promotes engagement and clarity on strategic goals among internal stakeholders. Strategy Map coverage is included in the year-in-review portion of Town Hall meetings (see PowerPoint deck provided above).
- **Student Advisory Committee Meetings:** These meetings provide a forum for students to voice their opinions and contribute to the College's planning and decision-making processes. Meeting minutes are shared to ensure transparency and inform students about changes or developments. Feedback from these meetings is crucial for identifying areas for improvement and enhancing the student experience. One example is the feedback received regarding the students' request for updated scrubs, as illustrated in the Student Affairs Committee Minutes 7.27.2022.
- **InfoZone:** The College's portal, referred to internally as InfoZone, is an essential communication tool for the College's geographically dispersed community. It acts as a central hub for disseminating college-wide information and updates. This forum ensures that all members of the internal community have access to important information, promoting inclusivity and informed decision-making.
- **Quarterly Updates to the BoG:** The College President provides quarterly performance updates to the board on a variety of metrics and measures that pertain to mission fulfillment, as illustrated in the Governing Board Meeting Handout Packet (05.01.2025). Communication with the board is a priority and serves to ensure their awareness of institutional performance, especially as it relates to their fiduciary responsibilities in college governance.

**External Communication Channels:** The College recognizes its responsibility to provide clear and accurate communication and updates to the public and external stakeholders on key aspects of mission fulfillment. This is accomplished in several different ways, including:

- **Program Advisory Committee (PAC) meetings:** PAC meetings provide a collaborative forum where industry professionals, faculty, and administrators come together to review program outcomes and ensure alignment with current industry standards. Performance data is reviewed against established thresholds, whether that is an ISS or a programmatic accreditation driven achievement level. Meeting minutes are documented and shared with key stakeholders to communicate program updates and strategic initiatives. By actively engaging industry experts, these meetings help maintain the relevance of our programs and foster a partnership-driven approach to career-focused education. By way of example, the PT PAC Minutes Spring 2024, illustrate the collaboration between college and industry colleagues and



represent the level and type of communication on goals and student outcomes that occur during these meetings.

- **College Website:** Carrington College's website serves as a primary communication channel for external stakeholders. As detailed in Standard 2.4, the website provides a plethora of student outcomes, which illustrates mission fulfillment. It provides access to ACCJC reports, the Academic Catalog, and various state and programmatic reports, ensuring public transparency. By making these documents available online, the College demonstrates accountability and openness to external scrutiny.
- **Institutional and Programmatic Accreditors:** The College communicates about matters related to the fulfillment of the mission with its institutional and programmatic accreditors. This occurs primarily through the reporting process (e.g., Annual, Mid-Cycle, and Self-Evaluation reports).

Carrington College is committed to maintaining robust communication with both internal and external stakeholders to keep them informed of our progress toward achieving our mission and goals. Through a variety of channels, including PAC meetings, town halls, strategy map sessions, student advisory meetings, InfoZone, and our website, we ensure that stakeholders are engaged and informed. This comprehensive approach not only fosters transparency but also promotes a shared understanding of our institutional strengths, priorities, and areas for continued improvement.

## Standard 2: Student Success

***In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.***

### **2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

The College's academic programs meet higher education norms for content, length, and performance standards (Graduation Requirements) and are within recognized fields of study as evidenced by their alignment with a Classification of Instructional Program (CIP) code from the National Center for Education Statistics (Program and CIP Code Alignment). Program offerings lead to a certificate, Associate or Bachelor's degrees, are aligned to the institutional learning outcomes (ILOs), and prepare students to obtain in-field credentialing and employment (Mission-ILOs-Programs of Study). Academic programs are aligned to one or more Standard Occupational Codes, which further demonstrates alignment with the College mission to provide quality, career education in healthcare, trades, and industrial fields. Evidence of SOC alignment can be found in each program's description in the Academic Catalog.

Academic programs are designed to meet the needs of a diverse student population – another core aspect of the mission – while reflecting appropriate depth, breadth, and excellence in student achievement of learning outcomes. An inclusive process, which leverages input from faculty, industry advisory boards, and community stakeholders, is used to develop programs which meet the ever-evolving needs of students, employers, and communities. This process, which is referred to internally as the Curriculum Design-Development-Review Process consists of three distinct components as detailed below.

**Program Development:** The Curriculum Design, Development, and Review Process starts with identifying the needs of students and the communities served by the College, followed by content planning, instructional development, implementation, and ongoing review. This process is overseen through the College's governance structure, ensuring a collaborative and inclusive approach. By incorporating diverse perspectives, the College assures that its curriculum design, development, and review process strengthens the overall quality and relevance of its academic programs.

**Curriculum Design:** The content planning and selection begins with the structuring of a program's standard plan of study (SPOS) and delivery modality. The SPOS is developed to ensure the courses, credits, program sequencing and length, and expected learning outcomes meet industry standards for quality, credentialing, and employment; and that delivery modalities (onsite, online, and blended) are tailored to meet the College's diverse student needs, as illustrated in the Medical Assisting SPOS.

Instructional development is led by the Academic Affairs department in collaboration with subject matter experts to ensure content quality and relevance. This includes development of course descriptions, alignment of program and course learning outcomes (PLO and CLO), instructional resources, course evaluative criteria, and course maps. Course maps are one of the ways in which the College evaluates the program's academic rigor and ensures alignment with expected learning outcomes, as illustrated in the example provided herein (Course Map – BSHCA). It also includes detailed information about learning and assessment activities, evaluation criteria, instructional

resources, and Student Learning Outcome (SLO) alignment. Finally, implementation—the critical stage where the curriculum is put into action—is designed to include training for instructors, setting up the learning environment, technology and instructional resource integration, and monitoring and assessment.

**Program Review:** A biennial program review process, which is driven by faculty, ensures regular analysis of each program's effectiveness in meeting student learning outcomes, appropriate depth, breadth, and rigor, along with achieving alignment with the College's mission (Program Review Cycle Master Plan 2024).

Use of the curriculum design, development, and review process supports educational opportunities and access as well as equitable student success, as demonstrated by the examples provided below:

**Example 1:** The design and development of certificate programs exemplify Carrington's collaborative and outcomes-driven approach. For example, the standard plan of study (SPOS) developed for Medical Assisting was tailored to ensure that graduates are prepared to sit for the Certified Clinical Medical Assistant (CCMA) Exam—an optional credential that enhances graduates' competitiveness in the job market. The Medical Assisting Online (MAO) curriculum features two externship courses that offer students hands-on experience and valuable exposure to potential employers, helping them build real-world skills in clinical settings (Medical Assisting SPOS).

**Example 2:** Several different pathways are available for individuals interested in nursing education. The different levels of nursing programs are structured in such a way so as to guide students on their desired educational journey from certificates to degrees, and to advanced credentials with multiple exit and entry points. For example, the Vocational (VN) and Practical (PN) Nursing Certificate programs offer students a clear pathway to transition into the Licensed Vocational Nursing (LVN) to Associate Degree in Nursing (ADN)/Nursing Bridge associate degree programs and advance their credential from Vocational Nursing or Practical Nursing to Registered Nursing. The ADN and Nursing Bridge programs were developed with the depth and breadth that prepares students to obtain their Registered Nursing credential (Nursing SPOS and NCLEX), and rigorously designed to meet the quality standards set by the Accreditation Commission for Education in Nursing (ACEN). Additionally, the ADN program was built to be a pathway, allowing graduates seeking to advance their education and career to transfer their degree and meet the Bachelor of Science in Nursing (BSN) admission requirements. The BSN program was meticulously designed to meet the rigorous standards set by the Commission on Collegiate Nursing Education (CCNE). These accreditations not only signify program quality but also provide graduates (ADN and BSN) with strong foundations for advancing their education and careers by fulfilling the admission requirements for higher level nursing degrees (BSN and MSN).

**Example 3:** The Assessment Technologies Institute (ATI) resources were purchased and implemented as part of a strategic initiative to improve NCLEX pass rates in nursing programs across the institution. The comprehensive partnership was designed to address student success needs by providing targeted resources for both students and faculty, along with focused NCLEX preparation tools. A capstone and Virtual ATI were seamlessly integrated into the program's NCLEX review course within the LMS, ensuring all students had access to high-quality preparation materials. As a result of this implementation, the College's nursing programs have experienced notable improvements in student outcomes. In 2023, three programs were below the 80% pass rate standard; by 2024, all programs were above the 80% pass rate threshold. The institutional first-time pass rate also increased, rising from 86.07% in 2023 to 88.63% in 2024, reflecting the positive impact of adding this resource on student outcomes (NCLEX Pass Rates 2023-2024). Since the resource has been implemented, 8 of 11 programs have experienced an increase in NCLEX pass rate.

The College has gleaned key insights through its ongoing focus on aligning academic programs with its mission, particularly with regards to ensuring quality across all modalities. Faculty, advisory board, and community-partner

feedback help the College identify areas for improvements, as illustrated in the depth, breadth, and scope of input and recommendations reflected in the sample Advisory Board Meeting Minutes. Assessment data and student feedback have revealed the need for ongoing faculty development to address gaps in teaching methodologies and ensure equitable learning outcomes across all delivery modes: Student Feedback on Instruction and Equity. The following is planned in an effort to support continuous improvement:

1. Continue to invest resources in professional development focused on innovative teaching methodologies and the use of technology to support student engagement and learning, particularly in online and blended environments.
2. Incorporate more professional development activities for faculty to be better able to analyze outcomes and feedback loops from students, faculty, and industry partners, thus ensuring programs remain responsive to changing needs and meet expected outcomes. Future program reviews will include deeper analysis of achievement data disaggregated by modality.
3. Develop new initiatives to provide targeted support for online and blended learning students, including virtual tutoring and enhanced access to academic resources.

The College is committed to fostering student success and achieving its mission of preparing graduates for meaningful careers through the ongoing review and refinement of its academic programs as well as identifying and responding to educational and employment needs for new academic programs.

## **2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)**

The College is dedicated to designing and delivering academic programs that reflect relevant program and industry standards while supporting equitable attainment of learning outcomes and achievement of educational goals. As detailed above, the College utilizes a curriculum design and development process that ensures academic programs are current, relevant, and effective. Faculty, industry partners, and other stakeholders review and revise programs continually. Following is a summary overview of how the process is used to ensure that academic programs reflect industry standards and support equitable achievement of learning outcomes and educational goals. Information is presented as follows:

- **Curriculum Design, Development, and Review Process**
- **Additional Quality Assurance Practices**
- **Curriculum Design, Development, and Review Process:** The Curriculum Design component highlights the collaborative effort of the faculty and other subject matter experts to ensure that programs are developed and aligned to industry standards and expectations. Led by the faculty and supported by the Dean of Curriculum, input from external stakeholders such as employers, advisory boards, and regulatory agencies is given careful consideration and integrated appropriately into the design and development of the program. Input from external stakeholders is gathered through multiple mechanisms such as employer surveys and biannual advisory committee meetings as reflected in Advisory Board Meeting Minutes. Through this collaborative effort, the College ensures that its academic programs reflect relevant discipline and industry standards. During the curriculum design phase, faculty identify learning outcomes for programs and courses which reflect the knowledge, skills, and competencies required for employment in the field of

study. The following is an example of how the process was used to ensure that an academic program was developed to reflect industry standards:

- The Dental Assisting (DA) certificate program is an example of the curriculum design and development process centered around equitable student learning outcome achievement. The program was structured with the depth, breadth, and rigor that prepares students to obtain their Registered Dental Assisting (RDA) credential through a Dental-Board-approved education pathway (DA SPOS and Certifications). The curriculum was designed to integrate key certifications in the areas of Basic Life Support, radiation safety, Dental Practice Act compliance, infection control, coronal polishing, and pit and fissure sealant application, ensuring that students acquire the necessary skills and credentials to meet the eligibility requirements for the RDA exam. Without this built-in curricular support, students would be responsible for independently seeking out, paying for, and completing these certifications on their own.

Student learning outcome attainment is prioritized throughout all phases of the process, across all of the College's learning modalities: onsite, online, and blended, allowing programs to meet the diverse needs of its student population. As an example, the Dental Hygiene program's SPOS integrates online and on-ground courses, expanding access for students and accommodating multiple learning styles. This approach promotes student success by offering greater flexibility and supporting a healthier balance between academic responsibilities and personal commitments.

Once programs have gone through the design and development process, the biennial program review process ensures that it undergoes a comprehensive analysis (Program Review Report). The Program Review Process aims to ensure that each program regularly evaluates its alignment with industry and accreditation standards and benchmarks, while also assessing its effectiveness in achieving student learning outcomes. Using the Program Review Assessment Matrix, each program analyzes data related to student learning outcome achievement, gathers insights from internal and external feedback, evaluates instructional and faculty resources, reviews policies and procedures, and assesses the program status with relevant standards and benchmarks. With a specific focus on learning and student achievement outcomes as well as advisory board feedback, the Program Review Process supports ongoing alignment of content to relevant industry standards and equitable student success as evidenced in the example provided below.

- Feedback from clinical instructors of the Physical Therapist Assistant (PTA) program and the advisory board, gleaned in 2022/2023, led to the identification of a deficiency in exercise progression and regression skills.
- Curriculum Design, Development and Review Process – PTA Example. To address this gap, the PTA faculty collaboratively developed and implemented a new therapeutic exercise course which focuses on comprehensive training in techniques in conjunction with hands-on experience in improving students' understanding of their applications in the clinical setting. Program advisory board members provided positive feedback around this change; the program is continuing to monitor student learning outcomes to assess the effectiveness of the new Therapeutic Exercise course (PTA Therapeutic Exercise).
- **Additional Quality Assurance Practices:** Curriculum and learning outcome achievement are monitored outside the Program Review Process. For example, licensure exam pass rates are reported monthly to the Academic Affairs Department. Each term, programs update a cohort outcomes tracker to monitor the effectiveness of the curriculum (Monitor Outcome Achievement).

Faculty meetings allow for regular dialogue and oversight of the program to ensure that the curriculum meets

accreditation requirements, equitable student learning outcome achievement, and prepare graduates for success in their chosen fields. Any recommendations for curriculum changes that arise from this monitoring are submitted through the College's governance structure committees.

The College has a keen understanding of the critical importance of staying current, remaining adaptable, and actively engaging industry partners in the design, development, and review of program offerings. To that end, the processes and practices detailed herein will continue to be used for that purpose; evaluations of effectiveness will support their continuous improvement and lead to equitable student learning and achievement outcomes.

### **2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

The College's GE Philosophy, which is published in the Academic Catalog, sets forth the institutional belief that a well-rounded education is achieved through a balance of lower- and upper-division coursework as students advance their degrees on their academic journey. Lower-division courses provide a strong foundation of knowledge and skills across disciplines, while upper-division courses allow students to delve deeper into more complex concepts, with higher expectations, geared towards their chosen fields. This integrated approach ensures graduates possess both a broad understanding of the world and in-depth expertise in their chosen areas of study. This commitment aligns the general education PLOs and philosophy with the College's mission and ILOs to prepare students for career success while achieving their highest potential (Alignment of Mission-ILO-PLO - Example).

The general education component aligns with both regulatory and programmatic accreditation standards. For example, the College's Oregon based campus adheres to the Oregon Administrative Rule OAR 583-030-0035(6)(a), which requires "six semester hours of English composition are required for all undergraduate programs," which informs the program composition for the degree programs offered to Oregon Residents. Similarly, Carrington's Nevada campuses comply with NRS 396.500, requiring students to receive instruction in both the United States Constitution and the Nevada Constitution.

Associate of Science and Bachelor of Science curricula include a diverse range of general education courses spanning the arts, humanities, sciences, mathematics, and social sciences as detailed in each program's catalog description as shown in the example provided in the BSHCA SPOS and GE. A comprehensive list of all GE course offerings is provided therein; those highlighted in dark blue represent upper division GE courses. The number and distribution of general education courses align with the expected norms for degree requirements within the relevant disciplines, ensuring a well-rounded educational experience for all students. This broad exposure aims to expand students' perspectives and encourage them to engage with different areas of knowledge. Careful consideration is given to determining prerequisites for coursework to ensure a logical progression of learning and to support student success in their chosen fields of study.

Faculty, who are experienced in their fields, are key contributors to content planning and selection, +instructional development, implementation, and review in designing curricula that align with industry standards including the general education coursework. Faculty members have an integral role in establishing the General Education coursework by participating in program reviews, governance structure committees, and analysis of student learning outcome data. Program review ensures that the general education philosophy is reflected and applied

to all academic programs and reflects the degree requirements (Academic Program Laddering - BSHCA). The following are examples of faculty-driven improvements within the general education curriculum:

**Example 1:** As part of its 2020 Program Review, the Physical Therapist Assistant (PTA) program proposed key changes to the general education curriculum to enhance student learning and credentialing outcomes. In conjunction with the proposed addition of a Clinical Kinesiology course, which included an increase in both credit hours and lab time to strengthen students' clinical application of kinesiology concepts, the program suggested modifying the existing Physics course by reducing its credit hours, shifting delivery from on-site to online, and transitioning it from a combined theory-and-lab format to a solely theoretical course. These curriculum updates were designed to better align general education offerings with program-specific competencies. Following implementation of these changes, pass rates (both first-time and ultimate) increased (PTA NPTE Results 2020-2022). The College will continue to closely monitor student success and apply resources to support continued improvement of the pass rates to pre-pandemic levels.

**Example 2:** Faculty input was pivotal in shaping general education coursework through a recommendation to the Education Committee for updating course descriptions for several general education courses to align more closely with the institution's academic degree requirements and to clearly articulate what students are expected to learn in each course (GE Course Description Change Recommendation). By explicitly linking course content to broader program goals, the updates enhance transparency for students, faculty, and stakeholders, while reinforcing the purpose and value of each course within the curriculum. To ensure shared ownership, the Education Committee solicited feedback from faculty teaching the affected courses; after reviewing this input, the committee approved the revised descriptions, which were then reflected in the course syllabi and updated in the Academic Catalog.

In addition, during the 2022 Program Review, data analysis revealed that students were experiencing challenges in English Writing and Composition (ENG101) (Executive Summary 2022 GE English). Students struggled with formatting requirements for research papers in other general education courses as they had not yet learned these skills in ENG101. To address this issue, course sequencing was adjusted to include ENG101 in the first term, allowing students to develop essential research skills before applying them in other general education courses.

The College is deeply committed to continuous improvement and innovation within its general education framework. Key insights drawn from self-evaluation processes (ACCJC directed and internal processes), have led to the identification of action plans to support continuous improvement within two primary areas within the general education component: (1) faculty engagement in internal processes, and (2) updating curricular materials, as detailed below:

1. **Faculty Engagement in Internal Processes:** The College has taken deliberate steps to increase faculty engagement in program review and governance processes. A dedicated LMS course shell was created to centralize key documents and facilitate discussion through forums, promoting transparency and collaboration (Program Review Participation). The course will be monitored regularly to gauge faculty engagement levels and participation in the process, thus supporting the institutional commitment to continuous improvement and innovation within its general education component. Regularly scheduled online faculty meetings have further enabled meaningful dialogue, collaborative revision of program materials, and inclusion of faculty voices in key decisions. To strengthen these efforts, the College will implement faculty development initiatives focused on data analysis, instructional design, and targeted planning to address identified gaps.
2. **Updates to the GE Curriculum:** Ongoing curricular review and feedback have provided valuable insights



into student needs and expectations. Students consistently express the importance of connecting general education skills to their chosen career paths, highlighting the need to make these connections more explicit through course content and academic advising. Continuous assessment of general education outcomes has identified key areas for improvement, including updating course content for relevance and currency, and more effectively utilizing disaggregated data to inform decisions. Additionally, the College has recognized the need to strengthen the documentation of data-driven recommendations to ensure that insights from these reviews are systematically integrated into curriculum development and program enhancement.

Looking ahead, Carrington will continue to drive the participation levels of legacy faculty, while expanding the engagement and participation levels to include those who transitioned into Carrington from an SJVC allied health program. This will ensure that the general education curriculum remains relevant, responsive, and rooted in the goal of equitable student success—empowering graduates to contribute meaningfully to their professions and communities.

#### **2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

The College is deeply committed to providing clear, accurate, and accessible information regarding its programs, services, and resources to inform educational decision-making, transparency, and to support students during the educational experience. By prioritizing transparent communication and leveraging multiple platforms, the College ensures that students are equipped with the knowledge and tools they need to succeed. Information is presented as follows:

- **Representation of the Student Experience**
- **Communication Mechanisms**

**Representation of the Student Experience:** The College provides clear and accurate information to prospective students and the public about the cost of attendance, time-to-completion, educational philosophy, course and graduation requirements and many other aspects of the education experience. The Academic Catalog, available on both the College's intranet and public website, provides a description of each program, including the program-level learning outcomes, the required coursework and total unit value, prerequisites and admission requirements, graduation requirements, certification and/or licensure exam eligibility, job placement information, and any programmatic accreditation or state approval information. Tuition and any fees for books and/or supplies are also published in the Catalog, as well as on the public website. Evidence of publication may be found in the Academic Catalog, see pages 19-22, 26-30, 64-159.

Policies related to the student life cycle and experience are published in the Academic Catalog and/or the Student Handbook. Some academic programs utilize a program-specific handbook, which provides additional information about support services, policies, and requirements. Program handbooks are available on the public website and are linked to students' courses in the LMS. Policies are also in place to ensure fairness and equitable treatment of students and employees, which are published in the Catalog and Student Handbook as detailed in Standard 3.1.

The College's public website serves as a comprehensive resource for prospective and current students; it offers

detailed information about academic programs, such as credential levels, program descriptions, including entrance and graduation requirements, and potential career outcomes. The website also provides information on each academic program's student achievement outcomes. School Performance Fact Sheets provide information on student performance on measures such as completion rates (on-time and within 150% of published program length), and graduate placement (Consumer Information). Student Right-to-Know disclosures, which contain data on retention and graduation rates, are published on the website and distributed to currently enrolled students every July 1st. The Consumer Information section provides information on where and how to access various information and data, including retention, graduation, and graduate placement rates, including time to completion. The website also provides a complete directory of campus locations, allowing students to find the most convenient site for their needs.

A dedicated section highlights essential Service Areas, such as Enrollment, Finance, and Career Services. Accreditation information is prominently displayed, reflecting the institution's commitment to educational quality. Additional tools and resources available include the library catalog, ADA accessibility information, the Academic Catalog and Student Handbook, secure student portal, transcript request system, and a collection of career guides. To enhance the student experience, the website features a user-friendly blog and an interactive chatbot for quick responses to frequently asked questions. Students may request additional program information by submitting an inquiry through the website.

During the enrollment process, students sign an Enrollment Agreement (EA), that lists the program tuition and other applicable costs. Books are included in tuition, though students can opt out of the purchase of textbooks from the College and purchase from another source and are given credit against the total cost of the program. For programs that have additional kits and supplies, those items are listed separately from the total tuition cost. Enrollment Services Associates provide prospective students with information about their educational experience, support services, and activities. All new incoming students are required to attend New Student Orientation (NSO) prior to the start of their educational programs. At NSO, new students are given relevant information and made aware of available resources that will support a successful educational experience. Information is also provided in other college publications, such as the Student and Program Handbooks.

The College has mechanisms in place to ensure that prospective and enrolled students receive clear and accurate information, including: (1) appropriate training for new Enrollment Services Associates, (2) internal observations of new Enrollment Services Associates by seasoned enrollment services staff, (3) evaluation of recorded calls by Ember Education's Quality Assurance Analyst, and (4) annual assessments of the College's enrollment process by Norton | Norris, Inc.

- **Training and Observations of Enrollment Associates:** Shortly after on-boarding, new Enrollment Services Associates undergo a rigorous training program within their first 90-days of employment that prepares them to deliver clear and accurate information about academic programs to prospective students. Product knowledge training is also provided, which includes information about the outcomes each program leads to, such as academic credentials and eligibility to sit for certification and/or licensure exams.

All Enrollment Services Associates undergo a quarterly observation by a team leader or supervisor. Results are shared with the associate in an effort to support their continued learning and growth, including the delivery of clear and accurate information about academic program offerings.

- **Enrollment Compliance:** Calls with prospective students are recorded for purposes of supporting compliance with federal regulations (34 CFR 668, subpart f). Quality Assurance analysts review the recordings and identify any instances of non-compliance, which are immediately addressed with the associate.

Enrollment audits or shops are conducted to ensure that associates are accurately representing academic programs and their outcomes. During a shop call, representatives from Norton | Norris, Inc., engage with Enrollment Services Associates in each phase of the enrollment process and rate them using a Quick Compliance Rating (QCR). QCR is a rating scale developed by Norton | Norris, Inc., and is aligned to the requirements expressed in federal regulations around enrollment practices. Compliance assessment results are reviewed by Ember Education's Vice President of Compliance & Regulatory Affairs (C&RA). Additionally, the C&RA team reviews all catalogs and catalog supplements and public website updates prior to publication. The team ensures that all federal compliance requirements are addressed, and that published information is clear and accurate.

The College is committed to accurately representing its academic programs and operations to both prospective and current students and the public. Use of the mechanisms detailed herein will support continued compliance with the best practices around student recruitment and advertising.

**Communication Mechanisms:** The College employs a multimodal approach to communication, utilizing digital platforms, the Learning Management System (LMS), email, text messaging, and in-person and virtual advising (Financial Services Email Communications). Through this comprehensive approach, the College ensures timely and accurate dissemination of information regarding programs, services, and available resources to support students at every stage of their educational journey.

As detailed above, the Carrington College website serves as a comprehensive resource for prospective and current students. Canvas - the College's LMS, functions as a centralized platform for student learning and engagement. Through the LMS, students access course syllabi and materials, including lecture notes, readings, and assignments. It also enables meaningful communication between students and faculty through messaging and discussion boards.

The LMS supports learning by offering access to:

- Textbooks and courseware
- Technical support and tutoring services
- Writing center and library resources
- Instructors contact information and office hours.

Faculty use the LMS to post announcements regarding deadlines, updated resources, and tutoring sessions, ensuring students remain informed and supported. Additionally, students are enrolled in an orientation course that remains available throughout their academic experience. This course includes links to key resources such as the Academic Catalog, Student Handbook, Canvas navigation tips, Microsoft 365 apps, and iPad support tools, equipping students with information that supports academic success.

The College utilizes email and text messaging to communicate with students. Upon enrollment, students receive a welcome email with clear navigation instructions to the student portal, the LMS, and their orientation course. Regular emails and text messages are sent to inform students about important deadlines, upcoming events such as open houses and career fairs, and relevant workshops. Students also receive email communications from

various student services, including Finance and Career Services, providing them with valuable information and support related to financial aid, career planning, and job placement opportunities. Additionally, the College's critical event management system utilizes email and text messaging to ensure timely and coordinated information is disseminated to students, faculty, and staff in the event of emergencies and critical incidents, helping to ensure safety.

Other forms of communication include flyers about programs, resources, and services available to students, such as in-person and virtual advising sessions offered by faculty, academic deans, and academic coaches, providing guidance in a variety of formats to accommodate students' preferences and needs. The College is committed to engaging in clear and timely communication with its students.

## **2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

The College demonstrates a commitment to a student-centric approach by carefully scheduling classes in alignment with student needs and program pathways. This commitment begins at the time of enrollment when the student enters into a contractual agreement with the College that identifies a specific graduation date (on-time) and a guaranteed, pre-set schedule of courses, thus ensuring an unimpeded pathway to program completion, as demonstrated in the Enrollment Agreement. To support students' needs and timely progress through their programs of study, the College offers courses in a variety of delivery formats (online, in-person, blended) and section-time options to accommodate different student schedules and learning preferences. A data-informed approach to course scheduling is utilized, ensuring that required courses are available in predictable, consistent patterns across all delivery modalities. This includes offering high-demand courses in multiple sections, at varied times, and in formats accessible to students with diverse needs.

As noted earlier herein, all programs have an approved SPOS that include the required courses for each term and program length aligning with industry standards for certificate and degree programs. The master institutional calendar has program start and graduation dates built out at least three years in advance for each program (Program Starts and Graduation Term). As stated above, the start and graduation dates are communicated to the student at the time of enrollment and documented on the institutional Enrollment Agreement. At the point of enrollment, students are registered for both the section time of their choosing and the required courses for each term, as outlined in the established SPOS. This approach minimizes errors in course selection and creates a clear pathway to guide students through their program and also ensures that students can complete their programs within the expected timeframe, promoting on-time graduation.

The College regularly evaluates outcome data to ensure that students are making timely progress through their programs of study. The Power BI On-Time Graduation Report is used to identify the percentage of students that graduate on time; a companion report details the graduation rate at 150% of program time (Graduation Reports 2024). The report displays data based on a campus location, month, and program, which allows for high-level institutional monitoring of the rate at which students are progressing up to graduation. This report as well as other student achievement data, such as retention, course completion, and grades to name a few, is used during program and institutional reviews to drive plans to improve student success, specifically graduation from the program of study. Below is a description of an initiative to improve graduation rates.

In 2024, and in conjunction with its regular analysis of detailed on-time and 150% graduation rate data, the

College conducted a study to evaluate the impact of student-centered scheduling with regard to on-time graduation rates among associate degree students. The study followed two cohorts over six terms: one enrolled in a traditional, faculty-driven schedule and the other in a student-centered schedule. Results showed that student-centered scheduling produced more consistent and predictable course offerings throughout the program, contributing to improved student outcomes. Specifically, those in the student-centered cohort demonstrated a 22% higher success rate in Term One and a 29% higher success rate in Term Two compared to those in the traditional schedule (results are presented in the Student Centric Scheduling document). The College remains committed to ongoing evaluation and will continue to assess the long-term impact of student-centered scheduling on student success and program completion.

The College's strategic approach to scheduling, which incorporates students' sequential program of study, offers diverse delivery formats, and provides flexible section times, has been shown to enhance equitable access and support successful program completion. By adopting a student-centered scheduling model, the College has seen measurable improvements in completion rates. The College also recognizes that ongoing analysis and monitoring of students' evolving needs is essential to their academic success. Regularly reviewing student success data and demographic trends and integrating those insights into academic scheduling ensures that program pathways remain responsive and effective. This data-informed approach is key to maintaining and continuously improving scheduling processes that support student achievement.

Moving forward, the College will continue to refine its scheduling practices to enhance equitable access and success. Planned actions include reviewing data to determine optimal course offering schedules and implementing targeted interventions to address barriers identified in externship completion. These plans will be informed by ongoing program and institutional reviews and the commitment to continuous improvement. By leveraging insights gained from on-time graduation analyses and student feedback, the institution aims to remain agile and student-centered, ensuring that all students can achieve their educational goals in a timely and equitable manner.

## **2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

The College is committed to fostering equitable student learning and achievement by employing diverse delivery modes and teaching methodologies. By aligning with recognized standards within higher education and continuously refining its practices, the College ensures that student and curricular needs are met effectively across all modalities utilized by the College, which include onsite, blended, and online. Information is presented as follows:

- **Implementation of the Blended Learning Modality**
- **Faculty Resources and Support**
- **Modality Changes and Adjustments to Support Student Success**

**Implementation of the Blended Learning Modality:** Prior to the pandemic Carrington College primarily utilized two delivery modalities onsite and online. Although the blended modality was approved in 2016, it was not widely utilized. In response to challenges that surfaced during the pandemic, the College made the decision to increase the implementation of the blended modality. This decision was made to ensure student success and timely completion rates; it also allowed the College to adhere to regulatory guidelines while maintaining its commitment to student success and the mission.

What began as a temporary adjustment to course delivery, ultimately became a permanent shift for several programs. The College found that a blended learning modality significantly benefited its diverse student body, particularly those who are working. This approach offered them greater flexibility in accessing and completing coursework, which aligned with their goals of program completion and employment. This shift to blended learning led to an enhanced focus on quality teaching methodologies and a key insight – that is, the need to ensure an equitable learning environment across all modalities. In response, the following investments were made:

- Professional development focusing on best practices for engaging students in both online and in-person settings was provided to the faculty.
- Technological tools, such as iPads, were provided to students to facilitate seamless interaction and access to resources, regardless of their learning location.
- Curriculum was redesigned to optimize content delivery and student engagement within the blended format, ensuring consistent learning outcomes.

These efforts were crucial in supporting student success and maintaining high academic standards in every program.

**Faculty Resources and Support:** With an institutional understanding that access to the curriculum is essential, and the teaching methodology used to deliver the material is equally important, several resources have been made available to support instructional effectiveness. For example, in the FAC101 Course, an introduction to Universal Design is provided to assist faculty in understanding how lesson design and delivery impact students. Following completion of this course, New Academic Orientation (NAO) introduces faculty to different instructional methodologies and provides examples such as using the flipped classroom to support student learning (NAO Instructional Strategies). Additional information is provided to instructors via the Teaching and Learning Guide. For example, Chapter 5 of the guide discusses “How Students Learn” and provides suggested methods for optimizing student learning. In addition to the Teaching and Learning Guide, faculty participate in regular Academic Excellence/In-Service meetings in which additional strategies to foster student learning are provided as demonstrated in the Teaching Methodology Training. Faculty can also participate in external development; for example, the Dental Hygiene faculty can attend a variety of courses to enhance their skills in the classroom (DH Teaching Methodology). In addition to faculty training and professional development, instructional effectiveness is regularly assessed through the faculty observation process (Faculty Observation Criteria). Using a 5-point rating scale, faculty are observed three times per year, and results are delivered following the observation.

**Modality Changes and Adjustments to Support Student Success:** Regular evaluations ensure that delivery modes and teaching methodologies are aligned to students’ needs and lead to equitable student outcomes. Capturing the student's voice and incorporating their feedback into evaluation processes is key. This occurs primarily through various surveys, which indicate student agreement that delivery modes and teaching methodologies meet their needs and support learning and achievement. One question posed to students on the bi-annual Student Satisfaction Survey is, “Carrington College ensures equitable and inclusive access to programs, resources, and services.” From Fall 2021 to Spring 2024, student satisfaction ratings in response to this item indicate overall agreement (Student Satisfaction Equitability).

In addition to the Student Satisfaction Survey, students are asked to complete an End of Course (EOC) survey at the conclusion of each course. These survey results are made accessible to faculty through the Academic

Dashboard and can be disaggregated by campus, program, or course level to support data-informed decisions that address student and curricular needs. The categories of the EOC survey and the Instructor Observation form are aligned to the ILOs (EOC and IO Keyword Chart). This alignment enables comparative analysis of student and faculty feedback, enhances data reliability, and informs targeted professional development efforts aimed at improving outcomes aligned with the ILOs.

The following are three examples that illustrate the College's response to insights drawn from analysis of a wide range of data, including student feedback, which have led to modality changes and/or adjustments:

**Example 1:** During an evaluation of program delivery modalities, student needs served as the primary driver for several changes. One of these changes was the transition to a ground-based externship (in lieu of a capstone course) as the culminating program experience. This change was based upon student survey feedback and the known technological demands of the field, coupled with the analysis of student achievement data across both modalities. Specifically, a comparison of student outcomes across the online and on-campus MBC programs revealed that students completing an online capstone course in lieu of an on-site externship experienced lower job placement rates than their on-campus peers – thus an externship course replaced the online capstone course. This strategic adjustment is based on the recognition that an externship provides an opportunity that may lead to an offer of employment, thus better positioning students for success. While this shift initially led to a decrease in enrollment, it reinforces the College's commitment to ensuring that delivery modalities position students for success.

**Example 2:** In addition to ongoing evaluation, student feedback informs modality adjustments and changes. For example, in 2022, the College launched its Medical Assisting Online (MAO) program, a new modality for this program developed in direct response to increasing student demand for flexible learning options. This innovative approach blends the convenience of online classroom instruction with essential, hands-on externship experience. The MAO program is designed to meet the needs of today's diverse learners by integrating both asynchronous and synchronous learning. Students benefit from online modules that allow them to complete coursework on their own schedule, and mandatory on-site externships that provide invaluable practical experience in healthcare settings, preparing them directly for employment.

**Example 3:** As part of its ongoing evaluation of effective teaching methodologies and delivery modalities, the College recognizes the importance of passing credentialing exams. Workshops are offered to assist students in preparing for these exams. Understanding student demographics and that many students are working parents, these workshops are delivered utilizing the online modality as shown in the example provided herein (Ace Bootcamp NPTE). This allows students to receive the support they need to be successful without the need to coordinate childcare or work cancellations. By offering virtual access to credentialing exam workshops, the institution has seen a marked increase in student attendance, which has directly translated to improved outcomes. This data reinforces the importance of continuously evaluating and refining delivery methods to ensure they best support student learning and has led to key insights that highlight the critical role that delivery methods play in student success.

The College recognizes the power of data-driven decision-making. By consistently drawing upon insights gained from data analysis and utilizing student feedback, informed adjustments can be made to program offerings and services, ensuring that all students have the opportunity to succeed. Through the self-evaluation process, the College has identified the following action plans to increase alignment with the standard and promote student success:



1. Strategies to increase student engagement and interactivity within online modality will be implemented. Faculty will receive specialized training on leveraging available technologies to create engaging learning experiences.
2. Use of disaggregated data to identify and address equity gaps in student learning and achievement will be increased. Results will be used to identify any necessary adjustments to support services or new services to better meet the diverse needs of learners.
3. Assessment practices will be strengthened by refining its methods to evaluate the effectiveness of delivery modes and teaching methodologies, including the creation of reports that provide campus, program, and course level data for use in monitoring student engagement and success in real-time.
4. Professional development will be provided to faculty to increase instructional effectiveness across learning modalities.

**2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

The College provides equitable and effective support services and learning resources that meet the needs of its diverse student population. To that end, a comprehensive range of relevant support services are provided, including orientation, advising, educational planning, and financial aid workshops, which accompany students throughout their academic journey. Recognizing the diverse nature of its student population, these services are delivered across multiple modalities, including face-to-face, and virtual options. The College takes appropriate measures to ensure that students are aware of and utilizing these resources and services. Support services and learning resources are regularly evaluated to ensure ongoing relevance to identified student needs. Information is presented as follows:

- **Description of Student Support Services and Resources**
- **Identifying and Supporting At-Risk Students**
- **Evaluation of Student Support Services**

**Description of Student Support Services:** Following is a summary overview of the College's comprehensive support services.

**Enrollment Services:** The College recognizes the importance of providing comprehensive support services to ensure student success throughout the student life cycle, beginning with the enrollment process. Enrollment Services Associates utilize the Career Planning Center Platform, a personalized system, to guide prospective students in finding the right program fit. This platform allows prospects to explore program options, locations, online offerings, upcoming events, and even schedule consultations with enrollment associates directly through the college website.

**New Student Orientation:** Recognizing that all students deserve a strong start, the College offers a thorough New Student Orientation in both in-person and online formats to support the different modalities, and thus ensuring all students are able to attend. The orientation features an LMS-based

course with guided instruction on using the LMS, eBooks, and iPads. All new students are required to complete this orientation and provide feedback via survey to help us continually improve the student experience. To further support student success, transition orientations are offered between terms in nursing and the Physical Therapy Assistant programs, focusing on key information and resources relevant to each stage of the program.

**Library and Learning Resources:** A robust array of learning resources is provided to enhance educational experience and support the diverse needs represented within the student population. Learners have access to a rich collection of virtual library resources, including eBooks, journals, and databases, accessible online 7 days a week, 24 hours a day (Library Flyer). These resources are arranged by topic and location, as well as national helplines and associations. The library includes subscriptions to forty-four databases with current program-specific supporting materials, such as library guides, writing and citing assistance, and a frequently asked question section. The library collection is complemented by regular library instructional workshops conducted by the College's full-time librarian. Library instruction sessions provide students with essential research, information literacy skills, and the use of library resources. Students can contact the librarian via email, text, phone, or a Teams meeting arranged via the library website's question form (Library Question Form).

**Student Center:** Each campus houses a dedicated Student Success Center (SSC) that serves as a hub for student support and resources (academic and non-academic). The SSCs connect students with the services and resources that align with their unique needs and position them for success. The screenshots provided in the Student Success Center document illustrate the various resources and services that students can leverage through the SSCs. Academic services include student advising, orientation, and workshops on study skills, APA writing, learning styles, library resources, and effective study techniques. Students can access on-site tutoring and participate in various learning activities. The SSC also provides information about external resources for academic and non-academic needs. For example, the College contracts with ACI Specialty Benefits to provide free, non-academic student support resources to students, such as financial, legal, and mental health support resources. Recognizing the diverse needs of students, many SSCs offer additional support, such as food pantries, extra scrubs, bus pass information, and other essential items tailored to the specific needs of each campus. Furthermore, students can access valuable information about local community resources through the library website, which provides a searchable directory of resources by location (Community Services Webpage).

**Access to Computers:** Computers are available for student use at each campus, providing opportunities for skill enhancement and independent study.

**Tutoring:** To further support student learning, the College offers a range of tutoring services, encompassing peer assistance, online tutoring through Tutor.com, and faculty tutoring via office hours and open labs (both in-person and virtual) (Office Hours-Open Lab Teaching and Learning Guide). This comprehensive approach ensures students are well-equipped to achieve their academic goals.

**Career Services:** Career Services Associates (CSAs) offer comprehensive career support, empowering students and graduates to succeed in the job market. This includes career exploration and identifying opportunities, developing job-search strategies (including resume and interview skills), and navigating the job market. CSAs actively assist students in securing externships, focusing on professional skills development and placement support, along with networking opportunities and career path exploration. The College supplements CSA support with resources like a Career Training Readiness Quiz, career

planning sessions, job fairs, and various workshops. In addition, CSAs continue to support graduates as they transition into the workforce, providing ongoing job search assistance and connecting them with available career opportunities.

**Financial Services:** Carrington's Financial Services team provides comprehensive information on loans, loan exit counseling, Federal Student Aid programs, Federal Work-Study, Veterans Benefits, scholarships, and refund policies, as detailed in the Academic Catalog (Financial Literacy Workshops 2025). Financial Services Associates in the Financial Planning Center to offer a variety of financial aid options tailored to individual student needs, which are also listed on the College's website. As part of the financial aid process, students complete the Free Application for Federal Student Aid (FAFSA) and participate in FAFSA exit counseling to ensure they understand their financial obligations. The Financial Services team monitors student participation in this program to ensure students complete it and become financially literate about their student loans.

**College Intranet:** The Carrington College website serves as a central information hub for prospective and current students. It provides students with access to enrollment, financial and career services, student services, the Academic Catalog, student and program handbooks, career guides, LMS, the student portal, library, and student disability accommodations resources. The Academic Catalog and Student Handbook also list academic and non-academic student support resources. For example, the Student Handbook lists academic coaching, instructor office hours, and library as a few of the academic resources available to students. The Catalog outlines orientation for new students, transfer credit policy, and SSC resources related to non-academic needs. The self-service student portal provides students with the ability to access their resources, including links for such areas as student finance, financial awareness, and the academic success center. The Career and Student Services page includes links to the library, student disability accommodations, and program specific career guides. In addition, this page includes resources for how to pay for college, and a list of available resources such as furthering one's education, resume building, and interviewing strategies.

Multiple student support resources are also available via the College's LMS. These include a collaboration space, online tutoring, conferencing tool, textbooks, LMS support, screen reader, and technical support (LMS Student Support Resources).

**Disability Services:** Student Affairs reviews and processes requests from applicants or students for academic adjustments, auxiliary aids, or other accommodations needed to support their learning and progress. The interactive process is described in detail on the College's public website (Student Disability Accommodation).

**Identifying and Supporting At-Risk Students:** The College recognizes the unique challenges students may face in pursuing their education while also managing external demands on their time, resources, and attention. To that end, The College has a system in place to identify students who may benefit from the services and resources described above.

**At-Risk Report:** The At-Risk Report serves as an early warning system, identifying and flagging students who are struggling academically and may be in danger of failing or dropping out, allowing for support to be offered before the danger escalates. Warning signs include poor academic performance (low grades, missed assignments, failing tests), as well as attendance issues. Its purpose is to proactively initiate intervention from faculty, academic deans, and academic coaches—multiple data points in the report help identify the appropriate resources and interventions that can be used, like tutoring, academic

advising, or non-academic support services. This report may also be used to monitor student progress after interventions and identify trends and areas for improvement.

The data from the At-Risk Report, combined with information from weekly retention meetings, allows for targeted intervention and support. Weekly retention meetings further facilitate this process, providing a platform for faculty, academic coaches, and support staff to collaborate and develop individualized Student Success Plans (SSP) for students in need. The SSPs are tailored to each student's unique needs, learning style, interests, and strengths to support their academic journey.

**Tutor.com:** This resource provides faculty early alert notifications regarding students who may be struggling academically, identifying students who meet one or more of the following criteria as noted by tutors: low prerequisite knowledge, low content mastery, unusually long tutoring session, and frequent subject requests. The utilization of real-time early alert notifications facilitates prompt and efficient intervention by faculty, academic deans, and academic coaches, ensuring that students receive necessary assistance prior to experiencing a crisis or facing the risk of withdrawal or academic failure. The aim of this proactive strategy is to enhance the efficacy of instructional support systems and improve student outcomes.

These targeted interventions have likely contributed to the increase in on-time graduation rates (2023 = 49%, 2024 = 53%) (Graduation and Retention Rates).

**Evaluation of Student Services:** The College has practices in place to ensure that these services and resources are evaluated regularly to ensure that they are effective, equitable, and meet the evolving needs of its diverse student population. This is accomplished through the collection and analysis of multiple data sources. When possible, this data is disaggregated and analyzed. Insights drawn from data analysis inform strategic planning and enable the institution to address equity gaps while improving service delivery.

Feedback from students, faculty, staff, governance structure, program reviews, and student service reviews informs improvements. Student feedback sources include End-of-Course Surveys, Graduate Surveys, Library Surveys, and the biannual Student Satisfaction Survey. By way of example, during the library review, data related to library usage and feedback (faculty and student) is analyzed to determine the effectiveness of the resources in the library in supporting student success (Library Usage). In response to feedback from the 2024 Library Committee, two additional tutoring topics, Medical Assistant and Mental Health and Psychiatric Nursing, were added to the Tutor.com learning resource to better support student learning success (Library Committee 2024).

Quarterly Student Advisory Committee is another vehicle for collecting student feedback and providing a forum for voicing concerns and offering suggestions on issues directly affecting their academic journey. The data gleaned from this committee helps the College to identify areas for improvement in student support services, campus climate, and overall student satisfaction.

The Student Affairs Committee, which is a part of the College's governance structure, also conducts quarterly meetings focused on addressing student needs and providing recommendations. For example, in response to student feedback highlighting dissatisfaction with scrub fit, the College changed vendors to offer better-fitting options for different body types (Scrub Fit - Vendor Change).

The collective result of these practices is an ongoing flow of information from students and other key stakeholders who regularly engage with students on their needs and experience. The information and data surfaced through these practices is reflected upon and given appropriate consideration in decision-making and planning.

With a comprehensive suite of student services and resources to draw from, the College's students are well-positioned for a successful educational journey. Practices are in place and tools are available to support the identification of student needs and the ongoing evaluation of student services to ensure relevance and effectiveness. As the College engaged in the self-evaluation process, one of the key insights that surfaced was the College's responsiveness to identified student needs. For example, and as detailed throughout this report, the College has incorporated new learning resources and practices into the curriculum to improve students' preparedness for their certification exams. Exam preparation seminars, coupled with targeted resources like adaptive quizzing, HESI (Surgical Technology), ATI for nursing, ACE bootcamp for Physical Therapy Assistant, and Elsevier for Dental Hygiene have demonstrably enhanced student outcome achievement as shown in the (DH Exam Rates 2022-2025). These supplementary tools provide focused review and practice, directly addressing key concepts and exam formats. The resulting improvement in student performance underscores the efficacy of integrating specialized resources into the curriculum to support successful outcomes.

The College's responsiveness to student needs is also highlighted in the actions taken to address the pandemic-induced need for enhanced non-academic support services (Education Master Plan (excerpt) - Student Support Services). In response, the College contracted with ACI Specialty Benefits to offer mental health counseling services and to promote awareness of this and other available resources, and incorporated a comprehensive module on stress management, mental health resources, and community support into the New Student Orientation course (NSO ACI). This module aims to familiarize incoming students with the helpful resources and encourage them to seek support when needed, promoting their overall well-being and success.

To further enhance student support, the College recognizes the need for improved accessibility to non-academic resources. Future initiatives include integrating links to relevant community resources, such as food banks, mental health services, and transportation options, directly in the online library. Additionally, the College will expand resource lists to include a more comprehensive directory of available support services, both on campus and within the local community. These initiatives aim to ensure students have easy access to the information and support they need to succeed.

**2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

The College fosters a strong sense of belonging and community by offering students multiple opportunities for engagement with the institution, programs, and peers. These opportunities are carefully designed to meet the varied needs of the College's student population, ensuring they effectively support students' unique educational journeys. Recognizing that engagement contributes to student success, the College offers both formal and informal avenues for interaction. Formal opportunities include participation in program-specific events such as career workshops, job fairs, and clinical/externships, which allow students to network with professionals and peers in their fields. Informal opportunities, such as campus social events, volunteerism, and celebrations of cultural diversity, foster a sense of community and inclusivity.

The College recognizes that today's students learn in diverse settings, utilizing technology as both a tool and a platform. In an increasingly complex world, the College believes that co-curricular learning activities must go beyond the classroom to prepare students for successful careers and meaningful lives. While many academic programs incorporate experiential learning, such as clinical and externship courses, co-curricular activities also

provide diverse experiences and perspectives where students engage with different ideas and voices. This dynamic environment propels students beyond theoretical knowledge, challenging them to apply their learning in real-world situations.

The co-curricular activities have been thoughtfully integrated with academic learning and play a vital role in student growth and development. The goal of these activities is to provide students with experiences that help them develop and achieve the institutional learning outcomes: *Communication, Critical Thinking, Collaboration, and Professionalism*. These activities include participation in the Student Advisory Committee and program advisory committees, career development workshops, and among many others.

The College actively engages students in college governance through various co-curricular and student engagement activities. The Student Advisory Committee and program advisory committees provide a platform for students to connect with the institution, community, and industry professionals. These platforms empower students to voice their needs and perspectives, ensuring that the institution's programs and services are responsive to the diverse needs and aspirations of all student populations (Q1 Student Advisory Committee Meeting Minutes 3.6.24).

Additionally, Career Services offers a range of co-curricular activities and student engagement opportunities. These include workshops and mock interviews that focus on essential skills such as interview preparation techniques, resume and cover letter writing, and professional development (Career Services Workshops). These activities are designed to align with institutional learning outcomes (ILOs) and the Career Development course, empowering students with the skills and confidence they need to succeed in their chosen careers.

Examples of other opportunities for student engagement include:

- Culturally enriching events such as Día de Salud in Albuquerque, a celebration that promotes health and well-being while honoring Hispanic culture and traditions. This event includes health screenings, educational workshops, and culinary demonstrations, creating opportunities for cross-cultural connection and wellness education.
- Community service and promoting civic responsibility through partnerships with organizations like the American Red Cross, where students engage in biannual blood drives and suicide awareness initiatives—furthering their involvement in critical social causes.
- Academic engagement. At the 2024 Elevate CE Conference, Veterinary Technology students gained hands-on experience assisting with patient care and course instruction. This opportunity provided valuable co-curricular learning while immersing students in a professional environment aligned with their career goals.
- A variety of campus social activities, including spirit weeks, pumpkin pie and cider days, door decorating contests, and hot cocoa bars. These events promote camaraderie and a welcoming environment where students feel supported and connected.

To ensure the quality and effectiveness of these programs, a variety of assessment methods are employed, including surveys, attendance tracking, and qualitative feedback from participants. For instance, surveys regarding Career Services consistently show high satisfaction rates and increased confidence among students regarding career preparedness (Student Surveys - Career Services). The College uses feedback from students to continuously improve their co-curricular experience, such as adjusting the timing of events to increase accessibility for working students or enhancing the content of professional development workshops.

The College has learned the importance of ongoing assessment and adaptation of its engagement initiatives to remain responsive to its diverse student body. Carrington's commitment to leveraging data to understand and respond to student needs enables the delivery of more effective, targeted support and activities. This data-informed approach strengthens the College's ability to empower all students to achieve academic success and reach their full potential. Moving forward, the College plans to expand its virtual engagement opportunities to accommodate students who may face barriers to in-person participation. This includes developing online forums, virtual mentorship programs, and enhanced use of social media to foster connection and community. By incorporating lessons learned, the College aims to innovate and refine its engagement strategies, ensuring all students have access to meaningful opportunities that support their success.

## **2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

The College demonstrates its commitment to equitable student achievement by systematically reviewing and assessing its academic programs, learning support, and student services. Information is presented as follows:

- **Program Data**
- **Quality Assurance Processes and Practices**
- **Improvements to Support Student Learning and Achievement**

**Program Data:** Programs use a variety of data sources when analyzing data related to student learning and achievement. The College maintains an Academic Power BI Dashboard that includes student achievement data that can be disaggregated by campus, program, and student levels. The dashboard includes retention, course completion, student learning outcomes, employment placement, credentialing, and survey data points.

**Quality Assurance Processes and Practices:** The institution follows an established biennial review process to analyze student learning outcomes and achievement data, disaggregated by student subpopulations, campus, and learning modalities. This approach ensures a comprehensive understanding of student success trends, enabling the College to address achievement gaps and refine its programs and services to meet the diverse needs of its students.

The program review process uses templates to document the analysis of academic programs and student services, as well as recommended improvements precipitated by that analysis (Program Review Templates). Both academic and student services reviews follow the biennial program review cycle, and each provides an overview of the relevant program or area, a review of applicable data, and proposed recommendations for continuous improvement to the Dean of Curriculum or student services leader. On completion of the program review, the Dean of Curriculum or student services leader reviews and dialogues with the academic program or student services area to assess success and needs, recommendations, resourcing, and alignment with the College's mission and strategic goals.

The finalized review of data related to student learning is discussed in the Education Committee and presented to the Executive Council. Any approved recommendations that require resource allocation are discussed and planned for in the Budget and Finance Committee. On completion, results of the academic and student services reviews are communicated to the College community via email and town halls (Communication Email) (January 2024 Town Hall).

To address previous gaps with the desired faculty participation, the program review process began to evolve in 2020. The evolution began with creating a collaborative space within the LMS. An LMS course was created for the programs undergoing program review. The course shell contained an overview of what program review is, the templates, links to the data packages, and submissions areas for the deliverables (Program Review Participation). Feedback from program reviews has resulted in increased participation, improved communication of results, and increased data access and analysis support. As a result, the process has improved to include in a program review launch led by the Deans of Curriculum, creation of the Academic Dashboard, data analysis in-service, and multiple communications of program review results.

Outside of the formal systematic program review, the College regularly engages faculty and staff in dialogue focused on student learning and achievement data. This dialogue occurs within faculty in-services, the governance structure, and program and student service meetings. Discussions that occur at these meetings, which may include disaggregated learning and achievement data, provide valuable insights into achievement gaps and inform the development of campus action plans aimed at improving student success for all populations. The results drive goal setting across various areas, including the establishment of institutional standards, the design and refinement of curriculum, and the allocation of resources to support student learning and well-being. By analyzing data through an achievement lens, the institution can identify systemic barriers and implement targeted interventions to ensure equitable outcomes for all students.

In 2022, a new practice was implemented to complement the ongoing review and analysis of student learning and achievement. A Program Health Index (PHI) is completed quarterly for each academic program, which includes a review of the program data, such as student success outcomes, survey feedback, and credentialing pass rates (DH Mesa PHI 2024). Data analysis and resulting dialogue between the program faculty and the Dean of Curriculum allow stakeholders to proactively address trends in program and student learning achievement outcomes and guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.

**Improvements to Support Student Learning and Achievement:** As stated in the response to Standard 2.8, the College has implemented certification exam preparation resources into the curriculum for programs like nursing, surgical technology, dental hygiene, and veterinary technology, in response to identified student needs that arise from the ongoing evaluation of academic programs and support services. These resources familiarize students with standardized tests and assess their understanding of key concepts through application-level licensure or certification exam-style questions. By identifying areas of struggle before the actual exam, the faculty can direct the student's study efforts for greater success. Detailed rationales for each question reinforce understanding and develop clinical reasoning skills. Self-study practice quizzes and exams offer unlimited opportunities to test comprehension, including both comprehensive and content-specific assessments. In addition, the convenient, web-based platform allows students the flexibility to study and assess their knowledge anytime, anywhere (Certification and Licensing Exam Preparation Resources).

The College has learned the importance of maintaining a culture of continuous improvement. Promoting the regular review of data and faculty engagement have fostered a shared commitment to addressing disparities, promoting equity and student success. However, the institution recognizes the need to enhance the accessibility and usability of disaggregated data to further empower faculty and institutional decision-making processes to ensure the quality of its academic, learning support, and student services programs. While disaggregated data is currently accessed through individual reports, the following is planned for continuous improvement:



1. Enhancements will be made to the Academic Dashboard to increase accessibility of disaggregated student learning and achievement data. Additionally, there is an ongoing effort to strengthen the connection between assessment findings and resource allocation to maximize the impact of institutional initiatives in support of achievement for all students.

## Standard 3: Infrastructure and Resources

*The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.*

**3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

The College is committed to employing a highly qualified and diverse workforce of faculty, staff, and administrators who are essential to the delivery of exceptional educational services and the advancement of student success. The College maintains robust policies and engages in ongoing assessments of its employment practices to ensure the success of all employees. These efforts align with the College's mission and contribute to a positive and productive learning environment for all accreditation and regulatory compliance standards. Information is presented as follows:

- **Sufficient and Qualified Workforce**
- **Employment Policies and Processes**

**Sufficient and Qualified Workforce:** The College employs sufficient and qualified faculty, staff, and administrators. Qualifications have been established and published for each role within the workforce and are reflected in job descriptions and the minimum faculty requirements document. Job descriptions for faculty and staff are designed to meet requirements from multiple stakeholders. This universal approach ensures the job descriptions are appropriate in each of the states in which Carrington operates. In addition to meeting universal requirements, faculty job descriptions are appropriate for the level of instruction offered and include the responsibility of teaching and learning, curriculum input, and student learning assessment (Faculty Job Description 2025). Job descriptions for faculty and staff are reviewed regularly to ensure they accurately reflect the role's responsibilities.

The faculty requirements document identifies the minimum degree and experiential requirements as well as any required licensures and/or certifications required for the role. Qualifications are based on institutional and programmatic accreditation standards, state specific requirements, Advisory Board input, and industry expectations. For example, the state of Washington requires the Medical Assisting instructor to possess a Medical Assisting license to be an instructor. Another example is the State of Oregon's requirements that Medical Assisting instructors possess an associate's degree or five years of field experience. These variations in state requirements are noted on the minimum faculty requirement document, which is used to screen candidates for instructional roles as shown in the following example: Minimum Faculty Requirements – MA, DH.

Faculty requirements are developed through a collaborative process that includes input from faculty, content experts, advisory board members, and College leadership. Regular and ad hoc reviews ensure qualifications are updated to align with the College mission and industry standards. These processes ensure alignment with emerging industry demands and evolving accreditation and state requirements, and the hiring of qualified individuals.

The College has appropriate protocols in place to ensure that it has sufficient staffing to support its academic programs and operations. Various factors are considered when determining appropriate staffing levels, including but not limited to student population, student scheduling needs, course offerings, faculty workloads, and hours of operation required to provide services and support outside of the classroom. Additionally, the College must also ensure compliance with state regulations as well as specific programmatic requirements.

While student population reports provide insights into current staffing levels and aid in planning for additional sessions or new program offerings, a more in-depth review has become essential. Using the seat availability report in conjunction with the population report, trends can be identified related to program growth, timing of class offerings and/or the need for additional section (Registrar Dashboard Course Seat Availability). In addition to the population and seat availability reports, Faculty-to-Student Ratios must also be considered to ensure compliance with state or programmatic requirements. These factors are considered when the College is assessing its current workforce and developing plans to meet future needs. Other sources of data are used to inform adjustments to the workforce, such as those described below:

**Example 1:** A thorough review of the staffing and processes led to significant changes within the Student Financial Services Department. It was determined that staff and management presence on campus leadership on campus was necessary to enhance processes, provide ongoing training and feedback, and ensure that services are promptly, accurately, and appropriately delivered to students. To those ends, the College also increased staffing levels in this key service department. The department's first significant staffing adjustment occurred in 2021, as depicted in Table 3.1a below. The College has continued to evolve in its approach to staffing, as illustrated in Table 3.1b.

Table 3.1.a. Financial Services Staffing Levels, 2020 – 2021

	December 2020	December 2021	% change
Staff	45	51	13%
Management	10	14	40%

Table 3.1.b. Financial Services Staffing Levels, 2020 – 2024

	December 2020	December 2021	December 2022	December 2023	July 2024	% change from December 2020 to July 2024
Staff	45	51	51	55	61	35.6%
Management	10	14	19	18	19	90.0%

**Example 2:** Another significant area of enhancement has been in the Nursing programs. Based on a focused analysis of student outcomes and NCLEX scores, strategic staffing adjustments were made to better support student outcome achievement. Each campus with a Nursing program is now staffed with a Dean of Nursing, an Assistant Dean of Nursing, a Clinical Coordinator, and a Simulation Lab Coordinator. Additionally, a Vice Provost for Nursing and a Dean of Curriculum for Nursing were added in 2023 to provide additional leadership support. It is likely that these strategic staffing increases, along with other resource allocations, such as the implementation of the ATI test prep software, contributed to the increase in NCLEX pass rates (NCLEX Rates 2023-2024)<sup>5</sup>.

<sup>5</sup> Data reflects all test takers, including repeaters, as reported by individual state boards of nursing.

**Employment Policies and Processes:** Policies are in place to ensure fairness and equitable treatment of all members of the College community, including:

- The Equal Employment Opportunity (EEO) and Anti-Harassment and Discrimination policies, published in highly visible publications such as the Academic Catalog and Student and Employee handbooks include associated complaint and grievance processes, providing a fair and equitable opportunity for students and employees alike to seek redress of their concerns (EEO and Anti-Harassment and Discrimination Policies).
- Employee and Student Codes of Conduct set forth expectations for civility in the work and learning environments (Employee and Student Codes of Conduct).
- The Sexual Harassment and Sexual Assault Prevention policy protects students and employees alike from prohibited conduct (Sexual Harassment and Sexual Assault Prevention Policy and Appendix A). The policy is given to all students at the time of enrollment and is made available on InfoZone.
- A robust, governing-board-supported on Academic Freedom supports diversity of thought in the learning environment (Academic Catalog, see page 39).

Appropriate training is provided on the purpose and intent of College and organizational policies as well as specialized training for those who administer the policies. This takes place at the start of employment through the new employee orientation and onboarding processes and on a recurring basis.

Organizational structures and human resources support the administration and communication around policies related to the fair treatment of students and employees. Ember Education provides and administers policies within the SJVCi 2023 Employee Handbook. The Ember Human Resources (HR) and Legal Departments work collaboratively to ensure that the EEO, Anti-Discrimination and Harassment, and Anti-Retaliation policies align with applicable state and federal laws, are published in appropriate publications, and that employees are made aware of and provided training on these policies, as required by law or best practices. For example, every two years, Ember HR deploys employee trainings on FERPA, sexual harassment, and Title IX. The Employee Relations Team (part of Ember HR) provides further support by investigating complaints about organizational policy violations and communicating results to employees and their managers, who are responsible for making any applicable sanctions. College-related concerns or feedback for Employee Relations are communicated by the Associate Vice President of Administration.

The Title IX Coordinator administers and oversees the Title IX process, assesses policy effectiveness, and identifies and addresses any trends. The Provost/Executive President of Academic Affairs adjudicates grievances under the Academic Freedom policy. Violations of other College policies are investigated by personnel, including the Vice President of Academics, the Vice Presidents of Operations, and Campus Directors and Campus Presidents<sup>6</sup>.

The policies, processes, and practices described above support a learning and work environment that is characterized by respect and civility, where diversity is embraced and celebrated, and where inclusivity is the norm. In the spirit and intent of continuous quality improvement, the College plans to utilize the Governance Structure to review of the degree of alignment of its hiring practices with the College mission and industry best practices to determine if any adjustments or enhancements are needed.

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<sup>6</sup> *Campus Directors* and *Campus Presidents* will be referred to collectively as “Campus Leaders” hereinafter

**3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

The College is dedicated to the professional growth of its faculty and staff by providing access to a range of high-quality learning opportunities that are aligned with the College's mission and institutional goals. Professional development that enhances faculty and staff skills, knowledge, and abilities, ultimately contributing to improved student success is a top priority. To ensure the effectiveness of these opportunities, regular evaluations are conducted to assess the impact on equitable student outcomes and alignment with institutional and employee needs. Information is presented as follows:

- **Onboarding and Training**
- **Internal Professional Development**
- **External Professional Development**
- **Data-Informed Development**

**Onboarding and Training:** The development and growth of faculty and staff begins with a structured onboarding process to ensure all members of the College community start with a standard base of knowledge. Faculty and staff must complete mandatory training sessions, including New Employee Orientation, Cybersecurity, FERPA, and Sexual Harassment & Discrimination training. Additionally, there is a Faculty Onboarding course (FAC101 Course) in the LMS that guides new faculty through systems and resources, including the LMS, academic policies and procedures, as well as teaching and assessment.

Upon completion of standardized new hire training, new faculty begin with New Academic Orientation (NAO), which is also encouraged for established faculty to refresh their skills. NAO is a synchronous web-based training to help new faculty enter the classroom. Topics include classroom management, Canvas navigation, student engagement strategies, and college technology. New faculty are required to attend; however, all faculty are welcome to attend and encouraged to revisit the training as appropriate. Another learning asset is the Faculty Development course which allows faculty to access current as well as past professional development opportunities. In addition to the Faculty Development course, faculty have access to the Faculty Resource Center (FRC101), which serves as a repository for current documents, asynchronous modules on topics such as Canvas, classroom management, and internal system operating guides. Within the FRC101 course, nursing program faculty have a specific link to an additional course, Nursing Faculty Development, to address needs unique to the nursing programs; the course also provides links to the five Programmatic Accreditation and Regulators (PAR) courses for Dental Hygiene, Veterinary Technology, Respiratory Care, Surgical Technology, and Physical Therapy Assisting programs. These courses serve as a major repository for documents related to programmatic accrediting bodies and provide links to commonly used websites for each program; this resource serves as a training tool for new faculty and program leaders.

Each of the three Service Areas: Enrollment Services, Financial Services, and Career Services within the College, has its own orientation checklist, recurring training sessions, and Canvas-based resource course. The orientation checklist is integrated into the employee's record to ensure comprehensive onboarding and ongoing development (Service Area Orientation Checklists). For example, Financial Services staff must complete all the required training before interacting with students or shadowing other Financial Services Associates. Enrollment Services Associates undergo robust onboarding, continuous quarterly training, and have access to Canvas-based resources.

Regular observations of employees in strategic job families (Faculty, Enrollment, Career and Financial Services) support their ongoing growth and development.

**Internal Professional Development:** A robust internal professional development program ensures that employees receive ongoing training and development to support their learning and growth. For example, Academic Deans from each campus are invited to attend a biannual summit (CAD Agenda 7.29.24-7.30.24) held at a central location for two days to exchange best practices, discuss student retention, review policies and procedures, and explore new College initiatives. Faculty from each campus were selected to attend the inaugural Faculty Symposium held from July 31 to August 1, 2024. This event allowed faculty to share innovative teaching practices and course content delivery strategies. A leadership summit was held in December 2024 for Enrollment Services, Financial Services, and Career Services to align their respective areas with the College's mission and goals (Service Area Summit 12.1.24).

Carrington's commitment to faculty and staff growth is also supported by tuition reimbursement for qualifying degrees. Faculty are encouraged to utilize this benefit to enhance their professional growth and enrich their students' educational experience. In 2024, the College invested \$14,920.00 in faculty development (Professional Development Reimbursement). Additionally, the Employee Tuition program provides opportunities for employees to enroll in a Carrington or SJVC academic program with all tuition and fees waived.

**External Professional Development:** Professional development through externally delivered opportunities is encouraged. For example, faculty in the Physical Therapist Assistant (PTA) program were approved for reimbursement of their professional APTA membership to utilize those resources to enhance instruction in the PTA240 'Ethics and Jurisprudence' course (PTA Professional Reimbursement). Another example is the Dental Hygiene faculty's participation in an annual OSHA Review Compliance Program which provides dental professionals with current information on regulatory compliance and infection control and awards continuing education credit (DH OSHA Review Invoice). After attending continuing education conferences and symposiums, faculty return to the College to share learned information with the program team.

**Data-Informed Development:** Faculty and staff have various ways to provide input in their development and growth. Faculty observations and student End of Course surveys are connected via key terms to aid in institutional analysis (ECO and IO Keyword Chart). This connection provides a system in which student and observer input is correlated to determine who and where development would be most beneficial. From a student perspective, this may include making an update to a course or adding additional information for enhanced student learning. From the faculty perspective, this data informs internal development (Academic Excellence – Inservice 2024).

In review of the data, it is important to note that students and faculty observations both scored the highest on their belief that a respectful learning environment was created. Understanding this common ground, faculty development focused on skills in which either students or faculty scored the greatest difference (EOC IO Graph). The correlation between these data proved to be a useful tool when planning internal faculty development.

While the inclusion of data from multiple sources is beneficial, creating and maintaining systems to effectively and efficiently evaluate data across functional areas is an area in which improvement is welcomed. Additionally, an area of strength for the institution is the adoption of technology with the desire to continuously improve. Understanding a technology-forward stance, the need for ongoing training and development to remain current will be ever-present. This provides the College with the opportunity to continue connecting with partners outside the institution to support faculty and staff growth. Coordinating with internal and external stakeholders will necessitate the development of an effective system to track and monitor the faculty and staff development. This effort will be initiated in 2026 by the Executive Leadership Team.

### **3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

Faculty and staff evaluations are integral to the College's commitment to equitable outcomes, continuous improvement, and innovation. The evaluation process is bi-annual and comprehensive, involving a self-assessment that encourages employees' self-reflection on their achievements and areas for growth. This is accomplished by completion of a self-assessment, which is complemented by supervisory evaluations, ensuring a well-rounded performance review. Evaluations are informed by clear criteria that align with the institution's mission and goals and are referred to internally as My Achievement Plan (MAP) goals. Each year, the College reviews and updates its faculty and staff goals which form the basis of mid-year and annual reviews.

Evaluations support professional growth and align with the College's commitment to inclusive access and educational excellence. While the MAP goals are formally reviewed with the faculty or staff on a biannual schedule, monthly meetings between supervisor and employee are held to discuss progress and opportunities for improvement. In addition, observations are conducted of both faculty and staff. For example, staff in the enrollment services department receive observations on their communication with students to ensure application of best practices, including adherence to federal regulations for enrollment compliance. Based on these observations, training is conducted to address areas of opportunity.

Prior to 2023, the College did not use an HR management platform to monitor faculty and staff annual goals; the goal review process heavily relied on manual data entry and tracking for completion. Managers from across the College opined that the use of an HR management platform to better support the monitoring of progress on annual goals progress would improve communication and efficiency. As a result, TalentSpace, an HR management platform, was introduced and is now utilized to effectively monitor faculty and staff progress towards annual goals.

In late 2024, a new HR management platform, UKG, was launched. UKG is an inclusive platform with features that encompass major HR management needs, such as an applicant tracking system, performance management and evaluation features, document repository, and reporting to name a few. An evaluation of the effectiveness of UKG will be undertaken as features are implemented. The partnership between Ember Education's HR Department and the College will ensure a good flow of communication around the use of the new platform, especially in relation to streamlining HR processes and practices.

In an effort toward continuous improvement, the ongoing review and analysis of turnover data and input from College leaders, including hiring managers who conduct employee evaluations, led to an enterprise-level decision to implement a coaching program for new enrollment and Career Services Associates, who represent the employee groups with the highest turnover rates. The program includes a series of six coaching sessions for new student services employees, focusing on five key evidence-based areas that align with successful integration into a new organization. An anticipated outcome of this program is the identification of key insights that can be leveraged to develop initiatives to support improved engagement and retention rates. At the time of this writing, a preliminary analysis of feedback from program participants has been conducted, which has led to two recommendations: (1) Implementation of a leadership training program for mid-level managers (supervisors of student services employees), and (2) Creation of a college-level "check-in" system for new student services employees, with the possibility of a skip-level check-in. These recommendations are being explored by the Executive Leadership Team and given appropriate consideration in institutional planning for 2026.

### **3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)**

The College develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. This is accomplished through a well-established budget development and resource allocation process, which allows for ongoing adjustments to meet identified needs and support student learning and achievement. To ensure that this process is data-driven and incorporates key stakeholders, the College's budgeting process is a key component of the Integrated Planning system, which is driven by the Governance Structure. Information is presented as follows:

- **Financial Model and Budget Development**
- **Resource Allocation and Adjustments**

**Financial Model and Budget Development:** As a private, proprietary institution, the majority of the College's revenue is derived from student tuition. Tuition charges vary by program and are based on the anticipated instructional expenses, staffing and occupancy expenses, program equipment, and related operational costs. A financial forecasting model, based upon existing student census, future enrollment projections, historical spending, average attrition rates, and anticipated student completions, is used to develop the budget. The financial resources allocated to each academic program are based on student census, any programmatic or external resource requirements, and the faculty-endorsed program equipment list, which detail the equipment (capital and non-capital), and consumable supplies required to meet course and program learning outcomes. Human resource requirements for academic and student support services are also included in the operating budget. The number and type of faculty allocated to each program is based upon student census and any programmatic staffing requirements. Instructional and administrative expenses are deducted from the tuition-generated revenue and the remaining funds are allocated as net profit to the College.

Ember Education's Vice President of Finance, under the oversight of the Chief Financial Officer, is responsible for preparing an annual operating budget, which is initiated in October. The College President and the leadership team work collaboratively with the SJVCi finance team, to ensure that the budget is realistic, covers all anticipated expenses, and has sufficient funds set aside for strategic and operational planning purposes. Prior to implementation, the budget is reviewed by the Executive Leadership Team and approved by the governing board (typically in the first week of December). College constituencies have an ample opportunity to inform the development of the budget and resulting plans as will be detailed below (see response to Standard 3.5). The final version of the budget is brought forward to and approved by the governing board as demonstrated in the Board of Governors Meeting minutes 12.12.24.

**Resource Allocation and Adjustments:** Once the budget is finalized and implemented, the College regularly monitors progress to ensure that appropriate and sufficient resources are allocated to support ongoing educational services and operational functions. This occurs through the work of the Budget and Finance Committee, a recognized committee within the Governance Structure, which is comprised of the Executive Leadership Team, thus representing appropriate decision-makers. In addition to monitoring the budget, the committee meets quarterly to review and takes action on any recommendations or proposals with a fiscal impact that are brought forward for consideration by other recognized committees within the Governance Structure. The committee recommendations represent a wide range of proposals on various initiatives or actions to support the ongoing fulfillment of the mission and student success, as will be addressed in greater detail below.



Decisions on committee recommendations are based on information and data that substantiates the proposal, such as student performance metrics, enrollment trends, and financial health indicators. By using data, the College can identify areas that need improvement and allocate resources more effectively. For example (and as detailed in the response to Standard 2.1), financial resources were allocated for the purchase of a new resource – Assessment Technologies Institute (ATI) test prep software, in response to nursing students’ under-performance on the National Council Licensure Exam. Another similar example is demonstrated in the allocation of resources to purchase a subscription to the Board Vitals software in response to students’ performance on the Certified Surgical Technologist Exam as evidenced in the Education Committee and Executive Council meeting minutes. Resource allocations are also made in response to the ever-evolving external environment as detailed in the examples provided below.

**Example 1:** Faculty in the Veterinary Technology program brought forward information to the Governance Structure’s Education Committee concerning updated programmatic accreditation requirements regarding the rabies vaccine by the American Veterinary Medical Association (AVMA). The Education Committee, upon learning of the new requirement that students receive the rabies vaccination prior to working with animals, brought forward a recommendation to the Executive Council, which resulted in a new policy, referred to internally as the Rabies Policy to ensure all students receive the rabies vaccine, with the expense borne by the College, prior to working with animals. This example demonstrates a strong commitment to student success through the increased allocation of financial resources necessary to support the provisions of the policy and by removing any potential barriers to students’ readiness to participate in the program.

**Example 2:** From 2022-2024, instructional salaries were increased by \$4.475 million, going from an actual of \$34.740 million in 2022 to \$39.439 million in 2024. These adjustments, which were made in response to the College’s intent to be a competitive employer, ensure that allocation of financial resources required to meet the College’s mission are appropriate and responsive to identified needs.

In addition to the Budget & Finance Committee, campus-level use of fiscal resources is an ongoing conversation between the Vice Presidents of Operations and the Campus Leaders as detailed in the response to Standard 3.5.

The effective use of fiscal resources is fundamental to the College’s ability to develop, maintain, and enhance its educational services and operational functions, as illustrated in the examples provided throughout this report. By strategically allocating financial resources, the College supports its mission, promotes equitable student success, and ensures long-term sustainability and growth.

### **3.5. The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

The College has instituted practices and processes to support inclusive and effective financial decision-making and planning. Use of the Integrated Planning Process ensures that financial decisions and plans are aligned with the institutional mission and strategic priorities, as detailed herein and as evidenced by the examples cited throughout this report. Information is presented as follows:

- **Dissemination of Financial Information**
- **Participation in Budgeting and Financial Planning**

**Dissemination of Financial Information:** Financial information is disseminated to support informed decision-making and planning. This starts with the development of the campus budget projections. The College President, in collaboration with the Ember Education Finance Team, prepares budgets for the campuses using the financial model described above. The proposed budgets are then disseminated to the Vice Presidents of Operations for review with the Campus Leaders as illustrated in the email communications. Campus Leaders and their Directors of Enrollment Services are provided with the opportunity to review and provide feedback on the proposed budget allocations for their respective locations prior to adoption at the start of the fiscal year (Jan 1st – Dec. 31<sup>st</sup>). Feedback is reviewed and taken into consideration in the development of the institutional and campus budget. This participatory approach enables campus leaders and departments to prioritize spending in line with the mission of providing equitable access and inclusive education.

Financial information is communicated to appropriate stakeholders to ensure informed decision-making. For example, the Power BI Operations Dashboard provides access to financial reports with relevant information, such as profit and loss (current and year-over-year), revenue, and direct and indirect expenses as shown in the screenshots provided herein (Financial Reports – Power BI). These data, along with the monthly profit and loss statements<sup>7</sup> disseminated monthly to campus leaders, inform an ongoing dialogue between the Vice Presidents of Operations and Campus Leaders on a variety of financial matters, including campus spending relative to budget, anticipated needs and resource allocation, and profit and loss as depicted in the Campus President (CP) Meeting Agenda. In turn, Campus Leaders relay financial information to their leadership teams to ensure their awareness and to solicit their input for contribution to the ongoing dialogue. The accessibility of the data, coupled with an ongoing review and conversation around the campus' financial standing and needs, supports informed decision-making and planning.

Regular updates are given to the Board of Governors to keep them apprised of the College's financial state and to support both short- and long-term decision making, as detailed below.<sup>8</sup>

**Participation in Budgeting and Financial Planning:** The College provides ample opportunities for constituency participation in the development of the budget and resulting plans to support fulfillment of the mission and goals. Engaging various stakeholders, including faculty, staff, students, and program advisory committee members, ensures that the planning process is comprehensive and considers multiple perspectives. This inclusivity helps in identifying needs and setting priorities.

As detailed herein, the Governance Structure is comprised of committees who submit recommendations and/or feedback for consideration by the Executive Council, including those with a financial impact. The Integrated Planning process supports an effective and ongoing flow of communication to and from committee structures and other input mechanisms, which leads to the approval of initiatives and plans to advance the mission. Program review is one of the primary vehicles through which recommendations and/or proposals to improve student learning and achievement that have a financial impact are brought forward for review and decision-making. Other input mechanisms include student satisfaction surveys, program advisory board input, and collaborative planning sessions, as illustrated in the Action Plans. The Action Plans document provides examples of feedback and/or recommendations, with a financial impact, that were brought forward to the Executive Council through one of the committee structures, such as the Education Committee – the primary governance committee responsible for bringing forward recommendations and proposals that arise out of program review. The Executive Council reviews both the resource needs and budget implications in the formulation of their decisions on

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<sup>7</sup> Due to file size and format, P&Ls will be made available on request at the site visit or as a follow-up to this report submission.

<sup>8</sup> Please refer to the response to Standard 3.7.

recommendations. Approved recommendations are reflected in the annual budget allocations and planning process to ensure allocation of necessary resources to support the proposal, as reflected in the following two examples:

**Example 1:** The Student Affairs Committee brought forward a student request for updated scrubs. Working with students, the Student Affairs Committee provided various scrub samples for students to test and provide feedback. The Student Affairs Committee gathered student feedback and presented it to the Executive Council, which resulted in an approval of the new scrubs proposal (Student Affairs Committee Minutes 7.27.22 and Executive Council Minutes 10.19.2022).

**Example 2:** Another example of this process is demonstrated in the Education Committee's recommendation that the College invest in the Board Vitals test prep software in response to graduates' under-performance on the Certified Surgical Technologist (CST) exam (Education Committee Meeting Minutes 6.6.2024 and Executive Council Meeting Minutes 7.24.24). The Executive Council unanimously voted to approve this recommendation, which aligns with the College's mission and commitment to student success.

As demonstrated in the examples cited above, feedback from a wide variety of mechanisms allows the College to consider diverse perspectives in the financial decision-making and planning process. This inclusive approach enhances the relevance and effectiveness of the College's planning process, strengthens community ties, and promotes a sense of ownership among stakeholders.

### **3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

The College has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making. The College ensures the integrity and responsible use of its financial resources through a comprehensive system of checks and balances. This includes regular internal and external audits, strict adherence to budgeting processes, and transparent financial reporting. Information is presented as follows:

- **Annual Financial Audit**
- **Internal Protocols**

**Annual Financial Audit:** Carrington College is a financially stable institution with practices and procedures in place to support its ongoing financial sustainability and integrity. The College has documented its fiscal sufficiency through the submission of annual reports to the ACCJC with financial data demonstrating solvency. As detailed above, SJVCi, the College's parent corporation, is audited on an annual basis by an independent certified public accounting firm with expertise in institutions of higher education. As one of the SJVCi holdings, Carrington is included in the annual audit. Audit results, which are submitted to the ACCJC, provide key insights into the College's financial performance and demonstrate that SJVCi and Carrington are financially stable (Annual Fiscal Reports 2022-2024).<sup>9</sup>

Audit results are shared with the Board of Governors, who have oversight of the College's financial sustainability, as detailed in Standard 4. The results demonstrate the integrity of the College's financial management practices

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<sup>9</sup> Upon request, audited financial statements will be provided directly to the Commission.

and appropriate stewardship of its fiscal resources.

**Internal Protocols:** The College regularly evaluates its fiscal outcomes and fiscal management practices, through periodic reviews by the Finance and Budget Committee (Finance and Budget Committee Statement of Purpose). This dedicated fiscal management structure monitors expenditures and aligns them with institutional priorities, as evidenced in the quarterly Finance and Budget Committee Minutes 4.6.23. The active solicitation of feedback and recommendations from stakeholders, such as those referenced in Standard 3.5, result in a dynamic and collaborative process. These measures collectively promote the fulfillment of the College's mission by ensuring that resources are used effectively and in support of strategic and operational goals and measures.

The processes and practices described above are effective mechanisms for supporting financial integrity and transparency. Audit results serve as an endorsement of the financial practices in place around the responsible use of resources; financial outcomes demonstrate appropriate stewardship. The decision-making and planning processes in place ensure that financial planning (both short- and long-term) align with the college mission.

### **3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)**

The College continually monitors, evaluates, and adjusts its institutional budget and cash management strategies to ensure both short-term and long-term financial solvency. It is through this process of oversight that the College reviews its past financial results as part of planning for current and future fiscal needs. The College ensures financial solvency by implementing meticulous budgeting processes, regularly monitoring financial performance, and maintaining diversified revenue streams. This includes a planned review of its portfolio of program offerings, and market analysis of opportune locations.

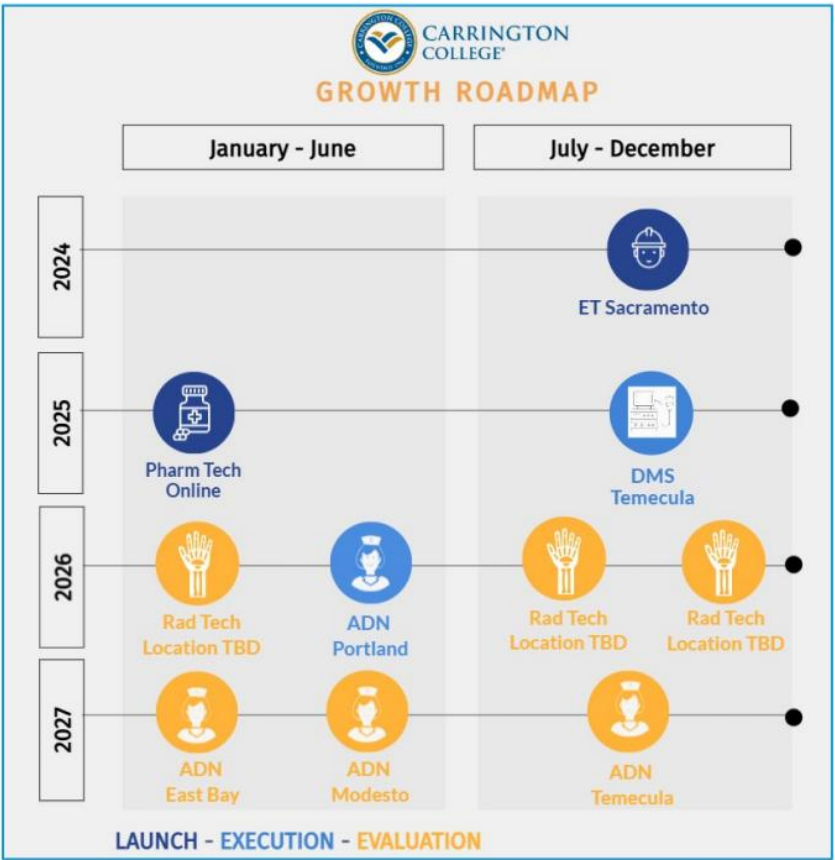
The continuous monitoring, evaluation, and adjustments (as needed) of the budget and cash management strategies have enabled the College to effectively manage fiscal resources. Accountability practices ensure transparency and support for oversight. As detailed above, financial information is disseminated to appropriate stakeholders, including the governing board, to support informed and responsible financial decision-making and planning (Board Presentation - CY2024 Budget and Board Presentation – CY2025).

The College also utilizes financial planning tools to capture resources needed for upcoming projects, program launches, program refresh and facility changes (Project Center Snapshot). This approach aligns short-term expenditures with long-term goals and forecasting future financial needs. The College's financial model is sufficient to ensure viability in the near- and long-term, as evidenced in the last 3 years of audited financial statements: 3 Years of Financial Auditing Statements with Redaction, provided directly to ACCJC.

As described and evidenced in the last 3 years of audited financial statements, the College has reasonable plans for payments of long-term liabilities and obligations, inclusive of health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other College-incurred debts, etc., and considers these plans in annual budget development and other short-term fiscal planning. It is also noteworthy that when making short-range financial plans, the College considers its long-range financial priorities and future obligations to ensure sustained fiscal stability and adherence to the mission.

The College remains focused on future growth and innovation, as reflected in the strategic roadmap outlined below. The College successfully completed all requirements to launch the Electrical Technology (ET) program in

Fall 2024 and introduced an online Pharmacy Technology program in Spring 2025. These initiatives underscore Carrington’s ongoing commitment to meeting the evolving educational needs of both students and the communities it serves through thoughtful, data-informed planning and program development.



**3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning support.**

The College ensures that its planning and maintenance of facilities and other physical resources are aligned with its institutional mission, goals, and the needs of its programs and services. It has established processes and procedures to guarantee the safety of all facilities, including mechanisms for reporting unsafe conditions. Additionally, the institution regularly evaluates the effectiveness and sufficiency of its resources and equipment, using utilization and other relevant data to make continuous improvements through program review, as will be described and evidenced below. Information is presented as follows:

- **Campus Facilities**
- **Ember Education Services**
- **Planning and Decision-Making**
- **Safety and Security Practices**

**Campus Facilities:** The College provides campus facilities that support the teaching/learning process and are safe and well-maintained for all community members. While all campuses are configured differently based on programs offered, all classrooms are equipped with technology to support teaching and learning. These technologies may include an Apple TV, ceiling-mounted LCD projector, or a Smart TV with wireless access. Campuses also have a dedicated WIFI network for student technology and a Student Success Center equipped with computers and reference materials.

**Ember Education Services:** A collaborative partnership with three Ember Education departments is key to ensuring that facilities meet the needs of the College community: Real Estate, Purchasing & Facilities, and Growth & Development. As detailed in the organization chart, the Vice President of Real Estate provides support to the College in the areas of facility expansion, reconfiguration, reduction, and enhancement related to changes in program mix, opportunities to increase census, and to promote better student experience. The process typically involves working with external vendor partners to create facility plans (architects and engineers) and process entitlement plans with various municipalities. The Vice President of Purchasing & Facilities ensures that the campuses have the necessary equipment and that it is in good working order. The Vice President of Growth & Development provides support through proposed strategic initiatives aligned to the College mission, such as the addition of new programs and/or locations; the VP also serves as the project manager for strategic growth initiatives approved by the Executive Leadership and the governing board. A cadence of regular and ad hoc meetings with the Ember Education vice presidents and members of executive and campus leadership ensure ongoing communication and awareness of facility needs, requests, and concerns. A bi-annual evaluation of services delivered by Ember Education provides the College with a formal feedback mechanism and supports continuous quality improvement.

Regular facilities assessments are conducted by both College and Ember Education personnel, such as the Vice Presidents referenced above, to identify any needed improvements and ensure compliance with safety, accessibility, and sustainability standards. Input from College employees, students, and external stakeholders, such as programmatic accreditors and advisory board members, further inform facility assessments and ensure that these spaces remain responsive to the needs of the community. The collective results of these practices have led to facility enhancements and improvements. Examples of recent enhancements include:

- The Boise campus' Dental Hygiene program moved to a new location to provide updated classrooms and labs (Boise Program Move - DH (CODA) 03.2024).
- The Sacramento Nursing building was updated which includes upgraded technology in the classroom. As the College moves forward, to support the future nursing program in Portland, a new building has been located and will be prepared to receive students.

Well-established processes are in place to support the ongoing fulfillment of a variety of facilities and equipment-related needs. Ember Education administers a Facilities Service Desk Ticketing System for employees to report any issues with facilities and capital equipment, including unsafe conditions or items that are not working properly. The practice is to either fix or replace items that are in a state of disrepair; this ensures that the learners have access to the essential equipment necessary to support their achievement of course and program learning outcomes. Once submitted, a ticket with a unique ID number is generated and reviewed by Ember Education facilities technicians, who are responsible for disposition within 1-6 days, depending upon the request. Similarly, purchase requests for consumable lab or office supplies or new equipment or furnishings that are not reflected on a program, classroom, or office equipment list, can be made through a ticketing system. The ticketing queues

provide clear and effective lines of communication between the College and its Ember Education facility partners on various facilities and equipment-related needs.

**Planning and Decision-Making:** In alignment with the mission, through the integrated planning process, the College develops the Strategic Plan and the Facility Plan. These plans guide the maintenance and facility management of the College. Using a Facilities Checklist, a thorough review of the campus takes place with items needing addressed being noted. Noted items are submitted via the service request process described above; status updates are provided directly to the individual who initiates the request until the matter is resolved and closed, ensuring transparency, accountability, and efficient handling of physical resource needs.

Biennially, each program undergoes an in-depth review to analyze program data, curriculum, equipment, and facilities identifying opportunities to address gaps in student outcomes. This assessment includes an equipment and facilities analysis. The campuses can submit requests based on the program review to replace, purchase industry current equipment, and improve facilities to support achieving the program outcomes. For example, the Physical Therapy Technology program requested to replace the plinths in the laboratory classroom for patient practice. The resource allocation request was initialized and approved in Executive Council and new plinths were delivered to the program (Resource Allocation - PTT Plinths).

**Safety and Security Practices:** The College has systems in place for emergencies, protocols, and practices to support emergency preparedness. These protocols and practices support the maintenance of safe and secure campuses and that constituents are equipped to handle unforeseen circumstances. Safety officers and janitorial staff ensure that the campuses are clean and safe for students, employees, and visitors. As noted above, ongoing maintenance of campus facilities is informed by written protocols that prescribe standards for cleanliness, safety, and functionality. Each campus has an appointed Incident Commander responsible for reporting all incidents and serving as the point person during emergencies. Incident Commanders manage the safety and security meetings and conduct audits of the physical campus and resources to ensure compliance with safety standards (Facilities Checklist).

The College maintains an Emergency Action Response Plan in each classroom with contact information and instructions should an emergency occur. POWERAPPS – an Emergency SMS communication tool supports the sharing of information and communication to students and employees in the event of potential and actual emergencies. Users may transmit messages via the website or through a smart phone. A procedure sheet has been developed to ensure appropriate and proper use protocols are in place and used.

Campus safety is important to the College and is further maintained using various methods which are outlined in the Student Handbook. For example, students are required to wear a prescribed uniform, which includes scrubs and yellow lanyards displaying their badges when on campus. Faculty and staff have blue lanyards to display their badges. Because the College does not operate “open campuses,” visitors are required to sign in at the front desk and wear a visitor lanyard.

One notable improvement was addressing the need for effective communication across campuses with multiple buildings during emergencies. The Safety and Security Committee proposed the purchase of walkie-talkies for every room to ensure immediate communication during emergencies such as lockdowns or evacuations (Safety and Security Committee Meeting Minutes 2.19.25). Following the committee’s recommendation, the walkie-talkies were ordered, distributed across all campuses, and set up under the supervision of campus Incident Commanders. Regular testing and drills are conducted to maintain preparedness as reflected in the Safety and Security Committee Meeting Minutes 6.20.24.

The Safety and Security Committee, which is part of the Governance Structure, is comprised of representatives from across the College system who are responsible for evaluating policies and practices related to security. The committee also reviews items arising out of program review (or other mechanisms) related to safety and security and brings recommendations forward to the Executive Council for review and approval.

While there are established procedures to ensure safe and effective use of physical resources, additional training for staff and faculty in the areas of active shooter and de-escalation training will be explored. Additionally, the utilization of the Maxient Incident Reporting system can be increased through greater training and scheduled testing.

**3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

The College implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The College clearly communicates guidelines for appropriately using its technology to all users. The College secures its network and protects its data.

The Technology Plan, an integral part of the College's Integrated Planning Cycle, strategically aligns to oversee the College's work and disperse its physical, technological, and financial resources to improve overall efficiency and promote equitable student success, as outlined in the Strategic Plan. Through ongoing assessment of resource capacities, the College aims to strengthen its technology infrastructure and continually pursue improvement. Information is presented as follows:

- **Ember Education Information Services**
- **Technology Resources**
- **Network Security**
- **Technology Policies**

**Ember Education Information Services:** Ember Education's Information Services (IS) department collaborates with the College to meet the technological needs of students, faculty, and staff (Organizational Chart, Ember Education Information Services). The department oversees a standardized reporting system, implemented through Fresh Service, which centralizes and streamlines the handling of support requests, allowing for efficient triage and distribution across the IS support teams. Support can be accessed via the phone, the College Help site, or by emailing the reporting system. This multi-faceted approach to IS support is in response to the College's improvement plan.

The IS department is structured into specialized regional teams, each focusing on technical domains crucial to achieving the College's objectives. These teams provide tiered support and oversee support for textbooks, the Learning Management System (LMS), and third-party vendor interactions. This organization ensures each team has clear responsibilities and maintains rigorous oversight within their respective domains as outlined in the Technology Plan.

The relationship between college-level technology users and the IS Department is characterized as a partnership with a shared goal of ensuring that technology resources are being used to support teaching and learning and the ongoing fulfillment of the mission. An example that illustrates this partnership is as follows: When the College



purchased the Interplay software on the Oculus, a virtual reality headset, for the Electrical Technology program, members of the IS team partnered with faculty and conducted testing sessions to ensure access, connectivity, bandwidth, and practical application created a seamless experience for students (Trades PHX Interplay Agreement 3.11.24).

**Technology Resources:** Through the Integrated Planning System and the Governance Structure, technological needs are surfaced and given appropriate consideration in the decision-making and planning process. For example, the Academic Technology Committee, which is part of the College's governance committee structure and consists of members from various departments, evaluates technology infrastructure needs and considers input from Program Advisory Committees and recommendations from the Program and Services Area Reviews. Additionally, the Academic Technology Committee addresses specific technological concerns. It prioritizes equipment requests for computer labs, audio-visual classroom setups, and equipment for faculty and staff, culminating in recommendations to the College's Executive Council for final endorsement. For example, the Executive Council approved the committee's recommendation to provide iPad keyboards and styluses for all faculty and students in April 2023 (Information Technology Committee Minutes 3.16.23 and Executive Council Meeting Minutes 04.12.23).

While the examples cited above illustrate actions taken to enhance technology resources, the College is committed to maintaining technological resources to support teaching and learning. The IS Department maintains a comprehensive inventory of computers and laptops requiring updates or replacements to ensure functionality for students, faculty, and staff. As detailed above, classrooms and learning spaces are equipped with appropriate technological equipment, such as computers and printers. This ensures that students have access to the technological equipment required for their coursework. Additionally, the action taken to issue iPads to students is another demonstration of the College's commitment to mission fulfillment and student success.

**Network Security:** The IS Department oversees firewall protection systems and backup file servers and conducts audits on security and data storage systems. Access to all systems is protected by requiring the use of Multi-Factor Authentication (MFA) for all users. This access is linked to approved and verified emails or phone numbers to ensure security. The College also utilizes access control measures by implementing role-based permissions for all systems, including Canvas, Anthology, and Office 365. The College regularly reviews user role-based permissions and audits for inactive or duplicate accounts. The College's security vetting process evaluates systems before implementation or adoption via Vendor/Service Provider Agreement form. In addition, the College has implemented Jamf Apple Device Management on all student iPads. Jamf provides remote management and secure Apple user accounts, devices, and services. This also allows the College to push needed applications, updates notifications, and resources to devices seamlessly.

Regarding email security concerns, Ember Education's IS Team maintains a dedicated reporting system where users can send suspicious emails for evaluation. Additionally, quarterly training on cybersecurity is completed by staff and faculty to stay abreast of the latest technological threats and trends (Cybersecurity Training). The IS department also conducts simulated phishing exercises to gauge the effectiveness of cybersecurity training.

**Technology Policies:** Policies are in place to inform users of the parameters established for the use of technology and technology equipment. The Information Services Security Policy establishes stringent security standards, and the Information Governance Policy governs data management and retention throughout its lifecycle. Upon initial login to the College's network or system, for example the LMS, users must acknowledge the Acceptable Use Policy. This acknowledgement ensures use of systems is of an academic or work nature. In addition to the Acceptable Use policy, the College adheres strictly to copyright regulations as outlined in the copyright policy

located on InfoZone (Copyright Q&A May 2020), the FRC101, which is the training course for new faculty and in the Student Handbook. The College's Academic Catalog includes an Online-Internet Policy, reinforcing its commitment to a secure and appropriate digital environment for all users.

Adopting the Information Governance Policy in the Summer of 2022 initiated a cultural shift in the organization regarding data collection, maintenance, and retention. Since its rollout in January 2023, the IT Department has taken additional steps to improve data maintenance, such as implementing a data retention schedule, moving shared network files to SharePoint sites, and laying the groundwork for achieving USB port security. The July 2024 policy update aligns guidelines with business practices for email communications involving confidential and sensitive information, addresses maintenance of user licenses for Microsoft 365 platforms, and provides for the retention and destruction of hard drives and digital media. Additionally, Appendix C has been added to explain the various encryption methods available for the body of an email. In August 2024, the FRC101, was updated to include the Information Governance Policy.

As detailed above, Carrington has appropriate structures, resources, policies, and processes in place to support the implementation and enhancement of its technology and technological equipment. Clear guidelines on appropriate use are communicated to technology users through the policies and mechanisms described above. The College is committed to providing the technology resources that will support student and employee success.

### **3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

The College has appropriate risk management strategies and contingency plans for financial, environmental, technological, and other unforeseen circumstances and emergencies. This comprehensive plan encompasses a suite of policies and procedures aimed at safeguarding information assets and ensuring the continuity of operations. These plans include the Information System Security Policy, Emergency Action Response Plan, and the Information Systems Disaster Recovery Plan.

Insurance policies are reviewed as the College's operations evolve to ensure coverage sufficiency. Several departments, acting as liaisons with the campuses, continually work with the brokers and carriers. Claims are filed promptly to the carriers; reserves are monitored for financial appropriateness. Additional policies may be added or removed based on operational changes to maintain adequate coverage for the College (Acord Certificate of Liability Insurance).

In the event of an environmental emergency, the Emergency Action Plan outlines recovery action steps that could be taken regarding appropriate physical resources needed to remediate and establish short and long-term physical administrative and learning space if a campus becomes physically unusable (2023 ITRA Report).

In the event of a disaster, the College has plans to recover important data systems, like those for students, faculty, and staff. The aforementioned Information Systems Security Policy explains how data should be backed up and recovered. The College's student information system, Anthology, is regularly checked for risks. Twice a year, the College tests its backup and recovery process for Anthology. During these tests, the system and database administrators restore the latest backup to a test environment and set up the application settings. They then bring the system online to ensure everything works correctly. Similar tests are done with other systems such as Talent Space (faculty and staff records), Campus Ivy (student finance), Verity (CRM), and Canvas (LMS).

During the COVID-19 pandemic, the College demonstrated its commitment to student success and institutional effectiveness by rapidly adapting its operations in alignment with accreditation standards (COVID 19 Student Communication). The College swiftly transitioned to remote learning modalities, ensuring instructional continuity while maintaining academic integrity and rigor. Faculty and staff received professional development in online pedagogy, and additional student support services. The College leveraged technology and data-driven decision-making to assess and enhance remote learning experiences. Regular student and faculty feedback informed instructional modifications, while prior investments in digital infrastructure ensured access to coursework. The institution also maintained compliance with federal and state guidelines, upholding its commitment to quality education despite unprecedented challenges. While this unforeseen event presented many challenges, through these efforts, the College reaffirmed its mission-driven focus on student learning, engagement, and success, demonstrating resilience and innovation in response to evolving circumstances.

These proactive measures have supported equitable student success. By maintaining a robust and resilient technological infrastructure, the College ensures uninterrupted access to educational resources for all students, irrespective of their backgrounds or circumstances. The College's commitment to continuous improvement fosters innovation, enabling it to adapt swiftly to emerging challenges and evolving needs. The effectiveness of these measures is evidenced by the seamless functioning of technological services and the absence of disruptions that could impede student success. Through ongoing policy evaluation and refinement, the College remains dedicated to ensuring they have appropriate risk management in place.

## Standard 4: Governance and Decision-Making

***The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.***

### **4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)**

The College is committed to academic freedom, academic integrity, and freedom of inquiry as essential elements to support the teaching and learning process. In alignment with the mission, Board Policy 11 articulates the College's Academic Freedom Policy found in both the Academic Catalog and the Teaching and Learning Guide. This policy reflects a dedication to the transmission of knowledge, fostering students' personal and professional growth, and enhancing the well-being of the communities served. According to the policy, faculty are expected to adhere to institutional standards and guidelines while designing lectures, labs, and class presentations based on the approved curricula. Faculty are granted the flexibility to present subject matter in ways that engage students and promote critical thinking, collaboration, communication, and professionalism. Additionally, faculty members are free to question practices and advocate for improvements that enhance the quality of education, without fear of retribution.

The rights and responsibilities of students regarding academic integrity and expectations is set forth in Board Policy 12. Faculty are expected to understand and adhere to the College's academic policies published in the Academic Catalog, Student Handbook, course syllabi and Faculty Resource Center (Faculty 101 course). Students are expected to avoid academic dishonesty, including cheating and plagiarism, with clearly defined consequences for any violations, as detailed in the Academic Integrity Policy.

In addition to governing board and institutional policies, the College cultivates a culture of inquiry through the continuous development of the faculty. For example, and as detailed in Standard 2,<sup>10</sup> faculty trainings were deployed in 2023 and 2024 that included topics on areas that contribute to an open and inclusive learning environment, such as different teaching methodologies and student learning and engagement strategies, including the use of Universal Design, emotional intelligence, and non-traditional assessments of learning. Ongoing faculty professional development ensures that faculty are being developed with both the knowledge and skills to nurture an environment where students thrive and engage in intellectual inquiry and dialogue. Learning assets, such as the Learning Guide described above, are also available to support the faculty in this endeavor.

The College is committed to continuing to uphold its policies and provide ongoing faculty training to support a learning environment that is characterized by the tenets of academic freedom, honesty, and intellectual inquiry.

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<sup>10</sup> Please refer to the Institutional Response to Standard 2.6, page 25.

**4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.**

The College ensures that roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution, fostering a structured and collaborative approach to planning and resource allocation. Information is presented as follows:

- **College Leadership**
- **Decision-Making Processes**
- **College Leadership**

**College Leadership:** The Board of Governors (BoG) is responsible for ensuring institutional and education effectiveness and financial stability and sustainability through its policy-governance role, as detailed below. Governing board policy delineates authority for the day-to-day operations to the College President (Governing Board Policy #1). The College President has delegated responsibility for academics, operations, and administration to members of his cabinet, who are referred to internally as the “Executive Leadership Team” as depicted in the organization chart. Reporting to the Executive Leadership Team are members of the Home Office staff, including Associate Vice Presidents and Directors who have been given responsibility over functional areas as depicted in the organization chart. The Vice Presidents of Operations oversee campuses within their assigned regions. Campuses are overseen by Campus Leaders and their leadership teams, which are typically comprised of an Academic Dean, Director of Enrollment Services, and Director of Career Services. Collectively, these leadership groups hold decision-making authority within their respective verticals and support the College’s collegial and participative decision-making and planning process as detailed below.

**Decision-Making Process:** The College utilizes an Integrated Planning Cycle that involves reviewing, planning, and budgeting processes to ensure that resources are effectively aligned with the institution's mission and objectives.<sup>11</sup> This cycle is designed to foster continuous improvement across all levels of the College. The integrated planning cycle is driven by the Governance Structure, which is overseen by the College President and includes diverse representation from students, faculty, and staff. The governance structure of the institution is organized into three pillars of excellence: Academic Excellence, Operations Excellence, and Administrative Excellence. Each branch’s role and responsibility within college governance is provided below:

**Academic Excellence:** This branch is responsible for maintaining accreditation standards, overseeing the curriculum, and supporting faculty and students in their educational endeavors. Key committees under this branch include Accreditation, Education, Faculty Council, Integrated Planning, Library, and Student Records. Additionally, it includes specialized committees like the Institutional Animal Care & Use Committee, which focuses on ethical treatment in research, and committees dealing with Entrance Standards and Outcomes & Assessments to ensure academic quality and performance.

**Operations Excellence:** The Operations Excellence branch manages the day-to-day operations of the campus,

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<sup>11</sup> Please see the response to Standard 1.4 for an in-depth description of decision-making through the Integrated Planning Cycle.

focusing on areas like campus infrastructure, student services, and financial operations. This branch includes committees such as Campus Operations & Outcomes, Career Services, Enrollment Services & Financial Services, Finance & Budget, Student Advisory, and Student Affairs. These committees are critical for ensuring smooth campus operations and providing essential support services to students, such as career counseling and financial assistance.

**Administrative Excellence:** The Administrative Excellence branch focuses on the administrative functions of the institution, including human resources, technology, and safety. Committees under this branch include Human Resources, which manages staffing and employee relations, Academic Technology, which oversees technology integration in academic environments, and Security & Safety Incident Command, which ensures campus safety. The Diversity, Equity, and Inclusion Committee is also a vital part of this branch, working to promote a diverse and inclusive environment for all members of the institution.

Together, these three branches and their respective committee structures collaborate to ensure the institution operates efficiently and supports its students, staff, and academic goals. The committees, which are comprised of diverse voices from across all sixteen locations in seven states, are the vehicle for institutional decision-making. For example, committees meet on a quarterly basis to assess current needs, plan for the future, and allocate resources in a way that supports the College's mission, goals, and enhances educational outcomes. Committee chairs bring forward recommendations and requests that arise out of the quarterly meetings to the President and the Executive Council, which also meets on a quarterly basis, for review and decision-making. These meetings also include updates on old and new business, including initiatives that were approved as a result of this process as illustrated in the Education Committee Meeting Minutes 6.6.24.<sup>12</sup> Committee chairs are responsible for communicating decisions on recommendations back to the respective committee members, ensuring that the process is transparent and that all stakeholders are involved in the decision-making, as illustrated in the Education Committee Meeting Minutes 12.05.2024.<sup>13</sup> This feedback loop fosters an environment where decisions are communicated clearly and efficiently across all levels of the institution, as detailed in the meeting minutes.

Carrington's inclusive approach to decision-making strengthens the collaborative environment and supports an ongoing collegial dialogue, ensuring that all perspectives are represented in the development of the College's strategic initiatives related to the fulfillment of the College mission, student success, and continuous quality improvement.

#### **4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes successful outcomes for all students.**

The Governance Structure and the decision-making process described above are consistently used to support institutional decision-making that is consistent and characterized by a climate of collaboration and innovation in support of ongoing fulfillment of the mission. To illustrate the effectiveness of this process, examples of recommendations from governance committee structures within each of the three pillars of excellence that were taken to and approved by the Executive Council are provided in the Governance Structure Meeting Minutes.<sup>14</sup> As evidenced in the examples provided, the College has an effective and collaborative decision-making process that

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<sup>12</sup> Please see Topic 4.

<sup>13</sup> Please see Topic 1.

<sup>14</sup> Pertinent information is highlighted in yellow within each example provided.

is consistently used to advance its mission.

The College is also committed to the continuous improvement of its decision-making process and practices. For example, several subcommittees were added to enhance focus on student success, including the Entrance Standards, Outcomes and Assessments, and the separation of the Enrollment and Financial Services into distinct committees. Through these efforts, the College has created a more structured approach to evaluating and supporting student success across various areas. By identifying gaps in student outcomes, such as those revealed through disaggregated data, the College has worked to prioritize inclusiveness and equitable opportunities for all students. Through ongoing review and the implementation of targeted strategies, the College ensures that all students have access to the resources and support they need to succeed, furthering Carrington's commitment to equitable outcomes for all.

#### **4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. (ER 7)**

The BoG has oversight of twelve distinct areas of responsibility, including the mission, educational quality and student success, managerial oversight, institutional goals and policies, the academic budget, financial integrity and sustainability, legal matters, accreditation, self-governance, ethical integrity, succession planning, and risk management. The BoG's bylaws set forth the board policies and operating processes that provide guidance with respect to the board's responsibility and oversight of these areas as reflected in the Board of Governors Operating Manual. Board policy also sets forth expectations for the institution and its members as detailed above in Standard 4.1 and The board engages in an annual review of both board and institutional policies as prescribed in the BoG Operating Manual<sup>15</sup> and as evidenced in the BoG Meeting Minutes 10.24.24.<sup>16</sup>

The Board of Governors has two standing committees that are responsible for ensuring Carrington's educational quality and financial stability.

**Academic Oversight Committee (AOC)** – The AOC meets quarterly to ensure the educational quality of Carrington's academic programs. This is accomplished by reviewing educational effectiveness and student success data. Updates are given to the full board by the AOC chair (BoG Academic Committee Presentation 10.24.24), including any recommendations or requests as illustrated in the BoG Meeting Minutes 10.24.24.

**Finance Committee** – Meets twice a year to ensure the financial stability and accountability of the College through meeting annually with Senior Director of Finance and/or the CFO for Ember Education. During these meetings the financial projections are reviewed as shown in the meeting minutes. Additionally, the Finance Committee meets with the Senior Director of Finance and/or the CFO on an annual basis to review an objective, third-party review of the College's annual financial audit and financial performance reports. The committee reports its findings and any recommendations to the full board as shown in the Governing Board Presentation 7.18.24 and the Governing Board Meeting Minutes 07.18.24.<sup>17</sup>

In addition to these committees, the College President provides quarterly updates to the BoG on key performance metrics and with the Board of Governors to provide updates on institutional progress, discuss key initiatives, and

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<sup>15</sup> See page 16.

<sup>16</sup> See agenda item VII, bullet point #5.

<sup>17</sup> See agenda item VII.

ensure alignment with the College's strategic goals as reflected in board meeting minutes.<sup>18</sup> This regular engagement helps to foster transparency and collaboration between the President and the Board, supporting informed decision-making at the highest level.

**4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.**

The Board of Directors and the BoG are responsible for conducting the search, screening, and selection of a candidate for the position of President of Carrington College (BoG Bylaw 4.2). As noted above, "the Board delegates the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that require administrative action to the President" (Board Policy 1). The President is also empowered to reasonably interpret board policy and is responsible for the day-to-day operations of the institution. In addition to these duties, the President is expected to perform the responsibilities outlined in the job description, take on other necessary tasks as needed, and ensure compliance with all relevant laws and regulations, while submitting required reports in a timely manner.

The BoG is kept apprised of the fulfillment of these duties and responsibilities through the reports given by the College President at the quarterly board meetings. As illustrated in the BoG meeting minutes, presidential updates reflect appropriate depth, breadth, and scope of coverage on key topics and performance data related to the mission, strategic goals and initiatives, student learning and achievement, and institutional updates.

The BoG conducts an annual performance evaluation of the President. The evaluation method and tool are determined by the Board of Directors members, in consultation with the Chair of the BoG. Currently, the President's evaluation is based on nine primary topics, each with 3 to 5 subtopics for detailed evaluation. The evaluation is conducted electronically, and responses from all Board members are tracked to ensure completion. Evaluation results are shared with the President and are used to inform any resulting actions, such as merit increases and/or action plans. Additionally, the strategic goals and measures reflected in the Strategy Map and Balanced Scorecard are aligned to the BoG's expectations that the College President support the advancement of the College mission and the success of all students. As detailed above, progress updates on these key mission-centric and student learning metrics are provided to the full board on a regular basis and inform both board and institutional dialogue and collaboration on fulfillment of the mission.

**4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)**

The BoG represents a variety of stakeholders both internally and externally and is responsible for ensuring the educational quality, financial stability, ethical integrity, and the fulfillment of the institution's mission. The board is composed of nine members, including four affiliate and five non-affiliate members. Non-Affiliate board members (referred to as "Independent Members") are not employed by the College, nor do they have a family,

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<sup>18</sup> The board meeting minutes provide an entire year of documented board meetings, which illustrate the depth, breadth and scope of information, updates, and performance data that is provided to the BoG on a regular basis.



personal, or financial interest in the institution or parent corporation. Affiliate Members are affiliated with Carrington College or San Joaquin Valley College, Inc., and are referred to as “Affiliate Members.” Two of the Affiliate Members are representatives from the Board of Directors for San Joaquin Valley College, Inc. and are referred to as “Board of Directors” or “Board of Directors Members.” The remaining two Affiliate Members are referred to as “Affiliate Members.”

Both affiliate and non-affiliate members are appointed by the Board of Directors. The non-affiliate members are appointed to serve 3-year terms and may be reappointed for up to two subsequent terms. Terms are staggered to ensure an orderly rotation of members.

In its role of overseeing the quality of education provided to College students, the BoG is tasked with reviewing educational effectiveness data and corresponding standards at least annually, as outlined in Board Policy 3: “...the Boards’ Academic Committee shall regularly review student success and educational effectiveness data and make recommendations for improvement, as appropriate. No less than annually.” As illustrated in BoG meeting minutes, the board recommends actions to the President based on this review. During Academic Committee meetings, the committee evaluates the Academic Scorecard, which is comprised of key academic measures and achievement targets, and presents recommendations to the President and Provost, which are shared with the full BoG as detailed in the meeting minutes referenced above.

Additionally, under Board Policy 16, “To ensure the financial integrity and future sustainability of the College, the Board requires that the institution be audited on an annual basis by an external auditing firm with expertise in higher education and that the auditing report be completed on time,” the Board reviews the institution’s financial reports annually to ensure financial sustainability and assess the adequacy of financial management and controls. The Senior Director of Finance and/or the Chief Financial Officer present the annual audited financial reports to the Finance Committee, who share the results with the full board during the fourth quarter, with the committee reviewing and discussing the financial information (Governing Board Presentation 7.18.24). Additionally, the BoG reviews and votes to approve the financial budget for the upcoming year as shown in Governing Board Meeting Minutes 10.24.24 and Governing Board Meeting Minutes 12.12.24.

The College is committed to upholding quality and integrity as the guiding principles for all constituencies. Bylaw 6.11 states, “By following its procedures, bylaws, policies, and codes, the BoG takes responsibility for Carrington’s ethical integrity.” Appendix 4 of the Board of Governors Operating Manual, the Code of Ethical Conduct, outlines the framework of best practices for the BoG. Standards have been established to ensure that these best practices are consistently upheld. Board members review, complete, and sign the Conflict of Interest Policy, Certification of Personal Financial Interest, and disclose any organizational affiliations.

The Board has the responsibility to govern itself as a cohesive unit. It speaks with one voice and acts as a whole. As outlined in Bylaw 6.10.5, the Board “promotes a climate of respect, collegiality, and candor”. It is expected to act in a manner consistent with the procedures, bylaws, policies, and codes described in the Board of Governors Operating Manual. Board members are encouraged to propose future agenda items at the end of each quarterly board meeting. Agendas are set and published in advance of a regular board meeting. Copies are emailed to all members by the Board Professional, who is also responsible for taking meeting minutes. Minutes are also distributed to BoG members following each meeting and reviewed and voted upon to ensure accuracy and thus promoting a culture of integrity and transparency.

The BoG engages in an annual self-evaluation, which is facilitated by the Board Professional – an employee designated to serve in this capacity. The Board Professional sends each BoG member the evaluation form, which is completed and returned. The evaluation form consists of 8 distinct criteria that cover the areas within the BoG’s

role and responsibilities in college governance (Annual Performance Evaluation). A 5-point Likert Scale is used to score each statement with the evaluation domains. Results are compiled and discussed at an upcoming board meeting. This process prompts honest feedback and resulting dialogue around board strengths and opportunities.

The BoG undergoes regular development, including article and book reviews, and, occasionally, offsite retreats. In October 2023, the College and the SJVC governing boards participated in a retreat that consisted of a half-day professional development session delivered by Dr. David Rowe, Ph.D., on higher education board governance.

The BoG is a highly engaged group of professionals dedicated to advocating for and improving the experience of students, faculty, staff, and the business communities served by the College.

## **Required Documentation**

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

### **Standard 1: Mission and Institutional Effectiveness**

<b>Required Item</b>	<b>Documentation</b>
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	Carrington College 2020_01_27 Reaffirm Accreditation.pdf
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Process for Review of the Mission Statement
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	BoG Mission Approval Meeting Minutes 7.28.22
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Institution-Set Standards Process
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institution-Set Standards - Floor and Stretch Goals (Revised 06.2024)

## Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• <b>Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</b></li> <li>• <b>Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</b></li> <li>• <b>Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)</b></li> <li>• <b>Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable</b></li> </ul> <p>(See Commission <a href="#">Policy on Competency Based Education</a> and <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<p>Awarding of Credit Hours.pdf Program Lengths for Certificate, AS, and BS</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• <b>Any established criteria the institution uses regarding the transfer of credit earned at another institution</b></li> <li>• <b>Any types of institutions or sources from which the institution will not accept credits</b></li> <li>• <b>A list of institutions with which the institution has established an articulation agreement</b></li> <li>• <b>Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning</b></li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<p>Transfer Credit Policies.pdf</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<p>MARCOMM Regulatory Compliance Policy</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> <li>• <b>Evidence that these policies/procedures are accessible to students in the catalog and online;</b></li> <li>• <b>Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs</b></li> </ul>	<p>Academic Catalog - Student Complaints Student Handbook - Student Complaints Carrington Website - Title IX Carrington Website - Student Complaints</p>

Required Item	Documentation
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> <li>• <b>Accurate and consistent implementation of complaint policies and procedures</b></li> <li>• <b>No issues indicative of noncompliance with Standards</b></li> </ul>	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	FERPA and Student Records Release
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Curriculum Revision Acknowledgement
<b>FOR TITLE IV PARTICIPANTS:</b>	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> <li>• <b>Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</b></li> <li>• <b>Evidence of timely corrective action taken in response to any Title IV audits or program reviews</b></li> </ul> <p>See <a href="#">Policy on Institutional Compliance with Title IV</a></p>	Carrington - Boise 2023 FSA REPORT (FINAL 6-12-24) Carrington - Phoenix 2023 FSA REPORT (FINAL 6-12-24) Carrington - Portland 2023 FSA REPORT (FINAL 6-12-24) Carrington - Sacramento 2023 FSA REPORT (FINAL 6-12-24) Carrington_CY23_CAP_CC_BOISE_022180_Final Carrington_CY23_CAP_CC_PHX_021006_Final Carrington_CY23_CAP_CC_PORT_030425_Final Carrington_CY23_CAP_CCC_SAC_009748_Final
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
x. Documentation of institution's: <ul style="list-style-type: none"> <li>• <b>Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit</b></li> <li>• <b>Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</b></li> <li>• <b>Policies regarding protection of student privacy</b></li> </ul> <p>See <a href="#">Policy on Distance Education and on Correspondence Education</a></p>	Distance Education Course Expectations MFA Training Technology Plan 2024 Student Privacy - Recordings - Student Handbook Remote Academic Sessions and Recording Policy 2020
<b>REQUIRED ONLY IF APPLICABLE</b>	

Required Item	Documentation
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Tutor.com Primal Pictures Anatomy.TV Sirsi Dynix TDS Health Plumbs for VT Springshare Turnitin ArrCI

### Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	Hiring Manger Resources
ii. Employee handbooks or similar documents that communicate expectations to employees	SJVCi_2023_Employee_Handbook_rev_7.14.23 Teaching and Learning Guide
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	Annual Fiscal Reports 2022-2024
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	BOG Policy: Resource Allocation and Budget Development Resource Allocation Rubric Program and Service Review Cycle
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BOG Policies Guiding Fiscal Management
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	Policies Related to Appropriate Use of Technology Systems Remote Academic Sessions and Recording Policy 2020 Information Governance Policy Multi-factor Authentication (MFA)
<b>FOR TITLE IV PARTICIPANTS:</b>	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	NSLDS_ Cohort Default Rate_009748 NSLDS_ Cohort Default Rate_021006 NSLDS_ Cohort Default Rate_0221800 NSLDS_ Cohort Default Rate_030425
<b>REQUIRED ONLY IF APPLICABLE</b>	
ix. Written code of professional ethics for all personnel including consequences for violations	SJVCi_2023_Employee_Handbook_rev_7.14.23

## Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	Board Operating Manual Hiring and Evaluation
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	Evidence President is not Chair of BOG
iii. Governing board policies/procedures/bylaws related to Board Ethics	BOG Policy 18: College Mission, Vision, and Standards: Code of Ethical Conduct
iv. Governing board policies/procedures/bylaws related to conflict of interest	BOG Policy 18: College Mission, Vision, and Standards: Conflict of Interest

## Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
<p>i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a>, Section D</p>	<p>six months prior to the focused site visit</p>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See <a href="#">Policy on Representation of Accredited Status</a></p>	<p>One Click Away Homepage Accreditation Webpage</p> <p>Live link:  <a href="https://carrington.edu/accreditation-and-approvals/">https://carrington.edu/accreditation-and-approvals/</a></p>



## A. Appendix 1: Verification of Catalog Requirements (ER 20)

[Carrington College 2025-2026 Academic Catalog](#)

[Student Handbook 2025-2026](#)

REQUIRED ELEMENT	CATALOG LOCATION
<b>General Information</b> ( <i>NOTE: Catalog page numbers reflect the PDF page number, rather than the footer</i> )	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	p. 8-16
Educational Mission	p. 6
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	p. 18
Course, Program, and Degree Offerings	pp. 31-194
Student Learning Outcomes of Programs and Degrees	pp. 31-194
Academic Calendar and Program Length	Holidays: p. 268 Start Dates: pp. 269-274 Programs: pp. 31-194
Academic Freedom Statement	p. 322
Available Student Financial Aid	pp. 308-319
Available Learning Resources	pp. 320-322
Names and Degrees of Administrators and Faculty	pp. 330-342
Names of Governing Board Members	p. 28
<b>Requirements</b>	
Admissions	p. 277-284
Student Tuition, Fees, and Other Financial Obligations	pp. 301-307
Degrees, Certificates, Graduation and Transfer	Degrees, Certificates: pp. 31-194 Graduation: p. 291 Transfer: pp. 282-283
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	pp. 285-300
Nondiscrimination	p. 323
Acceptance and Transfer of Credits	pp. 277-278
Transcripts	p. 316
Grievance and Complaint Procedures	pp. 327-329
Sexual Harassment	p. 318 (refers to Student Handbook)
Refund of Fees	pp. 314-319
<b>Locations or Publications Where Other Policies May be Found</b>	
Student Handbook Academic Integrity Policy	p. 15