



CARRINGTON COLLEGE®

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Carrington College

8909 Folsom Blvd.

Sacramento, CA 95826

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

August, 2019

To:

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

From:

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8909 Folsom Blvd.
Sacramento, CA 95826

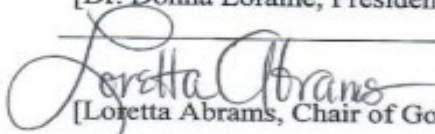
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signatures:


[Dr. Donna Loraine, President]

8/13/2019
[Date]


[Loretta Abrams, Chair of Governing Board]

8/13/2019
[Date]


[Dr. Danika Bowen, ALO]

8/13/2019
[Date]


[Ravinder Dayal, Provost/Vice President of Academic Affairs]

8/13/2019
[Date]


[Mitch Charles, Vice President of Operations]

8/13/2019
[Date]



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College History and Demographics

Executive Summary

Carrington College has had a rich and varied history over more than 50 years of different names, ownership, and vision. There have been several changes of major impact to the culture, focus, and performance of the organization in the six years since the last visit by ACCJC. The integration and merger of Carrington College and Carrington College California into ONE Carrington (beginning in 2014) presented important challenges to our culture. In addition, inconsistent growth trends, rising costs, regulatory pressures, and the necessity to meet new service and learning style needs defined an environment of the past few years which often required fresh thinking, new approaches, better collaborative decision-making models, and strong leadership. Despite these challenges and throughout these periods of change, our total commitment to meeting the needs of our students and ensuring excellent learning outcomes has never wavered.

While history is important, the necessary changes of the more recent years are critical milestones in the story of Carrington College's evolution. The years of 2015 to 2016 were pivotal years as rising costs, increased regulations, and reduced enrollments within the institution, even in the light of growing market demand for offered program areas, called for immediate and urgent change. A new president and a streamlined, refreshed, leadership team was formed in 2016 through 2017. This organizational model focused on achieving the following goals:

1. Broadly communicate and effectively gather and analyze data involving varied stakeholders to fully assess needs and inform decision making.
2. Introduce one leadership team with responsibility and accountability for classroom, campus, and student performance, distributed across campus locations to have direct daily communication with campus colleagues, faculty and students.
3. Form a stronger, more unified, and consistent academics team across the College with an immediate focus on curriculum review and delivery enhancement.
4. Establish a distinct outcomes assessment and "quality control" team directly accountable to accreditation requirements and reporting at the highest leadership level.
5. Modernize and streamline processes and services to students.
6. Address growth issues through a refocus on attractors that are meaningful to our student base.
7. Implement data driven reviews of all programs and locations to establish and implement a sound plan for by location program offerings and a strategy for establishing this ongoing discipline.
8. Expand and refresh our Governing Board to enhance their support and guidance in achieving our goals.

The model established during this period removed several redundant layers of management and aligned the organization's cost structure with current levels of enrollment. This was achieved across an 18- month timeframe to ensure that colleagues moved with the changes as much as possible and that student service and academic quality remained intact.

Much learning occurred along the way through broad and deep communication. A major example of this occurred during faculty and colleague focus group discussions in 2016 where it was discovered that the many committees in place to form a governance structure had not received routine feedback or seen results from recommendations made by these committees. Further evaluation of the committee format in place identified layers of committee-to-management review where proposals were stalled. From this discovery a new, streamlined approach to the governance structure was formed to mirror the one-leadership team accountabilities-with direct channels for recommendations and proposals to be acted upon. In addition, a Faculty Advisory Council was formed by the President and Provost to provide a more direct communication link with this key group.

The impactful period of change in 2016 through 2017 showed progress towards performance improvements in outcomes, streamlining of costs, and greater consistency in processes across campus locations and a year over year growth in enrollments. The five-year strategic plan called for 2018 and 2019 to be stabilization years with a focus on program optimization, as well as a further modernization of services and streamlining of processes (a goal still in early stages). With the new model in place and the many changes under way, it was necessary to establish a settling in period to permit the changes to become part of the culture. The years of 2020 to 2021 were targeted for expansion of growth programs.

The direction was altered as the College's former parent company, ADTALEM Global Education, made the decision to sell Carrington College in late 2017, and the preparation for this sale was planned and implemented. The process of finding a new owner continued until Dec. 4, 2018 when the sale of Carrington College to San Joaquin Valley College, Incorporated. (SJVCI) finalized. Successful transition to the new owner and aligning with their culture, strategies, processes, approaches, and recommendations has been the critical focus since the finalization of sale.

The transition to new ownership has been a very positive experience for the Carrington College community. SJVCI brings 40+ years in managing a similar institution offering similar programs and services to a growing student population in California. In June 2019, a Joint Leadership Summit occurred where leaders from both San Joaquin Valley College and Carrington College, along with leadership from the newly formed Ember Education shared services group (supporting both colleges), met to exchange ideas and best practices. Feedback from the Summit was very positive and strengthened our belief that both colleges would gain from partnering in this manner.

Our current focus is to successfully finalize the transition, align our people, processes, and systems with our new parent organization, and continue to provide and improve upon our high level of service and quality learning for our students. The ability for the Carrington College leadership team and community to partner with aligned leaders and colleagues, share best practices and receive guidance from those totally familiar and aligned with their daily experiences is a critical advantage and will serve as a catalyst for the future continued success of Carrington College.

Donna M. Loraine, Ph.D.
President

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

Date	Event
1967	Institution is founded as Northwest College of Medical Assistants and Dental Assistants.
1969	Northwest College is sold (unrelated owner) and changes name to Western College of Allied Health Careers - Bryman School.
1983	Institution is purchased by Education Corporation of America (EdCOA, Inc.) and name is changed to Western Career College (WCC). (EdCOA, Inc., owned by the Nathanson family).
06.2001	Western Career College receives initial accreditation from ACCJC/WASC.
01.17.03	ACCJC approves Western Career College Change of Ownership. EdCOA, Inc. <i>dba</i> Western Career College is purchased by S. Education Corporation (USEC).
12.18.03	ACCJC approves Western Career College Substantive Change Report to open new campuses in Stockton and Citrus Heights.
09.27.04	ACCJC approves Substantive Change Report to deliver online general education courses for degree.
01.02.05	Western Career College corporate office moves to 7801 Folsom Blvd. Suite 210 Sacramento, CA.
04.11.05	Western Career College Stockton campus opens.
06.13.05	Western Career College Citrus Heights campus opens.
08.29.05	ACCJC approves WCC's Substantive Change Report (SCR) to merge operations of Silicon Valley College with WCC and transfer assets. ACCJC also approves change to WCC mission statement to incorporate expanded service areas and scope of educational programs.
01.25.07	Western Career College submits Self-Study Report for institutional accreditation renewal.
03.2007	Western Career College hosts WASC site visit for accreditation renewal.
10.01.07	Jeff Akens is appointed President of Western Career College.
06.2008	ACCJC Commission Meeting – WCC is removed from Warning. Accreditation is renewed.
08.01.08	WCC submits SCR requesting a change of ownership by selling stock of the parent corporation, U.S. Education Corporation, to DeVry Inc.
09.15.08	ACCJC approves SCR to change ownership by selling stock of parent corporation, U.S. Education Corporation, to DeVry Inc.
03.02.09	ACCJC's Vice President, Dr. Susan Clifford, conducts a site visit at WCC for a change in ownership.
2009	WCC submits SCR requesting approval to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
06.02.09	ACCJC approves SCR to open the Pomona campus with Respiratory Therapy, Vocational Nursing, and Veterinary Technology programs.
06.02.09	ACCJC approves SCR to deliver four of its currently approved site-based programs (i.e., Criminal Justice, Health Care Administration, Health Information Technology and Graphic Design) completely online.
09.21.09	WCC submits SCR requesting a change of College name and mission.
10.20.09	ACCJC defers WCC's proposal to change College name/mission to the January 2010 Commission meeting.
12.15.09	ACCJC approves SCR to offer Physical Therapist Assistant and Fitness Training programs.
01.29.10	ACCJC approves change of College name and mission. The changes are implemented effective 6/30/10.

02.12.10	WCC submits SCR requesting addition of seven new programs online (i.e., General Studies, Business, Accounting, Sales and Marketing, Paralegal Studies, Renewable Energy, and Computer Technology). ACCJC requests that each be submitted as individual proposals.
03.26.10	WCC submits SCR requesting addition of Business programs and General Studies programs fully online.
03.31.10	WCC submits three SCRs to add Paralegal Studies, Renewable Energy and Computer Technology programs fully online.
04.05.10	WCC submits SCR to add new campus locations in Long Beach, CA and Oxnard, CA.
05.03.10	ACCJC approves General Studies and General Business online programs.
07.19.10	ACCJC approved Carrington College California's (CCC) SCR for new online programs in Computer Technology, Renewable Energy and Paralegal Studies. Approval of new campus locations in Oxnard, CA and Long Beach, CA is deferred pending more information and evidence that sites meet Accreditation Standards.
09.07.10	Via email, ACCJC approves the Oxnard and Long Beach campuses. Official letter received 9/29/10.
09.20.10	CCC notifies ACCJC of Program Name Change: Health Information Technology to be changed to Medical Billing and Coding.
12.17.10	CCC submits notification regarding appointment of Dr. Bowen - Director of Academic Affairs and Accreditation Liaison.
01.21.11	CCC submits two SCRs to add an online Veterinary Assisting Certificate program and online Veterinary Technology Associate of Science program.
03.29.11	ACCJC defers SCRs to offer online Veterinary Assisting and Veterinary Technology programs.
11.30.11	ACCJC denies SCRs for Veterinary Technology and Veterinary Assisting programs.
02.14.12	ACCJC requests a report regarding CCC being restricted from offering Cal Grants.
03.05.12	ACCJC is satisfied with CCC letter addressing cohort default rates.
03.23.12	ACCJC denies SCRs for Veterinary Technology Associate of Science program and Computer Networking Associate of Science program.
04.05.12	ACCJC requests Institutional Report regarding Status of SLO and Assessment of Learning.
06.01.12	CCC submits Special Report to ACCJC.
11.19.12	ACCJC accepted CCC's (Special) Report and recommends the External Evaluation Team review the success of the distance education program during spring 2013 site visit. Also, confirmed CCC's plan to move VN will require a SCR.
01.08.13	ACCJC receives CCC's Self-Evaluation.
01.16.13	CCC notifies ACCJC it intends to suspend new enrollments in all fully-online Associate of Science degree programs.
01.23.13	ACCJC acknowledges CCC will suspend new enrollments in all fully-online Associate of Science degree programs as of January 18, 2013.
02.18.13	CCC submits an SCR to consolidate the Emeryville campus with the San Leandro campus.
02.27.13	CCC notifies ACCJC the College will be suspending new enrollments in Accounting, Architectural Design Drafting, Business, and Graphics Design, effective March 1, 2013.
03.22.13	ACCJC approved CCC's request to close the Emeryville Campus and consolidate programs with the San Leandro Campus.
05.09.13	ACCJC approved CCC's request to close the Antioch Campus and consolidate programs with the Pleasant Hill Campus.

07.02.13	ACCJC reaffirms accreditation with the requirement to complete a Follow-up Report by March 15, 2014.
11.15.13	ACCJC approved CCC's request to add eleven new campuses pending federally mandated site visits.
07.03.14	ACCJC approved Project One Carrington. Carrington College merged with Carrington College California and now consists of 18 campuses.
07.15.14	ACCJC approved the name change from Carrington College California to Carrington College.
08.25.14	ACCJC approved to rescind the teach-out notification at the Portland campus and to add four existing programs to six additional Carrington locations.
03.07.15	ACCJC approved reactivating the voluntarily suspended Health Care Administration and Medical Billing and Coding programs via 100% distance education, and approved offering the Criminal Justice program with a Certificate of Achievement and degree completion option blended with 50% or more via distance education.
05.19.15	ACCJC approved changing the Pharmacy Technology program in California to a Certificate of Achievement with a degree completion option, instead of a degree-only program. ACCJC approved Pharmacy Technology and Medical Assisting in a hybrid model.
12.10.15	ACCJC approved adding an additional campus location in Modesto, California.
12.10.15	ACCJC approved expanding Carrington's offerings in Massage Therapy to one additional location, Medical Laboratory Technology to three additional locations, updating the name to Medical Laboratory Technician and standardizing the Veterinary Technology program to include a Certificate of Achievement option.
3.29.16	ACCJC approved expanding campus offerings in Physical Therapy Technology to six additional campus locations, Surgical Technology three additional campus locations and Veterinary Assisting to one additional location.
5.20.16	ACCJC approved expanding campus offerings in Dental Assisting, Medical Administrative Assistant, Physical Therapy Technology, Pharmacy Technology and Veterinary Assisting.
3.27.17	ACCJC approved expanding Carrington College Nursing Programs to nine additional locations (Portland OR, Boise ID, Irving TX, Las Vegas NV, Mesa AZ, Pomona CA, Sacramento CA, San Jose CA, and Tucson AZ) to offer nursing and Medical Assisting Certificate of Achievement in Irving, TX.
3.27.17	ACCJC approved expanding Carrington College Nursing Programs to nine additional locations (Portland OR, Boise ID, Irving TX, Las Vegas NV, Mesa AZ, Pomona CA, Sacramento CA, San Jose CA, and Tucson AZ) to offer nursing and Medical Assisting Certificate of Achievement in Irving, TX.
3.27.17	ACCJC approved expanding Carrington College Nursing Programs to nine additional locations (Portland OR, Boise ID, Irving TX, Las Vegas NV, Mesa AZ, Pomona CA, Sacramento CA, San Jose CA, and Tucson AZ) to offer nursing and Medical Assisting Certificate of Achievement in Irving, TX.
4.18.17	Carrington College submits notification to ACCJC to discontinue the learning center pilot in California, resulting in the closure of the North San Jose Learning Center and the Oakland Learning Center.
6.20.17	Carrington College submits notification to ACCJC of discontinuance of Medical Laboratory Technician program at Phoenix East (2149 W. Dunlap) AZ campus.
9.27.17	ACCJC approved reactivating the voluntarily suspended Health Information Technology program via 100% distance education.
10.10.17	ACCJC verified that Carrington College has the necessary infrastructure and protocols to offer general education courses via distanced education.
8.24.18	ACCJC approved transfer of Carrington College to San Joaquin Valley College Inc.

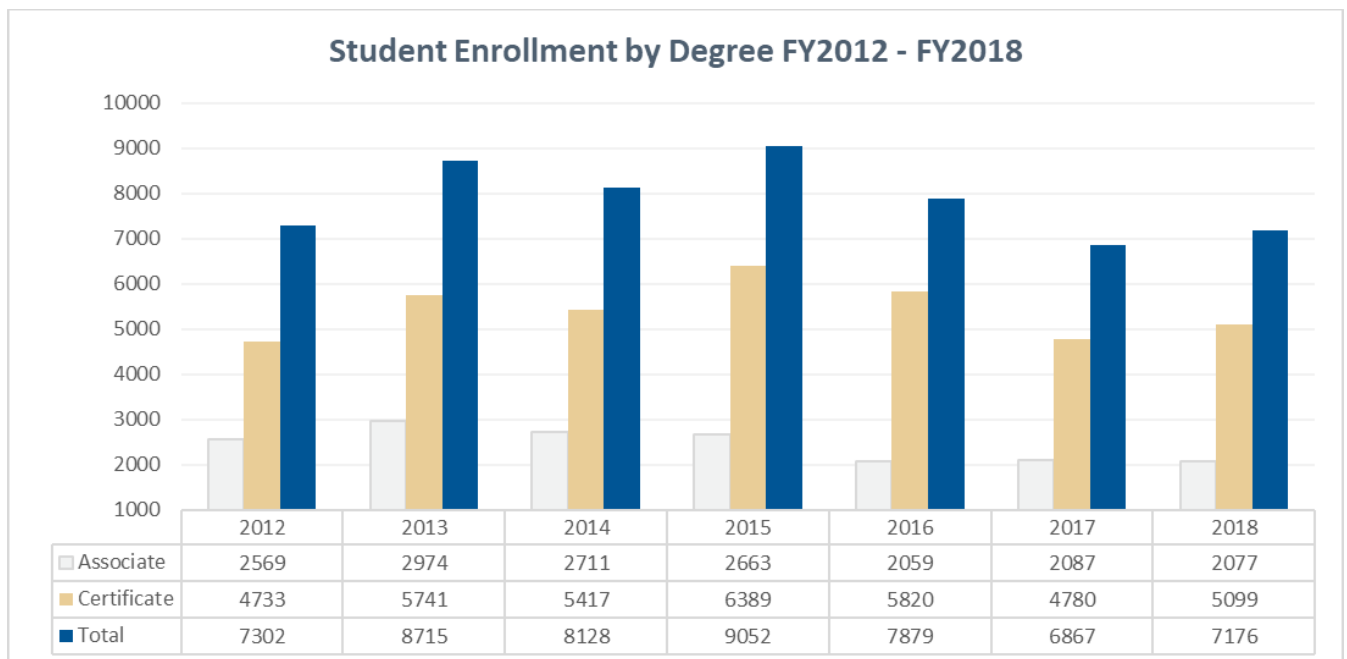
Student Enrollment Data

Time Period: July 1, 2012 to June 30, 2018

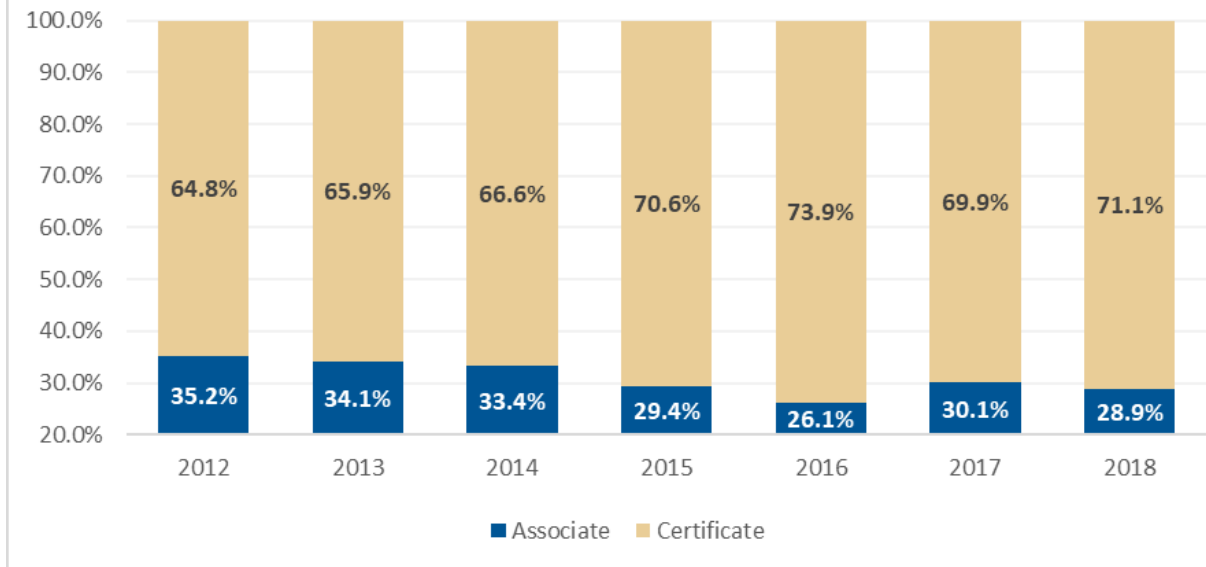
Enrollment by program type: Degree vs. Certificate and Total

In fiscal 2016, Carrington College had 5,820 certificate students. This number was an increase from the 2012 certificate student number of 4,733.

In 2018, the College had 2,077 associate degree students actively enrolled across all programs including online programs. This number was a decrease from the 2012 associate student enrollment of 2,569. Between 2015 and 2018, the percentage of student in the associate degree programs ranged between 26.1 – 30.1%. Prior to 2015 the percentage of students in associate degree programs was above 33%.



Student Enrollment by Degree as Percentages FY2012 - FY2018



Degree	2012	2013	2014	2015	2016	2017	2018
Associate	35.2%	34.1%	33.4%	29.4%	26.1%	30.1%	28.9%
Certificate	64.8%	65.9%	66.6%	70.6%	73.9%	69.9%	71.1%

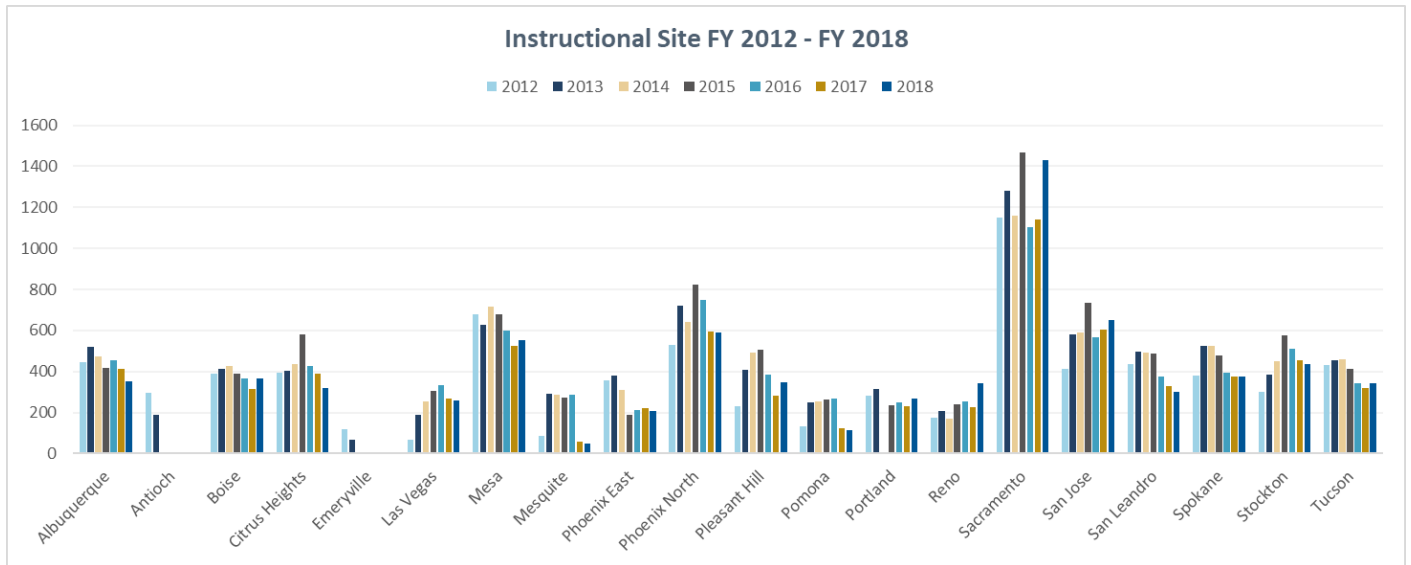
Enrollment by program: Count and Percentage

Program Enrollment Count							
Program	2012	2013	2014	2015	2016	2017	2018
Accounting	13	23					
Architectural Design Drafting	6	5					
Business	43	76					
Computer Technology	19	27					
Criminal Justice	124	125	109	146	149	190	225
Dental Assisting Degree	83	92	140	159	139	157	122
Dental Assisting	910	1259	1216	1423	1180	871	961
Dental Hygiene	168	209	246	176	204	181	174
Diagnostic Medical Sonography	15	15					
Fitness Training	58						
Graphic Design	41	43					
Health Studies	3	18	137	330	101	113	118
Massage Therapy	319	287	194	200	161	141	108
Medical Administrative Assistant	251	209	111	115	140	105	137
Medical Assisting	1796	2443	2338	2884	2449	1886	2082
Medical Billing and Coding	581	743	618	722	703	612	646
Medical Laboratory Technology	52	39	26	8	25	14	
Medical Office Management	64	49	13	1			
Medical Radiography	100	104	101	37	32	18	27
Paralegal Studies	38	36					
Pharmacy Technology	587	714	569	586	536	365	307
Phlebotomy							124
Physical Therapist Assistant	118	160	154	132	105	111	85
Physical Therapy Technology	120	144	164	147	137	118	97
Practical/Vocational Nursing	353	270	283	276	132	156	171
Registered Nursing/Nursing Brid	445	461	392	326	500	577	646
Renewable Energy	39	25					
Respiratory Care	142	156	167	132	152	132	118
Sales and Marketing	2	5					
Surgical Technology	78	25	52	74	65	84	84
Veterinary Assisting	219	251	231	322	341	356	384
Veterinary Technology	443	632	741	695	501	575	494
Vocational Nursing Degree	72	70	126	161	127	105	190

Program Enrollment Percentage							
Program	2012	2013	2014	2015	2016	2017	2018
Accounting	0.18%	0.26%	0.00%	0.00%	0.00%	0.00%	0.00%
Architectural Design Drafting	0.08%	0.06%	0.00%	0.00%	0.00%	0.00%	0.00%
Business	0.59%	0.87%	0.00%	0.00%	0.00%	0.00%	0.00%
Computer Technology	0.26%	0.31%	0.00%	0.00%	0.00%	0.00%	0.00%
Criminal Justice	1.70%	1.43%	1.34%	1.61%	1.89%	2.77%	3.08%
Dental Assisting Degree	1.14%	1.06%	1.72%	1.76%	1.76%	2.29%	1.67%
Dental Assisting	12.46%	14.45%	14.96%	15.72%	14.98%	12.68%	13.16%
Dental Hygiene	2.30%	2.40%	3.03%	1.94%	2.59%	2.64%	2.38%
Diagnostic Medical Sonography	0.21%	0.17%	0.00%	0.00%	0.00%	0.00%	0.00%
Fitness Training	0.79%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Graphic Design	0.56%	0.49%	0.00%	0.00%	0.00%	0.00%	0.00%
Health Studies	0.04%	0.21%	1.69%	3.65%	1.28%	1.65%	1.62%
Massage Therapy	4.37%	3.29%	2.39%	2.21%	2.04%	2.05%	1.48%
Medical Administrative Assistant	3.44%	2.40%	1.37%	1.27%	1.78%	1.53%	1.88%
Medical Assisting	24.60%	28.03%	28.76%	31.86%	31.08%	27.46%	28.52%
Medical Billing and Coding	7.96%	8.53%	7.60%	7.98%	8.92%	8.91%	8.85%
Medical Laboratory Technology	0.71%	0.45%	0.32%	0.09%	0.32%	0.20%	0.00%
Medical Office Management	0.88%	0.56%	0.16%	0.01%	0.00%	0.00%	0.00%
Medical Radiography	1.37%	1.19%	1.24%	0.41%	0.41%	0.26%	0.37%
Paralegal Studies	0.52%	0.41%	0.00%	0.00%	0.00%	0.00%	0.00%
Pharmacy Technology	8.04%	8.19%	7.00%	6.47%	6.80%	5.32%	4.21%
Phlebotomy							1.70%
Physical Therapist Assistant	1.62%	1.84%	1.89%	1.46%	1.33%	1.62%	1.16%
Physical Therapy Technology	1.64%	1.65%	2.02%	1.62%	1.74%	1.72%	1.33%
Practical/Vocational Nursing	4.83%	3.10%	3.48%	3.05%	1.68%	2.27%	2.34%
Registered Nursing/Nursing Bridg	6.09%	5.29%	4.82%	3.60%	6.35%	8.40%	8.85%
Renewable Energy	0.53%	0.29%	0.00%	0.00%	0.00%	0.00%	0.00%
Respiratory Care	1.94%	1.79%	2.05%	1.46%	1.93%	1.92%	1.62%
Sales and Marketing	0.03%	0.06%	0.00%	0.00%	0.00%	0.00%	0.00%
Surgical Technology	1.07%	0.29%	0.64%	0.82%	0.82%	1.22%	1.15%
Veterinary Assisting	3.00%	2.88%	2.84%	3.56%	4.33%	5.18%	5.26%
Veterinary Technology	6.07%	7.25%	9.12%	7.68%	6.36%	8.37%	6.77%
Vocational Nursing Degree	0.99%	0.80%	1.55%	1.78%	1.61%	1.53%	2.60%

Enrollment Count by Instructional Site

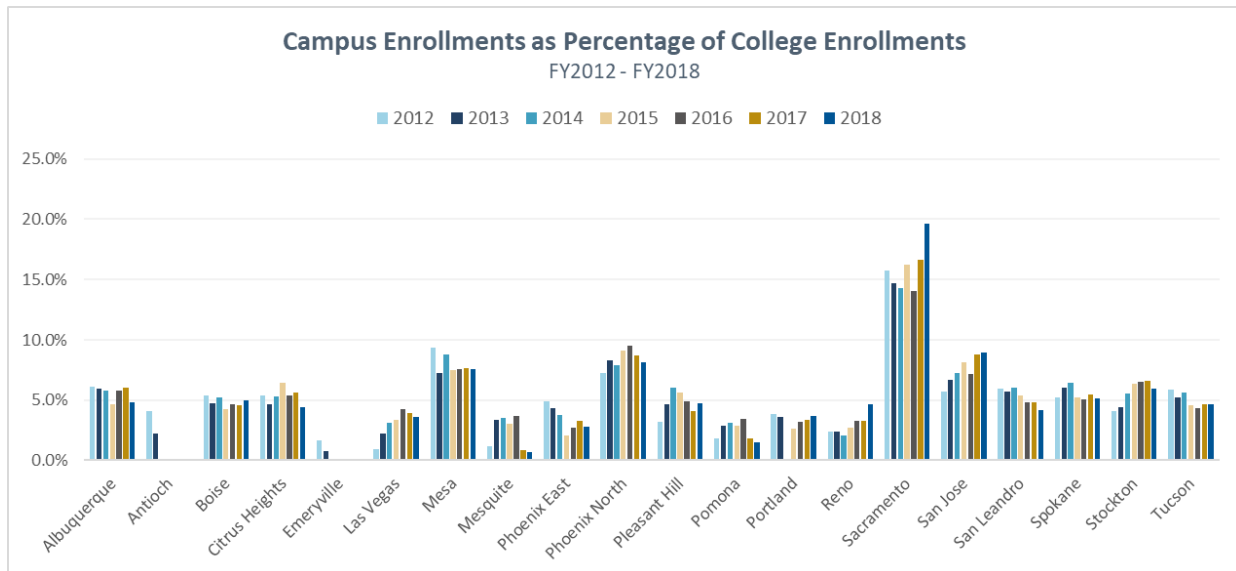
From 2012 to 2018, overall campus enrollments increased at the Reno campus. Several campuses, such as San Leandro's and Tucson's, overall enrollment has decreased over this time period. Sacramento and San Jose experienced increased student enrollment in 2018 for Sacramento the overall student enrollment is only slightly less than the peak enrollment in 2015.



Instructional Site Count, by Campus							
Campus	2012	2013	2014	2015	2016	2017	2018
Albuquerque	446	520	473	418	454	415	354
Antioch	296	191					
Boise	391	413	425	388	365	313	366
Citrus Heights	395	404	434	579	426	388	320
Emeryville	120	68					
Las Vegas	67	191	256	307	335	267	260
Mesa	680	628	716	677	598	526	553
Mesquite	86	292	286	273	287	60	48
Phoenix East	356	380	308	187	211	223	206
Phoenix North	531	722	643	822	747	595	591
Pleasant Hill	232	406	493	507	384	280	347
Pomona	135	249	253	263	270	125	112
Portland	283	316		235	250	231	267
Reno	174	208	169	242	255	225	341
Sacramento	1151	1280	1159	1467	1104	1142	1431
San Jose	414	583	588	737	565	602	650
San Leandro	435	496	491	487	377	328	302
Spokane	380	526	524	476	396	375	377
Stockton	300	387	450	575	512	454	434
Tucson	430	455	460	412	343	318	341

Campus Enrollments as Percentage of College Enrollments

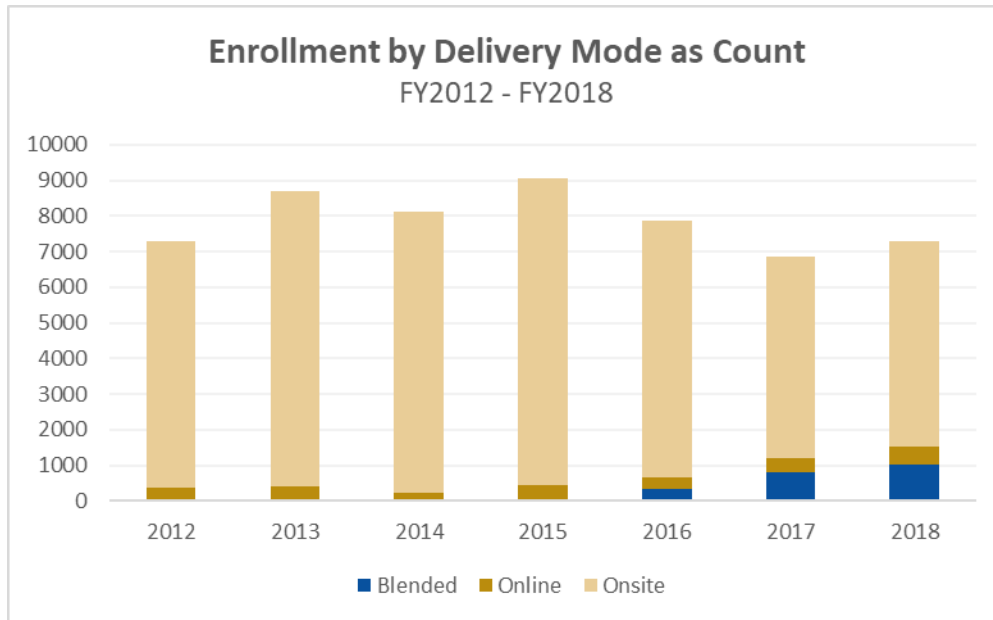
From 2012 to 2018, the increase in Sacramento campus enrollment brings its enrollment to 20% of the overall enrollment for Carrington College. Over this timeframe, several campuses (Las Vegas, Reno, San Jose) have experienced growth, thus increasing its percentage of overall campus enrollments.



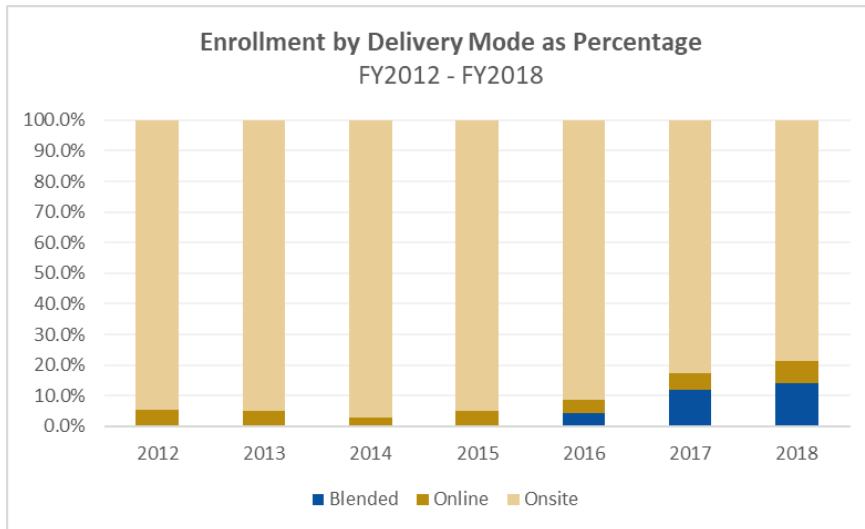
Instructional Site Percentage, by Campus							
Campus	2012	2013	2014	2015	2016	2017	2018
Albuquerque	6.1%	6.0%	5.8%	4.6%	5.8%	6.0%	4.8%
Antioch	4.1%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Boise	5.4%	4.7%	5.2%	4.3%	4.6%	4.6%	5.0%
Citrus Heights	5.4%	4.6%	5.3%	6.4%	5.4%	5.7%	4.4%
Emeryville	1.6%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Las Vegas	0.9%	2.2%	3.1%	3.4%	4.3%	3.9%	3.6%
Mesa	9.3%	7.2%	8.8%	7.5%	7.6%	7.7%	7.6%
Mesquite	1.2%	3.4%	3.5%	3.0%	3.6%	0.9%	0.7%
Phoenix East	4.9%	4.4%	3.8%	2.1%	2.7%	3.2%	2.8%
Phoenix North	7.3%	8.3%	7.9%	9.1%	9.5%	8.7%	8.1%
Pleasant Hill	3.2%	4.7%	6.1%	5.6%	4.9%	4.1%	4.8%
Pomona	1.8%	2.9%	3.1%	2.9%	3.4%	1.8%	1.5%
Portland	3.9%	3.6%	0.0%	2.6%	3.2%	3.4%	3.7%
Reno	2.4%	2.4%	2.1%	2.7%	3.2%	3.3%	4.7%
Sacramento	15.8%	14.7%	14.3%	16.2%	14.0%	16.6%	19.6%
San Jose	5.7%	6.7%	7.2%	8.1%	7.2%	8.8%	8.9%
San Leandro	6.0%	5.7%	6.0%	5.4%	4.8%	4.8%	4.1%
Spokane	5.2%	6.0%	6.4%	5.3%	5.0%	5.5%	5.2%
Stockton	4.1%	4.4%	5.5%	6.4%	6.5%	6.6%	5.9%
Tucson	5.9%	5.2%	5.7%	4.6%	4.4%	4.6%	4.7%

Enrollment by Delivery Mode (Campus-based, online, blended)

The College’s blended modality has grown from 2 students in 2012 to 1,026 in 2018. The online modality peaked in 2015 with 453 students but declined in 2016 and 2017. Online enrollment in 2018 was 516 students, the highest during this time period. The onsite modality also peaked in 2015 with 8,592 students, but that number declined in 2016, 2017, and 2018. The shift of onsite programs to blended programs began in 2016. In 2018, students enrolled in blended-modality programs was over 14%. Enrollment in online-modality programs is over 7%, which is the highest it is been during this timeframe.



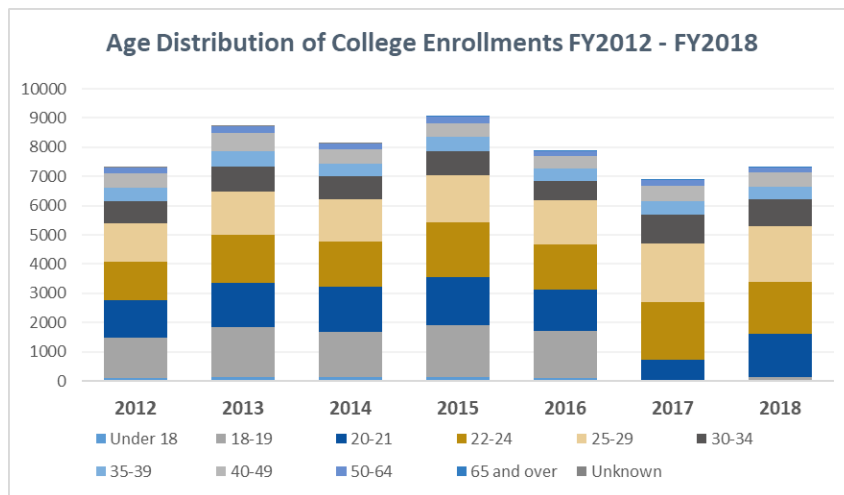
Enrollment by Delivery Mode as Count							
Mode	2012	2013	2014	2015	2016	2017	2018
Blended	2	3	1	7	328	805	1026
Online	381	425	231	453	351	392	516
Onsite	6919	8287	7896	8592	7200	5670	5758
Grand Total	7302	8715	8128	9052	7879	6867	7300



Enrollment by Delivery Mode as Percentage							
Mode	2012	2013	2014	2015	2016	2017	2018
Blended	0.0%	0.0%	0.0%	0.1%	4.2%	11.7%	14.1%
Online	5.2%	4.9%	2.8%	5.0%	4.5%	5.7%	7.1%
Onsite	94.8%	95.1%	97.1%	94.9%	91.4%	82.6%	78.9%

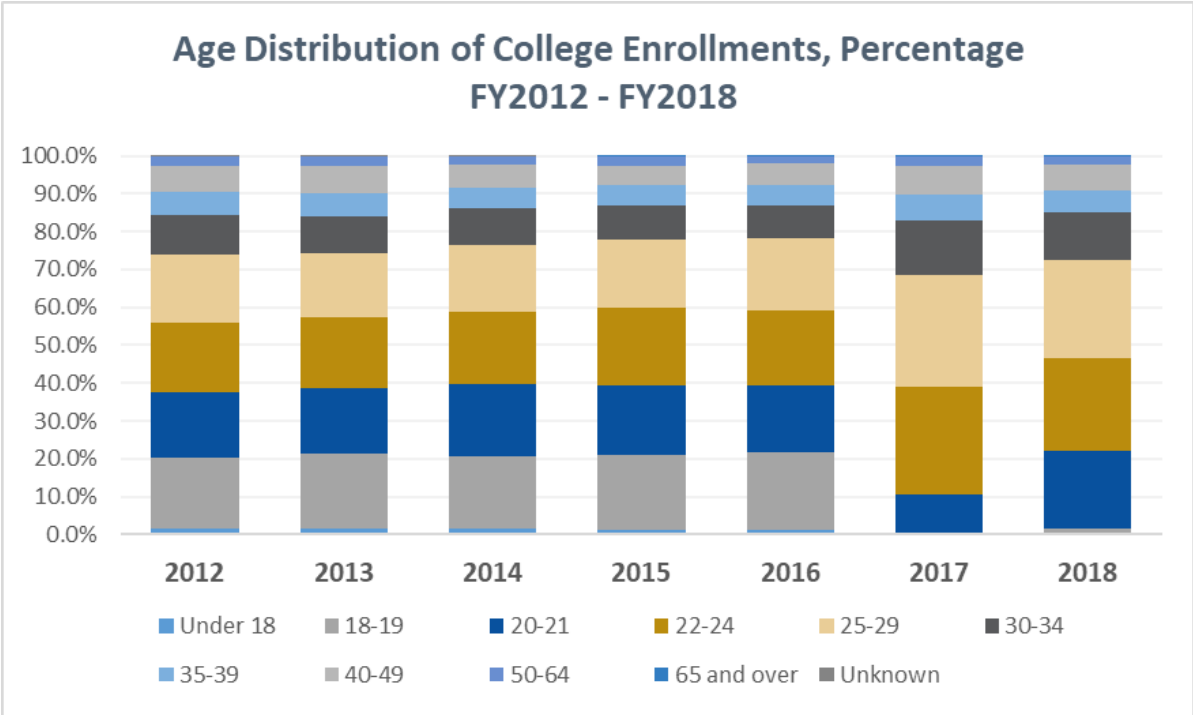
Demographic Data

Age Distribution: In 2017 the percentage of students in the 18-19 age range fell from 20% to 0.1%. In 2018, the percentage of students between 20-29 increased to over 70%. Prior to 2017, this group of students constituted less than 60% of the total student population.



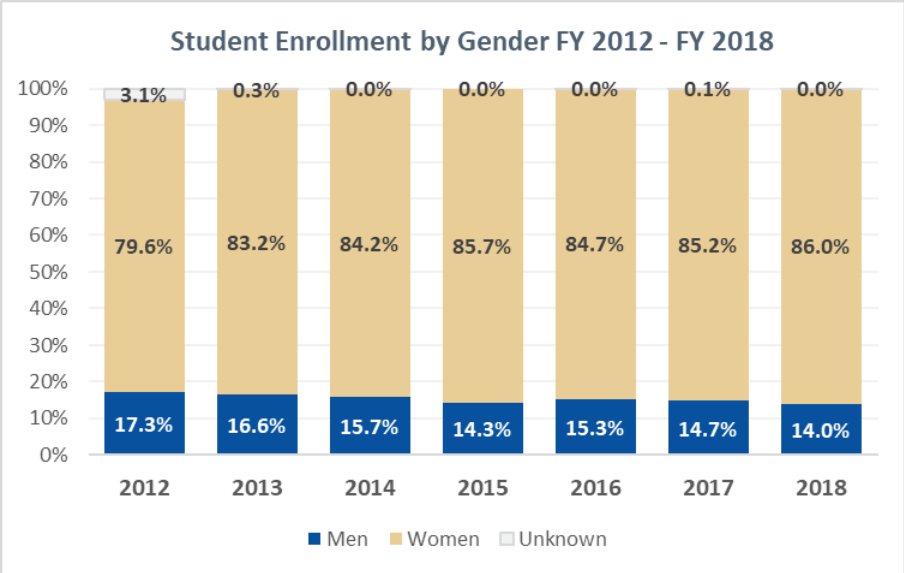
Age Distribution of College Enrollments, Count FY2012 - FY2018							
Age	2012	2013	2014	2015	2016	2017	2018
Under 18	102	124	116	119	84		
18-19	1372	1729	1556	1774	1634	4	126
20-21	1281	1517	1551	1656	1394	726	1479
22-24	1339	1615	1558	1884	1562	1955	1786
25-29	1306	1491	1443	1622	1502	2031	1893
30-34	760	858	775	814	670	968	916
35-39	442	524	450	476	428	471	429
40-49	499	631	480	478	438	520	498
50-64	198	214	193	223	162	187	165
65 and over	2	11	5	6	5	5	8
Unknown	1	1	1				
Grand Total	7302	8715	8128	9052	7879	6867	7300

Age Distribution of College Enrollments, Percentage FY2012 - FY2018							
Age	2012	2013	2014	2015	2016	2017	2018
Under 18	1.4%	1.4%	1.4%	1.3%	1.1%	0.0%	0.0%
18-19	18.8%	19.8%	19.1%	19.6%	20.7%	0.1%	1.7%
20-21	17.5%	17.4%	19.1%	18.3%	17.7%	10.6%	20.3%
22-24	18.3%	18.5%	19.2%	20.8%	19.8%	28.5%	24.5%
25-29	17.9%	17.1%	17.8%	17.9%	19.1%	29.6%	25.9%
30-34	10.4%	9.8%	9.5%	9.0%	8.5%	14.1%	12.5%
35-39	6.1%	6.0%	5.5%	5.3%	5.4%	6.9%	5.9%
40-49	6.8%	7.2%	5.9%	5.3%	5.6%	7.6%	6.8%
50-64	2.7%	2.5%	2.4%	2.5%	2.1%	2.7%	2.3%
65 and over	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Gender Distribution

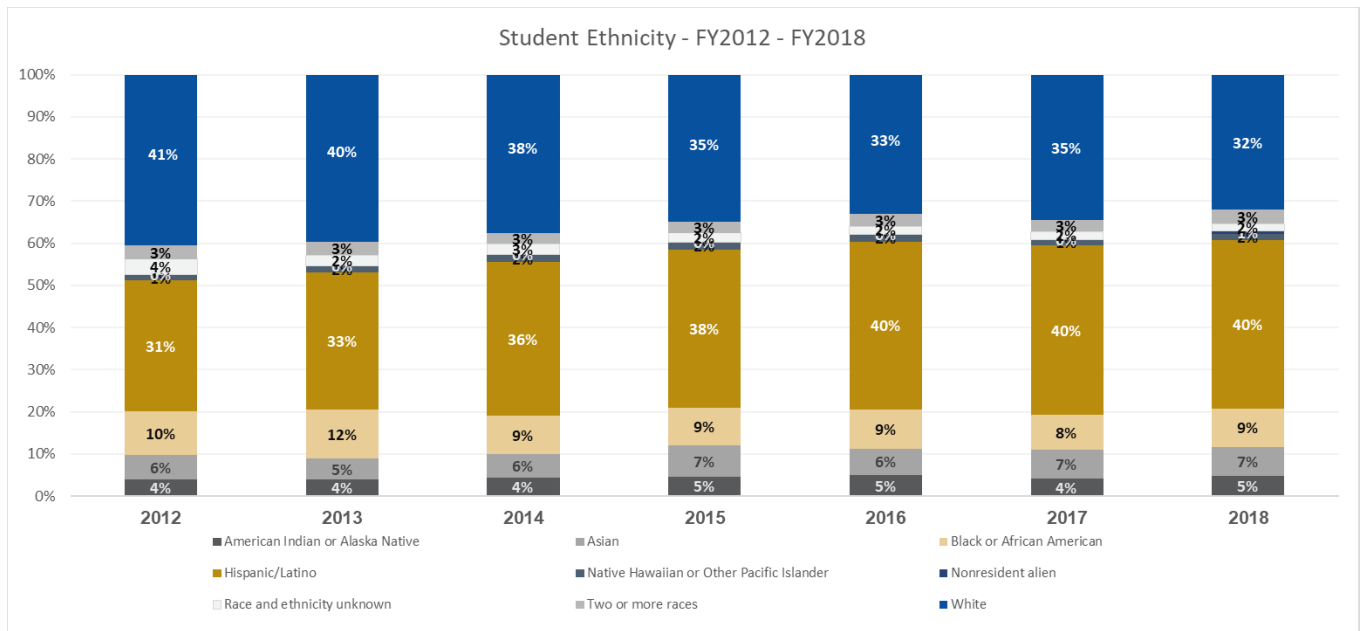
During the period from 2012 to 2018, males (as a percentage of total enrollment) fell from 17.3% in 2012 to 14.0% in 2018. Historically, the majority of Carrington College students have been female, reflecting the gender characteristics of healthcare labor market.



Student Enrollment by Gender FY 2012- FY 2018								
Gender	2012	2013	2014	2015	2016	2017	2018	Grand Total
Men	1264	1444	1279	1292	1202	1012	1019	8512
Women	5811	7249	6845	7760	6676	5850	6279	46470
Unknown	227	22	4		1	5	2	261
Grand Total	7302	8715	8128	9052	7879	6867	7300	55243

Student Enrollment Count, by Race/Ethnicity

The ethnicity distribution of the College’s student population has changed slightly over the period of FY2012- FY2018. The number of Hispanic/Latino students, as a percentage of the College population, has grown to 39.9% in 2018 from 31.10% in 2012. During this same timeframe, the percentages of Asian students has also increased to 7.0% in 2017 from 5.70% in 2012. White students have declined to 32.1% in 2018 from 40.60% in 2012.

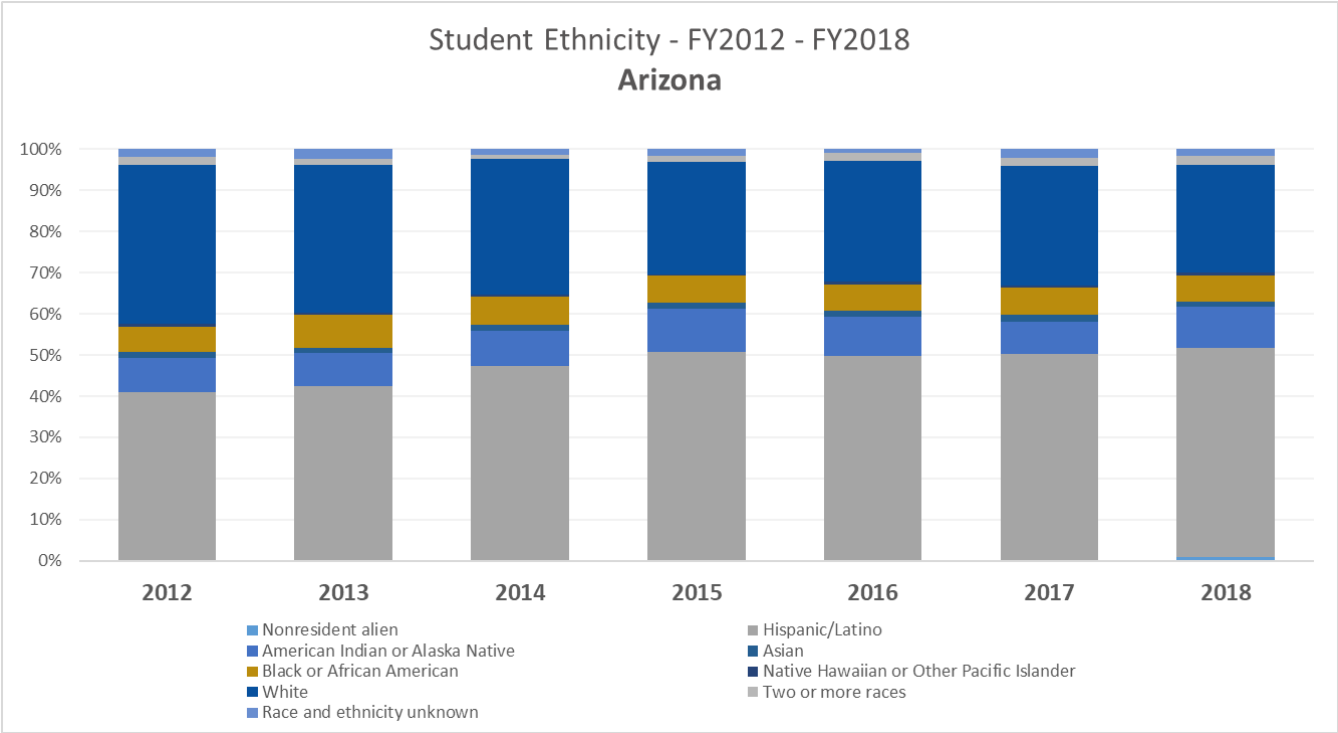


Ethnic	2012	2013	2014	2015	2016	2017	2018
American Indian or Alaska Native	3.9%	4.0%	4.3%	4.7%	5.0%	4.2%	4.7%
Asian	5.7%	4.9%	5.7%	7.3%	6.3%	6.8%	7.0%
Black or African American	10.4%	11.6%	9.1%	8.9%	9.2%	8.2%	9.0%
Hispanic/Latino	31.1%	32.6%	36.4%	37.6%	39.9%	40.2%	39.9%
Native Hawaiian or Other Pacific Islander	1.3%	1.5%	1.7%	1.6%	1.6%	1.3%	1.6%
Nonresident alien	0.0%	0.1%	0.1%	0.2%	0.2%	0.1%	0.8%
Race and ethnicity unknown	3.7%	2.5%	2.6%	2.1%	1.8%	1.9%	1.7%
Two or more races	3.2%	3.3%	2.6%	2.7%	3.0%	2.6%	3.3%
White	40.6%	39.6%	37.5%	34.9%	33.0%	34.6%	32.1%

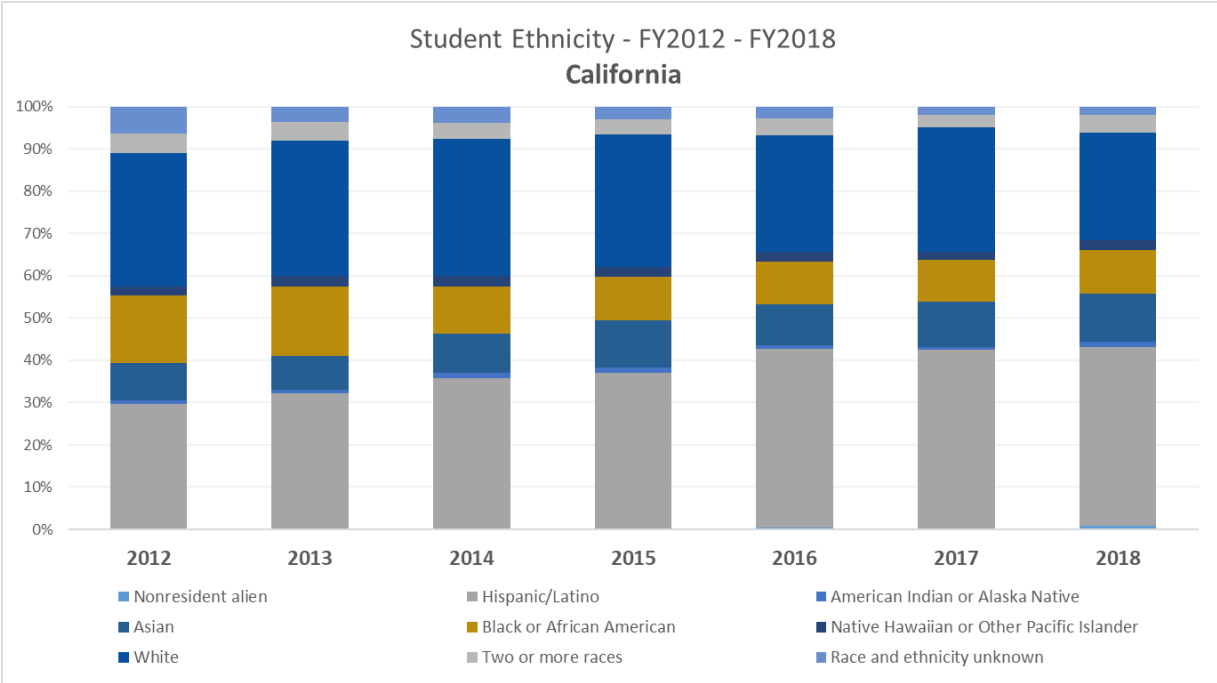
Student Race/Ethnicity, by State

Arizona: The student ethnicity of the Carrington College’s Arizona campus is predominately Hispanic/Latino increasing from 41% in 2012 to 51% in 2018. White student population decreased from 39% in 2012 to 26% in 2018. All other ethnicities had either minimal or no change.

Arizona									
Year	Nonresident alien	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	0%	41%	8%	1%	6%	1%	39%	2%	2%
2013	0%	42%	8%	1%	8%	0%	36%	2%	2%
2014	0%	47%	8%	2%	7%	1%	33%	1%	1%
2015	0%	51%	10%	2%	6%	0%	27%	1%	2%
2016	0%	50%	9%	1%	6%	1%	29%	2%	1%
2017	0%	50%	8%	2%	7%	0%	29%	2%	2%
2018	1%	51%	10%	1%	6%	1%	26%	2%	2%
Grand Total	0%	47%	9%	1%	7%	1%	32%	2%	2%

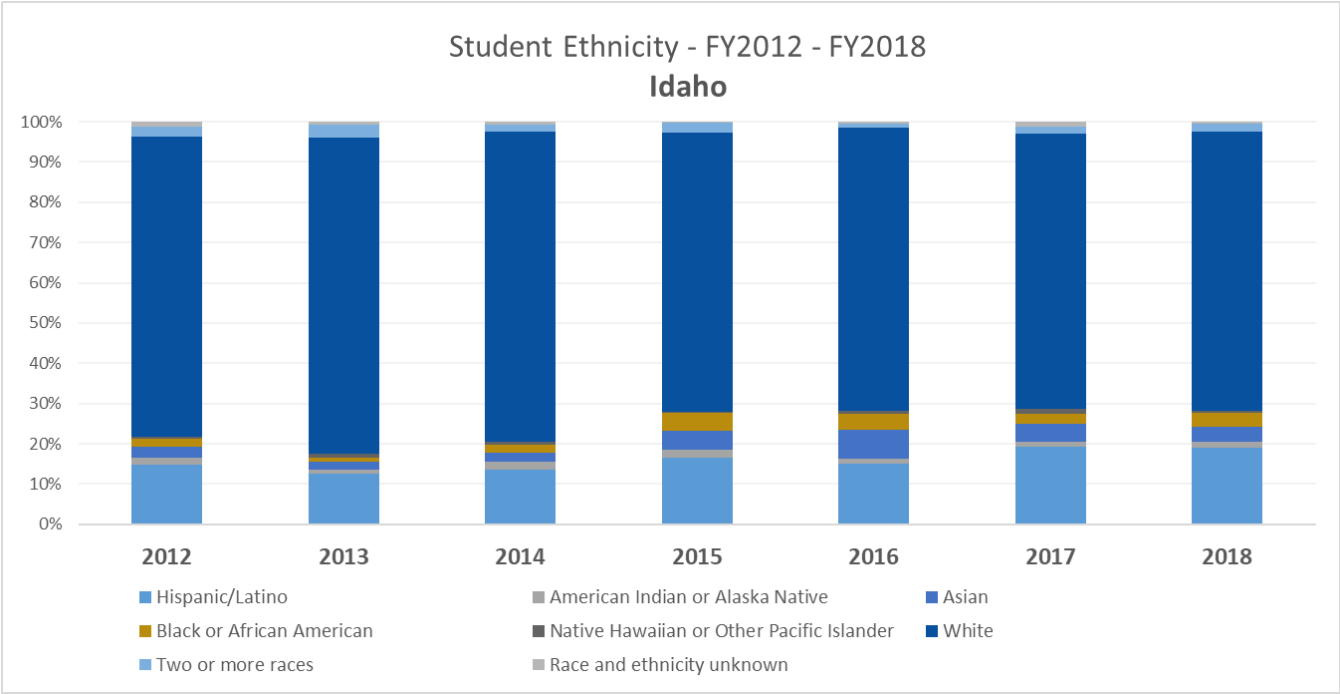


California: The student ethnicity of the Carrington College’s California campus is predominately Hispanic/Latino increasing from 30% in 2012 to 42% in 2018; Black/African American decreased from 16% to 11%; and White decreased from 32% to 25%.



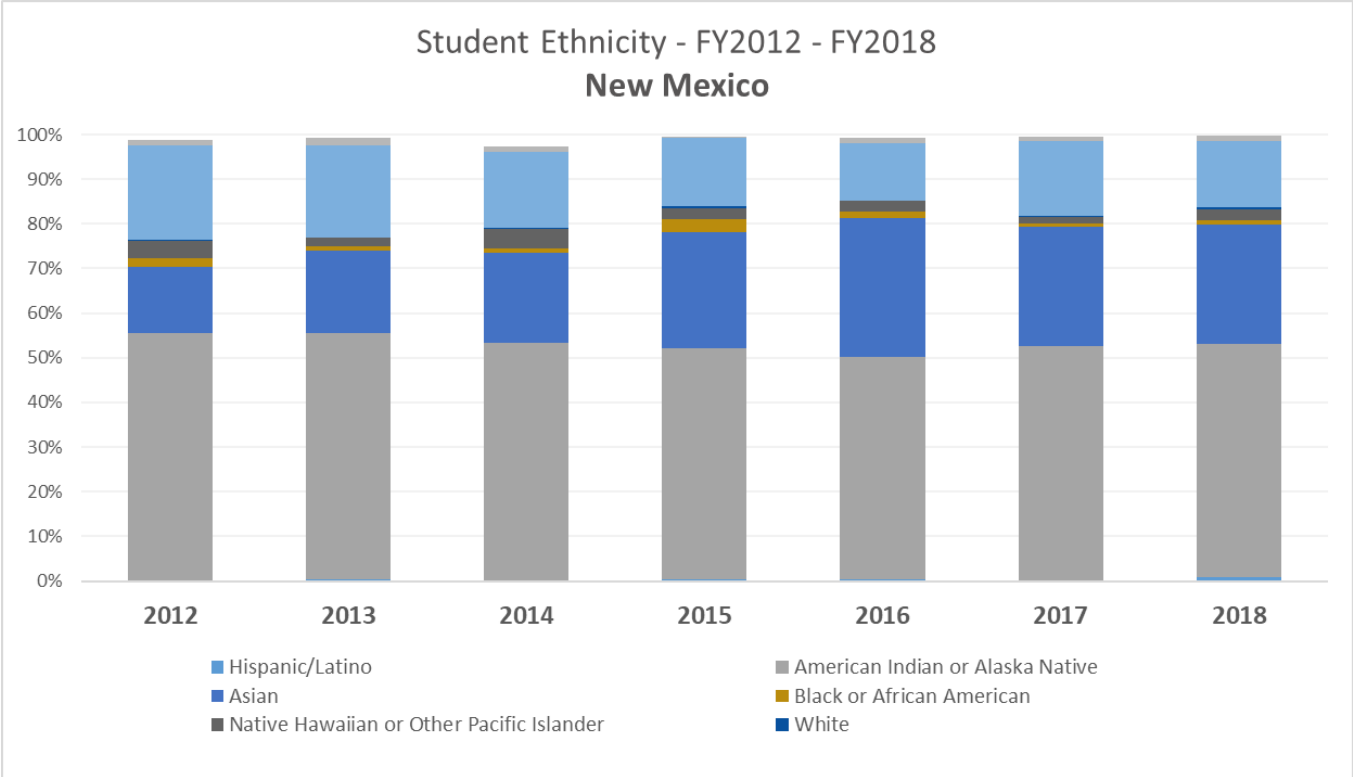
California									
Year	Nonresident alien	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	0%	30%	1%	9%	16%	2%	32%	5%	6%
2013	0%	32%	1%	8%	16%	2%	32%	5%	4%
2014	0%	36%	1%	9%	11%	3%	32%	4%	4%
2015	0%	37%	1%	11%	10%	2%	31%	4%	3%
2016	0%	42%	1%	10%	10%	2%	28%	4%	3%
2017	0%	42%	1%	11%	10%	2%	29%	3%	2%
2018	1%	42%	1%	11%	11%	2%	25%	4%	2%
Grand Total	0%	37%	1%	10%	12%	2%	30%	4%	3%

Idaho: The student ethnicity of the Carrington College’s Idaho campus is predominately White decreasing from 75% in 2012 to 69% in 2018. The Hispanic/Latino student population increased from 15% to 19%. All other ethnicities had either no change or minimal change.



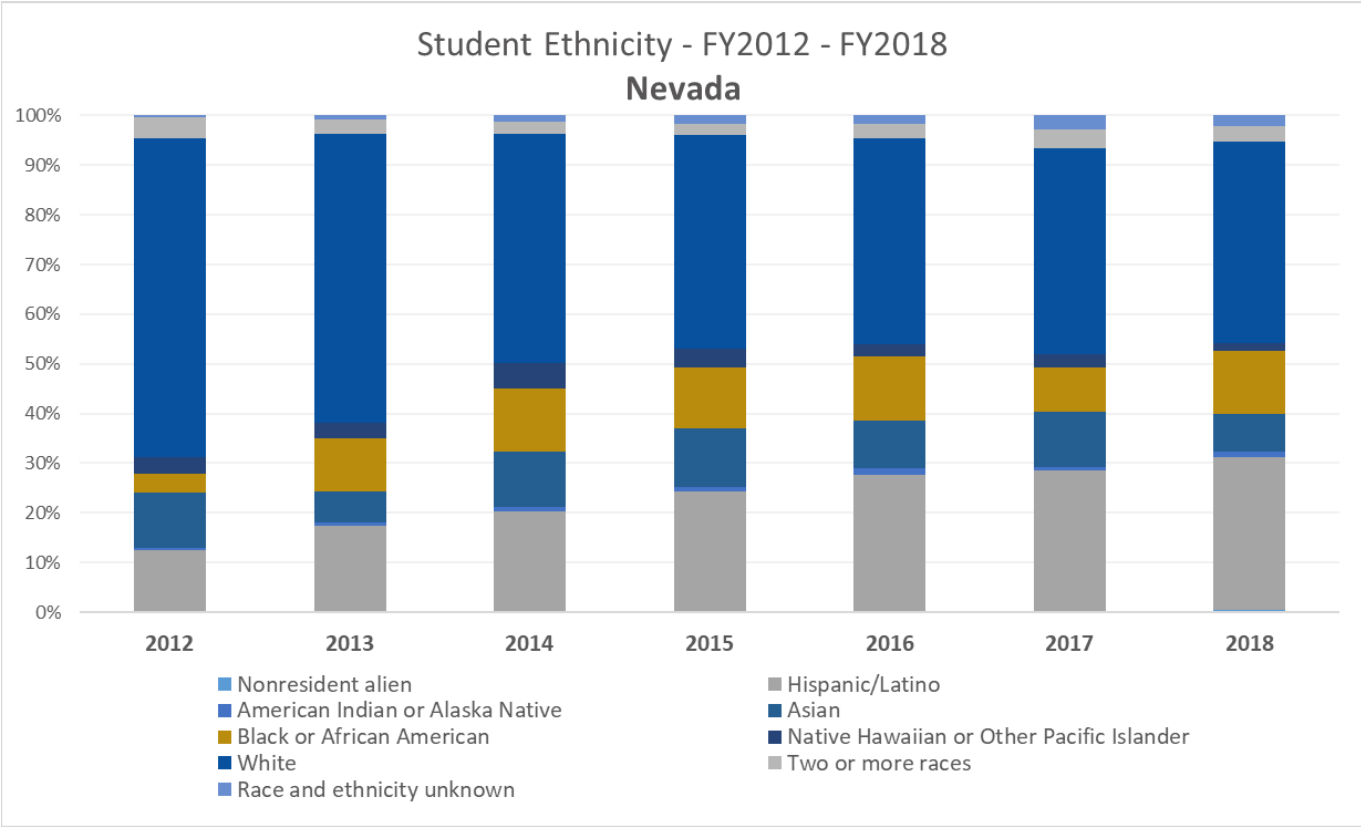
Idaho								
Year	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	15%	2%	3%	2%	1%	75%	2%	1%
2013	13%	1%	2%	1%	1%	79%	3%	1%
2014	14%	2%	2%	2%	1%	77%	2%	1%
2015	16%	2%	5%	4%	0%	70%	2%	0%
2016	15%	1%	7%	4%	1%	70%	1%	1%
2017	19%	1%	4%	3%	1%	68%	2%	1%
2018	19%	1%	4%	3%	1%	69%	2%	1%
Grand Total	16%	2%	4%	3%	1%	73%	2%	1%

New Mexico: The student ethnicity of the Carrington College’s New Mexico campus is predominately Hispanic/Latino, decreasing from 55% in 2012 to 52% in 2018. The American Indian or Alaska Native student population increased from 15% in 2012 to 27% in 2018. The White student population decreased from 21% to 15%. All other ethnicities had either minimal or no change.



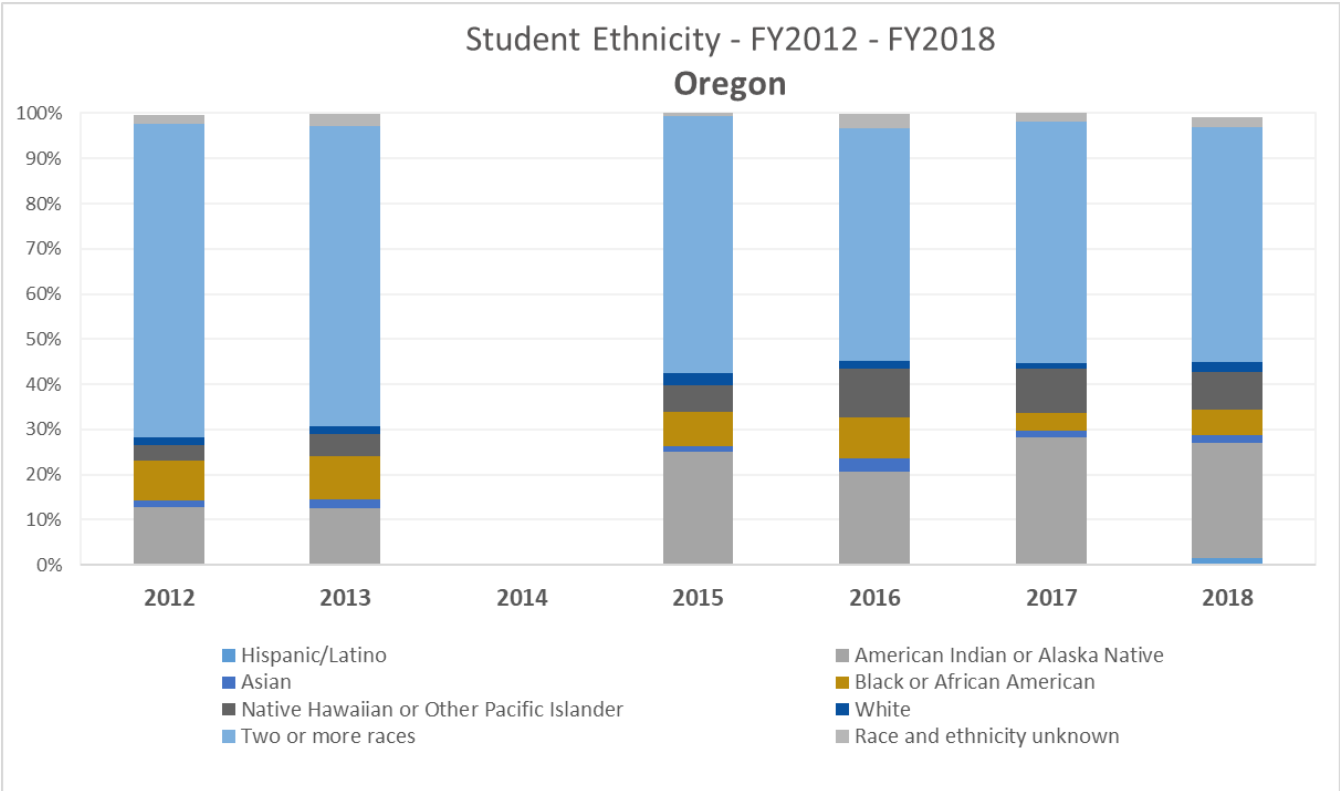
New Mexico									
Year	Nonresident alien	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	0%	55%	15%	2%	4%	0%	21%	1%	1%
2013	0%	55%	18%	1%	2%	0%	21%	2%	1%
2014	0%	53%	20%	1%	4%	0%	17%	1%	3%
2015	0%	52%	26%	3%	3%	0%	15%	0%	1%
2016	0%	50%	31%	1%	2%	0%	13%	1%	1%
2017	0%	53%	27%	1%	2%	0%	17%	1%	1%
2018	1%	52%	27%	1%	3%	0%	15%	1%	0%
Grand Total	0%	53%	23%	1%	3%	0%	17%	1%	1%

Nevada: While the student ethnicity of the Carrington College’s Nevada campus is predominately White, this population has decreased significantly between 2012 and 2018 from 64% to 41%. The Hispanic/Latino student population has more than doubled, increasing from 12% in 2012 to 31% in 2018. Black or African American student population increased from 4% in 2012 to 13% in 2018. All other ethnicities exhibited minimal change or fluctuations.



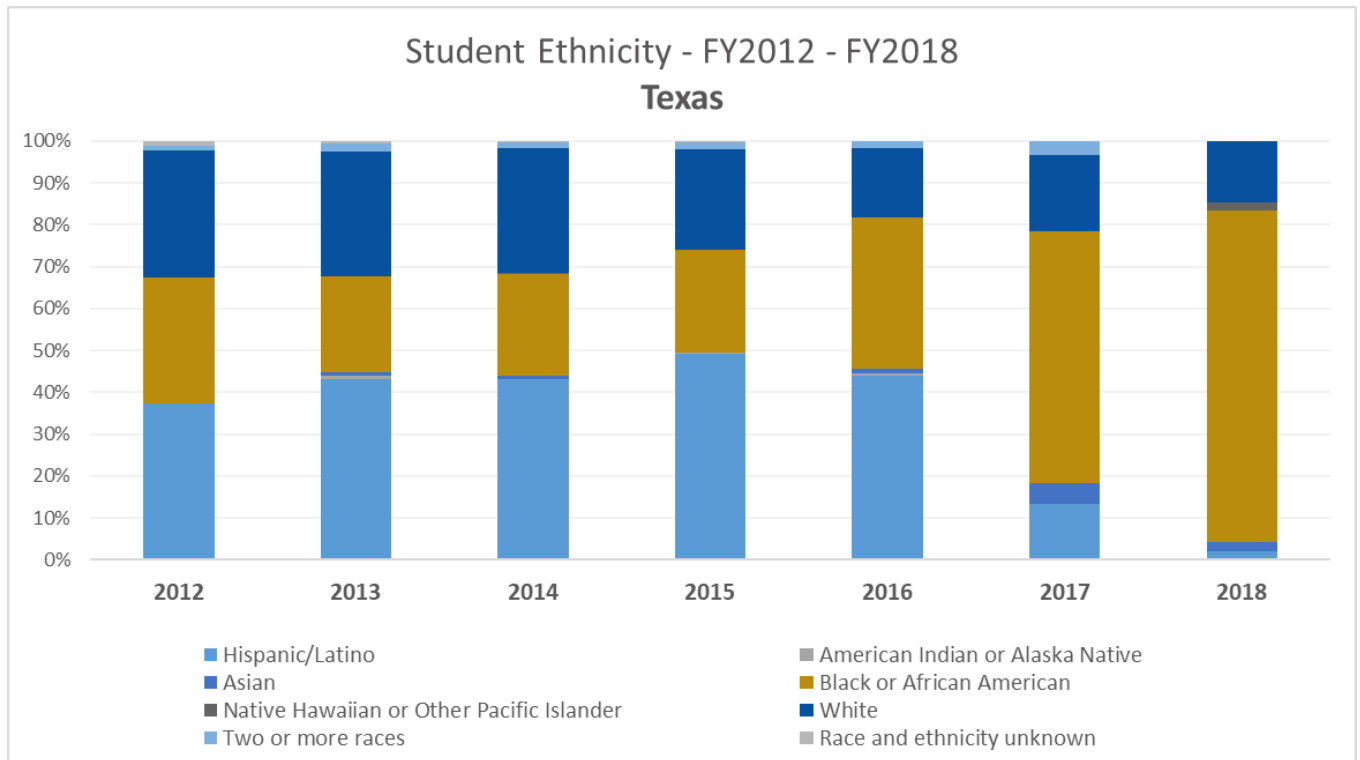
Nevada									
Year	Nonresident alien	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	0%	12%	0%	11%	4%	3%	64%	4%	0%
2013	0%	17%	1%	6%	11%	3%	58%	3%	1%
2014	0%	20%	1%	11%	13%	5%	46%	2%	1%
2015	0%	24%	1%	12%	12%	4%	43%	2%	2%
2016	0%	27%	1%	10%	13%	2%	42%	3%	2%
2017	0%	28%	1%	11%	9%	3%	41%	4%	3%
2018	0%	31%	1%	8%	13%	1%	41%	3%	2%
Grand Total	0%	24%	1%	10%	11%	3%	46%	3%	2%

Oregon: The student ethnicity of the Carrington College’s Oregon campus is predominately White, decreasing from 69% in 2012 to 52% in 2018. While there was fluctuation from year to year for the other race/ethnicity groups, the Hispanic/Latino student population increased from 13% to 25% in 2018. Of note, the Oregon campus was closed between the 2013 and 2015 fiscal years.



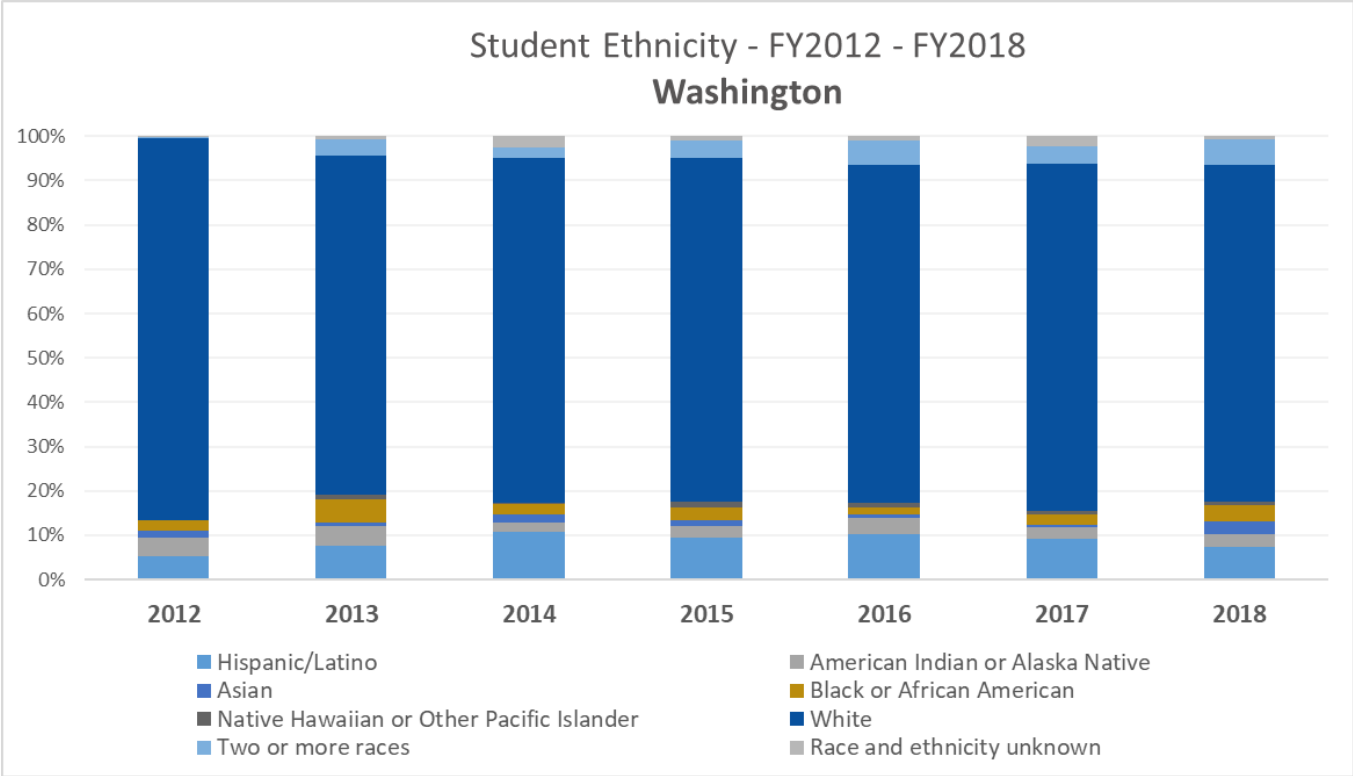
Oregon									
Year	Nonresident alien	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	0%	13%	1%	9%	4%	2%	69%	2%	0%
2013	0%	12%	2%	9%	5%	2%	66%	3%	0%
2014	--	--	--	--	--	--	--	--	--
2015	0%	25%	1%	8%	6%	3%	57%	1%	0%
2016	0%	20%	3%	9%	11%	2%	52%	3%	0%
2017	0%	28%	1%	4%	10%	1%	53%	2%	0%
2018	1%	25%	2%	6%	8%	2%	52%	2%	1%
Grand Total	0%	20%	2%	8%	7%	2%	59%	2%	0%

Texas: The student population at Carrington College’s Texas campus experienced a dramatic change in its ethnicity distribution between 2016 and 2017. The overall race ethnicity distribution was relatively constant between 2012-2016. The student population distribution changed dramatically in 2017. The Black/African American student population changed from 36% in 2016 to 79% in 2018. The Hispanic/Latino student population decreased from 44% in 2016, to 13% in 2017 and to 2% in 2018. Between 20102 and 2018, the White student population decreased from 30% to 15%.



Texas								
Year	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	37%	0%	0%	30%	0%	30%	1%	1%
2013	43%	1%	1%	23%	0%	30%	2%	1%
2014	43%	0%	1%	24%	0%	30%	1%	0%
2015	49%	0%	0%	25%	0%	24%	1%	0%
2016	44%	1%	1%	36%	0%	16%	2%	0%
2017	13%	0%	5%	60%	0%	18%	3%	0%
2018	2%	0%	2%	79%	2%	15%	0%	0%
Grand Total	41%	0%	1%	31%	0%	25%	2%	0%

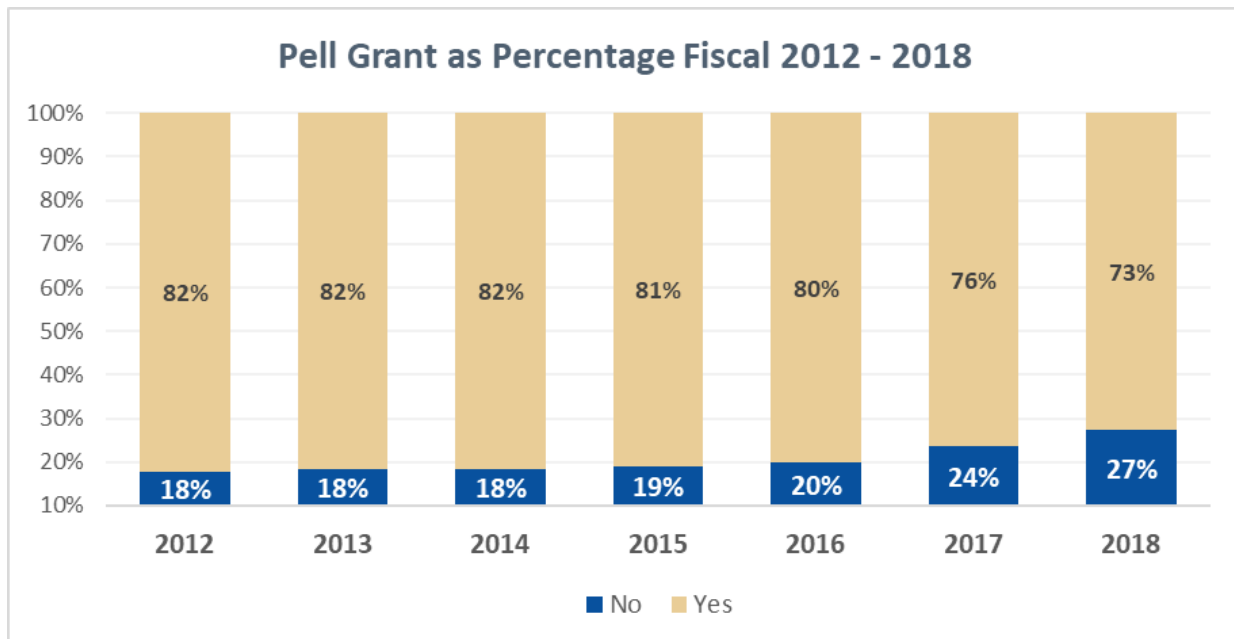
Washington: While the ethnicity of Carrington College’s Washington campus students is predominately White, the percentage of White students decreased from 86% in 2012 to 76% in 2018. While there were fluctuations in the non-White student populations during this time, there was not a discernable trend in a particular race/ethnic group of students.



Washington								
Year	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race and ethnicity unknown
2012	5%	4%	2%	2%	0%	86%	0%	0%
2013	8%	4%	1%	5%	1%	77%	4%	1%
2014	11%	2%	2%	2%	0%	78%	2%	2%
2015	9%	3%	1%	3%	1%	78%	4%	1%
2016	10%	4%	1%	2%	1%	76%	6%	1%
2017	9%	3%	1%	2%	1%	78%	4%	2%
2018	7%	3%	3%	4%	1%	76%	6%	1%
Grand Total	9%	3%	1%	3%	1%	78%	4%	1%

Student Socio/Economic Status by Academic Year

The percentage students who received Pell grant funding was relatively constant between 2012 (18%) and 2016 (20%). In 2017, the percentage of students who received Pell grant funds increased to 24% and to 27% in 2018.



Pell Grant by Count							
Pell Awarded	2012	2013	2014	2015	2016	2017	2018
No	1304	1589	1503	1721	1576	1628	1998
Yes	5998	7126	6625	7331	6303	5239	5302
Grand Total	7302	8715	8128	9052	7879	6867	7300

Sites

<p>Albuquerque Campus</p> <p>1001 Menaul Blvd. NE Albuquerque, NM 87107 Phone: 505-254-7777</p>	<p>Boise Campus</p> <p>1122 N. Liberty St. Boise ID 83705 Phone: 208-377-8080</p>	<p>Boise Auxiliary Site</p> <p>1200 N. Liberty St. Boise, ID 83704 Phone: 208-377-8080</p>
<p>Citrus Heights Campus</p> <p>7301 Greenback Ln, Ste. A Citrus Heights, CA 95621 Phone: 916-722-6883</p>	<p>Las Vegas Campus</p> <p>5740 S. Eastern Ave., Ste. 140 Las Vegas, NV 89119 Phone: 702-688-4300</p>	<p>Mesa Campus</p> <p>1001 W. Southern Ave., Ste. 130 Mesa, AZ 85210 Phone: 480-212-1600</p>
<p>Mesquite Campus</p> <p>3733 W. Emporium Circle Mesquite, TX 75150 Phone: 972-682-2800</p>	<p>Phoenix North Campus</p> <p>2149 W. Dunlap Ave. Phoenix, AZ 85021 Phone: 602-216-7700</p>	
<p>Glendale Learning Center</p> <p>6751 N. Sunset Blvd Ste. E104 Glendale, AZ 85305 Phone: 602-313-7080</p>	<p>Pleasant Hill Campus</p> <p>380 Civic Dr., Ste. 300 Pleasant Hill, CA 94523 Phone: 925-609-6666</p>	<p>Pleasant Hill Auxiliary Sites</p> <p>363 Civic Dr. Ste. 200 Pleasant Hill, CA 94523</p> <p>395 Civic Dr. Ste. C Pleasant Hill, CA 94523</p> <p>360 Civic Dr. Ste. 102 Pleasant Hill, CA 94523</p>

		<p>360 Civic Dr. Ste. 103 Pleasant Hill, CA 94523</p> <p>2199 Norse Dr. Pleasant Hill, CA 94523</p>
<p>Pomona/Ontario Campuses</p> <p>901 Corporate Center Dr., Ste. 300 Pomona CA 91768 Phone: 909-868-5800</p> <p>4580 Ontario Mills Pkwy Suite 200 Ontario, CA 91764 909-366-4122</p>	<p>Portland Campus</p> <p>2004 Lloyd Center, 3rd Fl. Portland, OR 97232 Phone: 503-761-6100</p>	<p>Reno Campus</p> <p>5580 Kietzke Ln Reno, NV 89511 Phone: 775-335-2900</p>
<p>Sacramento Campus</p> <p>8909 Folsom Blvd. Sacramento, CA 95826 Phone: 916-361-1660</p>	<p>Sacramento Auxiliary Sites</p> <p>8911 Folsom Blvd Sacramento, CA 95826</p> <p>8915 Folsom Blvd Sacramento, CA 95826</p> <p>8925 Folsom Blvd Sacramento, CA 95826</p>	<p>San Jose Campus</p> <p>5883 Rue Ferrari, Ste. 125 San Jose CA 95138</p>
<p>North San Jose Learning Center</p> <p>2160 Lundy Ave., Ste. 250</p>	<p>San Leandro Campus</p> <p>15555 East 14th St., Ste. 500 San Leandro, CA 94578</p>	<p>Oakland Learning Center</p> <p>505 14th St Oakland, CA 94612</p>

San Jose, CA 95132 Phone: 408-824-1790	Phone: 510-276-3888	Phone: 510-250-2140
Spokane Campus 10102 E. Knox Ave., Ste. 200 Spokane, WA 99206 Phone: 509-462-3722	Tucson Campus 201 N. Bonita Ave., Ste. 101 Tucson, AZ 85745 Phone: 520-888-5885	

A. Specialized or Programmatic Accreditation

The Dental Hygiene programs at the Boise, Mesa, Sacramento, and San Jose campuses are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312 440 4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is <http://www.ada.org/en/coda>.

The Medical Assisting certificate programs at the Citrus Heights, Pleasant Hill, Portland, Sacramento, San Jose, San Leandro and Stockton campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (CAAHEP, 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, 727 210 2350, caahep.org).

The Medical Assisting certificate programs at the Boise, Mesa, Phoenix North, Spokane, and Tucson campuses are accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043, 703 917 9503. The Bureau’s web address is: abhes.org

The Medical Radiography program at the Spokane campus is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago, IL 60606–3182, 312 704 5300, jrcert.org, e-mail: mail@jrcert.org.

The Pharmacy Technology programs at the Albuquerque, Boise, Citrus Heights, Mesa, Pleasant Hill, Phoenix East, Portland, Sacramento, San Jose, San Leandro, Spokane, Stockton, and Tucson campuses are accredited by the American Society of Health System Pharmacists, 7272 Wisconsin Avenue, Bethesda, MD 20814, 301 657 3000, <https://www.ashp.org/Professional-Development/Technician-Program-Accreditation>.

The Physical Therapist Assistant programs at the Boise, Las Vegas, Mesa and Pleasant Hill campuses are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to

contact the program/institution directly, please call 1-877-623-1442 or email contactcenter@carrington.edu.

The Practical Nursing program at the Boise campus is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404 975 5000, www.acenursing.org.

The Registered Nursing program at the Albuquerque campus is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404 975 5000, www.acenursing.org

The Registered Nursing program at the Reno campus is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404 975 5000, www.acenursing.org.

The Registered Nursing program at the Phoenix East campus is accredited, with conditions, by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404 975 5000, www.acenursing.org.

The Respiratory Care Associate of Science degree programs at the Las Vegas (#200536), Phoenix East (#200390) and Pleasant Hill campuses (#200542) are accredited by the Commission on Accreditation for Respiratory Care: <http://www.coarc.com>.

The Surgical Technology program at the San Jose campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting, (CAAHEP, 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, 727 210 2350, www.caahep.org).

The Veterinary Technology programs at the Citrus Heights, Ontario/Pomona, Pleasant Hill, Sacramento, San Jose, San Leandro and Stockton campuses are accredited by the American Veterinary Medical Association as a program for educating veterinary technicians, <http://www.avma.org/professionaldevelopment/education/accreditation/programs/pages/default.aspx>.

The most current information on accreditation and approvals can be found at carrington.edu.

B. Presentation of Student Achievement Data and Institution-set Standards

Carrington College establishes Institutional-Set Standards (ISS) which are reviewed yearly by the Carrington Senior Leadership Team (SLT) and Board of Governors. The CSLT, Deans of Operations, Deans for Curriculum, and Deans of Accreditation analyze the overall performance of the college and each program. Based on the outcomes, standards, and programs are evaluated for improvement. Prior to June 2019, ISS were set for each of the following metrics.

Retention Rate

The percentage of students who persisted to the next term or graduation.

Yr.	FY2012 ¹	FY2013 ¹	FY2014	FY2015	FY2016	FY2017	FY2018
ISS	80.0%	80.0%	83.0%	82.5%	82.5%	82.5%	83.0%
Actual	80.2%	77.2%	83.5%	83.5%	82.4%	83.4%	82.8%

¹ FY 2012 and 2013 only include Carrington College California. After 2013, all colleges were combined.

Course Completion Rate

Students who receive a letter grade (A, B, C, CR, or P) over the number of students enrolled in the course.

Yr.	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018*
ISS	89.0%	83.0%	89.0%	85.0%	85.0%	85.0%	85.0%
Actual	91.2%	90.3%	90.5%	89.7%	90.1%	90.2%	89.1%

*Completion rate as of 7/17/2018

Graduation Rate

The cohort consists of all full-time degree/certificate-seeking students entering college for the first time in a fiscal year, minus qualifying exclusions. The graduation rate is the percent of the cohort graduating within 150% normal time for each student's program.

Fiscal	FY2014	FY2015	FY2016	FY2017	FY2018
Cohort Year	2013	2014	2015	2016	2017
Entering Class	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
ISS	65%	65%	65%	65%	64%
Actual	64%	65%	63%	67%	64%

Student Satisfaction Survey

The biannual survey is administered in the fall and spring.

Yr.	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
	FA2011-Spr2012	FA2012-Spr2013	FA2013-Spr2014	FA2014-Spr2015	FA2015-Spr2016	FA2016-Spr2017	FA2017-Spr2018
ISS ⁴	%	%	58%	60%	60%	60%	60%
Actual	61%	52%	59%	57%	60%	56%	49%

⁴ The 60% ISS target remained the same from 2015-2017, which differs the increasing ISS targets listed on FY15 and FY16 operating plans.

Employment Rate

Graduates within a fiscal year who are employed as of December 1st immediately after the graduation timeframe

Program	Deg.	Recommended 2018 ISS (%)	2018	2017 ISS (%)	2017	2016 ISS (%)	2016	2015
Criminal Justice	AS	50%	0%	45%	79%	60%	45.80%	53.30%
Criminal Justice	CERT	43%	2%	40%	63%	60%	37.50%	N/A
Dental Assisting	AS	37%	0%	25%	67%	70%	25.80%	39.70%
Dental Assisting	CERT	71%	39%	70%	99%	70%	76.20%	76.20%
Dental Hygiene	AS	61%	0%	75%	58%	70%	85.50%	71.20%
Health Studies	AS	26%	6%	25%	38%	N/A	26.20%	28.30%
Massage Therapy	CERT	60%	35%	50%	97%	65%	51.80%	62.10%
Medical Administrative Assistant	AS	85%	N/A	40%	100%	N/A	N/A	N/A
Medical Administrative Assistant	CERT	54%	14%	60%	65%	N/A	56.70%	69.80%
Medical Assisting	AS	50%	0%	65%	57%	65%	65.90%	53.30%
Medical Assisting	CERT	67%	29%	65%	97%	65%	71.70%	68.70%
Medical Billing and Coding	AS	31%	0%	20%	36%	65%	N/A	N/A
Medical Billing and Coding	CERT	63%	38%	65%	80%	65%	65.70%	76.50%
Medical Laboratory Technology	AS	50%	0%	50%	56%	60%	54.50%	66.70%
Medical Radiography	AS	72%	71%	65%	100%	60%	75.00%	78.70%
Pharmacy Technology	AS	61%	50%	60%	99%	60%	65.50%	49.60%
Pharmacy Technology	CERT	68%	39%	65%	97%	60%	72.10%	71.20%

Phlebotomy	CERT	N/A	8%	N/A	N/A	N/A	N/A	N/A
Physical Therapist Assistant	AS	57%	0%	65%	58%	60%	74.00%	70.20%
Physical Therapy Technology	CERT	64%	48%	60%	99%	60%	60.20%	65.90%
Practical/Vocational Nursing	CERT	40%	0%	55%	37%	60%	53.40%	49.70%
Registered Nursing/Nursing Bridge	AS	55%	0%	65%	49%	70%	67.00%	78.40%
Respiratory Care	AS	39%	3%	55%	40%	60%	50.90%	48.50%
Surgical Technology	AS	64%	0%	70%	75%	70%	N/A	N/A
Surgical Technology	CERT	63%	23%	70%	58%	70%	85.70%	77.40%
Veterinary Assisting	CERT	67%	37%	60%	99%	60%	74.00%	64.10%
Veterinary Technology	AS	72%	44%	70%	99%	70%	69.60%	87.60%
Vocational Nursing	AS	43%	2%	50%	48%	70%	36.30%	67%

Note: Employment numbers for 2017 and 2018 are not final. The rates include all students who graduated between 9/1/2016 - 12/31/2017 (2017) and 9/1/2017 - 12/31/2018 (2018) and were placed by December 1st.

Third Party Certification Performance

Program	Exam Type	FY18 ISS	FY2018	FY2017	FY2016	FY2015 ³
Required Certification for Employment						
Dental Hygiene	Clinical	90%	97%	91%	93%	93%
Dental Hygiene	NBDHE	90%	89%	92%	95%	91%
Massage Therapy	MBLEx	73%	71%	56%	54%	56%
Medical Radiography	ARRT	75%	55%	70%	86%	75%
Pharmacy Technology	PTCB	58%	62%	58%	57%	58%
Pharmacy Technology	CPT	50%	73%	88%	100%	N/A
Physical Therapist Assistant ¹	NPTE	87%	74%	87%	84%	73%
Respiratory Care ¹	TMC High	72%	78%	60%	55%	67%
Respiratory Care ¹	TMC Low	82%	83%	72%	71%	N/A
Respiratory Care ¹	CSE	57%	58%	42%	25%	36%
Surgical Technology	CST	70%	67%	72%	67%	N/A
Veterinary Technology	VET NAT'L	70%	60%	54%	59%	61%
Veterinary Technology	VET STATE	72%	76%	71%	88%	81%
Nursing Bridge	NCLEX-RN	85%	89%	79%	80%	75%
LVN-RN ²	NCLEX-RN	85%	77%	74%	82%	83%
Practical Nursing	NCLEX-PN	84%	100%	100%	98%	90%
Registered Nursing	NCLEX-RN	85%	77%	83%	87%	92%
Vocational Nursing	NCLEX-VN	84%	85%	84%	72%	69%
Optional Certification						
Dental Assisting	CDA	75%	No Testers	80%	50%	N/A

Dental Assisting	RHS	61%	61%	65%	73%	N/A
Dental Assisting	CA WRTN	50%	53%	65%	69%	68%
Dental Assisting	CA LAW	64%	63%	65%	63%	74%
Medical Assisting	AAMA	50%	48%	55%	54%	66%
Medical Assisting	AMT	81%	85%	91%	91%	N/A
Medical Assisting	NCCT	65%	92%	61%	65%	N/A
Medical Assisting	CCMA	74%	82%	81%	76%	76%
Medical Assisting	CMAC	60%	N/A	N/A	N/A	N/A
Medical Billing & Coding	CPC	65%	No Testers	No Testers	100%	N/A
Medical Billing & Coding	CBCS	74%	73%	79%	91%	N/A
Medical Billing & Coding	CEHRS	74%	No Testers	No Testers	No Testers	N/A

In addition to schedule program reviews, the College’s academic and accreditation departments utilize the data above to manage program performances throughout the academic year. Gaps are defined as achievement areas not meeting preset targets. Deans of Accreditation assist campus program directors in identifying gaps and creating action plans to improve the program’s performance. For example, the FY18 analysis conducted on the Medical Billing and Coding program found that a number of locations were performing below the institutional-set standard. Based on those findings, an action plan included continuation of weekly at-risk meetings to identify students in need of additional support in order to increase retention and graduation rates ([Exhibit: GAP Analysis_Dental Hygiene](#), [Exhibit: GAP Analysis_Medical Radiography](#), [Exhibit: ISS FY18 Analysis_ImprovementPlan_Criminal Justice ISS FY18](#), [Exhibit: Analysis_ImprovementPlan_Medical Billing and Coding](#), [Exhibit: ISS FY18 Analysis_ImprovementPlan_Dental Assisting](#)).

Effective July 1, 2019 the institutional set standards were modified to align with San Joaquin Valley College, Inc., Carrington adopted a standardize ISS, which are as follows:

- Course Completion Rate = 80%
- Graduation Rate = 50%
- Placement Rate = 50%
- Licensing Exam Pass Rate = National Pass Rates by Program

C. Organization of the Self-Evaluation Process

Standard I:

Scott Sand, Sr. Director of Student Affairs/Ombudsman, chair
 Beth Barilla
 Amber Mather
 Leigha Bentz
 Dan Simon
 Darnesha Williamson
 Jonathan Sherman
 Tara Miceli
 Shawna Higgins
 Linda Asimakis

Standard II:

Ravinder Dayal, Provost/Vice-President Academic Affairs, chair
 Scott Sand
 Helen Fairchild
 Leigh Christopherson
 Michael Como
 Karen Hurst
 Jennifer McLaughlin
 Danielle Mills
 Daniel Sharpe
 Karen Fuss-Sommer
 Kim Clark

Standard III:

Danika Bowen, Vice President of Accreditation and Professional Regulation, chair
 Lea Marshall
 Josh Olmsted
 Sally Becker
 Leigha Bentz
 Danielle Mills
 Leigh Christopherson

Standard IV:

Donna Loraine, President, chair
 Danika Bowen

Mitch Charles
Sally Becker
April Chittum
Scott Sand

D. Organizational Information

The organization of Carrington College is intended to provide a strong framework for communication, collaboration and pathways for promoting and ensuring student success. The College strives to identify highly qualified professionals to serve in our many roles within the College community and promote from within when opportunities are available. The Home Office leadership team comprises of the core leaders at the College who direct and collaborate with key colleagues at the campus level (*Exhibit: College Leadership Team*). The College leadership team supports five key functional areas, Operations, Academics, Accreditation and Professional Regulation, Finance and Infrastructure as well as Human Resources (*Exhibit: Carrington College Organization*). One of the key pillars to success is the Regional Support model where the campus locations are divided into three regions: North, South, and Central. By region, the Directors of Operations oversee and provide leadership to the Regional Director of Enrollment Service, Regional Director of Finance, Regional Director of Career Service as well as the Assistant Deans of Academic Excellence by campus location. Additional support is provided to the campuses by the Regional Registrar Operations Specialist and the Registrar Coordinator (*Exhibit: Carrington College Regional Support*). The instructors for each program report into the Program Directors who in turn report into the Assistant Deans of Academic Excellence by location. Each campus location is also supported by enrollment, career and student finance advisors (*Exhibit: Matrixed Reporting Relationship to Functional Areas*).

COLLEGE LEADERSHIP

Donna Loraine

President

PhD, University of Colorado

Beth Barilla

Manager, Registrar Operations
MS, University of Phoenix

Tanner Bliss, RRT

Dean of Curriculum
MBA, Bellevue University

Danika Bowen

Vice President of Accreditation and Professional
Regulation
EdD, Fielding Graduate University

Mitch Charles

Vice President of Student Services
MBA, Keller Graduate School of Management

Leigh Christopherson

Director of Operations
BS, Syracuse University

Tracey Colyer

Dean of Accreditation
PhD, Duke University

Michael Como

Director of Operations
MBA, Keller Graduate School of Management

Ravinder Dayal

Provost and Vice President of Academic Affairs
MA, Ohio State University

Helen Fairchild, RDA

Dean of Curriculum
MHRM, Keller Graduate School of Management

Karen Hurst

Dean, Educational Technology

MPM, Keller Graduate School of Management

Lea Marshall, SPHR

Director, Human Resources
BS, Argosy University

Josee Martin

Director, Student Finance Compliance
MS, University of Wisconsin

Tara Miceli

Director of Operations
MS, Walsh College

Danielle Mills, DPT

Dean of Curriculum
DPT, University of North Dakota

Joshua Olmsted

Director of Finance
MBA, Keller Graduate School of Management

Scott Sand

Senior Director, Student Affairs/Ombudsman
PhD, Capella University

Jonathan Sherman, RDCS

Dean of Accreditation
MHA, University of Phoenix

Dan Simon

Senior Director, Student Services
MHRM, Keller Graduate School of Management

TBD

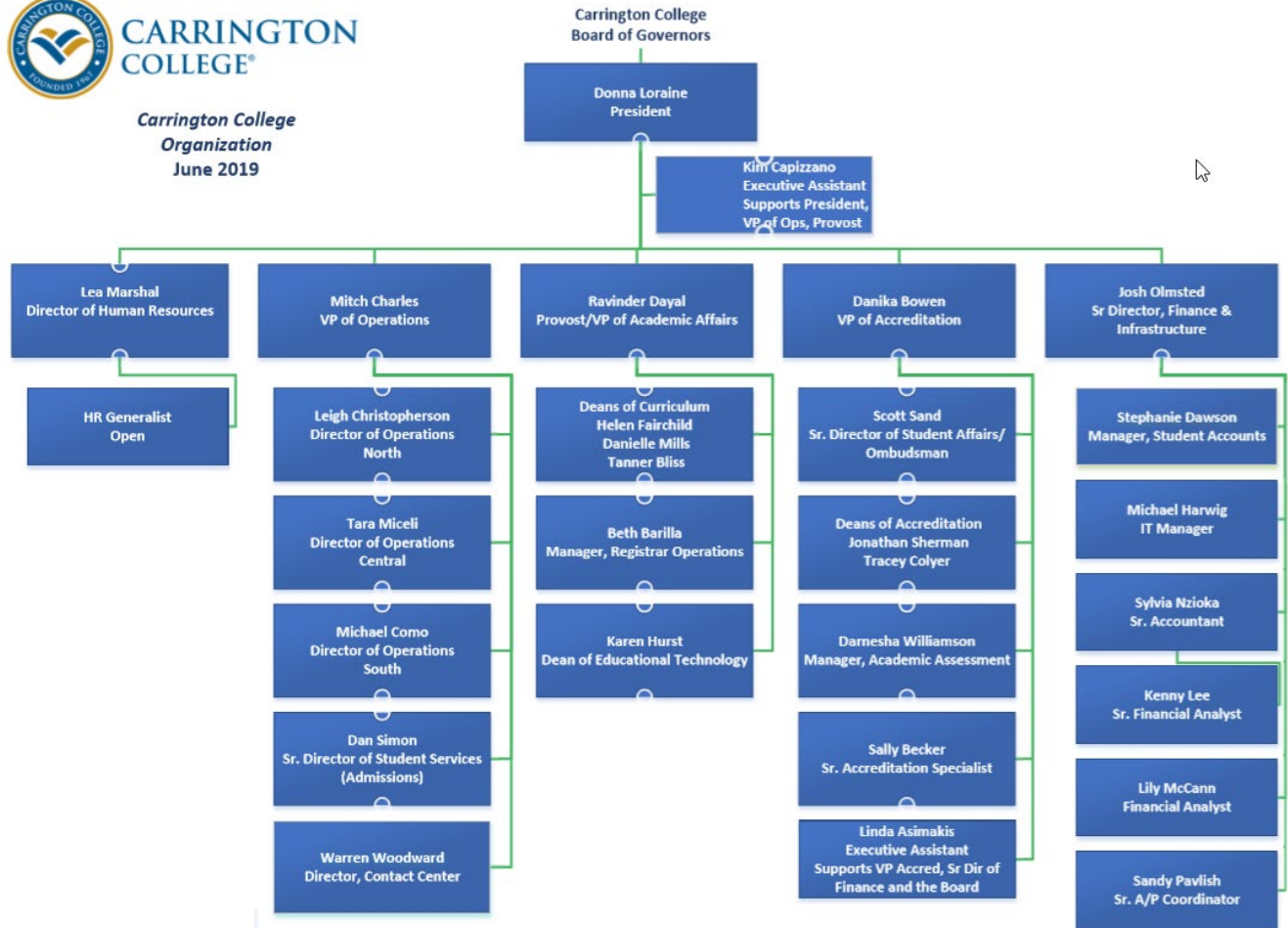
Chief Operating Officer

CARRINGTON COLLEGE REGIONAL SUPPORT

Campus	Director of Operations (DOO)	Regional Director Enrollment Service	Regional Director Student Finance	Regional Director Career Service	Regional Registrar Operations Specialist	Registrar Coordinator	Campus ADAE/SSM
Pleasant Hill	NORTH Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner Ian.Gahner@carrington.edu	Sam Mcgee smcgee@carrington.edu 916-242-7851 Erin Franklin efranklin@carrington.edu 509-532-2095	April Chittum-ADAE
Portland	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Anna Marie Lopez-ADAE Spring Coulter SSCM
Reno	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Terry Smith-ADAE Craig Nielson-SSCM
San Jose	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Esther Andrade-ADAE Davina Hernandez-SSCM
San Leandro	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Ben Bunting-SSCM
Spokane	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Robert Yates-ADAE Sharon Kaemming-SSCM
Albuquerque	SOUTH Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather almather@carrington.edu 916-388-2819	Karie Legg klegg@carrington.edu 602-393-5940 Tanya Patton tpatton@carrington.edu 520-917-3953	Dena Garcia-ADAE Justin Willey-SSCM
Mesa	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Daniel Sharpe-ADAE Micha Goudeau-SSCM
Mesquite	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Yolanda Shepard-SSCM
Phoenix market	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Sandy Moore-ADAE Anna Gonzales-SSCM
Pomona	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Marina Trujillo-SSCM

CARRINGTON COLLEGE REGIONAL SUPPORT

Campus	Director of Operations (DOO)	Regional Director Enrollment Service	Regional Director Student Finance	Regional Director Career Service	Regional Registrar Operations Specialist	Registrar Coordinator	Campus ADAE/SSM
Pleasant Hill	NORTH Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner Ian.Gahner@carrington.edu	Sam Mcgee smcgee@carrington.edu 916-242-7851 Erin Franklin efranklin@carrington.edu 509-532-2095	April Chittum-ADAE
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Reno	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Terry Smith-ADAE Craig Nielson-SSCM
San Jose	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Esther Andrade-ADAE Davina Hernandez-SSCM
San Leandro	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Ben Bunting-SSCM
Spokane	Leigh Christopherson	Vance Klinke	Tah-Lia Miller	Bryan Jones	Ian Gahner		Robert Yates-ADAE Sharon Kaemming-SSCM
Albuquerque	SOUTH Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather almather@carrington.edu 916-388-2819	Karie Legg klegg@carrington.edu 602-393-5940 Tanya Patton tpatton@carrington.edu 520-917-3953	Dena Garcia-ADAE Justin Willey-SSCM
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Mesquite	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Yolanda Shepard-SSCM
Phoenix market	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Sandy Moore-ADAE Anna Gonzales-SSCM
Pomona	Michael Como	Ryan McMillian	Josee Martin	Kristi Bobonea	Amber Mather		Marina Trujillo-SSCM



E. Certification of Continued Compliance with Eligibility Requirements

1. **Authority:** Carrington College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). ACCJC is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The College has been ACCJC accredited since June 2001. This information is published in handbooks, publications, and the College catalog. Carrington College is authorized to operate in the State of California Private Postsecondary Act of 2009. An “Approval to Operate an Accredited Institution,” was granted to Carrington College by the California Bureau of Private Post-Secondary Education (BPPE) in 2015 (*Exhibit: Approval to Operate*).

Carrington College maintains multiple programmatic accreditations, which are listed in the *Exhibit: List of Programmatic Accreditors, page 8*.

Carrington College offers instruction through the on-ground (campus based) and online (distance learning) modalities. Carrington College has appropriate approvals from the majority of states where institutional approval is required for the online mode of instruction as detailed in *Exhibit: Online State Approvals*.

2. **Operational Status:** Carrington College has been in operation since 1968 with students actively pursuing degree programs. As of June 19, 2019, 1,560 full-time students were pursuing an associate degree and 3,839 full-time students were pursuing a certificate degree. Post transition, Carrington College aligned with San Joaquin Valley College, Inc. and reports data on calendar year 2019. The data above reflects calendar year.

The 2019 academic calendar is provided in *Exhibit: College Catalog*.

3. **Degrees:** A substantial portion of the College’s educational offerings are in programs of study that lead to degrees. All programs are outlined and described in the College Catalog. The College currently offers 18 associate of science degrees, and 15 certificates of completion. Associate degree programs are at least two academic years in length. As detailed in Table 1 below, roughly 70% of the population is certificate seeking while 30% is degree seeking.

Table 1:

Students Served by Intended Credential Level					
Year	Total*	Degree-Seeking		Certificate-Seeking	
2013	8950	3088	34.5%	5862	65.5%
2014	8325	2796	33.6%	5529	66.4%
2015	9260	2762	29.9%	6498	70.1%
2016	8145	2209	27.1%	5936	72.9%
2017	6866	2085	30.4%	4781	69.6%
2018	7297	2077	28.5%	5220	71.5%

*The data is based on new enrollment by fiscal year.

4. **Chief Executive Officer:** Carrington College’s President, Dr. Donna Loraine (*Exhibit: Donna Loraine Resume*), has full-time responsibility to the institution and possesses the authority to administer Governing Board policies. Per Governing Board Bylaw 1.10, Dr. Donna Loraine may not serve as chair of the Governing Board (*ER.8. Board Bylaw 1.10*).
5. **Financial Accountability:** Carrington College is audited annually by an independent certified accounting firm with expertise in institutions of higher education. The College’s audited financial statements and management letters are reviewed every year by the Board of Governors Finance Committee. The members of the committee are (a) three of the six Board of Governors’

community-at-large representatives, (b) Carrington College President, (c) the Board of Governors Chair. The College regularly files its audits with ACCJC (*Exhibit: BoG Operating Manual*).

F. Certification of Continued Institutional Compliance with Commission Policies

Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Carrington College evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards.

Public Notification of an Evaluation Team Visit and Third-Party Comment

[Regulation Citation 602.23(b); 34CFR]

“The institution has made an appropriate and timely effort to solicit third-party comment in advance of a comprehensive evaluation visit.”

- Carrington College provided individuals the opportunity to make third-party comments about the evaluation visit through three key delivery methods: online, in-writing, and verbally.
- All parties have been encouraged to file their comments in writing, signed, and accompanied by affiliation with a return address and telephone number.
- See response to standards I.C.5 and I.C.12.
- See Eligibility Requirement 21.

“The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.”

- The College has not received any notification of third-party comments and remains poised to work with the visiting team and with the Commission should any third-party comments of concern come to light.
- See Response to Standards I.C.5 and I.C.12.
- See Eligibility Requirement 21.

“The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment.”

- Carrington College has provided the correct link to the College community and to the public so that third-party comments can be collected.
- The Vice President of Accreditation has taken the lead in informing the public to allow for ample time to adequately comment before the commission meeting.
- See response to Standards I.C.5 and I.C.12.
- See Eligibility Requirement 21

Conclusion: The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to Third-Party Comment. The College has reviewed the elements of this checklist and has found it meets the Commission's requirements.

Standards and Performance with Respect to Student Achievement

[Regulation Citations 602.1(a)(1)(i); 602.17 (f); 602.19(a-e)]

“The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.”

Carrington College has defined institutional performance standards for student achievement, including minimum thresholds for performance for the areas of course completion, placement, graduation, and licensure exam pass rates (see the section on Student Achievement for definitions and minimum thresholds). These standards are appropriate and align to the Carrington College mission to deliver career-focused education and to prepare students for success in their first professional position in their field of study. The Board of Governors has approved the institutional performance standards and the strategic plans, measures, and achievement targets.

- The College has established institution-set standards at the College level.
- The institution-set standards were established as part of the participatory governance process.
- Successful course completion is one measure of analysis.
- The institution-set standards include distance education courses.
- Accomplishment of the mission is assessed by the extent to which the institution has achieved the performance standards and strategic goals and measures. Performance is assessed at the program, campus, and institutional levels to identify areas in need of improvement.
- Performance on the institution-set standards (ISS) is reported to the Board of Governors.

Credits, Program Length, and Tuition [34 CFR 600.2; 602.16(a)(1)(viii); 602.24(f); 668.2, 668.9.]

“Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).”

- Carrington College has a written policy in place that defines how credit is awarded for coursework. Credit hours are semester hours as defined by the National Center for Education Statistics. This policy reflects generally accepted practices in higher education for awarding credit, as well as the credit hour requirements established in the United States of Education and is as follows:

“A credit hour is the amount of work represented in intended student learning outcomes and the coursework completed, inside and outside of the classroom. One credit hour is equivalent to a minimum of 15 semester hours or lecture/direct faculty instruction and 30 hours of outside of class student learning; 30 semester hours of lab/application and 15 hours of outside of class student learning; or 45 semester hours of clinical experience/externship in a course. Outside study of two hours is expected to support each hour of in class preparation, as supported by the course syllabus.”

At Carrington College one semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory and 45 hours of practicum or externship.

- Course syllabi for all programs include all details to support the award of credit, including the course learning outcomes, sequence of instruction and assignments, attendance requirements, required materials, resources, and the process by which evaluation will occur.

“The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).”

- Carrington College provides consistent instruction and policies between and among the 20 campus locations, ensuring that the academic credit and recognition of transfer credit is applied uniformly by focus of instruction and by instructional modality. Credit hour assignments and program lengths are appropriately verified by multiple decision-making bodies within the institution as part of program development.
- Program Review takes place every other year and provides stakeholders an opportunity to review and evaluate credit hours and program lengths.

“Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).”

- Tuition fees vary by program and location.
- Instructional expenses for programs offered at locations across the institution vary by location.

“Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.”

Courses are delivered in a term or semester format. Credit hours are semester hours as defined by the National Center for Education Statistics. One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory and 45 hours of practicum or externship.

“The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.”

- The College requires a minimum of 60 units (credits) for all associate degrees and a minimum of 120 units (credits) for the baccalaureate program. These requirements are established through a rigorous and inclusive process that includes review and approval by program faculty and Senior Leadership.

Transfer Policies [34 CFR 602.17(a) (3); 602.24; 668.43(a) (ii).]

“Transfer policies are appropriately disclosed to students and to the public.”

- Board policies and administrative procedures on the transfer of credit are available on the College’s website.
- The College catalog describes the evaluation process and the necessary forms to complete the process.
- See response to Standard II.A.10.

“Policies contain information about the criteria the institution uses to accept credits for transfer.”

- The Transfer of Credit policy provides the criteria the College uses to evaluate incoming credits and to base decisions on the award of transfer credit.
- All incoming coursework is thoroughly evaluated to ensure that the nature, content, associated student learning outcomes, and level of credit earned aligns with the equivalent course requirements of the Carrington College program of study.
- College policies require courses awarded as credit to satisfy degree requirements to be from an institution accredited by either the U.S. Department of Education or the Council on Postsecondary Accreditation.
- See response to Standard II.A.10

“The institution complies with the Commission Policy on Transfer of Credit.”

- Carrington College provides effective transfer of credit that minimizes student difficulties in moving between institutions while ensuring the high quality of their education.
- Clear and effective policies are in place to guide the transfer of credit.
- The policy provides alternative approaches to facilitating transfer of credit to benefit students. For example, the policy was revised in 2015 to allow up to 50% of a program’s coursework to be transferred in. This revision was prompted by the abrupt closure of the Anthem Schools and necessitated by Carrington College decision to assist these students.

Distance Education and Correspondence Education [34CFR 602.16a (a) (1) (IV), (VI); 602.17g; 668.38.]

“The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.”

- The Carrington College Catalog defines the instructional modalities offered at Carrington College, which include blended, campus-based, and online.
- The College has an authentication process through the learning management system (Canvas) which requires students to input a unique username and password.
- All the College’s course offerings, regardless of delivery, follow the same syllabus.
- See responses to Standards II.A.1, II.B.1, and II.C.1.
- See Eligibility Requirements 9, 15, and 17.

“There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).”

- Policies and procedures are in place to meet the federal requirements for delivery of distance education coursework. All distance education courses are supported by the learning management system (Canvas).
- Course syllabi publish the distribution of points of online courses, which are weighted appropriately for this modality.
- Exams are open-book, including question pools, and remaining points are distributed between assignments, homework, and discussions.
- The grading structure puts the most emphasis on written assignments, providing ongoing opportunity for interaction with the faculty, which also improves the faculty’s ability to know their students’ writing voices.
- Program Review is conducted for online programs every 2 years
- Regular observation of online courses ensure that faculty are initiating and engaging in regular and substantive interaction with their students.
- Dialog about success in online courses takes place during faculty meetings in discussions between faculty, Deans of Curriculum, and a Senior Accreditation Analyst.
- Student Services departments review program efficiency and effectiveness with the delivery of online support as part of the discussions.
- See responses to Standards II.A.1, II.B.1, and II.C.1.
- See Eligibility Requirements 9, 15, and 17

“The institution has appropriate means and consistently applies those means for verifying the identity of student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.”

- The College employs a leader who oversees and supports online instructional programs and support services, including online, hybrid, and web-enhanced instruction for courses.
- All the College’s online course offerings follow the same syllabus.
- See responses to Standards II.A.1, II.B.1, and II.C.1
- See Eligibility Requirements 9, 15, and 17.

Conclusion

The College complies with Commission Policy on Distance Education and Correspondence Education. The College has reviewed the elements of this checklist and has found it meets the Commission’s requirements.

Student Complaints

[Regulation Citations: 602.1(a) (1) (ix); 668.43]

“The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.”

- Prior to the transition from Adtalem Global Education, Complaints were handled in the following manner:
 - Complaints by current students were handled by what is now referred to as the Student Affairs Department.
 - Complaints by former students, or third parties were handled by the Ombudsman office in Adtalem Global Education and stored in a digital repository (EthicsPoint).
- Following the transition to SJVCI, all complaints are now handled by the Student Affairs Department and stored in a new digital repository (Maxient).
- To ensure that all colleagues are aware of this transition, the Student Affairs department conducted a “road-show” in which all Carrington Locations were visited. The new processes were reviewed as part of a 2.5 hour training focused on the processes around Student Conduct, Academic Integrity, the complaint process, Student Accommodations and the ADA, and Emergency Response. All staff and full-time faculty attended the training.
- A new onboarding training utilizing Brainshark is being developed for new colleagues and any colleagues who were unable to attend (including visiting faculty).

- To assist students in lodging complaints, new email boxes were created which include studentaffairs@carrington.edu, ADA@Carrington.edu and TitleIX@Carrington.edu. These sites have been shared with colleagues and may be given to student directly.
- Specific policies and administrative procedures regarding the complaint process have been approved by the Board and are found in the College Catalog and in the Student Handbook.
- The forms for generating a student grievance are also on the College’s website.
- These policies and administrative procedures are accessible on the College’s website.
- Lastly, links and/or addresses for state or federal agencies, programmatic and regional accreditors, and other licensing agencies are available in the Academic Catalog.
- See Eligibility Requirement 21.

“The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.”

- Student complaint files for the previous six years have been retained by the Student Affairs team and will be made available to the visiting team.
- See Eligibility Requirement 21.

“The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.”

- The Student Affairs team identifies issues that may be systemic in nature. These issues are discussed in monthly meetings with the VP of Operations, Provost/VP of Academic Affairs, and the President.
- If identified, a root-cause analysis is conducted and action plans presented to the SLT for consideration. If approved, the action plans are implemented.
- Action plans (with examples) may include any or all of the items below:
 - Colleague Training – A student recently notified a new Enrollment Services colleague of a disability during their interview. While the student’s case was eventually handled correctly, the initial concern that was raised caused the college to re-examine how disclosures (and referrals to Student Affairs) are handled by Enrollment Services. The Enrollment Services Compliance Manual is being updated and an all colleague training was held to improve the skill level of the Enrollment Services staff and help students with disabilities have equal access to a Carrington Education.
 - Student Development Activities: A recent Title IX allegation against an externship supervisor required that the college examine how the college addresses sexual harassment prevention during externship orientation. While

the Title IX claim was found to be “Not Credible,” a slide on reporting complaints will be placed in the information presented to students during their externship orientation.

- Policy Changes – A student recently notified the college of a serious disability the day before their deployment to their clinical rotation. As a result, their deployment was delayed as the college actively negotiated with a local hospital to ensure the student had access to the site. The student was successfully placed and completed their rotation on time, but the case exposed additional information which should be disclosed to students. As a result, an additional sentence was added to the College Catalog regarding disabilities as they relate to externships/clinical.

- See Eligibility Requirement 21.

“The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.”

- Carrington College’s public website provides information about its institutional and programmatic accreditations and the approvals it holds with governmental entities. Information includes the name of the accreditor or entity, the type of accreditation and/or approval, and contact information for complaint filing purposes. This information is also made available in the College Catalog.
- See Eligibility Requirement 21.

“The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions.”

- In accordance with the Commission Policy, Carrington College communicates a consistent message to its internal constituencies and the public concerning its accredited statuses. Information about the College’s accreditations and approvals are published in the College Catalog and on the Carrington College website under the heading of “Accreditation and Approvals.” See standard IC.1 for information.

“The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.”

- The College’s learning management system (Canvas) is the platform that supports teaching/learning in the distance education modality.
- The technology is sufficient and effectively supports and sustains the distance education courses.

“The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.”

- Carrington College’s distance education courses are equivalent in quality, accountability, and focus on student learning outcomes to their on-ground counterparts.
- Carrington College provides the necessary resources and structure required to produce learning outcomes in an online learning environment.
- Online and campus outcome assessment data is reviewed and analyzed frequently for quality improvement opportunities; it is reviewed formally at Program Review.
- Faculty who teach distance education courses receive strong support through mentorship, training, and professional development.
- New distance education faculty attend an Online New Faculty Orientation
- Classroom observations (VCOs) are performed annually and include a numeric scoring system that assesses the degree to which faculty meet the stated expectations. Feedback is also provided to promote continuous improvement.
- The College employs the ACCJC Substantive Change process to gain approval to offer new distance education programs or to migrate a ground program to an online modality. Since the last comprehensive evaluation, Carrington College has requested and gained ACCJC approval for all new programs, sites, and the transfer of ownership.

Institutional Disclosure and Advertising and Recruitment Materials [34 CFR 602.16(a) (vii); 668.6]

“The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.”

- The College provides accurate and current information to current and prospective students and the public through its website and Catalog.
- The Catalog contains all the elements required by the Commission’s accreditation standards.

“The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.”

- Student recruitment is directed by well-qualified admissions advisors who accurately represent the College and its instructional programs and support services.
- Advisors receive regular and in-depth training to ensure that they are making accurate representations to prospective students about the College.
- The College has instituted a third-party monitoring process to assess the accuracy of information that advisors relay to prospective students during the admissions process.
- See Standard IIC.7 for more information.

Title IV Compliance [34 CFR 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71]

“The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.”

- Standard IIID outlines the process that Carrington College employs in terms of the annual, independent financial aid audit that assesses the College’s compliance with Title IV Program.
- The College undergoes an annual financial audit by an independent certified accounting firm with expertise in higher educational institutions and is outlined in Standard IID.7
- Carrington College submits the Annual Fiscal Review to ACCJC to demonstrate the financial health of the College.
- The College submits copies of its annual audited financial statements and management letters to demonstrate our continued compliance with the Department’s financial responsibility ratios, cash reserve, debt payment, and financial obligation requirements.

“The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues are not timely addressed, the institution demonstrated has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with the Title IV program requirements.”

The College has not been cited with any findings as a result of its annual accounting audits.

“The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.”

- Carrington College has maintained satisfactory Cohort Default Rates for the past several years.
- Since the last Accreditation visit, the college has begun using an outside vendor to call students and assist them in arranging on-time and consistent payments. This process has helped to lower the CDR rate and help students stay current.
- The College’s three-year loan default rates for fiscal year 2016 is as follows.

Fiscal Year	Rate Type	Numerator	Denominator	Cohort Default Rate	OPEID
2016	3-year Draft	523	3660	14.2	Sacramento
2016	3-year Draft	490	2699	18.1	Phoenix
2016	3-year Draft	70	575	12.1	Portland
2016	3-year Draft	109	809	13.4	Boise

- The Student Finance Department conducts entrance interviews and exit interviews as required. The majority of these interviews are conducted in person.
- The Student Finance department partners with Student Affairs to host financial awareness events each year.
- As detailed in Standard IIID.15, the College has implemented strategic initiatives to improve the rate at which students repay their loans.

“The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.”

- The College does not have any contracts with an external entity for the delivery of 25% or more of an educational program.
- Contracts for services provided by third parties are reviewed and approved by the Senior Leadership Team and all powers of termination remain within the College as a condition of contract approval.
- As outlined in Standard IIID.16, contractual agreements meet the Accreditation Standards and the Elements of this policy.



Evidence List for College History and Demographics

B. Presentation of Student Achievement Data and Institution-set Standards

Exhibit: GAP Analysis Dental Hygiene

Exhibit: GAP Analysis Medical Radiography

Exhibit: GAP Analysis Improvement Plan, Criminal Justice

Exhibit: GAP Analysis Improvement Plan, Medical Billing and Coding

Exhibit: GAP Analysis Improvement Plan, Dental Assisting

D. Organizational Information

Exhibit: College Leadership Team

Exhibit: Carrington College Organization

Exhibit: Carrington College Regional Support

Exhibit: Matrixed Reporting Relationship to Functional Area

E. Certification of Continued Compliance with Eligibility Requirements

Exhibit: Programmatic Accreditors

Exhibit: Approval to Operate

Exhibit: List of Programmatic Accreditors

Exhibit: Online State Approvals

Exhibit: College Catalog

Exhibit: Donna Loraine Resume

Exhibit: ER.8. Board Bylaw 1.10



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement (ER 6)

Evidence of Meeting the Standard

The Board of Governors approved the following Carrington College Mission Statement in 2010 (reviewed every 3 years).

“The mission of Carrington College is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career focused majors” (*Exhibit IA.1, page 1*).

“The College achieves its mission by:

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

“The Carrington College philosophy is based on outcome-based learning. The College's focus on retention, career services, and job performance results in graduates who are highly qualified and motivated employees. The communities served by the College benefit from this focus on outcome-based learning and the College's ability to adapt to society's changing needs.”

“Our faculty, administrators, and staff are committed to students developing specific vocational knowledge and skills, as well as mastering learning outcomes throughout their experience at Carrington College. The College models its programs and curricula objectives to align with the College's institutional learning outcomes encompassing critical thinking, collaboration, communication, and professionalism.”

“In degree programs, a broad base of general education course offerings provides students with communication, critical thinking, mathematical and computer skills; as well as perspectives from the sciences, humanities and social sciences. 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” (*Exhibit IA.2, page 1*).

The welcome message found in our Academic Catalog, from Carrington College's President, Dr. Donna M. Loraine's, Ph.D., addresses the skills students will achieve during their enrollment at Carrington College. This message coincides with the College's mission. For example, the second paragraph states the following:

“In addition to their academic preparation and skills training, students gain core competencies in critical thinking, information management and technical literacy. Personal and professional development, communication skills, respect and responsibility are emphasized throughout their education at Carrington.”

The message and its entirety can be found in the College's Academic Catalog (*Exhibit IA.3*).

Broad Educational Purpose and Credentials:

The Mission Statement clearly outlines Carrington's educational purpose to prepare graduates for professional success through career-focused higher education in business, medical, and technical careers. Carrington College has a rich portfolio of career education programs in health care, wellness, legal, business, and technical disciplines. Programs are offered at the certificate and associate levels at 20 campus locations in 8 states and online.

From 2014-2017, 55% of our students were enrolled in one of our medical programs; 19% were enrolled in dental programs; close to 10% were enrolled in nursing; and 16% were distributed in our other program offerings. The College has seen a 4% increase in associate degree-seeking students from 2016 to 2017. This data is congruent to the College's mission of offering post-secondary learning to the communities surround our campuses.

Carrington College utilizes classrooms and labs designed to simulate the professional environments for which students are being trained. The College provides a balance of academic instruction and hands-on training as described in the Mission Statement. College faculty uses numerous instructional strategies that meet the needs of the learning styles in the student population. The majority of programs offered by Carrington College include an externship that provides exposure and hands-on experience in the particular field of study.

Intended Student Population:

The Mission Statement of Carrington College demonstrates the desire of the College to serve the diverse communities where our campuses are located. As demonstrated in the demographic data provided within the report, Carrington College serves a large percentage of non-traditional students. The details of the information below can be found in the document Introduction.

- From 2015-2017, students between the ages of 18-29 comprised approximately 77% of the College's student population.
- While the student population is predominately female (85.2% in Fall 2017), the student population is demographically diverse
- In FY2017, 39.9% of the College population was identified as Hispanic/Latino; 34.6% of students were identified as White; 8.4% Black/African American; 6.8% Asian, 4.1% American Indian/Alaska Native; 2.6% two or more races; and 2% race/ethnicity unknown. In 2017, 74% of students had received a Pell Grant at some time while at Carrington College.
- In 2010, 50% (6,481/12,966) of the College's full-time new student cohort (IPEDS) entering Carrington College had prior college and 50% (6,485/12,966) attended college for the first time.

Commitment to Student Learning and Student Achievement:

The College's mission further demonstrates the commitment to student learning and student achievement as the College uses a skills-based and outcomes-based approach to education. Due to the College's focus on areas such as retention, career services, and academic performance, graduates are highly qualified and motivated to enter the workforce. The communities served by the College benefit from this focus on outcome-based learning and the College's ability to adapt to its changing needs. Our faculty, administrators, and staff are committed to helping students develop specific vocational knowledge and skills, as well as achieving the core student learning outcomes in critical thinking, information management, technical literacy, personal and professional development, and communication skills throughout their experience at Carrington College.

In this past accreditation cycle, Carrington College has focused its offerings to meet the needs of the communities that it serves (*Exhibit IA.4*). During the

academic year 2017, Carrington rolled out The Hedgerow Project which is structured to analyze and determine the best programs to offer by location and at the appropriate price structure (*Exhibit IA.5*). Through this process, the College utilized evidence-based educational and employment by community to determine the best possible offerings. The analysis was a combination of data research as well as meetings with campus leaders to restructure the offerings as well as pricing. The College community worked together, resulting in the transplant of 8 programs to different locations and price reductions in roughly half of the markets (*Exhibit IA.6*). The College found this process fruitful and intends to implement it every 3 years.

Analysis and Evaluation

For several years, the Senior Leadership Team and the Governing Board have held conversations to determine whether or not the mission statement encapsulates what Carrington College can become. Health-related fields have become increasingly complex, and a myriad of certifications have arisen in increasingly narrow specialties within our fields of study. Carrington College is exploring ways to address these needs and to assist our graduates, our communities, and employer partners to access these skill sets. There are a number of ways that Carrington College seeks input in this area. For example, during Program Review, each program will review whether or not the program student learning outcomes reflect the College mission. Any concerns are ultimately brought to the Carrington Senior Leadership Team (CSLT) for analysis and review. During Program Advisory Committee meetings, which are held twice a year, programs have the opportunity to address areas of opportunity for improvements with external stakeholders.

In light of these changes and our commitment, the College has investigated whether or not our current Mission Statement adequately addresses programs in regard to test preparation, continuing education, and specialty skill training. These explorations are a part of the continuous evaluation and improvement process at Carrington College.

An analysis of the College's mission reveals that it accurately describes the institution's broad educational purposes, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement.

The continuous evaluation of our Mission Statement demonstrates that our faculty, administrators, and staff are committed to helping students develop specific vocational knowledge and skills, as well as achieving the core student learning outcomes in critical thinking, information management, technical literacy, personal and professional development, and communication skills throughout their experience at Carrington College.

Carrington College's Mission Statement can be found in the College's Academic Catalog (page 1) (*Exhibit IA.7*), the College website (www.carrington.edu), the

Student Handbook (*Exhibit IA.8*), and the Faculty Handbook (*Exhibit IA.9, Exhibit IA.9a*).

Note: *Two editions of the Faculty Handbook are provided, including an edition implemented in 2019.*

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Carrington College uses data to determine institutional effectiveness and to drive continuous change to meet the needs of our students, affiliates, faculty, and colleagues. Students are encouraged to participate in surveys throughout their academic career to assist the College in analyzing student satisfaction. For example, data derived from students collected during our end-of-course surveys is quantified and used by the respective Program Directors to isolate academic issues and opportunities to improve the student experience in each term or class (*Exhibit IA.10*).

The institution also uses data collected from our advisory boards, our programmatic accreditors, and our third-party licensure exams, to drive significant change. For example, during the 2016 biennial Pharmacy Technology Program review process, it was identified and noted that while the current textbooks were adequate, there were stronger resources available. (*Exhibit IA.11*).

The decision to upgrade our textbooks to a new and stronger resource was driven by data collected from our faculty, as well as from a recommendation from our programmatic accreditor. Additionally, the outcomes derived from our certification exam reports were analyzed and taken into consideration as the College investigated different types of resources to see if they would benefit students and help them prepare for the certification exam. The College identified a publisher that provided books and resources to match the goals and objectives of the accreditor as well as the learning domains of the certification exam more closely. As a result, the final decision was rendered to move forward with the new books and resources for the Pharmacy Technology Program as memorialized in the biweekly Program Director meeting minutes. The College is currently in the process of seeking approval for a change in the program curriculum that will allow for the incorporation of the new textbooks and resources. This data-driven decision will ultimately benefit the students and better prepare them for the Pharmacy Technician Certification Exam (*Exhibit IA.12*).

Using data to drive change is not limited to individual programs but can be campus-wide in many cases. Data taken from the 2016 quarterly Student Satisfaction Survey on the Mesa, AZ, campus showed that students preferred more resources for research paper writing. Academics and campus management paired

with the Student Success Manager (SSM) to develop an action plan to advertise the resources available to our students and to have the SSM present the information to each class individually.

The College also generates a weekly Academic Dashboard report demonstrating performance by metric relative to threshold. These metrics are discussed on a regular basis during Triage/Program Risk Assessment calls led by the Deans of Accreditation to increase visibility and to discuss strategies for improvement. This process of data review and increased visibility inspires collegiality as colleagues share their experiences and solutions based on their own experiences. Colleagues use this information to formulate an action plan to address any noted area of concern and report out during the Triage/Program Risk Assessment call on any noted area of improvement or any identified opportunity.

Overall, data is used to drive the College's planning processes to ensure the educational needs of the students are met. As part of this process, the Strategic Plan is built on a five-year review cycle. The Strategic Plan further directs the Academic Excellence, Facilities, and Information Technology Plans (*Exhibit IA.13, Exhibit IA.14, Exhibit IA.15, Exhibit IA.16*). Carrington College analyzes and compares the student learning outcomes against the Institutional Set Standards (*Exhibit IA.17*). The Institutional Set Standards (ISS) consist of targets and benchmarks which include retention rate, graduation rate, certification results, student satisfaction scores, and job placement rates. Benchmarks are a combination of historical averages and realistic projections of the performance of a set standard in the coming year. Carrington College has avoided taking a "one-size-fits-all" approach to setting these standards by considering the academic rigors, requirements, student demographics, marketplace, and other contributing factors for each respective discipline. The desired end results are challenging, yet attainable standards that demonstrate a student-centric focus and the academic quality of our programs.

Carrington College reassesses the Institutional Set Standards (ISS) each year in an effort to chart tangible goals to meet the educational and career needs of the students. A series of meetings between the academic leadership, faculty, operational, and regulatory leaders are conducted to review the College's performance against the standards set for that fiscal year and to set new targets for the coming year. Final approval of the Institution Set Standards rests with the Provost/Vice President of Academic Affairs and the Vice President of Accreditation and Professional Regulation in consultation with the College president and other members of the Carrington Senior Leadership Team (CSLT).

Analysis and Evaluation

Analysis of Standard I.A.2 reveals that the College utilizes data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The College follows a pre-determined schedule for Program and Services Reviews in order to

solicit and collect feedback from communities of interest, faculty, and students. Feedback derived from these key stakeholders is summarized by each executive sponsor and recommendations are compiled in an executive summary.

The table below represents a comprehensive synopsis/overview of the College’s review, assessment, and planning cycle. The College performs a review, assessment, or activity as identified in the first column which includes institutional effectiveness, the Strategic Plan, student learning outcomes, and the ISER. The table specifies the component, the frequency with which it is evaluated, the data source used, and the key institutional colleagues involved in the dialogue regarding the analysis. The institutional dialogue involves colleagues from throughout the College in an effort to provide increased visibility, understanding, and redundancy.

Institutional Effectiveness Component: Review and Reporting	Frequency	Data	Institutional Dialog
Assessment of progress to goals and targets of the Strategic Plan	Weekly	Retention data disaggregated by campus and program (<i>Exhibit IA.18</i>)	Director of Operations; Assistant Deans of Academic Excellence; Deans of Curriculum; Deans of Nursing; Deans of Accreditation; Program Directors
Report to Carrington College Governing Board, annual assessment of Strategic Plan	Annual	Carrington College Academic Scorecard (<i>Exhibit IA.19</i>)	Carrington College Governing Board
Assessment of progress of goals and objectives of Technology Plan, Facilities Plan, Academic Excellence Plan	Annual	Performance against targets	Carrington College Senior Leadership Team

Evaluation of institutional, program and course level student learning outcomes	Annual	Student performance data on course, program, and institutional learning outcomes (<i>Exhibit IA.20</i>)	Academic Excellence Committee, Faculty meetings
Program and Services Review	Every two years for all programs and services	Course curriculum effects of changes on outcomes; Industry/Program Advisory Committee; SLO assessments; Student Satisfaction Survey results; Graduation Rate; Certification exam results (<i>Exhibit IA.21</i>)	Faculty, Program Directors, Academic Excellence Committees, Senior Leadership Team
Accreditation Self-study	ACCJC (every 6 years)	All institutional data	ACCJC, all Carrington College colleagues
Programmatic Self-studies	Varies by programmatic accreditor	Student achievement outcomes, including graduation rates, retention, course completion and employment	Directors of Operations; Assistant Deans of Academic Excellence; Deans of Curriculum; Deans of Nursing; Deans of Accreditation; Program Directors

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Carrington College’s mission statement is the core of the institution’s planning and governance processes.

An example of the College’s programs and services aligning with its mission is demonstrated by the biennial Program Advisory Committee meetings. Each program conducts its own Advisory Committee meeting to ensure that the community and professional stakeholders participate in the development and assessment of students’ aptitude in their respective majors. During the meetings, external stakeholders provide a real-world professional perspective on each educational program by evaluating and formulating recommendations for improving the program and supplying information needed to expand the curriculum.

Program Advisory Committees support the College in the development and continuous improvement of the various educational programs, which are current with industry standards, providing a vital link between the College and the community. This collaboration is instrumental to the College’s planning and decision-making process, further ensuring its mission of commitment to student learning (*Exhibit IA.22, Exhibit IA.23, Exhibit IA.24*). Program Advisory Committee meetings may include review of student outcomes such as certification exam results, retention, and graduation rates.

The College’s Institutional Effectiveness Plan (*Exhibit IA.25*) presents the review, assessment, and planning cycle that ensures an ongoing evaluation of the institution’s progress in meeting its mission. The evaluation of institutional effectiveness consists of systematic processes and practices including the following:

- program review,
- evaluation of programs and services,
- use of review, assessment, and outcomes data to inform improvement and planning, and
- input from students and external stakeholders, such as the Program Advisory Committees.

Recommendations resulting from broad-based dialogue about the College’s Institutional Effectiveness Plan work their way through the College’s participatory governance processes for action or into the College’s integrated planning process (*Exhibit IA.26*).

Student Learning Outcomes and assessment methods are in place for the courses, programs, and services at Carrington College. Assessment results are discussed at the faculty, program, and institutional levels to guide improvement and further alignment of institution-wide practices. Academic programs assess program Student Learning Outcomes (*Exhibit IA.27*) along with the four institutional student learning outcomes (Collaboration, Communication, Critical Thinking, and Professionalism.). The service areas assess the four institutional Student Learning Outcomes.

Analysis and Evaluation

Analysis of Standard I.A.3 found that the College has mechanisms in place that connect programs and services with its mission. The mission ultimately guides institutional goals for student learning and achievement. External stakeholder feedback, such as that gathered through surveys and meetings, provide additional insight on the strengths and opportunities within Carrington College.

Program Advisory Committees are utilized in the Program Review. Throughout all processes, the focus is on student success as evidenced by the emphasis on student learning outcomes, which include retention, graduation, placement rate, and certification exam results.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary. (ER 6)

Evidence of Meeting the Standard

The College mission is widely published on the public website and College publications, including, but not limited to, the Operating Board Manual for the Governing Board (*Exhibit IA.28*), the Carrington College Catalog Page 1 (*Exhibit IA.29*), the Carrington College Student Handbook (*Exhibit IA.30*), the Carrington College Nursing Manual (*Exhibit IA.31*), the Academic Excellence Master Plan (*Exhibit IA.32*) and the Faculty Handbook (*Exhibit IA.33, Exhibit IA.33a*). The Mission is also displayed on signage in the halls of the campuses as well as at the beginning of Program Advisory Committee (PAC) meeting minutes (*Exhibit IA.34, Exhibit IA.35*). Many of these items are Exhibits in this document.

The current Carrington College mission was adopted in September 2010 by the Carrington College Governing Board. The Mission Statement is reviewed annually by the Governing Board in the first Quarter Governing Board meeting normally held in June (*Exhibit IA.36*) as described in the Governing Board Operating Manual. The review of the mission is done to ensure that it remains relevant to the needs of students, colleagues, and other stakeholders. Additionally,

the Carrington College Senior Leadership Team (CSLT) reviews the College's mission (*Exhibit IA.37*).

The Mission Statement is well communicated not only internally but also externally. Carrington College displays the mission statement on the College website as well as on the Academic Catalog, page 1 (*Exhibit IA.38*; www.carrington.edu).

The College mission is central to the activities of the College and reviewed every three years. The most recent College-wide review of the Mission statement took place in 2019 through an institutional survey (*Exhibit IA.39, Exhibit IA.40*). All colleagues including staff, faculty, and administrators were given the survey that analyzed not only the relevancy of the mission but also the alignment of the College. The survey data was reviewed by Carrington College leadership whom determined that no revisions to the mission statement are required. The Mission statement is also reviewed on an ad hoc basis if questions are raised or new directions are considered. In 2015, Carrington College considered a modification to expand into "caring careers" in order to move beyond health care and into new sectors. Ultimately, the College decided not to proceed in that direction.

Analysis and Evaluation

Analysis of Standard 1.A.4 found that the College widely publishes its mission and has a regular process for reviewing the mission with the College's Governing Board. In addition to the Governing Board's review of the College's Mission, Carrington College colleagues have the opportunity to provide feedback. With the January 2016 colleague Mission Statement Survey, 92% of survey respondents agreed or strongly agreed that the "mission statement sets out what the College does" and 85% of survey respondents agreed or strongly agreed that the "mission statement sets out who we are as a College." The increase in colleague agreements in the 2019 survey confirms that the services and programs offered at Carrington College continue to coincide with the mission statement (*Exhibit IA.41, Exhibit IA.42*).

Summary of Findings:

Overall, participants agreed that the mission statement is relevant and aligns with the College.

- The College received a 6% increase in votes "agreeing" or "strongly agreeing" that the mission statement aligns with what we do at Carrington.
- The College received a 12% increase in votes "agreeing" or "strongly agreeing" that the mission statement represents who we are as a college.
- 73% agreed that the mission statement distinguishes us from our competitors.

- 71% of detractors represented colleagues with three years of service or more.

Opportunities for Improvement:

Although the majority of colleagues agreed with the current mission statement, many shared recommendations to improve the College and its mission. Those suggestions are summarized below.

- Separate the mission statement from the philosophy for better readability.
- Develop a vision statement that relates to the College's mission.
- Promote a sense of community to increase morale amongst colleagues and students.
 - Seek opportunities outside of quarterly meetings and surveys to share ideas for improvement.
- Research the mission and vision statements of top college competitors, including San Joaquin Valley College, Inc.

Regular review of the College's mission requires analysis of the disciplines of our graduates. Health-related fields are ever evolving, becoming more complex and requiring a myriad of certifications in increasingly narrow specialties within our College's fields of study. Adding to the complexity of healthcare is the continuing advancement in the use of technology and regulatory constraints. As a result, Carrington College continues to evaluate and explore different ways to effectively prepare our students and assist our graduates to skillfully serve our community and employer partners.



Evidence List for Standard I.A

IA.1: Academic Catalog
IA.2: Academic Catalog
IA.3: Academic Catalog
IA.4 Program Offering Summary
IA.5 Hedgerow Presentation
IA.6 Program Distribution
IA.7 Academic Catalog
IA.8 Student Handbook
IA.9 Faculty Handbook
IA.9a Faculty Handbook_July 2019
IA.10 End of Course Survey
IA.11 PT Executive Summary 2016 ProgRev
IA.12 PT SanLeandro Spring 2017
IA.13 Strategic Plan
IA.14 Academic Excellence Plan_FY19
IA.15 Facilities Plan_FY18
IA.16 IT Plan_FY17
IA.17 Institutional Set Standards
IA.18 Academic Scorecard
IA.19 Annual Academic Scorecard
IA.20 Student Achievement Data
IA.21 DH_2018 Program Review Data Package
IA.22 PAC_PT_SanLeandro_Spring2017
IA.23 PAC_PTA_LasVegas_Fall2017
IA.24 PAC_CoARC_Spring2018
IA.25 Institutional Effectiveness Manual_FY18
IA.26 Integrated Planning Manual_FY19
IA.27 Program Student Learning Outcomes
IA.28 Board of Governors Operating Manual
IA.29 Academic Catalog
IA.30 Student Handbook
IA.31 Carrington College Nursing Manual
IA.32 Academic Excellence Plan_FY19
IA.33 Carrington College Faculty Handbook
IA.33a Faculty Handbook_July 2019
IA.34 PAC PT_Spring2018_Pleasant Hill
IA.35 Campus signage

- IA.36 Governing Board Agenda_ June 2017
- IA.37 CSLT Agenda Dec. 11, 2017
- IA.38 Academic Catalog
- IA.39 Mission Statement Questionnaire
- IA.40 2019 Mission Survey Review Report
- IA.41 Mission Statement Survey_January 2016_Results
- IA.42 2019 Mission Statement Review Report



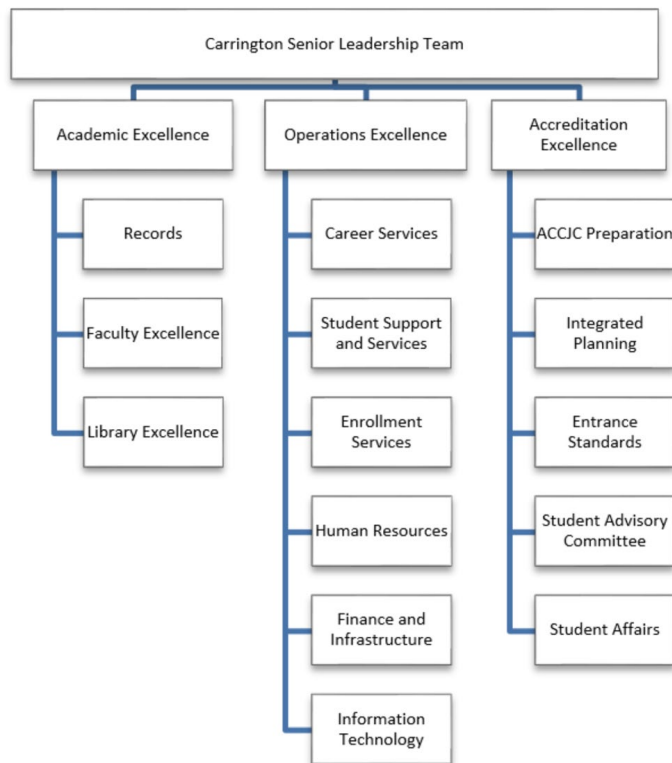
I.B Assuring Academic Quality and Institutional Effectiveness

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

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

Integrated Planning Process: Carrington College assures academic quality and institutional effectiveness by following a documented and systematic Integrated Planning process. A key result of this process is the sustained, substantive, and collegial dialogue regarding SLOs, student equity, continuous improvement, and institutional effectiveness. Within this process, each functional area of the college is represented as depicted in the diagram below. The main committees are as follows: Accreditation Excellence, Enrollment Excellence, Academic Excellence, Operations Excellence, and Student Excellence. Each main committee has subcommittees that provide feedback and input to the main committee through quarterly meetings and minutes. The main committees then compile the information for presentation to the Carrington Senior Leadership Team (CSLT).



Committee	Responsibility
Academic Excellence	Make recommendations to the CSLT relating to Academic Quality
Operations Excellence	Make recommendations to the CSLT relating to Operations, Information Technology, Student Support Services, Enrollment Services and Human Resources.
Accreditation Excellence	Make recommendations to the CSLT relating to Accreditation, Entrance Standards, Student Feedback and Student Affairs
Information Technology	Make recommendations to Operations Excellence Committee in relation to College Information Technology
Finance and Infrastructure	Make recommendations to Operations Excellence Committee in relation to Financial operations
Human Resources	Make recommendations to Operations Excellence Committee in relation to staffing
Career Services	Make recommendations to Operations Excellence Committee in relation to Career Services
Student Support and Services	Make recommendations to Operations Excellence Committee in relation to Student Support and Services
Enrollment Services	Make recommendations to Operations Excellence Committee in relation to student enrollment services
Student Advisory Committee	Make recommendations to the Academic Excellence Committee relating to Student issues and concerns
Integrated Planning	Make recommendations to Accreditation Excellence Committee in relation to Integrated planning manual and training
ACCJC Visit	Completion of ISER and preparation for 2019 visit
Entrance Standards	Make recommendations to Accreditation Excellence Committee relating to entrance standards
Student Affairs	Make recommendations to Accreditation Excellence Committee relating to Student engagement, complaints, and Ombudsman
Library Excellence	Make recommendations to Academic Excellence Committee about campus library services

Records	Make recommendations to Academic Excellence Committee about registrar services and student records
Faculty Excellence	Make recommendations to Academic Excellence Committee relating to faculty

Institutional Effectiveness and Resource Allocation Plan: Supporting the Integrated Planning process is a documented Institutional Effectiveness and Resource allocation plan. A component of the Institutional Effectiveness plan is the defined Institutional Set Standards that the college compares with the achieved learning outcomes to identify if there are any areas of deficiency. If any deficiency is detected, the college will perform a deeper data analysis to identify why the metric is underperforming and then develop an action plan to address the cause and effect as a part of continuous improvement. While the college does perform biennial program reviews, if any metric is trending toward underperformance, it is addressed early on during the bi-weekly program Triage Call where the campus and program director share their data analysis to identify opportunities for improvement, develop an action plan with timelines, and to report out the progress made toward achieving the stated goals on subsequent calls.

Uninterrupted Information Exchange: Furthermore, several opportunities exist within the college to ensure there is an avenue for the uninterrupted exchange of information between all levels at the institution. For example, the college hosts a college engagement survey twice annually to solicit feedback from colleagues across the institution. The Carrington Senior Leadership Team (CSLT) analyzes and shares the results with colleagues through local town halls and leadership meetings. All academic townhall-style calls are conducted on a monthly basis. Academic leadership provides updates to current policies, procedures, and services being offered, and any global areas of concerns are addressed. During the call and afterward, colleagues and faculty can ask questions and provide feedback (*Exhibit IB.1*).

Student Equity: Carrington College admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion, or disability and affords students all rights, privileges, programs, employment services, and opportunities generally available. Carrington College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability. Students seeking additional information about this policy or assistance with accommodation requests during the admission process or after enrollment can contact the Office of Disability Services. This office can be reached at ADA@carrington.edu.

Additionally, the college makes every effort to ensure that students are treated fairly and equitably as is required with Title IX regulations which protects individuals from discrimination based on gender in education programs or activities that receive Federal financial assistance. The college has a Title IX Coordinator who is available if students wish to ask a question or make a report. The Title IX Coordinator is available at TitleIXCoordinator@carrington.edu.

Student Learning and Achievement Dialogue: Multiple opportunities are provided for constituencies to engage in dialogue about student learning and achievement and issues of equity in education. Institutional practices and tools are in place to support and enhance an ongoing institutional dialogue that leads to continuous quality improvement. Information is presented as follows:

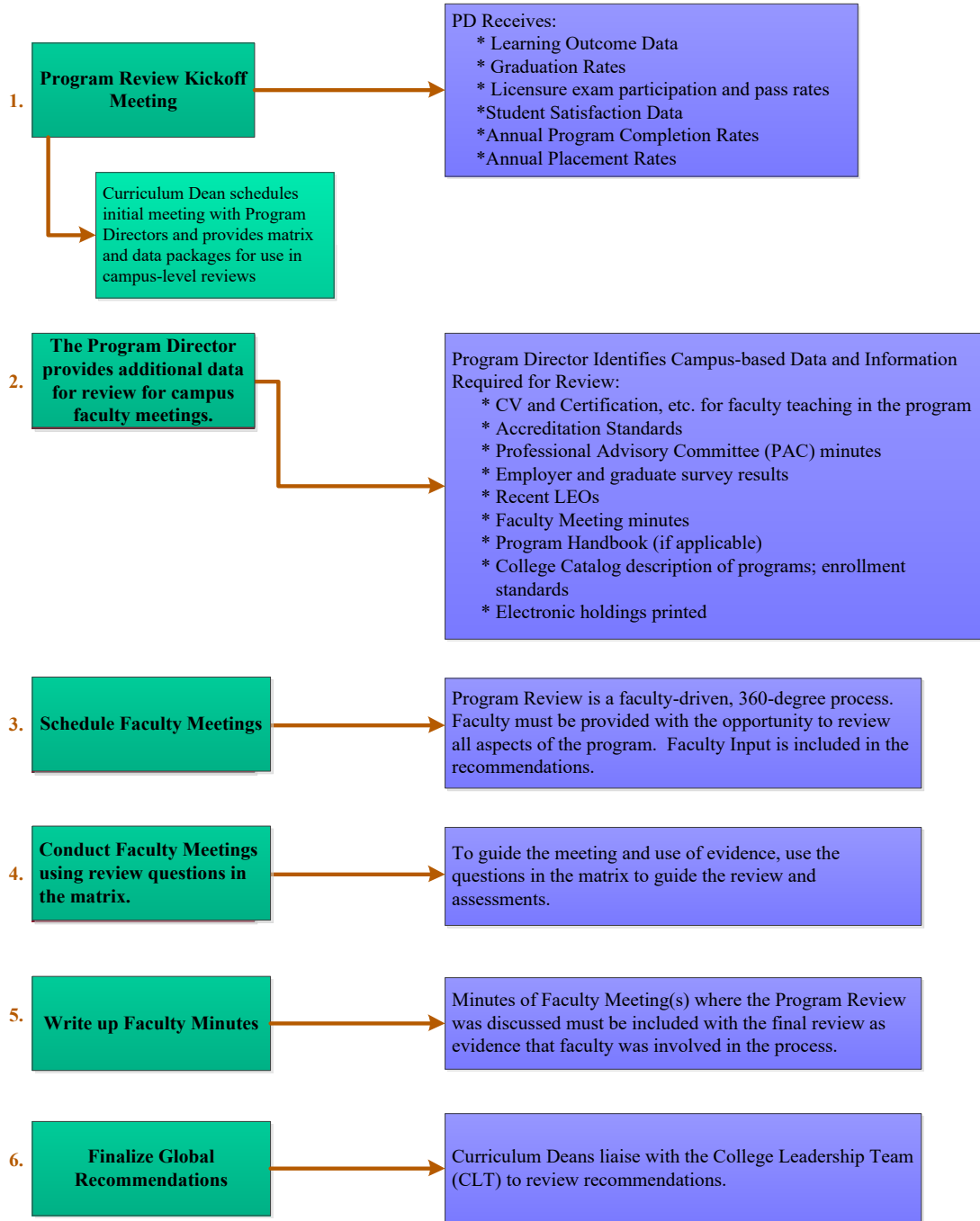
- Program Reviews
- Service Reviews
- Dialogue
- Strategy

Program Reviews: Program Reviews ensure that, at a minimum, program stakeholders engage in formal dialogue about student learning and achievement every two years. This ensures system-wide dialogue and decision making on matters related to teaching and learning.

Program Reviews are supported by a range of student learning, achievement, and success data (*Exhibit IB.2*). Program Review is structured in a manner that encourages conversation through structured meetings with Program Directors who are informed by their faculty.

The executive summaries provide evidence of the depth and breadth for both the local as well as global recommendations (*Exhibit IB.3*). Prior to the start of each Program Review, academic supervisors meet with the faculty to review the Program Review Data Packet, analyze the data, draw conclusions, and identify recommendations (*Exhibit IB.4*). This process allows stakeholders across the institution to be prepared and engage in meaningful data analysis with their colleagues that leads to actionable plans for improvement. The voice of the faculty resonates throughout the process, and both local and systematic improvements are made in each program every other year.

Program Review Process



Service Area Reviews: Reviews of service areas that impact students (Enrollment Services, Student Services, Student Finance, Library Services, Career Services, and Student Success Centers) take place every other year and provide a systematic process for student support personnel to engage in dialogue about student learning and success. This process is robust and allows representatives from each campus an opportunity to engage in a continuous improvement process focused on student service and the student experience.

Service Area Reviews Roles and Accountabilities

Deans of Curriculum/Dean of Nursing	Program Directors	Faculty	Directors of Operations
<ul style="list-style-type: none"> • Schedules initial program review meeting. • Provides Program Directors with program review matrix and data packages. • Leads meetings with Program Directors meetings to consider recommendations. • Liaises with Home Office stakeholders in regard to recommendations. • Develops final recommendations. • Develops final program review executive summary 	<ul style="list-style-type: none"> • Schedule campus level meetings with faculty. • Distribute matrix and data package to faculty members. • Lead faculty dialogue about all areas, including identification of gaps in student learning and achievement of outcomes. • Document faculty dialogue as evidence of collaboration and faculty participation in the process. • Submit review matrix report to campus dean for sign-off. • Submit matrix report to Deans of Curriculum/Dean of Nursing. 	<ul style="list-style-type: none"> • Assesses learning and achievement data, identify gaps. • Evaluate all other aspects of the review matrix. • Provide input into recommendations. • Assist with the development of campus recommendations. 	<ul style="list-style-type: none"> • Ensures campus meetings are conducted, faculty provide input and faculty dialogue documented in faculty minutes.

The 2014 program review process was evaluated (*Exhibit IB.5*). The analysis determined that overall, Program Directors were pleased with the process. The 2018 Program Review Process was evaluated in late 2018. The survey was distributed to program review participants by the Deans of Curriculum. There were nine responses with six of those having actually participated in the program review process (*Exhibit IB.6*). One reason the response was minimal was because the Program Review was completed in late 2018 while the College was completing its ownership transfer from Adtalem Global Education Group to San Joaquin Valley College Inc. It is, therefore, believed that a number of external factors contributed to the low response rate.

As evidenced by the 2018 Program Review Process Evaluation, the importance of program review participant participation by completing the survey is a definite opportunity for improvement. To address this, the Integrated Planning Committee discussed opportunities for process improvement (*Exhibit IB.7*).

Recommendations included using the regular operations and academic meetings to create awareness and inclusion of information regarding survey in the 2019 Program Review training materials (*Exhibit IB.8*).

Carrington College Committee Structure: Meetings provide an opportunity for stakeholders to engage in dialogue about matters of academic quality, educational and institutional effectiveness, and student learning, achievement, and success. The following meetings occur on a regular basis at Carrington. Agendas and/or minutes are provided to demonstrate the depth and breadth of dialogue among attendees.

- Board of Governors (minimum of four meetings per year) (*Exhibit IB.9*)
- Senior Management (monthly) (*Exhibit IB.10*)
- Town Halls (2 per year) - (*Exhibit IB.11*)
- All Staff/Faculty (meets no less than quarterly) (*Exhibit IB.12*)
- Advisory Board (annually) (*Exhibit IB.13*)
- Operational and Student Services departments meet on a regular basis. Meeting frequency varies by department.

Analysis and Evaluation

Upon analysis of Standard I.B.1, it is evident that the College has established a process for and engages in sustained, substantive, and collegial dialogue regarding student learning outcomes. The college committee structure provides a comprehensive network for discussion, feedback, and recommendations on areas of need revealed through data analysis. The committee structure involves all facets of the college and includes stakeholder input from both within and outside of the college community. Resulting outcomes yield recommendations that serve as foundations for fostering continuous improvement of processes and programs in an effort to further enable or enhance student learning and achievement. The College ensures that there is equity among students with the policies in place that prohibit discrimination of any kind and provide mechanisms for ADA accommodations.

Improvement Plan

During the program review process and in preparation for, leadership will need to solicit and emphasize the importance of written feedback and comments. Feedback derived will serve to foster continuous improvement both during and after completion of the Program Review cycle, college-wide. Visiting Instructors require additional context and support in order to have meaningful input into the process, meetings and communication must be crafted to capture this important group of colleagues who can bring valuable insights from out in the field into the program review.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Results obtained from the 2014 Institutional Learning Outcomes (ILO) survey indicated that Carrington College needed to revise its ILOs as a means to improve assessment of student performance relative to the institution's learning expectations. In 2016, the College implemented new learning outcomes which are Collaboration, Communication, Critical Thinking, and Professionalism (*Exhibit IB.14*). For instructional programs, Carrington College has defined Student Learning Outcomes (SLO) at the programmatic and course level. The SLOs feed up into and correlate with each ILO.

Program SLOs (*Exhibit IB.15*) are published in the Academic Catalog (*Exhibit IB.16*) and appear in each course syllabus. For example, the Program SLOs for the Dental Hygiene program include the following verbiage, see page 37 of the Academic Catalog.

“Upon completion of the Dental Hygiene program, graduates will be able to:

- Deliver comprehensive dental hygiene care to patients in a variety of professional settings via the DH process of care
- Demonstrate the ability to apply critical thinking, collaboration, communication, and professionalism”

Institutional Learning Outcome (ILOs) as well as Program SLOs (PSLOs) are evaluated in capstone and practicum/internship courses. As PSLOs are statements of what graduates of the program are able to do in the workforce as a result of being a graduate of a particular program, assessment occurs in capstone and practicum/internship courses. Detailed results can be found in the Program Review Data Packages for any program (*Exhibit IB.17*) for an example of this data for the Medical Assisting Program.

For Learning Support Services (Enrollment Services, Student Services, Student Finance, Library Services Career Services and Student Success Centers), Institutional Learning Outcome (ILOs) (*Exhibit IB.18*) are evaluated through the student satisfaction survey (*Exhibit IB.19*). When colleagues in Enrollment

Services, Student Services, Student Finance, Library Services, Career Services, and Student Success Centers interact with students, they are able to model and demonstrate Carrington College's ILOs (critical thinking, professionalism, collaboration, and communication). The table below provides the linkage between behaviors which contribute to student learning as well as to the specific ILO. Detailed results and analysis of four Student Satisfaction Surveys conducted between Spring 2016 and Spring 2017 are presented in Standards II.B.3 and II.C.3.

Service Area	Contribution to Student Learning	ILO
Enrollment Services	Developing student understanding of academic choices	Critical thinking
	Modelling professionalism in interactions with students	Professionalism
	Interaction with students is characterized as collaboration	Collaboration
	Modelling positive communication	Communication
Student Finance	Developing student financial management and planning skills	Critical thinking
	Modelling professionalism in interactions with students	Professionalism
	Modelling collaboration in interactions with students	Collaboration
	Develop student ability to communicate using financial language	Communication
Library Services	Developing online data base research skills	Critical thinking
	Modelling professionalism in interactions with students	Professionalism
	Modelling collaboration interactions with students	Collaboration
	Developing student ability to formulate and articulate problem	Communication
Career Services	Developing career search skills. Developing career success skills.	Critical thinking
	Resume and interview skills.	

	Modelling and teaching professional behaviors	Professionalism
	Self-presenting skills	Communication
	Writing skills	
	Working with team in common goal	Collaboration
Student Success Centers	Developing academic research and mathematics skills	Critical thinking
	Developing student professional interaction skills	Professionalism
	Developing student writing skills	Communication
	Develop student group learning skills	Collaboration

Carrington College evaluates its programs' performances against the Institutional, Program, and Course Student Learning outcomes in an ongoing process. Student learning outcomes for all courses, regardless of the mode of delivery, are assessed throughout all programs in specified assignments. Data is collected through the Learning Management System (LMS), Canvas, as courses are taught. Student performance in these learning outcomes is readily available to faculty in the LMS. The College evaluates longitudinal performance to these Student Learning Outcomes (SLOs) through the biennial program review. As noted above, student feedback regarding service areas is collected through the Student Satisfaction Survey. For these service areas, longitudinal performance against the Institutional Learning Outcomes (ILOs) is evaluated through the biennial service area program review. Additionally, Program and Service Area review includes stakeholder dialog concerning faculty, facilities, equipment, supplies, support, program fair practices, student achievement outcomes, and program satisfaction and feedback (*Exhibit IB.20*).

Analysis and Evaluation

Analysis of Standard I.B.2 found that the College defines and assesses student learning outcomes for all instructional programs and student learning support services. The College has developed processes for evaluating and creating ISLOs, SLOs and PSLOS through both the program and services reviews. During these review cycles, the college performs an assessment of student outcomes relative to the Institutional Set Standards (ISSs) and creates actions plans for continuous improvement which may include revision or development of an SLO based on information derived from stakeholders. In addition to the academic components of the college, a review is performed to assess the success or effectiveness of the

service areas such as student finance, library services, career services and enrollment services to name a few. Each respective service area is linked to ILOs and the college performs an analysis involving both internal and external feedback.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Carrington College has set Institutional Set Standards as outlined in the Institutional Effective Plan (*Exhibit IB.21*). The Institutional Set Standards include benchmarks for the following categories: Retention Rate, Course Completion Rate, Graduation Rate, Placement Rate, Third Party (licensure exam) Rate, and Student Satisfaction Survey (*Exhibit IB.22*) These metrics provide a means to measure how well students and graduates are prepared for future careers as is outlined in the College Mission Statement.

As part of the work of the Integrated Planning Committee, the Institutional Set Standards are reviewed each year. The fiscal year performance is compared against prior year and against set goals. This information is used in setting the goals for the next year. The recommendations made by the Integrated Planning Committee are forwarded to the CSLT for review, feedback, and approval. These standards are communicated to the programs and locations through internal reporting tools, which provide internal reporting to the Operations and Academic Leaders, who then discuss progress to goals with their teams. The internal reporting tool is compiled monthly and includes third party exam pass and participation rates for required and optional certification exams, course completion and program completion.

Results are published in a number of mechanisms such as the ACCJC Annual Report (*Exhibit IB.23*), Programmatic Annual Reports (*Exhibit IB.24*), State Regulator Annual Reports (*Exhibit IB.25*), and the College website.

Analysis and Evaluation

Analysis of Standard I.B.3 found that the College sets institution set standards for student achievement and are appropriate to its mission. Various elements of the Institutional Set Standards, such as IPEDS, Graduation Rate, are published through the Carrington.edu website.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Review, assessment, and planning for institutional effectiveness at Carrington College consists of a set of ongoing and systematic institutional processes and

practices aimed at improving programs and services, student success, institutional effectiveness, and ultimately, the mission.

During Program Review, Student Learning Outcomes are reviewed at the course, program, and college level. Each program is reviewed on a biennial cycle. Data includes course and program Student Learning Outcome data disaggregated by campus, program, and course (*Exhibit IB.26, Exhibit IB.27*).

Program and services are reviewed every two years using a variety of data, including the following: (*Exhibit IB.28, Exhibit IB.29, Exhibit IB.30, Exhibit IB.31*):

- course curriculum and effects of changes on outcomes,
- professional Advisory Committee industry advice,
- subject Matter Expert advice,
- student learning outcome assessments,
- student Satisfaction survey results,
- student evaluations of externships and other clinical experience,
- employer Satisfaction Survey results,
- placement rate,
- graduation rates, and
- licensure exam results.

Recommendations from program review, Student Learning Outcomes assessment, as well as recommendations from other review and planning processes, work through the participatory governance process for approval by the Carrington Senior Leadership Team.

Twelve of the College's programs at certain locations have programmatic accreditation and are required to undertake a self-study involving all stakeholders, including students, faculty, and employers. Data includes course and program Student Learning Outcomes data, student achievement data, as well as graduation rates, retention rates, course completions, grade point averages, graduate employment data and employer feedback, resource, programmatic outcomes assessment, and graduate feedback.

Analysis and Evaluation

Analysis of Standard 1.B.4 found that the College uses assessment data and its institutional processes to support student learning and student achievement.

Throughout any academic term, information is provided to the Academic Excellence team which enables managers to work with faculty to ensure that Student Learning Outcomes (SLOs) evaluations are scored. This data is available from the Learning Management System, Canvas. Within a particular course section, faculty are able to see SLO results. This process ensures that the college has the data which is provided to the Program Review teams according to the

published schedule.

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Carrington College assesses its institutional effectiveness through a series of interlinking processes in an ongoing cycle of review assessment and planning. Regular review of the College's mission involves comparing the Student Learning Outcomes by program with the Mission Statement. As new programmatic opportunities are identified, they are incorporated into the program to be processed and may yield global recommendations (*Exhibit IB.32*).

All institutional effectiveness processes are data driven. The dialogue involved include analysis of outcomes, identifying gaps, and agreeing on plans for improvement.

Program Review is one of the College's cyclical processes that contributes to institutional effectiveness. During Program Review, faculty engage in a 360-degree review of all aspects of their program, reviewing program goals and objectives, assessing achievement, and learning outcomes, and planning for improved outcomes. During Program Review, colleagues engage in dialogue at the program, campus, or college level relating to the questions: Are we achieving our mission? How can we improve student learning and achievement outcomes (*Exhibit IB.33*)?

The Program Review process is collaborative, and each program review area is formally reviewed with data and feedback from a variety of sources, representing different perspectives, including, students, graduates, faculty, employers, advisory boards, and externship sites. During the Program Review process, the teams are provided with a data package that includes a wide range of data types from both programs and campuses (*Exhibit IB.34*). These data types include, but are not limited to, New Enrollments, Retention Rates, Graduation Rates (IPEDS, 150% of program), Employment Rates (*Exhibit IB.35*), Third Party Exam pass rates, Course Completion, Student Satisfaction (qualitative and quantitative data) and Student Learning Outcomes. Whenever possible, two to three years of trend data is also provided. This data is used during the analysis and completion of the Program Review assessment matrix.

Once the components of the program are reviewed, the working groups formulate conclusions based on review and analysis of the data. A set of recommendations is derived from the review and analysis that move forward in the college committee structure. Program review recommendations can be both broad in scope and often

times may have an associated cost that must be considered during the budgeting process.

Below is a list of common recommendations that emerge as a result of the program review process.

1. Program Identification
2. Program Resources- Faculty
3. Program Resources- Facilities, Equipment, Supplies, Support
4. Program Fair Practices
5. Student Achievement Outcomes
6. Program and Course SLOs
7. Program Satisfaction and Feedback

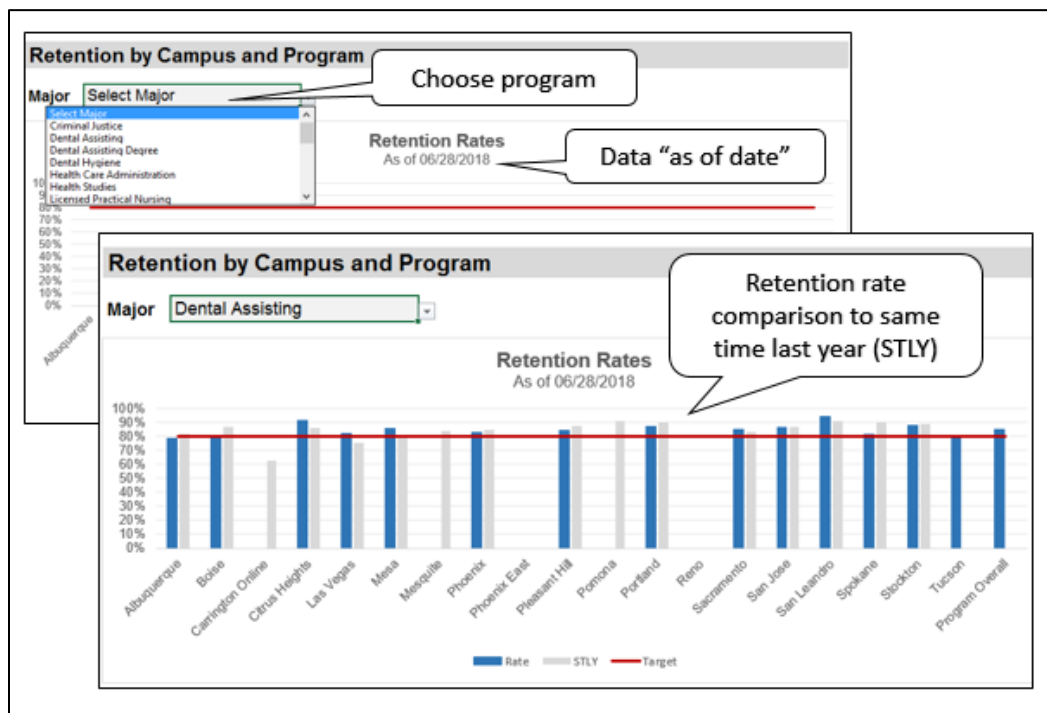
An example of a recommendation that was derived from the program review process is one that was made during FY14 as a result of the Surgical Technology program review (*Exhibit IB.36*) when the program at the San Jose, CA, campus put forth the recommendation to upgrade equipment in the laboratory classroom. The recommendation was made to upgrade the Laparoscopy Tower, an essential learning tool, based upon changing technology in the profession as well as feedback from Program Advisory Committee (PAC) members and faculty. The recommendation was accompanied by quotes from vendors as it was considered a capital expenditure and needed to move to the executive leadership for review, approval, and budgeting. Ultimately, the recommendation moved through the committee structure where it gained executive leadership approval and was purchased during the fourth quarter of FY15 and has been utilized by faculty and students ever since. This is just one example of several where the program review process yielded an opportunity for the college to fulfill its obligation and commitment to foster and promote continuous improvement.

To be clear, assessment of outcomes and improvement strategies are an on-going process with formal review and planning strategies conducted during and within the program review cycle. During any year, however, there will be programs not conducting reviews that may, nevertheless, need to make recommendations for significant resources or program changes. The program Review Short Form is used in such instances and includes a major change in industry standard or a change in regulatory or programmatic accreditation standards.

Carrington College's practice is to review and analyze data by program type and mode of delivery. One of the ways in which this is accomplished is through the weekly distribution of an Academic Scorecard (*Exhibit IB.37*), which provides Retention by Program & Location, Drop Rate, and additional information about posted grades for active courses when published. For Retention, year-to-date retention values are compared to same time during the prior year. The distribution list includes Program Directors, Directors of Operations, Assistant Deans of

Academic Excellence, Deans of Curriculum/ Deans of Nursing, Deans of Accreditation, and the Senior Leadership Team.

An example of this dashboard is shown below, which shows Retention, year-to-date (YTD). In this dashboard, the user is able to select the program of interest. A table is displayed showing information for all campuses. This tool provides an easy means for colleagues to review retention weekly. For Retention, year-to-date retention values are compared to same time period during the prior year. Please see the Retention by Campus and Program table below for an example of the Dental Assisting program. At Program Risk Assessment/Triage meetings, retention metrics and third-party certification exam metrics (as applicable) are reviewed by Program Directors, Faculty, Directors of Operations, and Deans of Accreditation. Reasons for changes in retention are discussed, along with action plans for supporting students and addressing retention issues (*Exhibit 1B.38*).



Analysis and Evaluation

An analysis of Standard 1.B.5 found that the College assesses the accomplishment of its mission through routine analysis of disaggregated qualitative and quantitative data and during the program review process. Future opportunities to expand data analytics could include using tools (e.g. Power BI) to connect student course performance, student learning outcomes, and licensure pass rate data. (This approach is limited by the availability of student-level data for licensure pass rate data for some exams.) Use of tools such as Power BI, would enable Carrington College to build dashboards and thus provide stronger tools with which managers can analyze the strength of their program.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College prepares and analyzes disaggregated student performance data in a number of ways. Several examples are below.

- Campus Performance Plans/Operational strategies: Campus performance plans and operational strategies are reviewed with leadership for assessment on an on-going basis. This assessment occurs in one-on-ones, biweekly meetings with Student Success Managers, and leadership meetings along with Subject Matter Expert meetings. Key data is utilized out of platforms, dashboards for assessment, and surveys that measure key operational areas (*Exhibit IB.39*).
- At the conclusion of the Program Review Process, Executive Summaries (*Exhibit IB.40, Exhibit IB.41*) are prepared. From this information, the Resource Allocation Rubric which is described in Standard I.B.9, is utilized (*Exhibit IB.42, Exhibit IB.43*).
- Within the Annual Reports provided to Programmatic Accreditors, student performance results are presented by campus and program. As the College works with a number of programmatic accreditors, student performance data by program and campus (disaggregated data) is collected and analyzed. Performance Improvement plans are then developed to address any performance gaps. The Deans of Accreditation work with the Deans of Curriculum and the Directors of Operations and the Program Directors to assess the progress of the Action Plans at regular Triage/Program Risk Assessment Meetings.

Analysis and Evaluation

The College uses several mechanisms to identify performance gaps and implements action plans to address any areas of deficiency. The action plan involves all levels of the College where various stakeholders review, assess, and plan in the spirit of continuous improvement. These plans are reviewed for effectiveness periodically throughout the year.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Program Review:

Carrington College assesses its instructional programs and learning support services through Program and Service Area Review, which is the College's principal method for reviewing the effectiveness of its programs and services. Each program or service area is evaluated every two years. The schedule is noted below.

Carrington College Program Review Schedule: 2013-2022

Type	Program	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Curriculum	Criminal Justice	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Dental Assisting	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Dental Assisting Degree	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Dental Hygiene	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	General Education	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Health Information Technology	N/A	N/A	N/A	N/A	N/A	Program Start	No	Yes	No	Yes
Curriculum	Health Studies						No	Yes	No	Yes	No
Curriculum	Medical Administrative Assistant	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Massage Therapy	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Assisting	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Billing & Coding	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Medical Laboratory Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Radiography	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Pharmacy Technology	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Assistant	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Phlebotomy	N/A	N/A	N/A	N/A	Program Start	No	Yes	No	Yes	No
Curriculum	Registered Nursing	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Respiratory Care	No	Yes	No	No	Yes	No	Yes	No	Yes	No
Curriculum	Surgical Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Veterinary Assisting	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Veterinary Technology	No	Yes	No	No	Yes	No	Yes	No	Yes	No
Curriculum	Vocational Nursing	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Vocational Nursing Degree	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes

Carrington College Service Area Program Review Schedule: 2013-2022

Type	Program	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Service Area	Library Services	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Student Success Centers	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Career Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Enrollment Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Finance	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Records	No	No	Yes	No	Yes	No	Yes	No	Yes	No

In early 2018, the College conducted Service Area Reviews for Enrollment Services ([Exhibit IB.44](#)), Student Records ([Exhibit IB.45](#)), Student Finance ([Exhibit IB.46](#)), and Career Services ([Exhibit IB.47](#)). Student feedback utilized in the Service Area Program Reviews is collected through the Student Satisfaction Survey ([Exhibit IB.48](#)). As discussed in Standard I.B.2, student feedback for each of these student service areas is linked to the Institutional Learning Outcomes (ILO). Detailed results and analysis of four Student Satisfaction Surveys conducted between Spring 2016 and Spring 2017 are presented in Standards II.B.3 and II.C.3.

The Program Review process is evaluated at the completion of program review through a survey distributed to colleagues. Analysis of feedback provides the College with information about how well the process worked. The 2014 program review process was evaluated (*Exhibit IB.49*); the analysis determined that overall Program Directors were pleased overall with the process. As noted in Standard I.B.1, the 2018 Program Review Process was evaluated in late 2018 and the response was very small. Given the importance of this feedback and its role in the College's evaluation of policies and practices, the survey was redistributed in early 2019. Overall, this identified that colleagues need to be aware that Process Evaluation is an integral step in Program Review. To address this for the 2019 Program Review, the Integrated Planning Committee discussed opportunities for process improvement (*Exhibit IB.50*). Recommendations included: utilization of regular operations and academic meetings to create awareness and inclusion of information regarding survey in the 2019 Program Review training materials (*Exhibit IB.51*).

The colleagues at the campuses are an integral component to implementing the College's goals and objectives. The college is consistently reviewing academic policies to ensure currency and relevancy as well as identifying opportunities for improvement. An example of this was a recent initiative to update the college's Grading Policy in the Academic Catalog. The initiative was reviewed by several leaders at the college including, but not limited to, the Carrington Senior Leadership Team (CSLT) and the Accreditation Committee (*Exhibit IB.52*) where the initiative was approved by a unanimous vote. Subsequently, the updated Grading Policy was adopted and inserted into the Academic Catalog, page 210.

The college looks to both internal and external stakeholders for feedback regarding academic quality and accomplishment of the college's mission. The Program Advisory Committees (PACs) provide their feedback, input, and suggestions during the twice annual committee meetings. The information gathered from the PAC committees rolls up into the Program Review process and helps ensure overall academic quality.

In order to gain confidential feedback, an employee satisfaction survey is conducted annually by a third-party agency. From this survey, engagement (committed and loyal people, willing to go the extra mile) and enablement (the right people in the right roles, in an enabling work environment) are measured. Enablement was measured for the first time in FY17. Leadership shares the results of employee engagement survey with colleagues through local town halls and leadership meetings. The table below demonstrates three years of results from the colleague engagement surveys and demonstrates an upward trend in the overall college engagement scores.

Survey	Measure	College	Acad (Non-Fac)	Faculty	Operations, All	Enrollment Services	Student Finance	Career Services
17-May	Enablement	-	-	-	65%	70%	71%	75%
17-May	Engagement	-	-	-	59%	71%	57%	69%
16-Nov	Engagement	76%	65%	60%	-	63%	72%	61%
16-May	Engagement	75%	70%	74%	83%	84%	70%	81%
15-Nov	Engagement	72%	75%	63%	79%	77%	71%	75%
15-May	Engagement	70%	75%	63%	79%	77%	71%	75%

Analysis and Evaluation

Analysis of Standard 1.B.7 found that the college regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student support services, and learning support services. This evaluation is continual and a part of the college mission and includes the involvement of the college committee structure as well as data gathered from both internal and external stakeholders via meetings and surveys.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College provides institutional documents to communicate matters of quality assurance through several mechanisms of communication that are broad in scope. Various sources are used to share these matters to both internal and external recipients. The table below demonstrates the assessment and evaluation activity, the communication stakeholder, and the frequency with which this communication occurs.

Assessment and Evaluation Activity	Stakeholders	Frequency
Strategic Plan Reports	Governing Board	Quarterly
Senior Leadership Team Reports	President	CSLT Meetings
Committee Minutes	CSLT	CSLT Meetings
Academic Dashboard	Directors of Operations, Program Directors, Deans of Curriculum, Deans of Nursing, Deans of Accreditation, Assistant Deans of Academic Excellence, Carrington CSLT	Weekly
Academic Meeting	Faculty, Program Directors, Deans of Curriculum, Deans of Nursing, Deans of Accreditation, Assistant Deans of Academic Excellence, CSLT	Monthly
Licensure/Certification Exam Results (Academic Dashboard)	Program Directors, Deans of Curriculum, Deans of Nursing, Deans of Accreditation, Assistant Deans of Academic Excellence, CSLT	Weekly
Program and Service Review Reports	CSLT	Every two years
Programmatic Self-studies/Progress Reports	Accrediting Agencies	As required by accreditor
Student Satisfaction Survey	Program Directors, Deans of Curriculum, Deans of Nursing, Deans of Accreditation, Directors of Operations, Assistant Deans of Academic Excellence, CSLT	Twice per year
Course Evaluation Survey Results	Program Directors, Deans of Curriculum, Deans of Nursing, Directors of Operations, CSLT	End of each academic term

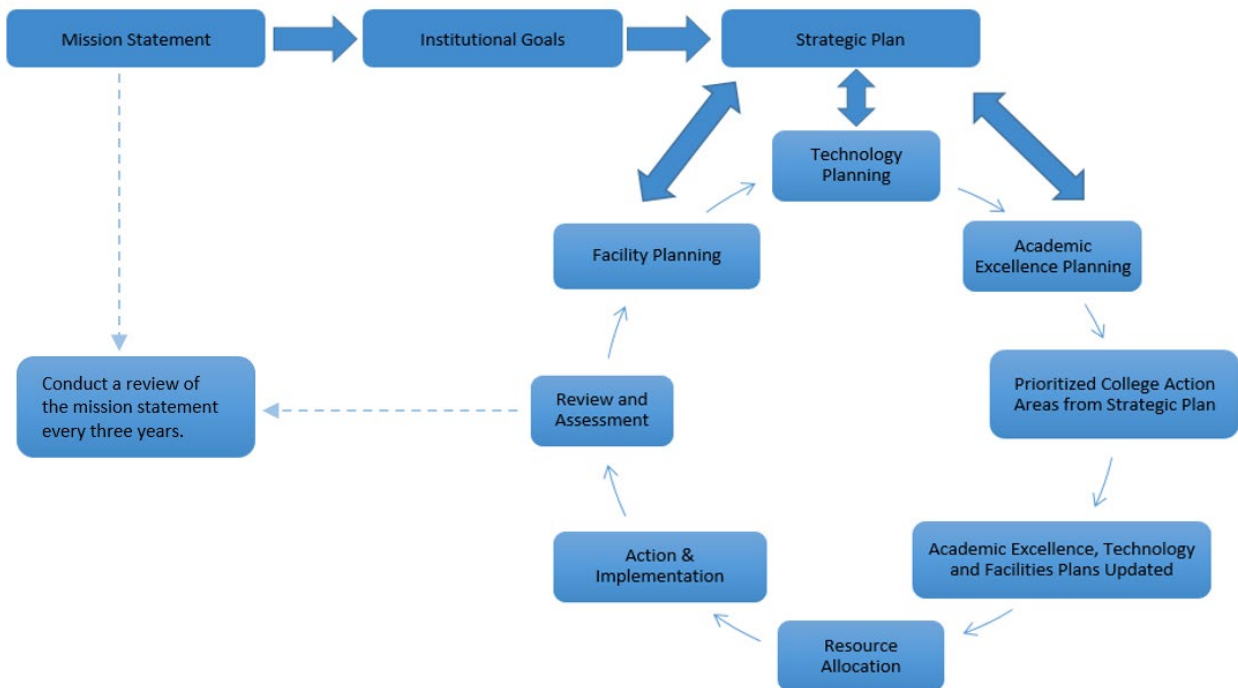
Analysis and Evaluation

The College communicates its assessment and evaluation activities through a variety of mechanisms and to several different recipients to develop an understanding of its strengths and weaknesses as well as to assess and develop appropriate priorities.

I.B.9 The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The Integrated Planning Cycle is a year-round process. The fiscal year begins with an approved Operating Plan, which is approved by the Governing Board the prior June. In the first quarter of the fiscal year, the Academic Excellence, Facilities and Technology plans are updated (*Exhibit IB.53, Exhibit IB.54, Exhibit IB.55*). In addition, the College begins its Program and Service Reviews (*Exhibit IB.56, Exhibit IB.57*). Concurrently, all colleagues engage in the annual development of goals and objectives. During the first two months of the second quarter, the Senior Leadership Team begins its research and analysis of the prior year's results, which include, but are not limited to the Physical Year (PY) Annual Operating Plan, the 5-year Strategic Plan, program and service reviews, and campus operating reviews. From these plans, the Strategic Plan is updated and presented to the Governing Board for approval. The process then moves toward the development of the Operating Plan for the next fiscal year. These processes build the annual goals and the longer-range goals of the Strategic Plan. Within the Strategic Plan analysis and development process, the Academic Excellence, Facilities, and Technology plans are reviewed and updated.



As a part of the review and assessment phase of the Integrated Planning Cycle, the College assesses short and long-term needs for our educational programs during the program review process. Institutional planning is continuous and provides appropriate opportunities for involvement by College constituencies. Planning addresses both short and long-term needs and supports the continuation of the College mission.

During the program review process, teams assemble to discuss academic quality and to assess human, physical, technological, and financial resources for each program. Recommendations are made that then move through the committee structure for review and approval. To prioritize the recommendations that result from the Program Review Process, a Resource Allocation Rubric is used. The prioritization process with the Resource Allocation Rubric is designed to identify those needs which promote student learning directly and indirectly. The Resource Allocation Rubric utilizes a weighting system which measures the extent to which the recommendation aligns with the following criteria.

- Relationship to planning goals and objectives
- Need identified by program review
- Need identified which impacts the experience of a substantial number of students
- Regulatory and/or legislative requirement

- Improved institutional processes and/or procedures
- College impact

Strategic Planning at the College is an ongoing and systematic process that allows all members of the College an opportunity for involvement. Carrington College identifies gaps and creates strategic initiatives to address. Strategic initiatives originate from one of the following pathways.

- The Carrington Senior Leadership Team regularly monitor the campus' performance in terms of outcomes and strategic goals. The Academic Scorecard and Operations Dashboards are used to ensure the effectiveness of the key initiatives. The Vice President of Operations and Directors of Operations meet with Assistant Dean of Academic Excellence regarding the campus' strategic performance as well as with the elements of the Strategic Plan. While there are specific needs at the various campuses, the leadership team identifies global recommendations.
- Post transition to San Joaquin Valley College, Inc., the Growth and Development (G&D) function identifies opportunities for program creation, migration, and new locations, as well as acquisitions. This process is managed by Director of Growth and Development, and each phase is approved by the Carrington Senior Leadership Team. Once a project is approved for execution, it is entered into Teamwork, including all tasks and milestones. The tasks and milestones aligned to the project are informed by the Growth and Development Project Planning Checklist. To illustrate this process, a timeline, equipment and library list, and budget for a Growth and Development Teamwork Project are created (*Exhibit IB.58*).
- Teamwork is used to track all strategic initiatives and operational projects for resource planning, as demonstrated by the screenshot provided in *Exhibit IB.59*. When adding a new strategic initiative, the project manager provides a written statement describing the purpose, alignment to the mission, and the measures that will be used to assess effectiveness. Project managers enter defined start and end dates, at least one strategic milestone, the tasks involved in the initiatives, and any supporting documentation. Colleagues are assigned to each task. External requirements, costs, and timelines are identified and tracked carefully.

Resource Allocation Rubric:

Criteria	0	1	2
Relationship to annual planning goals or objectives.	No alignment with institutional goals or planning objectives.	Links with goals and objectives and supported with data.	Strong alignment with goals and objectives and supported with data.
Need identified during program review process.	No need identified in program review process.	Recommendation made in program review but data insufficient.	Recommendation made in program review supported with meaningful data.
Need identified which impacts the experience of a substantial number of students.	No measurable on the student experience.	Has some measurable impact on student experience.	Impacts student experience across the college in a significant manner.
Meets regulatory/legislative requirement.	Does not address any regulatory/ legislative requirement.	Moderately addresses regulatory/legislative requirement.	Essential for meeting regulatory/legislative requirement.
Improved institutional processes /procedures.	Will not impact efficiency of college processes/procedures.	Will moderately benefit institutional processes /procedures.	The benefits of significantly improved institutional processes /procedures clearly outweigh costs.
Critical significance.	If not funded will not impact college services.	If not funded will have some moderate impact on college services.	If unfunded will critically effect college services.

Analysis and Evaluation

An Analysis of Standard I.B.9 found that Carrington College utilizes a documented integrated planning process which includes evaluation of performances against goals and objectives. Committees complete a Resource Allocation Rubric when recommendations are made for expenditures; this rubric enables the committee to assess the request against criteria that measure impact. Completed Resource Allocation Rubrics enable the Carrington Senior Leadership Team (CSLT) to assess requests from across the college against the same criteria.

Evidence List for Standard I.B

- IB.1 Town Hall Exhibit
- IB.2 MA_2018 Program Review Data Package
- IB.3 Program Review Executive Summary
- IB.4 Program Review Training Presentation
- IB.5 2014 Program Review Evaluation Report
- IB.6 2018 Program Review Process Evaluation
- IB.7 Integrated Planning_Minutes FY19Q2_20190110
- IB.8 Program Review_Process Evaluation_draft PPT
- IB.9 Board of Governors Meeting Minutes
- IB.10 CSLT Meeting Minutes
- IB.11 Town Hall Exhibit
- IB.12 All Staff_Faculty Meeting
- IB.13 Advisory Board Meeting
- IB.14 Carrington ILO Assessment 2016
- IB.15 Program Student Learning Outcomes
- IB.16 Academic Catalog
- IB.17 MA_2018 Data Package pSLO_MA501
- IB.18 Service Areas_Institutional Learning Outcomes
- IB.19 Student Satisfaction Survey
- IB.20 Program Review Matrix _ 2018
- IB.21 Institutional Effectiveness Plan
- IB.22 Institutional Set Standards
- IB.23 ACCJC Annual Report
- IB.24 Program_Accred_Annual Report_JRCERT
- IB.25 State Reg_Annual Report_BPPE
- IB.26 DA_2018 Program Review Data Package
- IB.27 GenEd_2018 Program Review Data Package
- IB.28 Program Review Manual, Exhibit
- IB.29 Program Review Matrix_2018
- IB.30 DA_2018 Program Review Data Package
- IB.31 GenEd_2018 Program Review Data Package
- IB.32 Program Review Manual
- IB.33 Program Review Assessment Matrix
- IB.34 PT_2018 Program Review Data Package
- IB.35 ACCJC Annual Report
- IB.36 ST Executive Summary 2014 ProgRev
- IB.37 Academic Scorecard

IB.38 Program Risk Assessment Meeting Minutes
IB.39 SOAR Report_San Leandro
IB.40 Program Review Executive Summary VT2017
IB.41 Program Review_Executive Summary RC 2017
IB.42 Resources Allocation Rubric MBC_MAA_CJ Program Review 2017
IB.43 Resources VT Program Review 2017
IB.44 Program Review Exec Summary_Enroll Services_2018
IB.45 Program Review Executive Summary_Student Records_2018
IB.46 Program Review Exec Summary_Student Finance_2018
IB.47 Program Review Exex Summary_Career Services_2018
IB.48 Student Finance Service Area Review Data Package
IB.49 2014 Program Review Evaluation Report
IB.50 Integrated Planning_Minutes FY19Q2_20190110
IB.51 Program Review_Process Evaluation_draft PPT
IB.52 Minutes_Accreditation Governance Meeting 15 June 2018
IB.53 Technology Plan
IB.54 Academic Excellence Plan
IB.55 Facilities Plan
IB.56 Program Review Training Presentation
IB.57 Service Area Program Review Spring 2018
IB.58 Growth and Development Strategy Presentation
IB.59 Growth and Development Strategy Presentation



I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Carrington College assures clarity, accuracy, and integrity through several processes. The Carrington College Academic Catalog is the main source of information for students, colleagues, and other stakeholders. In 2017, Carrington College completed a consolidation of the two catalogs, one for California Campuses and one for non-California campuses, into one comprehensive document. Also occurring in 2017, the seven previous Student Handbooks were consolidated into a single version which addresses institutional policies as well expectations and policies surrounding externship and clinical experiences. Formal procedures are in place when updates to the Catalog and other official documents are required. This process to ensure integrity and accuracy involves many individuals as changes in policy frequently affect many different departments such as Licensing, Regulatory, and Legal to name a few.

The College has implemented processes and procedures to ensure that information presented to all audiences is clear, accurate, and reflective of the mission of Carrington College. Information is presented in the following locations.

- **Mission Statement:** The Carrington College Mission Statement is widely published and available in a myriad of print and online materials, including the College Catalog (*Exhibit 1C.1*), Faculty Handbook (*Exhibit 1C.2, Exhibit 1C.2a*), Board of Governors Handbook (*Exhibit 1C.3*), Program Review Handbook (*Exhibit 1C.4*), PAC Minutes (*Exhibit 1C.5*) and all minutes taken throughout the College (*Exhibit 1C.6*). The mission statement is clearly stated on the www.carrington.edu website.
- **Learning Outcomes:** The Learning Outcomes are published in a variety of internal and external publications. Course learning outcomes are published within the College Catalog and in each syllabus (*Exhibit 1.C.7*). The syllabi are located within the Learning Management System, Canvas, and are standardized whenever the states permit.
- **Accreditation Status:** Carrington College publishes clear and accurate information about the accreditors and state approvals in the catalog. The catalog also contains information on each programmatic accreditor and outlines the specific campus that hold that accreditation. State approvals are also noted for each of the nine states that house Carrington College locations.
 - The Carrington College website provides information about institutional and programmatic accreditations and approvals. The

website clearly outlines Carrington College’s accredited status:

“Carrington College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.”

- Gainful employment notifications regarding student achievement are provided on the College’s public website. The website provides Gainful Employment disclosures (*Exhibit IC.8*) and School Performance Fact Sheets (*Exhibit IC.9*), as well as Right-to-Know disclosures (*Exhibit IC.10*) and a list of articulation agreements.
- The website also contains major accreditation documents including the Mid-Term report (*Exhibit IC.11*), Self-Evaluation Report (*Exhibit IC.12*), the Visiting Team Report (*Exhibit IC.13*), and the ACCJC letter that reaffirms the accreditation of the College (*Exhibit IC.14*).
- **Program Offerings:** Program offerings are clearly articulated on the website and College Catalog. The catalog describes each program offered by the College, the number of credits, any prerequisites are identified, admission requirements are outlined, and finally licensure exam eligibility. Tuition by location is located in the catalog. A link to the College Catalog is available on the public website. Program Directors through the program review process review the course descriptions (*Exhibit IC.15*).
- **College Catalog:** The catalog is updated quarterly through a systematic process. A cross functional team has been established that evaluates all catalog requests to determine if they have been approved through the proper committees. This process, which is coordinated by the Dean of Accreditation and Professional Regulation, is robust and involves multiple levels of approval prior to insertion in the catalog.
- **Student Handbook:** The student undergoes a comprehensive review annually supervised by the Senior Director of Student Affairs and Vice President of Accreditation and Professional Regulation. The student handbook is available to all students through the College website (*Exhibit IC.16*).
- **Employee Handbook:** The Vice President of Human Resources coordinates the review of the employee handbook annually to ensure that the College complies with applicable laws, statutes, and regulations (*Exhibit IC.17*).
- **Faculty Handbook:** The Faculty Handbook is reviewed by the Vice President of Accreditation and Professional Regulation on an ad hoc basis. The Senior

Director of Student Affairs reviewed all of these handbooks in 2017 and made recommendations for improvement (*Exhibit IC.18, Exhibit IC.18a*).

Through their roles, the Deans of Accreditation and Vice President, Accreditation and Professional Regulation, ensure that the current status of regional and programmatic accreditation are accurately reflected in the Academic Catalog by working collaboratively with the Carrington College Marketing and Catalog teams. Changes to policy may result from regulation changes in federal or state law and suggestions or requests from various authorizing agencies such as the US Department of Veterans Affairs (VA), State Approving Agencies, Workforce Investment Act, Tribal Partners, and through programmatic or regional accreditors. Changes may also arise when new situations occur which require alterations of policy language.

As an example, a California State Approving Agency raised a concern in 2016 regarding how the institution was monitoring transfer credits for veterans entering Carrington College. Carrington was following all applicable regulations and ensuring that veterans were submitting transfer credit evaluations within the first term of study. Despite significant efforts, however, to question students on their previous coursework, two students within a six-month period were scheduled for courses which were eventually covered through transfer credit. As a corrective action, the VA requested that we change our policies to be more stringent than the regulation required. Carrington underwent a process of consultation with our regulatory group, stakeholders within the institution, and students and determined that Carrington College would require that students submit their transfer paperwork prior to the start of school. College administrators believed that we could accommodate the requests of this agency and still maintain a high-level of service to our students. On rare occasions this may cause a veteran to delay his/her start, but this ultimately serves the veteran best by conserving their benefits and time.

When a situation occurs, it prompts the college to evaluate a given policy and begin a robust discussion and process to ensure clarity, understanding, and integrity. Experts from State Licensing, Regulatory Affairs, Legal, Title 9 and the Office of Student Disabled Services are given an opportunity to read, provide input and comment on potential changes. The process involves active back-and-forth discussion, which allows Carrington College to access their expertise while retaining the ultimate final decision. Once a policy has been amended or has been crafted, stakeholders within Carrington discuss the process and mechanism for ensuring that the final decision is written appropriately, ensures student due process, is communicated well, and is executed appropriately. Policy changes may ultimately require changes to the Catalog, Enrollment Agreement, State Fact Sheets, Gainful Employment Disclosures, The Student Handbook, Programmatic Handbooks, the Website, etc.

Currently, the Academic Catalog and the College's website include our accreditation status for both regional and programmatic accreditation. The catalog also includes all state licensing information, board, and other similar approval status as well as contact information where applicable. The Academic Catalog is periodically updated and is reviewed monthly for accuracy.

Analysis and Evaluation

The consolidation of the Academic Catalogs and Student Handbooks represented some of the final steps to unifying the California and Non-California campuses under One Carrington. This process has taken several years due to the diligence in ensuring that the process has been student-centered and transparent as well as ensuring accuracy. The Carrington Academic Catalog is posted publicly, and the Carrington website is maintained regularly. Both include the College's accreditation status for regional and programmatic accreditors as well as all state licensing and board approval information, education programs, support services and learning outcomes. The Academic Catalog is published according to regularly scheduled timeframes and addendums are made on an as needed basis. The College reacts to the dynamic regulatory environment and follows a process to evaluate and construct or update policies in response to the ever-evolving landscape.

Data from the Spring 2019 Institutional Survey revealed that 71% of student respondents either agreed or strongly agreed with the statement that, "Carrington College public website provides useful information about its academic program offerings (tuition, program description, time to completion, learning outcomes, and credentials awarded)" (*Exhibit IC.19 Institutional Survey*). This data substantiates the College's assertion that information provided in institutional publications and on the website (public and intranet) is clear and accurate.

Improvement Plan

The College will work to better align with the Standard, the College will review publication management practices and determine if the modification in process is needed.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote) (ER 20)

Evidence of Meeting the Standard

The College maintains an electronic catalog that is made readily available to prospective and current students as well as regulatory bodies. The Carrington College Academic Catalog is published online and is available at <http://carrington.edu/carrington-college/catalog/>. Students are introduced to the catalog and its contents during enrollment when they are shown information regarding their program of choice and again at the New Student Orientation (*Exhibit IC.19a*) when institutional policies are discussed. The catalog is updated regularly according to the established quarterly schedule in order to adequately capture industry updates, changes to the academic programs, and changes in College policies. Catalog addendums may occur between the normally scheduled drop on an as-needed basis and depending upon the update required.

Volume numbers and the effective date clearly designate the catalog version and ensure currency when it is being viewed by students and colleagues online. The last page of the

Academic Catalog provides information on the updates in that version of the catalog as well as those that previously occurred during that academic year (*Exhibit IC.20*).

Carrington makes every effort to publish accurate, precise, and current information on programs of study, accreditation and approval status, admission procedures, tuition, and fees as well as academic policies. In order to confirm the accuracy of the document prior to publication and to widely share the changes prepared for catalog publication, catalog meetings are held by the Accreditation Team. During those meetings there is collaboration across several key departments including but not limited to Legal, Academics, Operations, Finance, Office of the Ombudsmen, Title 9, Office of Disability Services, Accreditation, Regulatory, and Compliance.

As a result of this collaboration and formalized process for updating, the catalog complies with the requirements of this standard, Federal, and state requirements, as well as programmatic accreditors.



Catalog Information	Corresponding Page Number
Academic Calendar	14
Academic Freedom Statement	250
Academic regulations including academic honesty	247-251
Acceptance and Transfer of credits	Acceptance, page 203 Within each program of study, pp 20-144
Admissions	203-208
Campus Locations	2-6
Degrees, certificates, graduation, and transfer	Programs of Study, list found on page 20; Programs of study detail, pp 20-144
Educational Mission	1
Governing board members	17
Grievance and Complaint procedures	250-251
Names and degrees of administrators and faculty	252-264
Non-discrimination	247
Official name and location of College	Cover, pp 2-6
Program Length	Within each program of study, pp 20-144; pp 213-214
Program Offerings including courses	20-144; course description, pp 146-197
Refund of fees	239-243
Sexual Harassment	246, 247
Student Financial Aid	233-243
Student Learning Outcomes for programs	Within each program of study, pp 20-
Student tuition, fees, and other financial obligations	224-232

Analysis and Evaluation

Carrington College maintains a current, version-controlled Academic Catalog that is viewable by both prospective and current students. The catalog is published online and complies with the requirements of this standard, Federal, and state requirements, as well as programmatic accreditors. Updates to the catalog are routinely conducted in accordance to the established schedule with addendums as deemed necessary in order to maintain both currency and compliance.

Improvement Plan

The College has recently made some improvements to the catalog update process that include additional controls on timelines and requirements for capturing edits, allowing for sufficient review time prior to publishing.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Evaluating student learning outcomes and student achievement is integrated in Carrington's culture. The College utilizes quantitative measurements to analyze student and program success. Carrington develops annual Institutional Set Standards (ISS) targets for retention, graduation, course completion rates, employment, and certification. (1.xx Institutional Set Standards). These ISS targets are regularly compared to actual performance rates. The Student Learning Outcomes (SLO) are well publicized throughout the College. The SLOs of each program are contained in the Carrington College Catalog (*Exhibit IC.21*) and within the Learning Management System (LMS) course shells (*Exhibit IC.22*). Learning outcome objectives are connected to selected course assessments to determine students' mastery levels to Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs).

Internal performance reports are distributed to administrators to monitor program success. For example, the Carrington College Senior Leadership Team receives weekly academic scorecards to evaluate program performance and student success (*Exhibit IC.23*). These scorecards include data results for retention, faculty course performance, course completion rates, and year-over-year certification exam pass rates. Completion rates, student satisfaction, and employment results are reviewed during Governing Board meetings with stakeholders. Data packages, which report student learning outcomes and student achievement, are studied during scheduled program reviews and aid in improvement planning (*Exhibit IC.24*).

Student achievement information, such as graduation and job placement, is available through the Carrington College website. The Student Consumer Info page (<http://carrington.edu/student-consumer-info/>) includes the following.

Annual Disclosures Institution Graduation Rates (published annually): Reports campuses' graduation rates based on IPEDS criteria by campus and HEOA (*Exhibit IC.25*).

Gainful Employment statistics that compares employment rates to student loan repayment (*Exhibit IC.26*).

California and Oregon School Performance Fact Sheets Student acknowledgement documents, which share the program's latest student achievement data and program cost (*Exhibit IC.27, Exhibit IC.28*).

Graduate Employment Reporting and Disclosures Supplies employment outcomes required by accreditors and state boards (*Exhibit IC.29*).

The information available on this website is shown to a student prior to signing an enrollment agreement to ensure that each applicant is aware of the College's performance on these measures. In addition, some of these disclosures, such as the California and Oregon Performance Fact Sheet disclosures, require an applicant's signed acknowledgment of receipt prior to signing the Enrollment Agreement (*Exhibit IC.30*).

In addition, some programmatic accreditors, such as the Commission on Accreditation for Allied Health Education Programs (CAAHEP) upon the review of the Medical Assisting Education Review Board (MAERB), require the College to publish one or more student outcomes (reported to accreditor, for example in an annual report) on the Carrington.edu website. For example, as shown below, the five-year weighted average placement rate for the MAERB accredited programs is published on the Medical Assisting program page (<https://carrington.edu/degrees/medical-assisting/>).

The screenshot shows the Carrington College website interface. At the top, there is a navigation bar with the college logo, contact information (Call Us! 1-877-206-2106), and a 'Get Started!' button. Below this is a dark blue navigation bar with 'MENU', a search icon, 'LIVE CHAT', and 'STUDENT LOGIN'. The main content area is titled 'Program Specific Disclosures' and features a section for 'Five-year (2012-2016) weighted average placement rate'. This section includes a disclaimer about the data source (MAERB and CAAHEP) and a bulleted list of placement rates for various campuses. A note at the bottom of the list states '* 2016 Data Only'.

Campus	Placement Rate
Citrus Heights	69%
Pleasant Hill	61%
Portland	74%*
Sacramento	62%
San Jose	75%
San Leandro	70%
Stockton	64%

Student achievement data is shared on the National Center for Education Statistics (NCES). Students are able to access this information through NCES or be redirected via Carrington.edu website. Student achievement data is submitted in annual reports to ACCJC, programmatic accreditors, and state boards.

COLLEGE Navigator

Back to Results | Print | Save | MY FAVORITES (0)

Name of School
carrington college

States (use map for more than 1 state)
No Preference
Alabama
Alaska

ZIP Code _____ Miles from _____

Programs/Majors
0 Items Selected
Browse for Programs

Level of Award
 Certificate
 Bachelor's
 Associate's
 Advanced

Institution Type
 Public
 Private non-profit
 Private for-profit
 4-year
 2-year
 < 2-year

MORE SEARCH OPTIONS

[Guide Me](#) | [Clear Search](#)

Carrington College-Albuquerque
 1001 Menaul Blvd. N.E., Albuquerque, New Mexico 87107-1642

General information: (505) 254-7777
 Website: carrington.edu/
 Type: 2-year, Private for-profit
 Awards offered: Less than one year certificate
 One but less than two years certificate
 Associate's degree

Campus setting: City: Large
 Campus housing: No
 Student population: 419 (all undergraduate)
 Student-to-faculty ratio: 22 to 1

Add to Favorites

[View on Google Maps](#)

IPEDS ID: 442802
 OPE ID: 02100612

Expand All Collapse All

- GENERAL INFORMATION
- TUITION, FEES, AND ESTIMATED STUDENT EXPENSES
- FINANCIAL AID
- NET PRICE
- ENROLLMENT
- ADMISSIONS
- RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS

Student Type	Retention Rate
Full-time students	76%

Analysis and Evaluation

Carrington College uses a number of reports and applications to collect student achievement data. The College frequently shares student learning outcomes and achievements results with administrators and stakeholders. This performance data is also shared with the public through online publications, like the College’s website and course syllabi. The College reports learning outcomes to accrediting organizations through annual reports. The College utilizes acknowledgment forms for California and Oregon as a confirmation that student performance data was shared. Carrington College ensures rates are visible to potential and current students in order to make well-informed decisions on their postsecondary education.

Distribution of Student Learning Outcome and Student Achievement Data	
Internal Publication	External Publication
Online Retention Report	Carrington.edu website
Academic Dashboard	ACCJC Annual Report
Governing Board Meetings	Programmatic Accreditors and State Boards reports
Accreditation & Regulatory Meetings	National Center for Education Statistics (NCES) website
Triage Meetings	PAC Meetings
Program Reviews	State workforce connection websites (WIOA)
Learning Management System	

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The Academic Catalog and College website (Carrington.edu) clearly describe each program’s purpose, curriculum, applicable credit hours, program length, admission and progression requirements, student learning outcomes, and career expectations (mapped to Standard Occupational Classification [SOC] codes). The catalog also describes the current transfer policy. Courses completed with a "C" or better at an accredited College or postsecondary institution will be evaluated on an hour-for-hour basis for credit acceptance at Carrington College California.

All students enrolled in the College receive a current College Catalog containing clear and accurate information about their educational programs and courses. Graduation requirements for all majors, including course descriptions of the content, are provided for each program offered. Certificate and degree programs list the expected Student Learning Outcomes, a course schedule, and a grading rubric in each course syllabus.

All Carrington College programs have program-level Student Learning Outcomes (PSLOs). Program Learning Outcomes are measurable statements that specify what a student will be able to do, in terms of a product, performance, or procedure on completion of the program of study.

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

Carrington College course content is developed in alignment with specific Student Learning Outcomes (SLOs) that are measurable statements specifying what a student will be able to do, in terms of a product, performance, or procedure, on completion of the course.

- 1 The students will be able to draft an essay supported by specific details and examples. Week(s): 2,6
- 2 The students will be able to outline information to organize, select, and relate ideas. Week(s): 4,6
- 3 The students will be able to write a paragraph that contains a topic sentence, at least 3 supporting sentences, and a concluding sentence. Week(s): 2,6
- 4 The students will be able to write an essay with a three-part structure (introduction/body/conclusion) that develops a main idea. Week(s): 3,6
- 5 The students will be able to support general statements with specific details and examples. Week(s): 4,6
- 6 The students will be able to use proofreading strategies to edit content and mechanics. Week(s): 1,6
- 7 The students will be able to integrate sources in their writing. Week(s): 3,6
- 8 The students will be able to correct grammatical patterns of error and revise accordingly. Week(s): 5,6

An Assessment Criteria Evaluation Methods table is included in each Carrington College course shell. These tables provide content and grading information specific to each course.

GRADED ITEM	POINTS	WEIGHTING
Discussions Modules 1, 45 points Modules 2, 3, and 4 are worth 40 points each Module Module 5, 65 points Module 6, 35 points	265	26.5%
Syllabus Quiz (Module 1)	75	7.5%
Grammar Quizzes Module 1, 75 points Module 2, 30 points Module 3, 60 points Module 4, 50 points	215	21.5%
Written Assignments Module 2, 50 points Module 3, 40 points Module 4, 80 points Module 5, 75 points	245	24.5%
Signature Assignment Part 1 Essay	150	15.0%
Signature Assignment Part 2 Analysis	50	5.0%
Total Points	1,000	100%

You must make prior arrangements for submitting late assignments and receive approval. Even then, points may be deducted depending upon the circumstances. No extra credit assignments are permitted for any reason.

All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale in the table below.

Letter Grade	Points	Percentage
A	900–1,000	90% to 100%
B	800–899	80% to 89%
C*	700–799	70% to 79%
D	600–699	60% to 69%
F	599 and below	Below 60%

*Minimum course passing grade requirement of 75% for Dental Hygiene (Mesa and Boise), Medical Radiography, and all Nursing programs are outlined in the academic catalog program pages under Standards of Progression Requirements

When changes are made regarding any aspect of policies, practices, or educational requirements, the College publishes a Catalog Addendum to update information until the Catalog, handbook, or other publication can be updated.

Additionally, students are encouraged to go to ONETonline.org for more information regarding career expectations and job descriptions. The locations and specific learning modalities for each program (Blended, Online, Onsite) are also listed in addition to a short description of the equipment and resources available for use by the program.

Analysis

Analysis and evaluation of Standard I.C.4 found that the program descriptions found in the Academic Catalog, pp 20-144 (*Exhibit IC.31*) are organized in a standard format and provide the required information noted above. Each program page is evaluated for accuracy and completeness as new information arrives or as scheduled catalog updates are made. New external licensing requirements are reviewed and included.

An example of a recent regulator requirement that prompted an update to the program pages is the inclusion of the Standard Occupation Classification (SOC) codes based on the State of California's interpretation of a state regulation. Once reviewed, team members in regulatory affairs determined this change would assist students in making an informed decision about a program of interest. To further aid students in their understanding of the program, the first paragraph on each program page describes the types of work activities that students in that field would perform and the credential that would be awarded upon completion. The Program Guides, which can be found through the Student Consumer Info page on the Carrington.edu website (<http://carrington.edu/student-consumer-info>), also provide information about each program such as where the programs are located, the required general education and technical coursework, and the knowledge and skills students will gain throughout the program (*Exhibit IC.32*).

Improvement Plan

- Implement definitive deadlines for catalog and website revisions. The new process includes a pre-determined schedule and content experts contributing to the updates.
- Improve the communication between key stakeholders by developing a process flow document that describes the steps that must be taken and in what order as a method of checks and balances prior to insertion in the Catalog or other key institutional documentation.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College works diligently to keep up with the rules, regulations, standards, and requirements of the dynamic post-secondary education landscape. If there is a change that prompts either a review or revision of current policies or procedures the College will begin a review of all documents that may potentially be impacted by that change. The review occurs between a variety of stakeholders from Adtalem Global Education and Carrington College. The reviewers include Legal, Regulatory, Title 9, Office of

Disabled Student Services, and the Ombudsman Office along with the relevant stakeholders within Carrington College such as Program Directors, Career Services, Enrollment Services, Student Finance, and others. Once complete, these catalog and handbook changes may require alterations to the Enrollment Agreement, program brochures, disclosures, and fact sheets.

Documentation	Accountability	Timeline
College Catalog	Vice President of Accreditation and Professional Regulation	Quarterly
Student Handbook	Senior Director of Student Affairs	Annually
Program Handbook	Vice President of Academic Affairs	Annually
Faculty Handbook	Vice President of Academic Affairs	Annually
Consumer Information	Vice President of Accreditation and Professional Regulation	Annually
Student Right-to-Know Disclosures	Vice President of Accreditation and Professional Regulation	Annually
Employee Handbook	Vice President of Human Resources	Annually
Substance Abuse Prevention Program	Vice President of Accreditation and Professional Regulation	Annually
School Performance Fact Sheets	Vice President of Accreditation and Professional Regulation	Annually
Gainful Employment Disclosures	Vice President of Accreditation and Professional Regulation	Annually
Campus Security Report	Chief Operating Officer	Annually
Student Disability Policy	Senior Director of Student Affairs	Annually
Sexual Harassment	Senior Director of Student Affairs	Annually
Sexual Assault Prevention Policy	Senior Director of Student Affairs	Annually

An example of this would include an update on the College website to include the most three-year pass rate data for first-time test takers on the Veterinary Technician National Exam (VTNE) based on a July 1 to June 30 reporting year (July 1, 2015 – June 30, 2018). Another example includes the publication of Medical Assisting five-year weighted average placement rates (noted in Standard I.C.3).

Analysis and Evaluation

The College regularly reviews its policies and procedures as a normal part of the yearly academic cycle by using the College committee structure and various communication mechanisms. These meetings inform the College’s leadership of opportunities for improvement or if new information is learned from a Program Advisory Committee (PAC) Meeting, seminar, or workshop. Discussion of these topics through the

Curriculum meetings and the Program Risk Assessment/Triage meetings improves teamwork and communication.

Communication among different teams and departments is integral to the success of maintaining consistency across numerous publications. The organizational and College changes that have occurred over the past several years has highlighted the importance of communication and collaboration. To address this, management of the Academic Catalog publication moved under the direction of the Vice President of Accreditation and Professional Regulation in February 2019. Through this team, as it is involved in managing programmatic accreditation, regional accreditation, student outcomes data, the team has a broad range of responsibilities which will assist with the coordination of information.

Improvement Plan

Coordination of information is integral to maintaining consistent information across various publications. To address this, as noted above, management of the Academic Catalog moved under the direction of the Vice President of Accreditation and Professional Regulation in February 2019.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

Evidence of Meeting the Standard

The Academic Catalog provides current and prospective students with the cost of tuition, fees, and other required program expenses such as background checks, immunizations, lab kits, textbooks, and uniform costs. Tuition costs are broken out by credit hour and may have different pricing for general education, didactic, laboratory and externship or clinical courses. At the time of enrollment, students are presented with the Enrollment Agreement (EA) for their program which provides a breakdown of total program costs. Students are required to sign the document and receive a copy for their records. In the Academic Catalog, this information can be found under the “Tuition and Fees” section (pp 224-232) as shown below, which is broken down by state and by program.

TUITION & FEES

California Tuition and Fees Effective March 5, 2018

Program	Technical/ Externship /Capstone Courses	General Education Course	Books w/Uniform	Course Resource Fees	Back Ground Check	Drug/ Health Screen	STRF	Physical Exam*	Supplies & Lab Kits	Total ¹ Program Cost
Criminal Justice Certificate - Blended	\$427 \$30 ⁵	\$486 ²	\$755	\$380	\$0	\$0	\$0	\$0	\$0	\$14,054.50
Criminal Justice Certificate- Online	\$427 \$30 ⁵	\$486 ²	\$300	\$600	\$0	\$0	\$0	\$0	\$0	\$13,819.50
Criminal Justice Degree	\$427 \$30 ⁵	\$371 \$486 ²	\$1,025	\$830	\$0	\$0	\$0	\$0	\$0	\$24,791.50
Dental Assisting Certificate	\$425 \$30 ⁵	\$486 ²	\$650	\$380	\$0	\$0	\$0	\$0	\$0	\$14,972.00
Dental Assisting Certificate – Blended	\$425 \$30 ⁵	\$486 ²	\$650	\$380	\$0	\$0	\$0	\$0	\$0	\$14,972.00
Dental Assisting Degree – Non-Science Emphasis	\$425 \$30 ⁵	\$371 \$486 ²	\$890	\$780	\$0	\$0	\$0	\$0	\$0	\$24,516.00
Dental Assisting Degree - Science Emphasis	\$425 \$30 ⁵	\$371 \$486 ² \$679 ³	\$1,130	\$980	\$0	\$0	\$0	\$0	\$280	\$39,929.00
Dental Hygiene Degree	\$894		\$980	\$840	\$0	\$15	\$0	\$0	\$4,272	\$61,635.00
Health Information	\$425 ⁶	\$486 ²								

The catalog also includes certification eligibility requirements so students will be informed of costs associated with applying for licensure and certification examinations.

Analysis and Evaluation

Analysis and evaluation of Standard I.C.6 found that Carrington College accurately informs current and prospective students regarding the total cost of education.

Improvement Plan

Program cost found in the Academic Catalog is also found on the program's enrollment agreement. The College has a process which ensures that the same information is presented in both the catalog and enrollment agreement. This process involves various levels of leadership and a process flow to ensure that key stakeholders have input into the final version of both the catalog and enrollment agreement as a means of checks and balances.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The Academic Freedom Policy is available in the Academic Catalog (*Exhibit IC.33*), see the page 250 Regulations Section). The policy states:

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

“The Faculty acknowledges within this statement the need for civility in discourse and the primacy of good teaching which requires flexibility within the framework of law and professional standards.”

Carrington College Governing Board has adopted a Policy on Academic Freedom (*Exhibit IC.34*). The policy, which is published in the College Catalog and the Faculty Handbook, sets forth the institutional commitment to the free pursuit and dissemination of knowledge.

Analysis and Evaluation

Analysis and evaluation of Standard I.C.7 found that the Governing board policy on academic freedom is communicated to faculty and non-teaching colleagues, and students through the Academic Catalog.

Instructors are encouraged to bring their own professional experiences and expertise into the classroom to augment learning and to help guide students into their new roles as professionals. Course shells, therefore, act as the foundation of the classroom experience from which instructors build. Instructors and programs directors are also invaluable parts of the design of the shells themselves, participating in the design of learning activities, selection of textbooks, planning and evaluating during program review, and counseling students on a range of personal and professional topics.

The Board of Governors (BoG) has implemented a Policy on Academic Freedom. The last BoG review of this policy occurred in June 2019 post transition from Adtalem Global Education to San Joaquin Valley College, Inc.. The policy is widely published and communicated.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

Carrington College's catalog (page 247-249) provides regulations on the following

Family Educational Rights Carrington complies with the Family Educational Rights and Privacy Act of 1974, as amended. The Act protects the privacy of students' education records, establishes students' rights to inspect and review their academic records and provides guidelines for correcting inaccurate and misleading information through informal and formal hearings.

Nondiscrimination Policy Carrington College is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and affords students all rights, privileges, programs, employment services and opportunities generally available.

Title IX Compliance Carrington College's Title IX coordinator is responsible for the school's overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community.

Drug Free Schools and Communities Act Carrington complies with the Drug Free Schools and Communities Act and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty, or staff anywhere on school property (*Exhibit IC.35, Exhibit IC.36*).

Campus Crime and Security Act Carrington complies with the Campus Crime and Security Act of 1990 and publishes the required campus crime and security report on October 1 of each year (*Exhibit IC.37*).

Graduation Rates Carrington complies with the Student Right to Know Act and annually reports the graduation rate of its certificate and degree-seeking full-time students who have graduated by the end of the 12-month period ending August 31, during which 150 percent of the normal time for graduation from their program has elapsed (*Exhibit IC.38*).

Media Release By signing the Enrollment Agreement, all students give Carrington the absolute right and permission to use photographic portraits, pictures, or video of them in character or form, for advertising, art trade or any other lawful purpose whatsoever (*Exhibit IC.39*).

Plagiarism As part of our commitment to academic integrity, Carrington subscribes to an online plagiarism prevention system.

Social Media The social media sites represented on the Carrington College home page (Facebook, YouTube, Twitter, etc.) are produced and maintained by Carrington College.

Disciplinary Action Disciplinary action varies by violation and may be appealed. Details about disciplinary action are covered in the Code of Conduct section of the student handbook (*Exhibit IC.40*).

The Academic Honesty Policy is available in the Carrington College catalog, the Student Handbook, and the College Website. Student policies and expectations concerning student academic honesty and the consequences for dishonesty are clearly presented and enforced. They are discussed and extensively reviewed in every class as well as in new student orientation.

Students utilize TurnItIn.com as a plagiarism detection software when submitting papers. Faculty are then able to view the score given the paper and do further analysis if plagiarism is indicated or suspected and provide students with feedback and suggestions where applicable. To make it more convenient for students, this software is embedded in many course shells.

The Academic Integrity and the Student Code of Conduct policies are frequently reviewed with the last major edit in 2016. These changes occur due to changes in law, administrative code, or licensing/accreditor feedback as well as student and faculty feedback. A change made to the Academic Integrity Policy was a result of feedback given from college faculty that the process was overly complex. As a result, the process was simplified, providing a clear description of the types of academic integrity, a step-by-step process for an occurrence, and the sanctions for the levels and frequency of occurrences. This-step-by-step process has been well received and has resulted in greater empowerment of the faculty and academic organization (*Exhibit IC.41, Appendix D*).

Analysis and Evaluation

Analysis of Standard I.C.8 found that the College establishes and publishes policies and procedures that promote honesty, responsibility, and academic integrity. The policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

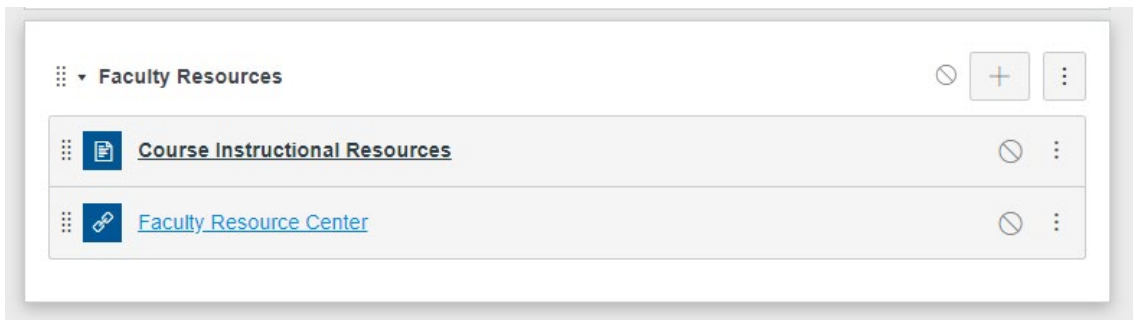
I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Potential instructors interested in joining the Carrington family can review openings through the College website. Within the responsibilities, the College expresses its need to hire faculty who teach with integrity and comply with policies and regulations (*Exhibit IC.42*). Faculty go through a rigorous interview process which addresses both professional knowledge and the ability to deliver content in a manner which is respectful, motivational, and non-biased. Once hired, all new faculty are enrolled into

the FAC102 - Online & Blended Faculty Development Course and CTC101 - Canvas Training Course. CTC101 trains new faculty on how to navigate through the Learning Management System (LMS), while FAC101 addresses interacting with students virtually and onsite.

Faculty can access the Faculty Resource Center (FRC) through the training courses listed above or via their online courses. This resource center ensures that faculty can reference the faculty handbook, teaching resources, and academic integrity and ADA resources.



To ensure quality interactions between students and instructors, Program Directors regularly engage in Virtual Course Observations (VCO) (*Exhibit IC.43*) and a Learning Evaluation Observation (LEO) (*Exhibit IC.44*). Each faculty member receives one observation within the academic year. During the observations, faculty are evaluated for content knowledge, delivery, and interactions with students to identify opportunities to foster colleague development. In cases where a deficiency is identified, a course of action is needed and may involve one to one instructor training or a written development plan. Instructors also create an Individual Development Plan (IDP) and update it yearly. The development plan utilizes learnings from the LEO or VCO, the faculty member's yearly evaluation called the Individual Performance Plan (IPP), and the faculty member's own desires to develop themselves in specific areas. The IDP is discussed with the instructors' supervisor yearly.

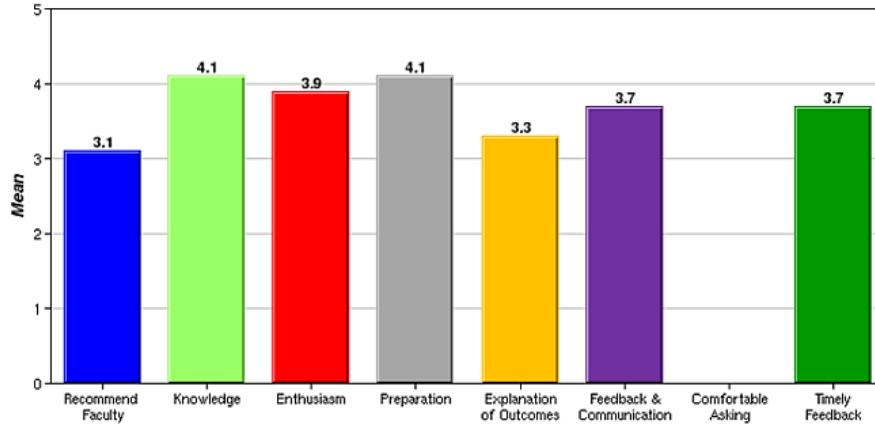
The College distributes an End-of-Course (EOC) survey to collect feedback on students' experience in the class and with the assigned instructor. The EOC survey rates the instructor on the following areas on a scale of 1-Strongly Disagree to 5-Strongly Agree (*Exhibit IC.45*).

- Recommending instructor to a friend or colleague.
- Instructor knowledgeable of the subject
- Instructor's enthusiasm for what they were teaching
- Instructor prepared and ready for class
- Instructor explained the learning outcomes of the course
- Provided timely and constructive feedback

An overall average score is calculated and shared with the faculty member during one-on-one meetings with their program director as an added tool in the development process. The following image is an example of a faculty member’s results from the EOC survey.

Carrington College End of Course Evaluation

2017_Jul - 2018_Jun



Metric	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses	Mean	St. Dev.
I would recommend instructor to a friend or colleague.	35.00%	**	15.00%	25.00%	25.00%	20	3.05	1.63
The instructor was knowledgeable in the subject.	5.00%	5.00%	15.00%	30.00%	45.00%	20	4.05	1.12
The instructor showed enthusiasm for what they were teaching.	5.00%	10.00%	20.00%	25.00%	40.00%	20	3.85	1.19
The instructor was prepared and ready for class.	5.00%	**	20.00%	35.00%	40.00%	20	4.05	1.02
The instructor thoroughly explained the learning	5.00%	5.00%	15.00%	35.00%	40.00%	20	3.85	1.19

More than 91% of Carrington’s programs follow an approved standardized curriculum. Even though the College’s programs taught using institutionally approved syllabi, Carrington College promotes academic freedom for its faculty. The College’s academic freedom policy highlights instructors “given flexibility in presenting the subject matter of their courses in a manner, which will challenge and maintain the interest of the students.” The following academic freedom policy can be found in the academic catalog (page 250) and the faculty handbook.

“Educational institutions exist to transmit knowledge, to contribute to the development of students, and to advance the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The faculty of Carrington College recognizes the special responsibilities placed upon them. To this end, they devote their energies to developing and improving their teaching and professional competence with a commitment to intellectual

honesty. In the exchange of criticism and ideas, they show due respect for the opinions of others.”

“The faculty of Carrington College, above all, seeks to be effective teachers. Although they observe the stated regulations of the institution and design their lectures, labs, and other class presentation to conform to institutionally approved curricula, they are given flexibility in presenting the subject matter of their courses in a manner, which will challenge and maintain the interest of the students. In the spirit of academic freedom, they always maintain the right, without fear of retribution or reprisal, to question and seek changes to improve the quality of education.”

Accompanying the Academic Freedom Policy in the academic catalog is the grievance procedures (page 250-251). Students can review the grievance procedure on how to address academic complaints.

Analysis and Evaluation

The College provides training and observes faculty performance within the classrooms to ensure teaching aligns with the College’s expectations. Learning Experience Observations (LEOs) and Virtual Course Observations (VCOs) are used to evaluate instructors’ adherence to the institution’s policies and provide guidance when necessary. The student End of Course (EOC) survey is used as a resource to aid in the growth and development of the College’s educators. Carrington College ensures its policies and handbooks are accessible to faculty as well as students.

Faculty employ critical thinking in the classroom setting, and while they introduce personal experience into the classroom, they stay with the baseline of professionally accepted views in the discipline. Faculty continue to work with managers to ensure that the IDP is a robust document that has specific goals that are measurable and attainable. The feedback derived from the observations is used to help evaluate performance as well as foster goals and measure achievement of stated objectives on the IDP.

Improvement Plan

Data derived from the end of course surveys and observations should contribute to performance and development plans for faculty.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Carrington College does not espouse a specific worldview.

Carrington College does have a strong culture of CARE that is based on core values such as Teamwork, Energy, Accountability, Community and Heart

(TEACH). The TEACH values are at the center of our goal to empower students, operate with a student-centric focus, and to move quickly to problem solve and service students with a high degree of integrity and heart.

TEACH is also discussed in web resources, employee handbooks, and in posters throughout the campuses. In addition to the TEACH values the College provides annual training on Ethics and Compliance as well as Sexual Harassment prevention as measures to ensure that colleagues are aware of the high value the College places on ethical behavior.

The College informs the students of our policies during orientation by covering the “General Student Information” section of the Academic Catalog, as well as several sections that relate to “Code of Conduct,” which include Dress Code, Attendance, and Tardiness. The Code of Conduct is also addressed in the Student Handbook). To further support students and to help prepare students for success in their externship, Career Services provides students with presentations on professionalism and expectations prior to them matriculating into the clinical component of their education.

Carrington College has established codes of conduct for students, faculty, and staff. Information is presented in the two avenues as noted below:

- Student Code of Conduct: Carrington College clearly communicates that students are expected to adhere to the Student Code of Conduct (page 18) (*Exhibit IC.46*). This code is in the Carrington College Handbook which is included in the publications given to the students at the time of enrollment. Students are expected to conduct themselves in an ethical, professional manner at all times both on the campus as well as when they represent Carrington College within the community.
- Employee Code of Ethics: The Employee Code of Ethics is published in the Carrington College Handbook (*Exhibit IC.47*). As stated in the code, “Carrington College is responsible for providing a high-quality education to its students and for assuring that the highest standards of ethical conduct and integrity are practiced in meeting our responsibilities.” All faculty, staff, and management-level employees are expected to uphold the Employee Code of Ethics.

Carrington College colleagues are introduced to the Code of Ethics at the time of hire.

Analysis and Evaluation

Carrington College has a strong core which begins with the TEACH values and includes a culture of CARE where students are at the center of the business and decision-making model. The policies and values are shared with colleagues and students in a variety of ways and the expectations of the college are adequately communicated. Carrington College communicates its expectations for student and

employee behavior through the Code of Conduct and takes measures to inform students of these expectations.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location

Evidence of Meeting the Standard

Carrington College does not operate outside of the United States.

Analysis and Evaluation

Not applicable.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Carrington College has a dedicated Vice President of Accreditation and Professional Regulation who represents the institution as the Accreditation Liaison Officer (ALO) to the ACCJC. This position demonstrates Carrington College's strong commitment to ACCJC, the accreditation standards, and the role the standards play in creating a quality educational organization. This position ensures that a subject matter expert on regional accreditation is present in all leadership meetings and can provide input regarding accreditation implications with regard to performing the institution's mission and can help form the backdrop for decision making and planning.

The Vice President of Accreditation and Professional Regulation is supported by two Deans of Accreditation who together formulate a robust team that works collaboratively toward meeting and maintaining both the institutional and programmatic accreditation standards.

Governing Board policy #18 outlines the expectation that Carrington College comply with the requirements of its institutional and programmatic accreditors and state approval agencies (***Exhibit IC.48***). Carrington College has an excellent relationship with eight home states as well as programmatic accreditors (17). The College is committed to maintaining compliance with the ACCJC's Eligibility Requirements, Standards, and Policies.

Carrington College has submitted comprehensive Annual, Mid-Term, and Self-Evaluation Reports as required and they are always submitted in a timely fashion. Carrington College regularly seeks guidance from the Vice President of ACCJC (responsible for Carrington in the portfolio) to ensure that all changes are accurately

portrayed and appropriately approved. The College complies with all federal regulations on public notification of evaluation team visits and third-party comments (*Exhibit IC.49*).

The College values the accreditation process and seeks leadership positions within the Commission to strongly represent the independent colleges. Currently the Vice President of Accreditation and Professional Regulation serves on the Commission and she is committed to the mission and strategic plan of the ACCJC.

Analysis and Evaluation

Analysis and evaluation of Standard I.C.12 found that the College demonstrates integrity in its relationships with external agencies and complies with Commission standards, policies, and guidelines through the following:

- Vice President, Accreditation and Professional Regulation participation in Commission meetings
- Accreditation team dedicated to this function
- Participation in self-evaluation
- Submission of required reports as requested

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Carrington College works proactively with external agencies to ensure compliance with applicable laws, policies, and regulations. As updates in regulations and/or accreditation standards become available, the College works proactively to prepare for those changes. Carrington follows the process and guidelines prescribed by regulators for recruiting and enrolling students as well as marketing for the programs offered at the institution. Whenever changes are made at the College, research is conducted to ensure that the College is compliant with regulations and statutes. Examples of such changes include but are not limited to the following.

- Substantive changes to program content
- New program offerings
- Change in modality of delivery
- Expansion of offerings to new locations
- New campus locations or new campuses
- Licenses/approval to operate based on online or physical presence or both.

Once approvals are attained, the Academic Catalog accurately represents approval and licensing status with agencies and states and ensures that proper disclosures and disclaimers are listed according to the requirements of that entity as well as institutional and programmatic accreditors. Agency contact information and complaint processes are listed in the catalog according to the requirements of each respective entity. The following page provides an excerpt from the Academic Catalog under the heading Accreditation & Approvals and demonstrates the method for displaying the various approvals and accreditation status of both the institution and individual programs.

ACCREDITATION & APPROVALS

Institutional Accreditation

Carrington College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415 506 0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at <http://www.accjc.org/>.

Note: Copies of documents describing Carrington College's accreditation are available for review from the Student Success Center Manager.

Programmatic Accreditation

The Dental Assisting certificate program at the Boise campus is accredited by the Commission on Dental Accreditation (CODA). The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312 440 4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is [ada.org/en/coda](http://www.ada.org/en/coda).

Note: The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

The Dental Hygiene programs at the Boise, Mesa, Sacramento and San Jose campuses are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312 440 4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is <http://www.ada.org/en/coda>.

The Medical Assisting certificate programs at the Citrus Heights, Pleasant Hill, Portland, Sacramento, San Jose, San Leandro and Stockton campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (CAAHEP, 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, 727 210 2350, caahep.org).

When changes are needed to either update policies or content in these areas, the catalog change process is initiated and appropriate representatives from legal, accreditation, licensing, and regulatory are involved. Once approved, the content is added or amended in the catalog which gets posted to public domain within a timely manner.

Analysis and Evaluation

Carrington makes every effort to maintain honesty and integrity in its relationships with external agencies. The College utilizes the skills of a talented group of

colleagues to craft and audit regulatory and accreditation correspondence that is clear, concise, and accurate. Carrington College utilizes the expertise of the accreditation, legal and regulatory teams to ensure that all content in the catalog is accurate and contains prescribed language as required. Updates are communicated to the students, public and other stakeholders as appropriate and as deemed necessary by regulators and accreditors.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

At the core of the Carrington College mission is our belief in providing a supportive, student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes. With a student-centric focus, the College believes in a service-based approach that empowers students to become successful. Equity and Student success are critically important and integrated into all facets of the College. This is demonstrated through quality instructors, excellent curriculum, and a focused approach to assisting each student enrolled in the College.

A transfer of ownership for Carrington College from Adtalem Global Education to San Joaquin Valley College, Inc. was completed in December 2018. Carrington College is a fiscally sound institution. The College's mission and strategic goals guide financial decision making and planning. The Sr. Director of Finance and Infrastructure oversees all aspects of financial planning and decision-making and is responsible for the use of sound financial practices.

A review of the strategic plan documents, Academic Excellence Master Plan and all other supporting documents will review a commitment of the College to educational quality and student learning and achievement. The College has set Institutional Set Standards and has outlined the goals associated with retention, graduation, licensure, and placement. Strategic measures and achievement targets are set, and reports are generated monthly to assess progress and an evaluation is done at the completion of the year (*Exhibit IC.50*).

The Student Learning Objectives and the College's other success measures focus on student learning outcomes. These outcomes include graduation rate, retention, employment rate, certification, placement, and licensure exam pass rates.

Program advisory boards also help the institution to maintain its focus on assisting students and helping them to develop the skills needed to compete in the workplace. This board provides feedback and suggestions for ensuring overall academic quality and improvement.

There are several healthcare professionals on the Carrington College Governing Board who help to ensure that our graduates are able to work in an industry where patient care and safety is of the utmost importance.

Analysis and Evaluation

A student centric focus is at the core of the Carrington College mission and helps to drive the strategic and operational planning for the College. Successful Student Learning Outcomes are of the utmost priority and it is understood that student success generates financial viability and sustainability.



Evidence List for Standard I.C

IC.1 Academic Catalog
IC.2 Faculty Handbook
IC.2a Faculty Handbook July2019
IC.3 Board of Governors Operating Manual
IC.4 Program Review Manual
IC.5 PAC Minute Template
IC.6 Governance Team Minutes
IC.7 Course Syllabus_ MT 1.2
IC.8 Gainful Employment Disclosure
IC.9 California School Performance Fact Sheet
IC.10 Right-to-Know graduation disclosure
IC.11 ACCJC Mid-term Report
IC.12 ISER
IC.13 Visiting Team Report
IC.14 ACCJC Accreditation Reaffirmation
IC.15 Program Review Assessment Matrix
IC.16 Student Handbook
IC.17 Employee Handbook
IC.18 Faculty Handbook
IC.18a Faculty Handbook_July_2019
IC.19 Institutional Survey
IC.19a New Student Orientation Slide Deck
IC.20 Academic Catalog
IC.21 Academic Catalog
IC.22 Course Syllabus MT 1.2
IC.23 Academic Scorecard
IC.24 DA_2018 Program Review Data Package
IC.25 Student Right to Know Graduation disclosure
IC.26 Gainful Employment Disclosure
IC.27 California School Performance Fact Sheet
IC.28 Oregon School Performance Fact Sheet
IC.29 Graduate Employment Disclosure
IC.30 Enrollment Agreement Example
IC.31 Academic Catalog
IC.32 Program Guide
IC.33 Academic Catalog

IC.34 Academic Freedom Policy
IC.35 Student Handbook
IC.36 Employee Handbook
IC.37 Campus Crime and Security Act publication
IC.38 Student Right to Know Graduation disclosure
IC.39 Enrollment Agreement Example
IC.40 Student Handbook
IC.41 Faculty Handbook
IC.41a Faculty Handbook July 2019
IC.42 RC Instructor Job Description
IC.43 VCO example
IC.44 LEO example
IC.45 End of Course Survey
IC.46 Student Handbook
IC.47 Employee Handbook
IC.48 Board of Governors Operating Manual
IC.49 Website Screen shot
IC.50 ISS Analysis



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Carrington College meets its institutional mission by offering high-quality educational programs of study in allied health and criminal justice. The programs are offered at the post-secondary level and culminate in a Certificate of Achievement or an Associate's Degree. The College offers twelve programs that culminate in a Certificate of Achievement and seventeen programs that culminate in an Associate's Degree (*Exhibit IIA.1*). Please see below for a listing of all program offerings at Carrington categorized by the conferral awarded upon completion of all graduation requirements.

PROGRAMS OF STUDY

Program availability varies by location; see specific program section for details.
Carrington College offers certificate and degree programs in the following areas:

Certificate of Achievement

- Criminal Justice
- Dental Assisting
- Massage Therapy
- Medical Administrative Assistant
- Medical Assisting
- Medical Billing and Coding
- Pharmacy Technology
- Physical Therapy Technology
- Practical Nursing
- Surgical Technology
- Veterinary Assisting
- Vocational Nursing

Certificate of Completion

- Phlebotomy Technician

Associate of Science Degree

- Criminal Justice
- Dental Assisting
- Dental Hygiene
- Health Information Technology
- Health Studies
- Medical Assisting
- Medical Billing and Coding
- Nursing Bridge
- Pharmacy Technology
- Physical Therapist Assistant
- Registered Nursing
- Registered Nursing LVN to RN
- Respiratory Care
- Surgical Technology
- Veterinary Technology
- Vocational Nursing

Associate of Occupational Studies Degree

Spokane campus only
Medical Radiography

The programs offered at Carrington are delivered in either a campus-based (on ground), blended (online and campus based), or a purely online format. This diverse selection in program modality further enables students to manage other life responsibilities while furthering their educational and career opportunities.

All programs have stated Student Learning Outcomes at the course, program, and institutional level. Most programs lead to licensure and/or certification in the field of study. Most of the programs offered at Carrington are accredited by national organization which provides verification of academic quality and assures appropriateness for higher education. Additionally, programmatic accreditation often enables graduates from an accredited program to transfer to other higher-education programs.

The College has articulation agreements in place with other institutions which leads to further educational opportunities within their field of study. An example of this would be for the Registered Nursing program. Carrington has an articulation agreement in place with the Chamberlain College of Nursing, allowing graduates to transfer credits and apply them toward achieving their Bachelor's Degree.

Many of the students served at the College are non-traditional who look for a focused pathway to employment in their chosen field of interest. Courses offered within Carrington's programs vary in length and range between six weeks and eighteen weeks per term. The Certificate programs can be completed in under one year, and the degree programs can be completed within approximately two years. The design of most programs includes theory courses with corresponding lab and clinical practical applications, preparing students with both the theoretical knowledge and practical skills necessary for employment.

The College has a formal process for determining what fields of study we offer, in what locations they are offered, what modality they are offered, and how they support the institutional mission. Some elements of the process include conducting feasibility studies and crafting an intent to offer that moves forward to the Carrington Senior Leadership Team (CSLT) for evaluation. The Intent to Offer contains information from the Bureau of Labor Statistics and O*Net. These resources enable Carrington to evaluate growth rates, training requirements and salary information by geographic regions, as well as gainful employment calculations to ensure that the program cost is in line with discretionary debt-to-income ratios while the Gainful Employment regulations were still active. Some of the types of initiatives that might warrant a feasibility study and/or intent to offer would be as follows.

- Program transplants
- Removal of program(s)
- Addition of a program(s)

The Health Information Technology (HIT) program is an example of the process at work where a feasibility study was performed, an intent to offer was crafted, and the Carrington Senior Leadership Team (CSLT) reviewed all aspects of the initiative to determine viability of the proposal (*Exhibit IIA.1a*). As a result, the College moved forward with the introduction of the online Health Information Technology (HIT) program in 2018.

Analysis and Evaluation

Analysis of Standard II.A.1 found that Carrington College's programs are offered in fields of study consistent with the College's mission. The College offers several programs in different modalities of delivery, allowing students the flexibility to complete coursework at a convenient time and location, while balancing their other

responsibilities. The career-focused programs are offered in a variety of fields such as dental assisting, medical assisting, nursing, and criminal justice. Each program has defined Student Learning Outcomes. Many of the programs offered at Carrington are accredited programs which serve as a third-party verification of quality and often enable students to pursue a pathway to transfer to other higher education programs.

II.A.2 Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Course Content and Methods of Instruction:

Faculty drive course content and methods of instruction and ensure that these meet academic and professional standards in a number of ways.

Curriculum

Through curriculum meetings held by the Deans of Curriculum, faculty (Full, part-time, and adjunct) serve as subject matter experts to create and review curriculum. These meetings may include discussions of best teaching practices, textbook selection, and identification of curriculum areas to enhance. Faculty meetings held at the campus, by program, also provide a means for faculty to identify opportunities for curriculum improvement along with identification of teaching best practices (*Exhibit IIA.2*).

New Course Development

The foundation of new course and program development are the Course Student Learning Outcomes (CSLO) and Program Student Learning Outcomes (PSLO) which are developed by faculty and program directors. PSLOs define the outcomes that are expected by a graduate of the program; these are included in the Academic Catalog as well as course syllabi. The CSLOs define the outcomes that are expected of the student at the completion of a course; these are also included in the course syllabi. Through the course development process, the PSLOs and CSLOs, as well as the Institutional Student Learning Outcomes, are mapped and linked to assessments.

Training, Faculty In-Service, and Professional Development:

Training: The College provides training in instructional methodologies through its Faculty Training Course (FAC102) and the Online and Blended Faculty Development Course, which is required to be taken by all new online and blended faculty. Within FAC102, there are a number of training modules including Learning Theories (*Exhibit IIA.3, Exhibit IIA.4*).

For Dental Assisting, the California state regulations require that faculty complete 30 hours of teaching methodologies and 2 hours of clinical methodologies training.

In-Service: Carrington College offers in-service opportunities each quarter, throughout the year, to introduce and discuss various teaching methodologies (*Exhibit IIA.5*) that are consistent with common pedagogical and andragogical concepts.

Professional Development: Depending upon the profession, continuing education may be required to maintain certifications and to meet programmatic accreditation standards. This additional training is then used in the classroom by faculty.

Evaluation of Instruction:

Carrington College has a documented process for faculty teaching observations, which are tailored to the teaching modality.

Campus:

Learning Environment Observation (LEO) (*Exhibit IIA.6*). There are seven areas in which faculty are evaluated in the LEO, see table below. These seven learning environment areas reflect the belief that it is the classroom environment and the relationship between students and instructors that most impact student learning. In each of these categories, faculty are assessed as one of three clearly defined levels: still developing (1), meets requirements (3), or mastery (5). A survey tool is used to collect the results electronically.

Learning Environment	Observation Focus
Prepared	Are materials for instructors and students prepared?
Communication	Does the lesson provide evidence of instructors promoting critical thinking?
Critical Thinking	Does the lesson involve students in collaboration?

Collaborative	Does the lesson provide opportunities for student interaction and use language as part of learning?
Professional	Does the instructor demonstrate professional behavior and communication and/or does the lesson enable students to practice aspects of professionalism?
Caring	Does the lesson provide evidence of care for students?
Continuous Improvement	Is the instructor intentional about continuous improvement in classroom learning?

Online

For online classrooms, the teaching observation is called the Virtual Course Observation (VCO). Each online instructor is observed through the VCO process in five key categories of the online classroom experience, see table below (*Exhibit IIA.7*). These five areas reflect the online classroom environment and the engagement between instructors and students which impact student learning and success. Faculty are given a rating for each category which is reflected in an overall score on a scale of 1 (missed all requirements) to 5 (meets requirements plus 100% of best practices).

Category	Observation Focus
Administrative	Instructor is communicative with administrative personnel in matters which concern policies, procedures, student issues, and professional development.
Communication	Was the instructor responsive to students and student support personnel? Did the instructor provide high quality feedback to the students?
Course Preparedness	Did the instructor establish their classroom environment with the necessary information to aid student-to-faculty

	interaction and coverage of information, policies, and processes?
Grading	Did the instructor post student grades by the deadlines?
Threaded Discussions	Was the instructor present both in quantity and quality throughout any given week? Did the instructor provide high quality interaction and learning moments for the students?

Evaluation of faculty is conducted by Program Directors/Faculty Managers and Deans (Deans of Curriculum/Nursing). Course observation follows a standard timeline, as shown in the table below. Faculty are observed at least twice a year during their first two years of teaching to support their development as instructors. For faculty teaching in the hybrid modality, one LEO must occur in the online environment.

Time	Mode	LEOs/VCOs	Responsibility
Year 1	Onsite / Hybrid	2 Observations	Program Director/ Deans of Curriculum/Nursing
	Online	2 Observations	Faculty Manager
Year 2	Onsite / Hybrid	2 Observations	Program Director/ Deans of Curriculum/Nursing
	Online	2 Observations	Faculty Manager
Ongoing	Onsite / Hybrid	1 Observation	Program Director
	Online	1 Observation	Faculty Manager
Program Director (teaching < 1 year)	Onsite / Hybrid	2 Observations	Deans of Curriculum/Nursing
	Online		

Program Director (teaching > 1 year)	Onsite / Hybrid	1 Observation	Deans of Curriculum/Nursing
	Online		

Continuous Improvement:

Teaching: As described above, faculty receive teaching feedback from Program Directors/Faculty Manager and/or Deans through the Course Observations. In addition, students have the opportunity to provide feedback by completion of an End-of-Course Evaluation for every course (*Exhibit IIA.8*). Program Directors/Faculty Manager and/or Deans also view the student’s feedback about their course experience. With these two sources of feedback, faculty are provided with information that can help them identify opportunities for improvement in their teaching. Participation in Faculty In-Service activities also provides additional opportunities for continuous improvement.

Curriculum: In addition, the College has a formal Program Review (each program is reviewed every two years). Program Review is led by the Deans of Curriculum or Nursing Deans (*Exhibit IIA.9*). To support Program Review, the team receives a data package which includes, but is not limited to, student satisfaction survey results, end-of-course survey results, Student Learning Outcome results and Course Completion rates (*Exhibit IIA.10*). The team also reviews Program Advisory Committee minutes, along with employer surveys feedback, which provides information about current industry expectations.

Analysis of this feedback may identify opportunities for curriculum improvement. A component of Program Review is the analysis of Program and Course Learning Outcomes (see below, Standard II.A.3). Through this analysis, faculty along with Program Directors and Deans, can identify areas where students are neither meeting or exceeding expectations. They can then conduct the necessary research to determine what enhancements could be made to improve these areas.

Program Review – Short Form When student satisfaction data, Advisory Board feedback, regulatory changes, accreditation standards changes, or profound changes in industry standards indicate that changes are needed in a program (outside of the regular Program Review schedule), the Program Review Short Form is used (*Exhibit IIA.11*).

The faculty use this form to guide them through the process of identifying the concern and the sources of information that provide the supporting evidence for the change. Costs associated with the request and the timeline for implementation are also identified. Program Directors work with the Deans of Curriculum/Nursing, who will be responsible for moving the recommendation through the budget and planning process.

Analysis and Evaluation

Analysis of Standard II.A.2 found that the faculty at Carrington College are involved in ensuring that content and methods of instruction meet standards and expectations. They are involved in the day-to-day management of courses, along with the planning for improvements. These activities are accomplished through faculty meetings, faculty In-Service events, as well as with meetings with the Deans of Curriculum or Nursing. Program Directors, and faculty from across the College use these meetings to share their experiences and best practices. Through biennial Program Review, faculty analyze data and identify opportunities for improvement.

Improvement Plan

With the transfer of ownership to San Joaquin Valley College, Inc. (SJVCI.), the tool used to capture Learning Environment Observation (LEO) and Virtual Course Observation (VCO) information has changed. As faculty teach in different modalities, a new dashboard is being planned to capture all teaching observation data.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

At Carrington College, teaching and learning is supported through the assessment of Student Learning Outcomes (SLOs) at the course and program levels.

- Student Learning Outcomes at the course level are statements of what students can perform by the end of the course (*Exhibit IIA.12, Exhibit IIA.13*).
- Student Learning Outcomes at the program level are statements of what graduates can demonstrate at the end the program and perform in the workforce. Program SLOs are included in the Academic Catalog and on each course syllabus.
- The institutional learning outcomes (ILOs) are Collaboration, Communication, Critical Thinking, and Professionalism. Students demonstrate these outcomes in courses as well as in their interactions with College services, including Admissions, Student Finance, Career Services, Library Services, and Student Success Centers.

- Student Learning Outcomes at the course and program levels are exhibited in products, processes, or performances that form part of the course and program assessment.
- Assessments are designed and administered to verify that students are achieving the stated SLOs and the results are used to improve both teaching and learning.

Course deliverables are linked to assessment rubrics for course, program, and institutional Student Learning Objectives (SLOs). Additionally, learning outcome data is evaluated during the College program review process, and results are used to identify gaps in student performance.

In August 2017, the College transitioned Student Learning Outcome (SLO) evaluating from eLumen's curriculum and assessment management to Canvas Learning Management System. The implementation of Canvas has enabled faculty to assess the learning outcomes directly in the course (*Exhibit IIA.14*). Using a three-point rubric, instructors make an SLO judgement based on the assessment achievement outcome. The possible assessment outcomes for the SLO rubric are as follows.

- Exceeds Expectations/Mastery
- Meets Expectations /Achieved
- Needs improving/ Still Developing

VT102-1-State Board/RVT Licensing

Complete practice exams to demonstrate the ability to pass the state and national licensing or credentialing exams. **Week(s): 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16**

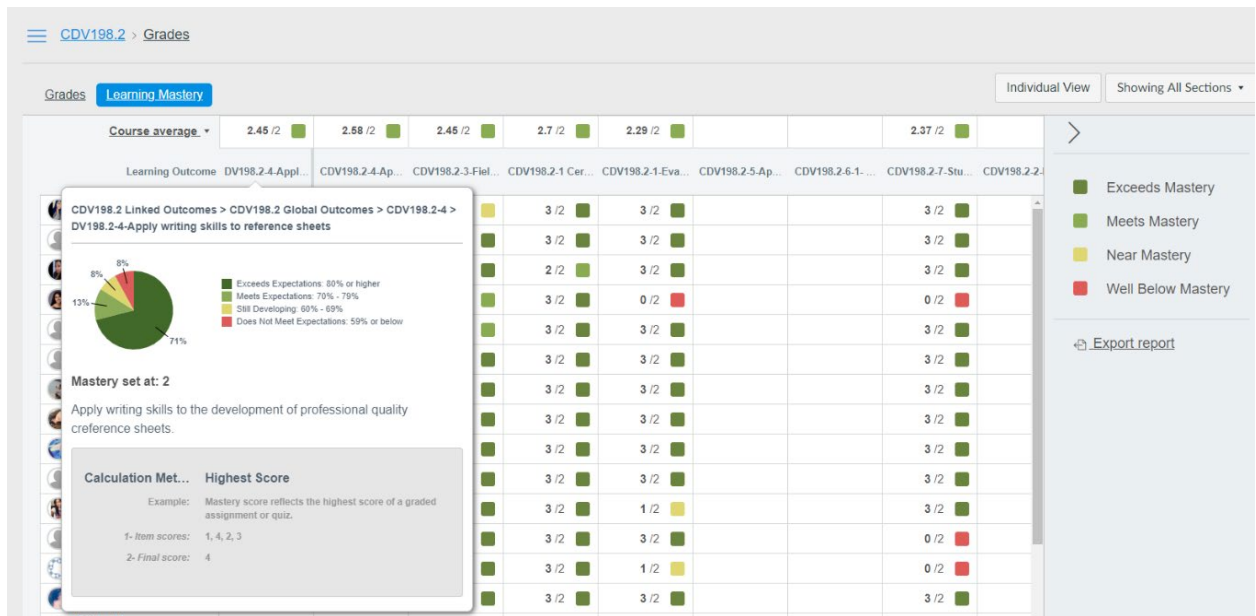
Exceeds Expectations: 80% or higher	Meets Expectations: 70% - 79%	Still Developing: 60% - 69%	Does Not Meet Expectations: 59% or below	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

Mastery: 2 Points

Calculation Method: Highest Score

Calculation Met...	Highest Score
Example:	Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores:	1, 4, 2, 3
2- Final score:	4

Training resources regarding appropriate scoring of learning outcomes are available in the Faculty Development Micro-Courses (*Exhibit IIA.15*, *Exhibit IIA.16*). Faculty complete the SLO assessments for individual students within the Learning Management System (LMS). The aggregated SLO data is available in the Learning Mastery gradebook, as shown in the image below, providing faculty with data already organized and displayed visually. Faculty also can analyze results in real time. The system provides the College with the potential for ongoing analysis of outcomes as well as necessitated changes to our institutional SLO assessment processes.



Instructors can use the learning mastery screen or the export report tool to aggregate their SLO results. Outcome statistics for the entire course or a course section can be viewed according to course average, course median, or course mode. The College can run outcome results or student competency reports through the LMS to analyze data across all outcomes and courses.

Carrington College developed course maps to outline course assessments, textbooks, lesson topics, and student learning outcomes (*Exhibit IIA.17*). The course map includes a section to list the best assessments to evaluate learning outcomes. These selected assessments are linked to SLO rubrics within the LMS for scoring.

Example: Respiratory Care RC170 Course Map SLO section

RC170 SLOs			
SLO #	SLO Text	Assessment:	Week:
SLO 1:	Upon successful completion of this course students will be able to convert units within the metric system, round units according to the rules, rearrange a formula to solve for the missing value, convert decimals to percent.	Exam 1	1
SLO 2:	On successful completion of this course students will be able to demonstrate an understanding of the basic chemistry concepts and calculations forming the foundation of respiratory care practice.	Reading Quiz 2	2
SLO 3:	On successful completion of this course students will be able to demonstrate an understanding of gas laws, atomic structure of compounds, and principles of reactions that form a foundation for the practice of Respiratory Care.	Exam 3	3
SLO 4:	On successful completion of this course students will be able to demonstrate an understanding of the basic physics principles forming the foundation of respiratory care practice.	Exam 2	2
SLO 5:	Upon successful completion of this course students will demonstrate the core learning skills in critical thinking, information management, technical literacy, and professionalism in the clinical setting as an entry level respiratory therapist.	Final Exam	4
SLO 6:	Upon successful completion of this course the students will be able to utilize medical terminology as it pertains to the field of respiratory care	Med Term Quiz 3	3

Example: RC170 SLO outcome rubrics in learning management system

The screenshot shows a learning management system interface. On the left is a vertical sidebar with navigation icons and labels: Account, Admin, Dashboard, Courses, Calendar, Inbox, and Help. The main content area is divided into two columns. The left column contains a list of navigation options: Syllabus, Announcements, Modules, Files, Grades, People, Conferences, Tutoring, My Media, and Outcomes. The right column displays a list of SLO outcome rubrics, each with a link and a note indicating '1 criterion':

- [SLO 1 - Exam 1](#) (1 criterion)
- [SLO 1 - Reading Quiz 1](#) (1 criterion)
- [SLO 2 - Reading Quiz 2](#) (1 criterion)
- [SLO 3 - Exam 3](#) (1 criterion)
- [SLO 4 - Exam 2](#) (1 criterion)
- [SLO 4 - Reading Quiz 3](#) (1 criterion)
- [SLO 5 - Final Exam](#) (1 criterion)

Example: RC170 Final Exam SpeedGrader screen. Instructors can score assignments and linked SLOs simultaneously.

The screenshot displays the SpeedGrader interface for an RC 170 Final Exam. The top navigation bar shows the course name, date, and overall statistics: 22/23 graded, 212.1 / 250 (85%) average, and 1/23 items. The main content area is divided into three sections:

- Question 1:** A multiple-choice question asking for a definition of mass. The correct answer is "The number of molecules contained in a substance," which is marked as correct. The question is worth 4.2 / 4.2 points.
- Grading:** A table showing the grading criteria for SLO 5 - Final Exam. The table has columns for Criteria, Ratings, and Pts. The criteria is "RC170-5: Professionalism in clinic setting." The ratings are: Exceeds Expectations: 80% or higher, Meets Expectations: 70% - 79%, Still Developing: 60% - 69%, and Does Not Meet Expectations: 59% or below. The Pts column is empty.
- Assignment Comments:** A text input field for adding comments, with a "Submit" button and a "Download Submission Comments" link.

Institutional Learning Outcomes Curricular Mapping Activity is used to identify which courses relate to the College's institutional learning outcomes (ILO). This is an opportunity for Deans of Curriculum and Program Directors to make any necessary improvements to ensure programs and courses relate to the College's four ILOs ([Exhibit IIA.18](#)).

Analyzing SLO data includes the following.

- Faculty and program directors review of SLOs and SLO data during program review conducted every two years ([Exhibit IIA.19](#)). During this period, recommended changes to course maps are made and sent to the Deans of Curriculum and Governance Committee for approval.
- Unscored learning outcome reports assist in the reduction of SLO assessments not scored ([Exhibit IIA.20](#), [Exhibit IIA.21](#)).

Analysis and Evaluation

Carrington utilizes program reviews, course mapping, and frequent tracking of learning outcomes to identify and regularly assess learning outcomes for courses and programs. SLO rubrics and results are stored in the College's learning management system, which is accessible to faculty and administration. Learning outcomes are interwoven with the class curriculum.

Improvement Plan

The College has established an Assessment Committee which will focus on improving the accessibility and delivery of SLO results and review topics relating to the assessment of student learning outcomes.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Evidence of Meeting the Standard

Carrington College uses several strategies to increase support for students in learning the knowledge and skills necessary to succeed. Three of these strategies are Canvas, Knewton, and the Student Success Center.

Student Orientation:

Every campus offers online orientation to new students. Prior to the first day of a student's program, Enrollment Services and/or the Student Success Center notifies all students of the orientation. Typically, these orientations are held on day one of the program. Students come into the campus' Student Success Center or an available computer lab for the orientation. Topics may vary by location, but material covered is as follows.

- Contacts
- Class Timelines
- Online Course Tips
- How to Login to Classes
- How to Navigate Classes (eBooks, etc.)
- Library Resources
- Study Skills

To provide consistent information to all new students, regardless of their location, each campus uses the same PowerPoint presentation (*Exhibit IIA.22*).

Canvas:

Canvas is Carrington's learning management system. It provides several learning advantages for students.

- A significant advantage of Canvas is that it allows students to use a mobile device or tablet to access their courses. Canvas allows them to receive notifications, submit homework, and interact with the learning materials given to them on computers as well as their mobile devices.
- Speedgrader assists student learning by providing rubrics, assignment feedback, and the grading progress tracking. Students have a complete understanding of their grades as well as information as to how they can improve.

Student Success Center and Student Success Manager:

Carrington College's Library Services and Tutoring Services are combined within the Success Center (SC). The SC is the hub on campus for all student academic support and aligns with the mission of the school, providing new and exciting learning opportunities to students. The SC supports library services combined with tutoring, student services, and specialized support to accommodate student needs at each campus.

The Success Center Manager on each campus maintains collections that meet the current and future needs of our stakeholders, supports the curriculum, and meets the College's missions and goals.

Each Success Center manager collects statistics on patron visits, circulation of materials, the number of reference questions asked, and the number of Success Center orientations given (*Exhibit IIA.22a*).

The Success Center tracks the center's usage through the Monthly Utilization Report. The data collected covers sign-ins, tutoring, workshops, and outreach (calls, emails, SMS). The outreach statistics are tracked through CampusNexus activities. Success Center sign-ins are totaled from the sign-in sheets in the Student Success Center. The tutoring and workshops are tracked through a student survey.

The *EBSCOhost* subscription databases' usage is monitored by each Student Success Manager through an *EBSCOhost* administrator account. Computer lab usage is also tracked. The campus-based academic coaching program is held in the academic coaching center, which on most campuses, is located inside the computer lab.

Analysis and Evaluation

Carrington College is strongly committed to providing its students with quality academic programs, support systems, and learning resources by conducting a continuous cycle of review and assessment focused on and aligned with its mission statement. The College's learning resources regularly assessed and improved to provide a quality student experience.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level (ER 21).

Evidence of Meeting the Standard

During the planning stages of program development/selection, the College performs a feasibility study during which all aspects of a given career are

identified. The College reviews market demand, cost/benefit, and trends in the profession, as well as feedback from members within the community. Additionally, the College will consider delivery modalities and perform a mock analysis to determine if the program will meet gainful employment requirements.

The College also looks at the Standard Occupational Classification (SOC) System for a comparison of occupations across data sets. The benefit of the SOC System is the ability to compare like institutions as a factor when determining the depth, breadth, and rigor of academic programs, providing a framework for determining the approximate time to completion as well as scheduling options. All programs are listed in the Academic Catalog where prospective students, regulators and the public can view all aspects of the program. Ultimately, the programs offered at Carrington College all crosswalk to a SOC Code and are consistent with federal requirements for Title IV funding.

As a result, a program Standard Plan of Study (SPOS) as well as course maps and Student Learning Outcomes are used to determine the appropriate length, breadth, depth, and sequence of subject matter when designing programs. The SPOS is a list of courses in sequence. Each course covers subject matter that reinforces key concepts and skill which are essential to the profession. The College conducts research which may involve professionals in the field of interest. The College also conducts feasibility studies to determine what skills and information must be taught to students to qualify for licensure/certification examinations. Additionally, the College considers the employment market to ensure that the depth, breadth, and rigor of its programs will provide students with the necessary skills to effectively function in their given discipline at an entry level. The bi-annual program review process provides for a means to cross-check the program curricula against student learning outcomes, trends in the profession, as well as updates from regulators.

All Associate Degree programs are a minimum of sixty semester credit hours and are modeled from what is needed in each professional industry. Review of requirements for state and/or programmatic accreditation is also part of the process for program development and approval.

Information regarding program content and length (located in the Academic Catalog, pages 20-144) is provided to students during the enrollment process. Additionally, the Academic Catalog (*Exhibit IIA.22b*) provides the distribution of contact hours between lecture, lab, and experiential (clinical, practical) hours by course. Please see the example below from the Academic Catalog for the Physical Therapist Assistant Program where program hours are broken down and the approximate program length is given.

Campus-Based

Program Requirements – Boise, Las Vegas, Mesa

Physical Therapist Assistant TECHNICAL AND GENERAL EDUCATION COURSES			Lecture Hours	Lab Hours	Clinical Hours	Semester Credit Hours
ENG 101	†	English Writing and Composition	45	0	0	3
MAT 101	†	Principles of Mathematics	45	0	0	3
BIO 105	*	Human Anatomy and Physiology I	45	30	0	4
SPH 205	†	Interpersonal Communications	45	0	0	3
BIO 206	*	Human Anatomy and Physiology II	45	30	0	4
SOC 101	†	Introduction to Sociology (Boise and Mesa only)	45	0	0	3
PHY 221	*	Physics with Lab	45	30	0	4
GOV 141	†	Nevada and US Constitutions (Las Vegas only)	45	0	0	3
PSY 101	†	Introduction to Psychology	45	0	0	3
BIO 115	*	Kinesiology with Lab	30	30	0	3
PTA 112		Fundamentals of Physical Therapist Assisting	30	30	0	3
PTA 224		Physical Therapy Data Collection and Documentation	30	30	0	3
PTA 189		Pathophysiology for the PTA	45	0	0	3
PTA 153.1		Physical Agents and Soft Tissue Mobilization	30	30	0	3
PTA 177		Management of Orthopedic Disorders	45	30	0	4
PTA 210		Management of Neurologic Disorders	45	30	0	4
PTA 240		Ethics and Jurisprudence	30	0	0	2
PTA 199		Clinical Education I	0	0	90	2
PTA 223		Advanced Concepts for PTA	45	30	0	4
PTA 230		Clinical Applications Across the Lifespan	30	0	0	2
PTA 259		Clinical Education II	0	0	280	6
PTA 298		Licensure Review	30	0	0	2
PTA 289		Clinical Education III	0	0	320	6
Total for Degree			750	300	690	74

Program length: 80 weeks (not including breaks)

Technical courses must be taken in the sequence listed

*Science-based general education course

† Online General education course; these may be taken in any order except when determined by prerequisite. General education courses must be completed for progression into the technical portion of the PTA program. Note: Course descriptions begin on page 145

Analysis and Evaluation


The College's degrees and programs follow practices common to American higher education. In addition, the College ensures that associate degree programs follow practices common to American higher education and are at least sixty semester credit hours. The College performs research during the planning phase to ascertain an appropriate length, depth, breadth, and rigor for students to perform in their field of study at an entry level. The College does not currently offer baccalaureate programs.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Upon entering the College, students are registered for all courses in their program, eliminating the need for students to go through the process of registering each academic period (*Exhibit IIA.23*). The course registration process is managed by the Registrar (*Exhibit IIA.24*).

Students can view their course schedule (current and future courses within their program) in the student portal. During the admissions process, students sign an enrollment agreement which provides an expected graduation date for the student's program. In the example shown below, Massage Therapy is a thirty-six-week program (six, 6-week terms). The expected graduation date shown on the enrollment agreement is the last date of the last term, assuming full-time continuous enrollment.

 CARRINGTON COLLEGE®		Enrollment Agreement 1001 Menaul Boulevard N.E., Albuquerque, NM 87107 (505) 254-7777	
Student ID	1234567	Program	Massage Therapy
Student Name	SAMPLE STUDENT	Start Date	10/02/2017
Address	123 SAMPLE STREET	Expected Grad Date	06/22/2018
City, State Zip	ALBUQUERQUE, NM 87107	Enroll. Services Rep.	SAMPLE REP
Phone Number	(505) 634-5236	Session	MORNING
Email Address	sample@sample.sample	Date of Birth	01/01/1995
<small>The Massage Therapy Certificate Program is 36 weeks long and consists of 35 credits and 765 hours. Students will receive and/or be given access to a class schedule, including days and times prior to the start of the first class.</small>			

Students must maintain Satisfactory Academic Progress requirements, which are defined in the Academic Catalog, page 212 ([Exhibit IIA.25](#)).

Carrington complies with the Student Right to Know Act and annually reports the graduation rate of its certificate and degree-seeking full-time students who have graduated by the end of the twelve-month period ending August 31, during which 150 percent of the normal time for graduation from their program has elapsed. This information is available from the Carrington enrollment services or the Carrington website. Students may attempt up to 1.5 times the number of credit hours in the current program. Students who exceed this maximum and have not graduated are dismissed ([Exhibit IIA.26, page 222](#)).

Analysis and Evaluation

The College has designed processes, such as program course scheduling which removes possible scheduling roadblocks, enabling students to complete their program within the standard time frame. Through Standards of Academic Progress and Academic Support Services, the College has academic requirements and services in place which support students' timely program completion.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Delivery Modes:

Carrington College uses delivery systems, modes of instruction, teaching methodologies, and learning support services compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College provides traditional, in-person instruction, as well as web-assisted and distance education instruction in the form of online and hybrid (blended) courses (*Exhibit IIA.27*). Examples of the various program offerings available to Carrington College students are the Certificate of Completion in Medical Billing and Coding (MBC) and Certificate of Completion in Dental Assisting (DA). The MBC program is offered in both an on-ground, face-to-face delivery mode as well as 100% online instruction environment. The DA program is offered on a variety of campuses in an on-ground delivery mode or hybrid (blended) classroom.

Through the curriculum review process, the College determines how the delivery modes of instruction support the objectives and content of its courses. The College offers certificate programs in the hybrid or blended mode as a blending of technologic innovation for didactic learning and real-world experience in on-ground labs for the courses. All courses must follow the official course outline of record. An example includes the online general education courses available to students who have completed a certificate program and want to continue their education while working in their professional field. Certificate program graduates from Criminal Justice, Dental Assisting, Medical Assisting, Medical Billing and Coding, Pharmacy Technology, and Surgical Technology can take online general education courses to graduate with an Associate of Science degree.

Retention and success rates of distance education courses are compared to corresponding rates for in-person courses to help determine how effectively delivery systems and modes of instruction are facilitating student learning. In recent years, the success and retention rates for distance education courses and hybrid (blended) programs have improved and are getting closer to the rates found with the courses delivered in the 100% on-ground modality.

Student Learning Outcomes for all courses, regardless of the mode of delivery, are assessed throughout all programs at specified assignments.

Teaching Methodologies:

Teaching methods include the use of lecture, demonstration, skill-based laboratory experiences, guest speakers, role-playing, games, discussion groups, case studies, two-way lectures, field trips, simulation and videos, and other forms of

multimedia. Computer work supplements the other modes of instruction in many programs (*Exhibit IIA.28*).

Student Support:

Carrington College offers a variety of student support services designed to assist a diverse population of students in reaching their educational goals. The mission of the College is to provide learning opportunities to individuals and to provide professional preparation toward their career choice. The College achieves this mission by providing a supportive student-centered learning environment, which enables students to meet their educational and career goals and to achieve positive learning outcomes.

- The College provides all students with reference materials, Internet resources, periodicals, videos, newspapers, computers, copy machines, as well as a vast assortment of in-class learning resources which support the various programs offered by the College. Library services are available for all program sessions, and trained staff is available to assist students with research and resources (*Exhibit IIA.29*).



- The College supports the quality of its instructional programs by providing library resources and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The Student Success Centers have a variety of collections, such as books, academic journals, and electronic databases to support the academic growth of students.
 - A formal collection development and maintenance policy exists to plan for future library collection growth. There is a specific criterion for selection of library materials, which includes relevance, appropriateness, reputation of the author or publisher, quality, diversity, currency, and durability. In addition, it is the responsibility of the Student Success Centers to evaluate and examine the library collection every two years. During the evaluation process, the College will gather inventory reports, collection development notes, faculty and staff suggestions and recommendations (*Exhibit IIA.30*).

- The Student Success Center personnel at the campuses train students on the use of academic databases and evaluation websites. Training sessions for *EBSCOhost* and *American Psychological Association (APA)* style and referencing standards are conducted for new students and also at the request of instructors for their classes. Students taking online classes have access to the Student Success Center and Student Success Managers at the campus. The Student Success Managers also serve as tutors and mentors for both online and campus students.

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

Carrington math courses use Knewton, an adaptive learning platform that allows students to move forward at their own pace. The program also benefits students because it offers analytics that allow instructors to continuously evaluate individual levels of student performance. When students must master a content area before they can move to the next level.

Analysis and Evaluation

Since the last accreditation self-study, the College has worked to enhance support for distance education students. There has been particular focus on improved orientation and information for the students prior to beginning a course or program. Students taking online courses are notified of the New Student Orientation schedule at the campus closest to their geographic location. The Success Center Manager (SCM) on each campus makes individual contact with all new incoming students. Additionally, the College has focused on providing technical support to online students as well as online tutoring through Tutor.com.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Carrington College awards credits by examination from three nationally recognized exams: College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), or Advance Placement (AP). The National Testing Programs section in the Academic Catalog highlights the process of earning credits through examination. The catalog also addresses the College's policy regarding experiential learning.

Program-wide course examinations exist in all Carrington College degree-seeking

programs. Exam validity is first established by ensuring that there is a direct relationship between the stated course-level, student learning outcomes and the exams. Additionally, programmatic accreditation standards for programs such as nursing, veterinary technology, respiratory care, physical therapist assistant, and dental hygiene require examinations on specific topics and units of study. For example, nursing core courses, like Boise's NUR157.1, include integrated exams that relate to the topics associated with the licensure exam. These examinations help to inform faculty on remediation needs and are indicators of the students' ability to pass third-party licensure examinations. The College reviews and archives certification performance reports from third-party agencies. These reports are used to demonstrate the validity of the course or program examinations.

In Certificate programs such as Pharmacy Technology and Dental Assisting, program-level theory and practical exams are given to students prior to graduation to help familiarize them with the style of third-party exams and the style of questions they may encounter when they take a certification exam.

Subject matter experts, faculty, and Deans of Curriculum develop course content to ensure course and program examinations meet industry standards and align with Student Learning Outcomes. The College utilizes add-on tools within the course shells to assist in student success. For example, general education math assessments and exams are administered through the Knewton Alta application. Knewton adjusted based on students' proficiency levels. Instructors can review outcomes and receive notifications of challenging math subjects (*Exhibit IIA.31*).

Data relating to Student Learning Outcomes assessment is used to generate improvements at the campus level and analyzed at the institutional level. Data is also analyzed during the program review process and is part of campus dialogue and Continuous Improvement Plans. Program data packages provide data relating to achievement outcomes, employment outcomes, and licensure and exam outcomes, and are subject to annual targets (*Exhibit IIA.32*). Weekly academic scorecards report on student grades and program third-party exam results.

Analysis and Evaluation

In addition to awarding transfer credit, the College accepts credit for specific general education courses through nationally recognized testing programs. Faculty ensures that assessments and exams are free of bias and related to the learning outcomes and industry standards. Internal and external quantitative reports are analyzed to gauge gaps in students' academic performance.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Carrington College courses are delivered in a term or semester format, as described in the Academic Catalog. The courses follow the National Center for Educational Statistics definitions where one semester credit hour equals, at a minimum, fifteen classroom hours of lecture, thirty hours of laboratory, or forty-five hours of practicum/externship. Course credit is awarded according to the standards established for acceptable performance on assessment measures such as skills tests and demonstrations, written theory tests, research papers, oral presentations, and the evaluation of externship, and fieldwork and/or clinical rotation performance.

Analysis and Evaluation

Analysis of Standard II.A.9 found that the College awards credit based upon the attainment of learning outcomes and follows higher education practices.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission (ER 10).

Evidence of Meeting the Standard

Carrington's Transfer Credit Policy, which is provided to prospective students as part of the admissions process, is published in the Academic Catalog. The Catalog contains clear and accurate information about the educational courses and graduation requirements for all programs. Course descriptions of the content, credit hours, and prerequisite requirements are provided for each course offered.

Transfer of credit policies are clearly outlined in the Academic Catalog, page 206-207 (*Exhibit IIA.33*). Courses completed with a "C" or better at an accredited college or postsecondary institution will be evaluated on an hour-for-hour basis for credit acceptance at Carrington College. Student Learning Outcomes (SLOs) and level of credit must be comparable to the Carrington course. Courses being considered for transfer credit must have been completed within the specified timeframes outlined in the Catalog.

- Technical coursework (core courses) must have been completed within three years from the time of enrollment at Carrington College. If the technical course work is over six months old, prospective students may be required to meet with the Program Director for a skills assessment. Prospective students may be required to audit course work for which they received credit which is over six months old to ensure mastery.
- Science-related general education courses must have been completed within five years from the time of enrollment at Carrington College. Some science-based

general education courses are not eligible for transfer.

- Students must complete at least 25% of the program requirements at Carrington College (Texas students must complete at least 20 credit hours with Carrington College).

Several factors are considered when determining whether or not a course taken at another institution can be accepted for transfer credit. Through the evaluation of official transcripts, the Registrar's office identifies the institution's accreditation, course level, grade earned, timeframe of completed course, the school calendar (quarter, semester, trimester), credit hours earned, and content. Course content is analyzed through official course descriptions. Official transfer credit is reflected on the student's permanent record, maintained in the student database in Campus Nexus. Carrington does not accept credits through challenge exams and achievement tests. Transfer credit is not granted for senior projects, career development, or capstone courses. Carrington College may require further documentation, such as course descriptions and program outlines, to complete the transfer credit evaluation. Students and sponsoring agencies are notified of the transfer credit evaluation outcome. The College maintains a record of all transfer credit evaluations and keeps transcripts received for evaluation in the student's record. These transcripts become the property of Carrington College and are not copied or forwarded to other institutions.

Students seeking academic credit from military training coursework must submit a transcript documenting completion of military training. The Navy and Marine Corps issue the Sailor/Marine American Council on Education Registry Transcript (SMART); the Army issues the Army/American Council on Education Registry Transcript Service (AARTS) transcript; and the Coast Guard uses the Coast Guard Transcript for documenting all college-credit-worthy training received and evaluated by the American Council on Education (ACE). Carrington evaluates military course equivalency based on the ACE recommendation as listed on the transcript.

Students can earn credit for specific general education courses through the nationally recognized tests of CLEP, DANTEs, or Advanced Placement. Credit granted is based on the American Council on Education's minimum score earned and credit recommendation. No more than 50% of a program's total credits can be earned through the approved nationally recognized tests of CLEP, DANTEs, and Advanced Placement.

Carrington does not grant credit for experiential learning (experiential learning is the process of learning through experience rather than through a traditional academic setting) unless the experiential learning culminated in licensure or certification in a professional field. Where a particular licensing or government agency requires credit for experience to be granted as determined by a written and/or practical examination, Carrington will comply with such regulations.

In terms of transferring credits from Carrington to other colleges, the policy emphasizes that the transfer of credits is entirely up to the receiving college. Carrington does not guarantee that its credits will be accepted by another postsecondary institution.

Carrington College currently has articulation agreements with DeVry University (Expiration date: 10/23/2019) and Chamberlain University (Expiration date: 1/25/2023).

Analysis and Evaluation

Analysis of Standard II.A.10 found that the College has established processes to ensure that transfer-of-credit policies are established and that policies are available to the students. The College has measures in place to analyze transfer credit to determine that the expected learning outcomes of transferred courses are comparable to the learning outcomes of its own courses.

II.A.11 The institution includes in all its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Carrington College understands that student success goes beyond the classroom. It is the College's goal to ensure graduates enter the workforce with skills beneficial to the communities they will serve. Therefore, the College has established four institutional learning outcomes (ILOs), which students are expected to demonstrate throughout their program and career. The College incorporates learning strategies to connect all programs to these ILOs to assess mastery (*Exhibit IIA.34*).

- **Critical Thinking:** Identify and clearly define a problem to be solved, task to be performed or decision to be made; gather information from multiple sources (verbal, written, graphic, symbolic and numerical); differentiate between facts, influences, assumptions and conclusions; identify the criteria to evaluate the solution, process, or decision; select the appropriate solution, process or decision.
- **Communication:** Demonstrate the ability to communicate thoughts, ideas, information, and messages in writing; locate, interpret, and analyze various types of written information in a variety of documents, literature, graphs, and mass communications; make formal presentations; organize ideas and communicate oral or visual messages appropriate to the audience and the situation.
- **Collaboration:** Demonstrate the ability to work with others on specific tasks to a successful conclusion; contribute to discussions; listens attentively and reacts positively to contributions; work effectively and respectfully with others in groups at school or at work; respect the rights, work, and contributions of others.
- **Professionalism:** Demonstrate the ability to communicate with professional respect; define and clarify career goals; demonstrate classroom behaviors matching expected professional workplace behaviors; demonstrate excellence and integrity in the skills learned.

Institutional learning outcomes are connected to final evaluations, final exams, or final projects within externship and capstone courses to measure mastery.

In addition to ILOs, each program has program-specific learning outcomes (PSLOs) that students are expected to demonstrate by the end of the program. For example, by the end of the Medical Assisting program, students can demonstrate the following:

- Perform clerical functions, bookkeeping functions, and process insurance claims within the medical office setting
- Conduct a variety of diagnostic tests using equipment, materials, and techniques within the scope of practice
- Perform and assist with routine patient procedures and care as they relate to a medical setting
- Maintain supplies and equipment as it relates to a medical setting

In the academic catalog, with the exclusion of the Registered Nursing and Nursing Bridge programs, each Certification of Achievement and associate degree program includes the following institutional learning outcome:

- Demonstrate the ability to apply critical thinking, collaboration, communication, and professionalism

The Registered Nursing and the Nursing Bridge programs include end-of-program learning outcomes adopted by their respective programmatic accreditor. These end-of-program learning outcomes align with the College's institutional learning outcomes.

The College's Certification of Completion programs (short programs) also list program learning outcomes. For example, the Phlebotomy Technician program is a 4.5 credit hour program but includes two program-specific learning outcomes and a program outcome that relates to professional conduct and communication skills.

Upon successful completion of the Phlebotomy Technician program, graduates will be able to do the following.

- Competently collect, transport, and process blood specimens from various types of patients (Practical but applied theory)
- Practice accepted standards for infection control, safety, and disposal of biological waste as mandated by OSHA and other agencies (Practical but applied theory).
- Demonstrate professional conduct and interpersonal communication skills with other health care personnel and the public.

These outcomes are visible in the academic catalog and course syllabi.

carrington-college.pdf

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PHLEBOTOMY TECHNICIAN PROGRAM

Student Learning Outcomes

Upon successful completion of the Phlebotomy Technician program, graduates will be able to:

- Competently collect, transport, and process blood specimens from various types of patients. (Practical but applied theory).
- Practice accepted standards for infection control, safety and disposal of biological waste as mandated by OSHA and other agencies. (Practical but applied theory).
- Demonstrate professional conduct and interpersonal communication skills with other health care personnel and the public.

The College’s General Education (Gen Ed) courses list program-specific learning outcomes students are expected to achieve by the end of the course. These Gen Ed outcomes are listed in the academic catalog and in the Gen Ed course syllabus, like the HUM 200 print screen below.

Account

Admin

Dashboard

Courses

Calendar

Inbox

Help

TOP

Programmatic Student Learning Outcomes

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

Learning outcomes in quantitative reasoning, information technology, ethical reasoning, and the ability to engage diverse perspectives are present in all programs, contextualized within the field of study, and often required by a program accreditor.

In the Dental Assisting program, for example, students are required to demonstrate understanding of the dental health needs of diverse populations and the quantitative competency required for the accurate measurement of dental materials (*Exhibit IIA.35*). Throughout the DA program, students are required to demonstrate knowledge of law and ethical responsibilities as they pertain to the DA scope of practice and course learning outcomes (*Exhibit IIA.36*).

Similarly, in the Pharmacy Technology program, students are required to demonstrate quantitative reasoning in relation to dosage calculation and to demonstrate engaging diverse perspectives through identifying various communication styles between individuals and cultures (*Exhibit IIA.37*).

The Registered Nursing program has as its core the nursing process of assessment, diagnosis, planning, implementation, and evaluation. The nursing process is based on the scientific method and the Course Student Learning Objectives (CSLOs) reflect the competencies required for the nursing process, including information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (*Exhibit IIA.38*).

In most programs there is a requirement to complete a research assignment which combines aspects of library literacy, research methods, and technological literacy. These tasks require students to demonstrate information literacy, such as the following.

- Defining an issue or problem to be investigated and information required
- Using information technology tools to locate information needed
- Critically evaluating information and its sources
- Using research results effectively to accomplish a specific purpose
- Understanding the ethical and legal issues surrounding information and information technology

Assessment rubrics for college research assignments reflect the expected information literacy outcomes (*Exhibit IIA.39*).

The College reviews collected Student Learning Outcomes (SLO) data within the learning management systems to identify any learning gaps. Program and course learning outcomes are reviewed during scheduled annual program reviews. During the program review process, data packages which provide fiscal year programs retention, learning outcomes results, course completion success rates, and certification pass rates to aid in evaluating SLO relevance and student success. Faculty, Program Directors, and Deans of Curriculum collaborate talents to assess course mapping to ensure students learning outcomes achievement.

Analysis and Evaluation

Analysis of Standard II.A.11 found that the College addresses this standard. Carrington College includes student learning outcomes both at the course level and at the program level. Institutional learning outcomes and program learning outcomes are listed under each program in the academic catalog. Each course syllabus provides information on the College's ILOs, program learning outcomes, and course-level learning outcomes. These objectives are linked and scored to assessments outlined in the course mapping documents (*Exhibit IIA.40*) which address this standard.

Improvement Plan

The College will review the definitions of institutional learning outcomes (ILOs) and consider revising to add clarity to the expectations and how they are measured. In addition to the biannual program review process, the College will consider quarterly meetings during which we will compare ILOs to SLOs to ensure they align.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Carrington College integrates a strong general education with a basic emphasis on specialty studies. To ensure that students benefit from both areas of learning, Carrington's general education is oriented toward challenges and issues of the contemporary world. General education courses provide the fundamental principles and skills of their fields but freely use applications drawn from students' career-related interests.

Carrington College requires the curriculum for all academic and vocational degree programs to include a component of general education. The general education courses in each program are carefully considered as a foundation for the degree being sought. Technical courses, in turn, reinforce general education competencies through assignments requiring applied research, teamwork, written and oral communication and consideration of ethics. This well-rounded education prepares Carrington graduates to live full and satisfying lives and to participate meaningfully as citizens in a diverse and dynamic society.

The Academic Catalog (*Exhibit IIA.41*) details the philosophy and requirements for general education courses. The mission statement on page 1 of the Academic Catalog states, "*In degree programs, a broad base of general education course offerings*

provides students with communication, critical thinking, mathematical and computer skills; as well as perspectives from the sciences, humanities and social sciences.”

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

As stated on page 145 of the Academic Catalog:

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

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

General education courses are rigorously reviewed for curriculum content and relevance at a minimum of every two years as part of the College’s Program Review Process. In 2017, the College adopted a new Learning Management System (LMS), Canvas, which provides an opportunity for a full review of the courses being offered in all programs. A general education Curriculum Committee was formed to review the general education courses, analyze the course outcomes, evaluate curriculum content, and determine any modifications required to ensure consistency with the College’s mission and philosophy. The committee consisted of general education faculty as subject matter experts, along with guidance from the Associate Provost, and the Deans of Curriculum. All course outlines were reviewed by faculty and other members of the Curriculum Committee at multiple levels during the review process.

The Curriculum Committee reviews each proposal such as changes to the number of units, measurable objectives, content, methods of instruction and evaluation, requisites that detail expected skill levels upon entering the course, typical assignments and textbooks, distance education requirements (when applicable), and other required materials requested.

During the review of course outlines, reviewers made sure measurable objectives

include and cover all areas of content outlined as proposed updates. In addition, the Committee reviewed proposed methods of evaluation and how student skills will be measured.

The GE requirements are clearly communicated to students in the Academic Catalog as well as in individual course syllabus. Students are encouraged to carefully plan completion of these requirements as a foundation for the technical program courses or, in some programs, as a prerequisite for admission to Carrington College.

Analysis and Evaluation

Analysis of Standards II.A.12 found that Carrington College meets this standard as evidenced by the clearly defined General Education Philosophy detailed in the College Catalog and the general education evaluation process whereby qualified faculty evaluate all course outcomes and participate in program review and curriculum revision. Beyond aligning with the College's philosophy, these general education areas are also in line with the College's Institutional Student Learning Outcomes.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Carrington College degree programs are designed to equip the student with the proper skills and knowledge in their chosen field of study and for the graduating student to be ready for entry-level employment in a healthcare related job. These programs follow all programmatic accreditation standards and focus on scope of practice in the designated discipline (*Exhibit IIA.42*).

Students graduating with an Associate in Science Degree successfully complete at least sixty units that include general education courses in addition to core courses in their particular major. All degree programs include a focus area of study described most clearly by the title of the major. The College offers twenty-three programs in health, legal, and technical vocational majors. The Academic Catalog clearly defines the program, its primary focus of study, and its objectives. All lab courses require students to pass skills competency exams. All theory courses must demonstrate mastery of the theory course material.

To be eligible for graduation, degree students must have met each of their technical program competencies and must achieve an overall satisfactory quantitative assessment. The required percentages for Satisfactory Quantitative Assessment differ in some programs. An example is shown below. Information from the Carrington College Catalog, pg. 210, explains that although in many program courses "satisfactory quantitative assessment" is 70-79%, Dental Hygiene (Mesa and Boise), Medical Radiology, and all Nursing programs set the "satisfactory quantitative assessment" at 75-79%.

Grading Scale

A four-point scale is used to determine academic standing.

Grade	Quantitative Assessment	Qualitative Assessment	Grade Points
A	90–100%	Excellent	4
B	80–89%	Very Good	3
C	70–79% 75–79%*	Satisfactory‡	2
D	60–69% 60–74%*		1
F	Below 60%	Failing	0

*Minimum course passing grade requirement of 75% for Dental Hygiene (Mesa and Boise only), Medical Radiography, and all Nursing programs are outlined in the program pages under Standards of Progression Requirements.

Analysis and Evaluation

Analysis of Standard II.A.13 found that Carrington College's degree programs include a focused area of study, as can be seen in the Academic Catalog, each program in the course has Student Learning Outcomes developed by faculty who are subject matter experts in the field and who have worked previously in the field. Faculty determine the focused knowledge and skills for the specific area of study, and all degrees have Program Learning Outcomes that are assessed by faculty as outlined in our assessment procedures (*Exhibit IIA.43*). The Student Learning Outcomes are aligned and focused to the scope of practice, and with areas addressed in the third-party examinations for licensure or certification in the field.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

It is the mission of Carrington College to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career focused majors. One of the ways in which Carrington achieves this mission is to prepare its students with the knowledge, skills, and confidence necessary for pursuing successful careers. As an outcomes-oriented institution, Carrington's programs are designed to promote the demonstrated achievement of technical and professional competencies desired by employers and

required for licensure or certification. Student Learning Outcomes and competency assessment is ongoing throughout a student's matriculation through their program.

To be eligible for graduation, students in either the degree and certificate programs must have met the established skill competencies and completed their major classes with a minimum grade of a "C" in each class. Degree students must achieve an overall grade point average of 2.0 or "C" in all general education courses taken (*Exhibit IIA.44*). In addition, students pursuing a degree in Dental Assisting, Medical Assisting, Medical Billing & Coding, and Pharmacy Technology must complete a comprehensive program final examination to be eligible for graduation.

Analysis and Evaluation

Analysis of Standard II.A.14 found that the College understands the value of industry certification and licensure in terms of validating an individual's knowledge and skill and obtaining employment. Carrington currently offers several programs designed to prepare students for vocational licensure or certification. The College standards for institutional outcomes in these areas are determined through a variety of sources, including programmatic accreditation standards and comparison of Carrington student outcomes to the national averages on certification and license exams. In addition, the College ensures its Student Learning Outcomes (SLOs) are aligned with industry-defined technical and professional competencies by soliciting input directly from employers and through the Program Advisory Committees (*Exhibit IIA.45*), and other industry resources. End-of-program surveys provide feedback regarding the value of Carrington's coursework in preparing graduates for their current positions (*Exhibit IIA.46*).

Programs failing to meet the Institutional Set Standards (*Exhibit IIA.47*) are expected to analyze the student performance and create an action plan addressing any gaps identified (*Exhibit IIA.48*).

In addition, the College uses a Biennial Program Review to assess the effectiveness of specific curriculum and resources in meeting the Institutional Set Standards and the Carrington Mission statement. An example of this process includes the 2016 Program Review of the Surgical Technology program (*Exhibit IIA.49*). It was through this review process that it was determined that the program would add a third-party examination preparation resource to the curriculum in order to improve the licensure pass rates for the graduates.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College follows a definitive process which includes the committee structure and refers to the Operational and Strategic Plans when considering changes to or the elimination of a program. Program changes might include length, depth, and breadth as

well as curricular or equipment updates dictated by evolution in the industry. When programs at Carrington are changed in a significant way, students are provided with written notification detailing the change as well as the effective date. An example of this would be a change in the modality of delivery for the Career Development Seminar course where the Tucson campus moved from a campus-based to an online delivery, effective December 10, 2018. Carrington provides students with an orientation prior to the start of their first online course and takes measures to ensure that these changes have a minimal impact on our students. Students were provided written notification of this change (*Exhibit IIA.50*).

Students undergoing this type of change are allowed ample transition time where applicable and are provided with additional support services such as academic or non-academic related counseling. The College makes every effort to communicate changes of this nature in a timely fashion so that students can adapt their work schedule or other non-academic responsibilities to allow for this change.

When programs are eliminated, Carrington College follows a planned and detailed teach-out process which includes the appropriate accreditation and regulatory communications and most importantly, a communication plan for students. The College takes every measure to ensure that this change will have a minimum impact and that the students will have the necessary resources to complete the program including contingencies if in the event a student is unable to complete the program as scheduled.

Students currently enrolled in program(s) being taught out will continue to experience the same level of service and high-quality education until the completion of the program. Should one or more students fail a course or take a leave of absence, the program closure date will be extended to ensure all currently enrolled students have an opportunity to graduate. All students will be notified of the program closure in writing. Additionally, graduates will continue to have access to the resources of the Carrington College Career Services and Registrar Services departments both during the teach-out of the program and afterwards.

As a best practice, all students are notified of the program closure in writing at least ninety days in advance (*Exhibit IIA.51*). The College will make provisions for all active students to complete their program which might include affording students the opportunity to complete their program at another Carrington College campus that is teaching the exact same program. This is accomplished by teaching the program (for example, at an impacted campus) until active students have had the ability to complete their program. Determining the last term that the program is taught is influenced by the student population. Students also have the opportunity to complete their program at a different Carrington College campus that offers the same program.

Analysis and Evaluation

Analysis of Standard II.A. 15 found that Carrington College follows a repeatable process when a program is eliminated or significantly changed. Students affected by the change continue to receive a high-quality education, access to Student Services and Career

Services support, and the opportunity to complete their programs in an acceptable timeframe.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The quality and currency of all instructional programs is evaluated during the program review process; the table below shows the biennial program review cycle for all programs. More frequent reviews may be considered if requested by faculty, employment services, advisory boards, or accreditation standards. In these situations, the Program Review-Short form (*Exhibit IIA.52*) is used. The format of this form guides the team through the process of identifying the factor which launched the process, the sources of information that provide the supporting evidence for the change, and the costs associated with the request, along with a timeline for implementation. Program Directors work with the Deans of Curriculum/Nursing, who will be responsible for moving the recommendation through the budget and planning process.

(Carrington College Program Review Schedule: 2013-2022)

Type	Program	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Curriculum	Criminal Justice	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Dental Assisting	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Dental Assisting Degree	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Dental Hygiene	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	General Education	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Health Information Technology	N/A	N/A	N/A	N/A	N/A	Program Start	No	Yes	No	Yes
Curriculum	Health Studies						No	Yes	No	Yes	No
Curriculum	Medical Administrative Assistant	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Massage Therapy	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Assisting	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Billing & Coding	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Medical Laboratory Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Medical Radiography	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Pharmacy Technology	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Assistant	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Physical Therapy Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Phlebotomy	N/A	N/A	N/A	N/A	Program Start	No	Yes	No	Yes	No
Curriculum	Registered Nursing	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Respiratory Care	No	Yes	No	No	Yes	No	Yes	No	Yes	No
Curriculum	Surgical Technology	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Veterinary Assisting	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Curriculum	Veterinary Technology	No	Yes	No	No	Yes	No	Yes	No	Yes	No
Curriculum	Vocational Nursing	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Curriculum	Vocational Nursing Degree	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes

The program review process ensures the quality and improvement of all instructional

programs, the courses and department services that are offered by the College.

(Carrington College Service Area Program Review Schedule: 2013-2022)

Type	Program	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Service Area	Library Services	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Student Success Centers	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Career Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Enrollment Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Finance	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Records	No	No	Yes	No	Yes	No	Yes	No	Yes	No

Program review is a critical self-study designed to achieve a review of the program in specific areas, assess the program outcomes and plan for improvement.

The scope of program review includes the following areas (*Exhibit IIA.53*):

- Program Resources (Faculty; Facilities, Equipment, Supplies, Support)
- Curriculum: Student Learning Outcome Statements
- Student Achievement and Learning Outcomes
- Program Fair Practices
- Program accreditation
- Feedback (Student Satisfaction, Employer Satisfaction, Advisory Board)

Each of the program review areas is formally evaluated with data and feedback from a variety of sources, representing different perspectives, including, students, graduates, faculty, employers, advisory boards, and externship sites. Data and information sources include are as follows (*Exhibit IIA.54*).

- Student learning outcome data: course, program, and institutional learning outcomes
- Student Achievement data: graduation rates, licensure examination rates, graduate employment statistics
- Survey results and other evaluations: student satisfaction surveys, employer surveys, faculty surveys
- Advisory Board minutes
- Extern or clinical site evaluations

Recommendations are finalized during the program review year in time for the College annual planning process. Recommendations arising from the program review are examined. If the Carrington Senior Leadership Team approves the recommendation, allocation of appropriate resources is added to the following financial year's budget (*Exhibit IIA.55, Exhibit IIA.56*).

Analysis and Evaluation

Analysis of Standard II.A.16 found that Carrington College follows a systematic and regular program review process and evaluates its curriculum and services through this

process. As a result of the review, the committees summarize their recommendations in the Executive Summary. When a recommendation has an associated cost, a Resource Allocation Rubric is completed. The College also has a process in place to support program changes that may need to occur outside of the biennial cycle.



Evidence List for Standard II.A

IIA.1 Academic Catalog
IIA.1a HIT Intent to Offer.docx
IIA.2 Faculty Meeting_Sac_DA_20180518
IIA.3 FAC102_Online_Blended Faculty Development Course
IIA.4 FAC102_Online_Blended Faculty Development Course Module 3_Learning Theories Lesson
IIA.5 Classroom Management InService_Nov2018
IIA.6 Sample eLEO Evaluation Summary
IIA.7 VCO Example
IIA.8 End of Course Survey
IIA.9 Program Review Training Presentation_2018
IIA.10 PT_2018 Program Review Data Package
IIA.11 Program Review Manual
IIA.12 Syllabus for English Writing and Composition
IIA.13 Syllabus for Preventative Dentistry)
IIA.14 ENG101 Module 3_Written Assignment Rubric
IIA.15 SLO Assessment – How To!_Faculty Development Micro-courses
IIA.16 FACDEVLP Syllabus for Faculty Development Micro-Course courses
IIA.17 Course_Map_Template_VAC114T_10 24 17_Tucson
IIA.18 Institutional Learning Outcomes Curricular Mapping Activity template
IIA.19 DA_2018 Program Review Data Package
IIA.20 Canvas – Missing SLO Report
IIA.21 Learning Outcomes_MissingEvaluation_2016 Jul 17
IIA.22 NSO Orientation Slide Deck
IIA.22a SSC Utilization Stats – Boise May 2019
IIA.22b Academic Catalog
IIA.23 Student View of Schedule
IIA.24 Student Schedule_CampusNexus
IIA.25 Academic Catalog
IIA.26 Academic Catalog
IIA.27 Academic Catalog
IIA.28 Lesson Plan
IIA.29 Library Resources
IIA.30 Library Services Program Review Matrix
IIA.31 TopChallengingLearningObjectivesEmail
IIA.32 DA_2018 Program Review Data Package
IIA.33 Academic Catalog

IIA.34 Carrington ILO Assessment June 2016).
IIA.35 Dental Assisting Procedures Course SLOs
IIA.36 Dental Office Protocols Course SLOs
IIA.37 PHM111L Course SLOs
IIA.38 RN CSLOs
IIA.39 Research Rubrics
IIA.40 Program Student Learning Outcomes
IIA.41 Academic Catalog
IIA.42 Pharmacy Technology-ASHP Curriculum Crosswalk
IIA.43 PLO Assessment Example
IIA.44 Academic Catalog
IIA.45 PAC meeting minutes
IIA.46 Medical Assisting Survey
IIA.47 Institutional Set Standards
IIA.48 ISS Analysis
IIA.49 Surgical Technology Program Review Executive Summary
IIA.50 Modality Change Notification
IIA.51 Teach Out Letter San Jose LC_March2017
IIA.52 Program Review Short Form
IIA.53 Carrington Program Review Matrix
IIA.54 Carrington Program Review Matrix
IIA.55 Program Review Executive Summary VT 2017
IIA.56 Resource Allocation Rubric VT Program Review 2017

II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The mission of Carrington College is to establish a pattern of life-long learning through information literacy for students and staff. One way Carrington College achieves its mission statement is by providing *a supportive, student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes* (pg. 1 of all Academic Catalogs). The College identifies the needs of its students in order to enhance a supportive learning environment by systematically assessing the student support services, using student learning outcomes, faculty, and staff input, as well as other measures appropriate to the improvement of institutional effectiveness (***Exhibit IIB.1***).

Carrington College offers services to its students regardless of their location or the delivery method of their instruction. Learning Support services include the Student Success Center, tutoring, and the Library, as well as access to faculty and staff during faculty office hours. The College website, Academic Catalog, and the Student Handbook (***Exhibit IIB.2***) outline the campus hours, hours of service for the Student Success Center, as well as online services available twenty-four hours a day.

Mission of Carrington College Library Services

The Carrington College Library provides a wide range of information resources and research technologies to further the learning of every student. Through service to students, faculty, and staff, we help individuals take advantage of Carrington College's extensive library resources to assist in developing information literacy. It is our goal to ensure that the library remains a primary focus to a Carrington College education.

Accessibility by students

Carrington College provides a library at each campus (***Exhibit IIB.3***), as well as a virtual library (<http://students.carrington.edu/library/>) for online resources. The campus libraries are accessible by students who attend class on ground as well as online students who live within proximity of a campus. Each campus library maintains materials which support the programs and courses offered at that campus. Online library resources are also available to every student and to every

program whether online or on campus (*Exhibit IIB.4*). As a strong library is a central and important component of a student's education, improvements and ease of access were considered during the Learning Management System (LMS) migration to Canvas. The library is the first icon/module within the Student Resource Center in Canvas.

Personnel Supporting Students

The College employs a Master's trained librarian who provides overall library guidance and support to each campus and to the virtual library. The campus libraries are supported onsite by the campus Student Success Managers who have been trained, by the college librarian, to support their libraries. In addition, the Student Success Centers also employ Academic Coaches who have been trained to assist students with basic library searches both on campus and online. The librarian provides support to Student Success Managers and Academic Coaches on any and all library related topics. Online library reference service is provided via an email address accessible from the library homepage. The Librarian has the primary responsibility of managing this service.

Library Help	Technical Support & Help
<p>Email the librarian: library@carrington.edu</p> <p>Questions will be addressed during business hours.</p> <p>You may reach the librarian by phone during office hours only: Wednesday and Friday (10-12 MST). 602-393-5964</p>	<p>HelpDesk</p> <p>For technical support ticket submission: support@carrington.edu</p> <p>Cache Clearing in Chrome</p> <p>Cache Clearing in Firefox</p> <p>Cache Clearing in Internet Explorer</p>

Library Collections

Carrington College library collections include books, textbooks, and non-print materials such as DVDs, and serials both in print and online databases through an account with EBSCO Subscription Services. The collection is maintained by the Librarian and Student Success Managers under Academic direction from faculty, Program Directors, Deans of Nursing, and Deans of Curriculum to ensure the collection meets the needs of the programs and students it supports.

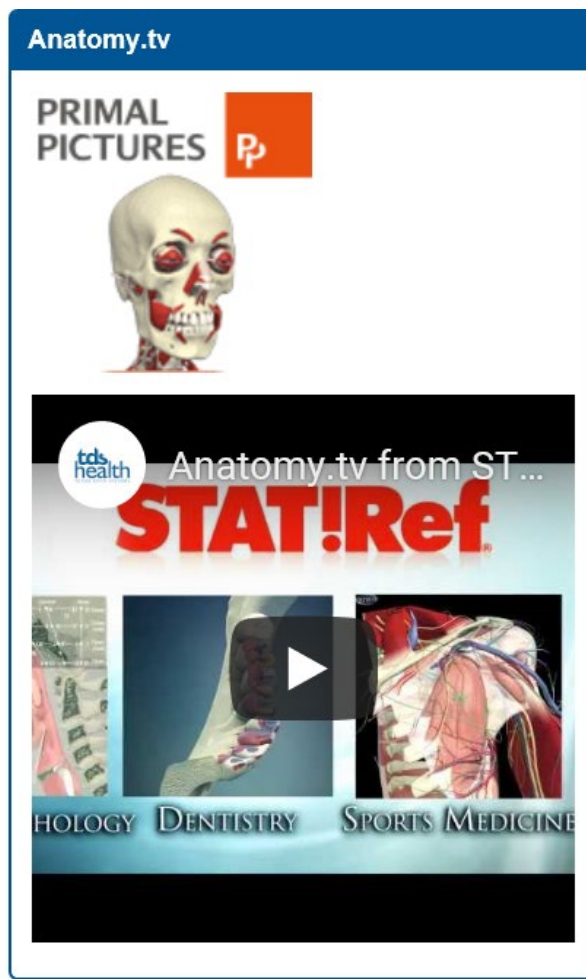
The Carrington College Library subscribes to the following.

- EBSCOhost publishing including MedLine, CINHAL, Academic Search Complete, Rehabilitation Reference Center and Dynamed. OVID Nursing database as well as the Joanna Briggs Institute to support nursing research and scholarship.

Direct Links to Databases

- CINAHL Plus® with Full Text
- DynaMed (evidence-based clinical information)
- EBSCO Databases - Main Search Page **i**
- Joanna Briggs Database
- Ovid Databases
- Points of View Reference Center
- Rehabilitation Reference Center
- STAT!Ref (medical books online)
- STAT!Ref Mobile Information

- eBooks through Stat!ReF which has a robust nursing and medical student collection
- Anatomy.tv, which offers students study and research support on all aspects of human anatomy and physiology



The image is a promotional graphic for Anatomy.tv. At the top, it features the text "Anatomy.tv" in white on a blue background. Below this, the "PRIMAL PICTURES" logo is displayed, consisting of the words "PRIMAL PICTURES" in black and a red square containing a white "P" with a stylized "i". Underneath the logo is a 3D anatomical model of a human skull with red highlights on the eye sockets and nasal cavity. The central part of the graphic is a video player interface with a black play button in the center. Above the play button, the text "tbs health" is in a white circle, and "Anatomy.tv from ST..." is in white. Below the play button, the text "STAT!Ref" is written in large, bold, red letters. At the bottom of the graphic, there are three small thumbnail images: a hand holding a dental tool, a person's face, and a 3D anatomical model of a human torso. Below these thumbnails, the words "HOMOLOGY", "DENTISTRY", and "SPORTS MEDICINE" are written in white capital letters.

Additionally, students have the ability to access all campus resources through the usage of intralibrary loan (*Exhibit IIB.5*).

Tutoring Services/Learning Lab Carrington College provides learning resource access to all programs. The Student Success Center and the learning labs are available at the campuses (*Exhibit IIB.6*). The campus Learning Lab provides students with computer Internet access and is available throughout the week (hours are posted at each campus). Carrington College also utilizes resources of Tutor.com to support its students. The Tutor.com usage reports are sent monthly to the Directors of Operations, Deans of Curriculum and Student Success Managers (*Exhibit IIB.7*).

The Student Success Centers support learning through direct one-on-one academic coaching, group-skills training, train-the-trainer sessions, liaising with faculty training, and providing online resources for campus) and online students. Carrington College library collections including books, textbooks, and non-print materials such as DVDs, and serials both in print and online databases through an account with EBSCO and Ovid (*Exhibit IIB.7a*).

The Success Centers' goals make critical contributions to student learning outcomes and achievement. The SC's goals are as follows.

- support the College's skills-based approach to education, identifying learning needs through the analysis of outcome and achievement data
- support the achievement of the ISLOs: critical thinking, information management and technical literacy, personal and professional development, communication skills, and respect and responsibility
- provide information to support program development and innovative classroom practices
- provide a supportive learning environment that connects students with students and academic coaches
- equip the Centers with appropriate, industry-standard technological advancement

Analysis and Evaluation

Analysis of Standard II.B.1 found that the College offers a variety of student support services designed to assist students to reach their educational goals independent of teaching modality. Access to electronic library services supports all students at any time. Additionally, the campuses provide areas where students can access library resources when they are on campus. Program-specific resources are also provided to students (*Exhibit IIB.8*) thus enabling students to find program related information more quickly.

To provide a stronger library experience for all Carrington College students, the College implemented a new integrated library system (ILS) in 2018 to replace two separate ILS programs used within California and outside of California. This

system enables the College to provide resources to all students. The College has also implemented LibGuides in 2018, thus providing an improved virtual library experience. One such improvement includes an OneSearch bar for easier searching across databases. In addition to the library homepage, are pages (tabs) customized for each academic program. These include journals, books, online resources, and professional organizations. There are also pages (tabs) for writing assistance and available academic services at the Student Success Centers.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Carrington College has a formal library collection development and maintenance policy (*Exhibit IIB.9*) which works to maintain and update the library collection. The Carrington College Collection Development Plan considers requirements of programmatic accreditors as well as feedback provided by the Program Advisory Committee and external stakeholders such as clinical sites. There are specific criteria for selection of library materials: relevance, appropriateness, reputation of the author or publisher, quality, diversity, currency, and durability. In addition, it is the responsibility of the Librarian and the Student Success Centers to evaluate and examine the library collection every year (*Exhibit IIB.10*). During the evaluation process, the College gathers inventory reports, collection development notes, faculty and staff suggestions, and recommendations. This information is provided to the Deans of Curriculum and Deans of Nursing who collaborate with the Provost to determine additions and/or deletions to the library collection.

The College maintains standardized library book lists, which are reviewed annually. The Deans of Curriculum, Deans of Nursing, along with the Student Success Managers and the Librarian, review the standard book lists to determine if updates are required.

During the biannual program and services review, the College collaborates in an effort to provide all students across the institution the same learning experience by drafting items such as the Standard Equipment List (SEL).

The Deans of Curriculum and Deans of Nursing, in conjunction with Program Directors, maintain the SELs for each program (*Exhibit IIB.11*). The SELs are determined based on an overall assessment of equipment needs in order to effectively instruct the program and to develop psychomotor and cognitive skills in our student population. Many of the programmatic accreditors expect each program to provide hands-on learning in the laboratory environment on specific pieces of equipment or machinery as is similar to that found at clinical sites for each respective profession.

The Program Review process provides the mechanism for review and analysis of the current status in regard to curriculum, supplies and equipment needs. The program directors collaborate with College leadership to identify any needs and whether they need to be incorporated into the standardized equipment list along with other materials used for practical application in lab courses. The Program Director and Faculty are responsible for managing equipment on the campus and work with campus leadership to ensure these essential learning tools are available for use each day (*Exhibit IIB.12, Exhibit IIB.13*).

Each Carrington facility offers campus-wide wireless access, a library, student lounge, classrooms, and a fully-equipped science laboratory. The Student Success Centers are equipped with computers with internet access, a skills laboratory and in some cases a simulation theater. All classrooms feature ceiling-mounted LCD projectors, computers and DVD and internet access. The Skills Lab is used in a variety of ways to ensure students understand and practice techniques and follow procedural steps when interacting with patients. Simulators are programmed to mimic human functions such as breathing, heart rate, eye changes, etc., to elicit student observations. The library housed within the student success center contains print and electronic materials that include monographs, textbooks, CDs, DVDs and periodicals, EBSCOhost, online databases, reference materials, textbooks and journals, a student union, general education support, and a learning lab which are available to all students. Computer labs are located at every campus to support student learning.

Analysis and Evaluation

Analysis of Standard II.B.2 found that the College works collaboratively to establish and review a standard library list as well as a standard equipment list. This collaboration includes Academic leadership, a librarian, a Student Success Manager, and faculty to ensure that students have functional educational equipment to support student learning and enhance the achievement of the College's mission.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has four Institutional Learning Outcomes (ILOs): Critical Thinking, Professionalism, Communication and Collaboration. Service areas contribute indirectly to student learning through their interactions with students. For the library and Student Success Centers, the ILOs of Critical Thinking and Communication are mapped to the Student Satisfaction Score.

Student Support Service Area	Contribution to Student Learning	Institutional Learning Outcome
Student Success Centers	Developing academic research and mathematics skills	Critical Thinking
	Developing student professional interaction skills	Professionalism
	Developing student group learning skills	Collaboration
	Developing student writing skills	Communication
Library	Developing online data base research skills	Critical Thinking
	Modelling professionalism in interactions with students	Professionalism
	Modelling collaboration interactions with students	Collaboration
	Developing student ability to formulate and articulate problem	Communication

The College evaluates library services through several mechanisms.

- Library services are evaluated every 2 years as part of the Service Area Program Review. Library services were evaluated in 2016 ([Exhibit IIB.14](#), [Exhibit IIB.15](#), [Exhibit IIB.16](#)).

Note: Exhibit IIB.16 has macros and several tabs and will not show in the preview screen. You will need to download to view.

- As part of the Academic Excellence Committee, Library Committee representatives (Student Success Managers, faculty, and deans) discuss needs for library resources, review existing services, and identify learning support needs ([Exhibit IIB.17](#)). Usage reports for the library databases are also generated and distributed to leadership, including Deans of Curriculum, Directors of Operations ([Exhibit IIB.18](#), [Exhibit IIB.19](#)).

Note: Exhibit IIB.16 has macros and several tabs and will not show in the

preview screen. You will need to download to view.

- Students provide feedback through the Student Satisfaction Survey which is administered twice a year (*Exhibit IIB.20*). The results from Spring 2016 – Spring 2018 are shown below.

(Student Satisfaction Survey Question: Customer Service (% met or exceeded expectations))

	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Library	Professionalism, Collaboration	93% (4060)	94% (3310)	n/a	n/a	90% (2421)

(Student Satisfaction Survey Question: Experience Met Needs--% promoters - % detractors)

Library	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Satisfaction Score	Critical Thinking, Communication	71%	72%	66%	69%	60%
	% Promoters	79%	90%	76%	78%	72%
	N	4052	3303	2741	2287	2425

(Student reported)

2016: In your time at the college, have you interacted with the library? 2017: Have you used the Carrington College Library?		Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Usage	Yes	70%	67%	60%	58%	57%
	No	5838	4969	4532	3956	4265

The College evaluates Student Support Services (Student Success Centers, Enrollment Services, Student Finance, Career Services, and Student Records) through several mechanisms.

- Students provide feedback through the Student Satisfaction survey which is administered twice a year (*Exhibit IIB.21*). Results of this survey from Spring 2016--Spring 2018 are shown below. Students are asked to rate the

customer service received and whether or not the experience met their needs.

(Student Satisfaction Survey Question: Customer Service--% met or exceeded expectations)

Student Support Service	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Enrollment Services	Critical Thinking, Professionalism,	92% (5831)	92% (4961)	90% (4532)	88% (4040)	88% (4353)
Student Finance	Critical Thinking, Professionalism	88% (5831)	86% (4961)	83% (4532)	81% (4040)	66% (4353)
Career Services	Critical Thinking, Professionalism, Collaboration	91% (3874)	95% (4050)	91% (2924)	92% (2321)	90% (2358)
Student Success Centers	Professionalism, Collaboration	96% (4644)	95% (4050)	94% (3675)	94% (3186)	93% (3340)
Student Records	Professionalism, Collaboration	94% (4481)	94% (3797)	91% (3437)	91% (2799)	85% (2720)

(Student Satisfaction Survey Question: Experience Met Needs--% promoters - % detractors)

Student Support Service	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Enrollment Services	Critical Thinking, Collaboration, Communication	68% (5819)	69% (4950)	63% (4532)	61% (4030)	52% (4347)
Student Finance	Collaboration, Communication	60% (5819)	57% (4950)	50% (4532)	46% (4033)	19% (4347)
Career Services	Collaboration, Communication	64% (3866)	76% (4039)	61% (2924)	64% (2236)	58% (4347)
Student Success Centers	Critical Thinking, Communication	75% (4633)	76% (4039)	72% (3676)	74% (3180)	68% (3335)

Student Records	Critical Thinking, Communication	69% (4471)	71% (3790)	62% (3437)	62% (2797)	50% (2716)
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- Each of these student support services is also evaluated through the Program Review process. The schedule for review is shown below

Type	Program	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Service Area	Library Services	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Student Success Centers	Yes	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Service Area	Career Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Enrollment Services	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Finance	No	No	Yes	No	Yes	No	Yes	No	Yes	No
Service Area	Student Records	No	No	Yes	No	Yes	No	Yes	No	Yes	No

Analysis and Evaluation

Analysis of Standard II.B.3 found that the College utilizes a number of methods to collect feedback from different stakeholders about the library and student support services, thus ensuring that feedback is collected from stakeholders across the College. Student feedback is collected through the Student Satisfaction Survey which is administered twice a year; colleagues provide feedback through participation in biennial program review.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Carrington College does not collaborate with other institutions for library resources.

Analysis and Evaluation

Analysis of Standard II.B.4 found that the College has contracts for services provided by other student resource vendors.

The College evaluates Service Level Agreements annually and also during the Program and Services Review process.

Evidence List for Standard II.B

- IIB.1 Academic Catalog
- IIB.2 Student Handbook
- IIB.3 Campus Library Hours of Operation
- IIB.4 Library Resources
- IIB.5 Intralibrary loan policy
- IIB.6 Student Handbook
- IIB.7 Tutor.com Usage Report Example
- IIB.7a Library Flyer
- IIB.8 Library Resources
- IIB.9 Carrington College Collection Development Plan
- IIB.10 Library_Campus_Journal Subscriptions
- IIB.11 Standard Equipment list
- IIB.12 2016 LS Program Review Executive Summary
- IIB.13 2018 LS Program Review_San Leandro Campus
- IIB.14 2016 LS Program Review Executive Summary
- IIB.15 2018 LS Program Review_San Leandro Campus
- IIB.16 2018 LS Program Review Data Package
- IIB.17 Minutes- Library Committee Meeting 11 December 2018
- IIB.18 Library_EBSCO FY17 Usage
- IIB.19 Library_OVID FY17 Usage
- IIB.20 Student Satisfaction Questionnaire
- IIB.21 Student Satisfaction Survey



II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Carrington College provides a number of student support services to its students, which include but are not limited to Enrollment Services, Student Records, Student Finance, Student Success Center, Library, Student Success, and Career Services.

Carrington College uses several methods to measure service quality. As part of the regular Program Review described in Standard II.A, student support services (Career Services, Student Finance, Student Records, Enrollment Services, and Financial Services) are reviewed on a set biennial schedule (*Exhibit IIC.1, Exhibit IIC.2*) To gather student feedback on these services, a Student Satisfaction Survey is administered twice a year (in the spring and in the fall). Additionally, students are asked to rate the quality of the service (*Exhibit IIC.3*). Satisfaction scores (whether service met student's needs) are measured on a 0-10-point scale: 0 (not at all) and 10 (completely). The final satisfaction score, or Net Promoter score, is calculated as % Promoters (ratings of 9 and 10) and % Detractors (ratings of 0-6).

Results are provided to the campus community, and the leaders in each service department are asked to review the satisfaction scores, the percentage of students who state they have used the service, whether students felt respected by the service providers, and any associated comments. Leaders are asked to create remediation plans when service levels fall.

In addition to periodic reviews as described above, each operational area, (e.g. student finance and Student Success Managers) meet weekly to review operational metrics (*Exhibit IIC.4*). These meetings maintain visibility in the day-to-day operational activities, all of which have an impact upon students.

Colleague phone calls in enrollment service, student finance, registrar, and career services were recorded and a sample periodically reviewed to ensure quality and compliance when the school was a part of Adtalem Global Education. Calls were recorded and each manager had the requirement to listen to one call per quarter and make a formal observation. This observation was recorded and maintained and became part of the colleague's Individual Performance Plan at year end. Managers listened to additional calls to ensure compliance and coach staff on appropriate interactions. Colleagues in need of remediation were counseled and the counseling is documented. Carrington College did not maintain the contract to record the calls when it separated and joined San Joaquin Valley College, Inc. Carrington is currently investigating a new vendor to provide these services. Calls made to and from the Contact Center are still recorded for quality assurance purposes.

Analysis and Evaluation

The College has deployed several mechanisms to evaluate the quality of student support services. As demonstrated in the Fall 2017 Student Satisfaction survey results (see table below), students across the College are asked to provide feedback. Students are asked for feedback on each support service and this input is important to improving the overall student experience. By providing students the opportunity to provide feedback twice a year, the College is able to monitor how well it delivers its services.

The ability to understand the feedback provided by students is also important. The College implemented a single-sign-on technology for the administration of the Student Satisfaction Survey for the Fall 2017 survey. The College will now be able to further segment the data to gain a deeper understanding of the student experience. (Prior to the Fall 2017 survey, students were asked to self-report demographic information.)

In the Fall 2017 Student Satisfaction survey results, the College found the following.

- students who completed the survey, 34% (1380/4054) had been with the College between 7-12 weeks
- 38% (1553/4054) had been with the College 6 months or more. (See Demographic information, Fall 2017 results)
- the Spring 2017 survey administration, 50% of students (2344/4696) had been with the College 6 months or more
- with the Fall 2017 survey administration, the College was able to reach a broader cross-section of the student population

Student satisfaction with Student Support Services remained strong in Calendar Year (CY) 2017, see table below. Throughout the organizational change that occurred in 2017, the College's strong focus on student success and satisfaction is reflected in both the student perception of the quality of the services they receive and their satisfaction with those services.

Student Support Services	Quality of Services			Satisfaction (NPS)			
	Fall 2017			Fall 2017			Spring 2017
	Respondents	%	Measure	Respondents	Promoters	Score	Score
Enrollment Services	Fall 2017			4033	74%	61%	63%
Customer Service (Respectful, Friendly, Responsive)	4040	88%	Fully met or exceeded expectations				
Provided helpful and accurate information	4014	84%	Agreed or strongly agreed				
Student Finance				4033	65%	46%	50%
Customer Service (Respectful, Friendly, Responsive)	4040	81%	Fully met or exceeded expectations				
Treated respectfully	4012	87%	Agreed or strongly agreed				
Timely response	4012	79%	Agreed or strongly agreed				
Student Records				2797	73%	62%	62%
Customer Service (Respectful, Friendly, Responsive)	2799	91%	Fully met or exceeded expectations				
Student Success Center				3180	81%	74%	72%
Customer Service (Respectful, Friendly, Responsive)	3186	94%	Fully met or exceeded expectations				
Career Services				2317	75%	63%	61%
Customer Service (Respectful, Friendly, Responsive)	2321	92%	Fully met or exceeded expectations				
ASPIRE				2236	64%	45%	42%
Familiar with Program	3944	57%					

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College has four Institutional Learning Outcomes (ILOs): Critical Thinking, Professionalism, Communication and Collaboration. Service areas contribute indirectly to student learning through their interactions with students. The table below shows how each student support service area contributes to student learning and the associated ILO.

Student Support Service Area	Contribution to Student Learning	Institutional Learning Outcome
Enrollment Services	Developing student understanding of academic choices	Critical thinking
	Modelling professionalism in interaction with students	Professionalism

	Modelling collaboration in interaction with students	Collaboration
	Modelling positive communication	Communication
Student Finance	Developing student financial management and planning skills	Critical Thinking
	Modelling professionalism in interaction with students	Professionalism
	Modelling collaboration in interaction with students	Collaboration
	Developing student's ability to communicate using financial language	Communication
Career Services	Developing career search skills, and resume and interview skills	Critical Thinking
	Modelling professionalism in interaction with students	Professionalism
	Working with team in common goal	Collaboration
	Improving self-presenting and writing skills	Communication

As service areas must rely primarily on indirect evidence for measurement of student learning, each ILO is mapped to specific questions on the student satisfaction survey (*Exhibit IIC.5*).

There are two primary questions on the Student Satisfaction Survey which relate to the ILOs (mapping varies by service area).

- My experience with (student support service) met my needs (NPS scale prior to 2019)
- Please rate (student support service) on Customer Service (Respectful, Friendly, Responsive)

Survey results are provided to the service to provide data for evaluation of outcomes and process improvement. Each department then reviews the summative scores and comment by location. This allows managers within these service departments to evaluate the delivery of the ILOs and to develop action plans for improvement.

Analysis and Evaluation

In Standard II.C.1, it was noted that in 2017 that the overall student satisfaction with Student Support Services remained strong. In the assessment of learning support outcomes, the College analyzed the results for the Student Satisfaction Survey and the Institutional Learning Outcomes mapping for each survey administration in calendar years 2016 and 2017.

For each student support service (Enrollment, Student Finance, Career Services, Student Support Centers, And Student Records), the College delivered services effectively and demonstrated the ILO for that service (Critical Thinking and Professionalism) as measured by the Customer Service results; students consistently noted that the service they received met or exceeded their expectations.

Student Satisfaction Survey Question: Customer Service (% met or exceeded expectations)					
Student Support Service	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Enrollment Services	Critical Thinking, Professionalism,	92% (5831)	92% (4961)	90% (4532)	88% (4040)
Student Finance	Critical Thinking, Professionalism	88% (5831)	86% (4961)	83% (4532)	81% (4040)
Career Services	Critical Thinking, Professionalism, Collaboration	91% (3874)	95% (4050)	91% (2924)	92% (2321)
Student Records	Professionalism, Collaboration	94% (4481)	94% (3797)	91% (3437)	91% (2799)

ILOs, Communication and Collaboration, for each service mapped to the question of whether or not the service met the student's need. In this analysis (see table below) the College found that the most pronounced decrease was in the area of Student Finance.

Student Satisfaction Survey Question: Experience Met Needs (% promoters - % detractors)					
Student Support Service	Mapped to Institutional Learning Outcome	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Enrollment Services	Critical Thinking, Collaboration, Communication	68% (5819)	69% (4950)	63% (4532)	61% (4030)
Student Finance	Collaboration, Communication	60% (5819)	57% (4950)	50% (4532)	46% (4033)
Career Services	Collaboration, Communication	64% (3866)	76% (4039)	61% (2924)	64% (2236)
Student Records	Critical Thinking, Communication	69% (4471)	71% (3790)	62% (3437)	62% (2797)

In 2016, Career Services received low scores from students in early terms. Students reported that their needs were not effectively met or that they had not met with a Career Services representative. An assessment was done showing that all students met in group sessions with Career Services early in their program. It was, however, also evident that the content of the session did not call on Career Services to fully introduce themselves and their services. Instead, students stated they liked the workshop and the presenter, but failed to realize in all cases that Career Services was the presenter. The workshop was renamed Career Seminar One and the content was changed slightly to address this need, ensuring that students were more likely to understand the interaction.

Recently, the Career Services Life Cycle (*Exhibit IIC.6*) has evolved and has been further refined so that the Career Services team provides workshops throughout all students' time with the College. For example, a Professionalism Workshop is conducted in a student's second term; a Resume workshop is conducted in the third term; an Interviewing Workshop is conducted in the fourth term. In the fifth term, before a student's externship course, a workshop is conducted to prepare the students for the externship.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Carrington College collects feedback from students utilizing multiple methods throughout their program.

- Each term, all enrolled students are asked to provide feedback regarding their course and instructor through the End-of-Course Evaluation survey (*Exhibit IIC.7*). Student feedback is reviewed by the Academic Excellence department.

- Upon the completion of an externship, students complete an externship survey where they are provided the opportunity to rate the College's programs, services, and instructional programs (*Exhibit IIC.8*).
- Twice a year, a student satisfaction survey is conducted (*Exhibit IIC.9*).

All students, independent of course delivery modality, have the opportunity to complete the End-of-Course-Survey and the Student-Satisfaction-Survey. Results from both surveys are shared with campus leadership. Additionally, results from these surveys are included in the Program Review Data Packages (*Exhibit IIC.10*).

Analysis and Evaluation

Analysis of Standard II.C.3 found that Carrington College has processes and procedures that benefit all students independent of campus location or delivery method.

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Carrington College does not engage in athletic programs. The College does, however, attempt to create events that are in line with its student's career aspirations.

Carrington College students regularly participate in community service projects. The Veterinary Assisting and Technology programs participate in a variety of local events which provide free services to low-income pet owners. These services may include grooming service at local shelters or events such as the Mesa Barktoberfest.

Carrington College Dental Hygiene Clinics assist hundreds of individuals per year, many low-income, for free cleanings, X-rays, and check-ups. Patients may then bring a flash drive or other portable storage device to then take their records to area dentists for analysis and needed fillings.

Medical Assistants frequently offer free blood pressure screenings. In 2014, the College tried to beat the world record for a single organization to perform the most blood pressure screenings in a single day. Unknown to the College, another institution in India held a similar event the same week claiming the new record.

Many of our programs offer mentor programs where advanced students will mentor new students. The College also has a Student Advisory Council to give administrators insight into student perspectives.

Analysis and Evaluation

Carrington College does not offer co-curricular or athletic programs.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Academic advising begins with the admission interview. Enrollment advisors meet with prospective students to explore their career goals. Many perspective applicants contact their Enrollment Services Advisor with incorrect assumptions of the job duties of certain positions. The Enrollment Services Advisors are able to utilize a Profile of Interest and Evaluation questionnaire (PIE) to learn about the student's interests and desires (*Exhibit IIC.11*). The advisor is then able to discuss various options with the student and guide him/her towards the best program of study. Students also have the opportunity to meet with a faculty member or Career Services Advisor to discuss the careers available to them. Students also have the ability to meet with a Student Finance Advisor before making a financial commitment. Entrance counseling is a part of this advising session.

New Student Orientation is held before the beginning of every academic term. During New Student Orientation, students are introduced to a variety of campus services and colleagues. They are also familiarized with campus expectations and have an opportunity to meet with new classmates (*Exhibit IIC.11a*).

Program directors, instructors, and Assistant Deans Academic Excellence also actively engage students on a variety of personal, professional, and learning issues. Students are identified as struggling during a weekly "At-risk student" (locally called SOAR meetings) meetings where campus colleagues convene and discuss individual students who they observe struggling (*Exhibit IIC.12*).

Note: Exhibit IIC.12 has macros and several tabs and will not show in the preview screen. You will need to download to view.

These students may be exhibiting behavior problems, poor performance on exams or lab work, or depression. As a result of these discussions, a faculty member or a Student Success Manager will approach the student and ask for a meeting. The student may receive a referral to a colleague may complete a Student Success Plan in consultation with the student (*Exhibit IIC.13*). The Student Success Plan is a valuable tool which outlines tutoring assistance, attendance expectations, professionalism, etc. The plan provides the student and the faculty member with a road map to help the student towards their goal of obtaining a certificate or degree.

Tutoring is available by faculty, Student Success Managers or Academic Coaches. Tutoring is also available during open lab times when students can attend hands-on sessions for additional assistance with faculty.

To provide support for students, training is provided initially and on a regular basis through team meetings. Training examples are noted below.

- Enrollment Services advisors receive training on effective interviewing techniques (*Exhibit IIC.14*)
- Student Success Managers receive training on different aspects of the College (*Exhibit IIC.15*) through regular meetings along. In addition, specific subject related training is provided such as the Complaint process (*Exhibit IIC.16, Exhibit IIC.16a*) and Tips and Ideas for Student Outreach (*Exhibit IIC.17*)
- Faculty, as a part of the onboarding process, complete FAC101 (authored by Carrington College, found on CANVAS), which includes a minimum of three modules (See Slide 3 of *Exhibit IIC.18*); this course includes, but is not limited to, information about college culture and the knowledge of how to use the LMS. To assist students in communicating with students, specialized in-service training is provided, such as Transitional vs. Transactional Interactions (*Exhibit IIC.19*), Tips for student outreach (*Exhibit IIC.20*), and Foundations of Advising and Communication (*Exhibit IIC.21*).

Analysis and Evaluation

Analysis of Standard II.C.5 found that Carrington College provides counseling and/or academic advising programs to support student development. Faculty are also provided training and guidance to better assist students.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (ER 16)

Evidence of Meeting the Standard

Admission standards are clearly outlined in the Carrington College catalog, pp 205-208 (*Exhibit IIC.22*).

- Each student must attest to the completion of high school or high school equivalency examination on their Application for Admission and must submit official proof of high school graduation or attainment of a high school equivalency diploma. Documentation is due upon enrollment or no later than six weeks from the start of classes. If the student has not submitted proof of graduation by the end of the sixth week of class, the enrollment will be cancelled.
- The College admits high school graduates and applicants beyond the age of compulsory school attendance who have a General Educational Development GED®, (*GED® is a registered trademark of the American Council on Education (ACE).*) credential or Certificate of Proficiency equivalent to a high school diploma.

- Carrington does not participate in the ability-to-benefit program.
- Carrington does not participate in the Student and Exchange Visitor Program to provide Visa services or vouch for student status.

The admission age requirement varies by state.

- Arizona, Idaho: 16
- California, Nevada: 17
- New Mexico, Oregon, and Washington: 18 (or younger if the applicant demonstrates proficiency or is an early high school graduate). Those who are under the age of 18 at enrollment are required to have a parent or legal guardian sign the Enrollment Agreement. Some programs have additional age or program-specific requirements that are found in program overviews.

Admission Testing:

Applicants must pass the Wonderlic Scholastic Level Exam (SLE) for admission as administered by the College. Applicants must achieve a specific score to be granted admission and these scores vary by program; this information is outlined in the Academic Catalog. Students may attempt the exam more than once. Students who fail the exam three times must wait 6 months before attempting again. Any additional admission requirements are noted on the program page.

Many programs have specific requirements which are driven by state law or licensing requirements. These requirements may include background checks, drug screens, and vaccination requirements. This information is also available in the Academic Catalog.

Waitlist Policy:

Due to the nature of our clinical degree programs, at the time of enrollment, all applicants will be placed in rank order based on meeting all admissions requirements and entrance test scores. Final selections and seat assignments will be made at least two weeks prior to the program start, according to the number of seats available and final rank order. Applicants on the waitlist will be notified of their status and may choose to cancel their enrollment in the program or apply for the next start.

Veterans:

Transcripts of all prior education and training completed by veterans and eligible persons must be submitted for evaluation to determine credits earned toward the elected objective prior to starting their program of study. If transfer credit is granted, the student's program of study will be adjusted. The student will be notified of all changes to the student's program as they occur.

Students seeking academic credit from military training coursework must submit a transcript documenting completion of military training.

- The Navy and Marine Corps issue the Sailor/Marine American Council on Education Registry Transcript (SMART)
- Army issues the Army/American Council on Education Registry Transcript Service (AARTS) transcript
- Coast Guard uses the Coast Guard Transcript for documenting all college-credit worthy training received and evaluated by the American Council on Education (ACE)

Carrington evaluates military course equivalency based on the ACE recommendation as listed on the transcript.

National Testing Programs:

Students can earn credit for specific general education courses through the nationally recognized tests of CLEP, DANTES or AP. Credit granted is based on the American Council on Education's minimum score earned and credit recommendation. No more than 50% of a program's total credits can be earned through the approved nationally recognized tests of CLEP, DANTES and AP.

Experiential Learning:

Carrington does not grant credit for experiential learning (experiential learning is the process of learning through experience rather than through a traditional academic setting) unless the experiential learning culminated in licensure or certification in a professional field. Where a particular licensing or government agency requires credit for experience to be granted as determined by a written and/or practical examination, Carrington will comply with such regulations.

Transfer Credit Policy:

Credit earned at another accredited postsecondary institution may be evaluated for transfer to a Carrington program if a grade of "C" or better was earned within the timeframes noted below. Transfer credit is evaluated on an hour-by-hour basis for acceptance toward Carrington program requirements. Carrington College does not accept credits through challenge exams and achievement tests. Transfer credit is not granted for externship; senior project capstone courses.

Additional information about the Transfer Credit Policy is available in the Academic Catalog, pp 206-207.

Advisement and Program Completion:

For each program, the Academic Catalog displays the courses in the program along with the length of the program. The example for Medical Assisting is shown below. The projected graduation date, based upon full-time enrollment, is included on the Enrollment Agreement. Enrollment Services representatives provide this information

during the admission process interview. Throughout their program, students are able to meet with success center managers and academic coaches, along with faculty.

Medical Assisting TECHNICAL COURSES			Lecture Hours	Lab Hours	Practical Hours	Semester Credit Hours
MA 10.H	*	MA Clinical Theory 1	54	0	0	3.5
MA 101		MA Clinical Applications 1	23	31	0	2.5
MA 20.H	*	MA Clinical Theory 2	54	0	0	3.5
MA 102		MA Clinical Applications 2	23	31	0	2.5
MA 30.H	*	MA Clinical Theory 3	54	0	0	3.5
MA 103		MA Clinical Applications 3	23	31	0	2.5
MA 40.H	*	MA Administration Theory 1	54	0	0	3.5
MA 104		MA Administration Applications 1	23	31	0	2.5
MA 50.H	*	MA Administration Theory 2	54	0	0	3.5
MA 105		MA Administration Applications 2	23	31	0	2.5
MA 501		Externship	0	0	180	4
CDV 198.2	†	Career Development Seminar	30	0	0	2
Total for Certificate			415	155	180	36‡
Program length: 36 weeks (not including breaks)						
*Online course						
† Online general education course						
‡ 750 Contact hours						
Note: Course descriptions begin on page 145						

Analysis and Evaluation

Carrington College has adopted and adheres to admission policies consistent with its mission. Admission Policies are published in the Academic Catalog, which is available through Carrington College's website (www.carrington.edu). Through the Academic Catalog, along with additional publications, the path to program completion is provided to students. Academic advising is provided to students by Student Success Managers, program directors, and faculty.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Carrington College regularly evaluates its entrance policies, procedures, and practices by means of the Entrance Standards Committee. The purpose of the Committee is to review

all enrollment related items for relevancy and accuracy, review recommended changes and ensure continuous quality and improvement. In addition, the committee review admission criteria for all programs and coordinates this activity with academic leaders to ensure that requirements are met.

The College provides placement testing, ensuring consistency and effectiveness while minimizing cultural and linguistic biases within the placement instrument, which led to the implementation of the Wonderlic entrance examination in FY12.

Analysis and Evaluation

Through the Entrance Standards Committee, Carrington College has a process in place to regularly evaluate admissions and placement instruments. Additionally, this committee reviews recommendations that are brought to the committee through the Deans of Curriculum and Deans of Nursing. Recommendations are then submitted through the committee structure for additional review and approval (*Exhibit IIC.23, Exhibit IIC.24*).

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Retention of student records is defined by the Records Retention Policy (*Exhibit IIC.25*). The Carrington College Document Retention Policy is used to determine when it is appropriate to discard a document. State and Federal law and regulation and accreditor policies are utilized in this determination. This document provides guidance for fifty-one different types of documents or data. These documents or forms may be internal (Carrington College) or external. As noted in the Records Retention Schedule, the documents within the student records include, but are not limited to, the following: Academic Records, Grades, Official Proof of Graduation, Enrollment Agreement, and State Disclosures. Carrington College uses the CampusNexus software from Campus Management to house digital versions of student academic records. It holds student grades, attendance, transcript information, directory information, documentation for a variety of services including admission, Student Finance, and Career Services. When students complete documents (such as the Enrollment Agreement, state fact sheets, etc.), campus colleagues scan the documents into the Campus Nexus System and save them as documents. These documents may then be searched and viewed by appropriate colleagues. In addition, CampusNexus houses student finance documentation and tracks a student's progress through the disbursement of funding from third parties and the Federal Direct Loan Program. Access to documents such as the Institutional Student Information Record (ISIR) or Master Promissory Notes are limited to specific groups. Processes are mapped to ensure that necessary documents have been uploaded prior to the packaging and distribution of aid.

Access is limited on a need-to-know basis. Access was audited quarterly in compliance

with Sarbanes-Oxley regulations under Adtalem Global Education to ensure the timely addition or deletion of colleagues as they transition in or out of Carrington College or obtain new positions within the College. The timeline for audits is now being determined under our new relationship with San Joaquin Valley College, Inc. Access is based upon role. Each role has been defined for the type of information that can be accessed. Access is password protected.

The institution publishes and follows established policies for release of student records; per the Academic Catalog, page 245.

All students' educational records are confidential and are made available for approved purposes only. In accordance with the Family Educational Rights & Privacy Act (FERPA) of 1974, the school will not release educational records to unauthorized persons without prior written consent from the student or, in the case of a minor, a parent or legal guardian. The Registrar maintains student records and schedules and provides students with access to end-of-term grade reports, transcripts (on written request), and verification of college status letters. Carrington maintains records that include admission and attendance information, academic transcripts, and other relevant data. This information is kept at least five years after the student is no longer enrolled. Students have the right to review their academic records, including grades and attendance. Students who wish to review their files must submit a written request to the Registrar. The review will be allowed during regular school hours under appropriate supervision. Copies may be provided to the student at the student's expense.

In the Academic Catalog (page 247), Carrington College publishes where students may locate the Family Rights and Privacy Act information located in the Student Handbook and via Annual Student Notification. The Student Handbook and Annual Notification inform students of their rights under the Family Educational Rights and Privacy Act which include the following.

- the right to inspect and review one's own educational record
- the right to see an amendment of inaccurate or misleading information
- the right to limit disclosure of personally identifiable information (*Exhibit IIC.26*)

Students who wish to allow a third party to have access to their Non-Directory Information are required to complete a form (*Exhibit IIC.27*) specifying whom may have access to specific information; this form is retained in CampusNexus (*Exhibit IIC.28*).

Analysis and Evaluation

Carrington College has established policies and procedures in order to maintain student records permanently, securely, and confidentially. As student records are maintained electronically in CampusNexus, the College has a procedure in place to back up this information. Through the Academic Catalog, the College publishes its policies for

release of student records. Forms associated with release of student information are a permanent part of the student record.

Evidence List for Standard II.C

- IIC.1 ProgramReview_Student Success Center_2016_Summary
- IIC.2 ProgramReview_Library_2016_Summary
- IIC.3 Student Satisfaction Survey
- IIC.4 Student Success Center Usage).
- IIC.5 Institutional Learning Outcomes (ILOs) and Student Learning in Service Areas 2015
- IIC.6 Career Services Lifecycle
- IIC.7 End of Course Survey
- IIC.8 Externship Survey
- IIC.9 Student Satisfaction Survey
- IIC.10 DA_2018 Program Review Data Package
- IIC.11 Profile_Interest_Evaluation
- IIC.11a NSO Orientation Slide Deck
- IIC.12 SOAR Report_San Leandro
- IIC.13 Student Success Plan
- IIC.14 Effective Interviewing Techniques
- IIC.15 SSM Meeting Minutes
- IIC.16 Complaint Process for SSM
- IIC.16a Complaint Log
- IIC.17 Tips.Ideas for Student Outreach
- IIC.18 Faculty Onboarding Course In-service February 2018
- IIC.19 Transitional vs. Transactional Interactions
- IIC.20 Student Outreach
- IIC.21 Foundations of Advising and Communication
- IIC.22 Academic Catalog
- IIC.23 Entrance Standards Committee_July 27 2018
- IIC.24 Accreditation Committee_August 20 2018
- IIC.25 Records Retention Schedule
- IIC.26 Request to Withhold Directory Information
- IIC.27 Authority to Release Non Directory Information
- IIC.28 Releasing Non Directory Information Job Aid

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Carrington College effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. The College also uses the stated course, program, and institutional student learning outcomes data to improve its institutional effectiveness and student learning. Working collaboratively, the administration, faculty, staff, and students use formal and informal reviews and assessments in order to improve the College's institutional effectiveness and to ensure that student learning outcomes are met, ensuring that the College's mission statement is fulfilled. To that end, employment qualifications and selection procedures have been developed to ensure the hiring of well-qualified individuals. Information is presented as follows:

Human Resources Department:

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

Review of the numbers and qualifications of faculty and staff at Carrington College locations and at the Home Office indicates the College does employ qualified personnel to support the educational programs and services provided on each location. All eligible personnel are evaluated on an annual basis, and the College's Employee Policy Handbook (*Exhibit IIIA.1*) includes a policy that prescribes equitable treatment of all personnel.

The Human Resource (HR) Team reports to the President and is responsible for the guidance and oversight of employee recruitment and other aspects of the human resources function such as personnel policies and practices, employee training, benefits administration, employee relations and employee leave requests.

An organizational chart and job descriptions of the Human Resources department is provided in [Exhibit IIIA.2](#), [Exhibit IIIA.3](#) and [Exhibit IIIA.4](#). The following chart includes data collected in May 2019.

Carrington College Regular Employees May 2019												
Location	Gender		American Indian/Alaska Native		Black or African American		Hispanic or Latino		Native Hawaiian/Other		Two or More Races	
	Female	Male	Native	Asian	American	Latino	Pac Islander	Other	Not specified	Races	White	
Home Office	47	21	0.00%	4.41%	4.41%	11.76%	0.00%	5.88%	0.00%	7.35%	66.18%	
Contact Center	28	10	0.00%	0.00%	13.16%	42.11%	0.00%	15.79%	0.00%	2.63%	26.32%	
Sacramento	66	17	1.20%	12.05%	6.02%	10.84%	2.41%	13.25%	4.82%	0.00%	49.40%	
San Leandro	17	3	0.00%	15.0%	20.0%	5.0%	5.0%	0.0%	5.0%	5.0%	45.0%	
Pleasant Hill	23	8	0.00%	3.2%	12.9%	9.7%	0.0%	6.5%	6.5%	6.5%	54.8%	
Stockton	22	4	0.00%	11.5%	7.7%	23.1%	3.8%	15.4%	11.5%	0.0%	26.9%	
Citrus Heights	17	5	0.00%	0.00%	0.00%	0.00%	0.00%	27.27%	4.55%	0.00%	68.18%	
San Jose	47	14	3.28%	16.4%	6.6%	18.0%	0.0%	24.6%	8.2%	0.0%	23.0%	
Pomona	12	5	0.00%	5.9%	23.5%	29.4%	0.0%	17.6%	0.0%	0.0%	23.5%	
Online	3	2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.0%	
Tucson	24	3	0.00%	0.00%	7.4%	37.0%	0.0%	18.5%	3.7%	0.0%	33.3%	
Phoenix East	43	13	0.00%	3.57%	8.93%	14.29%	1.79%	12.50%	5.36%	3.57%	50.00%	
Mesa	44	8	0.00%	1.9%	7.7%	15.4%	0.0%	9.6%	5.8%	0.0%	59.6%	
Albuquerque	30	4	0.00%	2.9%	2.9%	20.6%	0.0%	17.6%	5.9%	0.0%	50.0%	
Las Vegas	16	7	0.00%	17.4%	13.0%	8.7%	0.0%	8.7%	13.0%	0.0%	39.1%	
Glendale	4	0	25.00%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	
Portland	15	2	0.00%	11.8%	0.0%	5.9%	0.0%	5.9%	0.0%	5.9%	70.6%	
Spokane	23	5	3.57%	0.0%	0.0%	3.6%	0.0%	10.7%	3.6%	0.0%	78.6%	
Boise	41	8	0.00%	6.12%	0.00%	8.16%	0.00%	6.12%	0.00%	0.00%	79.59%	
Reno	29	2	0.00%	3.2%	0.0%	3.2%	0.0%	6.5%	3.2%	3.2%	80.6%	
Mesquite	9	3	0.00%	16.67%	16.67%	8.33%	0.00%	8.33%	0.00%	8.33%	41.67%	

Minimum Faculty Requirements:

Employment: Guidelines for employment are very carefully and deliberately established for all positions of employment at Carrington College. The minimum faculty qualifications document states the minimum degree, experience, and licensures that are required for each position ([Exhibit IIIA.5](#)).

The minimum faculty requirements are created through input by the faculty, Program Directors, Deans of Accreditation, Deans of Curriculum, Director of Human Resources, and the Provost. The qualifications noted on the document are influenced by a myriad of factors, including institutional and programmatic accreditation standards, input from the Advisory Boards, clinical site requirements, industry expectations, and degree of alignment to the overall mission of Carrington College.

The Carrington College hiring practices allow for the selection of the best candidate for a designated position. The employment qualifications are clearly written and publicly stated. All open positions are advertised on the Carrington College website

(www.carrington.edu). Job descriptions are available as well the specifics regarding the timeframe for the open position.

Talent Acquisition:

Carrington College advertises in order to attract well-qualified individuals that will be successful in their role. Positions are advertised in LinkedIn, Glassdoor, and CareerBuilder. Carrington College utilizes a recruitment agency for all programs that are difficult to fill. The Nursing programs at all locations currently has employed an agency to assist and fill the gaps quickly with high qualified applicants (*Exhibit IIIA.6*).

Hiring Practices & Procedures:

Carrington Colleges hires a pool of well-qualified faculty, administrators, and staff to support all the educational programs, support services and operations. Job descriptions exist for all positions at the College and include information referenced in the above standard. The minimum faculty requirements document is clearly written and outlines the qualifications required for all academic positions within the College. Written policies and procedures are in place and ensure a consistent approach to hiring practices (*Exhibit IIIA.7*). All positions are advertised on appropriate platforms to ensure the highest possible quality applicant (*Exhibit IIIA.7a, Exhibit IIIA.7b*).

Analysis and Evaluation

Carrington College has well established processes and procedures in place to ensure that the applicants to the College have the prescribed qualifications. The minimum faculty requirements document contains requirements across all programs and states and provides an easy reference for recruiters, Program Directors, evaluators, and Senior Leadership. Carrington College has employed a well-qualified workforce to support the mission of the College. The job standards are clearly established, and mechanisms are in place to verify the qualifications of those applicants. The College does employ an outside agency to support in the most difficult hires namely, those in the nursing programs.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Carrington College utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located in the organization's applicant tracking system job library. When vacancies are open the qualifications are posted and publicized internal to the institution and then externally on various job boards and the College's website. The academic faculty and administrators must meet documented minimum qualifications as provided

in the Minimum Qualifications document written by the Accreditation Department. Carrington utilizes a faculty-driven process as the minimum qualifications document is reviewed as part of the program review process (*Exhibit IIIA.8*).

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

The position announcement also contains the scope of the responsibility and includes the following criteria:

- Teach assigned course in a manner consistent with the department's standards and utilize the approved syllabi.
- Participate in program review, student learning outcome assessment, and participate on committees as required to continuously improve the instructional programs.
- Participate in faculty development days at the locations

All job announcements contain clear evidence of sensitivity to and understanding of diverse academic, disability, gender identity, sexual orientation, and ethnic backgrounds. At each stage of the process, applicants are assessed on their qualifications and fit to the culture of the College through an assessment of our TEACH values (*Exhibit IIIA.9*). Post transition of ownership, we are reflecting and refining these values to be the Carrington CARE values. The current proposed Carrington CARE values are identified in *Exhibit IIIA.10*.

Carrington College has a small number of programs that do not require a full-time faculty member. When that occurs, the College hires part-time faculty members who meet or exceed the state minimum qualifications.

The College's faculty is composed of a range of new and experienced members. The College leverages its faculty's experience to help mentor and support new faculty members. The new faculty orientation program, new faculty mentoring, and the online orientation for new faculty were rolled out in 2016.

The College assesses the achievement of this objective annually by tracking and reporting both full-time and part-time faculty data to the Integrated Post-Secondary Education Data System (IPEDS). The College most recently reported 205 full-time and 238 part-time instructional and support colleagues to IPEDS.

Analysis and Evaluation

A review of job descriptions, faculty requirements and current faculty qualifications demonstrates that Carrington College maintains a cadre of highly qualified faculty with the skills and abilities to meet student educational needs and to assist students in advancing their career and personal goals. These faculty understand their disciplines are able to assist students in developing both theoretical and hand-on application skills to be qualified to enter the workforce upon graduation. The faculty's industry knowledge and connections further assist students in obtaining externships and clinical experiences, performing well in those experiences, and improving their chances to pass required licensing exams, and enter the workforce upon graduation.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

All Carrington College personnel meet clearly specified education criteria and experience specifications. Carrington College utilizes specific procedures in the hiring and selection of all personnel. Qualifications are standardized within the job description libraries which are centrally located. When positions are open, the qualifications are posted and publicized internally to the institution and then externally. The academic faculty and administrators must meet documented minimum qualifications as provided in the Minimum Qualifications document written by the Academics Department (*Exhibit IIIA.11*).

The Faculty Minimum Qualifications document was initially developed by the Provost in conjunction with the Vice President of Accreditation and Professional Regulation and is maintained by the Academics Department. The qualifications outlined in this document are a combination of programmatic accreditation standards and the College's hiring requirements. This document is reviewed and updated at least bi-annually for accuracy, unless changes in programmatic accreditation or hiring requirements necessitate a more frequent update. The Faculty Minimum Qualifications document is housed in the Academics Department section of the Documents Library and was last updated in 2019.

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

All degrees held by faculty and administrators are from accredited institutions. A comprehensive background check is completed for all faculty and staff candidates prior to hire. The background check includes employment references, education, license or certification, and criminal screening. Drug screens are completed as required by specified programs. In 2017, an analysis was conducted of all faculty members to ensure that they meet or exceed the minimum qualifications of employment outlined by Carrington College.

Faculty selection is the responsibility of the Deans of Curriculum in collaboration with the Program Director and other key stakeholders at the campuses. Verification of degrees is completed by the hiring manager; however, the College's third-party background check process does verify that the applicant's degree is from an accredited institution (*Exhibit IIIA.12*). When additional hiring requirements exist, it is the responsibility of the hiring manager to ensure all requirements are met prior to an offer being extended to the candidate. When individuals who hold credentials earned outside the United States are being considered, an accredited third-party evaluation vendor is used to ensure the credential is equivalent to that same credential inside the United States.

All positions have stated goals for a determined annual period consistent with the fiscal year. The College uses an Individual Performance Plan (IPP) format to document its planned goals and to evaluate an employee's performance in regard to the stated goals. This evaluation and communication of the performance is ongoing throughout the annual period and summarized at the close of the fiscal year. All employees are evaluated on the organizational TEACH values as well as department and individual goals. (*Exhibit IIIA.13, Exhibit IIIA.14*)

Faculty effectiveness is measured through classroom observations, stated goals in their Individual Performance Plans, Student Satisfaction Surveys, the organization's TEACH values, and the achievement of Student Learning Outcomes. (*Exhibit IIIA.15, Exhibit IIIA.16, Exhibit IIIA.17*)

Evaluation of faculty at the College includes a formal and informal evaluation to ensure continuous improvement in classroom instruction. The Virtual Classroom Observation (VCO) instructor evaluation is used for online instructors, and the Learning Experience Observation (LEO) is used for the campus instructors. The goal of these evaluations is to provide positive feedback and to address any areas of concern. The College conducts student evaluations of the classroom experience, instructors, and student services staff at least two times per year.

Analysis and Evaluation

Carrington College employs faculty and staff who are appropriately qualified through education, training, and experience to support both the level and type of education programs and services described in the College's catalog. The qualifications are a

combination of programmatic accreditation standards and the College's hiring requirements, as noted in the Faculty Minimum Qualifications document. This document is reviewed and updated at least bi-annually for accuracy, unless changes in programmatic accreditation or hiring requirements necessitate a more frequent update. Continued faculty effectiveness is measured twice a year for new hires and once a year for veteran faculty.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All degrees held by faculty and administrators are from accredited institutions. A comprehensive background check is completed for all faculty and staff candidates prior to hire. The background check includes employment references, education, license or certification, and criminal screening. Drug screens are completed as required by specified programs. This requirement is clearly stated in the minimum faculty requirements and is expressed in all job advertisements (*Exhibit IIIA.17a*).

Qualified applicants who have earned a degree at a foreign institution must demonstrate equivalency as outlined in Standard IIIA.1.

As of February 2019, employee records have revealed that there are 14 employees with a degree from a non-U.S. institution. In all instances, degree equivalency was established and well documented.

Analysis and Evaluation

Carrington College clearly outlines that all required degrees must be earned from an institution that is accredited by an accrediting body recognized by the U.S. Department of Education. While Carrington College has a relatively small number of faculty that have earned the required degree from a foreign institution, equivalency is clearly established.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Carrington College values its staff and is invested in its employees' professional development. The College regularly evaluates its administration and staff. Through the usage of annual performance evaluations, scheduled observations, and feedback surveys,

the College can measure its personnel's performance and identify opportunities for improvement.

Annual Performance Evaluations:

During ownership with Adtalem Global Education (ATGE), Carrington College adopted Adtalem's resources to conduct its annual performance evaluations. All positions have stated goals for a determined annual period consistent with the fiscal year. Managers collaborate with their direct employees to discuss how each employee's role will aid in achieving the departments' goals. The institution utilizes the "Individual Improvement Plan" (IPP), which was later replaced with the "My Achievement Plan" (MAP) (*Exhibit IIIA.18*) system to document its planned goals and evaluate an employee's performance in regard to the stated goals. The evaluation process for all employees was established and documented within Adtalem's Commons (Employee Intranet) for access by employees, their immediate supervisors, and by Human Resources.

Before managers assess Individual Improvement Plans or MAPs, employees are instructed to perform a self-evaluation. Goals not met by the end of the fiscal year are reevaluated for improvement in the upcoming year and, as needed, action plans. The annual evaluation and communication of the performance is ongoing throughout the annual period and summarized at the close of the fiscal year. All employees are evaluated on ATGE's TEACH values as well as department and individual goals. Post transition to current new ownership, individual goals and plans have been continued and documented. New hires review the details for performance feedback on page 9 of the colleague handbook (*Exhibit IIIA.19, Exhibit IIIA.20*).

TIMELINE

Activity	Dates
FY18 performance rating calibration period (<i>covered and uncovered</i>)	June 1 – July 11
Lock date for capturing colleague changes for annual planning cycle	June 14
Colleagues enters final "in year" comments in Achieve365 MAP in Commons by this date (<i>covered and uncovered</i>)	June 15
Manager completes year-end evaluation in the Commons and then routes to one up manager for approval. – Manager enters individual goal and overall rating for uncovered, but only individual goal ratings for covered, as system will auto-calculate overall rating.	June 18 – July 20
Compensation worksheets open/close for SPMs with ratings fed from MAP document to SPM comp worksheet (<i>covered and uncovered</i>); Ratings are editable by SPMs for uncovered but locked for covered	July 24 – Aug 8
Any performance rating changes made in comp worksheet by SPM are fed back to year-end evaluation MAP and re-assigned to manager for editing content (<i>uncovered</i>)	Aug 13
Non-incentive eligible performance review conversations begin. Final approved SPM worksheets sent for all non-incentive eligible colleagues. Final approved year-end evaluations are available to managers in the Commons. (<i>covered and uncovered</i>)	Aug 15 - Sept 6
Merit increase effective date for US based colleagues; Final approved SPM comp worksheets sent for incentive eligible colleagues; Online total compensation statements visible in the Commons to all managers (<i>covered and uncovered</i>)	Aug 27
Incentive eligible colleague performance review conversations conducted.	Aug 28 – Sept 6
MIP and CVP payout date.	Sept 7
Merit increase appears on US paychecks.	Sept 14
Online total compensation statements AND year end evaluations visible to all colleagues.	Sept 17

In FY2018, the College implemented ATGE’s new Achieve 365, which provides a better approach to evaluations and goal setting (*Exhibit IIIA.21, Exhibit A.22*). The chart below highlights the process.

Process	Achieve 365 Approach
<i>Goal Setting</i>	Fewer, focused goals Job responsibilities used as goals for grade 6 & below Leaders of people will have a talent related goal
<i>Evaluation Tool</i>	My Achievement Plan (MAP) replaces the Individual Performance Plan (IPP) Flexible technology opens year-round to note conversations Leader dashboard to monitor progress
<i>Internal Customer Feedback</i>	The ability to easily receive feedback from colleagues (internal 'clients' that you serve), beyond your manager
<i>Colleague / Manager Conversations</i>	Informal and as often as needed Quarterly colleague-driven check-ins (during already scheduled 1:1s)

<i>Coaching & Feedback</i>	<p>One coaching model</p> <p>Driven by colleague check-ins</p> <p>High impact conversation training for colleagues and coaching training for managers</p>
<i>Annual Planning</i>	<p>Streamlined and enhanced tool</p> <p>Shorter process</p>

Carrington College will continue to practice annual performance evaluations of its personnel under the ownership of San Joaquin Valley College, Inc.

Analysis and Evaluation

Carrington College has an elaborate and well-defined structure to ensure that colleagues are evaluated systematically. The College is committed to the continuous improvement of all faculty, staff, and leadership.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

This standard is no longer applicable.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Carrington College employs fully qualified full time, part time and adjunct faculty who come from the field and represent the respective disciplines taught at the institution. These colleagues bring their expertise and professionalism into the classroom as well as share their personal and professional experience, an invaluable learning tool during the students' course of study. Carrington has a prescribed method for determining student to staff ratios that involves adherence to accreditation requirements, student population and workload distribution. This information is widely disseminated in the Academic Excellence Plan (*Exhibit IIIA.23*) that is updated on an annual basis.

The student to staff ratios are monitored and adjusted real-time and in accordance with required changes in regulation. During the biannual Program Review the institution evaluates the overall effectiveness and quality of its educational programs in an effort to identify pedagogical gaps. Also, during Program Review, the College's staff-to-student ratios are carefully analyzed in an effort to support the mission statement and strategic objectives of the college. When gaps are identified the college formulates a recommendation that moves through the committee structure for approval at the CSLT level. (*Exhibit IIIA.24*)

When faculty are hired, they are issued a written job description which outlines the responsibilities and duties they must fulfill as a condition of their employment (*Exhibit IIIA.25*). Additionally, during the annual performance review all faculty are evaluated for fulfillment of those responsibilities as well as their overall effectiveness in the classroom. The College promotes continuing education and self-improvement for all faculty and staff at the college.

Analysis and Evaluation

Carrington College maintains a sufficient number of qualified faculty by adhering to the prescribed ratios of accreditors, regulators, and workload distribution. The institution regularly assesses these numbers in order to ensure achievement of the institutional mission and purposes. During the hiring process, all faculty are issued a written job description outlining their responsibilities and expectations toward student learning.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Carrington College has written employment policies and procedures that support hiring and evaluation practices that meet or exceed accreditation standards. These policies and procedures are consistently applied, are fair, and are effective in achieving and maintaining a diverse faculty, staff, and administration. Each employee has access to the Employee Handbook and the Faculty Handbook at the time of hire and sign off electronically to acknowledge receipt of each document. Human Resources provides an orientation to new employees. New employees are scheduled to attend this orientation shortly after hire.

All new faculty hires, whether full-time, part-time, or adjunct go through an orientation and are evaluated regularly.

New Online Faculty Orientation: New online faculty at Carrington College are required to take and pass a self-paced training course prior to teaching a course. The training course provides information and practice in using Canvas, Carrington's learning management system. Additionally, it presents adult online learning pedagogy, and is designed to acclimate new faculty as well as to serve as a continued place for instructors to review policies and best practices. The training course is composed of three learning modules (*Exhibit IIIA.26*).

- Canvas and Online Course Basics
- Online Faculty Presence, Communication, and Expectations
- Adult Learning Theories.

Each module is divided into the following sections:

- Introduction
- Module topic content lesson
- Checkpoint 1
- Module topic content lesson
- Checkpoint 2
- Wrap-up
- Module Final Exam

Faculty must move through each item in succession to open up the next item and must score 100% on each module Checkpoint and Final Exam in order to move forward to the next module.

Once a new online faculty hire has successfully passed the training course, he/she is able to become part of Carrington's pool of online faculty instructors.

Oversight for online part-time/adjunct faculty is the responsibility of the Curriculum Manager. Weekly reports are reviewed for faculty compliance with areas such as discussions (*Exhibit IIIA.27*). Real-time course reviews are done each week to monitor areas such as quality faculty feedback, faculty communication, and timely grading. When faculty are shown to be out-of-compliance with Carrington's policies or best practices, the Dean of Curriculum communicates the areas in need of improvement, provides a plan for improvement, and provides a date for a re-check (*Exhibit IIIA.28*).

Each term, a virtual in-service meeting is provided for online part-time/adjunct faculty (*Exhibit IIIA.28a*). These meetings focus on active learning and content specific strategies in relationship to student achievement.

New Campus Faculty Orientation:

New faculty (online and site based) receive a comprehensive onboarding via several different modalities. The new hire's Assistant Dean of Academic Excellence (ADAE) and/or the Program Dean (PD) begins by walking the new hire through the log-in processes of the internal systems used at Carrington. These systems include the internal network, the learning management system, the faculty portal, and the time keeping systems. Once logged into Canvas, the new hire then completes the Faculty Onboarding course (FAC101). This course begins by introducing the new hire to the college's history, mission, and philosophy (*Exhibit IIIA.28b*). The course then proceeds to the teaching and learning principles that create the foundation of the college's TEACH (teamwork, energy, accountability, community, heart) values. The course reviews important concepts in andragogy, faculty driven curriculum, academic freedom, and classroom engagement and management.

The onboarding of new faculty by the ADAE and/or PD also includes education on college and program specific policies and procedures included in the catalog and faculty handbook that affects academics. The ADAE and/or PD clearly defines the minimum expectations regarding the faculty members teaching methodologies and behaviors as well as the performance assessment expectations to determine their effectiveness in the classroom (*Exhibit IIIA.29*). A part of this education includes where faculty and students can access these resources.

Oversight: Oversight of part-time/adjunct campus faculty is managed by the PD or in the absence of a PD it is the responsibility of the campus ADAE. The PD and/or ADAE completes regular one on one conversations with faculty. These conversations include discussions on performance, areas of opportunities and strengths, and faculty needs. Part-time/adjunct campus faculty are also included in monthly program faculty meetings, weekly Student on At-Risk (SOAR) meetings, and monthly campus meetings. Performance in the classroom is assessed by completion of a Learning Experience Observation.

Learning Experience Observations (LEO) are performed by the PD or ADAE. The LEOs provide instructors with an outline of minimum expectations for teaching and provide instructors with feedback for continued improvement. The LEOs are either announced or unannounced. In the first year of employment, the LEO is conducted three times. In the second year, they are conducted twice a year. Veteran faculty are evaluated with the LEOs once a year.

Oversight of the part-time/adjunct Carrington College online faculty is managed by the Curriculum Manager. The Curriculum Manager has access to each online instructor's course, and regularly checks these courses for policy compliance, the use of best practices, and timely and relevant feedback. Reports are also generated each week noting faculty compliance with discussions and timely grading. Instructors are contacted individually when there are areas in need of improvement, and a phone conference takes place. The areas in need of improvement are explained by the Curriculum Manager, and faculty improvement expectations are communicated. The instructor in need of improvement is then monitored by the Curriculum Manager to assure improvements are made. If there is little or no improvement, the faculty member is removed from the course scheduling list. Part-time/adjunct campus faculty are also included in online faculty meetings held the first week of each term.

Faculty Evaluation:

Carrington College is committed to providing instructors with clearly defined minimum expectations regarding global teaching methodologies and behaviors as well as with consistent feedback regarding their effectiveness in the classroom. The Learning Experience Observations (LEOs) (*Exhibit IIIA.29a*) for campus faculty and the Virtual Course Observations (VCOs) (*Exhibit IIIA.29b*) for online faculty provide instructors with an outline of the College's minimum expectations for teaching. These observations provide instructors with feedback for continued improvement.

As noted in the chart below, Carrington faculty are evaluated regularly.

LEO and VCO Observation Schedule

Time	Mode	LEOs/VCOs	Responsibility
Year 1	<u>Onground / Blended</u>	2 Observations	Program Director/ <u>ADAE</u>
	Online	2 Observations (<u>VCO</u>)	Faculty Manager
Year 2	<u>Onground / Blended</u>	1 Observations	Program Director/ <u>ADAE</u>
	Online	1 Observations	Faculty Manager
Ongoing	Onsite / Blended	1 Observation	Program Director
	Online	1 Observation	Faculty Manager
Program Director (teaching < 1 year)	<u>Onground / Blended</u>	1 Observations	<u>ADAE</u>
	Online	1 Observation	Faculty Manager
Program Director (teaching > 1 year)	<u>Onground / Blended</u>	1 Observation	<u>ADAE</u>
	Online	1 Observation	Faculty Manager

Notes:

1. Online instructors to be observed by colleague with online instruction experience.
2. For faculty instructing in blended: One LEO must occur in the online environment via eLEO Blended Form.
3. eLEO/VCO's may be interdisciplinary, announced or unannounced, and conducted at any time by an appropriate academic leader.

Professional Development:

Carrington College supports professional development for colleagues to gain additional knowledge and hone their skillsets. The College provides in-service days focused on faculty development. While the agendas are centralized, the individual campuses conduct the trainings and provide key information on a variety of topics. The In-services take place quarterly and evaluations take place to assess the effectiveness (*Exhibit IIIA.29c*). The Assistant Deans of Academic Excellence lead these trainings and all colleagues attend. Additional professional development is also available at department meetings

Analysis and Evaluation

Carrington College employs faculty and staff who are appropriately qualified through education, training, and experience to support both the level and type of education programs and services described in the College’s catalog. The qualifications are a combination of programmatic accreditation standards and the institution’s hiring requirements, as noted in the Faculty Minimum Qualifications document.

All faculty go through an initial orientation to familiarize them with the College’s resources, policies, and processes.

Each employee of the institution receives the Employee Policy Handbook and each faculty member receives the Faculty Handbook at the time he/she is hired which details and explains Carrington College's written policies and procedures.

Evaluation of faculty at the College includes a formal and informal evaluation to ensure continuous improvement in classroom instruction. The Virtual Classroom Observation instructor evaluation is used for online instructors, and the Learning Experience Observation is used for the campus instructors. The goal of these evaluations is to acknowledge the instructors' strength areas as well as any areas of concern.

Carrington College also provides in-services and professional development opportunities for faculty and staff. Following these opportunities, individuals are encouraged to evaluate them to ensure the College continues to provide activities that are applicable and helpful to the participants' roles and to the College's mission statement. Employees are also encouraged to share ideas for future presentations.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The institution routinely performs an analysis to determine staff levels across the institution as a component of integrated planning. This includes referencing accreditation standards, state higher education statutes, industry trends and other prescribed oversight language pertaining to staff levels. For our academic programs, the College maintains a student to faculty ratio document which is used as an internal reference tool when performing an analysis of needs and resources (***Exhibit IIIA30***).

Regarding qualifications of the instructional staff and programmatic management, the College has developed a Faculty Minimum Requirements (FMR) document that serves as the primary reference tool for colleagues in recruitment and hiring managers (***Exhibit IIIA.30a***). The FMR is an amalgamation of institutional and programmatic accreditor requirements in conjunction with state board requirements for minimum qualifications to instruct, direct or oversee a program. The FMR is updated regularly and on an as needed basis when there are updates to accreditation standards or regulatory language to ensure both currency and accuracy.

The College supports our educational program with a sufficient amount of management and administrative colleagues. At the home office level, the College provides support to the campuses through a variety of experts in Operations, Accreditation/Regulatory, Legal/Ombudsmen, Finance, Facilities, IT/Technological, Enrollment Services, Career Services and Academics. In 2018, based on an assessment of resources at the campus level, Carrington decided to

introduce the position of the Assistant Dean of Academic Excellence (ADAE). The ADAEs reside at and provide each respective campus with direct academic, student, and operational support. The ADAEs report to the Deans of Academic Operations and provide a conduit of communication that begins with the program faculty and ends with the college leadership. The Deans of Academic Operation hold multi campus accountability which includes responsibility for operational excellence in academics, student services, growth, and the fiscal health of the campus. Furthermore, in January of 2019 the College further embarked on designing a regional model with a strong attention to operational, academic effectiveness with an eye on efficiency, service, and support for the campus. As a result, there was a realignment into three regions that are supported by seasoned professionals ready to serve the students of Carrington College. This realignment will further strengthen our focus and support for all academic programs on a campus. The regional management model now consists of a Dean of Academic Operation accompanied by Regional Directors of Enrollment Services, Student Finance and Career Services (*Exhibit IIIA. 31*).

Analysis and Evaluation

Carrington College has a mechanism for assessing staffing needs based on accreditation and regulatory requirements and as is required in order to be fully effective in the classroom and fully compliant. The College is equipped with sufficient staff to fully support the technical, physical, and administrative components and is continually seeking opportunities for improvement. The College recently augmented the regional model of leadership to include three regions supported by DAOs and Regional Directors of Enrollment, Student Finance and Career Services.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

As Carrington College’s student population grows and needs change, the College must evaluate its staff to ensure the institution continues to provide support.

In FY2013, former President, Rob Paul and his senior leadership team established the Project One College to consolidate Carrington College and Carrington College California under central leadership. The goal was to blend the best of both colleges into one to provide beneficial support and shared resources. In FY2017, the College continued its One College campaign by improving the organization and remodeling its operations. In a special announcement message, President, Dr. Donna Loraine shared how this groundbreaking work achieved the following accomplishments.

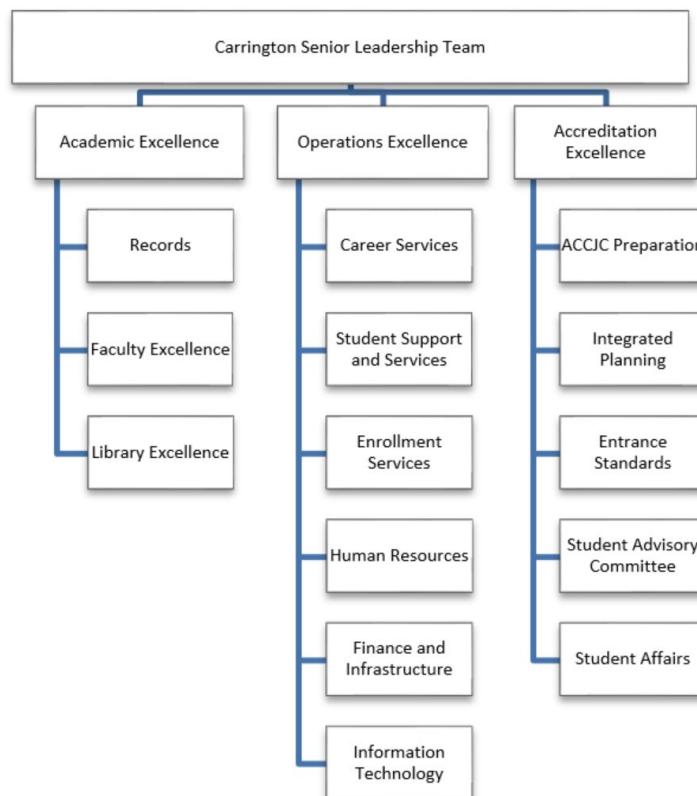
- Strengthening our leadership team and talent

- Moving to a culture of consistency in all policies and processes
- Setting the stage for modernizing service to meet our students' changing needs
- Finalizing consistent curriculum and classroom experience through a new and improved learning management system
- Making great strides towards One College as we prepare for the requirements of our very important reaccreditation evaluation through ACCJC
- Learning and gaining feedback from our colleagues on future critical needs

In FY2018, the College continued its One College mission by transitioning certain operational services into automation and centralized services to improve student support. The College formed the senior leadership team and created academic administrative roles to manage the growing needs at the campus.

Senior Leadership:

Carrington Senior Leadership Team's (CSLT) manages the administrative responsibilities highlighted in the organization chart below.



Academic, Operations, Service, Accreditation, and Enrollment Excellence leaders form the CSLT, which comprises of the following.

- President
- Provost/VP of Academic Affairs
- VP of Accreditation and Professional Regulation
- VP of Operations
- Sr. Director of Student Affairs/Ombudsman
- Sr. Director, Finance & Infrastructure
- Director of Human Resources
- Directors of Operations for the North, Central and South Regions

All administrators have the required qualifications and credentials relative to their role at Carrington. The CSLT meets regularly to discuss strategic planning and the current needs of the student population, including hiring qualified staff and faculty.

Campus Support and Leadership:

In Fall 2017, the College developed Deans of Academic Operation (DAOs) to be the first line of support for the campus and Program Directors. As the College grew, an additional DAO was hired to improve academic effectiveness. In February 2019, the College realigned its Regional Management team to provide interdepartmental collaboration and leadership. In June of 2019, the DAO position was retitled to align with 3 regions, Director of Operations, North, Central and South. A detailed chart is available on page 48.

The College's 12 Assistant Deans of Academic Excellence (ADAE) manage overall academic and operational responsibilities at the campus level. ADAEs report to the Director of Operations and play a crucial role in promoting high-quality learning and adherence to Carrington policies and procedures. Students and staff benefit from the point of contact the ADAEs serve. The College's Deans of Curriculum collaborate with the Directors of Operations, the ADAEs and Program Directors to review courses quality and program building. The Deans of Accreditation work closely with Program Directors and ADAEs for all matters regarding accreditation and compliance.

The College conducts annual academic excellence master planning and integrated planning, which involves reviewing student-staff ratios. The student-staff ratios are established by Carrington's Academics Excellence Team, programmatic accreditation requirements, and ethical practices within the industry.

Student-Staff Ratios

Administration Student Staff Ratios

Administrative Staff	Student: 1 Staff	Variances
Enrollment Services	115	Ratio applies to new student starts.
Business/Administration	150-170	Includes Student Records (Registrar), Front Desk, and other Admin Support
Career Services	170-190	
Financial Aid	100-150	
Information Systems	0-0	All IT support staff are charged to the Home Office
Student Success Center	350-400	1 student success manager + part-time or adjunct tutors depending on campus population
Maintenance/Facility	230-280	Assumes no outside service
Total Admin. Staff	23-25	

Throughout the year, staff-student ratio reviews are performed during scheduled program reviews, team meetings, and significant organizational changes.

Analysis and Evaluation

The College's staff-to-student ratio is carefully monitored to help ensure that sufficient numbers of qualified faculty and staff are available to provide the services necessary to support the College's mission and strategic objectives.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has established policies and practices that are consistent and fair. These are communicated through the *Employee Handbook* ([Exhibit IIIA.32](#)). Prior to the transition to San Joaquin Valley College, Inc., these practices were embedded in our policies which were housed in our policy hub, Policy Central, in The Commons—our previous employee portal. Post transition a new Employee Handbook was adopted in June 2019. The Employee Handbook will be reviewed and published on an annual basis ([Exhibit IIIA.32.a](#)). This is a robust document that contains key information for the College as well as specific policies that support Carrington colleagues.

Carrington follows an open-door practice, because we believe the best way to solve problems is to do so in a direct, open, and respectful way. Our open-door approach to raise issues and concerns encourages colleagues to bring any issues or concerns to the attention of their supervisors, their managers, or any manager or CSLT leader.

We urge colleagues to express their suggestions and concerns directly to their supervisors, so that we can understand issues at a level that can often immediately rectify the situation and continually improve the organization. Colleagues can easily access their immediate supervisors, who can escalate issues to their manager if necessary. We believe that the individual relationship between colleague, supervisor and manager provides the best opportunity for developing communication, trust, teamwork and continuous improvement.

We believe that a healthy, productive environment is one in which everyone is treated with dignity and respect. We are committed to providing a work environment where people do not treat each other differently based on those characteristics that make us unique such as race, creed, color, religion, pregnancy, gender, national origin, age, physical or mental disability, marital status, sexual orientation, veteran's status, uniformed service, citizenship status, medical condition, genetic information, or gender identity.

Analysis and Evaluation

Carrington College successfully navigated the change in ownership and moved to a new Colleague Handbook. The policies and practices described above clearly demonstrate the intent of the College to maintain a work and learning environment that is characterized by tolerance and mutual respect. All personnel policies and procedures are published in the Employee Handbook. Carrington College has posted the Employee Handbook on the website for easy reference by the employees.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College's goal in the employment process is to obtain the best qualified and competent technical and general education instructors, administrators, managers, and staff in accordance with Equal Employment Opportunity guidelines. The College assesses the achievement of this objective annually by reporting ethnicity and gender data on all personnel to the Integrated Post-Secondary Education Data System (IPEDS). The College reported 205 full-time and 238 part-time instructional and support colleagues to IPEDS. This information is available to the public and can be accessed via the web site <http://nces.ed.gov/ipeds>.

Carrington College's policy of hiring the best qualified person for each position has led to a high degree of staff diversity throughout the College. This is clearly supported by the staff demographic data as of May 2019. The College employs qualified professionals from many backgrounds and ethnicities such as American Indian, Asian, Black, or African American, Hispanic, or Latino, Native Hawaiian or other Pacific Islander, White and those of two or more races (*Exhibit IIIA.32b*).

Carrington College demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. The College states clearly the importance of diversity of culture through its employment policies. (*Exhibit IIIA.33*) The institution believes in diversity and inclusion and provides communication for anonymous reporting through "Speaking Up" and a direct call number available to all employees. The College employs qualified persons from all over the country who come from a myriad of different backgrounds bringing with them their own experiences and knowledge that fold into the collective strengths of the College. The College draws upon this diversity to enhance student learning and to better support our diverse student population. Colleagues are encouraged to bring matters of concern to their immediate manager whenever possible. However, the College maintains an open-door policy for communication regarding matters that might involve the immediate manager/supervisor and in these instances the colleague may contact a next level administrator, a CSLT leader or colleagues in human resources for assistance.

The College practices and adheres to all EEO guidelines and state and federal regulations to ensure fairness in employment and services that support its diverse personnel. All EEO and state labor law requirements are included in handbooks and employment documents and posted in College locations as prescribed by state and federal law (*Exhibit IIIA.33a*).

Analysis and Evaluation

The College has developed an employment process that is in line with the Equal Opportunity Employment guidelines. The College takes pride in the diverse culture we foster and believes that our broad range of backgrounds and ethnicities should reflect our student population and their needs. Colleagues are given a mechanism for communicating through the open-door policy in existence at the

College. The Human Resources Department monitors and captures employment equity and diversity as is consistent with the mission statement.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for personnel through the following:

- Annual Code of Conduct training required by all colleagues
- Within two weeks of an employee's hire date, the new employee receives an auto-generated email prompting them to complete the Code of Conduct training within 30 days.

Carrington College participates in the annual Integrated Postsecondary Education Data System (IPEDS). This survey is conducted by the U.S. Department's National Center for Education Statistics (NCES) and gathers information from every educational institution that participates in the federal student financial aid programs. The HR portion of this survey reviews the following information (from the IPEDS website <http://nces.ed.gov/ipeds/about/>) about human resources and finances.

- 1. Human Resources** data measure the number and type of staff supporting postsecondary education. Because staffing patterns vary greatly across postsecondary institutions, IPEDS measures human resources in three ways:
 - a. Employees by assigned position: these data classify all employees by full- or part-time status, faculty status, and occupational activity.
 - b. Salaries: these data include the number of full-time instructional faculty by rank, gender, and length of contract/teaching period; total salary outlay; and fringe benefits.
 - c. Staff: these data include demographic and occupational characteristics for staff at institutions.
- 2. IPEDS** provides basic data needed to describe and analyze trends in postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions.

3. IPEDS forms the institutional sampling frame for other NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Survey of Postsecondary Faculty.
4. Personnel policies and practices regarding recruitment and hiring of employees are clearly outlined in the Employee Policy Handbook (*Exhibit IIIA.34*). The Academic Catalog (pg. 109) makes clear its policy on equal opportunity in education and employment (*Exhibit IIIA.35*):

“Carrington College is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and affords students all rights, privileges, programs, employment services and opportunities generally available.”

“Carrington College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.”

“Additional information about this policy or about assistance to accommodate individual needs is available from the location accommodation coordinator.”

Post transition, a revised code of ethics was adopted and is available for easy reference within the Employee Handbook (*Exhibit IIIA.36*).

Analysis and Evaluation

Carrington College has a written Code of Ethics. The institution takes appropriate steps to inform employees of the Code and to see that it is upheld through policy.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Providing training and educational opportunities, in the form of faculty development, is an investment in the success of our faculty and students. Carrington College faculty development opportunities are designed to improve skills and knowledge that can be immediately applied in the classrooms in all modalities, to serve as a model for sharing best practices, and to improve systems access usage.

Professional development planning at Carrington College is a process that begins with a needs assessment that aligns with the College’s Mission, continues through program

planning and implementation, and ends with evaluation of the professional development offerings and improvements to subsequent offerings based on these results.

Carrington College provides in-services and professional development opportunities for faculty and staff in both the campus and online modalities (*Exhibit IIIA.37, Exhibit IIIA.38*). Following these opportunities, individuals are encouraged to evaluate them to ensure the College continues to provide activities that are applicable and helpful to the participants' roles and to the College's mission statement. Carrington employees are also encouraged to share ideas for future presentations.

These professional development opportunities are delivered in several different platforms.

Quarterly faculty development seminars are scheduled and conducted via live broadcasts and on campus in-services. Micro-learning modules are available on Canvas for faculty to utilize at a time convenient for them (*Exhibit IIIA.39*).

The planning of College staff development programs generally occurs at the individual campus level with input from the Academics team. Two campus-based in-services are held, at minimum, per year. Each in-service is evaluated for content and effectiveness by the Curriculum Deans. Survey results and evaluation results are considered for continuous improvement for future in-services. Content is developed based upon the College's vision and goals for the future, Program and/or Curriculum Review, response to issues identified in surveys conducted, and/or concerns regarding key performance areas such as retention or recruitment. In some cases, such as faculty development presentations, instructors are asked to determine specific needs and interests. The Program Directors then work with the Curriculum Deans to design specific programs.

All staff participating in professional development activities are encouraged to evaluate these activities, either orally or in writing, in terms of content quality, delivery methods, and applicability to their role and the College's mission. As part of a written evaluation, employees are often encouraged to share ideas for future presentations.

All colleagues are encouraged to build a development plan with focused activities directed at helping them to reach their career goals.

In 2017, MaxKnowledge was replaced with faculty mentoring and Canvas specific courses (self-paced modules), after a comprehensive review of usage patterns and feedback from the faculty and students. Modules currently exist for the following topics.

- FAC999
- SLO Assessment
- Attendance Posting
- Attendance Monitoring

- Extern & Clinical Courses
- Adult Learning Theories
- iPads and eBooks
- SLO Data Exporting & Analysis

To support staff and faculty in continuing their education, relevant to their goals in their Carrington College roles, a scholarship program was developed in 2019. This program permits colleagues to apply for scholarship assistance in attending institutions and programs of study external to Carrington College. Provision of scholarship support is dependent upon value to current development, alignment with organizational goals and availability of resources.

Analysis and Evaluation

The College provides opportunities for colleagues to continue professional development as is part of the mission/philosophy and fosters continuous improvement. Colleagues are encouraged to attend seminars or workshops in their respective discipline and bring those learnings back to the classroom where students can benefit from real-time knowledge. Furthermore, the College plans In-Service meetings during which pedagogical strategies and best practices are shared out and discussed with the campus population. The provision of a scholarship program to support additional development goals has added further substance to existing development opportunities.

Improvement Plan

The College needs to broaden the scope of the type of seminars/webinars that are attended by including more accreditation hosted conferences, registry and licensing body hosted conferences as well as state and national education opportunities where legislation and regulation might be further discussed. The College needs to develop a repository that will house the best practices and take-aways from each development opportunity so as to provide greater access to all colleagues across the institution benefitting a broader group of students.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College ensures employee personnel files are secure and confidential at all times. The College has paperless employee files and all documents are housed securely within a password protected database, called ImageNow. Trained Human Resources staff are the only individuals within the organization with access to employee files. Documents may be uploaded and/or retrieved from individual personnel files as needed. Employees have the right to inspect and/or request a copy of their personnel records and the conditions under which they will be made available (*Exhibit IIIA.40*).

Analysis and Evaluation

Carrington College respects the privacy and protects the confidentiality of employee personnel files. Carrington College has a process whereby employees may inspect their personnel files.



Evidence List for Standard III.A

- III.A.1 Employee Handbook
- III.A.2 Organization Chart
- III.A.3 Institutional Director of Human Resources
- III.A.4 Human Resources Consultant I
- III.A.5 Minimum Faculty Qualifications
- III.A.6 Nursing Instructor Job Posting
- III.A.7 Employee Handbook
- III.A.7a Dental Assisting Instructor Job Posting
- III.A.7b Librarian Job Posting
- III.A.8 Minimum Faculty Qualifications
- III.A.9 TEACH Values
- III.A.10 CARE Values Draft
- III.A.11 Minimum Faculty Qualifications
- III.A.12 NV Instructor Form 40b
- III.A.13 My Achievement Plan (MAP)
- III.A.14 TEACH Values
- III.A.15 MAP_Instructors
- III.A.16 Carrington_LEO_Onsite Form
- III.A.17 VCO Example
- III.A.17a Minimum Faculty Requirements
- III.A.18 My Achievement Plan (MAP)
- III.A.19 Adtalem Colleague Handbook
- III.A.20 TEACH Values
- III.A.21 Achieve 365 email
- III.A.22 Achieve 365 Training
- III.A.23 Academic Excellence Plan
- III.A.24 Program Review Matrix
- III.A.25 Director of Clinical Education Job Description
- III.A.26 Faculty Onboarding Course
- III.A.27 Faculty Report
- III.A.28 Learning Evaluation Observation Storage
- III.A.28a Virtual InService
- III.A.28b Faculty Onboarding Course
- III.A.29 Instructor On-board Plan
- III.A.29a LEO Example
- III.A.29b VCO Example

- IIIA.29c Inservice Survey
- IIIA.30 Academic Excellence Plan
- IIIA.30a Minimum Faculty Requirements
- IIIA.31 Regional Model
- IIIA.32 Adtalem Colleague Handbook
- IIIA.32a Employee Handbook
- IIIA.32b Employee Diversity Data
- IIIA.33 Employee Handbook
- IIIA.33a Employee Handbook
- IIIA.34 Employee Handbook
- IIIA.35 Academic Catalog
- IIIA.36 Employee Handbook
- IIIA.37 Campus Inservice
- IIIA.38 Virtual Inservice
- IIIA.39 Micro-learning module
- IIIA.40 Employee Handbook



III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Carrington College is proud of its healthy learning environment and security measures such as access control systems, the use of security guards where appropriate, and trained Incident Commanders at each location. The Director of Operations is responsible for the safety and maintenance of each location within their region. The criteria used to ensure the safety of the College's facilities is reviewed and is a shared responsibility among the Location Management Team and the location Incident Commander. A prime example of Carrington College's planning process in action is the security assessments performed on each location. As a result of recommendations from faculty and staff, security assessments were added to the Carrington College Strategic Plan. These assessments are conducted by the Senior Director of Student Affairs/Ombudsman and review an extensive list of areas including but not limited to, visitor procedures, communication technologies, safety awareness, door locks (internal and external), exterior lighting, parking lot/structure security, security guard use, and surveillance systems. Through these assessments, additional recommendations may be made to improve the safety and security of the locations.

The College's Vice President of Operations in collaboration with location leads are responsible for managing each of the campus locations. The Vice President is responsible for the overall maintenance and operation of the Carrington facilities. Every location is supported by a national third party for Integrated Facilities Management (Jones, Lang, LaSalle - JLL) for all facility and maintenance related needs. This partnership with an industry leader in integrated facility management ensures that every location receives the high quality, timely service in a variety of areas including but not limited to the following:

1. Day porter and night janitorial services
2. Café / Catering / Coffee and vending services
3. Landscaping and snow removal
4. Window and curtain wall cleaning and maintenance
5. Wall cleaning and maintenance (painting and patching walls)
6. Carpet, tile and floor cleaning and repairs
7. HVAC systems and building automation and controls systems
8. Elevator maintenance and repairs
9. Pest management

10. Life safety systems testing and repairs
11. Non-hazardous waste removal, including shredding, recycling, and composting programs
12. Parking lot, parking deck and grounds cleaned, maintained, and repaired
13. Roofing systems maintenance and repairs
14. Plumbing systems maintenance and repairs
15. Electrical & Lighting systems maintenance and repairs
16. Architectural finishes (i.e., paint, hard wood floors, carpet, tile, etc.) associated with walls, ceilings, hard and soft floors, raised floors, doors, etc.
17. Window treatments such as glazing, power shades, blinds, etc.

Additional details of the services provided by JLL can be found in the JLL Service Agreement artifact.

To ensure that safety best practices are current, each location has a trained Incident Commander who goes through a wide range of training to make sure all safety practices are followed. The outline below provides the scope of the initial training that each Incident Commander completes

1. Incident Commander Role and Responsibilities
2. How to Create a Local Team/Plan
3. Emergency Response Plan/Swim Lane Document
4. Incident Report Procedures
5. Incident Report Form and Maxient records system training
https://cm.maxient.com/reportingform.php?SanJoaquinValley&layout_id=6
6. Everbridge (emergency contact system) training
<https://manager.everbridge.net/login>
7. Threat Assessment training
8. Security Guard Scorecard

In addition, the Incident Commanders receive ongoing training and information through monthly meetings that are led by the Senior Manager of Regional Security. The scope of these meetings can be seen in the monthly agendas but include items such as the following.

1. Emergency Response Plan
2. Emergency Response Swim Lane Diagram plan
3. Situational Assessment Process

4. Crisis Communication Plan
5. Annual Disclosure (Clery Act) Reporting
6. Title IX Training

The College has an extensive incident reporting process in place through the use of Maxient to ensure proper follow-up on any safety incident. The Sr. Director of Student Affairs reviews all incident reports with location Incident Commanders and the Directors of Operations. In addition to the incident reporting system and process, the College submits annual safety reports by location in the form of Annual Disclosures (*Exhibit IIIB.1*).

Each Incident Commander with the Director of Operations does a Safety Walk through the location at least two times per year and periodically does several informal visits. A checklist is used to identify any problems or concerns and produces a visit summary report that is shared with the Vice President of Operations. In addition, the Senior Director of Student Affairs conducts an in-depth security and safety assessment every 3 years to evaluate the overall security and safety of the location, the surrounding area, and verifies that safety policies and procedures are being followed. The results of these visits are visible in the Security Assessment reports (*Exhibit IIIB.2*)

The criteria used to ensure the safety of the College's facilities is reviewed and a shared responsibility among the Location Management Team, the location OSHA/Safety Coordinator, and the location Incident Commander. Locations have a named OSHA/safety coordinator who provides expertise and maintains a common area where staff and faculty can review updated rules and regulations. Annual OSHA and blood borne pathogen training is provided to all employees with a mock OSHA inspection. Safety topics and drills are covered during location quarterly meetings. Each location is equipped with the Everbridge mass notification system to notify faculty, staff, and students of any type of incident or emergency when the location may be closed. The institution maintains a daily crime log and posts annual disclosures in accordance with the Jeanne Clery Act. Clery geography is reviewed every two years as part of this process.

The College responds to safety hazards effectively. Any identified hazard is reviewed by the Safety coordinator who works with JLL to take the necessary steps to make repairs or complete any corrective action. Any safety concern that needs expenditure is quickly escalated for approval by the Directors of Operations.

Most campuses have a single point of access, and all Carrington College locations maintain a very tight security badge protocol for all students, guests, vendors, faculty, and staff. Guests must sign in and receive a visitor/vendor badge, while students are identified by a standard uniform with the College's logo and their badge. Location security is the responsibility of the Incident Commander and the campus leader. Trained security guards are outsourced to oversee locations on an as needed basis as determined

through the security assessment visits that are conducted by the Sr. Director of Student Affairs/Ombudsman.

The shared governance process at the College facilitates communication, discussion and decision making with all constituents to provide input into location-wide facility needs. To ensure the adequacy of physical resources, the College employs frequent surveys from staff and students to assess its ability to meet physical resource needs of its programs and services. The accreditation team disseminates data resulting from the surveys. Continuous improvement plans are developed utilizing survey data and input from faculty and staff. (*Exhibit IIIB.3, Exhibit IIIB.4*)

Through programmatic review, programmatic accreditation and various advisory groups the institution reviews the adequacy of physical resources for all Carrington College educational programs and services. Program Directors along with industry advisors who are involved in programmatic advisory boards meet twice per year to provide recommendations to ensure program standards meet stated Student Learning Outcomes. Faculty provide feedback on facility and program needs through meetings and reviews. The Deans of Curriculum also evaluate necessary conditions and make recommendations needed to support the College's educational programs and mission (*Exhibit IIIB.5*).

Carrington College's shared governance process through advisory teams allows for and encourages dialogue, input, and decision making from all of its constituents in determining facility needs. To ensure that safety best practices are current, each location is equipped with an OSHA plan and an Incident Commander. Director of Operation perform a Safety Walk through locations at least twice per year and periodically do several informal visits. The Incident Commanders review all incident reports and collect quarterly safety reports from the location.

Campus Locations:

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

Overview

Carrington College currently has 17 campuses as detailed below:

Location Name	Address	City	Operating Square Footage	Lease Expiration Date
Albuquerque	1001 Menaul Blvd	Albuquerque	34,902	2/29/2020
Boise	1200 N Liberty	Boise	38,407	1/25/2024
Citrus Heights	7301 Greenback Ln	Citrus Heights	28,760	11/30/2019
Las Vegas	5740 S Eastern Ave	Las Vegas	19,510	10/31/2021
Mesa	1001 W Southern Ave	Mesa	28,785	7/31/2021
	1301 S Country Club	Mesa	24,392	12/31/2023
Mesquite	3733 W Emporium Cir	Mesquite	26,931	6/30/2021
Ontario	4580 Ontario Mills Parkway, Suite 200	Ontario	50,000	8/31/2023
Phoenix				
	2149 W Dunlap	Phoenix	30,637	5/31/2024
	6751 N. Sunset Blvd	Glendale	2,898	10/31/2020
Pleasant Hill	380 Civic Dr.	Pleasant Hill	27,545	6/30/2022
Portland	2201 Lloyd Center	Portland	18,489	1/31/2021
Reno	5580 Kietzke Ln	Reno	14,670	6/30/2024

Sacramento	8909 Folsom Blvd	Sacramento	44,244	11/30/2022
San Jose	5883 Rue Ferrari	San Jose	48,802	5/31/2023
San Leandro	15555 E 14th St	San Leandro	39,153	12/31/2019
Spokane	10102 E Knox	Spokane	25,515	12/31/2020
Stockton	1313 Robinhood Dr.	Stockton	20,404	4/30/2020
Tucson	201 N Bonita Ave	Tucson	26,371	5/31/2021

Campus Safety and Security: Carrington College employs standards-based expectations concerning the maintenance and upkeep of College properties, facilities, and equipment.

Standards are upheld through inspections by the Directors and Vice President of Operations. The standards set forth the parameters for inspections and an inspection report template is used to ensure that every area is inspected as required. Any deficiencies noted in the inspection reports are addressed in a timely basis. Reports are reviewed by the Senior Director of Finance and funded quickly to ensure that the students and colleagues are provided safe, clean, and sufficient facilities and equipment.

Analysis and Evaluation

The policies, processes, and practices described in the prior section align with the standard. Campus security reports indicate low levels of crime on the Carrington College campuses. In the satisfaction survey:

- 52% of Students were aware that the College posts crime statistics on the website
- 79% of active students believed that the college promotes an anti-bullying and non-violent environment.
- 67% of students in their final term felt safe to “be who they truly are” at Carrington College.
- 82% of students felt that their program of study had taught them the needed universal precautions needed to protect themselves and the individuals they serve.

Carrington is responsive to the requests and needs of the campuses as evidenced by the survey in 2019. While we are proud of these statistics it is clear that an opportunity exists to further students understanding of the College values and further highlight this area. Carrington College regularly prepares for potential emergencies through the

publication of written safety-related policies/procedures and through simulation drills. The campuses are clean, well-maintained, and focused on student learning.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College's Strategic Plan describes the short and long-range plans for upgrades or replacement of its physical resources (*Exhibit IIB.5a*). These planning documents are based on assessment of needs and support of student programs and services. Carrington College plans, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality necessary to support its programs and services through the College's Facilities Plan (*Exhibit IIB.6*).

The College not only upgrades or replaces physical resources, but also continually analyzes the utilization of its physical resources and reduces the square footage of locations when appropriate in order to be fiscally responsible and reallocate funds from unused space to other needs within the institution. Part of the decision making tree involves the recommendations that manifest as a result of the program review process mentioned further below. For example, during 2017 and 2018 a review of several facilities noted that space was not being utilized effectively. As a result, space at several locations was vacated and placed into restructure. The Sacramento and Boise locations are examples of this.

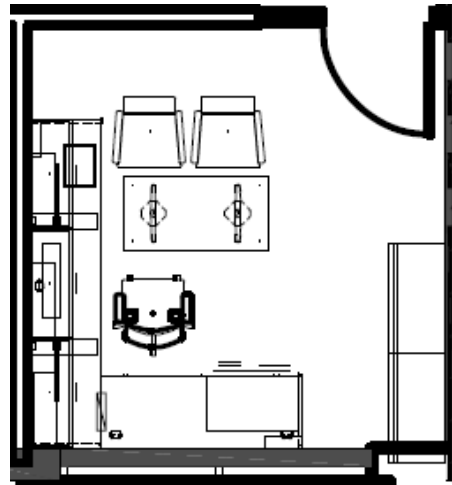
College Administration must approve any unplanned equipment replacement requests over \$5,000. In addition, if the unplanned capital expenditure is beyond the allocated budget, approval from the Vice President of Operations is necessary. Once an item has budget approval, the purchase of approved equipment is coordinated through the appropriate College administrator. For example, the Information Technology department makes all technology and communication related purchases and coordinates installation as described in the Technology Plan (*Exhibit IIB7*).

Equipment is purchased for new or expanding programs or to replace inadequate or obsolete items. The College has established standards for administrative and classroom furniture, fixtures, and non-instructional equipment. These standards include the spatial layouts of offices, workstations, meeting rooms, classrooms, labs, etc. The sections that follow are examples from the Facilities Plan (*Exhibit IIB.7a*).

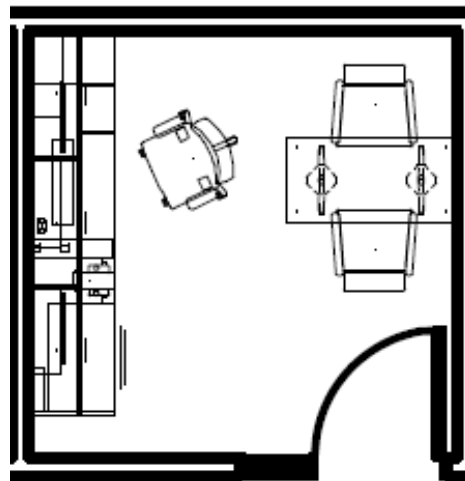
Private Offices:

There are two versions of the standard private office; executive and non-executive. The executive office is 150 square feet with furniture configured as a "C", the non-executive office is 100 square feet and utilizes the standard "workwall" furniture.

Executive Office



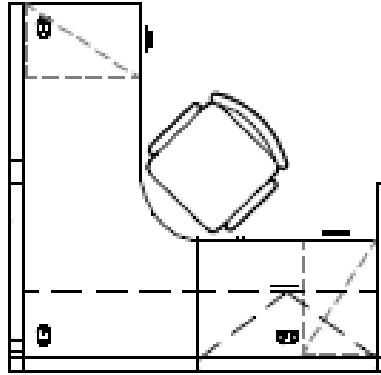
Non-Executive Office



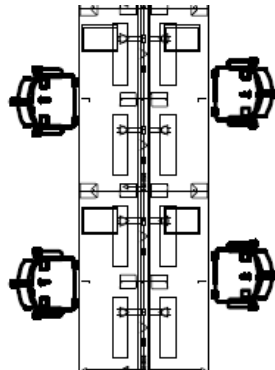
Workstations:

There are two standards for workstations; workstations and touchdowns. The workstation is a 6 feet by 6 feet workstation, the touchdown is a linear benching furniture standard.

Workstation



Touchdown



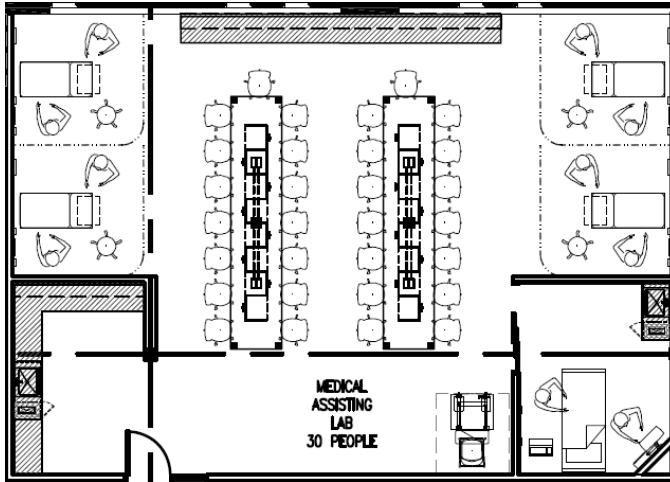
Classroom Standards:

The following sections contain the standard classroom layouts for the institution's programs. These are subject to alteration in order to conform to building and architectural anomalies.

Medical Assisting Lab

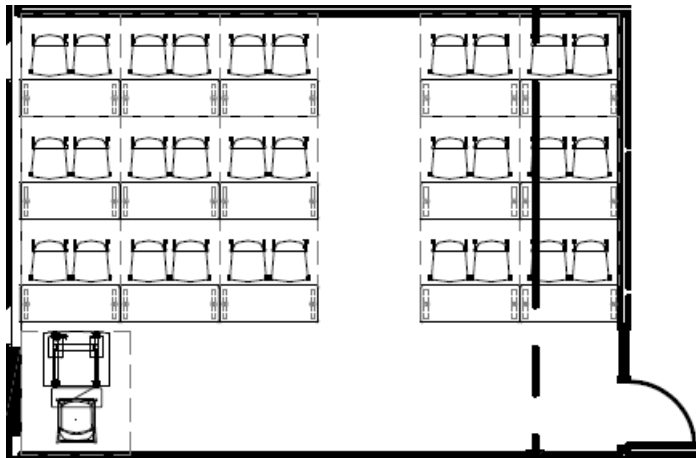
Medical Assisting is typically comprised of a single lab/lecture style classroom with a capacity for 30 students with a square footage of 1,600 square feet. If the campus size

and program population require it, additional labs and/or standard lecture rooms are created.



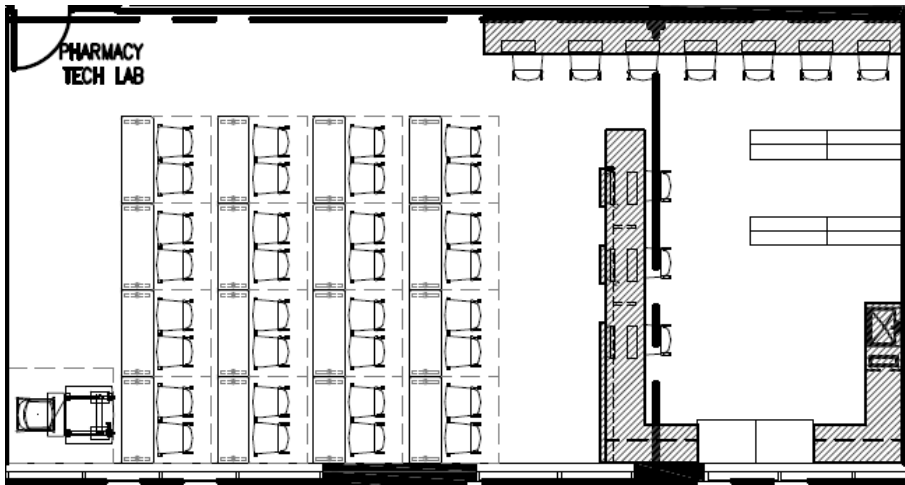
Criminal Justice:

Criminal Justice is typically comprised of a single lecture style classroom with a capacity for 30 students with a square footage of 625 square feet.



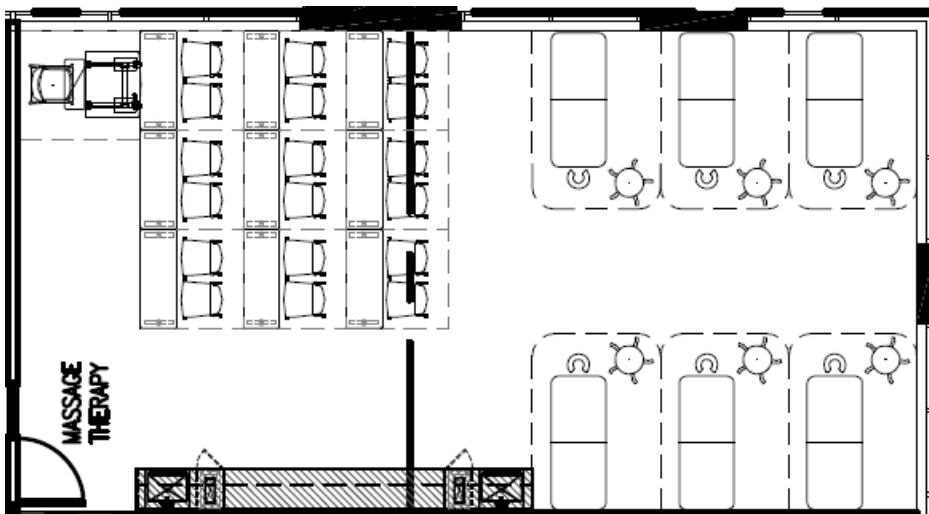
Pharmacy Tech Lab:

Pharmacy Tech is typically comprised of a single lab/lecture style classroom with a capacity for 30 students with a square footage of 1,300 square feet.



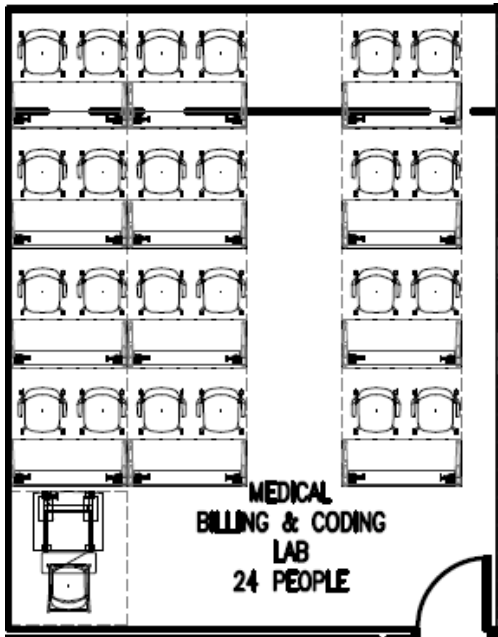
Massage Therapy Lab:

Massage Therapy is typically comprised of a single lab/lecture style classroom with a capacity for 18 students with a square footage of 1,100 square feet.



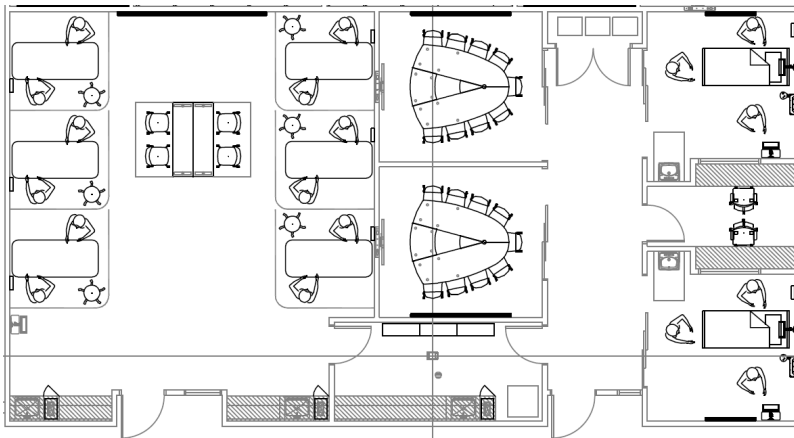
Medical Billing & Coding:

Medical Billing & Coding is typically comprised of a single wired (computer) style classroom with a capacity for 24 students with a square footage of 650 square feet.



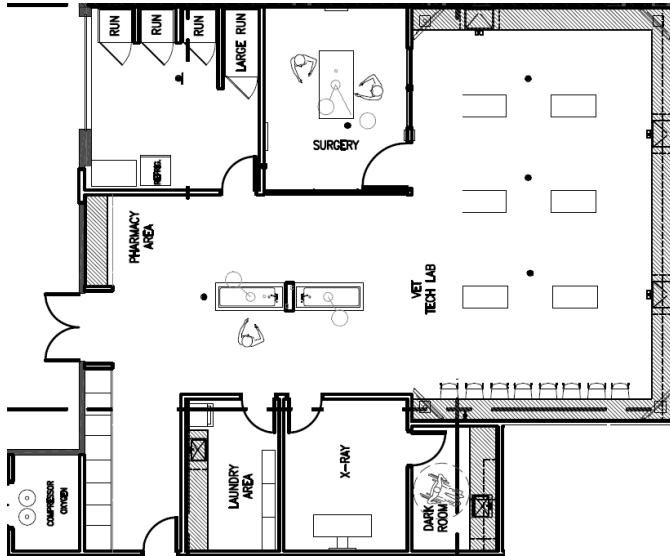
Nursing:

Nursing is typically comprised of two distinctly different lab environments (in addition to didactic space); the fundamentals lab and the simulation suite. The fundamentals lab has a capacity for 20+ students in 1,000 square feet. The simulation suite is 1,200 square feet comprised of simulation rooms, debriefing rooms, and a control room.



Veterinary Technician:

Veterinary Technician is typically comprised of a lab style classroom with a capacity for 40 students with a square footage of 2,700 square feet. In addition, two lecture classrooms with capacity for 32-40 students are dedicated to the program.



Classroom / Lab Standardization:

In conjunction with the College's program review process, classrooms and lab will be evaluated to determine their fit to the standard. Where spatially feasible and fiscally responsible, classrooms and labs will be reconfigured to meet the established standards within the program review cycle. Additional information about the furniture standards in the classroom and lab can be found in the Facilities Plan ([Exhibit IIIB.8](#))

These standard examples were created through the collaborative dialog between academics and operations in conjunction with outside architectural firms and then put into service and tested at new locations over the past 5 years. Through that iterative process, the standards have continually been updated and evolve as needs of the program and the institution change.

For equipment that is outside the scope of furniture, the Standardized Equipment Lists (SEL) influence the College's purchases ([Exhibit IIIB.9](#)). The SEL are an academic owned artifact that are updated through the institution's bi-annual program review cycle. During the review, input from faculty, Program Directors, and other academic leaders is combined to determine if the SEL requires updating and if so, the recommendation is generated to approve and implement the updates. An example of this is the update and subsequent procurement of additional equipment in FY15/16 for several programs outside of California. Currently, planned capital expenditures for new or replacement equipment are proposed by location departments, approved by location administration,

reviewed and approved by the Carrington Senior Leadership Team, and reviewed by the Finance Committee and the Governing Board on an annual basis.

To ensure the adequacy of physical resources, the College employs frequent surveys from staff and students to assess its ability to meet physical resource needs of its programs and services. (*Exhibit IIIB.10, Exhibit IIIB.11*)

Analysis and Evaluation

The College has a process for identifying opportunities to upgrade or replace physical resources. This includes routine maintenance and replacement of items on the Standard Equipment List (SEL) whenever an item is deemed either obsolete or non-operational. The College has an effective process for evaluating the physical resources including facilities and property in order to ensure fiscal effectiveness throughout the College in an effort to reduce or eliminate waste and maintain overhead costs. As is always the case, the best interest of the students is at the forefront of the decision making when considering equipment and facilities and when determining how best to support student learning outcomes.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College's mission and vision are central to the strategic plan which guides many facilities planning and capital projects. Ensuring the feasibility and effectiveness of physical resources to support its programs and services is accomplished through a number of mechanisms.

Equipment to support academic programs:

- ***Standard Equipment List:*** Equipment generally is purchased for new or expanding programs or to replace inadequate or obsolete items. The College has established standards for administrative and classroom furniture, fixtures, and non-instructional equipment. The following artifact contains the Standardized Equipment Lists for each program (*Exhibit IIIB.12*).

Review of all student learning outcomes addresses any changes or modifications necessary for the purchase of new equipment. Industry standards are guaranteed by programmatic review and recommendations from the Professional Advisory Committees (PAC). This process is visible in the upgrade within the Medical Radiography program. The April 2017 PAC meeting noted a need to move from computed radiography (CR) to digital radiography (DR) as the CR technology was beginning to be phased out in the field. Based on this recommendation, the radiography equipment was replaced and upgraded in July 2017 (*Exhibit IIIB.13*).

The Standardized Equipment List influences the College's equipment purchases. Currently, planned capital expenditures for new or replacement equipment are proposed by location departments, approved by location administration, reviewed, and approved by the Carrington Senior Leadership Team (SLT) (*Exhibit IIIB.14*).

The Standardized Equipment List is a part of the program review process. During this scheduled review, Deans of Curriculum, Director of Operations, Program Directors, and faculty conduct an open dialogue to discuss the equipment needs at the campus. This is an opportunity for academics to make recommendations to the CSLT.

Criminal Justice Standardized Equipment List

Criminal Justice	Quantity Needed for # Students	Number of Items Available on Campus																COST	QTY	Total Cost		
		Citrus Heights		Las Vegas		Mesa		Phoenix		Pleasant Hill		San Jose		San Leandro		Stockton					Tucson	
		Own	Need	Own	Need	Own	Need	Own	Need	Own	Need	Own	Need	Own	Need	Own	Need				Own	Need
Minimum Equipment for LAB																						
Microscopes	10																			\$60.00	each	\$600.00
Minimum Equipment for LECTURE																						
Student Chairs	30																					\$0.00
Student Desks or Tables	30																					\$0.00
Computer - Load # Lab and all activities	30	Computer Lab	Computer Lab			Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab	Computer Lab			\$0.00
LCD Projector	1																					\$0.00
LCD Computer	1																					\$0.00
LCD Computer Table	1																					\$0.00
LCD Screen	1																					\$0.00
Minimum Supplies for LAB																						
Coating Stone Vils	10																			\$20.00	Coating Stone Vils	\$200.00
Evidence Crime Scene Flags	25 (25x25)																			\$10.00	per 25	\$250.00
Flag Storage Tubes	25 (one needed)																			\$10.00	storage 100	\$250.00
White 11" Photo Viewing Boxes	5																			\$9.00	each	\$45.00
Black Evidence Markers	5																			\$4.20	each set of 5	\$21.00
North Direction Marker	5																			\$8.00	each	\$40.00
Evidence Tape Strips	5																			\$11.20	per roll	\$56.00
Printed Evidence Paper Bags	50 (1 PK)																			\$42.00	100 bags	\$4200.00
Removable Floor Collection	30 (1 pk x 100)																			\$10.00	per 100	\$300.00
Evidence Envelopes	30 (1 pk x 100)																			\$10.00	per 100	\$300.00
Evidence Label Identification Tags	30 (1 pk)																			\$10.00	per 100	\$300.00
Photocopied Evidence Bags	30 (1 pk)																			\$20.00	per 100	\$600.00
Black Evidence Markers	30 (5 per set)																			\$10.00	per set	\$300.00
Removable Evidence Labels	30 (5 per set)																			\$10.00	per set	\$300.00
Removable Evidence Labels	30 (5 per set)																			\$10.00	per set	\$300.00

- Replacement of Equipment.** Equipment is checked frequently for utilization and condition by the Program Directors and, where appropriate, outside vendors. Dialogue between the individual Program Directors and faculty on each location sets these standards. Program Directors and the Assistant Deans of Academic Affairs are expected to notify the Directors of Operations when/if facilities or equipment needs repair or replacement.

The annual budget process includes line-item expense for repair and replacement of specific furniture, fixtures, and equipment but also includes a reserve budget for unforeseen repair and maintenance expenses. This reserve is determined by review of historical data and based on a percentage of budgeted revenue.

Each department is provided a budget to make department-related purchases; however, any unplanned equipment replacement requests over the approved maximum must be reviewed by the appropriate College Administration. In addition, if the unplanned capital expenditure is beyond the allocated budget, approval from the appropriate College administrator is necessary. Once an item has budget approval, the coordination

of the approved purchase will occur. For example, the Information Technology department makes all technology and communication related purchases and coordinates installation.

Prior to the transfer of ownership to SJVC Inc, Adtalem Global Services provided support services to Carrington College in regard to Real Estate and Facility Development services. A real estate efficiency project, along with a programmatic capacity review, was developed by Directors of Operations, and the Carrington Senior Leadership Team to ensure that the College's physical resources are used effectively by maximizing space and time slots to provide the greatest access for students. Results from facilities planning are used to determine sufficiency of facility utilization. Location Condition Assessments are completed and reviewed by the Vice President of Operations. Classes are then scheduled in rooms according to projected enrollment capacities. (*Exhibit IIIB.15*)

Operational Reviews: To assure the effectiveness of physical resources, the College conducts Operational Reviews of each location where focused meetings are conducted with the Location Management Team along with leaders from the Carrington Senior Leadership Team and other college management. Members of the College's Senior Leadership Team meet with faculty and conducts Town Hall Meetings, strategic planning sessions and operational meetings to obtain input from stakeholders concerning institutional effectiveness.

Carrington College is proud of its healthy learning environment and security measures. The Directors of Operations are responsible for the safety and maintenance of each location. The criteria used to ensure the safety of the College's facilities is reviewed and a shared responsibility among the colleagues on location, the location OSHA/Safety Coordinator, and the location Incident Commander.

- ***Incident Commander:*** Each location has an Incident Commander who completes training to make sure all safety practices are followed. The College has an extensive incident reporting process in place to ensure proper follow-up on any safety incident (*Exhibit IIIB.16*). The Incident Commander, along with the Directors of Operations and OSHA/Safety Coordinator, reviews all incident reports. The Incident Commander is also responsible for scheduling periodic trainings and drills to ensure the team at the college is aware of how to utilize the Emergency Response Plan documents.

The College responds to safety hazards effectively. Any identified hazard is reviewed by the OSHA/Safety Coordinator who works with local maintenance to take the necessary steps to make repairs or complete any corrective action. Any safety concern that needs expenditure is immediately approved through the Directors of Operations and the Sr. Director, Finance & Infrastructure.

Following the transition to San Joaquin Valley College, Inc., many of the security services transitioned to the Student Affairs function. The Student Affairs team visited each campus and conducted a 2 ½ hour all-colleague training to ensure that colleagues were aware of the transition and the updated response planning. The training included the conduct and complaint process, dealing with difficult behavior, new ADA processes, sexual harassment policies, and emergency response planning.

- **Safety Inspections:** Quarterly location safety inspections and reports are conducted by the Incident Commander to ensure that all facilities are kept up to standard. The Vice President of Operations reviews these reports and makes periodic visits to each location to conduct a walk-through inspection. The Vice President of Operations and the Directors of Operations also conduct quarterly reviews of all location incident reports to ensure they have been resolved and completed. (*Exhibit IIIB.17*)
- **Security:** All Carrington College locations maintain a very tight security system for all students, guests, vendors, faculty, and staff. Most campuses have one point of entry. Guests must sign in and receive a visitor/vendor badge while all students wear badges with lanyards that identify them as students. Location security is the responsibility of the Incident Commander and the Vice President of Operations. Trained security guards are outsourced to oversee each location as needed.

An example of Carrington College's planning process in action is the security assessments performed on each location. As a result of recommendations from faculty and staff, security assessments were added to the Carrington College Strategic Plan. The assessments resulted in 2-3 levels of recommendations for each location. Several of the Safety recommendations have been completed, and some are in the process of being completed.

Analysis and Evaluation

Evaluation of the feasibility and effectiveness of physical resources supporting institutional programs and services is accomplished through a number of mechanisms. Equipment in support of academic programs is identified through the use of a Standard Equipment List (SEL). This SEL is reviewed during Program Review. Program Directors and Faculty, along with the Deans of Curriculum, identify if changes to the SEL are required. If recommendations require budgetary expenditures, Resource Allocation Rubrics communicate the request, which are reviewed and approved by the Carrington Senior Leadership Team. The College has a budget process in place to support repair and/or replacement of equipment. Furthermore, the Information Technology department has standards in place for computers and software.

Managing the feasibility and effectiveness at the Campuses is accomplished through Operational Reviews. These reviews consider many factors, including changes in

student populations, which ultimately may result in changes of the campus footprint. To ensure the safe operation of each campus, the Campus Incident Commander has a pivotal role in providing information to the Directors of Operations, and ultimately to the CSLT. Establishment of safety practices, safety inspections, along with having security protocols, supports the safe operation of the campus.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-term capital plans are identified through the 5-year strategic planning process. New locations are selected with input from the Carrington College President, the Carrington Senior Leadership Team, and other stakeholders. The Carrington Senior Leadership Team along with key members of the Academics Leadership team review the facility needs and make recommendations for new programs and growth. A recent example of this process is the opening of Learning Centers. Based on dialog with local location leadership and review by the Operations and Outcomes Committee, recommendations were put forth to the Carrington Senior Leadership Team to add learning centers under the support of the San Leandro, San Jose, and Phoenix locations. These recommendations were approved, and the necessary capital allocated to construct and outfit these three new learning centers.

Through the iterative review (*Exhibit IIIB.18*) process of the College, it was determined that the Learning Center concept was not a successful operating model in the San Leandro and San Jose markets. Low enrollment impacted classroom and student learning experience, coupled with poor financial performance and minimal growth expectations supported the decision to discontinue new student enrollment in these locations and initiated full teach out for these current students. The same process has indicated a successful and continuing implementation in the Phoenix market.

Analysis and Evaluation

The College's strategic planning and process appropriately identifies long term capital plans and the necessary capital which will be needed for these strategies. The College utilizes metrics such as financial performance, enrollment figures, market research, bureau of labor statistics projections, and student satisfaction, to make decisions on expansion or discontinuation as appropriate to the community's needs.

Evidence List for Standard III.B

- IIIB.1 Campus Crime and Safety Act Disclosure
- IIIB.2 Security Assessment Report
- IIIB.3 Program Review Manual
- IIIB.4 Strategic Plan FY17
- IIIB.5 Strategic Plan FY17
- IIIB.5a Strategic Plan FY17
- IIIB.6 Facilities Plan FY19
- IIIB.7 Technology Plan
- IIIB.7a Facilities Plan FY19
- IIIB.8 Facilities Plan FY19
- IIIB.9 Standard Equipment List
- IIIB.10 Program Review Manual
- IIIB.11 Strategic Plan FY17
- IIIB.12 Standard Equipment List
- IIIB.13 MRAD Executive Summary 2016 ProgRev
- IIIB.14 FY17 CAPEX Budget
- IIIB.15 Program Cap
- IIIB.16 Inspection Report Template
- IIIB.17 Incident Reporting
- IIIB.18 Hedgerow Outcome PowerPoint



III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology at Carrington College is centrally organized for both colleagues and students. The Information Technology (IT) department is responsible for providing the operational systems of the College with a reliable, secure, and functional infrastructure. Carrington College offers appropriate learning resources to complement both onsite and online courses. Carrington College has an IT committee led by the Senior Director of Finance and Infrastructure, and its members include a cross-functional team representing the various arteries of the College.

Technology resources at Carrington College include the Learning Management System (Canvas) and our student management system (CampusNexus) which both support student learning programs and services to improve institutional effectiveness. As educational programs are assessed through the Program Review process, new texts with electronic resources, technological equipment, and other technology resources are planned and discussed with the IT Department to ensure that each program has the necessary infrastructure to support new advances in teaching and learning. Each program location is equipped with classrooms and simulation labs that contain leading technology as well as a full multimedia library that provides a wealth of up-to-date resources for research and study such as EbscoHost and CINMed.

The process of program review ensures that the institution evaluates the effectiveness, compatibility and security of its technology and examines student satisfaction with the materials through our survey process, during which students evaluate their learning experience including an analysis of technology services, facilities, hardware, and software. If any gaps are identified based on feedback and analysis of student survey and other related data, a recommendation is crafted and sent through the committee structure for review and approval as is consistent with the program review process.

Carrington College uses technologies and equipment to support the learning process such as: patient transfer equipment, adult high fidelity manikins, high fidelity birthing manikins, high fidelity child manikins and infant manikins, wound care supplies and models, tracheostomy supplies, EKG machine, AED machine, task trainers - anatomical arms for starting IVs, infusion pump, postpartum hemorrhage model, medication administration models for IM and SQ injections and medication bar code scanners for medication administration.

Online courses are structured using a linear, integrated approach and are delivered in the online learning platform (Canvas) which is accessible 24 hours a day, seven days a week. Students access Canvas via their unique log in credentialing where they will have access to course syllabi and assignments; text and course materials; study notes or “instructor lectures” for student review; Carrington College’s virtual library and other Web-based resources; as well as email, threaded conversations, and chat rooms. To ensure effective delivery of course materials and to facilitate participation from all class members, faculty teaching online complete specialized instruction to prepare them to teach via this medium.

On page 201 of the academic catalog (*Exhibit III.C.1*), students are apprised of the requirements for online study as well as the technology specifications required at the College.

Campus hours of operation start on page 2. Program hours vary at each campus. Prospective students can obtain information and enroll whenever the school is open.

Carrington College programs are term- or semester-based. Terms vary by program and range from six to 18 weeks in length. New students can start classes at the beginning of a term or semester.

Generally, full-time students are required to attend three to six hours of instruction per day, depending upon the program schedule. Instruction includes classroom theory, practical lab experience and computer skill training. A full-time externship (fieldwork experience) is also required for many programs.

Externships, in most cases, are full-time commitments. Required externship and clinical hours may vary from the schedule of classes. Students participating in externships may be required to fulfill this commitment in the evening and/or on weekends. Students should refer to the General Information page of the student handbook for comprehensive information.

Requirements for Online Study

Technology specifications listed in the next section and unlimited internet access are required for online coursework completion at Carrington College.

Students taking online courses should have administrative rights to the computer used for college coursework. Those who do not have administrative rights to the computer used for online study (e.g., library or workplace computers) may not be able to install plug-ins or other essential components. In these cases, students will have limited support options due to access constraints on these networks, so they should check with their workplace IT departments to ensure that they can access course materials from their company’s network.

Students are responsible for completion of all homework and classwork assignments, regardless of technical issues. Those experiencing technical difficulties must contact their instructor and technical support immediately.

Technology Specifications

Because technology changes rapidly in certain fields, students should note that PCs used to complete certain coursework may need to be upgraded during the course of their program. Students are responsible for checking hardware/software requirements before registering for courses.

Technical Requirements

Computer hardware and software requirements for participation in online courses are as follows:

Windows	Mac
Microsoft Windows XP, Vista, or Windows 7	Macintosh OS X or higher (in classic mode)
56K (or higher) modem	56K (or higher) modem
Screen resolution: 1024 x 768 pixels	Screen resolution: 1024 x 768 pixels
Soundcard and Speakers	Soundcard and Speakers

Minimum Browser Requirements

Browsers listed below have been tested and are supported on the online platform. Users of unsupported browsers may encounter problems with course software.

Windows	Mac
Internet Explorer	Apple Safari
Mozilla Firefox	Mozilla Firefox 3
Google Chrome	Google Chrome

There are provisions for reliability, disaster recovery, privacy, and security for the technological items at Carrington College. Students are provided a complete ecosystem of technology and support on the first day of class including Apple iPads, wireless high-speed internet access, projectors, and onsite classroom computer labs. There is a technology fee that includes an iPad with a 2-year Apple Care plan to ensure easy replacement of lost or broken technological devices. This allows students to have access to Apple Support as needed and two accidental damage events with low to no cost replacement.

The College utilizes the student management system, CampusNexus for managing student information and enabling colleagues across the college to access student information pertinent to their daily job functions such as entering academic information, attendance, and final grades as well as memorializing advisement and disciplinary action.

Analysis and Evaluation

Carrington College offers technology, service, and professional support as a vital component to delivering a quality education to our students. The facilities contain both hardware and software that is adequate to support the daily management and operation of the college and to deliver the material in our academic programs. The college has a dedicated IT Team that provides technological support to the campuses. For additional student support, Apple Care is provided to aid students with issues related to their I-Pads. Students provide feedback regarding the technical aspects of the college during surveys where the information is compiled for analysis and use during the program review process.

Improvement Plan

In June 2019, Carrington launched a Help Desk team which will cover all campus hours of operation (7:00 am – 10 pm) and will be the first point of contact for students and staff. The helpdesk will assist students and staff with access issues and some user support issues. The first administration of the redeveloped student satisfaction survey was completed in Spring 2019. Preliminary results were released in June 2019 (*Exhibit III.C.1a*). Carrington's IT department will collaborate closely with San Joaquin Valley College, Inc.'s shared IT services lead by the VP, Information Services to ensure infrastructure, cyber security and database administration are appropriate to support the operations of the College.

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Carrington College plans, updates, and reviews current technologies. As stated in the Technology Plan, the college has six areas that provide opportunities for improvement or new innovation. Those areas are as follows.

1. **Teaching and Learning:** Integrating technology into campus and online instruction to improve student success and retention.
2. **Student Experience:** Continuing to deliver high-quality campus and online courses, programs, and student services.
3. **Security, Reliability, and Access:** Providing, implementing, and supporting appropriate and secure campus technology.
4. **Faculty and Staff Development:** Providing ongoing technology-related professional development and training programs for all employees. In addition, creating awareness about teaching and learning tools.
5. **Funding:** Allocating appropriate funds for technology as a part of a comprehensive, long-range plan for implementing the Carrington College Technology Plan (*Exhibit IHC.2*).
6. **Governance Structure:** Maintaining an appropriate technology governance structure with responsibility for prioritizing and coordinating campus and online technology initiatives in accordance with the Carrington College Technology Plan.

Technology Planning:

The College’s Information Technology Committee reviews the Technology Plan each year. The Technology Plan provides an opportunity to assess technology-related tools at the college and identify areas of improvement. The process plan, displayed in the following tables, provides an overview of the expectations the Information Technology department should accomplish by year end.

Process for the Technology Plan	
Frequency of review	Annual
Focus of review	<p>Annual outcomes</p> <p>The reporting on and evaluation of the Technology Plan and establishing priorities for the subsequent year involves evaluation of the following data:</p> <ul style="list-style-type: none"> ○ Prior year initiatives relating to classroom technology ○ Recommendations from program review relating to classroom and faculty technology ○ Student feedback data ○ Review of Technology Plan ‘Future Considerations’
Process of review	Information Technology committee meets to review outcomes and plan for the upcoming financial year.
Colleague involvement	Individual and committee input

	Colleagues can contribute to the review of the Technology Plan individually or through committee participation.
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Timeline for the Technology Plan	
July - August	The Information Technology Committee reports on outcomes of Technology Plan to the Information Technology Committee.
September - October	The Information Technology Committee gather staff and faculty input resulting from the President’s call for comment on Strategic Plan
October - November	The Information Technology Committee prioritizes recommendations using resource allocation rubric. A prioritized action list for next calendar year is established as recommendations to the CSLT for the Strategic Plan.
December - January	The Technology Plan is updated.

The Manager of Information Technology conducts quarterly meetings in an effort to identify global technology needs such as new computer servers, location wireless services, plans to upgrade equipment, new contracts, license agreements, etc. The Information Technology Committee consists of members from Information Technology, Registrar, Career Services, Academics, and Enrollment Services to provide a multiple perspective regarding technology needs. During these meetings, updates on IT projects that have been completed, ongoing, or upcoming are reported. Members are encouraged to voice any concerns or suggestions that could help improve location operations from an IT perspective. The Manager of IT presents the recommendations from the Information Technology Committee to the CSLT. An ongoing goal of the Information Technology Committee is to ensure there is an opportunity across the institution for input on the IT initiatives. (*Exhibit IIC.3*)

Maintenance and Resources Allocation:

In the past three years, the College has focused resources on centralizing critical systems. Moving from a number of separate and often location-specific systems, to an integrated College-wide system has increased the availability and consistency of information. Carrington strives to streamline its technology; therefore, proposed changes or additions are adopted across all locations. Technology services, professional support, and operating capacity are in place to manage the operations at the locations.

The College uses CampusNexus, a comprehensive school management software product, to manage student data. CampusNexus integrates all student data relating to admissions, financial aid, academic records, student accounts, and graduate services.

CampusNexus serves as a storage system for a number of student-related documents (i.e. transcripts, employment waivers, admissions applications).

In addition to providing data that assists faculty and staff in efficiently managing day-to-day operations, CampusNexus contains a variety of reporting options that allow management to evaluate current operational effectiveness as well as trends at each location. In addition to the reporting options that are included with the CampusNexus software, the Information Technology department has the ability to create custom reports in order to meet the continuing needs of its users. The servers that run the CampusNexus application and store the system's database are housed in a secure data center that features 24-hour security guards, redundant power sources and backup power generators, redundant telecommunications links, and redundant fire suppression systems.

The servers in the College's data center are monitored 24-hours a day and statistics regarding performance and availability are continuously captured. The database for CampusNexus is secured by Microsoft SQL, the SQL database further hardened by encryption using a third-party tool.

In addition to the data provided from the reporting features in CampusNexus, Carrington College has developed an additional set of reporting options (Adtstats) that College management can use to track key operational statistics. The Adtstats report provides users daily snapshots of important operating metrics in a format that allows users to query, manipulate, and drill down on data as needed. (*Exhibit IIIC.4*)

CampusNexus and the Adtstats Report have provided the College with management tools for location operations and research. Both tools provide a level of flexibility that allows for continuous dialogue between the IT department and College faculty and staff, and options for ongoing modifications that are the result of that dialogue.

In congruence with technology updates and implementations, students and staff participate in and are recipients of new technology trainings and receiving communication regarding technology-related updates.

Upgrading Technology:

The Technology Plan has enabled the College to complete the following projects in the past five years.

- Changing LMS platforms from Pearson's LearningStudio to Instructure's Canvas LMS
- Implementation of Microsoft Office 365, cloud storage, and Skype communication for staff to increase mobility.
- Partnering with Apple to supply each student with an iPad Mini™ tablet.

- Partnering with Vital Source to transition hardcopy textbooks to digital copies reducing students' carry weight on campus and providing more flexible and expansive learning tools.
- Replacement of Bluesocket wireless access points with Meraki wireless access points for better security, speed, and reliability.
- Supplying faculty with online grading tools like, Turnitin, Grademark, PeerMark.
- Utilizing Canvas' built-in learning outcome tool for assessment scoring, which discontinued the need for a secondary assessment management software.

Continuous Improvement:

In addition to scheduled IT meetings, the Information Technology Committee receives feedback on technology and equipment during scheduled program reviews. The program review process includes the identification, planning, and implementation of technology as the program director and faculty evaluate, in concert with industry standards, the needs within their respective programs. These program reviews help ensure that the standardized equipment and software lists used in the classrooms are up to date. During this time, global recommendations are presented to the Academic Excellence Committee for approval and then are sent to the Carrington Senior Leadership Team (CSLT) for final approval. The program review is launched by the Deans of Curriculum, driven by faculty, and led at the locations by program directors. This review provides a chance to collect hardware and software recommendations to enhance student learning. (*Exhibit III.C.5*)

Every program has a Professional Advisory Committee (PAC) which meets twice a year. Advisory Boards can consist of program graduates, practicing professionals, community representatives, program directors, students, and others who can provide insight on educational needs for the industry associated with the program. An important purpose of the advisory committees is to help Carrington College ensure that its training, technology, and equipment are current and relevant to occupational practices and requirements. Having this process in place provides instructional programs with current technological advances and occupational patterns that reflect industry standards. (*Exhibit III.C.6, Exhibit III.C.7, Exhibit III.C.8*)

The student surveys provide a student view on the technology and equipment offered at Carrington College. For instance, the End of Course (EOC) survey (*Exhibit III.C.9*) poses the following questions to students regarding their experience with technology.

End of Course Survey Lab Questions	
All students	I am satisfied with the overall quality of this course.
	This course included the appropriate amount of class presentations, assignments, and discussions.
	Materials (such as textbooks and other resources) were good quality and appropriate for this course.
Lab Courses	This course provided opportunities to develop my skills through assessment testing, interactive tools, open labs, tutoring, and/or group projects.
	I am ready to pursue more advanced courses and/or hands-on training (i.e. clinical/externships) after completing the lab activities.
PTA* Courses	Technology assistance (computer lab resources, PowerPoints, video-based cases) was available for this course if needed.
*Physical Therapist Assistant program	

Below is an excerpt of survey data collected from July 2018 EOC submissions regarding technology in the classrooms.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with the overall quality of this course.	3.25%	2.31%	8.78%	26.33%	59.33%
This course included the appropriate amount of class presentations, assignments, and discussions.	2.78%	1.33%	7.88%	27.16%	60.85%
Materials (such as textbooks and other resources) were good quality and appropriate for this course.	2.70%	1.88%	8.62%	26.68%	60.11%
This course provided opportunities to develop my skills through assessment testing, interactive tools, open labs, tutoring, and/or group projects.	2.10%	1.22%	7.17%	24.06%	65.44%
I am ready to pursue more advanced courses and/or hands-on training (i.e. clinical/externships) after completing the lab activities.	2.01%	0.96%	7.61%	24.67%	64.74%
Technology assistance (computer lab resources, PowerPoints, video-based cases) was available for this course if needed.	6.00%	0.00%	4.00%	40.00%	50.00%

In 2015, the College started the iPad Mini™ project, which was to provide each student with an iPad Mini™ tablet. During the first wave of new students, the College added iPad Mini™ related questions to the End of Course survey to assess students' experience with the new device. This was an opportunity to make any necessary changes for

current and future iPad Mini™ users. The table below is the September 2015 data collected regarding iPad Mini™ and VitalSource’s electronic books (eBooks) usage. Changes in pricing and availability caused the College to reevaluate and switch from the Mini to a Tablet in 2018.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would prefer to bring/purchase my own iPad for use with your eBooks.	18.14%	24.56%	32.26%	10.11%	14.93%
I feel I was given the right instructions and directions to work with my iPad mini™ and eBooks.	4.00%	4.80%	14.72%	39.68%	36.80%
The wireless feature on my iPad mini™ works well while on campus.	4.48%	7.68%	12.32%	37.44%	38.08%
My iPad mini™ has been a helpful tool for my education.	5.28%	4.32%	14.88%	36.96%	38.56%
I feel this is a better/long term value for my tuition paid than hardcopy books...	8.16%	9.12%	20.00%	27.20%	35.52%
I have found that searching the eBook for needed information is faster than traditional hard copy books.	8.65%	10.42%	22.12%	25.32%	33.49%
My knowledge of technology has increased because of the iPad mini™ and eBooks.	6.73%	8.97%	32.21%	25.16%	26.92%

These results were reported to the project lead who then presented the findings to IT and Carrington’s leadership team. Reviewing feedback, like the End of Course survey, the College can make necessary adjustments. For examples, some novice users of eBooks mentioned the performance of hardcopies. This request was assessed and the option to pay for printed versions was offered.

Analysis and Evaluation

With the usage of annual technology plans, program reviews, student surveys, and IT meetings, the College continuously plans for, updates, and replaces technology. These methods of research ensure the College's technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Carrington College's Technology Plan articulates the vision which provides the direction necessary to ensure that adequate technology resources are available at all locations and in all teaching modalities.

“Carrington College is a career-focused college with diverse programs in Health Care related fields. These programs are delivered through various locations (campuses) and in various formats (onsite and online). The College is committed to pedagogical excellence across this diversity of programs and formats and its goal is to use technology to increase student success and retention.

This commitment to excellence encompasses the following.

- the technological infrastructure needed to deliver programs in our various delivery modes, including onsite and online
- the pedagogical design and technology resources needed to enhance students' learning through applied interactive educational experiences, particularly in technical areas, whether the student is on a campus or connected remotely
- the faculty and student support structures needed to enable faculty and students to effectively use these resources to achieve curriculum objectives through a variety of teaching and learning processes
- technical support required for both faculty and students in order to overcome technological barriers to effective teaching and learning
- efficient student and faculty access to the resources needed for effective course preparation and administration and for convenient access to College administrative and student services” (*Exhibit IIIC.10*).

To accomplish this vision, there are a number of areas that are key to its success.

Student Experience:

- Computer instruction for Carrington College students takes place primarily in the classroom and computer labs. Most educational programs have websites and other technological learning resources provided with texts, and students

can access these materials in class or at home. When information technology is used to support any classroom activity, training is provided. Students are also instructed on how to access online learning resources and databanks provided through EBSCO. In 2014, all Carrington College students were equipped with an iPad to assist in their learning in the classroom.

- The Student Success Centers offers students orientation during the first term of their program. The orientation is designed to assist students in the retrieval and academic use of information and is conducted by the Student Success Manager. On-ground student and faculty support for computer use and common application software (word processing, PowerPoint®, and spreadsheets) is available by request from location academic coaches.
- Beginning in 2012, the College began developing and testing a new student portal. The student portal provided students with an electronic calendar to track assignments, a faculty directory, a message center, and various links to access course grades and schedules, attendance, degree evaluation reports, a GPA calculator, and account information. Training on how to access and navigate this portal is delivered electronically in the form of a user's manual, and rollout to students occurred during 2013. In 2016, the student portal was updated based on feedback from students to be more user friendly.
- Students enrolled in the College's dedicated online programs must complete and pass the New Student Orientation online course. This orientation acquaints students with the College's online environment to better prepare them for success. Students view a variety of training videos and work through key elements of the online learning environment, which culminates in completing and uploading a brief assignment (*Exhibit III.C.11*).
- Technology training, which supports specific course curricula, is the responsibility of the Provost, Dean of Educational Technology, Program Directors and Faculty. These stakeholders are responsible for identifying, developing, providing, and ensuring that students receive program-specific technology training adequate to meet identified learning outcomes. Training is delivered in the form of lectures and/or demonstrations.

Faculty and Staff Development:

- Training in the effective application of information technology is provided to management, faculty, and staff on the operation of the CampusNexus, the system the institution uses to track student schedules, attendance, course completion, and various other student outcomes. The reports that faculty generate from CampusNexus are used for evaluation and analysis as well as effective planning and management.
- Faculty are provided training through Faculty In-Service events. For example, during the November 2018 faculty In-Service, training was provided on iPads

so that they can better assist students with set-up and questions (*Exhibit IIC.12, Exhibit IIC.13*).

Security, Reliability and Access:

- Prior to the transfer of ownership to San Joaquin Valley College, Inc., Adtalem Global Education Services provided the technology infrastructure which supported all campuses and technology resources. With the transfer of ownership to SJVCI, while some technology infrastructure items may change, the result to the end user – both students and colleagues – will continue to hold customer service as the highest priority.
- The Technology Plan outlines the Network Infrastructure Guidelines, along with wireless access and security policy.
- Carrington College utilizes an IT ticketing system to manage issues experienced by users. To manage this and to ensure reliability of service, Service Level Agreements (SLAs) are established for all services. In addition, reporting mechanisms are being developed to monitor SLA performance. Through this mechanism, gaps in service can be identified and thus addressed.

Analysis and Evaluation

Carrington College provides consistent technology resources by providing centralized services that support all locations and teaching modalities. The Technology Plan outlines the technology infrastructure which provides the foundation for the technology utilized by students and colleagues. Additionally, the Technology Plan identifies PC Guidelines, along with Security Policy Guidelines. The Technology Plan also provides for Classroom Equipment and Configuration.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Faculty, Staff, and Administration:

Campus Nexus: Training in the effective application of information technology is provided to management, faculty, and staff on the operation of CampusNexus the system the institution uses to track student schedules, attendance, course completion, and various other student outcomes. The reports that faculty generate from CampusVue are used for evaluation and analysis as well as effective planning and management.

New Faculty Training: Both online faculty and campus faculty receive rigorous training in the effective use of technology when they are onboarded to the College. New faculty receive a comprehensive training (online and face-to-face) via several different modalities. The Assistant Dean of Academic Excellence, the Program Director, or the

Dean of Curriculum of the new hire explains the login processes of the internal systems required of the job. These instructions are also supplied via email by Systems Account Provisioning. These Instructions include gaining access to the Carrington network, the learning management system (Canvas), faculty portal, and the time-keeping system. (*Exhibit IIIC.14*)

All new hires (campus and online) then complete the FAC101 Faculty Onboarding Course which is housed in Canvas (learning management system). This course begins by introducing the new hire to the college’s history, mission, and philosophy. The course then proceeds onto the teaching and learning principles that create the foundation of the College’s values. The course reviews important concepts in andragogy, faculty-driven curriculum, academic freedom, and classroom engagement and management. (*Exhibit IIIC.15*)

All Faculty: All faculty are provided access to the online Faculty Resource Center which is located in Canvas. A wealth of information is provided for faculty including the Faculty Handbook (*Exhibit IIIC.16, Exhibit IIIC.16a*), the Registrar Guide, the Academic Support contacts, and Job Aids (step-by-step instructions with visuals) for Canvas tasks. Other important teaching aids are included in the Faculty Resource Center as noted below.

Faculty Resource Center Contents:

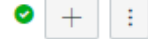
Faculty and Colleague Resources		✓	+	⋮
📎	Faculty Handbook Update 1.8.19.docx	✓		⋮
📎	How to Access and Use Campus Nexus	✓		⋮
📎	Carrington College - Websites for Faculty	✓		⋮
📎	Online Faculty VPN Job Aid.pdf	✓		⋮
📎	Registrar Guide V. III effective 1 1 2019.pdf	✓		⋮
📄	Student Success Center Staff	✓		⋮
📎	Canvas Champions by Campus.docx	✓		⋮
📎	ADAE List by Campus.docx	✓		⋮

Teaching Resources



- Sample Announcements for Faculty to Post for Students
- SLO Guide
- Canvas Guide: Working with Rubrics and SLOs
- Canvas Guide: "Conferences" Tool
- Canvas Guide: Extending Deadlines (Allowing Submissions of Late Work)
- Canvas Guide: How To Set Up Assignments for Online File Uploads.pdf
- Canvas Guide: Suggested Student Notifications
- Canvas Guide: Suggested Faculty Notifications
- Canvas Guide: Changing Course Dates

Academic Integrity Resources



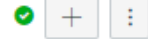
- Academic Integrity Report
- Turnitin Assignment Setup and Evaluation

ADA Accommodation Resources



- ADA Accommodations for Students - A Faculty Reference Guide
- ADA Accommodations for Students - Service Animals

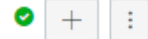
MAA/MBC Faculty Resources



Faculty Meetings



Faculty Meeting Recordings



Canvas Connections



Carrington College recently implemented Canvas Champions at each campus. These individuals are the first contact for faculty who need assistance with or have questions about Canvas. The list of the Canvas Champion at each campus is included in the Faculty Resource Center.

Technology training for faculty, which supports specific course curricula, is the responsibility of the Assistant Dean of Academic Excellence, the Program Director, or the Dean of Curriculum.

Students:

Student Success Center: The Student Success Centers at each campus offer students orientation during the first term of their program. The orientation is designed to assist students in the retrieval and academic use of information and is conducted by the Student Success Manager. Student and faculty support for computer use and common application software (word processing, PowerPoint®, and spreadsheets) is available by request from the Student Success Managers and/or the Academic Coaches.

Computer Instruction: Computer instruction for Carrington College students takes place primarily in the classroom and computer labs. Most educational programs have CD-ROMs and other technological learning resources provided with texts, and students can access these materials in class or at home. When information technology is used to support any classroom activity, training is provided. Students are also instructed on how to access online learning resources and databanks provided through EBSCO.

Technology Training: Technology training, which supports specific course curricula, is the responsibility of the faculty. They are responsible for identifying, developing, providing, and ensuring that students receive program-specific technology training adequate to meet identified learning outcomes. Training is delivered in the form of lectures, demonstrations, and written instructions ([Exhibit IIIC.17](#))

Analysis and Evaluation

Carrington College is proactive in its endeavors to use technology to improve the educational experience for all students, faculty, and staff. Technology and training enable students the ability to access a wide variety of resources for learning, as well as to interact with faculty and other students. Technology and training allow instructors to communicate in a timely manner with students and staff in face-to-face situations as well as remotely. For administration and staff, technology and training provide a wide access to information and resources that are required to make productive, timely, and informed decisions concerning the College's assets and funds in order to provide a strong learning environment. ([Exhibit IIIC.18](#))

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The purpose of the College's technological resources is to support the development, maintenance, and enhancement of the College's resources and services. To accomplish this objective the IT department consists of 9 technicians, one supervisor, two help desk technicians and one manager available for onsite and remote support of all locations (*Exhibit IHC.19*). The IT department maintains an active list of all computers and related peripherals. The staff monitors the health of the computers, providing maintenance and updates as needed. Communication between employees and IT department staff is achieved via a support ticketing system which is accessible from any computer with Internet access or by contacting the Helpdesk.

The College's Instructional Technology team participates in routine assessment of technological resources that would enhance services. This ongoing assessment led to the recent improvement in Internet broadband to provide increased Internet speed now and provide further increased speed in the future.

Electronic media policies are published in major publications such as the College Catalog and Handbooks. Policies describe acceptable and prohibited forms and terms of use.

Analysis and Evaluation

Carrington College has policies in place that guide the appropriate use of technology in the teaching and learning process. Policies provide the parameters for the appropriate use of technology in the educational process. All new faculty that teach in the online format participate in mandatory training to prepare them to each effectively.



Evidence List for Standard III.C

- IIIC.1 Academic Catalog
- IIIC.1a Student Satisfaction Survey Spring 2019
- IIIC.2 Technology Plan
- IIIC.3 IT Committee Minutes
- IIIC.4 Adstats Report
- IIIC.5 Program Review Manual
- IIIC.6 PAC Agenda Template
- IIIC.7 PAC Handbook
- IIIC.8 Advisory Board Minutes
- IIIC.9 End of Course Survey
- IIIC.10 Technology Plan
- IIIC.11 New Student Orientation
- IIIC.12 Campus Guide to iPads and Orientation
- IIIC.13 iPad Orientation Best Practices
- IIIC.14 Network and Email Instructions email
- IIIC.15 Faculty Training 102
- IIIC.16 Faculty Handbook
- IIIC.16a Faculty Handbook, July 2019
- IIIC.17 Technology Training
- IIIC.18 Technology Plan
- IIIC.19 IT Tech Staff Organization Structure

III.D Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The college has sufficient financial resources to support the college's operations and strategic plans for long and short-term initiatives. During the budget process, financial resources, including leasehold and capital expenditures are forecasted for each location, academic programs, and operations. The budgeted expenses account for instructional, materials, services, administrative, admissions and marketing costs. Financial statements are provided to leaders on a monthly basis to review, assess, evaluate, and capture recommended adjustments to ensure academic and service excellence is maintained. Reforecasting is done monthly as well as an official Fall and Spring forecast each year. Additionally, leaders are re-engaged to assess and communicate campus and programmatic needs prior to the end of the fiscal year and provide any capital requests. The College continuously seeks to provide the resources to ensure excellence in the student learning experience. Information is presented as follows:

- Oversight of College Finances, Budgeting, and Accountability
- Statement of Financial Responsibility, Integrity, and Stability
- Sources of Revenue and Budgeting Model
- Financial Resource Planning

Oversight of College Finances, Budgeting, and Accounting:

Carrington College employs human resources to support and sustain budgeting, accounting, and financial planning. Our Senior Director of Finance and Infrastructure oversees the budgeting and financial planning processes and financial reporting to external entities. The President, Vice President of Operations, and Senior Director of Finance are responsible for budget development and the accounting function. A team of financial analysts and an accountant provide administrative support for the accounting process (*Exhibit IIID.1*).

Statement of Financial Responsibility, Integrity, and Stability:

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. San Joaquin Valley College, Inc. with its subsidiaries, one of these being Carrington College, is audited annually by a 3rd party audit group.

Sources of Revenue and Budgeting Model:

The main source of revenue is generated from student tuition. Tuition and other fees are

billed based on a student's enrolled program. Revenue generated from student enrollments fund the operational costs of the institution.

The financial budget for the College is developed with the strategic plan as the basis for base growth, physical or programmatic expansion and capital outlay. Revenue rates and retention are based on historical measurements by location and program. Expenses are deducted from revenue earnings to calculate the College's net income.

Financial Resource Planning:

Assessment of current financial outcomes combined with the strategic plan allow the College to appropriately plan for the financial resources which will be needed by the College to execute on strategic initiatives, provide funding for equipment maintenance and provide resources for the "normal" operational expenses.

- **Sustaining Existing Academic Programs:** During the budgeting stages, campuses are allocated a maintenance budget for the expectation that equipment will need to be repaired or replaced (*Exhibit IIID.2*). Every program has a standard equipment list which itemizes all equipment required for the learning outcomes of the program. The College provides funds to make sure the necessary equipment is supplied and maintained.

New Program/Campus Development: The College annually reviews the strategies and ongoing development of the institution through the 5-year strategic plan (*Exhibit IIID.3*) process. When a new program or strategy is considered an analysis of the market, feedback from the campus leader and regulatory considerations (i.e. length of time to get approvals) are made. Planning also considers startup costs, facility costs, capital, staffing, revenue, expenses, length of time to create a positive net income and net income at mature operations.

Analysis and Evaluation

The financial resource allocation budget identified above supports and provides the necessary resources for the College's programs and operations. The completion of the annual budget and program review provides an effective mechanism for the colleagues of the college to request needed financial resources needed by the programs or operations of the College. The work completed annually in the 5-year strategic plan identifies the growth and development opportunities to ensure the financial resources are secured to execute on the objectives and goals of the College, aligned with the mission of the College

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The focus of the College's mission is to provide excellent learning opportunities for

students in preparation for their career. The College uses its strategic planning process, monthly finance/operation reviews and programmatic review to make resource decisions that guide the budgeting process. To ensure successful financial practices and dissemination of financial information the College presents the information as follows.

- Integrated Institutional Planning Process
- Dissemination of Financial Information

Integrated Institutional Planning Process:

The College's institutional planning process integrates action items with a fiscal impact that arise from program reviews and monthly and quarterly reviews (*Exhibit IIID.4*) conducted with the campus and senior leaders.

One of the primary purposes of the program review is to ensure student learning outcomes and measurements are achieved. Recommendations for improvement are identified from this process and are implemented into the financial plan. Changes in program course offerings, arrangement of courses, updates to eBooks, equipment improvements and appropriate staffing levels are examples of these recommendations.

Carrington College maintains standardized lists of required equipment, computer hardware, software, and supplies for all departments and programs, with established allocations in these areas (*Exhibit IIID.5*).

Monthly financial meetings with campus leaders provide a forum for local operational identification of equipment needs, staffing, facility, IT, or other needs. This work can be applied to ongoing forecasts as well as future campus planning to ensure appropriate financial resources. Prioritization of proposals are based upon availability of funds, strategic initiatives, and programmatic requirements.

Most major planning activities in which the College engages have financial implications. Financial planning is integrated with other institutional planning. Financial planning involves the allocation of resources to support the achievement of the College's mission and goals. Where enrollment projections do not support particular projects, in part or completely, plans must be adjusted or implementation postponed.

Dissemination of Financial Information:

To support an informed decision-making and planning process, the Finance Team provides financial information monthly to leaders detailed below.

- Monthly Financial Statements: Senior leaders are provided full College financial P&Ls and flash reports which include actual results as well as comparisons to budgets and working forecasts. This reporting keeps the senior leaders aware of the progress of the college in comparison to expected budgeted results. Campus leaders are provided their campus' P&L results which also include comparisons to budgeted student headcounts and staffing levels. The distribution to senior and campus leaders ensures there is an

awareness of results compared to budget and opportunities to evaluate outcomes (*Exhibit IIID.6, Exhibit IIID.7*).

- Quarterly P&L review: The Senior Director of Finance and Infrastructure meets quarterly with the Assistant Deans of Academic Excellence to review the following:
 - P&L results compared to budget
 - Student headcounts compared to budget
 - Open questions to discuss campus needs with financial impacts

This meeting provides opportunity for a continued communication on needs and changes throughout the course of the year. Immediate changes or integration into the annual planning can be made from feedback provided from these meetings.

Most major planning activities in which the College engages have financial implications and adjustments are made throughout the year based on performance. If enrollment projections do not support particular projects, in part or completely, plans are adjusted, postponed or accelerated if enrollment projections are met and or exceeded.

- Annual financial results: P&L statements are supplied to the President, Vice President of Operations, and campus leaders at the end of each fiscal year
- Governing Board: Annually, Carrington College updates the 5-year strategic plan and the Governing Board reviews and approves the adoption of the plan on an annual basis. The annual budget operationalizes the short and long-term goals of the 5-year strategic plan, which is a foundation component of the budget.

Analysis and Evaluation

The College mission is the foundation for all financial planning. The College leverages the recommendations of the program review, monthly finance meetings and results of actual financial outcomes to plan and support future financial planning. The annual programmatic review allows a reassessment of the policies outlined for all programs as to the needs of each program, including staffing ratios, hardware, and software needs. The monthly financial review brings awareness of current financial position compared to expected financial outcomes and drives decisions on timing and strategy of future spending.

The College's reoccurring and timely reporting, meetings and program reviews are disseminated to operations and campus leadership teams either on a monthly, quarterly, or annual basis. This schedule allows leadership to make decisions throughout the year on the timing and execution of the strategic and operational plans based on monthly outcomes. If outcomes are not as expected adjustments can be made to delay certain initiatives to a time when financial resources are available.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The college's mission and goals are the guiding principle of the budget build, ensuring academic programs and services are appropriately supported. Opportunities are present to the College's constituencies in the financial plan and are presented as follows.

- 5-year Strategic Planning
- Financial Planning and budget development
- Revenue
- Expense
- Capital

5-Year Strategic Plan:

Financial planning begins with the annual update and completion of the 5-year strategic plan. The strategic plan outcomes align with the mission of the College and future growth opportunities are identified during this process. Recommendations for growth and development are done with college and operations leaders and are analyzed by location, program, and competition (*Exhibit III.D.8*).

The 5-Year Strategic Plan is reviewed and approved by the Board of Governors and the SJVCI Board of Directors.

Financial Planning and Budget Development:

The annual budget is guided by the 5-Year Strategic Plan and the completion of the budget allows multiple inputs from the College's constituencies.

Revenue:

Revenue development will come from multiple inputs made from the following:

- New student starts – development of the new student starts involves participation from the Marketing team and Vice President of Operations. Historical start trend information is also used in development of the new student start plan.
- Retention – historical review of monthly retention by location, program and month are used to develop retention in the student headcount plan (*Exhibit III.D.9*).
- Campus Leader review – after the initial setup of the budget build, the budget is provided to the campus leaders to provide input on changes in student headcounts

Expenses:

The expense budget has multiple facets and inputs to build to completion. Campus leaders provide inputs on controllable expenses and staffing using campus templates provided during the planning stages. Real Estate, depreciation and other non-controllable costs are provided through historical data, contractual agreements and known strategic costs. Program review recommendations can impact both revenue and expenses and an example of expenses could be additions of virtual labs, eBooks, and supplies.

Capital Expenses:

The strategic plan, program reviews and need for replacement equipment provide inputs to the capital expenses required to ensure equipment and growth align with the mission of the College.

The annual budget is reviewed by the College's senior leadership team prior to submitting to the Governing Board and the Board of Directors of SJVCI for review, recommendations and approvals.

Analysis and Evaluation

The College's financial planning and budget process provides appropriate opportunities for involvement from all constituencies. It is important to the College that input is received from all stakeholders to build the financial plan for the College.

The FY2019 budgeting process included an initiative to heighten the expert input of the Deans of Nursing to provide guidance on the contractual costs needed for the fiscal year. This increased the awareness of the Deans in the staffing costs which would be incurred throughout the course of the year and has provided them opportunity to measure outcomes based upon their work in the budgeting process (*Exhibit IIID.10*).

The collaborative work by the key stakeholders in the College is important to the accurate build of the financial plan. The final review and approval of the budget is done by the Board of Directors and throughout the planning period there are several adjustments made to the budget to ensure the alignment of goals and strategies of the College.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The financial planning methodology and budgeting process described above presents a realistic view of the anticipated spending throughout the year. The student population, which is the primary driver of the College's financial budget, is reviewed monthly by the President, Sr. Director of Finance and Infrastructure, Vice President of Operations and other senior leaders and Finance team members. *Exhibit IIID.7* presents examples of P&Ls which report actual results, budget expectations and variances to those

expectations. This practice allows for adjustments to planning and scheduling of planned resource allocations. The College uses historical expense patterns to inform budget projections.

The Business Committee meets regularly to review the budget, discuss, and agree upon any adjustments needed and to make plans to execute on those adjustments. The leaders review planned and unplanned capital expenditures against the College's fiscal condition to ensure appropriate use of college resources.

Analysis and Evaluation

The College has a clearly defined process for planning and budget development. The College has a formal process by which faculty and staff input is considered in its decisions, plans, and long-term goals. Each employee has a voice through many different methods. The institution practices effective oversight of finances and will continue to do so. Solid fiscal management is a priority for Carrington College. Working with the most accurate projections possible, the Senior Leadership Team and the College President monitor performance against budgets to ensure fiscal soundness.

Though capital assignments and expense estimates are built and provided as a tool for the budget build, the college continues to assess needs based upon results and experience. As opportunities and risk arise throughout the year the college looks at the fiscal performance as a whole and may adjust and shift expenditures; in this instance student learning is given the first priority, supporting both current and future opportunities.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The Operations & Outcomes Committee, Sr. Director of Finance and Infrastructure, Vice President of Operations, Carrington Senior Leadership Team, and the College President monitor financial indicators on an ongoing basis. The College's computer-based financial projection and reporting system provides the administration with a dependable mechanism to use in making financial decisions. (Note; post transition to San Joaquin Valley College, Inc., the same financial projection system is no longer being used and currently financial budget tools are being developed.) Financial reports are distributed monthly to administrators. This monthly and fiscal year-to-date financial and operating report package provides actual, budgeted, and prior year comparisons in all key operating and financial areas of the College. These reports are broken down by Home Office, location and by department.

Within the College's financial management system, internal controls separate responsibilities and duties appropriately to provide dependable information for financial decision-making. Administrators are responsible for reviewing the report in their areas of responsibility and are held accountable for performance. The Governing Board review of the Strategic and Operations Plan provides insightful comments from individuals not involved in the day-to-day management of the College

Carrington oversees the day-to-day operations of the financial management system. The Senior Leaders monitor financial indicators on an ongoing basis. The College's financial projections and reporting system provide the administration with a dependable mechanism to use in making financial decisions.

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

College goals, both long and short-term, are driven by these enrollment projections. Projected attrition also is taken into consideration. Working with the most accurate projections possible, the Carrington Senior Leadership Team and each of the locations design their budgets to support identified goals.

The progress toward achieving enrollment projections is monitored daily and reported on a weekly basis through location and Home Office created reports. The College's AdStats dashboard provides daily snapshots of location operations data and the data is retrieved nightly from Campus Nexus (student management system).

Table 1: AdStats Enrollments – Actual vs Plan tab

		Years										StartDate	
		2017											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CampusDesc	Albuquerque	Sum of Actual											
		Sum of Budget											
		% of Plan											
		53.63%	77.45%	0.00%									
Boise		Sum of Actual											
		Sum of Budget											
		% of Plan											
		45.00%	86.86%	0.00%									
Carrington Online		Sum of Actual											
		Sum of Budget											
		% of Plan											
		0	0	0	0	0	0	0	0	0	0	0	0
Citrus Heights		3	3	2	7	4	3	2	3	1	28		
		0	0	11	11	22	22	22	22	22	22	130	
		0.00%	0.00%	0.00%	18.40%	64.40%	0.00%	18.40%	13.80%	0.00%	9.20%	13.80%	4.60%
		67	55	44	46	47	52	71	23	26	43	60	534
Las Vegas		82	92	61	54	75	91	116	17	74	58	109	828
		81.71%	59.76%	72.60%	85.26%	62.76%	0.00%	57.45%	61.06%	133.40%	35.30%	74.34%	55.20%
		42	101	51	31	53	40	1	36	26	28	409	
		48	108	46	42	88	46	0	76	47	46	546	
Mesa		88.18%	93.36%	0.00%	111.07%	74.58%	0.00%	60.35%	87.12%	0.00%	47.45%	54.82%	60.98%
		62	169	85	66	2	110	86	4	95	41	78	798

Table 2: AdStats: Drop Actual vs Budget tab

Home				FYStartDate	7/1/2018											
Home				ProgramCode	(All)											
Home				Online	(All)											
				Campus	Values	DropMonth										
						Jul-18	Aug-18	Sep-18	Oct-18							
Albuquerque				Budget Drops	9	14	9	10								
				Actual Drops	6	9	4	8								
				Re-entries	0	0	0	0								
				% of Budget	66.7%	64.3%	44.4%	80.0%								
Boise				Budget Drops	8	11	11	7								
				Actual Drops	3	5	8	9								
				Re-entries	1	0	1	1								
				% of Budget	37.5%	45.5%	72.7%	128.6%								
Carrington Online				Budget Drops	11	35	36	36	15	35	17	44	44	48	14	41
				Actual Drops	15	20	27	30	19	23	19	23	0	0	0	0
				Re-entries	0	2	4	2	0	2	0	4	0	0	0	0
				% of Budget	136.4%	57.1%	75.0%	83.3%	126.7%	65.7%	111.8%	52.3%	0.0%	0.0%	0.0%	0.0%
Citrus Heights				Budget Drops	11	11	11	11	10	12	3	12	13	15	7	11
				Actual Drops	9	5	8	16	9	4	6	4	0	0	0	0
				Re-entries	0	2	0	0	0	0	0	0	0	0	0	0

If, by mid-year, it appears that actual results will vary substantially from budgeted projections, a re-forecasted budget is completed to better support the projected labor needs and utilize the available financial resources. External audits are conducted annually for all funds, and audits are reported to the Governing Board.

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

Analysis and Evaluation

The College has effective internal controls and system controls to ensure the integrity of financial resources. A qualified 3rd party audit group conducts annual audits of the financial systems, procedures, and controls for the College. If any findings result from the audit they are addressed immediately by the College.

Improvement Plan

Carrington will continue to work closely with San Joaquin Valley College, Inc., to align financial practices and resources.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's financial documents are accurate, and tools are in place to ensure credibility of the information. Financial reports are directly pulled from the General Ledger (previously Lawson and currently Acumatica) and are cross checked using a separate report from the General Ledger to verify the accuracy of the data. The budget is built from multiple inputs from functional leads and subject matter experts, the accuracy of the budget is then analyzed month by month as actual results are completed.

The details from the budget are loaded into the general ledger tables to be stored and pulled throughout the fiscal year. All revenue is recorded using CampusNexus and monthly revenue recognition process is completed and approved by the Sr. Director of Finance and Infrastructure prior to posting. The revenue posted is exported and then imported into the general ledger to be stored in tables so a complete P&L statement with both revenues and expenses can be reported from a singular place. The college has found revenues to be accurate, with most of the revenue variance driven by student population variances.

Expenses are budgeted based on information during the budgeting cycle. Variances to expense can occur if processes change, contracts change or other variable expense (travel as an example) are changed based upon the needs of the college. These changes in expenses are reviewed by senior leaders to assess impacts of results versus budget and make changes, if necessary, to ensure financial resources are available to support program SLOs and operational services.

Analysis and Evaluation

The credibility and accuracy of the budget and strategic plan is data validated, tied to actual student enrollment and execution of operational initiatives. The results of the annual accounting audits also attest to the credibility and accuracy of financial systems.

The College works to perform as accurately as possible to budgets, but, as variances arise the senior leaders assess impacts and make necessary adjustments to ensure the financial support of our student learning experience. Sufficient resources are allocated to support the fulfillment of the College strategic goals.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Carrington College responds to external audit findings appropriately, comprehensively, and in timely manner. For example, the College is approved by the U.S. Department of Education to participate in the Title IV student higher education assistance program.

One of the requirements of a participating institution is to undergo an annual audit conducted by an independent certified public accountant. The most recent audit of this nature concluded in 2018, which evaluated the College's Title IV management and compliance for the award year ending June 30, 2018 (*Exhibit IIID.16, Exhibit IIID.17, Exhibit IIID.18, Exhibit IIID.19*). The auditing agency, PricewaterhouseCoopers, LLP, concluded that "based on our audit and the report of other auditors, the College complied, in all material respects, with the compliance requirements..." For any area where a potential procedural liability was uncovered, the process has been improved and communicated to the Student Finance Committee and subsequently to the rest of the Student Finance staff.

Analysis and Evaluation

The College historically has worked with an internal audit service to identify any risk areas and make appropriate changes to correct findings. While SJVCI does not have a formal internal audit department, the College will continue to use internal processes and procedures to make sure the college remains compliant in all work. The College will continue to have annual audits with a 3rd party to review accounting data, internal controls, policies, and procedures to ensure compliance with generally accepted accounting principles and government Regulations. Annual Financial Aid audit, under SJVCI, will be completed by Almich and Associates.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

External auditors evaluate the financial management system as part of the annual audit. Furthermore, internal auditors perform regular internal reviews. Internal controls and overall fiscal operations of the College are scrutinized to identify areas of risk and adjust accordingly. Reviews cover accounting practices, Title IV compliance, and cash management procedures on location.

Prior to the transition in ownership, PriceWaterhouseCoopers audited Adtalem's annual 10-K filing with the U.S. Securities and Exchange Commission, which, provided in their opinion, is GAAP compliant (*Exhibit IIID.12*).

External auditors evaluate the financial management system as part of the annual audit. Furthermore, internal auditors perform regular reviews. Internal controls and overall fiscal operations of the College are scrutinized to identify areas of risk. Reviews cover accounting practices, Title IV compliance, and cash management procedures on location. Results of these audits were evaluated by the College President and Senior Director of Student Finance. They share the results with Student Finance leadership and the Carrington Executive Leadership Team. These are used to identify areas of risk and thus enhance the College's ability to manage its financial procedures and practices. The senior leadership team and department leadership plan and implement any improvements to the financial management systems as identified by the audits.

The senior leadership team and other College leaders regularly review the systems and thereby recommend and implement improvements.

Analysis and Evaluation

The evidence of the standard above of financial and internal control systems will slightly change, not in validity of the standard, but in the 3rd party audit firm used under San Joaquin Valley College, Inc.. The College will continue to remain compliant and review/update accounting policies and procedures. The results in the past have confirmed the validity and effectiveness of the controls and the College expects to have the same results in the future.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Carrington College is a wholly-owned subsidiary of San Joaquin Valley College, Inc. (SJVCI). San Joaquin Valley College, Inc.. maintains sufficient cash reserves and an operating line of credit to maintain financial stability. SJVCI maintains appropriate level of general liability, employment practices and workers' compensation insurance to cover unexpected incidents (*Exhibit IIID.11*).

Analysis and Evaluation

San Joaquin Valley College, Inc.. provides sufficient cash flow from the institutions, cash reserves, operating line of credit and cash contribution received from Adtalem on sale of Carrington to ensure ongoing stability and ability to address unforeseen circumstances.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College has appropriate structures and systems to effectively oversee College finances and budgeting (Standard IID.1, IIID.5).

The management of financial aid is closely scrutinized. The College has a dedicated resource that supports training of student finance colleagues in regulatory affairs and institutional policies. External support is also accessed to ensure colleagues have comprehensive training and development. External resources include workshops and seminars provided by the Department of Education, USA Funds, and Association of Financial Aid Administrators.

Additionally, regional student finance directors facilitate weekly connections and team

meetings with student finance advisors to discuss best practices and review regulatory or college policies. Regional student finance directors have the support of the Vice President of Operations supporting and guiding service to students. This support is focused on the work of meeting and delivering student service milestones that lead students to graduation and student success.

Analysis and Evaluation

The College has effective administrative structures in place to provide appropriate oversight of College finances and student financial aid. Annual accounting and financial aid audits demonstrate the College's compliance with GAAP and Federal Title IV regulations.

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Carrington College over the evaluation period has been a whole owned subsidiary by Adtalem Global Education or San Joaquin Valley College, Inc. Both parent organizations maintain a level of financial resources to support short and long-term financial operations and strategies of the College (*Exhibit IIID.13*). As previously discussed, the strategic plans, budgets and actual results drive decisions made by the College which include the ability to be financially stable. Any debt incurred by San Joaquin Valley College, Inc. for program expansion, program migration or other projects are monitored for their return to reduce and eliminate debt associated with the project. SJVCI maintains repayment schedules for debt and has adequate funds to repay

Analysis and Evaluation

The College closely monitors financial results and makes adjustments to optimize financial resources needed by the College to execute on the mission and goals. SJVCI has the financial resources to support the short and long-term goals of the College and remains in good standing with the bank (Comerica). SJVCI has a \$5 million operating line of credit available for use in a case of unforeseen circumstance, emergencies, and capital expenditures.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

SJVCI. and the College plans and allocates appropriate resources for the payment of

liabilities and future obligations. An example are the reserves maintained for accrued vacation leave and other expense such as sick leave. Accrued leave reserves are reviewed and updated monthly. Accrued vacation leave is paid when taken or paid out upon termination of employment.

San Joaquin Valley College, Inc. has a qualified 401(k)/profit sharing plan, which is funded and expensed in the year incurred. Funds for this benefit are held by a third-party administrator (*Exhibit IIID.14*).

San Joaquin Valley College, Inc. and the College have an effective system in place for the allocation of financial resources to pay financial obligations.

Analysis and Evaluation

The College has an effective system in place for the allocation of financial resources to support payment of liabilities and obligations. Over the College's more than 50 years, the system has proven to be effective.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

San Joaquin Valley College, Inc.'s CFO, Controller and Comerica bank review the institutional debt. The estimated repayment rate, credit line amount, and future needs are discussed and agreed upon (*Exhibit IIID.13*).

Analysis and Evaluation

San Joaquin Valley College, Inc.'s CFO and Controller complete an annual assessment of debt repayment and obligations and appropriate plans are made to address repayment. They also ensure that agreements will not adversely impact the College's ability to meet current and future financial obligations.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College does not engage in auxiliary activities and fund-raising efforts to support its programs and services. The College did receive grant money from Nevada OSIT, \$99,273.05, for the Nursing program, which also included a match in kind from the College. The funds matched each quarter were reported to the state until the completion of the program (*Exhibit IIID.15*).

Analysis and Evaluation

The College utilizes financial resources appropriately and for their intended purposes.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

In July 2016, Carrington College contracted with a student finance third party to assist in the management of financial aid funds. Previously, the College contracted with Global Financial Services for this purpose but in 2016 switched to AdTalem Global Education Services. The campus Student Finance procedures and processes are monitored on a weekly basis through the weekly Team Report with information generated from the Student Finance Metric reporting system with reports distributed to the campus and Vice President of Operations. The Student Finance office is subject to program compliance reviews by the US Department of Education, the Student Aid Commission, and the Department of Veterans Affairs and is subject to an annual independent audit by a certified public accountant as well as internal audit controls by AdTalem Global Services.

A recent audit evaluated the College’s Title IV management and compliance for the award year ending June 30, 2018. The auditing agency, PricewaterhouseCoopers, LLP, concluded that, “based on our audit and the report of other auditors, the College complied, in all material respects, with the compliance requirements...” (*Exhibit III.D.16, Exhibit III.D.17, Exhibit III.D.18, Exhibit III.D.19*).

There were no material findings discovered by the auditors; however, those issues which were uncovered were rectified quickly. For any area where a potential procedural liability was uncovered, the process has been improved and communicated to the Student Finance Committee and subsequently to the rest of the Student Finance staff. The institution has internal reviews of fiscal management through our Audit Services Department. Areas are regularly reviewed and processes for improvement are suggested by the audit report.

Cohort Default Rates (CDR) are also reviewed and managed through the Strategic Process and are reported to Senior Leadership (*Exhibit III.D.20*). During these reviews, the managers engage in dialogue surrounding improvement to performance. The College’s most recent three- year cohort default rate (2016) is within an acceptable level and complies with the U.S. Department of Education’s guidelines (*Exhibit III.D.21*).

Fiscal Year	Rate Type	Numerator	Denominator	Cohort Default Rate	OPEID
2016	3-year Draft	523	3660	14.2	Sacramento
2016	3-year Draft	490	2699	18.1	Phoenix
2016	3-year Draft	70	575	12.1	Portland
2016	3-year Draft	109	809	13.4	Boise

Analysis and Evaluation

As previously communicated the College has been acquired by San Joaquin Valley College, Inc.. and the transition also includes a change in 3rd party audit. The internal process of controls have not significantly changed. The College expects results of audits to meet standards as they have in the past.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

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

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

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

Carrington Colleges handles contracts for marketing supplies and certain office supplies to leverage the most cost-effective opportunities for the College. College leadership participates in this process. Contracts entered into by Carrington College aim to improve students' personal development. For example, locations may enter into written agreements with local businesses to provide our students with on-the-job training in their respective field of study. Other contracts include those for outsourced student services, such as student counseling services, and those for specific education initiatives and are signed by the College president, if necessary, after a review by Legal administrators. At all times Carrington College is in control of initiating and terminating contracts.

Analysis and Evaluation

The current process of negotiating contracts has changed under San Joaquin Valley College, Inc.. The contractual agreements made with external agencies continue to be

consistent with the missions and goals of the institution post ownership change. Many of the contracts in place under Adtalem were assigned to San Joaquin Valley College, Inc. or Carrington College post transition. This includes some real estate leases and other agreements.

San Joaquin Valley College, Inc. and the College exercise appropriate control over the contracts. Contracts continue to be assessed for appropriate services and pricing.



Evidence List for Standard III.D

- IIID.1 Finance Dept. Organization Chart
- IIID.2 CAPEX budget
- IIID.3 Strategic Plan
- IIID.4 Finance Committee Meeting Minutes
- IIID.5 Standard Equipment List
- IIID.6 Month End Executive Management Reporting Package
- IIID.7 CampusPL Sacramento
- IIID.8 Hedgerow Example
- IIID.9 Budgeted Student Headcounts
- IIID.10 Nursing Staff Budgeting
- IIID.11 SJVC Certificate of Compliance
- IIID.12 Adtalem Audit report
- IIID.13 SJVC Loan and Security Agreement
- IIID.14 SJVC 401(k) Plan
- IIID.15 Nevada OSIT Grant
- IIID.16 Boise Title IV Report
- IIID.17 Phoenix Title IV Report
- IIID.18 Portland Title IV Report
- IIID.19 CCC Title IV Report
- IIID.20 CDR Report
- IIID.21 Three-year CD

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Carrington College operates under a bicameral governing structure with a Senior Leadership Team and a Governing Board overseeing the organization's business and educational endeavors. The parent organization, San Joaquin Valley College, Inc., is a corporation established under the laws of California and owned by Mark and Mike Perry. Carrington College operates a main campus in Sacramento, California with branch campuses located throughout California, as well as in Oregon, Washington, Nevada, Arizona, Idaho, New Mexico, and Texas. Carrington College offers onsite, blended, and online classes and programs.

In order to ensure that the College's academic programs and institutional practices align with the mission statement, the governance structure at Carrington College operates in conjunction with its teams and committees to maximize participation in and evaluation of College objectives and goals. There is a collaborative structure that enables all constituents to be represented in the decision-making process. Academic and operational information, suggestions, and decisions travel from student input to the Governing board through the many established teams and committees.

Carrington College's decision-making structures and processes are deliberately focused on encouraging dialogue and improvements to the student experience and the College in its entirety. The College's integrated planning and shared decision-making structure ensures continuous review and planning at all levels within the College.

The leadership at Carrington College strives to create a student-centered environment that encourages participation and input from all levels of the organization to bring forward ideas for institutional improvement. The Governing Board, President, and Senior Leadership Team are supported through committees, all of which provide the institution with a communicative management style that focuses on shared leadership and transparency (*Exhibit IVA.1*).

There are numerous mechanisms in place for faculty and staff to engage in review and planning dialogue through participation and/or input into the committee structure. Not only do all programs go through program review every 18 to 24 months, but all faculty and staff have the ability to voice their suggestions, recommendations, or modifications for improvement through the committee structure. A combination of qualitative and quantitative data underpins faculty dialogue and recommendations for improvement throughout the College.

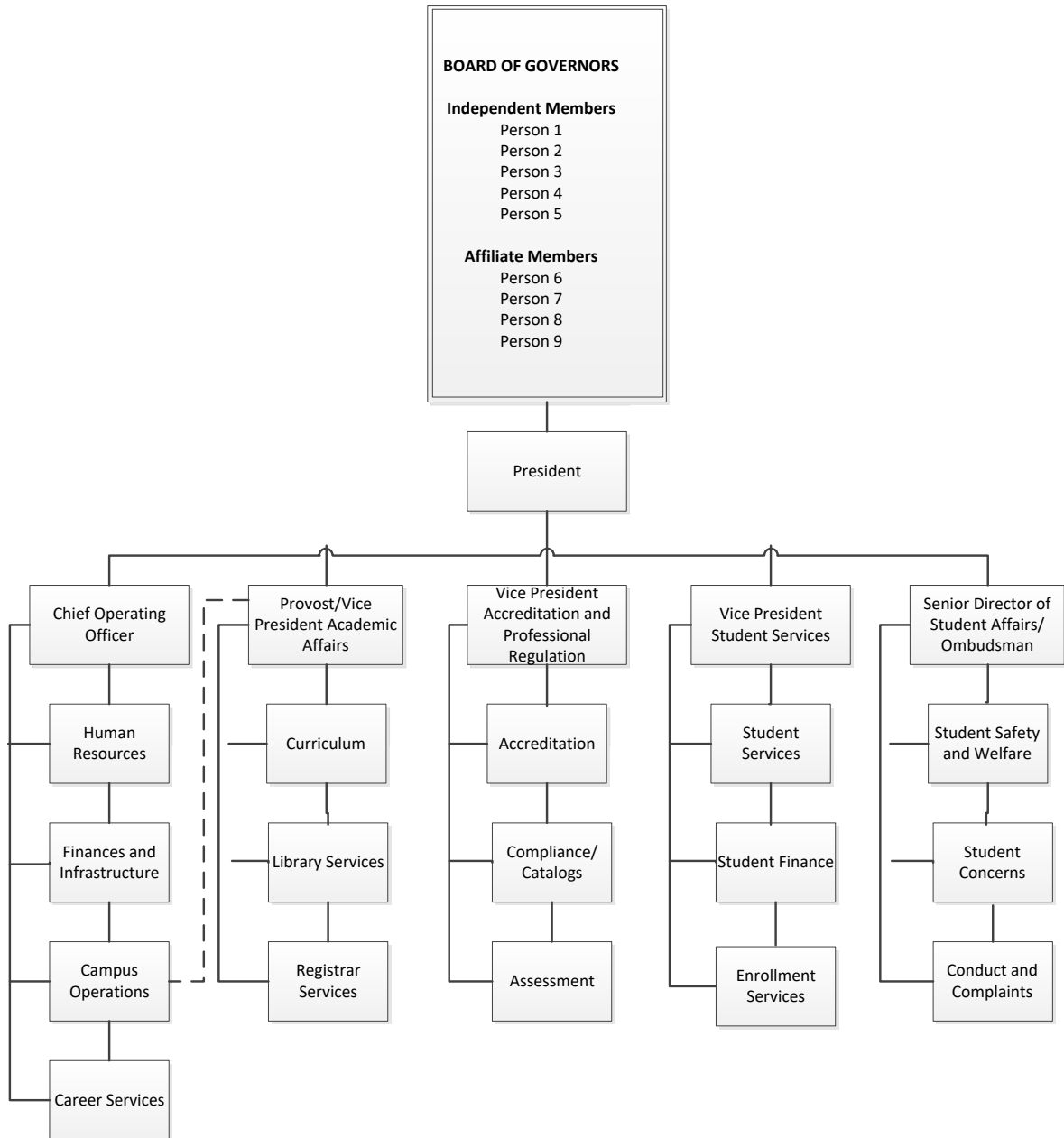
Cascading of information is essential for effective communication and is evident throughout the College. The Board of Governors supports a decision-making process that involves the individuals affected by the decisions. Faculty members are the driving force in developing, implementing, and evaluating academic programs, both formally and informally at the College. Recognized representative institutional committees (Senior Leadership Team, Academic Excellence, Operational Excellence, Accreditation Excellence and Student Services Excellence) allow for institutional information to be communicated throughout the College constituency, empowering all constituents with the opportunity to provide their input.

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

Senior Leadership at the College is comprised of the President, Provost/Vice President of Academic Affairs, Vice President of Accreditation and Professional Regulation, Vice President of Operations, Senior Director of Finance and Infrastructure, Senior Director of Human Resources, and Senior Director of Student Affairs. The Senior Management team is the institutional decision-making body for those matters that are not under the purview of the Board of Governors (outlined in Standard IV.C). The Senior Leadership Team is responsible for transporting the ideas forward from the Governance Committees for the betterment and continuous improvement of the College (*Exhibit IVA.2*).

The regional Directors of Academic Operations have authority over academic and operational aspects of their campuses within their regions. They work closely with the Assistant Dean of Academic Excellence at each campus location to ensure that College policies, procedures, and standards are upheld at the numerous locations. Carrington College leadership provides support in operational and academic areas including indirect oversight of campus colleagues within the respective disciplines.

The organizational chart below indicates the lines of authority throughout the organization.



The College acts as a team with established processes and practices in place to ensure that student and employee recommendations reach the Senior Leadership Team. Information is presented as follows:

Integrated Planning:

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

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

Individuals, programs, departments and campus and college-wide committees engage in this process.

The College reviews, assesses, and plans dialogue conducted in a variety of forums, including college committees made up of colleagues from different campuses, as well as campus committees and college mechanisms such as, program review and calls for comment (See Carrington College: *Maintaining Institutional Effectiveness Manual*).

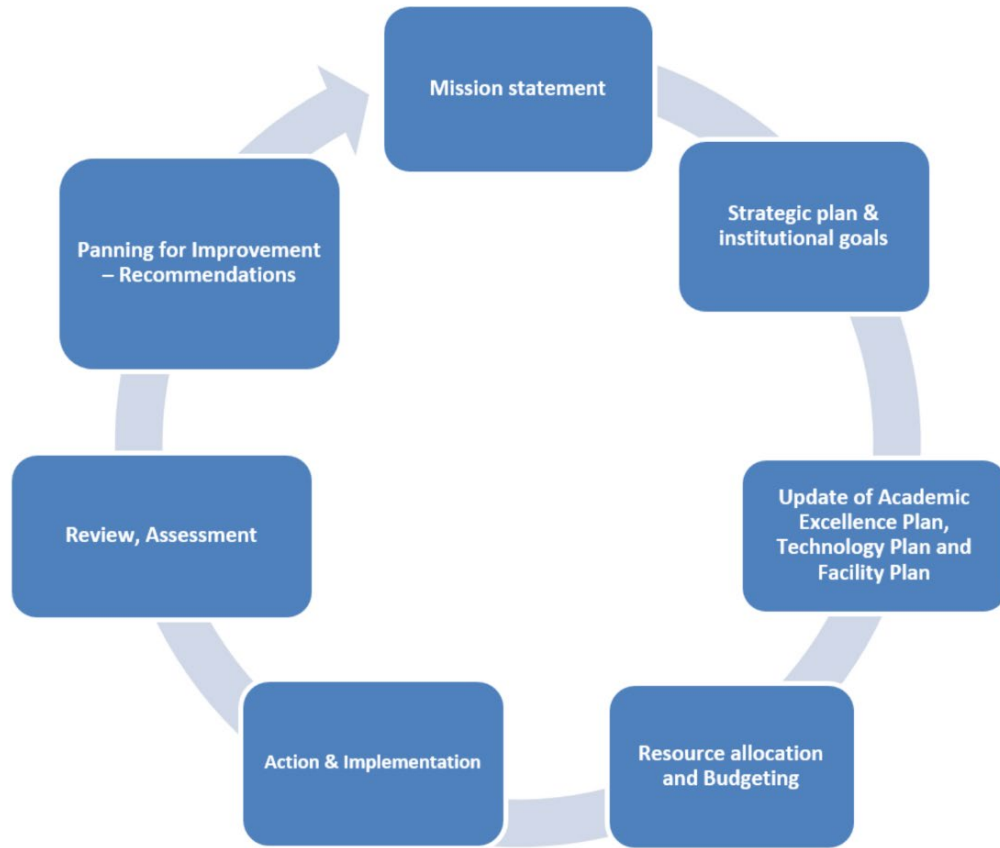
Dialogue at the program, campus or college level contributes to the ongoing question for the college community: *Are we achieving our mission? How can we improve student outcomes?* Carrington College's annual plan is the result of this dialogue.

The integrated plan describes the following.

- each component of the integrated planning process
- the way in which the component contributes to the integrated planning approach
- how colleagues can become involved in the integrated planning process and provide input regarding the allocation of resources to support institutional effectiveness

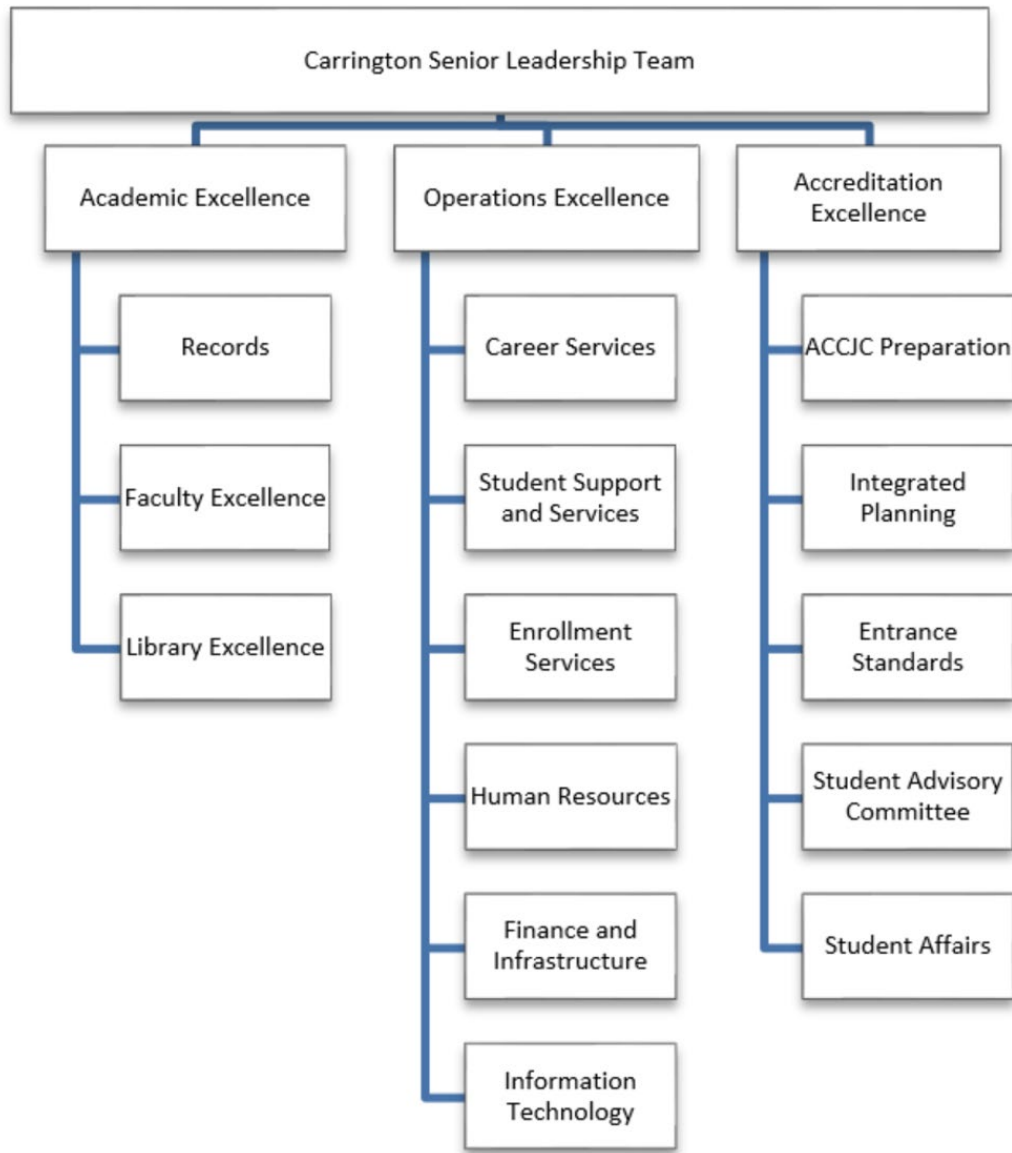
Carrington College Integrated Planning Components:

Carrington College assesses its institutional effectiveness through a series of interlinking planning processes in an ongoing cycle of review assessment and planning.



This is a process of ongoing evaluation and continuous improvement leading to improvements in student learning and achievement outcomes and ultimately, institutional effectiveness.

Governance Structure:



Carrington College’s Governance structure consists of the Carrington Senior Leadership Team (CSLT) led by the President. The CSLT members consist of the Academic, Operations, Service and Accreditation leaders. Each of these leaders manage committees within their functional areas; the committees are composed of colleagues from across the College.

Mission Statement:

The **mission statement** describes the major educational service and programmatic focus that the College provides to the community, as well as its commitment to student learning. The mission statement is the benchmark for measuring institutional effectiveness (**Exhibit 1VA.3**).

Evaluation of institutional effectiveness centers on how well the College meets the mission.

Planning and consequent resource allocation proceed based on relevance and relative contribution to mission effectiveness.

(Process for the Mission Statement)

Process for the mission statement and Institutional goals	
Frequency of review	Formally every three years Formally, the college reviews the mission statement every three years.
Focus of review	Accuracy of mission statement Does the mission statement accurately represent the college program profile and relationship to the community?
Process of review	Call for comment by College President The College President issues a formal call for comment to the college community.
Colleague involvement	Individual and committee input Colleagues can contribute to the review of the mission statement individually or through committee participation

Strategic Plan and Institutional Goals:

The Strategic Plan is the primary document in the planning process. It sets out the institutional goals for the planning period. The institutional goals provide the basis for setting objectives and targets in the annual plan. Each department, program, and colleague has targets related to these objectives.

Process for the Strategic Plan and Institutional Goals:

Process for the Strategic Plan and Institutional Goals	
Frequency of review	Annually As part of ongoing evaluation of institutional effectiveness, the Carrington College Governing Board regularly reviews progress in meeting its institutional goals and establishing goals for the coming year.
Focus of review	Five-Year Strategic Plan At the commencement of the planning cycle, the CSLT Planning meeting is conducted. Information used includes: <ul style="list-style-type: none"> ○ strategic plan progress report, ○ market assumptions, ○ list of successes and opportunities, ○ program reviews - including service area reviews, ○ campus operations <u>reviews</u>, ○ college committee review and recommendations, and ○ campus committee recommendations
Process of review	President Call for Comment After review is announced the President issues a call for comment to College community.
Colleague involvement	Individual & committee input Colleagues can contribute to the review of the strategic plan individually or through committee participation.

Annual Operating Plan:

The annual operating plan sets out the outcomes and targets for the following financial year. The targets and outcomes are drawn from the establishment of the institutional goals and objectives (*Exhibit IVA.4, Exhibit IVA.4a*).

The annual planning process is the major focus of planning in any year and the component of integrated planning involving most colleagues through their membership in campus and college committees.

(Process for the Annual Operating Plan)

Process for the Annual Operating Plan	
Frequency of review	Annual, quarterly, and monthly
Focus of review	Establishing the priorities for the year Annual goals. Committee recommendations.
Process of review	President call for comment and committee meetings

	Following College and campus committees meet to review outcomes and plan for the coming financial year.
Colleague involvement	Individual & committee input Colleagues can contribute to the review of the Annual Operating Plan individually or through committee participation College President issues call for comment.

Timeline for Annual Plan:

Carrington College transferred ownership in December, 2018, from Adtalem Global Education to San Joaquin Valley College, Inc. As a result of the transfer, the timeline has been shifted from fiscal year to calendar year for 2019.

(Monthly timeline for annual planning)

Timeline for the Annual Plan	
December – February	Following work on the Strategic Plan, College committee chairs are prepared to brief their committee on the results of the research and analysis.
	SLT members bring the input discussed at planning session, along with all of the above documents, to meetings of their committees in March. Committees begin the process of reviewing the Annual Plan, focusing primarily on items relating to activities of each individual committee. Committees review input from the college community, review all of the above documents, and prepare a prioritized list of recommendations to submit to the SLT members for consideration for the Annual Operating Plan.
April - May	SLT committees finalize recommendations with priority action list and submit them to the SLT Members.
	The SLT reviews Committee recommendations, sets priorities, and determines first draft goals. This information is forwarded to the President who creates the first draft of the plan.
June - July	The draft plan is submitted for review and comment to the college community. President issues call for comment to the college community. All colleagues are encouraged to provide their feedback to the various committees or directly to the President.
	Using input from the college community, the President prepares the final draft version of the plan. This version is presented for approval first to the SLT and then to the Carrington College Governing Board for final approval.
	The plan is forwarded to the Budget Committee for inclusion in the fiscal year's budgeting process.
	Upon completion of the budgeting process, the President presents the annual plan to the college community.

Academic Excellence Master Plan:

The Academic Excellence Master Plan is part an integrated approach to college planning for both program and service delivery. The Academic Excellence Master Plan establishes four academic objectives and outcomes for the planning period (*Exhibit IVA.5*).

The Academic Excellence Master Plan also serves a number of additional purposes in the college’s integrated planning process, including:

- Providing educational input into strategic planning via annual review and assessment of the outcomes of key result areas and continuous improvement projects
- Establishing specific program student outcome targets related to institutional targets
- Providing operational planning for education components of the strategic plan
- Providing context for campus program review
- Providing a common clear direction for involvement in various planning cycles
- Providing a foundation and framework for other educational planning efforts

(Process for the Academic Excellence Plan)

Process for the Academic Excellence Plan	
Frequency of review	Annual
Focus of review	Annual outcomes Student learning and achievement data Program Reviews recommendations Academic Excellence committee review and recommendations Campus committee recommendations Student feedback data
Process of review	Committee Review Annual review of outcomes and consideration of plan for the next financial year.
Colleague involvement	Individual & committee input Colleagues can contribute to the development of the Academic Excellence Plan individually or through committee participation.

(Timeline for Academic Excellence Plan)

Timeline for the Academic Excellence Plan	
Jan - Feb	Academic Team reports on outcomes of Academic Excellence Master Plan to the Academic Excellence Committee.
March – April	Academic Excellence Committee/Academic Team gather staff and faculty input resulting from president’s issues call for comment on Annual Plan.
April - May	Academic Excellence Committee prioritizes recommendations using resource allocation rubric. Prioritized action list for next year established as recommendations to CSLT for Annual Plan.
June - July	Academic Excellence Master Plan updated.

Technology Plan:

The Technology Plan (*Exhibit IVA.6*) identifies key areas for technology-related opportunities or challenges.

- Teaching and Learning
- Student Experience
- Access, Security and Reliability
- Faculty and Staff Development
- Funding
- Governance Structure

The Technology Plan also serves a number of additional purposes in the college integrated planning process providing:

- IT input into integrated planning via annual review and assessment of the outcomes of the Facilities Plan
- Operational planning for information technology components of the strategic plan
- An IT context for the program review process
- Direction for faculty and staff involvement in various planning efforts
- A foundation and framework for other planning efforts

(Process for the Technology Plan)

Process for the Technology Plan	
Frequency of review	Annual
Focus of review	<p>Annual outcomes The reporting on and evaluation of the Technology Plan and establishing priorities for the subsequent year involves evaluation of the following data:</p> <ul style="list-style-type: none"> ○ Review of prior year initiatives relating to classroom technology ○ Review of recommendations from program review relating to classroom and faculty technology ○ Student feedback data ○ Review of Technology Plan ‘Future Considerations’
Process of review	Information Technology committee meets to review outcomes and plan for the upcoming financial year.
Colleague involvement	<p>Individual and committee input Colleagues can contribute to the review of the Technology Plan individually or through committee participation.</p>

(Timeline for the Technology Plan)

Timeline for the Technology Plan	
Jan - Feb	Information Technology Committee reports on outcomes of Technology Plan to Information Technology Committee.
March - April	Information Technology Committee gather staff and faculty input resulting from president’s issues call for comment on Strategic Plan
April - May	Technology Committee prioritizes recommendations using resource allocation rubric. Prioritized action list for next calendar year established as recommendations to CSLT for Strategic Plan
June - July	Technology Plan updated

Facilities Plan:

The Facilities Plan sets out the priority areas relating to college facilities for the subsequent calendar year (*Exhibit IVA.7*). The Facilities Plan also serves a number of additional purposes in the college integrated planning process, including the following.

- Providing facilities input into the integrated planning process via annual assessment of the outcomes of the Facilities Plan

- Providing a facilities context for the program review process
- Providing direction for faculty and staff involvement in various planning efforts
- Providing a foundation and framework for other planning efforts

(Process for the Facilities Plan)

Process for the Facilities Plan	
Frequency of review	Annual
Focus of review	<p>Annual outcomes The reporting on and evaluation of the Facilities Plan and establishing priorities for the subsequent year involves evaluation of the following data:</p> <ul style="list-style-type: none"> • Prior year initiatives related to classroom technology • Recommendations from program review relating to classroom and faculty technology • Student feedback data from bi-annual surveys and end of course evaluations • Technology Plan ‘Future Considerations’
Process of review	The Facilities Committee meets to review outcomes and plan for the coming financial year.
Colleague involvement	Individual and committee input Colleagues contribute to the review of the Facilities Plan individually or through committee participation.

(Timeline the Facilities Plan)

Timeline the Facilities Plan	
Jan - Feb	Directors of Operations reports on outcomes of Facilities Plan to Operations Excellence Committee
March - April	Operations Excellence Committee gather staff and faculty input resulting from president’s call for comment
April - May	Operations Excellence Committee prioritizes recommendations using resource allocation rubric. Prioritized Action list for next calendar year established as recommendations to CSLT for Strategic Plan
June - July	Facilities Plan updated

Resource Allocation:

The resource allocation process is aligned with the College’s planning processes to ensure resources flow to activities designed to meet the institutional goals and objectives specified in the strategic plan (*Exhibit IVA. 8*).

Carrington College’s institutional goals reflect the College’s commitment to its mission. The purpose of the resource allocation process is to ensure funding of programs and services that promote student learning directly and indirectly.

The resource allocation rubric weights planning recommendations based on the extent to which a recommendation meets the following criteria:

- Relationship to planning goals and objectives
- Need identified by program review
- Need identified which impacts substantial number of students
- Regulatory and/or state requirement
- Improved processes and procedures
- Critical significance

Resource Allocation Rubric

Criteria	0	1	2
Relationship to annual planning goals or objectives	No alignment with institutional goals or planning objectives.	Links with goals and objectives and supported with data.	Strong alignment with goals and objectives and supported with data.
Need identified during program review process	No need identified in program review process.	Recommendation made in program review but data insufficient.	Recommendation made in program review supported with meaningful data.
Need identified which impacts the experience of a substantial number of students	No measurable on the student experience.	Has some measurable impact on student experience.	Impacts student experience across the college in a significant manner.
Meets regulatory/legislative requirement	Does not address any regulatory/legislative requirements.	Moderately addresses regulatory/legislative requirements.	Essential for meeting regulatory/legislative requirements.
Improved institutional processes /procedures	Will not impact efficiency of college processes/procedures.	Will moderately benefit institutional processes /procedures.	The benefits of significantly improved institutional processes /procedures clearly outweigh costs.
Critical significance	If not funded will not impact college services	If not funded will have some moderate impact on college services	If unfunded will critically effect college services

Closing the Quality Loop:

The implementation phase of the planning cycle refers to the implementation of actions designed to meet planning objectives. College staff and faculty are assigned responsibility for implementing and managing the progress of activities designed to meet established objectives. Action items with specified outcomes are cascaded down to related planning documents and to individual performance plans.

At the end of the financial year, committees and colleagues undertake a review of annual objectives and the assessment of outcomes. The results of the review and assessment form the basis for planning for the following year.



Evaluation of Planning and Decision-Making Processes:

The College has in place an integrated system of review, planning, and budgeting to ensure College resources are focused on achieving the mission statement and driving continuous improvement. Dialogue and decisions are guided by learning outcomes and achievement data.

Throughout the year, monthly meetings and quarterly reviews occur (for example, CSLT meetings, budget reviews, faculty meetings, campus operations, Triage and program risk assessment) where various metrics are reviewed, including retention, third party, licensure exam pass rate, and student outcome data. Program Advisory Committee meetings are held twice a year for each program. These meetings provide the opportunity for the college to review and assess numerous metrics throughout the year, which ultimately influence learning outcomes and achievement.

In addition to the annual assessment of outcomes for the various plans of respective committees, the following processes are and have been utilized to evaluate planning and decision-making processes:

- Faculty and staff annual survey designed to measure faculty and staff understanding and engagement with the planning and shared governance decision making process (*Exhibit IVA.9*)
- Annual review of the program review process
- Annual survey of staff engagement
- Routine Campus Town Hall meetings

Integrated Planning:

The College integrated planning process is conducted primarily through college wide committees and campus committees. When the college annual planning process begins committees meet to review past outcomes and make recommendations for the coming year.

Committee	Responsibility	Membership	Chairperson	Executive Owner
Academic Excellence	Make recommendations to the CSLT relating to Academic Quality	<ul style="list-style-type: none"> • Deans Curriculum • Deans of Nursing • Student Success Managers • Dean Educational Technology • Manager Academic Assessment • Manager, Student Affairs 	Provost/VP Academic Affairs	Provost/VP Academic Affairs

		<ul style="list-style-type: none"> • Directors of Operations • Program Directors • Instructors • VP, Accreditation and Professional Regulation • Provost/VP Academic Affairs 		
Operations Excellence/	Make recommendations to the CSLT relating to Operations, Information Technology, Student Support Services, Enrollment Services and Human Resources.	<ul style="list-style-type: none"> • VP, Operations • Directors of Operations • Student Success Manager • Assistant Deans, Academic Excellence 	Directors of Operations	VP. Operations
Accreditation Excellence	Make recommendations to the CSLT relating to Accreditation, Entrance Standards, Student Feedback and Student Affairs	<ul style="list-style-type: none"> • Deans of Accreditation • Accreditation Analyst • Directors of Operations • Program Director • Assistant Deans of Academic Excellence • Business Process Analyst • Director Enrollment Services Training and Operations • Deans of Curriculum • Regional Director Career Services • Instructor • Student Success Manager 	VP, Accreditation and Professional Regulation	VP, Accreditation and Professional Regulation

		<ul style="list-style-type: none"> • VP Accreditation and Professional Regulation 		
Information Technology	Make recommendations to Operations Excellence Committee in relation to College Information Technology	<ul style="list-style-type: none"> • Regional Director Career Services • Manager of Student Systems and Operations Reporting • Dean of Educational Technology • VP, Accreditation and Professional Regulation • Senior Business Analyst • Manager, Information Technology 	Manager, Information Technology	VP, Operations
Finance and Infrastructure	Make recommendations to Operations Excellence Committee in relation to Financial operations	<ul style="list-style-type: none"> • VP, Operations • Directors of Operations • Assistant Directors, Academic Excellence • Sr. Director of Finance and Infrastructure 	Sr. Director, Finance and Infrastructure	VP, Operations
Human Resources	Make recommendations to Operations Excellence Committee in relation to staffing	<ul style="list-style-type: none"> • Manager, Student Affairs • Regional Director Career Services • Program Director • Director of Operations • Executive Assistant • Director, Human Resources 	Director, Human Resources	VP, Operations
Career Services	Make recommendations to Operations Excellence Committee in relation to	<ul style="list-style-type: none"> • Regional Director Career Services • Senior/Advisors Career Services • Dean of Curriculum • Assistant Dean, Academic Excellence 	Regional Director Career Services	VP, Operations

	Career Services	<ul style="list-style-type: none"> • Registrar Operations Specialist • Dean of Accreditation • Director, Operations 		
Student Support and Services	Make recommendations to Operations Excellence Committee in relation to Student Support and Services	<ul style="list-style-type: none"> • VP, Operations • Sr. Director, Student Services • Enrollment Services, Regional Directors and Representatives • Student Finance, Regional Directors and Advisors 	<ul style="list-style-type: none"> • Sr. Director, Student Services 	VP, Operations
Enrollment Services	Make recommendations to Operations Excellence Committee in relation to student enrollment services	<ul style="list-style-type: none"> • Director, Contact Center • Enrollment Services, Regional Directors and Representatives • Sr. Director, Student Services 	<ul style="list-style-type: none"> • Sr. Director, Student Services 	VP, Operations
Student Advisory Committee	Make recommendations to the Academic Excellence Committee relating to Student issues and concerns	<ul style="list-style-type: none"> • Manager, Student Affairs • Senior Director, Student Affairs/Ombudsman • Students 	Manager, Student Affairs	VP, Accreditation and Professional Regulations
Integrated Planning	Make recommendations to Accreditation Excellence Committee in relation to Integrated planning	<ul style="list-style-type: none"> • Sr. Director, Finance and Infrastructure • Directors of Operations • Assistant Dean, Academic Excellence • VP Accreditation and Professional Regulation 	Dean, Accreditation	VP, Accreditation and Professional Regulation

	manual and training	<ul style="list-style-type: none"> • Deans Accreditations 		
ACCJC Visit	Completion of ISER and preparation for 2019 visit	<ul style="list-style-type: none"> • Deans of Accreditation • President • Provost/VP Academic Affairs • VP, Operations • VP Accreditation and Professional Regulation • Senior Director, Student Affairs/Ombudsman • VP, Operations 	VP, Accreditation and Professional Regulation	VP, Accreditation and Professional Regulation
Entrance Standards	Make recommendations to Accreditation Excellence Committee relating to entrance standards	<ul style="list-style-type: none"> • Deans of Curriculum • Deans of Nursing • Dean of Accreditation • Director Enrollment Services • Program Director • Director of Operations 	Director of Operations	VP, Accreditation and Professional Regulation
Student Affairs	Make recommendations to Accreditation Excellence Committee relating to Student engagement, complaints, and Ombudsman	<ul style="list-style-type: none"> • Sr. Director, Student Affairs/Ombudsman • Manager, Student Affairs • Sr. Director Student Affairs/Ombudsman • Manager, Student Affairs • Assistant Dean, Academic Excellence • Director of Operations • Regional Director, Career Services • Regional Director, Student Finance • Regional Director, Enrollment Services 	Sr. Director, Student Affairs/Ombudsman	VP, Accreditation and Professional Regulation

		<ul style="list-style-type: none"> • Dean of Nursing/Faculty • Student Success Manager 		
Library Excellence	Make recommendations to Academic Excellence Committee about campus library services	<ul style="list-style-type: none"> • Students Success Center Managers • Library Coordinator • Assistant Dean Academic Excellence • Academic Coach • Dean, Educational Technology 	Dean Educational Technology	Provost/VP Academic Affairs
Records	Make recommendations to Academic Excellence Committee about registrar services and student records	<ul style="list-style-type: none"> • Registrar Coordinators • Registrar Operations Specialist • Business Process Analysis • Manager, Registrar Operations 	Manager, Registrar Operations	Provost/VP Academic Affairs
Faculty Excellence	Make recommendations to Academic Excellence Committee relating to faculty	<ul style="list-style-type: none"> • President • Faculty • Program Directors • Dean of Nursing • Program Directors • Instructors • Provost/Vice President Academic Affairs 	Provost/Vice President Academic Affairs	Provost/VP Academic Affairs

The Governance Structure has been adjusted slightly post transition to align with the new areas of focus for the College.

Analysis and Evaluation

Carrington College has an experienced senior team of leadership that promotes new and innovative ideas through the committee structure. The President and Senior Leadership Team define planning parameters including how to integrate processes and how to ensure that all members of the College Community have the opportunity to contribute to the improvements within the College. All levels within the College are expected to initiate improvements within their respective areas of responsibility and expertise. Program Review and the Governance structure are tools to provide campus-level colleagues a voice within the College Community.

The Governance structure has led to many valuable, new technologies and enhancements throughout the College. The campus locations voiced a need to modify the hours at the locations to better meet the needs of the students and as a result the hours of the library, enrollment services and overall resources at the locations were adjusted. The students expressed a displeasure about the Learning Management System and as a result the College transitioned from eCollege to Canvas so that it aligns with their experiences from Community Colleges or other prior educational experience.

The Carrington College Senior Leadership Team drives the planning processes and ensures the integration of financial, educational, physical, and human resource plans. The Senior Leadership Team is the College policy and procedural body responsible for reviewing and approving all college operations, and educational programs and services. In addition, this group of leaders is responsible for the creation of the College Strategic Plan, in collaboration with College colleagues and committees as previously described, and the annual review of educational programs and services.

At the Campus locations, the faculty members are given the opportunity to voice their opinion on the College and educational concerns. There are frequent “calls for comments” when policy and procedural revision are under consideration. The Accreditation Excellence team meets quarterly and formalizes all academic policy revisions and maintains the College catalog. Through the use of surveys of faculty, staff, and students regarding leadership, operations, educational, and student services the College is able to assess the pulse of the College community and implement improvements to meet the needs of both the student and staff. While not all ideas are implemented, due to lack of alignment of strategic plan or to the mission, all input from these communicative strategies are used to generate effective discussion, planning, and implementation of institutional improvement.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Administrators, faculty, staff, and students have the opportunity to participate in decision-making processes at Carrington College. An explanation of the expected faculty participation in the governance and administration of the College is included in the job descriptions of all faculty. All members of the Carrington College community are encouraged to share their voices not only with their immediate supervisors but also within the committees in which they serve. It is important to note that not all members of the College serve on a committee, but all members have a voice within the governance structure as noted in the chart as noted in IV.A.1. This shared governance process is

explained fully during orientation, at All-Academic Meetings, at Town Halls, and through Brainsharks distributed to the College Community (*Exhibit IVA.10*).

The student voice resonates in a number of the College's channels. At Town Halls, students take center stage to share their successes and provide areas that could be improved within the College in both the academic and operational perspectives. The students also participate in the Student Advisory Committee and its outreach to the student body on each individual campus (*Exhibit IVA.11*). The informal and formal approach has allowed Carrington College to hear the voice of the students and then make strategic improvements to improve the overall College experience. The purpose of the Student Advisory Committee is to provide a voice for students through active participation in quarterly conference calls. Ideas, suggestions, and proposals submitted during these calls are shared with the Senior Leadership Team for consideration and possible implementation. The student body at each campus selects two students to serve in one-year terms on the College's Student Advisory Committee. The committee meets quarterly to discuss issues of concern and importance to the students. The resulting Student Advisory recommendations are shared with the Senior Leadership Team.

The Carrington College Policy on Constituency Group Participation in Governance describes the role of students, faculty, and all Carrington College colleagues in the governance process (*Exhibit IVA.12*). The policy outlines the specific mechanisms available for each of these groups to participate in decision-making and planning within their areas of responsibility and expertise. This policy is made available in both the Faculty Handbook (*Exhibit IVA.13, Exhibit IVA.13a*) and the online Catalog (*Exhibit IVA.14, Exhibit IVA.15*).

Analysis and Evaluation

The College has an established institutional policy that aligns with this standard. The Policy on Constituency Participation in College Governance appropriately describes the roles of faculty, administrators, staff, and students in the college governance and identifies the mechanisms by which these groups participate in decision-making processes. In addition, the governance structure has a Faculty Advisory Committee whereby the faculty have direct input with the Provost and the President. As evidenced in the examples cited in this standard, College constituencies participate in the decision-making process at Carrington College.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

At Carrington College, the Policy on Constituency Group Participation in Governance (*Exhibit IVA.15*) describes the defined role of faculty in governance at Carrington College. Additional documents include the Program Review Handbook (*Exhibit IVA.16*)

and the Integrated Planning Manual (*Exhibit IVA.17*). Information is presented as follows:

Program Review:

Carrington College holds program reviews every other year to allow opportunities for Program Directors, faculty, staff, and leadership to revise the program in order to drive institutional improvements. The Carrington College Program Review Handbook provides an overview of the process, including timeframes, data collection, and criteria to be reviewed (*Exhibit IVA.18*).

The Program Review process is outlined extensively in Standard IIA.2, IIA.3, and IIA.7. The Program Review Handbook explains the relationship of Program Review, Resource Allocation Rubric, and the College's institutional budgeting and financial planning. The results of Program Review are shared extensively and published on the website for the College community (*Exhibit IVA.19*). The overview also identifies the decision-makers, steps in this review and approval process as well as the estimated time for completion. Templates have been created for all steps of the process including the data packages, review process, leadership review, and approval. The proposals must be submitted on these templates in order to be considered for approval (*Exhibit IVA.20*). The templates require the submitting parties to provide appropriate data usage and dialogue to drive the continuous improvement process forward.

Program Review proposals are reviewed by Senior Leadership, prioritized and moved forward to budgeting and implementation. Funding is subject to an additional layer of review and approval. As outlined in Standard IIID.2, approved proposals are reviewed and funded for implementation.

- The Faculty Advisory Committee ensures that the campus faculty voice is represented on the Carrington Senior Leadership Team (CSLT) (*Exhibit IVA.17, Exhibit IVA.21*). This committee is responsible for ensuring that educational quality is maintained throughout the College system and its various programs. The faculty members are selected from the campuses based on recommendations from the Assistant Dean of Academic Excellence at each campus. The Faculty Advisory Committee is responsible for the following.
 - conveying the mission, goals, and College philosophy to the College faculty members
 - ensuring that the input from College faculty members is provided to Senior Leadership and all of its committees

The Student Advisory Committee is under the guidance of the Senior Director of Student Affairs who is responsible for coordinating quarterly virtual meetings to solicit input into the decision-making process and provide input directly to the Carrington Senior Leadership Team (CSLT). For instance, in 2015, the College began hearing concerns about student uniforms. In April 2016, we began a project to review the situation and

began questioning students on their difficulties with the current product. Issues we heard included the following.

- Unisex does not look good on all body types.
- The material is thin and can be revealing, depending on the types of undergarments worn,
- The thin material degrades over a two-year program, and students are left with worn and faded scrubs as they approach final clinicals and externships.
- The elastic waist band is not a good fit for larger students.
- The fabric was uncomfortable.

Following this review, students on the advisory committee were issued a set of the new scrubs for testing, and then an evaluation meeting was held. The report showed that the new scrubs looked better, that the breathable side panels were more comfortable, and the fabric was of higher quality. The students indicated they would be willing to pay slightly more for the improved scrubs. Subsequently, a decision was made to transition to the new scrubs in early 2017. It took about three months to get the manufacturing process set up, and then approximately six months to go through current inventory. We depleted our prior inventory of old scrubs and began issuing the new scrubs in early 2018.

Short Form:

Carrington College utilizes a short form for needs that arise within the program between program review cycles (*Exhibit IVA.22*). The rationale of the College is that the students and faculty should never need to wait for program review to drive needed improvements within the program. If a need is determined through Program Director meetings, Triage Calls, or other avenues, the College provides the short form for that need to be met.

Strategic and Operating Projects:

As per the Policy on Constituency Participation in College Governance, Strategic and Operating projects occur primarily through participation in Program and Service Review. The outcomes of Program Review and items identified through the Governance structure can often identify the need for an operational or strategic project to drive further improvements.

In addition to Academics, operational projects are also identified as areas of possible opportunity. In 2017, Carrington College launched Project Hedgerow to do a gap analysis of current offerings at all locations. The outcome resulted in translocation of programs to new locations and the removal of certain programs from others. This was a project that utilized individuals from within all levels of the organization to analyze data in order to determine the right program, at the right location and at the right cost (*Exhibit IVA.23*). This provided substantial opportunities for College colleagues to participate in institutional planning and budgeting. The governance structure also encourages new ideas

through dialogue (*Exhibit IVA.24*). The Accreditation Excellence Committee recommended a new structure to the Minimum Faculty Requirements to provide clear expectations in hiring. These improvements were recommended in a meeting with the 10-member Accreditation Excellence team (membership from all levels of organization) and was ultimately implemented within 8 weeks (*Exhibit IVA.25*).

Analysis and Evaluation

Carrington College has a robust Program Review process that allows faculty a substantial voice in institutional policies, planning, and budgeting. Carrington College reviews the Program Review process and the results are utilized to drive improvements within the system. In the 2018 survey, 65% of faculty expressed satisfaction with the Program Review process. The use of templates has ensured that clear proposals are moved forward to Senior Leadership for review and approval/denial. Proposals that are routed with supporting data and that have an impact on student outcomes for overall classroom experience, are typically approved (*Exhibit IVA.26*).

The Program and Service Review process provide a clear pathway for faculty to participate in the continuous improvement process and planning. Faculty are valued in the process and new ideas are encouraged within the College community.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Carrington College has well-defined structures to encourage faculty and academic administrators to make recommendations about curriculum and student-learning programs and services.

The Policy on Constituency Participation in College Governance defines the role and responsibility of the faculty for academic matters in the areas of educational programs, student preparation and success, institutional and programmatic accreditation, and professional development. The Statement of Faculty Responsibilities further emphasizes the role of the faculty in educational planning and student support services.

Carrington College conducts Program Reviews every other year, and those reviews provide the pathway for continuous improvement within the programs. A resource allocation rubric is utilized in program review in order to prioritize items during the budgeting cycle. A review of the outcomes of Program Reviews and improvement proposals indicates that the faculty are using these processes to improve courses and programs. Information is presented as follows.

- Statement of Faculty Responsibilities
- Outcomes of Program Review and Improvement Proposal Procedures

- Faculty Committees

Statement of Faculty Responsibilities:

The Statement of Faculty Responsibilities was approved by the College’s Governing Board and addresses eight distinct areas of responsibility, including responsibility for curriculum, their assigned programs, and student services (*Exhibit IVA.27*). The faculty of Carrington College are expected to participate in Program Review and be dedicated to continuous improvement inside of the classroom. The Program Review Handbook, in conjunction with the Statement of Faculty Responsibilities, clearly defines the expectations of the faculty.

Outcomes of Program Review and Improvement: Proposal Procedures:

During 2013 and 2018, Carrington College conducted 73 Program Reviews. The chart below outlines the timetable for Program Review and the completion of the reviews.

2019 Program and Service Reviews:

Type	Program	2019
Curriculum	Criminal Justice	Yes
Curriculum	Health Studies	Yes
Curriculum	Medical Administrative Assistant	Yes
Curriculum	Medical Billing & Coding	Yes
Curriculum	Phlebotomy	Yes
Curriculum	Registered Nursing	Yes
Curriculum	Respiratory Care	Yes
Curriculum	Veterinary Technology	Yes
Curriculum	Vocational Nursing	Yes
Total Instructional Services		
Service Area	Career Services	Yes
Service Area	Enrollment Services	Yes
Service Area	Student Finance	Yes
Service Area	Student Records	Yes

Year	Type	Program	2017	Data Package	Matricies	Executive Summary	Resource Allocation Rubric
2017	Curriculum	Criminal Justice	Yes	Yes	No	Yes	Yes
2017	Curriculum	Medical Administrative Assistant	Yes	Yes	No	Yes	Yes
2017	Curriculum	Medical Billing & Coding	Yes	Yes	No	Yes	Yes
2017	Curriculum	Registered Nursing	Yes	Yes	No	No	No
2017	Curriculum	Respiratory Care	Yes	Yes	Yes	Yes	Yes
2017	Curriculum	Veterinary Technology	Yes	Yes	Yes	Yes	Yes
2017	Curriculum	Vocational Nursing	Yes	Yes	No	No	No
2017	Service Area	Career Services	Yes	Yes	Yes	Yes	No
2017	Service Area	Enrollment Services	Yes	No	No	Yes	No
2017	Service Area	Student Finance	Yes	Yes	Yes	No	No
2017	Service Area	Student Records	Yes	Yes	Yes	No	No
2018	Curriculum	Dental Assisting	Yes	✓			
2018	Curriculum	Dental Assisting Degree	Yes	✓			
2018	Curriculum	Dental Hygiene	Yes	✓			
2018	Curriculum	General Education	Yes	✓			
2018	Curriculum	Massage Therapy	Yes	✓			
2018	Curriculum	Medical Assisting	Yes	✓			
2018	Curriculum	Medical Laboratory Technology	Yes	✓			
2018	Curriculum	Medical Radiography	Yes	✓	✓	✓	N/A per ExSum
2018	Curriculum	Pharmacy Technology	Yes	✓			
2018	Curriculum	Physical Therapy Assistant	Yes	✓	✓	✓	✓
2018	Curriculum	Physical Therapy Technology	Yes	✓	✓	✓	✓
2018	Curriculum	Surgical Technology	Yes	✓	✓	✓	✓
2018	Curriculum	Veterinary Assisting	Yes	✓			
2018	Service Area	Library Services	Yes	✓	Completion in progress		
2018	Service Area	Student Success Centers	Yes	✓	Not completed		

The College faculty develop both Carrington College course and program-level Student Learning Outcomes and have a voice in the development of the Institutional Level Outcomes. The faculty assess student learning outcomes at the end of each course and make recommendations for improvement in classroom instructional strategies (*Exhibit IVA. 28*). The faculty and academic administration at Carrington College are well-trained on the Program Review process through in-services (*Exhibit: IVA.29*) and through the use of the Program Review Handbook (*Exhibit: IVA.30*).

To support a more flexible and dynamic Program Review process, in the Fall of 2017, Deans of Curriculum were created to represent the academic areas of General Education, Allied Health (certificate level), and Allied Health (associate level). The team uses Student Learning Outcomes data, Program Review, Learning Experience Observations, Virtual Course Observations, Professional Advisory Councils, data reports, and Student feedback to analyze courses, programs, and services to improve the overall student experience.

Carrington College implemented a standardized syllabus with the intent to facilitate teaching and learning by providing current and appropriate educational programs and services. The Standardized Syllabus is in every Carrington College course, providing consistency for students regardless of the course or the delivery modality. Each course

students take utilizes the same syllabus template to maintain a consistency of process. This is particularly important for new and inexperienced faculty. The Standardized Syllabus template ensures standardization of curriculum delivery across all campuses. (*Exhibit IVA.31*)

Faculty Committees:

The Faculty Advisory Committee ensures that the campus faculty voice is represented on the Carrington Senior Leadership Team. Both the President and the Provost attend each of these calls and elevate ideas both formally and informally. The Faculty Advisory Committee is responsible for ensuring that educational quality is maintained throughout the College campuses as well as its various programs (*Exhibit IVA.32*). Membership is selected by the campus leadership, is representative of all programs, and meets quarterly.

The Faculty Advisory Committee is responsible for the following.

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

Analysis and Evaluation

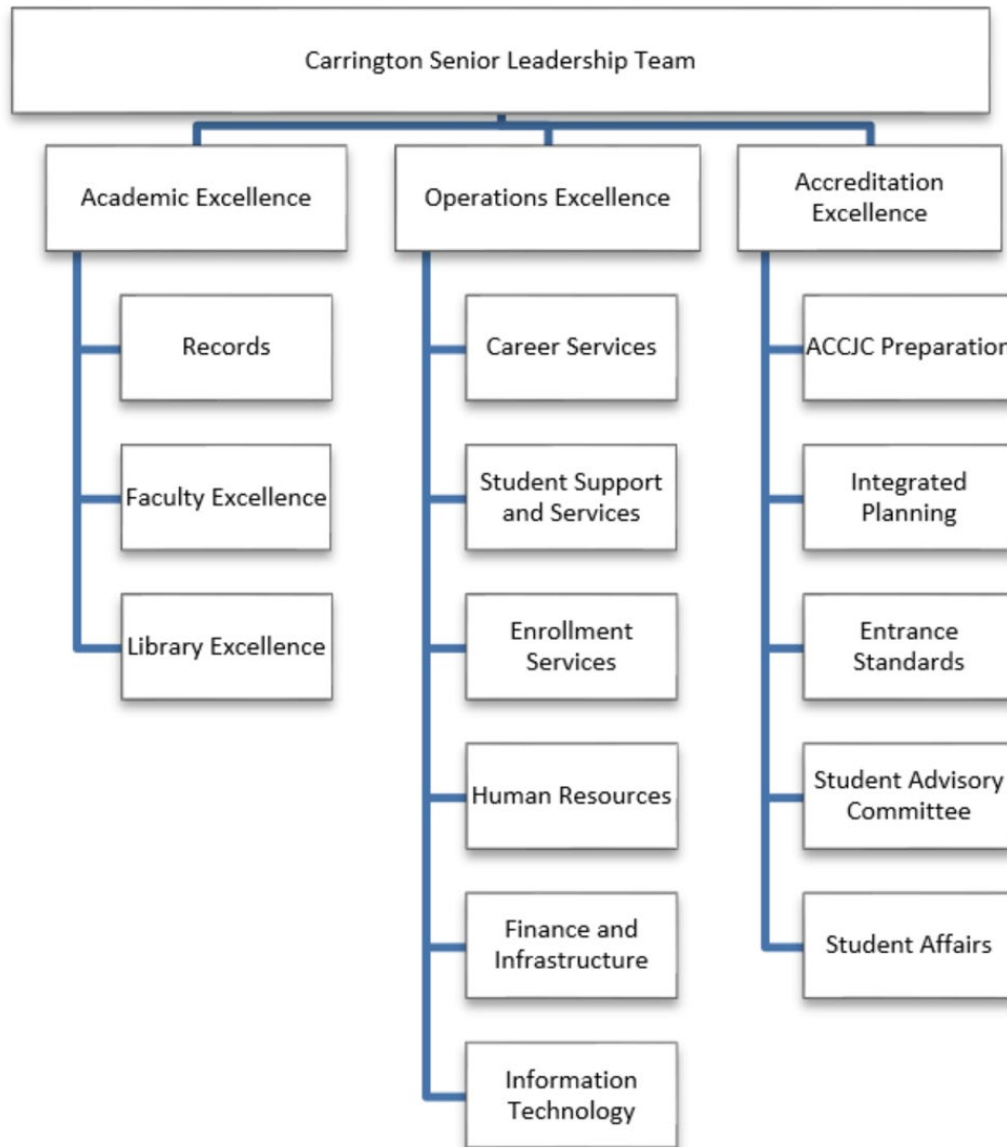
The faculty is involved in the program review process through surveys, calls for comments, meetings, data analysis, evaluations of curricula, teaching performance appraisals, and program resources reviews. The faculty involvement and process for these reviews are located in the Program Review Handbook (*Exhibit IVA.33*).

The adopted Statement of Faculty Responsibilities describes the responsibility of the faculty for curriculum and student learning programs with the faculty and academic leadership. All procedures and timelines are outlined and are available on the website for review by the College community (*Exhibit IVA.34*).

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College governance structure is stable, robust and encourages dialogue throughout the College. The Carrington Senior Leadership Team reviews key recommendations that arise from the sub-committees which drive institutional improvements. The meetings are held quarterly, and minutes are recorded on the prescribed template.



The Integrated Planning Manual outlines decision making at the College and allows for a clear communication of timelines and deliverables. The Integrated Planning Committee meets quarterly to ensure that the Manual and the communications remain relevant, up-to-date, and clearly communicated throughout the College (*Exhibit IVA.35*). Post transition of ownership, the College moved from a fiscal year of July 1 to June 30 to a fiscal year aligned with the calendar year (January 1 to December 31), which shifted all of the timelines considerably. The Program Review schedule differs considerably in 2018 to 2019 because of this change. As a result, the data packages shifted to a May deliverable rather than a summer deliverable (*Exhibit IVA.36*).

Standard IVA outlines the integrated planning process in detail and demonstrates how decision-making is aligned with expertise and responsibility and timely action on

Institutional Plans (*Exhibit IVA.37*). In addition, the overall process to make curriculum adjustments are outlined within the Integrated Planning Manual (*Exhibit IVA.38*).

Analysis and Evaluation

Carrington College has a complete integrated planning process that is clearly communicated to all constituents within the College. The Program Review Process is outlined within the Program Review Handbook and 73 Reviews have taken place between 2013-2018, demonstrating adherences to the every-other-year time period. Decision-making bodies, such as campus management teams and Senior Leadership, ensure that decision-making processes are clear, timely, and inclusive.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

As detailed in Standards IVA.1, IVA.2, and IVA.3, Carrington College has a comprehensive Integrated Planning Manual and Program Review Handbook (*Exhibit IVA.39* and *Exhibit IVA.40*). The decision-making matrix is well defined, and the committees within the College have evidence of comprehensive minutes that utilize the prescribed template.

College leadership is responsible for ensuring that relevant perspectives are sought out and considered in the decision-making process. The governance process allows for a structured mechanism for this process, but Carrington College also seeks informal feedback. Carrington College consistently holds Town Halls (*Exhibit IVA.41*) and regularly seeks feedback from the campuses (*Exhibit IVA.42*).

In order to ensure clear communication of changes within the College, the President, Provost/Vice President of Academic Affairs, and the Vice President of Accreditation and Professional Regulation send out campus-wide communications alerting the community of any major change. An example of this process occurred when a recommendation to move from a Certificate Criminal Justice program to an Associate's Criminal Justice program with a focus in corrections rather than being more general. This shift will allow students more opportunities in terms of employment. The recommendation came from Program Review in 2016 and came through to fruition in 2019 (*Exhibit IVA.43*). Carrington College sent out a College-wide communication that explained the modification and why the program modification would be beneficial to the student and the corresponding communities (*Exhibit IVA.44*).

Analysis and Evaluation

As evidenced throughout this standard, Carrington College has a formal process for decision making and those decisions are well-documented and widely communicated across the institution. The primary publications include the Strategic Plan, the Academic Excellence Plan, the Facility Plan, the Technology Plan, the Program Review Handbook,

the Integrated Planning Manual, Survey Findings, Student Learning Outcome Results, and Institutional Set Standards Gap Analysis. The College's decision-making and planning process are well documented and communicated throughout the College Community.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Carrington College evaluates leadership, governance, and decision-making procedures and processes at the College in order to ensure that they remain relevant and effective.

The Vice President of Accreditation and Professional Regulation collects and sends out summary reports that update the College on the governance structure. The summary document outlines the date of the meeting and whether or not the minutes have been received by the team (*Exhibit IVA.45*). The teams are carefully tracked to ensure cross representation and to ensure sufficient voice across the College. Resource allocation rubrics are utilized for items that have a financial component, and they are tracked carefully. The Integrated Planning Committee meets quarterly and ensures that the not only the Integrated Planning Handbook is relevant and effective, but to also ensure that the supporting plans are complete and clearly communicated (*Exhibit IVA.46*).

The Carrington College Senior Leadership Team (CSLT) works collaboratively in the creation of the Strategic Plan. Below is a sample of one element of the Strategic Plan and the level of detail employed to drive the continuous improvement process on an annual basis. The full goal and objectives are available for review (*Exhibit IVA.47*)

Carrington College California
FY14 Strategic Plan
Goals and Objectives

#	Project Name	Action Plan	Target Timeline	Accountability	Open/Closed	Status
GOAL 1. STUDENT SUCCESS: Facilitate teaching and learning by providing current and appropriate educational programs and services in formats and locations accessible to all students.						
1.1	P1C	1.1.1. Assess benefits of establishing student services department model.	1. FY14 Q3	Senior Director, Academic Affairs	1.	1. CCC is considering the implementation of a student services model similar to the one at CC.
	P1C	1.1.2. Assess implementation of Student Success Centers.	2. FY14 Q2		2.	2. Documents are in the process of being standardized. The documents utilized at Pleasant Hill are now available to all of the SSCMs to customize to their campuses. The At-Risk Student proposal will standardize all of the GE and CDV orientations at the campuses and bring standardization to the SSCM role in orientation and online student management. SSCMs will meet with Peter Daly to develop new SLOs.
	Degree Completer	1.1.3. Adopt Standard Equipment List for Student Success Centers on each campus.	3. FY14 Q3		3.	3. Completed
		1.1.4. Create and implement Formal Interlibrary Loan Process to provide students, faculty, and staff access to research.	4. FY14 Q2		4.	4. CCC will use the DeVry model, but it can't be implemented until we get the catalog accessible. So it's ready to go pending the catalog update. Every campus library is now up to date with the library cataloging software. This has been ongoing and the campuses have each had to meet with Janet McDonald at Crew Noble, our InMagic support service. The only campus without a current library catalog is San Leandro and the SSCM is working with Janet to secure that. Once every library is up to date we can begin hosting the library catalog on the website.
1.2	Degree Completer	1.2.1. Improve communication to students about degree completion opportunities.	1. FY14 Q3	Senior Director, Enrollment Services	1.	1. Completed
		1.2.2. Assess need for increased access to science-emphasis degree completion programs.	2. FY14 Q4		2.	No progress yet
		1.2.3. Implement communication strategy that supports Project Vertical DeVry.	3. FY14 Q1		3.	3. Mitch to complete
1.3	P1C	1.3.1. Continue implementation of standardized externship processes. Assess and revise as necessary.	1. FY14 Q2	Senior Director, Academic Affairs	1.	1. Joy to complete
		1.3.2. Manage to new minimum program employment rate goals and begin reporting at a program level.	2. FY14 Q1		2.	2. Completed
		1.3.3. Create and implement new graduate contact activity reports.	3. FY14 Q1		3.	3. Completed
	Pharmacy	1.3.4. Embed national certification into Pharmacy Technology program curriculum as a requirement of graduation. Incorporate associated fees into student tuition.	4. FY14 Q1		4.	4. Test run to be done on San Leandro Campus
		1.3.5. Lobby on behalf of efforts to create temporary licensure process for Vocational Nursing.	5. FY14 Q1		5.	5. Completed
1.4		1.4.1. Standardize and improve retention reporting as part of Operations Review improvements.	1. FY14 Q1	Senior Director, Academic Affairs	1.	1. Completed
	Degree Completer	1.4.2. Continue to monitor retention in fully online programs through balance of teach-out. Assess online retention efforts, using what is learned to support future online courses.	2. FY14 Q1-Q4		2.	2. Fully Online Program Drop Rates have decreased from Feb. 2013 (57) to Oct. 2013 (8); however, the student population has also decreased during this time.

The Board of Governors (BoG) adopt the strategic goals and objectives annually and monitor the progress throughout the year (*Exhibit IVA.48*). Senior Leadership evaluates strategic performance on all strategic initiatives on an annual basis as outlined above. A checklist was also created to determine effectiveness. Standard IVA.1 outlines the process employed to create the Strategic Plan and to ensure that it is clearly communicated throughout the College.

Program Review is the mechanism utilized by faculty to drive improvements within their classroom experience. At the end of Program Review, participants are asked to evaluate the process, and those results are then utilized to drive improvements in the process. In 2017, the College streamlined the process slightly, and the Program Review Handbook was updated to reflect those modifications.

Carrington College begins work on the Institutional Self-Evaluation Report nearly 2.5 years in advance of the accreditation visit. As a result of the transition of ownership, the original work was reviewed and modified to reflect the new structure, Governing Board Bylaws, and the financial documentation. Changes were implemented as a result of the 2013 ACCJC visit to Carrington College. While the visit was extremely positive with no major areas of concern, the process revealed areas of opportunity that were acted upon in the spirit of continuous improvement. In 2014, the library services were updated, and communications were improved from campus to campus (*Exhibit IVA.49*).

Analysis and Evaluation

Carrington College has formal mechanisms to encourage evaluation of decision-making bodies, policies, and processes. The strategic plan is clearly outlined, and accountabilities are defined. A checklist is utilized to assess completeness and to ensure integrity and effectiveness as demonstrated by evidence in Standard IVA.

Evidence List for Standard IV.A

- IVA.1 Governance Chart
- IVA.2 Senior Leadership Organizational Chart
- IVA.3 Mission Statement
- IVA.4 Annual Operating Plan Headcount Attrition
- IVA.4a Annual Operating Plan Income Statement
- IVA.5 Academic Excellence Master Plan
- IVA.6 Technology Plan
- IVA.7 Facility Plan
- IVA.8 Resource Allocation Rubric
- IVA.9 Engagement Survey
- IVA.10 Orientation Documents
- IVA.11 Student Advisory Minutes
- IVA.12 Constituency Group Participation in Governance
- IVA.13 Faculty Handbook
- IVA.13a Faculty Handbook_July_2019
- IVA.14 Academic Catalog
- IVA.15 Constituency Group Participation in Governance
- IVA.16 Program Review Manual
- IVA.17 Integrated Planning Manual
- IVA.18 Program Review Manual
- IVA.19 Carrington Program Review Results
- IVA.20 Carrington Program Review Matrix
- IVA.21 Faculty Advisory Committee Minutes
- IVA.22 Short Form
- IVA.23 Hedgerow Outcome PowerPoint
- IVA.24 Governance Structure
- IVA.25 Accreditation Excellence Minutes
- IVA.26 Satisfaction Survey Program Review
- IVA.27 Statement of Faculty Responsibilities
- IVA.28 Program Student Learning Outcomes
- IVA.29 In-Service Minutes—Program Review
- IVA.30 Program Review Manual
- IVA.31 Standardized Syllabus Template
- IVA.32 Faculty Advisory Minutes
- IVA.33 Program Review Manual
- IVA.34 Statement of Faculty Responsibilities
- IVA.35 Integrated Planning Committees

- IVA.36 Program Review Schedule
- IVA.37 Integrated Planning Manual
- IVA.38 Integrated Planning Manual
- IVA.39 Integrated Planning Manual
- IVA.40 Program Review Handbook
- IVA.41 Town Hall Minutes
- IVA.42 Town Hall Feedback
- IVA.43 Criminal Justice Corrections
- IVA.44 College-wide Communication—Criminal Justice
- IVA.45 Governance Structure
- IVA.46 Integrated Planning Handbook
- IVA.47 Strategic Plan, 2014
- IVA.48 Board of Governors' Minutes
- IVA.49 Library Services Service Review



IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The President of Carrington College is responsible for the overall quality, integrity, and sound operation of the College. She provides the direction and leadership that is central to the College. Governing Board Policy #1 delegates authority for the day-to-day operation of the College to the President/CEO (*Exhibit IVB.1, page 24*). This authority is clearly iterated in the job description of the Carrington College President (*Exhibit IVB.2*).

Dr. Donna M. Loraine has been the President of Carrington College since 2016. Dr. Loraine has 30 years of experience in higher education, including campus management positions. Her extensive higher education background, educational credentials and success in previous roles indicate that she has the experience and expertise required for providing effective leadership of the College (*Exhibit IVB.3*).

Dr. Loraine is instrumental in planning efforts to improve quality within the institution, upholding standards of academic quality, and ensuring that the College remains compliant with not only the ACCJC, but all programmatic accreditation for our programs across 8 states. Following are a few examples.

- Transition of Ownership from Adtalem Global Education to San Joaquin Valley College, Inc.
- Approval and implementation of Strategic Plans
- Nursing program expansion to new locations
- Expansion of online programs; orchestrated move from Pomona location to Ontario
- Organizational restructuring to more effectively manage areas of operations
- Establishment of a Vice President of Accreditation and Professional Regulation position

Dr. Loraine's leadership during the transition of ownership should be commended as she led during uncertain times within the college with effective communication strategies to reduce turnover. There was no turnover of senior leadership positions within the College. In sections, IVB.2 and IVB.3, Dr. Loraine's ability to budget and select personnel and to assess institutional effectiveness is outlined.

Analysis

The President of the College, in conjunction with the Senior Leadership Team and committees, develops annual goals and plans for the College Strategic Plan. The Strategic Plan is updated annually and the budget, which reflects the current strategic

plan is also approved annually. With the assistance of the Senior Leadership Team and corresponding committees, the President identifies goals and priorities for the upcoming year. The goals are presented to the Governing Board for review and counsel and are ultimately approved by the Board of Governors for implementation. The Senior Leadership Team reviews and approves all major plans in consultation with key administrators and managers. The Board of Governors then reviews, provides input, and endorses the strategic plans. Dr. Loraine has a rich history in higher education and in Board membership and leadership, and she applies that knowledge to effectively lead Carrington College and work collaboratively with the Board of Governors.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College is administratively organized and staffed to reflect the purpose, size, and complexity of the institution (*Exhibit IVB.4*). President Loraine has developed a Senior Leadership Team of appropriate size, talent, and scope to meet the administrative and decision-making needs of the College. She also provides a framework to ensure that all members of the team are successful.

Following is a list of the members of the Carrington College Senior Leadership Team with whom this authority is vested.

- President
- Provost/Vice President of Academic Affairs
- Vice President of Accreditation and Professional Regulation
- Vice President of Operations
- Director of Human Resources
- Senior Director of Finance and Infrastructure
- Senior Director of Student Affairs

The Senior Leadership Team at Carrington College consists of well-qualified, well-educated, seasoned leaders. Job descriptions provide additional evidence of authority by the President (*Exhibit IVB.5*)

Dr. Loraine is instrumental in the selection of key leadership positions within the College including Vice Presidents, Senior Directors, Deans of Accreditation, Deans of Curriculum, Directors of Operations, and Assistant Deans of Academic Excellence. An example of Dr. Loraine’s involvement includes the establishment of a Vice President of Accreditation and Professional Regulation position at the College. Carrington College, due to the heavy programmatic requirements within programs, produces over 300 reports/communications to states and programmatic accreditors. The establishment of an

individual to oversee this area has streamlined the process and improved management of the accreditation process. This position partners closely with the Vice President of Academic Affairs who is focused on the curriculum and the faculty throughout the College.

In 2018, Carrington College created a campus leadership position entitled Assistant Dean of Academic Excellence. Due to the critical nature of the role, Dr. Loraine interviewed all final applicants to determine a suitable candidate and to ensure a successful rollout.

Analysis

The President plans, oversees, and evaluates an administrative structure which is organized and staffed to reflect the College's purposes, size, and complexity. Annual reviews of faculty and staff ratios are used to determine effective staffing and administration for the institution. Dr. Loraine, Carrington College President, has implemented an effective administrative structure that supports the College's mission, population, size, and needs within the diverse offerings. Policies exist and are in place to support the delegation of the President to the Senior Leadership Team within Carrington College.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President, Provost/Vice President of Academic Affairs, and Vice President of Accreditation and Professional Regulation as well as the Governance Committees are responsible for creating an academic environment that is conducive to successful teaching and learning at the College. Each Assistant Dean of Academic Affairs, in conjunction with their Program Directors and faculty, address campus educational and student matters.

The President and Senior Leadership Team direct all College Operations, ensuring that budgets are developed, monitored, and updated to accurately reflect revenue and expenditures. The Senior Leadership Team, along with the committee members, are

responsible for the integration of academic and resource planning and distribution to achieve Carrington College stated institutional, programmatic and student learning outcomes (*Exhibit IVB.6, Exhibit IVB.7*).

At the campus level, Town Halls take place and those ideas are sent from the Assistant Directors of Operations to the Dean of Academic Operations and ultimately to the Vice President of Operations (*Exhibit IVB.8*)

Policies and procedures are in place to guide institutional improvement of the teaching and learning environment, including the following.

- Governing Board Policies (*Exhibit IVB.9, pages 12-24*)
 - Program Review
 - Student Services Unit Reviews
 - Institutional Effectiveness Reviews
 - Mission Statement Review
 - Institutional Planning
 - Policy on Academic Freedom
 - Policy on Academic Honesty
 - Financial Accountability
- Policy on Constituency Participation in College Governance (*Exhibit IVB.10*)
- Program Review Report Policy and Procedure (*Exhibit IVB.11*)

Program Review is conducted every two years through a structured review of the program. The Deans of Curriculum launch the program review process, and the Program Directors then work through the required sections of the process. Those elements are supported through a data package and ultimately look at not only the curriculum of the program but also the textbook selection, accreditation, ratios, class size, and other global recommendations. Recommendations are also examined at the local levels as well.

Dr. Loraine's role in improving the teaching and learning process is demonstrated by her role on the All-Academic Meetings, emphasis on teaching and learning in Senior Leadership Meetings, and direct involvement in the Faculty Advisory Committee. Student learning outcome data and key performance areas have been established throughout the institution and are regularly measured, evaluated, and published.

The College President utilizes the Strategic Plan to strategize, oversee, and assess the administrative structure that is organized and staffed to reflect the College's purposes, size, and complexity (*Exhibit IVB.12*). The Strategic Plan clarifies the overall purpose of the College and the key opportunities for development and improvement over the

planning period. While the timeline for the Strategic Plan is every 5 years, the strategic direction, given the transition of ownership, has been taken in 6-month blocks of time.

Numerous committees are integral in the developing and updating the Strategic Plan, including Academic Excellence, Accreditation Excellence, and Operational excellence with the corresponding sub-committees.

As evidenced by the Integrated Planning Manual, the President ensures assessment and evaluation of College goals and performance (*Exhibit IVB.13*). The dates were modified in 2019 to reflect the transition of ownership and the movement from the previous fiscal year to the new fiscal year.

The improvements noted above highlight Dr. Loraine's direction and guidance to the teaching/learning process at the institution and also represent her support in the integrated planning process of the College. She is involved in the establishment of the Institution Set Standards (ISS) as well as strategic goals, benchmarks, and achievement targets (*Exhibit IVB.14*). Those standards are set through a data analysis by the Accreditation team, reviewed by the Senior Leadership Team, and ultimately approved by the Board of Governors (*Exhibit IVB.15*)

Analysis

Dr. Loraine is intimately involved in the teaching and learning improvement at Carrington College. Clearly defined responsibilities have been assigned to all levels of decision making at the college-wide level as well as the campus level. The President and Senior Leadership Team are supported by the committee structure. Faculty, staff, administrators, and students have the opportunity to participate in the decision-making processes. An explanation of the expected faculty participation in the governance and administration of the College is included in the job description of all faculty. The Integrated Planning Manual outlines the process by which educational planning is integrated with resource planning and allocation to support student achievement and learning. This process is outlined in detail in Standard IVC.1.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Dr. Loraine has the primary leadership role for accreditation, and she takes steps to ensure that all members of the College community are informed on all accreditation material. Information is presented as follows.

- Raising accreditation knowledge at Carrington College: Dr. Loraine clearly values accreditation, and her actions have reinforced those beliefs. Following are a few examples.
 - Dr. Loraine served as Provost of DeVry University from 2008 – 2016, moving that institution to the Academic Quality Improvement Program for their regional accreditation, a continuous improvement method of accreditation. In addition, she played a critical role in moving the institution to University status (*Exhibit IVB.16*).
 - Dr. Loraine sent four members of Carrington College to the ACCJC Biannual Conference in 2017 and attended with six colleagues in 2019. The Vice President of Accreditation and Professional Regulation facilitated two sessions as part of the pre-conference workshops.
 - Dr. Loraine attends key accreditation visits by our programmatic accreditors. In February, she attended a three-day visit by the Accreditation Commission for Education in Nursing (ACEN) to the nursing program in Albuquerque.
 - The Vice President of Accreditation and Professional Regulation serves as the Board Secretary to the Governing Board.
 - The Vice President of Accreditation and Profession Regulation presents an update on accreditation at all Governing Board meetings. This not only reinforces knowledge of ACCJC standards and eligibility requirements but also key programmatic accreditations.
 - Dr. Loraine sends congratulatory emails to those involved in accreditation visits reinforcing the importance and further instilling a culture of compliance at the locations, as well as routine messaging on critical accreditation events and outcomes
- Organizational Structure: In 2017, Dr. Loraine demonstrated her support for accreditation work with the addition of a new position to her Senior Leadership Team. The implementation of the Vice President of Accreditation and Professional Regulation position allowed the College to focus on accreditation efforts while the Provost/Vice President of Academic Affairs role focused on curriculum and faculty. The support of this role provided oversight at the programmatic and institutional accreditation levels and allowed the Vice President of Accreditation (also the Accreditation Liaison Officer) to take on additional roles and focus. Carrington College also employs two Deans of Accreditation to assist the Program Directors in not only report generation but preparation for site visits by the state, programmatic, and institutional accreditors. Further support is provided by a Senior Accreditation Analyst and a Manager of Academic Assessment. This team partners with Academics and Operations to ensure quality programs, robust assessment, and enhanced experiences in the classroom.

Dr. Loraine values accreditation and reviews and signs key reports prior to submission. She is a member of the ACCJC Self-Evaluation Steering Committee and is the Chair for Standard IV (*Exhibit IVB.17*). She participates in key site visits and attends accreditation-related workshops, such as ACCJC Biannual Conference, to hone her knowledge and skills.

Analysis and Evaluation

Dr. Loraine not only supports accreditation in her communications but also in her actions. Accreditation is represented at the Senior Leadership Team meetings and communicated throughout the College. A culture of compliance and adherence to accreditation resonates at Carrington College.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board Policy #1 states that, “the President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.” The President is responsible to the Board of Governors to carry out the College’s policies and is the final authority at the campus level (*Exhibit IVB.18, page 24*). Carrington College programs are heavily regulated, subject to the regulations and requirements of ACCJC, state agencies (8 different states), and over 50 different programmatic accreditations. In addition, Carrington College provides education to military veterans and interacts regularly with Veterans Affairs.

Dr. Loraine utilizes the process outlined in the integrated planning manual to drive institutional improvements and closely monitors the finances of the College. Through the work of the Senior Director of Finance and Infrastructure, the College receives frequent financial reports as outlined in Standard III.D. Dr. Loraine ensures that institutional practices are consistent with the institutional mission and policies through her involvement in the Carrington College Senior Leadership meetings. All new programs and policies are vetted through the lens of the mission to ensure alignment.

Carrington College has a rich 50-year history of financial solvency and exceeding the Department of Education’s financial responsibility ratios (*Exhibit IVB.19*). Dr. Loraine, through solid documentation and oversight, continues the great work of the institution.

Analysis and Evaluation

Dr. Loraine provides oversight and assures implementation of statutes, regulations, and Board of Governors’ (BoG’s) policies. She was instrumental in the creation of a new

Carrington College Board of Governors' Operating Manual. The policies developed and introduced increase visibility to BoG members in the following areas.

- Educational Quality and Student Success
- Managerial Oversight
- Institutional Goals, Plans, Policies, and Initiatives
- Academic Budget
- Financial Integrity and Sustainability
- Legal Matters
- Accreditation
- Self-Governance
- Ethical Integrity

Dr. Loraine is involved in fiscal planning, budgeting, and expenditures and this is evident based on compliance to Department of Education financial ratios and the financial information shared in Standard III.D.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President, Dr. Loraine, is actively involved and communicates and serves the community in a variety of ways. Critical to her vision of serving and communicating to constituents was the creation of an outreach plan in 2017 that identified key areas for her and the leadership team to become involved (*Exhibit IVB.19a*). Central to her vision, was the creation of a leadership team that was equally capable and articulate in addressing the needs of the community, and she includes this as a key development opportunity for her team.

Examples of Dr. Loraine's personal and professional involvement include:

- Founding and national *Circle of 500* member of the Women in Military Services for America (WIMSA) organization supporting female veteran recognition. Dr. Loraine was honored for her service in the military and to WIMSA several years ago at a White House celebration and continues to champion the cause of veterans.
- Supporter of Triumph Cancer, a California based charitable initiative to help cancer survivors thrive.
- Member of National Association of Corporate Directors (NACD): the national gold standard organization for Board member excellence. Dr. Loraine has also

sponsored Carrington's Board members as a catalyst for exceptional Board involvement and development.

- Actively involved in the Southern New Mexico Pueblo group supporting the education and job creation for students representing the 10 major Southern Pueblo tribes. Dr. Loraine is a frequent speaker at their Board meetings, won an award for her support, and supports the involvement of faculty and staff in this cause.
- Leader mentorship: Dr. Loraine is passionate about volunteering her time to mentor and has formally agreed to mentor several aspiring leaders each year through her past professional associations.
 - As part of her outreach plan, she advocates for and actively supports the College faculty and staff. This is evidenced by her assistance to students from closing institutes when they were displaced in New Mexico nursing programs, and other states' allied health programs.
 - Offering the dental hygiene program's free dental care for the surrounding communities in Sacramento, San Jose, and other communities.
 - Hosting many charity drives and offering of charitable services at campuses with the involvement of students, faculty and staff. Leadership team memberships and activities at various Chambers of Commerce and other community organizations.
 - Providing development opportunities for Leadership Team members to speak on panels and on educational topics. An example in 2019, the Provost/V.P of Academic Affairs and Chief Operating Officer provided a presentation at the annual Carnegie Summit on improving education. Support for leaders to serve in community roles. As an example, the V.P. of Accreditation and Professional Regulation serves as an ACCJC Commissioner and evaluator, with the whole-hearted support of the President.

Analysis and Evaluation

Dr. Loraine works and communicates effectively with the communities served by the College. She believes deeply in the mission of Carrington College and seeks to improve the communities by introducing a more qualified and experienced allied health workforce, but also through her example of volunteerism and active support and encouragement of students, faculty and staff in serving their respective communities. Dr. Loraine was evaluated on her effectiveness in this area on the annual evaluation of the Board of Governors and received high marks (*Exhibit IVB.20*).

Evidence List for Standard IV.B

- IVB.1 Board of Governors’ Operating Manual Bylaws – Board Policy #1
- IVB.2 Job Description--President
- IVB.3 Dr. Donna Loraine Resume
- IVB.4 Senior Leadership Organizational Chart
- IVB.5 Senior Leadership Job Descriptions
- IVB.6 Budget—Revenue/Expenditures
- IVB.7 Student Learning Outcomes
- IVB.8 Town Hall Minutes
- IVB.9 Board of Governors’ Operating Manual Bylaws
- IVB.10 Policy on Constituency Participation in College Governance
- IVB.11 Program Review Report Policy and Procedure
- IVB.12 Strategic Plan
- IVB.13 Integrated Planning Manual--Goals
- IVB.14 Institutional Set Standards
- IVB.15 Board of Governors’ Minutes, March 2019
- IVB.16 Donna Loraine Resume
- IVB.17 Steering Committee for Standard IV
- IVB.18 Board of Governors’ Operating Manual—Board Policy #1
- IVB.19 Department of Education Financial Responsibilities Ratios
- IVB.19a Outreach Plan
- IVB.20 Annual Evaluation of the Board of Governors



IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Carrington College is managed and operated under a decentralized organizational structure with direction, guidance, and technical support provided by the Board of Governors (BoG) and the Carrington Senior Leadership Team. The Board of Governors is comprised of the following (*Exhibit IVC.1*)

- Five appointed Non-Affiliate (referred to as “Independent”) Members with no employment, family, or personal financial interest in the institution; and
- Four Affiliate Members:
 - Two members of the Board of Directors (referred to as “Board of Directors” or “Board of Directors’ Members”) for San Joaquin Valley College, Inc.
 - Two appointed members who are either members of the Carrington College Senior Management or employed by San Joaquin Valley College, Inc. (referred to herein as “Affiliate Members”)

The Board’s policy-making authority is outlined in the Board of Governor’s (BoG) Operating Manual (*Exhibit IVC.2, page 15*). As stated in the handbook, the BoG is responsible for representing, “the interests of students, the business communities served by the College, and the public-at-large and is responsible for ensuring Carrington College’s educational quality, financial stability, ethical integrity, and the fulfillment of its mission. The BoG fulfills these responsibilities by setting institutional policies and delegating authority to implement said policies to the President.” The Board of Governor’s handbook was updated post transition of ownership, and Governing Board policies have been updated to ensure fulfillment of these responsibilities (*Exhibit IVC.3, pages 20-24*).

Board Policy:

The Governing Board Bylaws address the BoG’s authority and responsibility for the areas referenced in this standard, as detailed in the table below (*Exhibit IVC.4*)

Area of Responsibility	Board Bylaw	Location
Educational Quality and Student Success	6.2, 6.2.1, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 9.2.9, 6.10.5,	BoG Operating Manual, page 20-23
Financial Integrity and Sustainability	6.6, 6.6.1, 6.6.2, 6.6.3, 6.10.8,	BoG Operating Manual, pages 20-23
Ethical Integrity	6.7.1, 6.7.2, 6.8, 6.8.1, 6.8.2, 6.8.3, 6.8.4, 6.8.5, 6.8.6, 6.10.1, 6.10.4, 6.10.4.1, 6.10.4.2, 6.10.4.3, 6.11,	BoG Operating Manual, pages 22-23
Fulfillment of the Mission	6.1, 6.1.1, 6.1.2, 6.1.3	BoG Operating Manual, page 20

Board of Governing (BoG) Bylaws address other areas of board responsibility, such as managerial oversight; institutional goals, initiatives, and policies; legal matters; and accreditation.

- **Institutional Policy** The BoG has adopted policies and statements, which set forth expectations for academic quality, student learning and achievement, financial stability, ethical integrity, and the fulfillment of the Carrington College mission as detailed below.
- **Academic Quality and Student Learning and Achievement** The BoG’s commitment to ensuring educational quality and student success is demonstrated in the mission and vision statements (*Exhibit IVC.5*). Carrington College offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. The mission of Carrington College is “to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career-focused majors.” To maintain acceptable levels of quality, the BoG requires that the following standards be met.
 - Course Completion Rate = 80%
 - Graduation Rate = 50%
 - Placement Rate = 50%
 - Licensing Exam Pass Rate = Specific pass rates are dependent on the thresholds set by programmatic accreditations.

These BoG-approved statements guide and direct institutional action, priorities, and plans. The Statement of Faculty Responsibilities further espouses the BoG's commitment to academic quality and student learning and achievement (*Exhibit IVC.6, page 29*).

To ensure educational effectiveness and student success, the BoG has established board policies (#4, #5), which require that Program Reviews be held on a systematic basis for every academic program and student support service units (*Exhibit IVC.7, page 25*)

Financial Stability: Governing Board Policy #16 sets forth the BoG's expectations for financial accountability and stability (*Exhibit IVC.8, page 28*) The policy requires that the institution undergo an annual audit by an external auditing firm with expertise in higher education. The policy also requires that the audit findings be presented to the BoG's Finance Committee, which, in turn, provides a report to the full BoG on the institution's financial state.

Governing Board Policy #2 articulates the principles that are to be used in budget development (*Exhibit IVC.9, page 24*).

Ethical Integrity: The Core Values Statement referenced above sets expectations for institutional integrity: "The College Community expects personal and professional integrity in the fulfillment of its mission" (*Exhibit IVC.10*).

Academic Honesty, Ethics, and Conduct are critically important at Carrington College.

- Board of Governors' Policy #12 notes that the BoG approves and supports the College's Policy on Academic Honesty as published in the College Catalog. The BoG expects all faculty, administrators, and students to abide by this policy (*Exhibit IVC.11, page 27*).
- BoG Policy #13 outlines the employee code of ethics and states that the BoG require all college employees to uphold and abide by the highest standards of ethical conduct and integrity as set forth in the Code of Ethics (*Exhibit IVC.12, page 27*).
- BoG Policy #14 reinforces that the Board requires all students to conduct themselves in a professional, ethical, and civil manner at all times while on campus or at any time when they are representing the College as set forth in the Student Code of Conduct (*Exhibit IVC.13, page 28*).

The BoG reviews its bylaws and policies to ensure that these documents effectively communicate the BoG's expectations to the Carrington College community and that they are widely published. At most BoG meetings, one or more policies and/or Board Bylaws are reviewed by the BoG members; if necessary, revisions are made (see Response to Standard IV.C.7 for more information).

Analysis and Evaluation

A comprehensive Board of Governors' Operating Manual outlines the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The bylaws are reviewed periodically and specific policies are reviewed on an annual basis. The Carrington College bylaws were updated post transition to reflect the new ownership. This review was conducted by the President of Carrington College, the Chief Executive Officer of San Joaquin Valley College, Inc., and the Vice President of Accreditation and Professional Regulation.

The BoG Operating Manual delineates the BoG's responsibility for areas set forth in this accreditation standard. BoG policies address continuous quality improvement through processes such as the Program and Student Services Unit Reviews and require adherence to and support of the College mission and vision.

IV.C.2 The Governing Board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Governors (BoG) acts as a collective entity and has consistently demonstrated its ability to govern as a collaborative board (*Exhibit IVC.14*). The Board also promotes a climate of respect, collegiality, and candor (*Exhibit IVC.15, page 23*) which is evidenced by the tenure of members.

BoG bylaws also address expectations for self-governance (*Exhibit IVC.16, page 12*). For example, Board Bylaw 4.10.1 states that, "In its responsibility to govern itself, the BoG should govern as a unit – that is, speak with one voice and act as a whole."

Analysis and Evaluation

Carrington College has demonstrated strong decision-making and works to protect the best interest of the institution, its students, and the communities that it serves. The Board operates under a majority vote rule and collectively supports all of its decisions. The environment is open, reflective, collaborative, and respectful at all meetings.

IV.C.3 The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Governors (BoG) has the following established policies and processes for the selection and evaluation of the President/CEO.

Selection of the President/CEO:

Board Bylaw 4.2 sets forth the Board of Governors' (BoG's) responsibility for selecting the President/CEO (*Exhibit IVC.17, page 17*). The Board of Directors

and the BoG conduct the search for, the screening, and the selection for the position of President. The process may include the following steps.

- The Board of Directors establishes a search committee that includes at least one Independent Member of the BoG, one Affiliate Member, and one Board of Directors' Member. The committee is chaired by a member of the Carrington College Senior Leadership Team.
- The search committee identifies any desired traits for the position of President based on the College's mission, vision, and culture.
- Working with the San Joaquin Valley College, Inc., Human Resources Department, the search committee builds a pool of qualified applicants. The committee identifies, screens, and interviews appropriate candidates for advancement to the next phase of the process.
- The candidate(s) selected for advancement are presented to the Board of Directors. The Board of Directors interviews the advancing candidates and identifies a lead or leading candidates to the search committee.
- The search committee presents the lead or leading candidates to the BoG for their consideration. The BoG may interview the lead candidate(s) to whatever extent it deems necessary and appropriate. To assist the BoG in its deliberations, the search committee may make a recommendation to the BoG for the selection of a particular candidate.
- If a candidate is approved by a two-thirds majority vote of the full BoG (to include at least one affirmative vote by a Board of Directors' member), the Board of Directors negotiates appropriate compensation and employment terms.
- If a candidate is not approved by a two-thirds majority vote of the full BoG, the selection process is repeated until the full BoG votes by a two-thirds majority to hire one of the candidates presented (to include at least one affirmative vote by a Board of Directors' member).
- A communication plan (internal and external) is developed by the Senior Leadership Team in consultation with the BoG and Board of Directors.

The Board of Directors, in consultation with the Board of Governors (BoG), may appoint an interim President to serve until the BoG hires a President. When a vacancy or potential vacancy occurs, a Board of Directors' member presents the preferred interim candidate to the BoG. The BoG provides feedback to the Board of Directors on the proposed candidate, which is considered by the Board of Directors when filling the vacancy on an interim basis. A sudden vacancy or other special circumstances, however, may necessitate a Board of Directors' appointment prior to receiving such feedback from the BoG.

The Board of Governors (BoG) can vote to terminate the President upon a two-thirds majority vote of the full BoG (to include at least one affirmative vote by a

Board of Directors' member). If initiated by the BoG, a special meeting may be called for this specific purpose. The BoG will discuss facts that may support termination, and, if necessary, vote to remove the President.

The Board of Directors, in consultation with the BoG, can also terminate the President. If initiated by the Board of Directors, a member of the Board of Directors will present the proposed removal of the President to the BoG. The BoG will then provide feedback, which is considered by the Board of Directors prior to removal.

In the event of extenuating or other special circumstances, the Board of Directors may remove the President immediately without consulting with the BoG.



Evaluation of the President/CEO:

The Board of Governors (BoG) conducts an annual performance review of the President. The Board of Directors' members, in consultation with the BoG Chair, will determine the evaluation method and tool. Evaluation results are communicated to the President. Board Bylaw 4.5 outlines the process and performance evaluation is outlined below:

Performance Evaluation of the President	1	2	3	4	5
The President and CEO:					
Commits full time to the institution.					
Possesses requisite authority to administer Board policies.					
Provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.					
Plans, oversee, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.					
Delegates authority to administrators and others consistent with their responsibilities, as appropriate.					
Guides institutional improvement of the teaching and learning environment.					
Establishes a collegial process that sets values, goals, and priorities.					
Ensures that evaluation and planning rely on high quality research and analysis on external and internal conditions.					
Ensures the educational planning is integrated with resource planning and distribution to achieve student learning outcomes.					
Establishes procedures to evaluate overall institutional planning and implementation efforts.					
Assures the implementation of statutes, regulations, and governing Board policies and assure that institutional practices are consistent with institutional mission and policies.					
Effectively controls budget and expenditures.					
Works and communicates effectively with the communities served by the institution.					

Evaluation results are compiled by the Board of Governors' (BoG's) Secretary and forwarded to the Chair who then presents the results to the full BoG at the next scheduled meeting. The members discuss the evaluation results and identify any directives and/or

goals for the upcoming year. The Chair then meets privately with the President/CEO to present and discuss the BoG's evaluation. By way of example, results from the most recent BoG presidential evaluation are included in [Exhibit IVC.18](#).

Note: this evaluation utilized a previous evaluation tool prior to transfer of ownership.

While this process is ongoing and well-established, the BoG has identified the need to review and consider revisions to the current evaluation tool. This topic was first discussed at the BoG's 2019 March meeting. This BoG's Chair initiated this discussion by expressing the difficulty of assigning a rating for evaluation criteria based on the questions. This discussion led to other potential recommendations such as developing a new evaluation tool and exploring alternative processes for the evaluation. Based on this dialogue, the BoG Chair has offered to conduct research and return to the Board with alternate options.

- **Spring 2019** The Board Chair, under the guidance of a BoG committee, will research potential evaluation forms and processes. Results and recommendations will be reviewed and vetted by the committee.
- **Summer 2019** The BoG Committee will select the most appropriate tool/process that will be used to inform the 2019/2020 presidential evaluation. The committee will consider additional tools/processes as well.
- **Fall 2019** The Chair, under the direction of the BoG Committee, will implement the revised evaluation instrument and process.
- **Summer 2020** The BoG Committee will evaluate the effectiveness of the revised tool and process.

Analysis and Evaluation

The Board of Governors (BoG) has a clearly defined policy and processes for hiring, evaluating, and, if needed, terminating the President/CEO. The creation of additional evaluation tools for the BoG to evaluate the President/CEO will improve this process by providing a more holistic and data-based evaluation of performance.

IV.C.4 The Governing Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Board of Governors' (BoG's) composition is established by Board Bylaw 1.3, which states that, "The Board of Governors shall be made up of nine members (five Independent Members and four Affiliate Members)" ([Exhibit IVC.19, page 4](#)). Non-Affiliate board members are not employed by the College nor do they have family, personal, or financial interest in the institution or parent corporation. The Board of Governors (BoG) protects the College from undue influence or pressure per Bylaw 6.10.6. The BoG is diligent in ensuring that it reflects the interests of the students,

business communities whom the College serves, and the public in BoG activities and decisions. The make-up of the BoG is continuously examined to ensure proper representation of all facets of the College.

Board Bylaw 2.4 clearly states that, “All Board members must abstain from voting in any matters for which they have or may be perceived to have a conflict of interest” (*Exhibit IVC.20, page 15*). Members should also absent themselves during discussions on any matter in which they have a conflict of interest or any matter in which their presence may inhibit members’ willingness to speak candidly. A conflict may arise regarding a particular issue in which case that member would abstain from voting on that issue. A general conflict to serving on the BoG may result in removal of the member from the BoG at the discretion of the Board of Directors. Upon receipt of information of a possible conflict of interest existing for BoG member, the Board of Directors will review and properly weigh relevant facts and circumstances and take appropriate corrective action. The BoG reviews the Conflict of Interest policy and Non-Affiliate or Independent members sign a written agreement annually.

Analysis and Evaluation

Board of Governors’ (BoG’s) bylaws and policies clearly set forth the composition of the BoG. As stated above, this composition ensures the BoG’s independence. The BoG’s composition is also reflective of the public interest in the institution. For example, the community-at-large BoG members have professional affiliations in the health, business, and technical disciplines. The Chair of the BoG for Carrington College has large amounts of industry experience and facilitates the meetings with precision and dedication to process. The Non-Affiliate members have experience in finance, online education, community colleges, and allied health. This composition is appropriately representative of the public interest in Carrington College.

The BoG is an independent, policy-making body that is representative of public interest. The Non-Affiliate members are dedicated to continuous improvements in educational quality. The BoG at Carrington College advocates for and defends the institution through policy and practice.

IV.C.5 The Governing Board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board Bylaw 6.2 describes the Board of Governors’ (BoG’s) responsibility for the matters described in this standard (*Exhibit IVC.21, page 20*).

The BoG Operating Manual sets forth 10 areas of responsibility that have been appropriated to the board including: Mission; Educational Quality and Student Success;

Managerial Oversight; Institutional Goals, Initiatives, and Policies; Budget; Financial Integrity and Sustainability; Legal Matters; Accreditation (Institutional and Programmatic); Self-Governance; and Ethical Integrity.

The BoG committees ensure that the board is fulfilling its responsibilities in each of these areas. The board currently has two committees: Academic Oversight and Financial. Provided below are descriptions of these committees

Academic Oversight Committee:

The Academic Oversight Committee (AOC) also supports the fulfillment of the Board of Governors' (BoG's) responsibility for educational quality. The AOC ensures the educational quality of Carrington College's academic programs through the following activities.

- Reviewing educational effectiveness and student success data and reporting back to the full board
- Using the data to identify matters in need of attention

The AOC typically meets before every Board of Governors' (BoG's) meeting to review Academic Program Review reports. This Committee was discussed and organized at the March, 2019 BoG meeting and implemented upon the approval of the new Bylaws. The implementation of the BOG will take place at the September 2019 meeting, and evidence will be available upon request. The committee pays close attention to key performance indicators such as learning outcomes achievement, licensure or certification exam participation and pass rates, graduation rates, and graduate placement to ensure that institutional standards in these areas are being met. The committee also reviews faculty recommendations to improve student learning, success, and achievement as well as the analysis upon which the recommendation is based.

Finance Committee:

The Finance Committee supports the responsibility for financial integrity and stability. The committee is comprised of the chair of the Board of Governors (BoG), one Non-Affiliate member with financial expertise, and San Joaquin Valley College, Inc. Chief Operating Officer. The Finance Committee meets prior to scheduled meetings to review the College's audited financial statements, financial projections, and compliance with the U.S. Department of Education ratios. The committee, in turn, provides a report to the full BoG. This committee was enacted upon the approval of the Bylaws in March 2019 and implemented in September 2019. Evidence is available upon request.

The Board of Governors' (BoG's) role and responsibility for educational quality is demonstrated in its actions to establish Institution Set Standards (ISS), monitor institutional performance, and to use the data to direct institutional priorities. In March, 2019, the BoG approved the new ISS to replace the prior version. (*Exhibit IVC. 22, page 29*) The BoG is communicated in the Academic Excellence Master Plan and

communicated to the College Community through campus meetings, emails, and publication on the website (*Exhibit IVC.23*).

The Board of Governors (BoG) approves the strategic plan annually. Through the transition of ownership, Carrington College established a 6-month plan (*Exhibit IVC.24*). A standing agenda item on the meeting involves updates to the College’s strategy and attainment of the goals.

The Board of Governors (BoG) also receives updates on matters pertaining to legal and regulatory affairs. For example, the legal matters were discussed through a representative at Adtalem Global Education prior to transition and the Chief Legal Officer of San Joaquin Valley College, Inc. post transition.

Analysis and Evaluation

As demonstrated in the Exhibits, the board is made aware of the Institution Set Standards (ISS) and strategic goals and direction of the College. Through robust conversations, the rich experience of the members is shared and ultimately refines the College’s strategic direction and vision. The Board of Governors (BoG) has approved policies, institutional set standards, quantified vision goals, and other formal statements, such as the Statement of Faculty Responsibilities, that set forth expectations for educational quality and institutional effectiveness.

IV.C.6 The institution or the Governing Board publishes the Board Bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The BoG’s bylaws specify its size, duties, responsibilities, structure, and operating procedures as set forth below (*Exhibit IVC.25*).

Requirement	Bylaw	Location
Size	1.3	BoG Operating Manual, page 12
Duties and Responsibilities	6.1 – 6.11, 4.1-4.6,	BoG Operating Manual, pages 20-24
Structure	1.2, 1.10, 2.1-2.7, 3.1-3.4	BoG Operating Manual, pages 10-12
Operating Procedures	1.4 – 1.9, 1.11	BoG Operating Manual, pages 10-17

Analysis and Evaluation

The Governing Board’s (BoG’s) bylaws address each of the areas specified in the Standard. Post transition, the Board of Governors’ (BoG’s) Operating Manual has been added to the website for easy access of the College community. The BoG was shared and discussed at the March 2019 meeting and finalized prior to the June 2019 gathering.

IV.C.7 The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.

Evidence of Meeting the Standard

The Board of Governors (BoG) acts consistent with its policies and bylaws and reviews said policies and bylaws. This response will be addressed in two parts.

Compliance with Board Policies and Bylaws:

Minutes from BoG meetings demonstrate that the board's actions are consistent with its policies and bylaws as illustrated by the examples provided below.

- Board Bylaw 6.2.5 requires the Board of Governors (BoG) to review and approve or reject proposals for new educational programs, the migration of existing programs to Carrington College campuses that do not offer the program, and the elimination of programs (*Exhibit IVC.26, page 20*). In March 2019, Carrington College decided to teach out the Mesquite RN program and no longer offer the program at that location. This was affirmed at the March 2019 BoG meeting (*Exhibit IVC.27*).
- Board Bylaw 6.2.4 requires the BoG ensure that Carrington College makes timely progress on addressing educational quality concerns raised by regional and programmatic accreditors. Carrington College prides itself on its programmatic accreditations and it is rare that any program experiences outcome deficiencies. The Surgical Technology program struggled with the third party pass rates for numerous years and received a withdrawal of accreditation from ARC-STSA. The BoG was alerted to the concern in October 2018 (*Exhibit IVC.28*) and made aware of the accreditation status change in March 2019 (*Exhibit IVC.29*). It is important to note that the board was notified of the change within 30 days of the campus.
- A chart is utilized to ensure that the board follows their policies and procedures in terms of notifications and review of key documents (*Exhibit IVC.30*). It is important to note that many items are reviewed during numerous meetings through the year. The agenda has been created for the June BoG meeting as evidence of the review of key documents (*Exhibit IVC.31*). The agendas for June and September are available upon request during the visit.
- Board Bylaw 6.1.1 requires that a College-wide review of the Mission Statement take place annually starting in 2019 (prior Bylaws state every 3 years). The specifications for carrying out this process are set forth in Board Policy #7 (*Exhibit IVC.32, page 26*). A College-wide review of the Mission Statement was conducted in Spring 2019 (see response to Standard IA for more information).

Assessment of Board and Institutional Policies:

The Board of Governors (BoG) has a well-documented history of both systematic and ad hoc reviews and evaluations of the BoG's Bylaws and policies. The BoG organizes its comprehensive review and evaluation of its Bylaws and policies around the ACCJC Self-Evaluation Process for Reaffirmation of Accreditation. For example, a comprehensive review and evaluation of Board Bylaws occurred in 2017 with cooperation from Adtalem Global Education. After the transition of ownership in December 2018, Carrington College embarked on a collaboration process with the new owners, SJVC Inc., to design new bylaws and improve readability of the document. This process was completed in March 2019, and the new document and corresponding processes align with the ACCJC expectations.

Following is another example of the Board of Governors' (BoG's) involvement in policy review.

- **Review of Institutional Academic Policies:** On June 27, 2019, the Board of Governors (BoG) reviewed the Academic Freedom and Honesty policies. This policy was reviewed in advance by both the Academic Excellence Committee as well as the Accreditation Excellence Committee. Discussions took place on the application and the wording of the policy. The BoG directed that the policy, along with the BoG's suggested revisions, be reviewed by the Academic Excellence Committee (consists of leadership, program directors and faculty).

Analysis and Evaluation

The Board of Governors (BoG) acts in a manner consistent with its policies and bylaws as demonstrated in the examples provided above. The BoG has also demonstrated a long-standing history of periodic and ad-hoc assessment of its policies and Bylaws as seen in the evidence cited above. When evaluation results identify the need for an adjustment or improvement, the BoG takes appropriate action as demonstrated in the example cited above.

The Bylaws adopted in March 2019 clearly communicate the expectations of the BoG and the timeliness of the review of policies. Carrington College can graphically demonstrate compliance to the policy review through not only a summary document but also through an examination of minutes. The timing of the transfer of ownership coupled with the upcoming ACCJC evaluation provided the impetus to redraft the Bylaws to clarify policies, procedures, and timelines for Carrington College.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Regular Board of Governors (BoG) meetings include presentations on performance relative to the Institution Set Standards (ISS) for course completion, graduation, licensure and certification exam pass rates, and graduate placement (*Exhibit IVC.33*) The BoG monitors student success through these reports and directs institutional action when a standard is not being met, as illustrated in the following example.

- An academic scorecard was created and presented by the Vice President of Academic Affairs with key metrics displayed utilizing a red/green stoplight approach. The presentation highlighted the programs that required additional attention in order to hit the ISS. The board directed the conversation toward the trends in terms of positive or negative for each of the programs.

As detailed above, the Board of Governors' (BoG's) Academic Oversight Committee reviews Program Review Reports, which provide disaggregated data on student learning outcomes and achievement measures such as retention, course completion, graduation, licensure, and certification exam pass rates, and graduate placement. The committee reports their findings at the regular full BoG meetings. This process was moved forward with the new Bylaws enacted in March 2019. Prior to that approach, the BoG received academic updates at each meeting where a scorecard was presented with retention, accreditation status, third-party licensure, and completion rates.

The BoG is engaged in the review and approval of strategic plans, which include a honed focus on Quality Education and Student Success (*Exhibit IVC.34*). During the transition of ownership, the strategic plan was done every six months in an effort to accommodate the changing environment. Prior to that point, the strategic plans were completed annually and aligned with the integrated planning manual.

Analysis and Evaluation

The Board of Governors (BoG) regularly reviews student learning and achievement data as evidenced in the Exhibits provided above. The BoG receives information and updates on plans for improvement. When a standard is not being met, the BoG directs the President/CEO to take action, as demonstrated in the example provided above. The BoG is updated when a gap in outcomes results in a programmatic accreditation withdrawal of accreditation. In the past 5 years, there has only been one example of this occurring.

IV.C.9 The Governing Board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for the continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Carrington College offers ongoing training for Board of Governors' (BOGs') development as well as a New Member Orientation Program. The Board of Governors

(BoG) has a mechanism for providing continuity of board membership and staggered terms of office. These areas will be addressed as follows.

Board of Governors (BoG) Development and New Member Orientation:

Non-Affiliated BoG members are given training to orient them to the institution and their role and responsibilities as a board member. This program was revamped in 2017. The new orientation program is front-loaded and self-paced. It includes greater depth and breadth of content in preparation for their role on the board. New features of the orientation program include the following.

- Welcome Call from the President and Chair of Executive Team
- Reading assignments:
 - ACCJC's Guide to Accreditation for Governing Boards
 - Carrington College's Board of Governor's Handbook
- One-on-one meetings with Carrington College Senior Leadership Team:
 - President – review strategic plan, organizational structure, Governing Board members' role and responsibilities
 - Board Secretary – review key outcomes and
 - Vice President of Academics – Educational philosophy and academic program offerings
 - Vice President of Accreditation - review of state, programmatic, and institutional accreditations

Upon completion of these requirements, the new member meets with the BoG Chair and Secretary to go over additional information and to answer any questions concerning the role and responsibilities as a board member. A tour of a local campus, which includes time observing instruction and delivery of student support services, completes the program. We have had two new board members join in the last six months (Carla Tweed and Jack McFarland). Both have commented on the robust BoG introduction and deliverance of key information.

In 2014, Carrington College determined that the best sites to hold BoG meetings was at the campus locations rather than the Home Office. In the past 5 years, the BoG meetings have been held in seven different locations. The goal is to visit all locations, but the lack of adequate air travel options often makes some of the locations a challenge to hold meetings, especially when given a short period of time. Overcoming this weakness, has allowed the BoG members exposure to the various campuses, to observe focus groups of students and faculty, and the opportunity to meet campus leadership.

Board of Governors (BoG) members are encouraged to attend external professional development opportunities. For example, in 2018 the BoG members were enrolled in

National Association of Corporate Directors (NACD) to assist the participants in creating a culture focused on continuous improvement, long-term value creation, and strengthening investor trust and public confidence

Continuity of Board Membership and Terms of Office:

Bylaw 1.5 outlines the board member terms and organization. Independent members are appointed to the Board of Governors (BoG) for up to a three-year-term of service. Terms are staggered to provide an orderly rotation of membership. Any current Independent Member may be re-appointed for up to two additional consecutive terms of service (maximum of 9 consecutive years of service). Appointments go into effect on April 1 of the first year and end on May 30 of the last year of term. In extenuating circumstances, the BoG may extend the number of terms served (beyond the three) by an Independent Member. Affiliate Members serve at the pleasure of the Board of Directors and are not subject to term limits. The Board of Directors' Members serve non-expiring terms on the BoG. The BoG's Bylaws provide a mechanism to ensure the continuity of membership and staggered terms of office. As stated in BoG bylaw 1.5, Non-Affiliated members are appointed for up to a three-year term of service (*Exhibit IVC.35, page 12*).

Prior to the end of a term (6+ months), the President/CEO and the BoG Chair engage in dialogue with the BoG member to inquire about his/her interest in renewing a term. If a renewal is not being considered, the BoG recruitment process is initiated. Terms are staggered to provide continuity in the Non-Affiliated Members (*Exhibit IVC.36*)

Analysis and Evaluation

The BoG has a program for development and orientation. The College has made a concerted effort to provide internal and external board development opportunities.

The Board of Governors (BoG) has an effective mechanism in place for ensuring continuity of service. During this accreditation cycle, Carrington College has sustained a full BOG filled with members that are dedicated to fulfilling their governance roles and responsibilities.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Bylaw 1.11 requires that the Board of Governors (BoG) engage in an annual assessment of its performance (*Exhibit IVC.37, page 14*) The instrument used for the evaluation is provided in Appendix 2 of the BoG Operating Manual (*Exhibit IVC.38*).

The annual Board of Governors (BoG) evaluation is scheduled for the third quarter of the year. The BoG Secretary sends a link to all members, via email, to the evaluation instrument. After the BoG members complete the evaluation, results are compiled and presented to the Chair of the BoG.

The BoG reviews the evaluation results, and, as necessary, uses them to make improvements to the BoG's role, purpose, and effectiveness.

Analysis and Evaluation

As a matter of both policy and practice, the Board of Governors (BoG) regularly engages in self-evaluation. Results are reviewed, discussed, and changes or improvements are identified and implemented. Additional evaluation tools and processes are being considered to improve the BoG's evaluation process. The BoG's Secretary and Chair will lead this effort.

IV.C.11 The Governing Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

Bylaw 6.10.4 declares that the Board of Governors (BoG) will conduct board business with a high level of ethics and integrity, including but not limited to, the following.

- Reviewing and signing the BoG's Certification form each year affirming that no one has employment, family, or financial interest in the institution (*Exhibit IVC.39, Appendix 3*).
- Reviewing and signing Carrington College's Conflict of Interest Policy statement each year (*Exhibit IVC.40, Appendix 4*).
- Completing the Institutional Affiliations form annually listing all of the organizations with which they are associated and the roles they play in those organizations.

The Code of Ethical Conduct provides a framework of best practices to ensure that Board of Governors (BoG) business and decision-making is conducted with a high level of ethics and integrity. The Code further provides standards for the Non-Affiliated members and the BoG as a whole to ensure that best practices are upheld. Each member is expected to self-reflect and assess his or her own actions and/or beliefs to ensure they are of the highest quality and that they adhere to the moral and ethical principles as set forth in the Code of Ethical Conduct. A member, who feels he or she has potentially violated any standard of the Code, either willingly or unwillingly, is expected to discuss

the issue with the Board of Directors immediately. The BoG has also adopted a policy for addressing violations to the Code of Ethics, including procedures for the removal of BoG members, if necessary (*Exhibit IVC.41, pages 30-32*). Upon receipt of information of an alleged code violation of the Code of Ethical Conduct by a BoG member, the Board of Directors will conduct an investigation in order to properly weigh relevant facts and circumstances, including, but not limited to, the extent to which the behavior was contrary to the express language or general intent of the code as well as other factors which the Board of Directors deem appropriate. Within reasonable confirmation that an unacceptable violation did occur, and at the Board of Directors' discretion, appropriate corrective action will be taken, up to and including removal from the BoG. The BoG reserves the right to take necessary action to protect the safety and well-being of the entire college community.

A Code of procedural Conduct is outlined in the Carrington College Board of Governors (BoG) Operating Manual. Each member is responsible for the following.

- The knowledge of and support for the mission and philosophy of Carrington College
- The knowledge of the fiscal and legal responsibilities of the College
- The Commitment of the time and energy required to be an effective BoG member
- The willingness to support the College in the community.

The term “conflict of interest” is defined as an act, interest, or will that may interfere with the impartiality of serving on the Board of Governors (BoG) for Carrington College or that may interfere with the duty to secure and ensure the academic and fiscal integrity of the College. Conflicts of interest refer to situations in which outside relationships or activities may adversely affect a member's commitment to his/her BoG duties or responsibilities. This policy provides instruction on the disclosure of actual, potential, and perceived conflicts of interest as well as outlines how to effectively address those concerns.

Every year, the Board of Governors (BoG) members review the Conflict of Interest Policy and certify, in writing, their commitment to uphold the spirit and intent of the policy (*Exhibit IVC.42, Appendix 4*) BoG members disclose, in writing, the institutions and/or organizations with which they are affiliated (*Exhibit IVC.43, Appendix 5*). The written disclosure is reviewed by the BoG's secretary. If a potential conflict is suspected, the matter is referred to the Chair of the BoG.

Analysis and Evaluation

The College operates under a clearly defined student-centered Code of Ethics. The Board of Governors' (BoG's) Code of Ethics and Conflict of Interest Policy provide clear

expectations to support board independence and impartiality in decision-making. The Policy on Violations to the Code of Ethics provides a process for addressing unethical behavior. The BoG upholds its Code of Ethics as evidenced by the absence of violations. If a violation were to occur, the Code provides specific directions for redress and action.

IV.C.12 The Governing Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The President of Carrington College is responsible for the overall quality, integrity, and sound operation of the College. She provides the necessary direction and leadership that are central to the operation of the institution. Board Policy #1 sets forth the Board of Governors (BoG)'s delegation of authority to the President/CEO for the day-to-day operations of the institution and implementation and administration of BoG and institutional policies (*Exhibit IVC.44, page 24*)

Per the Bylaws, the BoG delegates the executive responsibility for administering the policies adopted by the BoG and executing all decisions of the BoG, which require administrative action, to the President. The President is responsible for the day-to-day operations of the College and is empowered to reasonably interpret BoG policy. The President shall act as a professional advisor to the BoG in the creation and/or review and adoption of institutional policy.

Board of Governors (BoG) Bylaws address the BoG's relationship with the President/CEO. For example, the Bylaws require that the President provide regular updates and reports to the BoG on matters pertaining to institutional performance, educational quality, student achievement, college finances, and legal matters. As demonstrated in the meeting minutes provided throughout this standard, the President provides reports to the BoG as required.

The BoG's annual evaluation of the President/CEO is the culmination of the board's oversight of the President/CEO, as detailed in Standard IVB.3 (*Exhibit IVC.45, Appendix 1*).

Analysis and Evaluation

Through both policy and practice, the Board of Governors (BoG) has delegated authority to the President/CEO to implement and administer BoG policy. The BoG holds the President/CEO accountable for the operation of the College and expects regular updates on all key avenues within the College including but not limited to academic outcomes, strategy, accreditation, financial performance, integrated planning, and legal matters.

IV.C.13 The Governing Board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and

supports through policy the college's efforts to improve and excel. The board participates in evaluation of Governing Board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy #17 addresses board notification and involvement in the accreditation process (*Exhibit IVC.46, page 28*). To ensure that Carrington College remains in good standing with its institutional accreditor, the President shall do the following.

- Provide the Board with copies of action letters or team reports
- Involve the Board, as needed, in the institutional self-evaluation process
- Inform and keep the Board apprised of any recommendations and/or concerns raised by the institutional accreditor and ensure that any identified deficiencies are addressed in a timely manner
- Submit accreditation reports to the Board for approval or denial prior to submission
- Present all proposals to submit an application for a specific accreditation activity to the Board for approval or denial.

As evidence, Carrington College seeks the approval of the Board of Governors (BoG) prior to substantive changes being submitted to ACCJC for consideration (*Exhibit IVC.47, page 28*). BOG members are provided updates on the ISER/Mid-term reports and provided opportunities to provide feedback. The Chair not only reviews the entire document but also serves as a signatory on both the ISER and Mid-term. Final copies are provided to all BoG members as well as published on the Carrington College website.

The Vice President of Accreditation and Professional Regulation regularly presents on accreditation activities throughout the college and ACCJC Standards/Eligibility Requirements during the meetings. Evidence of the BoG's involvement in the accreditation process, as described above, is documented in BoG meeting minutes (*Exhibit IVC.48*)

Analysis and Evaluation

As a matter of both policy and practice, the Board of Governors (BoG) is informed of accreditation standards, eligibility requirements, and policies and is involved in accreditation-related activities. A review of the minutes as well as agenda items demonstrates regular and substantive discussions regarding all accreditation activities at the College.

Evidence List for IV.C

- IVC.1 Biographical Information of BoG Members
- IVC.2 Board of Governors (BoG) Operating Manual – Membership
- IVC.3 BoG Operating Manual – Areas of Responsibilities
- IVC.4 BoG Operating Manual
- IVC.5 BoG Operating Manual
- IVC.6 BoG Operating Manual – Institutional Set Standards
- IVC.7 BoG Operating Manual - Board Policy #4 and Board Policy #5
- IVC.8 BoG Operating Manual – Board Policy #16
- IVC.9 BoG Operating Manual – Board Policy # 2
- IVC.10 BoG Operating Manual
- IVC.11 BoG Operating Manual – Board Policy #12
- IVC.12 BoG Operating Manual – Board Policy #13
- IVC.13 BoG Operating Manual – Board Policy #14
- IVC.14 BoG Operating Manual – Collective Entity
- IVC.15 BoG Operating Manual – Climate
- IVC.16 BoG Operating Manual – Self Governance
- IVC.17 BoG Operating Manual – Selection of President
- IVC.18 President Evaluation
- IVC.19 BoG Operating Manual – Board Bylaw 1.3
- IVC.20 BoG Operating Manual – Board Bylaw 2.4
- IVC.21 BoG Operating Manual – Board Bylaw 6.2
- IVC.22 BoG Operating Manual – Institutional Set Standards
- IVC.23 Academic Excellence Plan_FY19
- IVC.24 Transition Agenda
- IVC.25 BoG Operating Manual – Board Bylaw 6.2.5
- IVC.26 BoG Operating Manual
- IVC.27 BoG Meeting Minutes March 2019
- IVC.28 BoG Meeting Minutes October 2018
- IVC.29 BoG Meeting Minutes
- IVC.30 Key Deliverables of BoG
- IVC.31 Agenda for BoG June 2019
- IVC.32 BoG Operating Manual – Board Policy #7
- IVC.33 BoG PowerPoint
- IVC.34 Strategic Plan
- IVC.35 BoG Operating Manual Bylaw 1.5
- IVC.36 BoG Operating Manual
- IVC.37 BoG Operating Manual Bylaw 1.11
- IVC.38 BoG Operating Manual

IVC.39 BoG Operating Manual
IVC.40 BoG Operating Manual
IVC.41 BoG Operating Manual
IVC.42 BoG Operating Manual
IVC.43 BoG Operating Manual
IVC.44 BoG Operating Manual – Board Policy #1
IVC.45 BoG Operating Manual
IVC.46 BoG Operating Manual – Board Policy #17
IVC.47 BoG Operating Manual
IVC.48 BoG Operating Manual – Accreditation Report



H. Quality Focus Essay

Essay 1

Introduction

Student satisfaction is integral to the student experience. Carrington College surveys its students twice a year utilizing the Net Promoter Score (NPS). The NPS asks students: How likely are you to recommend Carrington College to a friend or colleague? Respondents answer on a scale of 0 to 10. Responses are categorized into three groups: Promoters (9 or 10) are students who are loyal and create referrals; Passives (7 or 8) are satisfied, but may be susceptible to other competitors; Detractors (0 to 6) are unhappy and may speak negatively about you. The overall NPS score is calculated as follows: % promoters - % detractors.

The student satisfaction survey is utilized by location and program leaders to identify student concerns, create, and implement plans of action to address those concerns, and improve satisfaction.

In the Summer of 2018, Carrington leaders, faculty, and staff began to reflect on the type of projects which could improve student learning and satisfaction. Fundamental to this process was a review of our data collection methods. The student satisfaction survey, in particular, had been of concern for some time due to the inherent limitations of the instrument and its implementation.

Criticism of the NPS has been as widespread as its praise. Schneider et al (2008) presented a balanced review of both the positive and negative features of the NPS. Feedback from Carrington College colleagues included the following:

- NPS narrows the complexity of student opinions to a simple duality “recommend or not recommend.” This ignores the ability of individuals to give nuanced opinions in which a recommendation is made with qualifications.
- The measure offers no specificity on why a recommendation may or may not be given.
- NPS ignores passives recommenders and effectively silences this group.
- The measure is designed to promote growth and profits. While important, this does little to help the college promote student learning, graduation, or career success.

As a result, Carrington College began the process of identifying concerns with the current instrument and making needed changes towards improvement. This process involved examining survey questions, interviewing leaders in each department about those questions, examining multi-year trends in the data, and conducting research on the survey methodology.

1. Question Format: In the prior survey, students were asked to rate departments on whether they were “friendly, responsive, and timely.” They were asked if they had “received recognition,” and whether someone had helped to make them feel “excited about their future.” Carrington recognized the need for colleagues to motivate students and to respond in a friendly and timely manner. However, these questions did not adequately assess the role of the college in ‘preparing’ the student for their future, upholding high standards and assisting the student in their development.

Questions which addressed more substantive measures focused on whether a specific department “met the student’s needs,” “furnished accurate data,” or assisting in the “building of strengths of each student.” Again, while important, the questions lacked specificity. For instance, the survey did not allow for an accurate assessment of the student’s perceived needs. Some students may appropriately understand that they need a program with high rigor and a quality curriculum, other students may seek programs with low rigor (an easy A). Without understanding their needs, it is difficult to understand what their responses were indicating.

2. Overly generalized or ineffective inquiries: The prior survey was heavily influenced by the previous owner who was interested in comparing institutions serving very different student demographics. As a result, survey questions failed address issues specific to Carrington.
3. Mission and Institutional Learning Outcomes. Similarly, the previous survey attempted to address all facets of a student’s experience at one time. For example, a first term student may be asked about their experience with Career Services despite having little exposure to them. In a second example, when asked to rate the Registrar’s office, students most frequently rated the front desk. Lastly, students were asked if their experience with their program director/dean was a positive one as opposed to whether their experience with the program was positive. As a result, questions failed to provide data which could effectively be used for process or program improvement.

Members of academics, regulatory and student affairs reviewed the literature, the previous instrument, and interviewed leaders to understand their data needs. General recommendations were presented to the College Senior Leadership Team on August 28, 2018.

Specifically, these recommendations included:

- Discontinue use of the Net Promoter Score. Maintain one question on willingness to recommend.
- Make specific to Carrington College and address issues related to the standards of accreditation. Specifically add assessment questions related to the mission, ILOs, facilities, safety, and security.
- Improve focus on rigor and quality, campus culture, summative feedback, and career outcomes.

Anticipated Impact on Student Learning and Achievement

Recommendations were approved by the Carrington Senior Leadership team (CSLT) in August of 2018 and validated by two subsequent discussions as new questions were crafted.

1. Impact of College-Specific Focus

The new Student Satisfaction Survey (pre-Grad version) asks students to rate their perceptions of the following:

- The College’s success in achieving its mission
- The student success center, program directors or deans, and the college’s programs of study on how well each prepared the student to think critically, communicate effectively, collaborate with others, and act professionally.

- The success of their courses in building the skills needed to be successful in their field of study.
- The success of their program in developing their skills as a clinician or other professional in protecting the health and safety of others.

This is a marked change from the previous survey which moves beyond a focus on referrals and seeks to obtain valuable information on the rigor of the institution and its academic programs. This survey further allows the college to compare perceptions of rigor between programs program versions and locations over time.

2. Impact of focus on culture

The previous survey asked whether students received praised and motivating messages, but failed to ask about issues of safety and inclusion. The new satisfaction survey queries students on these issues by asking their perception of whether:

- Carrington College promotes an anti-bullying, non-violent environment,
- The respondent feels protected by the non-discrimination policy, and
- The respondent feels safe to be who they truly are while at college.

The combination of these questions allows Carrington College to assess the culture at its campuses. Specifically, whether students feel safe and hopeful for the future.

3. Impact of increased focus on summative feedback derived from the pre-grad survey

One of the main criticisms of the NPS survey is that it only focuses on a point in time. The addition of a second survey allows the college to ask active students “how are we doing?” and students in their final term of study “how did we do?” This difference allows for the point-in-time evaluation but also encourages critical thinking and reflectiveness as students evaluate their satisfaction over the length of their program. This survey further allows for a greater number of touch points for graduating students and therefore improves the currency of the data. This move also ensures that only students with experience with a service are responding to questions on its effectiveness.

4. Impact of focus on outcomes

The new survey specifically added questions regarding the student’s experience with area employers and their satisfaction with the preparation they received. Specifically,

- Had the student experienced recognition or praise at their externship or clinical rotation?
- Did the student feel prepared to work in their field?
- Does the student understand how to obtain licensure if needed?
- Did Carrington colleagues help the student with their career preparation?

Analysis will occur at the end of each survey administration and through the biennial Service Area program review of the Student Success Centers, Library Services, Enrollment Services, Student Finance and Career Services.

Outcome Measures

- Develop a student satisfaction survey that accurately measures overall student opinion of programs and the college
- Develop a deeper understanding of drivers of student satisfaction and their interpretation of program quality
- Improve holistic understanding of the student experience through collection of point-in-time and summative feedback
- Improve data-driven decisions related to student satisfaction and program quality
- Understand student perceptions over time, across locations, programs, and delivery methods
- Create action plans to improve student performance and satisfaction

Action Plan

Activity	Responsible Party	Resources or methodology	Timeline
Review of 2017 Student Satisfaction Survey (NPS) questions and process	Sr. Director of Student Affairs	2017 Survey Questions	Summer 2018
Interview program and location leaders to obtain feedback on 2017 Survey	Sr. Director of Student Affairs	Individual interviews	Fall 2018
Create and present recommendations to the Senior Leadership Team	Sr. Director of Student Affairs	Feedback from the CSLT	Fall 2018
Create draft questionnaires and review with stakeholders in Accreditation and Academics.	Sr. Director of Student Affairs and VP of Accreditation and Licensing	Group feedback and individual discussion	December 2018 to March 2019
Create new instruments	Manager Academic Assessment	Lime Survey tools	February and March 2019
Conduct trainings with location leaders and student success managers on new survey; discuss launch best practices	Sr. Director of Student Affairs	Webinars with ADAE group and SSCMs	April 2019
Conduct trainings and announcements on distribution and launch of survey	ADAE's	ADAEs lead during campus team meetings	April 2019
Survey and Analysis Cycle			
Conduct Spring 2019 Student Satisfaction Survey; analyze feedback	Manager Academic Assessment	Links sent to students to complete survey	May - June 2019

Validate Spring 2019 Student Satisfaction Survey through Student Focus Groups	Sr. Director of Student Affairs	Focus group sessions	June - July 2019
Update SSS based upon Spring 2019 Survey Analysis	Manager Academic Assessment	Lime Survey	August – September 2019
Calls with Operations/ADAEs	Sr. Director of Student Affairs	Webinars with ADAEs	August – September 2019
Present findings to CSLT	Sr. Director of Student Affairs	Feedback from CSLT	September 2019
ADAEs and Program leaders review results; create action plans	ADAEs, Deans of Curriculum	Team meetings	October 2019
Complete Fall 2019 Student Satisfaction Survey and Analysis Cycle (November 2019- March 2010)			
Complete Spring 2020 Student Satisfaction Survey and Analysis Cycle (May 2020 – September 2020)			
Conduct longitudinal analysis of survey results; determine if there are identifiable trends	Sr. Director of Student Affairs	Sr. Director of Student Affairs	Fall 2020
Complete Fall 2020 Student Satisfaction Survey and Analysis Cycle (November 2020- March 2011)			
Complete Spring 2021 Student Satisfaction Survey and Analysis Cycle (May 2021 – September 2021)			
Biennial Service Review			2021

Project Assessment

Carrington College views this project as a necessary first step to creating action plans to dramatically improve rigor, culture, and outcomes.

Inherent in this plan is the ability to obtain longitudinal data that allows for the comparison of programs, versions within specific programs, and delivery methods to assess best practices in delivering a quality instruction. The goal is to obtain actionable feedback on specific issues, but to also generate institutional themes that transcend specific programmatic issues. These issues may include the journey and experience of men or women, specific age or ethnic groups, certificate versus degree, etc.

The ultimate success of this project will be dependent upon the surveys ability to point the institution in the direction of continuous improvement.

Schneider, D.; Berent, M.; Thomas, R.; and Krosnick, J. (2008). Measuring Customer Satisfaction and Loyalty: Improving the “Net Promoter” Score. Retrieved from <https://www.van-haaften.nl/images/documents/pdf/Measuring%20customer%20satisfaction%20and%20loyalty.pdf>.

Essay 2

Introduction

For over 50 years, Carrington College has continued to evolve by consistently reviewing the college mission statement and comparing the achieved student learning outcomes as well as the daily function of the college to the stated goals of the mission. As a part of this process, the implementation of the ACCJC guidelines has provided a framework for the past 18 years of operation and has served as a governance model for the institution. The Quality Focus Essay provides Carrington College the opportunity to pinpoint significant projects that will improve student learning and student achievement.

During the gathering of data for the 2019 Institutional Self-Evaluation Report (ISER), Carrington College identified a few areas that need to be addressed with an action plan. As a result, the College has identified the following areas of focus to improve both student learning and student achievement at the institutional level. For the Veterinary Technology (VT) program located in the state of California, the program has struggled to achieve the stated benchmark for licensure pass rates by the programmatic accreditor American Veterinary Medical Association (AVMA). This Quality Focus Essay (QFE) will serve as the catalyst for subsequent data analysis and action planning for other programs identified where a learning outcome or similar gap exists.

The first step necessary to begin this process is to develop the Assessment Committee consisting of leaders throughout the college who will meet quarterly. While the first action plan will be for the VT program, the Assessment Committee will continue to identify other student learning outcomes (SLOs) in other programs that may need action planning. As demonstrated below, this project will align with several of the ACCJC Standards.

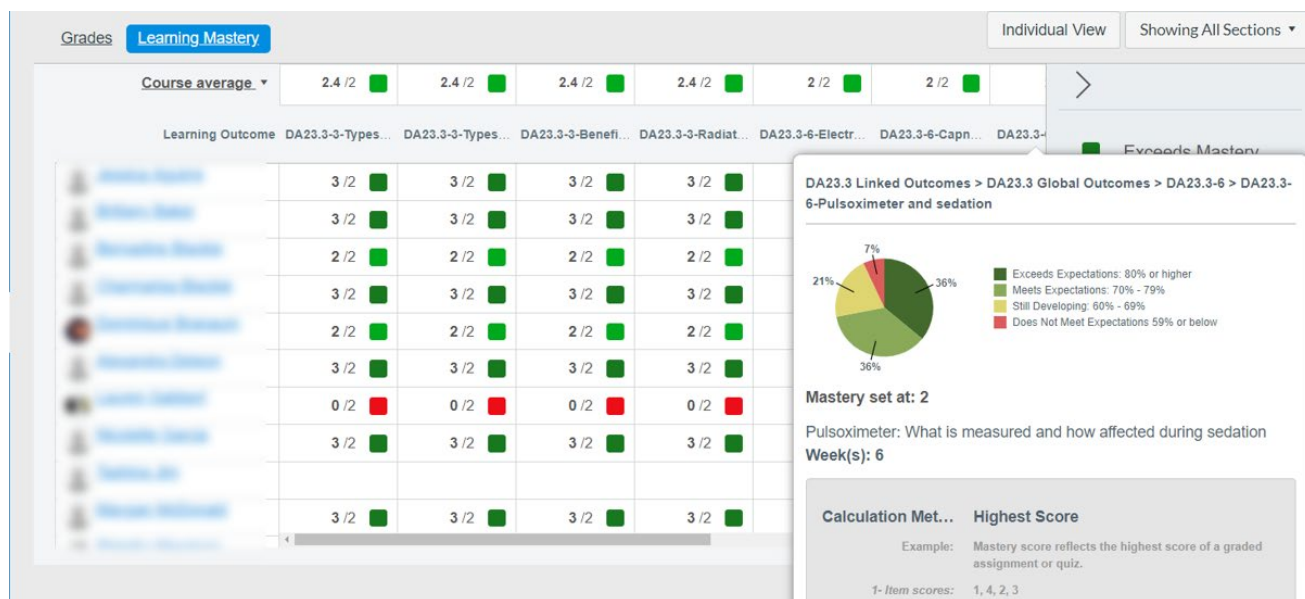
Project	Aligned with Standards
Phase One is to develop an Assessment Committee to identify underperforming program(s) in order to improve Student Learnings Outcomes. Phase Two will focus on the licensure pass rates for the VT program.	I.A.1; II.B.1; II.B.2; II.B.4; II.B.5; II.B.6; II.C.1

Identifying the Area of Need

Mastery learning outcomes are essential to student achievement. They are skill-specific and indicate how each student performed in individual courses both in the cognitive and psychomotor areas. Carrington College has a method and a process in place for tracking and evaluating its program performances with Student Learning Outcomes. This process involves the usage of student learning outcome reports within the College's learning management system (Canvas). For instance, the Student Competency report provides the college with in-depth data regarding each student's performance on any assessments linked to specific learning outcomes. Those reports are merged with demographic information (i.e., campus location, program) to enable viewers to isolate certain programs or campuses to review performances. The Manager of Academic Assessment distributes learning outcome reports and as well as SLO tracker spreadsheets to leadership to review and collaborate with their respective teams in identifying any action plans. Prior to 2017, however, faculty were required to complete the learning outcome evaluations in the assessment and curriculum management system, eLumen. Course scores, however, had to be entered into a different tool,

Pearson eCollege. This time-consuming process increased the risk for missing outcomes as a result of the manual input of data into the outdated platform. With the implementation of the new learning management system (Canvas) in 2017, the college has been able to consolidate scoring of grades and learning outcomes into one system.

As faculty grade student assignments, they will also have the ability to simultaneously evaluate the student's mastery level of learning outcomes that may be connected to the assignment. The transition to Canvas has increased visibility of the course outcomes results for faculty and administration. Within each Canvas course gradebook is a feature to review the learning mastery level of each individual student as well as the class' overall average score for each learning outcome. This provides faculty with real-time visibility of their students meeting or exceeding assigned learning outcomes and have the opportunity to provide support to at-risk students. Not to mention, identify patterns surrounding specific assignments that can be addressed by the Deans of Curriculum, Program Directors/Deans of Nursing, and the Assessment Committee. By transitioning the evaluation process of scoring learning outcomes to Canvas, faculty and administrators have one location to review results.



From the reports distributed by the Manager of Academic Assessment, the operator is able to query data by campus, program, course, or term, which enables them to isolate and highlight course content as well as instructor performance. For example, a faculty member with a high number of SLO assessments not evaluated will be contacted by their supervisor to return to that course and complete their learning outcome evaluations, which in turn will increase the sampling of evaluated SLOs to analyze mastery level.

Due to greater accessibility of student learning outcomes data, the College has the opportunity to increase the sample pool for analysis of the resulting data. This will lead to increased visibility and communication regarding the success of established outcomes, as well as to identify areas in need of improvement. By developing an Assessment Committee, the College will be able to increase communication, responsibility, and accountability across the College to improve programmatic and faculty performance, which in turn, will improve student achievement. The College will be able to isolate any deficiencies, review them for

opportunities, and then create a plan for improvement in order to increase student success in mastering the application of the course content. The Assessment Committee role will involve the following:

- Conduct preliminary program reviews to address academic or curriculum issues for low performing programs
- Establish a committee of various academic roles and responsibilities to contribute to student achievement
- Identify programs, courses, or locations in need of academic improvement and support
- Maintain communication amongst departments regarding learning outcomes
- Provide academic coaching to underperforming faculty
- Review and analyze program performances

During the creation of the ISER data, the VT program was analyzed and the pass rates for the VTNE licensure examination does not meet the threshold at some campuses. In the tables below, the College found that two campuses (Pomona and Stockton) reported a decline in pass rates from fiscal year (FY) 2018 – FY2019 for the Veterinary Technician National Exam (VTNE). For FY2019, Pomona is reporting 56.0%, which is a 9.8% decline from FY18, and Stockton is 20.4% below the threshold of 29.6% of FY19. Pleasant Hill is closely being monitored as its VTNE rate for FY19 is 6% above threshold. As of December 2018, the Sacramento campus is reporting 75.0% pass rate on the California Veterinary Technician Examination (RVT/State), which is a 20% decrease from FY18.

CAMPUS	LICENSE TYPE	Last Update	FY19 Took	FY19 Pass	FY19_Pass Rates	FY18 Took	FY18 Pass	FY18_Pass Rates	FY19 to FY18 YR-to-YR Diff	FY17 Took	FY17 Pass	FY17_Pass Rates	FY18 to FY17 YR-to-YR Diff
Citrus Heights	National	FY19 Q2	21	17	81.0%	38	30	78.9%	▲ 2.0%	37	28	75.7%	▲ 3.3%
Citrus Heights	State	Jul-Dec 18	12	11	91.7%	28	24	85.7%	▲ 6.0%	25	19	76.0%	▲ 9.7%
Pleasant Hill	National	FY19 Q2	18	10	55.6%	33	18	54.5%	▲ 1.0%	40	19	47.5%	▲ 7.0%
Pleasant Hill	State	Jul-Dec 18	10	9	90.0%	14	12	85.7%	▲ 4.3%	28	16	57.1%	▲ 28.6%
Pomona	National	FY19 Q2	25	14	56.0%	73	48	65.8%	▼ -9.8%	55	32	58.2%	▲ 7.6%
Pomona	State	Jul-Dec 18	15	14	93.3%	39	33	84.6%	▲ 8.7%	30	24	80.0%	▲ 4.6%
Sacramento	National	FY19 Q2	20	13	65.0%	44	19	43.2%	▲ 21.8%	27	10	37.0%	▲ 6.1%
Sacramento	State	Jul-Dec 18	8	6	75.0%	20	19	95.0%	▼ -20.0%	19	12	63.2%	▲ 31.8%
San Jose	National	FY19 Q2	14	12	85.7%	20	11	55.0%	▲ 30.7%	48	25	52.1%	▲ 2.9%
San Jose	State	Jul-Dec 18	7	7	100.0%	11	9	81.8%	▲ 18.2%	25	16	64.0%	▲ 17.8%
San Leandro	National	FY19 Q2	11	8	72.7%	24	13	54.2%	▲ 18.6%	37	24	64.9%	▼ -10.7%
San Leandro	State	Jul-Dec 18	10	10	100.0%	13	11	84.6%	▲ 15.4%	23	18	78.3%	▲ 6.4%
Stockton	National	FY19 Q4	27	8	29.6%	30	17	56.7%	▼ -27.0%	35	13	37.1%	▲ 19.5%
Stockton	State	Jul-Dec 18	8	7	87.5%	13	10	76.9%	▲ 10.6%	24	19	79.2%	▼ -2.2%

LICENSE TYPE	FY19 Took	FY19 Pass	FY19_Pass Rates	FY18 Took	FY18 Pass	FY18_Pass Rates	FY19 to FY18 YR-to-YR Diff	FY17 Took	FY17 Pass	FY17_Pass Rates	FY18 to FY17 YR-to-YR Diff
National	136	82	60.3%	262	156	59.5%	▲ 0.8%	279	151	54.1%	▲ 5.4%
State	70	64	91.4%	138	118	85.5%	▲ 5.9%	174	124	71.3%	▲ 14.2%

Veterinary Technology threshold percentages: 50.0% - National, 75.0% - State. Campuses below the threshold are highlighted in red.

Overall, the program is meeting both the threshold for both exams; however, 3 out of the 7 campuses are displaying a decline in successful pass rates on the licensure exams.

Anticipated Impact on Student Learning and Achievement

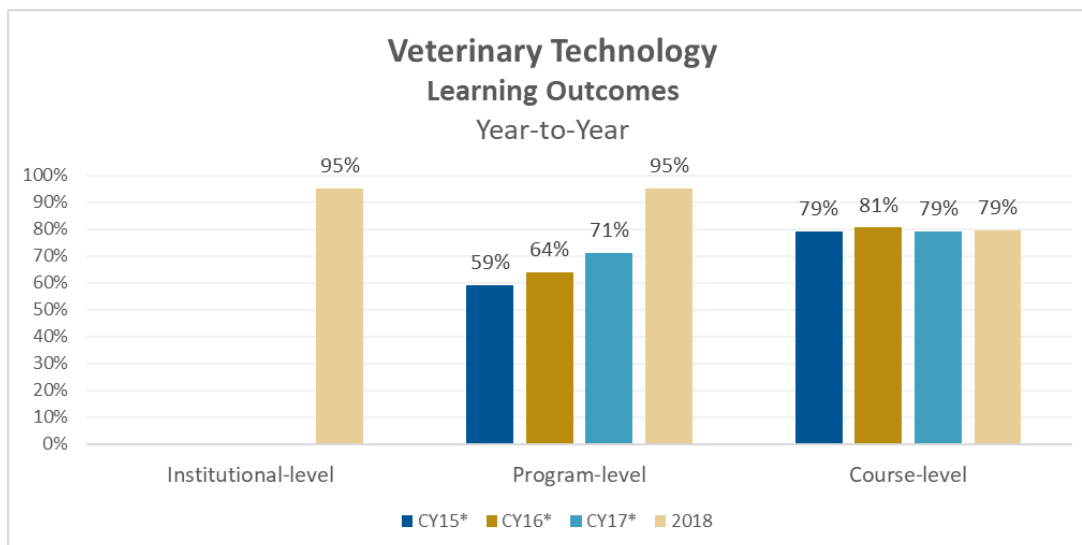
Creating an Assessment Committee will increase the communication and collaboration between departments and positions responsible for implementation of learning outcomes. The committee will meet quarterly with the purpose of identifying opportunities for improvement within the curriculum and areas where faculty can enhance the learning experience within the classroom. The Assessment Committee will consist of the Directors of Operations (DOOs), Deans of Accreditation, the Deans of Curriculum (DOC), Manager of Academic Assessment and the Assistant Deans of Academic Excellence (ADAEs). As a result of this collaboration, the DAOs will receive additional student achievement data which can be used to as coaching opportunities for underperforming faculty. The ADAEs will have the ability to target opportunities to provide additional academic coaching to students based on key areas identified during the data analysis. The Deans of Curriculum will collaborate with the program directors by using the student learning outcomes data to identify courses, programs or assessments that require revision or enhancement. Additionally, the quarterly committee meetings will increase the communication and awareness of changes regarding institutional, program, and course-level learning outcomes.

As the Assessment Committee prioritizes the VT program, the members will review the learning outcomes, faculty grade distribution, student course feedback, and certification performance reports to identify any correlations that could be linked to the decline in pass rates. The committee will have the ability to provide academic support to faculty and students in order to improve the licensure performance for VT. This data analysis will be used to drive the action plan mentioned below.

Outcome Measures

From Calendar Year (CY) 2015 – CY2017, the Veterinary program showed a gap in institutional outcomes evaluated. However, scoring of program learning outcomes steadily increased year-over-year. As for course learning outcomes, the program has maintained a 79% rate.

In CY2017, the program experienced a slight decline (1.2% drop) in evaluations and mastery of course learning outcomes.



*Learning outcome results were extracted from the old eLumen assessment system.

Transitioning from eLumen to Canvas has provided the College the ability to analyze learning outcome achievement by location. For example, in CY2018, the course learning outcome performance for the Pomona campus was 79% and 69% for Stockton, while the other California campuses VT program scored in the 80 percentile. After reviewing the learning outcomes, the College found that Pomona and Stockton’s low performance continued in mastering student learning outcomes. Reporting tools provided by Canvas, in conjunction with the reviewing process conducted by the proposed Assessment Committee, will result in the creation and implementation of a plan of action to increase the completion rate of the learning outcome evaluations by faculty.

The Assessment Committee will review and track the licensure performances for the VT program quarterly to monitor the outcome of future graduates. The committee will view learning outcomes and student grades quarterly to identify any assessments or assignments that would benefit from a revision. The Dean of Accreditation and Director of Operations will work with the Pomona and Stockton campus program directors to create an action plan that will address trouble areas identified by the committee.

Action Plan

The first step necessary to begin this process is to develop the Assessment Committee consisting of leaders throughout the college who will meet quarterly. While the first action plan will be for the VT program, the Assessment Committee will continue to identify other student learning outcomes (SLOs) in other programs that may need action planning. This project has a primary goal as its focus; however, based on the outcome of this main goal, secondary objectives have been created to continue to build on and expand the project. Details regarding the project’s primary goal and the stretch (secondary) goals are represented in the following tables:

Primary Goal	Responsible Parties	Resources Needed	Timeline for Completion	Plan of Action
Develop an Assessment Committee	Project Owners: Vice President, Accreditation and Professional Regulation; Manager, Academic Assessment Committee Members: <ul style="list-style-type: none"> • Deans of Accreditation • Directors of Operations • Deans of Curriculum • Deans of Nursing 	1. Student Competency report (Canvas) 2. Class roster report (Campus Nexus) 3. Missing learning outcome report	June/July, 2019	1. Receive approval to establish an assessment committee. 2. Identify the purpose of the committee and key areas to discuss. 3. Identify each member’s role and responsibilities. 4. Develop a process flow and management plan for the members’ assigned tasks. 5. Schedule quarterly outcome review meetings every three months.

				6. Create a storage to archive meeting minutes and outcome related documents.
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Once the committee members are selected and the items in the Plan of Action for the Primary Goal are completed, the College will begin implementing the following Stretch Goals.

Stretch Goals	Responsible Parties	Resources Needed	Timeline for Completion	Plan of Action
Create yearly learning outcome reports and presentations	Manager, Academic Assessment; Assessment Committee	1. Canvas Student Learning Outcome data; 2. Campus Nexus data	January 2019 (Completed)	Extract outcomes from Campus Nexus and analyze the data.
Redevelop (biennially) curriculum or faculty performance to improve outcome performances	1. Deans of Curriculum 2. Program Directors 3. Faculty Subject-Matter-Expert (SME)	1. Student Learning Outcome results	As needed	1. Review outcomes of underperforming programs. 2. Analyze if the low mastery outcome is due to the course-related or faculty-related gaps 3. Committee members will
Revise and maintain (annually) Student Learning Outcomes	1. Deans of Curriculum; 2. Manager, Academic Assessment	1. Current Student Learning Outcome manual	August 2 019	1. The Manager, Academic Assessment will download current Student Learning Outcome manual and review content with Committee. 2. The committee will determine and track Student Learning Outcome manual areas requiring updating. 3. The final draft of the manual will go to the Senior Leadership

				<p>Team for review and approval.</p> <p>4. The new, approved Student Learning Outcome manual will be uploaded to the college website.</p>
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Conclusion

The 2019 ISER provided the College an opportunity to reflect on its performance and identify areas of improvement. Through the creation of the Assessment Committee, the College will have a team whose primary focus is to monitor the academic performances of its student population. This committee will be able to examine the performances of courses, programs, and build an open platform to strategize improvement plans. By proactively addressing the performance issues of the VT program in the state of California, the College will be able to analyze where the challenges are with Pomona and Stockton. Carrington College believes that academic improvement includes effective leadership which focuses on continuous monitoring of curriculum, faculty performance, and student achievement. Empirical and statistical data will be the driving force for this project and will be used to monitor and manage the success of student learning. Because the committee members will represent all position levels involved in student learning, a plethora of experience and knowledge will be implemented in all phases of the project. Student learning outcomes and faculty performance surrounding student achievement will benefit from the quarterly meetings and analytical reports. Developing a committee with diverse experience surrounding student learning and achievement will produce a wealth of knowledge and strategies. This committee's goal is to continue assisting Carrington College in meeting its mission of being an outcome-based learning environment.