INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)

STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
P.O. BOX 8366
MADISON, WISCONSIN 53708-8366
(608) 266-1996

The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. *The EAP does not expect any school to divulge any sensitive, proprietary business information.* The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:
Carrington College

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

   To provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, including general studies and professional preparation in career-focused majors. This is achieved by: Offering associate degree and certificate programs in health care, wellness, legal, business, and technical disciplines; Providing a student-centered learning environment, which enables students to meet their educational and career goals and achieve positive learning outcomes; Using a skills 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 philosophy centers on outcome-based learning. The focus on retention, career services, and job performance, results in graduates who are highly qualified and motivated employees. The communities served benefit from this focus on outcome-based learning and the College's ability to adapt to its changing needs. In degree programs, a broad base of general education course offerings provide students with communication, critical thinking, mathematical, and computer skills; as well as perspectives from the sciences, humanities, and social sciences. The 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.

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Carrington's specialized curricula are tailored to the needs of our students. 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. The students come from all different backgrounds, each bringing unique experiences and setting individual goals for the future. This diversity enhances the learning environment by promoting a wide array of perspectives and insights, all contributing to the educational experience. Students, faculty, and staff are encouraged to achieve their highest potential. We strive for excellence and quality in everything we do and are committed to keeping curriculum, teaching methods, and equipment current to meet the needs of students, faculty, and the professional community. Carrington lets customers know we are in business through marketing/advertsising, online presence, community partners, community outreach, and word of mouth. The competitors are MTI, NCE, Kaplan, San Joaquin College and UNITEK. The one major distinguishing factor is our regional accredition

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

The President is responsible for overall operations and financial performance of Carrington College. The Provost/Vice President of Academic Affairs is responsible for the implementation and operations of all programs and reports to the President of the College. The Vice President of Accreditation and Professional Regulation is responsible for the implementation and maintenance of all accreditation, licensing and regulatory correspondence, and reports to the President of the College. Faculty members report to the manager of the online programs. Faculty and students maintain a significant role in the governance processes and have voting privileges on standing committees. Faculty has the primary responsibility for program review, planning, curriculum, implementation of student learning outcomes and strategies. Advisory Committees provide a means for widespread community contacts; in particular, the members assist the College in gathering facts regarding area needs pertaining to online education. Such committees are important in disseminating information concerning the educational program to the community, thus securing greater cooperation and support. Specific Advisory Committee functions include: 1. Identify professional needs and trends; 2. Assist in the development and evaluation of program goals; 3. Provide opportunity for community input and direction; 4. Advise in relation to program objectives, course content, and competencies needed; 5. Assist in the selection process of perspective students to the program; 6. Keep instructional and administrative staff informed of trends and developments in the profession; 7. Assist and advise on clinical training; and 8. Assist and advise on graduate placement activities.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Please see attached

D. SWOT ANALYSIS *(continued)*

Please see attached

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

Carrington College has conducted a comprehensive analysis of the academic and business model of the institution and made changes to the organizational structure that will further lend viability to long term stability and growth. The College is in the process of conducting a 360 degree analysis of the program offerings to include campus-based, online and hybrid modalities, as well as market feasibility. Additionally, the College is continuing with the program review process. The overall purpose of program review is to improve programs and services through intentional, evidence-based, cyclical, and systematic "360-degree" review of all aspects of each instructional program, including curriculum, human, physical, and technical resources, using a standard template. The process is faculty-driven and data-focused. Formal program review is conducted every two years for established programs. The College regularly evaluates results of its students' success and modifies or implements policies, procedures, and initiatives to improve those results. Additionally, the College engages in evidence-based research of industry best practices and establishes pilot projects or initiatives. Comprehensive program review is a part of the College's overall quality improvement process. The aim is to improve institutional effectiveness and student learning outcomes through a systematic examination of all areas affecting program delivery; including curriculum, texts, resources, student learning outcomes, student achievement, and overall program outcomes.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:

Print or Type Name and Title of Authorized School Official:	Date:
Melissa Robbins, Senior Director, Educational Authorization	August 6, 2018

SWOT ANALYSIS
Carrington College

Online courses do not always evolve sufficiently to meet students' needs. Recommendation: Develop a three- to five-year master plan for online course redevelopment, which will ensure ongoing assessment of courses to enable continuous quality improvement. Timeline: Master plan implementation in May 2012.

Update: The Master Plan for online courses was completed and implemented in 2012 and is the vessel for continuous quality improvement within the curriculum. The Plan allows for all courses to be reviewed, assessed and redeveloped, as needed, within the three to five year period. This process ensures the educational content, assessments and methods of delivery remain cutting-edge and within Industry standards.

Update: (2014) The Master Plan for online courses continues to be the corner-stone to allow all courses to be reviewed, assessed and redeveloped, as needed, within the two to five year period.

Update: Moving forward with the Master Plan, Carrington has implemented the following pilots:

- Project Pearl: Pearl provides eCollege shells to fully on-ground students in order to deliver a centralized and standardized syllabus. In addition, the course eCollege shell provides a secure gradebook where faculty can communicate private assessment grades and feedback directly to students. Students in turn also benefit from being able to communicate privately with faculty through the course shell 24 hours a day.

Update: April 2014: rolled out Dental Assisting, Criminal Justice, Vocational Nursing, Medical Billing and Coding, Heathcare Administration and Vocational Nursing.

Update: June 2014: rolled out Pharmacy Technology and Massage Therapy.

Update: January 2015: anticipate all other program rollouts following the College's Program Review process.

Update: June 2016: As a part of the Curriculum Standardization the institution is providing the eCollege shells to the remaining core programs such as Medical Assisting, Physical Therapy Technology and Veterinary Assisting.

Update: July 2017: The college has completed the standardization of the core Certificate of Achievement programs and is beginning the process of standardizing the Associate Degree programs. The standardized curriculum has been uploaded into the college's Learning Management System (LMS). The College is currently undergoing a technology upgrade by converting our LMS from eCollege to Canvas. The result of this upgrade will bring a new level of service to students that includes greater content, supporting resources, connectivity to classmates as well as the instructor and ancillary campus services.

Update: July 2018: The College has been successful in integrating and adapting over to the new Learning Management System, Canvas. This platform is much

more user friendly and allows for even better interaction between students and faculty. The faculty are able to upload course content, share video and audio learning files, create discussion threads and respond to student questions.

- (October 2014) Project Enhancement: The Blended modality is designed to move all theory courses to a pure online delivery while keeping lab courses on-ground, thus reducing the number of days a student is required to be on-campus by one half. This allows a student to save on commute and/or daycare expenses while also providing them 24-hour-a-day access to course work and communication with faculty.

   Update: June 2016: As a part of the Curriculum and Standardization project the institution has been successful in offering the blended modality in the following core programs Criminal Justice, Dental Assisting, Medical Assisting, Medical Billing and Coding, Pharmacy Technology, Physical Therapy Technology and Veterinary Assisting.

   Update: July 2017: In addition to that above the college offers the Health Studies online degree completion, Medical Administrative Assistant in the hybrid and fully online format, Medical Billing and Coding fully onlineand a new Phlebotomy Technician program in the hybrid modality,

   Update: July 2018: In addition to the above the College now also offers the Heatlh Information Technology Program online.

- (August 2014) Connectyard: Provides a private, secure social engagement platform that allows students to communicate at anytime and anywhere across a variety of social and mobile technologies, including Facebook, Twitter, LinkedIn, and SMS (text, picture and video messaging). The expected result of this pilot is to offer innovative technology to create stronger student connections with other students in their course as well as with the instructor.

- (July 2014) Social Course Home: Provides features students need to engage their peers and instructors – social profiles, avatars, chat, groups, remarks, activity feed, and fully-integrated Skype functionality for real-time discussion. Students will be able to communicate through social apps. The expected result of this pilot is to offer innovative technology to create stronger student connections with other students in their course as well as with the instructor.

Some online students lack understanding of how online courses work and many prospective and new students are unfamiliar with online learning platforms. Recommendation: Create an online demonstration to illustrate the learning platform for prospective online students. The online demonstration will be used in the admissions interview to explain features such as threaded discussions, course syllabi and the assignment drop box. In addition to the online demonstration, a course tour will be created for every online course to facilitate students' understanding of the online classroom. The course tour given in week one will provide an overview of the course, identifying specific assignments and critical requirements while also introducing higher- level aspects of the curriculum. Timeline: Implementation of online demonstration is scheduled for July 2012.

Update: In July 2012, the online tour was implemented within the admissions interview process and utilized to explain the expectations and features within the online setting. This unique feature has helped our online students to fully assimilate to the online environment and has also provided tools to aid in the student's success.

Beginning in August 2012, instructors of existing courses will use a template to construct tours of their courses. All new courses developed after this fall will include a course tour.

Update: To date, all new online courses developed after August 2012 have an online course tour. In addition, many courses developed before August 2012 have added a course tour for the benefit of the student. Online students desire additional authentic learning experiences as assessments do not always reflect what the student has learned. Recommendation: Increase the number of authentic learning experiences and assessments into courses throughout the online curriculum, from individual assignments, activities and discussion questions to capstone experiences.

Update: In an effort to increase authentic learning experiences in the online setting, all new courses being developed are reviewed against the standards set forth by the North American Council for Online Learners. Examples of course improvements based on these standards include: multiple learning paths, the use of information literacy and communication skills within each newly development course and the utilization of capstones to further enhance authentic learning.

Update: In July 2013, course tours were implemented by faculty into each online course. The tours provide students with both audio and visual eCollege navigating assistance.

Link student learning outcomes to assessments through eLumen. eLumen™ allows for efficient and easy collecting, storing, and real-time reporting of assessment information.

Update: As of December 2012 eLumen has been setup to include the online programs.

Update: (2014) The institution of eLumen in the online programs continues to be a value tool for continuous quality improvement.

Update: (2016) Student Learning Outcome data is collected with both on-ground and online programs in eLumen. The data retrieved is reviewed, analyzed and is used to drive continuous improvement within our programs as well as the institution.

Update: (2017) The College is currently undergoing a technology upgrade by converting our LMS from eCollege to Canvas. This upgrade will enable the college to track Student Learning Outcome data at both the macro and micro level to help identify any learning gaps and use the data analysis to foster continuous program improvement. This SLO data will roll up into the program review and ensure this maintains a data driven process. Timeline: The College is currently conducting a pilot using Knewton Adaptive Learning, which delivers online course materials in a way that responds to each student's individual performance and activity.

Update: (2018) The Adaptive Learning pilot was successful and is still being utilized within the online setting today. This technology allows for interactive learning based on the student's performance and activity; thereby, creating a learning environment tailored to each student's need.

Online faculty relied heavily on e-mail which is not centralized and not easily trackable, to handle course and student issues. Recommendation: Provide online faculty access to Carrington College's Right Now customer relationship management system to replace the faculty's reliance on email. RightNow's centralized database provides a mechanism for student issues to be tracked and addressed by more than one person.

Update: Right Now access has been provided to all faculty to allow College employees a secure, centralized mechanism for tracking student challenges, resolution and follow up.

Update: As of 2014, DeVry and Carrington discontinued the use of RightNow.

Update: Salesforce is used by faculty management and other critical college staff to create and track cases involving eCollege, the HUB, iConnect, Turnitin, VitalSource, and Campus Vu, and automatically route and escalate important issues. Faculty Management, Registrars, Student Success Center Managers, and Deans have the ability to track their submitted cases and receive updates. A pilot is being investigated for 2015 to provide faculty a secure, centralized, and trackable system to handle course and student issues.

Many online students do not have college-level math and writing skills when they begin their programs. Recommendation: Provide students access to SkillPort courses via the Carrington College student portal before they begin their degree programs. SkillPort offers foundational math and writing skills courses that can help prepare students to begin college coursework. While SkillPort will not be required, if a student exhibits poor math or writing skills the student will be strongly encouraged to take advantage of this added benefit. Timeline: Pilot currently underway; results expected to be published in August 2012.

Update: SkillPort is a resource available to all online students; however, with SkillPort being encouraged but not required, not all students are taking advantage of this resource to the fullest extent possible. The College is looking at new and innovative ways to encourage students to utilize SkillPort.

Update: (2012) Tutor.com has been added to each online course. Students are provided personalized, one-to-one assistance in math, social studies, science, English, and other academic areas. The tutoring is available 24 hours a day, 7 days a week. Carrington's usage has been very high, and students report they have benefited from the tutoring assistance.

At-risk online students are more likely to succeed if they receive intensive coaching and mentoring services. Recommendation: Establish a process to ensure that, on at least an annual basis, the students, and will use the findings to improve processes where appropriate. Today, coaching and mentoring services are delivered by the academic advising team; as the Carrington College student population grows and the advisor's role changes over time, the level of support should be monitored to ensure that students continue to receive personalized attention. This may include formalizing the coaching given by advisors or, in the future, adopting a third-party

coaching service such as Inside Track. Timeline: The College is reviewing opportunities to partner with Inside Track to provide additional services; implementation is expected in November 2012.

Update: The College is still supporting its online students through the academic advising team as the online population has not increased sufficiently to warrant partnership with a third-party.

Update: (2012) All of Carrington College's General Education courses were moved to online in late 2011. To help ensure that all students receive the support they need to be successful, the College implemented the Student Success Center, managed by Master's prepared Student Success Center Managers. This Center is a one-stop shop for all academic support on campus including tutoring, workshops, study space, the campus library and more. Student success rates have improved significantly with this implementation.

Update: 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. As a result, students are provided with a comprehensive learning experience that enables them to master course content.

Before beginning instruction, students taking online programs must complete the "Orientation to Online Learning" module, which covers items unique to the online instructional format, such as: accessing and navigating eCollege; requirements for interaction with peers and faculty; technical help; and contact numbers. Carrington faculty and staff work closely with students to ensure that the appropriate support is available to maximize student success. Instructors, program directors, Student Success Center Managers and the Regional Director of Operations or the National Dean are available to consult with students who are having difficulty with their studies. Students are urged to take advantage of this valuable extra assistance. In addition, referral to outside support agencies is provided to students who have personal or family problems.

INSTITUTIONAL SYSTEMS

Institutional
Planning

Fiscal Analysis &
Planning

Advertising /
Recruitment

Facilities Planning

Interview / Enrollment

**Mission
Values
Goals**

Program Evaluation
Graduates and Employers

Curriculum Development,
Delivery & Evaluation

Student Services

Staff & Instructor Selection

Professional
Development &
Evaluation