

CAMPUS EFFECTIVENESS PLAN

CENTRAL COLLEGE

Omaha, Nebraska

2014-2015



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The appendixes are not included in this sample CEP report.

INTRODUCTION

Mission and Objectives

The mission of Central College is to provide a quality, career-focused postsecondary education to prepare students of diverse backgrounds, interests, and abilities to achieve their professional and academic goals. To achieve this mission, we are dedicated to these objectives:

- Develop intellectual, analytical, and critical-thinking skills in our students.
- Provide students with personalized, in-depth, and career-focused skills to achieve success on the job by providing up-to-date equipment, appropriate learning materials and supplies, and dedicated and trained faculty with relevant work experience.
- Provide students and staff a caring environment that stresses accountability and high ethical standards.
- Assist graduates in securing full-time positions in their field of study.
- Serve the community by providing employers a pool of high-quality, competent, and productive employees who have both the technical training and personal skills to be successful on the job.

History of the College

Central College was founded in 1958 in Omaha, Nebraska, by Ms. Rachael Staub, a lifelong post-secondary educator. The college opened its doors in January 1958 and enrolled 58 students in diploma and associate's degree programs in Medical Assisting. Upon Ms. Staub's death in 1973, the college was purchased by Career College Centers, Inc., a Nebraska corporation that now operates 13 career colleges in five states. The campus was first accredited by ACICS in 1976 and has been continuously accredited since then.

Provide brief institutional history

The Campus Effectiveness Committee

The Campus Effectiveness Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom consists of the campus management team (campus director, director of education, director of financial aid, director of admissions, and director of career services) as well as representatives from the faculty and staff. The CECom meets following submission of the Campus Annual Report to review outcomes, complete the annual evaluation of the CEP, and prepare the initial version of the CEP for the next CAR period. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties. Subsequently, the CECom meets at least twice, usually following the end of the winter and spring terms to review periodic reports related to progress on achieving goals in key elements or operations that have been submitted. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. Minutes of the three CECom meetings held the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B.

Describe the committee that is responsible for the evaluation and monitoring of the plan.

It is also important to describe the evaluation process as it best serves the campus.

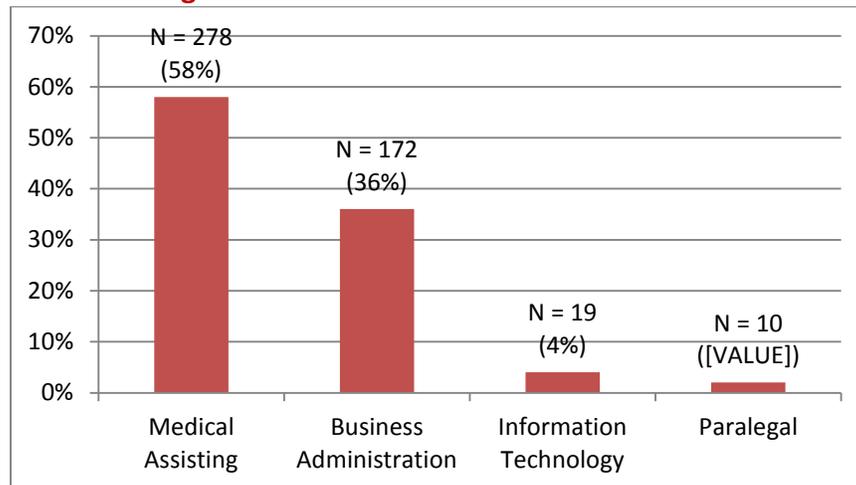
STUDENT DEMOGRAPHICS

Current student demographics for the campus are shown in Table 1, and program enrollments are shown in Figure 1.

Table 1. STUDENT DEMOGRAPHICS

	No.	No.	%
Status	Day	305	64
	Evening	174	36
		479	100
	Full-time	401	84
	Part-time	78	16
		479	100
Sex	Female	162	33
	Male	317	66
		479	100
Ethnicity	Caucasian or White, non-Hispanic	282	59
	African-American or Black, non-Hispanic	81	17
	Hispanic	67	14
	Asian or Pacific Islanders	10	2
	American Indian or Alaskan Native	5	1
	Undisclosed	34	7
		479	100
Age	<18	0	0
	18-21	139	29
	22-29	220	46
	30-39	96	20
	40>	24	5
		479	100

Figure 1. PROGRAM ENROLLMENTS



As shown, the majority of the current student population are full-time day students, and most are male. Three-fourths of the students are between the ages of 18 and 29. Medical Assisting students comprise nearly three-fifths of the campus population. Business Administration students comprise just over one-third of the enrollment. These proportions have been relatively consistent over the past three years.

PROGRAMS AND OBJECTIVES

Central College currently offers one diploma, three associate's degree, and one bachelor's degree programs. The credential level, name, and general objective for each of the programs are given below.

Diploma in Medical Assisting

The objective of the diploma program in Medical Assisting is to prepare graduates to work as allied healthcare professionals in both front- and back-office operations. Medical assistants are employed in physicians' offices, medical clinics, hospitals, laboratories, and other health agencies. Coursework includes hands-on training concluding with a 165-hour externship during which students will use acquired skills in a medical facility as a medical assistant performing administrative and patient contact tasks. More specific goals for this program are identified in the current catalog.

Associate of Science Degree in Medical Assisting

The objective of the associate's degree program in Medical Assisting is to build on the skills and knowledge developed in the diploma program. Coursework includes hands-on training in more additional areas of work performed by medical assistants in a variety of work settings. The program concludes with a 165-hour externship in a medical facility as a medical assistant performing administrative and patient contact tasks required for jobs in both front- and back-office operations. In addition, the general education courses in the program help students apply skills in critical thinking, communication, and problem solving in a medical office environment. More specific goals for this program are identified in the current catalog.

Associate of Science Degree in Information Technology

The objective of the associate's degree program in Information Technology is prepare graduates for entry-level positions or advancement in business IT infrastructure design and development. The IT graduate has the opportunity to seek entry-level positions such as a support specialist, help desk, or software trainer. The program includes general education, business, and technical courses in order to produce a well-rounded graduate capable of contributing and advancing successfully in a technology-enabled business environment. More specific goals of this program are identified in the current catalog.

Associate of Science Degree in Paralegal

The objective of the associate's degree program in Paralegal is to prepare graduates for performing general work in a law firm while working directly under the supervision of an attorney. Coursework is designed to train students in the many phases of paralegal responsibilities. Legal courses are supplemented with business, computer applications, and general education courses that ensure the student's versatility and productivity in the business environment. More specific goals for this program are identified in the current catalog.

Bachelor of Science Degree in Business Administration

The objective of the bachelor's degree in Business Administration is to prepare graduates for entry-level positions in management or help them advance in their current business field jobs. Coursework provides students with a solid business foundation in accounting, finance, management, business law, and marketing. In addition, the program helps students develop general management skills and provides them with a framework for critical thinking and ethical decision making. The career major courses also include course-

Campuses should identify each credential and include the general description from the catalog, with reference to specific goals being in the catalog.

work in communications, supervision, and management decision making. More specific goals for this program are identified in the current catalog.

... *[Similar narrative for each credential offered.]*

MEASURES OF CAMPUS EFFECTIVENESS

Central College collects data and monitors performance for the following seven elements or measures considered to be key components of the overall effectiveness of campus operations: retention, placement, graduation rates, student satisfaction, graduate satisfaction, employer satisfaction, and student learning outcomes. Measuring and assessing performance in these areas is key to continuously improving the overall educational operations of the campus and determining its effectiveness in achieving campus and program objectives and goals as well as meeting the college mission..

Retention

Central College is committed to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire college community—students, faculty, and administration.

Type of data used.

The campus measures retention using the ACICS Campus Accountability Report (CAR) formula: Retention Percentage Rate = (A – B) / A, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

Rationale for using the type of data.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2013 CAR submitted to ACICS. The baseline rate is the previous year’s performance of 75 percent. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average for all campuses for the previous year. Thus, the 2013 retention goal was at least 73 percent, and the retention goal for the 2014 CAR is at least 75 percent.

Method of collecting the data.

Baseline rate

Goals

Retention Results

Overall retention results are shown in Table 2.

Summary of data collected.

Table 2. OVERALL RETENTION RATES

	2011	2012	2013
Campus	71%	73%	75%
ACICS	72%	73%	NA

Analysis of data collected.

Overall, the campus achieved its goal of improving retention by 2 percent from the previous year. The average retention rate for all ACICS campuses for 2013 was not available on June 15 when this plan was last revised.

Programmatic retention for the most recent reporting year is shown in Table 3. The goal is for no program to underperform the overall retention goal by more than 5 percent. Programs that underperform the overall goal will be analyzed further.

Table 3. PROGRAMMATIC RETENTION RATES

Summary of data collected.

Identifies the number of students in each program—as an aid in interpreting the data.

Credential	No.	2013 Retention %	% Difference From Overall Goal (75%)
Business Administration—Associate’s Degree	56	89	+14
Business Administration—Bachelor’s Degree	116	85	+10
Medical Assisting—Diploma	145	80	+5
Medical Assisting—Associate’s Degree	133	78	+3
Information Technology—Associate’s Degree	19	73	-2
Paralegal—Associate’s Degree	10	65	-10
Total	479	80	--

Analysis of data collected.

The results show the following:

1. Four of the six programs (comprising 94 percent of the student population) achieved retention rates of 70 percent, not lower than -5 percent of the overall goal of 75 percent. In fact, two programs (the bachelor’s and associate degrees in Business Administration) achieved retention rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of the programs is merited.
2. The associate’s degree program in Information Technology achieved a retention rate of 73 percent, -2 percent below the 75 percent goal but above the goal of not more than -5 percent below the overall goal.
3. The associate’s degree program in Paralegal achieved a retention rate of 65 percent, -10 percent below the overall goal and below the goal of not more than -5 percent below the overall goal of 75 percent. As shown in the table, the enrollment in the Paralegal program comprises just 2 percent of the total enrollment.
4. The 65 percent retention for the Paralegal program is below the ACICS student achievement standard of 70 percent retention for programs of more than one year in length. Therefore, a Retention Improvement Plan for increasing the retention rate of this program has been developed and is included as Appendix C.

Retention Action Plans

Description of how the data are being used to improve educational processes.

Based on these findings, the following new initiatives will be undertaken beginning fall 2014:

1. All sections of introductory courses in the Information Technology and Paralegal will be taught by an experienced, full-time instructors with industry experience. It is expected that the teaching and industry experiences these instructors bring to the classes will enhance student involvement and retention.
2. All paralegal classes will be required to schedule at least two guest speakers or field trips directly relevant to the paralegal profession. Again, the goal is to enhance student involvement and retention.

... *[Similar narrative for other plans for improving retention.]*

As stated previously, a Retention Improvement Plan for the Paralegal associate’s degree program is included in Appendix C. It presents and analyzes the data collected and identifies new strategies to be implemented, the individual responsible, and the expected outcomes.

[Put the following as a blue side note: Programs not meeting the ACICS threshold level for retention or placement are required to include an Improvement Plan in the CEP.]

Interim retention results for all programs will be an agenda item at the December CECOM meeting. In addition to these short-term plans specific to the retention data analyzed, the campus has developed an overall Three-Year Strategic Retention Plan, shown in Appendix D, which is designed to enable the campus to meet its retention goals. This plan will be reviewed at least annually and at all CECOM meetings, with revisions made as needed.

Placement

The mission of Central College is to prepare students of diverse backgrounds, interests, and abilities for direct entry into the job market or to enhance their chances of advancement. Because most of our programs are terminal in nature and designed to lead to employment rather than continuing education, successful placement lies at the heart of our mission.

- Type of data used.
- Rationale for using that type of data.
- Method of collecting the data.
- Baseline rate.
- Goals

The campus measures placement using the ACICS CAR formula:
 Placement Percentage Rate = $(PF + PR / (G - U))$, where PF = Placed in Field, PR = Placed in Related Field, G = Graduates and Completers, and U = Unavailable for Placement.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2013 CAR submitted to ACICS. The baseline rate is the previous year's performance of 83 percent. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average for all campuses. Thus, the 2013 placement goal was at least 79 percent, and the placement goal for the 2014 CAR period is at least 83 percent.

Placement Results

Overall placement results are shown in Table 4.

Table 4. OVERALL PLACEMENT RATES

Summary of data collected.

	2011	2012	2013
Campus	71%	79%	83%
ACICS	70%	66%	NA

Analysis of data collected.

Overall, the campus achieved its 2013 placement goal by improving placement by 4 percent from the previous year. The average placement rate for all ACICS campuses for 2013 was not available on June 15 when this plan was last revised.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMMATIC PLACEMENT RATES

Summary of data collected.

Credential	No. of Graduates	2013 Placement %	% Difference From Overall Goal (79%)
Information Technology—Associate's Degree	3	100	+21
Medical Assisting—Associate's Degree	61	94	+15
Medical Assisting—Diploma	102	85	+6
Business Administration—Bachelor's Degree	19	84	+5

Data arranged from high to low—as an aid in interpreting the data.

CAMPUS EFFECTIVENESS PLAN	9	2014-2015	
Business Administration—Associate’s Degree	43	77	-2
Paralegal—Associate’s Degree	4	50	-29
Total	232	83	--

Analysis of data collected.

The results show the following:

Extenuating circumstances for not reaching a goal.

1. Four of the six programs (comprising 86 percent of the student population) achieved placement rates not lower than -5 percent of the overall goal of 79 percent. In fact, two programs (the associate’s degree in Information Technology and the associate’s degree in Medical Assisting) achieved retention rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of these four programs is merited.
2. The associate’s degree program in Business Administration achieved a placement rate of 77 percent, 2 percent below the goal of 79 percent but above the goal of not more than -5 percent below the overall goal.
3. Although the Paralegal diploma placement rate of 50 percent was -29 percent below the campus goal, the small number of graduates is considered a mitigating circumstance. Since two of the four graduates were placed, if just one more graduate had been placed, the program’s placement rate would have been 75 percent—which is within the -5 percent of the overall placement goal.
4. The 50 percent placement for the Paralegal program is below the ACICS student achievement standard of 70 percent placement for all programs. However, as noted above, the small number of graduates is considered a mitigating circumstance. Therefore, a program improvement plan for increasing the placement rate of this program is not required.

Placement Action Plans

Based on these findings, the following new initiatives will be undertaken beginning fall 2014:

Description of how the data are being used to improve educational processes.

1. The Business department chair and the career services director have been charged with developing an action plan to improve placement in Business associate-degree program, with a report due for the December CECOM meeting.
 2. The career services director has been charged with attending each monthly meeting of the Omaha Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.
- ... *[Similar narrative for other plans for improving placement.]*

Programs not meeting the ACICS threshold level for retention or placement are required to include an Improvement Plan in the CEP.

Final 2014 CAR placement results for all programs will be an agenda item at the December CECOM meeting. In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Three-Year Strategic Placement Plan, shown in Appendix E, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.

Graduation Rates

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates and goal.

Although it is not currently required by ACICS, Central College tracks the percentage of students who complete their program of study in the amount of time identified in the catalog. The data is extracted from CampusVue. The baseline rates are the on-time graduation rates achieved by the campus and each program for the previous year. The goal is to have at least 65 percent of the graduates of each program finishing on time. The college experienced the rates of on-time graduation for the 2014 CAR period shown in Table 6.

Table 6. ON-TIME GRADUATION RATES
During the 2014 CAR Period

Credential	No. of Graduates	Program Length in Months	On-Time Graduation %
Medical Assisting—Associate’s Degree	61	24	78
Medical Assisting—Diploma	102	15	70
Business Administration—Bachelor’s Degree	19	48	83
Business Administration—Associate’s Degree	43	24	59
Information Technology—Bachelor’s Degree	3	48	76
Paralegal—Associate’s Degree	4	24	NA
Total	232	--	69

Summary of data collected.

Analysis of data collected.

Overall, the college achieved its baseline goal, with 69 percent of our graduates completing their program on time. However, as shown, the on-time completion rate for Business Administration associate-degree students was only 65 percent.

On-Time Graduation Action Plan

To address the low on-time completion rate for students in the Business Administration associate-degree program, all sections of the Introduction to Business and Introduction to Computers courses will be taught by experienced full-time business and information technology instructors with substantial industry experience during the next year. It is expected that the strong teaching and industry experience background these instructors bring to the classes will positively affect student achievement in these beginning and foundation courses for students enrolled in this program. After successfully completing foundation courses, the students are more likely to persist to graduation.

Additionally, the business program chair has been charged with instituting five additional scheduled tutoring hours each week, and any student in any business course whose current class average is 73 percent or lower will be encouraged personally and by campus e-mail to seek help from these faculty tutors.

Update: The business program chair has set up the following additional tutoring hours, with an experienced accounting instructor available for assistance:

- Monday: 2:30-4:00 p.m. Room 103
- Tuesday: 8:00-10:00 a.m. Room 213
- Wednesday: 4:30-6:00 p.m. Library

These hours were announced in each Business Administration class and were also communicated to all campus students, inasmuch as students in other majors also enroll in business courses. In addition, the tutoring hours are included in each business course syllabus.

Student Satisfaction

Current student satisfaction is assessed once a year at the end of spring term. The survey form measures student satisfaction with all aspects of the administration and educational activities, as well as miscellaneous factors, since these aspects are considered crucial to the campus being able to achieve its mission. (See Appendix F) The form is completed online using Survey Monkey

Type of data used, rationale for using that type of data, and method of collecting the data.

during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

[NOTE: Current student satisfaction is not currently a required element to be measured and included in the CEP. However, campuses are encouraged to include additional information and data that are relevant to improving overall campus effectiveness.]

Baseline rate and goal.

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 (“Somewhat Satisfied”). Any area achieving a score of less than 4 requires further analysis and corrective steps by the appropriate department, if deemed necessary. The miscellaneous factors are analyzed separately.

The results for the two most recent surveys are shown in Table 6.

Table 7. CURRENT STUDENT SATISFACTION

Surveys completed June 2013 and 2014

	2013 (N = 402)	2014 (N = 431)
Administration		
Admissions	4.3	4.2
Financial Aid	4.0	4.1
Academic Affairs	4.6	4.5
Career Services	3.8	3.9
Administration Average	4.2	4.2
Instruction		
Program Curriculum	4.5	4.7
Instructors	4.8	4.7
Labs and Equipment	3.7	4.2
Library	4.3	4.3
Instruction Average	4.3	4.5
Overall Average	4.3	4.3

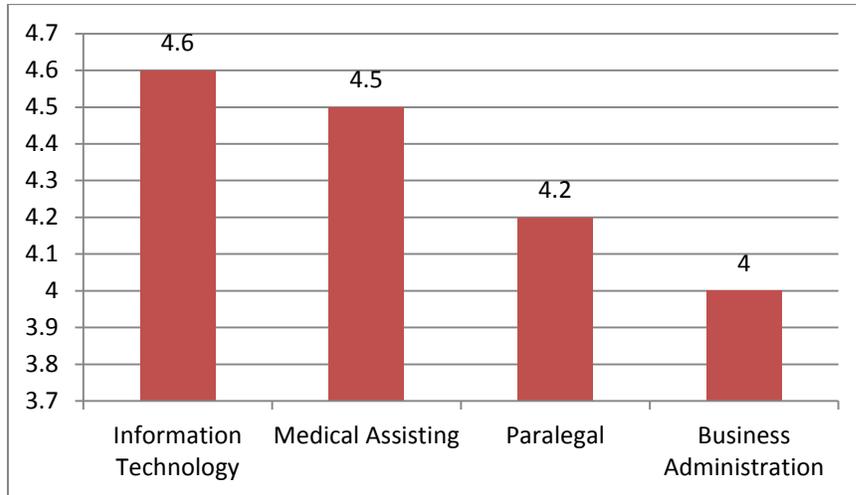
Summary of data collected. All summary tables reporting results of surveys or other data collection must identify when data was collected and number (N) of respondents

Analysis of data collected.

Results from the 2014 survey show that, overall, student satisfaction remained unchanged from the previous year, with an average rating of 4.3 for both years. The only area below the 4.0 threshold was the 3.8 rating for career services. This is most likely due to the low interaction of most current students with the department. Students don’t take their required Career Success course, taught by the career services director, until their last quarter of attendance. Thus, no further action is warranted.

Programmatic satisfaction rates for current students from June 2014 are shown in Figure 2.

Figure 2. PROGRAMMATIC STUDENT SATISFACTION



Summary of data collected.

Analysis of data collected.

The results show all programs receiving a rating of at least 4.0, so no further action is warranted regarding programmatic student satisfaction.

Graduate Satisfaction

Campuses are required to measure graduate satisfaction *after* placement.

ACICS requires measurement of graduate satisfaction *after placement*. To meet this requirement and collect data and information to be used to continuously improve overall campus and programmatic operations, the campus e-mails students a graduate satisfaction survey form 30-60 days following graduation. The form measures graduate satisfaction with all aspects of the administration and educational activities, specific preparation for employment, as well as miscellaneous factors since these aspects are considered crucial to the campus being able to achieve its mission. A free-response question, "What suggestions do you have for the college to better prepare graduates from your program for employment?" is included as the last item of the survey. (See Appendix G)

Type of data collected and rationale using that type of data.

Method of collecting the data

The survey form is completed online, using Survey Monkey at various times during the CAR period. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the survey form as a means of improving campus operations for future students. If necessary, a second follow-up phone call is made two weeks later.

Baseline rates and goals

The baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area with a score of less than 4 requires analysis and corrective steps by the appropriate department, if deemed necessary. Responses to the general question are analyzed separately.

From July 1, 2013, through May 1, 2014, 193 graduates were placed, and 118 graduates completed the graduate satisfaction survey, for a response rate of 61 percent. Overall graduate-satisfaction results for this period and for the complete 2013 CAR period are shown in Table 7.

Summary of data collected.

Table 8. OVERALL GRADUATE SATISFACTION
July 1, 2013 – May 1, 2014

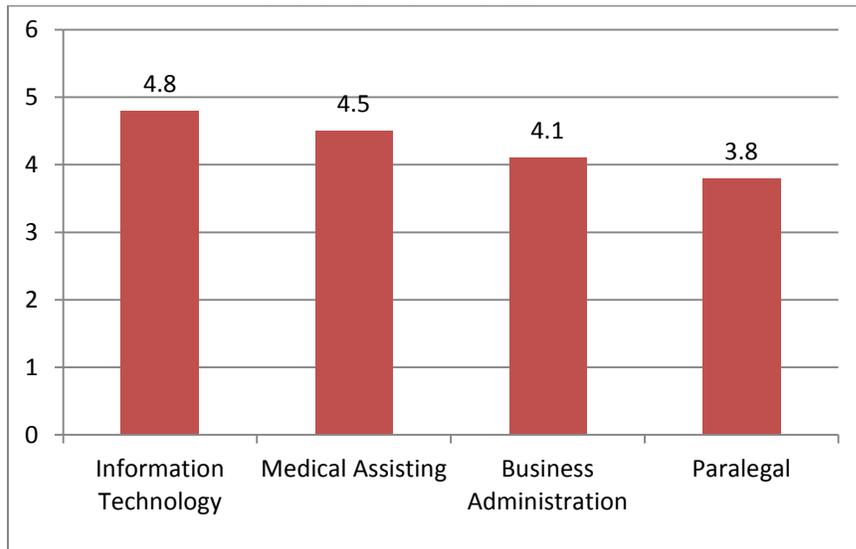
	2013	2014
Administration		
Admissions	4.6	4.7
Financial Aid	3.5	3.7
Academic Affairs	4.6	4.5
Career Services	4.1	4.0
Administration Average	4.4	4.2
Instruction		
Program Curriculum	4.6	4.8
Instructors	4.8	4.8
Labs and Equipment	3.5	4.6
Library	4.2	4.1
Instruction Average	4.3	4.6
Employment Preparation		
Knowledge and Skills	4.6	4.7
Equipment and Software	3.7	4.3
Employment Average	4.3	4.5
Overall Average	4.4	4.4

Analysis of data collected.

Overall, graduate satisfaction remained unchanged from the previous year, with an average rating of 4.4 for both years. The lowered rating for the financial aid department (3.7) likely resulted from the fact that in December 2013, the financial aid director was terminated for ineffective performance, based on the low rating for financial aid operations from the 2013 survey and other factors. The higher rating for labs and equipment likely stemmed from the purchase of all new computers for the labs and library in August 2013 and from beginning of use of a new medical lab in September 2013. The higher ratings for the overall employment preparation area as well as both of those items is particularly pleasing, given special steps were taken to improve the results in these areas. A summary of responses to the open end question is in Appendix H.

Programmatic graduate satisfaction rates are shown in Figure 3.

Figure 3. PROGRAMMATIC GRADUATE SATISFACTION
For the 2014 CAR Period



Summary of data collected.

Analysis of data collected.

The results show the only program receiving a rating below 4.0 was the Paralegal program, which had only three graduates. One of the three graduates rated the quality of instruction as a 2. Further investigation revealed she had a major disagreement with one instructor's grading during her final quarter. Upon review, it was found that the instructor consistently receives positive reviews from both student satisfaction surveys and faculty observation reports. Given this finding, no further action is warranted regarding programmatic graduate satisfaction rates.

Graduate Satisfaction Action Plan

Description of data are being used to improve educational processes.

As noted above, the campus financial aid director was terminated in December 2013 based on findings from previous surveys. The assistant financial aid director was moved to that position until a new director was hired in April 2014. Mr. Harold Fleming accepted the position of financial aid director and began working in May 2014. Mr. Fleming has more than two years of experience as a financial aid director at another ACICS-accredited institution and is a member of the Nebraska Association of Student Financial Aid Administrators (NASFAA).

Employer Satisfaction

One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. We therefore survey employers 30-60 days after a graduate placement to determine whether our graduates are meeting employer expectations. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

Type of data used.
Rationale for using each type of data.
Method of collecting the data.

We use a simple six-question survey form to encourage employer participation. The areas measured incorporate the most important skills needed for employment. The form is completed online, using Survey Monkey. If a response has not been received in two weeks, a follow-up phone call is made to the employers, urging them to complete the questionnaire as a means of improving the employment preparation of future graduates they may hire. If necessary, a second follow-up phone call is made two weeks later.

Baseline rates and goals

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires further analysis and corrective steps by the appropriate department, if deemed appropriate. A free-response question, "What recommendations do you have to improve the quality of our graduates for employment at your firm?" is included as the last survey item. (See Appendix J)

Identifies the number of questionnaires sent and the number received—as an aid in interpreting the data.

A total 193 employer surveys were sent via e-mail requesting participation from July 1, 2013 through May 31, 2014. Completed questionnaires were received from 65 employers, for a response rate of 34 percent. Overall employer-satisfaction results are shown in Table 8.

Table 9. OVERALL EMPLOYER SATISFACTION
July 1, 2013 – May 31, 2014

Summary of data collected.

	Rating
This employee possessed the entry-level technical skills needed by our firm.	4.6
This employee possessed the entry-level human relations skills needed by our firm.	4.5
This employee possessed the writing, speaking, and math skills needed by our firm.	4.2
This employee's program of study at Central College was up-to-date and current with the needs of the local labor market.	4.8
Overall, I am satisfied with the education that this employee received at Central College.	4.7
I would gladly hire additional Central College graduates of this program.	4.7
Average	4.6

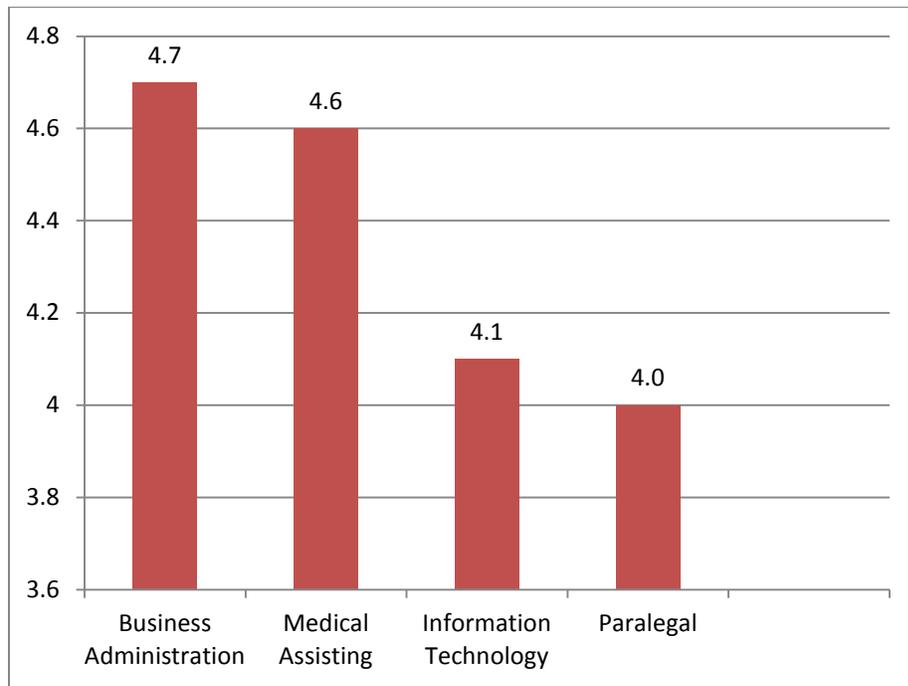
Analysis of data collected.

All measures of employer satisfaction exceeded the threshold rating. Employers were especially satisfied with the employees' program of study and the education received and would gladly hire additional graduates. A summary of responses to the open end question is in Appendix K.

Programmatic employer satisfaction rates are shown in Figure 4.

Figure 4. PROGRAMMATIC EMPLOYER SATISFACTION RATES

Summary of data collected.



Analysis of data collected.

The results show all program areas hit or exceeded the threshold rating. Employers were especially satisfied with our Business Administration graduates. The 4.6 satisfaction rating for Medical Assisting graduates may not be a valid measure since only 20 percent of the employers of these graduates completed a survey.

Employer Satisfaction Action Plan

Discussion of new process to increase validity of data received.

The campus has been experiencing increasing difficulty in getting employers to respond to the employer satisfaction survey. Many organizations, especially the larger corporations and hospitals, have adopted policies that restrict the type of information they are willing to divulge. Yet, valid data from a representative sample of employers is needed for effective program development and also for continuing accreditation.

Recognizing the preceding situation, the campus administration adopted the following process for gathering employer satisfaction data, beginning with the June graduation class.

1. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the career services director will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so. The suggested content of the employee's e-mail is provided in Appendix L. It stresses the college's desire for continuous improvement based on employer feedback and the accreditation requirement to secure this data.
2. If the questionnaire has not been completed in two weeks, the career services director will personally call the employer, remind her or him of the employee's written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations to make.
3. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the organization's name will be communicated during the interview. The script for this interview ensures the confidentiality of the data. (See Appendix M)

The career services director will report on the success of this new process at the December meeting of the Campus Effectiveness Committee, and revisions will be made if necessary.

Student Learning Outcomes

Central College is well aware that an important criterion, perhaps the most important criterion, of the college's success in fulfilling its mission is documenting academic accomplishment—the competencies students gain through their college experience that equip them to be successful on the job. Collecting, analyzing, and using such evidence is a major part of the process of continuous improvement for the campus.

To document student learning outcomes, Central College assesses general education achievement, cumulative GPAs for all students, and an additional measure of learning outcomes specific to each program.

General Education Achievement

Type of data used.

Rationale for using each type.

Our required general education courses provide our students with a foundation for effective participation in work, life, and future learning. Central College uses the Collegiate Assessment of Academic Proficiency (CAAP) to measure achievement in general education. According to the ACT Web site, CAAP "is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes." According to ACT, CAAP can be specifically used to "satisfy accreditation and accountability reporting requirements."

Method of collecting the data.

Baseline rates and goals.

Every student enrolled in an associate’s or bachelor’s degree program is required to take four of the CAAP tests (Writing Skills, Reading, Mathematics, and Critical Thinking) prior to graduation. Each of the four tests requires 40 minutes, and the college pays for the testing. Associate-degree students take the test after completing the required hours of general education courses. Bachelor’s-degree students take the tests only once. Thus, only bachelor’s students who did not receive their associate degree from Central College are required to take the tests.

Baseline rates and goals.

The 2014 results reported in Table 9 are based on performance in general education of the 93 associate-degree graduates reported on the 2014 CAR. The baseline rate for each area is the national mean score, and the goal is to achieve a score no lower than one standard deviation below the national two-year sophomore score. Further analysis of any score not meeting the goal will be completed, and further action will be identified for areas when deemed necessary.

Table 10. CAAP PERFORMANCE
For 2014 CAR Period (N=93)

Summary of data collected.

Test	Central Mean	National Mean	National SD
Writing Skills	59.6	62.3	4.7
Reading	60.2	60.4	5.5
Mathematics	54.1	56.1	3.6
Critical Thinking	57.4	60.7	5.3

Analysis of data collected.

Central College students performed within one standard deviation of the national average of two-year sophomore students on all four tests. They performed slightly below the national averages on each test, which may be due to the fact that the major objective of the college’s programs is on preparation for employment rather than general education. No further action is required in terms of general education achievement.

GPA Results

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates.

As one method of documenting student learning outcomes, the campus analyzes overall GPAs at the end of each term and for each academic year. GPA achievement provides a uniform and comparable measure of student achievement across programs and across time. GPA is calculated on the traditional 4.0 scale and is collected from CampusVue. The baseline rate and the goal to be achieved is the related GPA mean from the previous year. Any difference in GPA of 0.2 or more is investigated further.

The overall GPA by programs for the two most recent academic years is shown in Table 10.

Table 11. GPA ATTAINMENT

Summary of data collected.

Credential	No.	2013 GPA	No.	2012 GPA	Difference
Business Administration—Associate’s Degree	56	3.62	59	3.27	+.35
Medical Assisting—Diploma	145	2.32	153	2.30	+.02
Business Administration—Bachelor’s Degree	116	3.23	95	3.21	+.02
Medical Assisting—Associate’s Degree	138	2.94	135	2.97	-.03
Paralegal—Diploma	10	3.74	8	3.78	-.04
Information Technology—Associate’s Degree	19	3.76	18	3.97	-.21
Total	479	2.96	468	2.92	+.04

Analysis of data collected.

Overall, GPAs did not change significantly, with only a +.04-point difference between the two years. For most majors, the results show only trivial differences in GPA achievement from the previous year, so no specific changes are warranted for these programs.

The results from three programs, however, warrant further investigation:

1. Business Administration majors in the associate’s degree program increased their GPA by .35 points.
2. Students majoring in Information Technology decreased their GPA by .21 points.
3. There was a 1.46-point difference in the 2013 GPA of the students in the two diploma programs--Medical Assisting and Paralegal.

To explore these findings further and propose specific actions for improvement, ad hoc committee assignments have been made as shown in Table 11.

Table 12. GPA ACTION PLAN

Description of how the data are being used to improve educational processes.

Charge	Person Responsible	Reporting Date
Determine why Business Administration majors in the associate degree program increased their GPA mean by .35 points. Perhaps identify best practices that can then be used in other programs.	Business department chair	December CECOM meeting
Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.	CIS department chair	December CECOM meeting
Determine why there was a 1.46-point difference in the 2012 GPAs of Medical Assisting diploma students and Paralegal diploma students.	Academic dean	December CECOM meeting

Additional Measures of Student Learning Outcomes Specific to Programs

Additional measures of student learning outcomes, specific to each program of study, have been developed and monitored as discussed below. The college continues to review and research other possible student learning outcomes that may be appropriate for current programs.

Business Administration Programs: Capstone Courses

As noted in previous sections, the campus offers both an associate’s and a bachelor’s degree program in Business Administration. A capstone course designed to integrate and require students to apply knowledge and skills developed and acquired in major program courses was developed and implemented for each of the programs during the 2013 academic year. The capstone courses are offered to be completed by students during their last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor’s degree program: BUSAD 4800 Strategic Management
- Associate’s degree program: BUSAD 2800 Management and Supervision

The campus uses the final grade from the capstone course for each of the Business programs as an indicator of the overall level of skills, knowledge, and understanding attained by students who have completed the program. An ad hoc committee of three Business faculty members, two full-time and one part-time, worked together initially to develop proposed content and objectives for the capstone courses. The draft of their work was provided to other faculty mem-

Type of data used.

bers as well as members of the program advisory committee for review and comment to verify validity of the proposed course content and objectives.

Rationale for using each type.

Development and use of a capstone course as a major measure of student learning for the Business programs has been implemented (a) because all students must complete the course during their final term of instruction, and (b) the capstone courses have been structured and offered to incorporate skills, knowledge, and understanding acquired in all previous business courses completed for the programs.

Method of collecting the data.

The mean course grades achieved for students completing BUSAD 2800 Management and Supervision and BUSAD 4800 Strategic Management are reviewed and analyzed by the Business program chair and faculty at the end of each term.

Baseline rates and goals.

The baseline rate and goal for the capstone course grades is to be at 3.50 or higher. This was established as the baseline and goal when the course was initially implemented on a pilot basis in summer 2013. The Business program chair and faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 12.

Table 13. BUSINESS ADMINISTRATION CAPSTONE COURSE GRADES
Average (Mean) Grade

Summary of data collected.

Course	Fall 2013	Winter 2014	Summer 2014
BUSAD 2800	3.52 (N = 8)	3.49 (N = 12)	3.81 (N = 4)
BUSAD 4800	3.76 (N = 18)	3.82 (N = 13)	3.92 (N = 8)

Analysis of data collected.

As reported in the table, there has been relatively limited change in the capstone course grades over the past three terms. It is interesting but not surprising to note that the highest average grades for both courses were achieved during the summer term. As indicated and confirmed by instructors, this is most likely a result of the relatively small class size during those terms. Further, the goal of achieving at least a 3.50 average grade for the courses has been achieved for each of the three terms, except for the BSAD 2800 course in Winter 2014. The Business program chair met with the instructor for the winter BUSAD 2800 course after seeing the average grade reported as 3.49. One of the 12 students originally enrolled stopped coming to the class without withdrawing, resulting in a grade of F being given to her. Without this situation, the average grade would have been well above 3.50. Therefore, no additional review or corrective action was deemed to be necessary.

Business Administration Action Plan

As noted, the capstone courses have been offered for only four terms, the average grades have been relatively stable for both courses during that time, and the goal of achieving a 3.50 grade has been achieved for each offering with only one exception. Given the preceding, the Business program chair and campus administration agree that there is no need for major change in this area at present; i.e., June 2014.

Medical Assisting Programs: CMA Certification

Because the associate-degree and diploma programs in Medical Assisting (MA) at Central College are accredited by the Commission on Accreditation of Allied Health Education Programs

(CAAHEP), graduates of the college’s Medical Assisting programs are eligible to sit for the Certified Medical Assistant (CMA) exam. The college offers a CMA exam review course for interested students and pays the \$125 application fee for students who sit for the exam.

Type of data used. The campus uses CMA certification exam results to document student learning outcomes for the MA programs. Use of CMA exam results is appropriate because it is recognized that the CMA exam is a valid and reliable measure of competence in the medical assisting field. The computerized exam comprises 200 multiple-choice questions and is administered monthly at a Prometric Test Center. Students are allowed 160 minutes to complete the four-part exam. Unofficial pass/fail results are available immediately, with official results mailed later. The passing score is 70 percent or higher. The campus (and potential employers) can access the American Association of Medical Assistants Web site to verify CMA certification of graduates (<http://www.aama-ntl.org/employers/verify.aspx>).

Baseline rates and goals. The campus analyzes data from the most recent two years of CMA exam result. The baseline rates are the percentage taking the exam and percentage passing the exam for the previous year. The goals are to have (a) at least 75 percent of the MA graduates take the exam within three months of graduation, and (b) at least 75 percent of those taking the exam pass it on their first attempt. The most recent results are presented in Table 14.

Table 14. CMA EXAM RESULTS – 2012 & 2013

Summary of data collected.

Factor	2013	2012
Number of MA grads	82	86
Number taking the exam	74	68
Percentage taking the exam	90%	79%
Number passing the exam	69	61
Percentage passing the exam	93%	90%

Analysis of data collected.

As reported in the table, both goals were met. In 2013, 90 percent of the Medical Assisting graduates took the CMA exam; and of those, 93 percent passed the exam. The only significant difference between the 2012 and 2013 data is that 11 percent more of the graduates took the exam this year than last year. Thus, the Medical Assisting programs are meeting their goals and no further action is required.

Information Technology: Certifications

For each additional student learning outcome, include similar discussion of:

1. *The type of data used to document student learning outcomes for the program grads*
2. *The rationale for using this type of data*
3. *The method of collecting the data*
4. *Baseline data and goals*
5. *A summary and analysis of data collected*
6. *A discussion of how the data are being used to improve the educational processes*

NOTE: Campuses are encouraged to identify and use other appropriate student learning outcomes, for example student portfolios, pre- & post-tests, etc. See the *Accreditation Criteria*—Section 3-1-111 and the *Glossary of Definitions*—for other examples.

DISTANCE EDUCATION

Includes the rationale, resources, course/program objectives, content, and student assessment.

Central College offers all of its general education courses online to provide students with an alternative, convenient mode to complete these requirements. General education courses may be completed completely on-ground at the campus, completely online on the Internet, or partially on-ground and partially online (hybrid courses), at the discretion of the college. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery. In January 2011, Central also began offering the entire associate's degree in Business Administration online. As the college gains more experience with offering entire curriculums online, it is expected to expand the online offerings.

In addition to having access to all campus administrative resources (including the library's full-text online databases), online students have 24-hour Help Desk assistance to resolve any connection or technological issues. The college uses the ANGEL Web-learning management system that enables educators to manage course materials and to communicate with students. With ANGEL, students can take surveys, quizzes, and tests; send and receive course mail; post messages to threaded discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to ANGEL, discusses effective strategies for success online, and describes the hardware and software students are required to have available at home.

IMPLEMENTING, MONITORING, AND EVALUATING THE CEP

As described on page 2, the Campus Effectiveness Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom meets following submission of the Campus Annual Report to review outcomes, complete the annual evaluation of the CEP, and prepare the initial version of the CEP for the next CAR period. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties. Subsequently, the CECom meets at least twice, usually following the end of the winter and spring terms to review periodic reports related to progress on achieving goals in key elements or operations that have been submitted. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. Minutes of the three CECom meetings held the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B. CECom meeting minutes document that specific activities listed in the plan are being carried out and that periodic progress reports for the elements being measured and evaluated are being completed, submitted to the CECom, and reviewed and analyzed by CECom members. As noted in the minutes, plans and goals are adjusted when necessary.

SUMMARY AND CONCLUSIONS

In addition to the college’s long-term Strategic Plan, the following 10 short-term steps are being implemented specifically based on the data analyzed in this report. Table 15 is revised and updated during the year as further plans are developed and goals are met.

Table 15. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

Charge	Person Responsible	Status/Reporting Date
1. Require all Intro to Business and Intro to Computers courses to be taught by experienced full-time instructors with substantial industry experience.	Business department chair	Implemented, effective Fall Quarter 2014.
2. Require all paralegal classes to schedule at least two guest speakers or field trips directly relevant to the paralegal profession.	Paralegal department chair	Implemented Spring Quarter 2014. Three paralegal courses were offered then, and five guest speakers and two field trips were scheduled.
3. Develop a placement action plan to improve placement in all Business Administration associate-degree program.	Business department chair	December CECOM meeting
4. Attend each monthly meeting of the local Chamber of Commerce. If unable to attend a meeting, have another career services staff member attend. The objective is to network more closely with potential employers.	Career services director	The career services department chair attended the monthly meetings in held June-August.
5. Hire a new qualified financial aid director.	President	Mr. Harold Fleming was hired and began working in May 2014.
6. Implement a new process for gathering employer-satisfaction data.	Career services director	December CECOM meeting
7. Determine why/how students majors in the associate degree Business program increased their GPA mean by .35 points.	Business department chair	December CECOM meeting
8. Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.	CIS department chair	December CECOM meeting
9. Determine why there was a 1.42-point difference in the 2014 GPAs of Medical Assisting diploma students and Paralegal diploma students.	Academic dean	December CECOM meeting
10. Increase the number of tutoring hours available to Business students	Business program chair	Implemented at midterm of the Winter 2014 quarter.

A recap of all the individual plans discussed in the CEP.

In summary, Central College uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.