**Campus Effectiveness Plan**

**[Year]**

**Updated: [date]**

**Data period: [date]**

**Reviewed: [date]**

**Short term goal period: [date]- [date]**

**Long term goal period: [date]- [date]**

**Next review: [date]**

**Introduction**

**Campus Effectiveness Planning Process Timeline**

The Campus Effectiveness Plan (CEP) is a living document that is formally evaluated and revised [insert schedule, minimum is twice a year, but a best practice is to review it quarterly].

**CEP Administration**

The CEP is administered by the [insert position] with participation from the [insert assisting departments if applicable].

**Data Utilized for Assessment**

[Campus Name] utilizes various assessment instruments to collect the data that is analyzed in the CEP. Examples of assessment tools include: [modify list below as required]

* Retention data from the CAR (Required)
* Placement data from the CAR (Required)
* Graduate surveys (Required)
* Employer surveys (Required)
* Graduation rate (when available)
* Student Learning Outcomes (Required)
* Student surveys
* Curriculum Review Process
* Community Resources
* Library
* Faculty File Compliance
* Student file compliance
* Student activities
* Employee retention rates
* Employee evaluations
* Complaints
* Leads to Start
* Starts to goal
* Slow Cash
* 90/10
* Student Default Rate
* Faculty to student ratio
* Advisory Board Feedback
* Analysis of faculty grade distributions
* Placement verification

**Mission**

[List the Mission. Describe the types of graduates you prepare and how your College’s mission is realized].

**Program Characteristics**

This section addresses the program learning objectives and characteristics. [List the program descriptions and program objectives from your catalog for each program here. Summarize common characteristics].

**Student Characteristics**

[Describe common characteristics of the students, as this allows you to comment on trends in your population, and analyze the types of improvements that may be appropriate based upon a changing population].

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students by Gender (this information can be taken directly from the CAR)** | | | | | | |
|  | 2011 | | 2012 | | 2013 | |
| Sex | Students | Percent of Total Students | Students | Percent of Total Students | Students | Percent of Total Students |
| Female |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students by Age Group (this information is reported to IPEDS)** | | | | | | |
| Age Group | 2011 | | 2012 | | 2013 | |
| # | % of pop | # | % of pop | # | % of pop |
| 20 to 29 |  |  |  |  |  |  |
| 30 to 39 |  |  |  |  |  |  |
| 40 to 49 |  |  |  |  |  |  |
| 50 to 59 |  |  |  |  |  |  |
| 60 and over |  |  |  |  |  |  |
| Grand Total |  | 100% |  | 100% |  | 100% |

**Student Characteristic Trends**

[Describe the trends of the numbers used to analyze student characteristics].

**Implications**

[Describe the implications of the trends. How does this data inform decisions and improve the academics on campus]?

**MANAGEMENT OF CEP ELEMENTS BY DEPARTMENT**

**Admissions**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission].

**Leads to Starts**

[Identify a goal. Track this metric using the sample chart below].

**Starts to goals**

[Identify a goal. Track this metric using the sample chart below].



**Evaluation of Results**

[Describe the results and explain why the goals were or were not achieved. List some changes or improvements that will be made in the department to ensure that you meet your goals].

**Registrar**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission].

**Graduation Rate**

[List the baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move.

If you have a state graduation rate that you report, we recommend you use those rates (IPEDS), or if ACICS has calculated the rates, the ACICS rates may be used].

List your Graduation Rate goal and rationale. At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Equal to or greater than last year’s results, or choose an incremental improvement over last year’s results

b. Rationale ideas: We believe we can achieve this goal because:

* We increased staffing
* We implemented curriculum improvements
* We started new student services programs
* We have new leadership
* We resolved issue which negatively impacted last year’s rate
* Other - must explain

[Identify and describe how the current CEP data was collected, and the rationale for using each type of data. Incrementally, or at the end of the year, collect data for analysis]. a. How: Describe how you calculated your graduation rate

b. Rationale: Selected this data because reporting it is standard in the industry]

Data: Most recently reported IPEDS Data

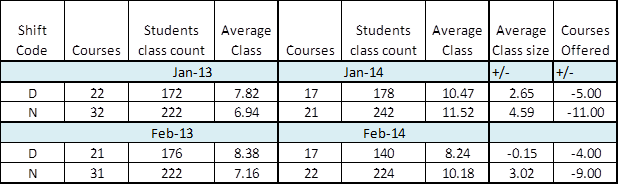


**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

**Faculty to Student Ratio**

[Every Quarter Faculty and Student ratios should be evaluated to ensure you are maximizing class size]. Example below:



**Evaluation of Results**

[Summary and analysis of the results].

**Financial Services**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission]. The Financial Services Department is responsible, in part, for assisting students with applying for, and receiving the financial aid funds for which they are eligible. The Financial Services Department is also responsible to ensure students are counseled to understand their loan repayment responsibilities and the value of minimizing their loan indebtedness, To measure our success and continuous improvement in these areas, the following baselines, goals and data tracking mechanisms have been established.

**Slow cash and expected Graduates**

Slow cash is a methodology used by many schools to evaluate Financial Services as it focuses exclusively on tuition earned for which funds have not been received, by student to minimize bad debt. Quarterly, if not monthly, an analysis of slow cash is recommended.

Expected Graduate balances should be evaluated quarterly, if not monthly, to confirm all eligible funds have been applied for, processed and received.

**90/10 Tracking**

[No surprises is our recommendation to 90/10 tracking].

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title IV | Non-Title IV | % |
| Quarter 1 | 260 | 85 | 75% |
| Quarter 2 |  |  |  |
| Quarter 3 |  |  |  |
| Quarter 4 |  |  |  |
| Total | 260 | 85 | 75% |

**Default Rate Tracking**

[No surprises is also our recommendation to knowing your default rate draft and final default rate].

|  |  |  |  |
| --- | --- | --- | --- |
|  | 20XX | 20XX | 20XX |
| Draft Rate | 12.00% | 11.00% | 13.00% |
| Final Rate | 12.50% | 10.50% |  |

**Evaluation of Results**

[Summary and analysis of the results].

**Student Services**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission]. The Student Services Department is responsible in part for working with faculty to manage and track program retention, student satisfaction, coordinate student activities and student complaints. To measure our success and continuous improvement in these areas, the following baselines, goals and data tracking mechanisms have been established.

**Retention**

[List the baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move.

Below are 3 options for determining a baseline for Retention, all using CAR retention rates reported:

Option 1 First year results

Option 2 First 2 year average

Option 3 First 3 year average]

|  |  |  |  |
| --- | --- | --- | --- |
| **Programs/Campus** | CAR 11 | CAR 12 | CAR 13 |
| Campus |  |  |  |
| Program 1 |  |  |  |
| Program 2 |  |  |  |
| Program 3 |  |  |  |

List your retention Goal and Rationale. At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Must recognize the rates from the last 3 CAR's filed, and must be equal to or greater than Last year’s results, , or choose an incremental improvement over last year’s results.

b. Rationale: "We believe we can achieve this goal because:

* We increased staffing
* We made significant curriculum improvements
* We implemented new student services programs
* We resolved issue which negatively impacted last year’s rate
* Other - must explain

Identify and describe how the current CEP data was collected, and the rationale for using each type of data. (Incrementally, or at the end of the year, collect data for analysis).

a. How: The data was collected from the most recently filed CAR for the reporting period ending 6/30/XX, or quarterly.

b. Rationale: The CAR was selected as the source of this data because it is a required annual ACICS report and there is back up data to support these numbers. However, retention results were analyzed quarterly so that progress could be monitored and action taken where necessary.

**Data Review**



**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

Example Narrative:

Our goal for retention was 76%, and we achieved a retention rate of 74%, which although below our goal, is an improvement over the prior year (73%). The reason we did not achieve our goal may be attributed to our not having an additional person in Student Affairs in January as was planned. The increase staffing in Student Affairs from 1 to 2 beginning in April of 2013 has resulted in retention improvement as is evidenced by a reduction in drops in the quarter ending 9/30/2013 (3%) as compared to last year, same period (3.4%). We believe that with the additional staffing throughout the year we will continue to see our retention rate improve, and that this improvement will allow us to achieve our goals.

**Student Satisfaction**

Student Survey/Evaluations [Describe the process. Insert the exam questions below. SEE THE SAMPLE BELOW].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Questions** | **% Promoters** | **% Detractors** | **NPS Index** |  |  |
| **Summary** |  |  |  |  |  |
| I would recommend xxx to a family member or friend. | 100% | 0% | **100%** |  |  |
| I am meeting my educational goals. | 50% | 0% | **50%** |  |  |
| I would want my instructor for another course. | 100% | 0% | **100%** |  |  |
|  |  |  |  |  |  |
|  | **Strongly Agree** | **Agree** | **Neither** | **Disagree** | **Strongly Disagree** |
| My Admissions Representative provided information I needed to make a good education decision that supports my career goals. | 42% | 58% | 0% | 0% | 0% |
| Administrative representatives are knowledgeable and helpful regarding student services (Student Accounts, Financial Aid, Registration, Student Records, etc.) | 42% | 42% | 17% | 0% | 0% |
| The xxx staff is friendly and courteous. | 83% | 17% | 0% | 0% | 0% |
| I received a syllabus for my class. | 64% | 36% | 0% | 0% | 0% |
| My classes begin and end on time. | 100% | 0% | 0% | 0% | 0% |
| The required and suggested books and other course materials are helpful and contribute to my learning. | 100% | 0% | 0% | 0% | 0% |
| The instructor is knowledgeable about the subject. | 91% | 9% | 0% | 0% | 0% |
| The instructor gives me clear and timely feedback about how I am doing. | 59% | 30% | 9% | 2% | 0% |
| The instructor shows enthusiasm for the subject matter being taught, making lessons interesting and emphasizing their importance. | 86% | 14% | 0% | 0% | 0% |
| The instructor is prepared, organized, on time, and has materials ready for class. | 70% | 23% | 7% | 0% | 0% |
| The instructor thoroughly explained the objectives of the course I engaged in during the quarter. | 45% | 18% | 27% | 0% | 0% |
| The instructor gives personal attention or provides tutoring when needed. | 82% | 14% | 4% | 0% | 0% |
| The instructor dresses and acts in a professional manner. | 95% | 5% | 0% | 0% | 0% |
| The instructor presents the material at a comfortable pace, not too fast or too slow. | 91% | 9% | 0% | 0% | 0% |
| **TOTAL** | **75%** | **9%** | **14%** | **2%** | **0%** |

**Evaluation of Student Satisfaction Scores**

[Evaluate the scores. Describe what changes will be made based on the results to improve the educational experience].

Student Satisfaction Survey Trends [Evaluate the trends]

**Student Activities**

[Track to ensure at least one activity per program, per year, is conducted. See the sample below].

|  |  |  |  |
| --- | --- | --- | --- |
|  | Activity | Date Accomplished | GOAL |
| Program 1 | Blood Drive | 2/3/2014 | 2/1/14 |
| Program 2 | Chair Massage at Nursing home |  | 4/1/14 |
| Program 3 | Assisting with tax filing for low income families |  | 4/1/14 |
| Program 4 |  |  |  |

**Student Complaints**

[Comment on any open complaints. How was the complaint resolved? Retain file of all documents relating to student complaints received and resolved during the year].

**Career Services**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission]. The Career Services Department is responsible, in part, for working with our graduates to find employment in their field of study, obtain and retain supporting documentation to support placements and waivers for calculation of placement rates, and conduct surveys to evaluate graduate and employer satisfaction. To measure our success and continuous improvement in these areas, the following baselines, goals and data tracking mechanisms have been established.

**Placement**

[List the baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move.

Below are 3 options for determining a baseline for Placement, using reported CAR Campus placement rates reported:

Option 1 First year results

Option 2 First 2 year average

Option 3 First 3 year average]

|  |  |  |  |
| --- | --- | --- | --- |
| Degrees | CAR 11 | CAR 12 | CAR 13 |
| **Programs**/**Campus** |  |  |  |
| Program 1 |  |  |  |
| Program 2 |  |  |  |
| Program 3 |  |  |  |

Establish Goals and Rationale. At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Must recognize the rates from the last 3 CAR's filed, and must be equal to or greater than Last year’s results, or choose an incremental improvement over last year’s results.

b. Rationale: "We believe we can achieve this goal because:

* We increased staffing for Career Services
* We implemented new Career services programs and/or employer relations programs
* We have new leadership
* We resolved issue which negatively impacted last year’s rate
* Other - must explain

**Review Data**



[Identify and describe how the current CEP data was collected, and the rationale for using each type of data. Incrementally, or at the end of the year, collect data for analysis.

a. How: The data was collected from the most recently filed CAR for the reporting period ending 6/30/XX.

b. Rationale: The CAR was selected as the source of this data because it is a required annual ACICS report and there is back up data to support these numbers].

**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

**Graduate Satisfaction**

Establish a baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move. Historic results, you define the historic period or average used

Establish Goals and Rationale . At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Equal to or greater than last year’s results, or choose an incremental improvement over last year’s results

b. Rationale: "We believe we can achieve this goal because:

* Historically our students have been happy
* We have better job placement
* We have a stronger alumni program
* We have increased staffing for Career Services

**Data**



[Identify and describe how the current CEP data was collected, and the rationale for using each type of data. Incrementally, or at the end of the year, collect data for analysis.

a. How: Describe your survey process; identify the number of surveys sent and number received.

b. Rationale: The survey data was selected because it allows us to obtain comparative, qualitative and quantitative feedback from our graduates].

**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

**Employer Satisfaction**

[List a baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move. The Baseline reflects historic results, you define the historic period or average used].

Establish Goals and Rationale . At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Equal to or greater than last year’s results, or choose an incremental improvement over last year’s results

b. Rationale: "We believe we can achieve this goal because:

* Historically our employers have been happy
* We have programs in place to ensure our students are better prepared to enter the workforce
* We have improved our employer follow-up to assess our graduate’s skills.

[Identify and describe how the current CEP data was collected, and the rationale for using each type of data. Incrementally, or at the end of the year, collect data for analysis.

a. How: Describe your survey process; identify the number of surveys sent and number received.

b. Rationale: The survey data was selected because it allows us to obtain comparative, qualitative and quantitative feedback from our graduates].

**Data**



**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

**Academics**

[Begin the section with a paragraph about the department and how the department’s goals compliment the mission]. The Academic Department is responsible, in part, for providing our students with the didactic kinesthetic and affective skills to secure employment in their field of study. To measure our success and continuous improvement in these areas, the following baselines, goals and data tracking mechanisms have been established.

**Student Learning Outcomes (SLO)**

[List a baseline: The baseline is expressed as a % or one number. It doesn’t change. It is established from historical data.  It is a stake in the ground.  Baselines do not move, goals move. Historic results, you define the historic period or average used].

Below are 3 options for determining a baseline for SLO, using reported CAR information on licensure passing rates for 3 consecutive CAR's and select an option.

Option 1 First year results

Option 2 First 2 year average

Option 3 First 3 year average

If no licensure pass rates consider the following for SLOs: % passing courses, pre and posttests, portfolio review, or extern evaluations.

Establish Goals and Rationale . At the beginning of the defined CEP year, establish Goals and Rationale for the year.

a. Goal: Must recognize the rates from the last 3 CAR's filed, and must be equal to or greater than Last year’s results, , or choose an incremental improvement over last year’s results.

b. Rationale: "We believe we can achieve this goal because:

* We have increased staffing and/or improved faculty training
* We made curriculum improvements
* We started a tutoring program
* We have new leadership
* We implemented new entrance requirements
* We resolved issue which negatively impacted last year’s rate
* Other - must explain

[Identify and describe how the current CEP data was collected, and the rationale for using each type of data. Incrementally, or at the end of the year, collect data for analysis.

a. How: The data was collected from: Licensing results; CGPA Evaluations; Extern evaluations, etc.

b. Rationale: We selected this data because it is appropriate for measuring the skills being taught in the programs and it is a recognized method for evaluating student learning outcomes].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Data Source: | | | | |
|  |  |  |  |  | GOAL |
| Quarter 1 |  |  |  |  |  |
| Quarter 2 |  |  |  |  |  |
| Quarter 3 |  |  |  |  |  |
| Quarter 4 |  |  |  |  |  |

**Evaluation of Rates**

Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes.

**Grade Distribution Evaluation**

The Dean and instructional staff review course grades. A copy of the most current grade distribution follows.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Distribution** | | | | | | |
| **Grade** | **2011** | | **2012** | | **2013 to date** | |
| # | % | # | % | # | % |
| A |  |  |  |  |  |  |
| B |  |  |  |  |  |  |
| C |  |  |  |  |  |  |
| D |  |  |  |  |  |  |
| F |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Distribution by Program (Inception to date)** | | | | | | |
|  | A | B | C | D | F | I |
| Program 1 |  |  |  |  |  |  |
| Program 2 |  |  |  |  |  |  |
| Program 3 |  |  |  |  |  |  |

**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

**Curriculum Review**

Curriculum Review and Development (CRD) Process [Describe CRD process]

Evaluation of Curriculum Review Trends [Evaluate CRD trends]

**Advisory Board Meetings**

Annually, or more frequently conduct Advisory Board Meetings by program for suggestions on program improvements. Retain minutes of all meetings including participants invited and attending, suggestions, and status of implementation of prior suggestions received.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Advisory Boards | |  |
|  | Date Scheduled | Participants | Date Accomplished | GOAL |
| Program 1 |  |  | 2/3/2014 |  |
| Program 2 |  |  |  |  |
| Program 3 |  |  |  |  |
| Program 4 |  |  |  |  |

**Utilizing Community Resources**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Community Resources** | | | |  |
|  | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Goal |
| Program 1 | Externship | Guest Speaker |  |  | 2 per year |
| Program 2 |  |  | Field Trip |  | 2 per year |
| Program 3 | Advisory Board |  |  |  | 2 per year |
| Program 4 |  |  |  |  | 2 per year |

**Faculty Meeting Minutes**

[Confirm evidence of regularly conducted faculty meetings. Meetings without minutes are like no meetings at all]!

**Faculty Files**

[Conduct a sampling of Faculty Files every quarter against the faculty file checklist to determine the status of files.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | # of files reviewed | # of files 100% complete | % of complete files | Plans to obtain missing items |
| Q1 |  |  |  |  |
| Q2 |  |  |  |  |
| Q3 |  |  |  |  |
| Q4 |  |  |  |  |

**Library**

Evaluate library utilization rate.

|  |  |  |  |
| --- | --- | --- | --- |
|  | # of online user sessions | # of on-ground users | Library Expenditures |
| Q1 |  |  |  |
| Q2 |  |  |  |
| Q3 |  |  |  |
| Q4 |  |  |  |

**Evaluation of Rates**

[Summary and analysis of the data collected, and an explanation of how the data has been used to improve educational processes. At the end of the CEP year, analyze and summarize the current year data collected and the effectiveness of the rational used to achieve the desired goals to improve educational processes].

# Operations

The Operations Team is responsible for coordinating the efforts of all departments for the development and assessment of goals for improving qualitative and quantitative outcomes and educational processes, cultivating a climate of compliance and managing finances. To measure success and continuous improvement in these areas, the following tracking mechanism was established.

**Evaluation of last year’s goals**

Continuous quality improvement and evaluation of long term goals is essential for the on-going success of the institution and its graduates.

*SAMPLE****:*** An analysis of the disposition of recent goals (20XX-20XX) is highlighted below.

|  |  |  |
| --- | --- | --- |
| Area | Previous Goals | Results as of January 2013 |
| Faculty | Increase the number of staff/faculty who possess a degree (associates, bachelors, masters, PHD)  Reduce voluntary termination rate from 35% to 25% | 68% of faculty hold degrees. This is up from < 50% in 2012. This objective will remain as a goal.  Voluntary termination rate has been reduced to 27%. |
| Administrative | Have all administrative staff participate in professional growth workshops.  Conduct employee evaluations annually by January of each year. | Administrative staff participated in the quarterly in-service and CPR training.  Evaluations in progress and scheduled to be completed by 2/1/14. |
| Physical Plant | Add minimum of 5 lecture rooms.  Remodel Culinary Arts, laboratory and lecture room | Completed with the acquisition of additional space.  A new kitchen is opening in February 2014. |
| Equipment | Upgrade nursing and medical assistant equipment | On schedule for 1st quarter, 2014. |
| Library | Increase overall use of library by student, staff, and faculty.  Increase number of texts, references and periodicals by minimum of 5%.  Increase holdings by 10% from previous year | Over 2000 people visited the library. 2014 goal is 2,250.  Goal accomplished for 2012. Will remain a goal for 2013. |
| Curriculum | Offer 3 addition associate degree programs  Offer bachelor’s degree | Goal accomplished.  Goal accomplished. |
| Population | Increase population to 900. | Accomplished. |

**New Short and Long Term Goals**

[List new goals]

**Summary**

[Summarize the impact of your CEP and your results].

**ADDENDA**

**DISTANCE EDUCATION PROGRAM OVERSIGHT (Addendum)**

[If you have DE programs, refer to appendix H]

IMPROVEMENT PLANS (Addendum)

[If you are required to create an improvement plan, it should be inserted into an Addendum of the CEP]