



Campus Effectiveness Plan

July 2013 – June 2014

Anthem College
Irving, Texas

Contents

CEP Overview	3
Campus Mission and Objectives	4
Mission	4
Philosophy	4
Campus Demographics	5
Program Offerings	6
Basic Massage Therapy – Diploma	7
Computer and Network Technician – Diploma	8
Dental Assistant Technician – Diploma	9
Medical Assistant Technician – Diploma	10
Medical Front Office and Billing – Diploma	10
Patient Care Technician – Diploma	11
Pharmacy Technician – Diploma	12
Surgical Technologist – Diploma and Associate of Applied Science Degree	13
Health Services Administration – Associate of Science Degree	15
Information Technology – Associate of Science Degree	16
Medical Assistant – Associate of Applied Science Degree	17
Outcomes, Analysis, and Goals	18
Retention Rates	18
FY2014 Retention Rates	20
Outcomes, Analysis, and Goals by Program	20
Additional Retention Activities and Analysis	23
Placement Rates	26
FY2014 Placement Rates	27
Outcomes, Analysis, and Goals by Program	28
Additional Placement Activities and Analysis	31
Graduate Satisfaction	32
FY2014 Graduate Satisfaction	32
Outcomes, Analysis, and Goals by Program	33
Employer Satisfaction	36
FY2014 Employer Satisfaction	36

Outcomes, Analysis, and Goals by Program	37
Student Learning Outcomes	40
Certification/Licensure Pass Rates	40
Extern-to-Hire Rates	43
Student Failure Rates	46
Additional Program-Specific Learning Outcomes	49
Graduation Rates	53
FY2014 Graduation Rates	54
Outcomes, Analysis, and Goals by Program	55
Appendix A: Online Delivery	58
Institutional Readiness	58
Admissions Requirements and Enrollment	61
Financial Aid Mission, Roles, and Objectives	62
Curriculum Content and Instruction and Delivery	63
Faculty and Instructional Support	66
Resources and Equipment	69
Students and Student Services	71
Student Evaluation and Program Assessment	74
Publications	77

CEP Overview

Anthem College – Irving has developed a Campus Effectiveness Plan (CEP) as part of its process of continuous improvement. This document and its associated processes help to achieve internal effectiveness, assess the need for change, identify areas for improvement, identify trends, develop appropriate interventions, communicate outcomes, and demonstrate regulatory compliance. Measuring educational outcomes and student learning is essential to attaining the mission and objectives of the institution and its programs. Further, such measurement is essential for the continued growth and improvement of the College and the success of its graduates.

The following elements are critical to campus effectiveness planning:

- Retention rates
- Placement rates
- Graduate satisfaction
- Employer satisfaction
- Student learning outcomes
- Graduation rates

This plan analyzes the above areas to determine the College's current level of success and what action is necessary to maintain and improve on current benchmarks. Each element will include specific benchmarks, an analysis of trends, and established action plans and goals to increase campus effectiveness.

The CEP is developed, reviewed, analyzed, maintained, and monitored by key departmental managers, including:

- Executive Director
- Dean of Education
- Career Center Director
- Director of Financial Services
- Office Manager
- Team Leads

In addition to these administrators, individuals within the various departments and programs are consulted to act in an advisory capacity.

The Executive Director is ultimately responsible for the CEP. The management team meets on a quarterly basis to review current trends and progress toward the established goals. Information with respect to the performance of specific programs is provided by the Team Leads and other members of the administrative and educational staff.

Campus Mission and Objectives

Mission

Anthem Education's mission is to successfully prepare our graduates for new career opportunities.

Our objectives are to:

- Offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- Create a positive learning environment that recognizes individuality and enables students to meet their unique educational goals.
- Generate excitement and foster the desire to learn through diverse teaching methods.
- Maintain a qualified, caring faculty and staff dedicated to the personal and professional development of each student.
- Remain at the forefront of education by supporting continuing education and training for graduates, faculty, and staff.
- Instill a quality philosophy in students, staff, and faculty to continually exceed expectations.
- Prepare and encourage students to pursue life-long learning.

Philosophy

Our College is based upon excellence in curriculum, staff, faculty, equipment, and service to the student body, allied healthcare communities, and community-at-large. We firmly believe that training in small groups, combined with a highly structured curriculum that meets the needs of these professions, are the key ingredients for a successful training program.

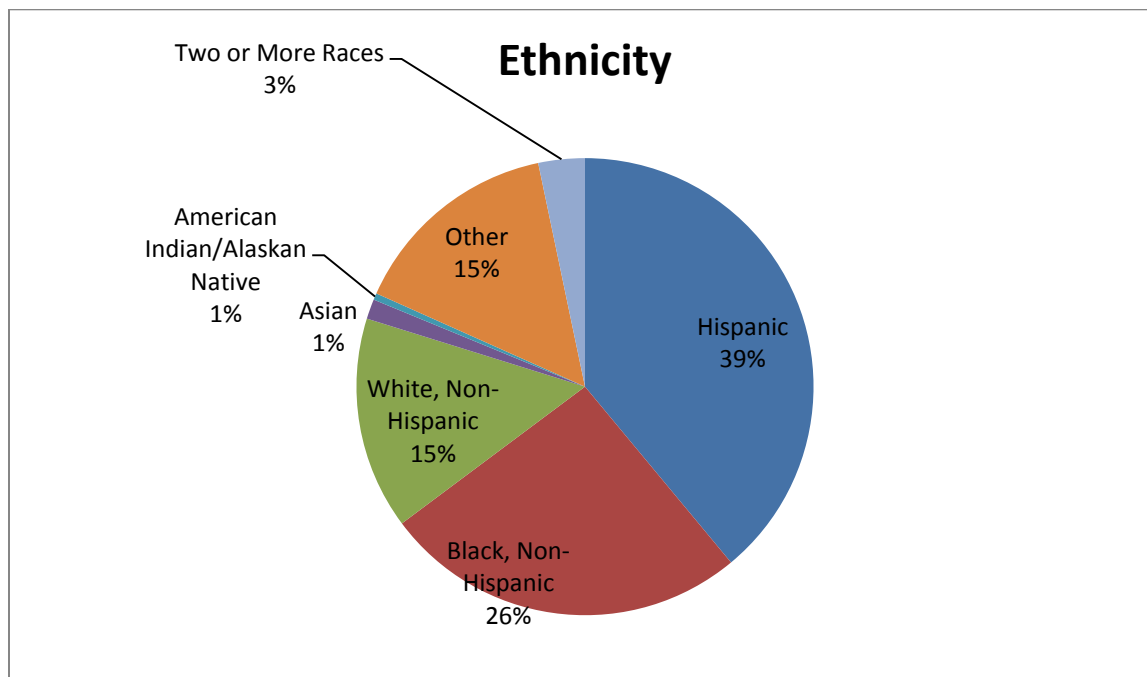
The College is committed to a career-focused classroom approach in order to provide our students, upon graduation, with the knowledge and technical proficiency that will make them employable for entry-level positions and updating the curriculum accordingly.

Campus Demographics

Anthem College – Irving students come largely from the Dallas-Fort Worth area, with a majority of the student body coming from Dallas County. All students are classified as full-time enrollments. As of October 31, 2013, there are a total of 213 active students enrolled at the institution.

GENDER: Overall, the student population reflects a higher female population than male. Due to the traditionally perceived nature of allied health programs, the campus attracts more female students. As of October 31, 2013, there are 174 female students and 39 male students.

ETHNICITY: The campus reflects a racially diverse population, as depicted in the graphic below:

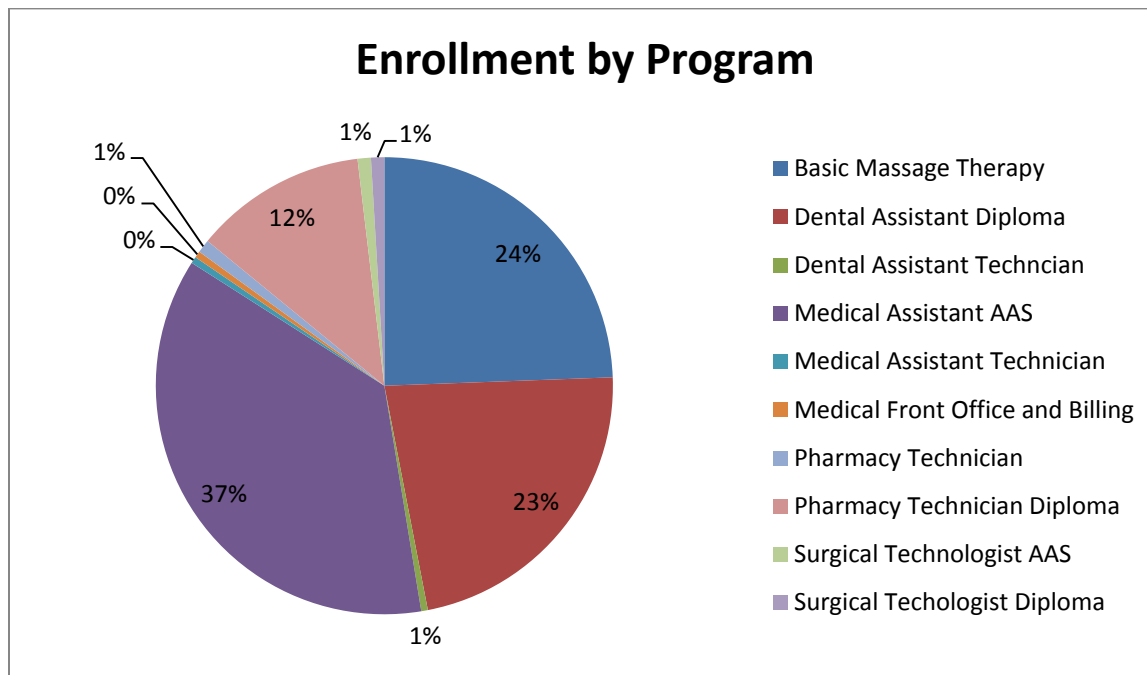


*Data taken from the STARS Count Students by Ethnic (Irving) report as of October 31, 2013.

AGE: The majority of the students on campus are less than 19 years old, comprising 64 percent of the active student population. Students aged 20 to 29 represent an additional 19 percent, and students

aged 30 to 39 are representative of 16 percent of the population. The remaining one percent of students is reflective of the 40 to 49 age bracket.

PROGRAM: Anthem College offers both diploma and associate of applied science degree programs. The student enrollment varies among current programs, as reflected in the following graphic. The Dental Assistant Technician, Medical Assistant Technician, Medical Front Office and Billing, and Pharmacy Technician programs represent either new or revised program offerings that began enrollment as of October 28, 2013.



*Data taken from the STARS Count Students by Program (Irving) report as of October 31, 2013.

Program Offerings

Anthem College – Irving offers five (5) diploma programs. In addition, the campus plans to begin enrollment in two (2) additional diploma programs and two (2) associate of applied science degree programs in the near future. Further, the campus currently has students enrolled in three (3) diploma programs and two (2) associate of applied science programs that have either been discontinued or replaced with the new program offerings listed above.

Diplomas are offered in the following programs:

- Basic Massage Therapy
- Computer and Network Technician
- Dental Assistant Technician
- Medical Assistant Technician
- Medical Front Office and Billing
- Patient Care Technician
- Pharmacy Technician
- Surgical Technologist

Associate of science degrees are offered in the following programs:

- Health Services Administration
- Information Technology
- Medical Assistant
- Surgical Technologist

Basic Massage Therapy – Diploma

Objective: The objective of the Anthem College Massage Therapy program is to provide students with a comprehensive education and prepare students for an entry-level position in the field of massage therapy. This includes a thorough understanding of the structure and function of the human body, the effects of massage therapy, and the skills and techniques necessary to be effective as a massage therapist. Students will gain a practical working knowledge and understanding of the state curriculum, as provided by the Texas Department of State Health Services. Upon successful completion of the training program, the student is eligible to take the massage therapy state and national examination. State licensure is required to work as a massage therapist in the state of Texas.

This program consists of 500 hours as required by the Texas Department of State Health Services to become a licensed massage therapist with the state. The strokes to be taught in the Swedish massage course are as follows: petrissage, tapotement, friction, nerve stroke, and effleurage.

Program requirements: 10 courses, 500 clock hours, 23.5 semester credits, and 28 weeks.

Rationale for Offering Program: The massage therapy industry is projected to become fast growing profession for those individuals who complete their programs and become licensed with the state. Increased demand for massage services, continued growth in spas and massage clinic franchises, and growing acceptance of medical and wellness benefits of massage will all contribute to this growth. The U.S. Department of Labor projects growth of 20% by 2020, an estimated 184,600 positions.¹ In addition to national projections, projections for the state market for massage therapy are also favorable. The Texas Workforce Commission estimates growth of 22.10% at the state level by 2020, approximately 245 annual openings for growth.² Based on these projections, Anthem College believes the Basic Massage Therapy program is necessary to augment and support the current market trends for this position.

Computer and Network Technician – Diploma

Objective: The objective of this program is to provide students with the knowledge and technical skills necessary to prepare students to pursue entry-level employment as computer and network technicians. The program is designed to prepare students with a variety of skills including troubleshooting, analyzing, and designing, as well as computer maintenance and repair. Coursework is geared towards preparing students to define, analyze, and find system resolutions, to make enhancements to network operating systems, and provides an overall focus on network security.

Program requirements: 11 courses, 46 quarter credits, and 44 weeks.

Rationale for Offering Program: The computer and information technology industry offers a variety of career opportunities. For computer support specialists, growth is anticipated due to continued upgrades to computer equipment and software. Further, the healthcare industry continues to expand its use of information technology, creating its own series of employment opportunities. The U.S. Department of Labor projects growth of 18% by 2020, an estimated 717,100 positions.³ State projections for this industry also indicate positive growth trends. The Texas Workforce Commission estimates a state-level growth of 20.40% by 2020, the equivalent of 1,070 openings per year due to

¹ Bureau of Labor Statistics, U.S. Department of Labor (2012). Massage therapists. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/massage-therapists.htm>.

² Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-9011 massage therapists. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31-9011&retype=&lwd=00>.

³ Bureau of Labor Statistics, U.S. Department of Labor (2012). Computer support specialists. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm>.

growth.⁴ Based on these projections, Anthem College believes the Computer and Network Technician program is necessary to augment and support the current market trends for this position.

Dental Assistant Technician – Diploma

Objective: The dental assistant's responsibilities are critical to the delivery of quality dental health care. Advanced technologies and the increasing demand for dental services have resulted in significant growth in the industry. Dental assistants are integral members of the health care profession dedicated to serving the public and providing comprehensive patient care. The mission of the Dental Assisting program is to provide quality career education and prepare students to assist in the organized delivery of dental services. Graduates of the Dental Assisting program will be prepared to seek a career as an entry-level dental assistant.

Effective September 1, 2006, to apply to become a registered dental assistant, a student must complete a mandatory short course approved by the Texas States Board of Dental Examiners (TSBDE). An approved provider list can be found on the TSBDE website: <http://www.tsbde.state.tx.us>. By law a dental assistant must be registered with TSBDE in order to take x-rays at a dentist's office.

Program requirements (semester credits)⁵: 9 courses, 35 semester credits, and 42 weeks.

Program requirements (quarter credits): 10 courses, 43 quarter credits, and 41 weeks.

Rationale for Offering Program: The dental field is projected to become a fast growing profession for those individuals who complete their programs and become registered with the state. Increased demand for dental services will in turn generate greater need for dental assistants who assist throughout the dental practice. The U.S. Department of Labor projects an increase of 31% in this field by 2020, an equivalent of 388,900 positions.⁶ Further, state projections for this career also indicate positive growth. The Texas Workforce Commission estimates a state-level growth of 27.50% by 2020,

⁴ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 15-1041 computer support specialists. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=15-1041&retype=&lwda=00>.

⁵ While there are students currently in the program, future enrollments into semester-based diploma program have ceased.

⁶ Bureau of Labor Statistics, U.S. Department of Labor (2012). Dental assistants. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/dental-assistants.htm>.

creating about 600 openings each year for growth.⁷ Based on these projections, Anthem College believes the Dental Assistant Technician program is necessary to augment and support the current market trends for this position.

Medical Assistant Technician – Diploma

Objective: The objective of this program is to provide students with the knowledge and technical skills needed to pursue entry-level employment in the health care industry as medical assistant technicians. Medical assistants work directly with doctors, nurses, and patients in many health care settings, including medical offices, clinics, labs, x-ray facilities, hospitals, and insurance companies.

Program requirements: 10 courses, 43 quarter credits, and 41 weeks.

Rationale for Offering Program: The medical field is projected to become a fast growing profession, with increases opportunities in a variety of areas. Practice expansion will create a greater need for medical support positions such as medical assistants, supporting the office with both clinical and administrative tasks. The U.S. Department of Labor projects an increase of 31% for medical assistants by 2020, with a resulting 690,400 positions in the field.⁸ The state of Texas also anticipates positive growth in this area. The Texas Workforce Commission projects growth of 31.90% at the state level within the same timeframe, creating an average of 1,525 openings each year due to growth.⁹ Based on these projections, Anthem College believes the Medical Assistant Technician program is necessary to augment and support the current market trends for this position.

Medical Front Office and Billing – Diploma

Objective: The Medical Front Office and Billing program provides students with a solid professional foundation in the medical front office that enables them to become vital members of the health care team. Students will be able to contribute to the overall financial and reimbursement process of any

⁷ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-9091 dental assistants. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31-9091&retype=&lwd=00>.

⁸ Bureau of Labor Statistics, U.S. Department of Labor (2012). Medical assistants. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/medical-assistants.htm>.

⁹ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-9092 medical assistants. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31-9092&retype=&lwd=00>.

health care facility. Graduates will possess the skills to perform work in a small facility like a doctor's office or within a large hospital system. In addition, students will acquire a working knowledge of billing systems, government regulations, and third-party payer requirements that could lead to positions that specialize in medical billing and coding.

Program requirements: 10 courses, 43 quarter credits, and 41 weeks.

Rationale for Offering Program: The medical field is projected as a fast growing industry, and opportunities for those involved with medical records and health information should reflect this growth. An increased demand in health services will lead to an increase in claims submission and processing, and the growth of electronic health records will further spur the demand for individuals who can organize and process this content. The U.S. Department of Labor forecasts an increase of 21% for positions involving medical records and health information by 2020, about 217,300 jobs.¹⁰ The state of Texas offers slightly higher predictions, again with a positive increase in available positions. The Texas Workforce Commission estimates growth of 27.90% by 2020, the equivalent of 455 annual openings for new growth alone.¹¹ Based on these projections, Anthem College believes the Medical Front Office and Billing program is necessary to augment and support the current market trends for this position.

Patient Care Technician – Diploma

Objective: The objective of this program is to provide students with the knowledge and technical skills needed to pursue entry-level employment in the health care industry as patient care technicians. Students in the Patient Care Technician program are instructed in, among other things, patient assistance, geriatric care, and nursing assistance. With a focus on patient care skills and life-long learning, graduates of this diploma program will be positioned to have the skills and dispositions needed to effectively meet workplace demands.

Program requirements: 9 courses, 35 quarter credits, and 36 weeks.

¹⁰ Bureau of Labor Statistics, U.S. Department of Labor (2012). Medical records and health information technicians. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>.

¹¹ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 29-2071 medical records and health information technicians. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=29-2071&retype=&lwd=00>.

Rationale for Offering Program: In addition to medical assistants and those involved with medical records, the healthcare industry also offers growth potential for individuals employed as patient care technicians, nursing aides, and similar vocations. Anticipated growth in the demand for long-term care and continued increase in the demand for various treatment options will lead to growth in this profession. The U.S. Department of Labor forecasts an increase of 20% for nursing aide positions by 2020, approximately 1,807,200 jobs.¹² Additionally, employment for home health and personal care aides is expected to grow by 69 to 70%, resulting in as many as 3,090,900 positions.¹³ State trends also indicate positive growth trends in these career areas. The Texas Workforce Commission projects 2,465 annual openings due to growth for nursing aides, orderlies, and attendants, which equates to growth of about 26.20% in the profession by 2020.¹⁴ Similarly, projections for home health care aides indicate a growth of 50.40% by 2020, or about 4,155 new positions for growth annually.¹⁵ Based on these projections, Anthem College believes the Patient Care Technician program is necessary to augment and support the current market trends for this position.

Pharmacy Technician – Diploma

Objective: A diploma as a pharmacy technician gives students a solid foundation of pharmacy fundamentals and terminology. Students in this program will get hands-on practice in multiple pharmacy areas such as hospital, retail, compounding, mail order, and long-term care. Topics such as professionalism, state and federal law, and ethical issues will also be covered. Graduates of this program are prepared to seek entry-level employment in a variety of pharmacy settings.

In most states, pharmacy technicians must be registered or licensed with the state board of pharmacy. Certification, although not required for all states, is available through the Pharmacy Technician Certification Board (PTCB) or the Institute for the Certification of Pharmacy Technicians (ICPT). To be eligible for state registration/licensure and national certification, students must not have had any drug-related or pharmacy-related convictions, including misdemeanors.

¹² Bureau of Labor Statistics, U.S. Department of Labor (2012). Nursing aides, orderlies, and attendants. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/nursing-assistants.htm>.

¹³ Bureau of Labor Statistics, U.S. Department of Labor (2012). Home health and personal care aides. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/home-health-and-personal-care-aides.htm>.

¹⁴ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-1012 nursing aides, orderlies, and attendants. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31-1012&retype=&lwda=00>.

¹⁵ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-1011 home health aides. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31-1011&retype=&lwda=00>.

Effective February 1, 2007, the Texas State Board of Pharmacy (Board) changed the requirements for pharmacy technician trainees. Registration with the Board is required for individuals who are enrolled in a technician training program at a career school or college when they are completing an externship at a pharmacy. Links to the online registration applications for pharmacy technician trainees, as well as important information including answers to common questions, can be found at www.texaspharmacyboard.org. The national certification examination fee is \$129, and the fee to register as a pharmacy technician is \$54. Currently, there is no fee for registration as a pharmacy technician trainee.

Program requirements (semester credits):¹⁶ 10 courses, 910 clock hours, 38.5 semester credits, and 45 weeks.

Program requirements (quarter credits): 8 courses, 35 quarter credits, and 32 weeks.

Rationale for Offering Program: The pharmacy industry is projected to become a fast growing profession for those individuals who complete their programs and become licensed with the state. Advances in pharmaceutical research and aging population will both contribute to the growth of this field. The U.S. Department of Labor projects an employment increase of 32%, an estimated 442,600 positions.¹⁷ Texas markets are expected to see similar increases. The Texas Workforce Commission estimates approximately 735 annual openings for growth, an increase of about 26.80%.¹⁸ Based on these projections, Anthem College believes the Pharmacy Technician program is necessary to augment and support the current market trends for this position.

Surgical Technologist – Diploma and Associate of Applied Science Degree

Objective: Technological developments have enhanced the sophistication of surgery and the role of the surgical technologist. The ongoing changes not only have made it a necessity for surgical technologists to have appropriate education and certification for employment, but also contributed to a growing need

¹⁶ While there are students currently enrolled in this program version, future enrollments into the semester-based diploma program have ceased.

¹⁷ Bureau of Labor Statistics, U.S. Department of Labor (2012). Pharmacy technicians. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm>.

¹⁸ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 29-2052 pharmacy technicians. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=29-2052&retype=&lwda=00>.

for educational programs that prepare individuals with entry-level skills in the surgical technology profession. The objective of the Associate of Applied Science degree program in surgical technology is to provide students with a solid foundation of knowledge and skills that will enable them to seek an entry-level position on a healthcare team.

The surgical technologist serves as a vital member of the healthcare team, and the Surgical Technology program provides students with the required knowledge base and technical skills to function competently in the operating room. The curriculum provides a study in aseptic techniques, anatomy and physiology, medical terminology, general and specialty surgical procedures and techniques. Through the program courses, the student learns in simulated situations to be an integral member of the surgical team, working closely with the surgeon, anesthesiologist, and registered nurse to deliver direct patient care before, during, and after surgery.

Students in this program also take a set of general education courses that help build their knowledge and skills in critical thinking and problem solving, verbal and written communication, mathematics, and natural and social sciences.

Graduates of the Associate of Applied Science degree program are prepared to seek entry-level positions such as surgical technologist, labor and delivery technician, sterile processing technician, and private surgical scrub.

Diploma program requirements: 14 courses, 53.5 semester credits, and 62 weeks.

Associate of applied science program requirements: 19 courses, 69.5 semester credits, and 82 weeks.

Rationale for Offering Program: The healthcare industry offers many opportunities for individuals completing training and certification in a surgical technologist program. Both advances in medical technology and an increased aging population have led to the growth of surgical procedures, necessitating the services of surgical technologists. The U.S. Department of Labor forecasts an increase of 19% for surgical technologists by 2020, about 111,300 jobs.¹⁹ The state of Texas also anticipates positive growth trends, at a rate slightly higher than that of the national average. The Texas Workforce

¹⁹ Bureau of Labor Statistics, U.S. Department of Labor (2012). Surgical technologists. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/surgical-technologists.htm>.

Commission projects an increase of 25.70% in the same time period, resulting in an average of 240 new openings each year to accommodate growth.²⁰

Health Services Administration – Associate of Science Degree

Objective: The objective of this program is to provide students with a range of administrative skills integral to office management in a variety of health care and wellness facilities. The program is designed to prepare students for entry-level administrative positions.

This degree-level program provides students with general education courses as well as program-specific coursework in areas including: medical terminology, information technology, and medical records, billing, and insurance forms. The curriculum is designed to provide students with the knowledge and understanding of the health industry laws, regulations, policies, procedures, and regulatory bodies that govern the healthcare professions, such as HIPAA, OSHA, and JCAHO. Courses also provide students with the opportunity to demonstrate effective communication, customer relations, and organizational and administrative skills.

This is a transition program designed primarily for students transferring an allied health diploma or part of an allied health diploma. Students transferring a diploma of 34 quarter credit hours do not need to take additional electives.

Program requirements: Minimum 90 credits, 20-21 months. Anthem Education graduates of currently approved diploma programs in Patient Care Technician, Medical Assistant Technician, Medical Front Office and Billing, Limited Scope X-Ray Technician, Pharmacy Technician, and Dental Assistant Technician will fully transfer their diplomas into this associate degree program.

Rationale for Offering Program: With the growth of the healthcare industry, there will also be growth in associated administrative positions. With increases in the amount of healthcare services offered, there will also be a greater need for individuals capable of organizing and managing complex systems, health information, and employees. The U.S. Department of Labor expects a growth of 22% by 2020 for medical and health services managers and associated career fields, which will equate to 371,000

²⁰ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 29-2055 surgical technologists. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=29-2055&retype&lwd=00>.

positions.²¹ Local job markets anticipate similar, if not higher, growth trends. The Texas Workforce Commission predicts 520 new positions each year for growth, leading to an employment percentage increase of 26.70% by 2020.²² Based on these projections, Anthem College believes the Health Services Administration program is necessary to augment and support the current market trends for this position.

Information Technology – Associate of Science Degree

Objective: The objective of this program is to provide students with core information technology knowledge and technical skills necessary to pursue entry-level employment in technical areas. The program is designed to allow students to specialize in a specific technology area which includes computer security and networking, computer science, information technology management, and healthcare information technology management. Coursework is geared towards preparing students to define, analyze, and find system resolutions and/or technology solutions.

Program requirements: Minimum 90 credits, 21-22 months.

Rationale for Offering Program: The information technology field offers a variety of career options and specializations. This growth will occur for a variety of reasons, including increased use of electronic health records, expansion in wireless and mobile networks, and various technological advances, creating numerous job opportunities. The U.S. Department of Labor expects growth of as much as 22% for careers involving security analysts, web developers, and computer network architects, which equates to some 367,900 positions.²³ Estimates for those employed as network and computer systems administrators also indicate positive growth, although at a slightly higher rate. The U.S. Department of Labor estimates 443,800 positions by 2020 for these fields, or a percentage increase of 28%.²⁴ State-level projections are also favorable, at a level that generally meets or exceeds that expected at the

²¹ Bureau of Labor Statistics, U.S. Department of Labor (2012). Medical and health services managers. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>.

²² Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 11-9111 medical and health services managers. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occpfiles/occpfile.asp?soc=11-9111&retype=&lwd=00>.

²³ Bureau of Labor Statistics, U.S. Department of Labor (2012). Information security analysts, web developers, and computer information architects. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts-web-developers-and-computer-network-architects.htm>.

²⁴ Bureau of Labor Statistics, U.S. Department of Labor (2012). Network and computer systems administrators. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/computer-and-information-technology/network-and-computer-systems-administrators.htm>.

national level. For information security analysts, web developers, and computer network architects, the Texas Workforce Commission anticipates growth of 20.60% by 2020, approximately 495 new positions each year.²⁵ Projections for network and computer systems administrators are similarly favorable. The Texas Workforce Commission estimates 825 annual openings in this area, a projected growth of 31.40%.²⁶ Based on these projections, Anthem College believes that the Information Technology program is necessary to augment and support the current market trends for this position.

Medical Assistant – Associate of Applied Science Degree

Objective: Medical assisting is one of the nation’s fastest growing careers based on projections published by the U.S. Bureau of Labor Statistics. Increased complexities within the medical field, changes in health care standards, and current economic conditions have all contributed to the growing need for trained health care professionals.

The Medical Assisting program introduces students to anatomy and physiology of the body systems, medical terminology, and required clinical and administrative skills need to seek an entry-level medical assistant position. Students will engage in “hands on” training in clinical and administrative procedures such as injections, venipuncture, telephone techniques, filing, and preparation of medical records.

Program requirements: 17 courses, 60 semester credits, and 74 weeks.

Rationale for Offering Program: The medical field is projected to become a fast growing profession, with increases opportunities in a variety of areas. Practice expansion will create a greater need for medical support positions such as medical assistants, supporting the office with both clinical and administrative tasks. The U.S. Department of Labor projects an increase of 31% for medical assistants by 2020, with a resulting 690,400 positions in the field.²⁷ The state of Texas also anticipates positive

²⁵ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 15-1179 information security analysts, web developers, and computer network architects. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=15-1179&retype=&lwd=00>.

²⁶ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 15-1142 network and computer systems administrators. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=15-1142&retype=&lwd=00>.

²⁷ Bureau of Labor Statistics, U.S. Department of Labor (2012). Medical assistants. In *Occupational Outlook Handbook, 2012-2013 Edition*. Retrieved from <http://www.bls.gov/ooh/healthcare/medical-assistants.htm>.

growth in this area. The Texas Workforce Commission projects growth of 31.90% at the state level within the same timeframe, creating an average of 1,525 openings each year due to growth.²⁸

Outcomes, Analysis, and Goals

The following elements are critical to campus effectiveness planning:

- Retention rates
- Placement rates
- Graduate satisfaction
- Employer satisfaction
- Student learning outcomes
- Graduation rates

Each of the six elements of campus effectiveness planning will be addressed individually, with unique assessment plans and goals. The following sections will provide an overview of these elements, define the benchmarks for each standard, provide an analysis of trends, and establish future goals to increase campus effectiveness.

Retention Rates

Retention is an inherent concern of all faculty and staff in carrying out the institution's daily activities. It is Anthem College's goal to foster student success and facilitate both student performance and program completion. Retention activities broadly encompass any efforts to increase the benefit of program attendance to the student, thereby increasing the number of students who remain in their program through graduation. Anthem College believes that, regardless of job description, student retention is the responsibility of every employee. Each employee is aware of the campus retention goals and is responsible for carrying out the policies established to meet those goals. Retention is the primary responsibility of the Education department. The Director of Education, Team Leads, and faculty work as a team to meet the retention goals set by the company and all relevant accrediting bodies.

²⁸ Texas Workforce Commission, Labor Market and Career Information (n.d.). SOC 31-9092 medical assistants. In *SOCRATES 2020*. Retrieved from <http://socrates.cdr.state.tx.us/iSocrates/occprofiles/occprofile.asp?soc=31--0-9092&retype=&lwd=00>.

The minimum ACICS overall campus retention rate for compliance is 60%, with a benchmark standard of 70%. Programmatic retention levels must be at 60% to maintain compliance, with a 70% benchmark standard. Anthem College's retention goals for the July 2013 to June 2014 fiscal year are to maintain a gross monthly attrition of less than five percent.

Baseline Data: The baseline data used to report student retention were submitted on the Campus Accountability Report (July 1 to June 30).²⁹

Program	FY2010 Retention	FY2011 Retention	FY2012 Retention	FY2013 Retention ³⁰
Basic Massage Therapy Diploma	83.3%	93.2%	81.75%	78.13%
Dental Assistant Diploma	80.8%	74.5%	72.52%	60.15%
Medical Assistant Degree	N/A	N/A	64.81%	60.34%
Pharmacy Technician Diploma	79.2%	75.0%	74.71%	54.95%
Surgical Technologist Diploma	75.9%	70.8%	80.00%	43.14%
Surgical Technologist Degree	N/A	N/A	42.11%	80%
Totals				61.18%

Retention in many of the programs declined from FY2011 to FY2012. To assist in declining retention performance in several of the programs, the Executive Director arranged for Home Office support staff to visit the campus and deliver training, assistance, and guidance to the Director of Education, Program Heads, Team Leads, and registrar in the spring of 2012. For FY2013, projections indicate a continued decrease in overall retention. As part of addressing that trend, a team comprised of executive managers, team leads, admissions representatives, and the registrar meets weekly to discuss students who demonstrate behaviors which may cause them to be at risk for withdrawing from school. Various tracking reports are reviewed to measure student progress and success, such as Clock Attendance to Date, Active Student Gradebook Summary – Current Term, Students with Low GPA – Current Term, and Student Participation. Instructors continue to contact students who are absent from class at the first break opportunity, and notes in STARS reflect the reason for the absence, the expected return date, and any action plans developed to assist the student. In addition, the Team Leads, with the help of instructors, will provide product knowledge training to admission representatives to increase program starts.

²⁹ Retention is not available for the Computer and Network Technician, Dental Assistant Technician, Medical Assistant Technician, Medical Front Office and Billing, Patient Care Technician, Pharmacy Technician (semester credits), Health Services Administration, and Information Technology programs. Enrollment for these programs began with the 10/28/2013 term.

³⁰ FY2013 retention figures indicate projections only, as the Campus Accountability Report for July 1, 2012 to June 30, 2013 has not yet been finalized. Data is based on the STARS Retention Report for the same time period.

FY2014 Retention Rates

Assessment Tool: The STARS Retention Report will be used to report student retention.

Collection Timeline: Data will be updated following the end of the fiscal quarter.

Rationale for Data: This report is provided to campuses through the STARS portal and can report retention trends for a specified reporting period. This report is available through the STARS Education portal and reports active (continuing) students, drops, and graduates for each program offered.

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy	83.75%			
Computer and Network Technician	N/A			
Dental Assistant (semester credits)	68.75%			
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)	66.18%			
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)	66.67%			
Pharmacy Technician	N/A			
Surgical Technologist (diploma)	48.84%			
Surgical Technologist (AAS)	80.00%			

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Retention Outcomes	Analysis	Goals
Q1	83.75%	Q1 shows improvement in retention from the last fiscal year. From July to October, the program demonstrated a slight increase in retention, from 79.63% to 80.65%.	

Computer and Network Technician

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Dental Assistant (semester credits)

	Retention Outcomes	Analysis	Goals
Q1	68.75%	Q1 shows improvement in retention from the last fiscal year. However, the program has demonstrated some month-to-month fluctuation in student retention.	

Dental Assistant Technician

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Health Services Administration

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Information Technology

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

	Retention Outcomes	Analysis	Goals
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Q1	66.18%	Q1 shows improvement in retention from the last fiscal year. In addition, the program has demonstrated improvements in retention each month of the quarter, moving from 56.25% in July to 67.44% in September.	
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Medical Assistant Technician

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

	Retention Outcomes	Analysis	Goals
Q1	66.67%	Q1 shows improvement in retention of nearly 10% from the last fiscal year. The program has demonstrated some fluctuation in retention rates, but overall continues to post positive improvements in retention.	

Pharmacy Technician

	Retention Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma)

	Retention Outcomes	Analysis	Goals
Q1	48.84%	Q1 shows slight improvement in retention from the last fiscal year. Overall, retention in this program has remained consistent throughout Q1.	

Surgical Technologist (AAS)

	Retention Outcomes	Analysis	Goals
Q1	80.00%	Retention in this program has remained consistent between Q1 and the last fiscal year. Overall retention has remained unchanged throughout this time period.	

Online

	Retention Outcomes	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be included in the CEP beginning in Q4. Responses to Appendix H items regarding online delivery have been included as an appendix to this CEP.	

Additional Retention Activities and Analysis

The activities outlined below have been created to maximize student retention. The Director of Education will be responsible for reviewing retention percentages to ensure that this area continues to show improvement.

Benchmark: Maintain a financial aid packaging rate of 98% or greater.

Baseline:

Assessment Tool	Rationale	Timeline
	Students who are worrying about how they will pay for school will not focus on their academics, and will be at a greater risk to withdraw from the program.	Monthly
		Responsibility
		Director of Financial Services
Q1 2014		

Benchmark: Achieve and maintain a 90% student satisfaction rating regarding instructors and course content.		
Baseline:		
Assessment Tool	Rationale	Timeline
Monthly student evaluations via STARS	Surveys are used to measure the strengths and weaknesses in the classroom, as well as the students' satisfaction with the quality of education they are receiving. Identifying and addressing classroom concerns will encourage students to remain in class.	Monthly
		Responsibility
		Director of Education and Team Leads
Q1 2014		

Benchmark: Achieve and maintain a 5 rating for each department from at least 65% of students.		
Baseline: September 2012 student satisfaction surveys showed that most departments had satisfaction ratings between 50% and 60%. Students were overall satisfied with the departments; however, only 45% of students gave a 5 rating to the school as a whole.		
Assessment Tool	Rationale	Timeline
Student satisfaction survey	The survey is used to evaluate the strengths and weaknesses of the institution as a whole, providing ratings of each department. Identifying and addressing specific departmental concerns allows the campus to operate more effectively as a whole.	Annually
		Responsibility
		Executive Director/Management Team
Q1 2014		

Benchmark: Increase the number of instructor comments added to the students' electronic records through STARS.		
Baseline:		
Assessment Tool	Rationale	Timeline

STARS grade book and/or Notes tab; Students with LOW GPA – Current Term report	Notes help document contact with the student and establish a plan to assist the student in overcoming potential obstacles. Providing electronic documentation ensures that all team members are aware of the students' situations and can contribute to the students' success. These notes can also be used in conjunction with weekly SPER meetings to develop specific action plans for at-risk students.	Monthly
		Responsibility
		Director of Education and Team Leads
Q1 2014		

Benchmark: Host monthly student events to encourage campus interaction and student retention.		
Baseline:		
Assessment Tool	Rationale	Timeline
Monthly student activities calendar	Student activities encourage campus involvement and improve morale. Students who are engaged and feel part of the campus community are less like to withdraw from their programs.	Monthly
		Responsibility Executive Director/Management Team
Q1 2014		

Benchmark: Examine instructor teaching methods for greater effectiveness.		
<i>Baseline:</i>		
Assessment Tool	Rationale	Timeline
Instructor observations	Instructor observations are conducted in order to enhance classroom skills. The instructor receives ratings on interactivity/critical thinking, appealing to the adult learner, assessments and feedback, and best practices. In addition, there is a compliance checklist for each observation covering materials/facilities, policies/procedures, and instruction basics. Instructors receive a rating in each section.	Quarterly
		Responsibility Director of Education and Team Leads

	<p>The observations are reviewed individually with each instructor and areas needing improvement are identified and addressed. Creating dynamic, engaging instructors who effectively share program knowledge keeps students engaged in their curriculum and encourages their success in their program of study.</p>	
Q1 2014		

Placement Rates

Career planning and placement start with the enrollment process and continue through graduation and graduate employment. As with retention, graduate placement is the focus of all faculty and staff, regardless of position. It is Anthem College's goal to build student success and employment in the desired career field. Graduate placement is the primary responsibility of the Career Center. The Career Center Director, Career Center Advisors, and Externship Coordinator work together to meet the placement goals set by the company and all relevant accrediting bodies.

The minimum overall ACICS campus placement rate for compliance is 60%, with a benchmark standard of 70%. Programmatic placement levels must be at 60% to maintain compliance, with a 70% benchmark standard. Anthem College's placement goals for the July 2013 to June 2014 fiscal year are to place at least 90% of graduates into employment in their field of study.

Baseline Data: The baseline data used to report student placement were submitted on the Campus Accountability Report (July 1 to June 30).³¹

Program

FY2010 Placement	FY2011 Placement	FY2012 Placement	FY2013 Placement³²
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³¹ Placement is not available for the Computer and Network Technician, Dental Assistant Technician, Medical Assistant Technician, Medical Front Office and Billing, Patient Care Technician, Pharmacy Technician (semester credits), Health Services Administration, and Information Technology programs. Enrollment for these programs began with the 10/28/2013 term.

Basic Massage Therapy	64.9%	71.4%		73%
Dental Assistant Diploma	77.6%	76.3%		86%
Medical Assistant Degree	N/A	N/A	N/A	100%
Pharmacy Technician Diploma	58.1%	54.3%		90%
Surgical Technologist Diploma	58.1%	54.3%		
Surgical Technologist Degree	N/A	N/A	N/A	
Totals				

Anthem College acknowledges weak placement outcomes in the past; however, the institution has implemented several activities to improve future placement performance, as indicated by the FY2013 projections. The Career Center continues to work aggressively with unplaced graduates to increase placement opportunities. Additionally, the Education department continues to focus on program-specific challenges to assist graduates, such as licensure pass rates.

Beginning in October 2012, the Career Center launched a series of six Career Center workshops that are specifically designed both to motivate and teach students about key areas that will be critical to their success as a student, candidate, and future employee. There is one workshop per month using a matrix system. The workshops are as follows:

- Introduction to Career Center: Pathway to Success
- What Are Employers Looking For?
- Resume Preparation
- Interview Skills
- Job Search Strategies
- Finding A Job Is A Job

These workshops will allow for the Career Center to build early relationships with students and to communicate expectations. In addition, the Career Center team continues to work to improve externship to hire opportunities by focusing on identifying sites with potential hiring availability. Further, the Career Center Director and other Career Center employees will foster greater relationships within the community with prospective employers through site visits and community involvement.

FY2014 Placement Rates

Assessment Tool:

³² FY2013 placement figures indicate projections only, as the Campus Accountability Report for July 1, 2012 to June 30, 2013 has not yet been finalized.

Collection Timeline: Data will be updated following the end of the fiscal quarter.

Rationale for Data:

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy				
Computer and Network Technician	N/A			
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Placement Outcomes	Analysis	Goals
Q1			

Computer and Network Technician

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Dental Assistant (semester credits)

	Placement Outcomes	Analysis	Goals
Q1			

Dental Assistant Technician

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Health Services Administration

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Information Technology

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Medical Assistant (AAS)

	Placement Outcomes	Analysis	Goals
Q1			

Medical Assistant Technician

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Patient Care Technician

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Pharmacy Technician (semester credits)

	Placement Outcomes	Analysis	Goals
Q1			

Pharmacy Technician

	Placement Outcomes	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Surgical Technologist (Diploma)

	Placement Outcomes	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Placement Outcomes	Analysis	Goals
Q1			

Online

	Placement Outcomes	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be included in the CEP beginning in Q4. Responses to Appendix H items	

regarding online delivery have been included as an appendix to this CEP.

Additional Placement Activities and Analysis

The activities outlined below have been created to maximize student placement efforts. The Career Center Director will be responsible for reviewing placement rates to ensure that this area continues to show improvement.

Benchmark: Increase community awareness of Anthem College to increase the number of job orders placed by employers.		
Baseline:		
Assessment Tool	Rationale	Timeline
	The Director of the Career Center will increase awareness of the institution and its graduates through site visits and community involvement. Having more employers aware of our graduates will increase the number of placement opportunities available.	Responsibility
		Director of Career Center
Q1 2014		

Benchmark: Conduct at least one on-site career fair or interviewing opportunity per year.		
Baseline:		
Assessment Tool	Rationale	Timeline
Participation documentation from events (i.e. sign-in sheets)	Inviting employers to conduct group and individual interviews on campus allows the employers to view the laboratories and equipment that students are using for skills training. It also increases community awareness of the school's graduates.	Annually
		Responsibility
		Director of Career Center
Q1 2014		

Graduate Satisfaction

Graduate satisfaction is a critical factor in evaluating the success of the campus and its academic programs. Analyzing graduate satisfaction allows the campus to determine whether programs adequately prepare students for careers in their field of study, including such areas as technical skills, administrative skills, and communication skills. This feedback is valuable in continuing to enhance the curriculum and objectives of each program, ensuring that students leave the school with the necessary skills and abilities for their new career fields. Further, satisfied graduates are more likely to generate personal referrals for the campus, continuing its growth and impact on the surrounding community. Graduate satisfaction is primarily monitored by the Career Center. The Career Center Director, Career Center Advisors, and Externship Coordinator work closely with graduates to track this metric. Anthem College's graduate satisfaction goals for the July 2013 to June 2014 fiscal year are to raise overall graduate satisfaction to 90% or higher (4.5 out of 5).

Baseline Data: The baseline data used to report graduate satisfaction were the compiled and analyzed questionnaires received from graduates during the period of July 1, 2012 to June 30, 2013.

Analysis:

FY2014 Graduate Satisfaction

Assessment Tool: Graduate Satisfaction Surveys conducted by the Career Center will be used to report graduate satisfaction.

Collection Timeline: Sixty days from the recorded start date of placement in the field, graduates receive a survey invitation. Data will be updated following the end of the fiscal quarter.

Rationale for Data: Graduate surveys provide feedback on the effectiveness of the programs from the perspective of students who are now employed in their field of study. Such surveys allow for continued assessment of the effectiveness of program offerings. The surveys cover whether the student felt prepared or lacking in preparation for the workforce based on their educational experience at Anthem College. This allows the school to identify areas in which training is most beneficial to graduates, as well as areas for improvement in school policies, procedures, and training. Surveys cover the following topics:

- Length of the program of study
- Depth of the subject matter covered
- Confidence with hands-on skills and technical knowledge
- Confidence in the school's placement services
- Curriculum in relation to industry needs
- Evaluation of professionalism skills components

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy				
Computer and Network Technician	N/A			
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Graduate Satisfaction	Analysis	Goals
Q1			

Computer and Network Technician

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Dental Assistant (semester credits)

	Graduate Satisfaction	Analysis	Goals
Q1			

Dental Assistant Technician

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Health Services Administration

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Information Technology

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Medical Assistant (AAS)

	Graduate Satisfaction	Analysis	Goals
Q1			

Medical Assistant Technician

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Patient Care Technician

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Pharmacy Technician (semester credits)

	Graduate Satisfaction	Analysis	Goals
Q1			

Pharmacy Technician

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Surgical Technologist (Diploma)

	Graduate Satisfaction	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Graduate Satisfaction	Analysis	Goals
Q1			

Online

	Graduate Satisfaction	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be included in the CEP beginning in Q4. Responses to Appendix H items	

	regarding online delivery have been included as an appendix to this CEP.	
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Employer Satisfaction

Employer satisfaction is imperative in order to offer students employment opportunities within the community on a continuous basis and improving placement percentages. The goal of effectively training, directing, and empowering students for successful career placement is one of the foundational benchmarks of Anthem College. An employer satisfied with the school and its graduates means that Anthem College is on target with its objectives. It further provides validation in the professional community. Employer satisfaction is primarily monitored by the Career Center. The Career Center Director, Career Center Advisors, and Externship Coordinator work closely with employers to track this metric. Anthem College's employer satisfaction goals for the July 2013 to June 2014 fiscal year are to raise overall employer satisfaction to 80% or higher (4.0 out of 5).

Baseline Data: The baseline data used to report employer satisfaction were compiled and analyzed questionnaires received from graduates during the period of July 1, 2012 to June 30, 2013.

Analysis:

FY2014 Employer Satisfaction

Assessment Tool: Employer Satisfaction Surveys conducted by the Career Center will be used to report employer satisfaction

Collection Timeline: Sixty days from the recorded start date of a graduate, employers receive a survey invitation. Multiple survey invitations are sent to those employers who hire multiple graduates in order to assess the skills of each hired graduate separately. Data will be updated following the end of the fiscal quarter.

Rationale for Data: Employer surveys provide feedback on the effectiveness of programs from the perspective of employers who have hired our graduates. Such surveys allow for continued assessment

of the effectiveness of program offerings and provide a basis for any necessary curriculum revisions or changes to training methods. Overall, these surveys measure the effectiveness of the programs offered in preparation of graduates for employment in their fields of study. Surveys cover the following topics:

- Ability of the graduate to work effectively in the field
- Confidence with hands-on skills and technical knowledge
- Curriculum in relationship to industry needs
- Overall employer satisfaction when hiring our graduates

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy				
Computer and Network Technician	N/A			
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Employer Satisfaction	Analysis	Goals
Q1			

Computer and Network Technician

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Dental Assistant (semester credits)

	Employer Satisfaction	Analysis	Goals
Q1			

Dental Assistant Technician

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Health Services Administration

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Information Technology

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Medical Assistant (AAS)

	Employer Satisfaction	Analysis	Goals
Q1			

Medical Assistant Technician

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Patient Care Technician

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Pharmacy Technician (semester credits)

	Employer Satisfaction	Analysis	Goals
Q1			

Pharmacy Technician

	Employer Satisfaction	Analysis	Goals
Q1	N/A	There were no students eligible for graduation from this program during Q1.	

Surgical Technologist (Diploma)

	Employer Satisfaction	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Employer Satisfaction	Analysis	Goals
Q1			

Online

	Employer Satisfaction	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be	

included in the CEP beginning in Q4. Responses to Appendix H items regarding online delivery have been included as an appendix to this CEP.

Student Learning Outcomes

Anthem College recognizes that student learning outcomes determine how successful students may be even after completing their coursework and are also an essential indicator to gauge effectiveness of the classroom experience. Tracking and monitoring student progress is the responsibility of all faculty and staff. The activities outlined below have been created to maximize student learning outcomes. Anthem College strives to foster student success and facilitate student performance by providing a strong learning environment. Student learning outcomes are the primary responsibility of the Education department. The Director of Education, Team Leads, and faculty work as a team to meet these educational goals.

Baseline Data: The baseline data used to report student learning outcomes are drawn from various Education department tracking metrics used during the July 2012 to June 2013 fiscal year.

Certification/Licensure Pass Rates

Baseline Data: The following licensure pass rates were reported for the past three years³³:

Program	FY2010	FY2011	FY2012	FY2013
Basic Massage Therapy	47.4%	68.8%	46.7%	
Dental Assistant	100%	100%	100%	100%
Pharmacy Technician ³⁴	N/A	N/A	54.29%	85.71%
Surgical Technologist	79.5%	63.64%	88.5%	

The minimum ACICS licensure pass rate for compliance (for those programs requiring certification or licensure for employment) is 60%, with a benchmark standard of 70%. Anthem College's goal is to obtain a certification/licensure pass rate of 80% for each program.

³³ Certification/licensure was not previously required for students in the Medical Assistant program. This standard will go into effect in January 2014.

³⁴ During FY2010 and FY2011, no accurate records were kept regarding PT certification pass rates.

Assessment Tool: Program Heads are responsible for tracking their certification/licensure pass rates. This data is verified annually by reports provided by the institutions granting licensure/certification to students.

Collection Timeline: Data will be updated following the end of the fiscal quarter. Data will be verified by the licensing/certifying agencies annually.

Rationale for Data: Several of the programs offered at Anthem College require a professional certification in order for students to obtain employment in the field. Ultimately, the success of a program is demonstrated through the students' ability to successfully pass these examinations. Tracking the pass rates on certification/licensure exams will provide an important assessment of the effectiveness of educational training for professional employment.

Licensure is required for students graduating from the Basic Massage Therapy, Dental Assistant, Medical Assistant, Pharmacy Technician, and Surgical Technologist programs. Certifications are available for students in the Computer and Network Technician, Information Technology, Medical Front Office and Billing, and Patient Care Technician programs, but are not required for employment.

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy				
Computer and Network Technician	N/A			
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Information Technology	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Percentage Pass Rate	Analysis	Goals
Q1			

Computer and Network Technician

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Dental Assistant (semester credits)

	Percentage Pass Rate	Analysis	Goals
Q1			

Dental Assistant Technician

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Information Technology

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

	Percentage Pass Rate	Analysis	Goals
Q1			

Medical Assistant Technician

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

	Percentage Pass Rate	Analysis	Goals
Q1			

Pharmacy Technician

	Percentage Pass Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma)

	Percentage Pass Rate	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Percentage Pass Rate	Analysis	Goals
Q1			

Extern-to-Hire Rates

Assessment Tool: The Career Center is responsible for tracking extern-to-hire percentages using various placement reports.

Collection Timeline: Data will be updated following the end of the fiscal quarter.

Rationale for Data: A good indicator of a student's skill set is their performance during externship. An externship that concludes with an employment offer indicates that the student demonstrates a satisfactory skill set and learning outcomes as a result of their educational training.

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Dental Assistant (semester credits)

	Extern-to-Hire Rate	Analysis	Goals
Q1			

Dental Assistant Technician

	Extern-to-Hire Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

	Extern-to-Hire Rate	Analysis	Goals
Q1			

Medical Assistant Technician

	Extern-to-Hire Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

	Extern-to-Hire Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

	Extern-to-Hire Rate	Analysis	Goals
Q1			

Pharmacy Technician

	Extern-to-Hire Rates	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma)

	Extern-to-Hire Rates	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Extern-to-Hire Rates	Analysis	Goals
Q1			

Student Failure Rates

Assessment Tool: Anthem College will use the Students by Module by Grade report to track this information.

Collection Timeline: Data will be updated following the end of the fiscal quarter.

Rationale for Data: Student failure rates are helpful in determining the students' ability to retain the information and skills taught. This is demonstrated when a student displays proficiency in the course, through both written examinations and practical applications. While it is the goal of the school to help all students succeed, Anthem College also recognizes that not all students will master the material encountered in an accelerated environment. Academic integrity requires that only those students who demonstrate mastery of the skills required receive passing grades.

Failure rates for each program help determine if the percentage of students who are not able to master the course content is consistent with a high academic standard. Measuring the institution's failure rate helps determine instructor quality, curriculum content, and student commitment to success. This metric helps ensure that the school is successful in its mission to provide quality career training and education. The goal is to achieve a failure rate of less than 6% in each program to remain within the normal range.

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy				
Computer and Network Technician	N/A			
Dental Assistant (semester credits)				
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)				
Medical Assistant Technician	N/A			
Patient Care Technician	N/A			
Pharmacy Technician (semester credits)				
Pharmacy Technician	N/A			
Surgical Technologist (diploma)				
Surgical Technologist (AAS)				

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Student Failure Rate	Analysis	Goals
Q1			

Computer and Network Technician

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Dental Assistant (semester credits)

	Student Failure Rate	Analysis	Goals
Q1			

Dental Assistant Technician

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Health Services Administration

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Information Technology

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

	Student Failure Rate	Analysis	Goals
Q1			

Medical Assistant Technician

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

	Student Failure Rate	Analysis	Goals
Q1			

Pharmacy Technician

	Student Failure Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma)

	Student Failure Rate	Analysis	Goals
Q1			

Surgical Technologist (AAS)

	Student Failure Rate	Analysis	Goals
Q1			

Online

	Student Failure Rate	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be included in the CEP beginning in Q4. Responses to Appendix H items regarding online delivery have been included as an appendix to this CEP.	

Additional Program-Specific Learning Outcomes

In addition to the student learning outcomes measured above, various program-specific methods are utilized to measure student learning competencies. These skills check-offs and other tools ensure that students leave the program with the required knowledge and skills to be successful in their new career field.

Basic Massage Therapy

A student procedure check-off is used to determine successful completion of the lab curriculum prior to entering the massage therapy clinic. This also ensures proficiency of students' massage techniques to be applied in a clinical setting. During internship, the client completes a critique sheet to ensure that the student is maintaining professionalism, customer service, and techniques. During the internship, students are to sit for their national certification examination.

All of the MT graduates take the national exam prior to graduating from the program. Upon the successful completion of didactic instruction, students from this program are qualified to take the NCETMB, NCETM, or the MBLEx. The Texas market prefers the MBLEx exam, but will accept any of these national exams.

	Learning Outcomes	Analysis	Goals
Q1			

Computer and Network Technician

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Dental Assistant (semester credits)

Students are taught entry-level skills which include dental radiography, four-handed techniques, sterilization, basic lab duties, and front office procedures. The student is assessed by an instructor at the end of each course. That evaluation is reported on the dental benchmark card, which outlines the skills that should be obtained in each course. Once students have completed all six of their dental science courses, a comprehensive assessment of all the students' skills is done at the "senior check-offs." If the student is able to complete the multi-level task successfully, then he or she is approved to begin externship.

	Learning Outcomes	Analysis	Goals
Q1			

Dental Assistant Technician

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Health Services Administration

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Information Technology

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

Medical assistant students are prepared to work both front and back medical office settings. Students are given a competency packet that covers lab experiences to ensure that the student is progressing the program. The competency packet ensures that the student understands how to work in each aspect of the medical office. The packet must be completed and returned to the program head prior to beginning externship.

	Learning Outcomes	Analysis	Goals
Q1			

Medical Assistant Technician

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

To ensure that pharmacy technician students are progressing through the program, students must successfully show proficiency in hands-on skills prior to beginning externship. During each course, students are expected to complete the skills necessary to be functional in the pharmacy. The school monitors this progress by utilizing a check-off record that is only considered complete when a student has demonstrated the hands-on skills that would be found in a “real world” setting. Students are also evaluated on their skills during externship. A keyboarding benchmark is determined for each student utilizing a keyboarding program to record words per minute and errors. This tool is used to determine the student’s progression through the program. Brand/generic drug outcomes are determined by requiring students to research and present on drugs specific to each course via a drug workbook, and they are tested over these drugs regularly. Upon completion of all didactic courses, students complete a comprehensive final exam over the top 200 drugs before beginning their externship. Students are required to show competencies utilizing various benchmarks prior to beginning externship.

	Learning Outcomes	Analysis	Goals
Q1			

Pharmacy Technician

Learning outcomes:

	Learning Outcomes	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma and AAS)

Surgical technology students are evaluated monthly using the assigned monthly student skill evaluation. There is linear progression from basic hand washing skills to different levels of surgical cases. Although

it is a wheel system, at every lab module, students all start basic aseptic technique and progress from there. No student begins an invasive case without first mastering basic aseptic technique. Those cases will consist of a breast biopsy, inguinal hernias, appendectomies, exploratory laparotomies, and continually progress into more invasive procedures. Within the first concentration course, students must accomplish basic aseptic technique skills that prepare the operating room for surgery. These basic skills consist of wiping down a room, opening sterile items on a back table, draping a mayo stand, aseptic scrub, gowning, and gloving, along with gowning and gloving other surgical team members. In addition, as they progress through the program, students are required to complete a procedure case analysis before they are allowed to first scrub various cases. Each procedure case analysis encompasses more skills that will be needed as an entry-level surgical technologist.

	Learning Outcomes	Analysis	Goals
Q1	48.84%	Q1 shows slight improvement in retention from the last fiscal year. Overall, retention in this program has remained consistent throughout Q1.	

Graduation Rates³⁵

An institution's graduation rate is one of the most important statistics that can be analyzed, because it provides objective evidence of the effectiveness of the education provided and of the services offered to the students during their tenure at the school. Monitoring the number of students who started school compared to the number of students who graduated the program helps the institution to evaluate its programs and determine the effectiveness of each program, determining the strengths and weaknesses of each.

Baseline Data: The baseline data used to report graduation rates were submitted on the Campus Accountability Report (July 1 to June 30).³⁶

³⁵ Graduation rates were calculated according to the following formula: Number of graduates / (Number of graduates + Number of Withdraws). This number is determined by the data provided in the Campus Accountability Report.

³⁶ Graduation rates are not available for the Computer and Network Technician, Dental Assistant Technician, Medical Assistant Technician, Medical Front Office and Billing, Patient Care Technician, Pharmacy Technician (semester credits), Health Services Administration, and Information Technology programs. Enrollment for these programs began with the 10/28/2013 term.

Program	FY2010 Graduation Rate	FY2011 Graduation Rate	FY2012 Graduation Rate	FY2013 Graduation Rate
Basic Massage Therapy Diploma				
Dental Assistant Diploma				
Medical Assistant Degree				
Pharmacy Technician Diploma				
Surgical Technologist Diploma				
Surgical Technologist Degree				
Totals				

Analysis:

FY2014 Graduation Rates

Assessment Tool: The STARS Retention Report will be used to report student retention information, including graduates and withdraws from programs. This data will be verified annually with the Campus Accountability Report.

Collection Timeline: Data will be updated following the end of the fiscal quarter, and verified annually with the submission of the Campus Accountability Report.

Rationale for Data: This report is provided to campuses through the STARS portal and can report retention trends for a specified reporting period. This report is available through the STARS Education portal and reports active (continuing) students, drops, and graduates for each program offered. Tracking the rate at which students graduate and leave will help determine the weaknesses and strengths in individual programs.

Program	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Basic Massage Therapy	74.51%			
Computer and Network Technician	N/A			
Dental Assistant (semester credits)	60.78%			
Dental Assistant Technician	N/A			
Health Services Administration	N/A			
Information Technology	N/A			
Medical Assistant (AAS)	39.47%			
Medical Assistant Technician	N/A			

Patient Care Technician	N/A			
Pharmacy Technician (semester credits)	58.82%			
Pharmacy Technician	N/A			
Surgical Technologist (diploma)	66.67%			
Surgical Technologist (AAS)	46.34%			

Outcomes, Analysis, and Goals by Program

Basic Massage Therapy

	Graduation Rate	Analysis	Goals
Q1	74.51%		

Computer and Network Technician

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Dental Assistant (semester credits)

	Graduation Rate	Analysis	Goals
Q1	60.78%		

Dental Assistant Technician

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Health Services Administration

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Information Technology

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Medical Assistant (AAS)

	Graduation Rate	Analysis	Goals
Q1	39.47%		

Medical Assistant Technician

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Patient Care Technician

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Pharmacy Technician (semester credits)

	Graduation Rate	Analysis	Goals
Q1	58.82%		

Pharmacy Technician

	Graduation Rate	Analysis	Goals
Q1	N/A	Enrollment for this program did not occur during Q1.	

Surgical Technologist (Diploma)

	Graduation Rate	Analysis	Goals
Q1	66.67%		

Surgical Technologist (AAS)

	Graduation Rate	Analysis	Goals
Q1	46.34%		

Online

	Graduation Rate	Analysis	Goals
Q1	N/A	Results and analysis for students taking classes via online delivery will be included in the CEP beginning in Q4. Responses to Appendix H items regarding online delivery have been included as an appendix to this CEP.	

Appendix A: Online Delivery

The following represent responses to ACICS Appendix H: Distance Education, as they apply to distance education at Anthem College – Irving.

Institutional Readiness

(A) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery.

The ACICS May 28, 2009 letter grants approval to offer diploma, associate, and bachelor degree programs via distance education.

(B) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Institutional Effectiveness Plan.

Anthem College Online offers programs that are compatible with an online delivery methodology and a geographically-dispersed student population. For example, programs requiring externships or clinical laboratories are not offered online because of the difficulty of providing and overseeing such activities when students are located throughout the country. In addition, programs that require state-specific licensure as a condition for employment are also not offered online.

Online courses run for four weeks, the same as residential courses. Each week, or Unit, consists of a variety of online activities and assignments. Each of the four Units is similar in structure. Almost without exception, all online courses consist of the following components:

Live Lectures (one per Unit): Online course instructors deliver one live lecture (minimum of one hour) per week over Adobe Connect. The instructor uses a webcam, microphone, and slide presentation window to deliver lectures over the internet. The instructor may also use a whiteboard for working on problems, such as would be done in a mathematics course. Students can log into the live lecture and communicate with the instructor during the lecture via typing into a text box. Instructors can poll

students during the lecture via a survey tool that collects and tallies responses. Students can also select icons that designate that they are raising their hand, or responding yes or no to questions (thumbs up/down icons), and so on. Students who are not able to attend the live lectures (and those who want to review the lecture material) can watch a playback of the lecture, since all live lectures are recorded.

Instructions (Interactive Learning Model – ILM) (one per Unit): ILMs are multimedia, interactive presentations that are designed by Subject Matter Experts coordinating with Anthem Online’s Product Development group (a team of instructional designers, graphic designers, and programmers). Students may run the ILM for the Unit at any time, and as many times as they wish. In addition to the audiovisual coverage of course material, ILMs contain interactive exercises such as matching terminology with definitions, etc. Students will now be able to earn points by completing these modules, increasing the completion rate.

Discussion Forums (one per Unit): Each Unit poses a discussion question related to the material covered in that Unit. Students must post a response to the original question, plus respond to at least one other student’s posting. The instructor provides feedback on the responses, and grades the responses for content, organization, etc. as per a rubric contained in the course syllabus. To further increase student interaction, Anthem College Online is moving to a format in which students are required to respond to at least two other students’ postings.

Library Assignment (one per course): Every course includes one, multiple-week library assignment, to strengthen and enforce students’ research and library usage skills. Library assignments require students to locate and utilize material found in Anthem’s extensive online library collection. Beginning with September 24, 2012 courses, the one large library assignment will be separated into four incremental assignments, with one assignment due each Unit. This will help ensure that students begin working on their library assignments at the beginning of the course in manageable increments rather than waiting until the end to complete a large assignment.

Assignments (usually one to three per Unit): Assignments can take a variety of forms, depending on the course. Short answers, essay questions, problem solving, and case studies may be assigned. Students work on their assignments during each Unit and submit them prior to the end of that Unit.

Assigned Readings (usually two to three chapters per Unit): Students are expected to complete their weekly textbook readings. Anthem Online students are provided with e-books within their classroom. Physical textbooks/supplies are mailed prior to the start of each course if required.

Summary Forums (in select courses) (one per Unit): Summary statements are similar in format to the discussion statements, but call for the students to review how that Unit's material impacted their perceptions and understanding of the Unit's topics, as well as how they will use what they have learned. As with the discussion questions, students are required to post a response as well as respond to at least one other student's posting.

Assessments (one per Unit): Each Unit ends with an assessment that is due at the end of the Unit. Assessments test students' knowledge of the material covered during the Unit. Assessments may consist of multiple choice or true/false questions that are automatically graded, and/or short answer or essay questions that are graded by the instructor.

(C) Institutions must designate a qualified individual to oversee the distance education activities. Additionally, institutions must assign faculty who possess the technical skills to teach in a distance education environment.

All distance education activities are overseen by the Online Director of Operations. Online education and delivery are ultimately overseen by Anthem Education Corporate Offices. Dr. Thomas Ayers and his Corporate Education Operations team are responsible for curriculum implementation and educational outcomes.

(D) The delivery method must be appropriate for students and the curriculum.

The delivery method utilizes tools and practices proven effective for an online environment. Appropriateness of methods, curriculum, and materials are assessed each session by students, continually by instructors and Program Heads, and semi-annually by the Program Advisory Committees.

Each student is provided the opportunity to provide comments and feedback both at the midpoint and at the end of each course; instructors utilize a curriculum review process that allows modifications, additions, and replacement of course content with no time constraints; and members from each program community participate in advisory committee sessions twice each year in an assessment of course materials, curriculum, and delivery methods.

Admissions Requirements and Enrollment

- (A) Institutions must identify the admission requirements of distance education courses/programs and how it differs from, if applicable, the one-ground admissions requirements.**

The online admissions process begins with an online Admissions Representative conducting an initial phone interview with the prospective student. If the student demonstrates the interest, desire, and motivation to attend the school and complete a postsecondary program of study, the student begins the enrollment process.

The completed enrollment process will include the following: Payment of the application fee along with the following signed documents: student application, enrollment agreement, high school/GED diploma or transcript release form, student list of understandings, and the FERPA form. Prior to signing the aforementioned documents, the prospective student will have the opportunity to view the catalog, the tuition and fees supplement, anticipated graduation dates supplement, and administration and faculty listing supplement.

Applicants may be admitted if they satisfy the following criteria:

- They are a high school graduate or have a certification of high school equivalency (GED).
- They have completed and submitted all enrollment documents as detailed above.

- (B) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.**

The online programs are compatible with most PCs or laptops. The student must have access to the latest version of Internet Explorer or Firefox browser. The student will also need the latest Flash plug-ins, which may be easily downloaded (at no additional cost) from the Internet. A broadband connection is highly recommended. If the applicant is uncertain as to the PC system's configuration or its compatibility with the school's online courses, the school personnel will assist in determining the computer specifications.

- (C) Institutions must provide an online orientation program to familiarize students with the equipment, resources used in distance education activities, and orient the student to the distance education learning process.**

Students that meet all requirements for admission into the school are required to participate in and complete the online orientation. The online orientation is an on-demand course that orients the student to the learning management system, the course structure, and the policies and procedures of the institution. The online orientation consists of a video introduction to the learning management system. All students must complete the online orientation before taking their first course.

Financial Aid Mission, Roles, and Objectives

Financial Aid Mission

The primary purpose of student aid is to provide financial resources to students who would otherwise be unable to pursue postsecondary education.

Financial Aid Advisors work with students to gain an understanding of their financial goals when it comes to the students' educational investment. Financial Aid Advisors are able to advise students on the responsibilities of taking student loans and using other funding sources that will allow the students to meet their financial goals. Students that elect to take additional funding to cover educational expenses above the cost of tuition receive additional advising and complete a monthly budget that reflects student loan payments to bring awareness to the long term effects.

Financial Aid Role

- Provide students with information about financial aid programs and processes.
- Provide assistance with the financial aid application process.
- Collect all documentation required as part of the application process.
- Resolve any unusual application filing situations, such as dependency overrides.
- Determine eligibility for Federal Financial Aid.
- Process student and parent educational loans.
- Notify students of financial aid awards.

- Determine the student's academic grade level for financial aid purpose.
- Determine satisfactory academic progress for federal aid purpose.
- Help students seek, obtain, and make the best use of all financial resources available to them.
- Provide in all appropriate literature a clear statement of the actual costs of attendance, which shall include both the direct and indirect costs.
- Respect the confidentiality of student records.
- Educate students regarding education debt and loan responsibility.

Financial Aid Objectives

- Consistently provide a high level of customer service.
- To provide a financial aid overview to every student with financial aid questions.
- To provide enrolled students an immediate Warm Transfer Financial Aid meeting.
- Complete the entire financial aid process with accuracy, quality of service, and integrity.
- Utilize the Net Price Calculator packet when awarding and educating our student population.
- Provide our students with adequate instruction and information utilizing our student portal and emails.
- Establish and maintain effective communication with our Admissions and Student Services departments.

Curriculum Content and Instruction and Delivery

(A) The syllabi must show that the distance education courses have the educational learning objectives and outcomes consistent with the program objectives and the credential awarded.

The educational learning objectives and outcomes of the online courses are consistent with program objectives and the credential awarded. The syllabus for each online course contains the course description, number of credit hours, course outline, course competencies, required textbooks/supplies, grading policy and rubric, and information regarding discussion forum, weekly summary statements, library assignment, and/or quizzes and exams.

(B) The course/program must demonstrate sufficient and appropriate interaction between faculty and students and among students.

Online faculty are expected to be responsive to their students, and respond to any questions within 24-48 hours. Faculty and students primarily communicate through the Moodle Learning Management System (LMS) classroom and email. Within Moodle, there are areas for announcements, messaging, and off-topic forums. At the beginning of class faculty and students post bios of themselves in an Introductions area, and here faculty provide their contact information, including their school contact information, an alternate email, and a phone number. During the class, faculty provide feedback to students' discussion questions, assignments, and their other coursework. Faculty also hold weekly live lectures over Adobe Connect. Students are able to ask questions via chat during class, and the instructor will respond either publicly in the lecture, or via private chat response. Adobe also has the capability for students to raise icons onscreen during class that indicate that they have a question, wish to speak, agree/disagree, and so on. Faculty can also conduct polls within the Adobe session, with the responses tallied for all to see. Students who are unable to attend the live lectures can view the playbacks of the lectures, and can then contact the faculty with any questions.

Students primarily interact through Moodle as well. Each week of the class includes a discussion question and summary statement, and in addition to students' own responses, they are expected to respond to at least one other student in each case. Students can also send email and messages to each other within the Moodle LMS.

During each week's live lecture over Adobe Connect, students can communicate with each other via chat inside the Adobe session.

(C) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale.

Anthem College Online offers Bachelor of Science and Associate of Science degree programs, Association and Bachelor of Science degree completion programs, and a diploma program. The Bachelor of Science degree programs require 120 semester credit hours with at least 60 semester credit hours in the area of concentration and 36 semester credit hours in general education. The Associate of Science degree programs require 60 semester credit hours with at least 30 semester credit hours in the area of concentration and 15 semester credit hours in general education. These credit hours required for both Bachelor's and Associate's degree programs meet the respective degree program requirements specified in the Standards of Accreditation published by the Council. The diploma program requires 42 semester credit hours.

Due to the combination of asynchronous and synchronous components in online learning, the line between the classroom and outside of class work is not clearly delineated. We have differentiated between instructor-led activities and additional online learning activities in determining the appropriate calculation of credit for the online classroom, and designed our online instruction and learning so that the number of hours in one unit of credit reasonably approximates the unit of credit as defined in the school catalog.

Specifically, the following activities have been designed as instructor-led activities for the online classroom:

- Live learning sessions (including the recorded version of such)
- Threaded discussions
- Instructor-facilitated multimedia presentations
- Open student-instructor interaction

Additional online learning activities:

- Reading assignments
- Research activities and projects
- Portfolio/capstone projects
- Gathering learning resources
- Self-processing of the learning experience
- Knowledge checks and assessments
- Any other self-directed learning activities

(D) Curriculum must be administered in a way that maintains security of access.

Curriculum security is maintained by safeguarding tests within the security layer of the learning management system application. This application layer prohibits students from accessing the answers to the test. It also prohibits non-students from accessing this information. This information can only be accessed by course administrators. Students log in to the learning management system using unique user ID and password credentials.

Faculty and Instructional Support

- (A) The institution must employ academically and experientially credentialed faculty to oversee the instruction, evaluation, and grading requirements of the distance education course/programs.**

Applicants for Anthem online faculty positions are required to submit a resume and transcripts for all degrees earned. Online Program Heads and Team Leads determine whether the applicants possess the education, subject matter expertise, and experience to teach Anthem online courses. The Academic Managers review the resume and transcripts, and list the courses the applicants are approved to teach. During this review, the managers review the transcripts to confirm the awarding of the degrees listed on the resume, and ensure that the degree requirements are met. Managers also confirm that transcripts are from schools accredited by an accrediting agency recognized by the U.S. Department of Education, that applicants for general education courses possess at least a Master's degree, and that applicants for all other courses possess at least a Bachelor's degree. General education applicants' transcripts must list at least 18 semester hours or equivalent of coursework in the area of the requested teaching discipline. Applicants without at least a Bachelor's degree are not considered for any teaching position, with the rare exception of several faculty teaching only in the diploma program. Applicants whose transcripts are from schools outside of the U.S. must submit an accompanying transcript evaluation from a member of AICE or NACES to determine the equivalency of credentials to a U.S. degree, have graduated from an institution recognized by their government, and must provide an English translation of the transcript. Following review of the applicant's credentials, the Program Head sends the course approvals to the Director of Education for final approval. Official transcripts and other required materials are placed in a file for each applicant who is hired to teach.

- (B) The faculty must possess the appropriate technical skills and be adequately trained to instruct in a distance education environment; faculty orientation must be provided.**

Faculty candidates approved for hire are required to participate in training prior to teaching their first class. Training includes but is not limited to background information on Anthem College, student demographics, curriculum, classroom structure, the learning management system, and other logistical essentials.

New faculty orientation and training includes the following:

Orientation:

- Agenda
- About us
 - Anthem College Online
- History (from our catalog)
- Mission statement
- Academics
- Curriculum
- Departments at Anthem College Online
 - Academic Affairs
 - Other departments
- Faculty and students
 - Faculty demographics
 - Our student population
- Resources
- Program catalog
- Accreditation and approval
- Campus crime and security
- Satisfactory academic progress policy (SAP)
- Tutoring
- Student information disclosures
- Specifics about each program and course descriptions
- Employee handbook
- Dress code/personal appearance
- Sexual and other unlawful harassment
- Substance abuse policy
- Payroll procedures and policy
- Online attendance policy
- Grading and evaluation
- Make up work policy
- Faculty standards and expectations
- Course instructional requirements
- New faculty orientation documents
- Faculty responsibilities
- Plagiarism policy
- FERPA
- The online library
- Evaluations
- Faculty development
 - Individual faculty development plan (IFDP)

- What's next

Moodle (LMS) Training: During this portion of the training, new faculty will learn how to set up their classroom, post announcements, and post discussion and summary forum questions.

Adobe Connect 8 Training: This module will ensure that trainees understand how to create meeting rooms for live lectures, set up their audio and video, and record and deliver lectures.

When the candidate's formal training is complete, the faculty member's manager or Team Lead is available to assist with any questions or classroom issues.

(C) The faculty must be supported with the appropriate educational resources and technology to instructor using this method of delivery. Students must also be provided with the appropriate technical and academic support to successfully complete the program/courses using this form of instruction.

Anthem Online faculty are provided with the following:

- Microsoft Office software at a nearly 90% discount
- Webcam for live lecture presentations
- Adobe Connect account for live lecture presentations
- Textbooks and software indicated in syllabi for courses which faculty are approved to teach
- Access to all publisher supplemental materials for courses which faculty are approved to teach
- Turn-It-In software for plagiarism screening of student submissions
- Open access to ACO online library, which hosts over 67,000 online books, journal resources, and periodicals

Students are provided with the following resources:

- Microsoft Office software
- Textbooks and software for each class
- Open access to ACO online library, which hosts over 67,000 online books, journal resources, and periodicals

- Tutorials created to assist students with online library usage, plagiarism, and APA citation standards
- Westlaw Library access for Paralegal students
- Crime kit and DVD series for Criminal Justice students

(D) Institutions must provide evidence that there are an appropriate number of faculty members for the student population involved. Institutions must be able to justify their student-teacher ratio.

A typical class is scheduled with 28 students or fewer. As of August 1, 2011, the student-teacher ratio was 15.4 to 1. Automatic grading by the learning management system of most assessments and quizzes allows instructors the time required to generate meaningful discussions in forums with and between students, analyze and grade papers with substantive comments, respond to student emails, and provide tutoring support as needed. Live lecture sessions and Adobe Flash-based content instruction are also key resources for classes.

(E) The institution must have a faculty development plan on file that is appropriate for each individual.

Each faculty member creates a faculty development plan at the beginning of their employment. Continuing faculty members are asked to create new plans yearly.

As faculty members complete developmental activities, they are asked to submit the appropriate documentation for proof of completion. The activity completion date is entered by the Administrator of Faculty Development on the faculty development plan. These plans are revised yearly.

Resources and Equipment

(A) The institution must demonstrate that it has adequate financial resources to support the form of delivery.

Anthem College has sufficient financial resources in place to support the distance education program. Budget projections are developed each fiscal year based on current and projected student population and instructor-student ratio guidelines. Additional budgetary elements include support staff headcount, equipment, and administrative material.

(B) Instructional resources, equipment, library resources, and network connectivity, if applicable, must be readily available, accessible, and reliable.

Online students have access to our internet library, a library service which is a full-featured online library that provides an extensive online resource. In addition, the library link on the on the student interface provides access to several other library resources. An online librarian is available to assist students as they learn to navigate the resources of the library. A self-paced library tutorial has been created to guide students through the many features of the online library. In addition, the Online Librarian has started conducting live sessions for faculty and students over Adobe Connect. The live session is also recorded so that faculty and students who cannot attend the live session can view the recording.

For tutoring, Anthem College Online has developed the Student Success Center. It offers pre-scheduled tutoring sessions, a writing center, and one-to-one faculty tutoring which is available to all Anthem students. It is located in every classroom, free of charge, and it is promoted by faculty and Student Services Advisors.

Anthem College Online has also developed online tutorials for students in the areas of library usage, plagiarism, and APA formatting. These tutorials are also linked from the online classroom.

All online resources are available to the student via a direct link in the online classroom, without requiring access codes or a second login.

As for reliability, the Data Center that provides access to the learning management system is equipped with dual redundancy of network components. This redundancy of equipment ensures that access to the learning management system is readily available, accessible, and reliable.

Online instructors and staff contact the Help Desk if a network connectivity problem arises. Online students contact the Technical Support Team, available 7 days per week, if they have trouble accessing the network.

Students and Student Services

(A) The institution must provide students with a knowledge base of technology utilization.

The student orientation program helps familiarize students with the online environment. The program is offered online as an interactive demonstration of the virtual classroom. This gives students exposure to an online environment that effectively imitates a course while introducing the basics of successfully navigating the learning management system. The orientation also provides audio narratives and adjoining textual and visual information that introduces the departments of the school as well as the scope of their services to students.

Online Admissions Representatives will be responsible for initiating voice-to-voice contact with prospective students who have made inquiries (typically web-based) regard degree and program information. When contact is made, the Admissions Representatives will be responsible for making a comprehensive presentation of the enrollment process. The Admissions Representatives will also be responsible for introducing the elements and benefits of the online learning experience.

(B) The institution must provide student services such as counseling, academic advising, guidance, financial aid, and employment assistance for students enrolled in distance education courses/programs.

Services available to online students include advising them on success strategies such as time management, success tips for specific courses, and helping to facilitate tutoring. The Registrar is responsible for all status changes required for a student's schedule including leaves of absence, re-entries, and terminations. Student and Online Tech Support assist with non-academic issues that may include health emergencies, technology issues, or other issues that may prevent the student from logging into the course. Student Support has partnered with a third party company (ACI Specialty Benefits aka SOAR) that provides Master's-level counselors to address student issues that go beyond school advisement. SOAR gives students direct and confidential access to counseling professionals who help students overcome obstacles and better manage school and life responsibilities.

ACICS released a memo to the field dated July 21, 2012, cited as follows: The council has expressed expectations regarding economic, demographic, operational, and other mitigating circumstances in which institutions may be granted consideration in regards to student success metrics. Such circumstances include:

- a. Weak national economic conditions; economic recession/depression
- b. Weak local or regional considerations, such as persistence in high unemployment, low economic rates of growth, and/or extended employer time-to-hire
- c. Demographic conditions, such as large numbers of students with multiple risk factors identified by the U.S. Department of Education in "Students Entering and Leaving Postsecondary Occupational Education 1995-2001." According to Berkner, Cuccaro-Alamin, and McCormick, 1996, these factors include:
 - a. Delayed enrollment after high school graduation
 - b. Lacking a high school diploma
 - c. Enrolling on a part-time basis
 - d. Financially independent
 - e. Working full-time while enrolled
 - f. Having children younger than age 19, and
 - g. Being a single parent
- d. History of student achievement outcomes, such as a single episode of low rates compared to a sustained pattern of marginal or declining performance
- e. Having at least six months after graduation or licensure, where applicable, to search for employment
- f. Significance of programs for viability of the campus
- g. Numbers of students enrolled or graduated
- h. Other mitigating circumstances unique to the institution

Many of the factors that the council identified in the memo apply to our online student population. While career colleges typically serve a non-traditional student population, it is remarkable how our demographic closely mirrors what the council has identified as risk factors.

Online Demographics:

- 20% male, 80% female
- 38% White, 35% Hispanic, 15% Native American, 6% Black, 5% two or more races, 1% Asian
- 54% single, 35% married, 8% divorced, 3% separated
- 36% between the ages of 25-35, 23% between the ages of 36-45, 21% between the ages of 17-24, 16% between the ages of 46-55, and 4% of students are 56 and older

Student advisors take on many roles:

- *Coach:* Encourage students and keep them focused on their goal of graduating from college.
- *Student advocate:* Support students when they need it most.
- *Supporter:* Student Affairs supports the students by participating in online school activities. Through phone calls and email we can provide students with a well-rounded college experience.
- *Tech support:* Student Affairs assists students who are encountering difficulties accessing or navigating their online courses. They also proactively contact students in classes that are more technology-oriented to ensure they are not encountering difficulties.
- *Engagement:* Student Affairs helps promote a sense of community with online activities that include scavenger hunts, trivia quizzes, and other contests that encourage students through their participation. Through the use of email, Student Affairs can reach out of students so they feel involved an informed of school activities and events. These activities also help student to check their email account more regularly, spend more time on their computers, navigate the internet, and boost student morale.
- *Graduation:* Student Affairs organizes and oversees all graduation ceremonies. Since the Anthem Education Group has many residential campuses, we have the unique opportunity of being able to offer students the chance to celebrate their graduation by participating in an Anthem College graduation ceremony of their choice.
- *Information Resource:* Advisors will relay pertinent information to the Program Head, the Director of Student Services, the Director of Academic Affairs, and the Online Regional Vice President if necessary, regarding attendance, academics, and personal well-being.
- *Problem Solver:* Advisors help develop strategies to help students overcome conflicts both within school and outside of school. This can include helping with time management, computer/technology issues, or trying to help with financial issues, in which the Financial Aid department must also be involved.
- *Resource:* Although Advisors are not professional counselors, they can guide and help their students by listening to their problems and offering helpful suggestions.

Financial Aid Advisors

The Online Financial Aid department is responsible for ensuring that newly enrolled students have completed the necessary paperwork to cover their financial obligations as well as processing all federal and institutional documents required for the student to receive their first disbursements of aid.

The Online Financial Aid Advisors are responsible for ensuring that each student has completed the necessary paperwork to cover tuition charges prior to the commencement of classes. Students are directed to the Online Financial Aid Center to access and complete all of the required financial aid documents; the Online Financial Aid Center also includes links and directions for students to request their federal PIN and complete the FAFSA on the web. The Online Financial Aid Advisors are available to assist students with completing their documents, answer questions, and to review the Estimated Tuition Assistance Letter and conduct entrance counseling with all students.

Career Center Advisors

The mission of the Career Center is to provide ongoing career development assistance. This includes mock interviews, resume and cover letter critiques, interview techniques, and job development. The student is contacted three months prior to graduation for an exit interview, then one month prior to graduation to finalize any changes to their resume and career objectives. Upon graduation, they are contacted a minimum of once a week until placed in their field of study.

Career Center Advisors will also assist graduate students who wish to take refresher courses in their program to stay current on their skills.

Student Evaluation and Program Assessment

(A) Requirements for successful completion of distance education courses/programs must be similar to those of residential courses/programs.

Just as their counterparts in residential classes, online students are required to complete all required program courses successfully and to maintain satisfactory academic progress throughout the program. Learning outcomes, course descriptions, and textbooks are the same for both residential and online modalities. The Satisfactory Academic Progress Policy of Anthem College applies to both residential and online students equally. The online students are reevaluated at the designated evaluation points for their academic progress and receive the appropriate advising from their respective Student Service Advisor regarding their status in meeting SAP.

(B) Assessment of student performance and academic success should demonstrate outcomes for distance education courses/programs that are comparable to those of residential courses/programs.

Learning outcomes listed in the syllabus for online courses are the same as those for the equivalent residential courses, so both residential and online students are expected to master the same competencies, regardless of modality. Course descriptions and textbooks for residential and online courses are also the same, as is the grading scale. The only variation between residential and online courses is typically in the course delivery. Online students' assignments are more geared to the online environment. For example, while an in-class discussion might occur in the residential classroom, classroom discussions online are conducted via discussion questions. The format of the latter is that students must each post a response to the instructor's question, and then respond to at least one other student's response. Just as assessments are given in residential classes, online assessments are given to online students.

(C) The institution must document that it conducts course/program evaluations, included assessment of student learning outcomes, student retention and placement, and student, graduate, faculty, and employer satisfaction.

Anthem College Online continuously monitors student grades, GPAs, placement, and other measures of student learning outcomes. To increase the focus on student outcomes, Anthem Online is adding a Director of Curriculum position in September/October 2012. Responsibilities will include the development and design of appropriate assessment methods and instruments for assessing student learning outcomes and program effectiveness. The Director will also build, monitor, and report on course and program-specific assessment outcomes.

Retention is tracked through the dismissal summary portion of the weekly tracking report completed by Student Services. This report tracks dismissals by program as well as by week, month, and year-to-date. The complete totals are also provided in this report as year-to-date budget dismissals and actual dismissals. The information the weekly tracking report offers ample information on retention at the school.

Along with the weekly tracking report, other STARS database reports give departmental statistics and information about current students. Various reports provide grouped information that tracks attendance, grades, and status changes. Utilization of the retention reports by Student Services and

other departments facilitates management of student retention issues. Trends and statistical reports also provide vital information for student retention.

To locate employment opportunities for graduates in their fields of study, Career Center Advisors assist graduates with job development. Activities include reviewing online search engines to locate employment opportunities, calling potential employers, and assisting graduates with tips on locating employment.

Career Center Advisors guide graduates through employment barriers in an effort to identify factors that may hinder them from gaining employment. They assist graduates in creating resolutions to roadblocks by discussing career ambitions and current situations; issues such as living in remote locations, problematic family issues, criminal backgrounds, existing employment contracts, questionable or nonexistent work history, and unrealistic expectations.

Exit interviews are used to identify career goals and current employment status prior to a student's graduation. During the interview the graduate's current career objectives and resume are collected, and a vivid picture of the student's current employment situation is developed.

A critique of the graduate's resume is conducted, and assistance is provided to improve the document. This ensures quality of formatting, content, and consistency of information. Mock interviews are conducted with graduates to prepare them for interviews with potential employers. Interview preparation also includes reviewing interview questions; discussing appropriate interview attire, hygiene, and arrival times; researching companies, and preparing appropriate questions to ask.

Student satisfaction is measured in several ways. As described in the Student Satisfaction section of this CEP, Anthem Online students participate in Noel-Levitz surveys of student engagement. Anthem College Online scored extremely well in student satisfaction. In answer to the question, "Would you recommend this school to your family members and friends," a remarkable 93.93% of October respondents answered "yes." When compared to October scores for National Online Learners, Anthem College Online scored significantly higher.

Another measure of student satisfaction is the course survey. The mid-course survey is available in the online classroom in the second week of the course. The end-of-course survey is available in the online

classroom during the final week of each course. The Education Department reviews the feedback with the instructor and other support areas that are included in the survey.

A regular faculty survey has recently been reinstated to provide faculty the opportunity to give feedback and recommendations on their courses and on the college. In addition, regular faculty meetings are held, giving the opportunity for faculty to provide feedback. The Anthem Online Executive Director and the Education staff invite faculty to publicly or privately provide feedback at any time.

Employer and graduate satisfaction are determined by feedback provided to the Career Center. Employer and graduate satisfaction surveys are conducted, as described in the Employer Satisfaction and Graduate Satisfaction sections of this CEP.

In addition, twice each year, Program Advisory Committees conduct meetings for each online program. The purpose of these meetings is to seek the advice of industry leaders and employers in the field of the designated program in order to fine-tune the curriculum, and improve education and training specific to the field of study. By reviewing the overall program as well as individual courses, the Program Advisory Committees help to provide better programs, and more qualified and employable graduates.

Program Advisory Committee members are provided with an overview of the core courses and general education courses offered in the specific program, textbooks are provided for review, an online demonstration of the classroom setting is presented, previous minutes are made available, and copies of syllabi are available for each member to review. Committee members review data on students graduating, curriculum objectives, program length, and curriculum content.

Publications

(A) The institution must fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material.

Online programs are clearly identified in the catalog, website (www.anthem.edu), and promotional material. Information is also specifically defined as relating to the online student when that information is presented in concert with material that relates to other delivery methods.