



**2009-2010 Institutional
Effectiveness Plan
Stautzenberger College,
Brecksville**



Stautzenberger College

2009-2010 Institutional Effectiveness Plan

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Stautzenberger College, Strongsville 2009-2010 Institutional Effectiveness Plan

I. INTRODUCTION

In order to assess the performance and ensure the continuous improvement of the educational programs and opportunities at the College, the Campus Effectiveness Assessment Team ("CEAT") has created and implemented this Institutional Effectiveness Plan ("IEP") for academic year 2009-2010.

Through our quarterly effectiveness assessment process, the CEAT, faculty, and students review numerous metrics to determine whether the College is meeting its overall Mission, Goals and Objectives. This quarterly review process enables us to ensure timely response to all feedback and a proactive approach to educational administration. The goal of our assessment process is to ensure that we are responsive to the educational and career needs of our students, our employers and our community. This IEP is the annual capstone to the College's assessment program.

When reading this IEP, it is important to remember certain limitations imposed by our relative youth. For instance, we have only received return of one set of employer and graduate surveys and only one set of Pre- and Post-Test results. These preliminary results will, however, nevertheless inform the choices made by the CEAT and its response to its students and community.

II. OUR MISSION, GOALS AND OBJECTIVES

A. Mission

Stautzenberger College, Strongsville's Mission is to serve students, employers and the community through occupational education for careers in Health and Wellness, Legal Technology and Veterinary Technology.

B. Goal

The Goal of Stautzenberger College, Strongsville is to excel in educating and preparing our students for careers in Broadcast Captioning, Business & Entrepreneurial Management, Court Reporting, Legal Secretary, Massage Therapy, Paralegal Studies, and Veterinary Technician.

C. Objective

The Objective of Stautzenberger College, Strongsville is to serve our students, employers, and the community by offering a quality, affordable education to individuals seeking to acquire the skills necessary to enter our fields of specialization.

We serve our students by securing outstanding faculty to teach well-crafted programs. We also serve our students by providing placement assistance (both before and after graduation) in their chosen fields.

We serve employers by educating individuals in the skills necessary to perform the tasks required in the workplace. Our graduates are held to a high standard to ensure maximum mastery of the material they learn. We also focus on ethics and integrity in each career for which we offer training so that our graduates are not only technically adept, but familiar with the professional expectations of their chosen fields.

We serve our community by encouraging individual growth and self-realization by providing a strong support network for our students within the academic environment. Our determination to provide responsive and innovative programming also supports the community by producing students with skills relevant to today's job market. By producing independent graduates with marketable skills, we minimize our graduates' reliance upon the resources of and maximize their contributions to their communities.

III. THE CAMPUS EFFECTIVENESS ASSESSMENT TEAM

The annual IEP and quarterly assessment process are created and conducted by the Campus Effectiveness Assessment Team ("CEAT"). The CEAT is formally comprised of the School Director, the Dean of Academics, the Director of Admissions, the Career Services Officer, all Program Directors, the Student Services Officer, and the Financial Aid Officer.

Although not formal members, also included in the CEAT are all faculty and students who contribute to the assessment process by providing their individual assessments of the curricula, faculty, staff, library and facility each quarter by submitting completed surveys. These surveys are distributed to students in week eight and to faculty in week ten of each quarter. They are then analyzed for statistical import no later than weeks nine and eleven respectively, and the results reviewed to determine whether any metric requires immediate attention. After this initial informal review, a copy of the statistical outcome is forwarded to all members of the faculty by the end of week eleven (the final week of the quarter).

The CEAT meets weekly throughout the quarter to discuss all attendance, withdrawal, enrollment, scheduling, and financial aid issues as they arise. Each week, the Team members bring up any concerns they may have, and review the progress of any assignments for which they are responsible. These meetings ensure that issues are addressed in the most timely and responsive manner possible to ensure full administrative competence.

The CEAT also meets at the beginning of each quarter to assess the campus' performance in the prior quarter. The minutes of these meetings (referred to as the Campus Effectiveness Assessment Report or "CEAR") are then distributed to all employees of Stautzenberger College, Strongsville, as well as to the President at the main campus. Copies are also forwarded to the CEO, Corporate Director of Compliance, CFO, and Corporate Director of Enrollment Management and Retention of the corporation that owns Stautzenberger College. Each CEAR is distributed to all staff and faculty each quarter so that constituents remain strongly engaged in the process.

IV. THE INSTITUTIONAL EFFECTIVENESS PLAN

The CEAT has designed and implemented its IEP in accordance with the recommendations of the Accrediting Council of Independent Colleges and Schools. *Institutional Effectiveness: A Guide to Implementation* (2004) [Brochure]. Every IEP must, according to ACICS, include analysis of the following elements: Student Learning Outcomes, Retention, Placement, Graduate Satisfaction, Employer Satisfaction, and Institutional Default Rate. The ACICS model requires planning, goal setting, implementation and evaluation. Each of these processes must, in the opinion of the CEAT, be supported by appropriate, accurate and reliable data.

The timing and scope of the CEAT's data collection are grounded in the needs and mission of the Institution, which operates on quarters and uses running admissions throughout the year. The data are collected using both quantitative and qualitative methods. The CEAT does not rely upon any sampling in performing its assessments. Statistical analysis is based upon data collected from the CampusVue Management Database, and includes information on every student enrolled each quarter. Student surveys are designed and administered in accordance with the requirements of the State Board of Career Colleges and Schools and ACICS. Faculty surveys are designed to provide common elements to all commentary while leaving questions open-ended to insure that Instructors have the latitude to tailor their comments to their needs. Validity is grounded in the nearly 100% response rate of both students and faculty. The CEAT, however, considers any response rate of 75% or better valid for the purposes of this IEP.

The CEAT meets each July to assess the prior year's performance and to establish goals for the upcoming academic year. Each quarterly Campus Effectiveness Assessment Report is reviewed for trends both by quarter and seasonally to ensure the most comprehensive understanding of the direction in which the College, the students, the faculty and the community are moving. Also evaluated are all Advisory Board Meeting minutes for each program, any focus group meeting minutes, and the development plans for any new curricula. These resources enable the CEAT to assess market trends and direction. These reports and minutes are then evaluated for annual trends to determine whether Stautzenberger College is meeting its Mission and its Goals.

Because the CEAT also meets quarterly, the IEP is evaluated for responsiveness every three months. Thus, if any metric suggests that immediate change to the Institution's Mission, Goals, Objectives or methodology is necessary, the CEAT may respond quickly. The frequency of review is also determined in part by the Institution's mandate to engage in "continuous" improvement and to provide maximum responsiveness to its constituents.

The CEAT collects the following data quarterly and annually in an effort to measure Student Learning Outcomes, Retention, Placement, Graduate Satisfaction, Employer Satisfaction, and Default Rate:

Performance Metrics and Supporting Data

To Establish & Meet Student Outcomes Goals	Source/Responsible Party	When
Course Completion Rate	CampusVue/Dean	Quarterly
Average GPA	CampusVue/Dean	Quarterly
Quarterly Probational Statistics	CampusVue/Dean	Quarterly
Probational Dismissals	CampusVue/Dean	Quarterly
Two-Times Rule Dismissals	CampusVue/Dean	Quarterly
Leaves of Absence	CampusVue/Dean	Quarterly
Academic Reviews	CampusVue/SSO	Quarterly
Extra Assistance Hours	Sign-In Sheets/Prog Director	Quarterly
Average Attendance Rate	CampusVue/SSO	Quarterly
SAP Rate	CampusVue/Dean	Quarterly
Certification Exam Results	Program Director	Biannually
Externship Skills Ratings	Externship Sponsors/Prog Dir	Biannually
To Establish & Meet Retention Goals	Source/Responsible Party	When
Gross Withdrawal Rate	CampusVue/Dean	Quarterly
LOA Rate	CampusVue/SSO	Quarterly
Number from pregnancies	CampusVue/SSO	Quarterly
Number work related	CampusVue/SSO	Quarterly
Number medically related	CampusVue/SSO	Quarterly
Number due to academics	CampusVue/SSO	Quarterly
Number childcare related	CampusVue/SSO	Quarterly
To Achieve & Maintain Placement Rates	Source/Responsible Party	When
Number of Graduates	CampusVue/Director	Quarterly
Number of Placements in Fields of Interest	CampusVue/Plcmt Officer	Quarterly
Number of Placements in Related Fields	CampusVue/Plcmt Officer	Quarterly
Number of Placements Outside of Fields	CampusVue/Plcmt Officer	Quarterly
No. of Grads. Declining Placement	CampusVue/Plcmt Officer	Quarterly
Placement Trends by Program	CampusVue/Plcmt Officer	Quarterly
Entry Level Salaries	CampusVue/Plcmt Officer	Quarterly
Average Length of Student Employment	CampusVue/Plcmt Officer	Quarterly
To Establish & Meet Satisfaction Goals	Source/Responsible Party	When
Average Student/Instructor Score	CampusVue/Dean	Quarterly
Average Externship Sponsor's Satis. Score	CampusVue/Prog Director	Quarterly
Average Student/School Score	CampusVue/Dean	Quarterly
Employer Satisfaction	CampusVue/Plcmt Officer	Biannually
Graduate Satisfaction	CampusVue/Plcmt Officer	Biannually
To Establish & Meet Default Rate Goals	Source/Responsible Party	When
Default Rate	Department of Ed/Fin Aid	Annually

V. STUDENT DEMOGRAPHICS

The College began with 33 students in the Veterinary Technician Program in the fall of 2005. The College presently enrolls 394 students. Of these, 141 are full time (carrying at least 12 credits); and 153 are part-time (carrying between 11 and 3 credits). Three hundred forty-two are enrolled in the Veterinary Technician Associate Degree Program, twenty-three in the Paralegal Associate Degree Program, two in the Broadcast Captioning Associate Degree Program, twenty-one in the Court Reporting Associate Degree Program, three in the Massage Therapy Program, and three in the Business and Entrepreneurial Management Program. The student body is comprised of 360 female students and 34 male. Of these, 11 students are African American; two are American Indian/Alaskan; seven are Hispanic; three are multi-ethnic; four are non-disclosed; one is Asian; and 366 are Caucasian. The Institution has 131 dependent students, 263 independent students, and 63 married students. The average age of the Institution's students is 28 years.

VI. PROGRAM CHARACTERISTICS

A. Enrollment

Stautzenberger College currently is authorized to offer seven programs: Paralegal Studies; Court Reporting; Broadcast Captioning; Business and Entrepreneurial Management; Massage Therapy; Legal Secretary; and Veterinary Technology. All but Legal Secretary have active enrollments.

B. Program Descriptions

i. Paralegal Studies

Mission

The mission of the Paralegal Programs at Stautzenberger College is to provide quality paralegal education and career services assistance in a personalized environment, emphasizing ethics and respect for the judicial system, service to the community, and advancement of the profession through practical application.

Goals

- To provide practical “hands-on” experience in preparing, filing, and understanding legal documents.
- To develop communication and collaborative skills necessary for effective interaction with other members of a legal team.
- To promote ethical behavior and professionalism befitting the paralegal.
- To provide career guidance and placement assistance of graduates after their externships.
- To foster investigative and critical thinking skills.
- To support the advancement of the paralegal profession.

Associate Degree Program

The curriculum is designed to provide students with a “hands-on” approach to gaining the skills and knowledge necessary to perform the functions of a paralegal while understanding the professional and ethical responsibilities of the position. Courses in computer software applications, office procedures, and law office management train the student for administrative responsibilities. General education courses in Oral Communication, Written Communication, and social sciences serve to develop the student’s interpersonal skills, workplace adaptability, and writing skills. Courses in Legal Terminology, Legal Research and Writing, Civil Litigation, and other areas of law such as Probate, Bankruptcy, and Administrative Law allow students to tailor their educational experience to accommodate their interests.

This program leads to a position as paralegal or legal assistant, and the duties may include researching and analyzing a variety of legal sources, such as statutes, judicial

decisions, legal articles, treaties, constitutions, and legal codes. Under the supervision of an attorney, a paralegal prepares legal documents such as pleadings, motions, contracts, deeds, closing papers and binders, and wills and trust instruments, among others. Additional functions may include filing documents, performing factual research, preparing affidavits, maintaining case files, inventorying property for estate planning, and interviewing clients and witnesses.

To graduate, a student must achieve a minimum grade of “C” in all PAR courses.

ii. **Broadcast Captioning**

Mission

The Associate Degree in Broadcast Captioning serves students, employers, and the deaf or hard-of-hearing community by providing quality captioners trained in a personalized environment, emphasizing ethics and respect for the consumer’s needs, service to the community, and advancement of the profession through practical application.

Goals

- To provide practical “hands-on” experience in the area of Broadcast Captioning.
- To develop the students’ ability to generate captioning for live television broadcasts.
- To develop the students’ ability to generate captions for high school and college classes.
- To promote ethical behavior and professionalism befitting the Captioning provider.
- To foster grammar and speed building skills.
- To support the advancement of the Broadcast Captioning profession.

Associate Degree Program

The curriculum is designed to provide students with a “hands-on” approach to gaining the skills and knowledge necessary to perform the function of a captioner provider while understanding the professional and ethical responsibilities of the position. Courses in Theory, Speed Building, Computer Aided Transcription, and Captioning train students for a career in broadcast captioning. General education courses in Geography and Vocabulary serve to supplement students’ education, thereby contributing to their overall knowledge base.

This program leads to a position as a Broadcast Captioner. In this capacity, students’ duties may include providing captions to the deaf or hard-of-hearing television audience, providing captions for high school or college students’ classes, and reporting seminars or meetings that take place via the Internet.

To graduate, a student must: achieve a minimum grade of “C” in all CAP and STE courses; write four five-minute literary broadcast material takes at 180 wpm with 96% verbatim accuracy; submit unedited captioned translation of four 15-minute programs on varied topics for course evaluation from the internship experience; and complete at least 25 verified hours of actual writing and 15 hours of research and dictionary preparation during the internship experience.

iii. Court Reporting

Mission

The purpose of the Court Reporting Program at Stautzenberger College is to provide quality court reporting education and career services assistance in a personalized environment, emphasizing ethics and respect for the judicial system, service to the community, and advancement of the profession through practical application.

Goals

- To provide practical “hands-on” experience in the area of judicial court reporting.
- To develop students’ ability to generate a complete and accurate transcript.
- To promote ethical behavior and professionalism befitting the judicial court reporter.
- To provide career guidance and placement assistance for graduates after their externship.
- To foster grammar and speed building skills.
- To support the advancement of the judicial court reporting profession.

Associate Degree Program

The curriculum is designed to provide students with a “hands-on” approach to gaining the skills and knowledge necessary to perform the function of a court reporter while understanding the professional and ethical responsibilities of the position. Courses in Theory, Computer Aided Transcription, and Reporting Practices train the students for a career in judicial court reporting. General education courses in Transcript English, Oral Communications, Geography, and Vocabulary serve to supplement students’ education, therefore contributing to their overall knowledge base.

This program leads to a position as a judicial court reporter or a scopist. As judicial court reporters, students’ duties may include freelance court reporting, judicial reporting, swearing in the witness, producing a verbatim transcript of proceedings, editing and/or proofreading.

To graduate, a student must achieve a minimum grade of “C” in all STE courses; and pass three 5-minute tests at 180 wpm literary, three 5-minute tests at 200 wpm jury charge, and three 5-minute tests at 225 Q&A, all at 95% accuracy.

iv. **Business & Entrepreneurial Management**

Mission

The mission of the Business and Entrepreneurial Management Program at Stautzenberger College is to cultivate a systems perspective for approaching problems while providing practice in analytical and critical thinking skills. These skills, combined with competencies in communication, computer software applications, customer service, leadership, teamwork, and knowledge in a variety of strategic business areas, prepare graduates to be competitive in the job market.

Goals

- To develop the foundation for leadership through a systems perspective and skills in planning, diagnosing, communicating, and problem solving, as well as foundational knowledge in finance, quality programs, human resource law, and management theory.
- To discuss various ethical perspectives and issues in business.
- To describe differences in the start-up, operation, and management of small business versus larger companies and corporations.
- To develop competencies in computer software applications such as word processing, spreadsheets, PowerPoint and accounting.
- To develop skills in sales, marketing, and customer service.
- To develop teamwork through the application of team decision-making, communication, and conflict management theory.
- To apply analytical and statistical business skills to improve logistical, operational, and human performance.

Associate of Applied Business

The Business & Entrepreneurial Management degree provides foundational knowledge in a broad base of business disciplines: finance, marketing, business law, sales and

customer relations, human resources, and management. Additionally, classes in statistical methods in business, accounting, operations management, and Microsoft Office software applications provide hands-on practice in team skills and critical thinking. Throughout the program there is an emphasis on ethics and the development of communication and presentation skills. Technical Electives allow students some freedom to choose either a traditional entry-level business career or an entrepreneurial path. Graduates are prepared for entry-level analyst positions in the fields of strategic planning, quality and inventory control, safety, human resources, and general business. They are also prepared to operate their own businesses, become an operations manager, or continue their studies in a related baccalaureate-level program.

v. Legal Secretary

Mission

The mission of the Legal Secretary program at Stautzenberger College is to provide quality legal education and career services assistance in a personalized environment, emphasizing ethics and respect for the judicial system, service to the community and advancement of the profession through administrative application.

Goals

- To develop the communication skills necessary to work collaboratively as an integral part of the legal team.
 - To provide hands-on opportunities to develop proficiency in various software applications necessary to prepare documents and correspondence, and assist with billing and data entry in a law office.
 - To produce accurate documents by transcribing dictation.
 - To understand the workings of a law office and how a legal secretary can serve as an integral part of the organization.
 - To gain a basic understanding of the legal research process.
 - To promote ethical behavior and professionalism befitting the legal secretary.
-
- To provide career guidance and placement assistance of graduates.
 - To provide the legal community with highly qualified legal secretaries.

Associate of Applied Business

The curriculum is designed to provide students with a “hands on” approach to gaining the skills and knowledge necessary to perform the functions of a legal secretary while understanding the professional and ethical responsibilities of the position. Courses in theory, technology, business and legal studies train students for a career in the legal industry. General courses serve to supplement the students’ education, thereby contributing the overall knowledge base.

This program leads to a position as a legal secretary, legal office manager, and/or other legal administrative position in large law firms, corporate organizations or small legal offices.

To graduate, a student must achieve a minimum of “C” in all PAR and CDP courses.

vi. **Massage Therapy**

Mission

The Associate Degree of Applied Science in Massage Therapy serves students, employers and the community by providing quality massage therapy training in a personalized environment, emphasizing ethics and respect for the profession, service to the community, and advancement of the profession through practical application.

Goals

- To provide basic entry-level instruction for the massage therapy profession.
- To provide practical, hands-on experience in the area of massage therapy.
- To foster practical skills of massage while working with the public.
- To prepare students to take the Ohio State Licensure Examination.
- To assist students in learning the basics of starting their own business.

Associate of Applied Science

The curriculum is designed to provide students with a “hands-on” approach to gaining the skills and knowledge necessary to perform the function of a licensed massage therapist. Courses in Anatomy and Physiology, Ethics, and Massage Therapy train students for a career as a licensed massage therapist. General courses in Oral and Written Communications, computers and the Social Sciences serve to supplement the students’ education, contributing to their overall knowledge base.

This program leads to a position as a massage therapist, and is designed to help prepare the student to take the Ohio State Licensure Exam.

To graduate, the student must achieve a minimum grade of “B” in all MAS courses.

Academic Programs - Massage Therapy

vii. Veterinary Technician

Mission

The mission of the Veterinary Technician program is to prepare students to work in a small animal clinic setting. While the emphasis is on small animal settings, the student is also exposed to large animal and research information.

Goals

- To develop skills outlined for the veterinary technician by the American Veterinary Medical Association.
- To develop communication and collaboration skills necessary for effective interaction with other members of the veterinary medicine team.
- To provide guidance in ethical behavior and professionalism befitting the veterinary technician.
- To provide career guidance for students and placement assistance for graduates.
- To support and promote the veterinary medicine professions.

Associate Degree Program

Veterinary Technician graduates may begin their careers in veterinary offices, clinics, hospitals, or in private or government sponsored research facilities and food inspection. The courses in the Veterinary Technician program will include information in areas of Anatomy and Physiology, Laboratory and Surgical Techniques, Anesthesiology, Radiology and an extensive externship which provides the graduate with an advanced technical background.

The Veterinary Technician graduate is prepared to perform a wide variety of medical procedures, to produce diagnostic radiographs, and to become a vital member of the veterinary health care team. Courses in communications and other business and general areas furnish the graduate with additional skills for educating clients and for the veterinary business environment.

To graduate, a student must achieve a minimum grade of "C" in all VET courses.

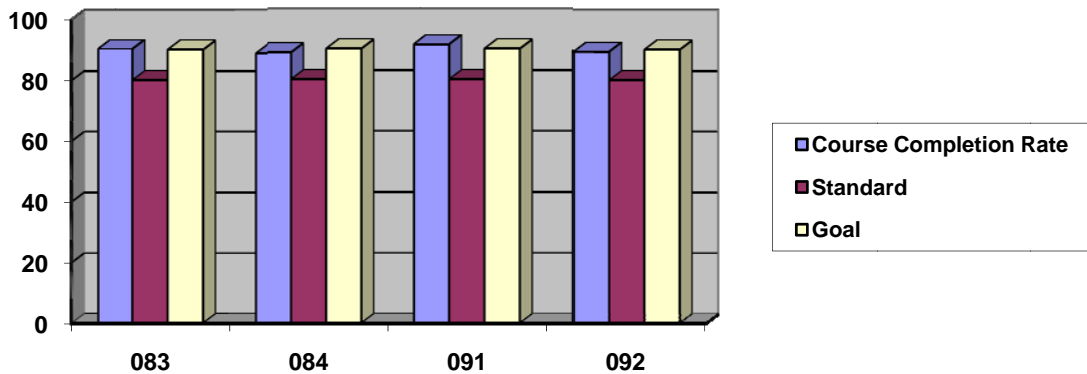
VII. STUDENT LEARNING OUTCOMES

The CEAT measures Student Learning Outcomes performance by analyzing the following metrics: Course Completion Rates; Average GPAs; Average Attendance Rates; Academic Dismissals (including Probation and Two Times Rule); Satisfactory Academic Progress Rates; Academic Review Rates; Extra Assistance Hours, Capstone Skills Ratings/Certification Exams; Student/Faculty Evaluations; and Student/School Evaluations. These indices provide a comprehensive picture of whether students are deriving benefit from their individual programs and the College. They also measure whether students are learning the substantive material in their courses.

A. Academic Year 2008-2009

The following charts reflect the Institution's performance on each of these metrics over the 2008-2009 academic year.

i. Course Completion Rate Metric

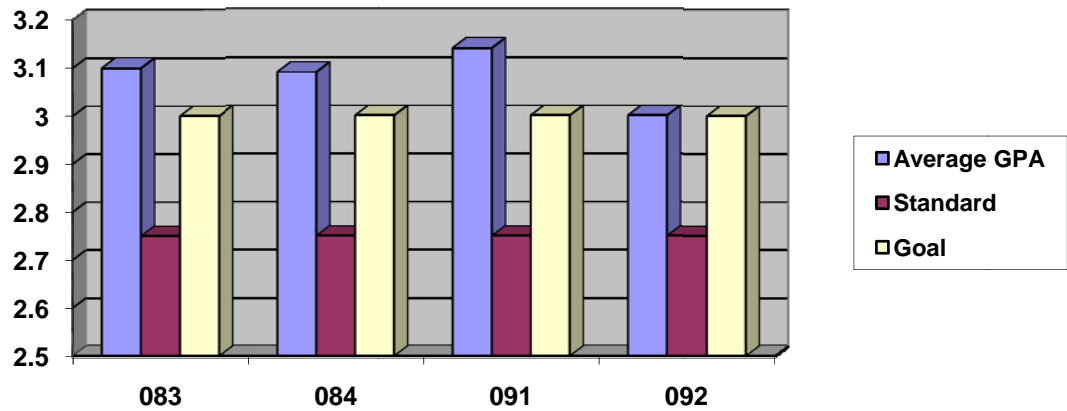


Course Completion Rate vs. Goal 2008-2009

In 2008, the CEAT set a Standard of 80% and a Goal of 90% for student course completion. As it did in 2007, the Course Completion Rate easily exceeded the Standard, hovering on either side of 90% for the academic year and averaging exactly 90%. The advising and assessment structures put into place in the 2007-2008 academic year served well in 2008. The CEAT will, therefore, continue to use both the method and the Goal in 2009-2010.

ii. Average Student GPA Metric

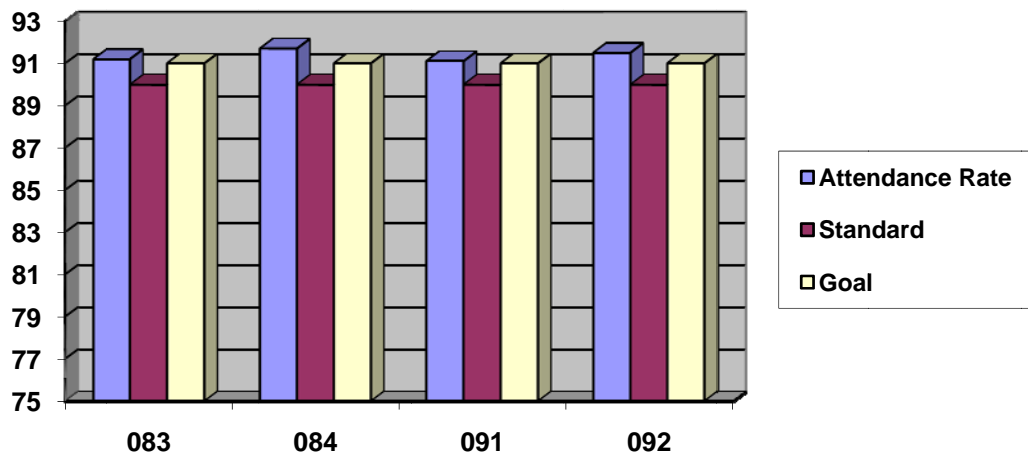
The CEAT has set the Standard for Average Student GPA at 2.75. The CEAT chose this Standard because of the elevated grading scale at the Institution, which requires students to achieve at least a 77% to earn a 2.0. Thus, a 2.75 translates into a "B" under most standard grading scales.



Average Student GPA Academic Year 2008-2009

Because the CEAT believes that quarterly grade point averages (“GPAs”) are a strong indicator of whether the Institution is meeting its Mission and Goals, the CEAT set a challenging Goal for the Average Student GPA metric: 3.0. The actual average outcome for 2008-2009 was 3.08, just above Goal and well above Standard. For the first time, however, the College encountered potential grade inflation during 2008-2009; this condition reached its peak in Winter Quarter 2009, at which time the CEAT addressed the faculty about its concerns. Some members of the faculty expressed discomfort with the elevated grading scale, and the challenges it presents to our students. Some advocated lowering the grading scale to the traditional 60/70/80/90 standard. After much consideration and discussion among administrators and faculty, the request was denied. In 092, the grade inflation dissipated, and the average GPA returned to its prior level. For 2008-2009, the CEAT will maintain its GPA Standard and Goal.

iii. Average Attendance Rate Metric



Average Attendance Rate Academic Year 2008-2009

Based upon prior performance, the CEAT has determined that attendance strongly correlates to academic performance. Because of this, the Institution emphasizes the importance of attendance at Student Orientation, in classes and in final grades. Failure to attend at least 90% of scheduled classes can result in a full letter grade reduction in a student's final grade in a course. In keeping with this emphasis, the Institution set a very high average attendance Standard of 90% and an even higher Goal of 91%.

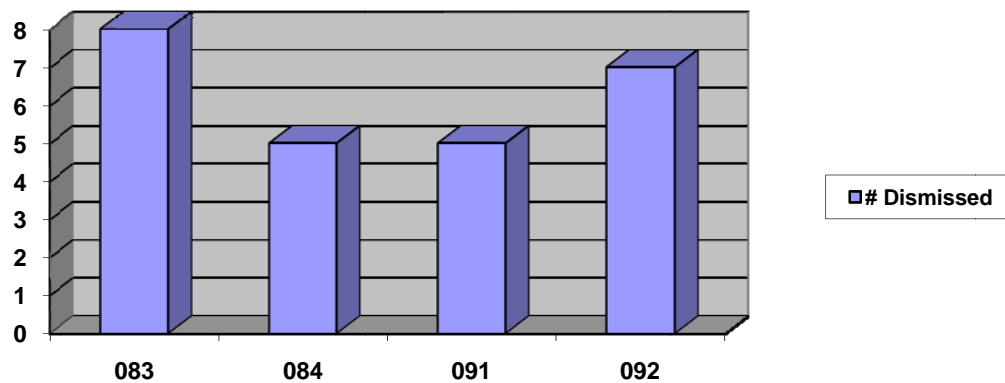
On this metric, Stautzenberger College, Brecksville performed extraordinarily well. The Institution beat both Standard and Goal in 2008-2009. The annualized average attendance was a respectable 91.4%, well above Standard and just above Goal.

The Institution insured high attendance by virtue of a Student Services Officer whose duty it is to track absences and contact missing students. As in prior years, the effort to reinforce the connection between attendance and performance worked well, especially when expanded to include even greater reinforcement by faculty and staff. The CEAT will maintain its Attendance Rate Standard for 2009-2010.

iv. Academic Dismissal Metric

Like average GPA, academic dismissals are a strong indicator of whether the Institution is educating its students well. Dismissals for failure to perform academically were relatively low given the highly technical and scientific nature of the primary program, Veterinary Technology, and the physical rigor of the Court Reporting Program. Thirty students were dismissed for academic reasons in 2008-2009, significantly fewer than in 2007-2008, despite the College's continuing growth. Those dismissed represent 5.9% of the total number of students enrolled in 2008-2009.

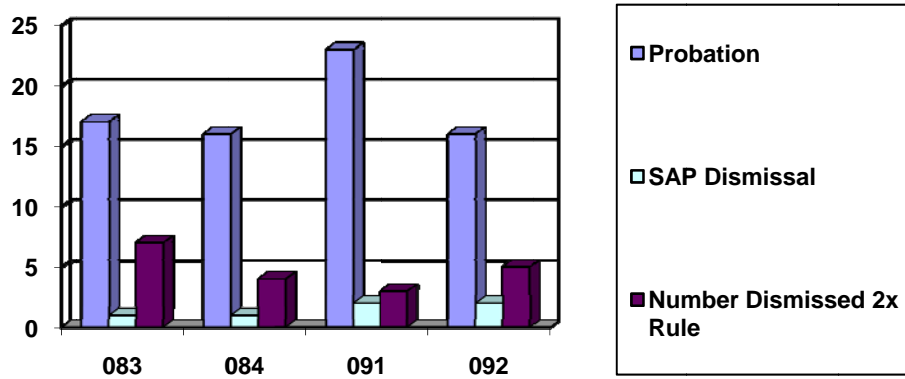
All but six of these dismissed students were dismissed not because they failed to meet federal SAP standards but because they failed to pass a given course twice, which is an internal College rule designed to ensure that students are both capable of completing the program and committed to their educational process. Concerted effort between Student Services and the Dean of Academic's Offices has worked well to ensure maximum academic support for the College's students.



Number of Students Dismissed in Academic Year 2008-2009

v. SAP Rate Metric

A related metric is the SAP Rate. The SAP Rate is defined as the percentage of the total student population that has met SAP standards. In 2008-2009, few students found themselves on any form of academic warning or probation. On average, 18 students started each quarter in some form of academic probation during the 2008-2009 academic year.

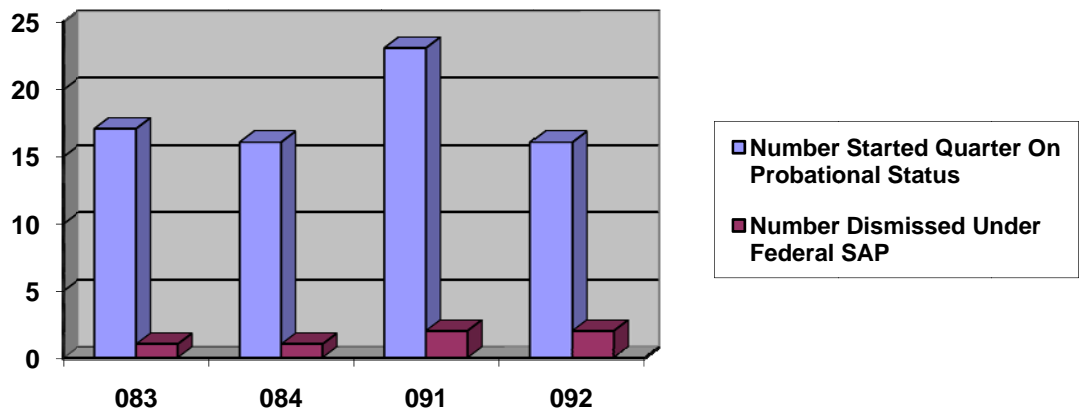


Number of Students on Probation/Warning in 2008-2009

For a baseline on this metric, the CEAT considered the fact that many students may remain on probation for multiple terms. As a result, this number will almost always be slightly lower than the Course Completion Rate. Given that the CEAT established an IEP Standard or baseline of 80% for its Course Completion Rate, it set the SAP Rate baseline Standard at 75%. In light of the Institution's performance in 2008-2009, the CEAT has set the 2009-2010 SAP Rate Goal at 90%, a full 10% higher than Goal in 2008-2009. This elevated Goal should provide an ideal toward which the College can continue to strive.

vi. SAP Retention Rate

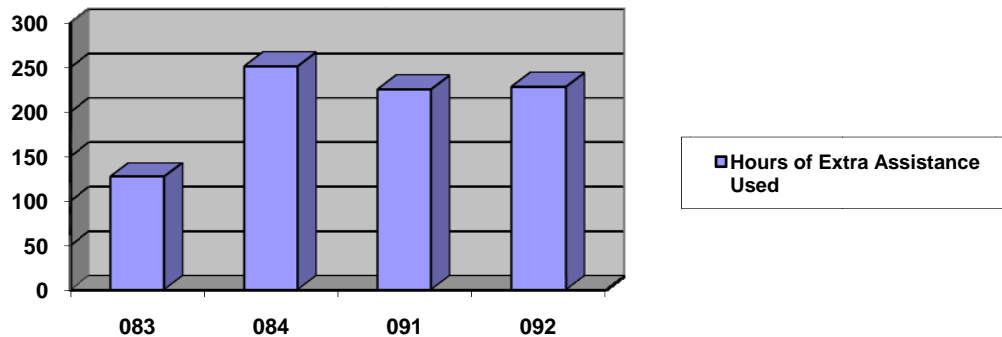
The CEAT implemented the SAP retention metric in 2006-2007. This metric measures the degree to which the College was successful in providing sufficient support to students who were previously on Academic Warning, Probation 1 or Probation 2, so that they might successfully overcome their status and avoid SAP Dismissal. The following chart demonstrates how well the College performed under this new metric in the 2008-2009 academic year: only 6 students were dismissed for SAP reasons in the 12 month period.



SAP Retention Rate Academic Year 2008-2009

vii. Extra Assistance Metric

Notwithstanding the low academic performance loss rates, the CEAT determined that increased access to extra assistance and counseling would well serve students in jeopardy. As a result, Administration amended the staffing schedule to enhance student access to both. As the table below reflects, the Institution devoted significant resources to the Extra Assistance program. As the College experimented with various combinations of Extra Assistance, it became more effective in its offerings, as demonstrated by the decrease in numbers of students dismissed under the Two Times Rule.



Extra Assistance Offered in 2008-2009

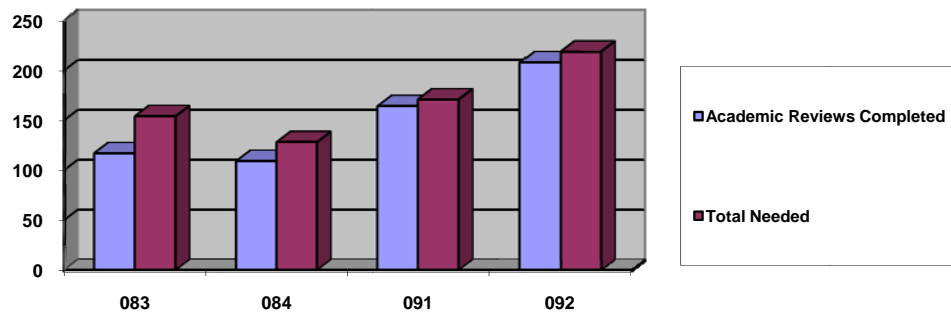
The CEAT will, therefore, continue the enhanced schedules for the 2009-2010 academic year.

viii. Academic Review Metric

In addition to monitoring attendance, there is another tool that the Institution uses to assist its students in attaining strong Student Learning Outcomes. Specifically, the use

of Academic Reviews enables both the Institution and the student to keep the goal of successful completion of the student's program in view.

The CEAT implemented the use of the Academic Review Process in 2005 to keep students focused on their true purpose in attending college: graduation and employment in their chosen field. The Academic Review process also acts as a check to insure that the student's records are accurate by giving the student an opportunity to review grades and completion and attendance statistics with someone capable of checking their records to confirm the information. Moreover, it enables students to request additional assistance and to indicate any potential impediments to their success. It enables Administrators to offer students advice on studying and attendance, and to discuss effective techniques. As such, the Reviews are extraordinarily useful as an administrative tool to track a student's success.

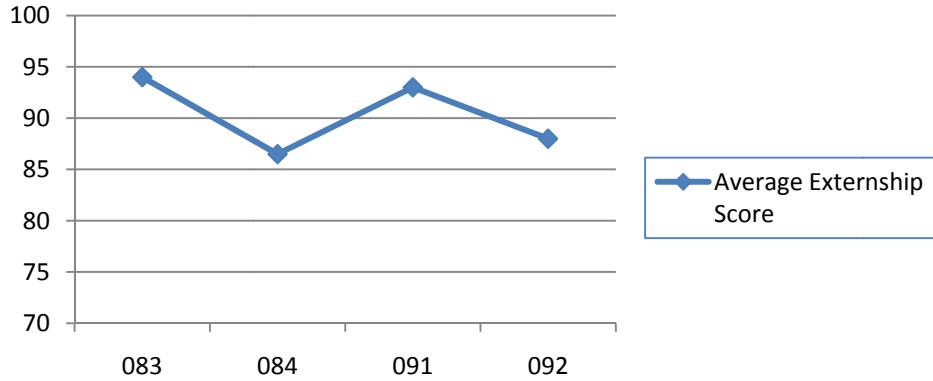


2008-2009 Academic Reviews

The figure above reflects the total number of Academic Reviews completed as compared to the total necessary. Because these Academic Reviews have proven such a useful tool, the CEAT plans to continue their use in 2009-2010. The completion goal for these Reviews for 2009-2010 remains 100%.

ix. Student Externship Evaluations

Historically, students scored a 92.1% on average in 2007 and 91.6% in 2008. With only two years data, the CEAT is not yet prepared to set a Standard for this metric. It will do so once it has a full three years worth of Externship evaluations. It has, however, set the Goal at 90%.



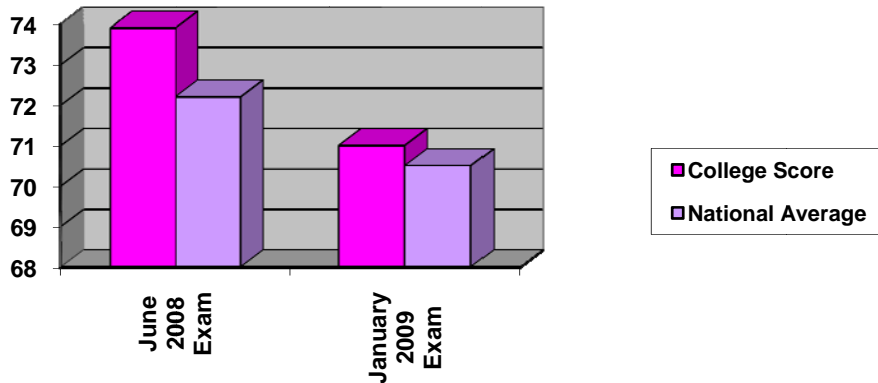
Average Student Externship Scores 2008-2009

x. Student Externship Scores 2008-2009

As reflected in the chart above, the average score at these Externships was a 90.4%, roughly 1.23% less than last year, and .4% above Goal. This measure of student outcomes therefore reflects a strong institutional performance for the Institution’s graduates.

The slightly downward trend in scores between 2007 and 2009 reflects Externship evaluators’ preference that the College expand the practical component of its program. As a result, in 2010, the program will include an additional 60 hours of Externship experience and an additional 40 hours of Pre-Occupational Development experience.

xi. Certification Exam Results



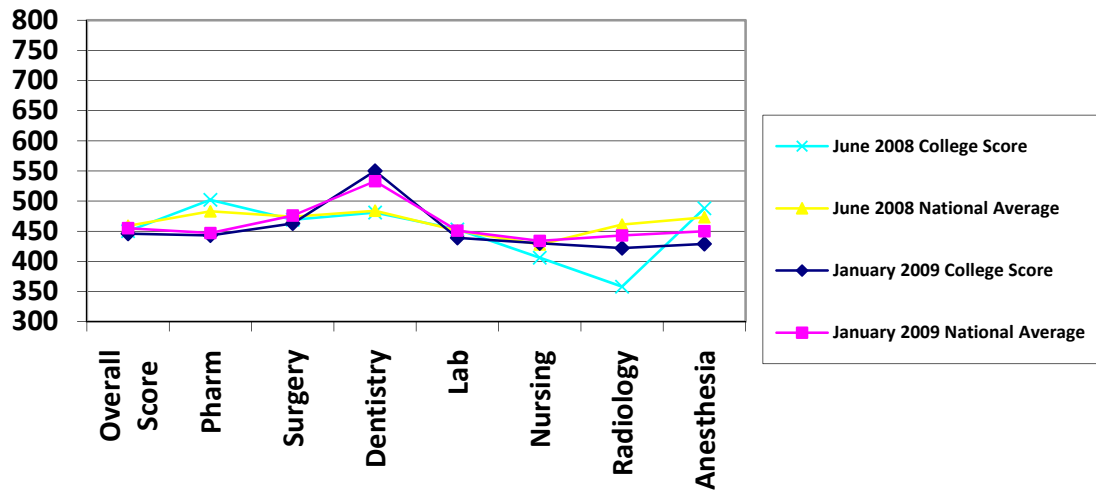
College vs. National VTNE Results

In 2008-2009, our second two sets of VTNE results came in. The CEAT was concerned with both outcomes. In 2007-2008, our results were much stronger. In 073, the first results placed at 85.7, nearly 10 points above the national average. In 081, the Institution’s second set of test-takers scored an average of 93.3%, 21% above the

national average. On average, therefore, in its first year the College scored an 89.5% on this metric.

In our second year, however, our graduates scored just above the national average on the VTNE. This may be due in part to the fact that students who had not yet graduated sat for the VTNE in both its administrations in 2008-2009. They were permitted to do so as a result of the way the rules for the VTNE have been written and administered. This has been a concern industry-wide, and has resulted in new rules that will be implemented in 2010. The change, however, did not occur quickly enough to prevent an impact on the College's second year of results.

Not content to rely upon the rule changes, the CEAT immediately assessed strengths and weaknesses, and has initiated a substantial program revision for the Veterinary Technician Program. The areas of greatest weakness were nursing (our Vet 265/266



VTNE Results by Category

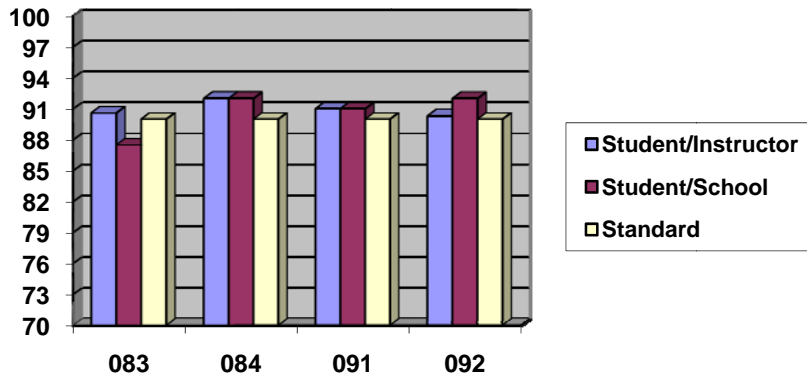
courses) and radiology. These courses will be assessed fully in 093.

As an independent arbiter of the College's Student Learning Outcomes, the VTNE provides particularly strong validation that the education the College provides its students is in keeping with national standards. With only two years of scores, however, the College lacks the necessary data to set a baseline. Until such data is collected, the College will use the national average for AVMA accredited test-takers as its Standard. Our Goal will be to exceed such average.

xii. Student Evaluations Metric

The CEAT also collected data from student evaluations to determine whether students perceived that they were receiving value in their education. These evaluations were broken down into two separate categories: student perception of the quality of their

instructional experience (Instructors Metric) and student satisfaction with the College (School Metric). The CEAT set as its Standard and Goal a 90% satisfaction rating on both. Below are the results of 2008-2009's quarterly surveys:



Student Evaluation Survey Results 2008-2009

The CEAT was generally pleased with the Student Evaluation Ratings for 2008-2009. Students rated their instructional experience an annualized average of 91%. The annualized Student School Average also came in at 91%. Both of these ratings met both Standard and Goal, suggesting that students are very satisfied with their education. Moreover, since the move to a new facility in 084, the Student School Average rose on average a full percentage point.

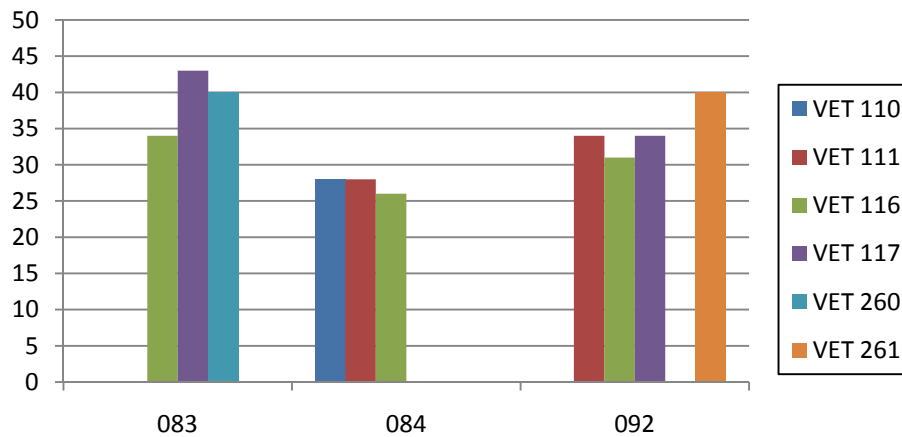
The CEAT has determined, based upon the College's performance in 2008-2009, it will retain the Standard of 89%, but raise the Goal to 91%.

xiii. Pre- and Post-Test Value-Added Outcomes

For the first time, the CEAT added direct value-added measurement to its assessment process. These tests are administered at the beginning and end of the course to determine "value added." To enhance validity, the tests are incorporated into the curricula while students still have a vested interest in performing well. They are internally normed, criterion referenced, and administered to all students taking the course. The tests themselves will be retained for evaluation quarterly and annually to ensure that they measure student outcomes as intended. Copies will be stored in the test bank. The CEAT realizes that this form of measurement may not yield reliable results for several years, but it is nevertheless committed to the process of implementing this new metric. By implementing such testing across the curricula, no single test should carry excessive weight that might in turn skew assessment results.

In several Veterinary Technician classes (VET 110, VET 111, VET 116, VET 117, VET 260, and VET 261) pre- and post-test measurements were implemented. The goal was to determine by direct measurement whether the education received by the students was directly impacting their knowledge base. The tests were designed to measure student knowledge at the inception of the courses before any lectures and again at the end of the course post instruction. The same subject matter (though differing questions)

comprised both the Pre- and Post-Tests. The Post-Test was included in the students' grades as incentive to strive for accuracy.



Pre- and Post Test Results 2008-2009

Although pre- and post-test value added measurements were originally implemented in a single rotation within the Vet Tech program, the CEAT determined that multiple rotations should be measured. Different students were measured in their second, third, fourth, sixth and seventh quarters in the program. On average, across an entire academic year, students increased their knowledge by 34% across the tested rotations. This assessment of value-added provided significant depth to the CEAT's understanding of how well the College is performing in educating its students.

B. Student Learning Outcomes Goals for 2009-2010 Summarized

Now that the Institution possesses the required three years to set baseline Student Learning Outcomes, the College will base its Standards upon a composite picture of its performance since inception. The following comprise its Standards and Goals for Learning Outcomes based upon this assessment:

	IEP STANDARD	CEAT Quarterly GOAL
Course Completion Rate	85%	90%
Average GPA	2.75	3.1
Attendance Rate	88%	90%
SAP Rate	75%	80%
SAP Retention Rate	70%	80%
Academic Review Completion Rate	90%	100%
Student / Instructor Satisfaction	89%	91%
Student / School Satisfaction	89%	91%

IEP Standards and Goals for Student Learning Outcomes 2009-2010

C. New Distance Learning Initiative Assessment and Measurement

The College implemented a new distance learning component to its programs in 2008-2009. Students enrolled in these courses are given an opportunity to learn side-by-side with students at our sister schools and are sometimes taught by faculty chosen by those institutions.

This has led to a slight difficulty with regard to measuring student satisfaction with those faculty. It has also meant that satisfaction of students not enrolled in Stautzenberger College, Brecksville is melded with those who are; this may potentially skew satisfaction when technical support and Extra Assistance programs are considered.

Additional impediments were created by the differing format of the on-line satisfaction surveys. Comparing the on-line and residential surveys has, as a result, proven to be much like comparing apples and oranges. Anecdotally, most of our on-line students have reported being very satisfied with the courses. Anecdote is not, however, the type of data the CEAT prefers to rely upon.

In 093, one of the College's Instructors assumed a teaching role in an on-line class designed by him. The CEAT is very curious to see whether student satisfaction with this Brecksville-designed and taught course is materially different from those designed and taught externally.

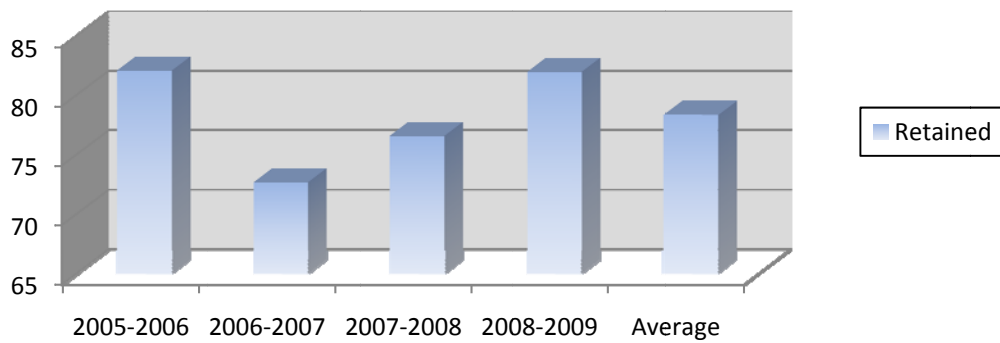
The use of attendance data has also proven impossible in the on-line forum. Without a basic attendance rate against which to measure student performance, the metric becomes meaningless. Average grade received and course-completion rate remain viable, however, and will be used as the primary means of assessing effectiveness in these courses.

The Standards and Goals set forth above for these metrics will obtain for the new courses.

VIII. STUDENT RETENTION RATES

A. Historical Retention Data

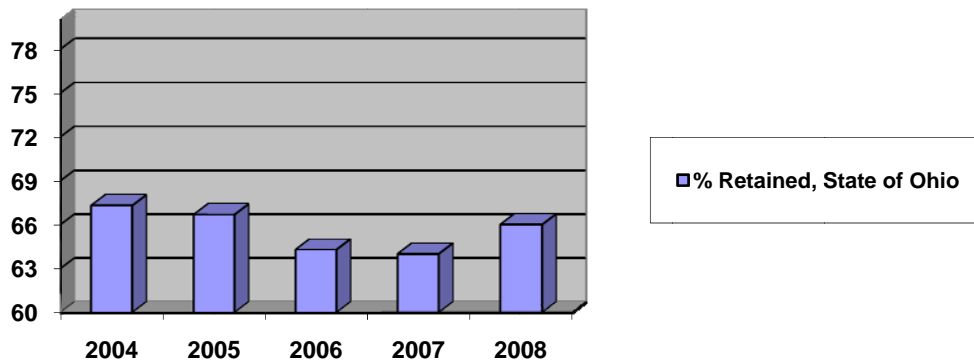
In its first two Institutional Effectiveness Plans, the CEAT relied upon the data from Stautzenberger College, Toledo for its historical Retention Rates. Because Stautzenberger College, Brecksville now has data from its first four Annual Institutional Reports, it can use those numbers to inform its Goals. Averaged over the four years, Stautzenberger College, Strongsville retained 78.35% of its students.



Stautzenberger College, Brecksville's Historical Retention Rates

B. Baseline Retention Rate

The Institution selected the Average Retention Rate statistics for the State of Ohio for the last five years as reported by ACICS (in its 2008-2009 Summary of Key Operating Statistics) to set its baseline rate for its IEP standard. Those statistics break down as follows:



Retention Rates as Reported by ACICS for State of Ohio 2004-2008

Using a statistical average for those five years for the State of Ohio, the CEAT has adopted a 65% baseline retention rate for the 2009 Calendar Year. This baseline rate will become the IEP Standard for the Retention Rate Metric.

C. Retention Goals

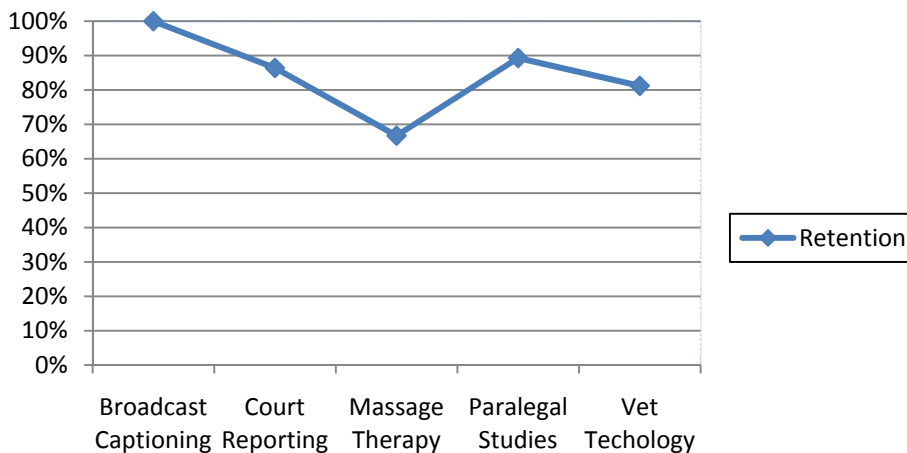
The CEAT determined that the Retention Goal should reflect the advantages offered by a new facility, suburban location, and fresh faculty and staff, but take into account that, with a small student body, losses may create a statistically greater impact. These considerations, together with its performance to date, have led the CEAT to establish a Retention Goal for the 2009-2010 academic year of 78%.

When analyzing all students on an "active" status over the course of the year, the College retained roughly 82% of its students. The College thus both surpassed the annualized IEP Standard and met Goal.

D. Factors Affecting Retention

Each week, the CEAT discusses factors that affect retention. The most significant factor cited in these losses to date has been personal, including such concerns as pregnancy and marital and financial crises.

By program, the Retention Rates varied significantly. The Retention Rates for the smaller Programs are deceptive, however, because enrollment in the Programs is so small: Thus, because only 3 students were enrolled in the Massage Therapy Program in 2008-2009, when one withdrew, the result was an 66.7% retention rate.



2008-2009 Retention Rates by Program

E. Retention Plan

Of the causes for enrollment losses, the Institution can neither control nor affect: medical; personal; pregnancy; childcare; financial difficulties; marital difficulties; bereavement; transfer to a new geographical location; mental health; and commuting costs. Most significant to the College at this juncture is the number of students who are pregnant. Because of the hazards inherent in the largest program, many of these students must leave college until they have delivered for the safety of their children. Other factors impacting retention included such issues as failure to perform academically, desire to pursue a different field, and inability to attend. Of these remaining factors, the CEAT implemented changes in an attempt to lessen their impact.

i. Academic Losses

To address those retention losses resulting from failure to perform academically, the CEAT implemented an academic counseling plan that operates concurrently with weekly attendance monitoring.

a. Academic Counseling

At Stautzenberger College, academic advising is an integral part of the educational process for the student. The Institution's academic advising plan is designed to provide students with the maximum likelihood of success in their chosen programs of study. Each advisory meeting provides a structural framework for students to better understand their progression through the program, as well as an opportunity to become aware of academic support systems offered through Stautzenberger College. Additionally, students are apprised of mandatory requirements that must be met in order to maintain "Satisfactory Academic Progress" per federal guidelines.

Upon enrollment at Stautzenberger College, students are introduced to the Dean of Academics, the Student Services Officer and their Program Director. The Dean of Academics and Student Services Officer serve as the primary academic advisors to the students, with the Director and Program Directors assisting as necessary.

The initial academic advisory meeting for students is held during Orientation, with all matriculating students en masse. As the quarter progresses, both casual and formal dialogue occurs on a regular basis between students, Dean, Student Services Officer and Program Directors. The dialogue is capped upon completion of the first quarter, when students meet individually with the Dean, Student Services Officer or their Program Directors for a formal Academic Review.

During the Academic Review, administrator and student discuss the student's experience with the previous quarter's course load and identify any issues that may have created challenges for the student. Students are apprised once again of the federal guidelines for satisfactory progress toward their degree while they are enrolled at Stautzenberger College.

- Students must maintain a minimum cumulative GPA of 2.0;

- Students must maintain a minimum course completion rate of 67%; and
- Students must be capable of completing their chosen programs within the maximum time frame allowed by federal guidelines (1.5 times the number of credits required to complete the program).

Students are given their academic transcripts describing their courses completed, grades received, credits earned, current and cumulative GPA, and percentage of hours of class attended. This data is then analyzed by students and Administrators to ensure that the students are fully informed of their academic progress, how many credits have been completed, how many credits have yet to be completed, and their anticipated graduation date.

The Student Services Officer or Program Director reviews these academic performance metrics with the student and discusses whether the student is meeting the Satisfactory Academic Progress requirements. If students fall below these minimum standards, they are placed on either Academic Warning or Probationary Status (depending on how many credit hours they have attempted).

During the Academic Review process, pointed discussion between the Administrator and the student is encouraged. Effort is made to determine whether or not the student's current study routine is adequate to meet the demands of the program. The student is asked to assess whether there exist any academic or personal challenges that might interfere with the student's ability to complete the next quarter's courses satisfactorily. This discussion sometimes identifies for the College whether the student's continued performance may be placed in jeopardy before the risks would otherwise become apparent. Finally, the student is told that, should the student need extra assistance with any course, the Student Services Officer or Program Director will happily initiate such a request immediately.

After the first three Academic Reviews have been completed, students will then receive their Academic Reviews only every third quarter unless academic or personal issues arise indicating one is needed. Moreover, all students returning from either a Leave of Absence or a withdrawal must meet with an administrator to determine what impact their absence from school has upon their position in the rotation and on their projected graduation date. This individualized approach is key to assisting Stautzenberger College, Brecksville's students to define short term goals and to determine long range plans.

b. Attendance

The CEAT has determined that attendance directly impacts a student's ability to perform to the standards of the College and, therefore, also impacts retention rates. Absence from a class results in a student missing the lecture, exercises and explanations that are fundamental to mastering the course material. Moreover, an absent student risks being unable to complete the material missed with sufficient understanding to build upon that material for the remainder of the course. Finally, because attendance is mandatory, if a student misses in excess of 10 percent of the scheduled class hours without an excuse,

the student risks a full letter grade reduction for the course. This policy applies to all programs at the College so as to encourage maximum attendance.

In order to minimize the negative impact of absences, any time a student is absent, the Student Services Officer contacts the student to remind the student to bring in a written excuse and to contact his or her Instructor to find out what material was missed and what will be covered in the next class period. These conversations also allow the Student Services Officer to reinforce the significance of attendance and to remind the student that his or her welfare is important to the Institution's administrators. By determining the cause of the absence within 24 hours of the absence, the College also has the greatest lead time in identifying potential problems so that the College may offer the student additional support or tutoring.

c. Extra Assistance

Any Instructor, student or administrator may initiate a request for Extra Assistance on behalf of any student. All such requests are forwarded to the Program Director so that she may notify those staff members who provide such assistance of the student's need. Sign-up sheets are also posted weekly with available times so that students may take advantage of the service as needed. Those faculty members providing such assistance then notify the Director of the dates, times and names of the students availing themselves of the assistance.

ii. Personal Issue Losses

Because the majority of the retention losses resulted from unresolved personal issues students were facing outside of school, the CEAT determined that the Institution must offer more experienced counseling to its students. The Student Services Office requires a background in counseling, which in the case of the current Student Services Officer is a License in Social Working. Thus, the Student Services Officer now offers the perfect blend of advisor and administrator to address students' most common needs.

Among the personal issues students identified that may be positively impacted by the Student Services Officer are:

- Balancing the Demands of Work and School
- Managing Performance Anxiety
- Learning How to Study and Test Effectively
- Educating Family on the Challenges of Being a Student
- Learning How to Cope with Changing Instructional Styles
- Managing Emotional Adjustments to Prescribed Medications
- How to Function Academically When a Marriage Is in Trouble
- Learning How to Cope Effectively with Bereavement

In order to ensure that the Student Services Officer is accessible to students, she: is introduced to all incoming students at Orientation; conducts many of the Academic Reviews; initiates requests for Extra Assistance; interfaces with all students concerning

any absences or concerns; coordinates Student Awards Ceremonies; and organizes and conducts all Student Appreciation events. These responsibilities ensure that the Student Services Officer interacts with students on a daily basis under favorable circumstances, not just in disciplinary actions (in which she regularly participates).

Because the Student Services Officer is so accessible, the goal is that students rely upon him or her for personal as well as academic concerns, thereby enabling the Institution to positively impact external factors.

iii. Other Retention Activities

a. Field Trips and Guest Speakers

In an effort to inspire students to continue to work toward realizing their dreams, Stautzenberger College also makes a significant effort to ensure that students have the opportunity to hear guest speakers and to participate in field trips. Thus far, students each quarter have had multiple opportunities to avail themselves of these resources.

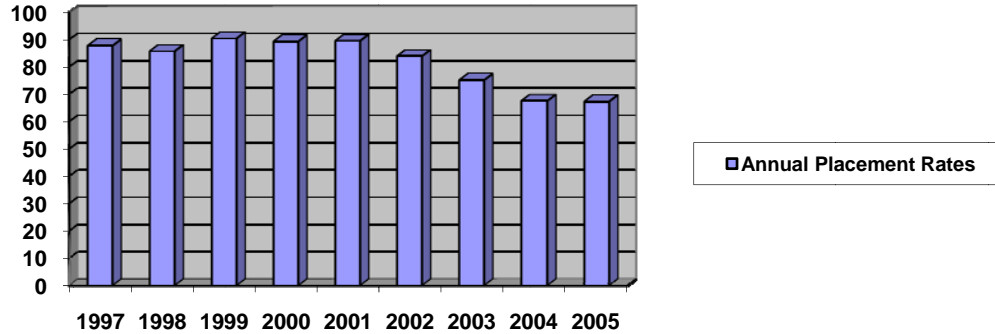
b. Performance Recognition

Each quarter those students whose efforts have resulted in either a perfect attendance record or a GPA of 3.5 or higher are recognized by staff, faculty and their peers in an Awards Ceremony. Students are permitted to invite their families and friends to these events, and the Institution recognizes their outstanding efforts with certificates and an Honors Bulletin Board. These ceremonies not only acknowledge those students who are making a significant effort to master their studies, but inspire those who are trying.

IX. STUDENT PLACEMENT RATES

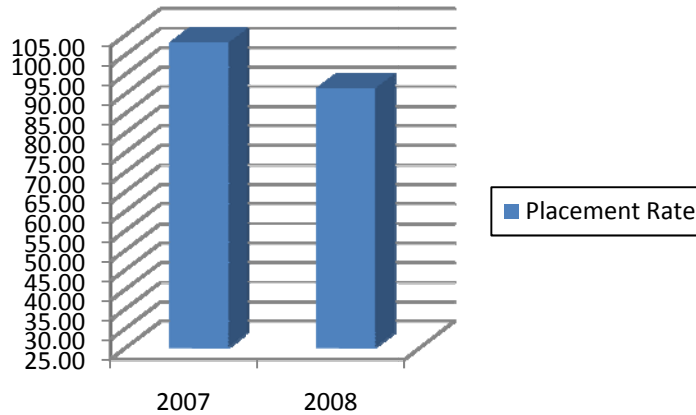
A. Historical Placement Rates

Because The College has not been in operation long enough to develop historical placement rates, the CEAT relies upon the historical rates for the College’s Toledo campus. The Toledo campus’ historical placement rates as reported in its Annual Institutional Report are as follows:



Historical Placement Rates, Stautzenberger College, Toledo

The College graduated its first student in the June 2007. Placement rates for the College since that time are:

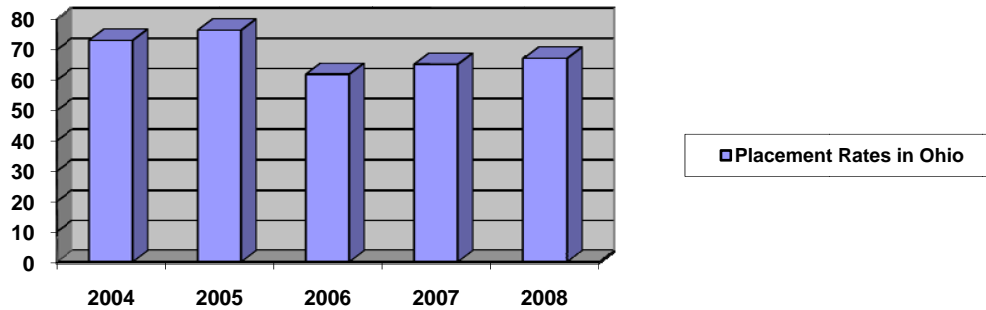


Placement Rates for Stautzenberger College, Brecksville

B. Baseline Placement Rate

As with the Retention Metric, the CEAT has chosen to use Placement Averages by State as reported by ACICS (in its 2008 Summary of Key Operating Statistics) as the method by which to set the Institution’s baseline rate for the Placement Rate metric. In the State

of Ohio, placement rates averaged as follows for the period of 2004 through 2008 for ACICS institutions:



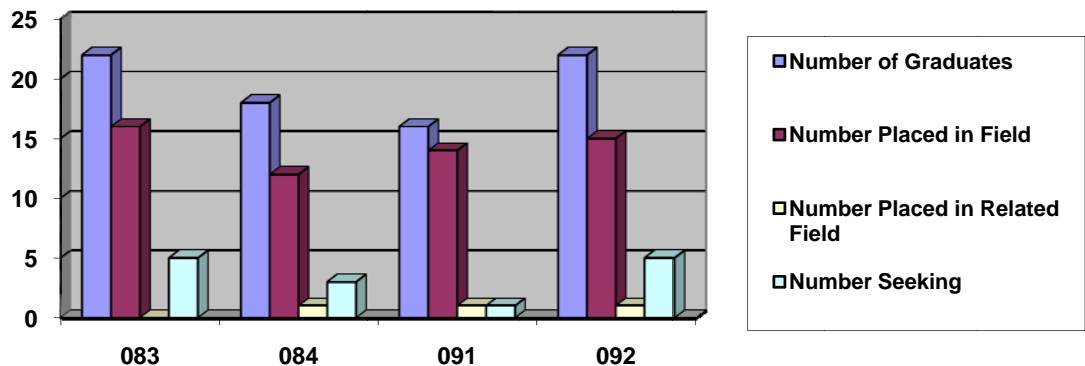
Placement Rates for State of Ohio as Reported by ACICS 2004-2008

The average rate for the State of Ohio for this five year period was 68.6%. As a result, the CEAT has adopted a baseline rate of 69% as its Standard for 2009-2010.

C. Placement Goals for 2009-2010

The Institution graduated its first student in June 2007.

In the 2008-2009 academic year, 77 students graduated from Stautzenberger College, Brecksville (including 21 graduates in June 2009 who have not yet received their VTNE results, which may impair employability). Of these, 61 are currently working, 51 in field, 4 in a related field, and 6 out of field. Of the remaining 16, two are pursuing additional education and 14 are currently seeking work (though some were placed originally and have been downsized). This results in an annualized average Placement Rate of 79% for 2008-2009, fully 11% above the ACICS average for the State of Ohio in 2008. This outcome is also 7% above Standard for that time frame, and just 1% below Goal.



Placement Results 2008-2009

All students receive training in drafting resumes and cover letters, and in the interviewing process. Additional training ensures that every graduate has adequate preparation in job searching skills.

Placement is measured by statistics maintained by the Placement Officer. The Placement Officer analyzes the following metrics: the number of graduates placed in positions within their fields of interest; the number of graduates placed in a field related to their field of interest; the number of graduates placed in positions outside their fields of interest; the number of graduates declining placement; entry level salaries; student perceptions as to Placement Officer's effectiveness; placement trends by program; average length of student employment at initial and subsequent positions; etc. The Placement Officer will obtain this information through the use of surveys and interviews. The statistical information contained in these surveys will then be submitted to the CEAT semi-annually for review. The original surveys will be kept on file by the Placement Officer for three years.

The CEAT has adopted a Placement Rate Goal for this cohort of 75%, 6% above the average rate for the State of Ohio, and a goal the Institution may strive toward. This should yield a response to the Employer and Graduate Surveys for the cohort, tying employment rates and satisfaction rates to the same measurement interval.

X. GRADUATE SATISFACTION

One measure of institutional performance is the degree to which graduates of the institution express satisfaction in the education they received. This metric will be measured beginning at six months post-graduation and continuing for two years thereafter. The Placement Office distributes Career Update surveys to graduates at point of graduation (in the exit interview), and Placement Surveys six months after graduation (by mail), one year after graduation (by mail), and two years after graduation (by mail). This will provide our graduates with four opportunities to provide feedback, including after they have been using the skills they have learned in their chosen fields.

The various surveys used by the Placement Officer to measure graduate satisfaction will assess the following metrics: the average length of time a graduate stays employed; the graduate's opinion as to the quality of his or her program; the graduate's assessment of his or her own level of preparedness to enter the field; etc. The statistical information contained in these surveys will then be submitted to the CEAT semi-annually for review. The original surveys will be kept on file by the Placement Officer for three years.

Three graduates returned their surveys prior to issuance of this IEP. One of these graduates indicated that she was extremely satisfied with her educational experience at Stautzenberger College.

The second wished that there were greater emphasis within the program on large animal. Unfortunately for this student, the College's program is a small animal program as is indicated in our Catalog. While it offers information relative to large animals, lab animals and exotics, these are not the focus of the program. As a result, an area of interest to this student was not covered in sufficient depth to satisfy her.

A third student felt as though she were “rushed” through some of the classes. This impression may be the result of the quarterly system on which the College runs. Instead of having four semesters in the program, the College offers nine quarters, each quarter compressing information that would otherwise be offered in 14 weeks into 11 weeks so that the student is exposed to as many different areas of study as is possible within an associate degree program. In order to address this concern, the CEAT has begun assessing curricular changes that would focus each course more specifically and allow maximum exposure to lab components. The CEAT expects to implement these changes in Spring Quarter 2010.

XI. EMPLOYER SATISFACTION

A. Process and Goal

Another measure of institutional performance is the degree to which employers in our program fields determine our graduates are well-prepared to enter the work force. An employer survey is mailed to each employer of a Stautzenberger College, Brecksville graduate each December and July in the first year following a graduate's completion of his or her chosen program and annually thereafter for as long as that graduate remains employed by a given employer. This timing will allow the CEAT to compile timely and relevant data for the following year's IEP.

The surveys used by the Placement Officer to measure employer satisfaction analyze the following metrics: the average length of time our graduates remain employed; the quality of their preparedness to handle the traditional tasks of the position; entry level salary; professionalism; relevancy of the program/training; and particular strengths and weaknesses of the graduates. The statistical information contained in these surveys is then be submitted to the CEAT semi-annually for review. The original surveys are kept on file by the Placement Officer for three years.

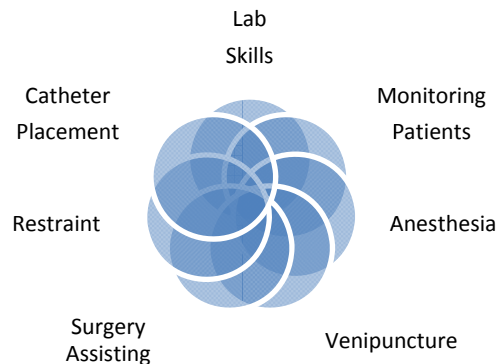
The CEAT has established an Employer Satisfaction Rate Goal of 80%. In 2008-2009, the average Employer Satisfaction Rate was 96.3% for Paralegal and Court Reporting employers. Veterinary Technician employers do not provide a numerical rating of their employees.

B. Employer Surveys

Forty surveys were returned by Veterinary Technician employers, one by a Court Reporting employer and one by a Paralegal Employer.

1. Veterinary Technician Employers

The technical skills that employers cited as most crucial in a Veterinary Technician employee are noted below:



Employer Cited Technical Skills for the Vet Tech Program

This marks a departure from last year, when employers emphasized the importance of pharmaceutical knowledge and dentals, rather than restraint and surgery assisting.

Of these crucial skills, employers most often noted that the Institution's students excelled at lab skills, catheter placement, venipuncture, and general knowledge. Thus, of the seven cited desirable skill sets, our graduates mastered three. Also cited as strengths (though with less frequency) were surgery assisting, pharmaceuticals, treatment, animal handling, anesthesia monitoring, restraint, animal care, and willingness/desire to learn.

Several employers asked that our students be given additional "hands on" time. As a result of this request, the Veterinary Technology Program is currently under revision.

Interestingly, employers cited soft-skills frequently both in those that they recommended the College focus upon and in those they found desirable in an employee. Specifically, employers recommended that the College focus on client relations, work ethic, self-confidence, stress management, multi-tasking, and enthusiasm. They also noted that communication, trustworthiness, relations with co-workers, ability to follow directives, stress management, initiative, multi-tasking, customer service, empathy, integrity, honesty and ambition were cited as the most valuable soft skills in an employee.

For technical skills, employers recommended that the College should focus on lab skills, clinical experience, dentistry, animal restraint, and the importance and value of the equipment used in a clinical setting.

When the College inquired as to likely new areas to which a Veterinary Technician might likely be assigned, the employers cited:

- Behavior
- Physical Therapy
- Nutrition
- Client Communication.

Each of these recommendations has been taken under advisement. Seminars on behavior, physical therapy, and nutrition have all ready been held at the College. Material on behavior, nutrition, client communication, telephones and grievance counseling are currently addressed in the core curriculum as well.

2. Court Reporting Employers

Two employers returned Satisfaction Surveys in 084. Both of these were extremely satisfied with our Court Reporting graduates, ratings totaling on average 94%. Both of the employers (one in comments sent independently to the College and the other on the survey itself) have remarked on the professionalism and quality of the Court Reporting graduates and their work.

Two employers provided commentary on our would-be graduates in 091. The first stated, "Student was here and ready to go ½ hour before the depo[sition] started, which is excellent, and was very pleasant to be around. Another good student from your school. Student is very professional and doing a great job." The second also focused on professionalism, noting, "Student is very professional in all matters. It is refreshing to work with a student who shows such professionalism." Both of these employers were Court Reporting employers.

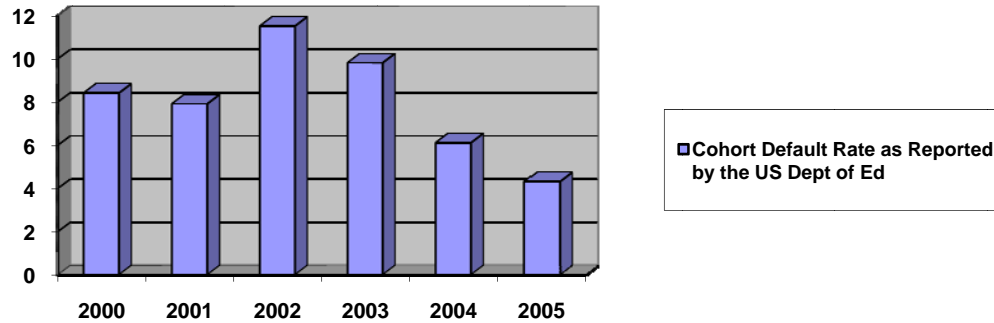
Because of the strength of our graduates' work, court reporting firms in northeast Ohio have indicated that they want to be told as soon as we have other graduates from the program.

3. Paralegal Employers

Only one of our Paralegal employers responded to our survey, but this too was an outstanding response. Emphasis on communications skills in this program has yielded strong rewards. The employer gave the graduate a perfect 100% on all metrics.

XII. STUDENT DEFAULT RATES

The final measure of institutional performance is the rate at which an institution's students default on their educational loans. The CEAT believes that default rates are a significant indicator of the success of an institution in meeting its mission and goals. The Director of Financial Aid has offered the following historical data on default rates:



Historical Cohort Default Rates for Stautzenberger College

The CEAT has chosen to adopt as its Standard the baseline default rate of the average of the last five reported years of 2001-2005. That rate is 7.92%.

The CEAT set a Default Rate Goal of 6.9% for the 2008-2009 academic year, 1% below the statistical average over the last three years. In fact, the actual default rate for 2006 (reported during the 2008-2009 academic year) was 6.1%, well below both Standard and Goal! The CEAT is very pleased with the overall outcome. This reporting period is the first in which any student of the Brecksville/Strongsville campus could qualify for consideration within the default rate. Of the students who fell into default in this reporting period, none were Brecksville/Strongsville students. There are, however, students in danger of falling into default for the 2007 statistics. Stautzenberger College, Brecksville's Financial Aid Department is working closely with the organization that manages students at risk to minimize the College's exposure to this risk. The goal will be to work with our students to limit defaults.

XIII. ADDITIONAL CONSIDERATIONS

The CEAT has determined that an integral part of meeting its Mission and its goals is to ensure that all faculty and staff are properly qualified to work with the Institution's students. As a result, particular care is taken to ensure that administrators hire faculty with outstanding qualifications. Most members of the faculty have teaching experience as well.

A. Instructor Preparation

At point of hire, Instructors at the College are given a formal Orientation, along with an Instructor's Manual; and Employee Handbook; and copies of A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults and Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty. At Orientation, the faculty are given detailed guidance on procedures for taking and recording attendance, administering and grading exams; holding class for and during the specified times; creating a weekly syllabus of course material; etc.

During the course of their first quarter of teaching, Instructors are evaluated by their Program Director or other appropriate member of Administration. The original record of this assessment is retained for the faculty member's employee file.

Faculty members are also evaluated quarterly by their students in each course that they teach. These surveys are kept in the Director's office for a period of three years. The results of these evaluations are shared with faculty at the end of each quarter. At that time, Instructors are also asked to assess their own performance, a record of which is kept in their employee files.

B. Faculty Development Requirements

Moreover, in order to ensure that all members of the faculty have an opportunity to improve their teaching skills, classroom control, and use of technology, the Institution offers at least one In-Service seminar each quarter (for a total of six each year). Attendance at these seminars is mandatory. In order to track faculty participation in these development opportunities, it is a condition of employment that all part- and full-time faculty members prepare an Annual Faculty Development Plan with the Director.

Activities considered part of an Annual Faculty Development Plan include, but are not limited to, the following: In-Service training provided by the College; quarterly departmental and faculty meetings; outside seminars; and continuing education within the faculty member's teaching specialty. Development activities can also include memberships in professional organizations in which the faculty member is an active participant and paid participation in the reviewing of textbooks and/or the development of course materials for the College.

C. Stautzenberger College's Commitment to Qualified Faculty

As noted in its Employee Handbook, growth in a faculty member's field of teaching is important to student success and therefore of primary importance to the College. Keeping up-to-date with innovation, change, and technology within a program field improves Instructors' credibility and effectiveness in the classroom. As a result, the College underwrites faculty membership in professional organizations and attendance at professional conferences.

Stautzenberger College also fosters continuing education for all of its staff and faculty through two primary programs: by permitting employees to take courses at the College free of charge and by reimbursing the cost of courses taken elsewhere up to \$1,000 annually. Instructors may take classes for personal growth at Stautzenberger College after the successful completion of their first teaching quarter.

D. Program Development

Each year, in anticipation of the IEP process, the CEAT assesses current market trends and whether any growing fields are being adequately serviced by existing educational institutions in North East Ohio. This assessment, together with the minutes from all Advisory Board Meetings, are used to determine whether the Institution's existing program offerings are relevant and whether additional programs should be offered.

Based upon the Advisory Boards that met in the 2008-2009 academic year and the quarterly assessments by faculty and students, the College concluded that the existing programs continue to be both relevant and needed in Northeast Ohio. The CEAT also concluded additional programs were necessary to meet community needs in Northeast Ohio. As a result, the Institution obtained approval of Massage Therapy, Business and Entrepreneurial Management, and Legal Secretary Associate Degree Programs from the State of Ohio and ACICS. The College also received approval and began to offer several General Studies and Computer Courses by distance education. In addition, the CEAT is now exploring an additional three program for possible implementation during the period covered by this IEP. These include Pharmacy Technician, Laboratory Technician, and Dental Hygienist.

E. Curriculum Revision

Each quarter faculty members are asked to assess the quality of the courses they teach and the texts they use. These comments are used by the CEAT to determine which, if any, classes should be reviewed for changes. Any faculty member identifying the need for change is asked to offer suggestions as to how to improve the course and/or the text. Faculty members are given administrative support in these efforts, and review is encouraged at all levels.

Based upon the comments received from faculty, employers and students in 2008-2009, the College began the major effort of revising the largest of its programs, Veterinary

Technician. The CEAT expects that this effort will be complete in late 2009, at which time the appropriate applications will be submitted to the State of Ohio, ACICS and the AVMA.

F. Facilities and Resource Development

In academic year 2008-2009, Stautzenberger College, Brecksville opened a new facility costing \$3,000,000 and including nearly 25,000 square feet. As a result, all classrooms, labs and equipment are relatively new. The CEAT expects to add additional labs to the new facility when new programs are added in 2009-2010.

The Institution also acquired over \$17,000 in new Library holdings in 2008-2009.

Addenda:

Appended to this IEP and incorporated by reference are the following:

- 1. Sample Student/Faculty Evaluation Forms;**
- 2. Sample Student/School Evaluation Forms;**
- 3. Sample Graduate Satisfaction Surveys;**
- 4. Sample Employer Satisfaction Surveys;**
- 5. Stautzenberger College, Brecksville's IPED Report on Student Demographics;**
- 6. Campus Effectiveness Assessment Report 083;**
- 7. Campus Effectiveness Assessment Report 084;**
- 8. Campus Effectiveness Assessment Report 091;**
- 9. Campus Effectiveness Assessment Report 092.**