



**CAMPUS
EFFECTIVENESS
PLAN**

2016-2017

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**CAMPUS EFFECTIVENESS PLAN
Committee
2016-2017**

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Student Demographics; Retention, Placement, Graduate & Employer Satisfaction Rates

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Culinary Arts: Curriculum; Student Learning Outcomes; Short & Long Term Goals
Family Science: Curriculum; Student Learning Outcomes; Short & Long Term Goals (Unaccredited)
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Dean of Students

Recruiting & Retention Report; Goals & Strategies for Student Life Continuous Improvement; Graduate Satisfaction Survey; Student Satisfaction Survey

Becca Brotherton

Director of Marketing & Social Enterprises

CEP Narrative

The Committee is tasked with setting CEP goals, implementation of the CEP, collecting and analyzing measurement data so that VTS might be able to assess and continuously improve its educational programs and processes and achieve its educational objectives of each program offered. The Committee will meet on a quarterly basis to ensure proper supervision of goals are taking place and to note when institutional goals have been met. The CEP is shared with Community Advisory Committee members and made available to students, faculty, staff, prospective students and the general public through electronic format. A .pdf copy of the CEP report can be found on the school's official website at www.victorytradeschool.edu/about/who-we-are and an official hard copy is located in the Chief Administrator's Office. A hard copy of the CEP is available upon request by contacting VTS at info@victorytradeschool.edu or by calling (417)864-2222.

CAMPUS EFFECTIVENESS PLAN
Victory Trade School
2016-2017

INTRODUCTION

Victory Trade School is a postsecondary, certificate degree granting school that provides a structure and environment for students to gain financial independence through a trade-based education. The school believes that people with life-controlling issues are able to learn a trade that will enable them to take responsibility for their lives and positively impact society as a whole.

The objectives of Victory Trade School are for students to:

- Develop interpersonal skills to be more teamwork oriented
- Acquire job and life skills that will lead to more stable work habits
- Build a marketable resume and learn interviewing skills
- Receive job opportunities or guidance and preparation for the next level of education
- Have the opportunity to develop a spiritual life centered in Jesus Christ
- Develop a professional portfolio
- Graduate with a ManageFirst® professional credential MFP™ from the National Restaurant Association Educational Foundation (Culinary Arts)
- Receive 6 professional trade certificates that are recognized by the National Restaurant Association Educational Foundation (Culinary Arts)
- Learn food service skills to secure a job in the culinary industry (Culinary Arts)
- Graduate with a Child Development Associate (CDA) Credential™ (Family Science)
- Acquire knowledge and skills in family science and child development (Family Science)

History & Background

In September 2003, Victory Trade School (VTS) was established as a subsidiary of Springfield Victory Mission, Inc. and was licensed to operate by the Missouri Department of Higher Education. It originated as a means of providing vocational education to people who have endured years of poverty and unemployment due to life-controlling factors. VTS is a postsecondary proprietary school consisting of two 48 week residency programs that offer professional credentials in Culinary Arts or Family Science. In 2010, VTS became nationally accredited through the North Central Association Commission on Accreditation and School Improvement (NCA-CASI), certified to operate by the Missouri Department of Higher Education and began to participate in the U.S. Department of Education's Title IV programs. In 2011, Victory Trade School, LLC was formed in order to further facilitate the growth and autonomy of its mission.

In 2013, the school was notified that its accreditor (NCA-CASI) was ending its ability to accredit through the U.S. Department of Education and was given eighteen months to secure another accreditor. At the same time the school underwent an audit with Title IV. VTS was not able to make the deadline in finding the accreditor and on June 30, 2014 voluntarily withdrew from Title IV until the audit is resolved. In December 2014, VTS secured accreditation with the Accrediting Council for Independent Colleges and Schools through December 2017.

VTS is more than an institution of higher education. It provides an environment through which students, who are still in the process of rebuilding their lives from past destructive behaviors and decisions, are given the necessary resources and coaching to assist in restoring the whole person. Since the student body of VTS is made up of non-traditional, at-risk students, the school delivers a holistic approach to education that not only challenges students academically, but also relationally, emotionally and spiritually. VTS is designed in such a way that students are motivated to improve their lives through accountability, mentoring, teamwork and taking personal responsibility for their positions within the school's social enterprise.

Social enterprise, defined as using business methods to promote the well-being of others and to impact the greater good, plays a central role in the school's educational model. VTS' social enterprise provides students with hands-on career experience and interaction with the community. Located in an historic district in Springfield, Missouri, the school serves the local community and actively participates in the revitalization of the area.

Through the generous support of privately funded institutional scholarships provided by Springfield Victory Mission, VTS is able to cover the cost of tuition, room and board which allows students to graduate without incurring education-related debt.

Mission Statement

Victory Trade School's mission is to provide students the opportunity to learn in a Christian environment, to gain the job and life skills necessary to impact society and transform their futures.

Vision Statement

Victory Trade School's vision is to see transformed lives impacting the community by education through social enterprise.

Programs

Culinary Arts students earn their ManageFirst® certification sanctioned by the National Restaurant Association Educational Foundation. Culinary Arts students earn 6 certifications that equip them to be competent and competitive in the food industry job market. The school has an established faculty of chef-instructors that possess a combined 82 years in the food industry.

Family Science students will earn enough early childhood educational hours in the 8 subject and experiential classroom hours for the Child Development Associate (CDA) credential which will be completed in a licensed childcare center. Students choose one track of either Infant/Toddler or Preschool Age track. Students also receive ServSafe® training and are trained in the correct portions and components for children in accordance with federal nutritional guidelines. The school has partnered with a local childcare center and a non-profit organization to give students real-work experience and have faculty that all work or have been educated in the childcare field. As of 2016, the Family Science program is not accredited through ACICS.

Student Body Demographics

Victory Trade School (VTS) is the only accredited postsecondary school in America whose goal is to provide a trade based education to non-traditional students who are overcoming life-controlling issues. The school's student body is made up of students from across the United States averaging 40 years of age. Since its inception in 2003 VTS only enrolled men however with the establishment of the Family Science program in 2014 women began to enroll into the school. In 2016 the school allowed women to enroll into the Culinary Arts program. The integration of women into VTS has been slowed over the years by limited housing, financial resources, recruiting and a lack of determination by administration to find a solution to enrolling women into the school with available resources. School administrators believe that the number of women enrolling into Culinary Arts will steadily increase over the next few years. From July 1, 2015-June 30, 2016 VTS enrolled 24 students from 10 states. As of June 1, 2015 the VTS student body was comprised of 10 males and 1 female from 6 states.

From July 1, 2015-June 30, 2016 the student body demographic were the following:

Overall:

Table 1: Student Demographic by State

STATE	NUMBER OF STUDENTS	PERCENT OF STUDENT BODY
California	1	4.17%
Connecticut	1	4.17%
Florida	1	4.17%
Michigan	2	8.33%
Mississippi	1	4.17%
Missouri	11	45.83%
Montana	1	4.17%
Nebraska	1	4.17%
Ohio	2	8.33%
West Virginia	3	12.50%
TOTAL	24	100%

Table 2: Student Demographic by Ethnicity

ETHNICITY	NUMBER OF STUDENTS	PERCENT OF STUDENT BODY
American Indian/ Alaska Native	0	0%
Asian	0	0%
Native Hawaiian/ Pacific Islander	0	0%
Black/African American	5	20.8%
Hispanic/Latino	1	4.2%
White/Caucasian	15	62.5%
2 or More Races	3	12.5%
TOTAL	24	100%

Table 3: Student Demographic by Age

AGE	NUMBER OF STUDENTS	PERCENT OF STUDENT BODY
18-21	0	0%
22-25	4	16.7%
26-30	2	8.3%
31-35	2	8.3%
36-40	4	16.7%
41-50	5	20.8%
50+	7	29.2%
TOTAL	24	100%

Table 4: Student Demographic by Program

PROGRAM	MALE	FEMALE	FULL-TIME	1 ST TIME ATTENDER	ON-CAMPUS HOUSING	ON-TIME COMPLETION
Culinary Arts	20	0	20	13	20	87.5% (7/8)
Family Science	0	4	4	1	4	100% (2/2)
TOTAL	20	4	24	14	24	

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Recruiting Summary
2016-2017

Reasons Students Pursue a Certificate in Culinary Arts at VTS

Students choose to pursue an education at VTS for many tangible and intangible reasons. Usually, they do not have just one single motivator, but rather a combination of the following motivations:

▪ **Education**

Students pursue an education with VTS because the school provides both hands-on knowledge and nationally-sanctioned certifications that equip them for success in their chosen vocation. These certificates grant a head start in a Culinary Arts career path. As the school is an innovative institution, it appeals to non-traditional students who make up the demographics of VTS. The national certificates obtained at VTS serve as great motivation for students to complete their studies – offering a viable, transferable, and practical means to become a credentialed and valuable employee to a potential employer, as well as, laying a foundation for future advanced degrees in culinary arts.

▪ **Financial Assistance**

The majority of students who attend VTS find themselves in an untenable financial situation. Due to the institutional scholarship VTS awards to students, many find the school appealing because they lack the means to pay tuition fees for mainstream technical schools or community colleges and they can graduate without any school debt.

▪ **Occupational Advancement**

Once students begin their studies at VTS, they quickly realize their previously acquired skills and experience will not suffice in today's fast-paced culinary and food service careers. In some fields, skills may be acquired as a person advances through his career. However, in the culinary industry, those skills must be acquired prior to being hired. Students pursue education with VTS because they know they will gain the necessary skills to succeed in their future career. The six culinary certificates earned by VTS graduates make them more hireable and eligible for wage increases they may not have had access to otherwise.

▪ **Geographic and Environmental Re-Location**

Due to the unique demographic of VTS students, many potential applicants desire to re-locate from where they resided, worked, or participated in a recovery program. This is due to many years of developing criminal backgrounds, negative and destructive relationships, and unhealthy and non-beneficial reputations. By attending VTS they are seeking to begin new relationships, professional connections and networks. When applying to VTS, potential students are choosing to remove themselves from that geographic area and environment, and re-locate to a new area where they are unknown to the community abroad.

▪ **Post-Recovery Personal Growth**

As a postsecondary institution of higher education, VTS operates in a way that is distinct from the recovery programs out of which many incoming students are transitioning. Typically, recovery programs are designed with a unique structure and, consequently, individuals become accustomed to a very strict and dictated schedule. At times, incoming students may have even become dependent on this structure to monitor habits and behavior. There is a process of acclimation and adjustment that many individuals go through in order to maintain their sobriety. A lot of individuals exiting these programs adapt quickly and may be mentally and socially stable enough to begin a new career or educational path, but some are not. VTS is holistically designed to come alongside individuals in recovery and to help foster within them a healthy work ethic, self-confidence and skills that lead them to becoming financially independent, active participants in society. The structure and routine is significantly more independent than that of a recovery program. Yet, the school maintains a balanced schedule that assists students in learning how to live healthy, productive spiritual, relational and vocational lives. VTS creates an opportunity for students to adjust behavioral or work aptitude

through evaluation and personal engagement from faculty and staff. This empowers them to adjust detrimental behaviors/attitudes and to develop the character necessary for their future careers.

▪ **Christian Environment**

A large part of students that attend VTS do so because they wish to be at a biblically-based Christian school. A large number of students have lived in a faith-based culture and environment for years prior to submitting an application; having come from rescue missions or faith-based drug rehabilitation programs. Some students then wish to continue to grow in that same environment after the completion of their current program. The environment of faith and accountability leads students to choose VTS over more mainstream secular institutions.

▪ **Development of Stability**

The majority of students arrive at VTS from 1-year residential recovery programs. The two main programs from which VTS recruits students are Teen Challenge (TC) and Gospel Rescue Missions (GRM). TC programs range in length of stay from six to twenty-two months. GRM recovery programs tend to be on average fourteen months in duration. Both of these types of programs are designed for men that have decided to go into recovery from substance abuse or chronic unemployment. The cycles of substance abuse and unemployment cannot be measured in years or months, but the duration of it varies by individual. This means that a majority of VTS students come from a highly transitional lifestyle which has severely limited any viable options for residence, employment, relationships and success. The decision to enter recovery removes them from a subculture in which they have been active for a significant amount of time. However, upon completion of recovery, most students utilize VTS as a platform through which to re-enter society, build new relationships, find employment, and establish a stable residence. VTS assists them in their time as a student by giving students an extra allotment of time to prepare and plan their future. Many students would not be capable of developing stability in their lives, anywhere other than VTS. By attending VTS potential employers recognize a student's ability to finish an education, work consistently, and interact with others over a lengthy period of time.

Summary of Students Pursuing a Certificate in Culinary Arts at VTS

1. **Students have both tangible and intangible reasons.** A certificate is tangible because it can be presented to a potential employer to prove the VTS graduate has the right training and credentials to be a valued employee. Post-recovery personal growth or geographical re-location is intangible, as one cannot always see the maturity which has taken place, or the relationships that exist. But, both are viable reasons for attending.
2. **Student motivations for attending vary.** For some students, pursuing an education is not their singular purpose for attending VTS. Instead, they may view the school as their only viable option at the time. Other students may come to VTS to grow and learn to acclimate in a new work environment, and yet they may be primarily gaining skills to further their future in general.
3. **It is not simple to gain an education at VTS and students choose this school for a purpose.** There are some students who may not have a full understanding of why they choose to pursue an education with VTS when they first arrive. However, VTS intentionally establishes the student code of conduct and increased educational expectations through a one-month Candidacy program that assists students in making a direct and conscious effort to engage their education and complete their studies.

Reasons Students Pursue a Family Science Certificate at VTS

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School.*

Students choose to pursue an education at VTS for many tangible and intangible reasons. Usually, they do not have just one single motivator, but rather a combination of the following motivations:

- **Education**

Students pursue an education with VTS because the school provides both hands-on knowledge and nationally-recognized certifications that equip them for success. The certificate earned prepares them for a promising career in Early Childcare. As the school is an innovative institution, it appeals to non-traditional students who make up the demographics of VTS.

- **Family Development**

Not all, but some Family Science students have children. Their time at VTS gives them an extended period of time to learn how to raise, educate and discipline their children properly. Because of the VTS demographic, many students have not been taught these qualities themselves, thus they are applying them with their children as they are being educated with the knowledge in the classroom.

- **Occupational Advancement**

Students quickly learn that the hands-on instruction and guidance from qualified teachers and lab instructors make a great addition to any previously learned skills. Having the knowledge and experience, along with the CDA credential will make students more appealing to employers. Students realize they have a “leg up” on other applicants and even some co-workers.

- **Financial Assistance**

The majority of students who attend VTS find themselves in an untenable financial situation. Due to the institutional scholarship VTS awards to students, many find the school appealing because they lack the means to pay tuition fees for mainstream technical schools or community colleges and they can graduate without any school debt.

- **Post-Recovery Personal Growth**

As a postsecondary institution of higher education, VTS operates in a way that is distinct from the recovery programs or housing programs out of which many incoming students are transitioning. Typically, recovery programs are designed with a unique structure and, consequently, individuals become accustomed to a very strict and dictated schedule. At times, incoming students may have even become dependent on this structure to monitor habits and behavior. There is a process of acclimation and adjustment that many individuals go through in order to maintain their sobriety. A lot of individuals exiting these programs adapt quickly and may be mentally and socially stable enough to begin a new career or educational path, but many are not. VTS is holistically designed to come alongside individuals in recovery and to help foster within them a healthy work ethic, self-confidence and skills that lead them to becoming financially independent, active participants in society. The structure and routine is significantly more independent than that of a recovery program. Yet, the school maintains a balanced schedule that assists students in learning how to live a healthy and productive spiritual, relational and vocational life. VTS creates an opportunity for students to adjust behavioral or work aptitude through evaluation and personal engagement from faculty and staff. This empowers them to adjust detrimental behaviors/attitudes and to develop the character necessary for their future careers.

Summary for Students Pursuing a Family Science Certificate at VTS

1. **Students have both tangible and intangible reasons.** A certificate is tangible because it can be presented to a potential employer to prove the VTS graduate has the right training and credentials to be a valued employee. Post-recovery personal growth or Family Development is intangible, as one cannot always see the maturity which has taken place, or the relationships that have developed. But, both are viable reasons for attending.
2. **Student motivations for attending vary.** For some students, pursuing an education is not their main purpose for attending VTS. Instead, they may view the school as their only viable option at the time. Other students may come to VTS to grow and learn to acclimate in a new work environment, and yet they may be primarily gaining skills to further their future in general.

3. **It is not simple to gain an education at VTS and students choose this school for a purpose.** There are some students who may not have a full understanding of why they choose to pursue an education with VTS when they first arrive. However, VTS intentionally establishes the student code of conduct and increased educational expectations through a one-month Candidacy program that assists students in making a direct and conscious effort to engage their education and complete their studies.

CAMPUS EFFECTIVENESS PLAN
Culinary Arts Objectives & Student Learning Outcomes
2016-2017

The Culinary Arts Department offers a comprehensive culinary training for students to become cooks and professionals in the culinary industry who are well-rounded and exhibit a passion for social enterprise and community responsibility. The ultimate goal of the program is to prepare the graduate to enter the workforce ready to succeed in jobs under the 12.0500 CIP Code.

Culinary Arts Objective:

1. Introduce students to a broad understanding of professional food preparation standards.
2. Students will complete directed laboratories which provide the opportunity for them to practice their skills in a working restaurant under the supervision of chef-instructors. All aspects of culinary skills will be experienced in a variety of laboratory courses.
3. Students will demonstrate proper usage of industrial restaurant equipment.
4. Chef-Instructors will provide instruction on basic baking techniques.
5. VTS will hold contemporary classroom style education consisting of lectures presentations, field trips, and laboratory demonstrations.
6. Students will gain experience in front-of-house customer service through both seated and laboratory classroom experiences.
7. Students will gain restaurant management experience through the Sous Chef-in-Training, Manager-in-Training, Children's Foodservice, and laboratory class rotations.
8. Students will learn the history of and learn how to cook certain ethnic foods from around the world.
9. Students will earn a ServSafe® Certificate in Candidacy prior to enrollment.
10. By graduation students will successfully complete 6 Manage First® courses in order to obtain the following certifications through the National Restaurant Association Educational Foundation (NRAEF):
 - a. Nutrition
 - b. Customer Service
 - c. Controlling Food Service Costs
 - d. Hospitality Human Resources Management & Supervision
 - e. Hospitality & Restaurant Marketing
 - f. Hospitality & Restaurant Management

Student Learning Outcomes

Victory Trade School (VTS) believes that one of the means by which the Culinary Arts program should be evaluated for its academic effectiveness is through the documented academic accomplishments of its graduates. VTS has established eleven learning outcomes that it assesses each academic year in order to gauge the preparedness, skills and knowledge of its graduates so they might enter the culinary arts workforce with confidence to secure employment in the 12.0500 CIP Code.

1. Demonstrate a comprehension of cooking techniques and basic knife skills needed to be successful in the culinary industry.
2. Synthesize the step-by-step process of classical and modern baking and pastry techniques and demonstrate proficiency.
3. Use classic and contemporary cooking and baking techniques to prepare a variety of regional and global cuisines.
4. Combine knowledge of nutrients and their interaction with the human body with healthy cooking techniques to create dishes that adhere to dietary guidelines and needs.
5. Demonstrate basic measuring, conversion, food costing and yield management practices.
6. Apply *Customer Service*® standards for guest relations and service to excel in professional customer relations.
7. Demonstrate *ServSafe*® standards for proper food safety, sanitation procedures, and personal hygiene to meet federal food safety regulations in the Hospitality Industry.

8. Anticipate and manage labor and food costs to operate an economically sustainable establishment.
9. Demonstrate professionalism and leadership standards relating to appearance, time management, and conduct in the Hospitality Industry.
10. Apply basic business principles relating to financial management practices, human resources and supervision necessary for the management of a Hospitality establishment.
11. Demonstrate the proficiency in *ServSafe*®, Nutrition and Restaurant Management certification in order to begin the process of becoming a certified sous chef through the American Culinary Federation.

Learning Outcomes for 2015-2016:

- All students who graduate Victory Trade School will have the required certifications to begin the process to pursue Sous Chef training with the American Culinary Federation (ACF). ACF requires certified chefs to have certificates of completion in *ServSafe*® (provided before admittance into VTS), Nutrition, and Restaurant Management as well as Sous Chef training hours. Upon graduation VTS students will have met the requirements to begin gaining internship hours.

Goal: 100%

Baseline: 100%

Outcome: All seven students who graduated on-time in the 2015-2016 academic year fulfilled all requirements to pursue Sous Chef training with the American Culinary Federation.

- Students will score a minimum of 75% on each of the following NRAEF-certified exams: Nutrition, Customer Service, Controlling Food Service Costs, Hospitality and Human Resources Management and Supervision, and Hospitality and Restaurant Marketing. The certified tests are generated by NRAEF and scored according to their guidelines after VTS sends the answer sheets to NRAEF.

Goal: 88%

Baseline: 75%

Outcome: Individual NRAEF exam scores were compiled from seven students who graduated on-time in the 2015-2016 academic year. 100% of students scored above the baseline score in all NRAEF exams.

Table 5: 2015-2016 On-Time Culinary Arts Graduates NRAEF Exam Scores

	NRAEF Score Customer Service & Presenting	NRAEF Score Nutrition	NRAEF Score Hospitality & Restaurant Marketing	NRAEF Score Hospitality & Restaurant Management	NRAEF Score Cost Control	NRAEF Score HR Management & Supervision
Student #1	86	75	81	78	75	81
Student #2	76	79	82	76	85	90
Student #3	95	85	86	83	91	91
Student #4	95	85	85	83	87	93
Student #5	81	98	75	76	82	90
Student #6	78	100	85	87	79	97
Student #7	85	96	77	93	91	95
MEDIAN %	85	85	82	83	85	91
AVE %	85	88	82	82	84	91

- Each module, students will complete all core culinary classes (CUL) with a minimum grade of 75%. All culinary class grades are determined by the individual faculty member teaching the course. Course objectives remain the same for each class, but the assignments and weighted grade percentages are at the discretion of each instructor. At the end of each course the grades are submitted to the Registrar.

Goal: 89%

Baseline: 75%

Outcome: Individual grades for core culinary classes were compiled from seven students who graduated on-time in the 2015-2016 academic year. It is not possible to come up with an individual student outcome for the 2015-2016 academic year as not all students sampled were able to take all core culinary classes listed due to four (CUL 203, 212,242,252)out of eleven core classes not being offered until September 2015. See chart below.

- Upon graduation, students will have an overall average of at least 75% in all core culinary courses (CUL). When a student completes all six modules at VTS all six core classes are tallied and then the average is determined by the formula: TOTAL CORE GRADES / 6 = AVERAGE CORE GRADE.

Goal: 89% Average Grade

Baseline: 75%

Outcome: Overall averages for core culinary courses were compiled from seven students who graduated on-time in the 2015-2016 academic year. It is not possible to come up with an overall average grade as all students sampled were able to take all core culinary classes listed due to four (CUL 203, 212,242,252)out of eleven core classes not being offered until September 2015. See chart below.

Table 6: 2015-2016 On-Time Culinary Arts Graduates Core Culinary Grades & NRAEF Exam Scores

	MODULE 1/4					MODULE 2/5		MODULE 3/6		MODULE 4/1		MODULE 5/2			MODULE 6/3		
	GRADES			NRAEF Score (CUL201)	NRAEF Score (CUL202)	GRADES		GRADE	NRAEF Score (CUL221)	GRADE	NRAEF Score (CUL231)	GRADES		NRAEF Score (CUL241)	GRADES		NRAEF Score (CUL251)
	CUL201	CUL202	CUL203			CUL211	CUL212					CUL221	CUL231		CUL241	CUL242	
Student #1	84	86		86	75	88		86	81	81	78	84		75	93		81
Student #2	88	88		76	79	94		87	82	80	76	88		85	96		90
Student #3	91	92		95	85	98		90	86	90	83	92		91	94		91
Student #4	90	86	99	95	85	95		91	85	86	83	84	83	87	92	98	93
Student #5	86	91		81	98	89		86	75	82	76	89		82	97		90
Student #6	96	99	99	78	100	96	89	92	85	93	87	99	88	79	95	97	97
Student #7	91	98		85	96	96		87	77	95	93	88	82	91	93	97	95
LOW %	84	86	99	76	75	88	89	86	75	80	76	84	82	75	92	97	81
HIGH %	96	99	99	95	100	98	89	92	86	95	93	99	88	91	97	98	97
MEDIAN %	90	91	99	85	85	95	89	87	82	86	83	88	83	85	94	97	91
AVERAGE %	89	91	99	85	88	94	89	88	82	87	82	89	84	84	94	97	91

NRAEF TEST

- CUL201 - Customer Service & Presenting
- CUL202 - Nutrition
- CUL221 - Hospitality & Rest. Marketing
- CUL231 - Hospitality & Rest. Mngt.
- CUL241 - Cost Control
- CUL251 - HR Management & Supervision

CULINARY CORE CLASSES

- CUL203 - European Cuisines
- CUL211 - Intro. To Culinary Arts
- CUL212 - The Americas, Orient, and Pacific Cuisines
- CUL242 - Baking Fundamentals
- CUL 252 - Fundamentals of Culinary Arts

Rationale

The exam standard for the National Restaurant Association Educational Foundation (NRAEF) stipulates that any grade at or below 69% is considered failing (F). VTS has established its grading system that any grade at or below 74% is considered failing (F). The school believes that challenging students to achieve higher exam scores that are above the national exams minimums encourages them to be well-prepared to take these exams. VTS students are non-traditional and come from a high-risk population. The school believes that setting academic rigors higher than the national norm will assist graduates in becoming more competitive in securing employment in the culinary arts workforce.

Learning Outcomes Analysis

All students scored a 75% or better on all six national exams offered by NRAEF. The overall score average was 85%, which is 15% above the minimal score set by the NRAEF for these exams. Overall grades for modules and core classes were not able to be accurately analyzed since not all students sampled were able to take all classes. CUL 203, 212, 242 and 252 were added to the core class schedule beginning in September 2015 and certain students sampled were not eligible to take these classes due to established schedule rotation. For the classes that all students took (CUL 201, 202, 211, 221, 231, 241 and 251) the overall grade average was 85% with the highest overall class grade average of 94% in CUL 251 and the lowest of 87% in CUL 231.

Improving Learning Outcomes

Faculty will now be offering tutoring at select times for students who are struggling in their studies or are underperforming on paper-based tests and practical exams. Tutoring will be emphasized in the Hospitality and Restaurant Marketing and Customer Service classes especially.

Goal: Instructors will schedule tutoring sessions for struggling students on an as-needed basis.

Supervisor: Designated Instructor

2016-2017 Student Learning Outcome Action Plan:

1. Faculty will offer tutoring at select times for students who are struggling in their studies or are underperforming on paper-based tests and practical exams.
Goal: Instructors will schedule tutoring sessions for struggling students on an as-needed basis.
Supervisor: Designated Instructor
2. As part of the Shared Governance Policy, Victory Trade School (VTS) will hold in-service days twice a year for faculty. This will enable all faculty to help the school establish learning outcomes for students; provide feedback for curriculum development; and to learn better practices for in-class instruction. As part of these in-service days, VTS will also incorporate professional development training to enhance the effectiveness of the Instructors, which will directly benefit the students' ability to learn in the classroom.
Goal: In-service days for training and professional development will be provided for faculty twice per year.
Supervisor: Education Coordinator
3. Students will complete course and instructor evaluations at the end of each module. The students will have the opportunity to give the staff and faculty feedback on the practical knowledge gained from the class, instructor effectiveness, and the efficiency of presentation of the learning objectives in class. VTS intends to use this information to better arrange class material and presentation for learning effectiveness.
Goal: Evaluations will be handed out at the end of every class and data will be collected for continuous review.
Supervisor: Education Coordinator
Outcome: Students have completed instructor and course evaluations at the end of all classes since the initiation of the original CEP. These evaluations will continue to be completed at the conclusion of classes and be revised as needed.

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Continuous Improvement Goals
2016-2017

Victory Trade School believes that the school and program administrators have a responsibility to continuously evaluate the programs offered and when necessary to implement new ideas, strategies, paradigms and curriculum in order to give students an education that will prepare them to enter the workforce.

2015-2016 Continuous Improvement Goals Outcomes

1. Renovation of Cook's Kettle Restaurant, expansion of laboratory space.
Goal: Meet with the Board of Directors to discuss plans and obtain approval to renovate existing space by December 2015.
Supervisor: Chief Administrative Officer
Outcome: The Chief Administrative Officer met with the Board of Directors in July 2015 to discuss future plans to renovate Cook's Kettle and expand the laboratory space. The Board recognized the need to make the space used for the restaurant and laboratories a single use facility. The Board was presented with financial feasibility of a renovation. No decision has been made by the Board based on the recommendations given to them.
2. Revamping Culinary Laboratory Class offerings by reducing LAB 301-LAB 311 clock hours and adding more Culinary Laboratory classes that offer more skill-set training.
Goal: Provide more opportunities for students to improve culinary skills in areas that have been identified by Employee Satisfaction Survey as weak skill-sets of VTS graduates by September 1, 2015.
Supervisor: Dean of Culinary Arts & Education Coordinator
Outcome: In September 2015 LAB 301-LAB 311 were reduced in clock hours in order to implement additional in-seat and laboratory classes that focused on skill-set training.
3. Hiring an additional full or part-time Chef-Instructor.
Goal: Secure funding for the employment of one additional full or part-time Chef-Instructor to assist in teaching in-seat and laboratory classes by March 1, 2016
Supervisor: Chief Administrative Officer
Outcome: A part-time Chef Instructor was hired in January 2016. His role is to increase student skill-set training by instruction in the following classes: CUL 203, 212, 222,232, 242, 252; LAB 314, 315, 316, 317, 318, 319.
4. VTS will submit approval to Missouri Department of Higher Education and ACICS for a non-substantive change regarding Culinary Arts curriculum. Current laboratories will have reduced hours and will be replaced with 6 new in-seat classes and 6 new laboratory classes that complement the new courses. These classes will focus on improving culinary skills that were reported as deficient on the 2014 and 2015 Employer Satisfaction Surveys.
Goal: Provide more opportunities for students to improve culinary skills in areas that have been identified by Employee Satisfaction Survey as weak skill-sets of VTS graduates by September 1, 2015.
Supervisor: Dean of Culinary Arts & Education Coordinator
Outcome: These non-substantive changes were approved by ACICS & the Missouri Department of Higher Education for implementation beginning September 2015.
5. Deliberately challenge students by creating opportunities for them to utilize their leadership skills and design projects that will actively engage the needs of the community in tangible ways.
Goal: Have at least one event per month that can be used to benefit the student for outreach to the community.
Supervisor: Dean of Culinary Arts
Outcome: A Civic Engagement Policy was implemented that required students to volunteer through community outreach. VTS chose not to make this policy a monthly event but instead required students to volunteer during

their enrollment. Students participated in cooking demonstrations at the local farmer's market near campus; served meals to the homeless; served Thanksgiving & Christmas meals to economically challenged individuals and families; provided cooking demonstrations to after-school clubs; put on healthy meal demonstrations to parents at a local daycare; and participated in adopt-a-street clean-up project.

6. Intentionally pursue relationships with other local chefs & eateries that possess unique expertise and specialty skills in order to enrich students' education through developing semi-regular opportunities for outside instruction.
Goal: Allow students to be involved with the local chapter of the American Culinary Federation by attending scheduled meetings to earn continuing education hours and to provide an opportunity for community service with Chefs from many restaurants in the area.
Supervisor: Dean of Culinary Arts
Outcome: The majority of the student body is either members or making payments to become members of the American Culinary Federation and are actively involved. In the last academic year five chefs from ACF were invited to be guest instructors to expose students to a variety of cuisines and culinary techniques.
7. Implement "field trips" to other eateries and hospitality venues that will expand students' culinary vision.
Goal: Host or attend quarterly demonstrations or educational excursions and document the student's participation in their student portfolio.
Supervisor: Dean of Culinary Arts
Outcome: Students had the opportunity to go on several field trips throughout the academic year. Being members of the ACF the students have opportunities to visit different eateries and are being updated on information pertaining to the Culinary Industry.

2016-2017 Continuous Improvement Action Plan

1. Reduce Culinary Arts Clock hours by eliminating classes that are offered once a year.
Goal: Seek approval through the Missouri Department of Education and ACICS to discontinue classes offered once a year.
Supervisor: Dean of Culinary Arts & Education Coordinator
2. Creating new Menu for Cook's Kettle restaurant.
Goal: The new menu will reflect seasonal, regional and ethnic cuisines that students are learning in classes. The new menu will allow instructors to gauge each student's knowledge of basic skill sets.
Supervisor: Dean of Culinary Arts
3. Updating all Laboratory syllabi by adding skill-based competency grading.
Goal: Laboratory class grades will be weighted to include skill-based component. Instructors will score students based on their level of mastery of basic culinary skills that are aligned with the priorities of the laboratory class.
Supervisor: Dean of Culinary Arts
4. Implementing resume writing, job interviewing skills and how to seek for jobs into existing class curriculum.
Goal: Adding job-seeking related skills to the curriculum of Human Resources Management and Supervisor and Hospitality and Restaurant Marketing classes.
Supervisor: Dean of Culinary Arts

CAMPUS EFFECTIVENESS PLAN
Student Life: Retention Rate
2016-2017

Goal: 80%
Baseline: 70%

PREVIOUS YEARS:
2015-2016: 89.5%
2014-2015: 79.3%
2013-2014: 66.6%

Calculation of Results:

Victory Trade School calculated the Retention Rate for the following years using the formula provided by ACICS: Cumulative Enrollment [Beginning Enrollment/New Entries/Restarts] (-) Withdrawals (/) Cumulative Enrollment.

*2015-2016: $19-2/19 = 89.5\%$
2014-2015: $29-6/29 = 79.3\%$
2013-2014: $39-13/39 = 66.6\%$

Data was collected through the record keeping of Transcripts and Dismissal/Withdrawal forms.

Rationale:

For the second consecutive year Victory Trade School (VTS) has surpassed and improved upon its retention rate goal. VTS set the retention rate goal for the 2015-2016 academic year at 75% and achieved an 89.5% retention rate. The 89.5% retention rate reflects 2 student withdrawals out of 19 enrolled. VTS has increased its retention rate goal for the 2016-2017 academic year by 5% to 80%. The school has kept in mind that the margins for success and failure in student retention rates are slim due to the small number of students enrolled in a given year and that the school's student demographic are made up of at-risk, non-traditional students. VTS is cautiously optimistic that the continued adoption and practice of admissions selectivity, pro-active recruitment procedures and improved relations between staff and student body will allow the school's retention rate to remain at or above a set goal of 80%.

***Note:** For the 2015-2016 academic year, calculations were based off of 19 students, while having 20 annual students enrolled. One enrolled student was not calculated into the formula due to death. An official death notice is included in the deceased student's file for verification.

Reasons Students Leave VTS

These reasons have been listed as a factor in dismissal and withdrawal reports from July 2013 to June 2016.

▪ **Drug/Alcohol Relapse**

The school maintains a zero tolerance policy regarding the use of alcohol and drugs. If school administration has documented, substantial proof that a student has used any prohibited substance, the student is dismissed.

▪ **External Work**

Sometimes students are presented with vocational and career possibilities during their time as full-time students. The temptation to earn an immediate income can seem more beneficial than their current pursuit of education and they choose to withdraw from the school in order to pursue a career immediately.

- **Structure and Behavioral Standards**

Many students enter VTS with attitudes and issues concerning authority and social interaction. The school is very structured – and for most students this is extremely profitable. However, for some students, their perception of submission to authority is viewed as weak. Often, these students are unable to reform their attitudes and behaviors in order to interact appropriately with staff and other students. When students demonstrate a persistent unwillingness to adapt to the school’s structure and behavioral expectations, they are dismissed.

- **Internal Workload**

In the past, students have withdrawn due to the amount of hours required of them in their laboratories and classes; this was due mainly to the demands of the school’s catering business. The school has reduced total clock students have a maximum amount of hours required that they cannot surpass.

- **Medical Concerns**

Medical concerns include physical, mental, spiritual or emotional issues that hinder or inhibit a student’s educational experience, to such an extent they are incapable of meeting necessary requirements of completion. Not excluding behavioral standards and expectations. An example would be extended hospital stays or repetitive hospital/doctor visits that inhibit a student from completing required laboratory hours or any medical concern that hinders or prohibits a student from meeting the behavioral requirements or standards of VTS.

- **Academic Standards**

School policy states that students must maintain a grade point average of 75% or higher in every class. When students fail to meet these standards, they are initially given an Academic warning. Students will be dismissed if grades do not improve after two consecutive modules of failing to maintain the set academic standards. This is not a primary reasons students leave VTS, it is one of the least common variables.

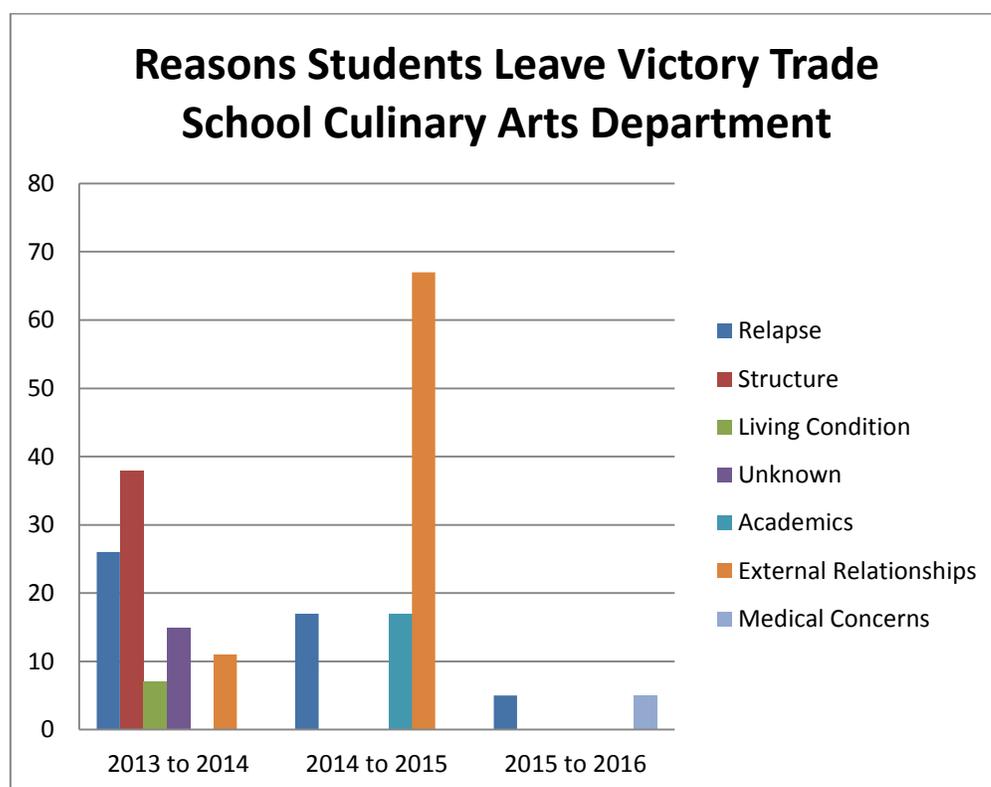
- **Living Conditions**

VTS previously leased dorm space at Victory Square which is property of Springfield Victory Mission, Inc., the school’s parent company through 2014. Students would often choose to withdraw due to living conditions at Victory Square not matching their standards. Students no longer reside at Victory Square at any point in their time at VTS. All students are roomed in dormitories located on the main campus, so this should no longer be a factor in withdrawals.

- **External Relationships**

At times, students develop or maintain unhealthy relationships outside of the school with family, friends, or significant others. These unhealthy relationships have a tendency to negatively affect a student greatly. In the past, unhealthy relationships have played a greater role in the withdrawal of students who resided in the Springfield area prior to beginning their studies than it has for those students who originated from outside the immediate area.

Table 6: Reasons for Withdrawal (2013-2016)



Summary of Withdrawal Data

2013-2014 (13 Withdrawals)*

- The reasons for the termination of student status
 - 50% *External Work*
 - 38% *Structure*
 - 26% *Relapse*
 - 11% *External Relationships*
 - 7% *Living Conditions*
 - 7% *Unknown*

2014-2015 (6 Withdrawals)*

- The reasons for the termination of student status
 - 67% *External Relationships*
 - 17% *Relapse*
 - 17% *Academic Standards*

2015-2016 (2 Withdrawals)

- The reasons for the termination of student status
 - 5% *Medical Concerns*
 - 5% *Relapse*

**Actual percentages are greater than 100% due to multiple reasons affecting dismissal/withdrawal and rounding, with the exception of the 2015-2016 Academic Year.*

Summary of Withdrawal Data (continued)

The 2015-2016 data reveals that a single student was dismissed due to relapse (5%), and a single student withdrew due to medical concerns (5%). This is the first time that a student has withdrawn due to medical concerns; therefore it is only represented in the 2015-2016 school year. The 2014-2015 data reveals that students left for only three reasons during the 2014-2015 academic year: External Relationships (67%), Relapse (17%), and Academic Standards (17%). The highest percent reason of (67%), being external relationships and a total, of 4 students gave this reason for leaving VTS. The unusually high percentage of students leaving due to external relationships were due to admitting students with a shorter time of sobriety, admitting students that did not go through the VTS Culinary Arts admissions process, and admitting one locally-based applicant. Two of the four students entered VTS in Culinary Arts Preparation and were allowed to transfer to Culinary Arts after VTS discontinued the program. 2013-2014 shows that students withdrew for six varying reasons. Relapse represents the only common factor that is present in all three academic years. Relapse has consistently lowered, representing a smaller risk to the student population of VTS. It has dropped from (26%) in 2013-2014, to (17%) in 2014-2015 and (5%) in 2015-2016.

When evaluating the past year, there were four reasons explaining the continued improvement of VTS' retention rate for the 2015-2016 academic year:

1. Students were monitored closely, records were kept and students were required to meet a maximum and minimum amount of laboratory hours each week in order to meet ACICS standards. This did not allow students to be exceed stated clock hours that would increase their chance of relapse due to exhaustion and stress. Additionally VTS reduced clock hours by another 10% which allowed students more time to study, relax, exercise, and pursue other personal endeavors. For the past three academic year VTS has adjusted the academic schedule and reduced clock hours in order to combat student fatigue and allow students sufficient time for rest and recovery.
2. The continued stability and consistency within the staff, faculty, and leadership which promotes a secure and cohesive structured environment at VTS. Students continue to have capable, reliable, and consistent staff, faculty and leadership that they can depend on for needed structure and routine.
3. The primary factor for the continued improvement of the VTS retention rate is the continued adoption and application of changes to the admissions process that were put into effect in the 2013-2014 academic year. This is CEP goal to remain in effect for the 2016-2017 school year. All of which are beneficial for the purpose of recruiting and accepting students that are passionate about culinary arts. This helps identify students that have a desire and are eager to study and apply themselves in the field of Culinary Arts. Also, it helps identify those that best fit within the institution's environment and educational atmosphere.
4. Recruitment and admittance of non-local students is a major factor in having no student withdrawals due to external relationships and a significant decline in withdrawals because of relapse. Enrolling locally based students that have previously built networks, relationships and family ties, increases the likelihood of students relapsing and withdrawing due to external relationships and relapse. This is because there already exists relationships, networks and ties that were developed while actively participating in an unhealthy and unproductive lifestyle. Whereas enrolling primarily out of state student's that do not have locally based networks, relationships and family ties increases the likelihood of a higher retention rate. This is because it is a new environment and they are developing new relationships and networks that are healthy and beneficial.

2016-2017 Retention Action Plan:

1. Admissions Selectivity

There is a clear relationship between admissions selectivity and retention/completion rates. The more deliberate the admissions process, the greater the chances are for recruiting the prospective students with the potential to succeed and graduate from VTS. The admissions process can be enhanced by continually reevaluating the type of

students that the school wants to admit and asking the right questions during the recruiting process that will help the school determine whether or not an applicant is a right fit for VTS and vice-versa.

Goal: The admission documents were re-designed for the 2014-2015 academic year and will be continuously be applied in the current academic year. Constant evaluation of these documents and the process will take place.

Supervisor: Dean of Students

2. Continued Recovery/Counseling

VTS recognizes that a majority of its student population is in recovery from addiction. There is a need for more professional assistance from local substance abuse counselors and recovery programs and VTS intends to build relationships with them in order to give students resources and access to counseling at a level that is beneficial to their recovery.

Goal: Maintain and continue to develop relationships with recovery professionals within the community as resources for students.

Supervisor: Dean of Students

3. Exit Interviews

The goal was to reduce the number of questions asked of graduates so that the Exit Interview could be accomplished in less than 30 minutes. The questionnaire now includes feedback which reflects VTS commitment to better gauge the student experience for continuous improvement. Previously the Exit Interview was a question and answer session in which the Dean of Students would type the answers as the student graduate spoke. Now a form is filled out by the graduate allowing for more interactive conversation to take place between the Dean of Students and the graduate.

Goal: Maintain and continue to evaluate Exit Interview process, forms and documentation.

Supervisor: Dean of Students

4. Recruiting Trips

Setup, plan and carry out recruiting trips in order to pass out flyers and information regarding the school. This will bring about awareness, networking and relationship building that can be referenced and recommended to potential feeder programs and students. This may be local or national, depending on available funds and availability to present to potential feeder programs.

Goal: Setup, plan and carry out 2 recruiting trips throughout the 2016-2017 academic year.

Supervisor: Dean of Students

5. Recruiting

Consistently increasing both the quality and quantity of the student population is paramount. While the size or quantity of the student body is greatly limited by the capacity of space in the learning laboratory, quality can be improved by increasing admissions selectivity, working more closely with feeder programs through improved communication and by securing professional development for the school's recruiter.

Goal: Maintain and evaluate this goal throughout the 2016-2017 academic year, adjusting the quantity and amount of programs contacted and calls made throughout a monthly period on a needed basis.

Supervisor: Dean of Students

6. Staff and Student Chapel

Offer a bi-monthly chapel service for all students and staff to create an environment that places importance on unity and transparency. Graduates and students alike will have an opportunity to share and participate, guest speakers will be brought in from within the community to encourage students and staff.

Goal: Schedule, oversee and develop the chapel program of VTS.

Supervisor: Dean of Students

7. Student Activities

Work with Student Government to provide more opportunities and chances for students to build relationships as a group in the community outside of an academic setting. Examples would be participating in local outings, church events and community initiatives. This will increase student morale and thus increase student retention.

Goal: Work with Student Government to schedule at least one group student activity on a quarterly basis.

Supervisor: Dean of Students

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Placement Rate
2016-2017

Goal: 80%
Baseline: 70%

PREVIOUS YEARS:
2016-2016: 85.7%
2014-2015: 83.3%
2013-2014: 90.0%

Calculation of Results:

Victory Trade School calculated the Placement Rate for the following years using the formula provided by ACICS: [Placed by Job Title + Placed By Skills + Placed By Benefit of Training] / Completers & Graduates.

2015-2016:	6 / 7	=	85.7%
2014-2015:	10 / 12	=	83.3%
2013-2014:	9 / 10	=	90.0%

Data was collected from one or more of the following: graduate exit interviews, graduate and employer surveys, communication via social networks, telephone, text messaging, or email.

Rationale:

The school used this data to evaluate its current situation regarding the placement of its graduates in careers under the CIP Code 12.0500, as well as, to analyze ways to improve the placement rates in the future. VTS has concluded that the school's placement rates from 2013-2016 have been above ACIC's minimal threshold of compliance.

In establishing the goal for the 2016-2017 placement rate at 80%, VTS took into account the following three factors:

1. Small number of graduates that the school produces

By design, VTS is a postsecondary institution that can only enroll a maximum of 32 students per academic year. Thus, the school's size will consistently limit its ability to meet and exceed its established placement goal from year-to-year. The number of graduates necessary to meet VTS' placement rate goal and the number of graduates required for maintaining good standing with ACICS is the difference of 2 graduates' ability to find employment in the CIP Code 12.0500.

For example, using 13 graduates as a mean, 11 out of 13 graduates must find employment in the CIP Code 12.0500 in order for the school to meet its 85% goal. However, if only 9 graduates find employment in the CIP Code, then the school will have a placement rate of 69%, and it will fall below the standard set by ACICS – this is a difference of +/- 2 graduates.

2. Student population is a high-risk demographic

VTS' purpose is to provide an education to a high-risk population. Graduates must overcome added barriers to securing employment due to past seasons of long-term unemployment and other poor lifestyle choices. At times, this may delay graduates' ability to obtain employment upon completion. Therefore, the school also takes these factors into consideration when determining its placement rate goals.

3. Delaying job placement verification by at least four months.

VTS' student body is made up of a non-traditional, high-risk population that has inconsistent employment opportunities due to life-controlling factors. The majority of VTS graduates will enter the workforce for the first time with earned trade skills while at the same time navigating uncharted waters of limited financial means, establishing a residence and locating

employment that provides a livable wage for those with no previous work experience in the 12.0500 CIP field. Prior to entering VTS students have lived transient lifestyles and keeping up with them after they graduate proves challenging for the school after a few months. For VTS the ability to verify employment within the first month is seen as a success as the ability to communicate with graduates is easier. However with the passing of time or if a student chooses to relocate to another area outside of Springfield, Missouri the ability to track their employment verification becomes much more difficult. VTS staff strives to build personal relationships and trust among its students so that they may keep in touch with its alumni. As VTS is a specialized school dedicated to non-traditional students the task of remaining in touch with its alumni is more difficult than a traditional proprietary institution.

Summary and Analysis of Results:

From 2014-2015 to the 2015-2016 academic years VTS increased by 2% in its placement rate. This was due to the graduate levels being down by 50% and that 6 out of 7 graduates were able to secure employment. There was one graduate who did secure employment at a hospital but due to HIPPA regulations they would not release any employment information. The school also failed to remain in contact with this student for him to verify employment.

Going forward VTS may see a decrease in placement rates due to new parameters in calculation. This year ACICS has given clear instructions on verifying student placement. Students are not considered placed until at least four months after graduation. VTS will strive to continue to find means of keeping up with graduates in order to meet these new parameters.

Overall, Victory Trade School has maintained an 86% placement rate for all graduates over the previous 3 academic years. The school is committed to continuous improvement so that the placement rate goals are achieved and exceeded in the coming academic year.

2016-2017 Placement Action Plans:

As a result of the placement data the institution has implemented the following criteria for 2016-2017 to assist graduates in being competitive in securing employment under the CIP Code 12.0500 field:

1. The school will partner with the local chapter of the American Culinary Federation (ACF) in order to aid students in building a professional network with local restaurant owners and chefs prior to graduation to discover job opportunities.
Goal: Each month students and the culinary staff will attend the local chapter of the ACF meeting and earn continuing education hours. VTS encourages all students to become members of the ACF.
Supervisor: Dean of Culinary Arts
2. The school will create a portfolio for each graduate compiling all photos, earned certifications, and awards, as well as, any competition documents, events, community service opportunities and marketing materials in which the student participated while attending VTS.
Goal: The Registrar compiles all earned certifications, awards, photos, and news articles pertaining to the individual student and creates a portfolio that they can utilize on job interviews once a student has graduated.
Supervisor: Registrar
3. The school will refer graduating students to Big Cedar Lodge's Externship Program located in Branson, Missouri. The school's relationship with Big Cedar began in October 2011.
Goal: If a student would like to attend the Big Cedar externship after graduating, staff will communicate with the externship program director to schedule an interview. For the 2013-2014 and 2014-2015 year, four students entered the Big Cedar externship.
Supervisor: Dean of Culinary Arts and Dean of Students

4. The school will post jobs on student bulletin board.
Goal: Jobs are posted to the student bulletin board when they come to the attention of VTS.
Supervisor: Dean of Culinary Arts

5. The school will provide, at no cost, one-month housing for graduates who need extra time to secure employment as space becomes available.
Goal: Graduate housing is provided when space is available. Students must inquire about available housing space at least two months prior to graduation. .
Supervisor: Dean of Students

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Graduate Satisfaction Rate
2016-2017

2016-2017 RETURN RATE GOAL:

Goal: 80%
Baseline: 60%

2016-2017 SATISFACTION RATE GOAL:

Goal: 85%
Baseline: 80%

2015-2016 RETURN RATE RESULTS:

Surveys Deployed: 7
Surveys Returned: 6
Return Rate: 86.0%
Goal: 60.0%

2015-2016 SATISFACTION RATE RESULTS:

Faculty/Staff: 69.3%
Academics: 77.7%
Personal Growth: 89.3%
Goal: 94.0%

PREVIOUS YEARS OVERALL SATISFACTION RATES:

2015-2016: 78.7%
2014-2015: 92.6%
2013-2014: 89.3%

Calculation of Results:

The graduate satisfaction rate for the year 2015-2016 was calculated in the following manner:

$(\text{Total "Excellent" Scores} \times 5) + (\text{Total "Good" Scores} \times 4) / \text{Maximum Score per Section} (\times) \text{Total Number of Surveys Returned} = \text{Section Satisfaction \%}$

Faculty/Staff Satisfaction: 69.3%
Academic Satisfaction: 77.7%
Personal Growth Satisfaction: 89.3%
Overall Satisfaction (Avg.): 78.7%

Data was collected through surveys completed in-house via telephone or physical completion by graduate upon return to campus after graduation; or at the time of their exit interview from July 2015-June 2016. 2 graduates completed via telephone survey; 2 graduates upon return to campus after having left; 2 graduates at the time of their exit interview.

Rationale:

The 2015-2016 survey return rate was 86% which met and exceeded both the return rate goal of 60% and the baseline goal of 50%. Due to the low number of graduates and the amount of graduates working locally VTS was able to achieve a high return rate of surveys. One student did not return a graduate satisfaction survey and the school was not able to maintain communication with him after graduation.

Based on the return rate percentages VTS believes that it has made strides in developing professional relationships with students that continue after graduation. This enables the school to track the placement of graduates and to have them participate in the school's measurement surveys. Faculty and staff will continue to be proactive in maintaining relationships and line of communication with graduates therefore the school believes that it can maintain its goal of 80% return rate on next year's Graduate Satisfaction survey.

Results:

Victory Trade School decided that a “satisfied” graduate would be one who graded the school with a score of 4 or 5 on a grading scale for 1-5 which would be a score of 80% or 100% when grading on a 100% scale. There were three different areas VTS asked graduates to grade the school on: Faculty/Staff, Academics, and Personal Growth. Each section of the graduate satisfaction survey contained multiple questions regarding the individual categories. To best determine graduate satisfaction, the total sum graduate responses of 5 (excellent) or 4 (good) were divided by the maximum total points possible for that section and multiplied by the total number of surveys returned to determine the satisfaction percent for each section. This provides VTS with what percentage of students who were “satisfied” in that survey area.

Of the three categories only Personal Growth posted similar results from the previous year however Faculty/Staff and Academics fell short of the previous year totals by -21.1% and -18.9%. The overall satisfaction rate for 2015-2016 was significantly lower than the previous two academic years.

Summary and Analysis of Results:

The two categories that scored significantly lower than the previous year was Faculty/Staff and Academics. For the Faculty/Staff satisfaction response 2 out of the 6 respondents recorded that they were satisfied overall with the performance of the faculty and staff. Because satisfactory was a neutral response their ratings were not factored in to the overall responses however it did lower the percentage. Even though the Faculty/Staff satisfaction rating was 69.3% VTS believes that there are no major concerns that need to be addressed regarding poor performance and/or satisfaction from a graduates’ perspective.

The Academic category scored a 77.7% satisfaction rating with 2 of the 6 respondents scoring “disagree somewhat” on students being notified in a timely manner regarding the posting of grades; 2 of the 6 respondents scored a “neutral” and “disagree somewhat” on faculty were qualified to teach the materials covered in the culinary program. In regards to students not having access to the posting of grades VTS became aware that not all students understood how to access properly their personal Engrade® accounts. Beginning in 2016 all enrolled students were given instructions on how to access their Engrade® accounts. Training students on the use of Engrade® was incorporated into the Candidacy program prior to enrollment for all future students. VTS does not know why 2 respondents gave low scores to faculty not being qualified to teach the materials covered in the culinary program. The school only hires credentialed and qualified instructors to teach every course offered. The school periodically evaluates teachers and courses as well as invites student feedback via instructor evaluations to alert administration and faculty of better instructional methods and judging their effectiveness as instructors.

In May 2016 VTS became aware of the requirement from ACICS that graduate satisfaction surveys were only to be conducted after placement in a job related to the 12.0500 CIP code after four months have passed since completing the program. For the previous two academic years VTS has been conducting graduate surveys from 1 day to 3 months after students have graduated. Going forward VTS will adhere to the new ACICS guidelines and that no Graduate Satisfaction Surveys will be sent until after the above requirements are met.

2016-2017 Action Plans:

The results of the graduate satisfaction survey data caused the institution to investigate and address the concerns of graduates in 2015-2016 regarding the following:

The following goals are set in place intentionally and proactively to seek growth in the areas of Academic Satisfaction and faculty, administration and staff satisfaction for the 2016-2017 academic year:

1. Professional Development Opportunities,
Goal: VTS will offer full-time staff and volunteer faculty more opportunities to attend conferences, seminars, and trainings in order that they are more quipped and qualified to teach the course curriculum. Each instructor must

attend an annual professional development and submit documentation to either the Dean of Culinary Arts or Education Director.

Supervisor: Chief Administrative Officer, Dean of Students, Acting Director Family Science

2. Bi-Annual In-Service Training

Goal: The Education Coordinator facilitate a bi-annual in-service training specifically aimed at educating, equipping and training instructors in how to better teach students at VTS with their unique demographic. Instructional staff and faculty are required to attend one in-service per year.

Supervisor: Education Coordinator

3. Orientation of Faculty and Instructors

Goal: The Education Coordinator will hold an in-depth orientation for all new faculty members so that they can learn and understand the school as a whole and the unique life circumstances and background of our student body demographic.

Supervisor: Education Coordinator

4. Bi-Annual Student Satisfaction Survey

Goal: The Dean of Student will distribute a bi-annual student satisfaction survey in hopes of better gauging and predicting graduate satisfaction, so that actions can be taken to proactively improve the satisfaction rates.

Supervisor: Dean of Students

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Employer Satisfaction Rate
2016-2017

2016-2017 SURVEY RETURN RATE GOAL:

Goal: 67%
Baseline: 50%

2016-2017 SATISFACTION RATE GOAL:

Goal: 85%
Baseline: 80%

2015-2016 SURVEY RETURN RESULTS:

Surveys Deployed: 6
Surveys Returned: 5
Return Rate: 83.3%
Goal: 54.0%

2015-2016 SATISFACTION RATE RESULTS:

Excellent Rating: 71.1%
Good Rating: 16.7%
Satisfaction Rate: 87.8%

Calculation of Results:

The employer return rate for the following year: 2015-2016: $5/6=83.3\%$

By using the formula the school calculated the employer satisfaction rate for 2015-2016:

$(\text{TOTAL "Excellent" scores} \times 4) + (\text{TOTAL "Good" scores} \times 3) / \text{Maximum Score per Section} \times \text{Total Number of Surveys Returned} = \text{Employer Satisfaction \%}$.

Data was collected through surveys mailed to all graduate employers.

Rationale:

For the 2016-2017 year, VTS has set the return rate goal at 67% by taking an average of the previous two years and believing that the connection the school maintains with graduates and certain employers will lead to quicker responses. By sending out surveys three to six months of students finding employment, some surveys will not be returned if the student graduated near the completion of the current CEP, therefore not all graduates' employer satisfaction are counted. Also, recognizing that the restaurant industry is a busy, fast-paced environment in which employers may not have or take the time to respond to a survey, and being able to maintain a 50% return rate for the previous two years, the school believes a 50% baseline will garner enough information to assist in understanding employers' feedback regarding graduate performance, skillset and educational standards.

In order to alleviate the time-pressure on employers filling out a survey VTS constructed the survey in a way that can be filled out in 10 minutes or less. Also, to expedite the return of the survey, the school included with the survey a self-addressed and stamped return envelope.

Victory Trade School decided that a "satisfied" employer would be one who graded the student with a score of "Excellent" or "Good" in each area. The survey consisted of 9 questions covering the student's adequacy, relational ability, punctuality, and professionalism. The employer had open-ended questions where they could comment on the strengths and weaknesses of the employee and suggestions on how the school can improve the quality of graduates it produces.

To best determine the employer satisfaction, the total number of employers who rated the students of excellent or good were tallied and then divided by the maximum possible score per section and multiplied by the total number of surveys returned. This provides VTS with what percentage of employers are satisfied with the graduates' ability to perform well in the workplace.

Summary and Analysis of Results:

Table 7: Employer Evaluation Form

QUESTIONS	RATING
Are the employee's business skills adequate for the job?	3.4
Does the employee listen and follow instructions well?	3.4
Does the employee relate well with customers and the public?	4.0
Does the employee relate well with co-workers?	3.6
Does the employee relate well with management?	3.8
Does the employee receive criticism well?	3.4
Is the employee punctual?	3.8
Does the employee dress in a business-like manner?	3.6
Is the employee's overall work attitude positive?	4.0
OVERALL AVERAGE	3.7

Employers are pleased with the quality of education that students are receiving. Overall, employers weighted our graduates 3.7 out of a 4.0 scale with 4.0 being "excellent". VTS' graduates are non-traditional and are entering the culinary arts industry with little or no experience. They also have had sporadic employment history and the school believes that not only are culinary skills necessary for them to become employed but also their ability to have healthy relationships with co-workers, management, customers and be prepared to be a professional in the workplace. The employer evaluation questions allow VTS to determine if relational and professional courtesies that are being taught in the classroom and laboratories are being learned by our graduates.

The second half of the Employer Evaluation are a series of 5 questions that give the school insight into what the employer is looking for in employees and their opinion on the effectiveness of the Culinary Arts program. The school does pay attention to these comments as it helps to identify weaknesses in curriculum that need to be strengthened in order for our students to be competitive in the culinary industry. The Employer Evaluation comments for 2015-2016 have vastly improved from the 2014-2015 evaluations as they show an improvement in knife skills, sauces, plating and exposure to world cuisines. In September 2015 VTS revamped its curriculum to include classes that highlighted these deficiencies as a result of employer feedback from the previous year. It also invited guest chefs to be guest lecturers which gave students the opportunity to broaden their exposure to different cuisines. Overall, employers consider the job training and hands-on approach at VTS to be a big part of the graduates' success in the work place.

2016-2017 Action Plans:

As a result of this analysis the institution has implemented the following strategies for 2016-2017:

1. The school will implement daily instructions of knife skills, mother sauces and plate presentations during laboratory classes (LAB 314, 315, 316, 317, 318, 319) as well as during Intro to Culinary Arts (CUL 211).
Goal: Allow students to learn more hands on knife skills, sauces, and plate presentations in order to enhance their overall skills and knowledge to help them gain employment.
Supervisor: Dean of Culinary Arts
2. The school will implement a semi-annual field trip to a meat processing plant so that students will learn how to fabricate meat and poultry.
Goal: Students will have the opportunity to see, learn, and do the fabrication of meat and poultry to further assist them in gaining employment.
Supervisor: Dean of Culinary Arts and Chef Instructors

3. The school will invite guest chef instructors on a semi-annual basis to do demonstrations on culinary skills.
Goal: Students will learn various skills from different local chefs that will enhance their overall skills and gain connections within the community for employment afterwards.
Supervisor: Dean of Culinary Arts

4. The school will connect with employers 3-6 months after a student becomes employed after graduation to assess employer satisfaction with graduates and to evaluate if changes/implementation strategies are working.
Goal: Surveys are mailed 3-6 months after a student becomes employed and the data is collected and recorded. A copy is given to the Education Coordinator and culinary staff to evaluate over areas that need to be improved.
Supervisor: Registrar will send out evaluations and Education Coordinator will keep track of returned evaluations

5. Updating the Employer Verification and Evaluation form.
Goal: Update the Employer Verification and Evaluation form so that the questions asked directly relate to ongoing goals of the school.
Supervisor: Chief Administrative Officer

CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Student Satisfaction Rate
2016-2017

2015-2016 SATISFACTION RATE:

Goal: 4.0 out of 5
Baseline: 3.0 out of 5
Results: 4.1

2016-2017 SATISFACTION RATE GOAL:

Goal: 4.0 out of 5
Baseline: 3.0 out of 5

Calculation of Results:

The formula used to calculate Student Satisfaction Rate was the following: CUMULATIVE AVERAGE PER SECTION/ NUMBER OF SECTIONS = OVERALL STUDENT SATISFACTION AVERAGE

Data is collected one time a year on July 6, 2016. 12 students participated in the survey and their responses were anonymous.

Rationale:

Students were asked to rate their experience at VTS by evaluating the following 6 categories: Academics, Instructional Materials/Equipment, Facilities, Student Life, Personal Growth and Administration/Faculty. Of the twelve students who participated in the survey 5 had been students for 1-3 months; 4 had been students for 4-6 months; 1 had been a student for 10-12 months and 2 did not indicate length of time.

On average students rated their satisfaction of VTS of 4.1 out of 5.0 scale. The school determined the satisfaction level by the following scale: 1.0-1.9 (Poor); 2.0-2.9 (Needs Improvement); 3.0-3.9 (Satisfactory); 4.0-4.9 (Good); 5.0 (Excellent).

Summary and Analysis of Results:

The highest category of student satisfaction was Academics at 4.22 out of 5.0 (Good) and the lowest category was Administration/Faculty at 3.9 (Satisfactory). Overall students rated their satisfaction of their school experience as “Good”.

Table 8: Student Satisfaction Categories

CATEGORIES	RATING
Academic	4.2
Instructional Materials/Equipment	4.0
Facilities	4.2
Student Life	4.2
Administration/Faculty	3.9
Personal Growth	4.1
OVERALL AVERAGE	4.1

Based on the scoring to individual questions and the overall categories school administrators believe that strides have been made to give students a positive environment to experience personal growth, a good education and helpful staff. The only category not to be at 4.0 or better was Administration/Faculty. Administration scored a 4.0, Faculty a 3.9, Financial Aid 3.9 and Registrar 3.8. The individual scores in the Administration/Faculty category were in line with expectations therefore no further action is warranted regarding programmatic student satisfaction.

**CAMPUS EFFECTIVENESS PLAN
Culinary Arts: Graduation Rates
2016-2017**

2016-2017 Graduation Rates:

Goal: 100%
Baseline: 70%

2015-2016 Graduation Rates:

Goal: 100%
Baseline: 70%
Results: 88%

Calculation of Results:

The formula used to calculate graduation rates was the following: STUDENTS FINISHING > 100% ≤ 150% / STUDENTS FINISHING ON-TIME.

Data was collected by the Registrar who used transcripts to determine results.

Summary & Analysis of Results:

While ACICS does not require VTS to track graduation rates the school does so out of courtesy of the general public and prospective students. For the 2015-2016 academic year 88% of graduates completed the Culinary Arts program in the amount of time identified in the catalog: 48 weeks/1,944 clock hours. When a student fails a class or laboratory he/she is given the option of a Direct Study with the course instructor or retake the class. The one student who failed to graduate on time failed the Direct Study and had to extend his time to retake the class; which he satisfactorily completed. Overall the school's graduation rates are way above its baseline and school administrators believe that it will remain strong in the next academic year; therefore no action plan is needed.

Table 9: On-time Graduates

ON-TIME CULINARY COMPLETER PERCENT (JULY 1, 2015 - JUNE 30, 2016)		
# ON-TIME COMPLETER	TOTAL COMPLETERS	% ON-TIME COMPLETERS
7	8	87.50

CAMPUS EFFECTIVENESS PLAN
Family Science: Student Learning Objectives
2016-2017

Note: The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School.

The Family Science department is designed for students of Victory Trade School to complete rigorous courses and participate in learning laboratories with the goal of receiving a CDA Credential™. The six (6) eight-week modules are designed to give students the appropriate tools to obtain their CDA Credential™ and gain employable skills. Upon graduation, students receive a Certificate in Family Science and are equipped with all necessary requirements to take the CDA Credential™ exam given by the CDA council.

The following are the objectives for the Family Science Department:

1. Introduce students to a broad understanding of Child Development Associates (CDA) certificate standards.
2. Students will complete laboratories which provide the opportunity for them to practice their skills in a working childcare facility under the instruction of lead teachers. All aspects of child development will be experienced in a variety of Laboratory classes.
3. Will demonstrate proper safety and nutrition standards for children.
4. Hold contemporary classroom style education consisting on lectures, presentations, field trips and laboratory demonstrations.
5. Some students gain experience in administration to understand the management side of operating a childcare facility.
6. Students will gain experience in classroom settings ranging from birth to 5 years of age.
7. By graduation students will successfully complete course and laboratory hours required in order to obtain a CDA certificate.

CAMPUS EFFECTIVENESS PLAN
Family Science: Student Learning Outcomes
2016-2017

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School.*

1. Lead a circle time utilizing a lesson plan created by the student teacher in a classroom setting with children ages birth to 5 years.
2. Create lesson plans based on curriculum that enhances best practices in early childhood education.
3. Design a developmentally appropriate indoor classroom and outdoor play area.
4. Demonstrate age-appropriate best practices and examine child development theories based on cognitive, physical, social, emotional and literacy.
5. Obtain CPR certification for infant/pediatric ages.
6. Obtain the mandated reporter certification.
7. Complete CDA™ portfolio for CDA professional development visit and observation.
8. Knowledge of Child and Adult Care Food Program (CACFP) requirements to serve meals to children ages birth to 5 years old.
9. Knowledge about parents and family issues affecting the learning and development process of children and learn how to recognize and address the issues.
10. Apply education learned on how to create an ethnically and educationally diverse classroom and adapt lesson plans to accommodate different children's learning styles.
11. Successfully register and pass the CDA™Exam.
12. Create a resource collection of local agencies for use in the early childhood education profession.
13. Demonstrate *ServSafe*® standards for proper food safety, sanitation procedures, and personal hygiene to meet Federal Food Safety regulations.
14. Apply knowledge of early literacy to identify age appropriate books and resources to promote literacy.
15. Demonstrate professionalism and leadership best practices in appearance, time management and ethical conduct in the Early Childhood Development field.

2015-2016 Learning Outcomes:

- Students will score a minimum of 75% in each of their core child development curriculum classes obtaining to information needed for the CDA credential exam.
Goal: 75%
Baseline: 75%
Outcome: This goal was successful as all FS students achieved above a 75% in each core course.
- Upon graduation, students will have an overall average of at least 75% in all core child development courses.
Goal: 85%
Baseline: 75%
Outcome: This goal was successful as all FS students achieved an average grade of 91.6% in their core courses.
- All students who graduate Victory Trade School will have the required classes and laboratory hours to have taken or about to take the CDA credential exam.
Goal: 100%
Baseline: 100%
Outcome: Family Science students all successfully completed the required courses and laboratory hours necessary to proceed with the CDA credential and successfully took and passed the CDA exam.

Rationale

According to the grading policy for Victory Trade School (VTS) any grade below 75% is considered failing (F). For this reason, students must attain a minimum of 75% (C) in all coursework thus, establishing the baselines for learning outcomes. The curriculum and schedule for the Family Science department is structured around the necessary requirements for the CDA™ credential process. Both Family Science students successfully completed all VTS academic requirements for graduation, as well as successfully achieved their CDA™ credential on-time.

Learning Outcomes Analysis:

The Family Science department met the learning outcome goal for 100% passing the CDA™ exam and achieving the CDA credential. Family Science staff revised syllabus to more accurately reflect the CDA portfolio requirements. The department also integrated the non-core seated courses with the Culinary Arts department courses.

2016-2017 Action Plans:

The Family Science department has met all of its 2015-2016 goals and believes that no new learning outcome goals are needed at this time therefore the same goals for 2015-2016 will remain in effect for the 2016-2017 academic year.

- Students will score a minimum of 75% in each of their core child development curriculum classes obtaining to information needed for the CDA credential exam.
Goal: 75%
Baseline: 75%
- Upon graduation, students will have an overall average of at least 75% in all core child development courses.
Goal: 85%
Baseline: 75%
- All students who graduate Victory Trade School will have the required classes and laboratory hours to have taken or about to take the CDA credential exam.
Goal: 100%
Baseline: 100%

CAMPUS EFFECTIVENESS PLAN
Family Science: Continuous Improvement Goals
2016-2017

Victory Trade School believes that the school and program administrators have a responsibility to continuously evaluate the programs offered and when necessary to implement new ideas, strategies, paradigms and curriculum in order to give students an education that will prepare them to enter the workforce.

2015-2016 Continuous Improvement Goals Outcomes

1. **Laboratory Instructor Orientation**
VTS works with part-time/volunteer laboratory instructors in the Family Science Department. To ensure that all standards are being met by the students and the instructors, the Family Science staff feels it is important to adequately train and educate the laboratory instructors on the requirements of this position.
Goal: Create a laboratory instructor orientation to give adequate training as well as answer questions/receive feedback. This will be accomplished by September 2015.
Supervisor: *Education Coordinator*
Outcome: Two formal faculty orientation meetings for laboratory instructors were held throughout the year. The Education Coordinator has held individual laboratory orientations for new instructors.

2. **Placement Assistance**
Staff understands the hard and sometimes confusing process of networking, applying and obtaining employment. The Family Science Department is working to connect with childcare providers in the local area to help students with employment and placement. This will create partnerships for the school as well as assist students with careers.
Goal: Intentionally pursue relationships with childcare facilities to create employment opportunities and future instructors/guest lecturers. This will be ongoing, but a solid list of 5 connections will be in a resource binder by December 2015.
Supervisor: *Acting Director of Family Science and Education Coordinator*
Outcome: A resource binder has not yet been created.

3. **Field Trip Implementation**
Outside of the classroom learning is vital for students to create a broad view of the field that will be entered. To help enrich the classroom experience, staff wants to encourage and allow instructors to utilize outside resources such as outside childcare facilities, community partnership agencies as well as public resources like the library and parks.
Goal: Implement semi-regular "field trips" to other child development centers, agencies, and public resources to encourage students in networking as well as giving students a wide range of options for career placement and learning. This will be addressed in a faculty meeting with will be held in the Fall of 2015.
Supervisor: *Director of Family Science*
Outcome: Instructors are encouraged to utilize outside resources and community agencies to enrich student experiences.

4. **Continuing Education Credits**
It is important for students to be continuing to learn outside of the classroom. Graduates will also need to be looking for Continuing Education Credits (CEC) to keep the credentials current. By providing access to students to begin this process while at VTS, it allows students to be in the habit of looking for and attending the CEC events which will help in the future.

Goal: Look for Continuing Education Credits in the community for students to participate in. This will be ongoing, as many of these are announced only a month prior to the CEC event. A list will be available to students with applications for sign up as notice is given.

Supervisor: Director of Family Science

Outcome: This goal was unmet and discounted because of changes in staffing in the department.

5. Family Science department continuous syllabi revisions

As the Family Science department completes its' first year of the VTS academic calendar there have been a few modifications made to the course syllabi. Improvements will continue to be made as needed to syllabi until ACICS accreditation can be granted, and as are approved by our Director of Compliance.

Goal: To achieve the best syllabi for our students possible with the least amount of changes by September 2015

Supervisor: Education Coordinator

Outcome: This goal was met and continual oversight is being managed by Education Coordinator.

6. Admissions Selectivity

There is a clear relationship between admissions selectivity and retention/completion rates. The more deliberate the admissions process, the greater the chances are for recruiting the prospective students with the potential to succeed and graduate from VTS. The admissions process can be enhanced by continually reevaluating the type of students that the school wants to admit and asking the right questions during the recruiting process that will help the school determine whether or not an applicant is a right fit for VTS and vice-versa.

Goal: Develop and re-design all admissions documents to be ready for use by July 5, 2015

Supervisor: Director of Family Science

Outcome: Goal was met.

7. Continued Recovery/Counseling

VTS recognizes that a majority of its student population is in recovery from addiction or other life controlling issues. The school offers volunteer mentors that meet with students on an individual basis to assist them with spiritual or social concerns that they might have. However, there is a need for more professional assistance from recovery programs and counseling services, therefore VTS intends to build partnerships local resources to give students access to counseling at a level that is beneficial to their mental health and continued recovery.

Goal: Develop relationships with four local recovery groups/counseling services in order to enhance students' options by July 5, 2015.

Supervisor: Residence Director

Outcome: Due to the elimination of this position this goal was not fulfilled.

8. Child Development Orientation

In order to successfully integrate students into the VTS model of education, the school has established a Candidacy month in which the student's aptitude is evaluated, academic comprehension is tested and adaptability to VTS' educational environment is monitored prior to admission. The process of orientation will continue to be refined by evaluating instructors, subject matter and environment to determine adjustments that may be necessary to assist Candidacy students to transition smoothly into the role of a full-time student.

Goal: Generate standardized orientation materials and assessment methods specifically for Family Science by September 2015.

Supervisor: Education Coordinator

Outcome: A syllabus has been created and this has been implemented into the last week of Candidacy for all Family Science students.

9. Create Parent/child(ren) Orientation Folder for Victory House Residential Hall
When a mother moves into Victory House with her child(ren) there are specific responsibilities that are necessary for her, as well as all VH residents, to be aware of. This Orientation folder will create a proactive understanding of the policies and responsibilities that they have while living at VH with their child(ren).
Goal: Create final VH Family Orientation folder by July 2015
Supervisor: Education Coordinator
Outcome: Goal was met.

10. Collaboration with other Agencies
In order to increase student enrollment for female students, it will be necessary to work with other agencies to look at other housing options for students. The education earned at VTS is valuable for other agencies to offer clients and setting up parameters and a structure will help ensure the opportunities are available to anyone needing them.
Goal: Work with Harmony House on the collaboration grant to allow clients to enroll in classes at VTS. This grant is to be written by the Fall of 2015 and results in by the Spring of 2016.
Supervisor: Director of Family Science
Outcome: Because of reduction of staff and change over in department leadership this goal was unmet and will be discontinued for the foreseeable future.

2016-2017 Continuous Improvement Action Plan

1. Field Trip Implementation
Outside of the classroom learning is vital for students to create a broad view of the field that will be entered. To help enrich the classroom experience, staff wants to encourage and allow instructors to utilize outside resources such as outside childcare facilities, community partnership agencies as well as public resources like the library and parks.
Goal: Implement semi-regular "field trips" to other child development centers, agencies, and public resources to encourage students in networking as well as giving students a wide range of options for career placement and learning. This will be addressed in a faculty meeting with will be held in the Fall of 2015.
Supervisor: Acting Director of Family Science

2. Family Science department continuous syllabi revisions
As the Family Science department completes its' first year of the VTS academic calendar there have been a few modifications made to the course syllabi. Improvements will continue to be made as needed to syllabi until ACICS accreditation can be granted, and as are approved by our Director of Compliance.
Goal: To achieve the best syllabi for our students possible with the least amount of changes by September 2016
Supervisor: Education Coordinator

3. Placement Opportunities Made Known to Students
Staff understands the hard and sometimes confusing process of networking, applying and obtaining employment. The Family Science Department is working to connect with childcare providers in the local area to help students with employment and placement. This will create partnerships for the school as well as assist students with careers.
Goal: Intentionally pursue relationships with childcare facilities to create employment opportunities and future instructors/guest lecturers. This will be ongoing, but a solid list of 5 connections will be in a resource binder by December 2016.
Supervisor: Acting Director of Family Science and Education Coordinator

4. Instructor Orientation

VTS works with part-time instructors in the Family Science Department. To ensure that all standards are being met by the students and the instructors, the Family Science staff feels it is important to adequately train and educate instructors on the requirements of this position.

Goal: Create an instructor orientation to give adequate training as well as answer questions/receive feedback. This will be accomplished by October 2016.

Supervisor: Acting Director of Family Science

5. Additional Laboratory Site

Family Science needs additional laboratory sites to place students for their professional development visit for their CDA. Family Science students also need additional qualified instructors for all ages 0-5 years old classrooms.

Goal: Add an additional site for Family Science student laboratory classes by January 2017.

Supervisor: Acting Director of Family Science

**CAMPUS EFFECTIVENESS PLAN
Family Science: Retention Rate
2016-2017**

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School. The Retention Rate data was not included in the information found on pages 17-22.*

2016-2017 Retention Rate Goal:

Goal: 75%
Baseline: 70%

PREVIOUS YEAR:
2015-2016: 75.0%

Calculation of Results:

Victory Trade School calculated the Retention Rate for the following years using the formula provided by ACICS: Cumulative Enrollment [Beginning Enrollment/New Entries/Restarts] (-) Withdrawals (/) Cumulative Enrollment.

2015-2016: 3-1/4 = 75%
2014-2015: 4-1/4 = 75%

Data was collected through the record keeping of Transcripts and Dismissal/Withdrawal forms.

Rationale:

For the 2015-2016 academic year Family Science had a single student withdraw due to relapse. The Family Science Department is still in its beginning phase with minimal data to track patterns. Much of the retention is dependent upon the total amount of enrolled students. Family Science has a goal of enrolling a total of 5 students in the 2016-2017 academic year. In order to achieve a retention rate of 75% 4 of the 5 students would have to complete the program. Due to staff changes, recruitment will increase and this should be a feasible goal. Because of the minimal amount of students potentially being enrolled, a single student significantly drops the retention rate, and two will put it below the 60% benchmark. This is why VTS is setting the baseline at 70%.

Summary of Retention Analysis

The reason for the one withdrawal from the Family Science Department from July 2015-June 2016 was the following:

- **Drug/Alcohol Relapse**

The school maintains a zero tolerance policy regarding the use of alcohol and drugs. If school administration has documented, substantial proof that a student has used any prohibited substance, the student is dismissed.

**CAMPUS EFFECTIVENESS PLAN
FAMILY SCIENCE: PLACEMENT RATE
2016-2017**

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School. The Placement Rate data was not included in the information found on pages 23-25.*

2016-2017 Placement Rate:

Goal: 80%
Baseline: 70%

Previous Year:

2015-2016: 100%

Calculation of Results:

Victory Trade School calculated the Placement Rate for the following years using the formula provided by ACICS: [Placed By Job Title + Placed By Skills + Placed By Benefit of Training] / Completers & Graduates.

$$2-0/2 = 100\%$$

Data was collected from one or more of the following: graduate exit interviews, graduate and employer surveys, or telephone.

Rationale:

The school used this data to evaluate its current situation regarding the placement of its graduates in careers under the CIP Code 190709. In 2015-2016 all Family Science graduates were employed.

In establishing the placement rate goal for 2016-2017 at 80% the school took into account the following factors:

1. Small number of students that can be enrolled at any given time.
The female dormitory houses approximately 12 people, which includes children. Therefore there is a limit to how many students may be enrolled in the program.
2. Student population is a high-risk demographic
VTS' purpose is to provide an education to non-traditional students that are overcoming life-controlling issues. Graduates must overcome added barriers to securing employment due to long-term unemployment and other poor lifestyle choices. Moreover, this may delay a graduate in obtaining and maintaining employment upon completion.
3. Delaying job placement verification by four months
Prior to entering VTS some students have lived transient lifestyles and keeping up with them after they complete proves challenging for the school. The ability to verify employment within the first month is seen as a success as the ability to communicate with graduates becomes more difficult. VTS strives to build personal relationships and trust among students so that they will voluntarily stay in touch as alumni.

Summary of Placement Analysis:

In its first year as a program 100% of family science graduates were placed. While VTS believes that all graduates have the ability to find employment the struggle will come with verifying employment four-six months after graduation.

2016-2017 Action Plans:

1. Family Science students will participate in field trips to increase collaboration with other professional in their field in order to learn and observe from those in the child-care industry.
Goal: Students will participate in 2 excursions annually.
Supervisor: Acting Director Family Science

2. Civic engagement events that promote service, learning and involvement in the community and enables students to meet with childcare professions for possible career placements.
Goal: Students will attend at least 2 civic engagements.
Supervisor: Acting Director Family Science

3. Posting jobs.
Goal: Jobs will be posted when it comes to the attention of Family Science staff.
Supervisor: Acting Director Family Science

Family Science Graduation Rates: 2016-2017

Table 10: Family Science Graduation Rate

ON-TIME FAMILY SCIENCE COMPLETER PERCENT (JULY 1, 2015 – JUNE 30, 2016)		
# ON-TIME COMPLETERS	TOTAL COMPLETERS	% ON-TIME COMPLETERS
2	2	100.00

CAMPUS EFFECTIVENESS PLAN
Family Science: Graduate Satisfaction Rate
2016-2017

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School. The Placement Rate data was not included in the information found on pages 26-28 .*

2016-2017 RETURN RATE:

Goal: 100%
Baseline: 80%

2016-2017 SATISFACTION RATE:

Goal: 100%
Baseline: 90%

2015-2016 RETURN RATE RESULTS:

Surveys Deployed: 2
Surveys Returned: 2
Return Rate: 100%
Goal: 60%

2015-2016 SATISFACTION RATE RESULTS:

Faculty/Staff: 95.00
Academics: 78.00
Personal Growth: 78.00
Goal: 90.00

Calculation of Results:

The graduate satisfaction rate for the year 2015-2016:

$(\text{Total "Excellent" Scores} \times 5) + (\text{Total "Good" Scores} \times 4) / \text{Maximum Score per Section} (\times) \text{Total Number of Surveys Returned} = \text{Section Satisfaction \%}$

Faculty/Staff Satisfaction: 78.00
Academic Satisfaction: 95.00
Personal Growth Satisfaction: 78.00
Overall Satisfaction (Avg.): 83.66

Data was collected through surveys completed in-house via telephone.

Rationale:

The 2015-2016 survey return rate was 100% based upon 2 surveys. Surveys were completed in house via telephone; Because of the goal of 5 enrolled students in 2016-2017 for FS Department, VTS feels confident it can have a high return rate and set the goal at 100%.

Victory Trade School decided that a "satisfied" graduate would be one who graded the school with a score of 4 or 5 on a grading scale for 1-5 which would be a score of 80% or 100% when grading on a 100% scale. There were three different areas VTS asked graduates to grade the school on: Faculty/Staff, Academics, and Personal Growth.

Each section of the graduate satisfaction survey contained multiple questions regarding the individual category. To best determine graduate satisfaction, the total sum graduate responses of 4 (good) or 5 (excellent) were divided by the maximum total points possible for that section to determine the satisfaction percent for each section. This provides VTS with what percentage of students who were "satisfied" in that survey area.

Summary and Analysis of Results:

Victory Trade School conducted a three-part survey for graduates, covering, academic satisfaction, personal growth satisfaction and faculty and staff satisfaction.

In the first section of the survey, graduates completing in the 2015-2016 school year, were primarily self-identified Caucasian females between the ages of 23-29. Overall, graduates obtained employment within 1-4 weeks of completing to one month of completing.

Regarding staff, faculty and administration satisfaction 78% of the graduates indicated they were pleased. Personal growth, 78% of graduates indicated that the combination of their education, spiritual life and interpersonal skills had a positive impact on their life. Satisfaction academically was 95%. The overall satisfaction of VTS graduates was 83.66%.

2016-2017 Action Plans:

The following goals are set in place intentionally and proactively to seek growth in the areas of Academic Satisfaction and faculty, administration and staff satisfaction for the 2016-2017 academic year:

1. Professional Development Opportunities,
Goal: VTS will offer full-time staff more opportunities to attend conferences, seminars, and trainings in order that they are more quipped and qualified to teach the course curriculum. Each instructor must attend an annual professional development and submit documentation to Director of Family Science.
Supervisor: Chief Administrative Officer

2. Bi-annual Student Satisfaction Survey
Goal: The Dean of Student will distribute a bi-annual student satisfaction survey in hopes of better gauging and predicting graduate satisfaction, so that actions can be taken to proactively improve the satisfaction rates.
Supervisor: Dean of Students & Registrar

3. Faculty Orientation
Goal: The Director of Family Science will hold faculty orientation meetings as new faculty come along so they are better prepared and acclimated to VTS students and policies, as well as go over the syllabus and attendance policy.
Supervisor: Director of Family Science

CAMPUS EFFECTIVENESS PLAN
Family Science: Employer Satisfaction
2016-2017

Note: *The Family Science program is not accredited at this time by ACICS. Information is being included to give a comprehensive study of Victory Trade School. The Placement Rate data was not included in the information found on pages 29-31.*

2016-2017 RETURN RATE:

Goal: 50%
Baseline: 50%

2016-2017 SATISFACTION RATE:

Goal: 75%
Baseline: 75%

2015-2016 SURVEY RETURN RESULTS:

Surveys Deployed: 2
Surveys Returned: 2
Return Rate: 100.0%
Goal: N/A

2015-2016 SATISFACTION RATE RESULTS:

Excellent Rating: 50.0%
Good Rating: 12.5%
Satisfaction Rate: 62.5%

Calculation of Results:

The employer return rate for the following year: 2015-2016: $2/2=100\%$

By using the formula the school calculated the employer satisfaction rate for 2015-2016:

$(\text{TOTAL "Excellent" scores} \times 4) + (\text{TOTAL "Good" scores} \times 3) / \text{Maximum Score per Section} (\times) \text{Total Number of Surveys Returned} = \text{Employer Satisfaction \%}$.

Data was collected through surveys mailed to all graduate employers.

Rationale:

The 2015-2016 Employer Satisfaction surveys were sent out between January-June 2016. The return rate was 100%. Victory Trade School decided that a "satisfied" employer would be one who graded the student with a score of "good" or "excellent" in each area. The survey consisted of 9 questions covering the student's adequacy, relational ability, punctuality and professionalism. The employer had open-ended questions where they could comment on the strengths and weaknesses of the employee and suggestions on how the school can improve the quality of graduates it produces. To best determine the employer satisfaction the total number of employers who rated the students of good or excellent were tallied and then averaged by the amount of questions. This provides VTS with what percentage of employers are satisfied with the graduates' ability to perform well in the workplace.

Summary and Analysis of Results:

Table 11: Employer Evaluation Form

QUESTIONS	RATING
Are the employee's business skills adequate for the job?	3.5
Does the employee listen and follow instructions well?	3.0
Does the employee relate well with customers and the public?	2.0
Does the employee relate well with co-workers?	2.0
Does the employee relate well with management?	2.0
Does the employee receive criticism well?	3.5
Is the employee punctual?	3.5
Does the employee dress in a business-like manner?	4.0
Is the employee's overall work attitude positive?	3.0
OVERALL AVERAGE	2.9

Employer feedback indicated that they are satisfied with the quality of education that students are receiving by rating graduates 2.9 out of a 4.0 scale with 4.0 being "excellent". The second half of the Employer Evaluation are a series of 5 questions that give the school insight into what the employer is looking for in employees and their opinion on the success of the Family Science program. The school reviews the comments to identify weaknesses in curriculum that need to be strengthened for students to be successfully prepared for a future in childcare.

2016-2017 Action Plans:

1. The school will connect with employers 3-6 months after a student becomes employed after graduation to assess employer satisfaction with graduates.
Goal: Surveys mailed 3-6 months after a student becomes employed.
Supervisor: Registrar will send out evaluations; Education Coordinator will process returned evaluations
2. Updating the Employer Verification and Evaluation Form.
Goal: Update the Employer Verification and Evaluation form so that the questions asked directly relate to the ongoing educational goals of the school.
Supervisor: Chief Administrative Officer

CAMPUS EFFECTIVENESS PLAN
Candidacy & High School Equivalency
2015-2016

Candidacy Program

Candidacy is a required four-week evaluation and orientation program for potential students. All students from every educational track must complete Candidacy before being accepted as a full-time student. The Director of Culinary Arts Preparation serves as the administrator of this program.

During the four weeks, students are introduced to Victory Trade School and become accustomed to all rules, regulations, and operations of the school. In addition to becoming acquainted with the structure and staff of VTS, students also attend multiple introductory classes that are only offered during Candidacy that help staff evaluate the prospective students' educational performance.

Candidacy serves as an evaluation period for both the student and the school. VTS faculty and staff evaluate the potential student based on their attitude, commitment, work-ethic, and educational performance. This also provides an equal opportunity for the student to evaluate the school and make any necessary decisions about his or her commitment to completing a particular educational track.

The Candidacy timeframe improves the completion and graduation rate of the school by helping VTS identify students that may not meet the standards of VTS over the course of the Candidacy period and helps the students evaluate the structure of the school and decide if VTS is really the best fit for their educational and career goals. At the end of the Candidacy period, the Director of the Culinary Arts Preparation communicates with all staff on whether or not a student has passed or failed Candidacy. The Director will also advise staff on behavioral issues observed during candidacy. All staff are invited to respond with feedback to his report.

Areas of Possible Improvement

1. Evaluation form that makes pass/fail recommendations more objective.
2. Transfer syllabus and lesson plans to computer to take advantage of technology in classrooms.
3. Create a larger network of volunteer teachers.

High School Equivalency (HSE)

In order to attend any accredited institution of higher education, one must have successfully obtained either a high school diploma or its equivalent. The HSE Department provides opportunities for individuals without a high school diploma to acquire a certificate of high school equivalency. Students receive assistance from qualified tutors from Ozarks Technical College and prepare for the test at their own pace.

The HSE Department exists to aid incoming VTS students who do not immediately meet the high school equivalency prerequisite for educational programs such as Culinary Arts or Family Science. HSE students are able to live on campus and familiarize themselves with VTS before becoming a full-time student. This also facilitates in the recruiting process by offering prospective students an immediate acceptance into the school, rather than hoping the student returns at some future point after having obtained a HSE elsewhere.

Areas of Possible Improvement

1. Purchasing GED study software for use in student computer lab.
2. Recruiting volunteer tutors for afternoon study halls.

**CAMPUS EFFECTIVENESS PLAN
VTS Organizational Chart
206-2017**

