

2006 PERFORMANCE REPORT

Coyne American Institute

SECTION I: INSTITUTIONAL CONTEXT

Mission Statement

Coyne American Institute's mission is to provide high quality career-oriented degree and diploma programs leading to entry-level employment. The Institute is committed to developing in its students a solid foundation of technical skills, professional behaviors, and general knowledge. The Institute seeks to enhance its reputation for career training excellence among employers and its service to the greater community by achieving high academic standards for career and technical education.

Environmental Analysis

- For-profit career institution: The Institute addresses productivity, cost-effectiveness, and accountability (Policy Area Six) through the pursuit of effective business practices and operational strategies as a for-profit entity.
- Downtown Chicago location: The Institute's location in a major metropolitan region provides opportunities for a diverse range of citizens (Policy Area Four) to pursue employment training and entry level employment, thereby helping to strengthen the area's economic growth (Policy Area One).
- Market Orientation: The school is particularly sensitive to job growth and employment demand; in seeking to satisfy the hiring needs of area employers, the school pursues high academic quality (Policy Area Five) as a central point of its mission and carefully monitors and seeks to maximize student learning outcomes.
- Traditional/Non-Traditional Mix of Students: The school works to improve and build upon the secondary education experiences of its traditional students (Policy Area Two) while also providing scheduling and training options which will appeal to non-traditional students.
- National Accreditation: Student access to Title IV helps to address student financial need (Policy Area Three).

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SECTION II: PROGRESS

POLICY AREA ONE: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

COMMON INSTITUTIONAL INDICATORS

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
499	561	89

- a) **Institutional goal(s) for this indicator:** 75% or higher employed in field
- b) **Brief interpretation of institutional performance and related implications:** The Institute measures its performance based on employment in the field of study, and pursues a placed-in-field percentage of 75% or higher. The school has met but not exceeded its base goal for this performance indicator in 2004-05.

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area One:

- Mission-specific indicator: Graduates employed in field of study
- Performance goal: 75% minimum
- Performance Data: 2002-03: 79% 2003-04: 77% 2004-05: 75%
- A brief description/interpretation of performance and related implications: While the school has maintained placed-in-field rates at or above the minimum goals, the decline in the past three years has prompted the school to increase career development staff and implement additional placement strategies for graduates.

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POLICY AREA TWO: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

COMMON INSTITUTIONAL INDICATORS

Annual number of undergraduate students completing requirements for initial teacher certification by certificate area (Applies only to institutions with teacher education programs)

Certificate Area	2002-03	2003-04	2004-05
Early Childhood Education			
Elementary Education			
Secondary Education			
Special Education			
Total			

- a) **Institutional goal(s) for this indicator: Not Applicable**
b) **Brief interpretation of institutional performance and related implications: N/A**

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area Two:

- Mission-specific indicator: Not Applicable
- Performance goal: Not Applicable
- Data for the three most recent years (2002-03, 2003-04, 2004-05): Not Applicable
- A brief description/interpretation of performance and related implications: Not Applicable

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POLICY AREA THREE: No Illinois citizen will be denied an opportunity for a college education because of financial need.

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area Three:

- Mission-specific indicator: The school must comply with Dept. of Ed 90/10 requirement for private, for-profit institutions
- Performance goal: Not Applicable
- Data for the three most recent years (2002-03, 2003-04, 2004-05): Not Applicable
- A brief description/interpretation of performance and related implications: While the school is committed to providing opportunities for qualified students from all economic backgrounds, the school must carefully monitor the proportion of student aid with respect to the 90/10 rule.

POLICY AREA FOUR: Illinois will increase the number and diversity of citizens completing training and education programs.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity and gender

The Institute has not conferred any degrees to date and did not complete the IPEDS Conferred Degrees Survey.

- a) **Institutional goal(s) for this indicator: Minimum 62% completion rate**
- b) **Brief interpretation of institutional performance and related implications: Not Applicable**

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area Four:

- Mission-specific indicator: Graduation rates
- Performance goal: Minimum 62% for degree programs for all demographic groups
- Data for the three most recent years (2002-03, 2003-04, 2004-05): Not Applicable
- A brief description/interpretation of performance and related implications: Not Applicable

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POLICY AREA FIVE: Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

Fiscal Year 2006 Accomplishments

In the year 2005-06 the Institute obtained Operating Authority and Degree Granting Authority from IBHE, and added an Associate in Applied Science degree in Heating, Air Conditioning, and Refrigeration. Curricula improvements were implemented in all program offerings. The school continued systematic assessment of student learning outcomes by carefully tracking student completion and job placement rates and increasing staffing in the areas of career development and student learning resources.

Fiscal Year 2007 Plans

1) Add Associate in Applied Science Degree programs in Electronic Systems Technician, Medical Assistant, and Physical Therapy Assistant

Fiscal Year 2007 Challenges

Strong student enrollment will be needed from the onset of program offerings to drive the implementation of these programs.

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COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys

Option 1. If your institution participated in NSSE, please provide the Senior survey results for the following questions for the most recent year:

Questions from The College Student Report, NSSE	Mean Score
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q11) <ul style="list-style-type: none"> ▪ Acquiring job or work-related knowledge and skills ▪ Thinking critically and analytically ▪ Understanding people of other racial and ethnic backgrounds ▪ Developing a personal code of values and ethics ▪ Contributing to the welfare of your community 	Not Applicable
How would you evaluate your entire educational experience at this institution? (Q13)	N/A
If you could start over again, would you go to the same institution you are now attending? (Q14)	N/A

Option 2. If your institution conducts an undergraduate alumni survey with questions similar to the common survey questions listed below or participates in other surveys with similar questions, please provide the survey results for these questions and/or provide a copy of the institution's survey instrument with results noted from the most recent year.

Not Applicable

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Pass rates on professional/occupational licensure examinations relative to national averages

Field	Examination	Pass Rate Information for Selected Exams: Number of Students Tested, Institutional Pass Rate & National Pass Rate								
		2003			2004			2005		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
			Inst'l	Nat'l		Inst'l	Nat'l		Inst'l	Nat'l
Law	Illinois Bar Exam: First-Time Takers, Summer									
Medicine	U.S. Medical Exam, Step 2									
Dentistry	National Dental Board Exam, Part II									
Nursing	National Council Licensure Exam, RN									

- a) **Institutional goal(s) for this indicator:** Not applicable
b) **Brief interpretation of institutional performance and related implications:** Not Applicable

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area Five:

- Mission-specific indicator: The school will use Placed-in-field rates to assess learning outcomes
- Performance goal: Minimum 75% for all programs
- Data for the three most recent years (2002-03, 2003-04, 2004-05), if applicable; and
- A brief description/interpretation of performance and related implications.

POLICY AREA SIX: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Fiscal Year 2006 Accomplishments

In the past year the Institute completed the teach-out of three programs which had suffered from very limited student interest. The programs were not cost-effective and tied up resources which are better utilized elsewhere. The school introduced two new programs at its main location and two new programs at its branch location.

Fiscal Year 2007 Plans

The school plans for improved budgeting activities with better departmental accountability. The school hired a new Controller to implement the new budgets.

New institutional planning strategies will be introduced to better develop action plans and to better document accountability for results.

Fiscal Year 2007 Challenges

The primary challenge for 2007 is increasing enrollment on both campuses.

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COMMON INSTITUTIONAL INDICATORS

Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time

The school enrolled its first degree-seeking students in early 2005; no completion data are available.

- a) **Institutional goal(s) for this indicator: Minimum 62%**
- b) **Brief interpretation of institutional performance and related implications: Not Applicable**

MISSION-SPECIFIC INDICATORS

Provide the following information for mission-specific indicators developed by the institution pertaining to Policy Area Six:

- Mission-specific indicator: Completion rates
- Performance goal: Minimum 62% for degree-seeking students
- Data for the three most recent years (2002-03, 2003-04, 2004-05), if applicable: Not Applicable
- A brief description/interpretation of performance and related implications: Not Applicable