SPECIAL VISIT REPORT

United States University

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1. Nature of the Institutional Context and Major Changes Since the Last WSCUC Visit

The purpose of this United States University (USU) Special Visit Report is to provide institutional context and to convey the seriousness with which the institution has taken the recommendations made by the WASC Senior College and University Commission (WSCUC) in the Action Letter dated June 24, 2015 (https://www.usuniversity.edu/wp-content/uploads/2018/09/WSCUC-June-2015-Action-Letter.pdf).The special visit referenced in this letter, originally scheduled for Fall 2017, was rescheduled to 2018 subsequent to the structural change/change of ownership approved by the Commission at its November 2017 meeting. Progress as to the institutional recommendations made in subsequent correspondence, the Substantive Change Action Report for the MS in Nursing, Family Nurse Practitioner on December 6, 2016 (https://www.usuniversity.edu/wp-content/uploads/2018/09/WSCUC-December-2016-Substantive-Change-Action-Report-MSNFNP-.pdf), and the Substantive Change, Change of Ownership Action Letter, dated November 10, 2017 (https://www.usuniversity.edu/wp-content/uploads/2017/07/WASC-COO-letter.pdf) will be addressed as well. Sections 1 and 2 will provide the team with a summary of institutional developments since Spring 2015. Reflective responses to all recommendations (numbering 19 in all) can be found in sections 3 to 5. A description of how USU continues to address additional issues can be found in Section 6. Brief concluding remarks comprise Section 7. An appendix of acronyms has been attached in an attempt to further facilitate the readability of this report.

The preparation of this report was facilitated by the President and ALO, Dr. Steven Stargardter, and the Associate Provost for Curriculum and Accreditation, Dr. Elizabeth Archer. Input was provided by members of the USU community, including the Board of Trustees, the Board of Managers, administrators, faculty, and staff. All of us look forward to welcoming the Visiting Team to campus to discuss both institutional progress and the manner in which the University is adapting to serve a growing and vibrant student body.

1.1 Background

USU is a student-centric, affordability-focused institution committed to the maintenance of its historic mission to provide educational opportunities to underserved groups. Classes are taught primarily online. Nursing and business students, however, participate in immersion learning and weekend MBA courses on campus, respectively. Offering programs in education, business and management, health sciences, and nursing, a faculty cadre integrates theory and practice into interactive learning experiences. Alumni responding to a 2018 survey confirmed the relevance of the curriculum, with approximately 75% of the respondents (N=71) indicating that the education they received at USU was either useful or extremely useful in obtaining a job in their chosen field.

Since the change in ownership, enrollments, especially in the MSN-FNP program, have increased dramatically (470 students are currently enrolled in the program). A commitment to USU's core value of affordability has currently been magnified as a result of lowered tuition rates and the implementation of a no-interest monthly payment plan. Approximately 63% of the current student body has chosen to participate in this new model in order to graduate with relatively little student debt.

The Visiting Team's arrival on campus will coincide almost exactly with the anniversary of the change of ownership to Aspen Group, Inc. (AGI) which occurred on December 1, 2017, after the November 10, 2017 approval by WSCUC. Since that time, the University has dedicated itself to rebuilding its student body, with a special focus on the Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) program. The digital marketing and lead generation expertise brought to USU by AGI has contributed directly to an increase in new enrollments.

Table 1: New Student Program Starts 2017 July to 2018 June

New Student Program Starts

Table 4: New student starts by program (updated for 2018 April to 2018 June).
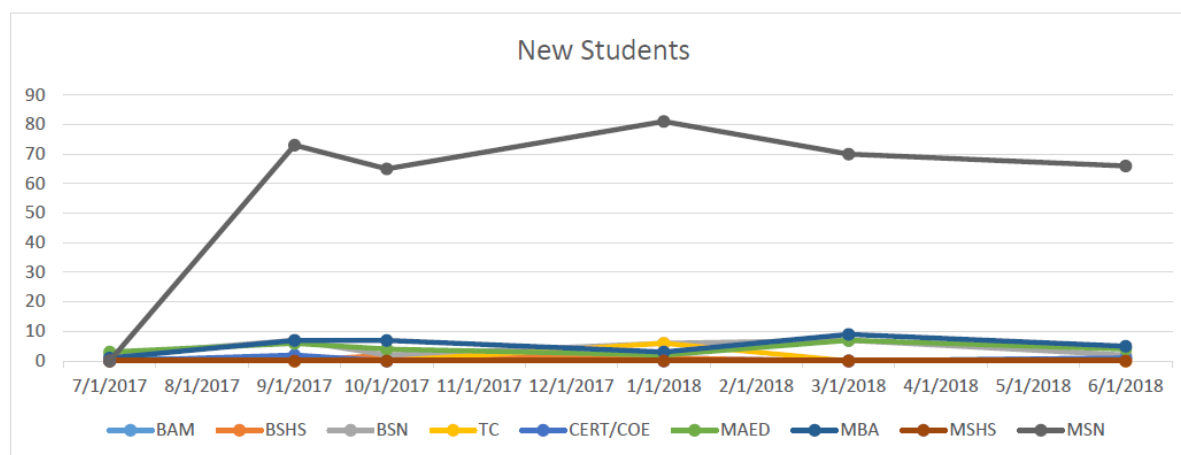
Start	BAM	BSHS	BSN	TC	CERT/COE	MAED	MBA	MSHS	MSN
7/31/2017	1	0	2	0	0	3	1	0	0
9/4/2017	0	0	7	0	2	6	7	0	73
10/30/2017	0	2	2	0	0	4	7	0	65
1/8/2018	1	1	6	6	0	2	3	0	81
3/5/2018	0	0	7	0	0	7	9	0	70
5/7/2018	1	0	2	0	1	4	5	0	66

Concurrently, the institution has refocused itself on its first core value: affordability. Tuition has been lowered for MSN-Online Education, MSN-Leadership, MSN-FNP, MAEd, and MBA. Most crucially, the implementation of a Monthly Payment Plan (MPP) has truly provided a life-changing opportunity for hundreds of working professionals to obtain a desired college degree without exposing themselves to the crushing burden of debt brought on by participation in the financial aid borrowing cycle. An overview of internet marketing strategy and preliminary marketing results is presented here (**Marketing Strategy and Results**).

1.2 Mission

The University remains unwavering in its commitment to its mission: the provision of *professional and personal educational opportunities, with a special outreach to underserved groups. Through campus and online programs, the university offers affordable, relevant and accessible undergraduate and graduate degree programs and certificates in a supportive*

student-centered learning environment (https://www.usuniversity.edu/about/).The institution's core values are affordability, quality, integrity, diversity, inclusiveness, and life-long learning.

Programs currently offered (https://www.usuniversity.edu/colleges/programs/) include: **

- Bachelor of Arts in Management (BAM)
- Master of Business Administration (MBA)
- Master of Arts in Education (MAEd)
- Bachelor of Science in Health Sciences (BSHS)
- Registered Nurse to Bachelor of Science in Nursing (RN-BSN)
- Master of Science in Nursing (tracks: Family Nurse Practitioner, Nursing Leadership for Health Systems Management Innovation, and Online Education and Education Technology) (MSN, MSN-FNP)

** A Teacher Certification Program (California certification) is also offered (TCPP). The Master of Science in Health Science (MSHS) (approved by WSCUC in 2011) has been taught out based on recommendations documented in a viability study conducted by faculty (see Response 3.1 below).

Additional approved programs are in hiatus due to a combination of gainful employment regulations and enrollment challenges for on-site programs. A full list of these programs will be available to the team in the Exhibit Room (**Exhibit Room: Approved Programs List**).

1.3 History

Four periods comprise the history of United States University. It began its institutional journey as InterAmerican College (IAC) in National City, CA in 1997. Its initial focus was the provision of educational opportunities to working adults, Latinos, and educated immigrants to increase bilingual capacity in education and healthcare in Southern California. IAC was transparently committed to providing educational opportunities to its targeted population.

In 2009, IAC received initial accreditation from WSCUC, marking the beginning of its second stage of existence. Also in 2009, WSCUC approved a structural change from nonprofit to for-profit status. This change was formally implemented in 2010 when the school was renamed United States University. In 2011 the newly-named USU moved to a new campus in Chula Vista, CA, approximately five miles to the south of the original National City location. The April 2013 WSCUC Special Visit, however, found that USU was out of compliance with all four standards referenced in the *2013 Handbook of Accreditation*. As a result, the Commission announced in an Action Letter dated July 10, 2013, that the University was being placed on probation.

The era of Linden Education ownership under Dr. Oksana Malysheva began in 2014 when WSCUC approved a requested structural change/change of ownership at its June Commission meeting. The next year, a Special Visiting Team reported on progress the University was making and as a result, the Commission removed probationary status and reaffirmed accreditation for seven years while concurrently issuing a formal Notice of Concern.

The fourth period of USU's history, as part of Aspen Group, Inc. (AGI), began in 2017 when USU received approval for a structural change/change of ownership in an Action Letter dated

November 16, 2017, with the effective change of ownership occurring on December 1, 2017. Under the leadership of Mr. Michael Mathews, AGI's introduction of the Monthly Payment Plan (MPP) has provided USU with the truly distinguishable institutional characteristic that it has sought for two decades. The enrollment growth underway at the institution is directly attributable to the experience and expertise brought to the school by AGI. USU and AGI have entered into a Service Level Agreement (SLA) (**Service Level Agreement**) whose purpose is to establish an inaugural shared services protocol and environment between the two entities to provide the infrastructural support necessary to enable USU to maintain complete focus on its primary reasons for being: teaching and learning.

Accreditation and Approvals

- WASC Senior College and University Commission (WSCUC)
- Bureau for Private and Postsecondary Education (BPPE)
- Commission on Collegiate Nursing Education (CCNE)
- California Board of Registered Nursing (CABRN)
- California Commission on Teacher Credentialing (CTC)
- International Accreditation Council for Business Education (IACBE, Educational Member in pre-candidacy)
- Project Management Institute (PMI, in Application)
- State Authorizations: Because USU is based in California, which is a non-participating state in NC-SARA, it has worked diligently to seek and obtain state authorizations from departments of higher education where required. Currently, USU is authorized and/or approved in 34 states and continues to process the remaining states.

1.4 Major Changes Since the Last WSCUC Visit

USU has undergone several material changes since the last WSCUC Special Visit in April 2015, the most notable of which – a change in ownership – will effectively address the historical enrollment and revenue challenges the University has confronted since its inception.

Ownership

AGI's Chairman and CEO is Mr. Michael Mathews, a 25-year veteran of the Internet advertising sector. Among numerous other achievements, Mr. Mathews has held a variety of executive positions since 1992 in various industries delivering revolutionary e-commerce and mobile advertising applications (**Michael Mathews CV**). Mr. Mathews has been deeply involved with education since he led a group of investors to merge with Aspen University and became Chairman and CEO in 2011. His monograph, *Let's Change Higher Education Forever* (2014) (**Monograph**), announced his determination to actively address the national student debt crisis by implementing an affordable tuition model and a revolutionary monthly payment plan.

Board of Trustees Additions

Five new trustees have been added to the Board since 2015. They are Dr. Kristine Chase, Dr. Eileen Heveron (serving as interim Provost; currently on leave from the Board), Mr. Rodney Satterwhite, and Dr. Cheri St. Arnauld and Mr. Michael Mathews (Board of Managers). Board

membership and committee chairs are identified here: https://www.usuniversity.edu/about/board-of-trustees/.

Institutional Leadership Additions and Changes

Several leadership positions have changed in the University since 2015: Dr. Steven Stargardter, who joined the institution in 2013, was promoted from Provost to President. Dr. Eileen Heveron currently serves as interim Provost. Dr. Elizabeth Archer was promoted to Associate Provost. Mr. William Titera joined the University as Chief Financial Officer. Recently, Dr. Dianna Scherlin replaced Dr. Renee McCloud as Dean of the School of Nursing and Health Sciences. Dr. Jennifer Billingsley joined the University as Program Director of the MSN-FNP, USU's largest program, replacing Dr. Maria Luisa Ramira who could not move to a full-time position when the role required it. Dr. Jo Anne Grunow joined the University as Program Director of the MSN (non-FNP) in anticipation of continued growth in that program. Dr. Bette Bogdan transitioned from the role of adjunct faculty to RN-BSN Program Director. Mr. David Noriega was hired as Registrar. (**Institutional Organizational Chart**)

Change of Campus Location

Bayfront Charter High School (Bayfront), a school dedicated to providing an educational choice for underserved children in San Diego's south bay area who have had historically limited access to educational opportunities, approached USU with a plan for campus co-location in 2013. Appreciating the congruence of missions between the institutions, USU agreed. Bayfront began its initial year of operation as part of the USU campus in 2014. The population of Bayfront, however, rapidly increased in a manner disproportionate to the number of classrooms available. This factor, combined with the emerging desire of USU to relocate to a less geographically-isolated and more student-centered area in San Diego, led to USU's July 2016 campus relocation to 7675 Mission Valley Road (**Exhibit Room: Mission Valley Road Lease**).

USU's current 25,000 square foot two-story campus is in close proximity to public transit and freeways. There is ample free parking for community members and provides students easy access to hotels, restaurants, and shopping. Its close proximity to San Diego International Airport makes it convenient for students traveling to San Diego from all over the country for the MSN-FNP's required campus-based immersive experiences or the weekend MBA classes

Campus Enhancements

USU is committed to and supports its largest program: the MSN-FNP. One way this is evident was the commitment to expand the Skills Lab and Simulation area to add additional rooms for student skills testing. All classrooms have a Smart Podium, a system that permits Wi-Fi, laptop projection, surround sound audio, and the ability to connect student iPad Minis when needed for instructional strategy. A student lounge and 2 conference rooms were added. The number of nursing-specific classrooms increased from 3 to 13.

The laboratory for nursing skills is a modern bright room, equipped with the necessary equipment and technology for FNP students to learn the art and science of the Advanced Health and Physical Assessment and to learn and practice their required adult and pediatric clinical nursing skills. To accommodate enrollment growth, USU moved from three fully equipped clinical exam rooms to 13 fully equipped clinical exam rooms within an additional 1350 square

feet of lab space. The total space has 13 exam rooms with two additional storage rooms. Each exam room is outfitted as a patient exam room with exam table, equipment, and essential disposable items. There is a computer lab with seven computers which are available with WIFI to connect the required student laptops. Additionally, there are 2 offices with doors and 10 cubicles dedicated to the College for faculty use. One of the offices is available for use by the faculty.

Academic and Student Affairs Developments

The sole addition to USU's academic portfolio since 2015 occurred in December 2016 when the online modality for the MSN-FNP was approved by WSCUC. The institutional application was catalyzed by student experiences revealing that working nursing professionals were unable to travel to the San Diego campus for regularly-scheduled classes. The availability of the online modality has effectively addressed this barrier. With the marketing expertise of AGI, the MSN-FNP has evolved into the single largest program/specialization at USU.

As USU was determined to create a student-centered, departmentally-integrated university, inter-related aspects of the student experience such as the Office of the Registrar and Student Advising were embedded within the Provost's institutional portfolio as well. The initial results of this organizational integration will be addressed when responding to the applicable institutional recommendations in Sections 3 to 5, below.

In the summer of 2018, the College of Health Sciences and the College of Nursing were merged into the College of Nursing and Health Sciences (CONHS), moving the one remaining Health Sciences degree, the Bachelor of Science in Health Sciences, under the leadership of the new Dean of the College, Dr. Dianna Scherlin (**Faculty Senate Minutes June 6, 2018**). The University is now organized into three colleges, the CONHS, the College of Business and Management (COBM), and the College of Education (COE).

Growth in MSN-FNP enrollment led to the establishment of an Office of Field Experience (OFE) that manages clinical placements for students across the country. Additional personnel have been hired to staff this office, including a Director of the Office Field Experience, and several Clinical Placement Coordinators. (For further information on the OFE, see Response 5.4 below.)

With the growth in enrollment across the United States, USU has systematically processed and received the requisite state authorizations and board of nursing approvals necessary for its programs. Currently, USU is authorized and/or approved in 34 states. Applications are under consideration in another three and decisions have been made not to seek approval in five more. The remaining states are in internal application processing. AGI's state authorization unit monitors changes in state regulation and reporting requirements to ensure compliance as part of the shared services agreement.

In September 2017, the College of Nursing's RN-BSN and MSN programs were granted ten-year re-accreditation by their programmatic accreditor, the Commission on Collegiate Nursing Education (CCNE). Additionally, in December 2017, the CA Commission on Teacher Credentialing reaccredited the University's TCPP.

Systems Enhancements

AGI's acquisition of USU triggered a series of system additions, migrations, and conversions for the University. The Student Information System (SIS), internally referred to as "Blue," Learning Management System (LMS), Customer Relationship Management (CRM) System, Corporate Partnership System, and Accounting System have been fully implemented or remain in the process of migration with completion expected in the first half of 2019. The challenges and impacts of these numerous modifications will be fully addressed when responding to the appropriate institutional recommendations below.

Change of Fiscal Year

To conform to AGI's reporting calendar, USU has modified its fiscal year from January 1 - December 31 to May 1 - April 30. Fiscal Year (FY) 2019, for example, will be approximately eight months complete when the Visiting Team arrives on campus in late November.

2. Statement on Report Preparation

A "WSCUC Special Visit Steering Committee," tasked with facilitating and organizing community input regarding the Recommendations, was convened on April 11, 2018. Contributions have been solicited from the following colleges and departments to insure transparency, accuracy, and comprehensiveness:

- College of Nursing and Health Science
- College of Business and Management
- College of Education
- Institutional Research
- Information Technology
- Office of the Registrar
- Office of the Provost
- Office of the Chief Financial Officer
- Office of Student Advising
- Enrollment
- Board of Trustees
- AGI Leadership

A draft of the Special Visit Report was circulated electronically to the entire university community. Comments were solicited. The final version of the Special Visit Report was posted to the accreditation page of the university website. (https://www.usuniversity.edu/wp-content/uploads/2018/09/2018-Special-Visit-Report.pdf)

The entire USU community is acutely aware of the comparatively large number of recommendations to be addressed in this report. As a result, we have endeavored to be as precise and succinct in our responses as possible and to avoid duplicative or tangential material.

Section 3. Responses to Issues Identified by the Special Visit Action Letter of June 24, 2015

3.1 (2015 Recommendation 1): Assess the viability of degree programs, carefully considering opportunities for effective specialization within them, given the university's mission and market needs. (CFRs 2.1, 2.7)

Primary Evidence:
- **2016 Substantive Change Proposal ([Appendix A](#))**
- **Program Review Self-Study Template ([Appendix B](#))**
- **MSHS Program Review Findings and Recommendations Report ([Exhibit Link](#))**
- **BAM Program Review Improvement Plan ([Exhibit Link](#))**
- **BAM Program of Study ([Exhibit Link](#))**
- **GE Program of Study ([Exhibit Link](#))**
- **BSHS Program of Study ([Exhibit Link](#))**
- **Faculty Senate Minutes January 3, 2017 ([Exhibit Link](#))**
- **MBA Program of Study ([Exhibit Link](#))**
- **CCNE Approval Letters ([Exhibit Link](#))**
- **CTC Accreditation Letter ([Exhibit Link](#))**

The viability of USU's degree programs has been at the forefront of strategic and academic decision-making since 2015. Every program has since been assessed for its viability in the market through either an internal program review process or an external strategic partnership. The improved processes and strengthened curricula that have resulted have positioned the University for sustained growth under AGI ownership.

Substantive Change

USU's single application for a substantive change over this report period was to obtain the approval to offer the previously-approved Master of Science in Nursing - Family Nurse Practitioner (MSN-FNP) program in an online modality. As detailed in the substantive change proposal of November 2016 (**[Appendix A](#)**), the request was consistent with USU's mission and Strategic Direction 1.1 ("calling for an increase in domestic enrollment by virtue of 'reaching out to underserved communities'" (p.8)). The primary rationale for this change was based on observable needs of non-local FNP students who were facing difficulties with the travel requirements and other logistical challenges of the onsite program, barriers which were resulting in increased attrition, particularly as students transitioned from the first year of the program (100% online) to the second year, which required weekly attendance onsite (p. 4). The University also argued that the increasing demand for FNPs in the healthcare market would allow for further, sustained growth for the institution as students beyond the Southern California region would be able to enroll (p. 9-11). The substantive change was granted approval in December 2016. Since then, the online modality, combined with a strategic tuition decrease and the implementation of the MPP resulting from the AGI acquisition, has allowed the program to significantly outstrip the enrollment projections indicated in the proposal. As of Fall I

(September 4, 2018-October 29, 2018), the program currently enrolls 470 students. The MSN-FNP program is now by far the dominant performer in USU's portfolio of programs.

Program Review

The viability of four other programs has been assessed as part of a strengthened program review process that has been revised to allow for more strategic use of the program review results. Factors including, but not limited to, enrollment and graduation rates, developments in the marketplace, and financial resources are specifically required in the Program Review Self Study template (**Appendix B**). The following programs were reviewed as scheduled in the published 5-year program review cycle: in 2016-17, the Bachelor of Arts in Management (BAM) and the Master of Science in Health Sciences (MSHS); in 2017-18, the Master of Arts in Education (MAEd), and the Master of Business Administration (MBA).

The 2016-17 MS in Health Sciences program review led to the decision to teach out the program. As an onsite-only program, the limited local market of potential students combined with a misalignment of degree to the healthcare market in San Diego resulted in high student recruitment and enrollment costs and low enrollments. Rather than recommending pursuit of a substantive change for online delivery, the program review committee recommended discontinuing the program (**MSHS Program Review Findings and Recommendations Report**). Possible replacements discussed included a Master's in Public Health, an MSN-MBA, and an MBA with Healthcare specializations. All students in the MSHS degree program have since completed their course of study.

The 2016-17 Bachelor of Arts in Management (BAM) program review led to major curricular changes designed to strengthen its attractiveness as a transfer option. The BAM SWOT and Findings and Recommendations, led to an Improvement Plan that called for the course number re-coding, with some resequencing of the program's courses to allow for ease and transparency of transferring credit, resulted in a new Program of Study (**BAM Program Review Improvement Plan; BAM Program of Study**).

The following year, the Dean of the College of Business and Management, Provost, Associate Provost, and Registrar reviewed the undergraduate programs of study (excluding the RN-BSN) to evaluate the transferability of all undergraduate credits in one single reworking of the course portfolio at that level. As a result, the BAM changes were also applied to the Bachelor of Science in Health Sciences (BSHS) and to General Education (GE) offerings. In addition to course-numbering and transferability improvements, the committee took advantage of the restructuring to add upper-division GE courses (**GE Program of Study**).

Results for the 2017-18 Master of Arts in Education (MAEd) and the Master of Business Administration (MBA) program reviews will be available to the Visiting Team in the exhibit room at the time of the visit.

For more information on the system of program view, including data addressed, please see Response 3.3 below.

External Partnerships

Over the report period, the University considered opportunities for effective specialization within its existing programs through several strategic partnerships: Dynamic Experiential Learning (DeXL), AGI, and Legacy Charter Schools in Arizona. These partnerships were sought to enhance programmatic relevancy in the market and to address student success.

At the end of 2016, USU entered into a partnership with DeXL, an instructional design services organization created by Bryan University, to redevelop the BAM and BSHS programs using their online learning paradigm designed around learning mindset research. The partnership itself was discontinued in the summer of 2017, but the programs carried forward two significant changes from the curricular work that had been completed in the meantime: new concentrations and the reduction of GE credits required. USU added the following concentrations to BAM: Business Analytics, Business Intelligence, and Finance; to BSHS, Healthcare Data Analytics (**BSHS Program of Study**). In addition, the GE requirement was lowered from 57 to 42 semester credits to allow for more robust degree program core and specialization coursework (**Faculty Senate Minutes January 3, 2017**). These new concentrations, combined with the re-coding or restructuring of the programs and GE as described above, have led to a more balanced undergraduate portfolio, better positioned for growth and student success.

In 2016, USU entered into a partnership with Legacy Charter Schools in Arizona to offer a Principal preparation track to the MAEd program. During the period when Legacy offered tuition support to its employees, the program enjoyed strong enrollment growth and stellar feedback from students and faculty. Although the tuition support from Legacy has since been discontinued, USU is now investigating the possibility of adding a full state-approved (AZ) principal concentration to the program.

In the spring of 2017, USU entered into the initial marketing and enrollment partnership with AGI. Building upon AGI's expertise in growing and marketing programs at Aspen University, USU has added three concentrations to its MBA program: Business Analytics, Finance, and Project Management (pursuing PMI certification) (**MBA Program of Study**).

Accreditations

Programmatic accreditation has motivated the University to thoughtfully consider and strengthen program viability. Since 2015, three of the programs have undergone a programmatic accreditation review of some type while two others are in the pre-candidacy stage for such accreditation and are undergoing the preparatory analysis that this process requires.

The College of Nursing's MSN and BSN programs were the subject of a self-study and visit in September 2017 from the Commission of Collegiate Nursing Education (CCNE) and a report and visit from the California Board of Registered Nurses (BRN) in Summer 2018. The CCNE review resulted in a ten-year reaccreditation for both programs (**CCNE Approval Letters**). The more recent BRN self-study on the MSN-FNP program and subsequent visit has led to additional evaluation and assessment improvements as well as curriculum changes to better support board examinations.

The Teacher Credentialing Preparation Program (TCPP) was the subject of a series of engagements with the California Commission on Teacher Credentialing (CTC) in 2016 and 2017

which overlapped a major change in leadership for the College of Education. The structural work performed to satisfy the expectations of the CTC led not only to a Full Accreditation (**CTC Accreditation Letter**) for that program, but also to a major reconceptualization of assessment, evaluation, and the use of data at the institution as a whole. While no programmatic changes resulted from this accreditation process (the CTC program review is upcoming in 2019), the structural and process improvements that did result, not to mention its fully accredited status, will position this program for sustained and monitored growth.

USU's College of Business and Management is an Educational Member with the International Assembly for Collegiate Business Education (IACBE): http://iacbe.org/memberpdf/UnitedStatesUniversity.pdf. The BAM and MBA programs are currently in the accreditation candidacy stage and are preparing for their self-study year and site visit (2019), which includes refinements to their goals and outcomes structure as well as to their assessment plans to bring them into alignment with IACBE requirements. The President of IACBE has worked with the College to prepare them for the self-study and visit. This programmatic accreditation is expected to enhance the programs' viability and position in the business education marketplace.

Finally, USU is pursuing accreditation of its Master's-level Project Management courses with the Project Management Institute.

3.2 (2015 Recommendation 2): Ensure the quality and rigor of educational programs, making certain that the expectations for student learning are appropriate for the degree level. Assess the students' achievement of those outcomes, clarifying what is needed to bring students from where they are at admission to where they need to be at graduation. (CFRs 2.2, 2.3, 2.4, 2.6)

Primary Evidence:
- **2016 Annual Institutional Assessment Report (Exhibit Link)**
- **2017 Annual Institutional Assessment Report (Exhibit Link)**
- **Annual Program Assessment Reports (Exhibit Room)**
- **Curriculum Development Handbook (Exhibit Room)**
- **Catalog Review Process Documents (Exhibit Room)**
- **2017 PLO Revision Tables (Exhibit Link)**
- **2018 ILO & PLO Revision Tables (Exhibit Link)**
- **Program Curriculum Maps (Exhibit Room)**
- **Sample MBA Course Syllabi (Exhibit Room)**
- **Course Guide Template (Exhibit Link)**
- **Sample Completed Course Guide (Exhibit Link)**

USU assesses students' achievement of learning outcomes every year according to the PLO assessment schedule (for more on the assessment process itself, see Response 3.3 below). The results, as well as the process of looking so closely at student work, have been a driving motivator of curriculum improvement ever since. Early improvements focused on localized adjustments relating to the PLO/core competencies. After some time, however, it became clear that the programs as a whole should be restructured to better support the achievement of all

PLOs, with scaffolding of the learning from beginning to end. This change in focus appears in the 2016-17 plans in the table below, where the PLOs themselves come under review.

A note on assessment rubrics and benchmarks: During the 2014-15, 2015-16, and 2016-17 assessments, student samples were scored using faculty-written core competency rubrics (analytic rubrics, with scores ranging from 0-3). As the rubrics would be shared by both undergraduate and graduate programs, the Deans set different benchmarks to reflect the difference in degree-level (see table below). For the 2017-18 assessment, faculty have written PLO rubrics (based upon an initial core competency rubric for one of the sets of PLOs measured) and adjusted the graduate benchmarks to make the rubrics more functional for that degree level. Annual Institutional Assessment Reports compile the yearly programmatic work (**2016 Annual Institutional Assessment Report**; **2017 Annual Institutional Assessment Report**). The full set of Annual Program Reports will be available to the Visiting Team in the Evidence Room.

Table 2: Program Learning Outcomes Assessment Results and Plans: 2014-2017

Program Learning Outcomes Assessment Results and Plans: 2014-2017		
Undergraduate Benchmarks (initially set by Deans, reconfirmed by faculty in 2017-2018): Master: 80% of scores at 2 or higher Develop: 80% of scores at 1 AND 40% at 2 or higher Introduce: 80% of scores at 1 or higher		
Graduate Benchmarks (set by Deans, 2014-15 to 2017-2018): Master: 80% of scores at 3 Develop: 80% of scores at 2 or higher Introduce: 80% of scores at 1 or higher **Graduate Benchmarks with PLO Rubrics (set by Faculty for 2017-2018):** Master: 80% of scores at 2 or higher Develop: 80% of scores at 1 AND 40% at 2 or higher Introduce: 80% of scores at 1 or higher		
Year	**Core Competency-Aligned PLOs**	**Results**
2014-15	**Quantitative Reasoning PLOs:** *BAM: Utilize quantitative and qualitative research findings to support management decisions.* *BSHS: Interpret mathematical information and concepts in verbal, numeric, graphical and symbolic form.* *BSN: Integrate critical inquiry and decision making to effect excellence in client care outcomes using* *GE: Analyze and interpret data in a scientific or social context.* *MAEd: Apply quantitative and qualitative research to practical problems in education.* *MBA: Demonstrate ability to understand and utilize financial and other quantitative data to support business decisions.*	**Scoring Results:** Undergrad: 3 of 4 programs met benchmark Grad: 1 of 3 programs met benchmark; 1 did not assess **Resulting Plans:** Schedule quantitative courses on-ground if possible; use synchronous meetings with faculty if online; offer online tutoring **Resulting Actions:** Additional on-ground quantitative courses scheduled; contracted with Smarthinking

	MSHS: Design, conduct and interpret meaningful health science-related research and scholarly activity. *MSN: Utilize the process of scientific inquiry to validate and refine knowledge relevant to advanced nursing practice.*	tutoring service; online courses used Blackboard Collaborate for synchronous meetings	
	Information Literacy PLOs *BAM: Demonstrate ability to utilize multiple sources of information in addressing business challenges.* *BSHS: Identify information needs, locate and access relevant information and critically evaluate a diverse array of sources.* *BSN: Model professional role and employ nursing practices that promote health and wellness of the client, family, community, and population/global aggregates* *GE: Assess, access, and use information responsibly.* *MAEd: Effectively gather, analyze and integrate information to guide practice.* *MBA: Demonstrate ability to access, interpret, and evaluate academic and professional sources of business-related data and information.* *MSHS: Exhibit technological proficiency in gathering and using information to address issues and take action.* *MSN: Demonstrate leadership and effective management strategies for advanced nursing practice, including proficiency in the use of information technology/technology resources to support practice and to ensure continuity for patient care.*	**Scoring Results:** Undergrad: 3 of 4 programs met benchmark; the program that measured closest to graduation did not meet Grad: 2 of 4 programs met benchmark *For detailed scoring results, see **linked 2016 Annual Institutional Assessment Report***	
		Resulting Plans: Increase focus on APA modeling in curriculum; develop additional library trainings and resources; offer online tutoring	
		Resulting Actions: Additional APA resources, instruction, and learning experiences added to courses; library webinars offered and recorded; course and program library research guides created; contracted with Smarthinking tutoring service	
2015-16	**Written Communication PLOs** *BAM: Accurately and effectively communicate business concepts in written and oral presentations.* *BSHS: Employ effective written and oral communication appropriate for its intended audience.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Write and speak fluently and expressively.* *MAEd: Write and present scholarly essays on policy, programs and issues relating to education*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 1 met at earlier point in program but not at later; 1 did not meet Grad: 1 program met benchmark; 1 met at early point in program but not at later; 2 did not meet	
		Resulting Plans: Increase focus on writing across curricula; review course sequencing; communicate online tutoring availability to faculty and students	

	and education leadership. *MBA: Accurately and effectively communicate business concepts in written and oral presentations.* *MSHS: Utilize effective verbal, nonverbal and written communication skills to inform, educate and empower targeted audiences.* *MSN: Apply the process of scientific inquiry to validate and contribute knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.*	**Resulting Actions:** Increased use of grading rubrics across curricula (more systematically added to courses, in faculty expectations and student orientations); career-focused writing assignments added; Weaver Reader (BSN and MSN) implemented; research writing instruction offered to international students; Switched to Brainfuse tutoring with its faculty dashboard
	Oral Communication PLOs *BAM: Accurately and effectively communicate business concepts in written and oral presentations.* *BSHS: Employ effective written and oral communication appropriate for its intended audience.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Write and speak fluently and expressively.* *MAEd: Write and present scholarly essays on policy, programs and issues relating to education and education leadership.* *MBA: Accurately and effectively communicate business concepts in written and oral presentations.* *MSHS: Utilize effective verbal, nonverbal and written communication skills to inform, educate and empower targeted audiences.* *MSN: Synthesize concepts and theories from nursing and related disciplines to develop and integrate new approaches for nursing practice of the whole/healthy human being.*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 1 met at earlier point in program but not at later; 1 was not able to measure Grad: 1 of 4 programs met benchmark; 3 did not meet **Resulting Plans:** Add oral communication across curricula **Resulting Actions:** Oral presentation assignments (live, recorded, voice-over) with rubrics added
2016-17	**Diversity PLOs** *BAM: Promote diverse perspectives to optimize performance in a global business environment.* *BSHS: Work effectively and appropriately interact in a variety of cultural contexts.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Demonstrate a comprehension of one's individual identity in relationship to other cultures and lifestyles.* *MAEd: Frame professional practice through the lens of diversity and inequity.*	**Scoring Results:** Undergrad: 3 of 4 programs met benchmark; 1 not measured (no enrollment) Grad: 1 program met benchmark; 2 did not meet **Resulting Plans:** Strengthen curricula and assignments; revision of PLOs **Resulting Actions:** Diversity assignments/enhancements being added to courses in course

	MBA: Leverage diversity to optimize performance in the global marketplace. *MSN: Analyze socio-cultural, spiritual, ethical, economic, and political issues to improve healthcare outcomes and decrease healthcare costs.*	revision/migration; PLOs revised
	Collaboration PLOs *BAM: Work effectively in teams on business projects.* *BSHS: Participate effectively in team problem-solving and decision-making in health sciences.* *BSN: Collaborate with and advocate for consumers and colleagues in the delivery of healthcare services* *GE: Collaborate with others in diverse group settings.* *MAEd: Collaborate in a community of educational practice.* *MBA: Influence group dynamics in pursuit of optimal team decision-making and performance.* *MSN: Demonstrate the ability to effectively engage in collaborative caring intra and inter-disciplinary relationships in the conduct of advanced nursing practice.*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 2 not measured (no enrollment; low enrollment - course availability) Grad: 2 programs met benchmark; 1 did not meet (course availability)
		Resulting Plans: Strengthen curricula and assignments; increase training in and use of communication tech tools in courses; revision of PLOs
		Resulting Actions: Collaborative assignments being added to courses in course revision/migration; YouSeeU meeting links added to all courses in D2L Brightspace; faculty and student Guides for YouSeeU created; PLOs revised
2017-18	**Ethical Reasoning PLOs** *BAM: Analyze the ethical and legal obligations and responsibilities of business* *BSHS: Evaluate ethical issues in healthcare in order to propose effective resolutions.* *BSN: Demonstrate professionalism in accepting accountability and responsibility for personal behavior and ethical practice.* *GE: Apply ethical frameworks in various social and civic contexts.* *MAEd: Analyze ethical issues that arise in education practices and institutions.* *MBA: Solve discipline-specific problems demonstrating mastery of foundational business knowledge* *MSN: Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.*	**Scoring Results:** Will provide in Evidence Room
		Resulting Plans: Will provide in Evidence Room
	Mastery of the Discipline PLOs	**Scoring Results:** Will provide in Evidence Room

		Resulting Plans:
	BAM: Solve discipline-specific problems demonstrating mastery of foundational business knowledge *BSHS: Effectively integrate concepts and practices in health sciences to achieve healthcare outcomes.* *BSN: Assume a leadership and advocacy role in promoting individual and global community health and wellness to improve healthcare outcomes.* *GE: Demonstrate knowledge of basic goals, facts, and approaches of a range of disciplines, including sciences, mathematics, social sciences, and the arts and humanities.* *MAEd: Connect theory and practice to engage 21st-century learners and professionals.* *MBA: Lead organizations using creative and innovative strategies and solutions to achieve business objectives.* *MSN: Demonstrate expertise in a culture of caring and engage in critical dialogue with a vision for nursing practice in a selected environment.*	Will provide in Evidence Room

To improve students' achievement of learning outcomes through a revision of the curricula involved a sustained, collaborative, and continually-refined effort. This work has resulted not only in demonstrable achievements in curriculum improvement, but also in new processes, policies, practices, and tools designed to ensure that the focus on quality and rigor (and measurement of such) are part of the everyday academic practice at USU. Assessment results are expected to improve in the 2018-19 year's assessment, whose samples will come from the newly-revised curricula. For additional detail on assessment processes, including methodology and sample size considerations, see Response 3.3 below.

To facilitate the work of evaluating, restructuring, and revising curriculum described below, assessment training and organizational changes at the University became priorities. In 2016, the Associate Provost took part in the WSCUC Assessment Leadership Academy (Cohort 7) to better enable the institution to strengthen the assessment process and its role in the institution. The role of Provost was reintroduced in February of 2017 to more efficiently accelerate the many needed changes to come across the programs.

One additional factor that has had a great impact on the academic work described here is the acquisition of USU by AGI. In May of 2017, programs began preparing for a migration from Blackboard to D2L Brightspace (D2L, for further detail on the LMS, see Response 3.5 below). The first courses were offered in July in D2L and the migration has been ongoing since that time. Academic leadership took on the challenge of reviewing and revising much of the coursework as it was moved, which has provided the opportunity for more effective and accelerated curricular improvement.

Institutional-Level Policies and Systems

One of the first goals of the new academic leadership team was to establish policies and systems at the institutional level to ensure the quality of its programs. The Provost's Office policy in the

Curriculum Development Handbook mandates curriculum review in each program, at a minimum of once every 3 years, as appropriate to the discipline, including a consideration of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and their alignments. Textbook updates have also been systematized to an annual (or biannual, depending on the program), program-wide decision-making process that allows for timely course revision and systems updates. To support this and other work, curriculum committees have been established in the colleges where they did not exist before (**Exhibit Room: Curriculum Development Handbook**).

Another policy and process that assists in the assurance of programmatic quality and rigor involves admissions requirements and the University catalog. In October of 2017, a new registrar was hired who has since taken ownership of the catalog, clarifying admissions requirements with each program as well as the institution. He has also instituted a catalog committee, established a schedule of catalog publications, and created a process for catalog updates, complete with reviews and approvals (**Exhibit Room: Catalog Process & Forms**).

To specifically address the recommendation of quality and rigor of educational programs, the Provost's Office created a system and process of curriculum development and revision that has supported the migration from BlackBoard to D2L. This work, for the first time managed centrally, has enabled the standardization of course style, communication of expectations and learning outcomes, and content development processes (including quality assurance at various stages). The details of this process and its central tool, the Course Guide, will be discussed at the end of this section.

Program by Program Review and Revision of Curriculum

To support student achievement of learning outcomes from admission to graduation, Program Learning Outcomes have been evaluated for quality and rigor by degree level. The results from the first four years of Program Learning Outcome (PLO) assessment produced a general sense that the curricula across the board could more effectively support the learning outcomes. The Provost's Office worked with the core faculty of four degree programs and GE (to start) to revise the curriculum with the goal of career-applicability (as a key indicator of both quality and viability as well as the main academic link to the institutional mission) supported by systematic scaffolding of skills to reach the revised expectations and improve assessment results.

Program Learning Outcomes Revisions (PLOs)

There have been two major revisions of the PLOs for career-applicability, degree level, and measurability. In the summer of 2017, at the launch of the migration/revision efforts for MAEd, MBA, BAM, BSHS, and GE, the core faculty with the assistance of the Provost's Office revised the PLOs for these programs (**2017 PLO Revision Tables**).

The summer of 2018 PLO revision process was driven both by the career-applicability issues and by specific assessment needs. Three programs had not yet been directly aligned to the Institutional Learning Outcomes (ILO), which had led to measurement and reporting misalignments in past assessment efforts. Working with the Provost's office, the faculty of the BSN and MSN programs revised their PLOs for alignment to the ILOs, required Nursing standards, and measurability. As a non-degree program, the TCPP had relied in the past on

alignments to the state-mandated Teacher Performance Expectations. Working with the Provost's Office, the faculty of the College of Education wrote the first set of PLOs for the TCPP. These revisions also occurred within a broader reorganization of the ILOs, which necessitated some revision/re-numbering of all the PLOs institution-wide, allowing for yet another adjustment of the PLOs for career-applicability, measurability, and degree level (**[2018 ILO & PLO Revision Tables](#)**).

Programmatic Structure Revisions: "Clarifying what is needed to bring students from where they are at admission to where they need to be at graduation" (2015 Recommendation 2)

Another key initiative addressed the weaknesses of the programmatic structure of the undergraduate curriculum (principally BAM, BSHS, and GE). Students were struggling with core competency courses, often scoring poorly or leaving the university. Two attempts to re-sequence the undergraduate curriculum, with particular focus on the initial year of courses, attempted to address those issues. In Summer 2017, the faculty of the BAM and BSHS programs met with the Provost's Office to re-sequence the core competency courses (English, Math, Computer Literacy, core programmatic courses of the same nature). Enrollment in these particular programs remains low, making it too early to assess the effectiveness of the resequencing.

The Spring 2018 re-coding of the undergraduate courses (see Response 3.1 above) also allowed for another revision of the sequencing, including the addition of four upper-division GE courses. This produced a clear GE "spine" of courses which the program courses are scaffolded to in complementary fashion. At the same time, the BAM and BSHS courses were re-coded and re-sequenced so that courses were appropriate to their level within the degree from a curricular or content perspective. These new sequencings are now available in the curriculum maps for course and program revision and assessment (**Exhibit Room: BAM, BSHS, GE Curriculum Maps**). During these meetings, the BAM program also created a new vision for its student goals -- "Know it, Show it, Do it." -- as a reflection of its interpretation of the career-applicability initiative. An effectiveness review of this resequencing is planned for Spring 2020.

The graduate programs have also received assessment attention with a particular focus on quality and rigor. The MAEd program had the most ambitious revisions of its PLOs in 2017 and the most challenging migration schedule as it was paired with the MSN program as the first to make the move to the new LMS. In the spirit of its new PLOs, each course in the program was reviewed and revised during the migration, with special attention paid to Course Learning Outcomes (CLOs), the authenticity (career-applicability) of each assignment, and its CLO alignments to PLOs as well as assignments. Later that year, the program received a letter of commendation from its partner, Legacy Charter Schools, as an attestation to the quality of these changes.

In Spring 2018, the College of Business and Management faculty met with the President, Provost, and Associate Provost to restructure the MBA as separate sets of core courses and concentrations. This group decided that critical thinking and strategic management should be embedded in the program as thematic threads to be addressed in some way in every course. This was based on the conceptual framework that for business at the master's level, these thematic threads were closely aligned and vital to business functioning. In regards to ethics, the program realized that it was relying on only one course to address the competency. The team agreed that

more robust integration was needed and decided to theme it across the courses instead, as every business decision potentially has an ethical or legal implication. Examples of these improvements will be available in sample syllabi in the Evidence Room (**Exhibit Room: MBA Curriculum Map**; **Sample MBA Syllabi**).

Revision of Programs/Courses for Student Achievement of Outcomes

The paragraphs above give a brief overview of concrete achievements in the University's pursuit of quality and rigor at the programmatic level. While each of these improvements signifies progress, without a system to document and systematize curriculum content, those conceptualizations of the curriculum might never become consistently and effectively "real" in the actual classroom. The final section of this response will describe the USU Course Guide, which serves as the key tool for curriculum development, review, and revision with a major supporting role in assessment (**[Course Guide Template](); [Sample Completed Course Guide]()**).

The Course Guide began as an efficiency tool to manage the migration and eventual maintenance of courses. Upon the recommendation of the Chief Academic Officer of AGI, USU faculty adopted a system consisting of one document per course that would be used to build the course in the new LMS. The first, and most consequential, decision was to put these documents in Google Docs with all of its collaborative tools in support of an institutional curricular system that would develop in multiple directions over the next year. The Course Guide supports four primary goals:

1. *Communication of Learning Outcomes to Students and Faculty:* A full Learning Outcome statement is used throughout the Guide (and course) rather than a number referring to a dissociated list. At the head of every weekly module, the outcomes statements are listed with the assignments that week that will be used to measure students' achievement of them.

2. *Learning Outcome Alignments:* PLO and CLO alignments are required in the Guide (and are then copied into the student-facing Syllabus). The Guide enables the mapping of each CLO across the course as represented by student work, which can then be compared to the program curriculum map (vis-a-vis the aligned PLOs) in a course-to-map, map-to-course analysis and adjustment process. In making the alignment decisions in the Guide, the focus is purposefully narrow (can it be used to demonstrate and measure achievement?) rather than on a more general "coverage" of the skill (addressed in a lecture, for example). Each program's curriculum map can be accessed quickly through a link in its Course Guides.

3. *Assessment and Improvement Planning:* While almost every assignment is aligned to at least one CLO, an Assessment Table in each Course Guide call for an analysis of all the assignments in the course and the identification of those that are particularly suitable to the measurement of the aligned PLO. In addition to evaluating the quality of the course as a support for the aligned PLO, this activity simplifies assessment planning as lead faculty can revisit the tables when planning their annual activities. As a recent feature, training in its use began in Fall 2018.

4. *Course Building:* The initial purposes of the Guide remain: 1) consistency of student experience through an established institutional course style, and 2) faculty ownership of the courses: all academic decisions about the course (from the content to the tool settings in the LMS) are made by the faculty and/or Subject Matter Expert (SME) and recorded in the Course Guide. Each Guide contains links to the Curriculum and Assessment Handbooks, program grading and assessment rubrics, and past assessment results and plans to facilitate course design and revision.

Conclusion

USU has made clear progress in ensuring that its programs are of high quality and rigor, appropriate to the degree level, through assessment of the Program Learning Outcomes, reflecting on the results, and making improvements in response (see Response 3.3 below for additional reflection on the limitations of the assessment process itself over this past period). Program learning outcomes have been revised, programs have been reviewed, re-coded, and re-sequenced, and curriculum has been revised as a result. As the University approaches the end of the D2L migration process and the first round of the Course Design project, it anticipates that the curriculum committees will continue to monitor and adjust its practices to ensure that students graduate with the knowledge and skills promulgated by the PLOs and ILOs.

3.3 (2015 Recommendation 3): Continue the scheduled implementation of the program review and assessment cycle. (CFRs 2.7, 4.3)

Primary Evidence:
- **Program Review Manual ([Exhibit Link](#))**
- **BAM Program Review ([Exhibit Link](#))**
- **MSHS Program Review ([Exhibit Link](#))**
- **MAEd Program Review (Exhibit Room)**
- **MBA Program Review (Exhibit Room)**
- **PLO Assessment Handbook (Exhibit Room)**
- **Annual PLO Assessment Report Template ([Exhibit Link](#))**
- **2017-2018 Annual Program Assessment Reports (Exhibit Room)**
- **2018-2023 PLO Assessment Schedule ([Exhibit Link](#))**
- **2018 ILO/PLO Revision Tables ([Exhibit Link](#))**

Program Review

USU has continued the scheduled implementation of the 2015-18 program review and assessment cycles with slight adjustments to that schedule based on programmatic accreditations. Each year has also seen significant progress in improving these processes. The table below summarizes the year-by-year activities, including results for the programs involved and improvements to the program review process itself.

Table 3: Program Review Results and Process Improvements: 2015-18

Program Review: 2015-2018			
Year	**Program**	**Results**	**Process Improvements**
2015-16*	TCPP (CTC Common Standards Review, Round 1)	Accreditation with Stipulations	Integration of programmatic accreditation preparation with institutional review processes
	Institutional	*Note: Associate Provost attends Assessment Leadership Academy*	Revision of Program Review Manual; Creation of Self-Study Template and Supporting Forms
2016-17	BAM	Improvement Plan	Creation of internal MOU template
	MSHS	Program Closure (teach out)	
	BSN (CCNE Self-Study)	10-Year Accreditation	Crosswalk initiated for programmatic self-studies to USU Program Review; USU Data-Flow and Reporting Process Conceptualization; Annual Program Strategic Plan Report piloted.
	MSN (CCNE Self-Study)		
	TCPP (CTC Common Standards Review, Round 2)	Full Accreditation	
2017-18	MAEd	In Progress	Creation of Tableau Workbooks for IR Data; Crosswalks completed; Annual Program Strategic Plan Report revised and implemented (through Fall 2018).
	MBA	In Progress	
2018-19	General Education	Begins Fall 1	

* The 2015-16 academic year had been designated for the MAEd program review; however, due to the state Common Standards Review for the Teacher Credential Preparation Program in the same college, the MAEd program review was moved to 2017-18.

In 2016, the Associate Provost began the Assessment Leadership Academy (ALA), which has been an invaluable experience aiding in the revision of USU's program review and assessment processes. The Associate Provost completely revised the Program Review Manual (PRM) and its processes, including an orientation for program faculty, a self-study template, and additional supporting forms and tools. The new PRM also established a Program Review Committee, with representative faculty serving each year. The revision of the PRM was based primarily on WSCUC's *Resource Guide for 'Good Practices' in Academic Program Review, 2013 Handbook of Accreditation Update* and information gathered during her participation in the ALA. The new

PRM strengthened the Program Review process as a tool for academic strategic planning and decision-making, focusing on Quality and Viability as equally important analyses. It also sharpened its focus on continuous improvement, the major theme of all program review and assessment trainings (**Program Review Manual**).

During 2016-17, program faculty conducted reviews for BAM and MSHS using the new PRM and self-study template, which includes a SWOT analysis as well as a draft Improvement Plan. The BAM program review team completed the process with self-study, internal and external review, final Improvement Plan, and Memorandum of Understanding (MOU) with executive leadership. The MSHS program review resulted in a program closure process after the self-study was completed. The data and analysis were clear, and given available resources, the decision was made to suspend not only the program but the review process itself (thus, no external review or follow-up planning) (**BAM Program Review; MSHS Program Review**).

The 2016-17 academic year also saw major programmatic accreditation work that fundamentally changed how USU would handle these processes in the future. The TCPP had received Accreditation with Stipulations from its Common Standards Review the prior year and resubmitted in late 2016 with follow-up submissions and visit in early 2017. The Provost and Associate Provost worked with the TCPP lead faculty to rebuild assessment and data-decision making processes in the college, ultimately receiving full accreditation before the end of the year. This work, with intensive hands-on guidance from the CTC liaison, led to the reconceptualization of USU's data flow and planning processes. The BSN and MSN programs' combined self-study for CCNE was also being revised and resubmitted, with assistance from the Associate Provost as well as an experienced nurse educator consultant and the Senior Director of Assessment and Accreditation, both provided by AGI. The BSN and MSN ultimately received 10-year accreditation from the CCNE.

Based on these experiences, programmatic accreditation reports must now at minimum be reviewed by the Provost's Office before submission to external reviewers. USU had allowed the substitution of programmatic accreditation for the institutional Program Review. This is now being amended so that the programmatic self-study will be allowed to substitute for the institutional self-study, but with qualifications and supplementary submissions, in particular the strengthening of the assessment of student achievement element according to WSCUC expectations and the inclusion of any under-developed elements, especially those regarding strategic analysis and improvement planning (a crosswalk guide will be available to the team in the exhibit room at the time of the visit). With these modifications, these programs will be integrated into the institutional Program Review Process, culminating in formal Findings and Recommendations Reports (from the Program Review Committee), Improvement Plans, and MOUs with executive leadership.

As mentioned above, the programmatic accreditation experiences of 2017, led to a new conception of USU's data flow and planning process. Central to this flow is student success data, with assessment results as important as the traditional Student Success KPIs (graduation and retention rates). In 2017, the TCPP piloted the Annual Program Report that records all program data and improvement planning. This consolidation will allow programs to better use all of the data for decision-making for the particular year in question. Perhaps even more impactful, though, is that when the formal Program Review year arrives, each program's faculty will have a

collection of past Annual Program Reports to more concretely develop their self-study, from past planning and decisions to the past data itself.

Program Learning Outcomes Assessment

The following table outlines aggregate PLO assessment results and improvements between 2015 and 2018. PLOs aligned to core competencies were evaluated with a series of results that led to specific process improvements.

Table 4: Program Learning Outcomes Assessment Results and Process Improvements: 2015-2018

Program Learning Outcomes Assessment Results and Process Improvements: 2015-2018		
Year	**Core Competency-Aligned PLOs**	**Results**
2015-16	**Written Communication PLOs** *BAM: Accurately and effectively communicate business concepts in written and oral presentations.* *BSHS: Employ effective written and oral communication appropriate for its intended audience.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Write and speak fluently and expressively.* *MAEd: Write and present scholarly essays on policy, programs and issues relating to education and education leadership.* *MBA: Accurately and effectively communicate business concepts in written and oral presentations.* *MSHS: Utilize effective verbal, nonverbal and written communication skills to inform, educate and empower targeted audiences.* *MSN: Apply the process of scientific inquiry to validate and contribute knowledge relevant to improving healthcare outcomes within a dynamic healthcare environment.*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 1 met at earlier point in program but not at later; 1 did not meet Grad: 1 program met benchmark; 1 met at early point in program but not at later; 2 did not meet
	Oral Communication PLOs *BAM: Accurately and effectively communicate business concepts in written and oral presentations.* *BSHS: Employ effective written and oral communication appropriate for its intended audience.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Write and speak fluently and expressively.* *MAEd: Write and present scholarly essays on policy, programs and issues relating to education and education leadership.* *MBA: Accurately and effectively communicate business concepts in written and oral presentations.* *MSHS: Utilize effective verbal, nonverbal and written communication skills to inform, educate and empower targeted audiences.* *MSN: Synthesize concepts and theories from nursing and related disciplines to develop and integrate new approaches for nursing practice of the whole/healthy human being.*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 1 met at earlier point in program but not at later; 1 was not able to measure Grad: 1 of 4 programs met benchmark; 3 did not meet

	Resulting Process Improvements: • Revision of Assessment Process • Creation of Faculty Trainings; • Creation of Annual PLO Report Template; • Use of Annual Assessment Summit and Institutional Report for institutional recommendations and planning	
2016-17	**Diversity PLOs** *BAM: Promote diverse perspectives to optimize performance in a global business environment.* *BSHS: Work effectively and appropriately interact in a variety of cultural contexts.* *BSN: Adapt caring collaborative communication in interacting with patients, families, and the interdisciplinary healthcare team to improve healthcare outcomes* *GE: Demonstrate a comprehension of one's individual identity in relationship to other cultures and lifestyles.* *MAEd: Frame professional practice through the lens of diversity and inequity.* *MBA: Leverage diversity to optimize performance in the global marketplace.* *MSN: Analyze socio-cultural, spiritual, ethical, economic, and political issues to improve healthcare outcomes and decrease healthcare costs.*	**Scoring Results:** Undergrad: 3 of 4 programs met benchmark; 1 not measured (no enrollment) Grad: 1 program met benchmark; 2 did not meet
	Collaboration PLOs *BAM: Work effectively in teams on business projects.* *BSHS: Participate effectively in team problem-solving and decision-making in health sciences.* *BSN: Collaborate with and advocate for consumers and colleagues in the delivery of healthcare services* *GE: Collaborate with others in diverse group settings.* *MAEd: Collaborate in a community of educational practice.* *MBA: Influence group dynamics in pursuit of optimal team decision-making and performance.* *MSN: Demonstrate the ability to effectively engage in collaborative caring intra and inter-disciplinary relationships in the conduct of advanced nursing practice.*	**Scoring Results:** Undergrad: 2 of 4 programs met benchmark; 2 not measured (no enrollment; low enrollment - course availability) Grad: 2 programs met benchmark; 1 did not meet (course availability)
	Resulting Process Improvements: • Revision of PLO Report Template (to include assessment of process) • Revision of 5 of 8 sets of PLOs	
2017-18	**Ethical Reasoning PLOs** *BAM: Analyze the ethical and legal obligations and responsibilities of business* *BSHS: Evaluate ethical issues in healthcare in order to propose effective*	Final Results available in Evidence Room

	resolutions. *BSN: Demonstrate professionalism in accepting accountability and responsibility for personal behavior and ethical practice.* *GE: Apply ethical frameworks in various social and civic contexts.* *MAEd: Analyze ethical issues that arise in education practices and institutions.* *MBA: Solve discipline-specific problems demonstrating mastery of foundational business knowledge* *MSN: Design and implement advocacy strategies that address healthcare policies and issues of social justice and equity in healthcare.*	
	Mastery of the Discipline PLOs *BAM: Solve discipline-specific problems demonstrating mastery of foundational business knowledge* *BSHS: Effectively integrate concepts and practices in health sciences to achieve healthcare outcomes.* *BSN: Assume a leadership and advocacy role in promoting individual and global community health and wellness to improve healthcare outcomes.* *GE: Demonstrate knowledge of basic goals, facts, and approaches of a range of disciplines, including sciences, mathematics, social sciences, and the arts and humanities.* *MAEd: Connect theory and practice to engage 21st-century learners and professionals.* *MBA: Lead organizations using creative and innovative strategies and solutions to achieve business objectives.* *MSN: Demonstrate expertise in a culture of caring and engage in critical dialogue with a vision for nursing practice in a selected environment.*	Final Results available in Evidence Room
	Resulting Process Improvements: • Creation of PLO Assessment Handbook • Revision of ILOs; Revision of 8 of 8 sets of PLOs • Creation of PLO Rubrics	

While participating in the ALA, the Associate Provost initiated a material overhaul of the PLO assessment process at USU. One faculty member from each program now sits on an Assessment Task Force, and are trained in a three-part series, which includes an introduction to Assessment as a continuous-improvement process, learning outcomes and rubric writing, data analysis, and improvement planning. Hands-on training is continuous in the Assessment Task Force meetings across the year as program faculty leads do the assessment work (from planning and preparation to writing the reports and closing the loop with plan progress checks). An adjunct faculty session has also been offered to faculty who are interested in participating in assessment scoring. In addition, an Annual PLO Assessment Results template allows the program lead faculty to clearly communicate the outcomes measured, the benchmarks set, the measurement instrument (usually a rubric), the scoring team and process, as well as the detailed results: data, discussion and analysis, and improvements planned (in 2017, a section for the assessment of the assessment process itself was added). These Reports are used in consideration for college-level planning and budget allocations (**Annual PLO Assessment Report Template**). As certificates are embedded in degree programs, a separate process has not been established.

The 2015-16 cycle was completed with the new Annual PLO Assessment reports, culminating in the annual Institutional Assessment Report delivered at the Second Annual Assessment Summit. To support students in achieving written communication outcomes, tutoring solutions were quickly implemented for all students. Oral communication PLOs needed overarching curriculum support, as is seen in the resulting program improvement plans.

The 2016-17 assessment results yielded actionable data to guide curriculum improvements, which are now being included in the curriculum revision process as described in 3.2 above. Collaboration, in particular, was mainly found in onsite courses with limited student evidence in the completely online courses.

The 2017-18 assessment year is focused on Ethics and Mastery of the Discipline PLOs. The annual reports, programmatic and institutional, will be available to the team in the exhibit room at the time of the visit (**Exhibit Room: 2017-18 Annual Program Assessment Reports**). The 2017-18 assessment year also marks the final year of the original five-year Assessment cycle. In September, the Assessment Task Force reviewed and adjusted benchmarks and created a schedule for the next five-year cycle (**2018-23 PLO Assessment Schedule**).

Note on Institutional vs. Program Assessment

For the 2014-15 through 2016-17 assessment years, student work was evaluated using the institutional-level rubrics (one for each competency); the results were then used for program-level planning within the programs by program faculty. Although the Task Force had planned to address the asymmetry of this process by creating program-level rubrics more directly reflecting the PLOs in 2016-17, the PLOs under review (related to Diversity and Collaboration skills) did not yet lend themselves to such specificity as written. The between-cycle focus instead shifted to revising the Program Learning Outcomes to support more discipline-focused assessment beginning in the next assessment year, 2017-18 (see update above).

Note on Very Small Sample Sizes

Sample sizes have been historically small across all programs, and sample availability, based on courses offered during the assessment year, has also been restricted. As enrollment grows, and curricula are revised based on even these preliminary results, both sample size and availability (due to increased number of courses supporting the learning outcome) are expected improve. This should also result in a corresponding increase in the validity and reliability of the assessment results themselves.

Several of the sample sizes in the annual institutional and program reports are so small as to make the percentage calculations awkward. In some cases, decisions to round up or down (to "meet" or "not meet" the benchmark) were made in programmatic curriculum committees. Note that the sample size is listed with each program, and the conclusions drawn from the results should be weighed accordingly.

New Cycle Planning

In anticipation of the coming inter-cycle planning, the ILOs were revised in early summer 2018 (see Response 3.2 above) to better support scheduled program-wide development efforts in the College of Nursing and Health Sciences and College of Education as well as programmatic

accreditation planning in the College of Business and Management and for the 2018 catalog publication and website updates. For the previous cycle, USU had eight ILOs, representing the five undergraduate core competencies plus ethical reasoning, diversity, teamwork, and mastery of the discipline. Written and oral communication were combined in one ILO (as well as the aligned PLOs), but functionally needed to be assessed twice (once for each competency). There are now nine ILOs, with the two communication outcomes split into separate statements. This division also supports improved mapping and tracking of the competencies in the curriculum. Although the high number of ILOs was a concern, none seemed appropriate for deletions as they all support the overarching visions for the programs. To better support communication and comprehension of the ILOs (and aligned PLOs), the nine were reorganized into three sets of three with accompanying goals: Literacy (Information and Media, Cultural, and Discipline); Communication (Written, Oral, and Collaboration); and Reasoning (Quantitative, Ethical, and Critical Thinking). The ILOs were also revised for clarity and better differentiation of skills (Reasoning skills in particular) (**2018 ILO/PLO Revision Tables**).

Once this step was complete, the BSN and MSN PLOs were revised to align with the ILOs, which will better support their PLO assessment process. The TCPP had not used PLOs to this point as it was not part of program review or assessment processes as a non-degree program. PLOs were created by the College of Education core faculty in alignment with the ILOs for the beginning of its course review and migration to D2L, and now will now participate in regular PLO assessment going forward. The four other programs' PLOs (BAM, MBA, BSHS, and GE) were also revised into nine, with some minor adjustments.

As mentioned in Response 3.2 above, the newest tool in support of the Assessment Process at USU is the PLO Assessment table in the Course Guide. This table includes direct links to the institutional Curriculum and Assessment Handbooks and the relevant program's curriculum map, assessment rubrics, and assessment results for previous assessment cycles. Using this table, faculty identify the course assignments particularly suited to PLO blind-scoring assessment. This section aligns closely to the annual PLO assessment plan templates, including identification of the measurement tool or rubric and the assigned benchmark.

USU's Curriculum and Assessment Handbooks have also been completed, formalizing much of the information and many of the processes already in use by the faculty in the Assessment Task Force and in curriculum committees (**Exhibit Room: Curriculum Development Handbook; PLO Assessment Handbook**). These handbooks are linked to the Course Guides, not only guiding current faculty in their curriculum and assessment work but also more formally orienting new faculty to these processes as they join the University, a needed structural improvement as program enrollments grow.

Finally, the Associate Provost and the Director of Institutional Research are working together to more effectively present assessment results and planning, both for the assessment process itself (moving past activity out of the annual PLO Assessment Reports back into the committees) and, in more summary form, for the Program Annual Reports that summarize all yearly data and decision-making.

3.4 (2015 Recommendation 4): Gather, analyze, interpret, and disseminate retention and graduation data across all programs and degree levels, using standard reporting methods. Use the results of the analyses to make changes in policies and practices to improve graduation rates. (CFRs 1.2, 2.10)

Primary Evidence:
- **2018 Spring II Student Success KPI Report ([Exhibit Link](#))**
- **2018 Summer I Student Success KPI Report ([Exhibit Link](#))**
- **2017 Annual Institutional Report ([Exhibit Link](#))**
- **2018 Population Rollover Report ([Exhibit Link](#))**

In order to improve graduation rates through data-based decision-making, USU recognized the need to rebuild its infrastructure for data reporting, dissemination, and planning. This restructuring occurred in two distinct ways: in reporting methods and tools; and in restructuring institutional practices to allow for fuller dissemination, analysis, and planning.

Institutional Reorganization to Support Data Analysis

The restructuring of institutional practices has had the greatest impact on data analysis at USU. The first phase of sharing and analysis of institutional data to drive decision-making began with the higher levels of the institution (BOT, executive leadership, and deans). The second phase, involving systematic use of the data to drive improvements at the program and departmental levels, was addressed by the initiation of curriculum committees in the colleges to review a range of data and feedback, including each program's Student Success data. The data reviewed, the discussion of the data, and any resulting decisions are recorded in committee minutes. With these changes, responsiveness to Student Success data became more immediate and contextual analysis became more grounded in the student and faculty experience.

Student Success KPI Report and Annual Report

In the summer of 2015, USU hired a full-time Assistant Provost for Institutional Research (APIR) to continue the standardization of the University's reporting methods. The APIR refined the quarterly Student Success Key Performance Indicator Report that presented persistence, retention, and graduation rates to the Board of Trustees, Executive Leadership, and the Deans for analysis (until 2017, after which it was also shared with faculty and student services). The current Director of Institutional Research (DIR) has continued producing this report (**2018 Spring II Student Success KPI Report; 2018 Summer I Student Success KPI Report**).

Following is a sample of the enrollment data in the 2018 Summer I report:

Table 5: 2018 Summer I Enrollment, Persistence Rate, and Retention Rate Information

2018 Summer I Enrollment, Persistence Rate, and Retention Rate Information

The following enrollment figures are for degree, certificate, and teaching credential programs. Non-matriculating students are not included in the tables.

Session Dates (in descending chronological order):
2018 Summer I: 5/7/2018 – 7/29/2018
2018 Spring II: 3/5/2018 – 4/29/2018
2017 Summer I: 5/8/2017 – 7/30/2017

Enrollment Information

Table 1: 2018 Summer I Enrollment by Level, Program, and Student Type (Domestic vs. International)

Degree Level	Program	Domestic		International		Total	Total Percent
		Count	Percent	Count	Percent		
Undergraduate	BA Management	10	2%	0	0%	10	2%
	BS Health Sciences	8	2%	0	0%	8	2%
	RN to BSN	24	5%	0	0%	24	5%
Undergraduate Total		42	9%	0	0%	42	9%
Graduate/Post-Baccalaureate	MA Education	22	5%	0	0%	22	5%
	MBA	11	2%	34	7%	47	9%
	MS Health Sciences	0	0%	0	0%	0	0%
	MS Nursing	361	75%	0	0%	361	75%
	Teacher Credential	10	2%	0	0%	10	2%
	CERT/COE	1	0%	0	0%	1	0%
Graduate Total		405	84%	34	7%	439	91%
Grand Total		447	93%	34	7%	481	

Following is the persistence rate table from the 2018 Spring I report:

Table 6: 2018 Spring I to 2018 Spring II Persistence Rate

Persistence Rate

Table 2: Persistence Rate (2018 Spring I to 2018 Spring II). Graduates are excluded.

Degree Level	Program	Persisted		Non-Persisted		Total
		Count	Percent	Count	Percent	
Undergraduate	BA Management	9	75%	3	25%	12
	BS Health Sciences	9	82%	2	18%	11
	RN to BSN	14	88%	2	12%	16
Undergraduate Total		32	82%	7	18%	39
Graduate/Post-Baccalaureate	MA Education	14	93%	1	7%	15
	MBA	35	92%	3	8%	38
	MS Health Sciences	1	100%	0	0%	1
	MS Nursing	225	93%	16	7%	241
	Teacher Credential	10	100%	0	0%	10
	CERT/College of Education	1	100%	0	0%	1
Graduate Total		286	93%	20	7%	306
Grand Total		318	92%	27	8%	345

The former APIR also created the Annual Institutional Report, a single report displaying the annual disaggregated institutional and programmatic data, such as enrollment data, demographic

data, persistence, retention, and graduation by program, all broken down by gender, ethnicity, and undergraduate student type. Her successor has continued producing this report as well. The data tables in the Annual Institutional Report present rolling 5-year information. Following are samples from the latest report, dated April 2018 (**2017 Annual Institutional Report**):

Table 7: Enrollment Headcount by Level and Program (2013 Fall I to 2017 Fall I)

Table 1: Enrollment Headcount by Level and Program

Level	Program	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	2017 Fall I
Undergrad	Accelerated BS Nursing	16	33			
	BA General Studies/Liberal Studies	3				
	BA Management	31	70	34	16	23
	BA Spanish	1				
	BS Health Sciences	72	95	54	35	23
	BS Nursing - RN to BSN	15	21	8	2	15
	BS Science	1				
	ELM - BS Nursing Completion		4	2		
Undergrad Total		**139**	**223**	**98**	**53**	**61**
Graduate	MA Education	11	13	10	6	28
	MBA	10	10	138	101	58
	MS Health Sciences	13	13	28	14	3
	MS Nursing	13	23	2		13
	MSN Nursing-FNP	49	51	58	57	179
Graduate Total		**96**	**110**	**236**	**178**	**280**
TC	Teacher Credentialing	20	18	12	16	16
TC Total		**20**	**18**	**12**	**16**	**16**
Total		*255*	*351*	*346*	*247*	*357*

Table 8: Session to Session Persistence Rate (2017 Summer II to 2017 Fall I)

Table 13: Session to Session Persistence Rate (2017 Summer II to 2017 Fall I) by Program

Note: Students that have graduated at the end of summer II are excluded in the calculation.

		Persistence Rate (2017 Summer II to 2017 Fall I)			
		Yes		No	
Level	Program	Count	Pct.	Count	Pct.
Undergrad	BA Management	22	73%	8	27%
	BS Health Sciences	21	81%	5	19%
	BS Nursing - RN to BSN	8	100%		0%
Undergrad Total		**51**	**80%**	**13**	**20%**
Graduate & TC	MA Education	20	91%	2	9%
	MBA	44	77%	13	23%
	MS Health Sciences	3	60%	2	40%
	MSN Nursing	1	100%		0%
	MSN Nursing-FNP	62	91%	8	9%
	Teacher Credentialing	16	89%	2	11%
Graduate & TC Total		**146**	**78%**	**40**	**22%**
Total		*197*	*79%*	*53*	*21%*

Table 9: Year-Over-Year Retention Rate (2016 Fall I to 2017 Fall I)

Table 33: Year-Over-Year Retention Rate (2016 Fall I to 2017 Fall I) by Program

Note: Students that have graduated between the specified sessions are excluded in the calculation.

| | | Retention Rate (Fall I 2016 to 2017 Fall I) | | | |
| | | Yes | | No | |
Level	Program	Count	Pct.	Count	Pct.
Undergrad	BA Management	7	37%	12	63%
	BS Health Sciences	17	53%	15	47%
	BS Nursing - RN to BSN		0%	1	100%
Undergrad Total		**24**	**46%**	**28**	**54%**
Graduate & TC	MA Education	1	33%	2	67%
	MBA	15	23%	49	77%
	MS Health Sciences	3	25%	9	75%
	MSN Nursing-FNP	31	61%	20	39%
	Teacher Credentialing	13	68%	6	32%
Graduate & TC Total		**63**	**42%**	**86**	**58%**
Total		*87*	*43%*	*114*	*57%*

Table 10: Time-to-Degree

Table 53: Time-to-Degree

The following table is only for students that have graduated from the degree program for the defined year period. The defined year period is from July 1 to June 30 to align with external reporting. E.g., 2015-2016 covers July 1, 2015 to June 30, 2016. Time to degree is the elapsed time from the student's expected start date and graduated date.

| Program | Values | July 1 - June 30 | | | |
		2013-2014	2014-2015	2015-2016	2016-2017
Bachelor of Arts in Management	Count	3	5	7	1
	Average Time to Degree (Months)	9	21	29	26
Bachelor of Science in Health Sciences	Count	11	25	12	10
	Average Time to Degree (Months)	15	26	24	31
Master of Arts in Education	Count	3	10	4	5
	Average Time to Degree (Months)	15	16	20	25
Master of Business Administration	Count	6	6	17	69
	Average Time to Degree (Months)	16	13	16	17
Master of Science in Health Sciences	Count	1	5	14	12
	Average Time to Degree (Months)	22	15	19	19
Master of Science in Nursing	Count	4	18	5	18
	Average Time to Degree (Months)	14	19	27	23
Master of Science in Nursing - FNP	Count	10	23	27	18
	Average Time to Degree (Months)	25	24	24	23
Teacher Credentialing Program	Count	4	5	4	2
	Average Time to Degree (Months)	13	17	20	26

Table 11: 3-Year Official Cohort Default Rate

Table 54: 3-year Official Cohort Default Rate

A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

		FY2014	FY2013	FY2012	FY2011
United State University	Default rate	9.6	3.5	3.9	3.9
	No. in default	14	6	6	2
	No. in repayment	145	169	151	51
Proprietary – 4 years +	Default rate	15.5	14.0	14.7	18.6
	No. in default	121,103	126,664	139,341	171,999
	No. in repayment	829,467	901,753	943,836	922,954
National	Default rate	11.5	11.3	11.8	13.7

CDR database: http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

Using the Data for Strategic Decision-Making

Using the Student Success KPI (SSKPI) reports and the Annual Institutional Reports, leadership has made strategic decisions based upon enrollment and persistence data. Enrollment data confirmed that USU's student population consisted primarily of adult learners who were returning to college; persistence (and retention and graduation) data revealed that the institution needed to implement new strategies to improve persistence. First, faculty and instructional designers were brought together to devise strong, yet career-focused curricula with practical application. End-of-Course survey data revealed that students believed the resulting courses to be meaningful and valuable, but persistence rates remained below our expectations. During this time, the GE and initial program course sequencing was revised, with Math and English courses revised as well as these were identified as "at-risk-for attrition" courses. Again, student feedback, particularly on the initial English course, was good, but no overall persistence rate improvement was seen. The results indicated that the primary retention weakness was less likely to be an academic one, so enhancement to student support services have been implemented. With the AGI change of ownership, USU has the support and resources to address persistence and retention more directly through a complete revision of the student advising system. The New Student Advising Model, created to increase persistence in the first session when a student enrolls in a University program, was launched Spring 2018. This initiative has proven to be successful thus far with persistence rates improving each session since March, and with recent SSKPI data indicating that persistence rates have improved across all the programs (Exhibit: 2018 Summer I Enrollment, Persistence Rate, and Retention Rate Information). However, full value of the new role will not be understood for a year, at which time the DIR will undertake a more intensive analysis and present his findings through predictive analytics.

While there are graduates each session across USU programs, the first set of significant data expected to reveal information from the institutional change is from those cohorts that will complete their programs in summer 2019 and beyond. Cohorts graduating prior to 2019 are legacy students that were in programs prior to the change of ownership to AGI. We believe, however, that persistence rates are good indicators of student success and the recent rates are stabilizing from session to session, with the advising model being but two sessions into

implementation. Regardless, constant attention and institutional priorities toward improving graduation rates will be the lens through which decisions will be made to benefit USU students.

Population Rollover Report

In October 2017, the newly-hired registrar instituted a session-to-session Population Rollover Report. This report detailed starting populations, new enrollments, re-entries, transfers in and out, withdrawals, graduates/completers, and ending populations, by program and aggregated to the institution, with respective attrition calculations. Using this tool, the CFO has been able to make adjustments to revenue projections and other budget-related analyses (for more details on the finance-related use of this tool, see Response 3.9 below). Student services has also used this tool to identify fluctuations in student enrollment patterns and to target advising activity when spotting population anomalies. For example, the July 2018 data indicated a program-wide attrition rate of 9% (1% - 7% has been more usual). The Provost organized a special meeting of the Student Success Council, with the CFO, the Registrar, the Director of Academic Advising, and AGI's VP of Student Experience, to analyze and address that data point. As a result, student advising will audit the active students from January to August and contact students who have not registered. Inclusion of the Population Rollover Report in college curriculum committee data analysis began in the late summer 2018 meetings (**Sample Population Rollover Report**).

3.5 (2015 Recommendation 5): Continue to Focus on Student Success: Continue to enhance the quality and currency of technology and expand student support services and faculty and staff training to improve online learning experiences.

Primary Evidence:
- **Technology Update (Exhibit Link)**
- **Technology Project Status Update (Exhibit Link)**
- **Song-Brown Final Report (Appendix C)**

USU remains committed to strengthening student success and faculty support through better technologies to support learning, robust advising, smoother student administration, improved faculty communication and training, and improved resources. AGI ownership has been instrumental in the evolving technology available to USU (**Technology Update; Technology Project Status Update**). Enhancements in the quality and currency of technology at USU have led to improved experiences for students, faculty, and staff.

Quality and Currency of Technology: The Student Information System

The central piece of the new technology approach is AGI's proprietary Student Information System (SIS), known to the staff as "Blue" and to the students as their Student Portal. The student portal is designed from a student point of view with ease of use to facilitate the maximum experience for students studying in online degree programs. Students have the ability to register for their own courses and access their own schedules and degree plans with a simple and clean user interface. Each term, students log in to the student portal to select their course and start date. The student portal also allows students to update any personal information, such as contact information, mailing address, and billing information. In addition, students can also access forms and payment information through the student portal as well as monitor Monthly

Payment Plan information for students who have opted for this payment option. The student portal homepage displays the student's Recommended Academic Calendar, which lists the student's remaining courses in the program. Each course in the degree program is shown with an overview and the required textbook information so that students can plan ahead with their instructional materials. Finally, the student portal provides contact information for the Office of Academic Advising if students have any questions or need any further assistance. Through the student portal students have easy access to their student adviser for questions and assistance.

Figure 1: Student Portal Homepage

Figure 2: Student Portal Course Registration Page

Academic Advising uses the SIS to assist students with their schedules by showing students how to access their program of study, see their courses, and plan their schedules as well as to look up

associated course textbooks. Academic Advising also keeps notes and records of all student contact and history in the SIS for proper record keeping. Calls are recorded for quality assurance and training purposes so that advisers can be trained and supported in their attempts to assist students. Attempts to contact students are also kept as records in the SIS.

As the official record keeper of USU, the Registrar uses the interactive SIS to assign credits, schedule courses, maintain grades, and other record keeping functions. Student notes, history, electronic documents, and other important records are kept in the SIS.

Financial Aid advisers use the SIS to maintain important financial aid documents and records. FA advisers maintain notes and history as well as loan documents, monthly payment plan information, installment plan information, and Student Accounts tracks and maintains student ledgers of financial transactions and records.

Quality and Currency of Technology: Learning Support Technologies

USU has moved from Blackboard as its Learning Management System to D2L Brightspace (D2L), a mobile-friendly learning experience for students. This move, which came with its integration to AGI's proprietary SIS, has enabled USU to utilize data analytics to support student success and track participation and attendance, and other indicators of success. Blackboard, while robust, was costly to implement and maintain, and some of the critical components, such as attendance tracking, were cost prohibitive. Attendance tracking was performed manually by faculty prior to D2L, which resulted in poor outcomes for tracking student success and attendance, and was a significant pain point for both teaching faculty and administration alike. The migration to D2L has also proved to be the pivot point for reviewing the curriculum across all programs and make improvements and updates to keep pace with industry standards and efficacious course delivery. The AGI Tech team (a shared service) has supported USU's system migration as well as trained our local system administrator. Staff and administration may seek technical support assistance and training by contacting tech@usuniversity.edu, while students and faculty are supported with the helpdesk@usuniversity.edu email account.

The University has also transitioned to using Google docs and Google apps as part of the technology suite of software applications and offerings for students (the Google suite of applications is free to students). Included are the university email studentname123@usuniversity.edu, Google docs, Google sheets, Google slides, student YouTube accounts, and a host of other free Google apps. This helps ensure that students have the basic tools they need to be successful. Should students need or prefer additional computing power, each course in the LMS has a link to the institutional Office 365 account, where students may access for free the Microsoft Office cloud-based applications such as Word, Excel, etc., using their @usuniversity.edu accounts. Google apps is a major tool in the institution's plans for maintaining its curriculum and documentation as it scales enrollment upward.

For its largest program, the MSN-FNP, USU has moved from paper-based clinical case studies and records to an interactive digital case study and electronic medical record to provide students with the most current technological clinical practice environment. In the age of electronic medical records our students were frustrated with the lack of integration of electronic medical records in simulation labs. The University has partnered with EHR Go to place its students in medical records format instead of Word documents or paper to learn how to navigate an

electronic medical record in simulation labs. The migration is propelling our students into the future of health care as this is invaluable practice for real life work.

Shadowhealth and Aquifier case studies are now integrated into weekly course content in the LMS which provides a virtual hands-on clinical experience before and after the student enters the clinical environment. Those students who were concerned that they were not prepared for clinical preceptorship are now able to practice patient encounters of common disease before they reach the exam room.

The College of Nursing and Health Sciences was successful in securing initial ($115,000 in 2016) and secondary (~$114,000 in 2017) Song-Brown grants which were used to purchase telehealth technology and software. Song-Brown is a CA healthcare workforce training grant from the Office of Statewide Health Planning and Development (OSHPD). Telehealth technology is taught as a delivery system to all MSN-FNP students. This state-of-the-art equipment demonstrates a variety of ways to deliver health care at a distance. The initial grant permitted the use of the technology to be embedded in the curriculum. There are plans in 2018-19 to use part of the secondary grant funding to pilot telehealth as an academic evaluation tool which will allow clinical students at a distance to experience a virtual visit from a faculty member. The goal is to increase communication and evaluation between faculty, students, and preceptors (**Appendix C: Song-Brown Final Report**).

Quality and Currency of Technology: Project Concert©

Project Concert© is an online, secured data management system used by the College of Nursing. It the final templates of all documents such as handbooks, forms, and education plans. It allows students to log all their clinical hours and patient cases, and to pull summary reports of their progress (reports can be run per clinical course or program progress).

In courses where clinical hours are required of students, these experiences can be evaluated by clinical faculty in Project Concert©. They do this by approving and commenting as needed on every students' clinical encounter. The system allows students and faculty to complete their course evaluations securely. Project Concert© allows students to keep their university documents in one location. Individual student's forms, education plan, and contact information are stored in their Information Tab. The system allows students to access all program related clinical forms, handbooks, and student forms.

Project Concert[©] allows core and adjunct faculty to keep their university documents in one location. Faculty are able to store their licenses (reminders are emailed when expiration approaches), running list of all courses taught, committee and council activities, scholarly activities, demographic information, and document storage to name a few. Finally, the system allows staff to pull regular reports in various formats. In response to growing enrollment, USU recently upgraded its functionality with Project Concert[©] to the Clinical Tracker for the Office of Field Experience, which allows the office to automate the clinical placement process. This functionality is currently scheduled to be piloted in early 2019.

Since mid-2017, student support services at USU have been completely reconceptualized and rebuilt, with the goal of designing student-centered support services that can scale for the expected growth of the University.

Quality and Currency of Technology: Customer Relations Management (CRM)

To support student success, the quality of the student experience has been enhanced through the development of proprietary technology platforms. Early in 2018, AGI launched a proprietary CRM system for USU which promises to be one of the most advanced CRM systems in the higher education sector. The first phase of the system is currently being used by USU's Enrollment Department. It is built with an algorithm that recommends to Enrollment Advisors (EA), in priority order, what follow-up calls should be made in a given day to complete the enrollment process for prospective students in that given EA's database. This recommendation engine automatically updates in real-time after each follow-up/action is conducted by an EA.

Phase two of AGI's proprietary CRM system is designed to achieve materially higher persistence rates among its student body, and is targeted to be launched at USU by the end of our current fiscal year (April 30, 2019). We believe the biggest persistence challenge among the growing population of fully-online students is the lack of timely student support. Specifically, students struggle in many different ways during their academic career (academic, financial, personal, time management, to name a few) and institutions lack the ability to obtain timely information on how students are performing and the struggles they are experiencing, and provide timely student support to overcome these issues. Phase two of AGI's proprietary CRM system will integrate with both its proprietary SIS system (Blue) and D2L Brightspace (providing for real-time data sharing from both systems). The CRM system is specifically programmed to alert an Academic Advisor when an at-risk event occurs so the advisor can contact the student to discuss ways to mitigate or solve the issue.

Quality and Currency of Technology: Five-9 Telephony System

Telephony systems are VOIP based and used to facilitate quality student service interactions. The University focuses on providing the highest quality support for students throughout all phases of enrollment; from the time a new potential student makes their first inquiry through their experience as an alumnus. In addition to new hire training, departmental specific trainings, ongoing developmental trainings and monthly subject specific trainings the University also focuses on providing ongoing trainings through the function of call listening and coaching for all student facing employees. Additionally, data from student phone calls is used to drive ongoing and developmental trainings.

All student facing employees' calls are recorded and monitored for quality control and training purposes. Each employee has multiple calls reviewed weekly. Monthly, each employee is sent a copy of one of their calls for self-review. The purpose of this self-review is that employees hear themselves on the phone working with students and have the opportunity to answer three questions. 1. *What is something I did well on the call?* 2. *What is something I could have improved on the call?* 3. *What is one additional question could I have asked to better serve the student?* Each employee is expected to respond to the self-review within 24 hours. This triggers the trainer to respond to the employee with answers to the same three questions, completing the loop.

Quality and Currency of Technology: EvaluationKit

To provide better access to survey information and to provide a better survey experience for students and faculty, the University implemented a new survey deployment and analysis system called EvaluationKit (eKit). This new system allows for an easier survey experience for users, as well as easier and more regular access to surveys such as Student End of Course Surveys directly from the D2L Brightspace classroom. eKit provides automatic analysis at the university, school, and program levels.

Student Support Services: Enrollment

Since the partnership with AGI began, a new Enrollment Department has been built on the goals of technological and process efficiency, and high-touch support as the first or close second point of contact for every potential student. After a potential student requests information from USU via the online CRM system, an EA reaches out to start an in-depth interview/conversation that covers from the start of the admissions process through graduation. The goal is to ensure USU can meet the needs of each student: correct degree program, program modality, schedule, cost, and support expectations of the potential student. This conversation is recorded for quality assurance and training programs for staff and retained by managers. The EA reviews the admissions requirements, available payment options, their support system, and their level of commitment towards graduation, all the while building a relationship with the student. When everything is deemed a good fit by both, the EA assists them through the electronic admissions process using technology to expediently assist students. The EAs partner with the Registrar, Financial Aid, Student Accounts, Academics, Academic Advising, and Information Technology Departments to ensure a seamless, smooth admission into their degree program.

Student Support Services: Academic Advising

The model for student advising is based on Growth Mindset (Dweck, 1988) theorizing social cognition models for achievement combined with a high touch, supportive student experience. With the support of the AGI Vice President of Student Experience, the advising team is grouped with enrollment and financial aid advisers to facilitate a smooth student experience throughout the student life cycle.

Once a student enrolls at USU, the relationship shifts from the EA to the New Student Advisor (NSA). The NSAs work with students from the time they are registered for their first course through the time they successfully complete their first course and register for their second. The purpose of the NSA role is to provide each new student a "transition specialist" to help them with their personal transition back into school. NSAs are high level academic advisors who are very supportive, motivational and great at teaching; who specialize in teaching students how to be successful. Prior to the new student's first day of class, NSAs perform a 1:1 new student orientation in order to ensure new students are comfortable with the learning system, understand how to access university personnel, teach students how to use the technology (including classroom and resources), how to properly format their work, and how to fit school into their already busy lives. NSAs check on students' personal and course goals, check in on technology issues, discuss academic expectations, all while keeping graduation as the foremost goal in an effort to support and retain students.

Once a new student has successfully completed their first course and registered for the second, the NSA conducts a "warm transfer" over the phone to the student's traditional Academic Adviser, who will remain with them throughout their degree program. The Growth Mindset is firmly rooted in academic advising and advisers will reach out to students throughout the remainder of their program based on alerts provided by the CRM system to resolve or give guidance on academic, technological, and personal issues to help students persist in their programs.

Figure 3: Academic Advising Timeline
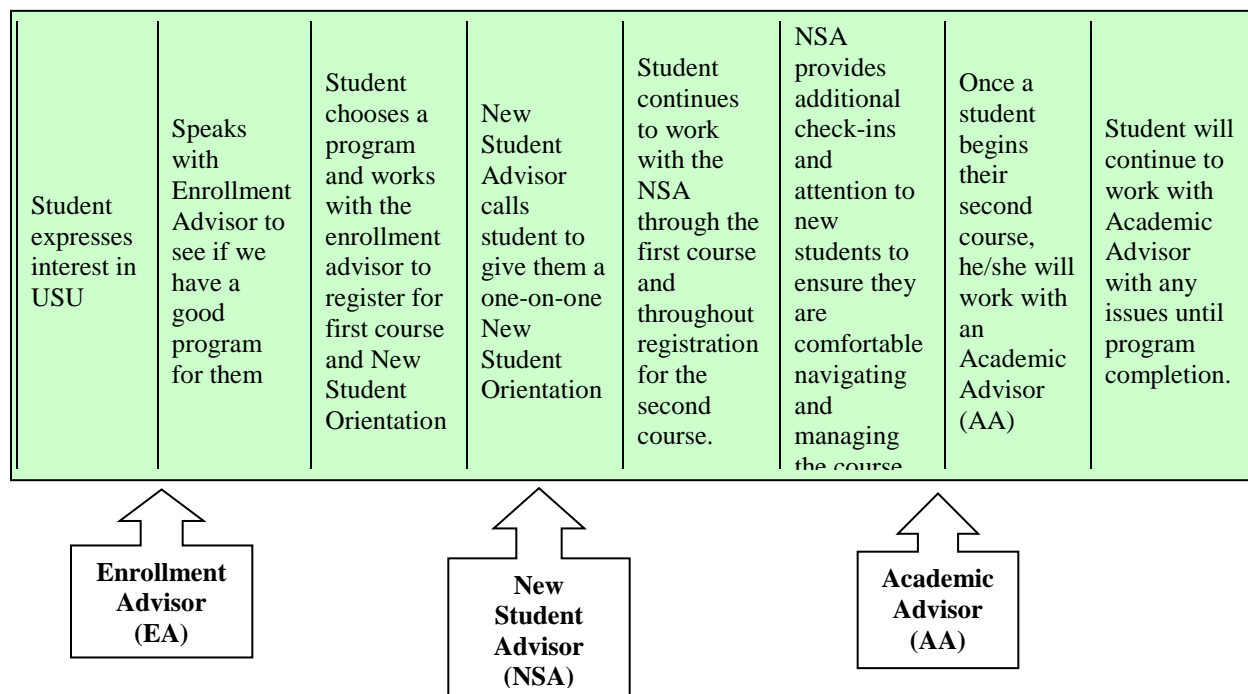
Student Support Services: Registrar's Office

The Office of the Registrar has also been reorganized and modernized since the hiring of the new registrar in October 2017. Continuing the process above, the Registrar is notified by Enrollment via notification in the SIS when a student has completed all steps in the application process. The Registrar then accepts the student electronically and an automated letter of acceptance is generated and sent to the student. The registrar can electronically evaluate transcripts using the TES Evaluation System, an online, web-based database to accept transfer credits and maintain a database of frequently transferred credits and courses from other institutions. Enrollment Advisers also have access to view this database when counseling potential students so students may see credits that have been previously accepted by USU during enrollment.

Student Support Services: Tutoring Services - Brainfuse

With support from Academic Advising, the University supplies students with online tutorial and writing support using Brainfuse, a free service to students who need academic tutorial support with various content and/or writing. Brainfuse is a 24/7 online tutoring service that is embedded in courses that students may access at their convenience and is a feature that the NSAs now teach students to access in their courses for support. By clicking on a link in the LMS, students can access a live tutor for assistance with writing, math, or science. They may also submit a written assignment for more detailed feedback.

Student Support Services: Library Services

Library services are also available through the LMS, both through a dedicated link at the top of each course page and through the Library Corner, a "course" shell containing research

information and support access maintained by the USU Librarian, who is now supported by a team of librarians shared with our sister institution at Aspen University. In addition to a wealth of training materials, Library Services include access to peer-reviewed databases such as EBSCOhost and ProQuest, as well as course- and program-specific Research Guides that take the students through the research process step-by-step. It consists of over 34 databases for students to utilize. For example, the 13 library databases relevant to the nursing programs (as USU's largest) are comprised of a health and medicine collection with 11,724 Full Text Journals + 8,456 e-books, including access to the CINAHL Complete database which is the leading research tool for nursing and allied health professionals. Additionally, virtual Librarians are available 13/7 to assist with database navigation and research inquiries. Following are a snapshot of the library homepage directly from the Library tab within a course and information about the Academic Search Premier database as one of the many available.

Figure 4: Library FAQ Page from Within a Course
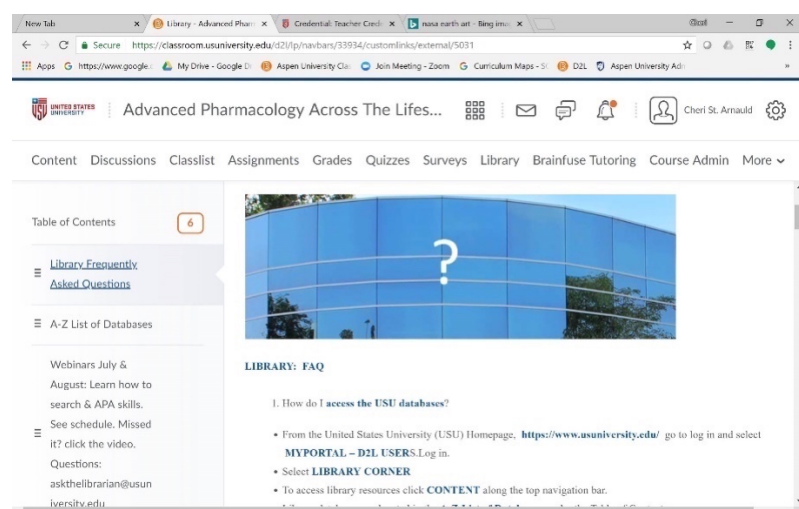
Figure 5: Library Information Page on Academic Search Premier Database
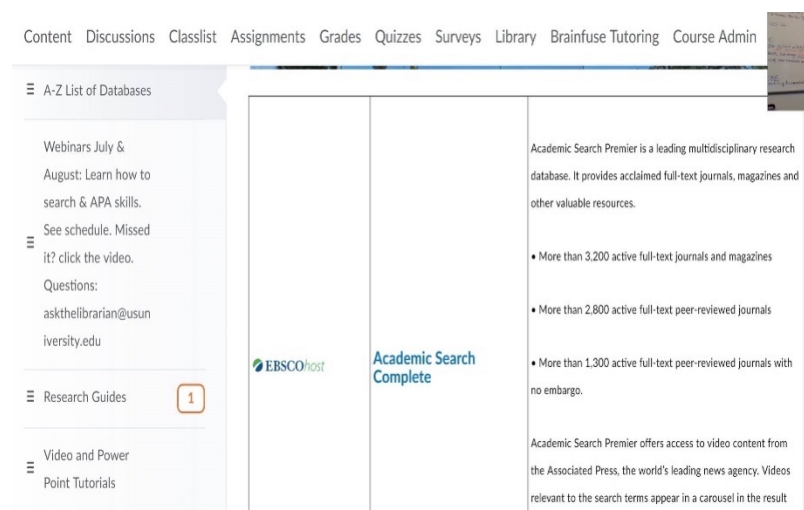
Faculty On-boarding, Training, and Support

Faculty support has also been improved with both infrastructure as well as training. In 2018, the position of Academic Services Coordinator was created as enrollments began to grow to assist and support faculty members from hiring and onboarding to training and continuous support throughout their time teaching at USU.

Once the hiring process is complete, faculty are enrolled into a newly revised orientation course in D2L designed to ensure interaction within the course, including best teaching practices and expectations, as well as the university policies and procedures. Detailed training on the learning management system is provided within this self-paced course as well. To assign courses to faculty, the Academic Services Coordinator surveys the college approved pool to determine adjunct availability via a Google survey form. Faculty are automatically added to their course via the SIS once a course is assigned to them by the Academic Services Coordinator one week prior to the start date.

To support faculty teaching in active courses, the Director of Academic Support (an AGI shared service) monitors faculty in D2L and communicates reminders for discussion engagement, timely grading reminders, and answers questions on pedagogical practices. He is instrumental in assisting faculty with improving teaching practices and coaching them with online practices. From week to week, faculty performance is tracked and consistency in practice is emphasized. When this performance monitoring and coaching began, over half the faculty were targeted for intervention. As of the writing of this report, there are only "one-off" incidences of faculty needing performance reminders and there are no faculty who are seen as systematically underperforming.

The second phase of faculty development and training is enrollment into the new Web 2.0 course, which was recently launched in September 2018. The Web 2.0 course provides training on various web-based tools to promote faculty to student engagement in the classroom as well as to create a more dynamic interaction for students with the faculty, peers, and curriculum material. Faculty are encouraged to implement the various technologies provided to personalize the online learning experience for students. The Academic Services Coordinator also provides one-on-one virtual or in-person training and support for using and navigating D2L, and on any of the tools introduced in the Web 2.0 course.

Frequent communication with faculty is facilitated by the Academic Services Coordinator. In addition to email communication, a Faculty Newsletter also provides information on University-wide changes, acknowledgements and introductions to new faculty members, and insight on the inner-workings of the Academic departments within the University. Textbook information and additional resources for any course are provided by the Academic Services Coordinator to ensure faculty are given the necessary resources to instruct their assigned course(s). These resources, originally sent to faculty via University email accounts, are also easily accessed through the faculty orientation course, which remains open to all USU faculty in case they wish to review any of the content at a later date.

Staff Training and Support

Staff at USU are highly valued partners in our students' success. Staff are given access to various technologies to assist them with their work. Staff collaborate using Google docs, Google sheets, Google Hangouts, and the SIS (Blue). Staff are frequently trained in new technologies and supported throughout the roll-out phase. The new CRM system was launched in Spring 2018 and trainings were held in each department that uses the system prior to implementation. Analytics are kept by AGI's Tech group to target needed interventions and trends in usage patterns and troubleshooting. Staff are well supported by two support services: helpdesk@usuniversity.edu and tech@usuniversity.edu. Helpdesk@ assists students and faculty with issues in courses and tech@ assists with SIS, desktop support, hardware/software issues, local support, 5-9 Telephony services, and other internal non-student facing technical support issues. The responsiveness from both Helpdesk@ and tech@ is within 24 hours, high touch and high quality.

Student and Faculty Support Evaluation

USU feels confident in the effectiveness of these support systems to improve student experience and outcomes. As they mature, data will be collected to evaluate their contributions to the overall student experience.

3.6 (2015 Recommendation 6): Continue to build a robust institutional research capacity and ensure its smooth integration into the organizational structure to insure data-driven decision-making. (CFRs 4.1, 4.2)

Primary Evidence
- **2018 Summer I Student Success KPI Report ([Exhibit Link](#))**
- **2017 Annual Institutional Report ([Exhibit Link](#))**
- **Spring 2019 Student Satisfaction Survey questions (Exhibit Room)**
- **Service Level Agreement Assessment Tool (Exhibit Room)**
- **2017-2018 PLO Assessment Results Tableau Workbook (Exhibit Room)**
- **TCPP Fall 2017 Annual Program Report (Exhibit Room)**

USU has made considerable progress in building its institutional research capacity and ensuring its smooth integration into organizational structure. Institutional Research is integrated at four levels vital to data-driven decision-making within the University community.

Table 12: Integration of Data Reporting & Decision-Making by Institutional Level

Integration of Data Reporting & Decision-Making by Institutional Level			
Strategic (BOT)	**Administrative (Executives, Directors)**	**Academic (Provost, Associate Provost, Deans, Faculty)**	**Student-Services**
Strategic Plan KPIs	Strategic Plan KPIs		
Student Success KPIs	Student Success KPIs	Student Success KPIs	

Annual Institutional Report	Annual Institutional Report	Annual Institutional Report	
	Population Rollover	Population Rollover	Population Rollover
Annual Institutional PLO Assessment	Annual Institutional PLO Assessment	Annual Institutional PLO Assessment Report	
		Annual Program PLO Assessment Reports	
Student Satisfaction Survey Data	Student Satisfaction Survey Data	Student Satisfaction Survey Data	Student Satisfaction Survey Data
Alumni Survey Data	Alumni Survey Data	Alumni Survey Data	Alumni Survey Data
		End-of-Course Survey Data	
		Programmatic Survey Data (exit, clinical, master teacher, etc.)	
	Program Review Data	Program Review Data	
			Brainfuse Tutoring Data
		SIS Registration Data	SIS Registration Data
		LMS Faculty Engagement Data	
	SIS Monthly Payment Plan & Financial Aid Data		

The Strategic Plan Key Performance Indicator (SPKPI), Student Success Key Performance Indicator (SSKPI), and Annual Institutional Reports enable high-level tracking over time. At the strategic level, the SPKPI dashboard has been used to monitor progress as to the directions and priorities embedded within the *Strategic Plan* since early 2016. This dashboard will be revised and maintained as the new Strategic Plan is developed this year.

At the administrative level, enrollment-related data reports enable USU to maintain a clear focus on the ongoing enrollment and financial challenges. Quarterly SSKPI reports present snapshots of persistence, attrition, and retention data. Following is an example of the persistence snapshot from the most recent 2018 Summer I SSKPI (**2018 Summer I Student Success KPI Report**):

Table 13: Session to Session Persistence Rate (2018 Spring II to 2018 Summer I)

Persistence Rate

Table 2: Persistence Rate (2018 Spring II to 2018 Summer I). Graduates are excluded.

Degree Level	Program	Persisted Count	Persisted Percent	Non-Persisted Count	Non-Persisted Percent	Total
Undergraduate	BA Management	10	77%	3	23%	13
	BS Health Sciences	7	70%	3	30%	10
	RN to BSN	18	90%	2	10%	20
Undergraduate Total		35	81%	8	19%	43
Graduate/Post-Baccalaureate	MA Education	12	86%	2	14%	14
	MBA	38	93%	3	7%	41
	MS Health Sciences	0	0%	0	0%	0
	MS Nursing	294	96%	13	4%	307
	Teacher Credential	10	100%	0	0%	10
	CERT/College of Education	0	0%	0	0%	0
Graduate Total		354	95%	18	5%	372
Grand Total		389	94%	26	6%	415

The Annual Institutional Report (**2017 Annual Institutional Report**) aggregates and disaggregates that data by session, program, enrollment categories, race/ethnicity, and sex. It also includes time-to-degree and cohort default rates. Following are the enrollment headcount tables by level/gender and level/race/ethnicity from the 2017 Annual Institutional Report:

Table 14 and 15: Enrollment Headcounts (2013 Fall I to 2017 Fall I)

Table 2: Enrollment Headcount by Level and Gender

Level	Gender	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	2017 Fall I
Undergrad	Male	38	59	29	15	11
	Female	101	164	69	38	50
Undergrad Total		**139**	**223**	**98**	**53**	**61**
Graduate & Teacher Credentialing	Male	40	36	136	87	76
	Female	76	92	112	107	220
Graduate & TC Total		**116**	**128**	**248**	**194**	**296**
Total	Male	78	95	165	102	87
	Female	177	256	181	145	270
Total		*255*	*351*	*346*	*247*	*357*

Table 3: Enrollment Headcount by Level and Race/Ethnicity

Level	Race/Ethnicity	2013 Fall I	2014 Fall I	2015 Fall I	2016 Fall I	2017 Fall I
Undergrad	American Indian or Alaska Native		1	1		
	Asian	17	20	9	4	3
	Black or African American	36	66	17	11	17
	Hispanic	42	41	25	12	13
	Native Hawaiian or Other Pacific Islander	3	10	3	1	
	White	20	28	12	11	18
	Two or more races	13	16	9	2	3
	Nonresident Alien		5	2	1	
	Not Specified	8	36	20	11	7
Undergrad Total		**139**	**223**	**98**	**53**	**61**
Graduate & Teacher Credentialing	American Indian or Alaska Native					
	Asian	13	30	31	21	62
	Black or African American	12	14	11	5	44
	Hispanic	39	44	37	30	48
	Native Hawaiian or Other Pacific Islander	6	5	2	3	6

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Similarly, the institutional survey data inform institutional-level strategic decision-making. For example, the Alumni Survey results from the spring of 2018 confirmed a desire for a career services function at USU. As a result, the University is contracting with AfterCollege.com and building a Career Services "course" shell in the LMS (like the Library Corner), to be monitored by a career services advisor. This initiative also supports USU's strategic plan, as career services support is integral to degree completion students and programs that require robust career services support.

Data from the Student Information System (SIS) indicates activities such as leads, acceptances, registrations and course enrollments, attrition, payments, and monthly payment plans are easily accessible by institutional representatives to monitor progress. Various reports can be generated to display different types of student information to facilitate decision making. The figure below is a screen shot of the dashboard for the SIS that displays data in a dynamic, live environment. In this figure, important indicators can be tracked such as last participation date and days missing. Academic administration and academic advisers can monitor this for students at risk and begin immediate intervention to improve persistence and retention. In the case of a student needing additional support, advisers can connect students with resources and/or faculty to assist.

Figure 6: SIS Student Participation Dashboard

Student	Academic Advisor	Course Number	Start Date	Last Participation Date	Days Missing	First 7 Day Participation
███████	Brandon Hughes	MSN563	Jul 02, 2018	Jul 23, 2018	1	✓
███████	Brandon Hughes	MSN560	Jul 02, 2018	Jul 24, 2018	0	✓
███████	Brandon Hughes	FNP590	Jul 02, 2018	Jul 23, 2018	1	✓
███████	Brandon Hughes	FNP593	Jul 02, 2018	Jul 22, 2018	2	✓
███████	Brandon Hughes	FNP594	Jul 02, 2018	Jul 22, 2018	2	✓
███████	Brandon Hughes	MSN560	Jul 02, 2018	Jul 20, 2018	4	✓
███████	Brandon Hughes	MSN560	Jul 02, 2018	Jul 24, 2018	0	✓

Key Performance Indicators of student retention and graduation include percentage of active vs inactive students and percentage of students taking Incomplete grades, etc. In sum, USU has increased institutional capacity for a robust advising capacity to support student success efforts.

Another example involves a combination of Brainfuse usage data (received from the tutoring organization) and end-of-course survey (EOC) data. These reports indicated that tutor usage in minutes had been low, confirming student EOC self-reporting. This data was shared with the Student Success Council in early 2018, which included the tutoring services as part of the roll-out of the NSA model. Data indicates that usage of this service has since trended upward. Each month, the University has seen increases in Brainfuse usage that can be correlated with students being introduced to it during the one-to-one orientations with the NSAs.

Reports are also revised regularly for utility of usage. For example, the student EOC survey had not yielded useful information for guiding improvement, feedback delivered to the Provost's Office by curriculum committees during both bench-setting discussions and data analysis. As a result, a new, simplified and direct student survey was launched in summer of 2018 using eKit. In addition, a faculty EOC survey was launched as well to triangulate some topics and gather additional information regarding curriculum and faculty and student support services.

Enhancement of the Institutional Research Function

A new Director of Institutional Research is accelerating the fuller integration of IR services into the organizational structure. Upgrades in reporting technology and a dedicated partnership with academics is facilitating the creation of appropriate survey and data instruments and strengthening measurement and decision-making practices. The development of the data warehouse allows for the development of monitoring dashboards which will be created for Admissions, Registration, Completions, Enrollment, Retention, Graduation, Withdrawals, and Student-faculty ratios. These dashboards will allow for early identification of problems, along with the ability to drill down into the underlying data, giving the appropriate offices the detailed information they need to follow-up. The data warehouse is scheduled to come online in mid-October 2018. With more advanced research projects, the University will be able to better identify which students require specific interventions to help them succeed.

Recent collaborative projects have included the planned redesign of the Student Satisfaction Survey (to be launched in Spring 2019), a process and tool for the Assessment of the Service Level Agreement, and general enhancement of the accessibility of data (**Exhibit Room: Spring 2019 Student Satisfaction Survey questions; Service Level Agreement Assessment Tool**). Examples of the latter include the sharing of IR data for the 2017-18 Program Reviews in a Tableau workbook. Following is a sample of that program review data. This snapshot indicates all University program enrollments by gender and race/ethnicity.

Table 16 and 17: Institutional Enrollment Data (2012-2017) for Program Review Tableau Workbook

Enrollment - Gender

Year of Fall Semester	Female	Male	Not specified	Grand Total
2012	149	59		208
2013	230	88		318
2014	367	140		507
2015	276	236		512
2016	188	129		317
2017	287	96	2	385

Enrollment - Ethnicity
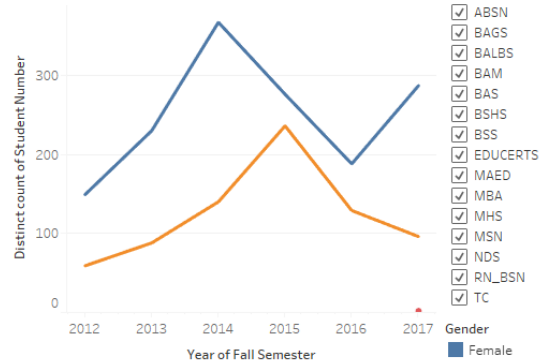
Ethnicity	2012	2013	2014	2015	2016	201
American In..	1		3	1	1	
Asian	32	42	72	53	31	
Black or Afr..	19	62	116	52	21	
Hispanic/La..	57	91	123	94	71	
Native Haw..	9	9	19	11	6	
Nonresiden..			15	199	121	
Two or mor..	7	23	29	15	10	
Unknown	47	35	68	46	32	
White	36	56	62	41	24	
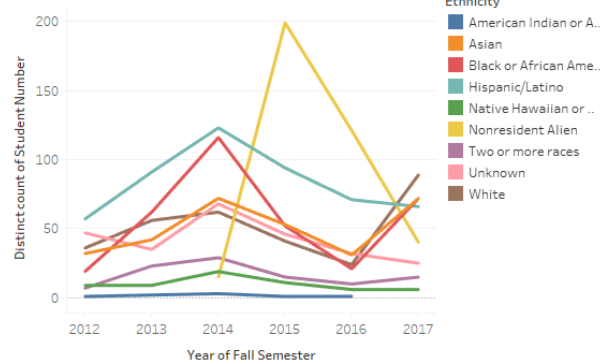
The Tableau workbook allows for the sorting of data by program. Following is a snapshot of the MSN data:

Enrollment - Gender

Year of Fall Semester	Female	Male	Not specified	Grand Total
2012	28	10		38
2013	65	15		80
2014	80	18		98
2015	54	15		69
2016	50	24		74
2017	155	42	2	199

Enrollment - Ethnicity

Ethnicity	2012	2013	2014	2015	2016	201
American In..	1					1
Asian	8	16	31	28	19	
Black or Afr..	2	10	9	2	2	
Hispanic/La..	7	24	32	19	26	
Native Haw..	3	4	4	3	1	
Two or mor..	2	5	6	2	4	
Unknown	6	5	5	8	13	
White	9	16	11	7	8	

Similar enhancement of the 2017-18 PLO Assessment results (available at the visit), previously done by the Associate Provost in Excel, will also be available in Tableau (**Exhibit Room: 2017-2018 PLO Assessment Results Tableau Workbook**). In the last month, the Director of Institutional Research and the Provost's Office have collaborated to refine the yearly calendar of reports to better support the expected data flow across the institution.

Conceptualization and Implementation of Institutional Data Processes

Data reports are disseminated and used throughout the institution; however, structural challenges to this system, primarily regarding follow-through or "closing the loop" remain. The Provost's Office has worked to clarify and systematize the use of data. This included scheduling data review committee meetings with adjunct as well as core faculty and setting SSKPI benchmarks (among other data points) for measuring progress.

A major element of the documentation of data and data-based decision-making is the Annual Program Report, which records all of the program's data, analysis, and planning for the year. This report was piloted In Fall 2017 by the TCPP (**Exhibit Room: TCPP Fall 2017 Annual**

Program Report) and will be required of all programs. What remains is to stabilize this system with refinement of reporting templates and communication of expectations to new faculty and deans as they come on board. The Director of Institutional Research will be of great help in maintaining and refining this data flow.

3.7 (2015 Recommendation 7): Establish protocols for monitoring the progress and outcomes of the strategic plan and for revising the plan's priorities as necessary to achieve institutional goals. (CFRs 4.1, 4.5, 4.6)

Primary Evidence:
- **Strategic Plan Dashboard ([Exhibit Link](#))**
- **2016 Strategic Plan Retreat Agenda ([Exhibit Link](#))**
- **2016 Strategic Plan Retreat Survey Data ([Exhibit Link](#))**
- **March 15, 2017 All Hands Meeting Agenda ([Exhibit Link](#))**
- **Preliminary Revised Strategic Plan (Exhibit Room)**

USU's strategic plan has undergone consistent monitoring and revision since 2015.

An Assistant Provost for Institutional Research and Assessment was hired shortly after the approval of the strategic plan, in June of 2015. In a series of discussions with both the Provost and the President, it was agreed that one of her initial priorities should be the creation of both an instrument and a process through which the institutional priorities supporting the overarching strategic directions announced in the *Strategic Plan* could be effectively tracked. In reporting on strategic directions at the July 28, 2015, Board of Trustees meeting, President Barry T. Ryan initially discussed the development of a dashboard tracking system.

At his first board meeting in January 2016, President Stargardter introduced the Strategic Plan dashboard to the Board of Trustees and confirmed that this would be the instrument used to measure progress as to the *Strategic Plan* in every subsequent Board meeting (**Strategic Plan Dashboard**). The initial dashboard data benchmarked numerical improvements established in the plan. Both actual enrollment and financial numbers, however, continued to deteriorate. The President's commitment to the continuous monitoring of strategic directions and priorities manifested itself in the formation of a Strategic Planning Assessment Steering Committee. Committee meetings reengaged the community as to the "living and breathing" nature of the *Plan*. At its July 21, 2016 meeting, the Board of Trustees received a report as to the committee's work and agreed to four minor revisions of the *Plan*. In a further attempt to analyze and monitor the status of the *Strategic Plan*, the President convened a Strategic Planning Retreat December 14-16, 2016 (**2016 Strategic Plan Retreat Agenda**). Topics ranging from the history of USU to a marketing "world view" were addressed. The SP dashboard was examined. Progress as to "quality" and "accessibility" were discussed. Likewise, the urgent need to increase enrollment and revenue to insure "sustainability" remained an overarching theme. Responses to a survey sent to participants after the retreat revealed that 76% believed their input was both welcomed and considered; 75% believed the retreat provided a clearer sense of strengths, weakness, opportunities, and threats faced by the University; and 72% believed that the University

leadership had the information necessary to make important decisions about the strategic direction of the University (**2016 Strategic Plan Retreat Survey Data**).

When AGI CEO Michael Mathews met with faculty and staff three months later to confirm that negotiations were underway for the purchase of USU (**March 15, 2017 All Hands Meeting Agenda**), he was unequivocal in his determination to perpetuate the mission, core values and strategic directions undertaken by the University. Especially germane to the directions established in 2015 was his emphasis on accessibility. The MPP initiated at USU would increase accessibility for students.

After the Commission's change of ownership approval in November 2017, President Stargardter requested and received approval to initiate a new strategic planning cycle at the January 24, 2018 Board meeting. The initial meeting of the Strategic Planning Steering Committee took place on February 8, 2018. The university community was notified as to the initiation of the strategic planning cycle in an email from the President on April 8. A draft plan, confirming the ongoing relevance of the current mission and core values of USU and establishing revised SPKPIs will be submitted to the Board of Trustees for comment at the end of September 2018, and will be available for review by the visiting team (**Exhibit Room: Preliminary Revised Strategic Plan**).

> **3.8 (2015 Recommendation 8): Continue to grow enrollments in currently viable programs while improving retention and strengthening student success. (CFRs 2.10, 2.13, 3.4)**

With the change of ownership, USU's ability to grow enrollments has strengthened considerably, due to new marketing resources and approaches and to the continued refinement of its portfolio of programs.

Teamed with AGI, USU now enjoys the support of an experienced marketing team with proven success in internet marketing. Employing data-driven decision-making to pursue viable lead streams and suspending those that do not provide sufficient return on the marketing investment has greatly increased enrollments at USU. By April of 2017, through the initial vendor agreement between USU and AGI, marketing and enrollment services were funded with a focus on identifying viable programs and crafting effective marketing campaigns. Data analytics revealed early in the agreement that significant market demand for a quality, affordable MSN-FNP program existed. As a result of this analysis, marketing for the MSN-FNP was intensified, with limited marketing budget directed to the existing MAEd, MBA, and BSN programs until a more precise marketing strategy could be developed for them. The strategic decision was made to rebuild the university primarily through the MSN-FNP program, while working on rebuilding curriculum in these other programs, restoring equilibrium in the university, and rebuilding the USU brand. This strategy has resulted in significant enrollment in the MSN-FNP program, with modest gains in the other three. The following table indicates enrollments by cohort start date for these four programs.

Table 20: Enrollments by Cohort Start Date

Cohort Start		Students Currently Active: MSN-FNP*	Students Currently Active: MBA*	Students Currently Active: BSN*	Students Currently Active: MAEd*
August 2016		14	N/A	N/A	N/A
January 2017		7	N/A	N/A	N/A
July 2017		20	1	2	3
September 2017		56	7	7	6
November** 2017		61	7	2	4
January 2018		76	3	6	2
March 2018		62	9	7	7
May 2018		62	5	2	4
July 2018		83	9	1	0
September 2018		85	13	6	4

*As of September 4, 2018. These students are "Active" in their program. They are not necessarily registered for a course at the current time.
**Due to the way the 2017 calendar lines up, the November cohort started their course on October 30th.

USU now has a differentiating factor in the student marketplace thanks to the Monthly Payment Plan (MPP). This payment option permits students to satisfy their tuition and fees amounts over a scheduled, fixed period of months and looms especially large when considering data recently published by *The Chronicle of Higher Education 2018 - 2019 Almanac.* Approximately 44.7 million people (14% of the population of the United States) owed money on student loans totaling approximately $1.4 trillion dollars at the end of 2017. Notably, only 37% of student-loan borrowers were managing to pay down their debt from the previous quarter at the end of 2017. Approximately 5% were at least 90 days delinquent in repayment and almost 11% were in default. USU's affordable tuition levels coupled with a transparent monthly payment model will enable students who feared the crushing burdens imposed by traditional loan programs to finally earn a college degree. The MPP augments the quality of the University's portfolio of programs and will transparently support its mission of serving an underserved student population.

A third element that addresses this recommendation is USU's focus on the termination of programs that not only detracted from the University's retention numbers, but also drew resources away from our degree-seeking students. In addition to the cessation of the MSHS program, the institution also ended its relationship with two pipelines of non-degree seeking students (NDS): the Westcott general education partnership, and the Nutricopia nutrition certificate partnership. These decisions were the result of an institutional review of the effect these student populations had on the University's graduation and retention rate efforts. These efforts have significantly decreased the NDS enrolment. In 2015, the population was 48; currently it is 8, most of whom are local students seeking science pre-requisites to qualify for Nursing and other healthcare programs. Now with the overwhelming majority of the student population enrolled in approved degree programs, the institution can focus solely on these students and their success.

3.9 (2015 Recommendation 9): Establish realistic budgets based on achievable targets for enrollment. (CFR 3.4)
Primary Evidence: ● Population Rollover Report (**Exhibit Link**) ● Zero-Based Budget Schedule (**Exhibit Link**)

The establishment of USU's budget does not occur in isolation: it is an iterative collaborative process that is informed by institutional and programmatic data and invites departmental input. The establishment of the budget consists of two major components: the forecast of revenue and the determination of estimated expenses. As the University continues to work toward elimination of its deficits, the working capital needs have been funded by AGI.

The revenue forecast begins with the marketing department and its determination of lead flow and conversion rates based on past experience with historical trends as well as external market research. The level of proposed marketing spending is an integral determinant of forecasted lead volume. This information informs the top of the enrollment funnel. A focus on lead volume and conversion rates assists the University to more accurately forecast new student enrollments. The *Population Rollover Report* provides data to inform the monthly student population figures. This report is prepared by the Office of the Registrar and provides a set of trend data on enrollment, session to session persistence rates, year-over-year retention rates, and graduation rates (**Population Rollover Report**).

Rebuilding USU has emphasized nursing programs with a particular focus on the MSN-FNP. The 2018 annual budget has taken into account the introduction of the MPP. Additionally, the budget accounts for robust student growth. First year results have been slightly behind the initial projections presented to WSCUC in the May 2017 Change of Ownership Proposal. ████████

The University's leadership group works collaboratively with AGI to determine how best to achieve targeted enrollment numbers. Decisions are informed by the determination of market demand for the current programs and modalities as well as identifying new opportunities for growth. As a direct result of the change in ownership to AGI, the University has materially increased marketing expenditures from the prior year. This has directly impacted the budgeted enrollment targets and has allowed the University to achieve increased student enrollment in programs.

The CFO and/or Provost meet regularly with deans and/or program directors to discuss the trend data and to determine whether or not infrastructural capacity is adequate to support student success. Historically, the University has used prior year expenses to inform the budget process and establish baseline guidance for budgeted expenses. Recently, the University has instituted a Zero-Based Budget (ZBB) approach in which individual budget owners are responsible for building a budget from zero (**Zero-Based Budget Schedule**). The ZBB is well suited to drive cost containment and focus on expenditures core to the student experience and the University's mission.

As a result of increased actual enrollments and budgeted enrollment targets, USU will continue to expand faculty and staff positions to accommodate planned growth with an initial overarching emphasis on nursing programs. Specific expansion foci have included full-time nursing faculty, enrollment advisors, student advisors, financial aid officers, and clinical placement coordinators. The coordination of this planned growth is best illustrated by the expansion of the Office of Field Experience (OFE), necessitated by the increase in the number of MSN-FNP students across the country who, as part of the fulfillment of their degree programs, require clinical placements. OFE now includes a Director and several Clinical Placement Coordinators. Other payroll-related costs will increase commensurate with the student body growth and the institutional capabilities required to adequately serve both student and institutional needs. Additional technology solutions have been developed, planned, or budgeted to improve the efficiency of delivering services to the students and enhance the student experience. These factors will be embedded in the fiscal year 2020 Budget that will be available for review and comment by the visiting team.

3.10 (2015 Recommendation 10): Continue to reduce the annual financial budget deficit, while developing plans for long-term financial sustainability. (CFR 3.4)
Primary Evidence: ● **Long Range Plan (Exhibit Link)**

USU's budget deficit is projected to be eliminated in July 2019. This long-anticipated development is primarily due to three factors: 1) an in-house vertically integrated marketing and enrollment function, 2) the introduction of the Monthly Payment Plan (MPP) and 3) affordable tuition rates. As a result of these factors, monthly revenue has increased over 104% as compared to June 2017 and is projected to follow this trend.

Table 21: 2018-2019 Long Range Plan (LRP)
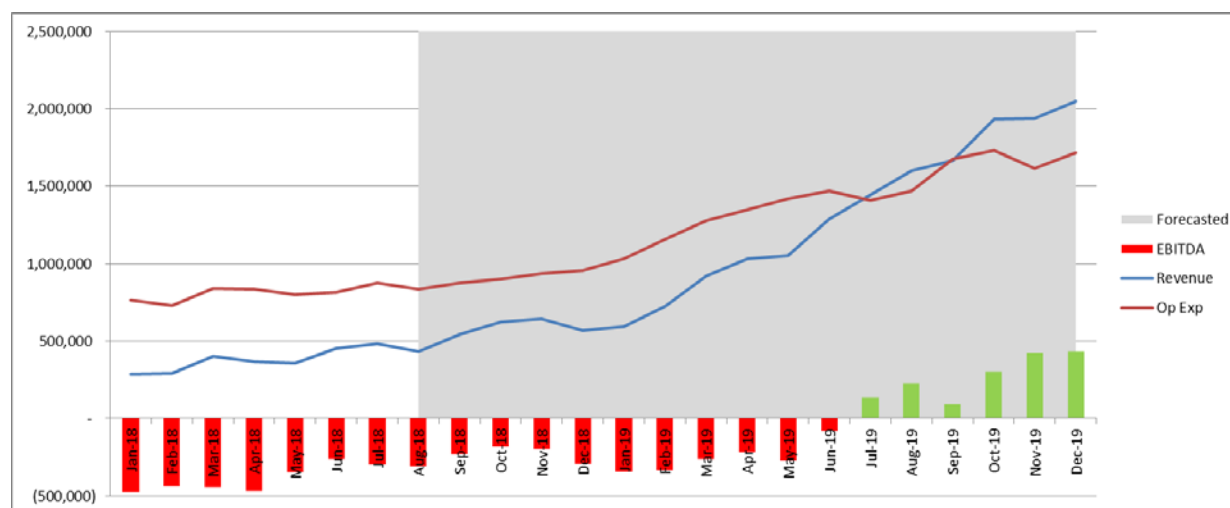
The top-line revenue growth is a result of increased enrollment driven largely by AGI's sophisticated marketing expertise. Since the marketing function is now vertically integrated with the enrollment department, USU has had an increase in high-quality, university-specific leads

and higher conversion rates. In the past ten months, enrollment has grown by 341 students, an increase of 120%.

**Table 22: 2017-2018 Enrollments by College**
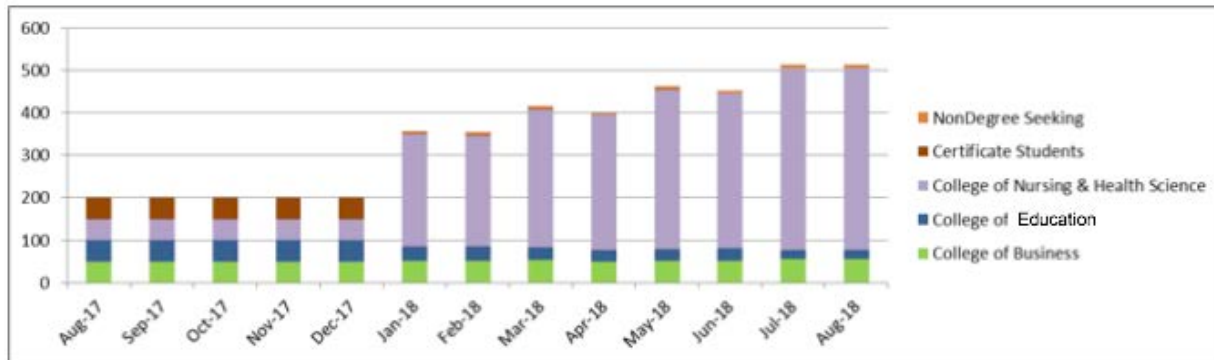
As USU continues to take advantage of the vertically integrated marketing model, the cost of enrollment will decrease, and the dollars spent will have a more dramatic impact on top-line revenue. ██

Table 23: Actual and Forecasted Marketing Expenditures

██

Sixty-three percent of students have availed themselves of the MPP, enabling them to pay off the entirety of their degree program (tuition and fees) over a fixed number of months. This distinguishable institutional characteristic, combined with tuition levels affordable for students at all income levels, has contributed significantly to increasing the top line revenue.

Table 24: Year-over-Year Comparative Payment Methods
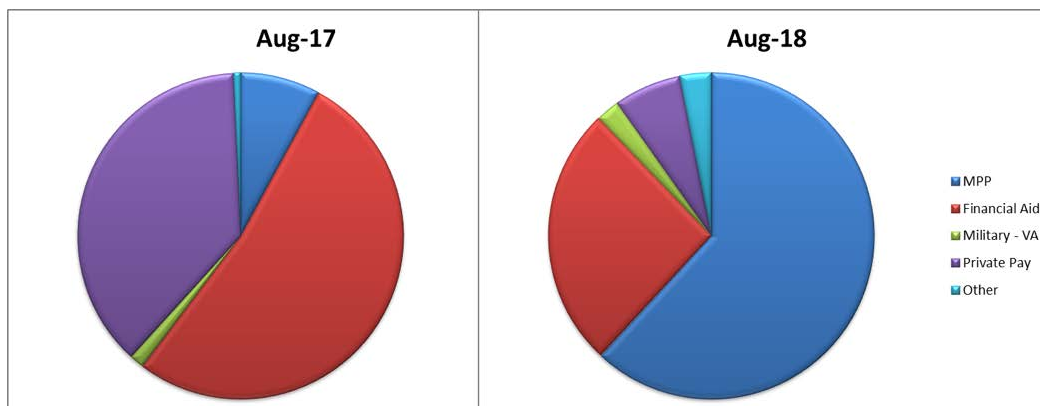
In the past, the University's ongoing deficits have been driven by low program enrollments and the fixed overhead costs necessary to support the institution. Enrollment growth, and subsequent increase in top-line revenue growth, will allow USU to eliminate its current financial deficit. Growth experienced in the MSN-FNP program to this point has necessitated increased faculty headcount, with an addition of 27 adjunct faculty in August 2018 alone. Revenue growth has also enabled the University to responsibly increase staff headcount with specific foci on the MSN-FNP program requirements, enrollment advisors, and financial aid advisors. As of August 2018, the University has added 19.5 FTE administrative staff as compared to the prior year. We are cognizant that general and administrative costs will also gradually need to expand to support the student body growth. However, those costs will continue to decrease as a percentage of revenue. Many other non-payroll costs are fixed in nature and will not materially increase as the student body grows (i.e. facility rent, library databases, IT solutions, etc.).
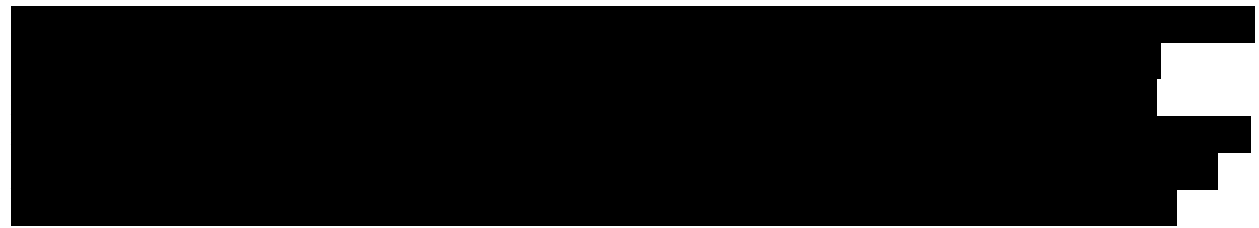
These metrics have given the administration and its Board of Trustees confidence in the direction and future financial outlook of USU.

In addition to month-to-month and quarterly financial reviews, USU has developed a three-year financial forecast (**Long Range Plan**). This long-range plan (LRP) was prepared at a higher level and with less specificity than the annual budget. Its focus is to plan for the anticipated growth in enrollments and revenue and ensure the institution will maintain appropriate levels of institutional support and student-centered services. The LRP considers enrollment and revenue growth and that instructional costs will increase accordingly. General and administrative costs will also increase to support student body growth but will become a smaller percentage of revenue over time. Many non-payroll costs are fixed in nature and will not materially increase as the student body grows (i.e. facility rent, library database, IT solutions, etc.)

In the process of developing the LRP, the institution's 2019 -2021 Strategic Plan and in support of the institutional mission, the expansion of USU's modest portfolio of programs will play a significant role in ensuring financial sustainability. If a substantive change requesting approval to offer a Bachelor of Science in Information Technology (BSIT) is approved by WSCUC early in 2019, it would mark the first new bachelor's-level program for the University since 2011. The substantive change, due for submission in November 2018, will be in the Exhibit Room for review by the visiting team. Managed programmatic growth is rooted in a strategy to provide affordable undergraduate degree completion opportunities to students nationally.

4.1 (2016 Recommendation 1): The institution should continue its current efforts to monitor the effectiveness of innovative programs (such as the Weaver Reading Program, TeleHealth, and the Skills Simulation laboratory) in increasing retention, graduation rates, and student learning. (CFRs 2.10, 4.1)

USU has continued to monitor the effectiveness of innovative tools and program elements in the rapidly growing MSN-FNP track. The first cohort to enroll in the online version of the MSN-FNP has not yet completed the program, however, so graduation rates and board pass rates are not yet available for comparative review. Detailed analysis and its resulting decision-making is planned once these cohorts approach their completion dates. This is part of a newly-revamped plan for evaluation and assessment as recommended by the CABRN and will become part of the Annual Program Report. For past and current graduation and board pass rates that USU will benchmark these changes against, see the following:

One of the key components for USU as it seeks to live out its mission to the under-served is to be flexible and sensitive to personal and financial reasons for students to stop out or take a leave of absence. USU is especially pleased that such a high percentage of students graduate within 3 years.

Table 25: MSN-FNP Graduation Rates (2012-2015 Cohorts)

Fall Start	Starts	2-years	3-years
2012	10	8 (80%)	10 (100%)
2013	25	12 (48%)	20 (80%)
2014	7	3 (43%)	5 (71%)
2015	20	10 (50%)	18 (90%)

This is a summary of 1st time pass rate results since USU students began sitting for national board certification.

Table 26: MSN-FNP National Board Certification Pass Rates (2012-2017)

Grad year	Exam Year	N=Candidates Cohort	N=passed 1st time	% 1st time Pass Rate
2012	2017	1	Not Reported	Not Reported
2012	2017	1	Not Reported	Not Reported
2013	2015	8	7	88%
2013	2016	5	3	60%
2014	2015	8	6	75%
2014	2016	5	3	60%

2015	2015	7	4	57%
2015	2016	7	6	86%
2016	2016	12	8	75%
2016	2017	4	3	75%
2017	2017	1	Not Reported	Not Reported

In the summer of 2018, the College of Nursing and Health Sciences (CONHS) moved its end-of-course survey function from Project Concert to the institutional tool, eKit, to achieve better integration of nursing assessment with institutional processes. New end-of-course survey questions will enable the program faculty to monitor the effectiveness of the telehealth integration as well as any additional tools like Skills Simulation software. Beginning with the Fall 2018 data cycle, preliminary results will be available for review during the site visit.

The CONHS approved Weaver Reading in Fall 2015 to assist students in building their reading and vocabulary skills but has since removed and replaced this tool based on effectiveness feedback from students and a quality review by faculty. Many students reported that they were struggling to complete the Weaver Reading lessons while concurrently doing the work necessary for their nursing courses. In addition, the faculty determined that the Weaver reading content and topics were inapplicable to graduate-level nursing students. The availability of online student support using the Brainfuse tutoring service has provided students with a far more robust source of academic support with regards to language skills, particularly writing.

The CONHS has also begun a deeper integration of its Telehealth capacity into the curriculum after making programmatic adjustments based on the National Organization of Nurse Practitioner Faculties' (NONPF) recently published statement supportive of incorporating telehealth as part of FNP education. The CONHS faculty elected to discontinue offering the Telehealth Certificate in 2018 and opted instead to incorporate elements of the NONPF telehealth recommendations throughout the degree program. Song Brown grants in 2016 and 2017 enabled the purchase of telehealth equipment, including equipment and peripherals such as the otoscope, stethoscope, and ophthalmoscope that are demonstrated by clinical faculty and utilized by students in clinical practice immersions. The MSN-FNP students also complete synchronous immersions in which the student completes a patient assessment and is evaluated virtually by clinical faculty. As the equipment is embedded in the program courses, their effectiveness will be monitored.

Additional Skills Simulation laboratories have been constructed on the USU campus. A total of three state-of-the-art laboratories with a total of 13 simulation areas serve as instructional areas for campus-based immersion weekends.

> **4.2 (2016 Recommendation 2): Future substantive change proposals must include comprehensive budget information which is aligned with enrollments projections for faculty, overhead costs, and staff support. (CFRs 3.4, 3.5)**
>
> **Primary Evidence:**
> - **New Program Proposal Manual (Exhibit Room)**
> - **BSIT Substantive Change Proposal (Exhibit Room)**

A Program Proposal Manual with Proposal Template has been created to guide academic leadership through the process of creating future programs. Comprehensive budget information aligned to enrollment projections is now a formal element of the proposal and is included in the upcoming proposal for a Bachelor of Science in Information Technology program. This substantive change proposal, due November 16, 2018, will be available for review and comment in the evidence room at the time of the site visit (**Exhibit Room: New Program Proposal Manual**; **BSIT Substantive Change Proposal**).

> **4.3 (2016 Recommendation 3: Faculty and administration should carefully review the adequacy of faculty, workload, and online training as program enrollment increases (CFRs. 2.1, 3.1, 3.3)**
>
> **Primary Evidence:**
> - **CONHS Hiring Plan ([Exhibit Link](#))**
> - **CONHS Faculty Workload Payment Plan ([Exhibit Link](#))**

Staffing Plan: Faculty are being hired according to the growth of student population. For every 100 students, the University plans to hire a full-time faculty (FTF), or 2 part time (PTF) faculty, or up to 4 adjuncts to maintain the appropriate student to faculty ratio. These ratios are also maintained according to programmatic requirements where applicable (**CONHS Hiring Plan**).

Faculty Workload: A formalized workload policy has recently been developed by the Provost's Office as part of a recent review of the Faculty Handbook and has been placed on the September 2018 Faculty Senate agenda for review and comment. Its final draft will be available during the site visit (**CONHS Faculty Workload Payment Plan**).

Online Training: As described earlier, faculty complete an asynchronous online Faculty Orientation that reviews the University mission and values as well as faculty responsibilities and introduces the LMS. They additionally participate in a Web 2.0 course that provides training on various web-based tools, such as Screencast-o-matic, PollEverywhere, YouTube, VoiceThread, Audacity, Pixlr, EyeJot, Voki, Zoom, and Join.Me to promote faculty to student engagement in the classroom as well as to create a more dynamic interaction for students with the faculty, peers, and curriculum material. The CONHS has also specifically designed an orientation course for all nursing faculty that addresses program- and discipline-specific expectations, values, and technological support tools.

5. Response to Issues Identified by the Commission in the Change of Ownership Action Letter of November 10, 2017

5.1 (2017 Recommendation 1): Closely monitor differences between actual and planned enrollments as the marketing processes are rolled out to additional programs. (CFR 3.4)

Primary Evidence:
- **Budget (Exhibit Link)**
- **Budget Variance Report (Exhibit Link)**
- **Profit and Loss Statement (Exhibit Link)**

USU used enrollment targets based on anticipated market demand for each program to establish the 2018 Financial Budget approved by the Board of Trustees (**Budget**).

The monitoring of actual and planned enrollments occurs as follows. During the month, the enrollment team tracks the enrollments projected from direct outreach and digital marketing initiatives for future starts based on inquiries, lead volume, and contact with potential students. The President, Provost, and CFO review the enrollment trends and assess potential future variances to budget. The Director of Enrollment also uses the same report as an "early warning system" to communicate enrollment trends to marketing. Program enrollments that appear to be underperforming to budget are discussed with the marketing team, who are then able to make appropriate adjustments to marketing campaigns to increase lead volume.

As part of the month-end close process, a Budget Variance Report (**Budget Variance Report**) is generated based on the Population Rollover Report and the Profit and Loss Statement (**Profit and Loss Statement**). This report shows the current month actual enrollments by program and compares it to the approved annual budget. It also presents the year-to-date budget variances as well as a monthly forecast. The monthly forecast includes the actual enrollments for past months and enrollment projections for future months.

In addition to monitoring enrollment trends of active campaigns, the University tests potential future marketing campaigns. Digital test ads are developed and activated with a capped "daily spend" amount. The cost per lead and the conversion rates are closely monitored to determine if an active campaign would be successful. Success is defined by an acceptable lead cost and conversion rate that will lead to an acceptable student acquisition cost as included in the approved budget.

This monitoring process has been demonstrably effective. Early in 2018, the marketing team tested campaigns for both the Master of Arts in Education (MAEd) and Master of Business Administration (MBA) programs. These tests revealed a high cost of enrollment driven by high lead acquisition costs and lower than expected conversion rates. When the full campaigns were not launched, USU reacted appropriately to revise the forecast and adjust the enrollment projections for these programs.

This active monitoring process has also permitted the University to better understand enrollment trends and react to them quickly. In cases where enrollments have been under budget, USU has

determined whether adjustments to the active marketing campaigns should be made or whether meeting the enrollment budgeted figures would create an increased marketing cost and a higher than acceptable acquisition cost. USU has consciously decided not to overspend on marketing initiatives that do not appear to meet an expected cost of enrollment. This process has also assisted the University in understanding the strengths of the MSN-FNP program as a catalyst for rebuilding the student body.

5.2 (2017 Recommendation 2): Closely monitor financial performance relative to plan to ensure that realistic budgets based on accurate estimates of enrollment are developed. (CFR 3.4)
Primary Evidence: • **Profit and Loss Statement (Exhibit Link)**

The current budget was established for the 2018 calendar year. It is reviewed quarterly and forecast adjustments are made quarterly as appropriate. As a result of the change of ownership, the University has a new fiscal year from May 1-April 30, in alignment with AGI's fiscal year of May-April. The next budget will cover the period of January 2019 through April 2020 to properly align with this new fiscal year schedule.

Actual revenue and costs are accumulated by significant categories and compared to the budget on a monthly basis for select line items. During the review process, significant variances to budget are explained. At times, variances are a result of specific business decisions and the variance to budget is expected. At other times, the variances indicate areas in which improvements have been made to better control costs or improve revenue.

Because the business environment and educational markets can change, the budget may not accurately reflect the most up-to-date and current view of the expected results. The ability to adjust budgeted figures through a forecast process is a critical part of producing accurate estimates of enrollments, revenues and costs. A forecast of future inter-budget periods is prepared on a quarterly basis. The quarterly forecast updates do not necessarily replace the annual budget approved by the Board, but accurately capture known or expected variances to the original budget. These variances are reported to the Board of Trustees as they occur. Examples of budget-to-forecast differences can include timing of new hires, unexpected one-time costs, or enrollment differences.

To monitor the financial performance relative to the plan, USU leadership reviews current month actuals to budget, year-to-date (YTD) actuals to budget and full year forecast to budget (**Profit and Loss Statement**). The current month-to-budget view helps leadership understand unexpected results and determine if they are differences of timing or permanent in nature. The YTD actual results as compared to the budget helps leadership see the trends that are developing over the current year and address negative trends proactively to attempt to meet targeted enrollment and expense goals as set forth in the budget. The third view compares the full year forecast to the annual budget. The full year forecast is comprised of actual results for the past periods in the fiscal year and forecasted results for the remaining periods. This comparison gives leadership a perspective as to whether the institution is adequately remedying currently identified

issues to continue to meet budgeted results. This multi-tiered approach gives the University opportunities to react to negative trends in the actual results quickly and revise operational strategies to improve future estimates and forecasts.

> **5.3 (2017 Recommendation 3): Continue to focus on USU's mission of providing educational opportunities to underserved populations. (CFRs 1.1, 1.4)**

The USU mission has not been altered since a revised mission statement was approved by the Board of Trustees in October 2013. The commitment to serving underserved groups, stated as the centerpiece of USU's mission, remains widely supported throughout the institution. The strategic planning cycle approved by the Board at its January 2018 meeting has served as a reaffirmation of the institutional commitment to serving underserved groups.

The next Strategic Plan will place a more expansive focus on students who began their undergraduate education, accumulated some credits, but never completed their degree. Available data indicate that higher education must be far more responsive to these students. A report prepared for the National Center for Education Statistics found that the percentage of beginning postsecondary students who did not complete a degree and were not enrolled six years after starting their postsecondary education ranged from 19% to 46%. A Study commissioned by The Pew Charitable Trusts indicates that almost one of five adults living in the most populous US cities in 2016 had taken some college classes without ever attaining a degree. Citing research provided by the Advisory Committee on Student Financial Assistance, the study indicates that the age of adult learners, parental responsibilities, and full-time work are among the most important impediments to a completion of a degree.

Because college non-completers nationwide borrow more on a per credit basis than those who graduate within six years, USU believes that the prospect of adding on yet more debt to amounts already accumulated serves as an exceptionally disheartening impediment to the desire to complete a college degree. USU believes further that programmatic offerings featuring an online modality with robust student support, and an affordable tuition coupled with the availability of a monthly payment plan in combination, will present a compelling opportunity for these students to finally complete their college degrees.

> **5.4 (2017 Recommendation 4): Ensure sufficient resource allocations to continue to provide quality programs as enrollments grow. (CFRs 3.4, 3.5)**

USU's commitment to allocating the resources necessary to provide quality programs is a major factor in the budget process. At the current point of the University's financial maturity, the budget is meant to provide overall guidance as to how to allocate resources rather than tacit approval to acquire those resources. USU has significant support from AGI to appropriately fund academic initiatives and positions as well as the ability to increase resources based on emerging programmatic growth and ongoing quality.

As previously noted, USU identified the MSN-FNP as the program with the most potential to move the institution to a position of fiscal sustainability. First, Drs. Dianna Scherlin and Jennifer Billingsley were appointed as Dean of the College of Nursing and Health Sciences and Program

Director of the MSN-FNP, respectively. Both bring significant experience in the growth and scalability of quality nursing programs to USU. Second, the University reconfigured its campus facility to increase the number of clinical exam rooms from three to thirteen. As clinical immersion modules are an integral part of the curriculum, the new simulation spaces will effectively accommodate larger nursing student populations. Next, USU expanded the MSN-FNP student support by funding the creation of the Office of Field Experience (OFE) and its three full-time positions. Expansion of the office's responsibilities to accommodate student teaching and internship placement on behalf of the College of Education is anticipated when teaching and master's level programs show material growth. Finally, the University committed resources to enhance and expand technology resources. Project Concert$^©$ assists students and faculty in tracking all information related to their programs. To accommodate growing enrollments, USU expanded its license to include Project Concert's Clinical Tracker and has actively begun its integration with the SIS. The MSN-FNP curriculum has also been modified to integrate the Telehealth technology throughout the curriculum to systemically support patient evaluation and simulation.

On an institutional level, the Office of the Provost committed resources for Subject Matter Experts (SME) to collaborate with core faculty to revise curricula in all programs with a special emphasis placed on the quality of student outcomes and to the appointment of an Academic Services Coordinator to work with faculty on-boarding, training, and development.

Resources allocated to the maintenance of quality programs can also be illustrated by the institution's focus on sustaining or acquiring programmatic accreditation or approval. A self-study and ensuing site visit provided evidence sufficient for the CCNE to reaffirm accreditation for the baccalaureate and master's nursing programs for a period of ten years. CCTC and CABRN reports and site visits resulted in the confirmation of adherence to California requirements in teaching and nursing. USU has committed resources to the IACBE accreditation process on behalf of its business and management programs. Additionally, the institution is seeking approval to become a provider of project management training by the Project Management Institute.

USU's librarian has partnered with AGI's Virtual Librarian Services (VLS) group (a shared service) to provide additional online research support for students. Through the use of askthelibrarian@usuniversity.edu email address, students will receive a response by either the USU librarian or one of the VLS librarians. In addition, USU's full-text database subscriptions have been enhanced by shared licensing with the VLS, particularly through increased access to ProQuest database content, including ProQuest Central (34 additional databases) and ProQuest Ebooks.

The initial year of AGI ownership, USU believes, is a reliable indicator as to how the institution will proactively support student support and programmatic excellence in the years ahead.

5.5 (2017 Recommendation 5): Ensure the Board of Trustees continues its active and independent role in guiding the institution (CFR 3.9, 4.7)

Primary Evidence:
- **Trustee Vitae (Exhibit Room)**
- **Revised Board of Trustees Bylaws ([Exhibit Link](#))**

Since the Change of Ownership Action Letter in November 2017, the number of independent trustees has grown to 10 with two new additions (Trustees Heveron and Chase), both of whom are highly regarded by WSCUC and have deep and broad academic experience. These two members were seated on the Board because of their long-standing service to WSCUC and their deep understanding of its policies and practices related to independent members. AGI was fully supportive of these additions. Trustee vitae will be available during the site visit.

Ms. Patricia Potter has served as Board Chair since 2014. Long-standing board members continue to serve as committee chairs (Victoria Dorman, Governance Committee; Timothy Fischer, Finance Committee; Patrick Debold, Academic Affairs Committee; and Garry Hays, Audit Committee). The two new members of the Board of Managers (Mike Mathews, CEO of AGI; and Cheri St. Arnauld, Chief Academic Officer of AGI) attend the quarterly board meetings (**Exhibit Room: Trustee Vitae**). Mr. Mathews briefs his Board colleagues on AGI initiatives at each meeting. Recent amendments made to the Board Bylaws were minor and limited, primarily to ensure that the proper name of the new ownership entity was correctly inserted and to ensure compliance with the November 2017 revision of the WSCUC policy on the Independent Governing Boards and its accompanying Implementation Guide (**[Revised Board of Trustees Bylaws](#)**). The Board continues its active and independent role in guiding the institution.

5.6 (2017 Recommendation 6): Monitor the emerging shared services methodology / infrastructure to ensure that the institution's value of student-centric support is maintained. (CFRs 2.12, 3.5)

Primary Evidence:
- **Service Level Agreement ([Exhibit Link](#))**
- **Service Level Agreement Assessment Results (Exhibit Room)**
- **AGI Technology Organizational Chart ([Exhibit Link](#))**

The initial Service Level Agreement (**[Service Level Agreement](#)**) establishing the protocol describing the shared services between USU and AGI was completed in June 2018. It was reviewed and approved by USU's Board of Trustees at its meeting on July 25, 2018. Progress as to the various service areas are discussed informally as part of the USU-AGI administrators' call on a weekly basis. An assessment instrument measuring the effectiveness of the tasks listed will be developed by the end of September 2018. The first formal quarterly review will be undertaken in October. Results documenting both progress and challenges will be available for review by the visiting team (**Exhibit Room: Service Level Agreement Assessment Results**).

The following AGI tasks delineated in the SLA which focus directly on the perpetuation of USU's student-centric learning environment are reviewed and monitored regularly:

- Provide and Manage Learning Management System. USU began its migration from Blackboard to D2L Brightspace in 2017. A major advantage of the system is that it effectively integrates with the SIS thereby systematizing such important indicators as attendance, grading, and leaves of absence. The analytics yielded by this LMS are only now emerging at USU. See Response 3.6 for additional details.

- Internal Compliance; Faculty Support Services. AGI's Director of Academic Support provides supplemental LMS training and development for all faculty and assists individual faculty members as to how to most effectively engage with students. Faculty members may proactively engage with him to resolve issues specific to their usage of the LMS or those arising with individual students. See Response 3.5 for additional details.

- Library Services and Database Subscriptions. The Virtual Librarian Services (VLS) have partnered with USU's Librarian, Catalina Lopez, to offer expanded, dedicated research support to USU students and to assist USU with refining and enhancing its full-text database subscriptions. See Response 3.5 for additional details.

- Institutional Research. The Director of Institutional Research provides data for regular reports such as IPEDS and the WSCUC Annual Report. He also provides data in reports for institutional usage such as the SSKPI Report and the USU Annual Institutional Report. He has been central in the development of a program review data dashboard and is actively engaged in the full build-out of a data warehouse which will use Tableau to enable all University stakeholders to more readily identify trends requiring additional student support on a program by program basis. See Response 3.6 for additional details. A Student Satisfaction Survey administered in August 2018 will assist in providing information for the quarterly shared services assessment to take place in October. Results of the satisfaction survey will be available for review by the visiting team.

- Student-Facing Technology. The student portal encompasses the entire student life-cycle: registration, enrollment agreements, transcripts, advisor contacts, grades, tuition, and the establishment of monthly payment plans are some of the functions touched upon on a daily basis. Assistance with technology related issues is available for students (and faculty) at helpdesk@usuniversity.edu. See Response 3.5 for additional details.

- USU's Network Systems Administrator addresses day-to-day operations issues. His office is in regular contact with the AGI Technology group (**AGI Technology Organizational Chart**).

6. Identification of Additional Issues Facing the University

The USU community believes that this report provides an accurate portrait as to how the University is approaching its promising future. Three forward-pointing issues are, however, noteworthy for the visiting team:

- *Expansion of the Academic Portfolio and New Program Development*

USU has been in a "stay steady state" since 2013. Courses have been reviewed and modified and certificates have been developed, but there is little recent institutional experience with new program development. USU community members are acutely aware that additional relevant programmatic offerings, specifically fully-online baccalaureate-degree completion programs, must be developed in order for the University to truly fulfill its mission to serve underserved student populations. The capacity to build high quality, market-driven, student-centered, and fully scalable programs is a challenge the University must address in both the short and long term.

- *Ongoing Integration of the USU – AGI Service Level Agreement*

The University has never had access to the level of academic and administrative support made available to it by virtue of the AGI ownership change. An organizational shift is underway to adapt to the availability of the services that are and will be available to USU. This shift will need to be ongoing and systemic as it will impact all institutional offices.

- *Succession Planning and Organizational Depth*

Institutional growth and maturity mandate both the creation of a formal succession plan and the creation of a reasonable degree of organizational depth necessary to promote the stability and success of the University. A succession plan will focus on University leadership. Additionally, the creation of "career ladders," the provision of professional development opportunities and cross – training for offices and departments will become an integral part of the University's organizational growth. The utilization of services shared within AGI will be an important part of this growth.

7. Concluding Statement

United States University has succeeded in fulfilling its mission to serve an underserved population of students. Although many challenges have faced the institution, it has never wavered in its commitment to mission focus, academic excellence, and the success of its students.

The process to prepare this Special Visit Report was undertaken in almost exact concert with the change of ownership to AGI. It has been extremely helpful in focusing USU on areas of strength and on areas for improvement. Especially noteworthy is the impact the report preparation process has had on crystalizing the focus on educational effectiveness through self-reflection and the assessment of student learning outcomes. What we can learn from our students is clearly as vital as what we can teach them.

In addressing the 19 recommendations comprising this report, USU has attempted to provide substantive responses with appropriate evidentiary documentation. Processes for determining the rigor and viability of programs have been established. The expectations and process of program review are in place and the alignment of program review and specialized accreditation has been established. The online learning experience remains an overarching institutional priority. A reliance on data-driven decision-making has been vital in the creation of a culture of institutional evidence. A realistic and cohesive budget process built upon data associated with a growing

student body can be documented. Enrollment growth – an elusive goal for so many years – can finally be substantiated.

USU's acquisition by AGI has been a truly institutionally transformational event. AGI's technological and marketing expertise, including unwavering financial support and investment, has every member of our University convinced that we are on the road to building a world-class institution of higher learning. Never has the University community been able to aspire to be of educational service to such a large and expanding underserved community. As a result, faculty, administration, and staff are more focused and more committed to a shared vision of the future. USU has finally overcome its historical hurdles and is on a demonstrably progressive track to better serve its current and future students.

8. Acronyms, Figures, Tables

8.1 List of Acronyms

Section 1:

USU –United States University
WSCUC – WASC Senior College and University Commission

Section 1.1:

AGI – Aspen Group, Inc.
MSN-FNP – Master of Science in Nursing - Family Nurse Practitioner Program
MAEd – Master of Arts in Education
MBA – Master of Business Administration

Section 1.2:

BAM – Bachelor of Arts in Management
BSHS – Bachelor of Science in Health Sciences
RN-BSN – Registered Nurse to Bachelor of Science in Nursing
MSN – Master of Science in Nursing
TCPP – Teacher Credentialing Preparation Program
MSHS – Master of Science in Health Science

Section 1.3:

IAC – InterAmerican College
SLA – Service Level Agreement
BPPE – Bureau for Private and Postsecondary Education
CCNE – Commission on Collegiate Nursing Education
CABRN – California Board of Registered Nursing
CTC – California Commission on Teacher Credentialing
IACBE – International Accreditation Council for Business Education

PMI – Project Management Institute

Section 1.4:

Bayfront – Bayfront Charter High School
CONHS – College of Nursing and Health Sciences
COBM – College of Business and Management
COE – College of Education
SIS – Student Information System aka "Blue"
LMS – Learning Management System
CRM – Customer Relationship Management System

Section 3.1:

GE – General Education
DeXL – Dynamic Experiential Learning

Section 3.2:

D2L – D2L Brightspace Learning Management System
SME – Subject Matter Expert

Section 3.3:

PRM – Program Review Manual

Section 3.4:

APIR – Associate Provost for Institutional Research
DIR – Director of Institutional Research
SSKPI – Student Success Key Performance Indicators

Section 3.5:

EA – Enrollment Advisor
NSA – New Student Advisor

Section 3.6:

SPKPI – Strategic Plan Key Performance Indicators
EOC – End-of-Course

Section 3.9:

ZBB – Zero Based Budget
OFE – Office of Field Experience

Section 3.10:

>LRP – Long Range Plan
>BSIT – Bachelor of Science in Information Technology

Section 4.1:

>NONPF – National Organization of Nurse Practitioner Faculties

Section 5.4:

>VLS – Virtual Librarian Services

8.2 List of Figures and Tables

Figures

>Figure 1: Student Portal Homepage (Section 3.5)
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>Figure 3: Academic Advising Timeline (Section 3.5)
>Figure 4: Library FAQ Page from Within a Course (Section 3.5)
>Figure 5: Library Information Page on Academic Search Premier Database (Section 3.5)
>Figure 6: SIS Student Participation Dashboard (Section 3.6)

Tables

>Table 1: New Student Program Starts 2017 July to 2018 June (Section
>Table 2: Program Learning Outcomes Assessment Results and Plans: 2014-2017 (Section 3.2)
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>Table 6: 2018 Spring I to 2018 Spring II Persistence Rate (Section 3.4)
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8.3 List of Exhibit Links

Section 1:

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Service Level Agreement (1.3)
Michael Mathews CV (1.4a)
Monograph (1.4b)
Institutional Organizational Chart (1.4c)
Faculty Senate Minutes June 6, 2018 (1.4d)

Section 2:

None

Section 3.1:

MSHS Program Review Findings and Recommendations Report (3.01a)
BAM PR Review Improvement Plan (3.01b)
BAM Program of Study (3.01c)
GE Program of Study (3.01d)
BSHS Program of Study (3.01e)
Faculty Senate Minutes January 3, 2017 (3.01f)
MBA Program of Study (3.01g)
CCNE Approval Letters (3.01h)
CTC Approval Letter (3.01i)

Section 3.2:

2016 Annual Institutional Assessment Report (3.02a)
2017 Annual Institutional Assessment Report (3.02b)
2017 PLO Revision Tables (3.02c)
2018 ILO & PLO Revision Tables (3.02d)
Sample Course Guide Template (3.02e)
Sample Completed Course Guide (3.02f)

Section 3.3:

Program Review Manual (3.03a)
BAM Program Review (3.03b)
MSHS Program Review (3.03c)
Annual PLO Assessment Report Template (3.03d)
2018-2023 PLO Assessment Schedule (3.03e)
2018 ILO & PLO Tables (3.03f)

Section 3.4:

2018 Spring II Student Success KPI Report (3.04a)
2018 Summer I Student Success KPI Report (3.04b)
2017 Annual Institutional Report (3.04c)
2018 Population Rollover Report (3.04d)

Section 3.5:

Technology Update (3.05a)
Technology Project Status Update (3.05b)

Section 3.6:

2018 Summer I Student Success KPI Report (3.06a)
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Section 3.7:

Strategic Plan Dashboard (3.07a)
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> [Long Range Plan](#) (3.10)

Section 4:

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> [CONHS Faculty Workload Payment Plan](#) (4.3b)

Section 5:

> [Budget](#) (5.1a)
> [Budget Variance Report](#) (5.1b)
> [Profit and Loss Statement](#) (5.1c and 5.2)
> [Revised Board of Trustees Bylaws](#) (5.5)
> [Service Level Agreement](#) (5.6a)
> [AGI Technology Organizational Chart](#) (5.6b)

Section 6:

> None

Section 7:

> None

8.4 List of Exhibit Room Items

Exhibit Room items will be available to the Visiting Team, including but not limited to the following:

Approved Programs List (Section 1.2)
Mission Valley Road Lease (Section 1.4)

Annual Program Assessment Reports (Section 3.2)
Curriculum Development Handbook (Section 3.2 & 3.3)
Catalog Review Process Documents (Section 3.2)
Program Curriculum Maps (Section 3.2)
Sample MBA Course Syllabi (Section 3.2)
MAEd Program Review (Section 3.3)
MBA Program Review (Section 3.3)
PLO Assessment Handbook (Section 3.3)
2017-2018 Annual Program Assessment Reports (Section 3.3)
Spring 2019 Student Satisfaction Survey questions (Section 3.6)
Service Level Agreement Assessment Tool (Section 3.6)
2017-2018 PLO Assessment Results Tableau Workbook (Section 3.6)
TCPP Fall 2017 Annual Program Report (3.6)
Preliminary Revised Strategic Plan (Section 3.7)

New Program Proposal Manual (Section 4.2)

BSIT Substantive Change Proposal (Section 4.2)

Trustee Vitae (Section 5.5)
Service Level Agreement Assessment Results (Section 5.6)

8.5 List of Appendices

Appendix A: 2016 Substantive Change Proposal Narrative
Appendix B: Program Review Self-Study Template
Appendix C: Song-Brown Final Report