

Annual Financial Report (AFR) - 2017

Other Assets

	Latest Fiscal Year End	Previous Fiscal Year End
Deposits	\$0.00	
Other Prepaid Expenses	\$0.00	
Goodwill	\$0.00	
Revolving Book Account	\$0.00	
SFA Matching Funds	\$0.00	
Other Assets	\$0.00	
Total Other Assets	\$0.00	

	Latest Fiscal Year End	Previous Fiscal Year End
Total Assets	\$(b)(6)	

Current Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Accounts Payable - Trade	\$(b)(6)	
Notes Payable - Equipment	\$0.00	
Notes Payable - Other	\$0.00	
Tuition Refunds Payable	\$0.00	
Current Portion - Long-Term Debt	\$0.00	
Payroll Taxes Payable	\$0.00	
Accrued Salaries and Wages	\$0.00	
Unearned Tuition	\$0.00	
Unearned Dormitory Fees	\$0.00	
Other Current Liabilities	\$0.00	
Total Current Liabilities	\$(b)(6)	

Long-Term Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Notes or Bonds Payable	\$0.00	
Mortgage Payable	\$0.00	
Other Long-Term Liabilities	\$0.00	
Total Long-Term Liabilities	\$0.00	

	Latest Fiscal Year End	Previous Fiscal Year End
Total Liabilities	\$(b)(6)	

Annual Financial Report (AFR) - 2017

Stockholder's Equity

	Latest Fiscal Year End	Previous Fiscal Year End
Preferred Stock	\$(b)(6)	
Common Stock	\$0.00	
Other Equity	\$0.00	
Retained Earnings		
Beginning Balance	\$0.00	
Earnings/ Loss for Year	\$(b)(6)	
Dividends	\$0.00	
Other Retained Earnings Changes	\$0.00	
Ending Balance	\$(b)(6)	
Total Stockholder's Equity	\$(b)(6)	

	Latest Fiscal Year End	Previous Fiscal Year End
Total Liabilities and Stockholder's Equity	\$(b)(6)	

Current Ratio

Current Assets/Current Liabilities 8.74:1

Disclosure

Methods Used to Determine

Inventory - Books and Supplies	FIFO
Depreciation - Buildings (including useful lives)	N/ A
Depreciation - Furniture and Equipment (including useful lives)	Straight-line
Depreciation - Library (including useful lives)	N/ A
Depreciation - Other Fixed Assets (including useful lives)	N/ A
Unearned Tuition (indicate if calculated ratably over period or other method)	N/ A

Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt	\$(b)(6)
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the	N/ A

Annual Financial Report (AFR) - 2017

Terms of significant Notes Receivable
Terms of significant Notes Payable

N/A
N/A

Annual Financial Report (AFR) - 2018

Profile Details:

ACICSID: 00276405

Reagan National University

Sioux Falls, SD 57104 USA

Fiscal Year End: December

Ownership: Privately Held Corporation

AFR Contact Details:

Title: Academic Dean

Name: Harold Harris

Phone: 605-728-1941

Email: harold.harris@sitanka.us

Ownership Disclosure

Senior Entity:

Reagan National University, Inc.

5000 S Broadband Ln., #123

(605) 728-1941

Adam Yang

adam.yang@rnu.edu

Subsidiary Details

Reagan National University, Inc.

5000 S Broadband Ln., #123

Phone: (605) 728-1941 **Corporate Officer**

Name: Xuanhua Fan

Title: President

Address: 114 S Main Ave, Sioux Falls, SD 57104

Statement Of Affirmation

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

Annual Financial Report (AFR) - 2018

Income Statement

Educational Revenues

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Gross Tuition	(b)(6)	95.94 %	(b)(6)
Gross Contract Revenue	(b)(6)	4.06 %	(b)(6)
Less: Tuition Refunds	(b)(6)	0.00 %	(b)(6)
Less: Textbook Expenses	(b)(6)	0.00 %	(b)(6)
Total Educational Revenues	(b)(6)	100.00 %	(b)(6)

Educational Expenses

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Instructional Salaries	(b)(6)	23.38 %	(b)(6)
Instructional Expenses	(b)(6)	0.41 %	(b)(6)
Student Recruitment	(b)(6)	3.99 %	(b)(6)
Depreciation of Equipment	(b)(6)	1.02 %	(b)(6)
Occupancy Expenses	(b)(6)	4.77 %	(b)(6)
Administrative Salaries	(b)(6)	20.41 %	(b)(6)
Officer Salaries	(b)(6)	36.36 %	(b)(6)
Administrative Expenses	(b)(6)	6.21 %	(b)(6)
Student Personnel Services	(b)(6)	0.69 %	(b)(6)
Total Education Expenses	(b)(6)	97.24 %	(b)(6)

	Latest Fiscal Year End	Previous Fiscal Year End
Educational Income (Loss)	(b)(6)	(b)(6)
Operational Income (Loss)	(b)(6)	(b)(6)

Other Income and Expenses

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Net Dormitory Income	\$0.00	0.00 %	\$0.00
Net Bookstore Operations Income	\$0.00	0.00 %	\$0.00
Net Interest Income and Expenses	\$0.00	0.00 %	\$0.00
Net Other Income and Expenses	\$0.00	0.00 %	\$0.00
Net Extraordinary and Unusual Income and Expenses	\$0.00	0.00 %	\$0.00
Total Other Income and Expenses	\$0.00	0.00 %	\$0.00

	Latest Fiscal Year End	Previous Fiscal Year End
Net Income (Loss) before Taxes	(b)(6)	(b)(6)
Federal and State Income Taxes	(b)(6)	(b)(6)
Net Income (Loss) after Taxes	(b)(6)	(b)(6)

Balance Sheet

Current Assets

Annual Financial Report (AFR) - 2018

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted	\$(b)(6)	\$(b)(6)
Cash - Restricted	\$0.00	\$0.00
Accounts Receivable, Students	\$(b)(6)	\$(b)(6)
Accounts Receivable, Related Parties	\$0.00	\$0.00
Accounts Receivable, Other	\$0.00	\$0.00
Accounts Receivable (Gross Total)	\$(b)(6)	\$(b)(6)
Allowance for Doubtful Accounts	\$0.00	\$0.00
Accounts Receivable (Net Total)	\$(b)(6)	\$(b)(6)
Notes Receivable, Related Parties	\$0.00	\$0.00
Notes Receivable, Other	\$0.00	\$0.00
Inventory - Books and Supplies	\$0.00	\$0.00
Short Term Investments	\$0.00	\$0.00
Prepaid Expenses	\$0.00	\$0.00
Other Current Assets	\$0.00	\$0.00
Total Current Assets	\$(b)(6)	\$(b)(6)

Fixed Assets

	Latest Fiscal Year End	Previous Fiscal Year End
Buildings	\$0.00	\$0.00
Accumulated Depreciation - Buildings	\$0.00	\$0.00
Furniture and Equipment	\$(b)(6)	\$(b)(6)
Accumulated Depreciation - Furniture and Equipment	\$0.00	\$0.00
Leasehold Improvements	\$0.00	\$0.00
Amortization of Leasehold Improvements	\$0.00	\$0.00
Land	\$0.00	\$0.00
Library	\$0.00	\$0.00
Accumulated Depreciation - Library	\$0.00	\$0.00
Other Fixed Assets	\$0.00	\$0.00
Accumulated Depreciation - Other Fixed Assets	\$(b)(6)	\$(b)(6)
Total Fixed Assets	\$(b)(6)	\$(b)(6)

Other Assets

	Latest Fiscal Year End	Previous Fiscal Year End
Deposits	\$0.00	\$0.00
Other Prepaid Expenses	\$0.00	\$0.00
Goodwill	\$0.00	\$0.00
Revolving Book Account	\$0.00	\$0.00
SFA Matching Funds	\$0.00	\$0.00
Other Assets	\$0.00	\$0.00
Total Other Assets	\$0.00	\$0.00

	Latest Fiscal Year End	Previous Fiscal Year End
Total Assets	\$(b)(6)	\$(b)(6)

Current Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Accounts Payable - Trade	\$(b)(6)	\$(b)(6)
Notes Payable - Equipment	\$0.00	\$0.00
Notes Payable - Other	\$0.00	\$0.00
Tuition Refunds Payable	\$0.00	\$0.00
Current Portion - Long-Term Debt	\$0.00	\$0.00
Payroll Taxes Payable	\$0.00	\$0.00

Annual Financial Report (AFR) - 2018

	Latest Fiscal Year End	Previous Fiscal Year End
Accrued Salaries and Wages	\$0.00	\$0.00
Unearned Tuition	\$0.00	\$0.00
Unearned Dormitory Fees	\$0.00	\$0.00
Other Current Liabilities	\$0.00	\$0.00
Total Current Liabilities	\$ (b)(6)	\$ (b)(6)

Long-Term Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Notes or Bonds Payable	\$0.00	\$0.00
Mortgage Payable	\$0.00	\$0.00
Other Long-Term Liabilities	\$0.00	\$0.00
Total Long-Term Liabilities	\$0.00	\$0.00

	Latest Fiscal Year End	Previous Fiscal Year End
Total Liabilities	\$ (b)(6)	\$ (b)(6)

Stockholder's Equity

	Latest Fiscal Year End	Previous Fiscal Year End
Preferred Stock	\$ (b)(6)	\$ (b)(6)
Common Stock	\$0.00	\$0.00
Other Equity	\$0.00	\$0.00
Retained Earnings		
Beginning Balance	\$0.00	\$0.00
Earnings/ Loss for Year	\$ (b)(6)	\$ (b)(6)
Dividends	\$0.00	\$0.00
Other Retained Earnings Changes	\$0.00	\$0.00
Ending Balance	\$ (b)(6)	\$ (b)(6)
Total Stockholder's Equity	\$ (b)(6)	\$ (b)(6)

	Latest Fiscal Year End	Previous Fiscal Year End
Total Liabilities and Stockholder's Equity	\$ (b)(6)	\$ (b)(6)

Current Ratio

Current Assets/Current Liabilities

6.11:1

Disclosure

Methods Used to Determine

Inventory - Books and Supplies
 Depreciation - Buildings (including useful lives)

Books and supplies are recorded upon purchase at cost.
 RNU has no purchased buildings.

Annual Financial Report (AFR) - 2018

Depreciation - Furniture and Equipment (including useful lives)	Furniture and equipment are recorded upon purchase at cost. it is systematically depreciated over time in accordance with the system of cost allocation established by Internal Revenue Code.
Depreciation - Library (including useful lives)	RNU uses online library services.
Depreciation - Other Fixed Assets (including useful lives)	Other fixed assets are recorded upon purchase at cost. it is systematically depreciated over time in accordance with the system of cost allocation established by Internal Revenue Code.
Unearned Tuition (indicate if calculated ratably over period or other method)	Unearned tuition is calculated relatebly over period.

Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt	N/ A.
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the	N/ A.
Terms of significant Notes Receivable	N/ A.
Terms of significant Notes Payable	N/ A.



2018 A Campus Accountability Report

As of: 2/25/2020

-, (00276405)

This is the data reported to ACICS by the institution in its most recent Campus Accountability Report

Campus Information

Beginning Population: 66

Ending Population: 59

Non-Program Enrollment: 0 *This number is not included in the ending population

Campus Level Standards

Retention: 100%

Placement: 65%

Program Level Standards

Program Name	Retention	Placement	Licensure
Business Administration (Bachelor's Degree)	100%	0%	N/A
Computer Science (Bachelor's Degree)	100%	50%	N/A
Computer Science (Master's Degree)	100%	67%	N/A
Finance (Bachelor's Degree)	100%	100%	N/A
Finance (Master's Degree)	100%	100%	N/A
Management (Master's Degree)	100%	80%	N/A
Management Information Systems (Bachelor's Degree)	100%	50%	N/A

Cohort Level Standards

Program Name	Cohort	Students	Graduation	Retention	Placement
Business Administration (Bachelor's Degree)	06/18	1	100%	100%	0%
	06/19	2	N/A	100%	N/A
	06/20	1	N/A	100%	N/A
	06/21	1	N/A	100%	N/A
	06/23	2	N/A	100%	N/A
Computer Science (Bachelor's Degree)	06/18	4	100%	100%	50%
	06/19	1	N/A	100%	N/A
	06/20	2	N/A	100%	N/A
	06/21	1	N/A	100%	N/A
	06/22	3	N/A	100%	N/A

Cohort Level Standards

Program Name	Cohort	Students	Graduation	Retention	Placement
Computer Science (Master's Degree)	06/18	6	100%	100%	67%
	06/19	6	N/A	100%	N/A
	06/20	7	N/A	100%	N/A
Finance (Bachelor's Degree)	06/18	1	100%	100%	100%
	06/19	4	N/A	100%	N/A
	06/20	1	N/A	100%	N/A
	06/22	1	N/A	100%	N/A
	06/23	3	N/A	100%	N/A
Finance (Master's Degree)	06/18	3	33%	100%	100%
	06/19	1	N/A	100%	N/A
	06/20	1	N/A	100%	N/A
	09/20	6	N/A	100%	N/A
Management (Master's Degree)	06/18	5	0%	100%	80%
	06/19	2	N/A	100%	N/A
	06/20	5	N/A	100%	N/A
Management Information Systems (Bachelor's Degree)	06/18	2	100%	100%	50%
	06/19	2	N/A	100%	N/A
	06/21	1	N/A	100%	N/A
	06/22	4	N/A	100%	N/A



2019 A Campus Accountability Report

As of: 2/25/2020

-, (00276405)

This is the data reported to ACICS by the institution in its most recent Campus Accountability Report

Campus Information

Beginning Population: 70

Ending Population: 68

Non-Program Enrollment: 0 *This number is not included in the ending population

Campus Level Standards

Retention: 100%

Placement: 77%

Program Level Standards

Program Name	Retention	Placement	Licensure
Business Administration (Bachelor's Degree)	100%	100%	N/A
Computer Science (Bachelor's Degree)	100%	100%	N/A
Computer Science (Master's Degree)	100%	71%	N/A
Finance (Bachelor's Degree)	100%	75%	N/A
Finance (Master's Degree)	100%	67%	N/A
Management (Master's Degree)	100%	67%	N/A
Management Information Systems (Bachelor's Degree)	100%	100%	N/A

Cohort Level Standards

Program Name	Cohort	Students	Graduation	Retention	Placement
Business Administration (Bachelor's Degree)	06/19	2	100%	100%	100%
	06/20	1	N/A	100%	N/A
	06/21	1	N/A	100%	N/A
	06/23	2	N/A	100%	N/A
	06/24	2	N/A	100%	N/A
Computer Science (Bachelor's Degree)	06/19	1	100%	100%	100%
	06/20	2	N/A	100%	N/A
	06/21	1	N/A	100%	N/A
	06/22	3	N/A	100%	N/A
	06/23	2	N/A	100%	N/A

Cohort Level Standards

Program Name	Cohort	Students	Graduation	Retention	Placement
Computer Science (Master's Degree)	06/19	7	100%	100%	71%
	06/20	6	N/A	100%	N/A
	06/21	6	N/A	100%	N/A
	06/22	4	N/A	100%	N/A
Finance (Bachelor's Degree)	06/19	4	100%	100%	75%
	06/20	1	N/A	100%	N/A
	06/22	1	N/A	100%	N/A
	06/23	6	N/A	100%	N/A
	06/24	3	N/A	100%	N/A
Finance (Master's Degree)	06/19	3	100%	100%	67%
	06/20	7	N/A	100%	N/A
	06/21	3	N/A	100%	N/A
	06/22	1	N/A	100%	N/A
Management (Master's Degree)	06/19	3	100%	100%	67%
	06/20	4	N/A	100%	N/A
	06/21	4	N/A	100%	N/A
	06/22	2	N/A	100%	N/A
Management Information Systems (Bachelor's Degree)	06/19	2	100%	100%	100%
	06/21	1	N/A	100%	N/A
	06/22	4	N/A	100%	N/A
	06/23	1	N/A	100%	N/A



January 8, 2019

ID Code 00276405(MC)

VIA E-MAIL ONLY

business@rnu.edu

Mr. Adam Yang
Dean of Academic Affairs
Reagan National University
114 S. Main Street
Sioux Falls, SD 57104

Subject: Campus-Level Student Achievement Show-Cause – Placement

Dear Mr. Yang:

The Council has reviewed your recently submitted 2018 Campus Accountability Report (CAR) and the campus-level placement rate of 0% is materially below the Council standard of 60%.

Council Action

Therefore, the Council acted to direct the institution to **show cause** why its accreditation should not be withdrawn, subject to the Council's subsequent review. In the interim, the institution is required to complete and submit the following information, **via the online Show-Cause Application**, for the Council's monitoring and review:

1. Quarterly submission of the following reports and plans, with the first submission due no later than February 1, 2019, and the subsequent submissions on May 1, 2019, and August 1, 2019.
 - a) A corrective action plan that has been incorporated into the current Campus Effectiveness Plan (CEP) and includes specific activities that are being implemented to improve the programs that are negatively impacting the campus-level placement performance for the institution. The institution must also submit a progress report, corresponding documentation, and any necessary explanatory narrative of all activities implemented and completed for the purpose of placement remediation.
 - b) Quarterly 2019 Campus Accountability Reports (CAR) to be submitted to the ACICS CAR Portal. The institution is reminded that **ONLY** placements that have been submitted to the PVP, verified by the graduate and/or employer, **and** validated by ACICS may be reported on the Reports.
 - c) An Institutional Teach-Out Plan with quarterly updates on the student progression of current enrollments.

Mr. Adam Yang
January 8, 2019
Page 2 of 2

2. Evidence that all current and prospective students have been advised of the show-cause status. The following statement must be placed prominently on the institution's website, no later than **five business days** following electronic transmission of this notice:
 - a) Notice to students and prospective students: Raegan National University has been placed on student achievement show-cause by their accreditor, the Accrediting Council for Independent Colleges and Schools ("ACICS"), because of material noncompliance with placement standards, having reported a 0% on the 2018 Campus Accountability Report.

Failure to provide all information requested by the Council may result in the suspension or revocation of your institution's grant of accreditation.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within the established time frames without good cause. Given that the institution's longest program is offered at the master's degree level, you are advised that compliance must be achieved within 24 months. Please consult the Introduction of Title II, Chapter 3 of the *Accreditation Criteria* for additional information.

Please contact Ms. Michelle Bonocore at mbonocore@acics.org if you have any questions.

Sincerely,

(b)(5)

Michelle Edwards
President and CEO

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
South Dakota Department of Education's Division of Career & Technical Education
(keley.smithkeller@state.sd.us)

Michelle Edwards

From: Michelle Bonocore
Sent: Thursday, May 2, 2019 3:35 PM
To: Steven Gelfound; Michelle Edwards
Subject: Regan National University 2018 CAR Revision and recommended revised actions

Importance: High

The 2018 revisions have been completed and error checks run. The campus is currently under a show cause directive for placement outcomes. The revised placement rates are reflected in the charts below. Based on the CAR revisions I recommend the following:

The campus show cause directive be lifted and the campus placed on Reporting for the 65% institutional placement rate.

The following programs be placed on programmatic show cause for the 50% placement rates:

- Computer Science, Bachelors degree
- Management Information Systems, bachelors degree

Place the Computer Science, Masters degree on reporting

CAR Campus Revisions Report

Institution(s): 00276405 Year(s): 2018 CAR Type(s): A

Year	CAR Type	Institution ID	Institution Name	Change Detection	New Placement	Legacy Placement
2018	A	00276405	Reagan National University	Campus Placement	65%	0%

CAR Program Revisions Report

Institution(s): 00276405 Year(s): 2018 CAR Type(s): A

Year	CAR Type	Institution	Unique ID	Program Name	Change Detection	New Placement	Legacy Placement	
2018	A	00276405	Reagan National University (7)					
			42663	Computer Science	Program Placement	50%	0%	
			42664	Management Information Systems	Program Placement	50%	0%	
			42665	Business Administration	None	0%	0%	
			42666	Finance	Program Placement	100%	0%	
			42667	Computer Science	Program Placement	67%	0%	
			42668	Management	Program Placement	80%	0%	
			42669	Finance	Program Placement	100%	0%	

Michelle Bonocore
Compliance Analyst
Accrediting Council for Independent Colleges and Schools

MARK YOUR CALENDAR for the ACICS Professional Development Conference and Annual Meeting “Ensuring Quality through Transparency and Accountability” to be held at the Hyatt Regency Crystal City, VA Wednesday, May 8, 2019 – Friday, May 10, 2019.

[Click here for information and registration details!](#)

CONFIDENTIALITY NOTICE:

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May 20, 2019

ID Code 00276405(MC)

VIA E-MAIL ONLY

business@rnu.edu

Dr. Adam Yang
Academic Dean
Reagan National University
114 S. Main Street
Sioux Falls, SD 57104

Subject: Request to Vacate Show-Cause Directive as a Result of 2018 CAR Revision

Dear Dr. Yang:

At its May 2019 meeting, the Executive Committee, serving on behalf of the Council, considered your institution's request to vacate the campus-level show-cause directive for non-compliance with the placement student achievement standard.

The Committee reviewed the institution's revised 2018 Campus Accountability Report (CAR) and confirmed that all graduates reported as placed were both verified by the employer and/or graduate and validated as an appropriate placement in accordance with ACICS's placement definition, through the Placement Verification Program (PVP). The campus's revised placement rate is 65%, which is below the Council's benchmark for placement.

Council Action

Therefore, the Council acted to **vacate** the campus-level show-cause directive and place the institution on reporting.

If you have any questions about these actions, please contact Mr. Steven Gelfound at (202) 336-6799 or sgelfound@acics.org.

Sincerely,

(b)(5)

Michelle Edwards
President and CEO

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education



August 5, 2019

VIA E-MAIL ONLY

business@rnu.edu

Dr. Adam Yang
Academic Dean
Reagan National University
114 S. Main Street
Sioux Falls, SD 57104

Subject: Renewal of Accreditation Visit Confirmation

Dear Dr. Yang:

An on-site evaluation of your institution has been confirmed for **October 16 - 17, 2019**. You will subsequently receive further details about the visit, including the names and addresses of the team members. When this information is received one copy of the Self-Study Application should be forwarded directly to the team members, the manner in which will be explained in the visit memorandum.

As a reminder, the Self-Study Application materials include:

SELF-STUDY APPLICATION

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis (by program)
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the institution's online application two weeks before the visit:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The above documents must be emailed, along with the appropriate application materials, to each team member no later than **October 2, 2019**.

Dr. Adam Yang
August 5, 2019
Page 2 of 2

On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fee for the site visit, which is **due upon receipt but no later than two weeks prior to the scheduled start date of the review**. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria*, the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

Thank you for your cooperation. If you have any questions, please contact me at pwgilliam@acics.org.

Sincerely,


 (b)(5)

Perliter Walters-Gilliam
Vice President - Accreditation

c: Mr. Steve Burnett, South Dakota Secretary of State (krista.rounds@state.sd.us)



To: Dr. Adam Yang
President
Reagan National University
ACICS ID 00276405

From: Ms. Perliter Walters-Gilliam

Date: September 30, 2019

Subject: Scheduled Site Visit: October 16-17, 2019

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including me, an electronic copy via e-mail of the Renewal of Accreditation Application.

As a reminder, the Application materials include:

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the institution's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials, by each team member no later than **October 2, 2019**.

Dr. Adam Yang
September 30, 2019
Page 2

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

As a reminder, the visit fees are to be paid prior to the onsite evaluation visit and are due 10 business days upon receipt of the invoice. Please be advised that pursuant to Section 2-3-401(e) of the *Accreditation Criteria*, the Council may revoke an institution's accreditation for failing to pay evaluation fees.

Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.

VISIT ITINERARY

CAMPUS NAME, CITY, STATE

ACICS ID Code 00276405
Reagan National University
114 S. Main Street
Sioux Falls, SD 57104
Main campus telephone number: (605) 728-1941
business@rnu.edu

Visit Dates

Wednesday, October 16 – Thursday, October 17, 2019

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Master's degree

Itinerary (approximate)

Arrive on Wednesday, October 16, 2019, at 9:00 a.m.
Depart on Thursday, October 17, 2019, at 5:00 p.m.

Dr. Adam Yang
September 30, 2019
Page 3

Evaluation Team

CHAIR

██████████
Director of Library Services/Campus Compliance (Retired)
Dallas Nursing Institute

██████████

RELATIONS WITH STUDENTS

██████████
Sr. Director, Accreditation and Licensing (Former)
Zenith Education Group

██████████

EDUCATIONAL ACTIVITIES & COMPUTER SCIENCE PROGRAM SPECIALIST

██████████
Adjunct Faculty/Retired Administrator
St. Petersburg College

██████████

BUSINESS PROGRAMS SPECIALIST

████████████████████
Director of Business Administration
American National University

██████████

ACICS STAFF REPRESENTATIVE

Ms. Perliter Walters-Gilliam
Vice President of Accreditation
pwgilliam@acics.org

c: Evaluation Team

EVALUATION VISIT MEETING ROOM MATERIALS

Renewal of Accreditation Visit

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's, ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new

- programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.
 - q. Library budget
 - r. Copy of an official transcript

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA
- k. **Copy of the I-17 petition to SEVP, a copy of the approval from SEVP, and all communication with DHS concerning the campus's status (if applicable)**

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)

- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or branch application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and thumb drive or CD of radio and television ads
- c. All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable)
- d. Student, faculty, and staff handbooks (if applicable)
- e. Current catalog with all addenda (if applicable)
- f. Previous two years' catalogs and addenda (if applicable)

EVALUATION VISIT DATA COLLECTION

Renewal of Accreditation Visit

1. CAR Data Review

While onsite, the visit team will verify all graduates classified as not available for placement on the campus's 2018 Campus Accountability Report (CAR). Hence, all waiver information, by program, **must be in the team's room prior to arrival.**

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an e-mail communication to its faculty, staff and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication no later than **ONE WEEK PRIOR TO VISIT** and copy the ACICS staff representative as confirmation of completion.

3. ACICS Student Survey

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the first day of the visit. At least 10 percent of students, across all disciplines and day/evening schedules, will be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers.

Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code **00257970** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

Self-Study Overview

The Self-Study is an examination of the educational program's effectiveness in relation to the seven standards conducted by representatives of the administration, faculty, student body and others stakeholders of an institution. There are three primary goals of the self-study:

- Collect and review data about Reagan National University and its educational programs
- Identify both institutional strengths and challenges that require attention
- Define strategies to ensure the strengths are maintained and problems are addressed effectively

The Self-Study was to investigate RNU's compliance with each of the Commission's Standards and to show and ensure that it has processes and systems in place to assure continuous improvement with regard to the criteria that define each Standard. Analyses of the data demonstrated compliance to the committee members, and were used to make recommendations for improvements. Survey questions cover the educational programs, student services, the learning environment and the adequacy of resources. Once the survey data has been collected, the Self-Study Task Force (SSTF) will complete a report with an analysis and interpretation of their findings for inclusion in the self-study documents. As the Self-Study Report indicates, the recommendations are aligned with the University's new strategic plan goals. The reports developed by the subcommittees were submitted to the Self-Study Task Force and form the basis of the Self-Study Report.

The SSTF promotes excellence in the University self-study process by providing oversight of the process and coordination for the self-study subcommittees. It reviews subcommittee updates and reports and provides guidance in the collection and analysis of data and the development of recommendations for the University education programs. The SSTF is a broad representation of stakeholders in Reagan National University. The membership consists of the chairs of each of the seven self-study subcommittees, the education QI director, students, alumni, institutional and board members.

The SSTF is responsible for overseeing the self-study subcommittee process and preparing the final self-study summary report.

Charge:



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

- Engage subcommittee members in a process of active and open evaluation of an assigned standard;
- Produce a subcommittee summary report addressing programmatic strengths and challenges in the context of the accreditation standard with recommendations to address identified areas of attention;
- Collaborate with fellow task force members to develop a final Self-Study Report for submission to the SSTF.

A Self-Study Task Force designed to move RNU through the reaccreditation includes:

Individual members of the task force also will chair seven subcommittees designed to provide detailed answers to SSTF on a host of topics ranging from mission, planning, organization, leadership and faculty preparation in the University to academic and learning environments, educational resources and infrastructure, along with curricular objectives, design, content and management and teaching supervision and assessment.

The Self-Study Process

The SSTF worked in collaboration with seven subcommittees that it established to investigate the research questions specified for each of the Standards. Evidence of compliance, transparency, diversity and inclusion, and information accessibility are some of the common themes that cross the research questions. The SSTF provided information, feedback, and guidance to the subcommittees. The subcommittees included program advisors, board members, faculty and administrators with expertise and interest in particular areas related to each Standard. The Self-Study Draft Report was circulated to the entire RNU community for feedback; these recommendations have greatly informed influenced the final document.

Overview of the Self-Study Report

An overview of the findings and recommendations for each of the seven Standards follows.

Standard I: Mission

Subcommittee Members:

██████████, Chairman, Board of Directors

██████████, Treasurer, Board of Directors

██████████, President

██████████, Faculty

██████████, Alumni

██████████, Student



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Subcommittee Chair: [REDACTED]

The University revised its mission statement in 2018 through its strategic planning process. The new statement is similar to the one that preceded it: it addresses the quality of education at the University; the diversity of our community; the affordability of our programs; and our engagement with the larger community. New is an emphasis on intellectual freedom and on specifying the education of first-generation, immigrant students. The mission informs all aspects of planning on campus. The subcommittee also found that not all members of the community were knowledgeable about the mission. It recommended that the mission be featured more prominently on campus so that all students could be more fully oriented to it. In addition to knowledge about the mission, the subcommittee investigated the extent to which the University lives the key elements of its mission. It found that the mission propels the campus's work in all of its dimensions.

Standard II: Ethics and Integrity

Subcommittee Members:

[REDACTED], Vice Chair, Board of Directors
[REDACTED], Admissions Director
[REDACTED], Business Manager
[REDACTED], Faculty

Subcommittee Chair: [REDACTED]

The subcommittee noted that the strength and scope of policies in place at the University assure integrity and ethical behavior. The subcommittee found the University to be in compliance with the criteria of the Standard. A primary area of investigation was the transparency and accessibility of policies and information related to the Standard. The way in which the University operationalizes its fundamental values of diversity and inclusion was also explored. Pushing off from the success of recent implicit bias training for faculty search committee members last year, the subcommittee recommended extending the same development opportunity to all faculty and staff. Including specific policies related to grievance procedures into the Faculty Handbook and Student Handbook was also recommended as was the revised version of the Staff Handbook.

Standard III: Design and Delivery of the Student Learning Experience

Subcommittee Members:

[REDACTED], Faculty
[REDACTED], Registrar



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

██████████, Faculty
██████████, Student

Subcommittee Chair:

██████████

The subcommittee found that the strength of the student learning experience is demonstrated by the high quality of the education RNU provides its students. The quality of its programs is affirmed by the extent of the external recognition such as employers the University receives, the valuation of external accrediting bodies, the scope and coherence of programming, the level of curricular assessment, the high level of its faculty preparation and full-time course section coverage, clear academic programming, and considerable support services, among other metrics. Recommendations include additional support for faculty research and mentoring and the continued comprehensive evaluation of graduate programming.

Standard IV: Support of the Student Experience

Subcommittee Members:

██████████, Librarian and Learning Resource Manager
██████████, Registrar
██████████, Student
██████████, Director of Student Services

Subcommittee Chair:

██████████

The subcommittee explored the student experience from recruitment to graduation and found the University to be in compliance with the requirements of the Standard. It found the processes to be clearly defined and aligned with the mission. Students receive appropriate services, and the institutional outcome data demonstrate the extent of their success. The subcommittee recommended a thorough assessment of the RNU website's navigability for students.

Improvements in advisement were also recommended. The University has a limited number of professional advisors to serve students early in their academic careers, and the subcommittee recommended the expansion of this unit to serve undergraduates. The subcommittee noted that more research on undergraduate attrition was needed to develop comprehensive strategies for the expansion of the population of the group. Enhancements to scheduling and a review of transfer credit policies, particularly related to prior learning assessment, were also proposed for consideration.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Standard V: Educational Effectiveness Assessment

Subcommittee Members:

██████████, Academic Dean
██████████, Program Advisor
██████████, Chair, Department of Technology
██████████, Chair, Department of Management
██████████, Student
██████████, Alumni

Subcommittee Chair:

██████████

The subcommittee focused on investigating the progress the University has made since 2016 in developing a culture of assessment on campus. It found that the University has made great strides over this period and that it has put in place strategies to enhance the quality of assessment.

Recommendations that emerged from the Self-Study include: changes to the program review time line and scope; the continued development of a dedicated assessment document repository. These recommendations aim to support a sustained practice of assessment throughout the institution through distributed leadership, improved information management, and closing the loop on improvements.

Standard VI: Planning, Resources, and Institutional Improvement

Subcommittee Members:

██████████, Treasurer, Board of Directors
██████████, Academic Dean
██████████, Registrar
██████████, Business Manager
██████████, Faculty

Subcommittee Chair:

██████████



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

The processes the University uses to guide planning, budgeting, assessment and improvements to increase effectiveness were the focus of the subcommittee's effort in examining the University's compliance with the criteria of the Standard. The chapter describes the University's overall budgeting processes and shows how our processes and structures are linked to our Strategic Plan's goals. The chapter also provides examples of how we use data to allocate resources to make improvements in services and programs.

The subcommittee also explored the use of assessment and evaluation to drive decision-making processes. Across units, objectives are consistent with internal goals, in alignment with the overarching goals of the University, and in compliance with RNU policy and guidelines. The studies the subcommittee undertook also show that assessment and data-driven decision-making and planning occur in multiple ways across a broad range of units to improve overall effectiveness. The subcommittee found that the campus has considerable information to use to guide decision making.

The subcommittee recommended that centrally-available data be routinely analyzed and presented to end-users in ways that facilitate applying the information to planning and assessment functions. Developing mechanisms to help the University prioritize data requests was also recommended.

Standard VII: Governance, Leadership and Administration

Subcommittee Members:

██████████, Chairman, Board of Directors
██████████, President
██████████, Academic Dean
██████████, Alumnus
██████████, Chair, Department of Technology

Subcommittee Chair:

██████████

The subcommittee focused its efforts on an examination of the University's governance, organizational structure, and staffing. The investigation verified that RNU is transparent in its governance and administrative structures and that these structures promote RNU's ability to carry out its mission and goals effectively in order to serve its students and all other stakeholders. It was recommended that the University continue to focus on developing a culture of transparency, service, and trust. It was also recommended that governance documents be revised to incorporate the responsibilities and authority of the deans, an effort that is planned to take place in fall 2019 as stated in our Strategic Plan.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

An Introduction to the Self-Study follows this summary. It provides an overview of the University, outlines the structure of the Self-Study Report, and describes significant trends and challenges. Linkages between information in the Self-Study Report and the Strategic Plan are specified in parentheses, e.g. (SP Goal Number, Objective Letter) throughout. Hyperlinks to evidentiary materials are followed by (page#) throughout the body of the report as applicable.

Signature Sheet

[Redacted]



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Any organization that stands still will go backwards. This is a belief that lies at the heart of development here at Reagan National University. Education should be a vibrant process that meets the needs of current students and prepares them for an ever-changing world. We must also continue to change and develop to ensure that we are ready to meet the needs of our students of the future. It is also our intention and that of the Board of Directors that RNU's name should be synonymous with high quality in education and further to enhance its global reputation for excellence.

At Reagan National University, in the near future, we are planning to offer a new Masters of Accountancy (MAcc) degree and Distance Education learning mode for all our degree programs. New programs enable the University to maximize the use of educational resources, and also help to keep the University current in the educational marketplace. Ideas for new degree programs may arise in response to the emergence of new disciplines or changes in existing disciplines, or to help realize the potential for new interdisciplinary and inter-department programs. Regardless of who initiates a proposal for a new degree program, it must pass through a formal approval process before it can be implemented.



ACICS Application for Accreditation – PART II

Future Plans for the Institution

GUIDELINES FOR PROPOSING NEW DEGREE PROGRAMS (Faculty Handbook Section 5)

These guidelines outline the steps necessary to develop a proposal and to obtain the approvals prerequisite to Academic Dean's consideration and Board of Directors approval for new degree programs. After approval through the appropriate committee processes at each participating academic department, new degree programs must be reviewed and approved by the Academic Dean before they can be submitted to the Board of Directors. New degree programs have the added requirement of approval by the Board of Directors before they can be advertised, students recruited, or the program implemented.

New degree programs, either within an existing academic unit or in an interdisciplinary area, must be designed to ensure that the new programs fit the mission of the University, have potential for excellence, and have strong intellectual leadership and adequate resources. Key criteria are:

- Cadre of strong faculty advocates and leaders within the department or program,
- Critical mass of committed faculty members, who are to be involved in the program and who have an established record of collaboration,
- Distinguishing mission and niche or fulfillment of unmet or strategic need,
- Ability to leverage other strengths at Reagan National University,
- Administrative support in the department(s) and program(s) involved, and
- A comprehensive financial plan that addresses the viability and sustainability of the program.

Joint, interdisciplinary, or combined degree proposals must fully explain the details of how academic and administrative responsibilities will be shared among the academic units.

The following steps are applicable in their entirety for degree programs.

REQUIRED STEPS:

1. Program Conceptualization

The key faculty members should discuss their program concept with the appropriate department chair(s) that will award the degree and/or that will provide core program components. Note that while in many cases only one department will award the degree, multiple departments may be critical in the content delivery and program implementation. Once every relevant chair affirms his/her support of the concept, the program concept leaders should:

- a) Establish preliminary versions of program goals and objectives, develop a timeline, approximate program costs, and administrative structure;
- b) Address how the key criteria stated in the preamble of this document are to be addressed;
- c) Discuss the degree proposal with the chair(s) of the department(s) that will play a central role in the content development and delivery;



ACICS Application for Accreditation – PART II

Future Plans for the Institution

- d) Identify members for a Planning Committee; and
- e) Contact the Academic Dean to discuss the program concept.

At this point, the department chair will be designated as the principal contact for the proposed program. It is expected that the Planning Committee will consult with the department chair throughout the process, including the program conceptualization phase.

2. Form a Planning Committee to develop a formal and detailed program proposal.

The designated department chair will assist the Planning Committee with the planning and submission steps. The Planning Committee should consult key administrative units (e.g. Registrar's Office, Student Affairs Office, Business Office, Admissions Office, etc.) about specific issues as they develop the plan.

The planning committee should:

- a) Decide on formal program and degree titles (it is advisable to discuss the proposed titles with the Registrar's Office to avoid title duplication or confusion with existing degree programs).
- b) Prepare a concise "mission statement" to guide the planning process. What are the educational and societal goals for the program? What needs does it meet? Why does it make sense for RNU at this time?
- c) Gather information to support the rationale for the program. Here are some typical Academic Dean and BOD questions that should be anticipated:
 - How does the program advance the University's goals of academic excellence and leadership?
 - How does the program relate to the department's (or departments') strategic directions?
 - Is the proposed degree based on a coherent body of knowledge and scholarly literature with depth and breadth sufficient to justify concentrated/advanced study?
 - What professional societies and accrediting groups are allied with the degree specialty?
 - What special career qualifications will the program confer on its graduates? Is there a job market for graduates?
 - Does RNU have enough faculty with appropriate expertise and sufficient interest to support the curriculum? If this is a graduate research degree, is the quality and amount of RNU's faculty research on relevant topics sufficient to support the projected number of student thesis projects?
 - Does RNU have sufficient academic resources, including but not limited to laboratory facilities and library and information technology, to support the degree program? A specific assessment of library needs should be documented using the appended University Library Resources Evaluation Form.
 - Special resources required - start-up costs, space, IT, library collections.
 - Is there a sound business plan? Will the program be self-supporting?



ACICS Application for Accreditation – PART II

Future Plans for the Institution

- Have accreditation aspects been considered and issues identified and resolved?
- d) Determine how the program will be administered:
 - Location? Director--who and what % release time? Staff assistance? Steering Committee?
 - Student admissions, advising, and records? Financial management? Cost and revenue sharing across units?
- e) Determine how the achievement of the program goals will be assessed. Plan a timetable and process for evaluation, and for accreditation if applicable. Implementation of the assessment and evaluation plan must be scheduled before the end of the fifth year of program operation. The tracking of outcomes and external evaluation components must be included.

3. Prepare the formal proposal in draft form.

- Executive Summary: title, description of the program and brief rationale (1/2 page)
- Introduction: Overview of program purpose and organization (1/2-1 page)
- Rationale: Why this program makes sense, why at RNU, compare other programs, why now, market, etc. (1-2 pages)
- Program Content: Admission requirements, advising plan, curriculum, core and elective courses described and justified, qualified faculty identified with their consent, degree requirements, etc.
- Program Delivery and Accreditation: If applicable, delineate steps that are being taken to comply with accreditation policies and federal gainful employment regulations.
- Administration and Governance: Program Director(s), faculty governance of curriculum. For inter-department programs especially, explain which office is responsible for administrative/financial oversight, student records (applications, admission, advising, progress, degree certification, Registrar).
- Plans for Roll-out: Timetable for program development, advertising and application deadlines; projected enrollment for first and succeeding years.
- 3-5 Year Business Plan: Show projected tuition income and its distribution to participating department units; other up-front department investment or grant income. All real costs including O&M, faculty and administrative compensation, advertising, operating office expenses, start-up costs, IT and library resources (based on the completed RNU Library Resources Evaluation form), etc.
- Evaluation: Plan and timetable for periodic evaluation of program in relation to stated educational, enrollment, and financial goals. Include explicit steps for assessing milestones, utilizing feedback to improve the program and processes, tracking outcomes, an external evaluation component and any plans for professional accreditation. Propose a timetable for follow-up report to BOD that uses specific measures to compare outcomes with expectations. The first full evaluation must be performed in five years or sooner from the time of the first students entering the program.



ACICS Application for Accreditation – PART II Future Plans for the Institution

- Appendices: New course descriptions, charts, curricular plans, Library Resource Evaluation form, abbreviated faculty CVs, programs at other institutions, etc.

4. Approvals required prior to submitting to Academic Dean

The designated department chair should review the proposal before initiating the formal approval process. The faculty should consult with the appropriate department chair in order to incorporate their input and obtain the following approvals:

- Faculty. Faculty approval from each department involved. Typically, a standing curriculum or program committee reviews and recommends action for full faculty.
- Department chair. A cover letter from the chair of each department involved, addressed to the Academic Dean documenting his/her support of the degree program.
- Business Manager. Submit final proposal copy for signature approval of Business Plan by Business Manager.

5. University routing for the Board of Directors approval of proposed degree programs.

All prior approvals must be in hand, and the proposal and any accompanying memos must be submitted in electronic form to the Academic Dean's Office in time for the Board of Directors mailing, at least six weeks before next scheduled meeting.

Check with Academic Dean's Office for exact deadline.

a. Submit proposal (electronic and hard copy) to Academic Dean with cover memo listing dates of any department faculty approval, and attach written notice of support from department chair(s), and Business Manager.

b. Academic Dean reviews and approves the proposal. In the case of degree programs, the Academic Dean submits the program to the Board of Directors in time for next scheduled meeting with his/her recommendation.

c. Degree program proposals are discussed and voted upon by the Board of Directors. The principal advocate for the proposal and/or the chair(s) of department(s) or designees involved in granting the degree may be invited to answer questions that the Board of Directors may have.



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Reagan National University Library Resources Evaluation Form

The evaluation of resources available in the RNU library to support a proposed degree program is an essential component of the review process. Once the scope of the proposed program has been defined, the faculty member making the proposal should provide a written program description to the Learning Resource Director and schedule a meeting to discuss the program's library-based needs. The library representative will then prepare a written assessment of its ability to meet those needs. In the event that the library's holdings are insufficient to support the proposed program, the evaluation will include a budget for additional support.

Please allow 3 weeks for this evaluation to occur. For this reason, it is required that the library evaluation be taken into account when developing the departmental review process timeline. If the evaluation shows the need for additional expenditures, further discussion by the library representative with the appropriate administrators will be necessary before the proposal is submitted for final review.

This form must be included with the proposal that is submitted to the Academic Dean's Office.

New Program Title: _____

Department Submitting Proposal: _____

Contact Person/Phone: _____

Date of meeting with Library: _____

Signature of Faculty: _____ Date: _____

Signature of Library Personnel: _____ Date: _____



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Masters of Accountancy (MAcc)

While earning a bachelor's is the necessary first leg of the journey to becoming an accountant, the degree is insufficient for professionals aspiring to the most senior positions in the field. To be eligible to sit for the CPA exam, a master's is generally advised, as the program's coursework can serve as one of the two years of experience required to qualify to take the test, while also providing the best educational preparation.

The Reagan National University Masters in Accountancy (MAcc) program provides high quality graduate accounting education. Supported by research and service activities, the program provides an individualized student-focused curriculum, connecting with the business community.

The program:

- Offers a student-centered graduate accounting degree program for students drawn primarily from the Sioux Falls region. The program will prepare students for career success, professional certification, and life-long learning;
- Creates and applies research that enhances classroom teaching, assists accounting professional development, and advances knowledge in accounting;
- Fosters integrity, mutual respect, and ethical behavior as requisites to accounting practice;
- Connect with the business community by focusing on both the traditional student and the working professional. The program facilitates internships and other collaborative business partnerships.
- Provides curriculum optionality to students with varied accounting course offerings and multiple elective MBA course choices.
- Expands student career optionality to include accounting and financial services.

Program Proposal Narrative

a) Program Need and Student Characteristics

(1) Is the program central to the mission of the institution?

The Mission Statement of Reagan National University is:

“Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today’s workplace.”

-Board Action (Reapproved January 2019)

A Masters in Accountancy (MAcc) has not previously been offered but the University’s faculty are familiar with and have taught in our existing graduate business programs (MBA). Like the existing RNU MBA programs (Management and Finance), the MAcc program will target the region’s



ACICS Application for Accreditation – PART II

Future Plans for the Institution

underserved working professional and provide a high quality research based and service based graduate accounting degree. The program will also provide existing undergraduate students at Reagan National University a before unavailable option to continue their education while remaining in the region. A sizeable portion of a RNU's business undergraduate student population live and work in the Sioux Falls region. They will now be able to continue contributing to the region's economy while completing their MAcc. Finally, RNU will build upon its existing strength in international education to provide graduate accounting education to its existing international student population while looking to prudently expand this student base.

(2) What is the student demand for the program?

During the winter 2019 quadmester, as part of an anonymous survey, RNU junior and senior business majors (Management and Finance), and MBA students were surveyed to determine their level of interest in a MAcc program. The population surveyed included traditional, nontraditional professional working, and international students. 32 undergraduate and 15 graduate students were surveyed. When asked to pick a statement which matches their interest in graduate study in accounting, 82.6% of those surveyed indicated that they definitely intend to or were considering pursuing graduate education in accounting within the next five years. When fully implemented, the MAcc program is expected to admit 30 full-time and 10 part-time students per year with graduation resulting in 1-2 years.

(3) What is the demand for graduates of this program?

Graduates of the MAcc program are expected to be in high demand. Demand for these graduates has been robust with numerous job opportunities in industry, government, and national and local CPA firms. With starting salaries in the \$(b)(6) to \$(b)(6) range, the demand for graduates by the CPA firms is driven by the increase in work resulting from the passage of the Sarbanes Oxley Act. The current requirements of the South Dakota Board of Accountancy for taking the Uniform CPA exam include the successful completion of 150 hours of college credit. Current RNU students qualify to take the exam by completing a BBA, majoring in finance and taking additional undergraduate accounting coursework to meet the 150 hour and course specific requirements. The proposed MAcc program will allow graduates to synchronize their education with CPA qualification if desired, further improving the pool of human capital in the region.

(4) What are the locational and comparative advantages of this program?

The RNU MAcc program will have at least three locational and comparative advantages when compared to programs offered by neighboring institutions.

First, it is designed to provide classes at a time which matches the schedule of the working professional who lives or works in the Sioux Falls region. Classes will largely be offered in the evenings and weekends and will allow these students to complete the degree over a 1-2 year period



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(or longer if needed). Classes will be held on the RNU campus in Sioux Falls. The University already offers evening/weekend accredited MBA programs which is recognized region-wide for its quality. The Reagan National University faculty are already currently tasked with evening/weekend instruction and are experts at working with this type of student. The Department of Management continually receives inquiries from working adults in the region looking for an evening/weekend program.

Second, the program will allow existing fulltime undergraduate students to seamlessly transition from their BBA program to the MAcc program. This transition provides advantages to working students in the BBA program and to students completing internships with CPA firms, industry or government. Providing a program which offers students the opportunity to earn a high quality graduate degree, qualify to take the CPA exam, and work or complete an internship at one of the many companies or organizations in the region, without relocating is invaluable to the student and to the regional employer.

Third, the MAcc program will serve as an opportunity for Reagan National University to leverage its existing business programs. The University has seen considerable recent growth in its undergraduate international student population. The offering of a graduate program in accounting is expected to be well received by the existing student body and should be a useful tool to attract additional high quality international students from other universities.

b) Curriculum of the Proposed Program. Program proposals will describe the curriculum of the proposed program. The curriculum of the proposed program shall be judged on the basis of the following criteria:

(1) What is the curriculum of the proposed program?

The curriculum will include a balance of advanced accounting coursework (audit, tax, financial accounting, cost, accounting information systems, etc.) and coursework focused on molding an ethical professional who will continue to learn and develop in a global competitive market. The curriculum includes courses in research, accounting theory, current contemporary issues, economics and law. Students will have additional optionality to take elective courses from those courses offered in the existing MBA program (including courses on mergers and acquisitions, portfolio management and other topics). Internships will be offered but not required. Given many MAcc students will already be employed, an internship requirement would be impractical.

c) Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

(1) What is the quality of the faculty?

All faculty teaching in the MAcc program will be experienced academically or professionally qualified professors or lecturers as determined by the University's Faculty Scholarly Activity Policy.



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All MAcc faculty have previous experience teaching in a regional or national accredited BBA program. Since we already have three CPAs with masters degrees and a good number of finance and management faculty in finance and management with terminal degrees, the addition of new faculty is expected to be minimal.

(2) How many graduate assistants will serve the program?

No graduate assistants are currently expected to serve the program.

d) Academic Support. Program proposals shall clearly establish the requirements, costs and quality of the academic support services for the program.

(1) What are the academic support services for this program?

All MAcc students will be supported by existing University facilities, equipment, and staff. Student access to information technology resources, library resources and other support is also available on campus and remotely. Individual student advising will be done by existing accounting faculty members.

(2) What new library materials and other forms of academic support are required beyond normal additions?

MAcc students will have access to online library materials currently available in the Reagan National University Online Library (LIRN) to which the University subscribes. No additional library resources are anticipated to be needed.

(3) What new supporting staff will be required beyond normal additions?

Administrative assistance of less than one full-time equivalent person will be required.

e) Facilities and Equipment. Program proposals shall establish clearly the requirements, costs and quality of the facilities and equipment for the program.

(1) What are the anticipated facilities requirements (existing, renovated or new)?

No new facilities will be required.

(2) What new equipment will be required beyond normal additions?

None are anticipated.

(f) MAcc Admissions Requirements:

A MAcc application must:

1. Completed/signed application form;
2. Non-refundable \$75 application fee;



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3. College transcripts;
4. Have a bachelor's degree from an accredited institution or the equivalent from a foreign college or university;
5. Have a 2.5 G.P.A or above. If an applicant's undergraduate G.P.A. is less than 2.5, extensive review and approval from the Admissions Committee is required.
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.
7. If potential graduate students have taken the GMAT or GRE and submit their scores, this will enhance the opportunity for admissions.

(g) MAcc Graduation Requirements:

MAcc's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA. The Department chair must approve the course sequence and program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

(h) What student learning outcomes measures will be used to assess the program's effectiveness?

The Masters of Accountancy program will be evaluated regularly to provide an overview of the accomplishments of program outcomes as well as to evaluate program progress. Data will be accumulated to provide analysis of instructional expenditures, student credit hour production, accounting major and MAcc graduation statistics, and faculty workloads.

Student learning outcomes assessment is a required and significant part of the external ACICS accreditation process for the University. Accreditation standards require annual measurement and reporting of student learning outcomes for specific program goals. The University's assessment procedure for each academic program involves the following steps:

- Develop and document formal program goals, with input from faculty and the curriculum group responsible for the program, input from external stakeholders and likely recruiters of the graduates of the program.
- Develop and document specific course goals for each course, such that goal achievement contributes to and collectively assures accomplishment of established program goals.
- Administer instruments in order to evaluate established learning outcomes.
- Use results of assessment to evaluate achieved outcomes against established goals and report to faculty for consideration of possible improvements in content and delivery, and to identify necessary adjustments in the assessment measures and instrument. Report results and changes in curriculum and assessment process to the Department chairs and document the results and changes annually for institutional program review.



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Preliminary learning objectives for the proposed Masters of Accountancy program are as follows:

Upon completion of the MAcc student will be able to:

- Prepare analytical review of complex business and accounting topics from both theory and practice;
- Write clearly, effectively and efficiently in an accounting context;
- Orally communicate ideas clearly and effectively;
- Demonstrate an appropriate understanding of relevant technology and be able to apply technology to resolve accounting issues;
- Demonstrate an understanding of the professional behaviors, regulatory standard setting mechanisms and ethical responsibilities relevant to clients, to markets and to society as a whole;
- Demonstrate proficiency in technical topics commonly covered on professional certification examination such as the CPA, CMA, and CIA examinations.

Assessment will be performed using course imbedded assessment.

(3) What are the University's plans regarding program accreditation?

Reagan National University is accredited by ACICS and was last reaccredited in 2017. It is anticipated the MAcc program will be subject to the ACICS review and accreditation renewal process after 2019.



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Distance Education

As web-based technologies infiltrate every aspect of everyday life, it is imperative that teachers are kept up-to-date, learning the most effective ways to use technology to enhance their instruction and their students' learning. Distance education has been part of Reagan National University's educational plan for more than 3 years. It has been identified as an important component in meeting the University's strategic goals, which are derived from the Mission Statement. The main format is online classes using the Moodle course management system. Online classes allow for more instructor – student interaction. The Board adopted a policy on Distance Education that emphasis on effective contact reflects Reagan National University's commitment to both strategic goals "Become a learner-centered institution by focusing on student success," and "Improve student access to University programs and services".

As the University moved into the realm of interactive distance learning and telecommunications, the need to share information, review and support the growth of online learning led to the creation of a Distance Education Advisory Committee in 2017. In November 2018, the Distance Education Advisory Committee outlined a strategic plan to guide the growth of distance education with the goals of increasing enrollment and service to all communities within the city limits of Sioux Falls; this plan included the intention to hire a director in the future and use a common online course management system (Moodle).

Without dedicated oversight, the Distance Education program was unable to provide the level of support for instructors and students necessary for the growth demanded by students. In January 2019, the decision was made to hire a full-time Director of Distance Education. With the hiring of a director, Reagan National University has assisted faculty in developing an array of new online courses that provide students the opportunity to fulfill their bachelors and masters, and transfer degree educational goals.

Distance Education in Relationship to Stated Mission

The Mission Statement of Reagan National University is:

"Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace."

-Board Action (Reapproved January 2019)

To fully reach all of the Sioux Falls communities, some of which are more than an hour away, online classes are necessary. Similarly, to adequately reach all of our students, many of whom work full-



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time and have families, the flexibility that online classes provide is necessary. Not to offer the majority of degree requirements and some entire degrees online would effectively prevent students from outlying areas of the city from obtaining degrees.

The Planning Process

Distance education is defined as instruction that is delivered to students who are not physically “on site.” At least 51% of the content of a course must be delivered to students who are not “on site” to qualify as a distance education course. Reagan National University is planning to offer distance education courses through two systems: online and video courses. According to studies, online courses provide a more consistent and higher quality educational experience.

Evidence of Official Approval by the Board of Directors

All distance education courses will receive the same approval from the Board as on-the-ground courses. In addition, the Distance Education Director is required to make an annual report to the Board about student retention and success as well as increases in enrollment, additional courses and workshops.

Evidence of Institutional Provision for Distance Education

1. Human Resources

The University has a dedicated Director of Distance Education (Professor [REDACTED]) who coordinates the Distance Education Program development and will provide assistance to faculty, staff, and students in support of the program when it is ready to implement. One-on-one training is available and workshops for faculty are offered each quadmester. An Instructional Technology Specialist, provides Help Desk services for faculty experiencing technology problems both with the course management system and the online library offerings. In addition, the Information Technology department provides technical support staff to administrate the course management system upload of classes.

Online faculty are hired using the same minimum qualifications and processes as all other faculty. They are also subject to the same evaluation process. Faculty must complete the three-week Moodle training before being assigned an online class, and many meet with the Director of Distance Education for assistance in creating content. When the Distance Education Program is ready to launch, the Director is expected to provide additional on-campus trainings and also provides financial assistance to faculty wanting to attend statewide or regional Moodle trainings. All courses being converted to an online format must be reviewed first by the Distance Education Advisory Committee and then receive formal approval from the Academic Dean’s office).



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2. Administration and Governance

The Distance Education Program at RNU is over sighted by the Director of Distance Education. This position, created in 2018, coordinates distance education and provides technology training and support for faculty and staff. The Director is responsible for contracts, operations, and maintenance of the distance education program and reports to the Academic Dean.

All technology matters are handled by the Information Technology Department. Department chairs and faculty interested in teaching online courses are encouraged to participate in distance education workshops, and are notified via email of meetings, forums and other events. Approximately 35% of faculty involve in the development of online courses, and, in order to do so, they must have completed the Moodle training course.

3. Marketing Efforts

Online classes are marketed in the same manner as all other classes at the University, through the following media:

- Webadvisor
- University website
- Printed University schedule
- Periodic ads and press releases

4. Financial Resources

The Distance Education operational budget of approximately \$ (b)(6) covers the cost of such as professional development costs to train faculty on the Moodle system. All other costs associated with the development of distance courses fall within the institutional budget for salaries related to program administration.

5. Student Support

Student services and instructional departments adapted to this new medium by offering online services benefitting on-site students and distance students. After the Distance Education program is implemented, students will be able to apply and register online, access counseling services and an online orientation to the course management system, access tutorials and an online writing lab, and do research online via the University's Online Library.



ACICS Application for Accreditation – PART II Future Plans for the Institution

As part of this effort, the Distance Education website will help to disseminate information to both potential and current students. This information includes admissions and registration, technical support, and access to advising services. There will be a technical help desk offering both telephone and email support during normal working hours from Monday through Friday. The Director will also respond to email requests for support on a daily basis.

6. Approval by Internal and External Constituencies

The University Strategic Plan, of which prioritize distance education, are developed and approved through the various University constituencies. The commitment to provide student access to higher education through distance education has been reflected in University strategic plans for last few years. All distance education courses have the same course outlines as on-site versions, and are held to the same standards. The University is committed to distance education and will continue to evaluate and support a long-term plan for the needs of its distance students.

Since 2018 there has been a Distance Education Advisory Committee. This committee advises the academic departments and provides an opportunity to share information, perspectives and resources (both financial and community partnerships) among faculty and staff with an interest in the field of interactive distance learning. The committee also helps coordinate activities and initiatives related to interactive distance learning, including the development of SLOs.

7. Degrees

All Reagan National University's offerings are in programs that lead to bachelor and master degrees as described in the University Catalog, and all students are enrolled in these courses. Degree opportunities and transfer courses are clearly identified in the University catalog, and available on the University website. Distance education will offer the same degree programs as the on-site teaching version.

8. Educational Programs

Reagan National University's distance educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered. Distance education degrees and courses are held to the same standards as all other educational programs. As part of the implementation of Student Learning Outcomes for classes at RNU, distance learning classes use the same SLOs as on-campus courses.



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9. Academic Credit

Reagan National University awards credit based on a semester system, both online and on-site. Most classes are three credit hours.

10. Student Learning and Achievement

Reagan National University defines and publishes program educational objectives in the course outlines, in the University catalog and in instructional planning documents that are reviewed and updated annually. Student Learning Outcomes have been developed and are being assessed for all courses, all student support units, and most instructional programs.

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards. All distance education courses are reviewed for appropriate academic standards in the same manner as on-campus courses.

12. Academic Freedom

The University's academic freedom policy is available through the University website and in various printed materials distributed to students and faculty, such as the Faculty Handbook. This policy applies to all distance education courses, and the Distance Education Advisory Committee ensures that instructors retain all the rights of academic freedom regarding course content and teaching methods that are accorded to instructors of traditional courses.

13. Faculty

Through participation in courses developed by Moodle, teachers will be able to bring technology-enhanced lessons to their classrooms as they integrate new technologies into their teaching practices. All names and degrees of full-time and part-time faculty are listed in the University catalog. The faculty serves students by providing them with quality programs in occupational education.



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14. Student Services

Reagan National University provides appropriate services to all students and develops programs that meet the educational support needs of its diverse student population, including distance education students. The University provides services in the following areas: Admissions and Records, Career Planning/Job Placement, Articulation, Counseling, Extended Opportunities Programs and Services, and Scholarships, Student Affairs, Transfer Center, Veterans Affairs, Disability Resource Center, online Library, Computer Labs, Student Development and Matriculation.

15. Admission Policies

The University's admissions policies are consistent with its mission and conform to parameters outlined in state law and University regulations. They are published in the University catalog, the schedule of classes, and on the RNU web site. To enroll at RNU, a distance education student must satisfy the published requirements.

16. Information and Learning Resources

In order to provide a vast array of electronic resources to RNU faculty and students, the library subscribes to commercial library services that provide online resources: Jones E-global, LIRN and ELibrary. Most Mendocino University staff, and all students and faculty, have access to computers, e-mail and the Internet. The library has wireless capacity as do many other buildings and sites on campus.

RNU librarian is accessible either by telephone or e-mail during the following operation hours: 9 AM to 6 PM daily except Saturday, Sunday and holidays. The online library is open 24 hours everyday.

17. Financial Accountability

The University is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of their experience, the size of the firm and their ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The Board of Directors reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm.

18. Institutional Planning and Evaluation

The Planning sections of the Self-Study demonstrate the wide-ranging basic planning for the development of the University, as does the 2018-2021 University Strategic Plan. The results of goals,



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strategies and outcomes of the Strategic Plan are reviewed by the University on an annual basis. The Planning and Budgeting Committee reviews these reports, documenting the activities aimed at improving programs and services.



REAGAN NATIONAL UNIVERSITY

Ronald Reagan

Reagan National University

CAMPUS EFFECTIVENESS PLAN

2018 – 2019

Effective Date: July 1, 2018 – June 30, 2019

Date Prepared: May 1, 2018

114 S. Main Ave, Sioux Falls, SD 57104

Tel: (605) 728-1941

www.rnu.edu

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I. INTRODUCTION

Located near the heart of the state of South Dakota, Reagan National University is a diverse learning community offering unique undergraduate and graduate programs. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. RNU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

The address of Reagan National University is 114 S. Main Ave, Sioux Falls, SD 57104, phone (605) 728-1941 www.rnu.edu.

MISSION, VISION, GOALS, & OBJECTIVES

Mission of Reagan National University

The Board of Directors has established the mission of Reagan National University as follows:

Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

-Board Action (Reapproved January 2019)

Vision Statement

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.

The Reagan National University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.

-Board Action (Reapproved January 2019)

Institutional Goals

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.

- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Reapproved January 2019)

HISTORY OF REAGAN NATIONAL UNIVERSITY

Previously known as Si Tanka University, Reagan National University is located near the heart of the state of South Dakota home of the Mount Rushmore National Memorial. Reagan National University is an independent, private, nonsectarian, comprehensive university with a diverse learning community offering unique undergraduate and graduate programs.

Reagan National University offers active learning in a vibrant atmosphere where students connect the classroom and their world. With a focus on undergraduate and graduate studies, RNU's nurturing environment offers a traditional business and IT education combined with practical experiences such as internships, academic and career counseling and volunteer opportunities. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. RNU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

Reagan National University is authorized to offer post-secondary education by the Secretary of State of the State of South Dakota. Reagan National University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS is a non-profit education corporation that is recognized by the United States Department of Education as an independent and autonomous national accrediting body.

THE CAMPUS EFFECTIVENESS COMMITTEE (CECom)

Campus effectiveness at Reagan National University is a continuous, comprehensive, and integrated system of analysis, planning, implementation, assessment, and application of the results, designed to demonstrate the progress of the University in fulfilling its stated mission. The goal of RNU's Campus Effectiveness Plan ("CEP") is to critically and continuously evaluate the performance of the University by evaluating feedback from several key indicators described in the subsequent pages. This plan is designed as a roadmap for continuous improvement, as a guide for all RNU workgroups to engage in evaluation,

assessment, and improvement practices leading to performance excellence. RNU will then use that data to improve the educational program and services.

The Campus Effectiveness Plan Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. The CECom members review and evaluate the CEP quarterly. Based on a systematic broad-based review, the mission statement is revised or re-crafted to ensure comprehensiveness, relevance, and merit. Strategic planning at RNU follows an annual cycle which includes a mission statement review process that occurs every three years. This will include an update to include revised goals and objectives and summarize the feedback received since the last version based on the results of performance indicators. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties.

This formal review process is conducted by the CECom with the assessment of institutional effectiveness through the deployment, dissemination and analysis of an annual Institutional Outcomes Report and continues with planning, prioritization and execution of yearly strategic budget initiatives/projects to enhance institutional effectiveness outcomes in support of meeting institutional goals and objectives in the current strategic plan.

The primary purpose of CEP is to analyze data, and conduct research in order to provide information that supports policy development, institutional planning, and informed decision making. To achieve this purpose, RNU:

- Compiles and evaluates institutional data, assessment results, student enrollment, graduation and retention data;
- Conducts ad hoc studies and focus group interviews designed to support planning and effectiveness;
- Develops and analyzes student, faculty, employers, and staff survey data to provide administrative support for various university initiatives.

The University also provides institutional data for accreditation and to state and federal agencies, as well as other constituents for the purposes of describing, recording and publishing institutional information regarding the college effectiveness.

Overall, the RNU faculty and staff believe that the CEP and the various elements within will improve the institution and therefore are dedicated to its implementation.

The CECom team members include:

- President – [REDACTED]
- Dean of Academic Affairs – [REDACTED]
- Department Chair – [REDACTED]
- Business Manager – [REDACTED]
- Representatives from the faculty – [REDACTED]
- Admissions Director – [REDACTED]
- Registrar – [REDACTED]

The CECOM reviews and evaluates the CEP, meeting quarterly. This process includes continual update of revised goals and objectives and analysis of current quarterly feedback received from community, students, faculty, staff and administration based on key indicators.

This formal review process is conducted by the CECOM using baseline data that are compared with past years' quantitative and qualitative data. Baseline data for student retention rates, student placement rates, level of graduate satisfaction, level of employer satisfaction, and student learning outcomes, enrollment, growth, and budget metrics are compared to currently compiled data. New data sources initiate discussions in this small university environment across various sectors and include academic program revisions/additions, new opportunities to innovate and implement best practices from RNU and other institutions.

Minutes of the four CECOM meetings held in the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B.

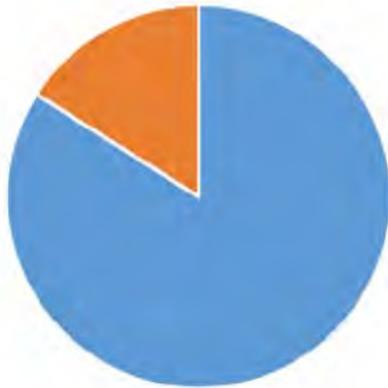
II. STUDENT DEMOGRAPHICS

Current student demographics for the campus are shown in Table 1, and program enrollments are shown in Figure 1.

Table 1A. Student Demographics

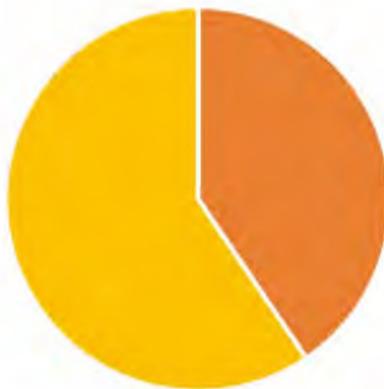
		Number	%
Status	Day	79	100
	Evening	0	0
		79	100
	Full-time	66	84
	Part-time	13	16
		79	100
Sex	Female	32	41
	Male	47	59
		79	100
Ethnicity	Caucasian or White, non-Hispanic	22	27.8
	African-American or Black, non-Hispanic	4	5.1
	Hispanic	2	2.5
	Asian or Pacific Islanders	46	58.3
	American Indian or Alaskan Native	2	2.5
	Undisclosed	3	3.8
		79	100
Age	<18	0	0
	18-21	12	15.2
	22-29	33	41.8
	30-39	26	33.3
	40>	8	10.1
		79	100

Student Body



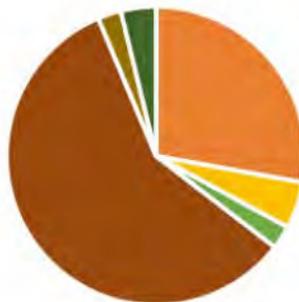
■ Full-time ■ Part-time

Gender



■ Female ■ Male

Ethnicity



■ Caucasian or White, non-Hispanic ■ African-American or Black, non-Hispanic
■ Hispanic ■ Asian or Pacific Islanders
■ American Indian or Alaskan Native ■ Undisclosed

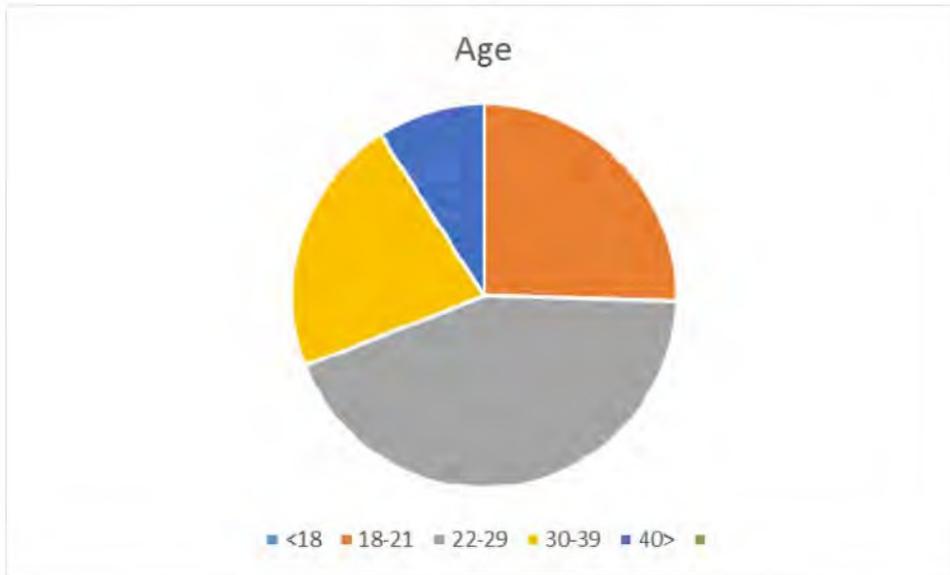
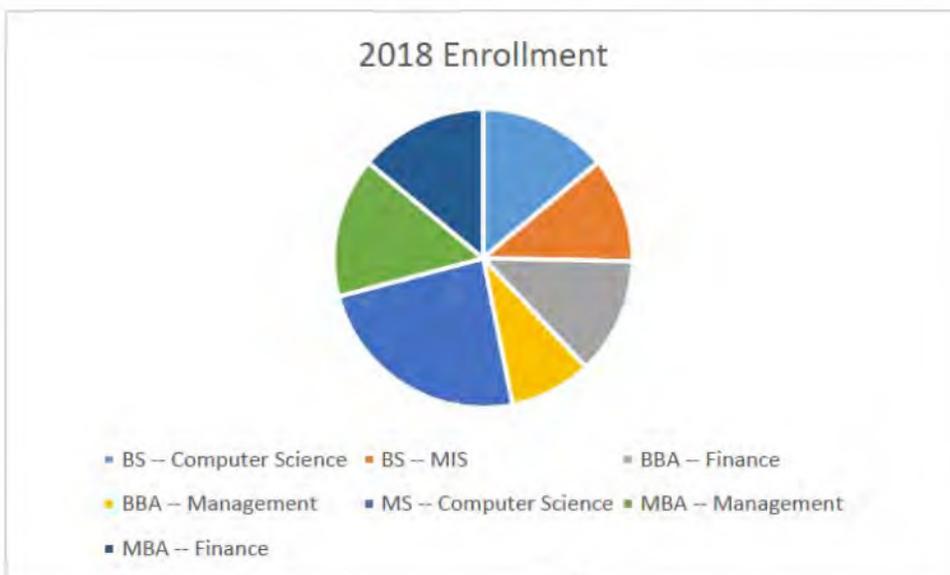


Table 1B. Program Enrollments

Program	Number	%
Bachelor of Science in Computer Science	11	13.9
Bachelor of Science in Management of Information Systems	9	11.4
Bachelor of Business Administration in Finance	10	12.7
Bachelor of Business Administration in Management	7	8.9
Master of Science in Computer Science	19	24.1
Master of Business Administration in Finance	11	13.9
Master of Business Administration in Management	12	15.2
Total	79	100

Figure 1. Program Enrollment



According to the updated 2018 CAR (until FA 2018), the current student body of Reagan National University consists of 79 students in bachelor and master level degree programs. This growing student body is diverse in age, gender, ethnicity, and denomination. Students at Reagan National University represent a wide range of ages and life circumstances. It is made up of students who have recently received their undergraduate degrees, middle-aged students who are preparing for a second career, and students who are older adults. RNU's student body may be diverse, but all of our students lead busy lives and share many of the same challenges to earn their degrees. Most of our students work full-time while working on their degrees and balancing families and other life responsibilities.

At Reagan National University, approximately 70% of our student body represents minority ethnic backgrounds, including students of African-American, Hispanic, Asian, and Native American heritage. The ratio of male students to female students is about 3:2. According to the national survey, male vs. female college students is 43:57 (*2017 Institute of Education Science Report*). Obviously, our male student percentage is much higher than the national standards.

We have done a study on the backgrounds of our students and found out 85% of them were foreign origin and there was a good percentage of our students was newly (less than six years) immigrated into the USA. They, especially male students, realize that the best way to survive and prosper in this country is to get American college degrees. Most of our students had received undergraduate education from their own countries before they immigrated in the USA. We believe that is why 53.2% of our students are studying in graduate programs.

The average age of current students attending Reagan National University is 29.1 years old and by comparing with traditional institutions, our student body is more mature. 85.2% of the student population is 22 years or older. According to the national statistics, only 48% college students are 22 years or older (*2016 National Student Clearinghouse Report*) and this percentage is increasing in the past decade. The increase in average age of students attending college continues to go up as the number of non-traditional students enrolled in online undergraduate and graduate programs continues to grow. Since a good percentage of our students were newly immigrants, it might explain why our students' average age is higher than traditional colleges.

If we go further with the statistics, the most popular program at the University is MS – Computer Science – about 24% of the total University population – graduated or still in school. The percentage distribution has been relatively consistent the past three years. It reflects the current market needs and also IT-related jobs is easier for foreign-born graduates to overcome the language barriers. The Advisory Committees and the academic divisions are working on a joint-force to study the possibilities to offer a Master degree in accountancy (MAcc). If the Board of Directors has approved to offer such a degree with ACICS authorization, the first enrollment would be 2020.

III. PROGRAMS AND OBJECTIVES

Reagan National University offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees consistent with its program objectives. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. Survey results are shared with faculty, students, and the program advisory committee. The educational program objectives and measurable outcomes guide the program planning and subsequent review of content forming the foundation of the educational curriculum. The assessment of student performance targeting the competencies and their respective outcomes serve as the basis for ongoing feedback to the students, faculty and administrators overseeing teaching and learning.

Each program in Reagan National University establishes specific and measurable learning objectives for its students. When determining program offerings for a department, academic planning personnel should organize a comprehensive and appropriate sequence of course offerings for students enrolled in that specific education or training. It is critical to the success of a program's implementation or expansion that the following planning precede student enrollment. The process will ensure the support of the community and students toward the program. In a similar fashion, programs that have decided on their learning outcomes should identify how students continue to develop and integrate their knowledge and skills throughout a major, rather than in smaller clusters of courses alone.

RNU selects advisory committees composed of business, industry, and community representatives who jointly collaborate with educators in the decision-making process. Each year, programs collect and evaluate student work to assess the success of programs in meeting these learning objectives. Based on these evaluations, programs consider development in curriculum and pedagogy, make changes and improvements, and then assess again to measure impacts on student performance and success. Performance on these measures is calculated using reports of enrollment, follow-up surveys of concentrators, performance on state-generated and third-party post assessments, and student achievement of business and industry certifications and credentials. Other sources include labor market, demographic, teacher, student, and program data. This information is used in making programmatic decisions, for program review and improvement, for guidance, and as a basis for marketing to internal and external audiences.

GENERAL PROGRAM CHARACTERISTICS

A. BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The Bachelor of Science in Computer Science degree program is the discipline concerned with the design, implementation, and maintenance of the computer software systems used in almost all other professions. Computer scientists must be well-grounded in the technologies needed for the acquisition, representation, storage, transmission, transformation, and use of information in digital form and must be capable of working closely with members of other professions associated with computing. It prepares students for rewarding, cutting-edge careers in software engineering, system administration and management, and research and development in industrial and governmental laboratories. Graduates also use their undergraduate computer science background (and analytical skills) to prepare for careers in

medicine, law, education, physical and life sciences, social sciences, and the humanities. More specific goals of this program are identified in the current catalog.

RNU BS-CS degree is a strong core-computer science program. It provides general education, strength in mathematics and science, communication and an in-depth program in computer science that closely models "industrial-strength" project development.

To be eligible to graduate with a BS-Computer Science degree, students must complete 40 courses (3 credit units each).

B. BACHELOR OF SCIENCE IN MANAGEMENT OF INFORMATION SYSTEMS

The Bachelor of Science in Management of Information Systems degree program helps students develop both business administration and information technology (IT) skills. It is commonly composed of business and computer information systems core requirements. These programs offer elective courses in specific subjects such as information security and systems development.

RNU BS-MIS focuses on both computer systems and business concepts. MIS students are expected to have three areas of distinct competency: business knowledge, technical skills and interpersonal skills. The program opens students up to careers in IT, management and business. Courses include subjects like computer science, database management, business management, data analysis and business data warehousing. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a BS-Management of Information Systems degree, students must complete 40 courses (3 credit units each).

C. MASTER OF SCIENCE IN COMPUTER SCIENCE

The Master of Science in Computer Science program is designed to be flexible enough to accommodate the needs of two kinds of students: those who have just completed an undergraduate degree in computer science and want to further their studies, and those with degrees in areas other than CS who seek to broaden their education in the discipline.

RNU MS-CS degree program offers a balance of theory and practice is presented preparing students to perform cutting edge research as well as training students to become practicing computational scientists, computer specialists or software engineers in business, industry or government. Students are provided a deep understanding of both fundamentals and important current issues in computer science and computer engineering so that they may either obtain productive employment or pursue advanced degrees. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MS-Computer Science degree, students must complete 12 courses (3 credit units each).

D. MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT

The Master of Business Administration in Management prepares students for careers in business management and provides them with the necessary skills and global orientation to

succeed in the international marketplace. The elective options focus students on the diverse and fast-changing global environment and provide students with an understanding of the economic, social and technological forces shaping global markets today.

RNU MBA-Management program can benefit aspiring and mid-level managers, as well as individuals interested in entrepreneurial and consulting endeavors. At RNU, we work with industry professionals to keep our business curriculum relevant helping students meet evolving market place demands. Our professors use an experiential learning approach and bring real business challenges into the classroom, so that you can learn the skills you need to make an impact at work. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MBA-Management degree, students must complete 12 courses (3 credit units each).

E. MASTER OF BUSINESS ADMINISTRATION IN FINANCE

The Master of Business Administration in Finance prepares students for leadership roles in financial corporations, healthcare industries and government. Students learn about all aspects of corporate finances such as conducting analyses, managing portfolios and developing business strategies. It provides a broad understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets.

RNU MBA-Finance program emphasis is on developing advanced analytical and process skills, helping students to understand and make critical decisions about change, and developing strategies to address such changes. RNU offers courses that place primary focus on theory and analysis, and make extensive use of the relevant techniques of economic analysis, mathematics, and statistics. More specific goals of this program are identified in the current catalog.

To be eligible to graduate with a MBA-Finance degree, students must complete 12 courses (3 credit units each).

The Dean of Academic guides programs to insure the development of measurable goals and the validity and quality of the assessments by which those goals are measured. Though, throughout the University, its learning objectives address five key areas of student development and engagement:

- Building core knowledge and skills to provide grounding in the specialty field.
- Developing mastery and experience in research theories, methodologies, and practices.
- Exploring issues in and approaches to assessment and measurement.
- Understanding diversity and how to modify procedures and approaches to affect positive change in learners of all cultural backgrounds.
- Cultivating professionalism through professional activities and demonstrated awareness of the standards and ethical guidelines of the field.

The University works actively to achieve its institutional goals through its institutional and program planning processes. Program review is the primary vehicle to assess the relevancy of courses and programs. In addition to program review, the University has established a program improvement and viability process to assess program relevancy and long-term

sustainability of selected programs. This process is used to further analyze programs that demonstrate a persistent lack of student demand, or programs that face other significant challenges.

The students studying at RNU, whether at the graduate or undergraduate level, follow a rigorous course curriculum. The academic programs are designed to provide students with the tools to be successful business leaders and entrepreneurs and exhibit strong leadership qualities needed in the greater global business community. RNU strives to provide graduates of the Bachelor of Science, Bachelor of Business Administration, Master of Science, or Master of Business Administration with the critical thinking skills to analyze business concepts, use problem-solving techniques, and recommend technological solutions to meet the desired organizational objectives. Each graduate will strive for excellent interpersonal skills and demonstrate leadership qualities in a multicultural environment. Graduates will need skills to make ethical business and technical decisions and will need to recognize the global nature of organizational and economic activities.

IV. MEASURES OF CAMPUS EFFECTIVENESS

Reagan National University is committed to a system of monitoring student attendance and progress as part of a duty of care for individual students. Departments are responsible for monitoring and interviewing students, as part of their overall responsibility for student support and retention. Departments should monitor student attendance against their own requirements and identify students whose progress gives cause for concern. Problems must be identified at an early stage of the quadmester to allow time to retrieve the situation and to offer support.

As a data-driven institution, Reagan National University collects, monitors, and uses assessment results and other institutional data to communicate matters of quality assurance to appropriate constituencies. Survey results are used to communicate matters of quality assurance to the University community. RNU surveys students and employees regularly on a variety of topics. Results are used by appropriate constituencies to assess institutional quality and effectiveness. Survey results are distributed via email to members of the Executive Council, who, in turn, share the results with constituencies under their supervision.

Departments will however be required to maintain records of all correspondence with students, and to submit a report of cases considered at Department level to the Academic Dean's office at the end of each quadmester. These reports will form the basis of a university-wide report which will be considered by the Board of Directors. Reagan National University collects data and monitors performance for the following seven elements or measures considered to be key components of the overall effectiveness of campus operations: retention, placement, graduation rates, student satisfaction, graduate satisfaction, employer satisfaction, and student learning outcomes. Measuring and assessing performance in these areas is key to continuously improving the overall educational operations of the campus and determining its effectiveness in achieving campus and program objectives and goals as well as meeting the university mission.

RETENTION

Student retention is one of the most important issues facing higher education today. With one-third of college students dropping out of school each year, it's a topic universities across the country have noticed, but few have found a workable solution to the problem. Every college goes to great lengths to recruit high school students to come to their schools, but once they arrive on campus, the recruitment period does not stop. The next challenge is to keep those students enrolled until they earn their degrees. Having a high retention rate is a primary goal for every school. Not only does turnover of enrolled students cost an institution financially, low retention rates degrade the quality of the educational experience on campus. RNU is dedicated to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire University community—students, faculty, and administration.

The retention rate of the University in the past year (2018) is 100 percent, i.e. each non-graduated student will take at least one class per year. RNU will measure retention using the ACICS Campus Accountability Report (CAR) formula: Retention Percentage Rate = $(A - B) / A$, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2017 CAR submitted to ACICS. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average for all campuses for the previous year.

Retention Results

2017 retention results are shown in Table 2.

Table 2. 2017 RETENTION RATES

Program Type	RNU	ACICS*
Bachelor's Degree	100%	80%
Master's Degree	100%	84%

*2017 ACICS Annual Report

RNU achieved its goal of 100 percent retention in 2018. Since 2018 ACICS campuses retention data is not available, we have to use 2017 data for comparison.

Programmatic retention for the most recent reporting year is shown in Table 3. The goal is for no program to underperform the overall retention goal by more than 8 percent. Programs that underperform the overall goal will be analyzed further.

Table 3. PROGRAMMATIC RETENTION RATES

Credential	Number	2018 Retention %	% Difference From Overall Goal (97%)
Bachelor of Science in Computer Science	11	100	+3
Bachelor of Science in Management of Information Systems	9	100	+3
Bachelor of Business Administration in Finance	10	100	+3
Bachelor of Business Administration in Management	7	100	+3
Master of Science in Computer Science	19	100	+3
Master of Business Administration in Finance	11	100	+3
Master of Business Administration in Management	12	100	+3
Total	79	100	+3

The results show the following:

1. All seven programs (comprising 100 percent of the student population) achieved retention rates of 100 percent, not lower than the overall goal of 97 percent. Thus, no further retention analysis of the programs is merited.
2. The largest degree program – Master of Science in Computer Science (24 percent of student population) achieved a retention rate of 100 percent, which is at least 7 percent higher than previous years (93% (2016) and 96% (2017)).
3. Even though the 100 percent retention for both Bachelor’s and Master’s programs is still higher than the ACICS student achievement standard of 80 percent and 84 percent respectively retention for overall programs (2017), RNU still would like to develop a Retention Improvement Plan for maintaining the retention rate of these programs.

Retention Action Plan

Based on these findings, the following new initiatives will be undertaken beginning fall 2019:

1. All sections of introductory courses in the Bachelor of Science in Management of Information Systems will be taught by an experienced, full-time instructors with industry experience. It is expected that the teaching and industry experiences these instructors bring to the classes will enhance student involvement and retention.
2. A new policy that students need to declare a major by the end of the second year of coursework is enforced. Students are asked to confirm their major at two points, once prior to their orientation session, and again going into the final quadmester of their second year. Enforcing the major confirmation and declaration policy will improve accuracy of records on the student side as well as within the academic departments. Students will be in a better position to effectively move forward with their academic planning.
3. RNU began a degree mapping process (degree audit) in 2015. Degree mapping for all academic programs supports advising, student decision-making and course scheduling. The plan seeks completion of updated degree maps for all programs by fall 2019. This initiative should result in clearer paths to graduation for students in all majors.
4. RNU is planning to implement New General Education Program. The new Gen Ed Program is designed as a coherent, robust and outcomes-oriented academic foundation for learning that contains many of the best practices advocated by the University. The program will provide a clear, integrated pathway to student success culminating in the completion of an e-portfolio for all undergraduates.

5. RNU initializes Financial Planning Workshops to its students. Financial concerns are stated by many students as a reason that they leave the University. In an effort to be proactive in assisting students and families in thinking about how to afford a RNU education, RNU has put together a series of webinars designed assist in this process in 2018-2019.

In an effort to adopt all retention and graduation strategies proposed by the various university wide efforts, this retention plan is being drafted and implemented. It becomes part of the University's ongoing campus effectiveness process. It establishes a specific framework for current and future programmatic retention and graduation initiatives. This plan takes into consideration the newly revised strategic plan of the University and makes every effort to engage all stakeholders in its approach.

This plan focuses on engaging students early by way of email communications, activities and advisement. It makes the assumption that all previously identified strategies in the Committee on Student Success continues to be supported by all respective stake holders. The initiatives introducing are the following:

- 1) Make student retention data, both baseline and progress, easily available to all departments and stake holders.
- 2) Promote campus-wide awareness of student retention activities.
- 3) Train faculty and academic advisors on identifying at-risk students and provide opportunities for retention related professional development.
- 4) Develop a web page on student retention that will assist faculty, academic advisors and chairs with identifying resources and infrastructures in support of at-risk students.
- 5) Develop a student retention plan template that will guide academic chairs in tracking attendance, early assessment and feedback to students, use of student degree plan, management of students on academic probation or academic misconduct, and increase advocacy by faculty and advisors on utilizing academic and other institutional resources for students.
- 6) Survey first year non-return students yearly.

Retention: Background and Historical Trends

Retention trends for RNU are:

2015 100%

2016 93%

2017 100%

2018 100%

RATIONALE FOR THE DATA AND METHOD OF COLLECTION

Quantitative ratios are calculable from the data supplied by Director of Admissions and Registrar using the ACICS Retention formula. This is the most logical source and required method, and is recalculated each quarter and year to year to ensure accuracy.

The important qualitative data as to why student(s) may withdraw are also captured by administrative staff in an important exit interview. Nearly all withdrawals in RNU history are due to accidents and medical causes, or due to the student and family encountering financial hardship. In some few latter cases, the institution attempted to assist the student in finding acceptable solutions including withdrawing and re-entering at a later date for degree completion.

This data is important for RNU to capture to better understand the reasons why a given student may be in need of requesting withdrawal status.

SUMMARY ANALYSIS

Students with foreign-origin (72% of 2018 RNU student population) take very seriously the decision in their lives to come to the United States, leave the comforts of home and home culture and make a new life for a period of their lives in the United States as a student. Reagan National University by its very nature attracts such serious students and they do take quite seriously their study program. RNU staff has made great efforts to retain students and to assist in their choices where there is a possibility to do so.

RNU has remained close to its baseline retention rate for the past three years. It is believed that the primary reason for maintaining the student retention rate is due to the extensive admissions requirements. Other factors such as, direct student counseling and monitoring of satisfactory academic performance are also contributing factors.

When a student with foreign-origin makes a lifetime decision to study abroad, and/or to work toward a foreign degree such as with RNU, we have learned that this is a quite profound decision in the life of a student, often requiring the student's parents' approval and financial support. This helps commitment and retention in the program, both directly and indirectly.

RNU does monitor retention in an ongoing way and if a student does leave the program, we make a serious professional effort to understand why. The student has an exit interview and is asked for suggestions on how RNU might have made a difference, or if there are any solutions which might keep the student at RNU. Suggestions for improvement are asked for. This data is shared discretely within academic administration and actions are triggered which may lead to improvements. Other feedback regarding improvement of courses and instruction is discussed at exit interviews.

PLACEMENT

Success in a career is based on what students know and what they can do. In that same spirit, Reagan National University's ultimate focus is on ensuring student possess the knowledge and skills they need to succeed. Each degree program is developed by an Advisory Committee of experts with the educational inputs from the academic divisions of the University in the field who define "competencies" students need to possess to graduate. These competencies form the program objectives of curriculum. This combination of expertise in both industry knowledge and academics guarantees the degree will be relevant in the chosen field. Students earn their degrees through demonstration of skills and knowledge in required subject areas through a series of carefully designed assessments. Students will take tests, write papers, and complete assignments to ensure they graduate as a highly competent professional. The mission of RNU is to advance the standards for evidence-based improvement of student learning and practical educational experiences through critical thinking, cultural intelligence and analytical competence in preparing graduates to excel in an entrepreneurial environment and a maturing global market. Because our programs are designed to lead to employment, rather than continuing education, successful placement is important to the RNU administration.

Reagan National University will measure placement using the ACICS CAR formula:

Placement Percentage Rate = $(PF + PR) / (G - U)$, where PF = Placed in Field, PR = Placed in Related Field, G = Graduates and Completers, and U = Unavailable for Placement.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2017 CAR submitted to ACICS. The baseline rate is the average of previous three years' performance of 67 percent. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average for all campuses. Thus, the 2017 placement goal was at least 65 percent, and the placement goal for the 2018 CAR period is at least 68 percent.

Placement Results

2018 placement results are shown in Table 4.

Table 4. OVERALL PLACEMENT RATES

Program Type	RNU	ACICS*
Bachelor's Degree	62%	67%
Master's Degree	67%	80%

*2017 ACICS Annual Report

Overall, the campus achieved its 2018 placement goal by improving placement by 3 percent from the previous year. The average placement rate for all ACICS campuses for 2018 was not available on February 28, 2019 when this plan was last revised.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is

for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMATIC PLACEMENT RATES *

Credential	Number	2018 Placement%	% Difference From Overall Goal (65%)
Bachelor of Science in Computer Science	2 (4)	50	-15
Bachelor of Business Administration in Finance	1 (1)	100	+35
Bachelor of Business Administration in Management	0 (1)	0	-65
Master of Science in Computer Science	4 (6)	67	+2
Master of Business Administration in Management	4 (5)	80	+15
Master of Business Administration in Finance	1 (1)	100	+35
Bachelor of Science in Management of Information Systems	1 (2)	50	-15
Total (Graduates – 20)	13 (20)	65	0

*2018 PVP

The results show the following:

1. Four of seven programs (comprising 69 percent of the student population) achieved placement rates of higher than the overall placement rate of 65 percent (2018). One program, Bachelor of Science in Management of Information Systems, generate no graduate this year. Thus, no further retention analysis of these four programs is merited.
2. Two programs – Bachelor of Science in Computer Science and Management of Information Management achieved a placement rate of 50 percent, 15 percent below the overall placement rate of 65 percent. After further analysis, this is resulted from the fact that the university had difficulties to obtain data from some graduates who were moving out from the United States. It also affected the overall placement results of the university.
3. Although the Bachelor of Science in Management of Information Systems program placement rate of 50 percent was 15 percent below the campus goal, the small number of graduates is considered a mitigating circumstance. Since one of the two graduates were placed, if just one more graduate had been placed, the program’s placement rate would have been 100 percent. Therefore, a program improvement plan for increasing the placement rate of this program is not required.
4. Under similar circumstance, the Bachelor of Business Administration in Management has only one graduate which cannot be verified by placement and it ended with a 0 percent placement rate.

Placement Action Plans

Statistical data is developed from statistics on enrollment and reported in the current CAR for each year of reporting. Reagan National University has wholly-integrated and continually invested in a competency-based learning approach throughout our university. As a result, RNU is able to map academic and professional standards to all degree programs and more fully support students as they progress through their program. Placement data are gathered from students and their outcome placements during their degree education at RNU, as well

as after their graduation from degree programs.

- A. An Alumni Survey has been developed to assist data collection on job placement information for RNU graduates. According to the Alumni Surveys, RNU graduates' feedback indicate that graduates of its programs have attained the required skills, knowledge, and abilities specified in the educational program objectives for the degree program. The Student Services Director conducts placement tracking which includes company employed at, size of the company, salary information, overall RNU experience, quality of the academic programs and quality of RNU services to students.
- B. Placement activities and services are centered in Office of Student Services. Data is provided through Director of Admissions and Registrar which has up to the moment current information in an academic management system – Global Academic Management and Evaluation System (G.A.M.E.S.).
- C. G.A.M.E.S., a Customer Relationship Management (CRM) solution, is a valuable asset for managing inquiries and communications activities. A CRM solution can help the University improve contact management and inquiry response, as well as help RNU distribute communications and marketing pieces, such as emails, newsletters and other collateral.
- D. By providing prospective students customized information about new programs, classes and articles about the job market and employment opportunities in their degree fields on an automated or semi-automated basis, RNU will show them that the University values them enough to stay in contact while giving them more information on RNU and freeing our team from some of the labor involved in follow-through with prospects.

The average of previous three years' placement rates is 67 percent and this is a reasonable baseline for Reagan National University based on institutional programs. All reasonable efforts are being made and have been made to assist students in finding job and career placement. The institution's educational philosophy is to prepare students with skills for the short term and perspectives for the longer term, given the volatile nature of global economic and employment trends.

A 67 percent placement rate embraces what RNU is doing while it can for students at RNU and immediately upon graduation or program completion. This means skill building for the US employment system, in particular, and the perspective of career search for the long term. RNU faculty orient some content to connect with employability in US as a topic for exploration in class discussion.

These programs and effort constitutes the RNU's best practice of orienting to each student as a whole person, and as the RNU classroom as an interactive place for career exploration. The opportunity manifests in many students using the opportunity to explore for the first time their entrepreneurial concepts, and RNU actively promotes classroom interactions with real world entrepreneurs, company founders and startup companies and projects.

Based on these findings, the following new initiatives will be undertaken beginning fall 2019:

1. The Management department chair and the Student Services Director have been charged with developing an action plan to improve placement in Business bachelor-degree program, with a report due for the May CECOM meeting.
2. The Dean of Academic Affairs and the Student Services Director will be placed in charge of developing an action plan to improve placement in the BS, BBA, MS and MBA programs with a report due for the Fall CECOM meeting.

3. The Student Services Director has been charged with attending each monthly meeting of the Sioux Falls Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.
4. RNU offers career counseling to enhance the self-discovery and career exploration process. Student Services Director provides guidance and direction and help students address their individual needs and minimize any fear or confusion they might have regarding their career planning efforts. This office assists students in developing a sense of professional and personal focus.
5. A user-friendly web-based tool, that provides most current local data on wages, employment, job postings, and the associated RNU education and training that can lead to students' intended career: <http://www.careercoach.rnu.edu/>
 - Declaring a major a university
 - Link majors to careers
 - Action plans
 - Career Portfolio
6. RNU sponsors career fairs, information sessions, recruiter visits, on-campus interviews, and other networking events to give students the opportunity to meet and interact with employers and other representatives from the field to gather information and discuss potential employment opportunities. Also, RNU offers programs to facilitate students' participation in internships, mentoring, job shadowing, mock interviews, and graduate school fairs.
7. RNU internship program is monitored by the Student Services Director and is performed in conjunction with required Career Development courses. Students complete volunteer/internship hours during break times, or may be placed at local employers for the quadmester in order to receive on-the-job training. The employers also complete a pre and post evaluation to measure students' knowledge, skills and abilities from the beginning to the end of each placement.
8. RNU instructors are also Transition Job Coaches with offices located within the Student Services Director. Transition Job Coaches work with students individually and in the classroom for the purpose of successful student transition from school to society. The program not only assists students in finding employment but also builds their social and professional skills through consistent and repetitive skill-building exercises and instruction specially designed to enhance appropriate workplace socialization and communication.

In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Three-Year Strategic Placement Plan, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.

GRADUATION RATES

RNU will track the percentage of students who complete their program of study in the amount of time identified in the catalog. The data will be extracted from student files. The baseline rates are the on-time graduation rates achieved by each program for the previous year. The goal is to have 100 percent of the graduates of each program finishing on time.

The graduation rate refers to the percentage of students in one entering class that completed a bachelor's and master's degree within a certain number of years. The success of post-secondary education systems can be measured or tracked using various outcomes, such as enrollment, time to degree completion, student persistence, dropout rates, or a number of other techniques used to assess or measure the system.

At Reagan National University we identified the key explanatory variable(s) being examined in each study, and organized the studies into the four factors that influence a university's graduation rate.

Social Factors Impact on Graduation Rates

It can be described as characteristics of the environment in which the student grew up. Included in these are: parent's occupational status and income, parent's educational attainment, whether the student was raised in a single parent household, the average income in the neighborhood they grew up in, etc.

Student Factors' Impact on Graduation Rates

Student factors include characteristics of the student such as race, age, and gender. Factors such as income and parents educational attainment are sometimes considered to be student factors. The similarities between the two categories, student characteristics and social characteristics, make it slightly difficult to separate the two.

College Factors Impact on Graduation Rates

College factors include characteristics of an institution such as: sector (public vs. private institutions), institutional selectivity, location (state and degree of urbanization), cost of tuition, enrollment, and faculty characteristics. Colleges and universities have a role in encouraging and increasing student success; however, these institutions are limited in what they can do.

Financial Aid Factors Impact on Graduation Rates

In reviewing studies on the impact of financial aid on graduation rates, even though RNU does not participate into Federal Financial Aid programs yet, we found some studies that focused on the type of aid: grants, loans, work study, etc., while other researchers have looked at how aid is distributed: based on financial need or academic merit. We also included data on the income level of students receiving aid and the percentage of financial aid recipients at a college that are in the different income levels.

On-Time Graduation Action Plan

Overall, the college achieved its baseline goal, with 100 percent of our graduates completing their program on time.

Table 6. ON-TIME GRADUATION RATES
During the 2018 CAR Period

Credential	# of Graduates	Program Length in Month	On-Time Graduation %
Bachelor of Science in Computer Science	4	48	100
Bachelor of Science in Management of Information Systems	2	48	100
Bachelor of Business Administration in Finance	1	48	100
Bachelor of Business Administration in Management	1	48	100
Master of Science in Computer Science	6	24	100
Master of Business Administration in Finance	1	24	100
Master of Business Administration in Management	5	24	100

On-Time Graduation Action Plan

Even though Reagan National University's On-Time Graduation Rate is 100 percent in 2018, but in the USA, only one out of three students (33%) graduates from a four-year bachelor's degree program in four years. In fact, after six years, only a little more than 60% of college students will have completed their college degree. According to the U.S. Department of Education's data, only 59% of the students that entered college in 2012 had graduated by 2016. The United States now ranks 12th in the world with regard to young people with college degrees. Extended attendance and inefficient credit attainment are costing students and their families billions of dollars and diminishing earnings potential for our young workers.

According to studies, the following are reasons that stop students graduate on-time:

- Parents let them.
- Students don't go to school every day.
- Students change their majors too much, and too late.
- Students go to too many schools, or they transfer and lose credits.
- Students work too much, and working class students work way too much.
- Universities make it difficult to get required classes.

Reagan National University expects all full time students who are admitted to be able to graduate in four years or less. In fact, at recent graduations, 96-100% of the graduates had completed their degrees in four years or less. This has been possible because students at RNU are motivated, focused and well advised by the College's faculty. Remarkably, they

also are able to study and complete significant research and internship experiences which are career enhancers while maintaining the pace for achieving their degrees.

Of course, not all students are in a position to graduate in four years. Some may need or prefer to work more than the 17 hours per week that are permitted and attend school part-time. Others may just choose a different pace or the opportunity to take a wider range of courses that are not directly related to their field of study.

To assist students in their plans to graduate in four years, the University has implemented an On-Time Graduation Action Plan which contains the following strategic items:

1. Expanded academic advising services. RNU places centrally selected and trained advisors in academic departments across the campus as well as in specialized advising centers for students who are still choosing a major or need help in changing majors. With expertise on university policies, resources and opportunities as well as extensive training in effective guidance, these professional advisors promote students' progress and growth throughout their academic careers. Advisors work to empower students to take personal responsibility and ownership of their educational endeavors.
2. A structured program to work with undecided (and also re-deciding) students. These students are typically at risk for non-retention and often have academic difficulties due to their lack of focus on a clear program of study. Since implementing our program for exploratory students, their retention/graduation rates have consistently gone up and are now more in line with the general student population.
3. Expanded opportunities for high-achieving students. Our retention analysis indicates that approximately one third of the students leaving the University before graduation were doing very well academically. While personal and family issues often play a large part, we enhanced our efforts to keep these students engaged and motivated to complete their degrees at RNU through expanding undergraduate research opportunities, providing greater variety in the offerings and activities for Honors students.
4. Four-Year Graduation Agreement. Students at the RNU follow many diverse paths to complete their bachelor's degree. Students may elect to complete their degree requirements within four years of their initial freshman enrollment, depending on their major. Students who elect to participate in the Four Year Graduation Plan will work closely with their advisers to make sure they know the requirements that must be met and the appropriate sequences in which to take courses.
5. "Walkers" Policy. As students prepare to graduate, our current policy allows for students to participate in Commencement if they are within 9 credits of completing their requirements. The Registrar's office is tracking those who are walkers and working with each on a degree completion plan. These students are then followed up on throughout the summer and the following year to assess progress on the degree completion plan. More students will complete their degrees, resulting in improved graduation rates.

STUDENT SATISFACTION

Current student satisfaction is assessed once a year at the end of fall term. This survey solicits student opinions on a broad range of students' academic and co-curricular experiences, including instruction, advising and student services. This survey asks students to assess educational, social, and other aspects of Reagan National University. It provides information about student behaviors including time use and academic engagement and community involvement. Data from the survey have been used in institutional and administrative research, as well as various instructional and scholarly research. They have been well integrated into policy discussions and learning outcomes assessment at Reagan National University to guide the University on improving the educational experience. The form (see Appendix F) is completed online and is administered anonymously. Anonymity is guaranteed to all students and they are also provided the option to decline the survey. Students have one-week time frame to complete the survey by using their own time. The survey closed on December 14, 2015. In total, fifty-three invitations were sent out by e-mail. Forty-two surveys were submitted for a response rate of approximately seventy-nine percent.

Using a four-point scale, where 1 = Not Dissatisfied and 4 = Very Satisfied, the base-line rate and goal is to achieve an overall average score of at least 3 ("Satisfied"). Any area achieving a score of less than 3 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

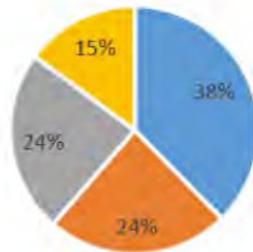
The results for the two most recent surveys are shown in Table 7.

**Table 7. CURRENT STUDENT SATISFACTION
Surveys completed December 2017 and 2018**

Programs*	# of Surveys Taken 2018
Computer Science	21 (38%)
Finance	13 (24%)
Management	13 (24%)
Management of Information Systems	8 (15%)
Total	55

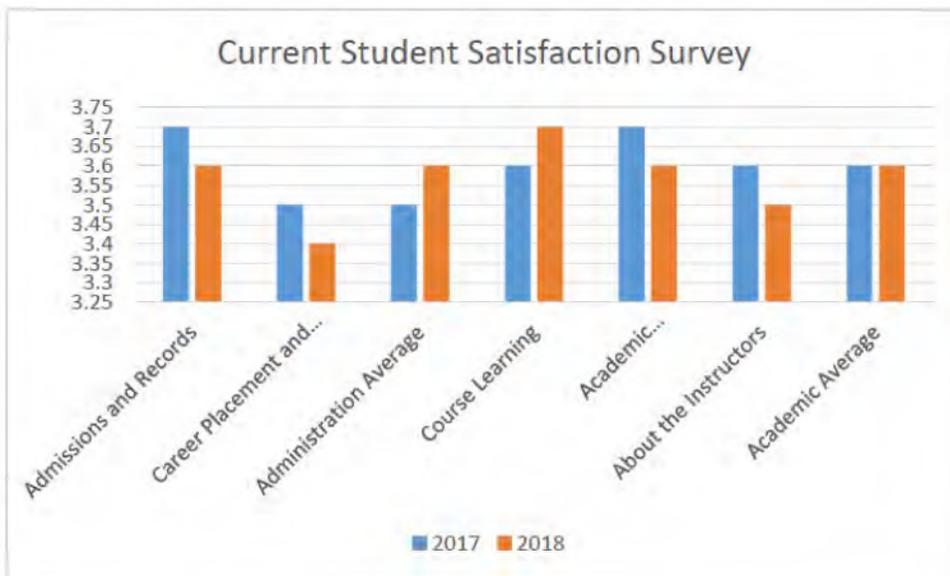
*Students only report their major.

Current Student Satisfaction Survey -- Total 55



- Computer Science
- Finance
- Management
- Management Information Systems

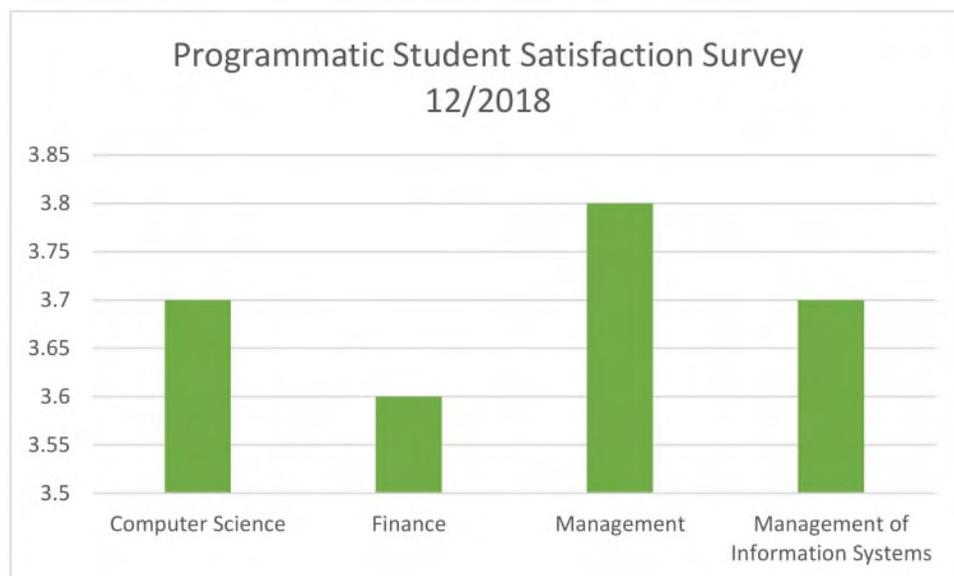
	2017	2018
Administration		
Admissions and Records	3.7	3.6
Career Placement and Planning	3.5	3.4
Administration Average	3.5	3.6
Academic		
Course Learning	3.6	3.7
Academic Advising/Counseling	3.7	3.6
About the Instructors	3.6	3.5
Academic Average	3.6	3.6
Overall Average	3.6	3.6



70 percent (55 out of 79) of current enrolled students did the survey. 31 percent (17 out of 55) were currently employed while taking the survey. Results from the 2018 survey show that, overall, student satisfaction remained unchanged from the previous year, with an average rating of 3.6 for both years.

PROGRAMMATIC STUDENT SATISFACTION (12/2018)

Programs	
Computer Science	3.7
Finance	3.6
Management	3.8
Management of Information Systems	3.7
Overall Average	3.7



The results show all programs receiving a rating of at least 3.5 which is above “Satisfied”, so no further action is warranted regarding programmatic student satisfaction.

By measuring and taking action on feedback from student customer satisfaction, departments are supporting the RNU Strategic Plan of creating an agile and sustainable infrastructure by ensuring dedication to a people and service oriented culture. The most recent survey successfully collected feedback from 79% of the undergraduate and graduate student population at Reagan National University, bringing in over 30 confidential comments to help departments improve their services.

Below are some comments from the surveys:

“[My department] is phenomenal; the professors are highly engaged in a variety of subjects, and are willing to work with you on projects that you value in independent studies.”

“She is a phenomenal teacher.... She challenges us to really think and she is always pushing

us to go beyond what we think we are capable of.”

“The professors [in my department] in general engaged my interest and challenged me to grow; they're inspirational and passionate and always push me to do the best I can do.”

“Professors engaging themselves with the students was the best part of my experience here at RNU.”

“I took a class ... my junior year and it really made me think about what I wanted to do with my life and reiterated the fact that I chose the right major and was going in the right direction in my life.”

“I really enjoyed [the] classes that I took. They challenged me to think and perform in ways I haven't experienced before. I now have a better appreciation for the world around me.”

“My senior capstone class challenged me. I had to choose a mathematics article, read, comprehend, write an 8-10 page paper on it, then give a presentation about it. This presentation I am also giving at a conference.”

“My most engaging experience at RNU were my senior seminar classes. The specialized subjects and smaller class sizes provided plenty of incentive for the intensive long-term projects; through this, I gained valuable information for autonomous learning and am excited to apply those skills after graduation as I continue to chase experience the topics I love.”

“The atmosphere has no competitiveness and as much as I consider myself noncompetitive sometimes its necessary to foster growth and produce leaders.”

“It's very easy to just go though the motions here. Very few professors expected a lot from me.”

“I have put hard work into my program. . . but I have seen other slide through their courses with very little work or knowledge. RNU should increase the level of accountability that students are held to.”

“RNU could push students to think more creatively and engage in more activities with the community. “

“Some teachers... really care about teaching you and offering up challenging lessons and experiences....others can make you feel like you're wasting your money.”

“There are very few teachers that are actually able to reach the students in a way that actually makes you want to learn.”

GRADUATE SATISFACTION

ACICS requires measurement of graduate satisfaction after placement. To meet this requirement and collect data and information to be used to continuously improve overall campus and programmatic operations, RNU will e-mail students a graduate satisfaction survey (see Appendix G) 30-60 days following graduation. This survey is a brief survey designed to obtain information from RNU's graduating students about their college experience and learning outcomes. It gathers opinions of graduating students related to various components of the educational experience at Reagan National University and their post-graduation plans. The survey will measure graduate satisfaction with all aspects of the administration and educational activities, specific preparation for employment, as well as miscellaneous factors since these aspects are considered crucial to the campus being able to achieve its mission. A free-response question, "What suggestions do you have for the university to better prepare graduates from your program for employment?" The survey is incorporated into the online process and is developed with input from RNU's community.

RNU continuously assesses its school data in order to evaluate the level of graduate satisfaction for campus effectiveness. The CEP identifies and describes how we collect the data and the rationale for using the data, identify baseline data, summarize and analyze the data collected, explain how the data have been used to improve and will be used to continuously improve educational processes and outcomes, and identify expected outcomes.

Using a five-point scale, where 1 = Very Dissatisfied and 5 = Very Satisfied, the baseline rate and goal is to achieve an overall average score of at least 3.5. Any area achieving a score of less than 3.5 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

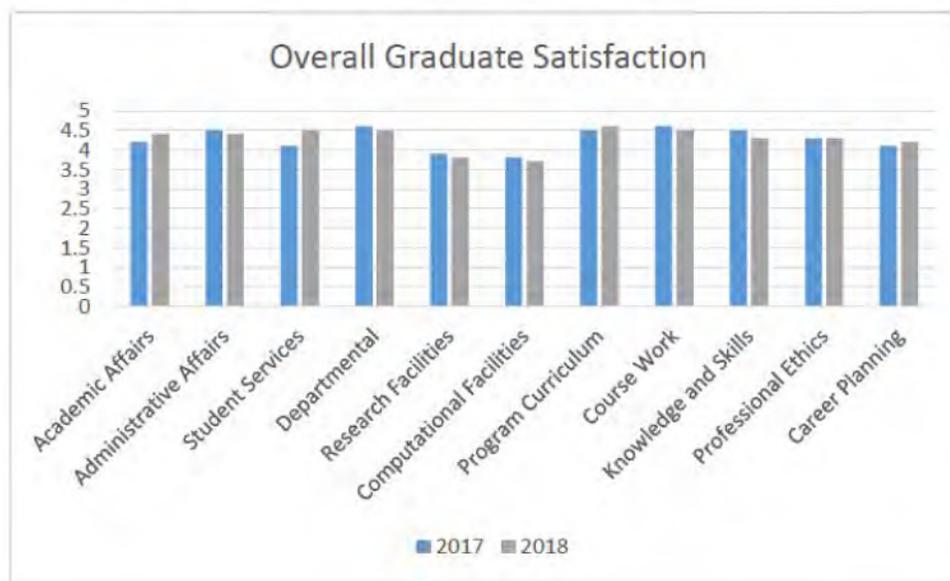
The survey form is completed online at various times during the CAR period. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the survey form as a means of improving campus operations for future students. If necessary, a second follow-up phone call is made two weeks later.

From July 1, 2017, through June 30, 2018, graduates were placed, and all graduates completed the graduate satisfaction survey for a response rate of 100 percent. Overall graduate-satisfaction results for this period and for the complete 2018 CAR period are shown in Table 8.

**Table 8. OVERALL GRADUATE SATISFACTION
July 1, 2017 – June 30, 2018**

	2017	2018
Administration Offices		
Academic Affairs	4.2	4.4
Administrative Affairs	4.5	4.4
Student Services	4.1	4.5
Departmental	4.6	4.5
Administration Average	4.4	4.5
Academic Resources		

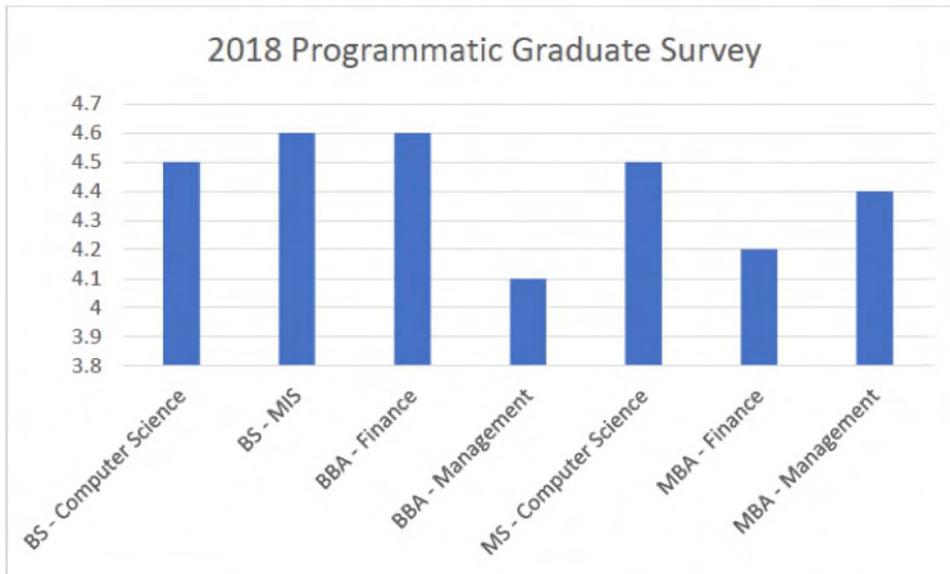
Research Facilities	3.9	3.8
Computational Facilities	3.8	3.7
Program Curriculum	4.5	4.6
Course Work	4.6	4.5
Academic Average	4.2	4.3
Professional Development		
Knowledge and Skills	4.5	4.3
Professional Ethics	4.3	4.3
Career Planning	4.1	4.2
Professional Average	4.2	4.3
Overall Average	4.3	4.4



The results show all programs receiving a rating of at least 4.4 which is above “Satisfied”, so no further action is warranted regarding overall graduating student satisfaction.

2018 PROGRAMMATIC GRADUATE SATISFACTION

Credential	# of Graduates	
Bachelor of Science in Computer Science	4	4.5
Bachelor of Science in Management of Information Systems	2	4.6
Bachelor of Business Administration in Finance	1	4.6
Bachelor of Business Administration in Management	1	4.1
Master of Science in Computer Science	6	4.5
Master of Business Administration in Finance	1	4.2
Master of Business Administration in Management	5	4.4
Overall Average	20	4.4



The results show all programs receiving a rating of at least 4.4 which is above “Satisfied”, so no further action is warranted regarding programmatic graduating student satisfaction.

By measuring and taking action on feedback from student customer satisfaction, departments are supporting the RNU Strategic Plan of creating an agile and sustainable infrastructure by ensuring dedication to a people and service oriented culture. The most recent survey successfully collected feedback from 100 percent of the graduating student population at Reagan National University, bringing in over twenty confidential comments to help departments improve their services.

Below are some comments from the surveys:

“Of course, I found RNU a challenging and engaging experience.”

“They will be a need for some expansion in the programs offered to entice students in the technical fields to attend.”

“Because the school has a good academic program that offers much classroom discussion and hand on opportunities.”

“Some of the course offerings are limited and many times the reading is limited to text books instead of important objectively written literature.”

“I would indeed recommend RNU to a high school student for the quality of academics that they offer here.”

“I feel that the school focuses on basic learning and may not provide future students with specific skills and knowledge.”

“I would recommend RNU to a student that may or may not know exactly what they are looking to pursue a career in because RNU programs can help you figure out what interests you the most.”

“There is a limited variety of majors but if RNU offers what one is looking for, then it is a

good place to be however, it would be amenable to have more choices or specializations within majors.”

EMPLOYER SATISFACTION

Higher education institutions have been active participants in the move toward performance measurement, increased accountability, and market responsiveness. RNU graduates and their employers are invited to take a survey about how well they were prepared by our programs. One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. We therefore will survey employers 30-60 days after a graduate placement to determine whether our graduates are meeting employer expectations. The online surveys usually send to employers by email in fall. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

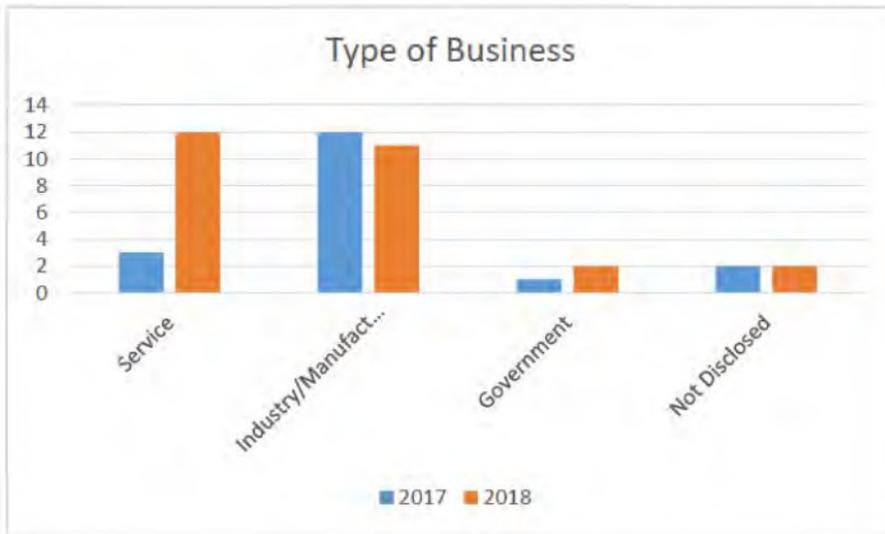
We will use a simple survey form (see Appendix H) which focuses on three major topics: technical work skills, people skills and attitude to encourage employer participation. These areas measured incorporate the most important skills needed for employment. In order to get employer participation, the survey had to be designed so as to carefully protect employee privacy and is completed online, so no personally identifiable data is requested. The survey seeks employer evaluation of RNU students/graduates as a whole. This survey provides an opportunity for the employer to express what type of training is needed for employment in their business/industry as well as how much they are satisfied with the RNU students/graduates they hired. If a response has not been received in two weeks, a follow-up phone call is made to the employers, urging them to complete the questionnaire as a means of improving the employment preparation of future graduates they may hire. If necessary, a second follow-up phone call is made two weeks later.

Using a four-point scale, where 1 = Does not Meet Expectation and 4 = Exceeds Expectation, the base-line rate and goal is to achieve an overall average score of at least 3 (“Somewhat Satisfied”). Any area achieving a score of less than 3 requires further analysis and corrective steps by the appropriate department, if deemed appropriate. A free-response question, “What recommendations do you have to improve the quality of our graduates for employment at your firm?” will be included.

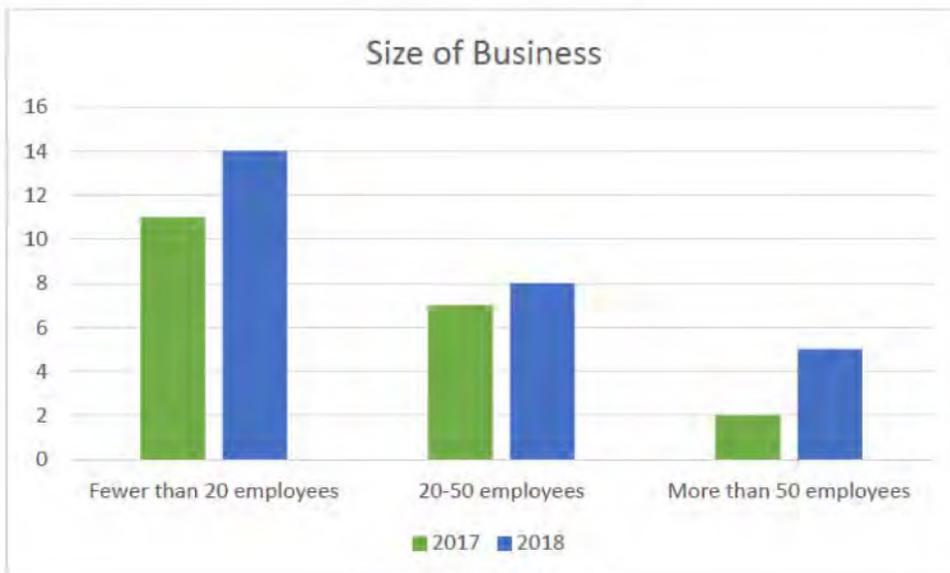
35 survey forms were sent out in October 2018 and 27 responses received (77%). The baseline number used to measure 2018 employer’s satisfaction is 3.1 which is based on the employer’s satisfaction result from the 2017 survey.

**Table 9. EMPLOYER SATISFACTION
10/2017 and 10/2018**

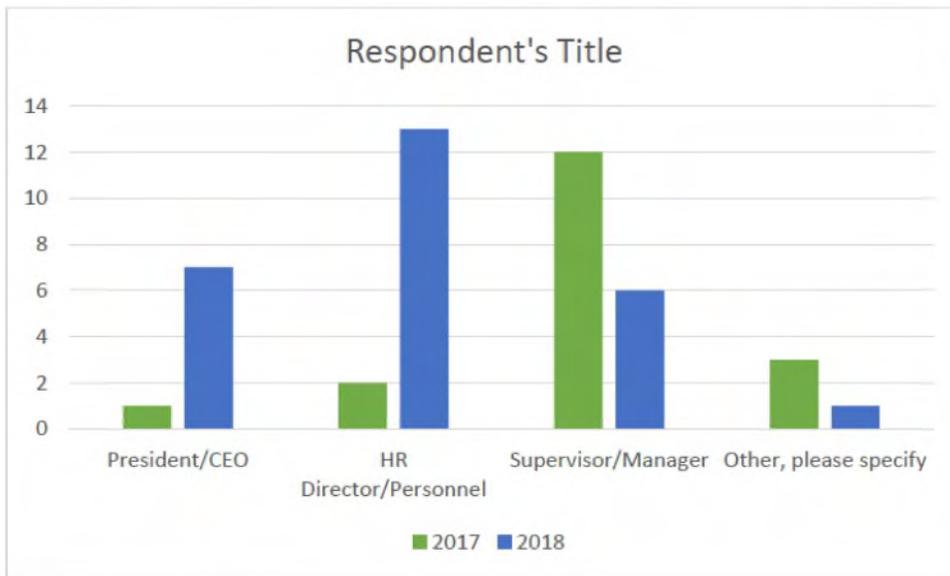
Type of Business	2017	2018
Service	3	12
Industry/Manufacturing	12	11
Government	1	2
Not Disclosed	2	2
Total	18	27



Size of Business	2017	2018
Fewer than 20 employees	11	14
20-50 employees	7	8
More than 50 employees	2	5
Total	18	27



Respondent's Title	2017	2018
President/CEO	1	7
HR Director/Personnel	2	13
Supervisor/Manager	12	6
Other, please specify	3	1
Total	18	27



Employers' Expectation:

Technical Work Skills	2017	2018
Occupational knowledge related to job	3.4	3.5
Application of occupational knowledge related to job	3.4	3.3
Use/operations of equipment, tools, and materials	3.0	3.1
Problem solving skills	2.9	3.0
Reading and writing skills	3.1	3.4
Completes work in accordance with quality standards	3.1	3.1
Organizational skills (prioritizing, planning, goal setting, etc.)	3.0	3.2
Computer skills	3.3	3.4
Math skills	3.1	3.4
Average	3.1	3.4

People Skills	2017	2018
Listening and speaking skills	3.3	3.5
Interpersonal skills (one-on-one)	3.4	3.6
Work effectively in a team or group	3.3	3.1
Average	3.3	3.4

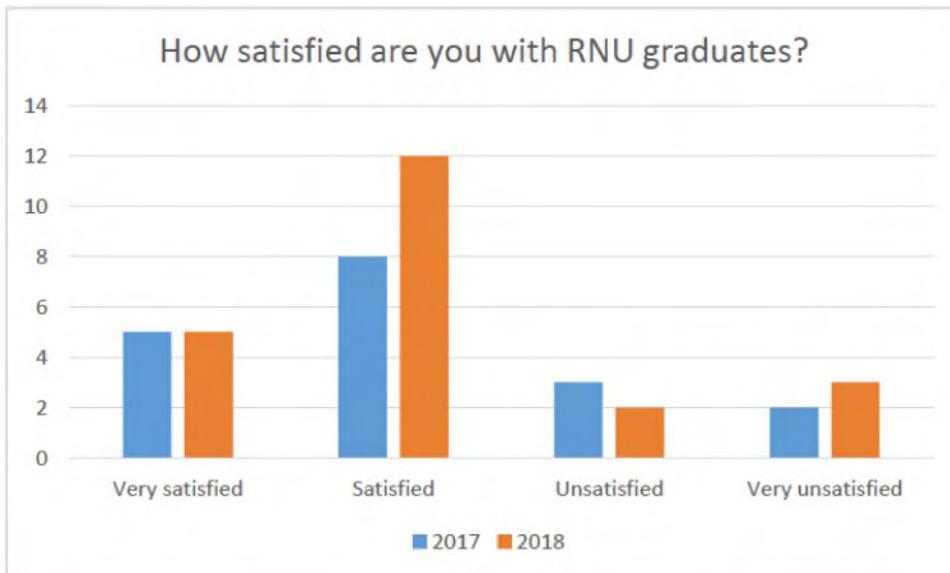
Attitude	2017	2018
Customer focused	2.9	3.4
Seeks to continuously improve performance	3.0	3.3
Demonstrates good work ethic (initiative, judgment,	3.6	3.5

dependability, reliability)		
Accepts advice, supervision and constructive criticism	3.3	3.6
Average	3.2	3.5

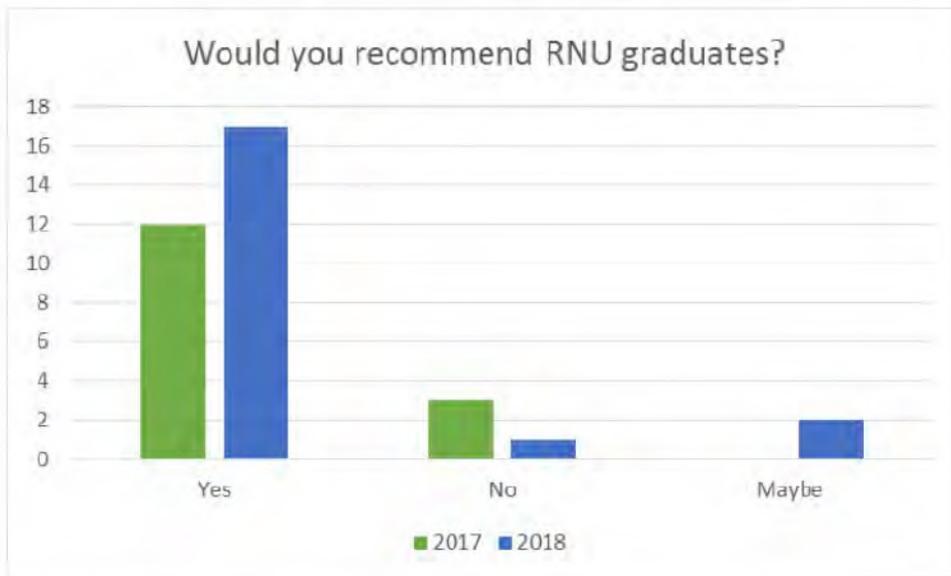
The results show that employers' satisfaction average scores of all three areas are equal or above the baseline number of 3.1, so no further action is warranted regarding overall employers student satisfaction.

Additional Information:

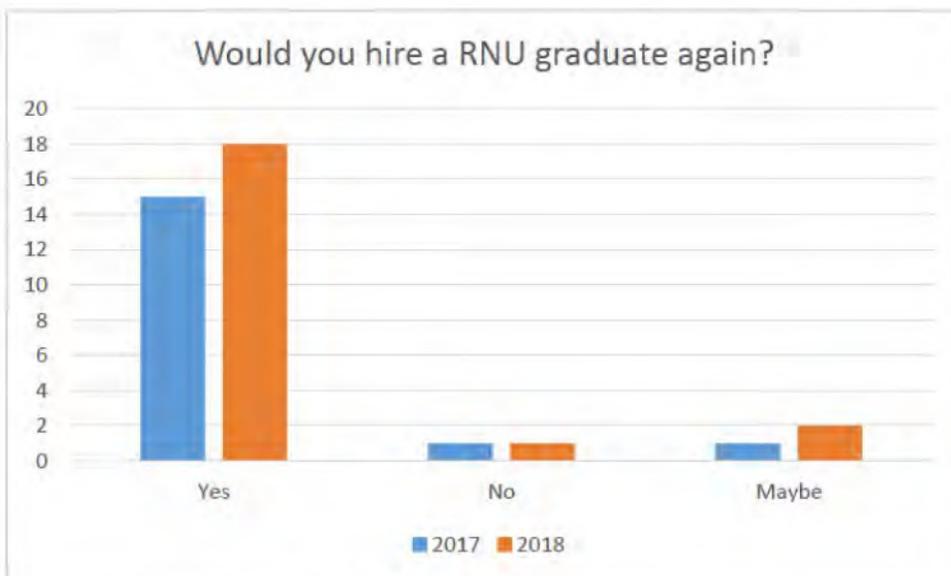
How satisfied are you with the graduate's education at RNU?	2017	2018
Very satisfied	5	5
Satisfied	8	12
Unsatisfied	3	2
Very unsatisfied	2	3
Total	18	22



Would you recommend graduates of RNU to another employer?	2017	2018
Yes	12	17
No	3	1
Maybe	0	2
Total	15	20



Would you hire a RNU graduate again?	2017	2018
Yes	15	18
No	1	1
Maybe	1	2
Total	17	21



Employer Satisfaction Action Plan

The evaluation tool to measure employer satisfaction is the Employee Survey. Employers of graduates who were hired for a period of at least 3 months are surveyed to serve as feedback mechanism for the school to monitor and improve its programs of study. Follow-up surveys are also sent to the same employers on an annual basis.

The evaluation factors used in the survey are:

1. Quality of Work / Work Standards
2. Level of Work Motivation

3. Knowledge and Skills
4. Work Attitude/ Physical Appearance
5. Interpersonal Relations
6. Team Orientation
7. Leadership Potential
8. Potential for Job Promotion

The surveys are administered, tabulated, and analyzed by the student services and Registrar's Office and reported to the President's Office.

During the downfall of national economy, RNU has been experiencing increasing difficulty in getting employers to respond to the employer satisfaction survey. Many organizations have adopted policies that restrict the type of information they are willing to divulge. Yet, valid data from a representative sample of employers is needed for effective program development and also for accreditation application. Recognizing the preceding situation, the University administration adopted the following process for gathering employer satisfaction data, beginning with 2014 graduation class.

- a. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the Director of Student Affairs will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so.
- b. If the questionnaire has not been completed in two weeks, the Director of Student Affairs will personally call the employer, remind her or him of the employee's written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations to make.
- c. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the organization's name will be communicated during the interview.

The Director of Student Affairs will report on the success of this new process at the fall meeting of the CECOM, and revisions will be made if necessary. RNU continuously assesses its school data in order to evaluate level of employer satisfaction to improve campus effectiveness.

STUDENT LEARNING OUTCOMES

Students who know what is expected of them in terms of their learning have a framework for learning and are more successful. Faculty who have a clear idea of what they want their students to learn are able to align their instructional activities to these outcomes. Reagan National University sustains systematic assessment of each course and degree program to assure achievement of the stated student learning outcomes, currency, relevance, appropriateness, future needs, and plans. As part of this process, faculty initiate integrated planning and generate initiatives to improve program performance and teaching and learning strategies. Collecting, analyzing, and using such evidence is a major part of the process of continuous improvement for the campus.

The instructional programs at RNU have established student learning outcomes for all courses. The departments also determine the need for courses and set the schedule of classes. RNU continues to implement and reassess program learning outcomes and infuse these outcomes across the disciplines. The Curriculum Committee has established a systematic approach to course/student learning outcome review and faculty members participate in professional development and intra-discipline dialogues to improve teaching and learning.

To document student learning outcomes, RNU assesses course achievement, cumulative GPAs for all students, and an additional measure of learning outcomes specific to each program.

Assessments

In addition to being aligned to the learning outcomes, a valid assessment must allow students to show their genuine understanding of the content in the test. If “true mastery” is indeed being measured, then students who have mastered a goal or objective will almost always correctly answer a question aligned to that goal, while students who have not mastered a goal or objective will incorrectly answer the aligned question. Assessment results are reported in program review documents which are connected to the University’s strategic planning process and fully integrated into the planning and budgeting process.

In order for the assessment to be reliable, it must ensure that it will yield consistently accurate results and provide every student with the opportunity to accurately demonstrate his or her knowledge.

- Include multiple items and varied ways to assess each learning goal. If a test has one question for a particular learning target, it becomes unclear whether students really know the material or just happened to guess the correct answer in that instance. Provide each student with multiple opportunities to demonstrate competence on each learning goal.
- Be clear about the directions on the day of the assessment. Portfolio, or performance assessment, and give an example of how to follow those instructions correctly. On a quiz it might have a sample multiple-choice question with the answer filled in.
- Develop a standard grading system. Use a systematic procedure to assign quality ratings or marks for every student. Many assessments, including short-answer questions and essays, will evoke a number of different responses, and the faculty will need to develop criteria to judge the merits of each answer. Make sure the grading system reveals how students’ progress on individual objectives or learning goals.
- Be fair in the administration of the assessment. Most students should be given the same

amount of time and take the assessment under similar conditions. At the same time, however, be mindful of students' special needs.

The outcome assessment provides examples of different assignments relevant to assessing written, practical problem-based, work placements, performance and oral work. The assignments could be used either for formative assessment and/or summative assessment as well as potentially opening up opportunities for the use of peer and self-assessment.

If assessments provide information for both students and faculty, then they cannot mark the end of learning. Instead, assessments must be followed by high-quality, corrective instruction designed to remedy whatever learning errors the assessment identified. Faculty must therefore follow their assessments with instructional alternatives that present those concepts in new ways and engage students in different and more appropriate learning experiences.

Assessment of General Education

Reagan National University has established four general education outcomes that students are expected to demonstrate as the result of their diligent participation in coursework and campus activities. As such, all courses offered for college credit should accomplish one or more of the following student outcomes:

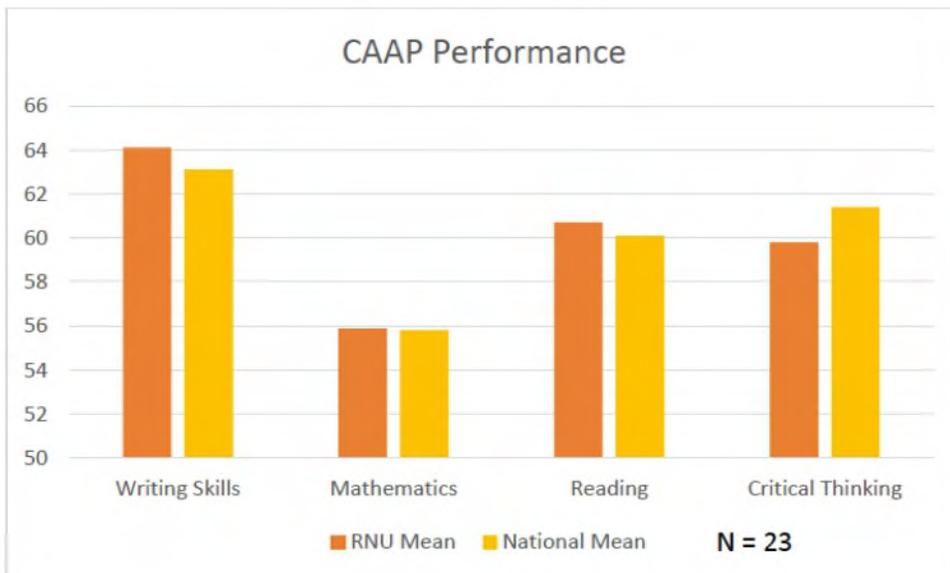
- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In order to assess the achievement of the above desired outcomes, **Assessment of General Education** utilizes a number of direct indicators including Course-Embedded Assessment of the general education component of all RNU courses, and student performance on the *ACT College Assessment of Academic Proficiency (CAAP)*.

CAAP is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the University uses four objective test modules of the CAAP Test – Writing Skills, Mathematics, Reading, and Critical Thinking – to assess students with 45 or more credit hours. 21 students typically take the exam in late October or early November 2015.

Table 10. CAAP PERFORMANCE
For CAR 2018 Period (N=23)

Test	RNU Mean	National Mean	National SD
Writing Skills	64.1	63.1	4.5
Mathematics	55.9	55.8	3.9
Reading	60.7	60.1	5.5
Critical Thinking	59.8	61.4	5.3



ACT provides demographic information for the participants as well as mean scores for each module for both Reagan National University students and the national data base. The Academic Dean's Office has set a goal for RNU students to perform at or above the national average on each test module. The Academic Dean has also adopted a minimum acceptable threshold of no more than 2.0 points (5 percent) below the current national mean scores.

Each spring, the Academic Dean's Office is charged with conducting a thorough review of the testing process and the informative value of the data derived from this assessment. The Academic Dean reviews both RNU and national mean scores for the academic year. During the review, the Academic Dean notes mean test scores for each objective test and identifies those areas falling outside the threshold score range. For these tests, recommendations are made by the committee as to ways to bring scores into the threshold range.

RNU students performed within one standard deviation of the national average of two-year sophomore students on all four tests. They performed slightly over the national averages on each test except Critical Thinking, which may be due to the fact that the major objective of the University's programs is on preparation for employment rather than general education. No further action is required in terms of general education achievement.

GPA Results

As one method of documenting student learning outcomes, the University analyzes overall GPAs at the end of each term and for each academic year. GPA achievement provides a uniform and comparable measure of student achievement across programs and across time. GPA is calculated on the traditional 4.0 scale and is collected from G.A.M.E.S. The baseline rate and the goal to be achieved is the related GPA mean from the previous year. Any difference in GPA of 0.2 or more is investigated further.

RNU uses minimum degree program cumulative grade point average of 2.0 at the undergraduate level, and 3.0 at the graduate level as a benchmark for quarterly and overall yearly evaluation as the primary indicator. These are equivalent to the RNU graduation requirements and therefore serve as useful baseline for monitoring trends going forward.

Data is collected from transcript records on file and updated quarterly in the Registrar's Office to track student GPA/CGPA. Each quarter, if students fall below the minimum, initial warning notices are sent and the Registrar is notified to follow up with the student, as well as the student is encouraged to seek tutoring or corrective actions including his/her instructor and Academic Support Services.

The University reviews grades quarterly at mid-quarter and quarterly to identify any possible students who may need to be on academic probation. If so, they are notified and counseled, and given academic support services, (i.e. tutoring) if necessary. Grading averages over the past three years of cumulative GPA data suggest similar patterns, with no enrolled students failing to achieve the minimum 2.0 GPA at the undergraduate level and 3.0 GPA at the graduate level.

RNU's data on Grade Point Average by year shows the quality of our student's performance for degree programs. The overall GPA by programs for 2014 and 2015 academic years is shown in Table 11. The data was collected from winter, spring, summer and fall quadmesters of 2014 and 2015.

Table 11. GPA ATTAINMENT
For 2017 and 2018

Credential	No.	2014 GPA	No.	2015 GPA	Difference
Bachelor of Science in Computer Science	12	3.2	9	3.1	-0.1
Bachelor of Science in Management of Information Systems	13	3.1	10	3.3	+0.2
Bachelor of Business Administration in Finance	11	3.0	12	3.1	+0.1
Bachelor of Business Administration in Management	14	3.2	9	3.2	0
Master of Science in Computer Science	11	3.3	15	3.4	+0.1
Master of Business Administration in Finance	9	3.5	7	3.4	-0.1
Master of Business Administration in Management	8	3.4	9	3.4	0
Overall Average	78	3.2	70	3.3	+0.1

Overall, GPAs did not change significantly, with only a +.01-point difference between the two years. For most majors, the results show only trivial differences in GPA achievement from the previous year, so no specific changes are warranted for these programs.

In this CEP reporting period, there were no cases of corrective actions needed concerning instructors or grading. Further, mid-quarter reporting by instructors has been implemented to set an "early warning" system in place to alert the student, instructor, and administrative staff in the event that a student falls below a passing grade in a course, or violates the institution's attendance rules. This policy has functioned effectively.

All students maintained satisfactory progress at RNU as determined by the qualitative and quantitative standards established by the University. According to these standards, an undergraduate student remains in good standing if the student's cumulative grade point

average (GPA) is 2.0 or above; a graduate student remains in good standing if he/she earns a cumulative G.P.A. of 3.0 or above; and all students must progress toward the completion of their respective program within the maximum program length established by RNU.

GPA Action Plan

Evaluation of Data Analysis for Program Improvement

Each of the data areas for analysis of student learning outcomes is examined by the Dean of Academic Affairs, Academic Advisory Committee, and the CEP team on an ongoing basis and as improvements are identified. An example is how the Dean of Academic Affairs closely reviews grades for each course. If there appears to be grade inflation or abnormal patterns, follow-up is taken. The same is true if an abnormal pattern would be seen in program GPA data; there would be follow on discussions to explore this with the Dean of Academic Affairs and instructors.

Key student competencies are also identified and built into the following year cycle of instruction. More rigid deadlines on student deliverables and more disciplined treatment of resume formatting and interview skills are such competencies treated in the teaching of the course.

How Data are Used to Improve the Educational Process

Data from this year's student learning outcomes will be used to improve the educational process. Data patterns on key outcome areas listed above are continually analyzed and reviewed. Salient, new themes are discussed and brought to actionable new policy or experimentation in the context of RNU as a learning organization.

One example is the mid-quarter academic review policy which acts as an early warning system. This ensures an unqualified level of attention to individual student outcomes which prevent students from unwittingly failing minimum standards. It is an example of what small colleges/universities are capable of in terms of caring for individual students.

Expected Outcomes: How RNU Can use this Data for Campus Effectiveness and Improvement:

Curricular and pedagogical innovations are the directions for campus improvement and effectiveness. Institutional data analysis of student learning outcomes are oriented primarily toward curricular content and teaching methods which are ever more creative and dynamic, and which bring real world, contemporary business to life in the classroom through cases, speakers, excursions, simulations, and projects which have direct company involvement.

Goals

- Students demonstrate master of content. Demonstrated by specialized knowledge and skills from within the business field.
- Students advance intellectual skills. Demonstrated by ability to think critically, formulate understanding, and effectively communicate ideas.
- Maintain or improve on the baseline GPA/CGPA as indicated above for individual performance at the undergraduate and graduate levels.

- Continue to prepare students for career and beyond. Students set goals for future work that are the result of realistic self-appraisal and reflection.