

with a particular occupation.

The institution requires 60 hours of general education studies in the undergraduate degree programs. They include concepts in English, analytic reasoning, cultural studies, humanities and fine arts, mathematics, natural and physical sciences, social and behavioral sciences, and technology.

- 5.39 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes       No

## FOR ALL PROGRAMS

- 5.40 Describe the extracurricular educational activities of the campus (if applicable).  
 The institution does not have any extracurricular educational activities.

## 6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)  
 The Reagan National University 2018–2020 catalog (revised 2019.7) was used during the evaluation.
- 6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?  
 Yes       No
- 6.03 Does the catalog contain the following items:
- (a) A table of contents and/or an index?  
 Yes       No
  - (b) An indication of the year(s) for which the catalog is effective on the front page or cover page?  
 Yes       No
  - (c) The names and titles of the administrators?  
 Yes       No
  - (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?  
 Yes       No (Include Section 3-1-201 in the finding below.)
  - (e) A statement of accreditation?  
 Yes       No       Not Applicable (initial applicant)
  - (f) A mission statement?  
 Yes       No
  - (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?  
 Yes       No
  - (h) An academic calendar?  
 Yes       No
  - (i) A full disclosure of the admission requirements?  
 Yes       No
  - (j) A list of institutions with which the institution has established articulation agreements?  
 Yes       No       Not Applicable
  - (k) The transfer of credit policy?  
 Yes       No

- (l) A statement on the transferability of the credits in the programs that are offered?  
 Yes    No
- (m) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?  
 Yes    No    Not Applicable
- (n) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?  
 Yes    No
- (o) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?  
 Yes    No
- (p) An explanation of the grading system that is consistent with the one that appears on the student transcript?  
 Yes    No
- (q) A definition of the unit of credit?  
 Yes    No    Not Applicable (The campus does not award credit.)
- (r) A complete explanation of the standards of satisfactory academic progress?  
 Yes    No
- (s) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?  
 Yes    No
- (t) A statement of the tuition, fees, and any other charges?  
 Yes    No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?  
 Yes    No    Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?  
 Yes    No
- (w) A statement describing the student services offered?  
 Yes    No
- (x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?  
 Yes    No (Include Section 3-1-202(d) in the finding below.)  
 Not Applicable (initial applicants only)

If *No* for any item, insert the applicable section numbers 3-1-201, 3-1-202(d), 3-1-701, and/or Appendix C in parentheses and explain:

**(Sections 3-1-201, 3-1-202(d), 3-1-701, and Appendix C):** The catalog does not meet Council standards in the following areas:

1. Statement of Legal Control: the type of corporation as well as the members of the board of directors was missing. This information was provided in a revision of the page.
2. Statement of Accreditation: the full statement did not include the credentials the institution was approved to offer. This was corrected in a revised catalog page.

3. An accurate listing of faculty members currently teaching: this list was updated on the revised catalog page provided to the team but was still incorrect on the web site.
4. Admissions requirements that appropriately recorded the evaluation of foreign credentials, the acceptance of attestations in lieu of high school completion, and the acceptance of at least a bachelor's degree or a master's degree for the graduate programs.
5. The transfer-of-credit policy did not clearly detail the requirements for transfer and notes in item #2 that the institution does not discriminate on the source of accreditation of the sending institution. However, ACICS requires that the accreditation of the institution must be recognized by the USDOE or CHEA.
6. The grading system does not include the grade for transfer courses. The institution provided a revised page of the catalog to correct this error but failed to include the grade in the grading key on page 22. Additionally, the withdrawal grade is represented as W on the transcript but in the catalog, there is W/P and W/F.
7. The student grievance policy does not identify the name and address of ACICS.

As noted, the institution provided several revised pages in the catalog at different times on the second day of the visit to address the catalog deficiencies. However, the online version has not been corrected and a full review and revision of the catalog is needed to ensure accuracy throughout. Additionally, as catalog information is also published on the institution's two web sites, [www.rnu.edu](http://www.rnu.edu) and [www.reaganu.us](http://www.reaganu.us), these web sites would also need to be revised.

6.04 Does the campus list degrees of staff members in the catalog?

Yes       No

If Yes, is appropriate evidence of the degrees on file?

Yes       No

6.05 Does the campus offer degree programs?

Yes       No (Skip to 6.06.)

If Yes, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes       No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes       No       Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes       No       Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes       No       Not Applicable

If No for any item, insert the section number in parentheses and explain:

**(Section 3-1-701 and Appendix C):** The catalog does not identify the courses that satisfy the upper division in the bachelor's degree programs. While on site, the institution revised that page of the catalog, but without a full draft revised document, the team cannot confirm that the change has been made and appropriately published.

6.06 Does the campus offer courses and/or programs via distance education?

Yes  No (*Skip to 6.07.*)

6.07 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes  No

The catalog is for two academic years and is updated in July.

6.08 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to 6.09.*)

6.09 Is the catalog available online?

Yes  No (*Skip to 6.10.*)

If *Yes*, does it match the hard copy version?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-701 & Appendix C):** The online catalog does not match the hard copy version. The online version, located under the Academics section of the web site, has a revision date of 2018.6:

<http://rnu.edu/files/Catalog20182020.pdf>. As a result, the team could not determine if this is the same catalog that was provided on site for its review or the version that was given to students. The online version includes all the errors identified by the team and "corrected" by the institution on the second day of the visit.

6.10 Does the campus utilize a multiple-school catalog?

Yes  No or Not Applicable (*Skip to 6.11.*)

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-703 & Appendix C):** Not all advertising is dignified. The institution's logo includes the signature of former U.S. President Ronald Reagan, given that the institution is named in his honor. However, the use of his signature gives the appearance that the former president (or his estate) has endorsed the institution. That is not the case. While the team was on site, the institution removed the signature from its logo and updated the catalog cover page and the transcript paper. However, the web site, the tenant board in the building, and the few posters used for advertising have not been revised, and there is no evidence that the changes will be consistently made.

6.12 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?

Yes  No

6.13 Where does the campus advertise (publications, online, etc.)?

The institution advertises primarily via its web site with a few posters. As shared by the admissions staff, recruitment is currently mainly through referrals until the institution secures Department of Homeland Security (DHS) approval to admit international students.

Are all print and electronic advertisements under acceptable headings?

Yes  No  Not applicable

6.14 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to 6.15.)

6.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

6.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No  Not Applicable (The campus does not participate in financial aid.)

6.17 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes  No

(b) Campus placement rate?

Yes  No

(c) All program retention rates?

Yes  No

(d) All program placement rates?

Yes  No

(e) Licensure examination pass rates?

Yes  No  Not Applicable (No programs require licensure or certification or there is no federal or state published pass rate for any programs requiring licensure or certification.)

Where is this information published? Describe any additional information that the campus provides.

This information is published under Consumer Information on the institution’s web site:

<http://www.rnu.edu/index.php/profile/consumer-information>

Does the information provided match the information reported on the campus’s most recent CAR?

Yes  No

Does the performance information disclosure include the required statement, “These are the data reported to ACICS by the institution in its most recent Campus Accountability Report”?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-704 and Appendix C):** The performance information disclosure does not include the required disclaimer statement.

**FOR MASTER’S DEGREES ONLY**

6.18 Does the catalog have a separate section describing the following:

(a) Program requirements?

Yes  No

(b) Admission procedures?

Yes  No

(c) Transfer policies?

Yes  No

(d) Graduation requirements?

Yes  No

(e) Regulations?

Yes  No

(f) Course descriptions?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-6-800):** The graduation section on pages 59–63 of the catalog does not include the regulations pertaining only to graduate programs (SAP and refund policies) or the programs' course descriptions. All course descriptions for undergraduate and graduate programs are detailed from pages 64–93.

## GENERAL COMMENTS

**(Section 3-1-703 and Appendix C):** The catalog does not provide an accurate reflection of the institution and its services. This is misrepresentative and misleading to potential students. The team makes the following observations:

1. Independent or directed studies (page 20): the administration shared that the institution does not use independent studies and deleted that section from the revised catalog. However, as previously noted, a full version of the catalog was not provided to the team for a comprehensive review.
2. Job Placement (page 32): according to the catalog, there is a career services office which serves as a source for employment opportunities for graduates, currently enrolled students, and former students. This office provides services which include job opportunity listings, employer resource library, resume assistance, and career search counseling. However, there is no career services office and the team could not find any evidence of an employer resource library or job opportunity listings. As noted in section 4, the career services currently offered are limited and informal.
3. Reference on online programs (page 11): the application procedures make reference to there not being a difference in admissions procedures between an in-class and an on-line program application. However, the institution is not approved for online education and this statement is incorrect.
4. Satisfactory Progress and Attendance for Veterans (page 30): while the institution claimed it deleted this section in the catalog, it is still in the online version. The institution is not approved to participate in VA programs, so this section is misleading in the institution's ability to accept students using VA benefits.

## 7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes  No

7.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

The web site for RNU includes a link to library services. There is an orientation slide show for faculty and students, a link to the Library Information Resources Network, Inc., (LIRN) database log in page with oral instructions on how to access the resources, and an Ask a Librarian feature that includes contact information. Mr. [REDACTED] reported to the team that he is the on-site library manager, and he works closely with students and faculty on how to use LIRN, the institution's online library.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?

Yes  No

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

Mr. [REDACTED], librarian, informed the team that he relies on the services of LIRN to assess the resources necessary for the business and computer programs offered by the institution. When the annual renewal occurs, he recommends that the institution purchase all resources available from the network for business and computer programs. These resources are constantly reviewed and updated by the LIRN team.

Are these methods appropriate?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-800(c)):** The assessment strategy for library resources and information services is not appropriate as it does not include the librarian, the staff, and the faculty. As stated above, the librarian, Mr. [REDACTED], relies on the LIRN team to provide library resources for the business and computer science programs. Rather than conducting his own assessment, he merely recommends that the institution purchase all available resources for these two programs without considering the unique, individual needs of the business and computer science programs offered at the institution. Since faculty and staff are not involved in this assessment process and do not appear to have any voice in the selection of resources, there are no usage statistics, and surveys of stakeholders are not conducted. This strategy is not appropriate and does not meet the needs of the students enrolled at RNU.

The principles of the Association of College and Research Libraries (ACRL) define the educational roles of libraries as follows: "Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, assess, and use information effectively for academic success, research, and lifelong learning." In addition, ACRL's principle regarding collections states, "Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution."

Without a meaningful, appropriate assessment strategy, RNU's library resources and services cannot adequately meet the needs of its faculty and students.

- 7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?  
 Yes     No     Not Applicable (Campus has no residential component.)

#### FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 7.16 Is the institution's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes     No

- 7.17 What is the amount of the current year's library budget excluding personnel allocations?  
The current year's library budget is (b)(6)

- 7.18 What portion of the current year's library budget has been spent?  
The institution spent (b)(6) from January through June 2019.

How has the money been allocated?

The institution reported to the team that the funds have been spent on the online library, books, periodicals, video, audio, and software. The remote librarian, upon phone interview, had no knowledge concerning the amount of the library budget or the items on which the funds had been spent.

- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?  
 Yes     No

- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.  
The team interviewed several faculty members individually by telephone, and none of those faculty interviewed from both bachelor's and master's degree programs reported using the library resources or directing students to the library resources. The team also reviewed syllabi and could find no reference to assignments that required the use of library resources.

Are these methods appropriate?

Yes     No

If *No*, insert the section number in parentheses and explain:

**(Sections 3-5-404 and 3-6-704):** There was insufficient evidence that the faculty inspire, motivate, or direct student usage of library resources. Upon interview, several bachelor's degree and master's degree program faculty members reported to the team that they do not use library resources and do not require that students use library resources. Although some course syllabi include research assignments, no information regarding the use of library resources is included.

7.21 Describe how the faculty have involvement in the selection of library resources.

There is no evidence that faculty are involved in the selection of library resources. Faculty reported to the team that they are not involved in the selection of library resources.

If there is no faculty involvement, insert the section number in parentheses and explain:

(Section 3-5-406 and 3-6-706): Although the on-site library manager, (b)(6), reported to the team that he is involved in faculty meetings for the purpose of learning what resources faculty might need, there was no evidence of faculty involvement in the selection of library resources. Faculty members also shared with the team that they had no involvement in the selection or usage of library resources; however, the use of some supplemental e-textbooks was noted during a classroom observation.

**FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

7.22 Does the library collection include magazines and professional journals and periodicals?

Yes  No

7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes  No

7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?

Yes  No

7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

7.26 Who supervises and manages the library on-site, and what are this person's qualifications?

Mr. [REDACTED], the institution's compliance officer, informed the team that he currently manages the library on site. Mr. [REDACTED] holds a master's degree in computer science from RNU and a bachelor's degree in computer science from Shanghai Metro University of China. Prior to accepting the compliance officer position in January 2018, Mr. [REDACTED] was a help desk manager for Cavalier Tech for three years. The organizational chart indicates that Mr. [REDACTED] is the compliance officer, but it does not indicate his role as library manager. The team also reviewed Mr. [REDACTED] job description, and it does not include any library duties.

In addition to Mr. [REDACTED], the institution employs the services of a degreed librarian, Mr. [REDACTED]. Mr. [REDACTED] joined the institution on September 28, 2016. He holds a bachelor's degree in English from Wabash College and an MLS from Catholic University. He lives in Virginia and is currently employed full time as the director of information and library services by Kelley Drye, and Warren, LLP. In addition, Mr. [REDACTED] is an adjunct professor at Catholic University. Previous to his employment by RNU, Mr. Pulver held positions as an assistant library director and as a library director. Mr. [REDACTED] informed the team that he

is available to faculty and students by phone or email with a 24-hour response time, and a sign to that effect is above the two computers in the physical library space.

Does this individual:

- (a) Supervise and manage the library and instructional resources?  
 Yes       No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  
 Yes       No
- (c) Assist students in the use of instructional resources?  
 Yes       No

If *No* for any item, insert the section number in parentheses and explain:

**(Sections 3-5-401 and 3-6-701):** There is no evidence that the on-site library manager or the librarian facilitates the integration of instructional resources into all phases of the institution's curricular and educational offerings. The team found some research assignments on business program syllabi, but no reference to library resources. The computer science program syllabi did not contain any research assignments or reference to the use of library resources.

- 7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?  
 Yes       No       Not Applicable (Library staff do not hold foreign credentials.)
- 7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

**(Sections 3-5-401 and 3-6-701):** There is no evidence that the librarian participates in annual professional growth activities. The team interviewed Mr. [REDACTED] by telephone, and he informed the team that he has not participated in any professional growth activities in 2019.

- 7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?  
 The institution's library is totally online with all resources available 24/7. The small physical library space is open to students any time the campus is open, and Mr. [REDACTED] is on campus Monday through Friday from 9:00 AM to 6:00 PM. On the weekends, the oversight of the library is shared among other administrators, including the academic dean and the registrar. However, the institution did not provide evidence of which individual is on duty during which weekends, and there was no evidence that these employees were trained by the librarian.
- 7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes       No

- 7.31 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

**(Sections 3-5-404 and 3-6-704):** There is no evidence of the use and circulation of the online resources to assist the faculty and administration in evaluating the adequacy and utilization of the holdings. The institution provided a listing of those databases available through LIRN. The team asked the administration and the librarian for usage statistics, but none were provided to them.

- 7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No

#### FOR MASTER'S DEGREES ONLY

- 7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?  
 Yes  No
- 7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-6-701):** There is not a professionally trained individual on duty who supervises the library and assists students with library functions. The remote librarian, Mr. [REDACTED], is available via telephone and email to assist students. Mr. [REDACTED] the on-site library manager, is available Monday through Friday from 9:00 AM to 6:00 PM, but there is no evidence that he has been trained by the remote librarian. In addition, the team was informed that various staff are available to assist students during weekend classes on a rotating basis, but a schedule of who was available during which weekends was not available to the team. Further, there is no evidence that any other currently employed staff were trained by the librarian, other than Mr. [REDACTED], registrar, who is currently out of the country on leave. There was evidence of Mr. [REDACTED] training by the remote librarian; however, the training was from 2017, and the agenda did not include any training regarding the online LIRN databases.

- 7.36 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?  
 Yes  No
- 7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?  
 Yes  No

- 7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes       No

- 7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?

The library's web site includes a link for research help. When the team attempted to view the slide show, it could not be accessed. In addition, the LIRN resources include the Gale Reference Center, which provides some information on research; however, the team could find no information on the ethical use of information at the graduate level. Dr. [REDACTED] reported to the team that students complete a capstone project in the business programs and seek advice from their instructor.

If no resources are provided, insert the section number in parentheses and explain:

(Section 3-6-705): There is insufficient evidence that the library resources available provide students a better understanding of the methods of scholarly research and how to use information ethically at the graduate level.

## 8. PROGRAM EVALUATION

**Bachelor's Degree in Business Administration**

**Bachelor's Degree in Finance**

**Master's Degree in Management**

**Master's Degree in Finance**

### FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes       No (*Skip to 8.02*)

- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

The institution provided the team with an organization chart indicating that Dr. [REDACTED] is the chair of the business programs. This was also listed as such in the Faculty and Administrative Staff Summary form submitted to the team prior to the visit.

As none of the programmatic courses were in session during the team visit, the institution arranged for telephone calls with the chair and other faculty members. Dr. [REDACTED] was successfully contacted on the first afternoon of the visit. However, he indicated that he was not the chair of the department and only employed as an adjunct. The team also managed to separately interview two business faculty members. Both shared that they reported to the business department chair, a Mr. [REDACTED]. The administration was unable to provide any information on (b) (6) and his association with the institution.

On the second day of the visit, the institution provided the team with an email from Dr. [REDACTED], who was "confused" about the previous day's phone interview and was in fact the chair of the business programs. A review of the program's faculty files showed all faculty evaluations being completed by Dr. [REDACTED], who is not qualified to lead the program. Minutes of the last two curriculum committee meetings showed Dr. [REDACTED] was in attendance; however, his title was not listed but the information technology program chair's

title was listed. The team's review of the last two faculty meetings, held in November 2018, and March 2019, indicated that Dr. [REDACTED] was not present for either meeting.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-511):** There is insufficient evidence to determine if there is a person assigned to lead the business programs who possess the appropriate academic or experiential qualifications. The team was unable to determine who was responsible for program administration after receiving conflicting information regarding the chair. As detailed above, Dr. [REDACTED] was listed as the chair, but upon interview he said he was not the chair. Faculty indicated that they report to Mr. [REDACTED], but he is not listed on the organization chart, and the administrators said they did not know who this person was. Further, Dr. [REDACTED] appears to be serving in the role as he conducted the faculty evaluations, led the faculty meetings, and signed the faculty development plans. As a political scientist, Dr. [REDACTED] is not qualified to lead the business programs.

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Dr. [REDACTED] had a signed job description and employment contract from 2017 under the institution's previous name—Si Tanka University—and an unsigned faculty development plan in his administrative file. The employment contract indicates he should have sufficient authority to administer the program. The most current data sheet in the file indicated his position as an adjunct instructor.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

While it is unclear who is responsible for the administration of the programs and oversight of faculty, activities related to the program are taking place. That is, there is evidence of faculty meetings, curriculum-review meetings, and graduate oversight committee meetings. There were faculty evaluations and development plans which were signed by the dean in all faculty files.

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Data not available.)

(b) Graduate placement rate of 70 percent?

Yes  No  Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

Bachelor's degree in Business Administration: 0 percent

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes       No

If *No*, insert “Sections 2-1-809 and 3-1-111 and Appendices K and L” in parentheses and explain: **(Sections 2-1-809 and 3-1-111 and Appendices K and L)**: An improvement plan for the overall institution, but not for the program, was included in the CEP. The program listed one graduate on the CAR, and he was not placed, resulting in a placement rate of zero. The CEP stated that the program chair would be responsible for improving the placement rate but did not list any specific plans or activities to achieve this within the program. Given the confusion on who is the program chair, there is no evidence that there is a plan in place to improve outcomes.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c))**: There is no evidence to demonstrate that community resources are being utilized to enrich the programs. A table was provided that showed the institution was on a mailing list for the Dakota Seeds Program that encourages organizations to offer internships in the areas of Science, Technology, Engineering, and Math (STEM) for accounting or manufacturing fields, and the institution indicates that they share information about this program with students. Another ongoing activity the institution noted was participation in the South Dakota Chamber and Economic Development Council, which promotes the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.

Faculty and students advised the team that guest speakers have spoken to the students in each program, and the institution listed one guest speaker for June 12, 2019: (b)(6), vice president of Advanced Dakota Resources, spoke to students about economic development in South Dakota. A second guest speaker, (b)(6), an artist, designer and storyteller, spoke to students about community change. Other than the sheet listing the above activities, there was no other documentation, such as student sign-in sheets, or a summary of the speaker's topic explaining how it enhanced student learning or discussed potential career opportunities.

The institution also provided the team with the minutes for two program advisory committee meetings. One was held in April 2019, and the other in August 2019. The minutes indicate that the meetings were held at the institution and identified the persons in attendance as (b)(6) CPA; (b)(6); (b)(6); (b)(6), who represents the information technology program and is an RNU alumnus; and (b)(6), an associate with Ensurance who represents the computer science programs. Although the minutes reflect discussion regarding improvements to the curriculum, there was no documentation (such as sign-in sheets) to verify that the meetings took place.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes       No

8.09 Does the program include an externship?

Yes       No (*Skip to 8.10.*)

- 8.10 Does the program use independent studies?  
 Yes  No (*Skip to 8.12.*)
- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?  
 Yes  No
  - (b) Course numbers?  
 Yes  No
  - (c) Course prerequisites and/or corequisites?  
 Yes  No
  - (d) Instructional contact hours/credits?  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references?  
 Yes  No
  - (g) Topical outline of the course?  
 Yes  No
  - (h) Instructional methods?  
 Yes  No
  - (i) Assessment criteria?  
 Yes  No
  - (j) Method of evaluating students?  
 Yes  No
  - (k) Date the syllabus was last reviewed?  
 Yes  No

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** All syllabi do not include all required elements and some of the information is incorrect. The programs' syllabi do not appropriately identify instructional materials and references. The team's review of the following syllabi indicated that textbook editions and year of publication did not match. The following is a sample of syllabi text references which are incorrect:

- 1) ECO307 The Global Economy text: The World Economy by Stutz and Warf, 5th edition, 2017. This edition was published in 2005.
- 2) FIN517 Financial Theory text: Finance by Bodie and Merton, 2018. This edition was actually published in 2000.

- 3) **FIN500 Financial Management text: Commercial Bank Financial Management by Joseph Sinkey, 2019. This book was actually published in 2002.**
- 4) **MKT201 Marketing Principles text: Effective Marketing by Zikmund and d'Amico, 3rd edition, 2019. This book was published in 2002.**

8.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes     No

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes     No

8.17 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to 8.20.*)

### FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes     No

(b) Instructional equipment?

Yes     No

(c) Resources?

Yes     No

(d) Support for modes of instructional delivery?

Yes     No

(e) Personnel?

Yes     No

### FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

8.24 Is the size of the faculty appropriate to the total student enrollment?

Yes     No

### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes     No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

8.26 Are teaching loads reasonable?

Yes  No

**FOR BACHELOR'S DEGREES ONLY**

8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes  No

8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes  No  Not Applicable (The institution offers all four years of the degree.)

8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The programs quantitatively approximate the standards at other institutions offering a bachelor's degree in management and in finance. Two local area institutions offering the same degree in finance are the University of Sioux Falls and the University of Jamestown. The team's analysis of both of the programs showed that the institution's program had identical courses in the program core offerings. The courses included accounting, software applications, managerial accounting, economics, finance, marketing, law, and security analysis.

The management program is offered by Briar Cliff University and Morningside College. The core courses offered at these two collegiate institutions are similar to the ones offered at the institution with courses in microeconomics, macroeconomics, management principles, human resources, marketing, strategic planning, international business, law, computerized accounting, and small business management.

8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  Not Applicable (no students in the third and fourth years)

8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes  No

**FOR MASTER'S DEGREES ONLY**

8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The graduate oversight committee oversees the development, modification, and maintenance of the graduate program. The committee is comprised of the academic dean, faculty members, a student

representative, a graduate, and an external professional. The committee meets twice a year, and the team was able to review the minutes of the last two meetings in 2018 and 2019.

Does the committee include the following?

(a) Students?

Yes  No

(b) Faculty?

Yes  No

(c) Administrators?

Yes  No

(d) Employers?

Yes  No

8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes  No

8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

The graduate program faculty are directly involved in the development and modification of the policies, procedures, and curricula by attending the relevant committee meetings. Curricula issues are discussed and voted on in the curriculum committee meetings, and policies and procedures are covered by the graduate oversight committee. The graduate program faculty are always invited to attend both of these meetings, where they can be directly involved in these processes.

8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes  No

8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The graduate programs' curricula quantitatively approximate the standards at other institutions compared by the team. The MBA programs at the University of Sioux Falls and Briar Cliff University have similar programs integrating content from the various business disciplines, including accounting, economics, marketing, production, operations, and strategic management.

The master's degree in finance program offered at the University of South Dakota and the University of Iowa focuses on the aspects of corporate finances, financial analysis, portfolio management, and developing business and financial strategies, which compare with the program offered at the institution.

8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No

8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or

professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes     No

8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes     No

8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes     No

8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes     No

If *Yes*, describe how the campus encourages scholarly activity:

The institution encourages graduate faculty members to engage in scholarly research and to publish in professional journals by offering a (b)(6) stipend for any article published. The team was able to confirm this during faculty interviews.

## 8. PROGRAM EVALUATION

**Bachelor's degree in Computer Science**

**Bachelor's degree in Management Information Systems**

**Master's degree in Computer Science**

### FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes     No (*Skip to 8.02*)

8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

Dr. [REDACTED] was appointed chair of RNU's school of information technology on September 1, 2014. Dr. [REDACTED] holds a doctorate in computer science from Virginia Commonwealth University, a doctorate in computer control from Brunel University in the U.K., and a master's degree in control systems and a bachelor's degree in electrical engineering from University of Technology, Iraq. Experientially, Dr. (b)(6) worked for 13 years at several institutions of higher learning in the U.S. and 25 years as a lecturer, assistant professor, instructor and research fellow for several universities in the Middle East and Europe. Dr. [REDACTED] is a well-published author of 15 referenced academic journal articles and 13 internationally referenced conference publications in the field of computer science and information technology. He also published a book and a tutorial on Multimedia and Web Design.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Dr. [REDACTED] employment contract provides sufficient authority and responsibility for the development and administration of the management information systems and computer science educational programs. Dr. (b)(6) advised the team that he allocates 10 percent of his time to teaching, 50 percent to counseling students, and 40 percent to program administration.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No     Not Applicable (Data not available.)

(b) Graduate placement rate of 70 percent?

Yes     No     Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

Bachelor's degree in computer science: 50 percent

Bachelor's degree in management information systems: 50 percent

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes     No

If *No*, insert "Sections 2-1-809 and 3-1-111 and Appendices K and L" in parentheses and explain:

**(Sections 2-1-809 and 3-1-111 and Appendices K and L):** An improvement plan for the overall institution, but not for the programs, was included in the CEP. While the outcomes are related to small numbers, there was no analysis or activity specific to the computer science and management information systems programs that would demonstrate the institution's focus on meeting the Council's requirements.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes     No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c)):** There is no evidence to demonstrate that community resources are being utilized to enrich the programs. A table was provided that showed the institution was on a mailing list for the Dakota Seeds Program, which encourages organizations to offer internships in the areas of Science, Technology, Engineering, and Math (STEM) for accounting or manufacturing fields, and the institution indicates that they share information about this program with students. Another ongoing activity the institution noted was participation in the South Dakota Chamber and Economic Development Council, which promotes the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.

Faculty and students advised the team that guest speakers have spoken to the students in each program, and the institution listed one guest speaker for June 12, 2019: (b)(6), vice president of Advanced Dakota Resources, spoke to students about economic development in South Dakota. A second guest speaker, (b)(6), an artist, designer and storyteller, spoke to students about community change. Other than the sheet listing the above activities, there was no other documentation, such as student sign-in sheets, or a summary of the speaker's topic explaining how it enhanced student learning or discussed potential career opportunities.

The institution also provided the team with the minutes for two program advisory committee meetings. One was held in April 2019, and the other in August 2019. The minutes indicate that the meetings were held at the institution and identified the persons in attendance as (b)(6), CPA; (b)(6), (b)(6) JD; (b)(6), who represents the information technology program and is an RNU alumnus; and (b)(6) an associate with Ensurance who represents the computer science programs. Although the minutes reflect discussion regarding improvements to the curriculum, there was no documentation (such as sign-in sheets) to verify that the meetings took place.

- 8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?  
 Yes     No
- 8.09 Does the program include an externship?  
 Yes     No (*Skip to 8.10.*)
- 8.10 Does the program use independent studies?  
 Yes     No (*Skip to 8.12.*)
- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513):** The institution did not demonstrate that the bachelor's degree programs in computer science and management information systems, and the master's degree program in computer science were designed to meet the occupational objectives and academic credentials being awarded. The team observed that some of the learning objectives in the syllabi for the undergraduate and graduate programs do not follow generally accepted principles of curriculum development, and some of the learning outcomes are not based on Blooms Taxonomy of higher cognitive learning methodology. For example, CSC210 Database Management uses verbiage such as "become proficient and provide overview" and CSC332 Data Communications uses verbiage such as "successfully participate in higher level data communication and networking classes and troubleshoot simple data communications problems."

The team also observed that the syllabi did not identify the assignments, projects, and exercises that were associated with the class, or any structured labs where students could participate in hands-on learning experiences. Neither the undergraduate nor graduate programs for management information systems and computer science include a capstone or final master's project, and no guidelines were provided to aid in the completion of an optional master's project. During interviews with five master's degree students, the team was advised that they are required to do research, but there is no requirement to assess and read

peer-reviewed journal articles contained in the institution's digital library. The students stated that they usually just use Google to locate research material.

- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes      No
- 8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?  
 Yes      No
  - (b) Course numbers?  
 Yes      No
  - (c) Course prerequisites and/or corequisites?  
 Yes      No
  - (d) Instructional contact hours/credits?  
 Yes      No
  - (e) Learning objectives  
 Yes      No
  - (f) Instructional materials and references?  
 Yes      No
  - (g) Topical outline of the course?  
 Yes      No
  - (h) Instructional methods?  
 Yes      No
  - (i) Assessment criteria?  
 Yes      No
  - (j) Method of evaluating students?  
 Yes      No
  - (k) Date the syllabus was last reviewed?  
 Yes      No

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** All syllabi do not include all required elements and some of the information is incorrect. The institution did not demonstrate that current textbooks are being used in each course, even though they were identified as being current. While reviewing the syllabi for the following courses, the team identified a number of courses where the textbooks were obsolete or inaccurately listed. The following is just a sample of the discrepancies found.

- 1) CSC210 Database Management is using an outdated textbook: Hoffer, J.A., Prescott, M., & Topi, H. (2008). *Modern database management*, 9th ed., New York: Pearson Prentice Hall. ISBN 10: 0136003915, ISBN 13: 9780136003915.
- 2) CSC511 Computer Architecture has a syllabus with a required textbook: "Computer Architecture, by William Stallings, latest ed., published by MacMillan." The team searched the publisher's web site and found the following textbook: Stallings, W. (2016). *Computer organization architecture: Designing for performance* (10th ed.). New York: Pearson. ISBN: 9780134101613 – ISBN: 0134101618.

- 3) CSC514 Database Theory has a syllabus with a required textbook: "An Introduction to Database Systems, by C. J. Date, 9th ed. Published by Addison Wessley." The team was unable to find the 9th edition; however, the team did find the following textbook on the publisher's web site: Date, C. J. (2004). An Introduction to database systems, (8th ed.). New York: Addison-Wessley/Pearson.
- 4) CSC561 Man-Machine Studies has a syllabus that lists the required textbook as: "C. Bishop, Pattern Recognition and Machine Learning, Springer, 2018." The team was only able to find the following textbook on the publisher's web site: Bishop, C. (2006). Pattern recognition and machine learning. New York: Springer-Verlag.
- 5) ENG111 College English I has a syllabus that lists the required textbook as: "The Scott, Foresman Handbook for Writers, 4th ed. 2017." The team found an older edition of the text: Hairston, M. E. (2010). The Scott, Foresman Handbook for Writers (9th ed.). New York: Longman Publishing Group/Pearson.

During two classroom visits, the team observed that the instructor and students were accessing textbooks from the institution's e-Library resources that were not listed on the syllabus.

- 8.15 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 8.17 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to 8.20.*)

#### FOR ALL PROGRAMS

- 8.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes       No
  - (b) Instructional equipment?  
 Yes       No
  - (c) Resources?  
 Yes       No
  - (d) Support for modes of instructional delivery?  
 Yes       No
  - (e) Personnel?  
 Yes       No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-531(a)):** Resources and instructional equipment used in some courses are not appropriate to support the nature of the programs. As detailed above, the syllabi inaccurately identifies textbooks that do not exist or with publication dates that are different from what is stated.

In addition, the institution did not demonstrate that they provide students with the necessary equipment. The computer science and management information systems programs need to be able to work with current hardware and software to be successful in the field. Based on the team's observations and examination of the facilities, and interviews with the Dr. [REDACTED] and Dr. [REDACTED], the team learned that the institution does not have a lab or own any hardware, tools, or equipment. However, as part of the curriculum and the published learning objectives for the CSC 511 Computer Architecture course, the learning outcomes state that student will be able to build a mini-computer, and for CSC 537 Data Communications, the learning objectives indicate students "will be able to design and implement a local area network." The campus did not have the tools, supplies, or equipment necessary for students to build a mini-computer system, nor does the institution have a network server, router, or managed switch, or any other equipment commonly associated with technology programs, and necessary to build an ethernet network or construct patch cords to connect a host computer to a network. There were also no virtual machines that students could use for hands-on training for configuring network system software or to set up firewalls for cybersecurity coursework.

The institution needs to provide the necessary tools, supplies, and equipment to enable students to complete the published learning outcomes for the courses discussed above.

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 8.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes       No

- 8.24 Is the size of the faculty appropriate to the total student enrollment?
- Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
- Yes       No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.26 Are teaching loads reasonable?
- Yes       No

**FOR BACHELOR'S DEGREES ONLY**

- 8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?
- Yes       No

8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No

8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes       No       Not Applicable (The institution offers all four years of the degree.)

8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
The curriculum quantitatively and qualitatively does not approximate the standards at other collegiate institutions offering the same degree. Please see below for further information.

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain using specific examples:

**(Section 3-5-203):** The undergraduate computer science program does not approximate similar programs. The team reviewed the computer science and computer information systems bachelor's degree programs for the University of Sioux Falls (USF) and compared their course offerings to RNU's computer science and management information systems programs. The team found that both the computer science and management information systems and USF's computer information systems programs offer similar general education and core course offerings. However, there were significant differences with respect to RNU not offering a senior seminar or internship in the undergraduate programs. In addition, RNU provided no documentation of supervised labs for learning practical application skills and competencies with regard to computer architecture.

8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes       No       Not Applicable (no students in the third and fourth years)

8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

### FOR MASTER'S DEGREES ONLY

8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.  
There is no program-specific oversight committee. Please see below for further information.

Does the committee include the following?

(e) Students?

Yes       No

(f) Faculty?

Yes       No

(g) Administrators?

Yes       No

(h) Employers?

Yes       No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

**(Section 3-6-301):** There is not an oversight committee designated to design, modify, and maintain the master's degree program in computer science. During interviews with Dr. [REDACTED] and Dr. [REDACTED], the team learned that a graduate oversight committee was established and was being used to jointly oversee the master of business administration and computer science master's degree programs. The team was provided with copies of minutes for two graduate committee meetings, dated February 26, 2019 and September 22, 2019. However, the committee only included the stakeholders for the business programs. Therefore, the team concluded that the computer science graduate program does not have oversight.

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?  
 Yes     No
- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.  
The graduate program faculty members are directly involved in the development and modification of the master's degree program through participation in faculty meetings and the curriculum committee meetings. The institution provided the team with copies of minutes for faculty meetings dated November 11, 2018, March 4, 2019, and July 9, 2019. The minutes reflected discussions involving faculty regarding the master's degree curriculum and research courses. Faculty members are also included in the curriculum meetings as evidenced by copies of curriculum committee meeting minutes dated December 9, 2018 and June 21, 2019.
- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?  
 Yes     No
- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
The team reviewed the master's degree in computer science for South Dakota State University (SDSU) and compared the course offerings to that of the institution. The team found that both the computer science core courses and electives were quantitatively similar. One main difference was that the SDSU master's degree program offered students three options for completion. One option was a 30-semester-credit-hour program that includes a thesis; the second option was a 32-semester-credit-hour program that includes a research/design paper; and the third option was a 36-semester-credit-hour program with only coursework. RNU's master's degree program does not have any documented guidelines for completion options, and offers only a 36-quadmester-credit-hour program.
- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes     No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or

professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes       No

8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes       No

8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes       No

8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes       No

If *Yes*, describe how the campus encourages scholarly activity:

The institution encourages graduate faculty members to engage in scholarly research and to publish in professional journals by offering a **(b)(6)** stipend for any article published. The team was able to confirm this during interviews with the program's faculty members.

## SUMMARY OF FINDINGS

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	2-1-809, 3-1-111, and Appendices K & L	The CEP does not meet Council standards in a number of areas (pages 6–8).  Appropriate improvement plans are not included in the CEP for those programs that are below student achievement standards (pages 40, 46).
2	3-1-112 and Appendix K	There is no evidence that the CEP is being implemented and that periodic progress reports are being completed (page 8).
3	3-1-113 and Appendix K	The CEP is not appropriately evaluated on an annual basis (page 9).
4	3-1-201, 3-1-202(d), 3-1-413, 3-1-701, and Appendix C	The catalog does not meet Council's standards in several areas (pages 2, 15, 28–29, 30).
5	3-1-202(a)	The overall administration of the institution is not effective or efficient (page 9).
6	3-1-202(d)	The faculty grievance policy has not been appropriately communicated to faculty (page 10).
7	3-1-303(e)	The grading system is not correct and is not consistent with that appearing in the institutional catalog (page 11).
8	3-1-500	There is insufficient evidence to demonstrate that the educational programs are consistent with the institution's mission and the needs of its students (page 22).
9	3-1-501	There is no policy on faculty involvement in academic governance (page 21).
10	3-1-511	There is no evidence that an appropriately qualified individual is assigned to administer the business programs (page 39).
11	3-1-512(c)	There is no documentation to evidence the appropriate use of varied community resources in all programs (pages 40, 46).
12	3-1-513	The undergraduate computer science program is not an appropriate sequence of courses leading to an occupational objective (page 47).
13	3-1-513(a) and Glossary	All syllabi do not include all required elements and some of the information is incorrect (pages 41, 48–49).
14	3-1-516(a)(ii)	Contact hours are not appropriately converted to credit for courses that should include labs (page 23).
15	3-1-516(c)(i)	There is not an established systematic method for evaluating and awarding academic credit based on occupational or personal experiences (page 24).
16	3-1-531(a)	Instructional equipment is not appropriate in the computer science undergraduate program (pages 49–50).

17	3-1-532(b)(c)(d)(f)	Instructional components are not appropriate in all programs (page 25).
18	3-1-543	There is not a systematic program of in-service training (page 26).  Current faculty development plans are not appropriate and there is no evidence of implementation (page 26).
19	3-1-703 and Appendix C	Some advertising is misleading and misrepresentative (pages 30, 32).
20	3-1-704 and Appendix C	The performance disclosure does not include the required disclaimer (page 31).
21	3-1-800(c)	The institution's assessment strategy for library resources and information services is not appropriate (pages 33–34).
22	3-5-203	The undergraduate computer science program does not approximate similar programs (page 51).
23	3-5-401 and 3-6-701	There is no evidence that the librarian facilitates the integration of instructional resources into all phases of the campus's curricular and educational offerings (page 36).  There is no evidence that the librarian participates in annual professional growth activities (page 36).  There is not a professionally trained individual on duty during sufficient hours to support the programs and assist students (page 37).
24	3-5-404 and 3-6-704	There is no evidence that the faculty motivates and directs student usage of the library resources (page 34).  Online library usage statistics are not maintained (page 37).
25	3-5-406 and 3-6-706	There is no evidence of faculty input in library acquisitions (page 35).
26	3-6-301	There is not an appropriate oversight committee for the computer science graduate program (page 52).
27	3-6-705	There is insufficient evidence that the library resources available provide students a better understanding of the methods of scholarly research and how to use information ethically at the graduate level (page 38).
28	3-6-800	There is not a separate section in the catalog for information regarding the graduate programs (page 32).

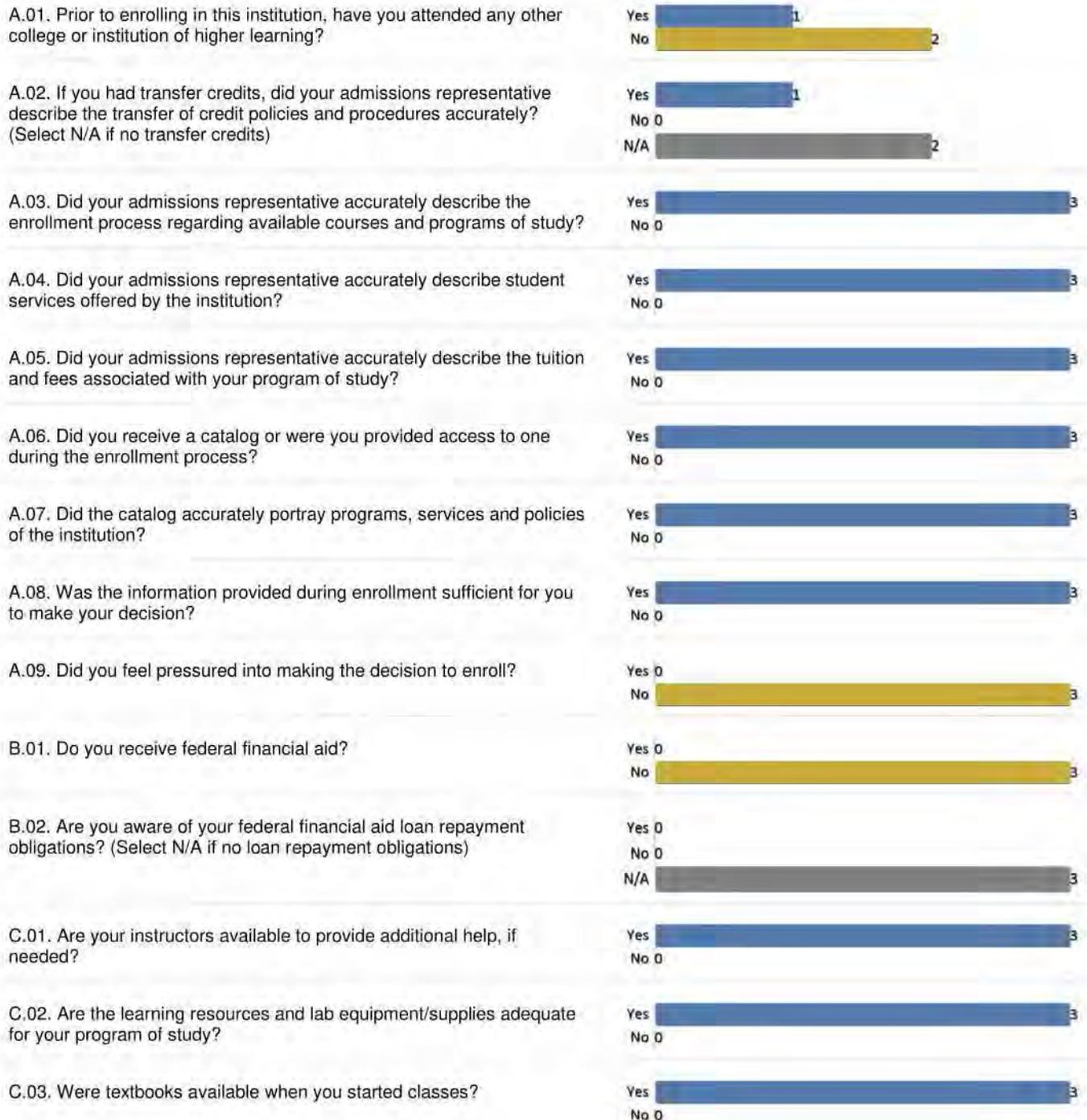
## STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on site. Please note that these results are aggregated and are not distinguished by individual.

### Survey Report

ACICS ID: 00276405

Surveys Between:



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.



E.01 Did you take classes online?



## **1<sup>st</sup> Citation Narrative**

### **Section 3-1-111 and Appendix K**

Reagan National University has revised the CEP and add the campus measures and evaluate key elements of our operations. The six elements being revised are:

1. retention rates
2. placement rates
3. student satisfaction
4. graduate satisfaction
5. employer satisfaction
6. student learning outcomes

### **MEASURES OF CAMPUS EFFECTIVENESS**

Reagan National University collects data and monitors performance for the following six elements or measures considered to be key components of the overall effectiveness of campus operations: retention, placement, 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

RNU is committed 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, staff and administration.

Explanation: A retention rate is a measurement of student persistence year over year. ACICS calculates this information through determining how many students are still enrolled following the end of a reporting year. (The reporting year for ACICS is July 1 - June 30).

Methodology: RNU uses the standard ACICS formula to determine its retention rates and reports this information, as required, in its November submission of the Campus Accountability Report. We utilize the stated ACICS formula to determine our rate, which is:  $(A-B)/A$ , where A= Currently enrolled students, returning students, and new students; and B= Withdrawals – students who are no longer enrolled in the institution.

### Responsibility for Retention

Student retention begins with the admissions process and is part of the duties of each employee. The Registrar is responsible for tracking data and the administrative staff works together to implement ideas and programs to increase student retention. In order to proactively monitor student retention on a weekly basis, all faculty are required to utilize the G.A.M.E.S. system that is part of the University's proprietary Learning Management System (LMS) to notify all administrators of student issues. Faculty are responsible for contacting students and, if unsuccessful, the Registrar is to contact each student and provide a resolution using the G.A.M.E.S. system.

### Retention Activities and Measurements

As stated previously, student retention begins with the admissions process. The admission's director is required to explain not only the programs offered but the rewards and challenges associated with each program. Prospective students are encouraged to contact current students, graduates, and professionals in order to gain an objective understanding of the program of interest.

### Summary of Data:

Period	Retention rate
2012	98%
2013	96%
2014	96%
2015	100%
2016	93%
2017	100%
2018	100%

Based on the above table, it is evident that the retention rates at RNU have continued to be quite high. We generally relate these positive numbers to the majority of our students being older/non-traditional

students and these students take their studies quite seriously. The University over the last number of years maintains a retention rate in the 90s. Therefore, with an average of our last three years, we have determined that our baseline rate for the upcoming 2018-2019 year is 97.6%.

**Analysis:**

We generally find that our older students and those that are permanent residents are more serious in their studies with a goal of graduating on time so they can move on in their life. They are not in need of extracurricular activities as is the typical 18-21 year old student. RNU by its very nature attracts such serious students, and once those students are admitted, they take their study program quite seriously. RNU staff have made great efforts to retain students and to assist them in their choices where there is a possibility of doing so.

**Activities for Improvement:**

Retention rates are reviewed during and at the juncture of each CEP cycle to see if system improvements can be identified. If there is a connection between a student withdrawal and program satisfaction, it should be understood and addressed appropriately. This is where the qualitative data that comes from the exit interview(s) is so very useful. For example, if a student were to withdraw because of dissatisfaction about a course or a program, then the staff would research why such a situation had occurred and if it could be remedied. The University has learned from these cases and set into action in its previous CEP the following activities. We did a good job to working out with our students and the retention rate for the last two years is 100%.

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 2018 CAR submitted to ACICS. The baseline rate, set by the CEP, is the previous three years' average performance of 97.6 percent. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average of all campuses for the previous year. Thus, the 2018 retention goal was at least 97.6 percent, and the retention goal for the 2019 CAR is 100 percent.

**Programmatic Retention Results**

**PROGRAMMATIC RETENTION RATES**

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

Programmatic retention for the most recent reporting year is shown. The goal is for no program to underperform the overall retention goal by more than 5 percent.

The results show the following:

1. All seven programs achieved retention rates of 100 percent, not lower than -5 percent of the overall goal of 97.6 percent. Thus, no further retention analysis of the programs is merited.

Even though the retention rate is a perfect 100%, still the following new initiatives will be undertaken beginning spring 2020:

1. All sections of introductory courses in the Information Technology will be taught by an instructor's 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. All finance classes will be required to schedule at least two guest speakers or field trips directly relevant to the financial profession. Again, the goal is to enhance student involvement and retention.

Overall, the campus achieved its goal of maintaining retention of 100 percent from the previous year. The average retention rate for all ACICS campuses for 2018 was not available on June 15 when this plan was last revised.

**Activities for Improvement:**

Retention rates are reviewed during and at the juncture of each CEP cycle to see if system improvements could be identified. If there is a connection between a student withdrawal and program satisfaction, it should be understood and addressed appropriately. This is where the qualitative data that comes from the exit interview(s) is so very useful. For example, if a student were to withdraw because of dissatisfaction about a course or a program, then the staff would research why such a situation had occurred and if it could be remedied. The institution has learned from these cases and set into action in its previous CEP the following activities.

## Placement

The goal of Reagan National University is to prepare students of diverse backgrounds, interests, and abilities for direct entry into the job market or to enhance their chances of advancement. Because most of our programs are terminal in nature and designed to lead to employment rather than continuing education, successful placement lies at the heart of our mission. RNU is dedicated to ensuring that students receive the competencies and skills they need in order to raise their employability and entrepreneurial spirit. Although a large majority of our students are older/non-traditional students, we still strive to provide career assistance to all students. Placement rates are a direct measurement of RNU's ability to fulfill its mission.

A placement rate is a measurement of the number of students who find employment upon graduation. ACICS calculates this information through determining how many students who graduated or completed in a reporting year were able to find employment by a determined date. (The reporting year for ACICS is July 1 – June 30 and the date that employment needs (PVP) to occur is by November 1).

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 2018 CAR submitted to ACICS. The baseline rate is 75 percent determined by the CECOM. 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 2018 placement goal was at least 75 percent.

ACICS determines that a student is placed if it meets one of the following three categories:

1. Placed based upon job titles: Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk with the Classification of Instructional Programs (CIP) code of this program.
2. Placed based upon the required use of skills: Any graduate or completer of a program that was placed based upon the required use of skills learned in the student's program as a predominant component of the job. These skills must be those listed in the institution's published program description and a majority of these skills must be documented in the employer's job description as required or desired skills, duties or responsibilities.
3. Placed based upon the benefit of the training: Any graduate or completer of a program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills.

Placement statistics, by category, are compiled annually for the Campus Accountability Report (CAR) from an alumni survey, individual talks with students, and online social media research by the Director of Student Services and verified by the Registrar.

Our programs and efforts constitute the University's best practice of treating each student as a whole person and the RNU classroom and institution as an interactive place for career exploration. Many students explore for the first time their entrepreneurial concepts, with RNU actively promoting

classroom interactions with real world entrepreneurs, company founders, networking events, and startup companies and projects.

It is a goal of RNU to listen to and stay close to each student nearing degree completion and is approaching the labor market. The University maintains an active list of job/internship placement listings based on data on companies which have formerly employed or engaged RNU students in the local Sioux Falls area. (Attachment 1) We learn constantly from students who are interviewing what barriers they face.

**Placement Results**

Overall placement results are shown below.

**Summary of Data:**

Period	Retention rate
2017	70%
2018	67%
2019*	83%

\*2019 PVP (verified)

Programmatic placement for the most recent reporting years is shown below. 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.

**Programmatic Placement Table:**

Credential	2018 Graduate	2018 Placement%	% Difference From Overall Goal (65%)	2019* Graduate	2019* Placement%	% Difference From Overall Goal (75%)
Bachelor Degree in Computer Science	4	50	-15	1	100	+25
Bachelor Degree in Finance	1	100	+35	4	75	0
Bachelor Degree in Business Administration	1	0	-65	2	100	+25
Master Degree in Computer Science	6	67	+2	7	71	-4
Master Degree in Management	5	80	+15	3	67	-8
Master Degree in Finance	1	100	+35	3	67	-8
Bachelor Degree in Management of Information Systems	2	50	-15	2	100	+25
Total	20	65		22	82.86	

\*2019 PVP (verified)

The results show the following:

1. Five of the seven programs (comprising 86 percent of the student population) achieved placement rates not lower than -5 percent of the overall goal of 75 percent.
2. The Master Degree in Computer Science achieved a placement rate of 71 percent, 4 percent below the goal of 75 percent. Master in Computer Science is a highly demanding degree and we do not have any doubt that all our graduates are employed in the field of IT. We just do not have all placement information.
3. Although the Master degree in Finance and Management placement rate 67 percent was 8 percent below the University goal, the small number of graduates is considered a mitigating circumstance. Since two of the three graduates in either programs were placed, if just one more graduate had been placed, the program's placement rate would have been 100 percent—which is over the overall placement goal.
4. The 67 percent placement for the Master degree in Finance and Management programs is below the ACICS student achievement standard of 70 percent placement for all programs. However, as noted above, the small number of graduates is considered a mitigating circumstance. Therefore, a program improvement plan for increasing the placement rate of these programs is not required.

#### Placement Action Plans

Based on these findings, the following new initiatives will be undertaken beginning spring 2020:

1. The Management department chair and the Director of Student Services have been charged with developing an action plan to improve placement in Management and Finance Master degree programs, with a report due for the December CECOM meeting.
2. The Director of Student Services has been charged with attending each monthly meeting of the Sioux Falls Chamber of Commerce. If he is unable to attend a meeting, a member of his staff will attend. The objective is to network more closely with potential employers.

Final 2019 CAR placement results for all programs will be an agenda item at the December CECOM meeting. In addition to these short-term plans specific to the placement data analyzed, the University has developed an overall Three-Year Strategic Placement Plan, which is designed to enable the University to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.



Activities for Improvement:

Based on the information received from students and employers as well as our placement rates over the last several years, RNU will continue its efforts for focus on supplemental workshops and events to assist students with their career skills and job searches. We find that the individualized attention that students receive has been a hallmark of this effective process.

Activity	Description	Frequency	Who	Goals	Outcome
Job placement workshops	Strengthen placement assistance through career workshops.	As needed	Director of Student Services	The placement workshops provide students much needed access to “soft” skills, such as punctuality, professionalism, interview skills, and more.	These events have provided students with better employability. We have received positive feedback from students about these experiences
Networking events	Allowing recruiters access to our students through presentation and networking events on and off campus	Once a quadmester	Director of Student Services	The networking events allow students to practice the skills they are learning in their program and workshops.	The practical experience has provided students the ability and confidence to find a job. We haven’t seen any direct matches, but we find it is a positive experience.

Goals:

Continuous Improvement: Our goal for the 2018-2019 CAR period is to improve our baseline rate of 65%. As an institution, RNU has learned over the years to encourage students seeking placement to find something that is career relevant but that may be uniquely possible only in South Dakota, i.e., small companies that need an entrepreneurial team. Approximately one third of our graduates find their own placements based on a business that captures their career ideas and passions. These usually result in high success for all concerned. We have learned that about one third need and benefit from our direct placement and connections, and about one third need extraordinary assistance.

## Student Satisfaction

Student satisfaction is a measure of the level for which current students are satisfied with their educational experience thus far. Current student satisfaction is assessed twice a year at the end of fall and spring terms. These surveys solicit student opinions on a broad range of students' academic and co-curricular experiences, including instruction, advising and student services. These surveys 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 quantitative focus of these surveys has been on the particular course and the instruction occurring within the course. The questions focus on the quantitative questions and the pace of the course, feedback from the instructor, and the availability of the instructor. There is also a qualitative section of this survey, which asks specific questions about the course as well as overall challenges with the educational program. These responses provide further information about the student's experience at the institution, outside of their specific course.

The form is completed online using Survey Monkey during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

Using a four-point scale, where 1 = 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. RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for assessing student satisfaction. RNU uses a Likert-rating type scale to survey students twice a year, and we use the data to evaluate student satisfaction. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from students on key points. The miscellaneous factors are analyzed separately.

The results for the two most recent surveys are shown below.

### **CURRENT STUDENT SATISFACTION** **Surveys completed December 2018 and October 2019** **Baseline Rate = 3.0**

<b>Programs*</b>	<b># of Surveys Taken 2018</b>	<b># of Surveys Taken 10/2019**</b>
Computer Science	21	23
Finance	13	10
Management	13	8
Management of Information Systems	8	9
Total	55	50

\*Students only report their major.

\*\*An addition survey was completed by the end of October 2019.

	2018	2019
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

Results from the December 2018 and October 2019 surveys show that, overall, student satisfaction remained unchanged, with an average rating of 3.6 for both years.

#### **PROGRAMMATIC STUDENT SATISFACTION (2018/2019)**

Programs	2018	2019
Computer Science	3.7	3.6
Finance	3.6	3.6
Management	3.8	3.7
Management of Information Systems	3.7	3.8
Overall Average	3.7	3.7

The results show all programs receiving a rating of at least 3.5 which are 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.

#### **Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and students overall agree that the courses and instructors are meeting their needs. We know that student perceptions may have changed in this time period (especially as it relates to grades), but we certainly hope that all evaluations are high and that we are continually improving. Therefore, it is slightly disappointing that the number decreased in two categories in the October 2019 evaluations. However, these changes were relatively slight and we are meeting our decided baseline rates in each category.

We have also reviewed the qualitative feedback provided in each set of the evaluation surveys, where we received comments about a number of areas including specific work assignments (i.e. presentations) and understanding of materials. Therefore, these comments coupled with the quantitative data led us to

have a focus on faculty availability. We believe that the faculty being more available for individual questions and discussion will improve the students' experience.

**Activities for Improvement:**

RNU continuously monitors data related to student satisfaction as it is a good information to determine how students are feeling about their program. As noted above, we have focused on improving a specific aspect related to our student's satisfaction, which is faculty availability:

Activity	Description	Frequency	Who	Goals	Outcome
Faculty availability	Discuss and support the faculty in their ability to be available with students during and outside of class hours	Once a quadmester	Program administrators	RNU discussed the desire for further availability at its most recent faculty meeting. The administration will support this endeavor through its conversations with students.	A focus on the need for further faculty availability will hopefully increase student satisfaction in that area as well overall; and increase student learning as byproduct.

## Graduate Satisfaction

ACICS requires measurement of graduate satisfaction after placement. Graduate satisfaction is a measure of the level for which graduates are satisfied with their education upon graduation as well as 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 30-60 days following graduation. This a brief survey is designed to obtain information from RNU's graduating students about their college experience and learning outcomes. It gathers opinions 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.

For the past few years, RNU has e-mailed graduates a survey 30-60 days following graduation, which collects information about the student's current status (i.e. placement information) as well as gathers feedback about the student's experience at the university. In addition, since the graduating cohorts are usually quite small, RNU periodically sends out the survey to all graduates as well as contact individual graduates once they were placed to gather satisfaction data. RNU also relies on a network of contacts to collect data on the status of permanent resident graduates who have left the country to search for employment in their home countries.

RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from alumni on key points. The data reflect that the most useful information comes in the form of suggestions and qualitative data, such as comments students write on surveys and feedback from focus groups. We review these comments and feedback closely to determine whether trends are forming and problems may be identified. Usually they provide specific suggestions for improved programming, course structure, teaching, and student activities.

Using a five-point scale, where 1 = Very Dissatisfied and 5 = Very Satisfied. The baseline rate and goal is to achieve at least an overall average score of at least 4 ("Satisfied"). Any area achieving a score of less than 4.0 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Responses to the general question are analyzed separately. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

The survey form is completed online, using Survey Monkey 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.

**OVERALL GRADUATE SATISFACTION**  
**July 1, 2017 – June 30, 2018**  
**Baseline Rate = 4.0**

	<b>2017</b>	<b>2018</b>
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	4.2	4.2
Professional Average	4.2	4.3
Overall Average	4.3	4.3

Overall, graduate satisfaction remained unchanged from the previous year, with an average rating of 4.3 for both years. The lower rating for the Research Facilities (3.8) and Computational Facilities (3.7) likely resulted from the fact that RNU is a small institution and we do not have an onsite library. Students have to do their research by using our online library and/or a public library. There is a computer classroom on campus for student to use.

**2018 PROGRAMMATIC GRADUATE SATISFACTION**  
**Baseline Rate = 4.0**

<b>Credential</b>	<b># of Graduates</b>	
Bachelor Degree in Computer Science	1	4.5
Bachelor Degree in Management of Information Systems	2	4.6
Bachelor Degree in Finance	4	4.6
Bachelor Degree in Business Administration	2	4.1
Master Degree in Computer Science	7	4.5
Master Degree in Finance	3	4.2
Master Degree in Management	3	4.4
Overall Average	22	4.4

The results show all programs receiving ratings above the baseline (4.0). The program that received the lowest rating of 4.0 was the Bachelor Degree in Business Administration, which had only two graduates. No further action is warranted regarding programmatic graduate satisfaction rates.

**Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and students are overall satisfied with their experience. Graduate satisfaction surveys were very positive and complimentary of the University, curricula offered, services, etc.

We received a lot of positive feedback from students. Two points overall stuck out for our review, (1) the graduates enjoyed the different cultural perspectives that they observed and interacted with during their program. (2) students were overall pleased, and made note of it, that they received personalized teaching and assistance from their instructors. As a small university, this is certainly one of our strengths and it is encouraging to receive feedback from students in this area.

**Activities from Improvement:**

Based on the quantitative and qualitative feedback that RNU has received from its graduates, it is clear from graduates that we need to further focus on job placement. In addition, we will continue the ongoing process of revamping our survey, on a yearly basis, in order to get more precise and clearer feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Job placement and career workshops	Strengthen placement assistance through career workshops. We received feedback to focus on LinkedIn, resumes building, networking, etc.	As needed	Director of Student Affairs	The placement workshops provide students much needed access to "soft" skills and job search skills, such as punctuality, professionalism, interview skills, and more	These events have provided students with better employability. We have received positive feedback from students about these experiences.
Revitalize the graduate satisfaction survey process	Include more specific question on the academic experience as well as university services	Completed pending responses	Director of Student Affairs	The new survey will provide more specific feedback about how the graduates feel of their academic experience and the services they received.	The previous survey was determined to be too general. Therefore, we feel that we will be able to improve our processes if we have more specific data about student concerns.

**Goals:**

RNU will maintain its goal is to realize graduate satisfaction levels of 4.0 ("Satisfied") or higher in all key areas. We also have a goal to maintain a 100% return rate of the surveys. We hope that the revamped survey will provide more feedback from graduates as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

## Employer Satisfaction Action Plan

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. Employer satisfaction is a measure of the level for which the employers who hire our graduates are satisfied with the employees from our program. 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 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.

RNU surveys employers of graduates 30-60 days following placement, which collects information about the employer's satisfaction with the graduate that they hired. 22 survey forms were sent out in October 2018 and 22 responses received (100%). The baseline number used to measure 2018 employer's satisfaction is 3.2 which is based on the employer's satisfaction result from the 2017 survey.

Using a four-point scale, where 1 = Does not Meet Expectation and 4 = Exceeds Expectation, the baseline rate and goal is to achieve an overall average score of at least 3.2 ("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.

In addition, since the graduating cohorts are usually quite small, RNU periodically sends out the survey to all employers as well as contact individual employers once we receive data back on the alumni survey or other means. RNU also relies on its network of contacts to collect data on the status of graduates who have left the country to search for employment in their home countries following graduation due to visa restrictions. Due to the fact that a majority of our students are international, it often takes time for us to receive information about a graduate's status, if that occurs back in their home country. We continually contact graduates and employers if we have not received responses (not only those who have recently graduated). Therefore, the data we receive does not always correlate may be outside the CAR period.

RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from employers on key

points. We have found that it has been much more beneficial to have the survey be direct and focus on the skills of the graduate.

<b>Type of Business</b>	<b>2017</b>	<b>2018</b>
Service	3	9
Industry/Manufacturing	12	9
Government	1	2
Not Disclosed	2	2
<b>Total</b>	<b>18</b>	<b>22</b>

<b>Respondent's Title</b>	<b>2017</b>	<b>2018</b>
President/CEO	1	6
HR Director/Personnel	2	10
Supervisor/Manager	12	6
Other, please specify	3	0
<b>Total</b>	<b>18</b>	<b>22</b>

#### **Employers' Expectation: Baseline Rate = 3.2**

<b>Technical Work Skills</b>	<b>2017</b>	<b>2018</b>
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
<b>Average</b>	<b>3.1</b>	<b>3.3</b>

<b>People Skills</b>	<b>2017</b>	<b>2018</b>
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
<b>Average</b>	<b>3.3</b>	<b>3.4</b>

<b>Attitude</b>	<b>2017</b>	<b>2018</b>
Customer focused	2.9	3.4
Seeks to continuously improve performance	3.0	3.3
Demonstrates good work ethic (initiative, judgment, dependability, reliability)	3.6	3.5
Accepts advice, supervision and constructive criticism	3.3	3.6
<b>Average</b>	<b>3.2</b>	<b>3.5</b>

**2018 PROGRAMMATIC EMPLOYER SATISFACTION**  
**Baseline Rate = 3.0**

<b>Credential</b>	<b># of Graduates</b>	
Bachelor Degree in Computer Science	1	3.3
Bachelor Degree in Management of Information Systems	2	3.5
Bachelor Degree in Finance	4	3.2
Bachelor Degree in Business Administration	2	3.6
Master Degree in Computer Science	7	3.7
Master Degree in Finance	3	3.2
Master Degree in Management	3	3.3
Overall Average	22	3.5

The results show all programs receiving ratings above the baseline (3.0). The programs received the lowest rating were the Bachelor and Master Degrees in Finance. The Finance program director will work with Finance faculty to do a further study in the Finance degree programs and curriculum. No further action is warranted regarding programmatic graduate satisfaction rates.

**Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and employers are overall satisfied with their experience. Employer satisfaction surveys were very positive and complimentary of the University graduates.

**Additional Information:**

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

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

**Analysis:**

We did receive some helpful qualitative data from the responses. Overall the feedback was positive, and as with the graduate survey, we receive multiple responses from employers that they were highly satisfied with the multicultural perspective and international view that the students received through their time in the U.S. and at RNU. The average score of the three areas we surveyed with employers –

Technical Work Skills, People Skills and Attitude are above the baseline of 3.2. But there are still rooms for improvement, such problem solving skills and work effectively in a team or group. We will bring them to the academic departments and expect faculty to focus more on these subject areas in classrooms.

We did receive one comment for improvement, which was a lack of work experience and specifically in dealing with customers. Not surprisingly, we received this comment from one of our bachelor's degree graduates. This is a focus we have already had in the program and mentioned previously, which is to support our students with placement workshops that will give them increased "soft" skills in the program. In addition, another facet of the program that has been successful, specifically at the master's degree level, is the involvement of community resources. The more a student interacts with businesses whether through guest speakers, field trips, projects, or networking, the more experience a student will have going into their position.

Another facet of the employer satisfaction survey that we need to improve is gathering more feedback and more varied feedback. The plan is that the new survey will help increase the amount of feedback we receive. In addition, our new graduate survey coupled with the new employer survey will hopefully streamline the feedback process. We will need to continue our efforts and reach out to employers 30-60 following placement as well as follow-up individually and collectively in order to receive valuable feedback from these sources.

Activities for Improvement:

Based on the quantitative and qualitative feedback that RNU has received from employers, there will be a continued focus on providing the students with more it is clear from graduates that we need to further focus on job placement and career services. In addition, we will continue the ongoing process of revitalizing our process in order to get more precise and varied feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Community resources	Provide opportunities for guest speakers, field trips, projects, and networking.	Continuously in each program	Faculty and Director of Student Affairs	To provide students with access to real-world experiences in a variety of different ways.	These resources have and will provide students with better understanding of the jobs that they will soon be working in.
Revitalize the employer satisfaction survey process	Further collective and individual outreach to graduates and employers in order to	Ongoing	Director of Student Affairs	The new survey and process will provide more feedback, so that we can use this valuable	The new survey has already garnered important feedback and with further use we will

	receive more feedback			source to help improve our programs and university.	gain further insights.
--	-----------------------	--	--	---	------------------------

Goals:

RNU will maintain its goal is to realize employer satisfaction levels of 3.0 (Satisfied) or higher in all quantitative questions. We also have a goal to improve the amount of surveys that are returned in order to gain more feedback to improve the programs and the University. We hope that the survey will provide more feedback from employers as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

## 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 University.

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 and/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. Students typically take the exam in late October or early November 2018.

### 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 each quadmester 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 each quadmester in the Registrar's Office to track student GPA/CGPA. Each quadmester, 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 Student Support Services.

The University reviews grades each quadmester 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 2017 and 2018 academic years is shown in the Table below. The data was collected from winter, spring, summer and fall quadmesters of 2017 and 2018.

## GPA ATTAINMENT

For 2017 and 2018

Credential	No.	2017 GPA	No.	2018 GPA	Difference
Bachelor Degree in Computer Science	12	3.2	9	3.1	-0.1
Bachelor Degree in Management of Information Systems	13	3.1	10	3.3	+0.2
Bachelor Degree in Finance	11	3.0	12	3.1	+0.1
Bachelor Degree in Business Administration	14	3.2	9	3.2	0
Master Degree in Computer Science	11	3.3	15	3.4	+0.1
Master Degree in Finance	9	3.5	7	3.4	-0.1
Master Degree 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, quadmester 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 up discussions to explore this with the Academic Dean 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-quadmester 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.

### **Program Capstone Requirements**

Capstone courses are good examples of individualized projects and/or assignments, completion of which requires the student to incorporate the range of knowledge, skills, and abilities taught during an entire sequence of study in an educational program. RNU currently has capstone requirement in only one program – Bachelor's degree in Finance. RNU is planning to strengthen these requirements. A capstone course in other programs is designed to integrate and require students to apply knowledge and skills developed and acquired in major program courses. In its October 28, 2019 meeting, RNU Curriculum Committee has approved the new capstone course for each degree program. Capstone courses were developed and will implement for each of the programs during the 2020 spring quadmester. Meeting minute and course syllabus are attached.

**Activities for Improvement:**

Based on the data collected and reviewed, and focus on remodeling the programs toward innovation and entrepreneurship, there are a couple of key activities that have or will be put in place in order to meet these efforts:

<b>Activity</b>	<b>Description</b>	<b>Frequency</b>	<b>Who</b>	<b>Goals</b>	<b>Outcome</b>
Faculty seminars and workshops	There will be continual conversation RNU to support faculty growth and development as well as inclusion of new concepts and materials into the classroom.	Ongoing	RNU faculty and academic leadership in RNU.	The goal of these efforts is to help facilitate the remodel of the programs and focus on entrepreneurship and innovation.	The "Teaching for Excellence" workshop has occurred as was a positive discussion and the faculty at RNU with a focus on strengthening course materials and classroom instruction.
Improve and remodel educational programs	Continued 'external' evaluation of curriculum, course materials, and student products.	Ongoing	RNU faculty and academic leadership in RNU.	This evaluation will help to focus on particular needs at the institution to improve and remodel the curricula with a focus on entrepreneurship and innovation	The first series of evaluations informed the need for a collective and individualized faculty training and discussion. As mentioned previously, the courses within the program are also being reviewed for changes.

**Attachment 1**  
**Job Listings (11/2/2019)**

<b>Company</b>	<b>Job Title</b>	<b>Finance/Management Location</b>	<b>Education</b>	<b>Experience/Skill</b>
Sanford Health	Associate Financial Analyst	Sioux Falls, SD	Bachelor's degree in accounting/finance	Previous accounting experience and an understanding of healthcare preferred
Great Western Bancorp	Portfolio Monitoring Analyst	Sioux Falls, SD	Bachelor's degree in Finance, Accounting	Strong communication and collaboration skills. Knowledge of credit administration, policies and procedures, and regulatory compliance
Amesbury Truth	Finance Analyst	Sioux Falls, SD	Bachelor's degree in Finance/Accounting	3+ years of solid financial analysis experience Solid interest and aptitude for and experience with critical, complicated analytical work and creative thinking
First PREMIER Bank	Finance Associate	Sioux Falls, SD	Bachelor's degree in Finance	Basic computer skills, with emphasis on Excel, and proficiency of the English language

Please contact the Student Service Director for detailed information

				Treats the customer and/or vendor at all times with respect even in the most negative of situations.
Flandreau Santee Sioux Tribe	Finance Manager	Flandreau, SD	Bachelor's degree in Business/Finance	Knowledge of governmental, business accounting and auditing standards and practices. Knowledge of Tribal governmental operations. Knowledge of indirect cost allocations.
Staffigo Technical Services, LLC	Entry Level Business Analyst	Rapid City, SD	Master's Degree in Business	Domain experience in Finance, Banking, Insurance, Retail or Healthcare and/or benefit administration is a plus
Raven Industries	Pricing Analyst	Sioux Falls, SD	Bachelor's Degree in Business Administration, Finance	2-3 years' experience as a pricing analyst and supplemental agency regulations; or equivalent combination of education and experience.

Please contact the Student Service Director for detailed information

Sanford Health	Associate Financial Analyst	Sioux Falls, SD	Bachelor's degree in Finance/Accounting	Basic understanding of accounting principles and standards required. Previous accounting experience and an understanding of healthcare preferred.
PREMIER Bankcard LLC	Finance Analyst IV	Sioux Falls, SD	MBA in business	Five (5) or more years with progressive experience. Demonstrated experience with and advanced knowledge of Microsoft PowerPoint, Excel and Word along with proficiency in spreadsheet and financial software applications.
Larson Manufacturing	Tax and Finance Manager	Brookings, SD	Bachelors degree with a Business/Finance	Must have 5 plus years of tax and financial accounting experience.
Lynker Technologies	Business Manager	Garretson, SD	Bachelor's degree or higher in Accounting, Finance	Knowledge and experience with Earned Value Management Understanding of government Cost

Please contact the Student Service Director for detailed information

				Accounting Standards and the FAR
Great Plains Tribal Chairmen's Health Board	Budget Analyst	Rapid City, SD	Bachelor's degree in Finance, Accounting	Experience managing budgets. Highly analytical mindset. Proficiency in data analysis and statistical forecasting.
Prestige Group	Assistant Controller	Huron, SD	Bachelor's Degree with Accounting or Finance	4-6 years experience in a manufacturing environment
GPAC	Credit Analyst	Watertown, SD	Bachelor's degree in Business (e.g. Business Administration, Finance, or Accounting)	Financial and risk analysis understanding, including the ability to develop financial models Knowledge of banking products and services
Berry Global Group	Controller	Sioux Falls, SD	Bachelor's Degree in Business, Finance, Accounting	Understanding of manufacturing costing, inventory, and data processing. Prior experience with ERP systems (preferably JD Edwards) and MS Office.

Please contact the Student Service Director for detailed information

Executive Recruiting Consultants	Trust Operations Specialist	Sioux Falls, SD	Bachelor's Degree in Accounting, Finance	Strong systems and operations skills. Ability to work in a team setting. Strong communication skills.
CHS, Inc.	Loan Officer	Sioux Falls, SD	Bachelor's degree in Business Administration, Finance, Economics	5 years of agricultural, livestock, finance, and lending experience Knowledge of production agricultural, feedlot operations, and finance
Great Western Bancorp	Treasury Analyst II	Sioux Falls, SD	Bachelor's Degree in Mathematics, Economics, Finance	3+ years of experience in banking, finance, or related field
State of South Dakota	Management Analyst (Internal Controls)	Pierre, SD	Bachelor's degree in business administration, accounting, finance, management	Principles and practices of fiscal administration and budget techniques; Governmental accounting, statistics and management analysis.
Nelnet	IT Manager - Programs	Aberdeen, SD	Bachelor's Degree in Business Management	3 to 8 years of experience in software development industry with strong expertise

Please contact the Student Service Director for detailed information

				in delivery lifecycle management
--	--	--	--	-------------------------------------

**Please contact the Student Service Director for detailed information**

		<b>Computer Sci/MIS</b>		
<b>Company</b>	<b>Job Title</b>	<b>Location</b>	<b>Education</b>	<b>Experience/Skill</b>
EDCO Health Information Solutions	Service Desk Manager	Sioux Falls, SD	Bachelor's Degree in IT required	3+ years of experience managing support teams, policies, workflows, and processes
Journey Group	IT Support Specialist	Sioux Falls, SD	Bachelor's Degree in IT	General working knowledge of routing, switching, and firewalls. Basic knowledge of Active Directory and security groups.
Executive Recruiting Consultants	IT Administrator	Sioux Falls, SD	Bachelor's Degree in IT	Project Management experience with Networking preferred Knowledge of domain and security software design.
Midco Communications	IT Support Specialist	Sioux Falls, SD	Bachelor's Degree in IT	Working knowledge of desktop computing hardware and software, and voice/data wiring standards. Previous experience managing virtual desktop environments required

Please contact the Student Service Director for detailed information

Raven Industries	IT Engineer	Sioux Falls, SD	Bachelor's degree or Master's degree in Computer Science	Specific skills, proficiencies, and knowledge in field related to position, as identified by department leadership
MetaBank	Information Security Manager	Sioux Falls, SD	Bachelor's Degree in IT	4+ years' experience C#, C++, C, Python
Sammons Financial Group	Director, IT Service Management	Sioux Falls, SD	Bachelor's Degree in Computer Science, Management Information Systems	Minimum 10 years' of demonstrated experience driving/implementing ITSM efforts based on the ITIL framework within the insurance or financial industry preferred
Future Skies Inc.	Information Security Analyst	Aberdeen, SD	Bachelor's Degree in Computer Science	Five (5) years of professional experience, appropriate Information Assurance Technical (IA) Technical and Computing Environment (CE) Certifications and qualified to perform in Information Assurance

Please contact the Student Service Director for detailed information

South Dakota Wheat Growers	IT Customer Support Specialist	Aberdeen, SD	Bachelor's Degree in Computer Science	Working knowledge of relevant hardware and software. Knowledge of ITIL. Knowledge of ITSM or ticketing systems.
Great Western Bancorp	Sr IT Security Analyst	Sioux Falls, SD	Bachelor's degree in Computer Science, Management Information Systems	7-10 years total IT experience with at least 5 years in technical IT security. Expert knowledge of IT security concepts and technologies.
MetaBank	Information Systems Analyst	Sioux Falls, SD	Bachelor's degree in Computer Science, MIS	2+ years experience as an IS Analyst or similar position.
Interstates	Network Administrator	Sioux Falls, SD	Bachelor's degree in Computer Science, MIS	3-5 years' experience in Information Technology and ground up system design configuration
Interstates	Systems Administrator	Sioux Falls, SD	Bachelor's degree in Computer Science, MIS	3-5 years' experience in Information Technology and ground up system design configuration
Numotion	Assistive Technology Professional	Rapid City, SD	Bachelor's degree in Computer Science	Clinician (OT, PT, COTA, PTA, RN) or health related degree preferred

Please contact the Student Service Director for detailed information

Nelnet	IT Software Engineer - Java	Aberdeen, SD	Bachelor's Degree in Computer Science, Engineering	Technical competency in the following: Java/JEE and Spring Eclipse IDE and/or IntelliJ IDEA
Great Western Bank	IT Governance Manager	Sioux Falls, SD	Bachelor's degree in Business, Computer Science or Information Systems	12 years of progressive experience in IT Audit, Information Security, IT Risk & Compliance, IT QA or IT Governance
State of South Dakota	GIS Analyst (Software Engineer)	Pierre, SD	A degree in Software Engineering or Computer Science	Esri ArcGIS Platform (ArcGIS Desktop, Server, SDE, ArcGIS Online, Collector, Survey 123, Maps for Office)
Future Skies Inc.	System Engineer	Wall, SD	Bachelor's Degree in Computer Science or Electrical Engineering	5+ years designing and supporting systems and software engineering efforts
General Dynamics Information Technology	Network Administrator	Ellsworth AFB, SD	Bachelor's Degree in Computer Science	5 years of related experience is strongly preferred. Minimum one year of experience required as a Network Administrator

Please contact the Student Service Director for detailed information

## 2<sup>nd</sup> Citation Narrative

### Section 3-1-112 and Appendix K

Revised programmatic satisfaction of graduates and employers is listed below.

### 2018 PROGRAMMATIC GRADUATE SATISFACTION Baseline Rate = 4.0

Credential	# of Graduates	
Bachelor Degree in Computer Science	1	4.5
Bachelor Degree in Management of Information Systems	2	4.6
Bachelor Degree in Finance	4	4.6
Bachelor Degree in Business Administration	2	4.1
Master Degree in Computer Science	7	4.5
Master Degree in Finance	3	4.2
Master Degree in Management	3	4.4
Overall Average	22	4.4

The results show all programs receiving ratings above the baseline (4.0). The program received the lowest rating of 4.0 was the Bachelor Degree in Business Administration, which had only two graduates. No further action is warranted regarding programmatic graduate satisfaction rates.

#### Analysis:

From the quantitative tables above we see that we are meeting our baseline rates and students are overall satisfied with their experience. Graduate satisfaction surveys were very positive and complimentary of the University, curricula offered, services, etc. Although professional certification is not required in all states, a large majority of the respondents achieved professional certification.

We received a lot of positive feedback from students. Two points overall stuck out for our review, which we are excited to report and note that there were multiple responses in these areas. The first is that the graduates enjoyed the different cultural perspectives that they observed and interacted with during their program. One graduate specifically noted that being employed in the international field, they found this was the best part of studying in the U.S. and at RNU. Secondly, students were overall pleased, and made note of it, that they received personalized teaching and assistance from their instructors. As a small university, this is certainly one of our strengths and it is encouraging to receive feedback from students in this area.

#### Activities from Improvement:

Based on the quantitative and qualitative feedback that RNU has received from its graduates, it is clear from graduates that we need to further focus on job placement and career services. In addition, we will continue the ongoing process of revamping our survey in order to get more precise and clearer feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Job placement and career workshops	Strengthen placement assistance through career workshops. We received feedback to focus on LinkedIn, resumes building, networking, etc.	As needed	Director of Student Affairs	The placement workshops provide students much needed access to "soft" skills and job search skills, such as punctuality, professionalism, interview skills, and more	These events have provided students with better employability. We have received positive feedback from students about these experiences.
Revitalize the graduate satisfaction survey process	Include more specific question on the academic experience as well as university services	Completed pending responses	Director of Student Affairs	The new survey will provide more specific feedback about how the graduates feel of their academic experience and the services they received.	The previous survey was determined to be too general. Therefore, we feel that we will be able to improve our processes if we have more specific data about student concerns.

**Goals:**

RNU will maintain its goal is to realize graduate satisfaction levels of 4.0 ("Somewhat Satisfied") or higher in all key areas. We also have a goal to maintain a 100% return rate of the surveys that are returned in order to gain more feedback to improve the programs and the university. We hope that the revamped survey will provide more feedback from graduates as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

**2018 PROGRAMMATIC EMPLOYER SATISFACTION**  
**Baseline Rate = 3.0**

<b>Credential</b>	<b># of Graduates</b>	
Bachelor Degree in Computer Science	1	3.3
Bachelor Degree in Management of Information Systems	2	3.5
Bachelor Degree in Finance	4	3.2
Bachelor Degree in Business Administration	2	3.6
Master Degree in Computer Science	7	3.7
Master Degree in Finance	3	3.2
Master Degree in Management	3	3.3
Overall Average	22	3.5

The results show all programs receiving ratings above the baseline (3.0). The programs received the lowest rating were the Bachelor and Master Degrees in Finance. The Finance program director will work with Finance faculty to do a further study in the Finance degree programs and curriculum. No further action is warranted regarding programmatic graduate satisfaction rates.

**Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and employers are overall satisfied with their experience. Employer satisfaction surveys were very positive and complimentary of the University graduates.

### **3<sup>rd</sup> Citation Narrative**

#### **Section 3-1-113 and Appendix K**

Reagan National University has revised the CEP and add the campus measures and evaluate key elements of our operations. The six elements being revised are:

1. retention rates
2. placement rates
3. student satisfaction
4. graduate satisfaction
5. employer satisfaction
6. student learning outcomes

### **MEASURES OF CAMPUS EFFECTIVENESS**

Reagan National University collects data and monitors performance for the following six elements or measures considered to be key components of the overall effectiveness of campus operations: retention, placement, 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

RNU is committed 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, staff and administration.

Explanation: A retention rate is a measurement of student persistence year over year. ACICS calculates this information through determining how many students are still enrolled following the end of a reporting year. (The reporting year for ACICS is July 1 - June 30).

Methodology: RNU uses the standard ACICS formula to determine its retention rates and reports this information, as required, in its November submission of the Campus Accountability Report. We utilize the stated ACICS formula to determine our rate, which is:  $(A-B)/A$ , where A= Currently enrolled students, returning students, and new students; and B= Withdrawals – students who are no longer enrolled in the institution.

### Responsibility for Retention

Student retention begins with the admissions process and is part of the duties of each employee. The Registrar is responsible for tracking data and the administrative staff works together to implement ideas and programs to increase student retention. In order to proactively monitor student retention on a weekly basis, all faculty are required to utilize the G.A.M.E.S. system that is part of the University's proprietary Learning Management System (LMS) to notify all administrators of student issues. Faculty are responsible for contacting students and, if unsuccessful, the Registrar is to contact each student and provide a resolution using the G.A.M.E.S. system.

### Retention Activities and Measurements

As stated previously, student retention begins with the admissions process. The admission's director is required to explain not only the programs offered but the rewards and challenges associated with each program. Prospective students are encouraged to contact current students, graduates, and professionals in order to gain an objective understanding of the program of interest.

### Summary of Data:

Period	Retention rate
2012	98%
2013	96%
2014	96%
2015	100%
2016	93%
2017	100%
2018	100%

Based on the above table, it is evident that the retention rates at RNU have continued to be quite high. We generally relate these positive numbers to the majority of our students being older/non-traditional

students and these students take their studies quite seriously. The University over the last number of years maintains a retention rate in the 90s. Therefore, with an average of our last three years, we have determined that our baseline rate for the upcoming 2018-2019 year is 97.6%.

**Analysis:**

We generally find that our older students and those that are permanent residents are more serious in their studies with a goal of graduating on time so they can move on in their life. They are not in need of extracurricular activities as is the typical 18-21 year old student. RNU by its very nature attracts such serious students, and once those students are admitted, they take their study program quite seriously. RNU staff have made great efforts to retain students and to assist them in their choices where there is a possibility of doing so.

**Activities for Improvement:**

Retention rates are reviewed during and at the juncture of each CEP cycle to see if system improvements can be identified. If there is a connection between a student withdrawal and program satisfaction, it should be understood and addressed appropriately. This is where the qualitative data that comes from the exit interview(s) is so very useful. For example, if a student were to withdraw because of dissatisfaction about a course or a program, then the staff would research why such a situation had occurred and if it could be remedied. The University has learned from these cases and set into action in its previous CEP the following activities. We did a good job to working out with our students and the retention rate for the last two years is 100%.

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 2018 CAR submitted to ACICS. The baseline rate, set by the CEP, is the previous three years' average performance of 97.6 percent. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average of all campuses for the previous year. Thus, the 2018 retention goal was at least 97.6 percent, and the retention goal for the 2019 CAR is 100 percent.

**Programmatic Retention Results**

**PROGRAMMATIC RETENTION RATES**

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

Programmatic retention for the most recent reporting year is shown. The goal is for no program to underperform the overall retention goal by more than 5 percent.

The results show the following:

1. All seven programs achieved retention rates of 100 percent, not lower than -5 percent of the overall goal of 97.6 percent. Thus, no further retention analysis of the programs is merited.

Even though the retention rate is a perfect 100%, still the following new initiatives will be undertaken beginning spring 2020:

1. All sections of introductory courses in the Information Technology will be taught by an instructor's 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. All finance classes will be required to schedule at least two guest speakers or field trips directly relevant to the financial profession. Again, the goal is to enhance student involvement and retention.

Overall, the campus achieved its goal of maintaining retention of 100 percent from the previous year. The average retention rate for all ACICS campuses for 2018 was not available on June 15 when this plan was last revised.

**Activities for Improvement:**

Retention rates are reviewed during and at the juncture of each CEP cycle to see if system improvements could be identified. If there is a connection between a student withdrawal and program satisfaction, it should be understood and addressed appropriately. This is where the qualitative data that comes from the exit interview(s) is so very useful. For example, if a student were to withdraw because of dissatisfaction about a course or a program, then the staff would research why such a situation had occurred and if it could be remedied. The institution has learned from these cases and set into action in its previous CEP the following activities.

## Placement

The goal of Reagan National University is to prepare students of diverse backgrounds, interests, and abilities for direct entry into the job market or to enhance their chances of advancement. Because most of our programs are terminal in nature and designed to lead to employment rather than continuing education, successful placement lies at the heart of our mission. RNU is dedicated to ensuring that students receive the competencies and skills they need in order to raise their employability and entrepreneurial spirit. Although a large majority of our students are older/non-traditional students, we still strive to provide career assistance to all students. Placement rates are a direct measurement of RNU's ability to fulfill its mission.

A placement rate is a measurement of the number of students who find employment upon graduation. ACICS calculates this information through determining how many students who graduated or completed in a reporting year were able to find employment by a determined date. (The reporting year for ACICS is July 1 – June 30 and the date that employment needs (PVP) to occur is by November 1).

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 2018 CAR submitted to ACICS. The baseline rate is 75 percent determined by the CECOM. 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 2018 placement goal was at least 75 percent.

ACICS determines that a student is placed if it meets one of the following three categories:

1. Placed based upon job titles: Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk with the Classification of Instructional Programs (CIP) code of this program.
2. Placed based upon the required use of skills: Any graduate or completer of a program that was placed based upon the required use of skills learned in the student's program as a predominant component of the job. These skills must be those listed in the institution's published program description and a majority of these skills must be documented in the employer's job description as required or desired skills, duties or responsibilities.
3. Placed based upon the benefit of the training: Any graduate or completer of a program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills.

Placement statistics, by category, are compiled annually for the Campus Accountability Report (CAR) from an alumni survey, individual talks with students, and online social media research by the Director of Student Services and verified by the Registrar.

Our programs and efforts constitute the University's best practice of treating each student as a whole person and the RNU classroom and institution as an interactive place for career exploration. Many students explore for the first time their entrepreneurial concepts, with RNU actively promoting

classroom interactions with real world entrepreneurs, company founders, networking events, and startup companies and projects.

It is a goal of RNU to listen to and stay close to each student nearing degree completion and is approaching the labor market. The University maintains an active list of job/internship placement listings based on data on companies which have formerly employed or engaged RNU students in the local Sioux Falls area. We learn constantly from students who are interviewing what barriers they face.

### Placement Results

Overall placement results are shown below.

#### Summary of Data:

Period	Retention rate
2017	70%
2018	67%
2019*	83%

\*2019 PVP (verified)

Programmatic placement for the most recent reporting years is shown below. 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.

### Programmatic Placement Table:

Credential	2018 Graduate	2018 Placement%	% Difference From Overall Goal (65%)	2019* Graduate	2019* Placement%	% Difference From Overall Goal (75%)
Bachelor Degree in Computer Science	4	50	-15	1	100	+25
Bachelor Degree in Finance	1	100	+35	4	75	0
Bachelor Degree in Business Administration	1	0	-65	2	100	+25
Master Degree in Computer Science	6	67	+2	7	71	-4
Master Degree in Management	5	80	+15	3	67	-8
Master Degree in Finance	1	100	+35	3	67	-8
Bachelor Degree in Management of Information Systems	2	50	-15	2	100	+25
Total	20	65		22	82.86	

\*2019 PVP (verified)

The results show the following:

1. Five of the seven programs (comprising 86 percent of the student population) achieved placement rates not lower than -5 percent of the overall goal of 75 percent.
2. The Master Degree in Computer Science achieved a placement rate of 71 percent, 4 percent below the goal of 75 percent. Master in Computer Science is a highly demanding degree and we do not have any doubt that all our graduates are employed in the field of IT. We just do not have all placement information.
3. Although the Master degree in Finance and Management placement rate 67 percent was 8 percent below the University goal, the small number of graduates is considered a mitigating circumstance. Since two of the three graduates in either programs were placed, if just one more graduate had been placed, the program's placement rate would have been 100 percent—which is over the overall placement goal.
4. The 67 percent placement for the Master degree in Finance and Management programs is below the ACICS student achievement standard of 70 percent placement for all programs. However, as noted above, the small number of graduates is considered a mitigating circumstance. Therefore, a program improvement plan for increasing the placement rate of these programs is not required.

#### Placement Action Plans

Based on these findings, the following new initiatives will be undertaken beginning spring 2020:

1. The Management department chair and the Director of Student Services have been charged with developing an action plan to improve placement in Management and Finance Master degree programs, with a report due for the December CECOM meeting.
2. The Director of Student Services has been charged with attending each monthly meeting of the Sioux Falls Chamber of Commerce. If he is unable to attend a meeting, a member of his staff will attend. The objective is to network more closely with potential employers.

Final 2019 CAR placement results for all programs will be an agenda item at the December CECOM meeting. In addition to these short-term plans specific to the placement data analyzed, the University has developed an overall Three-Year Strategic Placement Plan, which is designed to enable the University to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.



Activities for Improvement:

Based on the information received from students and employers as well as our placement rates over the last several years, RNU will continue its efforts for focus on supplemental workshops and events to assist students with their career skills and job searches. We find that the individualized attention that students receive has been a hallmark of this effective process.

Activity	Description	Frequency	Who	Goals	Outcome
Job placement workshops	Strengthen placement assistance through career workshops.	As needed	Director of Student Services	The placement workshops provide students much needed access to "soft" skills, such as punctuality, professionalism, interview skills, and more.	These events have provided students with better employability. We have received positive feedback from students about these experiences
Networking events	Allowing recruiters access to our students through presentation and networking events on and off campus	Once a quadmester	Director of Student Services	The networking events allow students to practice the skills they are learning in their program and workshops.	The practical experience has provided students the ability and confidence to find a job. We haven't seen any direct matches, but we find it is a positive experience.

Goals:

Continuous Improvement: Our goal for the 2018-2019 CAR period is to improve our baseline rate of 65%. As an institution, RNU has learned over the years to encourage students seeking placement to find something that is career relevant but that may be uniquely possible only in South Dakota, i.e., small companies that need an entrepreneurial team. Approximately one third of our graduates find their own placements based on a business that captures their career ideas and passions. These usually result in high success for all concerned. We have learned that about one third need and benefit from our direct placement and connections, and about one third need extraordinary assistance.

## Student Satisfaction

Student satisfaction is a measure of the level for which current students are satisfied with their educational experience thus far. Current student satisfaction is assessed twice a year at the end of fall and spring terms. These surveys solicit student opinions on a broad range of students' academic and co-curricular experiences, including instruction, advising and student services. These surveys 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 quantitative focus of these surveys has been on the particular course and the instruction occurring within the course. The questions focus on the quantitative questions and the pace of the course, feedback from the instructor, and the availability of the instructor. There is also a qualitative section of this survey, which asks specific questions about the course as well as overall challenges with the educational program. These responses provide further information about the student's experience at the institution, outside of their specific course.

The form is completed online using Survey Monkey during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

Using a four-point scale, where 1 = 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. RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for assessing student satisfaction. RNU uses a Likert-rating type scale to survey students twice a year, and we use the data to evaluate student satisfaction. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from students on key points. The miscellaneous factors are analyzed separately.

The results for the two most recent surveys are shown below.

### **CURRENT STUDENT SATISFACTION** **Surveys completed December 2018 and October 2019** **Baseline Rate = 3.0**

<b>Programs*</b>	<b># of Surveys Taken 2018</b>	<b># of Surveys Taken 10/2019**</b>
Computer Science	21	23
Finance	13	10
Management	13	8
Management of Information Systems	8	9
Total	55	50

\*Students only report their major.

\*\*An addition survey was completed by the end of October 2019.

	<b>2018</b>	<b>2019</b>
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

Results from the December 2018 and October 2019 surveys show that, overall, student satisfaction remained unchanged, with an average rating of 3.6 for both years.

### **PROGRAMMATIC STUDENT SATISFACTION (2018/2019)**

<b>Programs</b>	<b>2018</b>	<b>2019</b>
Computer Science	3.7	3.6
Finance	3.6	3.6
Management	3.8	3.7
Management of Information Systems	3.7	3.8
Overall Average	3.7	3.7

The results show all programs receiving a rating of at least 3.5 which are 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.

#### **Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and students overall agree that the courses and instructors are meeting their needs. We know that student perceptions may have changed in this time period (especially as it relates to grades), but we certainly hope that all evaluations are high and that we are continually improving. Therefore, it is slightly disappointing that the number decreased in two categories in the October 2019 evaluations. However, these changes were relatively slight and we are meeting our decided baseline rates in each category.

We have also reviewed the qualitative feedback provided in each set of the evaluation surveys, where we received comments about a number of areas including specific work assignments (i.e. presentations) and understanding of materials. Therefore, these comments coupled with the quantitative data led us to have a focus on faculty availability. We believe that the faculty being more available for individual questions and discussion will improve the students’ experience.

**Activities for Improvement:**

RNU continuously monitors data related to student satisfaction as it is a good information to determine how students are feeling about their program. As noted above, we have focused on improving a specific aspect related to our student's satisfaction, which is faculty availability:

<b>Activity</b>	<b>Description</b>	<b>Frequency</b>	<b>Who</b>	<b>Goals</b>	<b>Outcome</b>
Faculty availability	Discuss and support the faculty in their ability to be available with students during and outside of class hours	Once a quadmester	Program administrators	RNU discussed the desire for further availability at its most recent faculty meeting. The administration will support this endeavor through its conversations with students.	A focus on the need for further faculty availability will hopefully increase student satisfaction in that area as well overall; and increase student learning as byproduct.

## Graduate Satisfaction

ACICS requires measurement of graduate satisfaction after placement. Graduate satisfaction is a measure of the level for which graduates are satisfied with their education upon graduation as well as 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 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.

For the past few years, RNU has e-mailed graduates an alumni survey 30-60 days following graduation, which collects information about the student's current status (i.e. placement information) as well as gathers feedback about the student's experience at the university. In addition, since the graduating cohorts are usually quite small, RNU periodically sends out the survey to all graduates as well as contact individual graduates once they were placed to gather graduate satisfaction data. RNU also relies on a network of contacts to collect data on the status of graduates who have left the country to search for employment in their home countries following graduation due to visa restrictions.

RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from alumni on key points. The data reflect that the most useful information comes in the form of suggestions and qualitative data, such as comments students write on surveys and feedback from focus groups. We review these comments and feedback closely to determine whether trends are forming and problems may be identified. Usually they provide specific suggestions for improved programming, course structure, teaching, and student activities.

Using a five-point scale, where 1 = Very Dissatisfied and 5 = Very Satisfied. The baseline rate and goal is to achieve at least an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4.0 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Responses to the general question are analyzed separately. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

The survey form is completed online, using Survey Monkey 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.

**OVERALL GRADUATE SATISFACTION**  
**July 1, 2017 – June 30, 2018**  
**Baseline Rate = 4.0**

	<b>2017</b>	<b>2018</b>
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	4.2	4.2
Professional Average	4.2	4.3
Overall Average	4.3	4.3

Overall, graduate satisfaction remained unchanged from the previous year, with an average rating of 4.3 for both years. The lower rating for the Research Facilities (3.8) and Computational Facilities (3.7) likely resulted from the fact that RNU is a small institution and we do not have an onsite library. Students have to do their research by using our online library. There is a computer classroom on campus. Students can use it to do their homework while there is no classes occupied the room.

The higher ratings for the overall Administration area. Students are particularly pleasing with the services from the student services office and department.

**2018 PROGRAMMATIC GRADUATE SATISFACTION**  
**Baseline Rate = 4.0**

Credential	# of Graduates	
Bachelor Degree in Computer Science	1	4.5
Bachelor Degree in Management of Information Systems	2	4.6
Bachelor Degree in Finance	4	4.6
Bachelor Degree in Business Administration	2	4.1
Master Degree in Computer Science	7	4.5
Master Degree in Finance	3	4.2
Master Degree in Management	3	4.4
Overall Average	22	4.4

The results show all programs receiving ratings above the baseline (4.0). The program received the lowest rating of 4.0 was the Bachelor Degree in Business Administration, which had only two graduates. No further action is warranted regarding programmatic graduate satisfaction rates.

**Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and students are overall satisfied with their experience. Graduate satisfaction surveys were very positive and complimentary of the University, curricula offered, services, etc. Although professional certification is not required in all states, a large majority of the respondents achieved professional certification.

We received a lot of positive feedback from students. Two points overall stuck out for our review, which we are excited to report and note that there were multiple responses in these areas. The first is that the graduates enjoyed the different cultural perspectives that they observed and interacted with during their program. One graduate specifically noted that being employed in the international field, they found this was the best part of studying in the U.S. and at RNU. Secondly, students were overall pleased, and made note of it, that they received personalized teaching and assistance from their instructors. As a small university, this is certainly one of our strengths and it is encouraging to receive feedback from students in this area.

**Activities from Improvement:**

Based on the quantitative and qualitative feedback that RNU has received from its graduates, it is clear from graduates that we need to further focus on job placement and career services. In addition, we will continue the ongoing process of revamping our survey in order to get more precise and clearer feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Job placement and career workshops	Strengthen placement assistance through career workshops. We received feedback to focus on LinkedIn, resumes building, networking, etc.	As needed	Director of Student Affairs	The placement workshops provide students much needed access to "soft" skills and job search skills, such as punctuality, professionalism, interview skills, and more	These events have provided students with better employability. We have received positive feedback from students about these experiences.
Revitalize the graduate satisfaction survey process	Include more specific question on the academic experience as well as university services	Completed pending responses	Director of Student Affairs	The new survey will provide more specific feedback about how the graduates feel of their academic experience and the services they received.	The previous survey was determined to be too general. Therefore, we feel that we will be able to improve our processes if we have more specific data about student concerns.

**Goals:**

RNU will maintain its goal is to realize graduate satisfaction levels of 4.0 ("Somewhat Satisfied") or higher in all key areas. We also have a goal to maintain a 100% return rate of the surveys that are returned in order to gain more feedback to improve the programs and the university. We hope that the revamped survey will provide more feedback from graduates as well as more specific information in key areas to focus on any improvements that may have gone under.

## 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. Employer satisfaction is a measure of the level for which the employers who hire our graduates are satisfied with the employees from our program. 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 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.

RNU surveys employers of graduates 30-60 days following placement, which collects information about the employer's satisfaction with the graduate that they hired. 22 survey forms were sent out in October 2018 and 22 responses received (100%). The baseline number used to measure 2018 employer's satisfaction is 3.2 which is based on the employer's satisfaction result from the 2017 survey.

Using a four-point scale, where 1 = Does not Meet Expectation and 4 = Exceeds Expectation, the baseline rate and goal is to achieve an overall average score of at least 3.2 ("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.

In addition, since the graduating cohorts are usually quite small, RNU periodically sends out the survey to all employers as well as contact individual employers once we receive data back on the alumni survey or other means. RNU also relies on its network of contacts to collect data on the status of graduates who have left the country to search for employment in their home countries following graduation due to visa restrictions. Due to the fact that a majority of our students are international, it often takes time for us to receive information about a graduate's status, if that occurs back in their home country. We continually contact graduates and employers if we have not received responses (not only those who have recently graduated). Therefore, the data we receive does not always correlate may be outside the CAR period.

RNU's rationale for using the data collected is that the survey responses are appropriate and logical data sources for determining patterns calling for program improvements. RNU found that this survey methodology provides the most user friendly and direct way to gather feedback from employers on key

points. We have found that it has been much more beneficial to have the survey be direct and focus on the skills of the graduate.

<b>Type of Business</b>	<b>2017</b>	<b>2018</b>
Service	3	9
Industry/Manufacturing	12	9
Government	1	2
Not Disclosed	2	2
<b>Total</b>	<b>18</b>	<b>22</b>

<b>Respondent's Title</b>	<b>2017</b>	<b>2018</b>
President/CEO	1	6
HR Director/Personnel	2	10
Supervisor/Manager	12	6
Other, please specify	3	0
<b>Total</b>	<b>18</b>	<b>22</b>

**Employers' Expectation: Baseline Rate = 3.2**

<b>Technical Work Skills</b>	<b>2017</b>	<b>2018</b>
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
<b>Average</b>	<b>3.1</b>	<b>3.3</b>

<b>People Skills</b>	<b>2017</b>	<b>2018</b>
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
<b>Average</b>	<b>3.3</b>	<b>3.4</b>

<b>Attitude</b>	<b>2017</b>	<b>2018</b>
Customer focused	2.9	3.4
Seeks to continuously improve performance	3.0	3.3
Demonstrates good work ethic (initiative, judgment, dependability, reliability)	3.6	3.5
Accepts advice, supervision and constructive criticism	3.3	3.6
<b>Average</b>	<b>3.2</b>	<b>3.5</b>

**2018 PROGRAMMATIC EMPLOYER SATISFACTION**  
**Baseline Rate = 3.0**

<b>Credential</b>	<b># of Graduates</b>	
Bachelor Degree in Computer Science	1	3.3
Bachelor Degree in Management of Information Systems	2	3.5
Bachelor Degree in Finance	4	3.2
Bachelor Degree in Business Administration	2	3.6
Master Degree in Computer Science	7	3.7
Master Degree in Finance	3	3.2
Master Degree in Management	3	3.3
Overall Average	22	3.5

The results show all programs receiving ratings above the baseline (3.0). The programs received the lowest rating were the Bachelor and Master Degrees in Finance. The Finance program director will work with Finance faculty to do a further study in the Finance degree programs and curriculum. No further action is warranted regarding programmatic graduate satisfaction rates.

**Analysis:**

From the quantitative tables above we see that we are meeting our baseline rates and employers are overall satisfied with their experience. Employer satisfaction surveys were very positive and complimentary of the University graduates.

**Additional Information:**

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

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

**Analysis:**

We did receive some helpful qualitative data from the responses. Overall the feedback was positive, and as with the graduate survey, we receive multiple responses from employers that they were highly satisfied with the multicultural perspective and international view that the students received through their time in the U.S. and at RNU. The average score of the three areas we surveyed with employers –

Technical Work Skills, People Skills and Attitude are above the baseline of 3.2. But there are still rooms for improvement, such problem solving skills and work effectively in a team or group. We will bring them to the academic departments and expect faculty to focus more on these subject areas in classrooms.

We did receive one comment for improvement, which was a lack of work experience and specifically in dealing with customers. Not surprisingly, we received this comment from one of our bachelor's degree graduates. This is a focus we have already had in the program and mentioned previously, which is to support our students with placement workshops that will give them increased "soft" skills in the program. In addition, another facet of the program that has been successful, specifically at the master's degree level, is the involvement of community resources. The more a student interacts with businesses whether through guest speakers, field trips, projects, or networking, the more experience a student will have going into their position.

Another facet of the employer satisfaction survey that we need to improve is gathering more feedback and more varied feedback. The plan is that the new survey will help increase the amount of feedback we receive. In addition, our new graduate survey coupled with the new employer survey will hopefully streamline the feedback process. We will need to continue our efforts and reach out to employers 30-60 following placement as well as follow-up individually and collectively in order to receive valuable feedback from these sources.

Activities for Improvement:

Based on the quantitative and qualitative feedback that RNU has received from employers, there will be a continued focus on providing the students with more it is clear from graduates that we need to further focus on job placement and career services. In addition, we will continue the ongoing process of revitalizing our process in order to get more precise and varied feedback in this area:

Activity	Description	Frequency	Who	Goals	Outcome
Community resources	Provide opportunities for guest speakers, field trips, projects, and networking.	Continuously in each program	Faculty and Director of Student Affairs	To provide students with access to real-world experiences in a variety of different ways.	These resources have and will provide students with better understanding of the jobs that they will soon be working in.
Revitalize the employer satisfaction survey process	Further collective and individual outreach to graduates and employers in order to	Ongoing	Director of Student Affairs	The new survey and process will provide more feedback, so that we can use this valuable	The new survey has already garnered important feedback and with further use we will

	receive more feedback			source to help improve our programs and university.	gain further insights.
--	-----------------------	--	--	---	------------------------

Goals:

RNU will maintain its goal is to realize employer satisfaction levels of 3.0 (Somewhat Satisfied) or higher in all quantitative questions. We also have a goal to improve the amount of surveys that are returned in order to gain more feedback to improve the programs and the University. We hope that the survey will provide more feedback from employers as well as more specific information in key areas to focus on any improvements that may have gone undetected previously.

## 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 University.

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 and/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. Students typically take the exam in late October or early November 2018.

### 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 each quadmester 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 each quadmester in the Registrar's Office to track student GPA/CGPA. Each quadmester, 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 Student Support Services.

The University reviews grades each quadmester 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 2017 and 2018 academic years is shown in the Table below. The data was collected from winter, spring, summer and fall quadmesters of 2017 and 2018.

## GPA ATTAINMENT

For 2017 and 2018

Credential	No.	2017 GPA	No.	2018 GPA	Difference
Bachelor Degree in Computer Science	12	3.2	9	3.1	-0.1
Bachelor Degree in Management of Information Systems	13	3.1	10	3.3	+0.2
Bachelor Degree in Finance	11	3.0	12	3.1	+0.1
Bachelor Degree in Business Administration	14	3.2	9	3.2	0
Master Degree in Computer Science	11	3.3	15	3.4	+0.1
Master Degree in Finance	9	3.5	7	3.4	-0.1
Master Degree 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, quadmester 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 up discussions to explore this with the Academic Dean 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-quadmester 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.

### **Program Capstone Requirements**

Capstone courses are good examples of individualized projects and/or assignments, completion of which requires the student to incorporate the range of knowledge, skills, and abilities taught during an entire sequence of study in an educational program. RNU currently has capstone requirement in only one program – Bachelor's degree in Finance. RNU is planning to strengthen these requirements. A capstone course in other programs is designed to integrate and require students to apply knowledge and skills developed and acquired in major program courses. In its October 28, 2019 meeting, RNU Curriculum Committee has approved the new capstone course for each degree program. Capstone courses were developed and will implement for each of the programs during the 2020 spring quadmester. Meeting minute and course syllabus are attached.

**Activities for Improvement:**

Based on the data collected and reviewed, and focus on remodeling the programs toward innovation and entrepreneurship, there are a couple of key activities that have or will be put in place in order to meet these efforts:

<b>Activity</b>	<b>Description</b>	<b>Frequency</b>	<b>Who</b>	<b>Goals</b>	<b>Outcome</b>
Faculty seminars and workshops	There will be continual conversation RNU to support faculty growth and development as well as inclusion of new concepts and materials into the classroom.	Ongoing	RNU faculty and academic leadership in RNU.	The goal of these efforts is to help facilitate the remodel of the programs and focus on entrepreneurship and innovation.	The "Teaching for Excellence" workshop has occurred as was a positive discussion and the faculty at RNU with a focus on strengthening course materials and classroom instruction.
Improve and remodel educational programs	Continued 'external' evaluation of curriculum, course materials, and student products.	Ongoing	RNU faculty and academic leadership in RNU.	This evaluation will help to focus on particular needs at the institution to improve and remodel the curricula with a focus on entrepreneurship and innovation	The first series of evaluations informed the need for a collective and individualized faculty training and discussion. As mentioned previously, the courses within the program are also being reviewed for changes.

#### **4<sup>th</sup> Citation Narrative**

The University Catalog has been revised to match the program names as approved by ACICS. This revision has been approved by the Board of Directors on November 4, 2019. A revised version of catalog is attached. A Board of Directors Meeting Minutes is attached.

#### **Section 3-1-701 and Appendix C**

The degree titles have been revised:

From Bachelor of Business Administration Specialized in Finance  
To Bachelor's degree in Finance (catalog p. 45)

From Bachelor of Business Administration Specialized in Management  
To Bachelor's degree in Business Administration (catalog p. 47)

From Bachelor of Science in Information Technology Specialized in Computer Science  
To Bachelor's degree in Computer Science (catalog p. 50)

From Bachelor of Science in Information Technology Specialized in MIS  
To Bachelor's degree in Management Information Systems (MIS) (catalog p. 53)

From Master of Science in Computer Science  
To Master's degree in Computer Science (catalog p. 83)

From MBA Specialized in Finance  
To Master's degree in Finance (catalog p. 84)

From MBA Specialized in Management  
To Master's degree in Management (catalog p. 85)

Revised RNU advertisements are attached.

#### **Section 3-1-413**

The transfer-of-credit policy has been revised. (catalog p. 13)

#### **Sections 3-1-201, 3-1-202(d), 3-1-701, and Appendix C**

1. Statement of Legal Control: Board of Directors was added (catalog p.7).
2. Statement of Accreditation: Revised (catalog p.7).
3. An accurate listing of faculty members currently teaching: Revised (catalog p.102).
4. Admissions requirement: Revised (catalog p.10).

5. Transfer-of-credit policy: Revised (catalog p.13).

6. Grading system: Revised (catalog p.21).

7. Student grievance policy: Revised (catalog p.33).

Online version of University catalog has been revised to match the original version copy of the catalog. The website [www.reaganu.us](http://www.reaganu.us) has been deleted from internet.

**Section 3-1-701 and Appendix C**

The catalog has been revised (catalog p.35).

**Section 3-1-701 and Appendix C**

Online version of University catalog has been revised to match the original version copy of the catalog.

## 5<sup>th</sup> Citation - Narrative

The administration of Reagan National University is not perfect and we do have some shortcomings as does every educational institution in the United States including every accrediting agency.

We are a small school of 70 students divided among four bachelor and three masters programs this quadmester. Our primary goal is imparting knowledge to students so they can learn the subject matter in order to graduate and obtain a job of their choice or improve their position in their current job. This takes the coordination of the administration, faculty and staff.

Let me address the issues the team brought up in **2.02 Section 3-1-202(a)**.

1. Syllabi. We depend on each instructor to provide their students with a complete and accurate syllabus for each course they teach. After speaking with the instructors, it was determined there was no intentional misrepresentation of text versions but there was an honest mistake. Mistakes do occur and sometimes these mistakes are not caught when the syllabi are reviewed. Therefore, we will require the instructors to turn in their syllabi two weeks before their next term begins so there is more time to review them. We will also create a check list of pertinent items that should be on the syllabi and make this available to the faculty and the reviewer. Any syllabus that does not contain all items on the check list will be returned to the instructor to correct and return to the reviewer. Evidence to follow.
2. Misuse of the signature of Ronald Reagan on our logo. There was never any intention to misuse his signature and this is the first time we have been accused of this by anyone or any agency including the State of South Dakota. As soon as (b)(6) informed us we began the process of deleting Reagan's name from our logo but it takes more than 24 hours to complete the task. At this time, Reagan's signature should have been removed from all places it appears on the RNU logo. Evidence to follow.
3. Lack of leadership in the business programs. The situation with the leadership of the business programs was a misunderstanding on the part of Dr. [REDACTED] and miscommunication on the part of Dr. [REDACTED]. Dr. [REDACTED] has gone from a full-time faculty member, his choice, to a part-time faculty member and was under the impression, based on a conversation with Dr. [REDACTED] before the term began, that he would have to give up being chair of the business programs. When the site visit team called him, he said he was not the chair. And we had told the team he was the chair. When that message was communicated to Dr. [REDACTED] Dr. [REDACTED] called Dr. [REDACTED] to clear things up and told him he could remain chair of the business programs if he would like to. Dr. [REDACTED] agreed to remain chair so Dr. [REDACTED] suggested he send Ms. Bennett, chair of the site visit team, an email informing her that he would remain chair. He was also asked to copy Dr. [REDACTED]. Copy to follow.

4. Lack of rigor in the use and incorporation of library resources, especially in the graduate programs. Most of our students work so they do not hang around RNU after their class(es). Their library work is done using the RNU e-library or another library away from Campus. After discussions, we will be requiring faculty to put on each syllabus an e-library assignment (research component) which they will be completed by the end of the course. We will also require the instructors to put a notice on their syllabi encouraging students to use the e-library. We will ask the vendor if there is a way to measure how many times our e-library is used each month so we can determine if it is worth the cost. These requirements for the syllabi will be on the check list previously mentioned. Evidence to follow.
5. Conflicting and inaccurate statements in publications. This is a vague statement. We have revised our catalog to match the on-line information on our website, the grievance policy has been added to the faculty handbook, flyers (ads) have been up dated, etc. Evidence to follow.

We disagree with the site visit team's characterization of our administration as being "not efficient and effective." If we were/are inefficient and ineffective we would have to close our doors as students would stop enrolling. Contrary to their characterization of us, we continue to attract students, educate students, graduate students and place students without taking any government funding and without complaints from students, the State of South Dakota or the Federal Government. Even the student survey (which was small), administered by the site visit team, gave RNU positive marks. Our retention rate for the past several years is 100% and we know all our students. Accordingly, the 2019 PVP (still waiting for final verification) is 77%. Out of 22 graduates, 17 of them have acquired jobs related to their degrees obtained from RNU. We believe we have done a good job in educating our students. Our work with RNU students, faculty and staff seems to be more efficient and effective than the site visit team gave us credit for.

The site visit team that performed our initial visit in February 2017 seemed to be a more caring and helpful team. When they held reviews during parts of each day of the visit and we asked for suggestions they were kind enough to give us suggestions so we could improve and make corrections before they departed so there would be fewer findings. When we asked the 2019 site visit team for suggestions during the daily reviews we were told, "we are not allowed to give you any" and "we are not your paid consultants." We are under the impression that ACICS is supposed to help institutions improve so they can keep their accreditation not make their life more difficult. For the exorbitant site visit fee of \$[REDACTED], we expected to receive not only a thorough to the point review but some helpful guidance and answers to our questions so we could make improvements for the benefit of our students, faculty and staff.