

its transformations, cell division process, genetics and review of current biology research will be covered.

No prerequisite.

SCI 144 Introduction to Physics (3 Cr.)

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

No prerequisite.

SCI 154 Introduction to Geology (3 Cr.)

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

No prerequisite.

SCI 164 Introduction to Environmental Science (3 Cr.)

Introduction to the ecological foundation of environmental systems, the ecological impacts of environmental degradation by humans, and strategies for sustainable management of environment and natural resources. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution.

No prerequisite.



Social Sciences

SOC 300 Social Psychology (3 Cr.)

This course introduces the scientific study of how individuals think, feel and behave in social situations. It covers topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships as well as some of the most important theories and research in the field of social psychology.

No prerequisite.

SOC 313 Law and Society (3 Cr.)

This course introduces a wide variety of topics related to law's varying functions in a society. It focuses on social and legal theory and analyzes law and legal institutions especially in relation to equality, justice, and fairness. It also examines the importance, influence and impact of law in society as well as the impact of people on the law.

No prerequisite.



Statistics

STA 201 Introduction to Statistics (3 Cr.)

This course provides the student with an understanding of using descriptive and inferential statistical techniques for solving business and technical problems. It covers sampling distribution, analyzing, presenting numerical data, frequency and sampling distributions, averages, dispersion, hypothesis testing confidence intervals, hypothesis testing, simple regression and time series.

No prerequisite.

English Proficiency Program

The purpose of Si Tanka University's ESL Program is to raise the student's English proficiency quickly, so that the student can enroll in regular credit-earning university courses. The ESL program is designed to improve the full range of English language skills: reading, writing, speaking and listening.

The STU College-level English as a Second Language (ESL) Program offers a series of courses for college-bound students whose native language is not English. These courses are designed to help students who already have a basic level of English skills gain academic English language proficiency to help them be successful in college study.

All English language learners can be assigned a level of English proficiency based on their ability to speak and understand English. These levels are determined at the time of entrance into the University. The proficiency levels reflect the abilities and skills that students are capable of demonstrating at each level. Course completion is graded "Satisfactory"/ "Unsatisfactory".

Level 1:

ESL 010 – Beginner Speaking & Listening

Prerequisite: None. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures, learning new words and expressions, comprehending and using idiomatic expressions.

ESL 012 – Beginner Reading and Writing

Prerequisite: None. This course is designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, questions, modifiers, phrases, and verb tenses, especially simple present, simple past, and present progressive.

Level 2:

ESL 020 – High Beginner Speaking & Listening

Prerequisite: ESL 010. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

ESL 022 – High Beginner Reading and Writing

Prerequisite: ESL 012. The focus of the course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The grammatical emphasis of this course

will be on present, past and future continuous tenses and modal usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses. It also has some emphasis on pronunciation, listening and speaking.

Level 3:

ESL 030 – Low Intermediate Speaking and Listening

Prerequisite: ESL 020. This course is designed to give advanced ESL students more practice using oral English. The emphasis is on small group work, problem solving, role plays, and informal discussion. Intensive practice in recognizing and pronouncing the sounds of American English with emphasis on words and phrases: stress, intonation, phrasing, reduction. Attention to individual as well as group priorities.

ESL 032 – Low Intermediate Reading and Writing

Prerequisite: ESL 022. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks.

Level 4:

ESL 040 – High Intermediate Speaking and Listening

Prerequisite: ESL 030. This course focuses on improving student's ability to speak and to understand spoken English through a variety of listening, pronunciation, and speaking activities. Active participation in individual, pair, and group activities is required in each class session.

ESL 042 – High Intermediate Reading and Writing II

Prerequisite: ESL 032, This course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing 0

Level 5:

ESL 050 – Low Advanced Speaking and Listening

Prerequisite: ESL 040. This course provides a highly interactive class that develops low advanced speaking and listening skills such that students are able to carry out a variety of simple tasks in straightforward situations in English. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL 052 – Low Advanced Reading and Writing

Prerequisite: ESL 042. The focus of this course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses.

Level 6:

ESL 060 – Advanced Speaking and Listening

Prerequisite: ESL 050. This course provides a highly interactive class that develops advanced speaking and listening skills such that students are able to speak with ease and poise when in most normal situations. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL062 – Advanced Reading and Writing

Prerequisite: ESL 052, This course focuses on compound and complex sentences and short paragraphs, overview of the verb tense system in English, verb forms with gerunds and infinitives, verb forms in modifying phrases, and modals. This course also emphasizes analyzing grammar and meaning, detecting and correcting grammatical errors, and self-editing skills.

Academic Calendar

2015 – 2016

Fall Quadmester

September 2015

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2015

- 1 Fall Quadmester Begins
- 12 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2015

- 11 Veterans Day (University Closed, No Classes)
- 25-30 Thanksgivings (University Closed, No Classes)

December 2015

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 24-4 Winter Break (University Closed)

Winter Quadmester

January 2016

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 6 Winter Quadmester Begins
- 19 Last Day for Registration
- 18 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2016

- 15 President's Day (University Closed, No Classes)

March 2016

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 30 Winter Quadmester Ends

Spring Quadmester

April 2016

- 5 New Student Orientation
- 6 Last Day to Register Without Late Fee
- 7 Spring Quadmester Begins
- 19 Last Day for Registration

May 2016

- 30 Memorial Day (University Closed, No Classes)

June 2016

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 27 New Student Orientation
- 28 Last Day to Register Without Late Fee
- 29 Spring Quadmester Ends
- 30 Summer Quadmester Begins

Summer Quadmester

July 2016

- 4 Independence Day Holiday (University Closed, No Classes)
- 12 Last Day for Registration

September 2016

- 5 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 28 Summer Quadmester Ends

Academic Calendar

2016 – 2017

Fall Quadmester

September 2016

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2016

- 1 Fall Quadmester Begins
- 10 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2016

- 11 Veterans Day (University Closed, No Classes)
- 23-28 Thanksgivings (University Closed, No Classes)

December 2016

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 24-4 Winter Break (University Closed)

Winter Quadmester

January 2017

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 18 Last Day for Registration
- 16 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2017

- 20 President's Day (University Closed, No Classes)

March 2017

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 29 Winter Quadmester Ends

Spring Quadmester

April 2017

- 4 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 14 Last Day to Apply for Graduation
- 19 Last Day for Registration

May 2017

- 29 Memorial Day (University Closed, No Classes)

June 2017

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 27 Commencement
- 27 New Student Orientation
- 28 Last Day to Register Without Late Fee
- 28 Spring Quadmester Ends

Summer Quadmester

July 2017

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 12 Last Day for Registration

September 2017

- 4 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 26 Summer Quadmester Ends

Academic Calendar

2017 – 2018

Fall Quadmester

September 2017

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2017

- 1 Fall Quadmester Begins
- 9 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2017

- 11 Veterans Day (University Closed, No Classes)
- 23-28 Thanksgivings (University Closed, No Classes)

December 2017

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 23-4 Winter Break (University Closed)

Winter Quadmester

January 2018

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 18 Last Day for Registration
- 15 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2018

- 19 President's Day (University Closed, No Classes)

March 2018

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 29 Winter Quadmester Ends

Spring Quadmester

April 2018

- 4 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 14 Last Day to Apply for Graduation
- 19 Last Day for Registration

May 2018

- 28 Memorial Day (University Closed, No Classes)

June 2018

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 28 Commencement
- 29 New Student Orientation
- 29 Last Day to Register Without Late Fee
- 29 Spring Quadmester Ends

Summer Quadmester

July 2018

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 12 Last Day for Registration

September 2018

- 3 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 26 Summer Quadmester Ends

❧❧❧The Board of Directors❧❧❧

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MS, Pennsylvania State University

Debra Thompson, Vice Chair

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Ph. D., Columbia University

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Ph. D., Virginia Commonwealth University

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M. S., University of Pittsburg

Thomas Pulver – Librarian and Learning Resource Manager
MS-LIS, The Catholic University of America

Ke Cheng, CPA – Business Manager
MBA, Si Tanka University



Faculty List



Amir Afzal, D. S., George Washington University
Computer Science, Information Systems

Marcus Andrusko, M. A., Bethel University
Communication

Cecil Battiste, Master of Accounting, Florida State University
Accounting

Ajay Bhatt, J. D., University of Oregon
Legal Studies

Jacqueline Blackwell, M. A., University of Virginia
English

George Burgess, M. S., Oregon State University
Chemistry, Environmental Science

Xiao Y. Dai, Ph. D., George Washington University
Information Systems, Management

Bantz Duane, Master of Accounting, Washington State University
Accounting

Beverly Elson, Ph. D., University of Maryland
Art History, English

Natalia Gavrilova, M. S., University of Chicago
Computer Science

David Glazer, Ph. D., George Washington University
Management, Marketing

Hank H. Hai, Ph. D., Duke University
Economic, Management

Jane Hart, MBA, University of Pennsylvania
Management

Paul Hicks, M. A., California State University – Los Angeles
Philosophy

David D. Huang, Ph.D., University of Iowa
Computer Science, Mathematics, Statistics

Katrina Klaasmeyer, M. A., University of Oregon
Art History

Lynsey LeMay, M. S., College of William and Mary
Geology, Marin Science

David Pindel, M. S., Western Illinois University
Biology

Michael Powers, M. A., Eastern New Mexico University
History

Remesh Ravella, M. S., Mississippi State University
Computer Science

Tonya Rondinone, M. A., Southern Connecticut State University
Psychology

Raied Salman, Ph. D. Virginia Commonwealth University
Computer Science

Bethany Wengerd, M. A., California State University – Fullerton
Anthropology

Adam C. Yang, Ph.D., Columbia University
Political Science

Jon X. Zhang, Ph.D., University of West Virginia
Computer Science, Mathematics, Statistics

Jinmin Zhou, M.S., Bowie State University
Computer Science, Information Systems

Raymond Zich, M. S., Indiana University of Pennsylvania
Physics



CAMPUS ACCOUNTABILITY REPORT FOR INITIAL APPLICANTS

2015

FOR THE YEAR

List specific dates (must be the most recent July 1 – June 30 period)

Keep a copy of this report and all back-up documentation (specific information used to prepare this report) for review by future ACICS evaluation teams.

Name of Institution: Si Tanka University ACICS ID Code: 00276405

Report prepared by:

Name: Adam Yang

Date

Prepared: 7-14-2016

Report checked for accuracy and completeness by:

Name: Harold Harris

"I am an officer, stockholder or authorized employee of the above-named institution and this Annual Institutional Report has been prepared from the actual records of the institution. I am acting in an official capacity for the institution in signing this Annual Institutional Report and understand that failure to submit accurate and complete information in the report could subject the institution to show cause why its accreditation should not be suspended or revoked."

Signature
(required):

(b)(6)

Name: Harold Harris

ENROLLMENT DATA (Include all students for 12-month period)

1.	Enrollment as of the beginning of this reporting period	<u>44</u>
2.	Additions during the year:	
	a. new starts	<u>15</u>
	b. re-entries	<u>0</u>
3.	Total enrollment during the reporting period (add #1, #2a, and #2b)	<u>59</u>
4.	Of the total enrollment (#3 above), how many:	
	a. enrolled without a high school diploma or equivalent?	<u>0</u>
	b. obtained a high school diploma or its equivalent while enrolled?	<u>59</u>
	c. enrolled in one or more courses through distance learning delivery mode?	<u>21</u>

- | | | |
|-----|--|-----------|
| 5. | Of the total enrollment (#3 above), how many: | |
| a. | were enrolled in less than a full program? | <u>0</u> |
| b. | completed a program (see definition in instructions)? | <u>11</u> |
| c. | graduated from a program (see definition in instructions)? | <u>0</u> |
| d. | withdrew due to active military service? | <u>0</u> |
| e. | withdrew due to incarceration or death? | <u>0</u> |
| f. | withdrew from the institution? | <u>48</u> |
| g. | are still enrolled? | <u>59</u> |
| 6. | What is the total of #5a through #5g? (must equal #3) | <u>11</u> |
| 7. | Add #5b + #5c (graduates and completers total): | <u>0</u> |
| 8. | Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? | <u>0</u> |
| 9. | Of the number in #5f above, how many withdrew for related employment? | |
| 10. | As of the date this report was completed, how many students listed in #7 above were: a. | |
| | placed (see definition) | <u>8</u> |
| | b. placed out of field? | <u>2</u> |
| | c. not available for placement due to pregnancy, death or other health-related situations? | <u>0</u> |
| | d. not available for placement due to continuing education? | <u>0</u> |
| | e. not available due to active military service? | <u>0</u> |
| | f. not available due to incarceration? | <u>0</u> |
| | g. international students not available due to visa restrictions? | <u>0</u> |
| | h. enrolled in stand-alone English as a Second Language Program? | <u>1</u> |
| | i. not working? | <u>11</u> |
| 11. | What is the total of #10a through #10i (Must equal #7) | |

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES

See the formulas on page 4 of instructions.

Retention	<u>100%</u>
Placement	<u>73%</u>

CONTRACT TRAINING

12. Indicate if your institution participated with a federal, state or local government entity (including GI Bill, JTPA, Vocrehab, VEA – Vocational Education Act, and AEA – Adult Education Act), other company or organization whereby your institution was responsible for providing training to contracted students including students who were incarcerated at the time of training. Y X N
-
13. Did your institution participate in any third party contractual with another organization or educational institution whereby the other organization had the obligation to provide a portion of your students' training? Y X N
-

DEMOGRAPHIC INFORMATION

19. Choose the one category below which best describes where your institution is located: an urban area of greater than 500,000 people an urban area with a population of 150,000-500,000 an urban area with less than 150,000 people a suburban location a rural location
20. Breakdown of Enrollment from Question #3
 Number of female students
 Number of male students

 x

23

36

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University

ACICS ID Code: 00276405

Name of Program: _____

 Bachelor of Science in Computer Science

Program Code Number (from the list provided in the instructions): 11.0701

Credential Awarded: (Check one only)

- Certificate/Diploma Academic Associate's Degree
- Occupational Associate's Degree Bachelor's Degree
- Master's Degree

Length in Weeks: _____

Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester Quarter Clock Hour

Minimum Number of _____ Credits or Hours of General Education

Required for Program Completion: 60

Program measurement (all must be provided):

(A) Number of contact hours	5400	5400
	_____	_____
	Day	Night
(B) Total program tuition	42000	42000
	_____	_____
	Day	Night
(C) Total program fee charged	3075	3075
	_____	_____
	Day	Night

Does this program have separate programmatic accreditation?

Yes No

If yes, please list the accrediting agency.

Is certification, licensure, or registration required to become employed in the curriculum area? Yes No

If yes, please complete the **CAR Addendum for Licensure Reporting**

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 5

2. Additions during the year:
 - a. new program starts 2
 - b. program re-entries 0
 - c. transfers into the program from other programs at your institution 0
3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) 7

4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0
 - b. obtained a high school diploma or its equivalent while enrolled? 7

5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0
 - b. completed a program (see definition in instructions)? 0
 - c. graduated from a program (see definition in instructions)? 1
 - d. withdrew due to active military service? 0
 - e. withdrew due to incarceration or death? 0
 - f. withdrew from the institution? 6
 - g. are still enrolled? 7
6. What is the **total** of #5a through #5g? (must equal #3) 1
7. Add #5b + #5c. 0
8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0
9. Of the number in #5d above, how many withdrew for related employment?

10. As of the date this report was completed, how many students listed in #7 above were:
- a. placed? 1
 - b. placed out of field? 0
 - c. not available for placement due to pregnancy, death or other health-related situations? 0
 - d. not available for placement due to continuing education? 0
 - e. not available due to active military service? 0
 - f. not available due to incarceration? 0
 - g. international students not available due to visa restrictions? 0
 - h. enrolled in stand-alone English as a Second Language Program? 0
 - i. not working? 1
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

Program Retention 100%
Program Placement 100%

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University ACICS ID Code: 00276405
 Name of Program: _____

Bachelor of Science Management Information Systems

Program Code Number (from the list provided in the instructions): 52.1201

Credential Awarded: (Check one only)

- Certificate/Diploma
- Occupational Associate's Degree
- Academic Associate's Degree
- Bachelor's Degree
- Master's Degree

Length in Weeks: _____
Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester Quarter Clock Hour
 Minimum Number of _____ Credits or Hours of General Education _____

Required for Program Completion: 60

Program measurement (all must be provided):

(A) Number of contact hours	5400	5400	
	_____	_____	
	Day	Night	
(B) Total program tuition	42000	42000	
	_____	_____	
	Day	Night	

(C) Total program fee charged 3075 3075

Day Night

Does this program have separate programmatic accreditation? Yes No

If yes, please list the accrediting agency. _____

Is certification, licensure, or registration required to become employed in the curriculum area? No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 4

2. Additions during the year:
 - a. new program starts 1
 - b. program re-entries 0
 - c. transfers into the program from other programs at your institution 0
3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) 5

4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0
 - b. obtained a high school diploma or its equivalent while enrolled? 5

5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0
 - b. completed a program (see definition in instructions)? 0
 - c. graduated from a program (see definition in instructions)? 0
 - d. withdrew due to active military service? 0
 - e. withdrew due to incarceration or death? 0
 - f. withdrew from the institution? 0
 - g. are still enrolled? 5
6. What is the **total** of #5a through #5g? (must equal #3) 5
7. Add #5b + #5c. 0
8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0
9. Of the number in #5d above, how many withdrew for related employment?

10. As of the date this report was completed, how many students listed in #7 above were:
- a. placed? 0
 - b. placed out of field? 0
 - c. not available for placement due to pregnancy, death or other health-related situations? 0
 - d. not available for placement due to continuing education? 0
 - e. not available due to active military service? 0
 - f. not available due to incarceration? 0
 - g. international students not available due to visa restrictions? 0
 - h. enrolled in stand-alone English as a Second Language Program? 0
 - i. not working? 0
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

Program Retention 100%
Program Placement 0%

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University ACICS ID Code: 00276405
 Name of Program: _____

Bachelor of Business Administration

Program Code Number (from the list provided in the instructions): 52.0803

Credential Awarded: (Check one only)

- Certificate/Diploma Academic Associate's Degree
- Occupational Associate's Degree Bachelor's Degree
- Master's Degree

Length in Weeks: _____
Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester Quarter Clock Hour
 Minimum Number of _____ Credits or Hours of General Education

Required for Program Completion: 60

Program measurement (all must be provided):

(A) Number of contact hours	5400	5400
	Day	Night

(B) Total program tuition	42000	42000
---------------------------	-------	-------

	Day	Night
(C) Total program fee charged	3075	3075
	Day	Night

Does this program have separate programmatic accreditation? _____ Yes No

If yes, please list the accrediting agency _____

Is certification, licensure, or registration required to become employed in the curriculum? Yes No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 5

2. Additions during the year:
 - a. new program starts 3
 - b. program re-entries 0
 - c. transfers into the program from other programs at your institution 0
3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) 8
4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0
 - b. obtained a high school diploma or its equivalent while enrolled? 8
5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0
 - b. completed a program (see definition in instructions)? 0
 - c. graduated from a program (see definition in instructions)? 1
 - d. withdrew due to active military service? 0
 - e. withdrew due to incarceration or death? 0
 - f. withdrew from the institution? 0
 - g. are still enrolled? 7
6. What is the **total** of #5a through #5g? (must equal #3) 8
7. Add #5b + #5c. 1
8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0
9. Of the number in #5d above, how many withdrew for related employment?

10. As of the date this report was completed, how many students listed in #7 above were:
- a. placed? 1
 - b. placed out of field? 0
 - c. not available for placement due to pregnancy, death or other health-related situations? 0
 - d. not available for placement due to continuing education? 0
 - e. not available due to active military service? 0
 - f. not available due to incarceration? 0
 - g. international students not available due to visa restrictions? 0
 - h. enrolled in stand-alone English as a Second Language Program? 0
 - i. not working? 1
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

Program Retention 100%
Program Placement 100%

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University ACICS ID Code: 00276405
 Name of Program: _____
Bachelor of Business Administration Management

Program Code Number (from the list provided in the instructions): 52 0201

Credential Awarded: (Check one only)

- Certificate/Diploma
- Occupational Associate's Degree
- Academic Associate's Degree
- Bachelor's Degree
- Master's Degree

Length in Weeks: _____
Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester Quarter Clock Hour
 Minimum Number of _____ Credits or Hours of General Education _____

Required for Program Completion: 60

Program measurement (all must be provided):

(A) Number of contact hours	5400	5400	
	_____	_____	
	Day	Night	
(B) Total program tuition	42000	42000	
	_____	_____	

	Day	Night
(C) Total program fee charged	3075	3075
	Day	Night

Does this program have separate programmatic accreditation? _____ Yes No

If yes, please list the accrediting agency _____

Is certification, licensure, or registration required to become employed in the curriculum? Yes No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 7

2. Additions during the year:
 - a. new program starts 2
 - b. program re-entries 0
 - c. transfers into the program from other programs at your institution 0
3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) 9

4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0
 - b. obtained a high school diploma or its equivalent while enrolled? 9

5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0
 - b. completed a program (see definition in instructions)? 0
 - c. graduated from a program (see definition in instructions)? 2
 - d. withdrew due to active military service? 0
 - e. withdrew due to incarceration or death? 0
 - f. withdrew from the institution? 0
 - g. are still enrolled? 7
6. What is the **total** of #5a through #5g? (must equal #3) 9
7. Add #5b + #5c. 2
8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0
9. Of the number in #5d above, how many withdrew for related employment?

10. As of the date this report was completed, how many students listed in #7 above were:
- a. placed? 2
 - b. placed out of field? 0
 - c. not available for placement due to pregnancy, death or other health-related situations? 0
 - d. not available for placement due to continuing education? 0
 - e. not available due to active military service? 0
 - f. not available due to incarceration? 0
 - g. international students not available due to visa restrictions? 0
 - h. enrolled in stand-alone English as a Second Language Program? 0
 - i. not working? 2
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

Program Retention 100%
Program Placement 100%

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University ACICS ID Code: 00276405
 Name of Program: _____
Master of Science Computer Science

Program Code Number (from the list provided in the instructions): 11.0701

Credential Awarded: (Check one only)

- Certificate/Diploma
- Occupational Associate's Degree
- Academic Associate's Degree
- Bachelor's Degree
- Master's Degree

Length in Weeks: _____
Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester Quarter _____ Clock Hour _____
 Minimum Number of _____ Credits or Hours of General Education _____

Required for Program Completion: 0

Program measurement (all must be provided):

(A) Number of contact hours	1620	1620	
	_____	_____	
	Day	Night	
(B) Total program tuition	15300	15300	
	_____	_____	
	Day	Night	

(C) Total program fee charged	1110	1110
	_____	_____
	Day	Night

Does this program have separate programmatic accreditation? _____ Yes x No

If yes, please list the accrediting agency. _____

Is certification, licensure, or registration required to become employed in the curriculum area? _____ No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 11

2. Additions during the year:

a. new program starts	<u>3</u>
b. program re-entries	<u>0</u>
c. transfers into the program from other programs at your institution	<u>0</u>
Total program enrollment during the reporting period (add #1, #2a, #2b, and #2c)	<u>14</u>

4. Of the total program enrollment (#3 above), how many:

a. enrolled without a high school diploma or equivalent?	<u>14</u>
b. obtained a high school diploma or its equivalent while enrolled?	<u>0</u>

5. Of the total program enrollment (#3 above), how many:

a. transferred out of the program to other programs at your institution?	<u>0</u>
b. completed a program (see definition in instructions)?	<u>0</u>
c. graduated from a program (see definition in instructions)?	<u>3</u>
d. withdrew due to active military service?	<u>0</u>
e. withdrew due to incarceration or death?	<u>0</u>
f. withdrew from the institution?	<u>0</u>
g. are still enrolled?	<u>11</u>

6. What is the **total** of #5a through #5g? (must equal #3) 3

7. Add #5b + #5c. 0

8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0

9. Of the number in #5d above, how many withdrew for related employment?

(C) Total program fee charged	1110	1110
	_____	_____
	Day	Night

Does this program have separate programmatic accreditation? _____ Yes x No

If yes, please list the accrediting agency. _____

Is certification, licensure, or registration required to become employed in the curriculum area? _____ No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 – 6/30/2016 _____
7

2. Additions during the year:
 - a. new program starts 1 _____
 - b. program re-entries 0 _____
 - c. transfers into the program from other programs at your institution 0 _____

3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) _____
8

4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0 _____
 - b. obtained a high school diploma or its equivalent while enrolled? 8 _____

5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0

 - b. completed a program (see definition in instructions)? 0

 - c. graduated from a program (see definition in instructions)? 2

 - d. withdrew due to active military service? 0

 - e. withdrew due to incarceration or death? 0

 - f. withdrew from the institution? 0

 - g. are still enrolled? 6

6. What is the **total** of #5a through #5g? (must equal #3) 8

7. Add #5b + #5c. 2

8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0

9. Of the number in #5d above, how many withdrew for related employment? 0

10. As of the date this report was completed, how many students listed in #7 above were:
- a. placed? 2
 - b. placed out of field? 0
 - c. not available for placement due to pregnancy, death or other health-related situations? 0
 - d. not available for placement due to continuing education? 0
 - e. not available due to active military service? 0
 - f. not available due to incarceration? 0
 - g. international students not available due to visa restrictions? 0
 - h. enrolled in stand-alone English as a Second Language Program? 0
 - i. not working? 2
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

Program Retention 100%
Program Placement 100%

ACADEMIC PROGRAM INFORMATION

Copy this form and complete for each program included in the initial accreditation application, as offered at your institution.

Name of Institution: Si Tanka University ACICS ID Code: 00276405
 Name of Program: _____
Master of Business Administration Management

Program Code Number (from the list provided in the instructions) 52 0201

Credential Awarded: (Check one only)

- Certificate/Diploma
- Occupational Associate's Degree
- Academic Associate's Degree
- Bachelor's Degree
- Master's Degree

Length in Weeks: _____
Day Night

Credits or Hours Awarded: _____ Unit of Credit: Semester x Quarter _____ Clock Hour _____
 Minimum Number of _____ Credits or Hours of General Education _____

Required for Program Completion: 0

Program measurement (all must be provided):

(A) Number of contact hours	1620	1620
	Day	Night
(B) Total program tuition	15300	15300
	Day	Night
(C) Total program fee charged	1110	1110

Day

Night

Does this program have separate programmatic accreditation? _____ Yes x No

If yes, please list the accrediting agency _____

Is certification, licensure, or registration required to become employed in the curriculum? Yes No

If yes, please complete the CAR Addendum for Licensure Reporting

ENROLLMENT DATA

Include only students enrolled in this program for the 12-month period being reported

1. Enrollment in the program as of the beginning of this reporting period, 7/1/2015 –
6/30/2016 5
2. Additions during the year:
 - a. new program starts 3
 - b. program re-entries 0
 - c. transfers into the program from other programs at your institution 0
3. **Total** program enrollment during the reporting period (add #1, #2a, #2b, and #2c) 8
4. Of the total program enrollment (#3 above), how many:
 - a. enrolled without a high school diploma or equivalent? 0
 - b. obtained a high school diploma or its equivalent while enrolled? 8
5. Of the total program enrollment (#3 above), how many:
 - a. transferred out of the program to other programs at your institution? 0
 - b. completed a program (see definition in instructions)? 0
 - c. graduated from a program (see definition in instructions)? 2
 - d. withdrew due to active military service? 0
 - e. withdrew due to incarceration or death? 0
 - f. withdrew from the institution? 0
 - g. are still enrolled? 6
6. What is the **total** of #5a through #5g? (must equal #3) 8
7. Add #5b + #5c. 2
8. Of the students listed in #7 above, how many enrolled without a high school diploma or equivalent? 0
9. Of the number in #5d above, how many withdrew for related employment?

10. As of the date this report was completed, how many students listed in #7 above were:
- | | |
|--|----------|
| a. placed? | <u>1</u> |
| b. placed out of field? | <u>1</u> |
| c. not available for placement due to pregnancy, death or other health-related situations? | <u>0</u> |
| d. not available for placement due to continuing education? | <u>0</u> |
| e. not available due to active military service? | <u>0</u> |
| f. not available due to incarceration? | <u>0</u> |
| g. international students not available due to visa restrictions? | <u>0</u> |
| h. enrolled in stand-alone English as a Second Language Program? | <u>0</u> |
| i. not working? | <u>2</u> |
11. What is the total of #10a through #10i? (Must equal #7)

CALCULATE YOUR INSTITUTION'S RETENTION AND PLACEMENT RATES FOR THIS PROGRAM

See formulas on page 4 of the instructions

<i>Program Retention</i>	<u>100%</u>
<i>Program Placement</i>	<u>50%</u>
	<u> </u>

Revised 04/13

CAR Addendum for Licensure Reporting

Institution ID:
 Institution Name:
 ACICS Program Name (Code):
 Institutional Program Name:
 Credential Awarded:

Licensure Information

1. Is certification, licensure, or registration based upon an industry-recognized examination required to become employed in your state in this curriculum area?

- Yes
 No

2. Agency administering the exam:

3. What is the first-time pass rate for this program (i.e., the percent of program graduates who sat for the examination and received a passing score when they first took the exam) for the last three calendar years? If there is no pass rate

available for one or more year(s) select "No Data" for the year(s). This will populate the field with N/A for all blank fields.

No Data for all fields No Data for all blank fields

	<input type="text"/>
2012:	N/A No Data <input type="text"/>
2011:	N/A No Data <input type="text"/>
2010:	N/A No Data

If the pass rate for 2012 is "N/A," please explain (required).

Data not available.

4. Enter the cumulative pass rate for this program for 2012 (i.e., the percent of program graduates who sat for the examination and received a passing score in the first or a subsequent taking of the exam during the calendar year), if it is provided or can be calculated.

Data not available.

5. If the agency providing the certificate, license, or registration based upon an examination has a pass rate standard (i.e. the pass rate that a program must meet or exceed in order to be in good standing), please describe the following:

a. the standard (%)

6. Does the program prepare graduates to take a certification, licensure, or registration examination required to become employed in any other states (e.g., including, but not limited to, contiguous states or states served through distance education)? Do not include national exams like the NCLEX or reciprocity agreements.

- Yes
 No

7. Does the agency in any of these other states which provides the certificate, license, or registration examination have a pass rate standard?

- Yes
 No

8. Describe

	the state or states	the standard (%)	Your pass rate in this state
	<input type="text"/>	<input type="text"/>	<input type="text"/>



SI TANKA UNIVERSITY

CAMPUS EFFECTIVENESS PLAN

2016 – 2017

Effective Date: July 1, 2016 – June 30, 2017

Date Prepared: July 14, 2016

5000 Broadband Lane, Sioux Falls, SD 57108

Tel: (605) 728-1941

www.sitanka.us

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I. INTRODUCTION

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

The address of Si Tanka University is 5000 Broadband Lane, Sioux Falls, SD 57108, phone (605) 728-1941 www.sitanka.us.

MISSION, VISION, GOALS, & OBJECTIVES

Mission of Si Tanka University

The Board of Directors has established the mission of Si Tanka University as follows:

The mission of Si Tanka University is to provide accessible, innovative, high-quality higher education degree programs for individuals to learn independent of time and place in a technology-rich, information-driven global economy.

-Board Action (Reapproved July 2015)

Vision Statement

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

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

-Board Action (Reapproved July 2015)

Goals and Objectives

1. To enhance and promote excellence in teaching and learning:
 - To support faculty with the necessary resources for professional and personal development.
 - To provide the necessary resources to meet the dynamic learning and developmental needs of our students.
 - To develop, encourage and support effective and innovative teaching and learning environments and approaches that will assist the University in adapting to changing student academic needs.
 - To increase and strengthen transfer opportunities with educational institutions and affiliations with educational partnerships.

2. To offer opportunities for life-long learning and personal enrichment:
 - To use community-based physical, financial, and human resources available to complement those within the University.
 - To provide educational and cultural activities for the STU community.
 - To provide technological education.

3. To develop and support a student centered collegial environment:
 - To promote and provide friendly, informative and supportive services for students.
 - To develop a systematic and integrated approach to student persistence and success.
 - To maintain and enhance a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students.

4. To create and sustain a technological environment that is supportive of academic and administrative needs:
 - To provide for continuous review and upgrading of technology as it serves academic and administrative applications.
 - To promote computer competency for students, faculty and staff.
 - To maintain an administrative information system that is useful, integrated and user friendly.

5. Provide career programs to prepare students to function in a technologically and socially changing world:
 - To evaluate and update curricula, programs, and courses in response to workforce needs.
 - To accommodate the diverse needs of students entering the workforce, seeking to advance further in their careers, or retraining for new jobs.

HISTORY OF SI TANKA UNIVERSITY

Founded in 2010, Si Tanka University's primary goal is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. STU advances the standards for evidence-based improvement of student learning and is committed to excellence and proud of the diversity of our University family. The University integrates an enduring business and information technology professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others.

THE CAMPUS EFFECTIVENESS COMMITTEE (CECom)

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

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

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

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

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

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

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

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

The CECom team members include:

President – Harold Harris
Dean of Academic Affairs – Adam Yang
Department Chair –Nathan Rooda
Business Manager – Ke Chang
Representatives from the faculty – Jon Zhang
Admissions Director – Anantkumar Singh
Registrar – Sawacha Wontonshu

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

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

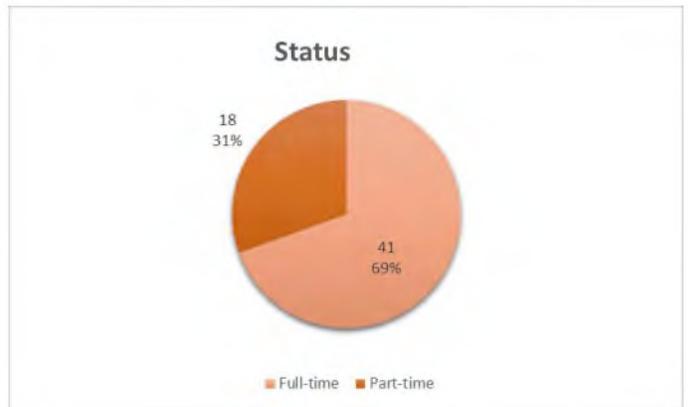
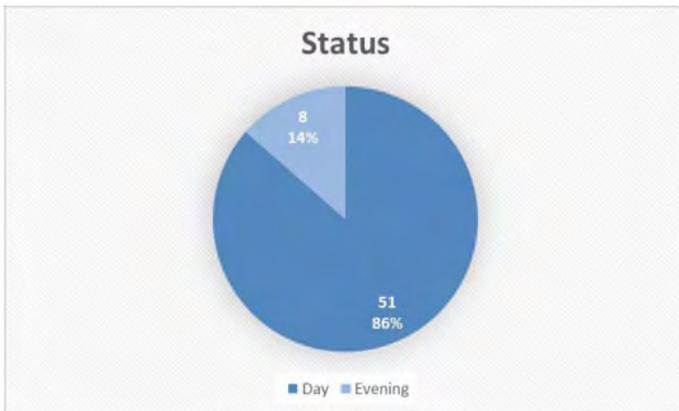
Minutes of the four CECOM meetings held in the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B.

II. STUDENT DEMOGRAPHICS

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

Table 1A. Student Demographics

		Number	%
Status	Day	51	88
	Evening	8	12
		59	100
	Full-time	41	69
	Part-time	18	31
		59	100
Sex	Female	23	39
	Male	36	61
		59	100
Ethnicity	Caucasian or White, non-Hispanic	2	3.4
	African-American or Black, non-Hispanic	3	5.1
	Hispanic	1	1.7
	Asian or Pacific Islanders	48	81.4
	American Indian or Alaskan Native	2	3.4
	Undisclosed	3	5.1
		59	100.1
Age	<18	0	0
	18-21	14	23.7
	22-29	26	44.1
	30-39	15	25.4
	40>	4	6.8
	59	100	



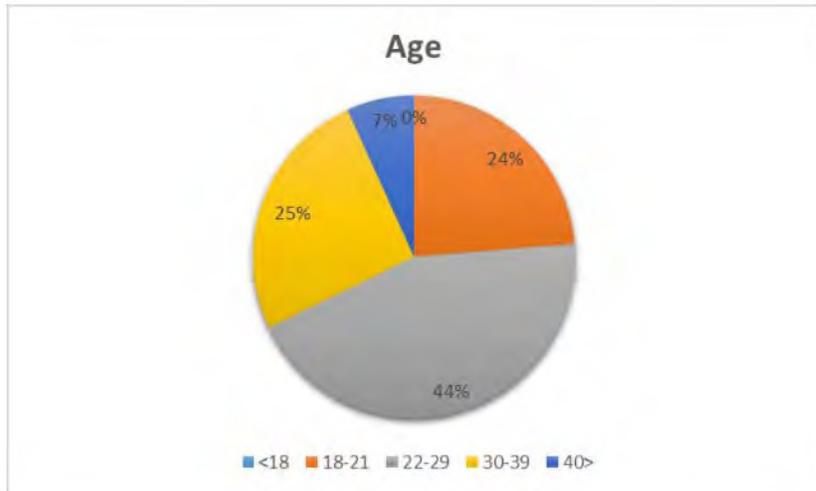
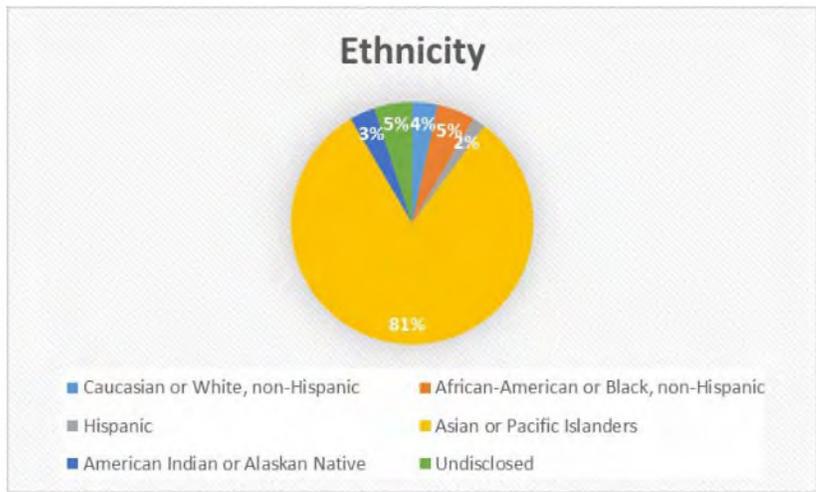
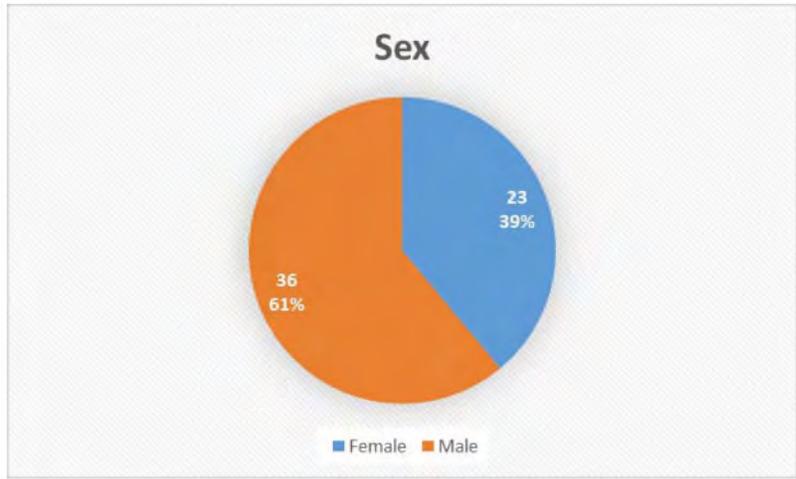
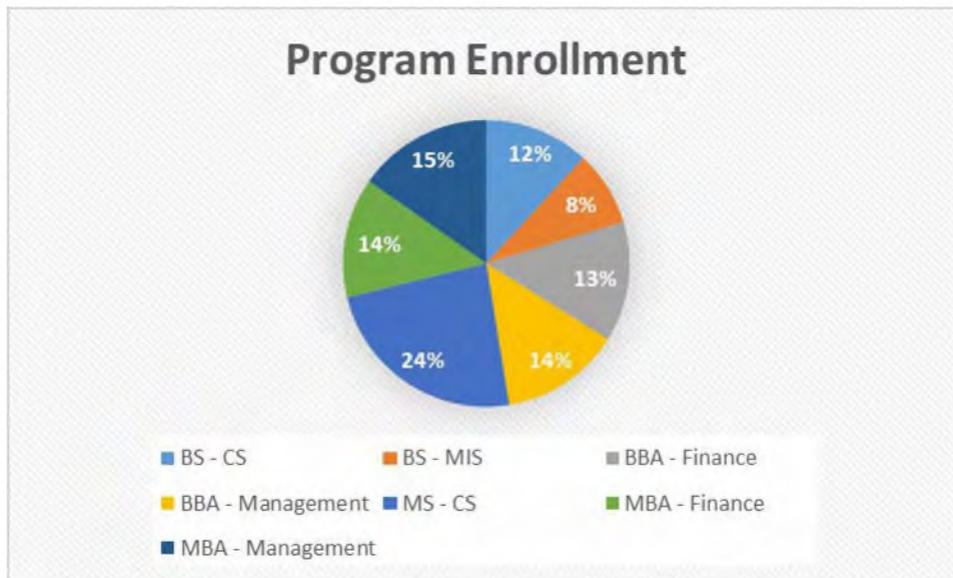


Table 1B. Program Enrollments

Program	Number	%
Bachelor of Science in Computer Science	7	11.9
Bachelor of Science in Management of Information Systems	5	8.5
Bachelor of Business Administration in Finance	8	13.6
Bachelor of Business Administration in Management	8	13.6
Master of Science in Computer Science	14	23.7
Master of Business Administration in Finance	8	13.6
Master of Business Administration in Management	9	15.3
Total	59	100.2

Figure 1. Program Enrollment



According to the 2015 CAR (July 1, 2015 to June 2016), the current student body of Si Tanka University consists of 59 students in bachelor and master level degree programs. This growing student body is diverse in age, gender, ethnicity, and denomination. Students at Si Tanka University represent a wide range of ages and life circumstances. It is made up of students who have recently received their undergraduate degrees, middle-aged students who are preparing for a second career, and students who are older adults. STU’s student body may be diverse, but all of our students lead busy lives and share many of the same challenges to earn their degrees.

At Si Tanka University, approximately 92% of our student body represents minority ethnic backgrounds, including students of African-American, Hispanic, Asian, and Native American heritage. The ratio of male students to female students is about 3:2. According to the national survey, male vs. female college students is 43:57 (*2015 Institute of Education Science Report*). Obviously, our male student percentage is much higher than the national standards.

We have done a study on the backgrounds of our students and found 85% of them were of foreign origin and a good percentage of our students new (less than six years) immigrants to the USA. They, especially male students, realize that the best way to survive and prosper in this country is to get American college degrees. Most of our students had received undergraduate education from their own countries before they immigrated in the USA. We believe that is why the majority (52.6%) of our students are studying in graduate programs.

The average age of current students attending Si Tanka University is 27.8 years old and by comparing with traditional institutions, our student body is more mature. 45.8% of the student population is 25 years or older. According to the national statistics, only 38% of college students are 25 years or older (*2013 National Student Clearinghouse Report*) and this percentage has increased in the past decade. The increase in average age of students attending college continues to go up as the number of non-traditional students enrolled in online undergraduate and graduate programs continues to grow. Since a good percentage of our students are new immigrants, it might explain why our students' average age is higher than traditional colleges.

If we go further with the statistics, the most popular program at the University is MS – Computer Science – about 25% of the total University population – graduated or are still in school. The percentage distribution has been relatively consistent the past three years. It reflects the current market needs and also IT-related jobs are easier for foreign-born graduates to overcome the language barriers.

III. PROGRAMS AND OBJECTIVES

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

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

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

GENERAL PROGRAM CHARACTERISTICS

A. BACHELOR OF SCIENCE IN COMPUTER SCIENCE

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

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

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

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

B. BACHELOR OF SCIENCE IN MANAGEMENT OF INFORMATION SYSTEMS

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

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

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

C. MASTER OF SCIENCE IN COMPUTER SCIENCE

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

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

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

D. MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT

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

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

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

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

E. MASTER OF BUSINESS ADMINISTRATION IN FINANCE

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

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

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

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

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

The University works actively to achieve its institutional goals through its institutional and program planning processes. Program review is the primary vehicle to assess the relevancy of courses and programs. In addition to program review, the University has established a program improvement and viability process to assess program relevancy and long-term sustainability of selected programs. This process is used to further analyze programs that demonstrate a persistent lack of student demand, or programs that face other significant

challenges.

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

IV. MEASURES OF CAMPUS EFFECTIVENESS

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

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

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

RETENTION

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

The retention rate of the University in the past year (2015) is 97 percent, i.e. each non-graduated student will take at least one class per year. STU will measure retention using the ACICS Campus Accountability Report (CAR) formula: Retention Percentage Rate = $(A - B) / A$, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2015 CAR submitted to ACICS. The baseline rate is the average of the previous three years' performance of 96 percent. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average for all campuses for the previous year. Thus, the 2016 retention goal was at least 96 percent, and the retention goal for the 2017 CAR is at least 97 percent.

Retention Results

Overall retention results are shown in Table 2.

Table 2. OVERALL RETENTION RATES

	2012	2013	2014	2015
STU	98%	96%	96%	97%
ACICS	73%	73%	73%	N/A

Overall, STU achieved its goal of improving retention by 1 percent from the previous year. The average retention rate for all ACICS campuses for 2015 was not available on June 30 when this plan was last revised.

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

Table 3. PROGRAMMATIC RETENTION RATES

Credential	Number	2015 Retention %	% Difference From Overall Goal (97%)
Bachelor of Science in Computer Science	7	100	+3
Bachelor of Science in Management of Information Systems	5	80	-17
Bachelor of Business Administration in Finance	8	100	+3
Bachelor of Business Administration in Management	8	100	+3
Master of Science in Computer Science	14	93	-4
Master of Business Administration in Finance	8	100	+3
Master of Business Administration in Management	9	89	-9
Total	59	97	0

The results show the following:

1. Four of the seven programs (comprising 53 percent of the student population) achieved retention rates of 100 percent, not lower than the overall goal of 97 percent. Thus, no further retention analysis of the programs is merited.
2. The largest degree program – Master of Science in Computer Science (24 percent of student population) achieved a retention rate of 93 percent, -4 percent below the 97 percent goal but above the goal of not more than -8 percent below the overall goal.
3. There are two degree programs – Bachelor of Science in Management of Information Systems and Master of Business Administration in Management achieved a retention rate of 80 and 89 percent respectively, -17 and -9 percent below the overall goal and below the goal of more than -8 percent below the overall goal of 97 percent. As shown in the table, the enrollment in the BS – MIS program comprises just 8 percent and the MBA – Management comprises just 15 percent of the total enrollment.
4. Even though the 80 percent retention for the BS – MIS program is still higher than the ACICS student achievement standard of 73 percent retention for overall programs (2015), STU still would like to develop a Retention Improvement Plan for increasing the retention rate of this program and is included as Appendix C.

Retention Action Plan

Based on these findings, the following new initiatives will be undertaken beginning fall 2016:

1. All sections of introductory courses in the Bachelor of Science in Management of Information Systems will be taught by experienced, full-time instructors with industry experience. It is expected that the teaching and industry experiences these instructors bring to the classes will enhance student involvement and retention.
2. A new policy that students need to declare a major by the end of the second year of coursework is enforced. Students are asked to confirm their major at two points, once prior to their orientation session, and again going into the final quadmester of their second year. Enforcing the major confirmation and declaration policy will improve accuracy of records on the student side as well as within the academic departments. Students will be in a better position to effectively move forward with their academic planning.
3. STU began a degree mapping process in 2015. Degree mapping for all academic programs supports advising, student decision-making and course scheduling. The plan

seeks completion of updated degree maps for all programs by fall 2016. This initiative should result in clearer paths to graduation for students in all majors.

4. STU is planning to implement a New General Education Program. The new Gen Ed Program is designed as a coherent, robust and outcomes-oriented academic foundation for learning that contains many of the best practices advocated by the University. The program will provide a clear, integrated pathway to student success culminating in the completion of an e-portfolio for all undergraduates.
5. STU will offer Financial Planning Workshops for its students. Financial concerns are stated by many students as a reason that they leave the University. In an effort to be proactive in assisting students and families in thinking about how to afford a STU education, STU has put together a series of webinars designed to assist in this process in 2016-2017.

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

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

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

Retention: Background and Historical Trends

Retention trends for the institution are:

2012 98%

2013 96%

2014 96%

2015 97%

RATIONALE FOR THE DATA AND METHOD OF COLLECTION

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

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

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

SUMMARY ANALYSIS

Students with foreign-origin (81% of 2015 STU student population) take very seriously the decision in their lives to come to the United States, leave the comforts of home and home culture and make a new life for a period of time while a student in the US. Si Tanka University by its very nature attracts such serious students and they do take quite seriously their study program. STU staff has made great efforts to retain students and to assist in their choices where there is a possibility to do so.

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

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

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

PLACEMENT

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

Si Tanka University will measure placement using the ACICS CAR formula:

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

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2015 CAR submitted to ACICS. The baseline rate is the average of previous three years' performance of 85 percent. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average for all campuses. Thus, the 2016 placement goal was at least 85 percent, and the placement goal for the 2017 CAR period is at least 90 percent.

Placement Results

Overall retention results are shown in Table 4.

Table 4. OVERALL PLACEMENT RATES

	2012	2013	2014	2015
STU	100%	77%	88%	90%
ACICS	66%	72%	74%	N/A

Overall, the campus achieved its 2015 placement goal by improving placement by 2 percent from the previous year. The average placement rate for all ACICS campuses for 2015 was not available on June 30 when this plan was last revised.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMATIC PLACEMENT RATES

Credential	Number	2015 Placement%	% Difference From Overall Goal (79%)
Bachelor of Science in Computer Science	1	100%	21%
Bachelor of Business Administration in Finance	1	100%	21%
Bachelor of Business Administration in Management	2	100%	21%
Master of Science in Computer Science	3	100%	21%
Master of Business Administration in Management	2	100%	21%
Master of Business Administration in Finance	2	50%	-29%
Bachelor of Science in Management of Information Systems	0	N/A	N/A
Total	11	90%	11%

The results show the following:

1. Five of the seven programs (comprising 78 percent of the student population) achieved placement rates of 100 percent and +21 percent of the overall goal of 79 percent. One program, Bachelor of Science in Management of Information Systems, generated no graduate this year. Thus, no further retention analysis of these four programs is merited.
2. The Master of Business Administration in Finance achieved a placement rate of 50 percent, 29 percent below the goal of 79 percent.
3. Although the Master of Business Administration in Finance program placement rate of 50 percent was -29 percent below the campus goal, the small number of graduates is considered a mitigating circumstance. Since one of the two graduates were placed, if just one more graduate had been placed, the program’s placement rate would have been 100 percent.
4. The 50 percent placement for the Master of Business Administration in Finance program is below the 2014 ACICS student achievement standard of 74 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 this program is not required.

Placement Action Plans

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

- A. An Alumni Survey has been developed to assist data collection on job placement information for STU graduates. According to the Alumni Surveys, STU graduates’ feedback indicate that graduates of its programs have attained the required skills, knowledge, and abilities specified in the educational program objectives for the degree

program. The Student Services Director conducts placement tracking which includes company employed at, size of the company, salary information, overall STU experience, quality of the academic programs and quality of STU services to students.

- B. Placement activities and services are centered in the Office of Student Services. Data is provided through the Director of Admissions and Registrar which has up to the moment current information in an academic management system – Global Academic Management and Evaluation System (G.A.M.E.S.)
- C. G.A.M.E.S., a Customer Relationship Management (CRM) solution, is a valuable asset for managing inquiries and communications activities. A CRM solution can help the University improve contact management and inquiry response, as well as help STU distribute communications and marketing pieces, such as emails, newsletters and other collateral.
- D. By providing prospective students customized information about new programs, classes and articles about the job market and employment opportunities in their degree fields on an automated or semi-automated basis, STU will show them that the University values them enough to stay in contact while giving them more information on STU and freeing our team from some of the labor involved in follow-through with prospects.

The average of the previous three years' placement rates is 85 percent and this is a reasonable baseline for Si Tanka University based on institutional programs. All reasonable efforts are being made and have been made to assist students in finding job and career placement. The institution's educational philosophy is to prepare students with skills for the short term and perspectives for the longer term, given the volatile nature of global economic and employment trends.

An 85 percent placement rate embraces what STU is doing for students at STU and immediately upon graduation or program completion. This means skill building for the US employment system, in particular, and the perspective of career search for the long term. STU faculty orient some content to connect with employability in US as a topic for exploration in class discussion.

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

Based on these findings, the following new initiatives will be undertaken beginning fall 2016:

1. The Management department chair and the Student Services Director have been charged with developing an action plan to improve placement in Business degree program, with a report due for the October CECOM meeting.
2. The Dean of Academic Affairs and the Student Services Director will be placed in charge of developing an action plan to improve placement in the BS, BBA, MS and MBA programs with a report due for the Fall CECOM meeting.
3. STU offers career counseling to enhance the self-discovery and career exploration process. Student Services Director provides guidance and direction and help students address their individual needs and minimize any fear or confusion they might have

regarding their career planning efforts. This office assists students in developing a sense of professional and personal focus.

4. A user-friendly web-based tool, that provides most current local data on wages, employment, job postings, and the associated STU education and training that can lead to students' intended career: <http://www.careercoach.sitanka.us/>
 - Declaring a major
 - Link majors to careers
 - Action plans
 - Career Portfolio
5. STU sponsors career fairs, information sessions, recruiter visits, on-campus interviews, and other networking events to give students the opportunity to meet and interact with employers and other representatives from the field to gather information and discuss potential employment opportunities. Also, STU offers programs to facilitate students' participation in internships, mentoring, job shadowing, mock interviews, and graduate school fairs.
6. STU internship program is monitored by the Student Services Director and is performed in conjunction with required Career Development courses. Students complete volunteer/internship hours during break times, or may be placed at local employers for the quadmester in order to receive on-the-job training. The employers also complete a pre and post evaluation to measure students' knowledge, skills and abilities from the beginning to the end of each placement.
7. STU instructors are also Transition Job Coaches with offices located within the Student Services Director. Transition Job Coaches work with students individually and in the classroom for the purpose of successful student transition from school to society. The program not only assists students in finding employment but also builds their social and professional skills through consistent and repetitive skill-building exercises and instruction specially designed to enhance appropriate workplace socialization and communication.

Final 2015 CAR placement results for all programs will be an agenda item at the December CEP Committee meeting. In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Three-Year Strategic Placement Plan, shown in Appendix E, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CECOM meetings, with revisions made as needed.

GRADUATION RATES

STU will track the percentage of students who complete their program of study in the amount of time identified in the catalog. The data will be extracted from student files. The baseline rates are the on-time graduation rates achieved by each program for the previous year. The goal is to have at least 96 percent of the graduates of each program finishing on time.

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

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

Social Factors Impact on Graduation Rates

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

Student Factors' Impact on Graduation Rates

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

College Factors Impact on Graduation Rates

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

Financial Aid Factors Impact on Graduation Rates

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

On-Time Graduation Action Plan

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

Table 6. ON-TIME GRADUATION RATES
During the 2015 CAR Period

Credential	# of Graduates	Program Length in Months	On-Time Graduation %
Bachelor of Science in Computer Science	1	48	100
Bachelor of Science in Management of Information Systems	0	48	100
Bachelor of Business Administration in Finance	1	48	100
Bachelor of Business Administration in Management	2	48	100
Master of Science in Computer Science	3	24	100
Master of Business Administration in Finance	2	24	100
Master of Business Administration in Management	2	24	100

On-Time Graduation Action Plan

Even though the Si Tanka University's On-Time Graduation Rate is 100 percent in 2015, but in the USA, only one out of three students (33%) graduates from a four-year bachelor's degree program in four years. In fact, after six years, only a little more than 60% of college students will have completed their college degree. According to the U.S. Department of Education's data, only 59% of the students that entered college in 2008 had graduated by 2014. The United States now ranks 12th in the world with regard to young people with college degrees. Extended attendance and inefficient credit attainment are costing students and their families billions of dollars and diminishing earnings potential for our young workers.

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

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

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

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

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

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

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

STUDENT SATISFACTION

Current student satisfaction is assessed once a year at the end of fall term. This survey solicits student opinions on a broad range of students' academic and co-curricular experiences, including instruction, advising and student services. This survey asks students to assess educational, social, and other aspects of Si Tanka 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 Si Tanka University to guide the University on improving the educational experience. The form (see Appendix F) is completed online and is administered anonymously. Anonymity is guaranteed to all students and they are also provided the option to decline the survey. Students have a one-week time frame to complete the survey by using their own time. The survey closed on December 14, 2015. In total, fifty-nine invitations were sent out by e-mail. Forty-two surveys were submitted for a response rate of approximately seventy-one percent.

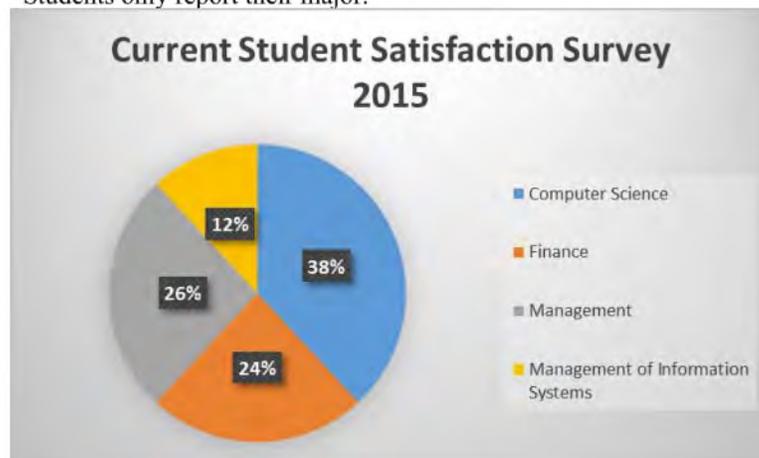
Using a four-point scale, where 1 = Dissatisfied and 4 = Very Satisfied, the base-line rate and goal is to achieve an overall average score of at least 3 (“Satisfied”). Any area achieving a score of less than 3 requires further analysis and corrective steps by the appropriate department, if deemed necessary. Prior year data is included wherever possible for comparison. The miscellaneous factors are analyzed separately.

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

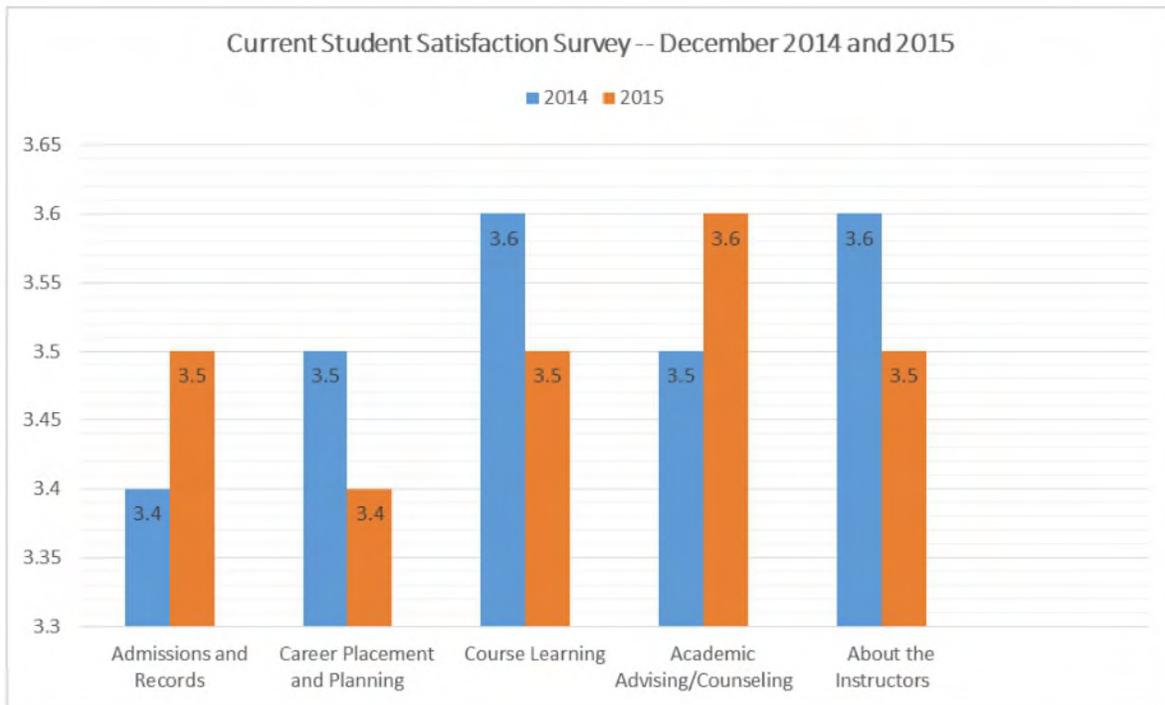
Table 7. CURRENT STUDENT SATISFACTION
Surveys completed December 2014 and 2015

Programs*	# of Surveys Taken 2015
Computer Science	16
Finance	10
Management	11
Management of Information Systems	5
Total	42

*Students only report their major.



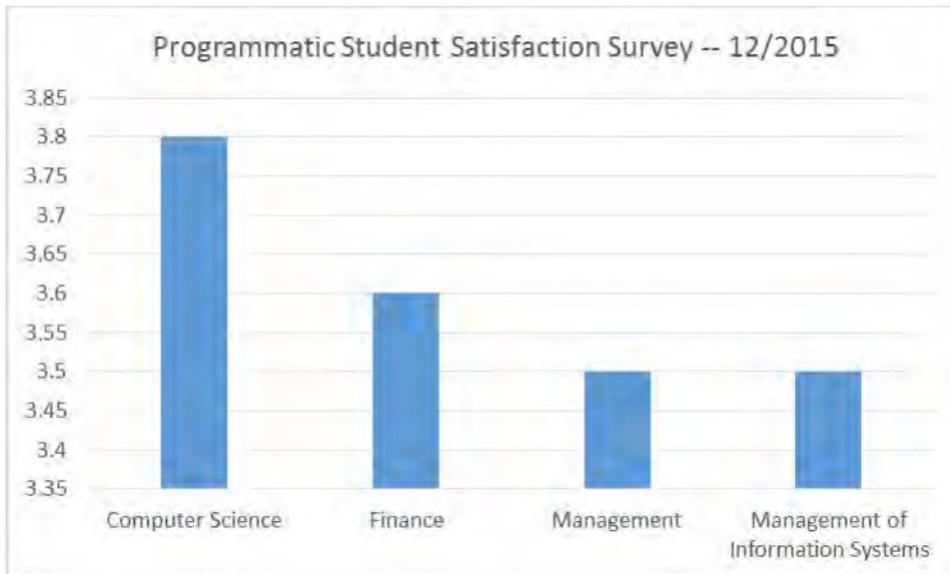
	2014	2015
Administration		
Admissions and Records	3.4	3.5
Career Placement and Planning	3.5	3.4
Administration Average	3.5	3.5
Academic		
Course Learning	3.6	3.5
Academic Advising/Counseling	3.5	3.6
About the Instructors	3.6	3.5
Academic Average	3.6	3.6
Overall Average	3.6	3.6



Seventy-one percent (42 out of 59) of current enrolled students did the survey. Thirty-eight percent (16 out of 42) were currently employed while taking the survey. Results from the 2015 survey show that, overall, student satisfaction remained unchanged from the previous year, with an average rating of 3.6 for both years.

PROGRAMMATIC STUDENT SATISFACTION (12/2015)

Programs	
Computer Science	3.8
Finance	3.6
Management	3.5
Management of Information Systems	3.5
Overall Average	3.7



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

By measuring and taking action on feedback from student customer satisfaction, departments are supporting the STU Strategic Plan of creating an agile and sustainable infrastructure by ensuring dedication to a people and service oriented culture. The most recent survey successfully collected feedback from 71 percent of the undergraduate and graduate student population at Si Tanka University, bringing in over 30 confidential comments to help departments improve their services.

Below are some comments from the surveys:

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

“She is a phenomenal teacher.... She challenges us to really think and she is always pushing us to go beyond what we think we are capable of.”

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

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

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

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

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

presentation I am also giving at a conference.”

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

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

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

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

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

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

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

GRADUATE SATISFACTION

ACICS requires measurement of graduate satisfaction after placement. To meet this requirement and collect data and information to be used to continuously improve overall campus and programmatic operations, STU will e-mail students a graduate satisfaction survey (see Appendix G) 30-60 days following graduation. This survey is a brief survey designed to obtain information from STU’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 Si Tanka 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 STU’s community.

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

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

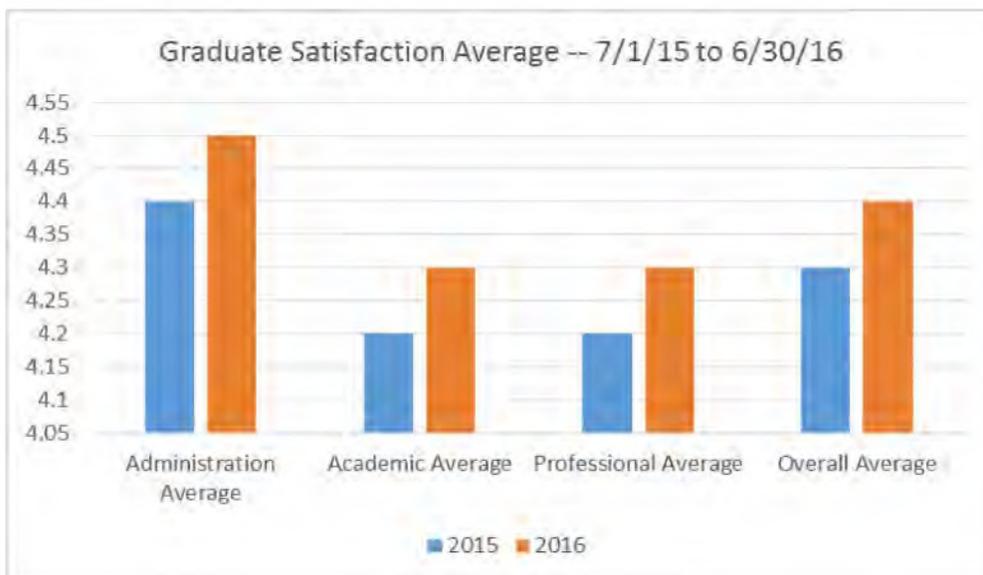
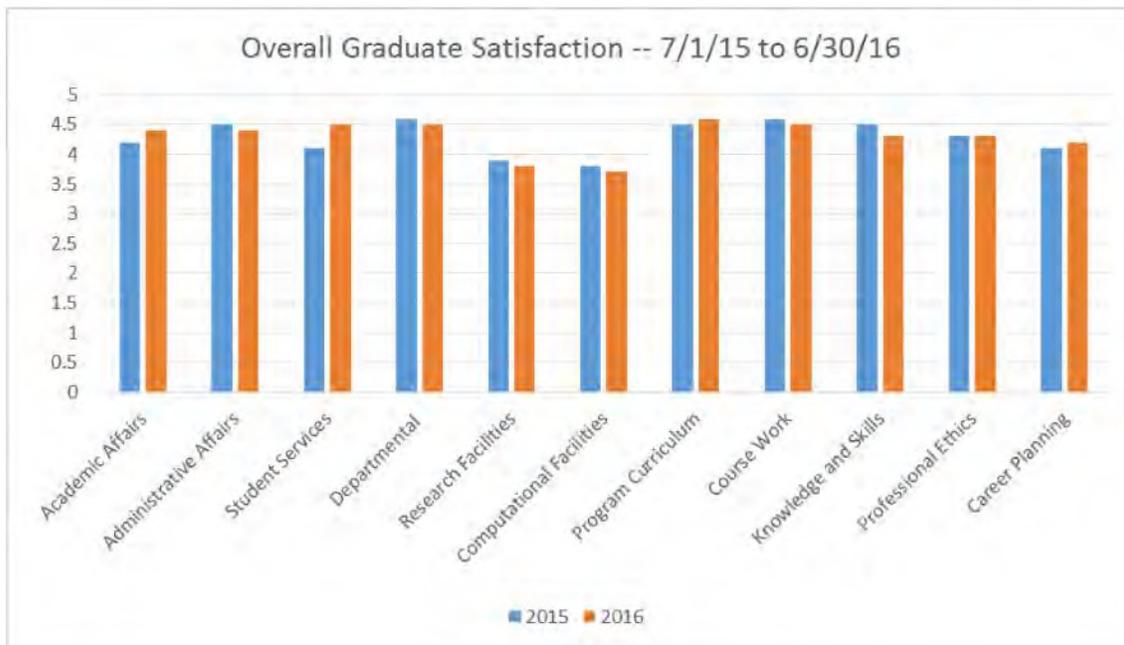
The survey form is completed online at various times during the CAR period. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the survey form as a means of improving campus operations for future students. If necessary, a second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

From July 1, 2015, through June 30, 2016, 10 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 2015 CAR period are shown in Table 8.

**Table 8. OVERALL GRADUATE SATISFACTION
July 1, 2015 – June 30, 2016**

	2015	2016
Administration Offices		
Academic Affairs	4.2	4.4
Administrative Affairs	4.5	4.4
Student Services	4.1	4.5
Departmental	4.6	4.5
Administration Average	4.4	4.5
Academic Resources		

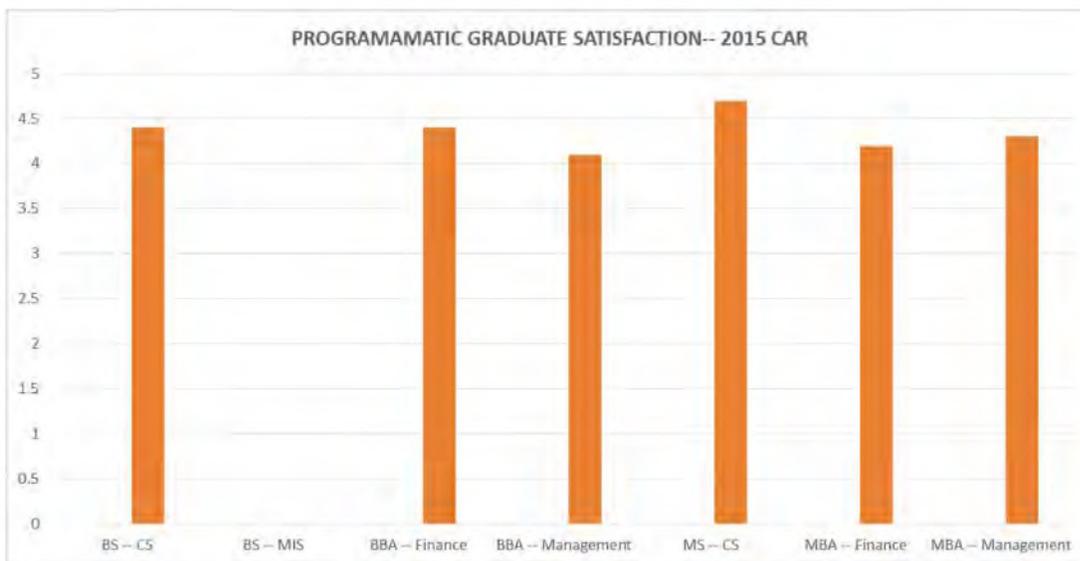
Research Facilities	3.9	3.8
Computational Facilities	3.8	3.7
Program Curriculum	4.5	4.6
Course Work	4.6	4.5
Academic Average	4.2	4.3
Professional Development		
Knowledge and Skills	4.5	4.3
Professional Ethics	4.3	4.3
Career Planning	4.1	4.2
Professional Average	4.2	4.3
Overall Average	4.3	4.4



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

**PROGRAMMATIC GRADUATE SATISFACTION
During the 2015 CAR Period**

Credential	# of Graduates	
Bachelor of Science in Computer Science	1	4.4
Bachelor of Science in Management of Information Systems	0	0
Bachelor of Business Administration in Finance	1	4.4
Bachelor of Business Administration in Management	2	4.1
Master of Science in Computer Science	3	4.7
Master of Business Administration in Finance	2	4.2
Master of Business Administration in Management	2	4.3
Overall Average	10	4.4



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

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

Below are some comments from the surveys:

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

“They will be a need for some expansion in the programs offered to entice students in the

technical fields to attend.”

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

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

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

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

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

“There is a limited variety of majors but if STU offers what one is looking for, then it is a good place to be however, it would be amenable to have more choices or specializations within majors.”

EMPLOYER SATISFACTION

Higher education institutions have been active participants in the move toward performance measurement, increased accountability, and market responsiveness. STU graduates and their employers are invited to take a survey about how well they were prepared by our programs. One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. The University believes surveys to employers should not be sent until the employee has been on the job a minimum of 3 months and best 6 months. This gives them a chance to go through orientation and get used to the new environment. We therefore will survey employers three months after a graduate placement to determine whether our graduates are meeting employer expectations. The online surveys usually send to employers by email in fall. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

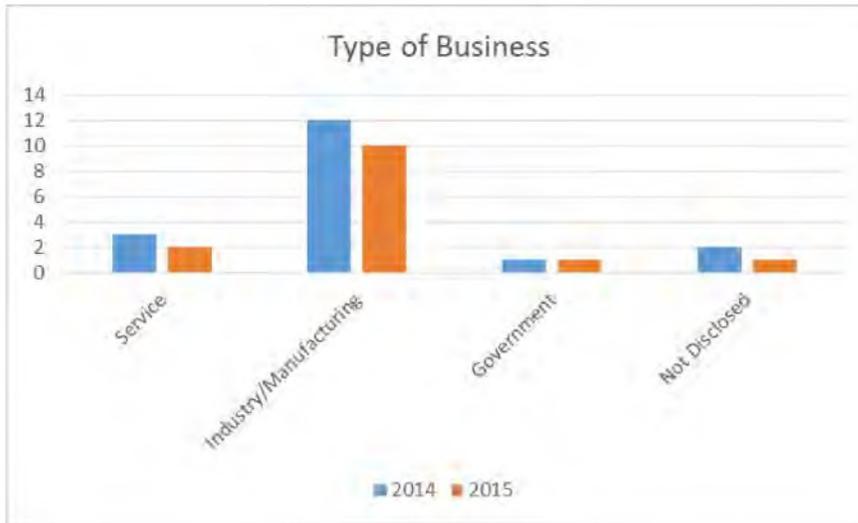
We will use a simple survey form (see Appendix H) which focuses on three major topics: technical work skills, people skills and attitude to encourage employer participation. These areas measured incorporate the most important skills needed for employment. In order to get employer participation, the survey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

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

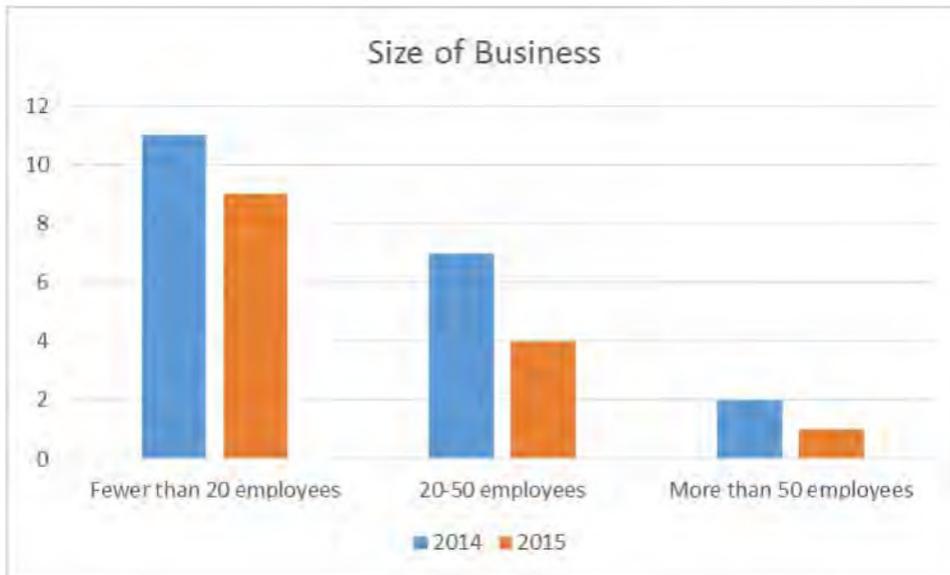
25 survey forms were sent out in October 2014 and 18 responses received (72%) and 19 survey forms were sent in October 2015 and 14 responses received (74%). The baseline number used to measure 2015 employer’s satisfaction is 3.1 which is based on the employer’s satisfaction result from the 2014 survey.

**Table 9. EMPLOYER SATISFACTION
10/2014 and 10/2015**

Type of Business	2014	2015
Service	3	2
Industry/Manufacturing	12	10
Government	1	2
Not Disclosed	2	1
Total	18	15



Size of Business	2014	2015
Fewer than 20 employees	11	9
20-50 employees	7	4
More than 50 employees	2	1
Total	18	14



Respondent's Title	2014	2015
President/CEO	1	2
HR Director/Personnel	2	1
Supervisor/Manager	12	11
Other, please specify	3	1
Total	18	15

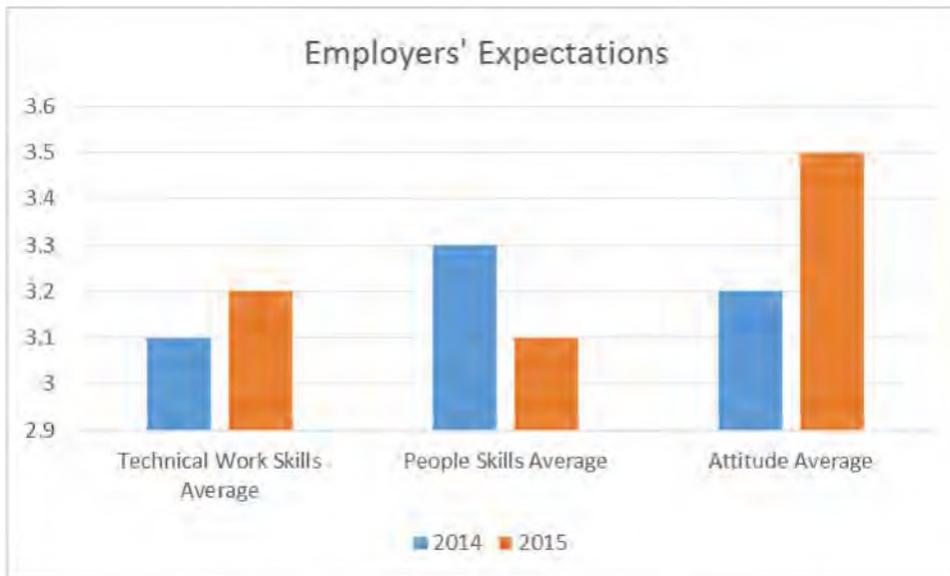


Employers' Expectation:

Technical Work Skills	2014	2015
Occupational knowledge related to job	3.4	3.2
Application of occupational knowledge related to job	3.4	3.4
Use/operations of equipment, tools, and materials	3.0	2.8
Problem solving skills	2.9	3.1
Reading and writing skills	3.1	3.5
Completes work in accordance with quality standards	3.1	3.3
Organizational skills (prioritizing, planning, goal setting, etc.)	3.0	2.7
Computer skills	3.3	3.4
Math skills	3.1	3.6
Average	3.1	3.2

People Skills	2014	2015
Listening and speaking skills	3.3	3.1
Interpersonal skills (one-on-one)	3.4	3.2
Work effectively in a team or group	3.3	2.9
Average	3.3	3.1

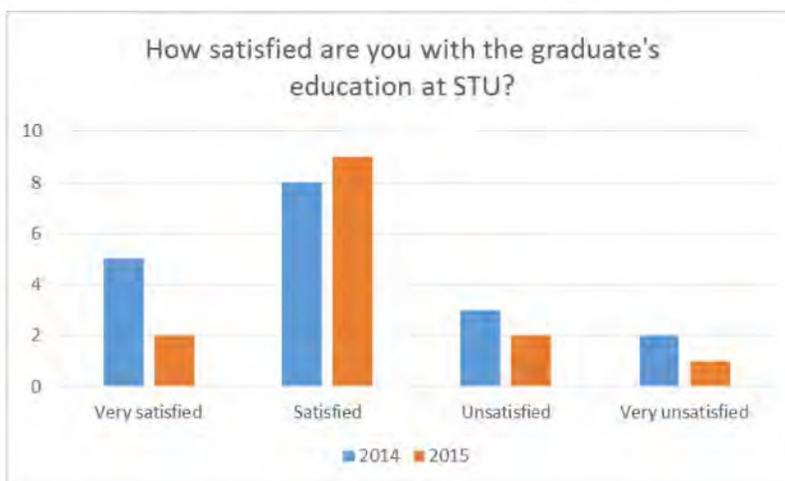
Attitude	2014	2015
Customer focused	2.9	3.4
Seeks to continuously improve performance	3.0	3.3
Demonstrates good work ethic (initiative, judgment, dependability, reliability)	3.6	3.5
Accepts advice, supervision and constructive criticism	3.3	3.6
Average	3.2	3.5



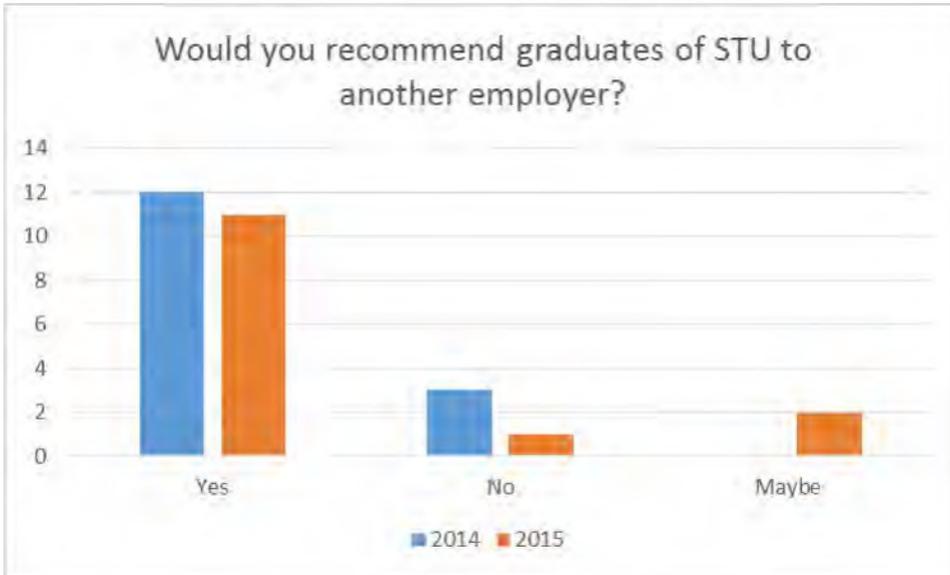
The results show that employers' satisfaction average scores of all three areas are equal or above the baseline number of 3.1, so no further action is warranted regarding overall employers student satisfaction.

Additional Information:

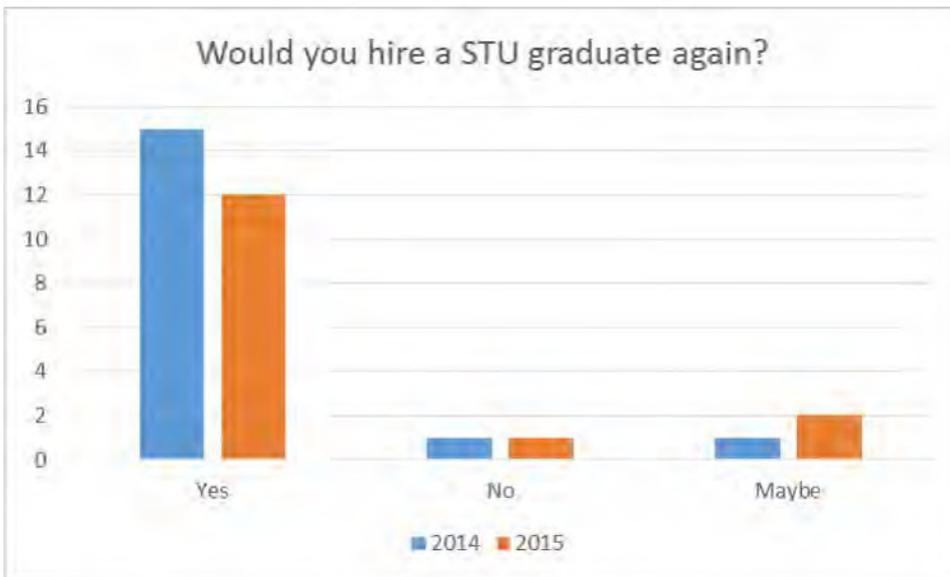
How satisfied are you with the graduate's education at STU?	2014	2015
Very satisfied	5	2
Satisfied	8	9
Unsatisfied	3	2
Very unsatisfied	2	1
Total	18	14



Would you recommend graduates of STU to another employer?	2014	2015
Yes	12	11
No	3	1
Maybe	0	2
Total	15	14



Would you hire a STU graduate again?	2014	2015
Yes	15	12
No	1	1
Maybe	1	2
Total	17	15



Below are some comments from the surveys:

“STU provides our profession well-rounded graduates who strive to "meet clients where they are", are naturally inquisitive and comfortable talking with all types of people.”

“No noticeable difference.”

“On the whole STU graduates are some of the stronger employees that we have entering the

workforce. They have the ability to become great workers.”

“I have been very pleased with the graduates you send to us.”

“STU students are as prepared as those from other computer science programs.”

“STU students have a good grasp of their professional responsibilities and display an outstanding work ethic. They are willing to accept constructive comments to improve their work.”

“Eager to learn, very professional.”

“Very competent in subject area.”

Employer Satisfaction Action Plan

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

The evaluation factors used in the survey are:

1. Quality of Work / Work Standards
2. Level of Work Motivation
3. Knowledge and Skills
4. Work Attitude/ Physical Appearance
5. Interpersonal Relations
6. Team Orientation
7. Leadership Potential
8. Potential for Job Promotion

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

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

- a. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the Director of Student Affairs will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so.
- b. If the questionnaire has not been completed in two weeks, the Director of Student Affairs will personally call the employer, remind her or him of the employee’s written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations

to make.

- c. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the organization's name will be communicated during the interview.

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

STUDENT LEARNING OUTCOMES

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

The instructional programs at STU have established student learning outcomes for all courses. The departments also determine the need for courses and set the schedule of classes. STU 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, STU 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

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

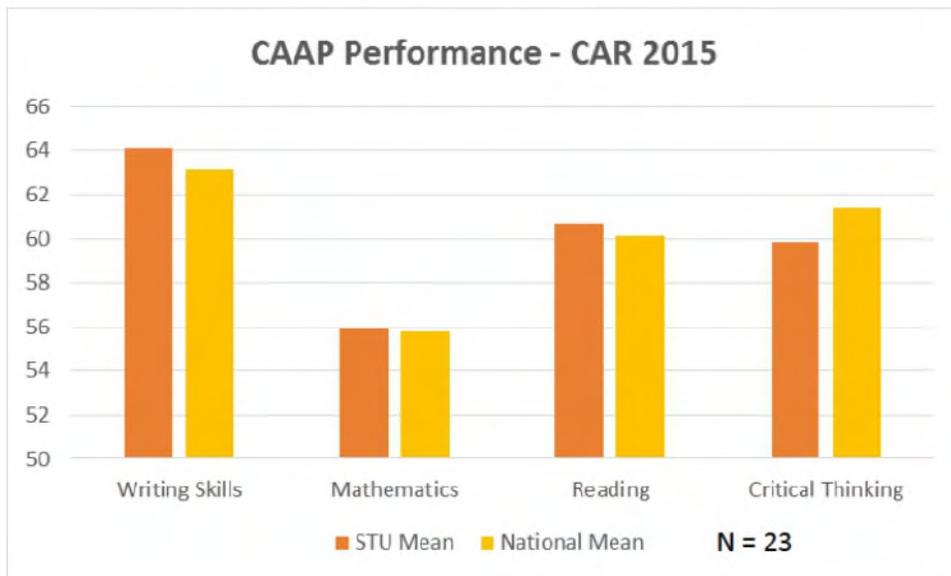
- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the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

In order to assess the achievement of the above desired outcomes, **Assessment of General Education** utilizes a number of direct indicators including Course-Embedded Assessment of the general education component of all STU 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. Twenty-three students took the exam in late October or early November 2015.

Table 10. CAAP PERFORMANCE
For CAR 2015 Period (N=23)

Test	STU 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 Si Tanka University students and the national data base. The Academic Dean's Office has set a goal for STU 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 STU 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.

STU 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.

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

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

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

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

Table 11. GPA ATTAINMENT
For 2014 and 2015

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

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

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

All students maintained satisfactory progress at STU 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 STU.

GPA Action Plan

Evaluation of Data Analysis for Program Improvement

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

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

How Data are Used to Improve the Educational Process

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

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

Expected Outcomes: How STU 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.

Additional Measures of Student Learning Outcomes Specific to Programs

When faced with the news that it's the student discipline's – Business and IT – turn for Outcomes Assessment, it is tempting to ask why the University can't just look at final grades to determine whether a course is successful. Although counting letter grades is easy, it provides neither consistent nor meaningful information about student success in a multi-section course.

Grades do not provide:

- specific information about students' performance on core learning outcomes
- meaningful data across sections
- objective student data which can be used for improvement of student learning or recognition of student achievement

There is no one right way to implement Outcomes Assessment. Across the country colleges have proceeded in a variety of ways, each adopting an approach they feel is best suited to the circumstances of their institution. Additional measures of student learning outcomes, specific to each program of study, have been developed and monitored as discussed below. Si Tanka University continues to review and research other possible student learning outcomes that may be appropriate for current programs.

Business Administration Programs: Capstone Courses

As noted in previous sections, the campus offers both a bachelor's degree and a master's degree program in Business Administration. The capstone course is a method of summative evaluation in which the student is given an opportunity to demonstrate integrated knowledge and growth in the major. The course may assess a student's cognitive, affective, and psychomotor learning in the major and also the overall collegiate learning experience. Each Capstone's purpose is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one's own.

A capstone course was developed and implemented for each of the programs during the 2013 – 2015 academic years. The capstone courses are offered to be completed by students during their last or second to last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor's degree program: MGT 472 Operations Management
- Master's degree program: MGT 522 Strategic Management

The campus uses the final grade from the capstone course for each of the Business programs as an indicator of the overall level of skills, knowledge, and understanding attained by students who have completed the program. An ad hoc committee of three Business faculty members, two full-time and one part-time, worked together initially to develop proposed content and objectives for the capstone courses. The draft of their work was provided to other faculty members as well as members of the program advisory committee for review and comment to verify validity of the proposed course content and objectives.

Development and use of a capstone course as a major measure of student learning for the

Business programs has been implemented (a) because all students must complete the course during their final terms of instruction, and (b) the capstone courses have been structured and offered to incorporate skills, knowledge, and understanding acquired in all previous business courses completed for the programs.

The mean course grades achieved for students completing MGT 472 Operations Management and MGT 522 Strategic Management are reviewed and analyzed by the Management program chair and faculty at the end of each year.

The baseline rate and goal for the capstone course grades is to be at 3.5 or higher. This was established as the baseline and goal when the courses were initially implemented on a pilot basis in 2012. The Business program chair and faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 13.

Table 13. BUSINESS ADMINISTRATION CAPSTONE COURSE GRADES
Average (Mean) Grade

Course	2013	2014	2015
MGT 472 Operations Management	3.44 (N=7)	3.57 (N=5)	3.64 (N=5)
MGT 522 Strategic Management	3.74 (N=4)	3.62 (N=6)	3.71 (N=3)

Capstone projects are graded by using a standard rubric in which points are assigned or deducted based on specific criteria. While use of the rubric is intended to promote consistency in grading, there will be variations in grading decisions by the faculty members grading the submissions. These variations are appropriate in the review of a complex policy analysis, and are consistent with the variations in decision-maker support that a policy analysis would achieve in a real-world project.

As reported in the table, there has been relatively limited change in the capstone course grades over the past three terms. The goal of achieving at least a 3.50 average grade for the courses has been achieved for all three years, except for the MGT 472 course in 2013. The Business program chair met with the instructor for the MGT 472 course after seeing the average grade reported as 3.44 to discuss the issues regarding to the teaching of the course. The grades improved in next two years. Therefore, no additional review or corrective action was deemed to be necessary.

Business Administration Action Plan

As noted, the capstone courses have been offered for only five years, the average grades have been relatively stable for both courses during that time, and the goal of achieving a 3.50 grade has been achieved for each offering with only one exception. Given the preceding, the Business program chair and campus administration agree that there is no need for major change in this area at present.

Finance Programs: Portfolio Courses

Portfolio – a collection of student work organized around a specific goal, e.g., set of standards

or benchmarks or instructional objectives); it can contain items such as handouts, essays, rough drafts, final copies, artwork, reports, photographs, graphs, charts, videotapes, audiotapes, notes, anecdotal records, and recommendations and reviews; each item in the portfolio provides a portion of the evidence needed to show that the goal has been attained. The portfolio development courses will guide students through the process to identify areas where they have college level knowledge. Students will learn how to write a biographical overview of their relevant background, analyze course knowledge components, complete a narrative essay to show what they learned matches the knowledge components for a specific course, and choose appropriate supporting documentary evidence. Student’s final grade for the course will be determined by his/her final portfolio, which will showcase his/her work from the quadmester. These assessments will be designed to help he/she prepare his/her work for inclusion in the portfolio, but they – especially the advisory grades – will not contribute to his/her portfolio grade. That is, his/her portfolio grade will NOT be an average of his/her advisory grades. Instead, it will reflect the overall quality of his/her writing and writing processes at the end of the quadmester, as evidenced by the reflective introduction and the portfolio drafts of the papers he/she choose to include. The portfolio review process takes into consideration the student’s achievements in the entire MBA Program curriculum.

A portfolio course was developed and implemented for each of the programs during the 2013 – 2015 academic years. The portfolio courses are offered to be completed by students during their last or second to last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor’s degree program: FIN 422 Corporate Finance
- Master’s degree program: FIN 599 Finance Project

Portfolio grades for these courses and the final course grades are great ways to collect data needed to demonstrate student learning outcomes. According to ACICS Accreditation Criteria 3-1-111, the data needed to demonstrate student learning outcomes includes portfolios and course grades. The use of rubrics, a scoring guide that identifies the standards and criteria for a given assignment, were used for the portfolios. The rubrics helped to simplify grading and ensure consistency and they helped to assess portfolios.

The baseline rate and goal for the portfolio course grades is to be at 3.5 or higher. This was established as the baseline and goal when the courses were initially implemented on a pilot basis in 2012. The Business program chair and finance faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 14.

Table 14. FINANCE PORTFOLIO COURSE GRADES
Average (Mean) Grade

Course	2013	2014	2015
FIN 422 Corporate Finance	3.51 (N=5)	3.5 (N=2)	3.51 (N=5)
FIN 599 Finance Project	3.5 (N=1)	3.61 (N=3)	3.5 (N=1)

As reported in the table, there has been relatively limited change in the portfolio course grades

over the past three years. However, this ensures a consistent approach and assures quality. As indicated and confirmed by instructors, this is most likely a result of the relatively small class size during those terms. Further, the goal of achieving at least a 3.5 average grade for the courses has been achieved for each of the three year. Therefore, no additional review or corrective action was deemed to be necessary.

V. DISTANCE EDUCATION

Si Tanka University offers all of its courses – bachelor’s and master’s degrees – online to provide students with an alternative, convenient mode to complete these requirements. Courses may be completed completely on-ground at the campus, completely online on the Internet, or partially on-ground and partially online (hybrid courses), at the discretion of the University. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery.

Online Workshop

Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to Moodle, discusses effective strategies for success online, and describes the hard-ware and software students are required to have available at home.

Proctored Exam

Si Tanka University defines a proctored exam as one in which an independent, reputable, third-party proctor verifies the identity of the test-taker and monitors the test-taker while he or she completes the exam to ensure the integrity of the testing process. The results of a proctored examination should reflect the test-takers own knowledge and competence of the course in which he or she is enrolled. The test-taker must provide the proctor with valid government-issued photo identification, to confirm his/her identity.

Online Access

In addition to having access to all campus administrative resources (including the library’s full-text online databases), online students have Help Desk assistance to resolve any connection or technological issues. The University uses Moodle that enables educators to manage course materials and to communicate with students. With Moodle, students can take surveys, quizzes, and tests; send and receive course mail; post messages to threaded discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

VI. IMPLEMENTING, MONITORING, AND EVALUATING THE CEP

As described on page 5, the Campus Effectiveness Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom meets following submission of the Campus Annual Report to review outcomes, complete the annual evaluation of the CEP, and prepare the initial version of the CEP for the next CAR period. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties. Subsequently, the CECom meets every quarter, usually following the beginning of each quadmester to review periodic reports related to progress on achieving goals in key elements or operations that have been submitted. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. Minutes of the four CECom meetings held the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B. CECom meeting minutes document that specific activities listed in the plan are being carried out and that periodic progress reports for the elements being measured and evaluated are being completed, submitted to the CECom, and reviewed and analyzed by CECom members. As noted in the minutes, plans and goals are adjusted when necessary.

VII. SUMMARY AND CONCLUSIONS

In addition to the University's long-term Strategic Plan, the following 10 short-term steps are being implemented specifically based on the data analyzed in this report. Table 15 is revised and up-dated during the year as further plans are developed and goals are met.

Table 15. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

	Charge	Person Responsible	Status/Reporting Date
1	Achieve financial security by creating a new financial model	Business Manager	Implemented, effective Winter 2016.
2	Enhance the undergraduate academic core	Academic Dean	Fall 2016 senior leadership prepares initial recommendations.
3	Utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department levels.	Academic Dean	Interpret data and develop hypotheses about how to improve student learning Spring 2016.
4	Develop and retain a highly qualified and diverse faculty and staff	Department Chairs	Examine past recruitment methods and modify them when necessary to prevent inadvertent exclusion of diverse candidates.
5	Encourage and support participation in professional development to strengthen programs and services	Academic Dean	2016 STU workshops immerse our instructors and program staff in exploration of best practices for contextualized and integrated instruction.
6	Align administrative and academic policies and procedures to support the University's purpose and achieve its envisioned future	Board of Directors	Board of Directors will review current administrative and academic policies in its October meeting.
7	Provide up-to-date facilities and infrastructure to enhance academic programs	President	Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community in fall 2016.
8	Utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs	IT Manager	Upgrade computing facilities and campus network in summer.
9	The University will prepare students for success through the development and support of exemplary programs and services	Department Chairs	October CECOM meeting.
10	The University will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals	Student Service Director	October CECOM meeting.

In summary, Si Tanka University uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.

**INSTITUTIONAL EFFECTIVENESS PLAN COMMITTEE
MINUTES**

JULY 7, 2015, 3:00-4:30 p.m. in the Boardroom

Present:

Notetaker:

Item	Notes
Approval of Minutes	Approval of minutes from 4/7/15 meeting- approved without change In the future, the minutes will be set up on Google docs for comment before approval.
Missions, Visions and Values Recommendation	The current Mission, Vision, and Values were distributed via email to University staff, advisors, Board directors, and faculty asking for comment. A lot of good comments have been received. About 88% of the surveys returned and 71% of the responses suggested that the current University Mission, Vision, and Values are still fit the needs of the University community. This committee recommend to the Board of Directors do not make any changes.
Strategic Planning Process	<p>The strategic planning process was approved by this Committee. Members from the planning sub-committee will review the process.</p> <ul style="list-style-type: none"> • Formal approval of the Calendar & Work Plan section. • Committee holding a meeting and strategic planning and the core themes will be part of the discussion • Strategic Directions/Core Theme Strategies will support the Core Themes. There needs to be clarity if we are shifting language from Strategic Directions to Core Theme Strategies. Strategic Directions may not address how to go where we want to go and Core Theme Strategies may answer the "how" we get from Strategic Directions to Core Themes. • Will go to the Board in October 2015.
Accreditation	<p>The Accreditation Steering is currently working on a comprehensive Gap Analysis from the reports they received.</p> <ul style="list-style-type: none"> • We need to start talking about the Accreditation Recommendations and the Planning Agenda items. • This Committee has recommend to the Board of Directors and the Administration to pursue accreditation with ACICS over ACCSC. Harris and Yang are designated representatives to discuss STU accreditation process with ACICS. • Recognize the importance of evaluating Program Reviews and linking them to SLOs > Goal: "Are we doing what we said we're going to do?"

Program Review	<p>Yang discussed the 2015-2016 Proposed Program Review Improvements.</p> <p>Two rubrics were created to list criteria that programs must meet in order to be eligible to receive funding for programs. The two rubrics are: Instructional Program Rubric and Service Program Rubric.</p> <p>A 2015 - 2016 Program Review Timeline was distributed during the meeting.</p> <p>A flowchart with the Proposed Program Review Resource Allocation Request Prioritization Process was distributed.</p>
Future Items	<ul style="list-style-type: none"> • Evaluate and assessing campus effectiveness for the year. • Report from group who volunteered map strategic directions and core themes. • Report from Wontonshu who volunteered to work on assessment discussion and data collections once objectives are clarified • Scope of work
Next Meeting	<p>October 9, 2015 from 3:00-4:30 p.m. in the Boardroom</p>

INSTITUTIONAL EFFECTIVENESS PLAN COMMITTEE
MINUTES
 OCTOBER 9, 2015, 3:00-4:30 p.m. in the
 Boardroom

Present: [REDACTED]
Notetaker: [REDACTED]

Item	Notes
Approval of Minutes	Approval of minutes from 7/7/15 meeting- approved without change
Review Institutional Effectiveness Plan Model	<p>Discussion to understand the model as described in the Three-Year Strategic Planning Report.</p> <ul style="list-style-type: none"> • IEP is part of a larger system. • Raising the initiatives up to a level of looking at outcomes at the highest level to generate a mission fulfillment annual report. • The annual process will answer the questions: How are we doing? Where do we have gaps? And what are we doing to close the gaps? This would help with the planning process. • We have provided this as a model that will provide an institutional, systematic planning. STU has not responded to this model and there may need to be adjustments to this model. If the graphic needs to be revised in order to better reflect the intention, Wontonshu will take feedback.
Strategic Planning Process	<p>Mapping Strategic Directions to Core Themes:</p> <ul style="list-style-type: none"> • This work will inform the development of the Strategic Directions and the 3-Year Strategic Plan • Need to pass the ideas that come up during the development of the Strategic Directions and the 3-Year Strategic Plan needs to be passed through the lens of our Core Values. Everything needs to be consistent with the Core Values. • Need to keep in mind the more operational issues. <p>Strategic Planning and Core Theme sessions:</p> <ul style="list-style-type: none"> • They have been small and productive in understanding the process. • Roada will create a summary and that will be distributed broadly; what has emerged as potential Strategic Directions. • Nothing that came up was new or surprising.

Accreditation	<p>STU engages in systematic and integrated planning.</p> <ul style="list-style-type: none"> • STU links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. • The planning process encompasses STU as a whole and considers the perspectives of internal and external constituent groups. • STU plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. • Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. <p>STU works systematically to improve its performance.</p> <ul style="list-style-type: none"> • STU develops and documents evidence of performance in its operations. • STU learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.
Program Review	<p>The program review workgroup has made progress and developed a draft template. Currently the group is receiving comments and the template was sent to IEP Committee. The revision will be discussed at the next IEP Committee meeting.</p> <p>There seem to be a lot of steps for the program review process, and can this be streamlined? The discussion was that departments are run differently so while some departments may be able to create one program review, it is likely that other departments have individual disciplines create a program review and then it is reviewed at the department level. One goal for this template is to provide primary vehicle for operational budget and planning, which also requires substantial coordination.</p> <p>Please send in your feedback to Hellenworth. This is a draft plan for the next 3 years and the support to get there, understand what is currently going on with your disciplines or the councils you are involved in. The intent is to use G.A.M.E.S. functionality and incorporate the program review into G.A.M.E.S. This should help with the process.</p>
Future Items	Further discussion of the Program Review Template.
Next Meeting	January 8, 2016 from 3:00-4:30 p.m. in the Boardroom

INSTITUTIONAL EFFECTIVENESS PLAN COMMITTEE

MINUTES

JANUARY 8, 2016, 3:00-4:30 p.m. in the
Boardroom

Present:

Notetaker:

Item	Notes
Approval of Minutes	Approval of minutes from 10/9/15 meeting- approved without change
Facilities Master Planning	<ul style="list-style-type: none"> • Staff Feedback: There were no objections; people present at the retreat were in alignment with the plan. There was an emphasis of concern on ADA issues. • Sign will share notes, send an email to the entire campus. • Let's push a wide distribution of the Facilities Master Plan to the college campus so that everyone has an opportunity for input.
Strategic Planning Process	<p>Key Performance Indicators / Strategic Plan metrics: Institutional Effectiveness is one of the Strategic Planning Goals for STU. Yang would like the IEP Committee members to think about the shared resource learning environment development part of IEP with ways of efficiency, research, and accountability that can be inserted. The area of strategy was put in with statistics and goals, if anyone has any different ways or strategies to fill in the boxes feel free to submit your feedback.</p> <p>One aspect of KPI's which will be included is a course sections report. This report is currently in "draft" and has been provided to the IEP Committee.</p>
Accreditation	<p>Yang reported that Outlines are being submitted and the Accreditation Steering Committee will have their Retreat on March 1, to review them. They may also invite the writing team chairs to the Retreat.</p> <p>Discuss what indicators we will use for accreditation reports during this transition year, as CTs and their related indicators are not final.</p> <ul style="list-style-type: none"> • Rooda created a crosswalk between the old and new core themes. • Harris and Yang will review this and this is what will be what Wontonshu will populate with data. • The committee will need to approve the use of these transitional core theme indicators for this year. • Research out of STU that noted in meta-analysis of data that when we accelerate developmental education, the students transition into credit classes but they do not persist.

Program Review	Program Review Survey Results: Student Services programs posted the results of the student services program review survey completed in December 2015. The committee discussed the questions and comments. As noted by the program review committee, we need some further analysis of responses because there is a high rate of respondents who identified themselves as “non-participant” and completed the entire survey.
Future Items	Yang and Roda drafted an IEC Meeting Timeline which shows the tasks/responsibilities of the IEC committee and due dates.
Next Meeting	April 13, 2016 from 3:00-4:30 p.m. in the Boardroom

CAMPUS EFFECTIVENESS PLAN COMMITTEE MINUTES
 APRIL 13, 2016, 3:00-4:30 p.m. in the Boardroom

Present: [REDACTED]
 Notetaker: [REDACTED]

Item	Notes
Approval of Minutes	Approval of minutes from 1/8/16 meeting- approved without change
Professional Development	Six members of the Professional Development Advisory Group gave two presentations on professional development at Si Tanka University. The two conferences were: the Alliance of Hispanic Serving Institution Educators (AHSIE) on March 21 at CSU Channel Islands; and the California Community College Council for Staff and Organizational Development (4CSD) on April 7 & 8 in Claremont. The presentations were well received.
Strategic Planning Process	<p>Update on Core Themes & Strategic Directions:</p> <ul style="list-style-type: none"> • Going to all of the Departments and the affinity groups (Peer to Peer, Deans & Directors, etc.) with the conversation kit and have had positive responses. • Next step have a campus meeting on 4/27/16 from 3-5 p.m. (b)(6) will facilitate. The CEP Committee will review the feedback from the campus meeting to incorporate it with a goal of presenting to the Board in July. • Feedback given on the toolkit. Updates will be made for the next iteration. <p>Define Core Theme Lead Roles and Responsibilities:</p> <ul style="list-style-type: none"> • Able to revise core theme indicators prior to our mid-cycle report; by the end of May. The indicators need to align with the objectives listed in the Conversation Toolkit. • Although the College Council subcommittee will not be tackling the Core Values this year, when creating the indicators for the core themes, it would be helpful to consider them through the lens of the core values. • We then will do one year data and then we have the ability to revise them if we are not fully satisfied with them.

Accreditation	<p>On March 1, the Accreditation Steering Committee had a retreat. Committee members, strengths, weaknesses, and feedback on the outlines. The Outlines are looking good and the Committee was able to identify gaps. Patterns of weaknesses were identified and feedback will be provided to the Chairs. The Committee has become true experts in this process.</p> <p>Harris and Yang submitted formal application of accreditation to ACICS in March. Yang was designated as the contact person with ACICS. Phase IA of the application is scheduled to submit in the first week of May. CAR, CEP and other Phase IB document is scheduled to submit in the first week of July. The University hopes to be accredited in December of 2016.</p>
Program Review	<p>There was a suggestion to have a timeline for each:</p> <ul style="list-style-type: none"> • Program Review • Program Review Evaluation Follow-up • Create annual evaluations for Program Reviews. <p>Program Review Check</p> <ul style="list-style-type: none"> • Accounting – almost done • Business – working on it • English – taking time since part-timers are working on it • Physical Sciences – about to submit • Transfer - will be ready, Wontonshu is reviewing it • Admissions & Records – still working on it
Future Items	<p>Harris will continue to revise the Manager's Worksheet by aligning it with the changes/revisions that were made in the Unit/Dept.</p>
Next Meeting	<p>July 18, 2016 from 3:00-4:30 p.m. in the Boardroom</p>

Annual CEP Evaluation Report 2014 --2015

In pursuing the attainment of Si Tanka University's stated Mission and Objectives, the STU Committee of Campus Effectiveness shall:

1. Operate with integrity the stakeholders whose trust supports our work;
2. Measure the extent to which objectives are attained institution-wide;
3. Offer verifiable evidence of the achievement of those objectives through the interpretation of data gathered through various methods of assessment.
4. Present evidence and findings of assessment to the President and the overall decision-making processes (e.g., resource allocation, strategic planning, etc.).
5. Develop a strategic plan that clearly defines long-term goals and illustrates achievement of institutional objectives.
6. Serve the campus community by issuing regular reports and coordinating assessment tasks.
7. Ensure that accrediting standards are being consistently upheld at the institution.
8. Ensure right standing with all affiliated accrediting agencies.

The Campus Effectiveness Report provides evidence that Si Tanka University is making progress toward fulfilling its mission and reaching its goals. It provides detailed information about the four priorities (Meeting ACICS Expectations, Enhancing Student Engagement, Renovating Academic and Administrative Space, and Revenue Enhancement and Cost Containment) and eight indicators (graduation rate, retention rate, employer satisfaction rate, student/faculty ratio, class size, percent of operating funds dedicated to instruction, and the composite financial index) that measures progress made towards realizing institutional goals as set forth in the University's Strategic Plan approved in 2013.

The campus effectiveness plan at Si Tanka University consists of four major areas:

- Tracking progress on the strategic plan and strategic goals through an annual cycle of establishing unit level goals and action items.
- Conducting program and unit reviews. Program reviews that measure program and learning outcomes are conducted on a two-year cycle as the average student at STU completes in four to six years. Program review is also used to assess additional skills of the general education competencies. Administrative and students' services units, being service-providing units, conduct their reviews on a three-year cycle. These units measure administrative outcomes. Program and unit reviews have been conducted on a continuous cycle since 2012, and most programs/units have completed the process two to three times.
- Collaborating with the General education committee which has responsibility for assessing college-level general education outcomes on an annual basis.
- Reporting out on the college's various surveys, assessments (qualitative and quantitative) and national projects and completion initiatives.

Institutional effectiveness has been a major player in facilitating change at CPCC. Over the years, substantial changes and improvements have been made in facilities, ITS, the

bookstore, vending, financial services, student services units and virtually every academic program as a result of data obtained through the program/unit review process.

This report is organized by the three goals and lists some of the tactics and outcomes used to achieve our goals. The report provides evidence that STU has made substantial progress in achieving Strategic Plan goals of Enhancing Academic Excellence, Investing in the Future, and Enriching College Life and Community Presence.

Enhancing Academic Excellence

Si Tanka University will provide nationally recognized academic programs that support the mission of the University and provide high quality student learning opportunities. Further, the administrative structure within academic affairs will be designed to support excellence in student learning, teaching, scholarship, and service.

In support of the goal, outcomes from priorities and indicators provide evidence that University has enhanced academic excellence by creating a system and process that measures student learning, increased student success as measured by graduation rates, greater student engagement as measured by retention and graduation rates, employer satisfaction rate, improved teaching quality, and increased resources dedicated to instruction and infrastructure.

Progress toward the goal of "Enhancing Academic Excellence" was evident in the following:

- Graduate and degree completion programs that are natural links to current undergraduate programs, and continuing education programs were developed to support increased demand from international, adult, and graduate student populations.
- An organized and sustainable process to assess student learning goals at the course program, general education, and the experiential learning components level provided assessment information that is used to improve teaching and learning.
- Continued improvement in student engagement and success is supported by small class size (15 students) and a student/faculty ratio of 12/1.
- Student success as measured by our graduation rate shows that STU has met its goal of 96%.
- The enhancement of student learning and teaching is evident by our priority to renovate academic and administrative space. The modernization of classrooms, laboratories and other spaces is essential for enhancing academic excellence. The top three capital priorities were roof replacement, renovating the science wing, and renovating academic cores.

Investing in the Future

STU will strive to increase and diversify its revenues to provide the human and material resources needed to deliver high quality programs and services.

Outcomes of various tactics provide evidence that the University has made significant progress on “Investing in the Future” by increasing and diversifying its revenues and managing its resources.

- The CFI (Composite Financial Index) The CFI measures financial strength, specifically, whether the institution has sufficient and adequate resources to fulfill its mission and strategic objectives. Prudent fiscal management resulted in the four core ratios combining to achieve a CFI of 3.18 which indicates that the institution has sufficient and adequately managed resources to fulfill its mission and that resources are being directed to allow institutional transformation.
- Operating Budget Dedicated to Instruction – From 2012 to 2015, operating expenditures dedicated to instruction increased from 33% to 37%. Achieving this goal enabled the University to increase the number of faculty, increase funds for faculty development, among other instructional enhancements.

Enriching College Life and Community Presence

Academic life must be complemented by a vibrant campus life that provides students, faculty, staff, alumni, their families, members of the surrounding communities, and prospective students the opportunity to realize their full potential. Stronger relations within the University community, among the University and local, regional and statewide communities, and between the University and alumni will be actively pursued.

Outcomes of various tactics provide evidence that the University has made significant progress on “Enriching College Life and Community Presence”. Achievement of College priorities and indicators mentioned under the goal of “Enhancing Academic Excellence” provide evidence that the University is making progress on this goal.

- Enhancing Student Engagement was addressed through the Student Engagement Project which identified appropriate student outcomes for each of the four years of college across four areas of engagement (academic, social, personal, and campus and civic), directed the development of Key Points of Engagement (KPEs). KPEs are high impact activities associated with student success in college. The Student Engagement Project has been institutionalized through the creation of Student Engagement Boards that are responsible for

overseeing KPEs and the assessment of student outcomes in each of the four years of college.

- Retention Rate – Retention rate, a measure of student engagement, is the percentage of each non-graduated student will take at least one class per year. The average retention rate for STU for 2012 through 2015 was 96%, above the ACICS average of 73% (from 2012 to 2014).

The full Institutional Effectiveness Report provides evidence that the University is making progress toward fulfilling its mission and reaching its goals. The report details progress made in fiscal year 2015 towards realizing institutional goals as set forth in the University's Strategic Plan approved in 2013 and as measured through the University's four priorities and eight key performance indicators (KPIs). Based on the evidence, STU has made substantial progress in achieving the Strategic Plan goals of Enhancing Academic Excellence, Investing in the Future, and Enriching College Life and Community Presence.

Many of the achievement targets in the Strategic Plan approved by the Board in July 2013 will continue our efforts for improvement in the goals and indicators of the current plan. Annual reports will document progress.

C. Retention Improvement Plan for Bachelor of Science in Management of Information Systems

The mission of the MIS program is to prepare students for careers in a rapidly changing technological world by training them to analyze business problems, challenges, and opportunities and to subsequently design, develop, implement and maintain business solutions through the use of information and information technology.

Si Tanka University has offered a Bachelor of Science in Management Information Systems since fall of 2010. Currently, the program is administered by the Information Technology Department. Our MIS students are well-prepared for work in the information systems field. MIS students are expected to have three areas of distinct competency: business knowledge, technical skills and interpersonal skills.

More specifically our goals include:

- To students who will have the skills necessary to work in a vibrant, technologically advanced and international business environment. These skills include communication, critical thinking and problem solving and community service.
- Developing and understanding management information skills for business decision-making;
- Acquiring the core knowledge of the management information systems and business disciplines;
- Developing an ability to integrate management information systems concepts with other business disciplines;
- Acquiring the ability to do research and analysis through use of traditional and electronic sources.

In an effort to achieve these specific student-oriented goals we have been pursuing the following program goals over the past year:

- Continue to improve our management information systems curriculum.
- Continue to increase students in the management information systems major.
- Expanding our efforts at recruiting out-of-state and foreign students to increase the diversity of the students who major in management information systems.
- Developing a stronger relationship with the local business community and consider our Advisory Board's comments in the development of management information systems program goals.
- Applying for ACICS accreditation which indicates a high quality management information systems program.

It should be noted that many of these goals are on-going and are expected to continue into the next year. We constantly strive for continuous improvement of our management information systems program.

Management Information Systems Program Assessment

The principle Results/Analysis of CEP 2016 and the Action Taken are listed below.