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LETTER FROM THE CHIEF ACADEMIC OFFICER

Chief Academic Officer
David Starnes

I am pleased to provide Kaplan University’s seventh annual Academic Report, which details our work and progress over the 2015–2016 academic year, including our focus areas and achievements.

Time: The Critical Commodity

Time is the one commodity in life we all have. The critical and nearly universal issue with time is that we rarely have enough. Once used, it cannot be replaced or replenished. It is particularly important for our students because, at Kaplan University, we serve adult learners, most of whom juggle competing responsibilities (work, family, school) that all require an investment of time. Our students are older than traditional undergraduates (the average age is 34). Often, they are resuming a college education interrupted due to financial concerns, military service, family responsibilities, or employment demands.

We have been investing our efforts in how we can best ensure the time our students take to achieve their academic goals at Kaplan University is absolutely well spent.

We provide a highly supportive, personalized path to graduation by maximizing credit articulation, offering efficient degree planning with educational options that provide the flexibility students want and need to take that next step in their career path.

Nevertheless, to help students make the most of their time, for the next 3 years we are revisiting all aspects of the educational experience, looking closely at our policies, student interactions, support tools, curriculum, and classrooms through the lens of time. Through this multiyear endeavor, we will create an environment in which students can optimize the time they spend pursuing their studies, interacting with the University, and fitting education into their lives.

Recognition

Again this academic year, Kaplan University has earned recognition for the quality of our education:

• Reaffirmation of Accreditation This year Kaplan University received reaffirmation of its accreditation by The Higher Learning Commission (HLC), one of six regional, independent bodies responsible for accrediting postsecondary degree-granting educational institutions. Through this process—which involved several years of preparation, a comprehensive peer review of our operations, and HLC site visits to seven of the University’s ground campuses—we received accreditation through the 2025–2026 academic year.1

• Nurse Practitioner Graduate Certification Pass Rates Top 90% Graduates from the Kaplan University School of Nursing nurse practitioner programs may take certification exams from the American Nurses Credentialing Center and American Academy of Nurse Practitioners. The average pass rate for those who graduated in 2015 was 91%, an improvement over the prior 2 years’ pass rate of 86%.

1 hlcommission.org; Higher Learning Commission, 230 South LaSalle Street, Suite 7- 500, Chicago, IL 60604; 800.621.7440.
Concord Law School Bar Pass Rates on Par With ABA-Accredited Schools  In the February 2016 administration of the State Bar of California exam, the most recent for which data are available, Kaplan University’s Concord Law School graduates had a first-time pass rate that was on par with graduates from ABA-accredited schools—46.4% for Concord Law School graduates versus 46.8% for all law school graduates from ABA-accredited schools across the country. The first-time pass rate solely from ABA-accredited law schools located in California, where average tuition for 3 years tops $146,000 (compared to $40,000 at Concord Law School), was 47.5%.2

2016 Exemplary Program Award, Association for General and Liberal Studies  The Association for General and Liberal Studies, an organization dedicated to strengthening and sustaining general and liberal studies programs at institutions throughout the United States, bestows an annual Exemplary Program Award. The award goes to select institutions that employ effective and innovative work to help them achieve their general education goals. Kaplan University’s School of General Education was one of only three institutions in 2016 to receive this prestigious award.

While we are delighted by these honors and outcomes, what we are most proud of is the profound difference we make in the lives of our students and graduates. Their hard-earned success inspires us to do our very best each and every day.

Our 2015–2016 graduates are remarkable individuals with uniquely compelling stories. In this report you will meet some of them and, in the process, learn how a Kaplan University education helps transform lives.

How do we support our students in their transformation? By focusing on their careers throughout their journey with us—starting on day one.

Better Outcomes, Fulfilling Careers  Kaplan University has been a leading innovator in higher education for many years and during 2015–2016 we continued to make significant progress in our efforts around competency-based education.

Competency-based education at Kaplan University links discipline-specific and professional competencies—embedded throughout our academic programs—to career outcomes. In addition to their academic transcript, in 2015–2016 all students received a competency report—a personalized summary of their cumulative progress toward mastering the competencies employers identify as essential to workplace performance.

We also increased our career services staff and upgraded our CareerNetwork, a custom-designed, interactive website that helps students and alumni prepare for and find jobs that fit with their career aspirations.

Building a career is central to our students’ success. Supporting them where they are with what they need to succeed is at the forefront of all we do. Our students deserve—and expect—excellent career outcomes as a result of their Kaplan University education.

We are committed not just to conferring affordable degrees, but also to helping students make the most of the time they spend achieving their dream for a more fulfilling career and a better life.

Sincerely,

David Starnes, PhD
Chief Academic Officer, Kaplan University
Fall 2016

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2 Sources: Concord Law School pass rate, communication from ABA; tuition rates, American Bar Association.
Kaplan University is an institution of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education. Our programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.

This is our mission. We live it out in service of students often described as “adult learners,” providing the support and tools they need to maximize their educational potential and meet their life goals.

Kaplan University’s programs range widely from certificates to graduate and professional degrees. Students can receive credit for coursework performed at other accredited institutions as well as for college-level military education and experiential learning. In addition, students can receive credit for previous learning—such as knowledge and skills gained at work or through training—enabling them to earn a degree more quickly and at a lower cost.

Our suite of personalized services and academic support, including online tutoring, learning labs, and web-based career-planning diagnostics, helps students pursue their chosen course of study and find employment in their discipline.

The University

With our main campus in Davenport, Iowa, Kaplan University comprises online schools and ground locations that stretch from Augusta, Maine; to Lincoln, Nebraska; to Concord Law School in Los Angeles, California. Our academic headquarters is in Chicago, Illinois, and we operate administrative offices in Chicago; La Crosse, Wisconsin; Orlando; and South Florida. A list of our locations appears on page 48.

During the academic year beginning July 1, 2015, and ending June 30, 2016, Kaplan University conferred 12,742 degrees and 755 certificates and diplomas. For a complete list of Kaplan University’s academic programs, see page 47.

How We Began

We trace our roots to the American Institute of Commerce, a postsecondary school that opened its doors in 1937 in Davenport, Iowa, to provide training for underserved job seekers in a nation still reeling from the Great Depression. That institution became Kaplan College in 2001 after it was acquired by Kaplan, Inc., a leading global provider of educational and career services for individuals, schools, and businesses.

In the years that followed, Kaplan College introduced degree programs online, starting with just 34 students and a handful of degree options. After expanding our academic offerings in 2004 to include master’s programs, we changed our name to Kaplan University.

3 All data in this report, unless otherwise noted, are provided by the Office of the Chief Academic Officer of Kaplan University and cover the academic year beginning July 1, 2015, and ending June 30, 2016. Nonmatriculated students are not included in statistics unless otherwise noted.
Our Vision

We strive to be a lifelong partner for career improvement, delivering a best-in-class educational experience with an unmatched commitment to student success.

What We Offer

We take a highly personalized approach to student support. Depending on the program, students have the opportunity to learn in a classroom, lab, and online.

Kaplan University by the Numbers

Important Kaplan University metrics for the 2015–2016 academic year:

- Total enrollment: 33,253*
- Students over age 30: 60%
- Female students: 74%
- Military-affiliated students: 26%
- Kaplan University scholarships and grants: $34.5 million awarded to 16,147 students
- Degrees awarded: 12,742
- Campuses and other student support and learning centers: 16
- Faculty with doctoral degrees: 42%

*Student census represents actual matriculated students as of June 30, 2016.

There are many ways in which the Kaplan University organization positively impacts our local Hagerstown community, including being strong supporters of the business community, providing opportunities to students of all ages and backgrounds, and working in close partnership with our local public education school system, our local community college, and our local University System of Maryland in Hagerstown. Kaplan University, through its sponsorships and support of business and community organizations (including the Chamber, United Way, and cradle-to-career initiatives), has established itself as a leader in the Hagerstown and Washington County, Maryland, area.

— Paul Frey, President and CEO, Hagerstown–Washington County Chamber of Commerce, Hagerstown, Maryland
Committed to Serving the Public Good

Kaplan University Serve-a-Thon, Chicago, spring 2016.

At Kaplan University, we work to:

- Close the skills gap that hinders economic development.
- Assist military personnel as they transition to careers in civilian life.
- Ease the cost of higher education for our students, partners, and society.
- Increase college attainment among adult learners and high-risk populations.
- Integrate the spirit of service within learning activities.
- Promote and support faculty scholarship.
- Encourage public service to promote charitable activities and volunteerism among our faculty, staff, and students.

Our Approach

Designed to support the unique needs of adult learners, our approach and related initiatives align with the five key pillars of our strategic plan.

- **Academic Stature:** We are committed to providing students with the knowledge and skills they need to succeed in an increasingly competitive global workplace. To this end, we focus on discipline-based and teaching research, continuously examining and improving our curricula to meet the evolving demands of employers. We are proud of our exemplary faculty—leaders, teachers, and professionals in their fields, who also share their expertise outside the classroom through their academic research and through the popular press. This practice serves others around the world and helps to build the University’s reputation.

- **Next-Generation Learning:** We emphasize research and innovation to improve learning beyond the commonly accepted practices. Our innovation-rich environment prepares students to learn efficiently, continuously enhancing the student experience while improving learning outcomes.

- **Student Experience:** The student experience plays a fundamental role in academic success. We enrich our students’ experience by providing small classes, live seminars, 24-hour support resources, comprehensive student advising, proactive career services, and a community environment with clubs, honor societies, and networking opportunities. We foster connections among caring faculty and fellow students. Our faculty bring substantive expertise to the classroom, engaging students with energy and enthusiasm.

Kaplan University is very responsive to the community and to community needs. They not only support United Way by running a great campaign but they are very involved in our impact areas and in many other nonprofit causes. They run book drives for our Reading Pals program, collect clothes for the homeless, hold education fairs, and support many other causes. They adopt an agency and a cause every month and the staff and student body participates in helping. They sit on our Education committee for Mission United, a veterans reacclimation initiative, and are very responsive to veterans in the University. We could not ask for a better partner and are so proud of the education that Kaplan University delivers to its students and also all the community involvement they have.

— Kathleen Cannon, LCSW  
President & CEO  
United Way of Broward County  
Fort Lauderdale, Florida
• **Growth:** We are positioning Kaplan University for growth by enhancing our value proposition for students: providing a high rate of return on their educational investment and experience with us.

• **Great Place to Work:** Our students are part of a university community in which faculty and administrators are encouraged—and expected—to do the right thing. Our goal: to make Kaplan University a great place to work, learn, and grow.

**A Competency-Based Curriculum**

Kaplan University’s curriculum gives our graduates the tools to be well-rounded and prepared for careers in today’s world. Designed around learning outcomes—Professional Competencies, General Education Literacies, and discipline-specific Course Outcomes—our programs help students gain and apply the knowledge, skills, abilities, and behaviors they need to be successful in the workplace.

Throughout each course, faculty assess their students for mastery of the stated learning outcomes. The assessment data populate a personalized competency report summarizing a student’s progress toward mastery of program-specific learning outcomes we consider essential to effective performance in the workplace. With this competency-based approach, we aim to both prepare our students for the next steps in their careers and provide them with the tools to convey their knowledge and skills to employers. Read more about this in the Teaching Our Students section later in this report.

**Accreditations and Program Approvals**

Kaplan University is regionally accredited by The Higher Learning Commission (HLC). Many of our offerings are also accredited by program-specific accrediting agencies and approval grantors.

We value accreditation as part of our ongoing pursuit of quality and continuous improvement and are enthusiastically pursuing additional accreditations. The following accreditation activities took place during the 2015–2016 academic year:

• HLC peer reviewers visited our St. Louis learning center to verify our scope of services and approved its conversion to a branch campus, pending approval by the Department of Education.

In addition, we submitted our reaccreditation self-study to the HLC in April, followed by a 2-day site visit to our main campus in Davenport, Iowa, plus visits to six branch campuses in four states. The HLC’s peer review team reported zero citations in its comprehensive report. The Commission then reaffirmed our institutional accreditation for 10 years. This accreditation covers all our academic programs, branch campuses, and programs provided via distance education.

In June, the Commission approved our application to offer bachelor’s-degree-level, competency-based education programs.

• We are pursuing initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for our Master of Arts in Teaching Iowa certification program. Once our application to establish eligibility for accreditation has been approved, we will begin the self-study, followed by a site visit in November 2017.

• We completed the reaffirmation process for accreditation of our Master of Science in Nursing program and earned initial accreditation of our post-master’s certificate and Doctor of Nursing Practice (DNP) programs by the Commission on Collegiate Nurse Education (CCNE).

• A team of peer reviewers for the Commission on Dental Accreditation (CODA) reviewed our comprehensive self-study of our dental assisting program in Omaha and visited the program. The team report identified no citations and CODA reaffirmed this programmatic accreditation without conditions through 2022.

• We submitted a comprehensive self-study as part of our application for initial accreditation of our associate’s and bachelor’s degree programs in fire science by the International Fire Service Accreditation Congress (IFSAC). A team of IFSAC peer reviewers conducted a site visit; IFSAC reviewed their findings and accredited both programs through 2020.

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4 hlcommission.org; Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800.621.7440.
• Campus-based medical assisting programs pursued accreditation activities with the Medical Assisting Educational Review Board (MAERB) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Cedar Falls, Cedar Rapids, and Des Moines campuses submitted self-studies toward reaffirmation of accreditation and hosted MAERB site visits. All three campuses were granted CAAHEP accreditation through 2024. The University also received initial CAAHEP accreditation of a multicampus medical assisting program for the Augusta, Lewiston, and South Portland campuses through 2020.

• The National Association for Alcoholism and Drug Abuse Counselors (NAADAC) reviewed the University’s Bachelor of Science in Psychology and Master of Science in Psychology addictions coursework. Both programs received NAADAC Approved Academic Education Provider status to provide addictions counselor training through September 2017.

• The National Addiction Studies Accreditation Commission (NASAC), the only accrediting body representing addiction-focused educators and practitioners, granted accreditation to our Bachelor of Science in Psychology and Master of Science in Psychology programs.

To play an active role in the accreditation process, Kaplan University has sought inclusion in the peer-review teams of various accrediting agencies. Currently, eight of our faculty and administrators serve as volunteers on the HLC peer-review corps. Four of our faculty and administrators from the School of Nursing are trained to volunteer as on-site evaluators for the Commission on Collegiate Nursing Education. Kaplan University’s director of Ground Health Programs Quality Assurance was recently accepted to train to join MAERB’s team of volunteer surveyors for medical assisting programs. Four of our administrators from the School of Business and Information Technology serve as peer reviewers for the Accreditation Council for Business Schools and Programs (ACBSP).

For a full listing of the University’s accreditation, licensing, and programmatic approvals, visit www.kaplanuniversity.edu/accreditation.

### Persistence and Completion

The Higher Learning Commission established its Persistence and Completion Academy in 2014 for institutions wishing to improve their students’ persistence toward graduation. The Academy offers a 4-year guided program to help institutions define, track, and analyze data on student success and aids them in establishing and implementing clear goals and strategies toward persistence and completion.

Our work in the Higher Learning Commission Persistence and Completion Academy continues. The Academy team joined representatives from a number of other institutions at the Academy Midpoint Roundtable in May 2016 to determine the work to be accomplished during the last 2 years of the Academy.

With continuous incremental improvement in student persistence and completion as our goal, the Kaplan University team identified two primary streams of work. First, we will be working with the Performance Service and Excellence team on a full LEAN process review of the financial aid activities for incoming students. LEAN is a process improvement methodology that brings together cross-functional teams to look at and find ways to eliminate waste in what we do to support our students. When we identify and eliminate steps in a process that do not add value (and possibly frustrate our students and one another), we create additional capacity to do more, including having extra time to have more meaningful conversations with our students.

Second, we are testing a revision to the Kaplan University Orientation (KUO). A number of exercises and simple coursework revisions were added to the KUO to provide incoming students with help in college-level writing. A portion of the KUO sections received the new curriculum while others maintained the current curriculum. We are measuring student performance across the two versions and will determine the next steps once the data are fully developed.
Our Students
Closing the skills gap involves opening doors for adult learners. As of June 30, 2016, 33,253 students were enrolled in online programs, at our ground campuses, and through our learning center. Nearly three in four students (74%) are female; 60% are age 30 or older. Based on student self-reporting, mean student household income stood at $33,597 and mean student income at $22,323 upon matriculation.5

During the 2015–2016 academic year, 55% of our students reported that neither of their parents had attended college. We’re proud to help make college possible for first-generation students.

Serving the Military
Kaplan University is the academic choice for more than 8,700 military-related students. We educate and support those currently serving on active duty or in the Reserves, veterans and retirees, and family members of both groups stationed domestically and around the globe.

We recognize the special (and often daunting) challenges of balancing a military or civilian career, family and social activities, and pursuing educational and life goals. Our Military Student Support Center staff are specially trained to understand and serve the needs of military and veteran students.

Kaplan University offers undergraduate tuition reductions for active military personnel (which includes those serving on active duty, in the Guard, or in Reserves), veterans, and military spouses resulting in reductions, on average, of about 55% for active military, 38% for veterans, and 10% for military spouses. Both active military servicemembers and veterans are eligible for special tuition rates for graduate program offerings.

Over the past 5 years, our American Freedom Foundation Military Family Scholarship program has awarded more than 1,400 academic scholarships to spouses and dependents of veterans and active military servicemembers in all 50 states, 8 countries, and at or near 200 military installations worldwide.

Kaplan University is a Department of Defense Memorandum of Understanding (DoDMOU) participating institution, supports the U.S. Department of Veterans Affairs’ Principles of Excellence, and also participates in the VA Yellow Ribbon Program in all of our graduate programs. Our policies support military students and family members facing deployment or a permanent change of station.

Acknowledged as a Military-Friendly School

• Kaplan University has been recognized for 9 consecutive years as a Top Military Friendly University by Military Advanced Education & Transition and included for 7 consecutive years in the GI Jobs® Military Friendly® Schools listing.

• In October 2015, Kaplan University was among the 37 institutions approved by the Department of Defense for induction into the Military Spouse Employment Partnership (MSEP). MSEP partners with Fortune 500 companies to prepare, recruit, and employ military spouses.

5 These figures are based on income data reported by Kaplan University students who applied for federal financial aid by completing the Free Application for Federal Student Aid, or FAFSA, with 39,546 students reporting data for mean household student income and 39,565 students reporting data for mean student income. Of this number, 69% qualified for Pell Grants. Students with access to more financial resources typically do not apply for financial aid. Given these factors, the income values may underestimate the actual financial resources available to the University’s students.
Graduate Spotlight: Ashley Shulski

Ashley Shulski earned a Bachelor of Science in Paralegal Studies in May 2016, graduating magna cum laude. During her time at Kaplan University, she was a member of the Alpha Beta Kappa Honor Society, the KU Student Military Association, and the KU Law Society.

As a military spouse, Ashley is Vice President and Director of Programs for Healing Household 6 (HH6), a national nonprofit organization dedicated to assisting caregivers of wounded warriors.

“I have been blessed to be able to use my education, training, and skills in my work with Healing Household 6 to help pave the way for caregivers of wounded warriors to receive assistance during tragedies such as domestic violence and trauma and veteran suicide,” she says.

For her selfless service to others, she was honored as Los Angeles Air Force Base Military Spouse of the Year. Congratulations, Ashley, for this well-deserved recognition.

We acknowledge the value of military training and prior coursework. On average, Kaplan University accepts via prior learning and experiential credit 33% of the credits graduating military-affiliated students need to earn a degree. The Kaplan University Student Military Association (KUSMA) provides a venue for all military-related students to engage with one another outside of the classroom.

The University offers a variety of customized degree programs for military servicemembers serving on active duty, in the Guard, or in the Reserves. These programs consider and award credit for specific military occupations such as military police, medic, infantry, and signal/communications, allowing students in these occupations to complete their associate's degrees with as few as five courses, depending on the servicemember's occupation and rank.

Kaplan University awarded five full scholarships to the 2016 Military Times Service Members of the Year. In addition, full and partial scholarships were also awarded to servicemembers and family members through scholarship programs with the American Freedom Foundation, ThanksUSA, The Boot Campaign™ and SERKET Racing, the Enlisted Association of the National Guard (EANGUS), and the Association of the United States Army (AUSA).
The Challenge of Higher Education

With our tradition of providing educational opportunity for adult learners, we take a keen interest in the risk factors that make college more challenging for undergraduate students entering Kaplan University. We track seven identified factors that appear related to the risk of failing to complete an academic program:

- Student is older than typical college age (defined as ages 18 to 22)
- Attends school part time
- Files taxes as independent
- Has earned a GED
- Works full time while enrolled
- Has legal dependents other than a spouse
- Is a single parent

During 2015–2016, Kaplan University students, on average, exhibited 3.7 risk factors. Such information informs our efforts to provide adequate support to help students achieve their academic goals despite these potential barriers.

Graduate Spotlight: Andrea Fuller-Williams

While Andrea Fuller-Williams earned her bachelor’s degree in nursing some 20 years ago, she wanted more for herself and her family. As a single mom raising a young son while working full time, going back to school to earn an advanced degree that would help her move up in her career was put on hold. With her son grown, she revisited and made good on the promise she made to herself. In 2013, she enrolled at Kaplan University’s School of Nursing, which gave her the flexibility to still work while going to school.

Andrea graduated from Kaplan University in August 2015, earning her Master of Science in Nursing with a concentration in nursing administration. She also earned something else—a long-sought promotion to director of nursing in the intake department for a home-care agency.
Kaplan University offers diplomas, certificates, degree programs at the associate's, bachelor's, and master's levels, as well as the Juris Doctor and Executive Juris Doctor degrees from our Concord Law School and the Doctor of Nursing Practice degree from our School of Nursing. As of June 30, 2016, 79% of our students were pursuing undergraduate degrees, certificates, or diplomas while the remaining 21% were enrolled in graduate-level programs.

We make our online resources available to all students, and during the 2015–2016 academic year 95% of our students engaged in an online learning environment. During this year, 78% of our on-campus students took one or more online courses.

Preparing Our Learning Environment

Our learning environment consists of our curriculum, the steps our students take to prepare to go to school, the support we provide them while in school, and the efforts we make to equip students for the workforce.

The Kaplan Way for Learning

Central to all our efforts is the Kaplan Way for Learning, an evidence-based learning strategy for driving student learning outcomes. It incorporates the principles of motivation, contextualization, and “prepare, practice, and perform” into the curriculum. It comprises three key elements:

- Understanding expertise
- Designing and delivering content
- Measuring and evaluating progress

These elements are united through a commitment to pilot innovations and to implement broadly upon evidence of success.

We design our curriculum to support the continuing development of students’ knowledge and behavior, including learning capabilities, intellectual curiosity, and the ability to apply their learning in context.

We are focused on offering the most current and relevant courses and programs designed to meet the needs of employers and to put our students in the forefront of their selected career goals. To this end, we continuously evaluate our courses and programs. Under our systematic review of courses during the 2015–2016 academic year, based on rigorous data analysis, we developed 57 new courses and revised 607 courses.

Minimizing Time, Maximizing Credits

Many students come to Kaplan University with significant academic experience. To help students complete their programs as quickly as possible, we permit them, where appropriate, to transfer academic credit earned at other accredited institutions. Under our credit transfer program in 2015–2016, 13,788 students received a total of 783,469 transfer credits, representing a total student savings of more than $256 million.

In addition to the standard transfer credit, we review and accept prior learning credit from military, professional training, and other sources of learning via a variety of means:

- **Articulation:** Through articulation, a Kaplan University faculty member or curriculum analyst compares a student’s previously completed training (such as corporate or military training) against the learning outcomes of a specific University course or program. Should that training fulfill Kaplan University learning outcomes, the student may receive credit.
• **Experiential Learning:** For students who wish to apply for undergraduate academic credit for competencies gained through work and life experiences, we offer the opportunity to prepare a comprehensive portfolio describing their experiential learning. Faculty from each discipline for which credit has been petitioned review portfolios. Credit is awarded for evidence of learning, not merely experience. This approach is consistent with the Ten Standards for Learning developed by the Council for Adult and Experiential Learning. 

During the 2015–2016 academic year, Kaplan University students who presented portfolios and received credit for experiential learning earned a total of 10,083 credits, an average of 28 credits per student.

• **Course Assessment:** For specific Kaplan University courses, course assessment provides students with the opportunity to demonstrate mastery of learning outcomes by attaining predetermined scores on comprehensive examinations.

We also employ our course modules to maximize the awarding of credit for prior learning by awarding credit for partial Kaplan University courses. Within some course assessments, for example, each learning outcome is assessed separately, and the student receives credit for each outcome assessment passed rather than passing or failing the entire course. For any outcome assessment not passed, the student may take the corresponding outcome module. Modularization is discussed in more detail on page 16.

**Innovative Student and Faculty Support**

The Kaplan University culture celebrates innovation and continuous transformation. Innovation includes identifying and applying best practices that improve the student and faculty experience.

We use a variety of approaches and resources to help students succeed, beginning at admission with our Kaplan Commitment. Personalized advising supports new students during their enrollment and throughout their time at Kaplan University, with an emphasis on the first few months to ensure a strong start. This year, we rolled out the newly revised KU Orientation (KUO) to help students make a smooth transition into the Kaplan University environment. This resource was revamped based on feedback from faculty, students, and staff.

More than 27,000 students participated in KUO during the year. Student participation in all its measured activities is correlated with success into the second term. We feature a series of videos to show students what to expect in the online classroom, followed by exercises to allow practice within the system they will use in their regular classes. In addition, specially trained faculty and Education Advisors hold live seminars within KUO, interact with incoming students about the activities in the practice classroom, and provide support and answers to questions through the platform.

Further research is underway to incorporate college-level writing help for incoming students. New versions of KUO are being tested to determine the appropriate level of help and the types of students who benefit the most from that help. Results of that research will determine the next phases of this project.

In addition to the support provided to students, Kaplan University works to develop new and innovative ways to support faculty. For example, Kaplan University created the Faculty Dashboard, a platform designed to help faculty identify students who are at-risk of poor performance and facilitate outreach to them. The Faculty Dashboard provides faculty with at-a-glance information about student behavior in the classroom. This information includes the number of days each student has attended class, the number of activity minutes within the classroom, and the number of total submissions from each student. For these measures, if an individual student’s activity falls below what is predicted for a “C”-level student, that student metric will be flagged. This action allows faculty to immediately identify students who would benefit from additional outreach and support.

**Individualized Student Advising**

The student–advisor relationship is important to the educational experience, particularly for online students. We support students with three types of advising: education, career, and technology. At enrollment, a student is paired with an Education Advisor who helps him or her make appropriate degree plan choices and manage challenges. For technology and basic document

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and registration support, our Student Support and Solutions Advisors are available 24 hours a day, 7 days a week.

To ensure support staff have access to appropriate student documentation, the University uses Student Relationship Management (SRM), a system designed to house all student information in one place. SRM enables Advisors to access student records, to complete tasks, and to collaborate in real-time with other departments.

SRM’s Chatter tool delivers live information direct to Advisors when it matters most and is available to all SRM users. Through this tool, users can receive operational, technological, and informational updates; interact within department-specific private groups; and collaborate to remove obstacles from the student experience.

The effectiveness of our student–advisor relationships is regularly measured through student satisfaction surveys. After every Advisor interaction, enrolled students receive a brief survey inviting their feedback about the service received. Students also have the opportunity to share their feedback via surveys presented each time they enter the KU Campus Student Portal.

In 90% of the 12,778 total survey responses received during this academic year, students indicated that they were satisfied with the service received from Education Advising. This Education Advising satisfaction rate is stable, having varied less than 1.3% each month from the 90% overall academic year average. Students who report dissatisfaction with service from an Education Advisor receive outreach and additional support from management. In addition, about 30% of survey responses collected include student comments; these comments are reviewed as soon as they are received and are shared at all levels of leadership. We greatly value all survey feedback and use it to improve the student experience.

During the last academic year, the Academic Support Center conducted more than 16,000 online real-time tutoring sessions and prepared over 11,500 personalized project reviews and question-and-answer responses.

- **Business Center**: Offers real-time tutoring in accounting, finance, and economics.
- **Math Center**: Provides tutoring assistance and resources for all University courses involving math skills and concepts.
- **Science Center**: Supports students in science and science-related courses and specializes in exam reviews, webinars, and virtual tours.
- **Technology Center**: Assists students in information technology courses and helps all University students with course software support.
- **Writing Center**: Provides personalized video feedback and real-time tutoring to students in all courses to help them become better writers.
- **Library**: Offers a wealth of resources for students and faculty. In a recent survey, more than 4 of 10 undergraduates (44%) and over 7 of 10 graduate students (73%) reported using the Library at least once a week.

Student Organizations

Building community enriches the student experience, enhances academic outcomes, and grows our alumni network. Kaplan University’s Office of Student Life supports student organizations that help students develop new skills and open doors to new opportunities. During the 2015–2016 academic year, more than 3,200 students participated in at least one of the 31 honor societies, clubs, and professional groups. More than 80 student leaders and 34 faculty advisors helped oversee day-to-day operations of these organizations.

During this academic year, Kaplan University introduced a Cybersecurity Club, and Concord Law School’s clubs—the Student Bar Association, American Constitution Society, and Federalist Society—came under the supervision and support of Student Life.

The Office of Student Life conducts an annual survey of active students who are members of a club or honor society. Respondents reported personal development,
networking, professional growth, and an increased sense of community as the top benefits they gained from participating in student organizations.

Helping With the Cost of Education: Scholarships and Tuition Caps

For most students and families, the cost of a quality education is a significant financial investment. To help, Kaplan University offers an array of scholarships and grants. During 2015–2016, we awarded 16,147 students more than $34.5 million in scholarships or grants.

Along with helping our students maximize the quality of the time they spend earning their degree, we want to help control the dollar cost of a Kaplan University education. For this reason, in November 2015 we established the Kaplan University Tuition Cap—part of our promise to help make college education more accessible and more affordable. The Tuition Cap limits the total amount of tuition and fees new students are charged for their academic program, based on degree type. The plan became effective for new students entering 11 eligible undergraduate programs in December 2015 and subsequent terms. As of June 30, 2016, 12% or 2,102 of the matriculated student population were enrolled in Tuition Cap programs.

Under the plan, a Tuition Cap covers tuition, technology fees, course assessments, course prerequisites, programmatic fees (with the exception of background check and lab fees), a $200-per-term administration fee, and repeated courses. Once students reach the maximum cost of attendance in a capped academic program, they will no longer be charged.

The benefits of a tuition cap are significant. Under the plan, students enrolled in Tuition Cap academic programs will not experience tuition hikes. Select undergraduate programs will see a reduction in cost of completion, saving students money and potentially lowering their future loan debt. Students who enroll in Tuition Cap programs can know exactly how much their education will cost when they enroll.

We look forward to adding more academic programs to the list of those currently eligible for the Kaplan University Tuition Cap.

Symposium Helps Our Students “SOAR”

During the 2015–2016 academic year, the Office of Student Life sponsored the University’s first Student Online Annual Research (SOAR) Symposium, a virtual student research conference for students and alumni. The event showcased students’ initiative as well as their research, presentation, communication, and critical-thinking skills. Aided by 55 faculty and staff volunteers from across the University, the symposium was designed to enhance individuals’ resumes, build confidence, offer mentorship opportunities, and provide presentation experience. The second SOAR Symposium is scheduled for September 2016.

Graduate Spotlight: Jennifer Miles

Jennifer Miles has become the first student of an online university to be named to the All-Illinois Community College Academic Team.

Graduating with honors in 2016 from Kaplan University’s Medical Office Management program, Jennifer was named to the team by the Phi Theta Kappa Honor Society and the state of Illinois. She is one of only 94 students from the state to be chosen. Jennifer is also the first noncommunity college student chosen in the history of the Illinois Academic Team.

Jennifer was honored in April at a banquet in Springfield, Illinois.
The Kaplan Commitment

At Kaplan University, we remain committed to providing incoming students with an opportunity to enroll in classes without first making a significant financial commitment so they may determine if the coursework meets their educational needs. Eligible undergraduate students may withdraw for any reason during the first 3 weeks of the term without financial obligation, or they can become fully admitted and earn credit for successfully completing their courses. Students who withdraw during the Kaplan Commitment period do not have to pay for the courses, nor will they receive financial assistance from the U.S. Department of Education.

Since the program's introduction in 2010, nearly 237,000 students have enrolled under the Kaplan Commitment. During the 2015–2016 academic year, 70% of students enrolled under the Kaplan Commitment matriculated to an academic program.

Teaching Our Students

We design our programs so that students can acquire and apply the knowledge, skills, abilities, and behaviors needed to be successful in their current and future careers. We believe the classroom—whether onsite, online, or a combination of both—is the environment best suited for students to acquire competencies: it's where they learn, practice applying what they have learned, and demonstrate mastery that translates to a work setting.

Student learning occurs within a collaborative, instructor-led “learning ecosystem” consisting of peer-to-peer interaction, reflective practice, and authentic assessment of competencies.

Modularization

Modularization of Kaplan University courses is one of the innovations that continued during the 2015–2016 academic year.

In an effort to help our students avoid spending unnecessary time and tuition, several Kaplan University schools have modularized the content of their courses, creating outcome modules that can be taken and assessed on their own. Each outcome module represents one of the several Course Outcomes that make up the full course. Students save time and money toward their degree because they earn course credit for the outcomes they have already met and take only the remaining outcomes in each course.

Modularization of Kaplan University’s programs provides a flexible, adaptable curriculum structure that will account for existing knowledge, skills, and education and provide content and instruction around the missing pieces. Modularization focuses on learning outcomes versus full courses, allowing us to evaluate students and learning at a more detailed level and fill in specific gaps.

Learning Outcomes

A learning outcome describes the knowledge, skills, abilities, and behaviors a student is expected to master. Program-level competencies provide the framework for program-specific competency assessment. Each program includes courses that equip students for employment in the field by providing preparation, practice, and opportunities to show mastery of the program competencies.

Every course at Kaplan University contains learning outcomes that are mapped to program-level competencies, providing the framework for program-specific competency assessment. These are Course Outcomes, General Education Literacies, and Professional Competencies.
Course Outcomes

Course Outcomes are discipline- and content-specific learning outcomes. Course Outcomes define and point students to what they should know and be able to do as a result of successfully completing a course.

General Education Literacies

In addition to a seven-course core general education curriculum for our bachelor's degree programs, we embed learning outcomes called General Education Literacies throughout each undergraduate program. General Education Literacies expose students to 10 areas of general education throughout their program of study: Arts and Humanities, Communications, Critical Thinking, Ethics, Mathematics, Professionalism and Career Development, Research and Information, Science, Social Science, and Technology.

Certain literacies, such as the Communications literacy, are embedded in nearly all undergraduate courses, while others are distributed across each program. Together, the General Education Literacies are foundational and transferable across careers and support students in becoming independent, critical thinkers who can express ideas coherently and engage in a diverse, changing world.

Professional Competencies

We believe professionalism—the behaviors that contribute to a positive, productive, and cohesive work environment—is key to career success. Employers hire candidates who exhibit professionalism, and they encourage institutions of higher learning to place more emphasis on building professional competencies.

At Kaplan University, we design our programs to help both undergraduate and graduate students build these skills through learning outcomes known as Professional Competencies. Below are the Professional Competencies that are embedded in our programs.

### PROFESSIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>UNDERGRADUATE STUDENTS</th>
<th>GRADUATE STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership</td>
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<tr>
<td>Personal Presentation</td>
<td>Personal Presentation</td>
</tr>
<tr>
<td>Multiculturalism and Diversity</td>
<td>Multiculturalism and Diversity</td>
</tr>
<tr>
<td>Communications</td>
<td>Problem Solving and Critical Thinking</td>
</tr>
</tbody>
</table>

Summer 2016 Graduation Ceremony
Course-Level Assessment

Throughout each course, faculty members engage in course-level assessment, assessing student mastery of the Course Outcomes, General Education Literacies, and Professional Competencies present in the course. Using outcome-specific course-level assessment rubrics and selected assessments, course-level assessment uses the following scale:

<table>
<thead>
<tr>
<th>No Progress</th>
<th>Introductory</th>
<th>Emergent</th>
<th>Practiced</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

As faculty conduct course-level assessments, students are able to see their course-level assessment scores along with their performance on graded items via the online classroom.

Given the discipline-specific nature of Course Outcomes, students are expected to master Course Outcomes upon successful completion of an individual course, whereas knowledge and mastery of General Education Literacies and Professional Competencies are gained across a student’s program of study. In other words, it is possible for a successful student to achieve course-level assessment scores of Proficient (4) or Mastery (5) for his or her Course Outcomes early on in the program. However, given the progressive nature of the General Education Literacies and Professional Competencies, that same student may not begin to demonstrate proficiency or mastery of those learning outcome types until later in his or her program of study.

Competency Report

With every course a student completes, individual course-level assessment data are aggregated at the program level, providing a fuller picture of a student’s mastery of the stated learning outcomes. That picture is delivered through the competency report, a personalized summary of his or her cumulative progress toward mastering the program outcomes the University and employers have identified as being essential to successfully performing in the workplace. The report reflects how effectively a student applies the knowledge, skills, abilities, and behaviors required to execute work-related activities and projects, as demonstrated by his or her performance throughout a program of study at the University.

Students may view their competency reports via the KU Campus Student Portal and download a PDF copy to share with prospective employers. For a prospective employer, such snapshots can provide more insight into a job candidate’s skills and readiness to contribute on day one. Together, a student’s conventional transcript and individualized competency report offer a more complete picture of a student’s academic achievement and work readiness.

A powerful advising tool at Kaplan University, the competency report provides an unprecedented view of a student’s strengths and weaknesses at a very detailed level. The competency report also helps us fine-tune a student’s degree plan, map course selection meaningfully to his or her personal career aspirations and interests, and prepare the student to present him- or herself with authority within the context of a job interview.

Source: Office of the Chief Academic Officer, Kaplan University, 2016. Data in this graph include all classes available during the time period of this report.
Our Faculty
Kaplan University's 2,462 faculty members combine strong educational credentials with real-world experience in their disciplines. Nearly all (94%) have an advanced academic degree; 42% hold a doctorate. Nearly two-thirds of our faculty members (65%) are female. Our faculty are based throughout the United States. For information on individual faculty members, see the faculty listings on the Kaplan University website at www.kaplanuniversity.edu/faculty/.

For both full- and part-time faculty, Kaplan University prioritizes offering professional development, recognizing scholarship, and providing support for publication and presentation development.

Center for Teaching and Learning
In our Center for Teaching and Learning, Kaplan University faculty find a comprehensive array of opportunities to enhance their expertise in teaching, adult learning, and innovation and to engage with their colleagues. The Center for Teaching and Learning serves both new and veteran teachers. Key components of our professional development resources include:

- **Center for Teaching and Learning website**: Launched in 2012, this robust site consists of more than 5,500 pages and has generated over a quarter of a million page views. Updated daily, it serves as an asynchronous centralized information point for faculty and administrators on a broad array of topics. New faculty members are directed to the site during training and veteran faculty navigate here as a primary source for their information needs.
• **Orientation:** New Kaplan University faculty members are required to complete an intensive orientation course that provides a comprehensive look at the institution and our students. Before entering the classroom, new faculty members learn about best practices in providing constructive grading feedback, managing discussion boards, leading seminars, and building communities. Early in their career at Kaplan University, new online faculty are also required to take one other training course, which details our support services, professional development opportunities, and other resources.

• **Live events:** The Center for Teaching and Learning offers 12 to 15 live events per month, including presentations from a wide variety of faculty and staff on research and technology. From July 1, 2015, to June 30, 2016, live events drew more than 6,600 attendees (many of whom attend multiple sessions annually).

• **Professional development workshops:** The Center for Teaching and Learning offers more than 30 workshops in an asynchronous format. Self-paced and self-enrolled, the platform enables department chairs to supervise the progress of faculty members during workshop training. Examples of topics include “The Scholarship of Teaching and Learning,” “Measuring Student Learning,” and “Planning and Publishing Academic Research.”

• **KU Village:** Held for the last 8 years, KU Village is the University’s largest and longest-running annual conference. In 2015, more than 2,800 attendees participated in 65 virtual presentations. Fully online, the conference enables faculty, administration, and staff to meet, learn, and share ideas about new directions in teaching and learning innovation. All conference sessions are recorded and archived so faculty members, staff, and administrators can access them at a later date. To date, the KU Village archive includes more than 500 unique recordings.

  – This year’s KU Village initiated Awards of Excellence to the highest-quality presentations as selected by conference attendees. Winners were named in five categories—Best Visual, Best Research, Best Overall, Best First-Time Presenter, and Best Veteran Presenter—for each of the 3 days of the conference and announced in a live awards ceremony.

  – Also this year, the conference produced its first-ever Conference Proceedings publication, a compendium of Awards of Excellence winners that was published online.

• **General Education Conference:** This annual 3-day virtual conference allows faculty, staff, and administrators to share best practices and trends in general education. The conference provides a deeper understanding of the importance of general education skills to our students’ success, and how general education is delivered at Kaplan University. It also helps reinforce the concepts of our General Education Literacies. In its eighth year in 2016, the Conference welcomed more than 85 individual speaker sessions.

• **The Monday Minute:** A brief, weekly email with a reach of more than 2,000 subscribers, this communication for faculty and academic administrators summarizes upcoming Center for Teaching and Learning-sponsored events and partners with such departments as the Office of Student Life. Additional information includes archive links from previous live event sessions and other link-rich text.

### Additional Avenues of Faculty Support

During the 2015–2016 academic year, Kaplan University launched the Faculty Scholarship Award to recognize the scholarship of University faculty and acknowledge its importance to our institution. Open to all University faculty, the award considers a wide range of scholarship activity, including presentations, journal reviews, and published discipline-related articles. Award candidates are first nominated by department chairs, and then award recipients are determined by the Faculty Scholarship Award Committee, a subcommittee of the Faculty Senate.

Seven award winners have been named to date, representing a wide range of academic backgrounds including health sciences, business, information technology, social and behavioral sciences, and nursing. Winners and their accomplishments are showcased on the Center for Teaching and Learning website and are offered the opportunity for an in-depth interview featured on the Faculty Highlights Blog.
The University provides publication and presentation support through the Center for Publication & Research Excellence, a website with resources to help with their publishing and research efforts. The site accepts faculty submissions and lists them in a comprehensive pictorial gallery and publications listing.

The Center for Teaching and Learning maintains a multidisciplinary listing of 260 journals and a directory of 27 research support tools and aides. We provide ongoing one-on-one support to help faculty members brainstorm, draft, and refine their presentations for the KU Village conference and other events. Many of our faculty members who present at our internal events go on to present at larger discipline-specific conferences outside the University.

**Scholarship: Kaplan University Faculty**

Kaplan University faculty contribute to their profession and promote scholarship through conducting research and publishing. Our faculty authors represent a broad array of academic disciplines, from business, economics, and legal studies to criminal justice, nursing, and social science.

Examples of faculty publication during the 2015–2016 academic year include:

**School of Business and Information Technology**

Samantha Bietsch, DBA, is a member of the faculty of the School of Business and Information Technology.

**School of General Education**

Brett Martin, DC, is a member of the faculty of the School of General Education.

**School of Health Sciences**

Lee Springer, PhD, is a member of the faculty of the School of Health Sciences.

**School of Nursing**

Kristin Curcio, DNP, is a member of the faculty of the School of Nursing.

**College of Social and Behavioral Sciences**

Sheri Kingsdorf, PhD, is a member of the faculty of the College of Social and Behavioral Sciences.

**Applied Scholarship**
Our faculty and professional staff are affiliated with regional and national organizations specific to their disciplines, serving as board members, researchers, peer reviewers, and presenters. They speak at professional conferences, receive professional awards, and publish in peer-reviewed journals. This year, our faculty reported 326 new publications, including 30 books or book chapters, 115 published articles in peer-reviewed journals and conference proceedings, and a variety of additional publications ranging from dissertations to technical and research reports.
Involvement in Governance

All of our faculty, including adjuncts, are involved in governance. Faculty are nominated and elected by their peers to this service. Nearly all committees have both full- and part-time faculty representation. Faculty hold the majority of voting seats on three-fourths of the committees on which they serve.

Evaluating Faculty Performance

Annually, we evaluate each faculty member performance using rubrics measuring five core criteria:

- Substantive expertise
- Preparation
- Presentation
- Classroom management
- Cultural/environmental contribution

These evaluations are designed to facilitate continuous improvement of our faculty in teaching and learning improvement and innovation.

Improving Our Methods

We believe in innovation and continuous improvement in how we teach students. Although students may come to us with a host of risk factors that threaten to hamper their progress in persistence and completion, we are invested in experimentation that leads to more effective methods. Our ongoing work with new technologies continues to yield promising results.

Continuous Improvement

At the end of each term, we measure faculty perceptions of curriculum features, associated technology, and characteristics of student readiness for learning. In this academic year, 9 in 10 respondents (90%) reported courses were appropriate for helping students meet learning objectives. More than 8 in 10 (87%) agreed the courses included methods and tools to provide meaningful evaluation of student progress. More than 7 in 10 (76%) rated course content and structure as being above average, with 21% rating such content and structure as being average and 3% as being below average. Survey results, coupled with those from student end-of-term surveys and assessments made by faculty course leaders, contribute to decisions to revise courses.

Our Exemplary Faculty: Steven Cates

A recent recipient of Kaplan University’s Faculty Scholarship Award is Professor Steven Cates of the School of Business and Information Technology. With a Doctorate in Business Administration from Nova Southeastern University (with concentrations in both human resources management and marketing), Dr. Cates has more than 30 years of HR experience with such organizations as Burlington Industries, Able Engineering, Kroehler Manufacturing, Philip-Morris, and McDonald’s. He has amassed over 25 years of teaching experience at numerous colleges and universities including Averett University, Forsyth Technical Community College, Capella University, and Nova Southeastern University.

Dr. Cates joined the Kaplan University faculty in 2008 and developed our currently offered human resources management courses. Department chair Susan Pettine calls Dr. Cates “a publishing powerhouse.” His 2015 publication list includes 36 journal articles. Dr. Cates also helps master’s degree candidates prepare articles for journal publication and collaborates with his most promising graduate students on journal articles. Dr. Pettine states, “His collaborative publishing spirit continues to represent Kaplan University in the best light!”
External Review and Assessment
In addition to evaluating our students’ performance and our performance as a university against our stated goals, we use several independent third-party measurement and benchmarking tools, including:

- Highly regarded institutional surveys, such as the Adult Learner Inventory (ALI) and the National Survey of Student Engagement (NSSE) (administered every other academic year in alternating years).
- Profession-specific assessments, such as the State Bar of California’s First-Year Law Students' Examination and the National Council of State Boards of Nursing National Council Licensure Examination (NCLEX®).
- Programmatic assessments developed by Peregrine Academic Services, comparing student knowledge and learning against that of students from other institutions.

Peregrine regularly conducts benchmarking studies of our business school students, measuring their mastery in various degree programs. Students are tested on selected business-related subjects and compared to aggregate pools of students from other participating institutions.

In the three undergraduate business programs measured in 2015–2016, Kaplan University students’ aggregated results across subject areas were higher than the results at other Accreditation Council of Business Schools and Programs (ACBSP) accredited online, campus-based, and blended undergraduate school degree programs. Also compared to students from other institutions, our students showed greater percentage improvements between inbound and outbound assessments.

Historically, incoming Kaplan University MBA students generally know less about the various business disciplines (such as accounting, finance, economics, management, and marketing) when they begin their studies than do students entering other business schools. This fact is not surprising given our open-admissions policy.

Our Exemplary Faculty:  
Dena AuCoin
Kaplan University professor Dena AuCoin, EdD, was recently named the Spring 2016 Research Grant Winner by the American Montessori Society at its national convention. Serving as an academic chair in the University’s College of Social and Behavioral Sciences, Dena also has conducted extensive research on children with autism. She is responsible for the University’s Autism Spectrum Disorder Postbaccalaureate Certificate program and the Bachelor of Science in Early Childhood Administration.

Dena’s dissertation research focused on how teachers in Montessori public schools accommodate students in inclusion classes.

Of the recent research grant, Dena said, “I had many visitors wanting to know what teachers are doing and how they can benefit from the research. I was able to share findings and generate interest in both my ideas and further research. I enjoyed representing Kaplan University and the fantastic things we are doing in early childhood and special education. It was a real pleasure and I look forward to continuing the representation of the University in the Montessori sector.”

During the 2015–2016 academic year, Peregrine conducted a benchmarking study of our MBA program. According to Peregrine’s data, Kaplan University graduating online MBA students outperformed students at other ACBSP-accredited business schools in all 17 disciplines measured. These findings are a validation of our efforts at continuous improvement and a validation of our students’ learning.
We launched the Research Pipeline in 2013 to improve student learning and persistence through rigorous testing of experimental interventions drawn from a broad spectrum of the academic literature. The Pipeline helps us better understand the impact of these interventions in our unique learning environment. It also helps ensure that empirical evidence is available to evaluate proposed changes in other areas, such as the adoption of new technologies and institutional practices.

For example, we recently tested the “flipped” classroom model in two units of two courses. In this model, rather than present course content during the synchronous seminar session, content is provided in advance in the form of short videos. The seminar session is used to begin work on the assignment for that week, with faculty available to provide immediate feedback. Results showed students in sections with flipped units performed better on that week’s assignment and were more likely to pass their course and persist to the next term. Research is ongoing to understand how broadly this model can be applied.

The Research Pipeline has also enabled studies pertaining to measuring and improving reliability of faculty evaluations of learning outcomes. After it was found that scoring reliability; that training is now assigned on a regular basis to faculty across the University.

Some of our most exciting work has come from research on increasing students’ motivation to succeed and persist. Many students have the ability to succeed; however, their motivation and/or belief in their ability to succeed can falter. So, we are testing brief interventions that seek to adjust how students think about themselves and their schooling. For instance, partnering with Stanford University’s PERTS (Project for Education Research That Scales—a research center dedicated to raising students’ academic achievement), we tested several methods to produce a “growth mindset” in students—that is, the belief that intelligence is malleable, not fixed—and help students connect what they do in the classroom to their personal goals.

We also collaborate with scientists, including:

1. DeLeon Gray, PhD: Our work with Dr. Gray explores how we can channel students’ motivations to fit in and stand out into adaptive classroom behavior. Dr. Gray is an Assistant Professor in the College of Education at North Carolina State University.

2. Todd Rogers, PhD: Our collaboration with Dr. Rogers has endeavored to determine methods to mobilize the support of students’ family and friends to improve student persistence. Dr. Rogers, a behavioral scientist, directs the Student Social Support R&D Lab at Harvard University. In our study, students enrolled in a specific course enlisted the help of a friend or family member to be a “study supporter,” a person who would encourage and support that student throughout the course. Study supporters received text messages throughout the term alerting them to what the student was working on in the classroom. After controlling for other influences on student success, students assigned to a condition where both they and their supporters received text messages were more likely to pass the course and persist to the next term.

3. Mesmin Destin, PhD: The team works with Dr. Destin on an intervention designed to increase motivation by having students think about their possible selves (i.e., positive and negative selves that one believes he or she might become in the future). Dr. Destin carries joint appointments in Northwestern University’s School of Education and Social Policy (Department of Human Development and Social Policy) and its College of Arts and Sciences (Department of Psychology).

Our large and diverse student population enables us to discover whether findings obtained in laboratory settings can be generalized and applied to real-world settings, helping real students succeed in real courses, with real consequences. Additionally, using online courses lets us more easily collect and analyze academic data and implement changes on a large scale.
Improving Student Writing

Kaplan University's Academic Support Center works to improve student writing and avoid plagiarism. Much of this assistance comes from the Writing Center, which offers regularly scheduled interactive webinars, online resources, paper review, live tutoring, and more. An online plagiarism information website serves as a resource for both faculty and students. Live links to resources within classrooms provide further direct support.

During the 2015–2016 academic year, professional tutors in the Kaplan University Writing Center conducted more than 5,000 live tutoring sessions and offered 7,700 video paper reviews with comments on best practices in document formatting, citation, and plagiarism avoidance. Their work has helped scores of Kaplan University students enhance their proficiency in written communication.

More than 800,000 uses of the online asynchronous Academic Support Center resources, including approximately 117,000 uses of resources with a citation and plagiarism emphasis, were reported during the last academic year.

Kaplan University Uses Learning Engineering to Foster a Climate of Evidence-Based Practices

In spring 2016, Kaplan, Inc. was approached by Ithaka S+R, an independent nonprofit that helps the academic community navigate economic and technical changes. Ithaka publishes research and offers strategic guidance to help organizations understand important trends, learn from best practices, and leverage high-quality research. Their focus is on expanding access and improving student outcomes.

Ithaka was interested in publishing a case study on Kaplan University's approach to learning engineering, our research pipeline, and use of randomized controlled trials to improve student outcomes. The case study was completed in October, and can be found at http://www.sr.ithaka.org/publications/engineering-learning-at-kaplan-university.

Faculty Member Spotlight: Karla Drenner

Kaplan University professor Karla Drenner teaches courses in public administration in the College of Social and Behavioral Sciences. She holds two doctorates (one in philosophy, public policy analysis, and administration and another in occupational safety and health) as well as two master’s degrees (one in environmental studies and one in business administration) and a bachelor’s degree in health physics.

Earlier, as a consultant in environmental safety, Dr. Drenner advised leading chemical, pharmaceutical, and transportation companies on environmental and safety policies. Since 2000, she has served in the Georgia state legislature, running on a platform that includes environment, energy, and economic development. As a legislator, she has championed more than 40 pieces of legislation to promote the development of Georgia’s energy resources, both on land and offshore. She is spearheading sponsored income-tax credits for teleworkers—the first such tax credits in the nation.

Dr. Drenner is a frequent author and public speaker on issues relating to public administration. She says, “I feel that an education from Kaplan University is so valuable. All of our professors are experts in the field, and most are out there working in the field, just like me. I’ve been there, I’ve done it, and I will tell you all of the gritty details, including the mistakes along with the successes. I wish I’d had more professors like that when I was earning my degrees and starting my career!”
Graduate Spotlight: Derek Roman

Derek Roman graduated from high school in 1999 and found success working as a tech support specialist and help desk analyst. He chose Kaplan University due to the demands of his work schedule to pursue his newfound interest in computer programming. “Through my degree plan, I was exposed to a variety of different programming languages and technologies.”

Derek shone both in and outside the classroom, maintaining a 3.8 GPA while a member of three different honor societies and two student organizations.

Six months before Derek completed his Bachelor of Science in Information Technology, he was promoted into a .net developer role, which included a raise and allowed him to “perform work that I love and be supportive for my family.”

“My education is what allowed me to have the career I wanted.” His advice to others, especially those just beginning school, is that “your education is in your hands. Make the best of where you are at and make sure you do what you want to do. Once you land that job you love, you will never ‘work’ again.”

Student Success

We monitor the F-rate—that is, a count of all failing grades divided by the count of all received grades, including passing grades, failing grades, and withdrawal grades—for all courses completed during the academic year. During the last academic year, the F-rate across Kaplan University courses was 14.45%—a slight decrease from last year’s F-rate of 14.65%.

End-of-Term Student Survey

We measure our students’ satisfaction with their experience in a number of ways. At the end of each term, students are encouraged to evaluate the quality of the curriculum and instruction in an online survey.

The survey consists of 12 rating and open-ended items: six items each for the course and the instructor. The survey evaluates instructors on such criteria as content knowledge, preparedness, and engagement to lead the course effectively. During 2015–2016, 231,585 responses were received, representing a response rate of 72.8%. Of these, 89% of student respondents expressed satisfaction with the quality of their courses. Additionally, 91% of respondents reported satisfaction with instructor support. Both of these satisfaction measures are stable, having remained at or above 88% and 91%, respectively, since the 2012–2013 academic year. Survey results inform curriculum revision and policy development and provide a basis for faculty development.
The Adult Learner Inventory

The ALI surveys undergraduate students ages 25 and older at 4-year institutions across the nation. The survey addresses eight primary dimensions of a university education:

- Assessment of Learning Outcomes
- Financing
- Life and Career Planning
- Outreach
- Student Support Systems
- Teaching–Learning Processes
- Technology
- Transitions

Students rate the most important aspects of their educational experience and how satisfied they are with their colleges’ performance in each area. The differences in those ratings (displayed as “satisfaction gaps”) help signal how well a school is providing students with what they want and need in their education.

We analyze our students’ responses and compare them to the reported national means. Latest ALI results show that, on average, Kaplan University respondents indicate higher levels of satisfaction on all eight scales compared to corresponding national group averages. Our students expressed greatest satisfaction with the University’s performance in the categories of Technology, Teaching–Learning Processes, Outreach, and Student Support Systems.

Survey results, along with other feedback sources, drive improvements in how we serve students.
For a great many of our students, graduation represents a lifetime achievement. Therefore, in everything we do as an institution of higher learning, we seek to encourage and support our students to reach this important milestone.

During the 2015–2016 academic year, we conferred 12,742 associate’s, bachelor’s, master’s, and professional degrees as well as 755 certificates and diplomas:

- Associate’s: 4,356
- Bachelor’s: 5,103
- Master’s: 3,145
- Professional: 138
- Undergraduate certificate/diploma: 614
- Graduate certificate/diploma: 141

Conventional graduation-rate methodologies focus on traditional first-time, full-time students. By contrast, Kaplan University’s student population consists chiefly of adult learners, many of whom are enrolled part time. Thus, we calculate graduation rate using a period equal to 150% of normal time—for example, 6 years for a 4-year degree.

The graduation rate for the 2015–2016 academic year includes those who were part of the following cohorts:

- Bachelor’s degree students who matriculated in 2009–2010 and graduated before or during the 2015–2016 academic year.
- Associate’s and master’s degree students who matriculated in 2012–2013 and graduated before or during the 2015–2016 academic year.

Undergraduate and graduate certificate programs take variable lengths of time to complete. We use 150% of a designated program length to report completion rates for certificate students. Here, we report certificate students who reached that 150% point during the 2015–2016 academic year.

For school-specific graduation rates, see the School and Program Overview.

Kaplan University’s graduation rates of full-time students are encouraging, given our nontraditional student population. Part-time status as a college student is an acknowledged risk factor for failing to complete an academic program. It plays a large role among the students in our community, who are juggling many roles and obligations in their lives while also attempting to manage the work of their student role.

We continue to pursue ways to increase persistence and completion rates for all University students, particularly for part-time undergraduates.

### Kaplan University Graduation Rate

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Graduates</th>
<th>Graduation Rate</th>
<th>Number of Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>577</td>
<td>44%</td>
<td>3,503</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1,027</td>
<td>48%</td>
<td>6,878</td>
<td>22%</td>
</tr>
<tr>
<td>Master’s</td>
<td>1,488</td>
<td>52%</td>
<td>1,380</td>
<td>38%</td>
</tr>
</tbody>
</table>

Source: Office of the Chief Academic Officer, Kaplan University, 2016.

Graduation rate statistics are based on a traditional 150% time-to-degree maturity period. Because most Kaplan University students graduate significantly faster than the traditional 150% period, the count of students graduating in an academic year will often differ from the count of graduates included in the graduation rate.
Capstone Survey

In their final term, students complete a survey designed to measure how well Kaplan University accomplishes our mission of providing innovative, student-centered education and offering an efficient path to meet their goals. During 2015–2016, more than 11,400 students completed the survey.

Alumni Survey

Each year since 2008, we survey our recent graduates and alumni to gauge their Kaplan University experience. Their perceptions are valuable to us both as they move further along on their career path and after they become established. This section reflects our most recent graduates.

The survey conducted during the 2015–2016 academic year yielded a response rate of about 16% of recent graduates. Ninety percent of those respondents expressed overall satisfaction with their Kaplan University experience. Ninety percent of respondents reported their educational program met their expectations. More than 8 in 10 (82%) said they would recommend Kaplan University to others. Ninety percent said their Kaplan University education was relevant to their current goals.

### KAPLAN UNIVERSITY CAPSTONE SURVEY

<table>
<thead>
<tr>
<th>SURVEY STATEMENT</th>
<th>AGREE OR STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaplan always puts my needs, as a student, first.</td>
<td>78%</td>
</tr>
<tr>
<td>Kaplan provides personalized support to help keep my program requirements in line with my life circumstances.</td>
<td>80%</td>
</tr>
<tr>
<td>I believe what I learned at Kaplan will help me reach my personal and career goals.</td>
<td>91%</td>
</tr>
<tr>
<td>Getting a degree from Kaplan was an efficient path to achieving my learning goals.</td>
<td>91%</td>
</tr>
<tr>
<td>I believe Kaplan is innovative in its approach to education.</td>
<td>85%</td>
</tr>
</tbody>
</table>

Source: Office of the Chief Academic Officer, Kaplan University, 2016.

*Summer 2016 Graduation Ceremony*
Alumni Survey Results, 2015–2016*

OVERALL, I AM SATISFIED WITH MY EXPERIENCE AT KAPLAN UNIVERSITY.

- Strongly Agree: 47.6%
- Agree: 42.3%
- Neither Agree Nor Disagree: 4.8%
- Disagree: 2.9%
- Strongly Disagree: 2.5%

OVERALL, THE EDUCATION I RECEIVED AT KAPLAN UNIVERSITY IS WORTH THE COST.

- Strongly Agree: 29.3%
- Agree: 32.7%
- Neither Agree Nor Disagree: 21.2%
- Disagree: 10.4%
- Strongly Disagree: 6.4%

THE EDUCATIONAL PROGRAM AT KAPLAN UNIVERSITY MET MY EXPECTATIONS.

- Strongly Agree: 45.1%
- Agree: 44.4%
- Neither Agree Nor Disagree: 5.8%
- Disagree: 3.3%
- Strongly Disagree: 1.4%

*Reflects responses of those who graduated between July 2015 and December 2015, with 1,033 responses and a response rate of 16%. Survey responses of those who graduated between January 2016 and June 2016 are not yet available.
Keeping a college education affordable is important for our students. Students often save significantly by taking advantage of the many options we provide to lower costs, including tuition reductions for military students and opportunities to receive credit for prior learning and professional experience.

With such factors included, the total average paid to Kaplan University for a bachelor’s degree was $34,387, down from the 2014–2015 average of $36,574. These amounts do not include additional savings students can realize from obtaining Kaplan University scholarships and grants (dependent on availability and qualification).
Managing the Cohort Default Rate

Repaying education loans is a significant issue for today’s college students. At Kaplan University, we measure and track the cohort default rate—that is, the rate at which individuals default on repaying their student loans. Expressed as a percentage, this statistic tracks a group, or cohort, of students who enter their repayment period between October 1 of a given year and September 30 of the following year. If any student in the cohort defaults within a 3-year period, the default rate rises. A new 3-year cohort period begins each year.

Kaplan University’s team of loan assistance counselors helps students who may have difficulty repaying their loans. We help answer students’ questions and guide them through the U.S. Department of Education’s repayment estimator. Together, we help identify the best repayment option for their personal circumstances. Our loan assistance counselors also serve as a liaison between students and their loan servicing company. Through three-person phone calls, we introduce students to their servicing agent and work to ensure that students have what they need to comfortably repay their student loan through a standard plan or secure an income-driven repayment option, an extended payment plan, or a graduated repayment plan.

We use a variety of media and technology in our outreach efforts to further ensure students have the information they need to repay loans and avoid default. Additionally, Kaplan University’s ground locations have on-campus or visiting loan assistance counselors or regional managers to further assist our actively enrolled students with questions and issues related to financial literacy.

The cohort default rate among Kaplan University students (a population comprising individuals studying online, at ground campuses and learning centers, or enrolled at Concord Law School) has decreased in recent years.

As shown in the table, Kaplan University students who complete their programs rarely default.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COHORT DEFAULT RATE (ALL KAPLAN UNIVERSITY BORROWERS)</th>
<th>COHORT DEFAULT RATE (KAPLAN UNIVERSITY GRADUATES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>26.2%</td>
<td>7.9%</td>
</tr>
<tr>
<td>2011</td>
<td>20.4%</td>
<td>6.1%</td>
</tr>
<tr>
<td>2012</td>
<td>12.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>2013</td>
<td>12.4%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education.

Serving Our Alumni

The Kaplan University Alumni Association brings together more than 111,000 graduates living around the world for a chance to engage one another and tap into an ongoing source of support, development, and networking.

All graduates of Kaplan University are given a free lifetime membership in the Kaplan University Alumni Association with access to member-exclusive benefits, such as the CareerNetwork, an official alumni LinkedIn group (currently with over 7,000 members), tuition reduction for alumni on further coursework at Kaplan University, and access to other special opportunities.

To create greater awareness, Kaplan University publishes the digital Alumni Resource Guide, which can be found in the Student Life and Alumni Engagement section on the Kaplan University website.

To expand alumni support and engagement, we introduced the University Alumni Advisory Board in 2016. The Board provides advice, counsel, and assistance to the University president and administration. Members of the Board represent a wide range of careers and professions. They offer their expertise, experience, and wisdom to help the University in its continued delivery of a best-in-class educational experience with an unmatched commitment to student success. More than 30 alumni served in the Board’s first year.
Through our commitment to provide outcomes-focused education and close the growing skills gap, Kaplan University prepares students to become highly marketable candidates for employment. As we educate, we also guide our students to move confidently onto their chosen individual career paths. Because success requires mastering specific career-related skills, all of our schools enlist advisory boards of industry professionals, employers, and educators who review program outcomes and help keep our curricula current.

Career Services:
A Comprehensive Resource
Kaplan University’s Career Services department assists students with their individual career goals throughout the student life cycle. We are staffed to support our online students in all states as well as students attending our campus locations.

Career Services staff help students learn to craft a résumé, analyze job descriptions, write cover letters, create social media profiles, build networking skills, and interview confidently. Working with students, educators, and prospective employers, Career Services helps identify appropriate employment opportunities for each individual. Staff provide job-search assistance, conduct mock interviews, offer networking tips, and host a full calendar of online and ground-based workshops, seminars, career fairs, “Employer Spotlight” sessions, and more. Through online tools, students interact with employers, learn more about their hiring needs, and connect with others in their field of study.

Kaplan University students enjoy access to the CareerNetwork, a comprehensive resource available on the KU Campus Student Portal. Launched in 2011, the CareerNetwork provides 24/7 support for job seekers and answers to career-related questions. The CareerNetwork hosts a real-time, customized job feed for students based on their program of study and geographic area, as well as and provides résumé-building tools and a way to have social media profiles reviewed for content. Career Services shares job leads with students and can also send resumes of Kaplan University graduates to specific employers for consideration of a job opening. Job seekers can view listings regularly and communicate with their Kaplan University Career Services staff member on the progress of their search.

“Kaplan University is a great community partner supporting youth and adults in the area of education and career advancement. The University has collaborated with Women on a Mission for Change for the past 4 years and has engaged in the planning and implementation of its annual conference and continuous mentoring program through the years. Their staff has always been very helpful and engaging with all communities. It has been a pleasure to work with Kaplan University as they provide opportunities for youth and adults to pursue their education and enhance their careers.

— Gina Ponce, President
Women on a Mission for Change
Omaha, Nebraska
Hiring Kaplan University Grads:
Employer Spotlights

Throughout the academic year, our Career Services department sponsors Employer Spotlight events to help students better prepare for the job market. Employers are invited to give presentations describing their hiring needs, their organizations’ culture, and their application process. These hour-long events, hosted online, offer a low-cost, quick-turnaround opportunity for employers to gain access to the entire Kaplan University student body.

Also included in these events is a question-and-answer period. We maintain an archive of recorded presentations to aid our students during their job search, which can be accessed through the CareerNetwork.

We hosted more than 35 Employer Spotlights during the 2015 calendar year, featuring an array of organizations across a broad industry spectrum and representing both public and private sectors.

Employer Spotlights:
Representative Sample of Participating Organizations

<table>
<thead>
<tr>
<th>Allied Barton</th>
<th>Enterprise Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright Horizons</td>
<td>G4S</td>
</tr>
<tr>
<td>Center for Autism &amp; Related Disorders</td>
<td>IBM</td>
</tr>
<tr>
<td>Charter Schools USA</td>
<td>Knowledge Universe</td>
</tr>
<tr>
<td>Coram/CVS</td>
<td>Learning Care Group</td>
</tr>
<tr>
<td>Curves/Jenny Craig</td>
<td>Peace Corps</td>
</tr>
<tr>
<td>Dell EMC</td>
<td>Quicken Loans</td>
</tr>
<tr>
<td>Devereux Advanced Professional Health</td>
<td>Ryder</td>
</tr>
<tr>
<td></td>
<td>Scribe America</td>
</tr>
<tr>
<td></td>
<td>Southwest Airlines</td>
</tr>
<tr>
<td></td>
<td>Troops to Teachers</td>
</tr>
</tbody>
</table>

Graduate Spotlight: Dennis Shogren

A Certified Public Accountant, Dennis Shogren held various senior corporate finance roles before becoming CEO of a modular building manufacturer in 2006. The recession soon hit and Dennis decided to make a career change, opening up his own accountancy practice focusing on trust and probate work.

An attorney friend called on Dennis to serve as an expert witness. “I got a taste of the courtroom environment, and going to law school would be a really good way to get a practical education to go with my accounting skills.”

He enrolled in Concord Law School’s Executive Juris Doctor program because it worked with his hectic schedule. “When you work for yourself, you work all the time.”

Dennis earned his EJD in 2014. “My legal education comes in very handy. It’s been really good for me to have when I do work for attorneys. They actually like the idea that I can understand their language. I know about procedure and I am comfortable in their world.”

According to Dennis, the faculty and staff at Concord are “top of the line. There is no question when you get done with a Concord law degree you’ve got a great education.”
Representative Job Titles of Kaplan University Graduates

Accountant  Help Desk Support Administrator  Network Engineer  Security Officer/Specialist
Bookkeeper  Human Resources Assistant/Clerk  Office Administrator  Systems Analyst
Case Manager  IT Consultant  Office Manager  Teacher
Claims Analyst/Examiner  Legal Assistant  Operations Manager  Teacher’s Assistant
Community Health Worker  Manager-Business  Paralegal  Tech Support Manager
Computer Operator  Medical Administrative Assistant  Patient Care Technician  Therapist
Corrections Officer  Medical Assistant  Project Manager  Web Developer/Manager
Direct Case Worker  Medical Coordinator  Registered Nurse  Youth Case Worker
Financial Analyst  Medical Lab Technician  Sales Associate
Financial Manager  Sales Manager
Financial Representative

Kaplan University does not guarantee employment or in any way imply that graduates will find employment with any of the listed companies.

A Selection of Recent Employers of Kaplan University Graduates

American Red Cross  G4S  PNC Bank  U.S. Department of Veterans Affairs
ARC of Washington County  Genesis Health System  Positive Behavior Supports  UnityPoint Health
AT&T  H&R Block  Securitas  University of Iowa Hospitals and Clinics
Aurora Health Care  Kaiser Permanente  TD Bank  Verizon Wireless
Bank of America  Lowe’s  Transportation Security Administration  Walter Reed National Military Medical Center
Bright Horizons  Maine Medical Center  U.S. Air Force
Catholic Health Initiatives  Mayo Clinic Health System  U.S. Army
Comcast  McKesson  U.S. Department of Defense
Dell EMC  Mercy Hospital and Medical Center  U.S. Department of Health and Human Services
Easter Seals  Meritus Medical Center  U.S. Department of Homeland Security
First Data Merchant Services  Nationwide Insurance  Kaplan University does not guarantee employment or in any way imply that graduates will find employment with any of the listed companies.
Career Exploration Opportunities

We help students explore career opportunities through volunteer experience, part-time jobs, internships, externships, and work-experience programs. Many of our programs require students to gain hands-on experience. All of our undergraduate programs give students the opportunity to participate in an experiential learning opportunity. As part of their coursework students may complete clinical, practicum, and/or internship or externship experiences within their own community. Such experiences allow students to translate knowledge into practice, preparing them for entry-level positions within their field or promotion in their established profession.

KapConsulting and Kaplan Financial Services, virtual internships through which students provide consulting and financial services to small businesses and nonprofit organizations, are examples of the types of opportunities we provide our students. KapConsulting also includes Kaplan Radio, a digital radio station remotely operated by interns for our students, faculty, and staff. Eligible students in the School of Business and Information Technology, School of Health Sciences, and College of Social and Behavioral Sciences are able to explore these opportunities.

“We’ve had the great pleasure of working with local Kaplan University staff and students through the University’s externship program.... I believe they do a great job offering nontraditional students, in particular, the opportunity to earn their degrees in ways that work for them.... The staff is professional and great to deal with in all respects. I am so thankful for this ongoing partnership!”

— Jeff Capps, Executive Director
Cedar Valley Habitat for Humanity
Cedar Rapids, Iowa

Summer 2016 Graduation Ceremony
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>OPPORTUNITY</th>
</tr>
</thead>
</table>
| School of Business and Information Technology | AAS in Business Administration Capstone Externship  
AAS in Information Technology Internship  
BS in Accounting Internship  
BS in Business Administration Capstone Externship  
BS in Finance Internship  
BS in Information Technology Internship |
| Concord Law School | EJD Practicum (students apply knowledge in a business setting)  
LEEP Practicum (students work with a supervising attorney or judge) |
| School of Health Sciences | AAS in Health Information Technology Practicum and Externship/Capstone  
AAS in Medical Assisting Clinical Courses and Externship and Evaluation  
AAS in Medical Office Management Externship and Evaluation  
AAS in Medical Transcription Practicum  
BS in Health and Wellness Internship Elective  
BS in Health Care Administration Internship Elective  
BS in Health Information Management Capstone Externship  
BS in Health Science Internship Elective  
BS in Nutrition Science Internship Elective  
Master of Public Health Field Experience  
MS in Health Education Field Experience  
Medical Assistant Certificate Clinical Course and Externship and Evaluation  
Medical Office Administration Certificate Externship and Evaluation  
Phlebotomist Certificate Externship |
| School of Nursing | Adult-Gerontology Nurse Practitioner Clinical  
AS in Nursing (prelicensure) Clinical  
Executive Leader Practicum  
Family Nurse Practitioner Clinical  
Nurse Educator Clinical  
Nurse Informatics Specialist Practicum  
RN-to-BSN Practice Experiences |
| College of Social and Behavioral Sciences | Associate's Internship  
Bachelor's Internship  
MS in Higher Education – Student Affairs Internship  
MS in Psychology – Addictions Concentration Practicum  
MS in Psychology – Applied Behavior Analysis Concentration Practicum  
MS in Psychology – Industrial/Organizational Psychology Concentration Practicum  
MA in Teaching Iowa Certification – Student Teaching Internship I and II  
Graduate Certificate in Addictions Practicum  
Graduate Certificate in Industrial/Organizational Psychology Practicum  
Postgraduate Certificate in Applied Behavior Analysis Practicum |

*Source: Office of the Chief Academic Officer, Kaplan University, 2016.*
In the 2015–2016 academic year, Kaplan University commissioned a first-of-its-kind study to better understand its graduates’ earnings outcomes. Conducted by noted economist Dr. Robert J. Shapiro, the study used public and private data to create a large-scale comparison of earnings by college graduates across 273 traditional, public, and private nonprofit institutions in the five states (Arkansas, Colorado, Florida, Texas, and Virginia) where comparable data sets now exist.

Applying a rigorous analysis of data from the U.S. Department of Labor’s Wage Record Interchange System as well as data on state university outcomes from CollegeMeasures.org, the study showed that Kaplan University graduates gain substantial economic value from a Kaplan University education and degree, and that value is generally comparable to the value gained from a comparable program and degree from a traditional public or private nonprofit university across these five states. It is important to note that this study reviewed only graduates, and did not assess outcomes for students who did not complete a program. Additionally, outcomes differ by program type, with some programs showing greater earnings gains than others. The study looked at average or median incomes and, therefore, as incomes differ within a program, Kaplan University cannot guarantee that all graduate results will be the same.

Among the study’s key findings:
• In the first year after graduating, Kaplan University graduates with bachelor’s degrees earned more or the same as graduates from similar private nonprofit programs in three of the five states where comparative data were available (AR, FL, and VA). This same relationship held for associate’s degree earners in Arkansas and Virginia.
• Median first-year earnings of Kaplan University bachelor’s degree graduates also compared favorably to the nationwide average for nine major fields of study where comparable data were available. These included such fields of study as business administration, accounting, liberal arts and sciences, nursing, and criminal justice. The analysis indicates that the first-year earnings of Kaplan University bachelor’s degree graduates and graduates of bachelor’s degree programs at public and private not-for-profit institutions in the five states bear roughly the same relationship to average first-year earnings of bachelor’s degree graduates nationwide.

The data show, first, that a Kaplan University degree produced substantial income benefits. Six years after finishing an associate’s degree, Kaplan University graduates earned an average of 82% more than they did before entering the University ($15,290 to $27,890), while their counterparts who did not pursue any degree are estimated to have earned barely 4% more ($15,290 to $15,964). Similarly, 6 years after earning a bachelor’s degree, Kaplan University graduates earned an average of 38% more than they did before starting ($30,358 to $41,947), compared to the estimated 4% gains of their counterparts with only a high school diploma ($30,358 to $31,698). (The difference in the earnings premiums for the two degrees is largely based on the low prior earnings of those who went on to earn an associate’s degree.) Indeed, the estimated gains are actually likely to be conservative because the analysis excluded those programs in which the students’ median income before entering Kaplan University was less than a full-time minimum wage.

More information about the study can be found at http://www.sonecon.com/what-you-earn-does-not-depend-on-whether-you-attend-a-for-profit-university-or-a-traditional-not-for-profit-institution/.
This section includes profiles of each school within Kaplan University and a table listing all academic programs.

For school profiles, the following definitions apply:

Persistence rate: A measure, expressed as a percentage, of students who persist toward completion of their academic program. The 2015–2016 persistence rate is calculated by comparing the numbers of students actively enrolled at the beginning and end of the academic year. Students who graduated during the academic year are also counted as having persisted.

Average course-level assessment score: A measure of student learning expressed as a numeral using Kaplan University's 0- to 5-point scale, where 0 signifies no progress and 5 indicates mastery (see page 18 for the complete scale).

School of Business and Information Technology

Thomas C. Boyd, Dean and Vice President
PhD, University of North Carolina, Chapel Hill
MBA, Florida Atlantic University
BS, Oakland University

The 2015–2016 academic year saw a shift in the strategy of the School of Business and Information Technology (SBIT). With growth slowing for online education, the SBIT is looking to new programs and new partnerships to sustain its student census. In June 2015, we launched three new programs: the Bachelor of Science in Cybersecurity, the Bachelor of Science in Finance, and the Master of Science in Cybersecurity Management. These programs are expected to provide 1,000 new students by 2017. In addition, several new partnerships show promise to provide new enrollments in 2016 and beyond. Many of these new relationships have been facilitated by our ability to articulate significant corporate training because of our modularized curriculum.

Current and relevant curriculum continues to be a high priority. In September 2015, the Advisory Board met to perform in-depth reviews of several key programs and the last of the recommended changes that resulted from that review are being completed in 2016. In addition to those changes, we completed changes recommended by our programmatic accreditors for project management (GAC) and for business (ACBSP). Finally, we are focusing on aligning our curriculum with high-demand certifications so that our students can earn top industry credentials either during or upon completion of our programs. The first certifications aligned are the Certified Ethical Hacker (CEH) and Certified Information Systems Security Professional (CISSP).

Key highlights:

- The SBIT earned accreditation renewal from the Global Accreditation Center for Project Management Education Programs for the Master of Business Administration with a concentration in project management and the Master of Science in Management with a concentration in project management.

- Our Master of Science in Finance with a concentration in financial planning was renewed as a CFP Board-Registered Program in financial planning education through 2017.

- Our initial accreditation self-study for the Bachelor of Science in Information Technology was accepted by ABET, with the on-site visit taking place in September 2016.
• Faculty of the SBIT had 92 authorships of journal articles, 59 conference proceedings or book chapters, and 47 practitioner and trade press articles in the academic year.

• The 2015 Peregrine standardized test results showed that graduating Kaplan University MBA students, when compared to graduating MBA students at other ACBSP-accredited schools, had significantly higher performance scores in 16 of 17 subject categories.

Concord Law School

Martin Pritikin, Dean and Vice President

JD, Harvard Law School
BA, University of Southern California

Opened in 1998 and offering accessible, affordable online legal education, Concord Law School merged with Kaplan University in 2007. We offer two professional degree programs: Juris Doctor (JD) and Executive Juris Doctor (EJD).

Key highlights:

• Our faculty revamped the School’s committee infrastructure from eight to five, broadening the scope of the new committees to encourage overlap and greater collaboration.

• After successfully completing their first year in our JD program, students sit for the 7-hour California First-Year Law Students’ Examination. With the October 2015 administration of the Exam, 18.5% of Concord’s students passed (against an overall examination pass rate of 20.4%).

• Many Concord JD graduates sit for the 3-day California Bar Exam, one of the nation’s most challenging. Exam results by student status are not published, so the performance of Concord’s and other institutions’ part-time student populations cannot be directly compared. Of the Concord graduates who sat for the July 2015 exam, 25% of first-time takers passed (against an overall examination pass rate of 46.6%). Of the Concord graduates who sat for the February 2016 exam, 46% of first-time takers passed (against an overall examination pass rate of 36%).

<table>
<thead>
<tr>
<th>DISTRIBUTION OF DEGREES CONFERRED</th>
<th>BUSINESS</th>
<th>INFORMATION TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>750</td>
<td>217</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>845</td>
<td>269</td>
</tr>
<tr>
<td>Certificate/Diploma</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Master’s</td>
<td>834</td>
<td>133</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>59</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSISTENCE RATE</th>
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</thead>
<tbody>
<tr>
<td>Associate’s</td>
</tr>
<tr>
<td>Bachelor’s</td>
</tr>
<tr>
<td>Certificate/Diploma</td>
</tr>
<tr>
<td>Master’s</td>
</tr>
<tr>
<td>Graduate Certificate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AVERAGE COURSE-LEVEL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
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<table>
<thead>
<tr>
<th>GRADUATION RATE</th>
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<tbody>
<tr>
<td>Associate’s</td>
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<tr>
<td>Bachelor’s</td>
</tr>
<tr>
<td>Master’s</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
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<td>Associate’s</td>
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<tr>
<td>Master’s</td>
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</table>

<table>
<thead>
<tr>
<th>DEGREES CONFERRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juris Doctor (JD)</td>
</tr>
<tr>
<td>Executive Juris Doctor (EJD)</td>
</tr>
</tbody>
</table>
School of General Education

Jodene DeKorte, Dean
PhD, Colorado State University
MA and BA, University of Northern Colorado

The theory of general education at Kaplan University revolves around the development of lifelong learners. We empower students to cultivate independent, critical, and rational thinking; express ideas coherently; develop new interests and academic skills; engage and communicate in a diverse and changing world; and undertake practical and professional applications. All of these are skills that employers value and that will benefit our students regardless of their chosen field.

Key highlights:

- We sponsored our eighth annual 3-day General Education Virtual Conference, at which faculty and academic leaders share best practices and new ideas about general education.

- We established the General Education Speaker Series, an opportunity for faculty to share ideas and expertise with peers across the School and the University.

- Our faculty participated in 12 Research Pipeline projects.

- Faculty had more than 80 publications and presentations at outside venues.

- We were recognized by the Association of General and Liberal Studies for a 2016 Exemplary Program Award.

- We held our fourth annual Spirit Week and Awards Night to recognize outstanding work within the School of General Education.

- The School hosted more than 20 events for faculty to engage in professional development and academic discussions, in activities such as Faculty Interdisciplinary Roundtable presentations, Humanities Book Club, the School's speaker series, the Reading Our Writing group, and faculty best practice sessions and discussions.

### Average Course-Level Assessment Score

<table>
<thead>
<tr>
<th></th>
<th>Assessment Score</th>
<th>F-Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3.66</td>
<td>19.47%</td>
</tr>
<tr>
<td>Graduate</td>
<td>4.06</td>
<td>8.70%</td>
</tr>
</tbody>
</table>

School of Health Sciences

Keith L. Smith, Dean and Vice President
EdD, Seattle University
MA, Fuller Theological Seminary
MBA, City University

No other large-scale industry exhibits the growth rate that health care continues to demonstrate. Nearly all health care-related professions have double-digit growth projections. Beyond growth itself, the pace of change within health care is dizzying, with continuous and critical changes in health law, regulations, technology, pharmaceuticals, and medical and allied health practice. The rate of growth and change simply underscores the need for skilled health professionals in a vast variety of roles.

The School of Health Sciences continues to adapt and evolve to meet the critical challenge inherent in these trends. We look to develop new programs, upgrade current ones, and offer flexibility in both delivery and format, with an emphasis on developing strategic partnerships, incorporating competency-based learning, and continuing to provide a stackable education ladder from entry level to advanced degrees. Additionally, we continue to adjust and modify the outcomes and competencies within our curriculum to reflect up-to-date competency requirements within the industry, equipping our graduates to best position themselves in the marketplace and to be successful in their given professions.
Key highlights:

- We incorporated the “SimChart” teaching tool into six clinical courses within the Medical Assistant Certificate program, offering the latest in simulations for skills training in ambulatory clinical care.

- We enabled real-world experiences for our students across the country in 9 of our 13 current programs, with plans in place for all programs to include such experiences in the 2016–2017 academic year.

- We developed a database of our faculty’s skills and experience, enabling Career Services and Education Advising to call upon faculty to assist with student questions and career planning.

- We embedded Career Services information and contact information in every course we offer, enabling our students to better prepare for job searches after graduation.

- We are conducting Career Services presentations in early, midprogram, and last-term courses. This linkage will encourage connections with Career Services and enhance our students’ pursuit of their career aspirations after graduation.

- Demonstrating the high quality of our medical assistant programs, we received renewal of CAAHEP-MAERB accreditation at multiple campuses in Iowa and the initial accreditation of our medical assistant program offered at Maine campuses.

- Our campus medical assisting students exhibited high participation and pass rates for credential examinations: for the first half of 2016, 98.8% of our students sat for the NCMA exam, with a passing rate of 91.1%.

- We developed a prototype partnership-based accelerated medical assisting program (6 months) with a regional health care system.

- Based on the transition of our bachelor’s-degree programs to a 3+1 format, we developed key 3+1 partnerships with large community college systems: Maricopa Community College System, Houston Community College System, and Fayetteville Technical Community College System.

### School of Nursing

**Chandice Covington, PhD, APRN, PPCNP-BC, FAAN, Dean and Vice President**

PhD, University of Michigan  
MSN, University of Texas at Galveston  
BSN, University of Texas at Houston School of Nursing

In September 2015, the School of Nursing hosted a site visit for the CCNE for the Master of Science in Nursing (MSN), postmaster’s certificate (PMC), and Doctor of Nursing Practice (DNP) programs. In May 2016, we were granted reaccreditation for the MSN and initial accreditation for the PMC and DNP programs. With this major accomplishment, the School of Nursing will continue to pursue innovative programs and opportunities that prepare students for an increasingly complex care environment and respond to employer needs across health care. For example, in 2016, the Bachelor of Science in Nursing (BSN) program launched...
nursing elective courses that will contribute to students' preparation for Magnet-recognized certifications. The 2016 report, “Assessing Progress on the Institute of Medicine report The Future of Nursing,” identified that significant progress has been made toward removal of barriers to full-practice authority of advanced practice nursing; however, continued work is needed. Opportunities exist to partner with interprofessional health care teams to increase access to and quality of health care. The School of Nursing continues to establish partnerships with health care organizations across the United States and is committed to the continued pursuit of excellent advanced practice nursing education.

**Key highlights:**

- Our DNP, MSN, and PMC programs received notification of initial and continuing accreditation from the CCNE in June 2016. The DNP program received 5-year initial accreditation, the MSN program received 5-year reaccreditation, and the PMC program received 10-year initial accreditation.

- The inaugural graduates of the DNP program and Prelicensure BSN program option completed their respective programs in 2015. Prelicensure BSN program option graduates are eligible for the NCLEX-RN licensure exam, and the 2015 pass rate was 94.1%.

- We continued to expand access to the MSN Family Nurse Practitioner and Adult-Gerontology Nurse Practitioner programs to meet the growing demand for primary care nurse practitioners in health care, and our national certification exam pass rates for our graduates have improved. As of March 31, 86% was the average pass rate for students who graduated in 2013 and 2014. In July 2016, 91% was the average pass rate for students who graduated in 2015 and are known to have attempted an exam.8

- A total of 182 associate’s degree nursing graduates took the National Council of State Boards of Nursing licensure examination for registered nurses for the first time, with 72.8% passing in Iowa and 64.3% passing in Nebraska in 2015. These pass scores represent improved performance of 15.4% and 16.9%, respectively, from 2014.

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8 Upon completion of the adult-gerontology nurse practitioner population focus area, students may be eligible to sit for the American Nurses Credentialing Center’s Adult-Gerontology Primary Care Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Adult-Gerontology Primary Care Nurse Practitioner certification. Upon completion of the family nurse practitioner population focus area, students may be eligible to sit for the American Nurses Credentialing Center’s Family Nurse Practitioner certification or the American Academy of Nurse Practitioners’ Family Nurse Practitioner certification. These are primary care certifications.
Launched during the 2014–2015 academic year, Open College @ Kaplan University (OC@KU) provides innovative pathways to college-level learning. Open College comprises three primary areas of focus: prior learning assessment, open courses, and a unique open-degree program that allows students to complete their coursework anywhere. Each area operates interdependently with the other two and benefits from a significant amount of support and cooperation within the College. At the same time, OC@KU offers services—mainly around prior learning assessment—to the University at large.

OC@KU’s chief distinguishing feature is the Bachelor of Science in Professional Studies (BSPr) program, an innovative, low-cost, open-degree program. BSPr students apply transfer and experiential learning credits to an individualized learning plan (ILP) and meet further requirements through course assessments rather than through traditional Kaplan University coursework. Students learn at any institution they like, using any learning material they choose, including massive open online courses (MOOCs) and open education resources, completing their degree with a Kaplan University capstone course. The ILP is developed with the student’s career goal at the center of the plan, and results in a body of knowledge that takes into account a student’s specific career goals.

**Key highlights:**

- We recognized our first two graduates in the BSPr, which first launched in 2014.
- We have increased our faculty engagement in the student use of portfolio assessments of new learning.
- We have maintained curated pages and partnerships with client organizations such as Sophia, Udemy, and StraighterLine.
- We have applied for the BSPr to be considered for Title IV aid under the Limited Direct Assessment (LDA) experiment in the Department of Education’s Experimental Sites Initiative.
- We have grown our open course offerings to 20 courses with an increase of 230% in students completing open college assessments.
- We have awarded more than $3 million in credits through portfolio assessments.

**Graduate Spotlight: Shaunna May**

HR professional Shaunna May of Wilson, North Carolina, was one of the first graduates of the Bachelor of Science in Professional Studies from Open College@Kaplan University. “My bachelor’s degree opens new doors for me to be able to advance in my current field from entry-level management to executive management,” she says.

Before enrolling at Kaplan University, Shaunna had amassed 165 hours of college credit from various institutions of higher education. Her self-designed program at Open College included courses in business management, administration, psychology, and social sciences. “This program was flexible. I had lots of credits and needed to plug in some things to complete my degree. My Advisor would tell me what I needed. She was quick to respond, always there for me, and the reason I completed my degree.”

Shaunna is currently continuing her education by pursuing her Master of Business Administration at Kaplan University.
School of Professional and Continuing Education

Joyce Schnur, CFP®, Dean
MBA, Duquesne University
BA, Grove City College

Kaplan University’s School of Professional and Continuing Education (PACE) provides license preparation, designations, certifications, and continuing education programs to businesses and individuals in the financial analysis, financial planning, wealth management, insurance, and brokerage industries. Through classroom instruction and hundreds of online courses, PACE serves more than 2,000 business-to-business clients, including 48 of the top 50 U.S. financial institutions. PACE works with its partners to maintain healthy pipelines of well-qualified recruits, improve the speed-to-productivity of new hires, and increase retention through career progression and advanced designation pathways.

PACE offerings are nondegree programs and activity is measured in terms of registrations. Our offerings include Kaplan Financial Education products for securities licensing, insurance licensing, CFP®, and other certificate programs; as well as Schweser Advanced Designations products, which include exam preparation for the CFA®, CAIA®, and FRM®.

During the 2015–2016 academic year, more than 300,000 student registrants used over 500,000 PACE learning products and services.

Key highlights:
• We completed the migration of the complete suite of PACE products to a new learning management system. The new student dashboards and reporting tools provide the necessary analytics for students and corporate learning partners to monitor student progress and success.
• To support the PACE initiatives to modularize the content, personalize the delivery, and incorporate adaptive methods in our courses, our content teams have begun the migration of content to the DITA content management system.
• CFA® candidates across all levels who used Kaplan Schweser study packages for their June 2015 exams passed at an average rate of 54%, compared to 46% for CFA candidates overall.
• Last year approximately 6,000 candidates took the national CFP® exam in the United States, and more than one-third chose PACE to prepare (making Kaplan University one of the largest providers of CFP® education and exam preparation materials).
• Kaplan Financial Education achieved a Net Promoter Score (NPS) of 67 for the time period of April 1, 2015, through March 31, 2016. High-performing organizations score over 50 on the NPS scale

<table>
<thead>
<tr>
<th>PACE Registrations</th>
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<tbody>
<tr>
<td>Schweser Advanced Designations</td>
<td>61,215</td>
</tr>
<tr>
<td>Financial Education</td>
<td>282,686</td>
</tr>
<tr>
<td>Total</td>
<td>343,901</td>
</tr>
</tbody>
</table>

College of Social and Behavioral Sciences

Sara Sander, Dean and Vice President
PhD, Capella University
MA and BA, University of Arkansas, Fayetteville

In 2015–2016, the College of Social and Behavioral Sciences focused on building strong external relationships and creating new programs with clear employment outcomes for students. The College secured more than 50 industry partnerships emphasizing the three Es: enrollments, experiential learning, and employment. These alliances help our partners meet their educational needs, provide internships and externships for our students, and assist in employment opportunities for our graduates.

The College received two programmatic accreditations and three state approvals, highlighting the strength of our curriculum and faculty.
The College also completed a thorough review of program offerings, with the objective of providing programs that most assist students in attaining their career goals. As a result, we added nine new programs and suspended enrollment in several existing programs.

**Key highlights:**

- The Bachelor of Science in Psychology in Addictions and Master of Science in Psychology programs earned renewal as NAADAC premier education providers for meeting nationally approved standards of education for the alcoholism and drug abuse counseling field.

- The Bachelor of Science in Psychology in Addictions, the Master of Science in Psychology with a concentration in Addictions, and the online Graduate Certificate in Addictions programs earned accreditation by the NASAC.

- The Associate of Applied Science in Fire Science and Bachelor of Science in Fire Science programs earned accreditation by the International Fire Service Accreditation Congress.

- We launched the following new programs:
  - Associate of Applied Science in Criminal Justice and Criminology
  - Associate of Applied Science in Legal Support and Services
  - Associate of Applied Science in Public Safety and Security
  - Bachelor of Science in Corrections
  - Bachelor of Science in Early Childhood Administration
  - Bachelor of Science in Psychology in Addictions
  - Bachelor of Science in Psychology in Applied Behavior Analysis
  - Bachelor of Science in Psychology in Industrial/Organizational Psychology
  - Master of Science in Human Services
## ACADEMIC PROGRAMS, BY SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
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<tbody>
<tr>
<td><strong>KAPLAN UNIVERSITY</strong></td>
<td><strong>School of Business and Information Technology</strong></td>
</tr>
<tr>
<td>Associate of Applied Science in Accounting</td>
<td>Human Resources Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Associate of Applied Science in Business Administration</td>
<td>Information Security Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Associate of Applied Science in Information Technology</td>
<td>Linux System Administration Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Bachelor of Science in Accounting</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>Bachelor of Science in Business Administration</td>
<td>Master of Science in Accounting</td>
</tr>
<tr>
<td>Bachelor of Science in Cybersecurity</td>
<td>Master of Science in Cybersecurity Management</td>
</tr>
<tr>
<td>Bachelor of Science in Finance</td>
<td>Master of Science in Finance</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology</td>
<td>Master of Science in Information Technology</td>
</tr>
<tr>
<td>Cisco Networks Postbaccalaureate Certificate</td>
<td>Master of Science in Management</td>
</tr>
<tr>
<td>Computer Forensics Postbaccalaureate Certificate</td>
<td>Microsoft Operating Systems Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Graduate Certificate in Accounting</td>
<td>Multiplatform Software Development Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Graduate Certificate in Human Resources</td>
<td>Oracle Database Administration Postbaccalaureate Certificate</td>
</tr>
<tr>
<td>Graduate Certificate in Information Security</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Project Management</td>
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</tbody>
</table>

| **KAPLAN UNIVERSITY** | **School of Health Sciences** |
| Associate of Applied Science in Health Information Technology* | Dental Assistant Diploma |
| Associate of Applied Science in Medical Assisting* | Master of Health Care Administration |
| Associate of Applied Science in Medical Office Management* | Master of Health Informatics |
| Associate of Science in Health Science | Master of Science in Information Management |
| Bachelor of Science in Health and Wellness | Master of Public Health |
| Bachelor of Science in Health Care Administration | Master of Science in Health Education |
| Bachelor of Science in Health Information Management | Medical Assistant Certificate |
| Bachelor of Science in Health Sciences | Medical Billing/Coding Certificate |
| Bachelor of Science in Nutrition Science | Medical Office Administration Certificate |
| | Phlebotomist Certificate |

| **KAPLAN UNIVERSITY** | **School of Nursing** |
| Adult-Gerontology Nurse Practitioner Certificate | Family Nurse Practitioner Certificate |
| Associate of Science in Nursing | Master of Science in Nursing |
| Bachelor of Science in Nursing—RN-to-BSN | Nurse Educator Graduate Certificate |
| Doctor of Nursing Practice | Practical Nursing Diploma |
| Executive Leader Graduate Certificate | Prelicensure Bachelor of Science in Nursing |

| **OC@KU** | **School of Professional and Continuing Education** |
| Bachelor of Science in Professional Studies | Behavioral Financial Advice Certificate |
| | Finance for Managers Certificate |

| **KAPLAN UNIVERSITY** | **College of Social and Behavioral Sciences** |
| Applied Behavior Analysis Postbaccalaureate Certificate | Corrections Certificate |
| Associate of Applied Science in Criminal Justice | Crime Scene Technician Certificate |
| Associate of Applied Science in Criminal Justice and Criminology | Graduate Certificate in Addictions |
| Associate of Applied Science in Legal Support and Services | Graduate Certificate in Industrial/Organizational Psychology |
| Associate of Applied Science in Early Childhood Development* | Graduate Certificate in Instructional Design for Organizations |
| Associate of Applied Science in Fire Science | Graduate Certificate in K-12 Educational Leadership |
| Associate of Applied Science in Human Services | Graduate Certificate in Literacy and Language Teaching |
| Associate of Applied Science in Paralegal Studies* | Graduate Certificate in Mathematics Teaching |
| Associate of Applied Science in Public Administration* | Graduate Certificate in Online College Teaching |
| Associate of Applied Science in Public Safety and Security | Graduate Certificate in Teaching With Technology |
| Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate | Human Services Certificate in Child and Family Services |
| Bachelor of Science in Communication | Human Services Certificate in Elder Care Services |
| Bachelor of Science in Corrections | Legal Secretary Certificate |
| Bachelor of Science in Criminal Justice | Management and Supervision Certificate in Criminal Justice |
| Bachelor of Science in Early Childhood Administration | Master of Arts in Teaching |
| Bachelor of Science in Early Childhood Development* | Master of Public Administration |
| Bachelor of Science in Environmental Policy and Management | Master of Science in Criminal Justice |
| Bachelor of Science in Fire and Emergency Management | Master of Science in Education |
| Bachelor of Science in Fire Science | Master of Science in Education in Instructional Technology |
| Bachelor of Science in Human Services | Master of Science in Educational Psychology |
| Bachelor of Science in Legal Studies | Master of Science in Environmental Policy |
| Bachelor of Science in Liberal Studies | Master of Science in Higher Education |
| Bachelor of Science in Paralegal Studies | Master of Science in Homeland Security and Emergency Management |
| Bachelor of Science in Political Science | Master of Science in Human Services |
| Bachelor of Science in Psychology* | Master of Science in Legal Studies |
| Bachelor of Science in Psychology in Addictions | Master of Science in Psychology |
| Bachelor of Science in Psychology in Applied Behavior Analysis | Pathway to Paralegal Postbaccalaureate Certificate |
| Bachelor of Science in Psychology in Industrial/Organizational Psychology | Postgraduate Certificate in Applied Behavior Analysis |
| | Private Security Certificate |

*Program replaced in November 2015.*
KAPLAN UNIVERSITY
IN DETAIL

Kaplan University Locations
Kaplan University comprises 8 academic schools, including the online Concord Law School, 13 Kaplan University campuses, 2 Kaplan University learning centers, 1 walk-in student support center, and several other sites.

A total of 5,423 students were pursuing their studies at a Kaplan University ground campus as of June 30, 2016.

Schools
School of Business and Information Technology
School of General Education
School of Health Sciences
School of Nursing
School of Professional and Continuing Education
College of Social and Behavioral Sciences
Concord Law School at Kaplan University
Open College@Kaplan University

Campuses
Eastern
Augusta, ME    Lewiston, ME
Hagerstown, MD    South Portland, ME

Midwest
Cedar Falls, IA    Lincoln, NE
Cedar Rapids, IA    Mason City, IA
Davenport, IA    Milwaukee, WI
Des Moines, IA    Omaha, NE
Indianapolis, IN

Learning and Student Support Centers
Rochester, MN    St. Louis, MO
Rockville, MD

Teaching Locations for Military Personnel
Fort Benning, GA    Fort Irwin, CA
Fort Bliss, TX

Administrative Offices and Online Support Centers
Chicago, IL    Los Angeles, CA
Fort Lauderdale, FL    Orlando, FL
La Crosse, WI    Plantation, FL

Kaplan University, Cedar Rapids, IA
LOCATIONS

Source: Office of the Chief Academic Officer, Kaplan University, 2016.
Student Organizations 2015–2016

Honor Society Chapters

• Alpha Beta Kappa Honor Society
  (private postsecondary schools and distance learning institutions)
• Alpha Phi Sigma Honor Society (criminal justice)
• Delta Mu Delta
  (business)
• Golden Key International Honour Society
  (international)
• Iota Sigma Tau Honor Society
  (information systems and technology)
• National Society of Collegiate Scholars
  (leadership)
• Phi Theta Kappa
  (first- and second-year undergraduates)
• Psi Chi Honor Society (psychology)
• SALUTE Military Honor Society
• Sigma Theta Tau International Honor Society
  (nursing)
• Tau Upsilon Alpha (human services)

Professional Groups and Clubs/Organizations

• Ambassadors and Leaders
• American Constitution Society
• Association for Computing Machinery
  and ACM Women in Computing
• Autism Speaks U
• Collegiate Entrepreneurs’ Organization
• Cybersecurity Club
• Educators Club
• Federalist Society
• GITA – Graduate Information Technology Association
• Human Services Club
• Kaplan University Criminal Justice Club
• KU Law Society
• KUSMA – Kaplan University Student Military Association
• OWLS (Opportunities With Life Studies)
• Psychology Club
• Science Club
• SNAK – Student Nutrition Association of Kaplan
• Society for Human Resource Management
• Student Accounting Association
• Student Bar Association

For more information about our student organizations, visit www.kaplanuniversity.edu/student-life.
Leaders of the Kaplan University chapter attended the Golden Key International Honour Society Summit in Tucson, Arizona, July 27–31, 2016. Golden Key International provided more than $1,700 in the form of grants and scholarships to the attending students to assist with cost of attendance. During the Summit, Kaplan University was recognized by its region as having the most new members and best engagement for the 2015–2016 year.
LEADERSHIP

2015–2016 Academic Leadership and Administration

Betty Vandenbosch
President
PhD, MBA, and BSc, Western University

David Starnes
Chief Academic Officer
PhD, Walden University
MBA and BS, Davenport University

Carolyn Nordstrom
Senior Vice President, Campus Operations
PhD, MS, and BS, Northwestern University

Thomas C. Boyd
Dean and Vice President, School of Business and Information Technology
PhD, University of North Carolina at Chapel Hill
MBA, Florida Atlantic University
BS, Oakland University

Keith Brender
Vice President, Academic Operations
MBA, Rollins College
BS, University of Florida

Marla Cartwright
Director, Center for Teaching and Learning
MA and BA, Middle Tennessee State University

Chandice Covington, APRN, PPCNP-BC, FAAN
Dean and Vice President, School of Nursing
PhD, University of Michigan
MSN, University of Texas at Galveston
BSN, University of Texas at Houston School of Nursing

Jodene DeKorte
Dean, School of General Education and Dean, Open College@Kaplan University
PhD, Colorado State University
MA and BA, University of Northern Colorado

Jennifer Lasater
Vice President, Employer and Career Services
MAEd, Argosy University
BS, Illinois State University

Michael Lorenz
Registrar
MA, Indiana University
BA, Knox College

Dave Palmer
Executive Director, Assessment, Analysis, and Reporting
BA, Antioch College

Martin Pritikin
Dean and Vice President, Concord Law School
JD, Harvard Law School
BA, University of Southern California

Sara Sander
Dean and Vice President, College of Social and Behavioral Sciences
PhD, Capella University
MA and BA, University of Arkansas at Fayetteville

Joyce Schnur, CFP®
Dean, School of Professional and Continuing Education
MBA, Duquesne University
BA, Grove City College

Keith L. Smith
Dean and Vice President, School of Health Sciences
EdD, Seattle University
MA, Fuller Theological Seminary
MBA, City University
ThB, Multnomah University

Matt Stevons
Director of Library Services
MLS and BA, Indiana University
Contact Information

Questions, comments, or criticisms are welcome and may be directed to the Office of the Chief Academic Officer via email at kuchiefacademicofficer@kaplan.edu.

Accrediting Agencies, Approvals, and Membership

For a list of institutional, school, and program accreditation approvals, including information on the full scope of what agencies have recognized and approved Kaplan University programs, please visit www.kaplanuniversity.edu/accreditation.

Administrative Offices

Academic Headquarters
550 West Van Buren Street
7th Floor
Chicago, IL 60607
Tel: 866.522.7747 (Toll Free)
Fax: 800.588.4127 (Toll Free)

Online Programs/Admissions
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.527.5268 (Toll Free)

1601 SW 80th Terrace
Plantation, FL 33324
Tel: 866.527.5268 (Toll Free)

12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)

Office for Returning Students
Tel: 888.252.7895, ext. 4911 (Toll Free)

Online Support Centers
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309

and
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 866.522.7747 (Toll Free)
Email: techsupport@kaplan.edu

University Registrar and Prior Learning Assessment Center
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Fax: 800.582.9261 (Toll Free)

Concord Law School
Tel: 866.522.7747 (Toll Free)
Fax: 800.506.8667 (Toll Free)

KU Professional and Continuing Education (KU-PACE)
LaCrosse, WI
http://www.kaplanprofessional.com/contact/

TTY User Contact Information
TTY users may dial 711 from their TTY phone at no charge to be connected with a Telecommunications Relay Services (TRS) Operator who will assist with the call. For more information regarding 711, visit www.fcc.gov/guides/711-telecommunications-relay-service.

Campuses

When confirming accreditation, please note that Kaplan University’s main campus is located in Iowa.

Main Campus
1801 East Kimberly Road
Suite 1
Davenport, IA 52807
Tel: 563.355.3500
Tel: 800.747.1035 (Toll Free)
Fax: 563.355.1320

Additional Campuses

Indiana
Indianapolis
9000 Keystone Crossing
Suite 800
Indianapolis, IN 46240
Tel: 317.208.3511

Iowa
Cedar Falls
7009 Nordic Drive
Cedar Falls, IA 50613
Tel: 319.277.0220

Cedar Rapids
3165 Edgewood Parkway, SW
Cedar Rapids, IA 52404
Tel: 319.363.0481

Des Moines
4655 121st Street
Urbandale, IA 50323
Tel: 515.727.2100

Mason City
Plaza West
2570 4th Street, SW
Mason City, IA 50401
Tel: 641.423.2530

Maine
Augusta
14 Marketplace Drive
Augusta, ME 04330
Tel: 207.213.2500

Lewiston
475 Lisbon Street
Lewiston, ME 04240
Tel: 207.333.3300
Tel: 800.488.2190 (Toll Free)
Fax: 207.333.3305

South Portland
265 Western Avenue
South Portland, ME 04106
Tel: 207.774.6126
Tel: 800.639.3110 (Toll Free)
Fax: 207.774.1715
Maryland
Hagerstown
18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 800.422.2670 (Toll Free)
Tel: 301.766.3600

Nebraska
Lincoln
1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315

Omaha
5425 North 103rd Street
Omaha, NE 68134
Tel: 402.572.8500

Wisconsin
Milwaukee
201 West Wisconsin Avenue
Milwaukee, WI 53203
Tel: 414.223.2105

Kaplan University Learning and Student Support Centers
Kaplan University Learning Center, Rockville
1390 Picard Drive
Suite 100
Rockville, MD 20850
Tel: 301.258.3800

Kaplan University Student Support Center, Rochester
115 North Broadway
Rochester, MN 55906-3720
Tel: 507.288.6996

Kaplan University
Military Affairs
Military Affairs
Tel: 866.210.5233 (Toll Free)
Email: MSSC@kaplan.edu

Teaching Locations for Military Personnel
Fort Benning Education Center
8150 Marne Road, Building 9230-Room H
Fort Benning, GA 31905
Tel: 706.545.7397

Fort Bliss Education Center
641 Taylor Road, Room 6
Fort Bliss, TX 79916
Tel: 915.881.3258

Fort Irwin Education Center
Education Services Office-Building 1020
Third Avenue
Fort Irwin, CA 92310
Tel: 760.380.5914

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Former President, Lewiston-Auburn Economic Growth Council

Bill Hughes
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Learning Objects

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U.S. Air Force (Retired)

Gregory Marino
Chief Executive Officer
Kaplan Higher and Professional Education

Lisa Gefen Sicilian (Secretary)
Chief Administrative Officer
Kaplan Higher and Professional Education

Job growth projections included in this report are based on U.S. Bureau of Labor Statistics data. For comprehensive consumer and gainful employment information, visit www.kaplan.edu/info.
### Enrollment

- **Female students**: 74% (2015–2016), 75% (2014–2015)
- **Students over age 30**: 60% (2015–2016), 59% (2014–2015)
- **Mean number of risk factors**: 3.7 (2015–2016), 3.7 (2014–2015)
- **Active military**: 10% (2015–2016), 8% (2014–2015)
- **Spouses of active military**: 5% (2015–2016), 3% (2014–2015)
- **Students with prior postsecondary education**: 84% (2015–2016), 75% (2014–2015)
- **KU student scholarships or grants**: $34.5M (2015–2016), $35.8M (2014–2015)

### Degrees Awarded


### Distribution of Student Enrollment, by Program

- **Certificates and other**: 7% (2015–2016), 3% (2014–2015)
- **Associate’s**: 20% (2015–2016), 27% (2014–2015)
- **Bachelor’s**: 50% (2015–2016), 47% (2014–2015)

### Average Class Size


### Faculty


### Community

- **Percentage of students participating in one or more student organizations**: 10% (2015–2016), 13% (2014–2015)

### Outcomes

- **Students attaining the level of practiced, proficient, or mastery against course learning outcomes (based on course-level assessment)**: 88% (2015–2016), 86% (2014–2015)
- **One-year persistence rate**: 61% (2015–2016), 60% (2014–2015)
- **F-Rate (all failing grades as a percentage of all grades awarded)**: 14.5% (2015–2016), 14.7% (2014–2015)

### Satisfaction (as Measured by Alumni Survey)

- **Would recommend Kaplan University to others**: 82% (2015–2016), 82% (2014–2015)
- **Education is relevant to current goals**: 90% (2015–2016), 88% (2014–2015)

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*a* Described on page 11.

† Data sources for 2015–2016 include attested prior postsecondary attendance, official and unofficial transcripts, and attendance records from the National Student Clearinghouse. Statistics produced prior to this year do not include National Student Clearinghouse as a data source.

‡ Reflects advanced designations and financial services registrations.

§ Kaplan University faculty measure student learning outcomes along a 0- to 5-point scale where 0 signifies “no progress” and 5 indicates “mastery.” For a discussion of this strategy, see page 18.