ACADEMIC REPORT
The Year in Review
2016–2017
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter From the Chief Academic Officer</td>
<td>2</td>
</tr>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>Preparing Our Learning Environment</td>
<td>12</td>
</tr>
<tr>
<td>Teaching Our Students</td>
<td>17</td>
</tr>
<tr>
<td>Improving Our Methods</td>
<td>26</td>
</tr>
<tr>
<td>Graduation</td>
<td>32</td>
</tr>
<tr>
<td>Employment</td>
<td>36</td>
</tr>
<tr>
<td>School and Program Overview</td>
<td>42</td>
</tr>
<tr>
<td>Kaplan University in Detail</td>
<td>52</td>
</tr>
<tr>
<td>Leadership</td>
<td>56</td>
</tr>
<tr>
<td>Key Metrics</td>
<td>59</td>
</tr>
</tbody>
</table>
LETTER FROM THE CHIEF ACADEMIC OFFICER

It is my pleasure to introduce Kaplan University’s eighth annual Academic Report, highlighting our work and progress during the 2016–2017 academic year.

This school year has been particularly special as we observed the 80th anniversary of what is now known as Kaplan University. From a small school in Iowa that equipped workers for gainful employment during the Great Depression, later merging with the enterprise of a dedicated educator named Stanley Kaplan, the University now stands as a lasting tribute to the realized dreams and goals of many. Details of our early history—as well as accounts of various milestones spanning 80 years—can be found throughout this report.

Time: A Critical Commodity

Time is the critical commodity in life. All of us have time—though the amount varies and, arguably, we rarely have enough of it. Once used (or wasted), it cannot be restored or reloaded. The concept of time is particularly important to Kaplan University students because most are adult learners who must juggle competing responsibilities (work, family, school) that demand their time. Our students are older than traditional undergraduates (the average age of our students is 33), with many resuming a college education interrupted because of financial concerns, military service, family responsibilities, or employment demands.

We are keenly aware of their special circumstances. At Kaplan University, we invest our time to assure that our students can achieve their academic goals efficiently and with the best possible outcomes.

We provide a highly supportive, personalized path to graduation by minimizing administrative hurdles, optimizing learning time, and maximizing students’ speed to their degree, so that they can efficiently take the next step in their career path.

To that end, we are engaged in a 3-year review of 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 are creating an environment in which students can optimize the time they spend pursuing their studies, interacting with the University, and fitting education into their lives.

Innovating to Better Outcomes

For many years, Kaplan University has distinguished itself as an innovator in higher education. We continued to make significant progress in that regard during the 2016–2017 academic year.

This year we introduced ExcelTrack™, a unique, competency-based approach that enables students to complete a degree spending less time and money. Under ExcelTrack™, students follow a personalized path to their degree, accelerating their progress based on their existing knowledge. Details of this innovative program appear later in the Report.
Our Long-Range Plan

The University’s strategic plan for the years 2017–2019, approved by our Board of Trustees, provides a road map for strategically positioning Kaplan University as a leader in higher education. The plan focuses on three key dimensions of institutional health: graduation, reputation, and growth.

- **Graduation:** We look for ways to ensure that students have an efficient, affordable path to graduation and a degree that positions them for career opportunities. To achieve this goal, we continue to hone our course competencies, degree programs, and support to be relevant to the careers students seek and employers value.

- **Reputation:** We work to enhance our reputation, strengthening our relationships with students by improving their experience. Our faculty augment our reputation via publishing and presenting contributions to their respective fields. We also continue to deepen our relationships with key programmatic accrediting agencies and with employers.

- **Growth:** The University continues to cultivate new relationships with businesses, the military, international organizations, and the communities in which we operate.

We are committed not only to conferring affordable, career-oriented degrees, but also to helping students make the most of the time they spend achieving their dreams for more fulfilling careers and better lives.

Our Tradition of Service

Over the years, Kaplan University has built a reputation for its tradition of service to others. Here are just a few examples of how our community—students, faculty, and staff—gave of their time, talent, and resources to help others in need.

- The University’s student OWLS (Opportunity With Life Studies) Club spearheaded multiple charity events and donation drives benefiting a wide spectrum of causes, including a partnership between OWLS students, the University’s Chicago office, and Stand Up for Kids to provide hygiene items, blankets, backpacks, and other supplies to homeless youth. In recognition of their outstanding service work, one of the OWLS Club’s donation drives was named the University-wide charity event of the year by the Office of Student Life.

- The *South Florida Business Journal* named Kaplan, Inc., to its top 25 list of charitable businesses for the second consecutive year.

- A team of 34 University cyclists raised nearly $32,000 for the American Lung Association in its annual 180-mile Trek Across Maine. Kaplan University cyclists have participated for the past 9 years, raising nearly $200,000 thus far for the Association.

- The University’s Hagerstown (Maryland) campus was named Mission Partner of the Year by Horizon Goodwill Industries, one of the world’s largest providers of education, training, and career services for people with barriers to employment. The not-for-profit agency serves 7,000 people in 17 counties of Maryland, Pennsylvania, Virginia, and West Virginia.

Other examples of service to the community are found throughout this report.

While we are proud of this tradition of giving back and making our communities better, what gives us even greater satisfaction is the profound difference a Kaplan University education makes in the lives of our students and graduates. Their hard-earned success inspires us to do our very best—each and every day. This year’s graduates are remarkable individuals with uniquely compelling stories. In the following pages, you’ll meet some of them and, in the process, learn how a Kaplan University education helps transform lives.

Sincerely,

David Starnes, PhD
Chief Academic Officer
Fall 2017
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.

As we celebrate the 80th anniversary of our founding, we are proud to reflect upon the programs we have built and our continuous efforts to ensure students receive credit for the knowledge they possess. We offer a comprehensive range of programs, 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, is constantly examined and refined to ensure we help students effectively pursue their chosen courses of study and find employment in their disciplines.

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. Our academic headquarters is in Chicago, Illinois; our Concord Law School is headquartered in Los Angeles, California; and we operate administrative offices in Chicago, La Crosse, Wisconsin, Orlando, and South Florida. A list of our locations appears on page 52.

During the academic year beginning July 1, 2016, and ending June 30, 2017, Kaplan University conferred 11,359 degrees and 1,078 certificates and diplomas. For a complete list of Kaplan University’s academic programs, see page 51.

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.

Kaplan University by the Numbers

Important Kaplan University metrics for the 2016–2017 academic year:

- Total enrollment: 29,156*
- Students over age 30: 60%
- Female students: 73%
- Military-affiliated students: 28%
- Kaplan University scholarships and grants: $20.8 million awarded to 8,216 students
- Degrees awarded: 11,359
- Campuses and learning center: 15
- Faculty with doctorates: 43%

*Student census represents actual matriculated students as of June 30, 2017.
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.

At the same time in Brooklyn, New York, a teenager named Stanley Kaplan operated a tutoring service in the basement of his parents’ home. The son of Jewish immigrants, Stanley was bright and enterprising. He entered the City College of New York at age 16, graduating Phi Beta Kappa and ranking second in his class. Many of the students Stanley tutored were from immigrant families, eager to pursue higher education and achieve success in their adopted homeland.

Stanley dreamed of a career in medicine; however, he was refused admission to medical school because in those days medical schools had ethnic quotas, and the quotas for Jewish students were reportedly filled. Stanley transformed this disappointment into opportunity by founding the Stanley H. Kaplan Co. in 1938 to help students prepare for college.

At that time, American universities used standardized tests to measure a prospective student’s potential. Although it was widely believed that “coaching” could not enhance performance on those tests, Stanley knew it was possible to improve one’s score with the right preparation.

His company thrived, particularly after World War II, when the passage of the GI Bill attracted huge numbers of American veterans and enabled them to pursue higher education.

Stanley Kaplan’s claim of improving test scores caught the attention of the Federal Trade Commission (FTC). During the 1970s, the FTC investigated Kaplan’s claim and ultimately ruled that test preparation of the type offered by Kaplan did in fact help students raise their scores. The FTC’s finding helped expand the Kaplan business and led to legislation that made the college admissions process more transparent and encouraged more students to believe a college education was within their reach.

In 1984, Stanley Kaplan sold his business to the Washington Post Company—a transaction that proved to benefit both parties significantly. It enabled Kaplan, Inc., to continue to prosper as a leading global provider of educational and career services for individuals, schools, and businesses. At the same time, it allowed the Washington Post to expand its position in education. In 2000, the company acquired Quest College (formerly the American Institute of Commerce) in Davenport, Iowa, renaming it Kaplan College.

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

Stanley Kaplan: educator, entrepreneur, and philanthropist. His pioneering ideas—arising out of a personal setback—helped lay the groundwork for what is now Kaplan University and its enduring vision.
Our Approach

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

Time is the guiding theme of our plan. We must help students optimize time, and we strive to facilitate learning and success. We can do this by ensuring they take the shortest path to their credential and career success, minimizing the time required to complete the administrative aspects associated with education and maximizing the value they get from the time they spend learning. Focusing on time in everything we do ensures we are delivering an efficient learning experience.

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 Program 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 both to prepare our students for the next steps in their careers and to equip them with the tools to convey their knowledge and skills to employers.

Ours is a flexible approach within which students identify their own learning style and proceed accordingly. Students may choose from four learning modalities—traditional online, ExcelTrack™, Open College @ KU, and hybrid campus-based learning for prelicensure nursing and medical and dental assisting—enabling them to learn at their own pace and with the greatest likelihood for success.

You can learn more about this flexible approach 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). In addition, many of our offerings are also accredited by program-specific 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 activities took place during the 2016–2017 academic year:

• After a year-long process, HLC affirmed the University’s reaccreditation for 10 years in August 2016. The reaccreditation was based on our written self-study, a 2-day site visit to our main campus in Davenport, Iowa, and visits to six branch campuses in four states. The HLC’s peer review team reported no citations or findings in its comprehensive report. This accreditation covers all our academic programs and locations.

• In April 2017, the International Fire Service Accreditation Congress (IFSAC) extended accreditation to our Bachelor of Science in Fire and Emergency Management. All three of the University’s fire science programs are now IFSAC accredited.

• In August 2017, the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) granted accreditation for the Bachelor of Science in Information Technology program. This accreditation demonstrates the quality of our curriculum, program, and faculty, as well as our dedication to meeting the highest standards for the field.
To play an active role in the accreditation process, Kaplan University has sought inclusion in the peer-review teams of various accrediting agencies. Currently, nine of our faculty and administrators serve as volunteers on the HLC peer-review corps. Two 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 serves on a team of volunteer surveyors for the Medical Assisting Education Review Board (MAERB). Five administrators from our School of Business and Information Technology serve as peer reviewers for the Accreditation Council for Business Schools and Programs (ACBSP). The Associate Dean of our College of Social and Behavioral Sciences is a site team reviewer for IFSAC.

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

Our Students
Closing the skills gap involves opening doors for adult learners. As of June 30, 2017, 29,156 students were enrolled in online programs or at our ground locations. Nearly three in four students (73%) are female; 60% are age 30 or older. Based on student self-reporting, mean student household income stood at $33,076 and mean student income at $22,927 upon matriculation.³

During the 2016–2017 academic year, more than half 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, a Department of Defense Memorandum of Understanding (DoDMOU) participating institution, is the academic choice for more than 8,000 military-affiliated students. We educate and support those currently serving on active duty (including those serving in the National Guard or in the Reserves), veterans and retirees, and family members of all groups stationed domestically and around the globe.

We recognize the unique (and often daunting) challenges of balancing a military or civilian career with family, volunteer, and social activities while 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 spouses of active military and veterans. The resulting reductions for undergraduate students are, on average, about 55% for active military, 38% for veterans, and 10% for spouses of active military and veterans. Both active military servicemembers and veterans are eligible for special tuition rates for graduate program offerings.

Over the past 5 years, the Kaplan University Military Family Scholarship program has awarded more than 2,200 academic scholarships to spouses and dependent children of current and prior military servicemembers. In addition, Kaplan University awards a full tuition scholarship to each of the Military Times Service Member of the Year honorees, the U.S. Army’s Warrior of the Year recipients, and ThanksUSA scholarships for military spouses and dependents.

Kaplan University supports the Presidential Executive Order 13607 Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members, and also participates in the VA Yellow Ribbon Program for all of our undergraduate, graduate, and doctoral programs. Through the Kaplan University Student Military Association (KUSMA) and National Honor Society for Veterans (SALUTE), we provide opportunities for all military-related students to engage with one another outside of the classroom, and we support our affiliated employees and their families via the Kaplan University Faculty and Staff Military Association (KUFSMA).

³ 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 35,265 students reporting data for mean household student income and 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.
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—now in its third year—continues. During the 2016–2017 academic year, the Academy team focused its efforts on three research pilots.

• The team is in the “reproduction” stage of an intervention designed to facilitate academic success and persistence through drawing on students’ desire for distinctiveness. The intervention was designed to help students consider how engaging in scholastic activities serves to establish a sense of uniqueness and reflect on what it means to be distinct in a scholastic setting.

• The University’s academic support centers are available to all students in all courses, with most promotion coming from faculty and education advising staff based on perceived need. A current study is exploring whether the centers can increase their positive impact by proactively contacting select at-risk students in a target course to schedule tutoring sessions.

• The University is piloting a graduation grant program, under which former students are helped to return to complete a credential with a full grant covering all tuition and fees. Read more about the program on page 13.

We acknowledge the value of military training and prior coursework. Kaplan University accepts military students’ prior learning, awarding, on average, about 55% of the credits required for an associate’s degree and approximately 35% of the credits required for a bachelor’s degree.*

The University offers a variety of customized degree programs, or “pathways,” for military servicemembers serving on active duty, in the Guard, or in the Reserves. These programs include an in-depth review of learning achieved at various ranks in specific military occupations such as military police, medic, infantry, and signal/communications. Depending on the servicemember’s occupation and rank, some associate’s degree pathways may be completed with as few as five courses. During the 2016–2017 academic year, Kaplan University expanded this effort and now has more than 1,200 occupation/rank-specific degree pathways.

Kaplan University has been recognized for 10 consecutive years as a Top Military Friendly University by Military Advanced Education & Transition.

Kaplan University awarded 5 full scholarships to the 2017 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, and the Association of the United States Army (AUSA).

---

*Credit earned in an associate’s degree program through Kaplan University applied earlier as part of a pool of prior degree credit is not included in this calculation. The actual percentage may be slightly higher for students enrolled in bachelor’s degree programs.
The Challenge of Higher Education

The National Center for Education Statistics identifies seven risk factors that are known to lower an undergraduate student’s chances of graduating from college:

- 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 2016–2017, Kaplan University students, on average, exhibited 3.7 risk factors. Tracking such information equips us to provide the support students need to surmount potential barriers and achieve their academic goals.

Kaplan Spotlight: Meg O’Grady

Meg O’Grady is Kaplan University’s Vice President of Military and Public Sector Solutions. She leads a team that helps servicemembers, military spouses, and employees of government organizations reach important milestones in their education and careers.

Meg attended the U.S. Military Academy at West Point and served in the U.S. Army Reserves. She was also a military spouse for 21 years.

Before joining Kaplan University, she directed the Military Spouse Education and Career Opportunities Program and Office of Military Spouse Well Being for the Department of Defense. There, she created the Military Spouse Employment Partnership (MSEP) Implementation plan, an employment and career partnership connecting military spouses with more than 300 employers committed to recruiting, hiring, promoting, and retaining military spouses in portable careers.

Kaplan University was inducted into the MSEP in 2015.

Meg represented the University at MSEP’s fifth annual meeting held in October 2016 at the U.S. Chamber of Commerce in Washington, DC. At the meeting, Dr. Jill Biden announced that the MSEP partnership had surpassed a major milestone of 100,000 military spouse hires.

“One of the most important things to me about Kaplan University is our extraordinary support of servicemembers, veterans, and their families,” said Meg. “I’m privileged to be able to continue to serve with a passionate and talented team that honors that community every day.”

Source: Office of the Chief Academic Officer, Kaplan University, 2017.
Student Spotlight: Holly Siget
School of Health Sciences, Bachelor of Science in Health Care Administration, 2017

Holly Siget is originally from Fort Knox, Kentucky. She enlisted in the armed services, serving 4 years in the U.S. Navy and 12 years in the U.S. Army.

“I was a combat medic and pharmacy technician. I treated foreign and domestic soldiers and civilians during deployments to Iraq. I was also able to help in the community for assignments. It was a rewarding experience.”

Holly was honorably discharged as a staff sergeant and decided to enroll in Kaplan University in 2015.

“I had given birth to twin boys, and one of them was born with hearing loss and autism. I had a medical background in the military ... so I decided to go into the medical field.”

Holly began pursuing a degree in medical assisting, but a therapist’s visit to her home changed her mind about her program of study.

“I started getting into learning more about my son and his hearing loss and autism. And, when the therapist started coming to the house and treating him, I decided that’s exactly what I want to do. That was my passion.”

As a working mother of five children (including three under age five) who was also supporting her husband in his career (a captain in the U.S. Army), going to school meant long days and longer nights.

“My day was getting up, getting kids ready, and getting them where they needed to be, whether it was preschool or childcare, and off to work. I would work a full day, come home, and tend to my family. There were nights I was up till 3:30 in the morning working on schoolwork after seminars, doing what I needed to do just to turn around and do it all over again. Weekends were occupied with getting reports, assignments, and tests done. It was a good bit of sacrifice.”

Kaplan University proved to be a great fit for Holly.

“I chose Kaplan University because it gave me that convenience to be at home. I didn’t have time, with five children, to sit in a classroom, work full time, and go to school. Kaplan University had everything that I needed. I called to inquire about my degree program and started a month and a half later. Every time I’ve called, my questions are answered. The school’s just really been on top of everything. I haven’t encountered any issues or problems, and so I’ve brought people to the school including my husband. The professors, without a doubt, hands down, have been some of the best professors and people that I have met and gotten to know.”

Today, thanks to her degree from Kaplan University, Holly is a Registered Behavior Technician at Butterfly Effects, where she works with autistic children. And she isn’t done yet.

“I’m currently enrolled in the Master of Science in Psychology with a focus on applied behavior analysis, which takes me on to be a board-certified behavior analyst, which is what I want to do and help children with autism. I can be not only a better mom, but also make a difference in the lives of some children out there.”

Holly’s husband is studying business management at Kaplan University.

To view the full video of Holly, visit https://youtu.be/KDHH2srIXqY.
Survey Reflects High Employee Engagement

We are pleased with the results of our annual employee engagement survey. The 2017 survey results provided valuable feedback on a wide variety of factors, including employees’ perception of their engagement both in their individual jobs and within the organization as a whole. Response rates for our full- and part-time faculty were 84% and 62%, respectively, while the response rate for nonfaculty staff at the University was 92%, ensuring that the survey accurately reflects the sentiments of our employees.

The survey includes more than 60 questions in total, and responses to each question are carefully reviewed; however, engagement is benchmarked on responses to eight specific statements, known as the “E8,” which comprise four categories—commitment, satisfaction, pride, and advocacy. Employees are deemed fully engaged if they indicate that they agree or strongly agree with all of the E8 statements; the percentage of fully engaged respondents is known as the overall engagement index. In 2017, the Kaplan University overall engagement index was 68.8%, which compares favorably with the average overall engagement index of all U.S. organizations that administer the E8 (44%). The 2017 results were also consistent with our 2016 and 2015 results, with no statistically significant differences in any of the measures of engagement.

Apart from the E8, several other 2017 measures improved significantly from the prior year, including our employees’ belief that the organization is headed in the right direction (+15.4 pts) and that the organization operates with a strong set of shared values (+5.0 pts).

A key driver of engagement is whether employees believe feedback from this survey will be used to make improvements. School and administrative leadership work with faculty and staff to create action plans and to ensure continuous improvement and focus on this important measure. In 2017, more employees reported that they agreed or strongly agreed with a statement that survey feedback will be used (66.3%) than did so in 2016 (64.5%).

Committed to Serving the Public Good

At Kaplan University, we encourage public service to promote charitable activities and volunteerism among our faculty, staff, and students. Examples during the 2016–2017 academic year include:

- Nearly 600 staff volunteers worked more than 2,300 hours to help 47 charitable organizations in an annual University-wide effort during National Volunteer Week in April 2017. Activities included spring cleanups, planting flowers in a community garden, providing food and school supplies to the homeless, and much more. Participation in this year’s event was up 17% over last year’s efforts.

- The student Psychology Club conducted a 30-day t-shirt campaign and donated $600 to the National Alliance on Mental Illness of Greater Orlando, a grassroots organization dedicated to improving the lives of those living with serious mental illness.

- For the 13th consecutive year, the University sponsored a staff golf outing benefitting nonprofit organizations in Broward County (Florida). More than 70 golfers participated in 2017, raising over $8,000 for the United Way of Broward County.

- Students, faculty, and staff at Kaplan University–Maine celebrated a 10-year partnership with the Success Primary & Junior High in Hopewell, Jamaica. Their joint goal: to help the Jamaican school achieve 100% literacy. Students, faculty, and staff delivered 45 suitcases and 14 boxes containing school supplies, a computer, a laptop projector, recess equipment, and more. Since the beginning of their partnership, the school’s literacy rate has risen from 36% to 83%. Encouraged by their efforts, the Maine campus has adopted a second primary school in Jamaica.
Kaplan University offers diplomas, certificates, and 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, 2017, 78% of our students were pursuing undergraduate degrees, certificates, or diplomas while the remaining 22% were enrolled in graduate-level programs.

Preparing Our Learning Environment

Our learning environment includes the steps our students take to prepare for school, our faculty, our curriculum, our learning management system, the support we provide students 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. 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 help our students achieve their career goals. To this end, we continuously evaluate our courses and programs. Under our systematic review of courses during the 2016–2017 academic year, based on rigorous data analysis, we developed and introduced 44 new courses and revised 299 courses. Each of our programs is reviewed at least once every 3 years as part of our ongoing active program review process. This year, we fully reviewed 31 of our programs. An important part of this program review is consultation with an external subject matter expert who shares feedback regarding the program’s relevance, rigor, and appropriateness to current industry standards.

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, when justified, to transfer academic credit earned at other accredited institutions. Under our credit transfer program in 2016–2017, 10,758 students received a total of 496,249 transfer credits, representing a total student savings of more than $167 million.*

In addition to 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, Kaplan University faculty members and subject-matter experts in prior learning compare 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.

*Savings calculation is an estimate based on the average cost per credit during the period multiplied by the number of transfer credits awarded in the period.
• **Portfolio Development—Translating work and life experience into college credit:** Since 2009, more than 2,500 Kaplan University students have completed a rigorous for-credit portfolio development course and submitted an experiential learning portfolio. During the 2016–2017 academic year, Kaplan University students who presented portfolios and received credit for experiential learning earned a total of 7,850 credits, an average of 28 credits per student. Students who have completed portfolios and earned college credit include:

**Business**

Spanning a 17-year career with a Fortune 500 company, Terrence Tolbert started as a data entry clerk and worked his way up the ranks to call center manager and then quality analyst. After being laid off and seeking new employment, Terrence realized he needed a college degree and enrolled in the Bachelor of Science in Business Administration. He earned 35 quarter credit hours toward his degree upon submitting his experiential learning portfolio.

**Legal Studies**

A labor relations manager with 25 years in a civil service career, Michele Wright wanted to pursue the field of labor law. Without a degree, Michele knew it was not possible. She earned 29 quarter credit hours toward her Bachelor of Science in Legal Studies via her experiential learning portfolio.

• **Course Assessment:** For some 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 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.

——

**Making Completion Possible: The Graduation Grant**

In 2015, Kaplan University reinvested in software to enhance the degree-planning and registration process. Using data generated from that tool, in early 2017 the University identified more than 1,400 students who had recently withdrawn within two terms of graduation.

To help those students complete their program, during the 2016–2017 academic year the University launched a “graduation grant” pilot, reaching out to such students and offering them a grant to cover all remaining costs and fees through their last terms.

While the results won’t be final until early 2018, in July 2017 86% of students enrolled in the pilot program were actively engaged in coursework in their final terms at the University.

Our students can leverage their eligible experience and knowledge in one of our traditional programs, in a customized degree that we developed in collaboration with an academic partner, or by creating a personalized degree plan in the Bachelor of Science in Professional Studies (BSPr). The BSPr allows students to bring in credit through transfer and prior learning assessment and then complete requirements from an individualized learning plan (ILP) through assessments of new learning. Students are able to learn wherever they like, using any learning material that they choose, including massive open online courses (MOOCs) and open education resources. Read more about these options in the Choosing a Learning Modality section later in this report.

**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 their first 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, more than 267,000 students have enrolled under the Kaplan Commitment. During the 2016–2017 academic year, 70% of students enrolled under the Kaplan Commitment matriculated to an academic program. Of the 30% who did not matriculate, approximately half left of their own accord, and the enrollments of the rest were cancelled due to lack of participation in academic activities.

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. During the 2016–2017 academic year, Kaplan University made the following enhancements to the educational experience.

• Brightspace—Our New Learning Management System: Brightspace comprises an online classroom for students and faculty, mobile-friendly options that enhance teaching and learning, and support tools for faculty and administrators.

We piloted Brightspace during summer 2016 with a group of University employees enrolled in the MBA program; the official rollout commenced in January 2017. The rollout included one-on-one support for students and an introduction to the new system’s features and functions. Recent transition activities offer special LaunchPad sessions in which students can seek live answers to their Brightspace questions.

To meet the unique needs of different faculty populations during the Brightspace pilot and rollout, the Center for Teaching and Learning (CTL) designed and delivered nine different versions of training. Faculty were surveyed about the training experience upon completion, and respondents reported a 94% overall satisfaction rate. Faculty members receive continued support via reference materials and an interactive Brightspace discussion area, as well as individualized support and help available from CTL staff.

• LiveEngage Chat Services: We completed the transition of all University chat functions to LivePerson’s LiveEngage platform. This platform features web-based optimization, a user-friendly interface, enhanced interaction with our student relationship management tool, and improved reporting and analytics. For students, the new experience provides a more modern, simpler chat option and mobile-responsive design.

Measuring the Student–Advisor Relationship

We regularly measure the effectiveness of our student–advisor relationships through student satisfaction surveys. After Advisor interactions, enrolled students receive a brief survey inviting their feedback on the assistance received. Students also can share their feedback through surveys offered via the KU Campus student portal.

A new survey tool implemented this academic year has greatly increased our survey response rate—more than 77,000 survey responses were received, compared with about 12,000 responses the prior year. In 89% of this year’s survey responses, students indicated they were satisfied with the service received from Education Advising. This satisfaction rate is stable, having varied less than 0.8% each month from the 89% average overall.

Students who report dissatisfaction with service from an Education Advisor receive outreach and additional support from management. Furthermore, about 60% of survey responses this year included student comments, up from 30% last year. These comments continue to be 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.

1 First-time undergraduate students at Kaplan University are eligible for the Kaplan Commitment. Nondegree-seeking students, students enrolled in Open College @ Kaplan University, returning students, and students enrolled in graduate programs are not eligible for the Kaplan Commitment.
• **Partnerships:** We entered into agreements with key organizations in vital industries to help eliminate growth-inhibiting skills gaps. Examples include partnerships with Gundersen Health System and Monroe Clinic that focus on obtaining the specific skills necessary to become a medical assistant, and a partnership with ManTech International that initially focused on preparation for specific cybersecurity industry certifications, such as the CISSP, that are critical for both private industry and government contracts. The ManTech International partnership subsequently expanded to include cybersecurity degree programs at both the bachelor’s and master’s degree levels. These agreements meet the business needs of our partners while also providing credit-based education for their employees.

• **Mandatory Orientation:** Students in certain associate’s degree programs are currently required to complete four out of five Kaplan University orientation activities by the end of add/drop week in their first term. Preliminary data suggest that such participation contributes to higher performance outcomes.

**Academic Support**

Kaplan University’s Academic Support Center helps students understand important course concepts with personalized services to increase their success and engagement. Subject matter experts offer discipline-specific, real-time tutoring, interactive webinars, 24/7-accessible resources, and personalized video feedback on projects. The Center’s services are available to all enrolled Kaplan University students.

During the last academic year, the Academic Support Center conducted more than 11,000 online tutoring sessions in real time and prepared over 12,200 personalized project reviews and question-and-answer responses. Exit survey results show 98% of respondents say they were satisfied with their live tutoring experience within the Academic Support Center.

• **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.

**Student Spotlight: Ashleigh Brown**

**School of Business and Information Technology, Master of Business Administration, 2017**

Ashleigh Brown lives and works in Charleston, South Carolina. In 2014, she decided to enroll at Kaplan University to pursue a master’s degree. “I had heard a lot of good things about Kaplan University. A couple of friends of mine went here and said that it was user-friendly, so I decided to try it out.”

As a single mom working full time and raising a young daughter, going back to a traditional brick-and-mortar school would be challenging. Ashleigh had never taken a course online so it would be a new experience for her, but, as she said, “It definitely exceeded my expectations. Working full time, I never had time to go into the classroom. Doing it online was really helpful; it’s very user-friendly and it worked.”

Ashleigh enjoyed meeting and working with other students on school assignments.

“Working with people from different walks of life who are going through the same thing as you and just working for that common goal... being able to work with them, meeting to work on group projects and getting that stuff down, just being able to relate to people you’d never met before, I think that’s the most memorable thing for me.”

She also credits her Advisors and professors for giving her support and encouragement along the way.

“My Advisor would call me every term and say, ‘Hey, Ashleigh! I got you registered for this class. Are you all set?’ I had professors who would get back to me on time with emails. They would just reach out to me and be very helpful and supportive in what I was going through.”

Ashleigh earned her Master of Business Administration with a concentration in human resources from Kaplan University in 2017. While attending the University, she accepted a new and bigger role—human resource specialist—with a new employer, the Medical University of South Carolina.

To view the full video of Ashleigh, visit https://youtu.be/SlwAWDtqTHg.
Student Spotlight: Philip Armstrong

College of Social and Behavioral Sciences, Bachelor of Science in Environmental Policy and Management (anticipated October 2017)

While working on his bachelor’s degree in environmental policy and management, Philip Armstrong has also launched a nonprofit organization, Ambassadors of World Wildlife (AWW)—an organization he founded because of his love for animals.

His decision to create AWW was born out of the desire to promote and support “true animal conservation” (as opposed to the work of some other conservation organizations that, in his opinion, do not serve animals’ best interests).

“My Kaplan University degree will help me in my current job and future aspirations,” said Philip, who also served 6 years in the military, earning a Purple Heart and a Bronze Star With Valor as a U.S. Special Operations command medic.

AWW aims to help indigenous peoples improve their coexistence with local wildlife through education, training, and charitable assistance. Its services include training, advising, and equipping rangers on the front lines of the poaching epidemic in Africa.

“If others see my story, maybe it will motivate and empower those who are on the fence to make a difference in whatever they’re passionate about,” he said.

“Kaplan University has been a great experience thus far. A full-time job as a consultant for the military keeps me out of the country at least 6 months a year and the University has helped me reach my educational goals.”

Philip is also a member of the University’s Volunteer Hall of Fame.

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 while opening doors to new opportunities. During the 2016–2017 academic year, more than 2,800 students participated in at least 1 of the 33 honor societies, clubs, and professional groups. More than 80 student leaders and 34 faculty advisors helped oversee day-to-day operations of these organizations.

Collegiate Scholars Chapter Wins Accolades

The National Society of Collegiate Scholars (NSCS) honors academic excellence in first- and second-year students. The not-for-profit organization named Kaplan University’s NSCS chapter a Gold Star Chapter for the 2016–2017 academic year, stating that in receiving this honor, the chapter had “implemented highly engaging events throughout the year.”

Library

Kaplan University’s Library maintains and develops information resources and services that support the education goals of students, faculty, and staff. Through the Library’s website, students have access to thousands of e-books and periodicals as well as one-on-one reference services, self-service instructional aids, and guides. Course exit survey results show more than 4 in 10 undergraduate respondents (46%) and over 7 in 10 graduate respondents (73%) reported using the Library at least once a week. Survey results also reveal that, of those who used the Library, more than 4 in 5 (84%) report being satisfied or very satisfied with Library services.

• Science Center: Supports science concepts and science-related courses and specializes in exam reviews, webinars, and virtual tours.

• Technology Center: Assists with 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.
Symposium Helps Our Students “SOAR”

In September 2016, the Office of Student Life sponsored the University’s second Student Online Annual Research Symposium (SOAR). The virtual research conference for students and alumni showcases participants’ research, presentation, and communication skills; enhances résumés; builds confidence; and provides presentation experience. The 2016 event featured 18 live and 3 poster sessions.

During this academic year, Kaplan University introduced a Business & Management Student Association, The Society for Collegiate Leadership & Achievement, and The National Student Nurses Association.

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 2016–2017 we awarded 8,216 students more than $20.8 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 long-standing commitment 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, 2017, this initiative had been expanded to include a total of 13 undergraduate programs, and 15% 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 the Tuition Cap are significant. Students enrolled in Tuition Cap academic programs will not experience tuition increases. 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 have cost certainty. They know exactly how much their education will cost when they enroll, which helps with planning and provides peace of mind.

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 is 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.
Our Exemplary Faculty: Jennifer Claire

Jennifer (Jen) Claire teaches in Kaplan University’s School of Health Sciences, in the Associate of Applied Science in Medical Office Management program.

She has a bachelor’s degree in psychology and social sciences; master’s degrees in health education and public health; a Registered Medical Assistant certificate; a graduate certificate in law; and a postbaccalaureate paralegal certificate. Jen is also a Certified Allied Health Instructor through the American Medical Technologist Society. She joined Kaplan University in 2007.

Jen is dedicated to helping students achieve their goals. On more than one occasion she has driven hours from her home in Washington to organize and deliver clinical training sessions for students in remote locations who must complete this requirement for graduation.

During one such laboratory, a student said, “I could not have done this without you. How can I ever repay you?” Jen’s reply: “Finish, do well, and pay it forward.”

Jen serves as faculty advisor for the Kaplan University American Medical Technologist Student Society. She was named one of the University’s “Outstanding Faculty” in 2011 and received the School of Health Sciences Outstanding Faculty Award in 2013.

Learning Outcomes

A learning outcome describes the knowledge, skills, abilities, and behaviors a student is expected to master. Program-level learning outcomes provide the framework for program-specific 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 outcomes.

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

Course Outcomes

Course Outcomes are discipline- and content-specific learning outcomes in each course. 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 appropriate for each bachelor’s degree program, which introduces the general education experience, we embed learning outcomes called General Education Literacies (GELs) throughout each undergraduate program. The GELs were established to ensure that all courses taken by students after the core reinforce and extend students’ general education knowledge. GELs provide undergraduate students repeated opportunities to connect with the General Education disciplines of arts and humanities, communications, critical thinking, ethics, mathematics, research/information, science, and social sciences throughout their programs.

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

In the last year, the GEL committees, comprising interdisciplinary faculty responsible for maintaining the GEL standards in each of the literacy areas, began a review of the GEL outcomes and the rubrics against which we assess mastery of those outcomes. The mission was to determine which, if any, GEL outcomes and/or rubrics should be rewritten or replaced. Throughout 2018, we will begin integrating the revised GELs into the curriculum.

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 (PCs). PCs are learning outcomes that describe professional behaviors that lead to success in a work environment. Above are the Professional Competencies that are embedded in our programs.

**Course-Level Assessment**

One of our most important goals has been to develop a thorough assessment plan that truly measures and supports each student’s abilities. Course-Level Assessment, or CLA, allows students to demonstrate mastery of educational outcomes and is a quality example of learning assessment. Through CLA, Kaplan University provides students with opportunities to gain the knowledge and skills that are demanded by 21st-century employers. During each course, faculty members assess student mastery of the Course Outcomes, General Education Literacies, and Professional Competencies present in the course. All of the rubrics used to assess these learning outcomes follow the same 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 CLA 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 them 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 outcomes until later in his or her program of study.
**Competency Report**

With every course a student completes, individual course-level assessment data are aggregated, and then program outcomes are mapped to one of six categories (i.e., Leadership and Teamwork, Professionalism and Ethics, Communication, Disciplinary Knowledge and Skills, Research and Analysis, and Critical Thinking and Problem Solving), 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 each student's 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 applied 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 his or her academic achievement and work readiness.

A powerful advising tool at Kaplan University, the competency report provides a clear 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.

---

**SAMPLE COMPETENCY REPORT**

---

**Competency Report for Sally Q. Student**

ID : 34054744

Date 6/23/2017

**Leadership and Teamwork**
Exhibits the ability to successfully lead teams and work collaboratively to achieve collective goals.

**Professionalism and Ethics**
Navigates the ethical and legal implications of one's role to arrive at high professional standards.

**Communication**
Communicates clearly and effectively to a range of audiences using a variety of communication styles.

**Disciplinary Knowledge and Skills**
Performs the skills and has the knowledge to succeed in one's chosen career and field.

**Research and Analysis**
Acquires, evaluates, or uses information to support reasoned decision making and problem solving.

**Critical Thinking and Problem Solving**
Explores issues, ideas, or events in order to design and implement strategic solutions.
Choosing a Learning Modality

Kaplan University students can choose from four modalities to engage with their curriculum, subject to availability in their program of study and proximity to certain campus locations. Each provides specific benefits depending on a student’s personal characteristics and preferences about learning and pace.

**Traditional Online Modality**

This is the modality Kaplan University has been refining over the past 15 years and the one used to deliver more than 100 undergraduate and graduate programs. In the online classroom—a virtual classroom students access from a desktop or mobile device—students experience course materials and collaborative tools that provide the best elements of any traditional, campus-based instructional approach. The online classroom is the focal point for a student’s learning activities each academic week.

In addition to the online classroom, courses offered in the traditional online modality typically include seminars—online sessions in which students meet with their instructor in a virtual room to review important weekly topics. Seminars provide opportunities for consistent student–faculty interaction and collaboration—a major part of the traditional online modality. Students best suited for the traditional online modality are those who prefer a structured online learning environment characterized by a fixed schedule of required learning activities and regular interaction with faculty and classmates.

**ExcelTrack™ Modality**

Building on the principles of competency-based education, the ExcelTrack™ modality is designed to enable students to acquire real-life, career-oriented skills and demonstrate those skills at their own pace without “seat time” requirements, while they save time and money if they can accelerate their path to degree. Because Kaplan University’s traditional online modality delivers programs with curricula already built on competency-based learning outcomes, ExcelTrack™ uses the same curricula to help students learn those real-life, career-oriented skills.

ExcelTrack™ differs from the traditional online modality in important ways. While the traditional online modality offers students highly structured learning, ExcelTrack™ offers highly flexible, personalized learning; the student decides which and how much of the learning activities are needed to demonstrate mastery of course concepts. Students are able to accelerate review, assessment, and awarding of credit for material they already know to focus on what they need to learn.

The flexibility in ExcelTrack™ offers opportunities for students to accelerate the pace of their learning toward their degree. Because the tuition model for ExcelTrack™ is a flat rate, students stand to achieve significant savings if they can accelerate their pace toward degree completion. A successful student in this modality has professional and previous college experience and is self-reliant, driven, and able to closely manage a study schedule.


**Open College @ Kaplan University Modality**

Open College @ Kaplan University (OC@KU) offers students another cost-effective means of earning a degree by tying together their learning achieved through successful completion of open online courses offered at OC@KU and elsewhere, an experiential portfolio based on applicable professional experience, and transfer credit from accredited colleges and universities.

OC@KU courses are not restricted to students enrolled in an open-degree program; any interested student may take open online courses through OC@KU. Additionally, open online courses offered through OC@KU go a step beyond typical “massive open online courses” (MOOCs). While there is no cost for open online courses at Open College, students who wish to demonstrate their mastery of the material may pay a fee to take the corresponding course assessment and, if they pass the assessment, earn college credit.

Students enrolled in OC@KU’s BSPr program work with their faculty advisors to help them master the course material. In addition to coaching students, the faculty advisor helps students customize their degree with an ILP, which maps out the coursework to be completed as part of the degree plan, both core requirements and electives. The student’s degree is customized: it is based on professional knowledge and skills, problem solving, and strategic planning that culminates in a capstone class with a portfolio project.
BSPr students also work with faculty subject matter experts to determine how best to incorporate previous professional experience, including professional training such as from the military, into their customized degree through an experiential portfolio. Faculty subject matter experts review and assess submitted experiential portfolios to determine how much course credit can be applied toward the degree.

Students best suited to the OC@KU modality have substantial previous college credit from myriad sources. We help them consolidate that credit to optimize their time to degree in their chosen discipline. The student profile is reflected in the tuition model: a monthly rate that rewards students who can consistently invest great effort into their studies and accelerate the pace of their learning.

Hybrid Campus-based Modality

This modality combines online learning outcomes with limited onsite, classroom-based learning. The School of Nursing has campus-based prelicensure programs at some locations for students who want to earn an Associate of Science in Nursing or a Bachelor of Science in Nursing while they become registered nurses. At these locations, students take classes online and experience hands-on learning. They learn to handle complex patient situations in the simulation laboratory and to care for actual patients in carefully selected clinical experiences throughout the program. Prelicensure laboratory and clinical experiences are overseen by nursing faculty and occur at local health care organizations such as hospitals, community health clinics, and skilled-care facilities.

There are also School of Health Sciences programs that have limited laboratory sessions at select campuses and can help facilitate local externships/internships.

Our Faculty

Kaplan University’s 2,114 faculty members combine strong educational credentials with real-world experience in their disciplines. Nearly all (94%) have an advanced academic degree; 43% hold a doctorate. Two-thirds of our faculty members (66%) 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 CTL, 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 CTL serves both new and veteran teachers. Key components of our professional development resources include:

- **CTL website**: Launched in 2012, this robust site consists of more than 6,400 pages and has generated nearly 300,000 page views. Updated daily, it serves as an asynchronous centralized information point for faculty and administrators on a broad array of topics, including timely topics like KU Village and University news. New faculty members are directed to the site during training, and veteran faculty navigate here as a primary source for their information needs. In addition, all faculty members automatically receive the weekly newsletter, The Monday Minute, delivered to their inboxes. Designed to be concise and short, the newsletter includes weekly Live Event information, training information, archived sessions, and other key need-to-know topics in a link-heavy format.

- **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. With the 2017 rollout of the new Brightspace learning management system, all faculty members are required to successfully complete new training—PD101BS: Brightspace Faculty Training (for current faculty) or NFO: New Faculty Orientation (for newly hired faculty members).
• **Live events:** The CTL offers six to seven live events per month, including presentations from a wide variety of faculty and staff on pedagogy, research, and technology. During the 2016–2017 academic year, live events drew more than 3,000 attendees (many of whom attend multiple sessions annually).

• **Professional development workshops:** The CTL 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:** First held in 2007, KU Village is the University’s largest and longest-running annual conference. In 2016, across 66 virtual presentations, more than 3,400 virtual seats were filled by attendees. 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 later. To date, the KU Village archive includes more than 550 unique recordings.

  – Again this year, KU Village bestowed Awards of Excellence to presentations chosen by conference attendees. Winners were named in six categories—Best Content, Best Delivery and Engagement, Best Learning Outcomes, Best Visuals, Best Poster, and Best Overall—and, continuing the tradition begun last year, were announced in a live awards ceremony.

  – Also this year, the event published its Conference Proceedings, an online compendium of Awards of Excellence winners.

  – The CTL also partnered with the School of Health Sciences (SHS) in planning, marketing, and delivering its successful school-specific conference. As a result, the SHS Conference will become part of KU Village in the coming academic year.

### FACULTY COUNTS BY SCHOOL

| Campus and Learning Center | 242 |
| College of Social and Behavioral Sciences | 612 |
| Concord Law School | 43 |
| School of Business and Information Technology | 401 |
| School of Education in the College of Social and Behavioral Sciences | 43 |
| School of General Education | 377 |
| School of Health Sciences | 228 |
| School of Nursing | 168 |

#### Additional Avenues of Faculty Support

During the 2016–2017 academic year, Kaplan University continued 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 nominated by department chairs; award recipients are determined by the Faculty Scholarship Award Committee, a subcommittee of the Faculty Senate.

Ten 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 CTL 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 publishing and research efforts. The site also presents faculty submissions in a comprehensive pictorial gallery and publications listing.

The CTL maintains a multidisciplinary listing of 260 journals and a directory of 27 research support tools and aids. 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.
Each year, the School of General Education hosts a General Education Conference (GEC) for the entire University to help support our General Education Literacies (GELs) and Professional Competencies (PCs). This academic year marked the school’s 9th annual conference. The conference theme, “The TIME Is Now: Developing STARS Through General Education,” focused submissions around the tracks of Teamwork, Innovation, Motivation, and Education and provided an opportunity for presenters to share sessions on various topics including best teaching practices, teaching with technology, and creative implementation of GELs and PCs. The conference and its 79 sessions attracted over 400 participants. In addition, the GEC sessions were recorded and are accessible online, assuring that the conference continues to have an impact.

Scholarly Pursuits: Representative Publications

**School of Business and Information Technology**

Matthew North, EdD, is a member of the faculty of the School of Business and Information Technology.

**Concord Law School**

Scott Johnson, JD, is a member of the faculty of Concord Law School.

**School of General Education**

Lilliana Moreno, MS, is a member of the faculty of the School of General Education.

**School of Health Sciences**

Cheryl Anderson, PhD, is a member of the faculty of the School of Health Sciences.

**School of Nursing**

Rita Brennan, DNP, is a member of the faculty of the School of Nursing.

**College of Social and Behavioral Sciences**

Peter Lenz, PhD, is a member of the faculty of the College of Social and Behavioral Sciences.
Our Exemplary Faculty: David Brand

Kaplan University adjunct professor David Brand, EdD, was one of 40 academicians in the United States to win the 2017 Aspen Presidential Fellowship for Community College Excellence.

“I am honored to have been selected and I appreciate the role that Kaplan University has played in helping to shape me as a student-centered leader,” he said. “I look forward to learning more ways to help our students succeed.”

The fellowship, a year-long program in leadership, aims to develop outstanding leaders capable of transforming student success at community colleges across the United States.

David was selected through a rigorous process that considered his abilities to take strategic risks, lead strong teams and cultivate partnerships, and focus on results-oriented improvements for greater student success and access. A retired U.S. Army officer with more than 18 years of experience in higher education, he has served for 12 years on Kaplan University’s School of Education faculty.

The highly selective Aspen Institute program is delivered in collaboration with the Stanford Educational Leadership Initiative and top community college leaders across the United States.

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 373 new publications, including 49 books or book chapters, 324 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 our faculty, including adjuncts, have the opportunity to be involved in University 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.

Our Faculty Senate takes an active role in the governance process and in University initiatives by advising the President and Chief Academic Officer and advocating for the needs of faculty and students. One example of the Senate’s work this year is the creation of a centralized resource where all faculty members can interact to share tips and techniques for classroom instruction. The Senate, in conjunction with the CTL, developed and launched a communication channel called “Idea Central” within our CTL Google+ community. Idea Central provides all Kaplan University faculty with a nondisciplinary-specific way to share their best practices in instruction to improve our students’ learning experiences.

Evaluating Faculty Performance

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

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

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

2008
Kaplan University begins annual survey of graduates and alumni.
**Improving Our Methods**

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

**Continuous Improvement**

Kaplan University continually engages in projects and initiatives designed to improve the assessment of student learning and the student experience.

At the end of each term, we survey every faculty member about their perceptions of curriculum features, associated technology, and characteristics of student readiness for learning. In this academic year, nearly 9 in 10 respondents (89%) 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 (75%) rated course content and structure as being above average, with 21% rating such content and structure as being average and 4% 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.

To support the launch of ExcelTrack™ during the 2016–2017 academic year, we developed more than 300 new assessments. Because each assessment is critical in a competency-based program, we used performance tasks and checklist rubrics for competency-based assessments. Performance tasks require a performance or demonstration of knowledge and skills using novel and authentic contexts to show transfer of learning. Each performance task is paired with a corresponding checklist rubric, which details all the criteria necessary for the competent performance of the task. This form of rubric was chosen based on the recommendation of assessment experts (who noted its superior reliability as compared to traditional rubric designs). As more assessments of this kind are built, there will be opportunities to integrate them across the University.

As noted in the Learning Outcomes section, the committees of interdisciplinary faculty responsible for maintaining the General Educational Literacies began a comprehensive review of the outcomes and the corresponding rubrics used to assess student mastery of those outcomes. This review, and the forthcoming revisions to the curriculum, will ensure these assessments continue to provide valuable information about student learning and progress in general education fields.

**External Review and Assessment**

The University’s Assessment Advisory Committee completed several projects designed to improve the internal and external assessment of student learning and the student experience. To aid the reliability of assessment scoring, instructional guides and talking points were developed to facilitate norming sessions among faculty teaching the same course. For another project, guidelines were established for suitable external assessments of student learning and audits of available external (or third-party) assessments were conducted.

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 2016–2017, Kaplan University students’ aggregated results across subject areas were higher than the results at other Accreditation Council for Business Schools and Programs (ACBSP) accredited online, campus-based, and blended undergraduate school degree programs. In the associate’s and bachelor’s business programs mean outbound student test scores were higher in 24 of 25 subject categories.

Incoming Kaplan University MBA students, on average, 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.

During the 2016–2017 academic year, Peregrine testing revealed continued success in our MBA program. According to Peregrine’s data, Kaplan University graduating online MBA students outperformed students at other ACBSP-accredited business schools both in percentage difference in scores and in average graduating student score. These findings represent a validation of our efforts at continuous improvement and of our students’ learning.

Summer 2017 Graduation Ceremony. To View Highlights From the 2017 Graduation Ceremony, Visit https://youtu.be/t6PMiiKqdC0.
Our Research Pipeline to Better Learning

Kaplan University annually invests in institutional research to improve student learning and performance. The Research Pipeline is our infrastructure for the continuous testing and refinement of practices hypothesized to have a broad impact in higher education. This is part of our commitment to continuous improvement and our focus on data-driven decision making.

In 2013, we launched the Research Pipeline to improve student learning and persistence through rigorous testing of experimental interventions drawn from the academic literature in fields such as social psychology, educational psychology, and cognitive science. The Pipeline helps us better understand the impact of these interventions in our unique learning environment and ensure that evidence is available to evaluate proposed changes in areas such as the adoption of new technologies and institutional practices.

Several recent studies have tested the “flipped” classroom model. 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 that, in some cases, 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. However, the nature of each course, assignment, and instance of the flipped model can profoundly affect its impact on student outcomes.

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 continue to test brief interventions that seek to adjust how students think about themselves and their schooling.

As part of this pursuit, we have built collaborative partnerships with several scientists who have expertise in this particular area, including:

1. DeLeon Gray, PhD: Dr. Gray is an Assistant Professor in the College of Education at North Carolina State University. Our work with Dr. Gray explores how we can channel students’ motivations to fit in and stand out into adaptive classroom behavior. In a recent study, students who completed an intervention about standing out from their peers were significantly more likely to pass their course and persist to the next term.

2. Todd Rogers, PhD: Dr. Rogers, a behavioral scientist, directs the Student Social Support R&D Lab at Harvard University. Our most recent collaboration with Dr. Rogers focuses on determining methods to mobilize the support of students’ family and friends to improve student persistence.

3. Mesmin Destin, PhD: 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). 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). In a recent study, students who completed an intervention in which they articulated their possible selves at the time of graduation were significantly more likely to pass their course and persist to the next term.
Improving Student Writing

Kaplan University's Academic Support Center works to improve student writing and to help students 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 2016–2017 academic year, professional tutors in the Kaplan University Writing Center conducted more than 3,400 live tutoring sessions and offered 8,900 video paper reviews with comments on best practices in document formatting, citation, and plagiarism avoidance. Their work has helped numerous Kaplan University students enhance their proficiency in written communication.

More than 1 million uses of the online asynchronous Academic Support Center resources, including approximately 150,000 uses of resources with an emphasis on proper citation and avoiding plagiarism, were reported during the last academic year.

Along with the writing support provided directly to students by the Academic Support Center, the Composition and Writing Across the Curriculum (WAC) Department offers a WAConcierge service to provide synchronous and asynchronous support to faculty and to staff who work with students. The WAConcierge answers questions on such topics as evaluating student writing, composing relevant writing assignments, explaining the philosophy behind citation styles, and guiding learners to proactively use language to advance their academic and professional lives. In this way, the WAConcierge makes a valuable contribution toward helping students learn and graduates find career success.

Our Exemplary Faculty: Edward Cumella

In 2016, Kaplan University recognized Edward Cumella, PhD, a member of the graduate psychology faculty in the College of Social and Behavioral Sciences, with its Faculty Scholarship Award.

A licensed psychologist and a certified eating disorder specialist, Edward joined the University in 2009. Earlier, he was executive director of Remuda Ranch, a treatment facility for eating disorders. He has also conducted research at the Harvard T.H. Chan School of Public Health.

The University’s Faculty Scholarship Award recognizes the contributions of educators to their academic discipline. Edward’s areas of research include obesity prevention in young children, evidence-based treatment planning for eating disorders and obesity, and the role of fatigue in the use of deadly force by police. He has guided more than 90 graduate students in their research and thesis publication.

Edward holds a bachelor’s degree in quantitative sociology from Harvard University and a master’s degree and doctorate, both in clinical psychology, from the University of North Carolina at Chapel Hill.

“I was humbled at receiving this award,” said Edward. “It belongs also to the many talented and motivated students whom I have been honored to work with on their research. Good scientific research takes a village.”
Student Spotlight: Tammy Willingham Loomis and Lori Koehler
School of Nursing, Doctor of Nursing Practice (DNP), 2016

Tammy Willingham Loomis and Lori Koehler are proud graduates of Kaplan University’s School of Nursing, where each earned the Family Nurse Practitioner (FNP) Certificate in spring 2015 and Doctor of Nursing Practice (DNP) degree in 2016.

They have also become the best of friends, thanks to their shared experience at the University.

“I first came to Kaplan University to get my FNP, so that was where I started my journey with the school and first met Tammy. It was Tammy who actually encouraged me to continue on to the DNP program. She said, ‘I’m going for my DNP, and you’ve got to come with me.’ We went through the FNP together, and then we traveled through the DNP together,” recalls Lori.

Both Tammy and Lori had prior experience taking classes online.

“I get asked a lot about camaraderie and how you bond with your classmates online. We’re kind of living proof because I’m from Oklahoma and, at that time, Lori was in Pennsylvania, and we’ve been in touch, nonstop, for the last 3 years. We didn’t even know each other before we started school,” says Tammy.

According to Lori, the two got to know one another in a study group that she kicked off with a post on the classroom’s discussion board. “I went on the discussion board and said, ‘Anybody want to exchange numbers? I need to talk to somebody about this stuff. I need just to talk it through.’

The study group was probably one of the best things we could’ve done. By the time it was done, we probably had everyone in class in the study group.”

“We would do a round-robin call every Sunday. We would be on the phone for anywhere from 1 to 4 hours, with all of us bouncing our project and homework ideas,” says Tammy, who worked full time while going to school.

“I was working in the ICU in ER in Oklahoma City at a hospital there. I also worked for the U.S. Air Force in Enid, Oklahoma.”

Lori moved from Pennsylvania to New England at the end of 2015. “My sister passed away in 2015 [and] around the same time, I lost my dad. I moved to Massachusetts to raise my nephew, who also lost his father to a brain tumor. All of this happened during the last of my DNP classes. My Advisor was fantastic at keeping me focused, along with Tammy.”

Today, Lori uses her DNP to help educate other nurses. “Since getting my DNP, I’ve been hired at Quincy College in Massachusetts as their nursing dean.”

Tammy changed jobs and now cares for patients at a family practice/urgent care medical clinic in New Castle, Oklahoma.

“Tammy was the fifth DNP in Oklahoma [and] the only DNP in my medical group. If something happens where being a provider is no longer possible, I can teach online because I have my doctorate.”

So that they could meet each other in person for the first time, Lori and Tammy agreed to attend Kaplan University graduation since the University was where their friendship (and their journey) had begun.

To view the full video of Lori and Tammy, visit https://youtu.be/1kRd7NhI7DM.

Monitoring 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 14.80%, and this figure has varied less than 0.4% within the last 3 academic years.

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 2016–2017, 196,110 responses were received, representing a response rate of 73.4%.
Of these, 88.9% of student respondents expressed satisfaction with the quality of their courses. Additionally, 91.5% 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.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) measures the engagement of first- and final-year students and compares their responses against a national average. According to NSSE, engagement is shown to be predictive of how much and how well students are learning. Twenty-four percent of the University’s first-year bachelor’s degree students and 29% of seniors participated in this year’s survey.

The survey organizes results into 10 indicators of engagement (such as Higher-Order Learning and Supportive Environment). On 5 of the 10 indicators, Kaplan University first-year and senior students reported significantly higher engagement than their peers at other institutions. On four indicators, Kaplan University first-year and senior students’ responses were comparable to or significantly higher than the top 10% of all respondents.

On some other dimensions, our students’ lower scores reflect the nature of our educational environment. For example, the lower-than-average Collaborative Learning score is likely due to the fact that our curriculum does not emphasize working with peers on homework and exam preparation.

Students are also asked to evaluate their overall experience at their school and indicate whether, if they could start over, they would choose the same school. In this year’s survey, Kaplan University students scored significantly higher than the national average on both measures.

Survey results, along with other feedback sources, drive improvements in how we serve students.

### NATIONAL SURVEY OF STUDENT ENGAGEMENT RESULTS:
KAPLAN UNIVERSITY STUDENTS COMPARED WITH NSSE, 2017

<table>
<thead>
<tr>
<th>THEME</th>
<th>ENGAGEMENT INDICATOR</th>
<th>FIRST-YEAR STUDENTS COMPARED WITH NSSE 2016 &amp; 2017</th>
<th>SENIORS COMPARED WITH NSSE 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
<td>△</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Learning With Peers</td>
<td>Collaborative Learning</td>
<td>-</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Discussions With Diverse Others</td>
<td>-</td>
<td>△</td>
</tr>
<tr>
<td>Experiences With</td>
<td>Student-Faculty Interaction</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Faculty</td>
<td>Effective Teaching Practices</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>▼</td>
<td>▼</td>
</tr>
</tbody>
</table>

**Key**
- △ *Your students’ average was significantly higher (p < 0.05) with an effect size at least 0.3 in magnitude.*
- ▲ *Your students’ average was significantly higher (p < 0.05) with an effect size less than 0.3 in magnitude.*
- - - No significant difference.
- ▼ *Your students’ average was significantly lower (p < 0.05) with an effect size less than 0.3 in magnitude.*
- ▼ *Your students’ average was significantly lower (p < 0.05) with an effect size at least 0.3 in magnitude.*
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 2016–2017 academic year, we conferred 11,359 associate’s, bachelor’s, master’s, and professional degrees as well as 1,078 certificates and diplomas:

- Associate’s: 3,335
- Bachelor’s: 5,075
- Master’s: 2,837
- Professional: 112
- Undergraduate certificate/diploma: 945
- Graduate certificate/diploma: 133

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 have prior college experience and are enrolled part time. Thus, we calculate graduation rate using a period equal to 150% of normal time for all students—for example, 6 years for a 4-year degree.

The graduation rate for the 2016–2017 academic year includes those who were part of the following cohorts:

- Bachelor’s degree students who matriculated in 2010–2011 and graduated within 6 years of their start date.
- Associate’s and master’s degree students who matriculated in 2013–2014 and graduated within 3 years of their start date.
- 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 2016–2017 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 not completing an academic program. It plays a large role in the lives of our students, who are juggling different competing responsibilities (work, family) while also going to school.

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

### KAPLAN UNIVERSITY GRADUATION RATE, 2016–2017*

<table>
<thead>
<tr>
<th>Degree</th>
<th>FULL TIME</th>
<th></th>
<th>PART TIME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of</td>
<td>Graduation</td>
<td>Number of</td>
<td>Graduation</td>
</tr>
<tr>
<td></td>
<td>Graduates</td>
<td>Rate</td>
<td>Graduates</td>
<td>Rate</td>
</tr>
<tr>
<td>Associate’s</td>
<td>596</td>
<td>37%</td>
<td>3,807</td>
<td>19%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1,272</td>
<td>56%</td>
<td>4,126</td>
<td>29%</td>
</tr>
<tr>
<td>Master’s</td>
<td>1,801</td>
<td>48%</td>
<td>1,170</td>
<td>33%</td>
</tr>
</tbody>
</table>

*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.

Source: Office of the Chief Academic Officer, Kaplan University, 2017.
Kaplan University concentrates on graduation and careers. Over the past decade, our degree-seeking graduation rates have steadily improved. Through innovations such as the Kaplan Commitment and the Research Pipeline, and our continued focus on curricular improvement and student support, the University strives to meet the needs of its student body.

### 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 2016–2017, nearly 10,200 students completed the survey.

### Recent Graduate Survey

Each year since 2008, we survey our recent graduates to gauge their Kaplan University experience. The survey conducted during the 2016–2017 academic year yielded a response rate of about 16%. Eighty-eight percent of those respondents expressed overall satisfaction with their Kaplan University experience. Eighty-nine percent of respondents reported their educational program met their expectations. Eighty-one percent said they would recommend Kaplan University to others. Eighty-nine 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>81%</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>90%</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, 2017.


<table>
<thead>
<tr>
<th>Academic Year of Maturity</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>23.1%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>21.1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>21.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>21.9%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>22.6%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>23.0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>24.2%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>25.9%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>26.1%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

Source: Office of the Chief Academic Officer, Kaplan University, 2017.
**RECENT GRADUATE SURVEY RESULTS, 2016–2017**

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

- Strongly Agree: 47.9%
- Agree: 40.3%
- Neither Agree Nor Disagree: 5.6%
- Disagree: 4.2%
- Strongly Disagree: 1.9%

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

- Strongly Agree: 27.4%
- Agree: 32.7%
- Neither Agree Nor Disagree: 21.2%
- Disagree: 12.5%
- Strongly Disagree: 6.2%

**THE EDUCATION PROGRAM AT KAPLAN UNIVERSITY MET MY EXPECTATIONS.**

- Strongly Agree: 46.0%
- Agree: 42.8%
- Neither Agree Nor Disagree: 5.6%
- Disagree: 4.3%
- Strongly Disagree: 1.3%

**I WOULD RECOMMEND KAPLAN UNIVERSITY TO OTHERS.**

- Strongly Agree: 46.5%
- Agree: 35.0%
- Neither Agree Nor Disagree: 9.3%
- Disagree: 5.9%
- Strongly Disagree: 3.4%

**THE EDUCATION I RECEIVED AT KAPLAN UNIVERSITY IS RELEVANT TO MY CURRENT GOALS.**

- Strongly Agree: 50.8%
- Agree: 37.8%
- Neither Agree Nor Disagree: 6.9%
- Disagree: 2.7%
- Strongly Disagree: 1.8%

*Reflects responses of those who graduated between January 2016 and June 2016, with 1,009 responses and a response rate of 15.8%. Survey responses of those who graduated between July 2016 and June 2017 are not yet available. Source: Fall 2016 Alumni Survey.*

---

**Keeping College Affordable**

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, opportunities to receive credit for prior learning and professional experience, and scholarships and grants offered by the institution.* With such factors included, the total average tuition for a Kaplan University bachelor’s degree was $32,729 for students who graduated during the 2016–2017 academic year (a decrease from the 2015–2016 average of $33,215 and more than 8% lower than the 2014–2015 average of $35,747).

*Calculations in previous editions of the Academic Report did not include tuition savings from institutional scholarships and grants, which are included in this year’s edition. Prior years’ averages have also been updated to reflect inclusion of scholarships and grants. Receipt of scholarships and grants is dependent upon availability and qualification. Source: Office of the Chief Academic Officer and Business Intelligence Department, Kaplan University, 2017.*
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.

This year’s cohort default rate, for the cohort terminating their studies at Kaplan University in the 2013–2014 period, shows a slight uptick for all borrowers. While this figure remains at a lower level than previous years, we are disappointed by the uptick and are closely monitoring factors that may have contributed to it. We are pleased that the default rate for Kaplan University students who complete their programs remains stable and infrequent.

<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>
<tr>
<td>2014</td>
<td>14.6%</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 120,000 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, including the support of our Career Services team, an official alumni LinkedIn group (currently with more than 7,200 members), tuition reduction for alumni on further coursework at Kaplan University, and access to other special opportunities such as attending and participating in our annual online conference: Student Online Annual Research Symposium, where alumni can present their research-based projects.

To create greater awareness, Kaplan University publishes the digital Alumni Resource Guide, which can be found in the Student Life & Alumni Engagement section of 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.
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 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 Specialists 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. Specialists 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.

To assist in career knowledge and skill development within the classroom, Career Services collaborates with deans, department chairs, and curriculum teams to embed three career-related touchpoints into the curriculum for every program of study. Specialists visit online classrooms during established seminar times and present information on such topics as job searching, professional organizations, building practical experience in the field of study, networking, résumé writing, interviewing, and social media. A 2016 Career Services survey revealed that students appreciated this embedded approach.

- Ninety-seven percent of respondents found the Career Services classroom presentations helpful.
- Ninety-two percent of respondents felt more confident in their potential job search based on information shared in the Career Services classroom presentations.

Professor Jason Jackson lauded the efforts of Career Services. “Over the past 2 years, I have invited this stellar team to help close out the term for my MT 435: Operations Management class. As operations management is central to business, this matchup works well...Students immediately can make connections between operations, business, the services provided by Career Services, and their own strategy towards their current and future careers. The Career Services team...exhibits an authentic care for [students’] well-being and uses their talents to mentor and support students in a manner that shines forth the quality we all strive to achieve as Kaplan University professionals and educators.”
Student Spotlight: Giovanna Larrea
College of Social and Behavioral Sciences, Master of Public Administration, 2016

After Giovanna Larrea graduated from high school, she gave college a go but wasn’t ready.

“The traditional route didn’t really work out for me. It was very hard to have a set schedule with the classes and showing up on time and trying to work full time.”

The jobs available to Giovanna without a college education were entry-level positions that offered little in terms of a fulfilling career.

“I was working at a gas station, working at your local fast-food places. I worked at a few factories. I used to sew boots for our Navy personnel. It was very different from my aspirations. I had heard about Kaplan University and decided to give it a shot.”

Giovanna was living in Vancouver, Washington, and was becoming more interested in the world around her. She wanted to get involved and positively impact issues like homelessness, which was prevalent in her community.

“I wanted to become politically active, but I wanted to do it more in a way that I had a basic understanding of where our country came from, where we’re at now, and what we can do to take it a little bit further. And I felt that, to accomplish those things, I needed to have a background and understand those aspects.”

Still, going back to school wasn’t easy for Giovanna.

“It takes a lot to dig into yourself, and especially when you’re in an online format, where you don’t have somebody standing next to you or in a classroom, saying, ‘Hey, complete this assignment.’ Or, ‘Hey, this is when this is going to be due.’ All of it’s on you. You find you have an inner motivation to do things, and you have to tap into that and take it from there.”

While attending Kaplan University, Giovanna was also working 70 hours a week managing a sandwich shop. That meant long days and longer nights hitting the books.

“My studying mostly happened at 1:00 or 2:00 in the morning or on my breaks. If I was riding in the car with somebody I was reading a book. I loved that Kaplan University had online formats, digital formats for my books, so I could take that on my tablet or phone and study anywhere I needed to.”

Giovanna first graduated from Kaplan University with a bachelor’s degree in political science in 2013, and she returned to complete her master’s degree in public administration, graduating in December 2016.

“I’ve gained so much knowledge, experience, and advice that I wouldn’t have been able to at a traditional school. Kaplan University gave me the flexibility to work and grow my life as I wanted it, while also attaining my educational goals. Kaplan University is a fantastic place to get your education.”

Today, Giovanna no longer makes sandwiches for a living.

“I’m working with a nonprofit called CHAP—Concerned Humans Against Poverty. We’re working on advocacy issues, confronting homelessness and poverty within our local community. Hopefully, we can take that model statewide, and then nationwide, and make a better country for everyone.”

To view the full video of Giovanna, visit https://youtu.be/_WRkHk1UTbl.
Employer Spotlights: A Representative Sample of Participating Organizations

Allstate
American Medical Technologists
American Red Cross
Andy Frain Services
AT&T
BrookSource
CoreCivic
CVS MinuteClinic
DaVita
Devereux Advanced Behavioral Health
Enterprise
Equinox
Express Scripts
Fresenius Medical Care
Gallup
Gateway Foundation
Health Source of Ohio
Hudson Financial Group
IBM
Intel
JPMorgan Chase
Learning Care Group
North Carolina Department of Public Safety
ncgCARE
Premise Health
Republic Services
Schumacher Clinical Partners
Scribe America
Southwest Key Programs
Stryker
The MENTOR Network
Trident Security Services
U.S. Social Security Administration
Walmart

Employer Spotlights

Throughout the academic year, Career Services 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 68 employer spotlights during the 2016–2017 academic year, featuring an array of organizations across a broad industry spectrum and representing both public and private sectors.
Representative Job Titles of Kaplan University Graduates

Accountant*
Billing Specialist
Case Manager
Correctional Officer*
Desktop Support Technician
Direct Care Worker
Financial Analyst
Firefighter*
Health Information Specialist
Help Desk Support Administrator
Human Resources Assistant/Clerk

Instructor*
IT Consultant
Legal Assistant
Manager—Business
Medical Aide
Medical Assistant
Medical Records Technician
Paralegal*
Patient Care Technician
Patient Service Representative
Police Officer*

Preschool Teacher*
Project Manager
Registered Nurse*
Security Officer/Specialist
Systems Administrator
Tax Preparer
Teacher*
Teacher's Aide
Trainer*

*May require additional certification or training.

Kaplan University cannot guarantee employment or career advancement. Additional training or certification may be required. In addition, job titles and responsibilities may vary from organization to organization.
A Selection of Recent Employers of Kaplan University Graduates

Aetna
Allied Barton Security
American Red Cross
Anthem Blue Cross and Blue Shield
AT&T
Bank of America
Baptist Health/Baptist Medical Center
Bright Horizons
Catholic Health Initiatives
Cleveland Clinic
Comcast
CVS
DaVita
Easter Seals
Emory Healthcare
First Data Merchant Services
Fresenius Medical Care
G4S
Genesis Health Group
Georgia Department of Corrections
H&R Block
Internal Revenue Service
JPMorgan Chase
Kaiser Permanente
LabCorp
Lee Memorial Health System
Lowe’s
Maine Medical Center
Mayo Clinic
McKesson
MedStar St. Mary Hospital
Mercy Hospital/Mercy Health System/
Mercy Medical Center-Cedar Rapids
Meritus Medical Center
Missouri Department of Corrections
PNC Bank
Positive Behavior Supports
Quest Diagnostics
Securitas
Select Specialty Hospital
Sparrow Hospital
St. Luke’s Hospital
Summit Health
The Goddard School
Transportation Security Administration
UnityPoint Health Des Moines
University of Iowa Hospital and Clinics
U.S. Air Force
U.S. Army
U.S. Department of Defense
U.S. Department of Homeland Security
U.S. Department of Veterans Affairs
U.S. Navy
U.S. Postal Service
Verizon Wireless
Vidant Medical Center
Walmart
Walter Reed National Military Medical Center
Wells Fargo
Wheaton Franciscan Healthcare
YMCA

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 and some of our graduate 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.

An additional opportunity for students in the School of Business and Information Technology is a Virtual Consulting program, in which students provide consulting services to small businesses and nonprofit organizations.
## CAREER-FOCUSED LEARNING OPPORTUNITIES

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

Source: Office of the Chief Academic Officer, Kaplan University, 2017.
SCHOOL AND PROGRAM OVERVIEW

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 2016–2017 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 19 for the complete scale).

School of Business and Information Technology

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

The 2016–2017 academic year saw the School of Business and Information Technology (SBIT) achieve a new milestone with the December 2016 launch of ExcelTrack™ versions of the Bachelor of Science in Information Technology and the Bachelor of Science in Business Administration programs. The ExcelTrack™ versions offer a new mode of delivery of existing program content that gives qualified students the opportunity to work at their own pace and take advantage of what they already know to accelerate their progress, saving time and money. ExcelTrack™ includes innovative assessment approaches that will help assure that students have mastered all competencies and learning outcomes.

Additionally, the SBIT launched a new program for active-duty army personnel that combines their military training with academic coursework to earn an Associate of Applied Science in Small Group Management. This program is designed to allow soldiers to earn an associate’s degree during their first term of duty and is stackable to provide the most efficient pathway to bachelor’s and master’s degrees if they continue in a military career. The innovative capstone course for this program is the result of cooperation between military experts and our faculty to help teach students how to combine their academic and military learning to manage groups in the business world.

Programmatic accreditations were also a big part of the past year for the SBIT. ABET completed its site visit in October 2016, with accreditation granted to the Bachelor of Science in Information Technology in August 2017. The School also had renewals for the Accreditation Council for Business Schools and Programs (ACBSP) and the Global Accreditation Center-Project Management Institute (GAC-PMI) accepted, with a site visit by GAC-PMI scheduled for the second half of 2017.

**Key highlights**:

- Launched new ExcelTrack™ versions of the Bachelor of Science in Business Administration and the Bachelor of Science in Information Technology programs.
- Launched the Associate of Applied Science in Small Group Management program for active-duty Army personnel.
- Launched five new certification course bundles within the Bachelor of Science in Cybersecurity available to our business partners to help their employees qualify for important industry certifications.
Accreditation renewals were accepted by the Accreditation Council for Business Schools and Programs (ACBSP) and the Society for Human Resource Management (SHRM).

Successfully completed the ABET initial site visit for the Bachelor of Science in Information Technology program, earning our first ABET accreditation for any program.

KapTech, our online virtual internship program for IT and Business Majors, grew 15% this year.

SBIT faculty authored 91 journal articles, 53 conference proceedings or book chapters, and 19 practitioner and trade press articles during the academic year.

### SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

<table>
<thead>
<tr>
<th>DISTRIBUTION OF DEGREES CONFERRED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS</strong></td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSISTENCE RATE</th>
</tr>
</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AVERAGE COURSE-LEVEL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
</tbody>
</table>

###GRADUATION RATE

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>2016–2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
<td>16%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>36%</td>
</tr>
<tr>
<td>Master’s</td>
<td>46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s</td>
</tr>
<tr>
<td>Bachelor’s</td>
</tr>
<tr>
<td>Master’s</td>
</tr>
</tbody>
</table>

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 DoctorSM (EJDSM).

Key highlights:

- In June 2016, Concord began a monumental undertaking: revising its entire required curriculum—18 year-long courses—in just 2 years. The April 2017 first-year class was the first to experience the revised curriculum, which will be completed by mid-2018. The new curriculum provides more extensive exposure to and training in the skills that lawyers use in practice; integrates bar exam preparation material from Kaplan Bar Review (KBR); and utilizes more interactive exercises and activities to be more engaging and maximize the benefits of the online learning environment.

- Concord’s Moot Court Honors team performed admirably at the 2017 Traynor California Appellate Moot Court Competition, winning first place and the William A. Rutter Award for Brief Writing. The team bested competitors from 14 other schools including UCLA and the University of California, Berkeley. Concord’s Moot Court Honors team also excelled at the University of San Diego Criminal Procedure Moot Court Competition in November 2016, winning the award of Best Respondent’s Brief and also advancing to the semifinals in the tournament.

- Became the first online law school to join a legal incubator when it joined the Lawyer Entrepreneur Assistance Program (LEAP) of the Legal Aid Society of Orange County. The program provides lawyering and business support and training to help graduates launch solo practices and encourages them to offer affordable rates to clients of modest means in an effort to address the access-to-justice crisis.
• Formalized an agreement with KBR, under which Concord will provide substantial subsidies for their bar-preparation program to Concord JD students taking the California Bar Exam to give busy students the best possible chance of passing the exam.

• Participated in the American Bar Association’s “Law Day” on May 1 to celebrate the role of law in our society and to cultivate a deeper understanding of the legal profession. We collected articles surrounding the program theme, “The 14th Amendment: Transforming American Democracy,” and hosted a webinar.

The panel included law professors from Concord and UCLA Law School and focused on the application of the Second Amendment’s right to bear arms to the states under the incorporation doctrine of the 14th Amendment. The webinar was broadcast over Facebook Live and garnered more than 20,000 views.

### Concord Law School at Kaplan University

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juris Doctor (JD)</td>
<td>60</td>
</tr>
<tr>
<td>Executive Juris Doctor (EJD)</td>
<td>44</td>
</tr>
</tbody>
</table>

---

**Student Spotlight: Chris Wojtowicz**

**Concord Law School, Executive Juris Doctor, 2017**

Meet Chris Wojtowicz from Frederic, Wisconsin, the population of which swells from about 1,100 to over 10,000 in the summer thanks to tourism.

A 1990 graduate of Minnesota State University, Mankato (business administration), Chris has spent most of his career in the import–export business.

“I worked for 10 years in a family-owned business importing wine, which is subject to numerous government regulations, from all over the world.”

For the last several years, Chris has been an Import Export Coordinator at an international manufacturer, where his responsibilities include being the subject matter expert on all import and export trade compliance activities and inquiries.

“Import and export trade is heavily regulated by almost 40 U.S. government agencies that all promulgate their own rules... So being able to decipher and interpret all the legalese and understand the rules and regulations’ practical implications on your business—or client’s business—is a very important skill to have, especially if you’re working in compliance, like me.”

Like a lot of midcareer professionals, Chris started to rethink what he wanted to do next with his life.

“I am 50 years old...[so] how does someone who is middle aged rebrand or reinvent themselves? You do it by adding value. Being a licensed customs broker is the top of the line in my work so the next logical step would be an attorney. To stand out I would need a legal education.”

Law school, Chris decided, was his path forward, but living and working in a small, remote town limited his choices.

“Going to a brick-and-mortar law school was not possible. The closest one was in Minneapolis, which is about 90 minutes away. Driving 3 hours a day minimum, working a minimum of 8 or 9 hours a day, plus devoting time to my family...just wasn’t possible. Concord was.”

Enrolling in Concord in 2012 and graduating in 2017, Chris says self-discipline is key.

“Going to Concord is not for slouches. For me, when 8:00 pm rolled around it was time to study. At midnight, it was time to get some sleep and then 6:00 am comes [and] it is time to get ready for work. [Now] I plan to start a consultancy practice [for] small- and midsized enterprises. I plan to also provide pro bono work for veterans in my community through a nonprofit agency and have strongly considered immigration law as a complement to my business. Our community has a lot of people from Somalia so the culture shock of living in Wisconsin, especially in the winter, is no walk on the beach. No one is here to help them.”
School of General Education

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

The School of General Education provides Kaplan University students with a strong foundation that promotes lifelong learning and enables them to excel in their educational programs. In addition to the general education course requirements, we provide students General Education Literacies (GELs) and Professional Competencies (PCs) throughout their entire academic careers.

General education is at the epicenter of the student's educational studies at Kaplan University. Our faculty inspire and empower students to reach their full potential by developing skills in critical thinking, ethical reasoning, and communication. We continue to evolve and adapt our curriculum to provide the best learning experience for students. Our goal is to provide general education and professional skills that will prepare students to meet expectations in their chosen fields of study.

Key highlights:

- Reviewed all of the GELs to ensure they were current across disciplines. The revised GELs will be updated throughout the curriculum in 2018.

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

- Composition Department sponsored the fifth Annual Virtual Literary Festival in August 2016.

- Held our fifth annual Spirit Week and Awards Night to recognize outstanding work within the School of General Education.

- Hosted more than 20 events for faculty to engage in professional development and academic discussions and promote community. Activities included Faculty Interdisciplinary Roundtable presentations, Humanities and Social Sciences Book Club, the School's speaker series, the Reading Our Writing group, and the Science Journal Club.

### SCHOOL OF GENERAL EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>AVERAGE COURSE-LEVEL ASSESSMENT SCORE</th>
<th>F-RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3.67</td>
<td>20.33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>4.34</td>
<td>6.24%</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

Health care is daily news. Owing to governmental administrative and legislative changes, policy and regulations are in significant flux. Technology, pharmaceuticals, and medical practice and procedures also continue to change, making this an arena in which change is, arguably, the only constant. With an increasingly aging population that requires additional health care, the health care industry has an enormous need for more skilled, adaptable health care professionals.

The School of Health Sciences continues to 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 requirements within the industry, equipping our graduates to best position themselves in the marketplace and to be successful in their professions.
Key highlights:

- Embedded real-world learning experience and/or specific externship/internship courses in nearly all our programs. By the end of the 2017–2018 academic year, all programs will provide for this critical learning environment, enabling students to gain skills and insight in a real-life health care experience.

- Continued to expand and enhance embedded Career Services information and contact information in every course we offer, enabling our students to be solidly prepared for job searches after graduation.

- Continued to hold CAAHEP-MAERB accreditation for ground campus programs in Nebraska, Maryland, Iowa, and Maine.

- Developed two ground-breaking accelerated programs with two regional health care systems in Wisconsin.

- Our 3+1 bachelor program format continued to be well received at numerous large community college systems, including Maricopa Community College system, Houston Community College system, Ivy Tech Community College, Gateway Technical College, and Fayetteville Technical Community College system. Our partnerships with these community college systems enable their graduates to smoothly transition to our bachelor’s programs, with clear benefit to those graduates, their community colleges, and the growth of our bachelor’s programs.

### School of Nursing

Marilyn Wideman,  
Dean and Vice President  
DNP, Rush University College of Nursing  
MSN and BSN, St. Louis University

Employment for registered nurses and nurse practitioners is projected to grow at rates much higher than those for other occupations. In addition to growth, the demand for higher levels of education for nurses continues. The School of Nursing has responded to needs for more nurses and higher and specialized nursing education. Passing scores for quizzes and exams were increased to 80% in the Associate of Science in Nursing and Prelicensure Bachelor of Science in Nursing (BSN) programs to align with research showing improved licensure examination pass rates with this requirement.

We continue to focus on creating relevant and forward-looking curricula to prepare our graduates for the changing health care landscape. For the Bachelor of Science in Nursing—RN-to-BSN (BSN), we developed two nursing elective courses that align with health care reform changes and answer the call of the American Association of Colleges of Nursing (AACN) to better prepare BSN graduates for primary care settings. The Master of Science in Nursing (MSN) and post-master’s certificate (PMC) nurse practitioner programs made changes in the first and final didactic courses to facilitate certification readiness and expanded the use of simulation for improved clinical decision making. Through curricular changes, the MSN and PMC nurse educator specialty enlarged graduates’ preparation to provide health education to patients, families, and
Kaplan University Spotlight: Shannon Gauvin

Shannon Gauvin, Director of Nursing at Kaplan University, Augusta campus, was appointed to the Maine Board of Nursing this year by Maine governor Paul LePage.

Joining Kaplan University in 2015, Shannon holds a bachelor’s degree in nursing from the University of Southern Maine and a master’s degree in nursing from the University of Phoenix. She graduated *cum laude* in 2016 with a doctorate in health administration from the University of Phoenix.

Shannon presented her dissertation research, “The Effect on Critical Thinking in Associate Degree Nursing Students,” at the 2017 conference of the International Nursing Association for Clinical Simulation and Learning, a gathering of nursing and health care professionals worldwide. The study takes a quantitative look at the effect of participation in nursing simulations on student outcomes.

Also during the 2016–2017 academic year, Shannon was named a fellow in the highly selective Leadership for Academic Nursing Program of the American Association of Colleges of Nursing. The fellowship prepares participants for new and emerging executive administrative positions in baccalaureate and graduate nursing programs, offering intensive classes and exercises related to academic leadership.

Key highlights:

- MSN and PMC program partnerships have grown to 2,016 affiliation agreements with health care organizations and 2,258 preceptors for clinical and practicum placements. MSN and PMC students had 2,504 clinical and practicum placements over the past year.

- Nurse practitioner graduates had an 88% average pass rate for students who are known to have attempted a certification exam.* This exceeds the 78.45% national average pass rate for those taking the American Academy of Nurse Practitioners’ certification exams and the 84% national average pass rate for the American Nurses Credentialing Center’s exams.

- The School of Nursing Scholarship Committee launched the annual Owl Awards to recognize accomplishments of full-time and adjunct faculty, with 11 faculty earning awards.

- Regional and national recognitions and involvement of our administrators and faculty grew over the past year and includes Michele Pedulla being selected for a Sigma Theta Tau International Fellowship in the Emerging Educational Administrative Institute; Shannon Gauvin selected for a Fellowship in AACN’s Leadership for Academic Nursing; Cathy Black serving as President and Tonya Holian as President-Elect for the National League of Nursing, Iowa Chapter; Shannon Gauvin appointed to the Maine Board of Nursing; and Helen Johnstone as Director and VP of the Nebraska Center for Nursing Foundation.

- Associate of Science in Nursing graduates’ first-time pass rates for the National Council of State Boards of Nursing licensure examination continue to improve. Pass rates were 73% in Iowa and 70.3% in Nebraska in 2016, an increase of 3% and 7%, respectively, from 2015 and an increase of 15.5% and 22.9% respectively, from 2014.

*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. Upon completion of the adult-gerontology primary care 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.
Open College

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

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—around prior learning assessment—to the University at large.

OC@KU’s flagship program is the Bachelor of Science in Professional Studies (BSPr), an innovative, low-cost, open-degree program. BSPr students apply transfer and experiential learning credits to an ILP and meet further requirements through course assessments rather than through traditional Kaplan University coursework. Developed with students’ professional aspirations at its center, the ILP serves as a roadmap, empowering students and their faculty advisors to identify courses and learning options that both fulfill degree requirements and support the student’s career goals.

BSPr students learn at any institution they like, using any learning material they choose, including MOOCs and open education resources. Students demonstrate their mastery of course outcomes by passing Kaplan University course assessments or Project-Based Assessments of New Learning (PANELs). PANELs are developed by and evaluated by University faculty with expertise in the course discipline being assessed. Students are also required to complete professional competency tutorials in Leadership, Teamwork, Personal Presentation, and Multiculturalism and Diversity. Students then finish their degree with a traditional Kaplan University capstone course.

Key highlights:

- Recognized our 4 graduates in the BSPr program and grew to 16 students enrolled in the program.
- Increased our faculty engagement by adding a faculty support component for students preparing for course assessments or portfolio assessment of new learning.
- Maintained curated pages and partnerships with such client organizations as Sophia, Udemy, and StraighterLine.
- Designed and submitted to The HLC for review an Associate of Science in Professional Studies (ASPr) degree program. We hope to launch this program by early 2018, if approved by The HLC.
- Students attempted 155 Open College course assessments, with a 73% pass rate.
- Recommended 8,579 credits, the equivalent of awarding more than $2.8 million in credits through portfolio assessments.*

* Recommended credits may not all be applicable to a student’s chosen program of study. Savings based on the average cost per credit students paid in the 2016–2017 academic year.
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; activity is measured in terms of registrations. 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 2016–2017 academic year, more than 300,000 student registrants used over 500,000 PACE learning products and services.

Key highlights:

- New student dashboards and reporting tools provide the necessary analytics for students and corporate learning partners to monitor student progress and success.

- CFA® candidates across all levels who used Kaplan Schweser study packages for their June 2016 exams passed at an average rate of 58%, compared to 43% 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).
Key highlights:

- The Bachelor of Science in Fire and Emergency Services earned programmatic accreditation from the International Fire Service Accreditation Congress (IFSAC).

- The College launched three new programs:
  - Bachelor of Science in Legal Support and Services
  - Bachelor of Science in Human Services in Youth/Family Services and Administration
  - Practitioner Concentration in the Associate of Applied Science in Public Safety and Security program

- The School of Education introduced the LiveText Assessment Management System, which allows for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.

- The School of Education's Master of Arts in Teaching (MAT) Iowa program had a 100% pass rate on the Praxis II: Principles of Learning and Teaching (Grades 7–12).

- Notable faculty recognitions include:
  - Full-time professor Misty LaCour was recognized by the National Association for the Education of Young Children for her years of service.
  - Adjunct faculty member Lisa Kelsay was chosen as a 2017 American College Personnel Association (ACPA) Foundation Diamond Honoree.
  - Adjunct faculty member David Brand was chosen as a 2017–2018 Aspen Presidential Fellow. Read more about David on page 25.

- A team of faculty and administrators participated in the 2017 Institute on Project-Based Learning at Worcester Polytechnic Institute.
<table>
<thead>
<tr>
<th>SCHOOL AND PROGRAM OVERVIEW</th>
<th>ACADEMIC PROGRAMS, BY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL</strong></td>
<td><strong>PROGRAM</strong></td>
</tr>
</tbody>
</table>
| KAPLAN UNIVERSITY School of Business and Information Technology | • Associate of Applied Science in Accounting  
• Associate of Applied Science in Business Administration  
• Associate of Applied Science in Information Technology  
• Associate of Applied Science in Small Group Management  
• Bachelor of Science in Accounting  
• Bachelor of Science in Business Administration  
• Bachelor of Science in Cybersecurity  
• Bachelor of Science in Finance  
• Bachelor of Science in Information Technology  
• Cisco Networks Postbaccalaureate Certificate  
• Computer Forensics Postbaccalaureate Certificate  
• ExcelTrack™ Bachelor of Science in Business Administration  
• ExcelTrack™ Bachelor of Science in Information Technology  
• Graduate Certificate in Accounting  
• Graduate Certificate in Human Resources |
| CONCORD LAW SCHOOL | • Juris Doctor  
• Executive Juris Doctor |
| KAPLAN UNIVERSITY School of Health Sciences | • Associate of Science in Health Science  
• Bachelor of Science in Health and Wellness  
• Bachelor of Science in Health Care Administration  
• Bachelor of Science in Health Information Management  
• Bachelor of Science in Health Science  
• Bachelor of Science in Nutrition  
• Dental Assistant Diploma  
• Master of Health Care Administration |
| OC@KU | • Bachelor of Science in Professional Studies |
| KAPLAN UNIVERSITY School of Professional and Continuing Education | • Behavioral Financial Advice Certificate  
• Finance for Managers Certificate  
• Wealth Management Specialist Certificate |
| KAPLAN UNIVERSITY College of Social and Behavioral Sciences | • Applied Behavior Analysis Postbaccalaureate Certificate  
• Associate of Applied Science in Criminal Justice  
• Associate of Applied Science in Criminal Justice and Criminology  
• Associate of Applied Science in Legal Support and Services  
• Associate of Applied Science in Fire Science  
• Associate of Applied Science in Human Services  
• Associate of Applied Science in Public Safety and Security  
• Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate  
• Bachelor of Science in Communication  
• Bachelor of Science in Corrections  
• Bachelor of Science in Criminal Justice  
• Bachelor of Science in Early Childhood Administration  
• Bachelor of Science in Environmental Policy and Management  
• Bachelor of Science in Fire and Emergency Management  
• Bachelor of Science in Fire Science  
• Bachelor of Science in Human Services  
• Bachelor of Science in Human Services in Youth/Family Services and Administration  
• Bachelor of Science in Legal Studies  
• Bachelor of Science in Liberal Studies  
• Bachelor of Science in Paralegal Studies  
• Bachelor of Science in Political Science  
• Bachelor of Science in Psychology  
• 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  
• Corrections Certificate  
• Crime Scene Technician Certificate  
• Graduate Certificate in Addictions  
• Graduate Certificate in Industrial/Organizational Psychology  
• Human Services Certificate in Child and Family Services  
• Human Services Certificate in Elder Care Services  
• Legal Secretary Certificate  
• Management and Supervision Certificate in Criminal Justice  
• Master of Arts in Teaching  
• Master of Public Administration  
• Master of Science in Criminal Justice  
• Master of Science in Education  
• Master of Science in Education in Instructional Technology  
• Master of Science in Educational Psychology  
• Master of Science in Environmental Policy  
• Master of Science in Higher Education  
• Master of Science in Homeland Security and Emergency Management  
• Master of Science in Human Services  
• Master of Science in Legal Studies  
• Master of Science in Psychology  
• Pathway to Paralegal Postbaccalaureate Certificate  
• Postgraduate Certificate in Applied Behavior Analysis  
• Private Security Certificate |

*Program discontinued in March 2017.
† Program discontinued in June 2017.
‡ Program replaced in November 2015.
§ Program replaced in October 2016.
KAPLAN UNIVERSITY
IN DETAIL

Kaplan University Locations
Kaplan University comprises 8 academic schools, including the online Concord Law School, 14 Kaplan University campuses, 1 Kaplan University learning center, and several other sites.

A total of 4,624 students were pursuing their studies at a Kaplan University ground campus as of June 30, 2017.

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 of Kaplan University
Open College @ Kaplan University

Campuses
Augusta, ME
Cedar Falls, IA
Cedar Rapids, IA
Davenport, IA
Des Moines, IA
Hagerstown, MD
Indianapolis, IN

Lewiston, ME
Lincoln, NE
Mason City, IA
Milwaukee, WI
Omaha, NE
South Portland, ME
St. Louis, MO

Learning Center
Rockville, MD

Teaching Location for Military Personnel
Fort Bliss, TX

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

Kaplan University, Hagerstown, MD
LOCATIONS

Source: Office of the Chief Academic Officer, Kaplan University, 2017.

- KU Campus
- KU Learning Center
- KU Academic Headquarters
- Teaching Location for Military Personnel
- Other Locations
- Concord Law School
Student Organizations 2016–2017

**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 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
- Theta Tau International Honor Society (nursing)
- The Society for Collegiate Leadership & Achievement (all programs)
- Tau Upsilon Alpha (human services)

**Professional Groups and Clubs/Organizations**

- Ambassadors and Leaders
- Association for Computing Machinery and ACM Women in Computing
- Autism Speaks U
- Business & Management Student Association
- Cybersecurity Club
- Educators Association
- Environmental Club
- Federalist Society
- GITA—Graduate Information Technology Association
- Human Services Club
- Kaplan University Law Society
- Kaplan University Public Safety Club
- KUSMA—Kaplan University Student Military Association
- National Association of Women MBAs (NAW MBA)
- National Student Nurses Association
- Opportunities With Life Studies (OWLS)
- Psychology Club
- Science Club
- SNAK—Student Nutrition Association of Kaplan
- Society for Human Resource Management
- Student Bar Association

For more information about our student organizations, visit [https://www.kaplanuniversity.edu/student-experience/student-life-alumni](https://www.kaplanuniversity.edu/student-experience/student-life-alumni).
Concord Moot Court Team Wins Best Brief Award

Concord Law School’s Moot Court Team (left to right): Students Michael Mize, Anna Jerden, and Kari Flores Nelson with their coach, Concord Assistant Dean of Students Carole Peterson, at the Moot Court Competition in Sacramento, CA.

Competing in the 2017 Roger J. Traynor California Appellate Moot Court Competition, the state’s oldest and largest moot court tournament, Concord Law School’s Moot Court team went toe-to-toe with 14 teams and nearly 40 competitors from law schools across California, including the University of California, Los Angeles; University of California, Berkeley; and University of California, Hastings. Coached by their Assistant Dean of Students, the Concord team shined, winning the 2017 William A. Rutter Award for Best Brief.

Summer 2017 Graduation Ceremony
LEADERSHIP

2016–2017 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
Vice President, Faculty and Academic Resources
PhD, MS, and BS, Northwestern University

Howard Rogoff, CPA
Vice President, Finance
BS, New York Institute of Technology

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

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

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

Marilyn Wideman
Dean and Vice President, School of Nursing
DNP, Rush University College of Nursing
MSN and BSN, St. Louis University

Matthew Braslow
Director, Assessment and Research
PhD and MA, The Ohio State University
BA, Northwestern University

Jean Kotsiovos
Executive Director, Curriculum Operations
PhD, Northcentral University
MA, Governors State University
BS, University of Illinois

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

Michael Lorenz
Registrar
MA, Indiana University
BA, Knox College

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

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

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

Lisa Wallace
Executive Director, Curriculum
PhD, Loyola University Chicago
MHR, University of Oklahoma
BS, University of Maryland University College
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)

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

Office of the Registrar
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
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.
### KAPLAN UNIVERSITY: KEY METRICS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Total</td>
<td>29,156</td>
<td>33,253</td>
</tr>
<tr>
<td>• Female students</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>• Students over age 30</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>• Mean student income at enrollment</td>
<td>$22,927</td>
<td>$22,323</td>
</tr>
<tr>
<td>• Mean number of risk factors*</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>• Veterans</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>• Active military</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>• Spouses of active military</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>• Students with prior postsecondary education†</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>• Neither parent attended college</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>• KU student scholarships or grants</td>
<td>$20.8M</td>
<td>$34.5M</td>
</tr>
<tr>
<td><strong>Degrees Awarded</strong></td>
<td>11,359</td>
<td>12,742</td>
</tr>
<tr>
<td><strong>Distribution of Student Enrollment, by Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Certificates and other</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>• Associate’s</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>• Bachelor’s</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>• Master’s</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>• Doctoral</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>• Professional and Continuing Education‡</td>
<td>358,905</td>
<td>343,901</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>23.8</td>
<td>24.5</td>
</tr>
<tr>
<td>• Graduate</td>
<td>15.8</td>
<td>16.5</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Total</td>
<td>2,114</td>
<td>2,462</td>
</tr>
<tr>
<td>• With doctoral degrees</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Percentage of students participating in one or more student organizations</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students attaining the level of practiced, proficient, or mastery against course learning outcomes (based on course-level assessment)§</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>• One-year persistence rate</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>• F-Rate (all failing grades as a percentage of all grades awarded)</td>
<td>14.8%</td>
<td>14.5%</td>
</tr>
<tr>
<td><strong>Satisfaction (as Measured by Alumni Survey)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Would recommend Kaplan University to others</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>• Education is relevant to current goals</td>
<td>89%</td>
<td>90%</td>
</tr>
</tbody>
</table>

---

* Described on page 9.

† Data sources for 2016–2017 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 19.