



The Educational Approval Board (EAB) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAB requires schools to submit evidence appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAB and school officials to engage in a dialogue over time about the future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. **The EAB does not expect any school to divulge any sensitive, proprietary business information.** The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

Rasmussen College

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

Rasmussen College is an institution of higher learning dedicated to global enrichment and meeting the evolving needs of our diverse communities.

With an emphasis on innovative programs, dynamic curriculum, and general education skills, we are committed to being a pioneer in the field of career focused education.

We empower our students, faculty, and staff to exceed the expectations of society through academic excellence, community enrichment, and service to the public good.

The mission defines the nature and purpose of the higher learning provided by the institution, by identifying Rasmussen College as “an institution of higher learning,” which is “dedicated to global enrichment” and meeting the needs of “diverse communities.” As such, this portion of the statement of mission indicates the nature of the College and its fundamental purpose. Further, the mission statement explains how the institution achieves this purpose through emphasis on “innovative programs, dynamic curriculum, and General Education skills,” and through its commitment to being “a pioneer in the field of career-focused education.” The concluding portion of the mission articulates intended outcomes met through the mission, “to exceed the expectations of society” in the areas of “academic excellence, community enrichment, and service to public good,” for “students, faculty, and staff.” Accordingly, the mission defines the nature and purpose of the higher learning provided by the institution and the students for whom it is intended, as it clearly identifies the institution’s commitment to career-focused education for a diverse student base, designed to meet the needs of a global economy.

The mission is supported by five key objectives, which the College refers to as “purposes.” These purposes, which are established to ensure the institution accomplishes its mission, are as follows:

1. **Educational Excellence and Assessment:** Rasmussen College fosters a learning and teaching community that is challenging, stimulating and student-focused. The College uses continuous evaluation and a number of assessment tools and methods to ensure student learning, effective teaching, student persistence and institutional effectiveness.
2. **Teaching, Learning, and Development:** Rasmussen College provides learning opportunities in an environment of mutual respect in an unbiased atmosphere, preparing students and team members for success, lifelong learning and continued improvement in a global environment.
3. **Mission and Service:** Rasmussen College publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The College builds community through education and interacts with its constituency with integrity and transparency.
4. **Resources and Effectiveness:** Rasmussen College allocates resources to human capital, facilities and technology in its commitment to accuracy, connectedness and timeliness. The College is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff and faculty.
5. **Diversity and Inclusion:** Rasmussen College promotes diversity awareness, respect for multiple perspectives, and inclusion among all College stakeholders in and out of classrooms.

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Rasmussen College is a private college offering programs at the master’s, bachelor’s, associate’s, diploma, and certificate levels, with a focus on career readiness. Our institution classifies these programs within seven broader schools: Health Sciences, Business, Education, Justice Studies, Nursing, Technology, and Design. Each program is designed to provide students with knowledge and skills that are both current and relevant in the job market. As a career-focused institution, Rasmussen College is continuously assessing its academic offerings to ensure that its graduates are prepared to meet the demands of employers. The College's current students are 83.9% female / 16.1% male, and 37.9% Caucasian / 12.1% non-Caucasian and 57.7% have prior college experience. At Rasmussen College, 76% of the students are over the age of 25 with an average age of 32.

The marketing plan for the College and the campuses utilizes a combination of local and web presences. These marketing plans are designed to accurately portray the College while engaging and informing potential students. The College will continue to promote all seven schools of study, but has begun to conceptualize the marketing foci of the Schools of Business, Design, and Technology under the umbrella of Digital Economy. The burgeoning digital economy is expected to continue disrupting industries, causing misalignment between the labor force and employer

needs. The Bureau of Labor Statistics (BLS) projects over 830,000 job openings annually in the fields of business, technology, and design. The College has a suite of programs within its Schools of Business, Design, and Technology to produce graduates with skills aligned to these needs, including: Computer Science, Data Analytics, Graphic Design, Information Security, Supply Chain and Logistics Management.

Marketing collateral for the Schools of Education and Justice Studies may be aligned to the broader concept of Social Services in some instances. The School of Nursing and Rehabilitation Sciences and the School of Health Sciences are large schools and have individual marketing strategies. Increased focus on highly trusted sources for graduate education will be used to engage potential graduate students. Research indicates that referrals, college websites, and the relevance of the college within the student's local area remain important factors.

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

Rasmussen College has developed a governance and management structure that links together central governing and administrative offices with locally operated campuses. Rasmussen College is based in the Twin Cities of Minneapolis and St. Paul. The central offices of the College provide higher levels of operational expertise and scale in centralized functions. Central offices house academic affairs, finance, human resources, legal and compliance, accreditation and licensing, financial aid, career services, business office, and student records. These relationships between the campuses and central teams weave the College together as one institution of higher learning, and overarching governance lies with the Rasmussen College Board of Directors. The Board possesses a broad array of experience in higher education and names of the members are contained on page 148 of the college catalog.

Each of our campuses reports to a Regional Vice President, who reports to the Chief Enrollment Management Officer, who reports to the President and Chief Executive Officer of the College. Each campus is led by a Campus Director, who is accountable for all activities of the campus. Campuses react to the local needs of their communities, maintain employer contacts, and serve students within their geographical area. In addition to the Campus Director and faculty, local campuses are staffed with admissions and advising personnel, as well as other student and operational support personnel. Local advisory boards exist for each residential programs at each campus and meet at least annually. Members of these boards recommend changes to student learning outcomes and curriculum, which are informed by their experiences as leaders in the labor market. National meetings are held biannually for the School of Nursing advisory board and the School of Business Strategy Board.

In 2014, the College revamped and revitalized its committee structure, setting up standing "councils," to complete tasks relevant to each purpose statement, such that each purpose statement would also define that council's direction. Each of the five councils is sponsored by a member of the College's Leadership Team. The Executive Sponsor guides the work of the councils, and advocates for its work across the institution. All College faculty (including adjunct faculty) and employees are invited and encouraged to join a council.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of

evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Rasmussen College continues to expand the competency-based education (CBE) opportunities available to its students. The College currently offers a series of self-paced test-out courses for prior learning assessment through its Flex Choice® Credit by Assessment learning option, allowing students to earn academic credit by examination at no additional charge. The success of the Flex Choice® learning option resulted in further exploration into CBE possibilities at the College. Rasmussen College engaged with leading national CBE organizations in order to carefully and thoughtfully develop its next phase of CBE options. The College was accepted into the U.S. Department of Education's Experimental Sites Program and the EDUCAUSE Breakthrough Models Academy, and also joined the Competency-Based Education Network. In addition, Rasmussen College has remained in consultation with its institutional accreditor, the Higher Learning Commission (HLC), regarding all of its CBE activities. Following approvals from the HLC and U.S. Department of Education, Rasmussen College launched its first Flex Choice® Competency-Based Education Programs in January 2017.

Our initial CBE programs were seven bachelor completer programs in the School of Business. In the Spring of 2018, Rasmussen College expanded its CBE program offerings to associate programs for the first time, enrolling students in CBE versions of Business Management and Early Childhood Education. Rasmussen College presently offers 14 CBE programs with plans to expand this innovative learning option in the near future. The College seeks to offer its first non-standard term, subscription-based CBE program in January 2019, the online RN to BSN program. RN to BSN students will have the ability to take multiple CBE courses in a six-month term for one subscription price.

In April 2017, Rasmussen College enrolled its first student into its first graduate program, the Master of Science in Nursing (MSN). In July of 2018, marketing launched for the Master of Human Resources Management (MHRM) and the Master of Healthcare Administration (MHA). These fully-online programs build upon existing strengths of the College, specifically within the Schools of Business and the School of Health Sciences. In addition, the College hosted an HLC site visit for its forthcoming Master of Science in Data Science in June of 2018. These three new master's degrees – Data Science, Healthcare Administration and Human Resources Management – will be offered as full course based / credit hour based CBE programs. The first of these programs will enroll students for the fall of 2018. The first four graduate programs (the aforementioned, and MSN) were strategically chosen for the institution's entrance into graduate education due its existing strengths in these areas and the strong projected career outcomes for students. In addition, Rasmussen is developing its first doctoral program, a Doctor of Nursing Practice (DNP). The growing expansion into graduate education is an important milestone for our institution, and we are carefully targeting growing sectors of the U.S. economy to provide advanced training for professionals. The College is also committed to expanding its Library, Learning Services, peer tutoring, and faculty development departments to ensure graduate students are appropriately served for the needs of their graduate learning level.

In keeping with its Mission, Rasmussen College continues to focus on serving the public good. This service is focused on three pillars: Education, Innovation, and Community. In the area of "Education," the College continues to expand its programmatic offerings, remains committed to increasing graduation rates, and is focused upon affordability, tuition costs, and cohort default rates. "Community" is celebrated during Community Service Day, an important tradition that provides an opportunity for all employees across the organization to give back to the communities as a team. On July 20, 2018, staff, faculty, and students from our Wisconsin campuses volunteered at various locations within their communities. Campus personnel also serve as members of community organizations and boards, and often contribute further volunteer hours through local campus-led efforts. Over the past 10 years, the College has donated over 40,000 hours into the communities we serve.

Additionally, our Career Services hosts career fairs, which provide students, graduates, and community members the opportunity to meet with corporate partners, local businesses, and employers in the field. Lately, we have been conducting online career fairs to expand access and flexibility for our online learners to connect with employers.

E. FUTURE THINK. Describe your school 5 years from now. What will it look like and how it will be positioned in the market place.

Rasmussen College has positioned itself among national leaders in competency-based education (CBE) and will continue expanding further into graduate education. The College intends to continue expansion into CBE, graduate education, and to maintain the relevant of its core programmatic offerings in order to further its Mission. Rasmussen College remains steadfast in its continued attention to the cost of higher education and concern about student debt remain a central focus for the College in these future plans. We are exploring the expansion of our learning center model to additional areas to provide access to technology and postsecondary learning to underserved communities. Rasmussen College will continue to serve students by offering a variety of programs in various residential and online modalities. This variety and continued expansion will provide choice and flexibility to students in order to deliver qualified graduates into areas of demand within Wisconsin's labor market.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:



Print or Type Name and Title of Authorized School Official:

Tricia L. Kingsley, J.D.
Licensing Specialist

August 30, 2018

Date: