

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
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The Educational Approval Program (EAP) 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 EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and 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 EAP 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 University

II. PLANNING ELEMENTS

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

Rasmussen University has long been a mission-driven institution and recognizes that future success is contingent on continued fulfillment of the mission. The mission is appropriate for a degree-granting institution of higher learning, and is included here:

Rasmussen University 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.

In pursuit of this mission, Rasmussen University continues to offer market-relevant career programs that produce graduates with the skills necessary to become meaningful contributors to their communities. Rasmussen University carefully monitors social and economic trends, developing community needs, and emerging fields of study in order to keep pace with continually evolving workplaces, and to increase access to higher education for traditionally underserved populations.

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

1. Educational Excellence and Assessment: Rasmussen University fosters a learning and teaching community that is challenging, stimulating and student focused. The University 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 University 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 University publicly states its mission and demonstrates its commitment to the public good by supporting career-focused education that empowers local communities. The University builds community through education and interacts with its constituency with integrity and transparency.

4. Resources and Effectiveness: Rasmussen University allocates resources to human capital, facilities, and technology in its commitment to accuracy, connectedness, and timeliness. The University is dedicated to effective use and investment of resources and a quality learning and teaching environment for students, staff, and faculty.

5. Diversity, Equity, and Inclusion: Rasmussen University promotes diversity awareness, respect for multiple perspectives, equity for all students, staff, and faculty; and inclusion among all University stakeholders in and out of classroom.

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 University is a private college offering programs at the doctoral, 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 University is continuously assessing its academic offerings to ensure that its graduates are prepared to meet the demands of employers. The University continues to consider employment data and occupation groups. When considering this data, the University uses Burning Glass™, a job market analytics company, as their data is more current than government data sets, such as data retrieved through the Bureau of Labor Statistics (BLS).

As of July 10, 2024, the University's students are 74.60% female, 13.70% male and 11.70% unknown. The Rasmussen student body is comprised of the following race/ethnicity:

White	36.66%
Black or African American	30.50%
Hispanic	14.50%
Asian	3.30%
Multiple	1.28%
American Indian or Alaska Native	1.01%
Native Hawaiian or Other Pacific Islander	0.28%
Not Specified	12.40%
Non Resident Alien	0.01%
Unknown	0.09%

On average 53% of Rasmussen students transfer in prior college credits, and the average age of the Rasmussen student is 33.

Rasmussen University offers an unparalleled level of flexibility and support for the adult student. A highly trained group of Rasmussen University admission professionals, called Program Managers, guide students, both on-line and face-to-face, from the time they self-select as prospective students until they matriculate into the University. Program Managers report to the Enrollment Management team of the University. The Enrollment Management team is responsible for the development of market strategies, outreach to inquiries, enrollment, and student retention once the student begins his/her educational journey.

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 University is guided by a carefully curated group with extensive and diverse institutional experience. The Board of Directors is responsible for governing Rasmussen University. The Academic Council advises the President and Chief Academic Officer and Chairman of the Board on academic decisions. These teams bring their academic experiences and perspectives to the institution and set a balanced, progressive vision for Rasmussen University.

The Board of Directors currently has seven members. Four members are public and do not hold ownership or financial interest in any of the following: the University itself; a company that does substantial business with the University; a company or organization with which the University has a substantial partnership; a parent; ultimate parent; affiliate; subsidiary corporation; or an investment group or firm substantially involved with one of the above

organizations.

Thus, the governing board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. The governing board is knowledgeable about the institution and provides oversight of the institution's financial and academic policies and practices and meet its legal and fiduciary responsibilities. Directors are provided with additional information and updates on University events and accomplishments at each Board meeting. The Board's powers and responsibilities include, among other things: engaging and dismissing the institution's President; overseeing academic, personnel, and financial policies; approving the annual budget; and approving the institution's mission. The Board also oversees and reviews University assessment, long-range strategic plans, the addition of degree programs, the awarding of degrees, and issues concerning tuition pricing, affordability, student access and outcomes.

The University President and Chief Academic Officer manages all operations of the University. The President and Chief Academic Officer manages the business operations of the University with support of members of her executive leadership team, including admissions and enrollment management, finance, student services, facilities, procurement, legal and compliance, and human resources. The President and Chief Academic Officer also oversees regional operational leaders who manage campus student support activities led by Campus Directors. Campus Directors manage the local operations of the University and supervise campus staff.

The President and Chief Academic Officer also manages the academic operations of the University with the support of the academic members of her executive leadership team, including oversight of deans, faculty, curriculum and instruction, institutional assessment and research, academic innovation, and library and learning services. In addition, the President and Chief Academic Officer supervises external and university relations, student affairs, academic operations, and financial aid administration.

The governance and management structure at Rasmussen University ensures adherence to the mission, which centers on the support and success of Rasmussen University students.

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 yourschool.
- 3 to 5 goals for opportunities/threats and how they will be addressed by yourschool.

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.

Competency-Based Education

Rasmussen University is a national leader in this field of competency-based education (CBE) programs with 30 programs and more than 2267 students enrolled in CBE as of July 10, 2024.

Rasmussen strategically prioritizes CBE programs at the junior level of learning and higher, meaning its CBE programs range from bachelor completer through doctoral learning. Within Rasmussen CBE courses, the University employs a disaggregated faculty model wherein students have multiple points of interaction with faculty compared to standard interaction in traditional courses. With the disaggregated faculty model, CBE students at Rasmussen University interact with one instructional faculty member responsible for teaching and fielding student communication. They also interact with one assessment faculty responsible for the assessment of learning. Assessment faculty in Rasmussen University CBE courses deliver personalized feedback to students after having graded their competency-focused projects – or deliverables – against a standard and student-facing rubric. Students in CBE courses have three attempts to demonstrate competence, proficiency, or mastery (the equivalent of a C, B, and A grade, respectively) on each deliverable and must pass each of a CBE course's seven deliverables to pass the CBE course. Doctoral CBE

students are limited to two attempts.

Both faculty roles are equally credentialed by HLC standards. The disaggregated faculty model is conducive to CBE's time flexibility in which learners are allowed to submit assignments at times of their choosing as long as they pass every assignment within the course during the given term. Smaller CBE courses by enrollment may feature one faculty member.

Regular and substantive faculty interaction with students in CBE courses takes place in multiple weekly live online collaborative sessions proactively scheduled by the instructional faculty at the beginning of each week. Faculty schedule between three and seven of these sessions weekly to match student progress through competencies. As a result of this just-in-time scheduling, students are provided with the opportunity to attend a live, collaborative classroom session matching the module through which they are working. Additionally, students can request specialized one-on-one sessions with their instructional faculty member.

In the summer of 2023, Rasmussen University's Associate Chief Academic Office for Quality, Dr. Brooks Doherty, was named Chair of the Board of Directors for the Competency-Based Education Network, the nation's leading CBE advocacy organization.

Graduate Education

In April 2017, Rasmussen University enrolled its first student into its first graduate program, the Master of Science in Nursing (MSN). In July 2018, marketing launched for the Master of Human Resources Management (MHRM) and the Master of Healthcare Administration (MHA). These fully online programs build upon the University's existing strengths, specifically within the School of Business and Health Sciences. The University has since added the Master of Business Administration (MBA) and the Master of Public Health (MPH). These programs are full course-based / credit hour-based competency-based education programs.

In the School of Nursing, the Master of Science in Nursing (MSN) degree was significantly expanded to include five additional specializations, including the institution's first APRN/NP specializations in mental health and primary care. In 2021, the university launched the Doctor of Nursing Practice (DNP) degree, which includes Executive Leadership and Public Health & Policy specializations. In 2023, post-graduate certificate options for all seven current MSN specializations were approved and launched. All graduate degrees and certificates in the School of Nursing are course- and credit-hour competency-based programs. Notably, the MSN, DNP, and post-graduate APRN certificate programs were successfully re/accredited in 2022 by the Commission on Collegiate Nursing Education (CCNE). As part of the 2023 Academic Affairs Strategic Plan, Program Leaders will continue to evaluate the graduate education portfolio to assess opportunities for program expansion to meet student and employer needs.

Diversity

Rasmussen University continues to promote diversity awareness; respect for multiple perspectives; equity for all students, staff, and faculty; and inclusion among all University stakeholders in and out of classrooms. Rasmussen University recognizes the impact of intercultural competence on the student, staff, and faculty experience and is committed to improving intercultural competency across the institution.

The University is continuing to make strides toward infusing diversity, equity, inclusion, and belonging through various strategic initiatives in place that are aligned with the missions and goals of the University. This means intentionally focusing on areas that impact students, faculty, staff, and academic success. Examples of these continued efforts are outlined here:

1. **Focus on the Equity Gap** – The University carefully monitors incoming student data related to race and ethnicity to guide initiatives to serve the growing diversity of our student population in meaningful ways and promote academic success and completion. This includes the following work in the following area:
 - Using survey data from first-quarter students to uncover their educational needs and drivers to success.
 - Establishing best practices to promote Library and Learning Services usage to encourage students to engage with these resources for learning instead assuming use is only related to knowledge "deficit."
 - Exploring better access to technology hardware and information guides for all students
 - Faculty and staff training to promote psychological safety and belonging
2. **Transferable Skills for Students** - Each academic program of the University includes a set of five transferrable skills students are evaluated on as part of the curriculum. This includes a transferrable skill called "Diversity and Teamwork." Recognizing the importance of content mastery and soft skills to employers, this transferrable skill is the ability to demonstrate awareness and empathy while working collaboratively with people of diverse backgrounds and perspectives.
3. **University Council - Diversity, Equity, and Inclusion** – The University has five Councils supporting the University's Mission and Purpose. One of these five is the Diversity, Equity, and Inclusion Council. Comprised of staff, faculty, and academic leaders across the institution, the primary focus of this Council is to develop and support critical initiatives on an annual cycle designed to promote awareness and education for the University community. Key areas of focus in this last year include:
 - a. A University-wide book club opportunity, which also included a co-curricular opportunity for students to engage in the discussion related to the selected material
 - b. Pod-casts with subject matter experts speaking on relevant topics related to diversity, equity, and inclusion
 - c. A standard cadence of recognizing diversity is shared through a monthly communication of information intended to promote awareness and a culture of inclusion.
4. **Hiring Practice** – As our student body continues to diversify, our leadership, faculty, and staff should reflect that of our student body. Therefore, the University continues to focus on attracting diversity as part of the hiring process. This includes using the Rasmussen Anti-Bias Hiring Guide, a video module and toolkit provided to leaders as part of the hiring process.
5. **Student Feedback** – The University engages in practices to gather student feedback about their experience as part of efforts related to continuous improvement. One way the University does this is to deploy a well-known and standardized survey called the Priorities Survey for Online Learners or the PSOL. This anonymous survey allows students to reflect on their experiences at the institution, and it includes uniquely developed questions aimed at helping the University understand how well it is serving our diverse population. This information can then be used to consider initiatives for improvement as needed. This survey is sent every other year and will be available to students in the late summer/early fall of 2025.

Student Outcomes

Rasmussen University has clearly defined goals for student retention that are used to drive continuous improvement. Accordingly, the University has robust program review and oversight processes demonstrating its educational programs' quality. Rasmussen University relies on several direct measures of student learning to ensure that students achieve the course, program, and institution-level outcomes. Faculty lead the assessment process, and other instructional team members actively participate. As students begin their programs of study, learning across the curriculum is assessed in each course as they progress through their studies; at the end of their programs, students' learning is assessed in a summative fashion as they are about to graduate. Various assessment tools are used in each stage of this process.

Rasmussen University's course and program-level assessment processes culminate annually with the Annual Student Learning Outcomes Review (ASLOR) Report, an annual assessment reporting process that the Department Chair leads. Assessment of student learning and learning outcomes are an integral part of the University, from developing

new programs to delivering the programs to students. The Assessment Cycle culminates in an annual year-end report of the previous year's assessment outcomes and evaluation measures, known as the Comprehensive Assessment Plan (CAP) and Report.

At the institutional level, the University has identified learning outcomes that cross all programs. Through the process of curriculum and assessment review, the University identified the learning outcomes that are broadest in scope yet are also essential to lifelong learning and career success. These learning outcomes can be considered institutional-level outcomes, or transferable" skills, and are included as part of the outcomes students are expected to achieve for each area of study.

These Transferable Skills are Communication, Critical Thinking, Digital Fluency, Diversity and Teamwork, Ethics and Professional Responsibility, and Information Literacy. After careful review, the institution revised Diversity and Teamwork, changing it to "Diversity, Equity, and Inclusion." The level of inclusion of these outcomes – and the level of achievement at which students will be expected to demonstrate their competency – will vary depending on the credential level and program area. All six Transferable Skills are assessed formatively across a student's program of study and in a summative project that students submit in their program capstone courses.

The University relies on several direct measures of student learning to ensure students are achieving the course, program, and institutional level outcomes. The main approaches used to assess student learning across the programs follow the same broad framework, with some specific variations, such as those programs in Nursing and the Health Sciences that rely on programmatic accreditation. In each case, however, the University relies heavily on assessments embedded directly in the curriculum.

The sequence of learning activities generally follows an incoming—ongoing—outbound continuum. In this way, prior learning is assessed as students begin their programs of study; learning across the curriculum is evaluated in each course students take as they progress through their studies; and, at the end of their programs, students' learning is assessed in a summative fashion. Various assessment tools are used in each stage of this process.

Programs are overseen by Academic Leaders who work closely with other faculty teaching in the program to review students' attainment of learning outcomes. On an annual basis, the Academic Leader reviews the assessment data and recommends changes to curriculum, teaching, and assessment methods. The review, analysis, insights, and recommendations are compiled in an ASLOR (Annual Student Learning Outcomes Review) Report.

D. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

Rasmussen University has positioned itself among national leaders in competency-based education (CBE) and has demonstrated further growth by including this delivery model in graduate education. Rasmussen University remains steadfast in its continued attention to the cost of higher education, and concern about student debt remains a central focus for the University in these plans. Rasmussen University continues to serve students by offering a variety of programs in various residential and online modalities.

Rasmussen University has made the decision to close its Wisconsin campus locations. The planned closure and teach out is anticipated to be completed by the end of 2026. Beyond that, Rasmussen will continue to service Wisconsin students either at its other campus locations in the country, or via online distance education offered to Wisconsin students via SARA.

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: *Ashley O'Brien*

Print or Type Name and Title of Authorized School Official:

Ashley O'Brien, Director of Licensing

Date:

09/06/2024

INSTITUTIONAL SYSTEMS

