ACADEMIC REPORT

THE YEAR IN REVIEW

2014–2015
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PROVOST’S LETTER

We at Kaplan University are proud of our work and progress over the 2014–2015 academic year. This report, our sixth, highlights our focus and achievements.

Recognition

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

• U.S. News & World Report, “2015 Best Online Bachelor’s Programs Rankings” Each year, U.S. News & World Report evaluates and ranks the nation’s college and university programs. In this year’s ranking of online programs, the magazine evaluated more than 1,200 online programs, including only the regionally accredited schools that met the federal standard of 100% online course delivery. Kaplan University was named to the list of Best Online Bachelor’s Programs for the second consecutive year—this year, our bachelor’s programs ranked in the top 30% of online bachelor’s degree programs evaluated.*

• Military Edge, “Best for Vets: Colleges 2015” Along with its annual survey of universities and colleges, Military Edge reviews data from the U.S. Department of Education, including schools’ academic success measures. For the second consecutive year, this online military news source has placed Kaplan University on its list of the top 20 institutions regarded as best for veterans.†

• Forbes 2015 America’s Best Employers This year Kaplan, Inc., parent of Kaplan University, ranked 92 in the magazine’s annual ranking of 500 U.S. employers across 25 industries. Forbes polled more than 20,000 workers at U.S. organizations to identify the best employers.‡

*Kaplan University Provost Betty Vandenbosch


What we are most proud of, however, is the transformative difference we make in the lives of our students and graduates—success stories that inspire us to do our very best each and every day.

Meet Our Graduates

Our 2014–2015 graduates are remarkable individuals with uniquely compelling stories. In this report you will meet some of them and, in the process, learn how a Kaplan University education can help transform lives.

How do we aid our students in their transformation? By focusing on their careers from day one.

Making Career the Focus

We begin by offering competency-based education, with discipline-specific and professional competencies that link to career outcomes embedded throughout our academic programs. In addition to their grade report, students receive a competency report—a personalized summary of their cumulative progress toward mastering the competencies identified by employers as being essential to performing in the workplace.

We provide an efficient journey to completion. Kaplan University students can receive credit for academic work completed at another institution as well as for experiential learning. Under our new Open College, launched in 2014, we help students design innovative, self-directed pathways to completing their degree. Through modularized learning, students have the opportunity to take advantage of all of their relevant prior learning in ways that can save them time and money.

We provide a supportive environment. We inform the student experience through small classes, live seminars, 24-hour support resources, comprehensive student advising, proactive career services, and a highly engaged faculty that seeks regular real-time interaction with students, including more than 2,500 live seminars per week and 136,000 per year.

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

We continue to be committed, not just to the conferring of degrees but also to providing an affordable, competency-based education that enables our students to gain the skills they need, and employers want, to succeed in the workplace and realize their dreams for a better life through education.

Sincerely,

Betty Vandenbosch, PhD
Provost
Kaplan University
Fall 2015
Kaplan University provides innovative undergraduate, graduate, and continuing professional education. Our programs help students launch, enhance, or change careers in a diverse global society. We are committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.

We seek to live out this mission in service of individuals often described as “adult learners,” providing the support and tools they need to maximize their educational potential and meet their life goals.

Kaplan University’s programs range widely from certificates and diplomas 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.

To help students pursue their chosen course of study, we offer a suite of personalized services and academic support, including online tutoring, learning labs, and web-based career-planning diagnostics.

The University

With our academic headquarters in Chicago, Kaplan University comprises online schools and 16 ground locations that stretch from Augusta, Maine; to Lincoln, Nebraska; to Concord Law School in Los Angeles, California. We also operate online student support centers in Chicago; La Crosse, Wisconsin; Orlando; and South Florida. A list of our locations appears on page 41.

During the academic year beginning July 1, 2014, and ending June 30, 2015, Kaplan University conferred 12,659 degrees and 741 certificates and diplomas.* For a complete list of Kaplan University’s academic programs, see page 40.

How We Began

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

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

Kaplan University continued to grow and innovate with the addition in 2007 of Concord Law School, the nation’s first online law school, and the integration of Hamilton College, with its seven campuses in Iowa and Nebraska. In 2009, we added a Kaplan University campus in Hagerstown, Maryland, and merged with Maine-based Andover College with campuses in South Portland and Lewiston.

In 2011, we further expanded our offerings for working adults with the addition of our School of Professional and Continuing Education (PACE). PACE provides license preparation, professional development, and continuing education programs to businesses and individuals.

*All data in this report, unless otherwise noted, are provided by the Office of the Provost of Kaplan University and cover the academic year beginning July 1, 2014, and ending June 30, 2015. Nonmatriculated students are not included in statistics unless otherwise noted.
Our Vision

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

What We Offer

We take a highly personalized approach to student support. For example, students can enroll in a program offered online or in a more traditional program operated at one of our ground campuses. Or, students can opt for blended learning, enrolling at a ground campus while taking some courses online.
Our Approach
Designed to support the unique needs of adult learners, our approach and related initiatives align with the five key pillars of our strategic plan.

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

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

• Student Experience: The student experience plays a fundamental role in academic success. We enrich our students’ experience by providing small classes, live seminars, 24-hour support resources, comprehensive student advising, proactive career services, and a community environment with clubs, honor societies, and networking opportunities. We foster connections among caring faculty and fellow students. Our faculty bring substantive expertise to the classroom, engaging students with energy and enthusiasm. As part of our commitment to the student experience, Kaplan University was accepted into the second cohort of The Higher Learning Commission’s Academy for Persistence and Completion.

• Growth: We are positioning Kaplan University for growth by enhancing our value proposition for students: providing a high rate of return on their educational investment and experience with us.

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

A Competency-Based Curriculum
Kaplan University’s curriculum gives our graduates the tools to be well-rounded and prepared for careers in today’s world. Designed around learning outcomes—Professional Competencies, General Education Literacies, and discipline-specific course competencies—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 competencies we consider essential to effective performance in the workplace. With this competency-based approach, we aim to both prepare our students for the next steps in their careers and provide them with the tools to convey their knowledge and skills to employers. Read more about this in the section “Competency-Based Education” later in this report.

Committed to Serving the Public Good
At Kaplan University, we work to:

• Close the skills gap that hinders economic development.

• Assist military personnel as they transition to careers in civilian life.

• Ease the cost of higher education for our students, partners, and society.

• Increase college attainment among adult learners and high-risk populations.

• Integrate the spirit of service within learning activities.

• Promote and support faculty scholarship.

• Encourage public service to promote charitable activities and volunteerism among our faculty, staff, and students.

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Accreditation

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

We value accreditation as part of our ongoing pursuit of quality and continuous improvement and are enthusiastically pursuing additional accreditations. The following accreditation activities took place during the 2014–2015 academic year:

- The HLC approved our request to convert our learning center in St. Louis to a campus. A site visit will take place during the 2015–2016 year to verify our scope of services. In addition, we are preparing our self-study for reaffirmation of our institutional accreditation by The HLC, due to the Commission next winter.

- The Accreditation Council for Business Schools and Programs Board of Commissioners identified Kaplan University's first quality assurance report as a “best practice” report. The Association invited a University representative to participate on a panel on quality assurance reporting at its annual meeting.

- The University began the reaffirmation process for accreditation of our Master of Science in Nursing program and initial accreditation of our Doctor of Nursing Practice program by the Commission on Collegiate Nurse Education. A site visit will take place during the 2015–2016 academic year to evaluate the program.

- We prepared a comprehensive self-study of our dental assisting program in Omaha and submitted it to the Commission on Dental Accreditation. A team will review the program during the 2015–2016 academic year.

- We sought initial accreditation of our associate’s and bachelor’s degree programs in fire science from the International Fire Service Accreditation Congress. In conjunction with our submission of a comprehensive self-study, the organization will conduct a site visit during the 2015–2016 academic year.

- Campus-based medical assisting programs pursued accreditation activities with the Medical Assisting Educational Review Board (MAERB). Accreditation was reaffirmed at the Lincoln campus after a site visit revealed zero citations. The Cedar Falls, Cedar Rapids, and Des Moines campuses submitted self-studies toward reaffirmation of accreditation, with site visits scheduled for the 2015–2016 academic year. Seeking initial accreditation, campuses in Augusta, Lewiston, and South Portland hosted site visits last year; a final decision is forthcoming.

Persistence and Completion

The Higher Learning Commission established its Persistence and Completion Academy 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.

During 2014–2015, the Kaplan University team undertook two Academy projects. First, we explored ways to learn more about our entering students. The team built a questionnaire and administered it during enrollment. Analyzing the data, the team sought to identify key variables correlating to academic success.

In another Academy project, the team analyzed the work practices of the University’s best-performing Education Advisors in an attempt to discover correlations. The analysis led to three training modules that were tested with half of the Education Advising staff (the other half was designed as a control group). Improvements in student persistence across the three modules did not achieve statistical significance, but were sufficiently encouraging to perform the training with the control group. Refinement of this approach continues.
• The National Association for Alcoholism and Drug Abuse Counselors reviewed the University’s Bachelor of Science in Psychology and Master of Science in Psychology addictions coursework and granted “NAADAC Approved Academic Education Provider” status for both programs in providing addiction counselor training. Renewal of this recognition is slated for the 2015–2016 academic year.

• The Project Management Institute Global Accreditation Center for Project Management Education Programs granted accreditation to two of Kaplan University’s graduate business programs with project management specializations: the Master of Business Administration and the Master of Science in Management.

• The Society for Human Resource Management extended its recognition of the University’s alignment of our Human Resources curriculum with its curriculum guidelines through 2020.

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

Our Students
Closing the skills gap involves opening doors for adult learners.

As of June 30, 2015, 38,332 students were enrolled in online programs, at our ground campuses, and through our learning center. Three in four students (75%) are female; 59% are age 30 or older. Based on student self-reporting, mean student household income stood at $29,861 and mean student income at $21,133 upon matriculation.*

During the 2014–2015 academic year, 55% of our students reported that neither of their parents had attended college. We’re proud to help make college possible for first-generation students.

Serving the Military
We are the academic choice of more than 9,000 military-related students. This number includes 3,059 active U.S. military, 4,012 veterans, and 2,029 military spouses, dependents, and others. We recognize the special (and often daunting) challenges of military life and work. Our Military Student Support Center staffers are specially trained to serve the needs of military students.

We offer undergraduate tuition reductions for military personnel, veterans, and spouses of active-duty military: reductions, on average, of about 55% for active military, 38% for veterans, and 10% for spouses of active-duty personnel. Both active military servicemembers and veterans are eligible for special tuition rates for our graduate program offerings.

Our American Freedom Foundation Military Family Scholarship program has awarded more than 900 scholarships to spouses and children of veterans and active military in nearly all 50 states, 8 countries, and at or near 200 military installations worldwide. These scholarships cover over 50% of tuition costs at Kaplan University for those with a 3.0 GPA or higher.

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

*These figures are based on income data reported by 63,580 Kaplan University students who applied for federal financial aid by completing the Free Application for Federal Student Aid, or FAFSA. 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.
Kaplan University acknowledges the value of military training and prior coursework and accepts, on average, 30% of the credits graduating military-affiliated students need to earn a degree. Kaplan University’s Student Military Association (KUSMA) provides a venue for military students (active-duty members, spouses, and veterans) to engage with one another outside of the classroom.

In 2014, Kaplan University began offering courses on base at Ft. Bliss, El Paso, Texas. Leading to an associate’s degree in criminal justice, the program takes into account soldiers’ existing training, helping to reduce time to degree by as much as 70%.

Kaplan University currently offers a hybrid program on several military bases in health sciences. These programs enable soldiers in specific occupations to complete their associate’s degree with as few as five courses through a combination of online and classroom learning.

The Challenge of Higher Education

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

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

During 2014–2015, Kaplan University students, on average, exhibited 3.7 risk factors. Such information informs our efforts to provide adequate support to help students achieve their academic goals despite these potential barriers.
Kaplan University offers 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, 2015, 78% of our students were pursuing undergraduate degrees, certificates, or diplomas while the remaining 22% were enrolled in graduate-level programs.

We make our online resources available to all students, and during the 2014–2015 academic year 94% of our students engaged in an online learning environment. Over this year, 63% of our on-campus students took one or more online courses (compared to 61% the prior year).

Preparing a Learning Environment

We put students first at Kaplan University, knowing that when they succeed our society succeeds—and we succeed as well. At the foundation of the Kaplan University experience is a broad, well-constructed framework of support.

Curriculum

At Kaplan University, curriculum is focused on and designed to support the continuing development of students’ knowledge and behavior, including learning capabilities, intellectual curiosity, and the ability to apply their learning in context.

We are focused on offering the most current and relevant courses and programs designed to meet the needs of employers and to put our students in the forefront of their selected career goals. To this end, we continuously evaluate our courses and programs. Under our systematic review of courses during the 2014–2015 academic year, based on rigorous data analysis, we developed 79 new courses and revised 411 courses.

A Flexible, Innovative Approach

We use a variety of approaches and resources to help students succeed, beginning with preenrollment testing to identify those who may be at risk. Our involvement continues 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. Our systematic efforts to observe and mitigate the most salient drivers and root causes of first-term failures and withdrawals are ongoing and will remain a key focus.

Active Program Review Process

All of Kaplan University’s academic programs undergo a rigorous review on a 3-year cycle. Using University-wide standards of evaluation, our Program Steering Committee examines every program critically. This ongoing process ensures that Kaplan University’s academic offerings are of excellent quality and meet the needs of our students.

The Kaplan Way for Learning

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

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

These elements are united through a commitment to pilot innovations and to implement broadly upon evidence of success. In 2014–2015, we continued to incorporate these principles throughout our curriculum.
**Individualized Student Support**

The student–advisor relationship is important to the educational experience, particularly for online students. Kaplan University supports students with three types of advising: education, career, and technology.

At enrollment, a student is paired with an Education Advisor who helps him or her make appropriate degree plan choices and manage any challenges. Our Career Services Advisors offer comprehensive resources that help students identify the paths most compatible with their career goals and prior learning to ensure reduced time-to-degree and manage educational expenses. For technology and basic document and registration support, our Student Support and Solutions Advisors are available 24 hours a day, 7 days a week.

**Academic Support**

Kaplan University’s virtual Academic Support Center helps students understand important curriculum concepts with personalized services for increased student 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 students at all stages of their time at Kaplan University.

During the last academic year, the Academic Support Center conducted more than 17,000 online real-time tutoring sessions and over 11,000 personalized project reviews and question-and-answer responses.

- **Business Center**: Offers real-time tutoring in accounting, finance, and economics.
- **Math Center**: Provides assistance for all University courses involving math skills and concepts.
- **Science Center**: Supports students in science and science-related courses and specializes in exam reviews, webinars, and virtual tours.
- **Technology Center**: Supports students in information technology courses and helps all University students with course software support.
- **Writing Center**: Helps students in all courses become better writers with personalized video feedback and real-time tutoring.
- **Library**: Offers a wealth of resources for students and faculty. In a recent survey, more than 4 of 10 undergraduates (41%) and over 7 of 10 graduate students (72%) reported using the Library at least once a week.

**Student Organizations**

Building community enriches the student experience, enhances academic outcomes, and grows our alumni network. Kaplan University’s Office of Student Life supports student organizations that help students develop new skills and open doors to new opportunities. During the 2014–2015 academic year, more than 5,000 students participated in at least one of the 29 honor societies, clubs, and professional groups. More than 60 student leaders and 34 faculty advisors helped oversee day-to-day operations of these organizations.

Also during this academic year, Kaplan University was approved to form a chapter of Phi Theta Kappa, the national honor society for first- and second-year undergraduates. In an online ceremony, more than 100 students were inducted as founding members.

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.

**Credit Transfer**

Many students come to Kaplan University with significant academic experience. To help students complete their program as quickly as possible, we permit them, where appropriate, to transfer academic credit earned at other accredited institutions. Under our credit-transfer program in 2014–2015, 17,728 students received a total of 1,057,393 transfer credits, representing a total student savings of nearly $346 million.

In addition to the standard transfer credit, Kaplan University makes a practice of reviewing and accepting prior learning credit from military, professional training, and other sources of learning. Kaplan University is part of the ACE ACP program as well, in which we will track the performance of students who present third-party course provider training for credit from such sources as Sophia Learning, Pearson, and others.
Credit for Experiential Learning

At Kaplan University, certain competencies acquired from work and life experiences may be eligible for undergraduate academic credit. To apply, students prepare a comprehensive portfolio describing their experiential learning. Portfolios are reviewed by faculty from each discipline for which credit has been petitioned. Credit is awarded for evidence of learning, not merely experience. This approach is consistent with the Ten Standards for Learning developed by the Council for Adult and Experiential Learning.*

During the 2014–2015 academic year, Kaplan University students who presented portfolios and received credit for experiential learning earned, on average, 32.7 credits.

Student Scholarships

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 2014–2015, we awarded 48,525 students nearly $35.8 million in scholarships or grants, 18% of which was need based, 50% merit based, and 32% grants.

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 students may withdraw for any reason during the first 3 weeks of the term, without financial obligation, or they can become fully admitted and earn credit for successfully completing their courses. Students who withdraw during the Kaplan Commitment period will 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 203,000 students have enrolled under the Kaplan Commitment. During the 2014–2015 academic year, 69% of students enrolled under the Kaplan Commitment matriculated to an academic program.

Partnerships

Academic partnerships are the cornerstone of higher education. As such, Kaplan University has made a concerted effort to develop strong partnerships with our academic counterparts at community colleges and other universities. By identifying areas of opportunity for students intending to transfer, we ensure a high-level, seamless student experience. Our collaboration with these institutions allows us to identify cost- and time-saving opportunities for students across the country.

In addition, Kaplan University staff in Corporate Development and Career Services work with corporations and institutions to address the skills and education gap. Together, we work to advance employees’ professional education in the labor force, ultimately making employers successful by helping them attract, retain, and develop current and future employees.

Teaching Our Students

We give careful thought to every aspect of how we teach our students.

Class Size

The class size for our undergraduate courses (online and campus) averaged 24 students. For graduate courses, class size averaged 17.5 students.

Competency-Based Education

We design our programs so that students can acquire and apply the knowledge, skills, abilities, and behaviors needed to be successful in their current and future careers. We believe the classroom—whether onsite, online, or a combination of both—is the environment best suited for students to acquire competencies: it’s where they learn, practice applying what they have learned, and demonstrate mastery that translates to a work setting. Student learning occurs within a collaborative, instructor-led “learning ecosystem,” consisting of extensive peer-to-peer interaction, reflective practice, and authentic assessment of competencies.

Learning Outcomes

A learning outcome describes the knowledge, skills, abilities, and behaviors a student is expected to master upon successful completion of a course or program.

Program-level competencies provide the framework for program-specific competency assessment. Each program includes courses that equip students for employment in the field by providing preparation, practice, and opportunities to show mastery of the program competencies.

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

**Course Outcomes**

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

**General Education Literacies**

We are committed to preparing “thinkers who can work and workers who can think.” In addition to a seven-course core general education curriculum for our bachelor’s degree programs, we embed learning outcomes called General Education Literacies throughout each undergraduate program. General Education Literacies expose students to 10 areas of general education throughout their program of study: Arts and Humanities, Communications, Critical Thinking, Ethics, Mathematics, Professionalism and Career Development, Research and Information, Science, Social Science, and Technology.

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

**Professional Competencies**

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

At Kaplan University, we design our programs to help both undergraduate and graduate students build these skills through learning outcomes known as Professional Competencies. In the undergraduate programs, the Communications, Problem-Solving, and Critical-Thinking aspects of the Professional Competencies are taught within the General Education Literacies. The additional aspects of Teamwork, Leadership, Personal Presentation, and Multiculturalism and Diversity round out the body of Professional Competencies. At the graduate level, all six Professional Competencies are embedded throughout program coursework.

Students’ course outcomes, General Education Literacies, and Professional Competencies are evaluated using the following scale:

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<th>Undergraduate Students</th>
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<td>Problem Solving and Critical Thinking</td>
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Course-Level Assessment

Throughout each course, faculty members engage in course-level assessment, assessing student mastery of the course outcomes, General Education Literacies, and Professional Competencies present in the course. Using outcome-specific course-level assessment rubrics and selected assessments, course-level assessment is determined on a six-tiered scale: No Progress (0), Introductory (1), Emergent (2), Practiced (3), Proficient (4), and Mastery (5). As faculty conduct course-level assessments, students are able to see their course-level assessment scores along with their performance on graded items via the online classroom.
Given the discipline-specific nature of course outcomes, students are expected to master course outcomes upon successful completion of an individual course, whereas knowledge and mastery of General Education Literacies and Professional Competencies are gained across a student’s program of study. In other words, it is possible for a successful student to achieve course-level assessment scores of Proficient (4) or Mastery (5) for his or her course outcomes early on in the program. However, given the progressive nature of the General Education Literacies and Professional Competencies, that same student may not begin to demonstrate proficiency or mastery of those learning outcome types until later on in his or her program of study.

Source: Office of the Provost, Kaplan University, 2015. Data in this graph include all classes available during the time period of this report.
**Competency Report**

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

Students may view their competency reports via the KU Campus student portal and may 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 1. Together, a student’s conventional transcript and individualized competency report offer a more complete picture of a student’s academic achievement.

**Our Faculty**

Kaplan University’s 2,913 faculty members combine strong educational credentials with real-world experience in their disciplines. Nearly all (96%) have an advanced academic degree; 43% hold a doctorate. Two-thirds of our faculty (66%) are female. Our 2,611 online 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.aspx.

**Supporting and Engaging Faculty**

Offering professional development for both full- and part-time faculty is a high priority. In our Center for Teaching and Learning, Kaplan University faculty find a comprehensive array of opportunities to enhance their expertise in teaching, adult learning, and innovation and to engage with their colleagues. The Center for Teaching and Learning serves both new and veteran teachers.

Key components of our professional development resources include:

- **Center for Teaching and Learning website**: Launched in 2012, this robust site consists of more than 4,600 pages and has generated over 220,000 page views. Updated daily and sometimes hourly, it serves as an asynchronous centralized information point for faculty and administrators on a broad array of topics. New faculty members are directed to the site during training and veteran faculty navigate here as a one-stop shop for their information needs.

- **Live events**: The Center for Teaching and Learning offers 15 to 20 live events per month, including presentations from a wide variety of faculty and staff on research and technology. From January 2013 to October 2015, live events drew more than 14,000 participants.

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

- **KU Village**: Held for the last 7 years, KU Village is the University’s largest annual conference. In 2014, more than 4,400 attendees participated in 65 virtual presentations. Fully online, the conference enables faculty, administration, and staff to meet, learn, and share ideas about new directions in teaching and learning innovation. All conference sessions are recorded and archived so faculty members can access them at a later date.

- **General Education Conference**: Hosted by the School of General Education, this annual 3-day virtual conference allows faculty, staff, and administrators to share best practices and trends in general education. The conference provides a deeper understanding of the importance of general education skills to our students’ success, and how general education is
Scholarly Pursuits: Kaplan University Faculty

Kaplan University faculty contribute to their profession and promote scholarship through conducting research and publishing.

Our faculty authors represent a broad array of academic disciplines, from business, economics, and legal studies to criminal justice, nursing, and social science.

Examples of faculty publication during the 2014–2015 academic year include:

**School of Business and Information Technology**  

Jill Friestad-Tate, EdD, is a member of the faculty of the School of Business and Information Technology.

**School of General Education**  

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

**School of Health Sciences**  

Ian Moench, PhD, is a member of the faculty of the School of Health Sciences.

**School of Nursing**  

Deborah S. Adelman, ARNP, PhD, serves as Graduate Program Chair (MSN, DNP) and as Program Director, Nurse Practitioner tracks, of the School of Nursing.

**College of Social and Behavioral Sciences**  

Cliff Roberson, JD, LLM, is a member of the faculty of the College of Social and Behavioral Sciences.

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New Federal Guide Recommends Kaplan’s Approach as Best Practice for Evaluating Ed Tech Products


delivered at Kaplan University. It also helps reinforce the concepts of our General Education Literacies. In its seventh year in 2015, the Conference welcomed more than 750 individuals in 90 sessions.

- **The Monday Minute**: A brief, weekly email for all faculty and academic administrators summarizes upcoming events sponsored by the Center for Teaching and Learning as well as partnering with departments such as the Office of Student Life. Additional information includes archive links from previous live event sessions and other link-rich text.

- **Orientation**: New Kaplan University faculty members are required to complete an intensive orientation course that provides a comprehensive look at the institution and our students. Before entering the classroom, new faculty members learn about best practices in providing constructive grading feedback, managing discussion boards, leading seminars, and building communities. Early in their career at Kaplan University, new online faculty are also required to take one other training course, which details our support services, professional development opportunities, and other resources.

**Involvement in Governance**
Kaplan University faculty are deeply engaged in University governance, with strong faculty representation on our academic governance committees. 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.

**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 277 new publications, including 29 books or book chapters, 127 published articles in peer-reviewed journals and conference proceedings, and a variety of additional publications ranging from dissertations to technical and research reports.

**Evaluating Faculty Performance**
We annually evaluate faculty member performance using rubrics measuring five core criteria:

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

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

**Improving Our Methods**
We believe in innovation and continuous improvement in how we teach students. Our ongoing work with new technologies continues to yield promising results.

**Continuous Improvement**
At the end of each term, we measure faculty perceptions of curriculum features, associated technology, and characteristics of student readiness for learning. In this academic year, nearly 9 in 10 respondents (87%) reported that courses were appropriate for helping students meet learning objectives. More than 8 in 10 (84%) agreed that the courses included methods and tools to provide meaningful evaluation of student progress. More than 7 in 10 (71%) rated course content and structure as being above average, with 24% rating such content and structure as being average and 5% 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.

**Innovation and Next-Generation Learning**
The Kaplan University culture celebrates innovation and continuous transformation. Innovation includes identifying and applying best practices that improve the student experience and learning outcomes—for example, the competency report now provided to all students at the end of each term.
Our Research Pipeline to the Next Generation of Learning

Kaplan University invests annually in institutional research to improve student learning and performance. Our Research Pipeline enables an 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 a research program designed to improve student learning and persistence through rigorous testing of experimental interventions drawn from the academic literature of such disciplines as cognitive science, social psychology, and educational psychology. The Research Pipeline allows us to understand the impact of these interventions in our unique learning environment. It also helps ensure that empirical evidence is available to evaluate proposed changes in other areas such as the adoption of new technologies and institutional practices.

For example, in one of the more promising studies, when faculty-to-student email outreach was facilitated using a faculty dashboard (a tool that signals when students are at risk for poor performance), students whose faculty were assigned to use the tool finished with higher grades in their course and were more likely to persist to the next term. Further research is currently underway to examine the impact of more sophisticated dashboards and understand how faculty can best use this technology to promote student success.

The Research Pipeline has also enabled studies pertaining to measuring and improving the reliability of faculty evaluations of learning outcomes. After it was found that scoring consistency among faculty did not reach desired levels, follow-up studies tested methods to improve reliability. One such study revealed that a relatively brief training in evaluating student outcomes yielded appreciably better scoring reliability; that training is now assigned on a regular basis to faculty across the University.

Some of the most exciting work for the Research Pipeline comes 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 wane. So, we test brief interventions that seek to adjust how students think about themselves and their schooling. For instance, partnering with Stanford University’s PERTS (Project for Education Research That Scales—a research center dedicated to raising students’ academic achievement), we tested several methods to produce a “growth mindset” in students—that is, the belief that intelligence is malleable rather than a fixed attribute—and help students connect what they do in the classroom to their personal goals.

Additionally, we collaborate with other individual scientists. For example, the team has consulted with the following researchers:

1. John Sweller, PhD: We work with leading educational psychologist John Sweller, the formulator of cognitive load theory, to examine the impact of worked examples (i.e., demonstrations of how to perform a task or solve a problem) on student achievement in specific course assignments. Dr. Sweller is Professor Emeritus at the University of New South Wales.

2. Todd Rogers, PhD: We collaborate with behavioral scientist Todd Rogers to determine methods to mobilize the support of students’ family and friends to improve student persistence. Dr. Rogers directs the Student Social Support R&D Lab at Harvard University.

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

Our large and diverse student population enables us to discover whether findings obtained in restrictive laboratory settings can be generalized to and applicable in real-world settings, helping real students succeed in real courses, with real consequences. Additionally, using online courses lets us more easily collect and analyze academic data and implement changes on a large scale.
Kaplan University electronically delivers the majority of learning materials used by our students. Those materials include digital textbooks that enable students to highlight content, take notes, and transfer their annotations to create individualized study guides that aid their learning. We continue to increase the availability of electronic and interactive materials to students.

We experiment with such technologies as virtual labs and open online courses to gain advances that better engage and motivate students who learn differently. Additionally, each academic term we measure the impact curriculum changes have on learning outcomes, grades, persistence, and student satisfaction in every course. When we discover that a change leads to greater student success (such as the use of multimedia or other interactive elements), we implement it in other courses as appropriate.

**Modularization**

Modularization of Kaplan University courses is one of the innovations pioneered during the 2014–2015 academic year.

Institutions of higher learning typically require that students take (or retake) courses even when they demonstrate mastery of some or all of the course material. In an effort to help our students avoid spending unnecessary time and tuition, several Kaplan University schools have modularized the content of their courses, creating outcome modules that can be taken and assessed on their own. Each outcome module represents one of the several course outcomes that make up the full course. Students save time and money toward their degree because they earn course credit for the outcomes they have already met and only take the remaining outcomes in each course.

Currently, Kaplan University uses two methods to confirm student mastery of course outcomes prior to taking a course: articulation or course assessment.

Through articulation, a Kaplan University faculty member or curriculum analyst compares a student’s previously completed training (such as corporate training or military training) against the learning outcomes of a specific University course or program. Should that training fulfill some, but not all, of the learning outcomes, the student receives partial credit and needs only to complete the remaining outcome modules.

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**Graduate Spotlight**

**Jennie Khun** worked in retail on and off. Finding and building a career was difficult, as she was a military spouse. Jennie’s husband John had completed three deployments overseas, and then enrolled in Kaplan University when he returned stateside and became a reservist; he earned his Bachelor of Science in Criminal Justice from Kaplan University’s Hagerstown, MD, campus. Based on his experience, Jennie enrolled to finish a degree she started at another school before she was married and had her first child. She graduated from Kaplan University with her Associate of Applied Science in Information Technology in 2013. Jennie immediately landed a job as an IT technician thanks to a lead provided by Kaplan University’s Career Services staff. She wanted more, so she pursued a bachelor’s degree in IT. Before graduating, she was recruited as an applications analyst. Jennie was soon promoted to the lead position in her group. She completed her Bachelor of Science in Information Technology at Kaplan University in January 2015. According to Jennie, “I am still a military spouse but I finally have my own identity. I have a career where I feel valued and can contribute using the skills I learned while at school at Kaplan University.”

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**Improving Student Writing**

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

During the 2014–2015 academic year, professional tutors conducted more than 1,500 live tutoring sessions and offered 8,400 video paper reviews with comments on best practices in document formatting, citation, and plagiarism avoidance. Their work has helped scores of Kaplan University students enhance their proficiency in written communication.

More than 90,000 uses of the online asynchronous Academic Support Center resources, such as citation guideline articles and videos and a podcast series on effective writing techniques, were reported during the last academic year.
A student can also demonstrate mastery of learning outcomes through course assessment. Because each learning outcome is assessed separately 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.

**External Review and Assessment**

In addition to evaluating our students’ performance and our performance as a university against our stated goals internally, we use a broad range of independent third-party measurement and benchmarking tools:

- **Highly regarded institutional surveys**, such as the National Survey of Student Engagement (NSSE) and the Adult Learner Inventory (ALI) (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’s National Council Licensure Examination (NCLEX®).

- **Benchmarking studies**, such as the ETS® Proficiency Profile and a study by Peregrine Academic Services, comparing student knowledge and learning against that of students from other institutions.

The ETS® Proficiency Profile tests for college-level critical thinking, reading, writing, and mathematics skills. Kaplan University has administered the assessment five times to volunteer samples of freshmen and seniors from 2009 to 2014. Across those five assessments, average scores for Kaplan University freshmen ranged from 424 to 432 and average scores for seniors ranged from 434 to 439.

Averaged across all four assessments, ETS Proficiency Profile scores at Kaplan University show a greater difference between freshmen and seniors than at other participating universities. As cross-sectional studies, these findings represent a learning difference rather than a longitudinal learning gain.

A benchmarking study conducted by Peregrine Academic Services during the last academic year measured the mastery of our undergraduate business school students in four degree programs. Students were tested on selected business-related subjects and compared to aggregate pools of students from other participating institutions. In three of four undergraduate programs, Kaplan University students’ aggregated results across subject areas were higher than the test cohort norms at other accredited online, campus-based, and blended undergraduate school degree programs. Also compared to students from other institutions, our students showed greater percentage differences between inbound and outbound student results.

In 2014, we added Peregrine testing of our master’s degree programs in management, accounting, and finance. While these are specialized programs, the test results help us identify opportunities to strengthen core knowledge areas. Our MBA program had very strong results in 2013 and will be tested again in 2015. We will continue to perform this testing to facilitate continuous improvement of our curriculum.

**External Program-Level Assessment**

Third-party assessments and programmatic accreditations are important to our emphasis on continuous improvement and ensure greater quality and efficacy. Our nursing programs and Concord Law School are subject to additional outcome assessment programs, reinforcing quality improvement, and each of the following programs are assessed for quality and efficacy due to their programmatic accreditations:

- **Medical Assistant Certificate program offered at the Hagerstown, Maryland, campus**, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

- **Phlebotomy Certificate program offered onsite in Hagerstown**, approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

- **Associate of Applied Science in Health Information Technology offered online and at the Hagerstown campus**, accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

We regularly consider adding other external assessments into our comprehensive assessment plan.

**Student Success**

We monitor the F-rate—that is, a count of all failing grades divided by the count of all transcripted grades, including passing grades, failing grades, and withdrawal grades—for all courses begun during the academic year. During the last academic year, the F-rate across Kaplan University courses was 14.65 percent.
This increase from last year’s F-rate of 9.74 percent can be attributed to a policy change during this academic year, which narrowed the window for dropping a course without penalty.

**End-of-Term Student Survey**

We diligently 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 2014–2015, 275,674 responses were received, representing a response rate of 75.3%. Of these, 88% of student respondents expressed satisfaction with the quality of their courses. Additionally, 91% of respondents reported satisfaction with instructor support. Both of these satisfaction measures are stable, having wavered less than 0.5% 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 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. Eleven percent of the University’s first-year students and 18% 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 attributable to our online learning environment in which students typically do not see each other face to face; thus, they are less likely to work 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.

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**NATIONAL SURVEY OF STUDENT ENGAGEMENT RESULTS**

Kaplan University Students Compared with NSSE, 2015

Sets of items are grouped into 10 Engagement Indicators, which fit within four themes of engagement. Below are summary results for Kaplan University.

<table>
<thead>
<tr>
<th>THEME</th>
<th>ENGAGEMENT INDICATOR</th>
<th>YOUR FIRST-YEAR STUDENTS COMPARED WITH NSSE 2014 &amp; 2015</th>
<th>YOUR SENIORS COMPARED WITH NSSE 2014 &amp; 2015</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 Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></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, their college graduation represents a lifetime achievement. Thus, in everything we do as an institution of higher learning, we seek to encourage and support our students to reach this goal.

During the 2014–2015 academic year, we conferred 12,659 associate’s, bachelor’s, master’s, and professional degrees as well as 741 certificates and diplomas:

- **Associate’s: 4,364**
- **Bachelor’s: 4,990**
- **Master’s: 3,149**
- **Professional: 156**
- **Certificate/diploma: 741**

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

The graduation rate for the 2014–2015 academic year includes those who were part of the following cohorts:

- **2008–2009 bachelor’s degree starts who graduated before or during the 2014–2015 academic year**
- **2011–2012 associate’s, advanced start bachelor’s, and master’s degree starts who graduated before or during the 2014–2015 academic year**
- **Certificate and graduate certificate students who began their studies at a point commensurate with 150 percent of their designated program length and a date falling within the 2014–2015 academic year**

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

All Kaplan University’s graduation rates improved over those of the 2013–2014 academic year. Kaplan University’s graduation rates of full-time students are encouraging, given a student population consisting primarily of adults. Part-time status as a college student is an acknowledged risk factor for failing to complete an academic program. It plays a large role among the students in our community, who are juggling many roles and obligations in their lives while also attempting to manage their role as student.

We continue to pursue ways to increase persistence rates for all University students, particularly for part-time undergraduates.
Capstone Survey
In their final term, students complete a survey designed to measure how well Kaplan University accomplishes its mission of providing innovative, student-centered education and offering an efficient path to meet their goals. During 2014–2015, more than 11,800 students completed the survey.

Alumni Survey
Each year since 2008, we survey our new graduates and alumni to gauge their Kaplan University experience. Their perceptions are valuable to us both as they move onto their career path and after they become established.

The survey conducted during the 2014–2015 academic year yielded a response rate of about 5.6% of recent graduates. Ninety-one percent of those respondents expressed overall satisfaction with their Kaplan University experience. Nearly 9 in 10 respondents (89%) reported their educational program met their expectations. More than 8 in 10 (82%) said they would recommend Kaplan University to others. Eighty-eight percent said their Kaplan University education was relevant to their current goals.

This year’s survey respondents reported that their degree has led to increased pay (20.1%), increased responsibility at work (15.9%), a career change (11.4%), the ability to pursue better opportunities (11.8%), or promotions (10.4%). Kaplan University continues to strive to make positive impacts in the lives of its graduates.

### 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>86%</td>
</tr>
<tr>
<td>Kaplan provides personalized support to help keep my program requirements in line with my life circumstances.</td>
<td>86%</td>
</tr>
<tr>
<td>I believe what I learned at Kaplan will help me reach my personal and career goals.</td>
<td>94%</td>
</tr>
<tr>
<td>Getting a degree from Kaplan was an efficient path to achieving my learning goals.</td>
<td>93%</td>
</tr>
<tr>
<td>I believe Kaplan is innovative in its approach to education.</td>
<td>90%</td>
</tr>
</tbody>
</table>

Source: Office of the Provost, Kaplan University, 2015.

Summer 2014 Graduation Ceremony
Alumni Survey Results, 2014–2015*

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

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

THE EDUCATIONAL PROGRAM AT KAPLAN UNIVERSITY MET MY EXPECTATIONS.

*Reflects responses of those who graduated between July 2014 and December 2014, with 3,084 responses and a response rate of 5.6%. Survey responses of those who graduated between January 2015 and June 2015 are not yet available.
Keeping a college education affordable is important for our students. Students often save significantly by taking advantage of the many options we provide to lower costs, including tuition discounts for military students and opportunities to receive credit from prior learning and professional experience. With such factors included, the total average paid to Kaplan University for a bachelor’s degree was $36,574, a reduction from the 2013–2014 average of $41,083.

These figures do not include additional savings students can receive via Kaplan University scholarships and grants (dependent on availability and qualification).

Source: Office of the Provost and Business Intelligence Department, Kaplan University, 2015.
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 explore the U.S. Department of Education’s repayment estimator with them. 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 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 ensure that students have the information they need to repay loans and avoid default.

Kaplan University’s ground schools also have the benefit of an on-campus or visiting loan assistance counselor or regional manager to further assist our actively enrolled students with questions and financial literacy.

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

As shown in the table, the cohort default rate for Kaplan University students who complete their programs is relatively low.

<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>2009</td>
<td>25.9%</td>
<td>5.7%</td>
</tr>
<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>
</tbody>
</table>

Serving Our Alumni

We offer an array of resources, such as continued access to the CareerNetwork, an official alumni LinkedIn group with more than 6,700 members, tuition reductions for alumni on further coursework, professional development webinars and videos, hundreds of discounted service and product vendors, and a newly established alumni association.

To create greater awareness around all of the exclusive alumni benefits, Kaplan University publishes the Alumni Resource Guidebook and distributes it to all newly graduated students. To date, the Guidebook has been distributed to 12,000 graduates.
Thro 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 individual career paths. Because success requires mastering specific career-related skills, all of our schools enlist advisory boards consisting of industry professionals, employers, and educators who review program outcomes and help keep our curricula current.

Career Services: A Comprehensive Resource

Kaplan University’s Career Services department assists students with their individual career goals throughout the student life cycle. We are staffed to support our online students in all 50 states as well as our ground locations.

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

Kaplan University students enjoy access to the CareerNetwork, a comprehensive resource available on the University portal. Launched in 2011, the CareerNetwork provides real-time, 24/7 support for job seekers and answers to career-related questions. The CareerNetwork hosts a real-time, customized job feed for students based on their program of study and geographic area and provides résumé building tools and a way to have social media profiles reviewed for content. Working with employers, Career Services shares job leads and, in some cases, matches candidates with organizations. Job seekers can view listings regularly and brainstorm with their Kaplan University Career Services staff member.

Hiring Kaplan University Grads: Employer Spotlights

Throughout the academic year, our Career Services department sponsors Employer Spotlight events, inviting employers to give presentations describing their hiring needs, their organizations’ culture, and their application process to help students better prepare for the job market. 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 Q&A period during which employers field questions from students. We maintain an archive of recorded presentations to aid our students during their job search.

We sponsored more than 30 Employer Spotlights during the 2014–2015 academic year, featuring an array of organizations across a broad industry spectrum and representing both public and private sectors.
Recent Employers of Kaplan University Graduates

Aetna
Aflac
Allstate
American Red Cross
AT&T
Autism Home Support Services
BlueCross BlueShield
Brightside Academy
Center for Autism & Related Disorders (CARD)
Cigna
Cleveland Clinic
Dell
First Data Merchant Services
Frederick County Public Schools
G4S
General Dynamics Information Technology
Genesis Health Systems
Gwinnett County Public Schools
H&R Block
Health First
John Deere
Johns Hopkins Hospital
Killeen Independent School District
Kraft Foods
Labcorp
Lowe’s
Mayo Clinic Health Systems
McKesson
Memorial Hermann Healthcare System
Mercy Hospital and Medical Center
Milwaukee Center for Independence
Nationwide Insurance
Phoenix (Arizona) Police Department
Positive Behavior Supports
Securitas
TD Bank
TEK Systems
Texas Department of Criminal Justice
Transportation Security Administration
U.S. Air Force
U.S. Army
U.S. Department of Defense
U.S. Department of Health and Human Services
U.S. Department of Veterans Affairs
United Healthcare
Unity Point Health
Verizon Wireless
Walter Reed National Military Medical Center
Wells Fargo
Wheaton Franciscan Healthcare
Wisconsin Early Autism Project

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

Accountant
Clinical Quality Services Manager
Corrections Officer
Financial Advisor
Financial Analyst
Financial Manager
Financial Representative
Fingerprint Examiner
Help Desk Support Administrator
IT Consultant
Manager-Business
Medical Administrative Assistant
Medical Assistant
Medical Coordinator
Medical Lab Technician
Network Administrator
Network Engineer
Network Technician
Office Administrator
Office Manager
Office Specialist
Paralegal
Patient Care Technician
Police Officer
Processing Specialist
Registered Nurse
Sales Associate
Security Officer
Specialist Manager
Systems Administrator
Teacher
Teacher’s Aide
Teacher’s Assistant
Therapist
Web Developer/Manager
Youth Counselor

Kaplan University does not guarantee employment.

Career-Exploration Opportunities

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

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

Graduate Spotlight

As an RN, Christopher Ibanga knew the role to which he aspired required a master’s degree. Now a clinical nurse educator at the King Edward VII Memorial Hospital in Bermuda, Christopher obtained his position after earning his Master of Public Health, specializing in health education, at Kaplan University. He now manages three staff training and development programs at the Hospital. Christopher, who graduated summa cum laude and previously completed the Kaplan University Graduate Certificate in Project Management, said, “I love and enjoy my new position…. I thank Kaplan University for preparing me for this role and for the sound career advice I got to make good career choices for the present and the future.”
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>OPPORTUNITY</th>
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<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 Business Administration Capstone Externship</td>
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<tr>
<td></td>
<td>BS in Information Technology Internship</td>
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<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>
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<td></td>
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<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>AAS in Medical Transcription Practicum</td>
</tr>
<tr>
<td></td>
<td>Medical Assistant Certificate Externship and Evaluation</td>
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<td>Medical Billing/Coding Certificate Practicum</td>
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<td></td>
<td>Phlebotomist Certificate Externship</td>
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<tr>
<td></td>
<td>Master of Public Health Field Experience</td>
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<td></td>
<td></td>
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<tr>
<td>School of Nursing</td>
<td>Adult-Gerontology Nurse Practitioner Clinical</td>
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<tr>
<td></td>
<td>AS in Nursing (prelicensure) Clinical</td>
</tr>
<tr>
<td></td>
<td>Doctor of Nursing Practice Executive Leader Practicum</td>
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<tr>
<td></td>
<td>Family Nurse Practitioner Clinical</td>
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<tr>
<td></td>
<td>Nurse Educator Practicum</td>
</tr>
<tr>
<td></td>
<td>Nurse Informatics Specialist Practicum</td>
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<tr>
<td></td>
<td>RN-to-BS in Nursing Practical Experience</td>
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<tr>
<td>College of Social and Behavioral Sciences</td>
<td>Associate’s Internship</td>
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<tr>
<td></td>
<td>Bachelor’s Internship</td>
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<tr>
<td></td>
<td>MS in Higher Education – Student Affairs Internship</td>
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<td></td>
<td>MS in Psychology – Addictions Specialization Practicum</td>
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<tr>
<td></td>
<td>MS in Psychology – Applied Behavior Analysis Specialization Practicum</td>
</tr>
<tr>
<td></td>
<td>MS in Psychology – Industrial/Organizational Psychology Specialization Practicum</td>
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<tr>
<td></td>
<td>MA in Teaching Iowa Certification – Student Teaching Internship I and II</td>
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<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>
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Source: Office of the Provost, Kaplan University, 2015.
SCHOOL AND PROGRAM OVERVIEW

This section includes profiles of each school within Kaplan University and a table listing all academic programs.

School of Business and Information Technology

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

In September 2014, the schools of Business and Information Systems and Technology merged to form the School of Business and Information Technology. During the 2014–2015 academic year, we completed curriculum innovation projects, expanded experiential learning opportunities, and prepared to launch new programs in supply chain management, cybersecurity, and finance. These new programs were created in response to market needs and will allow us to serve both our students and employers better.

Core curricula in our associate's and bachelor's degree programs in IT, accounting, and business underwent modularization and are now poised to offer students new options and opportunities to efficiently complete their degree. We continued to increase our emphasis on career preparation by adding new labs and hands-on tools in our IT courses, adding experiential learning courses in every degree program, and continuing our emphasis on the development of critical professional competencies across our core curriculum.

Key highlights:

- Our business programs earned renewed accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). The global organization cited our quality assurance report as an example of best practices. We also earned accreditation and curriculum alignment renewals, respectively, from the Global Accreditation Center for Project Management and the Society for Human Resource Management.

- We conducted our first modular articulations with key partners, resulting in significant increases in earned credit for those students. For more information on modular articulations, see the Modularization section on page 19.

- As part of the school merger we drafted a new mission statement, merged the advisory boards for the two schools, and adopted a new vision: We will achieve superior employment outcomes for students and employers.

- We expanded KapConsulting, our in-house consulting organization, to include students in IT, health sciences, and social and behavioral sciences. As a result, KapConsulting has been moved to the University level.

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 2014–2015 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 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.
Graduate Spotlight

**Stephanie Brown** held various jobs after graduating from high school in 1988. Times got tough for this single mom raising a young son. In 2009, Stephanie enrolled at a local community college. She also started a new job at UPS, working as an hourly customer service representative. It paid the bills but was not enough.

Encouraged by a friend, Stephanie enrolled in Kaplan University in 2013. Fifty-five transfer credits from the community college were accepted toward her Associate of Applied Science in Business Administration. Stephanie went on to earn her Bachelor of Science in Business Administration in April 2014, graduating magna cum laude. She also completed an internship through KapConsulting as part of her Capstone project.

Stephanie also immediately earned something else—a move and promotion to the human resources department at UPS, where she serves as benefits associate. No longer an hourly worker, she loves the new role, the salary, and the full benefits. She hopes to become a director of human resources in the next few years—something she says would not have been imaginable without her experience at and degree from Kaplan University.

### GRADUATION RATES

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<tr>
<td>Associate’s</td>
<td>31%</td>
<td>28%</td>
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<tr>
<td>Bachelor’s</td>
<td>19%</td>
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<tr>
<td>Master’s</td>
<td>55%</td>
<td>47%</td>
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<tr>
<td><strong>INFORMATION</strong></td>
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<td></td>
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<tr>
<td>Technology</td>
<td></td>
<td></td>
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<tr>
<td>Associate’s</td>
<td>29%</td>
<td>22%</td>
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<tr>
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<td>Master’s</td>
<td>58%</td>
<td>48%</td>
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### DISTRIBUTION OF DEGREES CONFERRED

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<td>Master’s</td>
<td>776</td>
<td>186</td>
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<tr>
<td>Graduate Certificate</td>
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### PERSISTENCE RATE

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<tr>
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<tbody>
<tr>
<td>Associate’s</td>
<td>50%</td>
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<tr>
<td>Bachelor’s</td>
<td>65%</td>
<td>62%</td>
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<tr>
<td>Certificate/Diploma</td>
<td>78%</td>
<td>47%</td>
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<tr>
<td>Master’s</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>82%</td>
<td>100%</td>
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### AVERAGE COURSE-LEVEL ASSESSMENT

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<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td></td>
<td>3.61</td>
<td>4.23</td>
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<td></td>
<td>4.24</td>
<td>4.15</td>
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Concord Law School

**Larry David, Interim Dean**

JD, Concord Law School

MBA, University of Southern California

BA, Claremont McKenna College

Offering accessible, affordable online legal education, Concord Law School, which opened in 1998, has operated under the auspices of Kaplan University since 2007. We offer these professional degree programs: Juris Doctor (JD), Executive Juris Doctor (EJD), and Master of Laws in Small Business Practice (LLM).

**Key highlights:**

- We successfully completed a reauthorization review by our state authorizing body, the State Bar of California.
- Our faculty revamped the School’s committee infrastructure from eight to five, broadening the scope of the new committees to encourage overlap and greater collaboration.
After successfully completing their first year in our JD program, students sit for the 7-hour California First-Year Law Students’ Examination. With the October 2014 administration of the Exam, 27.6% of Concord’s students passed (against an overall examination pass rate of 25.3%). The June 2015 exam yielded a pass rate of 20.5% for Concord students (against an overall examination pass rate of 16.9%).

Many Concord JD graduates sit for the 3-day California Bar Exam, one of the nation’s most challenging. Exam results by student status are not published, so the performance of Concord’s and other institutions’ part-time student populations cannot be directly compared. Of the Concord graduates who sat for the July 2014 exam, 27% of first-time takers and 2% of repeat takers passed (against an overall examination pass rate of 47.8%). Of the Concord graduates who sat for the February 2015 exam, 39% of first-time takers and 10% of repeat takers passed (against an overall examination pass rate of 40.1%).

Graduate Spotlight
Michelle Becker graduated from college in 1991 with a bachelor’s degree in economics and worked for many years in corporate America. She went on to earn her MBA and also adopted twin girls from an orphanage in Romania. “They had development delays and the school districts were not eager to help,” she said. Michelle decided to put the brakes on her career and focus on being an advocate for her daughters. She decided she needed a legal education.

“I compared the coursework of the brick and mortars [to Concord] and all of the basic coursework was the same. Then I looked at the faculty and compared that. I kept coming back to Concord. From the online presence, to the people I spoke with, to the curriculum offered, to the faculty, it was kind of a no-brainer for me,” said Michelle.

Michelle enrolled at Concord in 2006, earned her Juris Doctor in 2011, and passed the California State Bar Exam. Today, she is a special education attorney practicing in southern California, fighting for children in the community as well as providing her services pro bono as a court-appointed special advocate for children in foster care. She also does pro bono work for the Alliance for Children’s Rights. According to Michelle, “All kids deserve a shot. All kids can learn. If the school systems are not going to give them that shot, I will.”

School of General Education

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

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

Key highlights:
- We sponsored our seventh annual 3-day General Education Virtual Conference, at which faculty and academic leaders share best practices and new ideas about general education. More than 750 individuals participated in 90 sessions.
- We established an Organizational Liaison program for faculty and administrators in our school.
- We published an issue of Capstone, a literary magazine, and hosted our annual Literary Festival.
• The School hosted more than 20 events for faculty to engage in professional development and academic discussions, in activities such as Faculty Interdisciplinary Roundtable presentations, Dialogue on Professionalism, Humanities Book Club, the Mathematics and Science Speaker series, the Celluloid Society, and faculty best practice sessions and discussions.

• Our faculty participated in 10 Research Pipeline projects.

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

• We collaborated on course development in partnership with the newly formed Open College at Kaplan University.

• We piloted the use of full-time adjunct faculty.

• We completed the modularization of 10 courses.

AVERAGE COURSE-LEVEL ASSESSMENT SCORE

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3.51</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.47</td>
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</tbody>
</table>

Note: Because the School of General Education does not confer degrees, it does not report the same statistics as other schools within Kaplan University.

“I feel like people treat me differently now that I have a degree. I am a better writer. ...Kaplan [University] has definitely given me the tools necessary to be successful with my career.”

—Erman Mullins, Graduate, Associate of Applied Science in Business Administration and Bachelor of Science in Criminal Justice

School of Health Sciences

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

The health care industry continues to grow at a double-digit pace, with continuous and critical changes in health law, regulations, technology, and medical and allied health practice. The need for skilled health professionals in a variety of roles is greater than ever and will continue to grow for the foreseeable future.

The School of Health Sciences continues to develop new programs—and upgrade current ones—to address this vital need. With health care providers and related organizations defining and redefining role requirements around specific sets of competencies, we strive to incorporate those competencies into our curriculum and instruction, equipping our graduates to best position themselves in the marketplace and to be successful in their given professions.

Key highlights:

• Within our military-only Associate of Science in Health Science program, we launched two new specializations: surgical technology and telemetry. These specializations will prepare students to sit for professional credentials examinations and help them advance in their military or civilian careers.

• To provide a more flexible, inclusive program plan for community-college graduates and transfer students, we transitioned four bachelor’s degree programs—in health science, health care administration, health and wellness, and nutrition science—to a 3+1 format. Under this format, students can study at a community college for up to 3 years before transferring to Kaplan University to complete the requirements for a bachelor’s degree.
• We launched the Medical Assistant Certificate, a 57-credit program that offers a direct path to several professional credentials and entry-level positions in medical assisting.

• We partnered with the University’s Career Services department to embed Career Services touchpoints within the first term, midprogram, and within the last term of all our programs. This linkage will encourage connections with Career Services and enhance our students’ pursuit of their career aspirations after graduation.

• Many students in our onsite associate’s and certificate program in medical assisting took the national credentialing examinations. Most recently, 96% of students who graduated from these programs in 2014 took credentialing exams; more than 86% of those students passed. These statistics show improvement over 2013, when 88% of program graduates took national credentialing examinations and 78% passed.

### Student Spotlight

*Dina Martinez had worked in public health for more than 10 years, previously as a certified nurse assistant in a clinic. Her supervisor suggested that Dina should consider becoming a health educator. Knowing she did not have the educational background to prepare her for that role, Dina enrolled in Kaplan University’s Bachelor of Science in Public Health program. Today, she is one term away from graduation and is a Healthy Start Care Coordinator Supervisor in Sumter County, Florida, managing five staff members. “I would not be where I am today without my education,” said Dina.*

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<thead>
<tr>
<th>DISTRIBUTION OF DEGREES CONFERRED</th>
<th>PERSISTENCE RATE</th>
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<tbody>
<tr>
<td>Associate’s</td>
<td>1,545</td>
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<tr>
<td>Bachelor’s</td>
<td>894</td>
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<tr>
<td>Certificate/Diploma</td>
<td>420</td>
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<tr>
<td>Master’s</td>
<td>350</td>
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<tr>
<th>AVERAGE COURSE-LEVEL ASSESSMENT SCORE</th>
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<tr>
<td>Undergraduate</td>
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<td>Graduate</td>
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### School of Nursing

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

The School of Nursing accomplished a major transformation in two key areas. First, we created state-of-the-art curricula for our four established programs that align these programs with national professional nursing guidelines and accreditation standards. Second, we infused those curricula with innovative educational approaches, including Virtual Patient interactive platforms to help our RN-to-BSN and nurse practitioner graduate students master course content in health assessment, advanced diagnostic reasoning, informatics, and emerging health technologies. This content prepares our students across programs for professional competences critical to their career success in health care delivery.

The Affordable Care Act continues to increase emphasis on quality of care and patient outcomes as well as satisfaction with care levels and, by mid-2015, has reduced...
the number of uninsured by nearly 8 million. To address the effects of these momentous trends on nursing education, we crafted a new vision statement: Kaplan nursing will graduate innovative nurse leaders with a premier education encompassing a world vision to transform health, wellness, and the pursuit of lifelong learning.

Key highlights:

- Studies continued in two programs introduced in 2013: our Doctor of Nursing Practice and Prelicensure Bachelor of Science in Nursing program in Maine. The inaugural classes for both programs are scheduled to graduate in 2015.

- One of our graduate nursing students was selected to present her poster entitled Food Differences Among Hispanic Groups and Incidence of Type 2 Diabetes in the Rising Star of Research and Scholarship Invited Student Poster Session during the Honor Society of Nursing, Sigma Theta Tau International’s Biennial Convention.

- We continued to expand access to the Master of Science in Nursing: Family Nurse Practitioner and Adult-Gerontology Nurse Practitioner programs to meet the growing demand for primary care nurse practitioners in health care.

- A total of 146 associate’s degree nursing graduates took the National Council of State Boards of Nursing licensure examination for registered nurses for the first time, with 57% passing in Iowa and 47% passing in Nebraska in 2014. From January through June 2015, 76% passed in Iowa and 62% in Nebraska.

Graduate Spotlight

Maria Almanza enrolled in Kaplan University’s School of Nursing in January 2013 to advance her career and pursue her life’s passion. The online education Kaplan University offered was a great fit as Maria, an RN, was working full time and also embarking on an incredible journey that started in 2012 with a visit to Nepal for independent study. Her original plan was to volunteer as a nurse at a hospital in Chitwan, Nepal, and then return home to New York.

Maria graduated from Kaplan University with her Bachelor of Science in Nursing in May 2014. She has started her own nonprofit, College of Medical Sciences Diabetic Foundation, which is correlated with Bucketts of Love—Help Save Nepal, that establishes health camps in different villages throughout Nepal each week. Maria not only provides care, she also teaches local and international volunteers who come to Nepal to assist. Maria’s work has taken on even more importance since an April 2015 earthquake shattered the already fragile country.

“My experience at Kaplan University was invaluable. It greatly improved my management and leadership skills,” she said. Maria’s advice to others is simple, powerful, and inspiring: “Keep learning. Do what makes you happy and get out there and make a difference.”

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<tr>
<th>DISTRIBUTION OF DEGREES CONFERRED</th>
<th>PERSISTENCE RATE</th>
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<tbody>
<tr>
<td>Associate’s</td>
<td>186</td>
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<tr>
<td>Bachelor’s</td>
<td>867</td>
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<tr>
<td>Certificate/Diploma</td>
<td>21</td>
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<tr>
<td>Master’s</td>
<td>313</td>
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<tr>
<td>Graduate Certificate</td>
<td>27</td>
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<tbody>
<tr>
<td>Associate’s</td>
<td>58%</td>
<td>46%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Master’s</td>
<td>42%</td>
<td>34%</td>
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<tr>
<th>AVERAGE COURSE-LEVEL ASSESSMENT SCORE</th>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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Launched during the 2014–2015 academic year, Open College @ Kaplan University (OC@KU) provides innovative pathways to college-level learning. Open College comprises three primary areas of focus: prior learning assessment, open courses, and a unique open-degree program that allows students to complete their coursework anywhere. Each area operates interdependently with the other two and benefits from a significant amount of support and cooperation within the College. At the same time, OC@KU offers services—mainly around prior learning assessment—to the University at large.

OC@KU’s chief distinguishing feature is the Bachelor of Science in Professional Studies (BSPr) program, an innovative, low-cost, open degree program. BSPr students apply transfer and experiential learning credits to an individualized learning plan and meet further requirements through course assessments rather than through traditional Kaplan University coursework. Students learn at any institution they like, using any learning material they choose, including massive open online courses (MOOCs) and open education resources.

Key highlights:

- We created the academic and operational structure for the Bachelor of Science in Professional Studies program and launched it at the start of 2015.

- At its annual conference in Banff, Alberta, Canada, the Open Education Consortium gave two significant awards to Open College: the OEC Leadership Award honored Dr. Peter Smith, founding president of OC@KU, and OC@KU won Outstanding Site for Open Education Excellence.

- We partnered with ApprenNet, an interactive, video-based learning platform, to develop case-based professional competency tutorials that will be used to ensure that all BSPr students have mastered such workplace-critical skills as teamwork, leadership, and professional presence.

- We also developed bespoke open-course partnerships with a variety of client organizations, including Operation HOPE and online education marketplace Udemy.

“I couldn’t have taken your [experiential learning] class at a better time, as I was also preparing for the lieutenant’s exam at work, and the class helped a great deal. ... I received 59 credits (11 full classes) of the 15 classes I petitioned for. ... It could not have been done without your guidance, support, and expertise.”

—Michael J. Walisiewicz, Student, Bachelor of Science in Criminal Justice
Our offerings include Kaplan Financial Education—Securities, Insurance, CFP® certification, and certificate programs—as well as Schweser Advanced Designations CFA®, CAIA®, and FRM®. PACE offerings are nondegree programs and activity is measured in terms of registrations.

During the 2014–2015 academic year, more than 300,000 student registrants used over 500,000 PACE learning products and services.

**Key highlights:**

- CFA® candidates across all levels who used Kaplan Schweser study packages for their June 2014 exams passed at an average rate of 50%, compared to 46% for CFA candidates overall.

- Approximately 5,300 candidates take the national CFP® exam in the United States, and more than one-third choose PACE to prepare (making Kaplan University one of the largest providers of CFP® education and exam preparation materials).

- In a survey of recent users of our Securities Licensing and Insurance Licensing and Continuing Education product lines, 91% said they would recommend our materials.

### PACE Registrations

| Schweser Advanced Designations | 58,237 |
| Financial Education           | 268,305 |
| **Total**                     | **326,542** |

**College of Social and Behavioral Sciences**

**Sara Sander, Dean and Vice President**

PhD, Capella University  
MA and BA, University of Arkansas, Fayetteville

In 2014 Kaplan University’s School of Graduate Education and School of Social and Behavioral Sciences merged to become the College of Social and Behavioral Sciences. We offer a variety of graduate, undergraduate, and certificate programs including arts and sciences, legal studies, public safety, and graduate education.

**Key highlights:**

- In our continuing efforts to support faculty scholarship, we have seen a 27% increase in reported faculty-generated publications this year and a 20% increase in reported faculty presentations.

- We held our first annual Technology, Innovation, and Presence event in September 2014. A total of 28 faculty from across the College presented on a variety of topics highlighting innovative teaching and best practices.

- We hired 44 full-time adjunct faculty to teach courses that are critical early in a student’s program. This hiring is part of our continuing commitment to student persistence.

- We have noted a 13% increase in student participation in clubs and organizations.

- We launched an internship elective option for all students pursuing an associate's degree.
Graduate Spotlight

Heather York completed the Kaplan University Master of Science in Psychology program with a specialization in Applied Behavior Analysis while living abroad in Malaysia and Brazil due to her husband’s work. Her primary goal upon returning to the United States was to find a site where she could complete her Board Certified Behavior Analyst supervision hours. Instead, she found paid employment in the field without ABA experience. She was offered a role at Autism Home Support Services in Illinois that allowed her to complete her supervision hours and become a BCBA as quickly as possible. She has “fast tracked” to a lead care team member position.

<table>
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                  • Associate of Applied Science in Business Administration  
                  • Associate of Applied Science in Information Technology  
                  • Bachelor of Science in Accounting  
                  • Bachelor of Science in Business Administration  
                  • Bachelor of Science in Information Technology  
                  • Cisco Networks Postbaccalaureate Certificate  
                  • Computer Forensics Postbaccalaureate Certificate  
                  • Graduate Certificate in Accounting  
                  • Graduate Certificate in Human Resources  
                  • Graduate Certificate in Information Security  
                  • Graduate Certificate in Project Management  
                  • Human Resources Postbaccalaureate Certificate  
                  • Information Security Postbaccalaureate Certificate  
                  • Linux System Administration Postbaccalaureate Certificate  
                  • Master of Business Administration  
                  • Master of Science in Accounting  
                  • Master of Science in Finance  
                  • Master of Science in Information Technology  
                  • Master of Science in Management  
                  • Microsoft Operating Systems Postbaccalaureate Certificate  
                  • Multiplatform Software Development Postbaccalaureate Certificate  
                  • Oracle Database Administration Postbaccalaureate Certificate  |
| CONCORD LAW SCHOOL | • Juris Doctor  
                   • Executive Juris Doctor  
                   • Master of Laws in Small Business Practice  |
| KAPLAN UNIVERSITY | • Associate of Applied Science in Health Information Technology  
                  • Associate of Applied Science in Medical Assisting  
                  • Associate of Applied Science in Medical Office Management  
                  • 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 Science  
                  • Dental Assistant Diploma  
                  • Master of Health Care Administration  
                  • Master of Health Informatics  
                  • Master of Health Information Management  
                  • Master of Public Health  
                  • Master of Science in Health Education  
                  • Medical Assistant Certificate  
                  • Medical Billing/Coding Certificate  
                  • Phlebotomist Certificate  |
| OC@KU | • Bachelor of Science in Professional Studies  |
| KAPLAN UNIVERSITY | • Behavioral Financial Advice Certificate  
                  • Finance for Managers Certificate  
                  • Project Management Certificate  
                  • Qualified Financial Advisor Certificate  |
| KAPLAN UNIVERSITY | • Applied Behavior Analysis Postbaccalaureate Certificate  
                  • Associate of Applied Science in Criminal Justice  
                  • Associate of Applied Science in Early Childhood Development  
                  • Associate of Applied Science in Fire Science  
                  • Associate of Applied Science in Human Services  
                  • Associate of Applied Science in Paralegal Studies  
                  • Associate of Science in Applied Science in Public Administration  
                  • Autism Spectrum Disorders (ASDs) Postbaccalaureate Certificate  
                  • Bachelor of Science in Communication  
                  • Bachelor of Science in Criminal Justice  
                  • Bachelor of Science in Early Childhood Development  
                  • 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 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  
                  • Corrections Certificate  
                  • Crime Scene Technician Certificate  
                  • Graduate Certificate in Addictions  
                  • Graduate Certificate in Industrial/Organizational Psychology  
                  • Graduate Certificate in Project Management  
                  • Graduate Certificate in Instructional Design for Organizations  
                  • Graduate Certificate in K-12 Educational Leadership  
                  • Graduate Certificate in Literacy and Language Teaching  
                  • Graduate Certificate in Mathematics Teaching  
                  • Graduate Certificate in Online College Teaching  
                  • Graduate Certificate in Teaching With Technology  
                  • 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 Legal Studies  
                  • Master of Science in Psychology  
                  • Pathway to Paralegal Postbaccalaureate Certificate  
                  • Postgraduate Certificate in Applied Behavior Analysis  
                  • Private Security Certificate  |
| KAPLAN UNIVERSITY | • Adult-Gerontology Nurse Practitioner Certificate  
                  • Associate of Science in Nursing  
                  • Bachelor of Science in Nursing  
                  • Doctor of Nursing Practice  
                  • Executive Leader Graduate Certificate  
                  • Family Nurse Practitioner Certificate  
                  • Master of Science in Nursing  
                  • Nurse Educator Graduate Certificate  
                  • Practical Nursing Diploma  
                  • Prelicensure Bachelor of Science in Nursing  |
| KAPLAN UNIVERSITY | • Bachelor of Science in Professional Studies  |
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                  • Private Security Certificate  |
Kaplan University Locations
Kaplan University comprises 7 academic schools, the online Concord Law School, 14 Kaplan University campuses, 1 Kaplan University learning center, and several other sites.
A total of 5,762 students were pursuing their studies at a Kaplan University ground campus as of June 30, 2015.

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 of Kaplan University

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

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

Learning Center/Other Sites
Chicago, IL  Fort Lauderdale, FL
Fort Benning, GA  La Crosse, WI
Fort Bliss, TX  Rockville, MD
Fort Irwin, CA

Kaplan University, Augusta, ME
LOCATIONS

Student Organizations 2014–2015

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
• Sigma Theta Tau International Honor Society (nursing)
• Tau Upsilon Alpha (human services)

Professional Groups and Clubs/Organizations
• Ambassadors and Leaders
• American Medical Technologist
• Association for Computing Machinery and ACM Women in Computing
• Autism Speaks U
• Collegiate Entrepreneurs’ Organization
• DREAM – Disability Rights, Education, Advocacy, and Mentoring
• Educators Club
• GITa – Graduate Information Technology Association
• Human Services Club
• Kaplan University Criminal Justice Club
• KU Law Society
• KUSMA – Kaplan University Student Military Association
• OWLS (Opportunities With Life Studies)
• Psychology Club
• Science Club
• SNAK – Student Nutrition Association of Kaplan
• Society for Human Resource Management
• Student Accounting Association

For more information about our student organizations, visit www.kaplanuniversity.edu/student-experience/student-life.aspx.
2014–2015 Academic Leadership and Administration

Wade Dyke
President
DPhil and BS, University of Oxford
BBA, University of Wisconsin—Madison

Betty Vandenbosch
Provost
PhD, MBA, and BSc, University of Western Ontario

Ron Kishen
Senior Vice President, Campus Operations
MS, Claremont Graduate University
BS, California Polytechnic University

Peter Smith
Founding President, Open College at Kaplan University
EdD and MAT, Harvard Graduate School of Education
BA, Princeton University

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

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

Larry David
Interim Dean, Concord Law School of Kaplan University
JD, Concord Law School of Kaplan University
MBA, University of Southern California
BA, Claremont McKenna College

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

Michael Lorenz
Registrar
MA, Indiana University
BA, Knox College

Drew Ross
Dean, Open College of Kaplan University
PhD and MSc, Oxford University
MS, University of Chicago
BA, Bard College

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

David Starnes
Vice Provost
MBA and BS, Davenport University
Contact Information
Questions, comments, or criticisms are welcome and may be directed to the Provost’s Office via email at kprovost@kaplan.edu.

Accrediting Agencies, Approvals, and Membership
Kaplan University is accredited by The Higher Learning Commission (HLC) (hlcommission.org). For a list of school and program accreditation approvals, including information on the full scope of what the agencies have recognized and approved, please visit www.kaplanuniversity.edu/about/accreditation-licensing.aspx.

Administrative Offices
Academic Headquarters
550 West Van Buren Street
7th Floor
Chicago, IL 60607
Tel: 866.522.7747
Fax: 800.588.4127

Online Programs/Admissions
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
Tel: 866.527.5268 (Toll Free)
1601 SW 80th Terrace
Plantation, FL 33324
Tel: 866.527.5268 (Toll Free)
12650 Ingenuity Drive
Orlando, FL 32826
Tel: 866.527.5268 (Toll Free)
Office for Returning Students
Tel: 888.252.7895,
ext. 4911 (Toll Free)

Online Support Centers
6301 Kaplan University Avenue
Fort Lauderdale, FL 33309
and
550 West Van Buren Street, 7th Floor
Chicago, IL 60607
Tel: 866.522.7747 (Toll Free)
Email: techsupport@kaplan.edu

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

Concord Law School
Tel: 310.689.3200
Fax: 310.470.3547

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
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
Fax: 207.333.3305

South Portland
265 Western Avenue
South Portland, ME 04106
Tel: 207.774.6126
Tel: 800.639.3110
Fax: 207.774.1715

Maryland
Hagerstown
18618 Crestwood Drive
Hagerstown, MD 21742
Tel: 800.422.2670
Tel: 301.766.3600

Leadership
Missouri
St. Louis
1807 Park 270 Drive
St. Louis, MO 63146
Tel: 314.205.7900

Nebraska
Lincoln
1821 K Street
Lincoln, NE 68508
Tel: 402.474.5315
Omaha
5425 North 103rd Street
Omaha, NE 68134
Tel: 402.572.8500

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

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

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

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

Fort Bliss
Fort Bliss Education Center
A406 Thunder Horse Road
Fort Bliss, TX 79918
Tel: 915.744.1333

Fort Irwin
Education Services Office-Building 1020
3rd Avenue
Fort Irwin, CA 92310
Tel: 760.380.5914

Board of Trustees
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Library Consultant
KK Runge Associates

Dr. Paul Bott (Vice Chair)
Educational Consultant
Professor Emeritus
California State University, Long Beach

Lucien Gosselin
President
Lewiston/Auburn Economic Growth Council

Bill Hughes
Chief Strategy Officer
Learning Objects

Lt. Gen. Normand Lezy
U.S. Air Force (Retired)

Gregory Marino
Chief Executive Officer
Kaplan Higher Education Group

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

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.kaplanuniversity.edu/student-consumer-information.aspx.
## Kaplan University: Key Metrics

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<td><strong>Enrollment</strong></td>
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<tr>
<td>• Total</td>
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<td>• Female students</td>
<td>75%</td>
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<td>• Students over age 30</td>
<td>59%</td>
<td>61%</td>
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<tr>
<td>• Mean student income</td>
<td>$21,133</td>
<td>$23,941</td>
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<tr>
<td>• Mean number of risk factors*</td>
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<td>3.4</td>
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<tr>
<td>• Veterans</td>
<td>10%</td>
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</tr>
<tr>
<td>• Active military</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>• Spouses of active military</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>• Students with prior postsecondary education</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>• Neither parent attended college</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>• KU student scholarships or grants</td>
<td>$35.8M</td>
<td>$23.9M</td>
</tr>
<tr>
<td><strong>Degrees Awarded</strong></td>
<td>12,659</td>
<td>13,454</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>3%</td>
<td>3%</td>
</tr>
<tr>
<td>• Associate’s</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>• Bachelor’s</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>• Master’s</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>• Doctoral</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>• Professional and Continuing Education†</td>
<td>326,542</td>
<td>285,550</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>24.0</td>
<td>22.3</td>
</tr>
<tr>
<td>• Graduate</td>
<td>17.5</td>
<td>16.8</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Total</td>
<td>2,913</td>
<td>3,373</td>
</tr>
<tr>
<td>• With doctoral degrees</td>
<td>43%</td>
<td>40%</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>13%</td>
<td>14%</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>86%</td>
<td>86%</td>
</tr>
<tr>
<td>• One-year persistence rate</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>• F-Rate (all failing grades as a percentage of all grades awarded)§</td>
<td>14.7%</td>
<td>9.7%</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>82%</td>
<td>85%</td>
</tr>
<tr>
<td>• Education is relevant to current goals</td>
<td>88%</td>
<td>86%</td>
</tr>
</tbody>
</table>

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*Described on page 9.
†Reflects advanced designations and financial services registrations.
‡Kaplan University faculty measure student learning outcomes along a 0–5 point scale where 0 signifies “no progress” and 5 indicates “mastery.” For a discussion of this strategy, see page 13.
§Increase in F-rate can be attributed to a policy change during this academic year, which narrowed the window for dropping a course without penalty.
ACADEMIC REPORT
THE YEAR IN REVIEW
2014–2015