

**Atlanta University of Health Sciences**



**2018-2023**

**STRATEGIC PLAN**

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## **I. THE INSTITUTION**

### **A. Background**

Atlanta University of Health Sciences was incorporated as a non-profit corporation in the State of Georgia on Oct 13, 2015 and is as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code. The institution was approved by the Georgia Non-Public Postsecondary Education Commission (GNPEC) on March 31, 2016 to operate as a post-secondary institution, and it has been certified by the Student and Exchange Visitor Program (SEVP) to enroll non-immigrant alien students since February 28, 2017.

Its Master's degree program in Oriental Medicine was approved by GNPEC in 2016.

### **B. Mission Statement**

Atlanta University of Health Sciences is dedicated to improving the general health and well-being of the public in local, national, and global communities. In pursuit of its goals, the Atlanta University of Health Sciences is committed to excellence in Acupuncture and Oriental Medicine by a comprehensive, integrated medical education, healing through innovative and compassionate care, and research to develop and implement new product development in Acupuncture and Oriental Medicine, wellness and quality of life.

### **C. Vision Statement**

Atlanta University of Health Science strives to be a state-of-the-art educational organization and career-readiness model in State of Georgia and beyond and will be recognized an exemplary model for the integration and translation of inter-professional knowledge into the preparation of exceptional scholars and healthcare professionals.

### **D. Values**

All members of Atlanta University of Health Sciences community embody the intention of improving lives exponentially by supporting health and well-being through our daily actions. The core values that drive Atlanta University of Health Science are:

- Excellence in Teaching, Research, Scholarship and Management
- Respect for Diverse Societies and to Fight for Justice
- Commitment to Life-Long Learning and Teaching
- Effective Career Development Opportunities

#### **E. Academic Objectives**

- To promote and encourage academic and clinical excellence in training qualified practitioners of Acupuncture and Oriental Medicine.
- To foster critical reflection, and involvement to the community service
- To integrate cultural differences in effective academic development
- To promote lifelong learning and scholarly contributions through the development of information literacy and research skills
- To inspire, through the presentation of Oriental and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
- To further the understanding of the profession of Acupuncture & Oriental medicine and bodywork therapy through dialogue with other members of the healthcare community and the public at-large.
- To foster ethical values and humanistic ideals of service
- To foster leadership skills
- To enable students to be fully capable of obtaining employment in their health care field.
- To prepare students to be capable of passing the licensure and/or certification exams required to become a licensed or certified practitioner in the State of Georgia.

## II. ENVIRONMENTAL SCAN

Over the last two decades, US colleges and work force have benefited from a 30% increase in the number of students graduating from high school, but projections show an alarming departure from that trend in the near future<sup>1</sup>. Not only will some regions see flat or declining graduation numbers, but the new arrivals on college campuses will be increasingly nonwhite and low income. Colleges must act decisively and change the way they recruit and retain an increasingly diverse student body, or they will face declining enrollments and declining revenue.

### a. Demographic shifts

Since 1990, there have been demographic shifts in the US, noting particularly a growth in minority populations. According to the U.S. Census Bureau<sup>2</sup>, the US population has increased by more 13%. The Census reports that minority populations are responsible for this large growth. While the number of White people has increased only by a little over 3%, the number of people of color (minority groups) has increased by over 43%. Looking at the numbers more closely, the number of African Americans has increased by over 16%, Hispanic Americans by over 58%, and Asian Americans by over 52%.

This growth in minority populations has occurred unevenly across the 50 states and the District of Columbia. The ten fastest-growing states are in the West and the South. The Hispanic population has more than doubled in twenty-two states, the African-American population has increased by more than 30% in ten states, and the Asian population has increased by at least 85% in ten states. While minorities already make up the majority of the population in California, Hawaii, New Mexico, and Texas, the latest estimates suggest that Georgia is among the next states in line to surpass this threshold behind Nevada and Maryland. According to the Governing calculations of Annual Estimates of the Resident Population at the U.S. Census Bureau, Georgia was ranked 8th in shares of minority populations in 2014 with 45.7%.

The foreign-born population in the US has also been increasing. Atlanta Business Chronicle<sup>3</sup>, citing recently released Census Bureau data, reports that Georgia is ranked 15th in immigrant population growth

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<sup>1</sup> The Chronicle of Higher Education. Meeting the Challenge of Demographic Change, 2016, [www.chronicle.com](http://www.chronicle.com). Accessed 2017.

<sup>2</sup> United States Census Bureau. [www.census.gov](http://www.census.gov). Accessed 2017.

<sup>3</sup> Atlanta Business Chronicle. [www.bizjournals.com](http://www.bizjournals.com). Accessed 2017.

since 2010. Data from the Census Bureau's latest American Community Survey reveals that while metro Atlanta still has among the lowest percentages of foreign-born population among large metros, it is making up ground quickly. There are now more than 700,000 residents of metro Atlanta who were born in a different country, or about 14% of the population. More than half of those were born in Latin America, with another 29% born in Asia. Within the Atlanta region, the percent of the foreign-born population varies widely from county to county, with a high of 25% in Gwinnett County to a low of 2.7% in Spalding. DeKalb County has the second highest percentage of foreign-born with 16.5%, followed by Hall (15.6%), Clayton (15.3%) and Cobb (15%). Growth in foreign-born population accounts for at least 40% of overall growth in DeKalb (47.5%), Gwinnett (47.1%), and Cobb (40%).

These demographic shifts have made it an imperative for all colleges and universities to do their share to educate and graduate more students of color. Some have developed or scaled up initiatives to provide various types of academic and nonacademic supports and services, and many have worked to increase the diversity of their faculty and their leadership.

Federal and state policy makers also need to demonstrate a shared commitment to dealing with the changing demographics in higher education at the policy level. That means not only ensuring that students are college-ready when they graduate from high school, but also that they have the financial means necessary to enroll and graduate from college as well as the supports inside and outside the classroom to complete a credential in a timely manner.

Given that state economies are more dependent than ever on a work force that is college-educated, investment is critical to ensure that need is met. State funding should be allocated based on formulas that provide more support for low-income, academically underprepared, and minority students and for programs and institutions that drive student persistence and attainment. Since around half of all students of color begin at community colleges, state and institutional policy must create better pathways to ensure successful transfers for those who want to complete a four-year degree.<sup>4</sup>

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<sup>4</sup> The Chronicle of Higher Education. Meeting the Challenge of Demographic Change, 2016, [www.chronicle.com](http://www.chronicle.com). Accessed 2017.

## **b. Income Disparity**

Another factor affecting higher education is income inequality. According to an article by The Washington Post in 2013<sup>5</sup>, it is the major factor contributing to the challenges facing higher education. In the 1970's, the share earned by the country's top 10% of the income distribution was about 33% of total income. By 2011 that share had grown to a little more than 48%.

This rise in income inequality has contributed to increased tuition, increased spending, and greater financial aid at many colleges and universities. Increased access to higher education would help moderate the expansion in income inequality over time. Yet the increasing inequality itself presents obstacles to achieving this goal.

While the highest-income families are able and willing to pay the full tuition no matter how high it is, low-income families see it as a huge hurdle. Schools compete for high-income students by supplying the services that they desire, and this drives up costs.

Many schools are committed to recruiting and educating a socioeconomically diverse student body. At private, nonprofit institutions, this commitment has been supported through financial aid policies. At public institutions, low tuition has historically supported access. But the lagging incomes of families that earn less escalate the need for financial aid.

In order to ensure college access for students of all backgrounds, especially low-income students, the federal government has threatened to reduce public support to colleges and universities that do not slow down tuition increases. However, because income inequality keeps increasing in favor of higher-income families, slow tuition growth without an increase in financial aid will continue to hurt low-income students, benefit high-income students, and reinforce income inequality. To address this issue, the federal government has proposed incentives to help ensure that the education system contributes to future income equality by continuing to educate a socioeconomically diverse student body. Tying access to government subsidies to the education of low-income students would help accomplish this.

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<sup>5</sup> The Washington Post. Higher Education's Biggest Challenge is Income Inequality. [www.washingtonpost.com](http://www.washingtonpost.com). Accessed 2017.

### c. US Higher Education Standing in the World

Access to higher education and affordability also affect the US higher education standing in the world. While the US used to be the global leader in producing a talent pool of college graduates, it now ranks 12<sup>th</sup> in the world for young adults with a college education, behind South Korea, Japan, Canada, Russia, Ireland, United Kingdom, Norway, Luxemburg, New Zealand, Israel, and Australia.<sup>6</sup> The U.S. suffers from a college attainment gap, as high school graduates from the wealthiest families are almost certain to continue on to higher education, while only half of high school graduates in the poorest quarter of families attend college.

According to Value Colleges<sup>7</sup>, from 1984 to 2015 the cost of attending private four-year institutions has risen from \$12,716 to \$31,231, while costs for in-state students attending public four-year institutions rose from \$2,810 to \$9,139, a 146% and 225% increase respectively. However, the median household income in the United States has only risen \$6,710, from \$47,181 in 1984 to \$53,891 in 2014. In this situation, students inevitably turn to financial aid in the hope of finding some way to fund their higher education.

This, in turn, creates another problem: Students graduate from college with a significant amount of debt. Value Colleges estimates that in 2012-2013, \$238.5 billion in financial aid was distributed to undergraduate and graduate students in the form of grants from all sources. In that same year, students borrowed approximately \$8.8 billion from private, state, and institutional sources. Today, the United States has over \$1.2 trillion of student loan debt with 7 million borrowers in default.

Enrollments of international students represents another challenge for US colleges and universities. After years of growth, enrollments of this category of students at American universities started to flatten in fall 2016, with a decline of 7% according to Open Doors<sup>8</sup>, a comprehensive annual survey of more than 2,000 universities and colleges. UNESCO data indicates that the United States is host to about one quarter of all internationally mobile students with nearly 600,000 international students. Among leading host countries, the United States' share is 40%, more than double the number hosted by any other leading hosts<sup>9</sup>. Reasons

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<sup>6</sup> Value Colleges. The Best Colleges, The Best Costs, The Highest Returns, 2017. [www.valuecolleges.com](http://www.valuecolleges.com). Accessed 2017

<sup>7</sup> Value Colleges. The Best College, The Lowest Costs, The Highest Return. [www.valuecolleges.com](http://www.valuecolleges.com). Accessed 2017.

<sup>8</sup> Inside Higher Ed. New International Enrollments Decline, 2017. [www.insidehighered.com](http://www.insidehighered.com). Access 2017.

<sup>9</sup> Obst, Daniel & Forster, Joanne. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

for the decline, however, include difficulties in obtaining student visas, social and political environment in the U.S., rising U.S. tuition costs, and vigorous recruitment activities by other English-speaking countries<sup>10</sup>.

According to the Institute of International Education's 2005 Open Doors report<sup>11</sup>, Asia is the largest sending region to the U.S with 58%, followed by Europe (13%), Latin America (12%), Africa (6%), the Middle East (6%), and North America (5%). India is the largest sending country; China is the second largest, followed by Korea, Japan, and Canada. The report also indicates that 40% of all international students studying in the United States were enrolled in just 3 fields of study: business and management (18%), engineering (17%), and computer sciences (9%).

Because international students play an important part in U.S. higher education, this decline is taken seriously both at the government and educators' levels. Not only do international students contribute more than \$13 billion to the U.S. economy every year, but also many academic programs rely on them to conduct research and serve as teaching assistants in key fields of science and technology<sup>12</sup>. In addition, their diverse perspectives help internationalize American classrooms and enhance the quality of teaching, research, and discussion.

#### **d. Trends in Higher Education**

As students and families of all income levels become more intentional about determining what they are willing to pay for college, the higher education marketplace is highly attuned to return on investment (ROI). Accordingly, The Lawlor Group's<sup>13</sup> Trends for 2017 report, "Three Focal Points in the Private Higher Education Marketplace," examines the three primary variables that students and families factor into their value equation: the price to attend, the quality of the educational experience, and the resulting outcomes of the degrees. The group's extensive research notes the following:

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<sup>10</sup> Obst, Daniel & Forster, Joanne. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

<sup>11</sup> Obst, Daniel & Forster, Joanne. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

<sup>12</sup> Obst, Daniel & Forster, Joanne. "Perception of European Higher Education in Third Countries: Outcomes of a Study by the Academic Cooperation Association." Institute of International Education, 2014. Web. 9 Sep. 2014.

<sup>13</sup> The Lawlor Group. Intelligent Marketing Solutions for Education, 2017. [www.thelawlorgroup.com](http://www.thelawlorgroup.com). Accessed 2017.

- Sticker shock affects even families with the ability to pay. Most undergraduates attend a four-year institution with tuition and fees of \$11,730 or less, but the average sticker price at private colleges is almost three times that, and has doubled during the past 27 years, even after accounting for inflation.
- Families are more price-sensitive and cost-conscious. Most families cross a college off their consideration list due to its published price before applying to it, presumably before knowing what their actual net cost would be. Student loan debt is viewed negatively, so families are holding out for more merit aid.
- Reputation does matter, and people check it out online. A strong academic reputation has consistently been the top reason students select their college, more important even than the college's price. Families turn most frequently to third-party online sources to research colleges and their rankings.
- High sticker price drives expectations of high quality. To gauge the quality of colleges lacking national name-brand recognition, families consider the personal attention they provide. Student satisfaction is highly correlated with receiving support and guidance from faculty and staff in a welcoming environment.
- Academic alignment with job demand is important. The most important reason students give for attending college is "to be able to get a better job," so families put a premium on clear paths to employment success, knowledge and skills that are relevant to the job market, and experiential learning outside the classroom.
- Worth is ultimately based on post-graduate results. Due to heightened demands for accountability, college outcomes by institution have become more accessible. Time to graduation, employment/graduate school results, starting salaries, and student loan debt loads are all factors for determining whether a degree is worth its cost.

The three ROI focal points in the higher education marketplace (price, quality, and outcomes) require private colleges and universities to likewise focus on their value proposition and how they deliver ROI, especially in the context of differentiating themselves relative to their key competitors.

Other recommendations:

- Showcase value to overcome sticker shock
- Provide aid to surmount both inability and unwillingness to pay
- Serve many different student niches to ensure adequate revenue streams
- Continuously improve the educational experience to boost retention
- Deliver outcomes that result in satisfied alumni

**e. Facts About Higher Education in the Atlanta Region**

The Atlanta region enjoys a concentration of colleges and universities matched by few U.S. metropolitan areas, landing in the top tier across more than 20 measures of higher education. And Atlanta-area colleges and universities offer an extraordinary mix of missions and campus settings, from internationally renowned research institutions to small liberal arts colleges, from comprehensive universities to specialized schools of art, theology, technology and medicine.

A highly educated population means a better pool of workforce talent, higher incomes and a broader tax base. A wealth of degree programs means something for everyone, from entering freshmen to adults seeking advanced degrees. And campuses across the region bring arts and entertainment, commerce, research, and community service to their neighborhoods.

Key facts about higher education in the Atlanta region:

- 57 colleges and universities
- Almost 1,800 distinct programs of study at the associate's, bachelor's, master's, doctorate and professional levels
- More than 250,000 students enrolled each year
- 7th in student enrollment among America's largest urban areas
- 6th in annual college graduates (at the bachelor's level or higher)
- Among the top 7 urban centers in number of degrees awarded in fields including engineering, computer sciences, math, physical, biological sciences, health professions, business, arts and theology.

Economic impact - Colleges and universities in the Atlanta region:

- are a significant sector of the economy, generating a \$10.8 billion impact on the state, 3.2% of Georgia's annual gross product, from spending by institutions, employees, students and visitors, plus the impact of capital expenditures.
- create 130,000 jobs across all industries in Georgia
- yield \$3 billion in state and local taxes paid by Georgians who graduated from or are employed by the region's colleges and universities.
- draw 5.7 million visits annually, 1.5 million of them overnight, for campus tours, commencement, alumni events, arts and culture, athletic events and conferences.

Research center:

- Only five U.S. metro areas totaled higher education research spending of \$1 billion or more in 2005. Atlanta was one of them.
- Three local institutions, Georgia Tech, Emory, and UGA, ranked among the top 50 U.S. universities for research and development spending in FY 2005, according to the National Science Foundation.

Smart Place:

- Atlanta is a national leader in attracting college-educated 25-34 year olds, according to the Metro Atlanta Chamber of Commerce<sup>14</sup>.
- In the city of Atlanta, 39.9% of adults hold at least a bachelor's degree, and in metro-Atlanta the figure is 33.3%. The U.S. level is 27.0%.
- A Census Bureau analysis ranked the city of Atlanta 6th among cities nationally in the percentage of people 25 and older who have completed bachelor's degrees.

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<sup>14</sup> Metro Atlanta Chamber of Commerce, 2017. [www.metroatlantachamber.com](http://www.metroatlantachamber.com). Accessed 2017.

### **III. INTERNAL ASSESSMENT**

#### **A. Strengths**

The most important strengths identified at AUHS are the student body and the faculty. As a relatively new and small institution, these are exactly what is needed in order to grow and succeed.

The faculty is dedicated to its job, to the students, and to the institution, and is committed to contributing to its success by working diligently towards students' achievement of learning outcomes and the institution's accomplishment of its mission.

All the students at AUHS are international students, studying in the United States with a student visa. While many international students at some other similarly small institutions are focused on going through the motions in order to maintain their legal stay in the US, students at AUHS demonstrate that they are here to learn and succeed. Therefore, they take their studies very seriously and work hard to meet every requirement of the program.

It is the University's responsibility to maintain or enhance these strengths, as they will undoubtedly contribute to its growth and success.

#### **B. Weaknesses**

Weaknesses identified at AUHS can be summarized in the small size of the institution: low enrollment, small facilities, low number of staff members, and low quantity of equipment.

The size of the facilities, the number of staff members, and the quantity of available equipment is currently proportional to the overall size of the University. However, in order to accomplish its mission of "improving the general health and well-being of the public in local, national, and global communities" and its vision of becoming "an exemplary model for the integration and translation of inter-professional knowledge into the preparation of exceptional scholars and healthcare professionals," the University needs to demonstrate growth. Growth indicates that enrollment is increasing and that the institution's programs and services are attracting more students; it is a confirmation of the University's effectiveness.

Senior Administration strives to ensure compliance with federal, state, and accreditation standards, regulations, and processes. In order to accomplish this, they monitor regulatory and policy matters that effect the University, and develop and maintain related policies, procedures, and guidelines. They anticipate high enrollment after the University is granted accreditation. Therefore, plans are in place to respond to this growth. They include moving to larger facilities, hiring more faculty and staff members, and purchasing more instructional and clinical equipment.

## **IV. EXTERNAL ASSESSMENT**

### **A. Opportunities**

Opportunities for AUHS include demographic shifts, trends in higher education, and the rise of healthcare needs.

As indicated in the Environmental Scan, the immigrant population, including the foreign-born population, is increasing in the country, and particularly in Georgia and in Gwinnett County, where the University is located. Since 1990, the number of Asian Americans has increased by over 52%. Because the students served by AUHS are mostly Asians, this represents a good opportunity for the University.

The Environmental Scan also describes a major trend in higher education: it is highly attuned to return on investment. It indicates three primary variables that families take into consideration when deciding on the institution to attend and the major to study: the price to attend, the quality of the educational experience, and the resulting outcomes of the degrees. In other words, academic programs need to be aligned with job demand; they need to lead to employment success, to knowledge and skills that are relevant to the job market.

The rise of healthcare needs enhances the relevance of AUHS, as its program leads directly to careers in an evolving and in-demand field. Indeed, Georgia Department of Labor data indicates that occupations in the field of healthcare are on the rise.

### **B. Threats**

In addition to the state legislation that may not be in favor of the practice of Acupuncture and Oriental Medicine, a major threat that was identified, and which is described in the Environmental Scan, is the decline in the number international students coming to study in the United States. As previously stated, all the students at AUHS are on a student visa, so this trend is a serious threat to the institution. In order to mitigate the effects of this trend, AUHS will need to seek federal approval to participate in Title IV and other types of financial aid and scholarship programs.



## V. ANALYSIS OF ANNUAL ASSESSMENT RESULTS

As part of its planning process, the University conducts an annual assessment of the following areas: Educational programs, academic support services, and administrative support services. The assessment of each of these areas consists of assigning various types of surveys to the students, faculty, staff, and Board of Directors, and of analyzing some institutional data.

### A. Educational Programs

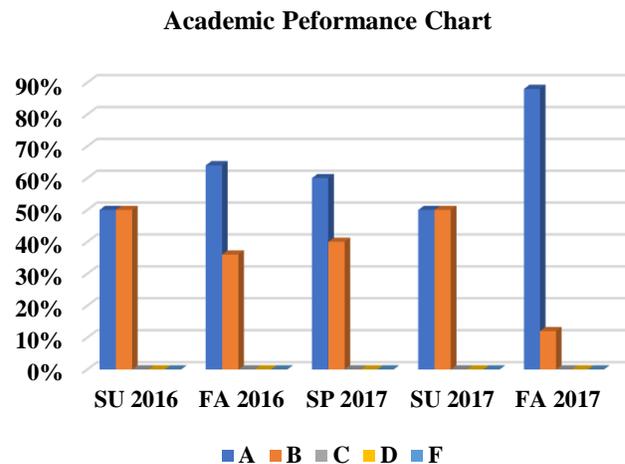
The assessment of Educational programs includes an analysis of academic performance and of curriculum and course evaluations.

#### Academic Performance

Focus on the quality of the curriculum and instruction has led to good to excellent student academic performance. Grades obtained in a course are some of the most objective methods for measuring how much students have acquired the pre-determined learning outcomes. The Academic Performance Table below indicates that all students have obtained a GPA of 3.0 and more.

As the institution remains in operations over the next few years, other methods for measuring academic performance will be examined. Those include exit exams grades, graduation rates, and licensing exam passing rates.

| ACADEMIC PERFORMANCE TABLE |     |     |    |    |    |
|----------------------------|-----|-----|----|----|----|
|                            | A   | B   | C  | D  | F  |
| <b>SU 2016</b>             | 50% | 50% | 0% | 0% | 0% |
| <b>FA 2016</b>             | 64% | 36% | 0% | 0% | 0% |
| <b>SP 2017</b>             | 60% | 40% | 0% | 0% | 0% |
| <b>SU 2017</b>             | 50% | 50% | 0% | 0% | 0% |
| <b>FA 2017</b>             | 88% | 12% | 0% | 0% | 0% |



## **Curriculum Evaluation**

1. **Program Description**: Most respondents agree or strongly agree that the program description accurately captures the types of duties a graduate can expect to perform in the work environment, and that the length of the program is adequate.
2. **Program Content**: While most respondents had a neutral feeling towards the sequencing of courses within the program, the time allotted to each course, and the balance between theory and practice within the program, most agree or strongly agree that all necessary competencies/learning objectives are included within the courses. In addition, most feel that the courses and learning outcomes are rigorous enough, and that there is no need to add more topics to the program. However, most also feel that some courses within the program should be pre-requisites for other courses and that some courses and learning outcomes are not particularly relevant to the program.

*A follow-up to this area of the survey needs to be conducted in order to determine which courses should be pre-requisites for other courses, which courses are not relevant, and how to create a more effective balance between theory and practice within the program.*

3. **Program Resources**: Most respondents feel that the tools, equipment, and supplies are satisfactory, that the textbooks are adequate, and that the institution reinforces instruction with appropriate technology. However, most agree that the delivery of the program would be more effective with some specialized equipment, textbooks, software, or other resources.

*A follow-up to this area of the survey needs to be conducted in order to determine which specialized equipment, textbooks, software, and other resources would be more effective in the delivery of the program.*

4. **Program Instruction/Evaluation Methods**: Most respondents agree or strongly agree that program content/learning activities are consistent with industry practices, instructional methods are adequate for course/program delivery, methods of evaluation are appropriate, and that the combination of training and experience required for potential instructors hired to teach core competencies/courses are adequate. However, most are unsure about whether instructional materials model appropriate work habits in the industry.

*A follow-up to this area of the survey needs to be conducted in order to identify instructional materials that model appropriate work habits in the industry.*

5. **Graduation Requirements/Employment Requirements**: Most respondents feel that the requirements for successful completion of the program are sufficient, and that the program clearly outlines any certification requirements for graduate employment.

6. Work Term: Most respondents feel that the length of the work term and the evaluation methods utilized for the work term are adequate. However, half are unsure about the placement of the work term and about whether the objectives of the work term further build on the students' knowledge and skill level already developed within the program.

*A follow-up to this area of the survey needs to be conducted in order to reevaluate the placement and objectives of the work term.*

7. Comments Section:

- *Although there is an informal Board Prep course each semester, we need to add an official one to the program.*
- *As part of the admission process, students need to demonstrate English proficiency.*

### Course Evaluations

It is worth point out that one or two students had some negative answers to some of the survey questions of some courses, but overall most answers were positive.

1. The courses: Most respondents feel that the texts and other materials were appropriate, assignments were consistent with the stated goals, and grading was fair and consistent with the stated goals.
2. Instructors: Most respondents feel that their instructors were organized and well prepared, presented the subject matter clearly, answered questions effectively, facilitated discussion well, were effective in the lab, gave useful feedback, and were accessible to answer questions and explain material outside of class. However, when asked whether their instructors instilled interest in the field, most students neither agreed nor disagreed.
3. Overall: Most respondents believe they learned a lot in their courses.
4. Comments Section:
  - The course was very detailed, but it slowed down in order to study more cases.
  - My instructor was well prepared, and we have live discussions.
  - This is one of the best courses I had this semester.
  - Great teacher and great course. The course was fun.
  - We didn't learn enough in this course. We could have studied more popular children's diseases such as autism, ADHD...
  - The course could have addressed more medial issues confronted by the world.
  - We need to do review activities in this class.
  - It would be more beneficial to study more current information.
  - We could probably visit good clinics and discuss the findings in class.

- There needs to be more patients in the clinic.
- We may need 2 to 3 feedback sessions during the internship.
- Course material/textbook is ok, but I think its needs to be improved.
- The instructor needs to speak and read more slowly and clearly.
- The Instructor must improve his communication skills as well as English skills. Also, he needs to know how to prepare PPT for the courses. Reading the teaching materials is not good enough for the students. Sometimes, he does not understand the questions that students ask in class. When a student asks him a valid Point Location question, his answer is that it is student's homework for the following week. He might be a good practitioner, but not a good instructor.
- More practice questions are needed before tests.

*A follow-up to these surveys needs to be conducted. Individual instructors will receive a copy of students' answers to survey questions for the courses they taught and will have a one-on-one discussion with their supervisor to develop and improvement plan.*

## **B. Academic Support Services**

The assessment of Academic Support Services includes an analysis of student enrollment, student satisfaction, and faculty and staff satisfaction, and an evaluation of marketing procedures, faculty and staff workload, and faculty and staff orientation and training plan.

### **Enrollment**

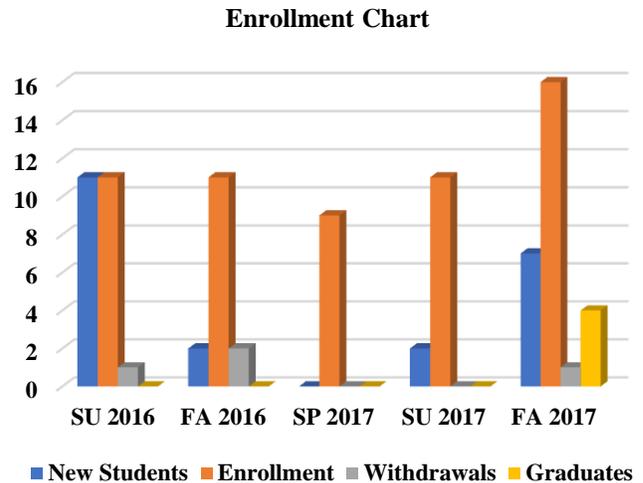
Enrollment has remained about the same since the University began operations. At this point, even though it is a little low, the size can be explained by a couple of facts:

1. The University is relatively new and unknown. There has not been enough time for marketing and recruitment efforts to have significant effects on enrollment.
2. The University is not accredited yet. As a new institution offering a program that leads to such a regulated field, which requires graduates to pass a licensing exam, trust in the quality of its services comes with national recognition.
3. Average tuition for the program offered by the University is a little high, as is the tuition for any medical related academic program.

Such low enrollment was expected by senior administration, which is working diligently and patiently obtain national recognition for the University. Once the institution obtains accreditation, it may be eligible

to participate in Title IV and other types of grants and scholarship programs. This will inevitably lead to an increase in enrollment.

| ENROLLMENT TABLE |              |            |     |       |
|------------------|--------------|------------|-----|-------|
|                  | New Students | Enrollment | WDs | Grads |
| SU 2016          | 11           | 11         | 1   | 0     |
| FA 2016          | 2            | 11         | 2   | 0     |
| SP 2017          | 0            | 9          | 0   | 0     |
| SU 2017          | 2            | 11         | 0   | 0     |
| FA 2017          | 7            | 16         | 1   | 4     |



### Student Satisfaction

1. Student Services: Most respondents indicated that they are satisfied with services, assistance, and answers they receive from Student Services. However, they also indicated that information about available counseling services does not apply to them or is not important to them. This is probably due to the fact that such information is not disseminated enough, and most students are not aware of such services.

*A follow-up to this area of the survey needs to be conducted in order to ensure that all students are aware of such services offered to them. Administration could post a notice in the facilities.*

2. Registrar and Academic Affairs: Most respondents indicated that they are either satisfied or very satisfied with the Registrar and Academic Affairs, including the helpfulness of the staff, the registration process, and wait time for receiving a requested document.
3. Business Services: Most respondents indicated that services provided by the Business Office does not apply to them. This is probably due to the fact that, being a small University, staff members hold more than one position and perform more than one job, making it difficult to distinguish specific roles. As the University grows, there will be a need to hire more personnel.
4. Library Resources: Most respondents indicated that they are either somewhat satisfied or satisfied with library resources, including the helpfulness of the Librarian, study facilities available in the library, and the accessibility of library resources and search software. However, most said the operating hours did not apply to them. This is certainly due to the availability of online resources, which can be accessed anytime and anywhere.

5. Advising: Most respondents indicated that they are satisfied with academic advising, including the knowledge of the academic advisor about their degree program and faculty/staff knowledge of career opportunities in their field of study.
6. Environment: Most respondents indicated that they are satisfied with the environment, including the cleanliness of the campus building, the maintenance and temperature of the classrooms, the quality of the equipment in the clinic facilities, campus security, and parking availability.
7. General Technology: Most respondents indicated that they are either satisfied or very satisfied with the technology used on campus, including the AV equipment used in classrooms, the reliability of wireless connectivity, and the usability of the University website.
8. Student Life: Most respondents indicated that they are either satisfied or very satisfied with student life on campus, including access to adequate student support services, the racial/ethnic diversity of the student body, the way students are treated, the sense of belonging to the University and its community, the Student Government Association and its activities, the access to their instructors outside of class and to the assistance they provide, and the interaction with other students. However, some stated that the complaint procedure does not apply to them or is not important to them even though they understand the procedure. In addition, respondents were split when it comes to the quality of instruction. Only a few indicated that they are either satisfied or very satisfied. Some stated that it does not apply to them and one is very dissatisfied. The positive note here is that most would recommend their degree program to a friend or family member.

*A follow-up needs to be conducted in this area of the survey to determine why some students are dissatisfied with the quality of the instruction in order to make the appropriate improvements. Staff members also need to emphasize the importance of the complaint procedure so that all students understand its importance.*

9. Student Exit Surveys: Exit surveys indicate an overall satisfaction of the students.

### **Faculty and Staff Satisfaction**

1. Professional Life: Most respondents indicated that they are somewhat or strongly satisfied with their overall experience at the University, their teaching responsibilities, their advising responsibilities, the time available for scholarly work, and the mentoring they have received. However, some had a neutral answer regarding the quality of graduate students, their administrative responsibilities, professional development opportunities, and their current salary and benefits. In addition, some were dissatisfied with the performance evaluation procedures.

*A follow-up needs to be conducted in this area of the survey to determine how to improve the faculty's administrative responsibilities, professional development opportunities, and performance evaluation procedures. The faculty's neutral answer regarding the quality of graduate students is due to the fact that the University only recently graduated its first 3 students. This answer will become more positive as we graduate more students. As for their salary and benefits, this will inevitably change as the University grows.*

2. Source of Stress: A lot of the questions in this area of the survey did not apply. Of those that did, most respondents indicated that they were not stressed at all. However, some expressed that they were somewhat stressed by their advising responsibilities and campus policies.
3. Interactions within the University: Most respondents have a positive feeling about interactions within the University.
4. Supervisor: Most respondents have a positive feeling about their supervisor, who, in their case, is the president of the University.
5. University Support: Many of the questions in this area did not apply to respondents.
6. Mentoring: Most respondents indicated that they have received minimal mentoring or none at all. However, they also indicated that they have not served as mentors for another faculty/staff member.

*A follow-up needs to be conducted in this area of the survey to develop a formal mentoring program at the University. However, these negative answers are probably due to the fact that respondents are already familiar with their responsibilities and with the president for having worked with him prior to this institution.*

7. Campus Community: Most respondents have a positive feeling about the campus community.
8. The Facilities: Most respondents have a positive feeling about the facilities, particularly regarding the cleanliness and organization, safety, and adequacy of tools and equipment. However, they also recommended physical changes and the acquisition of additional tools, equipment, and training aids.

*The improvement of the facilities and equipment is included in the University Strategic Plan and budget and will be implemented in proportion to institutional growth and needs.*

9. Comments Section:
  - We need a larger facility, and those plans are in the works.

## **Marketing Procedures**

Almost none of the questions in the area was applicable to the respondents. Some respondents indicated in the Comments Section that there is no information on the website about recruitment procedures, that they have never seen any ads, and that a few students had dropped out in their first semester because they didn't expect the program to require this much work and effort.

*A better job needs to be done in this area. More specifically, a Marketing Plan needs to be created so that all faculty and staff understand what is being done in this area.*

### **Faculty and Staff Workload**

All respondents have a positive feeling about their workload. Most, however, indicated that they would like to have more students and more classes to teach. One stated that he or she has taken on more responsibilities voluntarily in order to help the University grow. When asked about the most important challenges facing their current position, the most important answer was the shortage of teaching material, assistance, and student management. Some respondents indicated that they would like to get paid more.

*Overall, all faculty and staff understand the challenges that new institutions face, and they are willing to work despite those challenges. They also understand that plans for growth are in the works and many of these challenges will be solved gradually as the University grows.*

### **Faculty and Staff Orientation and Training Plan**

Most respondents have a positive feeling about the orientation and training plan.

## **C. Administrative Support Services**

In addition to an analysis of admission procedures, staffing and personnel needs, facilities and equipment, and fiscal resources, most of the assessment of Administrative Support Services is included in many of the same areas assessed in Academic Support Services.

### **Admissions**

Most respondents agree or strongly agree that admission requirements ensure that students have the basic knowledge, skills, and abilities to be successful in the program. However, they also recommended that other academic qualifications be required.

*A follow-up needs to be conducted in this area of the survey to determine which other academic qualifications should be required as part of the admission process.*

### **Business Affairs**

Most respondents indicated that services provided by the Business Office does not apply to them. This is probably due to the fact that, being a small University, staff members hold more than one position and perform more than one job, making it difficult to distinguish specific roles. As the University grows, there will be a need to hire more personnel.

### **Staffing and Personnel Needs**

The University has developed a plan to respond to staffing and personnel needs but has not yet needed to implement it because of the small size of the institution. As the University grows, this plan will be implemented and evaluated to assess its effectiveness.

### **Staff Workload**

All respondents have a positive feeling about their workload. As indicated in the Faculty and Staff Workload Survey, all faculty and staff understand the challenges that new institutions face, and they are willing to work despite those challenges. They also understand that plans for growth are in the works and many of these challenges will be solved gradually as the University grows.

### **Staff Orientation and Training Plan**

As indicated in the Faculty and Staff Orientation and Training Plan survey, most respondents have a positive feeling about the orientation and training plan.

### **Performance Evaluation**

As indicated in the Faculty and Staff Satisfaction survey, some respondents were dissatisfied with the performance evaluation procedures.

*A follow-up needs to be conducted in this area of the survey to determine how to improve the performance evaluation procedures.*

### **Facilities and Equipment**

As indicated in the Faculty and Staff Satisfaction survey, most respondents have a positive feeling about the facilities, particularly regarding the cleanliness and organization, safety, and adequacy of tools and

equipment. However, they also recommended physical changes and the acquisition of additional tools, equipment, and training aids.

*The improvement of the facilities and equipment is included in the University Strategic Plan and budget and will be implemented in proportion to institutional growth and needs.*

### **Fiscal Resources**

Fiscal resources are evaluated when the President and the Board of Directors develop an annual budget each year. The current fiscal resources are adequate for the current state and size of the University, and adequate to handle the expected growth.

## **VI. ANALYSIS OF ACCOMPLISHMENTS**

There are no accomplishments to be analyzed. This Strategic Plan is the first developed by the University, and the planning cycle goes from 2018 to 2022.

The Action Plan included in this plan will be analyzed in the Fall of 2018.

## **VII. STRATEGIC GOALS AND OBJECTIVES**

### **GOAL 1:**

#### **Be a nationally recognized institution**

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Objective 1.1: Obtain accreditation from ACAOM

### **GOAL 2:**

#### **Be a recognized model for leadership in inclusion**

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Objective 2.1: Expand marketing and promotional efforts

Objective 2.2: Expand the University's presence on social media

Objective 2.3: Establish partnerships with ethnic organizations

Objective 2.4: Create a Marketing Plan

### **GOAL 3:**

#### **Enhance supporting infrastructure for instruction, clinic internship, and student services**

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Objective 3.1: Closely monitor student enrollment

Objective 3.2: Relocate to a larger facility

### **GOAL 4:**

#### **Become a model for education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.**

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Objective 4.1 Increase the level of financial support for students

Objective 4.2: Enhance the student advisement/counseling process

Objective 4.3: Find the balance between technology and human interaction in instruction so that education and student success outcomes are greatly enhanced.

Objective 4.4: Establish new pathways that facilitate seamless college to career transitions.

**GOAL 5:**

**Enhance the competency of students, faculty, and staff.**

---

Objective 5.1: Enhance assessment procedures and tools

Objective 5.2: Vary instructional methodologies to adapt to student learning style

Objective 5.3: Enhance professional development opportunities

Objective 5.4: Enhance faculty and staff performance evaluation procedures

**GOAL 6:**

**Enhance faculty, staff, and student involvement in daily operations**

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Objective 6.1: Establish faculty, staff, and student standing committees

Objective 6.2: Establish an AUHS alumni association

**GOAL 7:**

**Create innovative and flexible degree and certificate programs that respond to evolving market and society needs.**

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Objective 7.1: Complete Phase 1: Analysis

Objective 7.2: Complete Phase 2: Design

Objective 7.3: Complete Phase 3: Development

Objective 7.4: Complete Phase 4: Approval

Objective 7.5: Complete Phase 5: Implementation

Objective 7.6: Complete Phase 6: Evaluation

**GOAL 8:**

**Promote and enhance external funding of the university**

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Objective 8.1: Establish a grant request process

Objective 8.2: Enhance the donation program

**GOAL 9:**

**Conduct follow-up activities on Annual Assessment Results**

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Objective 9.1: Enhance the curriculum

Objective 9.2: Enhance student services

Objective 9.3: Enhance Admission Procedures

Objective 9.4: Create a Marketing Plan

## VIII. ACTION PLAN

### GOAL 1: Be a nationally recognized institution

| Objectives  | Steps and Timeline   | Assessment  | Resources Needed (if any) |
|---|--|---|---------------------------|
| <b>Objective 1.1: Obtain accreditation from ACAOM</b> | <ul style="list-style-type: none"> <li>• Complete the Eligibility Phase</li> <li>• Complete the Pre-Accreditation Phase</li> <li>• Complete the Accreditation Phase</li> </ul> | <p>ACAOM site visit</p> <p>Positive site visit report</p> <p>Granting of Candidacy Status</p> <p>Granting of Accreditation Status</p> | Financial resources       |

### GOAL 2: Be a recognized model for leadership in inclusion

| Objectives   | Steps and Timeline  | Assessment  | Resources Needed (if any)               |
|--|---|---|---|
| <b>Objective 2.1: Expand marketing and promotional efforts</b>         | <ul style="list-style-type: none"> <li>• Advertise in various ethnic magazines and newspaper</li> <li>• Participate in various cultural events</li> <li>• Make promotional materials available in various languages</li> <li>• Monitor the effectiveness of these marketing and promotional efforts and make changes as needed</li> </ul> | <p>Keep track of how prospective students find out about the university.</p> <p>Put emphasis on the most common source.</p> | <p>Staff</p> <p>Financial resources</p> |
| <b>Objective 2.2: Expand the University's presence on social media</b> | <ul style="list-style-type: none"> <li>• Create accounts and ads on social media websites to target various nationalities</li> <li>• Constantly monitor page engagement and make changes as needed</li> <li>• Monitor the effectiveness of the university's presence on social media</li> </ul>   | <p>Keep track of how prospective students find out about the university.</p> <p>Put emphasis on the most common source.</p> | <p>Staff</p> <p>Financial resources</p> |

|  |  |   |   |
|--|--|---|---|
|  | and make changes as needed   |   |   |
| <b>Objective 2.3: Establish partnerships with ethnic organizations</b> | <ul style="list-style-type: none"> <li>• Invite community leaders and members to events hosted by the university</li> <li>• Partner with ethnic organizations in the events that they host</li> <li>• Participate in community development events/activities</li> <li>• Establish permanent communication line between the university and community leaders</li> </ul> | <p>Keep track of how prospective students find out about the university.</p> <p>Put emphasis on the most common source.</p> | <p>Financial resources</p> <p>Staff</p> <p>Students</p> |

**GOAL 3: Enhance supporting infrastructure for instruction, clinic internship, and student services**

| <b>Objectives</b>  | <b>Steps and Timeline</b>   | <b>Assessment</b>  | <b>Resources Needed (if any)</b> |
|--|---|--|----------------------------------|
| <b>Objective 3.1: Closely monitor student enrollment</b> | <ul style="list-style-type: none"> <li>• Enhance the process for monitoring student enrollment by systematically gathering relevant information</li> <li>• Enhance supporting infrastructure based on the size of the student population</li> </ul>   | Analyze student outcome data every semester and every year                         | <p>Staff</p> <p>Students</p>     |
| <b>Objective 3.2: Relocate to a larger facility</b>      | <ul style="list-style-type: none"> <li>• Conduct research on neighborhoods where the targeted populations live</li> <li>• Identify a facility that can accommodate the increasing size of the student population and the various services offered by the university</li> <li>• Increase the availability of tools and equipment.</li> </ul> | <p>Facility assessment</p> <p>Student, Faculty, and Staff satisfaction surveys</p> | Financial resources              |

**GOAL 4: Become a model for education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.**

| Objectives   | Steps and Timeline  | Assessment   | Resources Needed (if any)   |
|--|---|--|---|
| <p><b>Objective 4.1: Increase the level of financial support for students</b></p>  | <ul style="list-style-type: none"> <li>• Apply for university participation in Title IV</li> <li>• Research various scholarship and grant programs and apply for participation.</li> <li>• Offer institutional scholarship to those who qualify.</li> <li>• Offer on-campus employment to those who qualify.</li> </ul>   | <p>Keep track of increasing number of students who receive financial assistance.</p> <p>Keep track of types of financial assistance received.</p> <p>Keep track of student performance outcome</p> | <p>Staff</p> <p>Title IV application</p> <p>Financial resources</p> |
| <p><b>Objective 4.2: Enhance the student advisement/counseling process</b></p>   | <ul style="list-style-type: none"> <li>• Notify student body of availability and purpose of advisement and counseling during new student orientation.</li> <li>• Create new student orientation checklist (if not already existing), and have new students sign to acknowledge receipt and understanding of information and documents.</li> <li>• Create Student Advisement and Counseling Sheet</li> </ul> | <p>Keep track of advisement and counseling sessions</p> <p>Follow up on advisement and counseling sessions</p> <p>Analyze student satisfaction survey</p>  | <p>Staff</p> <p>Faculty</p> <p>Students</p>                         |
| <p><b>Objective 4.3: Find the balance between technology and human interaction in instruction so that education and student success outcomes are greatly enhanced.</b></p> | <ul style="list-style-type: none"> <li>• Research effective use of technology in education</li> <li>• Adopt relevant approach in order to stay abreast of trends in the field</li> <li>• Constantly monitor impact of technology on</li> </ul>  | <p>Analyze student satisfaction survey</p> <p>Student, Faculty, and Staff satisfaction surveys</p>   | <p>Student</p> <p>Faculty</p> <p>Staff</p> <p>Outcome data</p>      |

|  |   |                                 |                                |
|--|---|---------------------------------|--------------------------------|
|  | student success and make changes as needed  |                                 |                                |
| <b>Objective 4.4: Establish new pathways that facilitate seamless college to career transitions.</b> | <ul style="list-style-type: none"> <li>• Establish Job placement/Career Services Office</li> <li>• Provide training in job search skills</li> <li>• Provide training in the development of entrepreneurial skills</li> <li>• Establish partnerships with various employers</li> </ul> | Keep track of student placement | Staff<br>Students<br>Community |

**GOAL 5: Enhance the competency of students, faculty, and staff.**

| <b>Objectives</b>   | <b>Steps and Timeline</b>  | <b>Assessment</b>   | <b>Resources Needed (if any)</b>     |
|---|--|---|--------------------------------------|
| <b>Objective 5.1: Enhance assessment procedures and tools</b>                             | <ul style="list-style-type: none"> <li>• Research various adequate assessment procedures and tools</li> <li>• Train faculty in the use of various assessment procedures and tools</li> </ul>   | Keep track of student performance outcome<br><br>Analyze Curriculum Survey<br><br>Analyze Student and Faculty satisfaction surveys                            | Students<br><br>Staff<br><br>Faculty |
| <b>Objective 5.2: Vary instructional methodologies to adapt to student learning style</b> | <ul style="list-style-type: none"> <li>• Train faculty in the use of various instructional methodologies</li> </ul>  | Keep track of student performance outcome<br><br>Analyze Curriculum Survey<br><br>Analyze Student and Faculty satisfaction surveys                            | Students<br><br>Staff<br><br>Faculty |
| <b>Objective 5.3: Enhance professional development opportunities</b>                      | <ul style="list-style-type: none"> <li>• Research professional development activities such as conferences, workshops, professional associations, etc.</li> <li>• Make findings available to faculty and staff</li> <li>• Establish process to</li> </ul> | Keep track of faculty staff professional development<br><br>Keep track of student performance outcome<br><br>Analyze Student and Faculty satisfaction surveys | Students<br><br>Staff<br><br>Faculty |

|  |  |   |                             |
|--|--|---|-----------------------------|
|  | <p>contribute financially to faculty and staff professional development</p> <ul style="list-style-type: none"> <li>Establish in-house professional development opportunities</li> </ul>  |   |                             |
| <p><b>Objective 5.4:<br/>Enhance faculty and staff performance evaluation procedures</b></p> | <ul style="list-style-type: none"> <li>Establish systematic performance evaluation. Make procedures and performance standards available to faculty and staff</li> <li>Meet with faculty and staff one-on-one to discuss evaluation and provide pathway for performance improvement</li> <li>Develop a formal mentoring program.</li> </ul> | <p>Analyze Faculty and Staff satisfaction survey</p> <p>Keep track of faculty and staff performance</p> | <p>Staff</p> <p>Faculty</p> |

**GOAL 6: Enhance faculty, staff, and student involvement in daily operations**

| Objectives   | Steps and Timeline  | Assessment  | Resources Needed (if any)                   |
|--|---|---|---|
| <p><b>Objective 6.1:<br/>Establish faculty, staff, and student standing committees</b></p> | <ul style="list-style-type: none"> <li>Create policies and procedures for the establishment, membership, and supervision of the committees</li> <li>Assign specific roles, projects, and timelines to each committee</li> </ul> | <p>Periodic evaluation of the effectiveness of each committee</p> | <p>Staff</p> <p>Faculty</p> <p>Students</p> |

|  |   |   |          |
|--|---|---|----------|
| <b>Objective 6.2:<br/>Establish an AUHS<br/>alumni association</b> | <ul style="list-style-type: none"> <li>• Create policies and procedures for the establishment, membership, and supervision of the association</li> <li>• Assign specific roles, projects, and timelines to the association</li> </ul> | Periodic evaluation of the effectiveness of the association | Students |
|--|---|---|----------|

**GOAL 7: Create innovative and flexible degree and certificate programs that respond to evolving market and society needs.**

| Objectives  | Steps and Timeline   | Assessment                     | Resources Needed (if any)                  |
|---|--|--------------------------------|--|
| <b>Objective 7.1:<br/>Complete Phase 1:<br/>Analysis</b>    | <ul style="list-style-type: none"> <li>• Determine degree and certificate programs that are covered by ACAOM.</li> <li>• Conduct needs analysis and market research</li> <li>• Conduct research of similar programs</li> <li>• Conduct research accreditation standards</li> </ul> | Needs assessment               | Staff<br><br>Faculty<br><br>General public |
| <b>Objective 7.2:<br/>Complete Phase 2:<br/>Design</b>      | <ul style="list-style-type: none"> <li>• Determine program purpose, audience, content, and organization</li> <li>• Determine instructional approach, instructional resources, the role of technology, and the level of student engagement</li> </ul>                               | Completeness of the curriculum | Staff<br><br>Faculty<br><br>General public |
| <b>Objective 7.3:<br/>Complete Phase 3:<br/>Development</b> | <ul style="list-style-type: none"> <li>• Write course descriptions and goals</li> <li>• Determine pre-requisites</li> <li>• Determine and write course objectives and student learning outcomes</li> </ul>   | Completeness of the curriculum | Staff<br><br>Faculty<br><br>General public |

|  |  |                                  |  |
|--|--|----------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Determine program length</li> <li>• Write course syllabi</li> </ul>   |                                  |  |
| <b>Objective 7.4:<br/>Complete Phase 4:<br/>Approval</b>       | <ul style="list-style-type: none"> <li>• Submit new programs to GNPEC and to accreditation agencies for approval</li> <li>• Update SEVP</li> </ul>                                     | State and accreditation approval | Staff  |
| <b>Objective 7.5:<br/>Complete Phase 5:<br/>Implementation</b> | <ul style="list-style-type: none"> <li>• Create and conduct demo courses evaluated by instructors</li> <li>• Implement suggestions</li> <li>• Provide training as needed</li> </ul>    | Completeness of the curriculum   | Staff<br>Faculty<br>General public<br>Students |
| <b>Objective 7.6:<br/>Complete Phase 6:<br/>Evaluation</b>     | <ul style="list-style-type: none"> <li>• Determine level of student success</li> <li>• Determine impact of courses on student performance</li> <li>• Make changes as needed</li> </ul> | Completeness of the curriculum   | Staff<br>Faculty<br>General public<br>Students |

**GOAL 8: Promote and enhance external funding of the university**

| <b>Objectives</b>   | <b>Steps and Timeline</b>  | <b>Assessment</b>                                | <b>Resources Needed (if any)</b> |
|---|--|--|----------------------------------|
| <b>Objective 8.1:<br/>Establish a grant request process</b> | <ul style="list-style-type: none"> <li>• Identify current personnel or employ new personnel to oversee the University's grant application process</li> <li>• Determine how to find grant funds</li> <li>• Write and submit grant applications</li> </ul> | Keep track of external funding of the university | Staff<br>Financial resources     |

|  |   |  |                                  |
|--|---|--|----------------------------------|
| <b>Objective 8.2:<br/>Enhance the donation program</b> | <ul style="list-style-type: none"> <li>• Establish a formal and systematic donation process to include University alumni</li> <li>• Identify other sources of potential donation</li> </ul> | Keep track of external funding of the university | Staff<br><br>Financial resources |
|--|---|--|----------------------------------|

**GOAL 9: Conduct follow-up activities on Annual Assessment Results**

| <b>Objectives</b>                                | <b>Steps and Timeline</b>  | <b>Assessment</b>     | <b>Resources Needed (if any)</b> |
|--|--|-----------------------|----------------------------------|
| <b>Objective 9.1:<br/>Enhance the curriculum</b> | <ul style="list-style-type: none"> <li>• Make appropriate changes to pre-requisite courses</li> <li>• Discontinue courses that are not relevant</li> <li>• Create a more effective balance between theory and practice.</li> <li>• Determine which specialized equipment, textbooks, software, and other resources would be more effective in the delivery of the program.</li> <li>• Identify and use instructional materials that model appropriate work habits in the industry.</li> <li>• Reevaluate the placement and objectives of the work term.</li> <li>• Create an official Board Prep course</li> </ul> | Curriculum evaluation | Students<br><br>Faculty          |

|  |   |   |  |
|--|---|---|--|
| <b>Objective 9.2:<br/>Enhance student services</b>     | <ul style="list-style-type: none"> <li>• Notify all student of all services offered to them.</li> <li>• Put emphasis the importance of the complaint procedure.</li> </ul>                              | Student satisfaction survey                 | Students   |
| <b>Objective 9.3:<br/>Enhance Admission Procedures</b> | <ul style="list-style-type: none"> <li>• Require demonstration of English proficiency.</li> <li>• Determine which other academic qualifications should be included in the admission process.</li> </ul> | Evaluation of admissions procedures         | Staff<br>Faculty<br>Students<br>Community                        |
| <b>Objective 9.4: Create a Marketing Plan</b>          | <ul style="list-style-type: none"> <li>• Create a marketing plan and make it available to all faculty and staff</li> </ul>  | Keep track of the effectiveness of the plan | Staff<br>Faculty<br>Students<br>Community<br>Financial Resources |

