


### Data Driven Decision Making to Ensure Academic Quality

2012 NCA HLC Conference | Chicago, IL



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### Outline

- Who are we? Our mission and goals
- Processes for academic excellence
- Community of Inquiry Framework
- Use of data for decision making, continuous improvement, ensuring student learning and success
- Processes and tools to enhance academic quality
- Predictive modeling, semantic analyses
- Discussion/comments/questions

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### Who We Are



**“Educating Those Who Serve”**

American Public University System has been dedicated to educating those who serve since our doors first opened in 1991. The American Public University System (APUS) is a fully online system, encompassing both American Military University and American Public University. We are accredited by the Higher Learning Commission (HLC) of the North Central Association.

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### 2011: Celebrating 20 Years of Service and Leadership

Mission: To provide quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible and affordable, student-focused online programs, which prepare them for service and leadership in a diverse, global society.

- Founded as American Military University (AMU) in 1991 by James P. Eiter, a Marine Corps Officer
- In 2002, AMU expanded into the American Public University System (APUS), adding American Public University (APU)
- Nationally Accredited (DETC) in 1995
- Regionally Accredited (NCA) in 2006
- Serving over 110,000 students worldwide

STRATEGY:

- Focus on quality and affordability
- Graduate successful alumni who make important contributions to society and their professions
- Enhance America's competitiveness by meaningfully increasing the population with college degrees
- Collaborate with other universities to create solutions to U.S. higher education challenges

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### A Unique Mission to be Affordable

Average Public Four-Year In-State Published Tuition Increased 7.9% Between 2009-10 and 2010-11<sup>(2)</sup>

#### Undergraduate Degree Cost

Institution	Cost (Tuition, Books & Fees)
AMU/APU	~\$30,000
UMUC	~\$35,000
Public Universities	~\$38,000
U Phoenix Online	~\$65,000
Strayer	~\$70,000

#### Graduate Degree Cost

Institution	Cost (Tuition, Books & Fees)
AMU/APU	~\$10,000
Public Universities	~\$12,000
UMUC	~\$15,000
U Phoenix Online	~\$22,000
Strayer	~\$25,000

Cost: Tuition, Books & Fees

Excludes military scholarship supplements that cover certain tuition costs of military students.  
Company estimates based on customer service quotes.  
(1) Non-resident and other program tuition is higher.  
(2) The College Board, 2010 Trends in College Pricing

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### Broad Array of Degree Programs, 100% Online: Asynchronous & Accessible

#### Unique Programs

87 Degree Programs: Homeland Security, Space Studies, Emergency & Disaster Management, Liberal Arts

Classes: Middle East Culture, Explosive Ordnance Disposal, Asymmetric Warfare

#### Unique Faculty

Experts in their field: Dr. Alan Hale (U.S. Astronaut), Dr. James Reilly (U.S. Astronaut), Dr. Owen Hall (recognized national security expert), Dr. Carol Pollio (environmental science)

315 full-time and 1,475 part-time faculty

#### Unique Experience

Small class sizes: average undergrad class 15 students; limit class sizes to 25 students

Flexible: 8 and 16 week courses with monthly starts

#### Students by Level

Level	Percentage
Bachelor's	59%
Master's	20%
Associate	21%

#### Students by School

School	Percentage
Security & Global Studies	20%
Arts & Humanities	21%
Public Service & Health	19%
Management	14%
Business	12%
Science & Technology	10%
Education	4%

As of 12.31.10

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### Rigorous Processes Create Academic Excellence

Specialized tools measure learning

- PAD System; Data Warehouse, Dashboards
- Semantic Analysis and Predictive Modeling
- Nationally benchmarked surveys/exams

Engage various audiences

- CURCOM (Curriculum Committee)
- Industry Advisory Councils
- Expert Faculty
- Sloan-C and other organizations
- Accrediting bodies/regulators

Analyze and share outcomes

- Transparency by Design
- Sakai open source community

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### Higher Standards Achieved by Exceptional Faculty & Support

Scholarly Research

- Write peer reviewed articles and white papers
- 400+ books/articles presented or published in 2010
- Present at conferences and workshops
- Support academic and professional communities

Faculty Development

- Faculty hired through rigorous selection criteria
- Training and development; mentor/coach programs
- Faculty evaluation through surveys, audits and data

World Leading Library System

- Over 120,000 books/ebooks
- More than 35,000 scholarly journals
- Innovative search and tutorial services for students
- 24/7 support by 15 librarians

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### Community of Inquiry

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**Teaching Presence**

"The instructor helped to keep course participants engaged and participating in productive dialogue."

**Social Presence**

"Getting to know other course participants gave me a sense of belonging in the course."

**Cognitive Presence**

"I utilized a variety of information sources to explore problems posed in this course."

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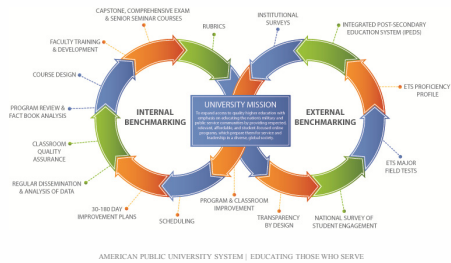
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## Data Driven Decision Making

## Data for Continuous Improvement

- Internal and external benchmarking
- Data tools for stakeholders - dashboards, program and course level fact books, data warehouse, student learning assessment reports.

*"Quality begins on the inside . . . and then works its way out." -Bob Moawad*

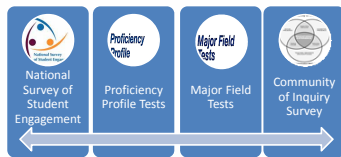


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## Nationally Benchmarked Instruments

APUS utilizes a number of nationally benchmarked tests and validated instruments to measure student engagement, student satisfaction, and the achievement of student learning outcomes.



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## Direct and Indirect Measures of Assessment

**Course Level**

- Exams
- Case Studies
- Rubrics
- Community of Inquire Survey
- Discussion Board Rubrics
- Simulations
- Live Chat Sessions

### Program Level

- End of Program Assessment Courses
- Rubrics
- ETS Major Field Tests
- ETS Proficiency Profile Test
- Fact Book Data
- Program Field Tests
- End of Program Survey

### Institutional Level

- National Survey of Student Engagement
- One year Alumni Survey
- Three Year Alumni Survey
- Employer Survey

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Program Review Process

*"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many"*  
- William A. Foster

*"One of the great mistakes is to judge policies and programs by their intentions rather than their results."*  
- Milton Friedman

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Data Aggregation & Analysis

Library and Learning Resources

- Course books
- Electronic resources
- Learning strategies

Curriculum Assessment

- Student learning outcomes
- Instructional strategies
- Evaluation procedures
- Academic rigor

External Reviewer Feedback

- Expert reviewer report
- Industry Advisory Council report

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Data Aggregation & Analysis

Faculty

- Analysis of faculty credentials and expertise to ensure breadth and diversity

Students

- Student demographic and psychographic information
- Enrollment history, including pacing and persistence trends
- Growth trends

Utilization and experience with student resources

Learning Outcomes Assessment

- Curricular Mapping
- Assessment measures
- Fact books
- Student learning assessment reports

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### Data Aggregation & Analysis

#### Program Benchmarking

- Program benchmarking with similar programs and institutions




#### Program Directory Summary

- Evaluation of findings
- Program recommendations
- Three-year proposed strategic plan



#### Review and Findings

- Dean's observations
- Meeting minutes



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### Regular Dissemination of Data to Stakeholders: Dashboards

*"Experts often possess more data than judgment." – Colin Powell*



The dashboard displays several charts: five pie charts on the left showing different data distributions, and two line graphs on the right showing trends over time. A legend at the bottom identifies the data series.

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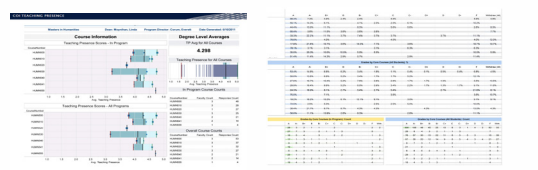
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### Regular Dissemination of Data to Stakeholders: Course and Program Level Factbooks

*"In the spirit of science, there really is no such thing as a 'failed experiment.' Any test that yields valid data is a valid test." - Adam Savage*



The factbook displays a complex table of data with multiple columns and rows, along with several small charts and graphs. The data appears to be organized by course or program level.

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## Data Driven Decision Making

## Student Learning Assessment Report: Alignment of Student Learning Outcomes

[illegible]

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## Student Learning Assessment Report: Culminating Experience

A	B
1. Comprehensive Exam Questions	This course prepares graduate students for the Comprehensive Examination in the State of Utah in Military History programs. The purpose of this course is to provide a structured weekly review of key concepts and theories in military history. Students are required to submit responses to a number of assignments over the 8 week course prior to taking the exam. Students apply historical methodologies in preparation for the exam. Assignments are a means of final journal articles, grant & media reports, and dissertations, as well as collaborative with other students enrolled in the course to help further prepare for the exam. Assignments are a means of final preparation for the student and collaboration with the course instructor, who will grade the exam. The exam requires an assigned professor and is scheduled prior to the last week of the course. Students are required to submit a final paper, a minimum of 25 pages, and a final exam. The exam is a "Comprehensive Final Exam," a follow-up question with each student's program. This option requires a minimum of 25 hours of coursework, a minimum of 25 hours to be taken within the program, and 4 credits of electives. A non-the student student receives the MA degree upon successful completion of the required coursework and passing the exam.
2. Written Essay Questions	Answer all questions in the Essay Section.
3. Final Paper	Be specific. Address the program's strengths and weaknesses in working in interagency and inter-service environments. Use historical examples to support your conclusions.
4. Final Exam	Be specific. Address the program's strengths and weaknesses in working in interagency and inter-service environments. Use historical examples to support your conclusions. Address the role of all power in inter-agency work. Be specific. Address the program's strengths and weaknesses in working in interagency and inter-service environments. Use historical examples to support your conclusions.

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## Student Learning Assessment Report: Key Course Embedded Assessments

[illegible]

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Data Driven Decision Making

Student Learning Assessment Report: Assessment Data

SLAR MA Military Studies - Microsoft Excel									
Key embedded course assessments									
	2010	2011 VTD	2012	2013 VTD	#Students 2010	#Students 2011	#Students 2012	#Students 2013	
1. HIST100									
2. Research Interests	87%	91%	91%	94%	114	104			
3. Annotated Bibliography	87%	91%	91%	94%	114	104			
4. Thesis	88%	91%	91%	94%	114	104			
5. Research Proposal	88%	91%	91%	94%	114	104			
6. Research Proposal	88%	91%	91%	94%	114	104			
7. Forum Assignments	90%	79%	90%	91%	90	79			
8. Research Paper	100%	85%	100%	89%	14	13			
9. Research Paper	85%	79%	91%	84%	12	10			
10. Military									
11. Forum Postings	95%	94%	95%	95%	34	35			
Comprehensive Exam									
Separate Comprehensive Exam: Military Studies									
First offered: 10/10/2009									
Results by time period									
12. Fall	86%	87%	87%	87%	270	270			
13. Spring	84%	87%	87%	87%	270	270			
14. Total	85%	87%	87%	87%	540	540			
Average Score by question									
15. All Written Exam questions	85.00	87.00	87.00	87.00	23.00	23.00			
16. All Written Exam questions	85.00	87.00	87.00	87.00	23.00	23.00			
17. All Written Exam questions	85.00	87.00	87.00	87.00	23.00	23.00			

Student Learning Assessment Report: Checklist

SLAR MA Military Studies - Microsoft Excel									
	A	B	C	D	E	F	G	H	
1. HIST100									
2. Research Interests	X	X	X	X	X	X	X	X	
3. Annotated Bibliography	X	X	X	X	X	X	X	X	
4. Thesis	X	X	X	X	X	X	X	X	
5. Research Proposal	X	X	X	X	X	X	X	X	
6. Research Proposal	X	X	X	X	X	X	X	X	
7. Forum Assignments	X	X	X	X	X	X	X	X	
8. Research Paper	X	X	X	X	X	X	X	X	
9. Research Paper	X	X	X	X	X	X	X	X	
10. Military	X	X	X	X	X	X	X	X	
11. Forum Postings	X	X	X	X	X	X	X	X	
12. Comprehensive Exam	X	X	X	X	X	X	X	X	
13. Separate Comprehensive Exam: Military Studies	X	X	X	X	X	X	X	X	
14. First offered: 10/10/2009	X	X	X	X	X	X	X	X	
15. Results by time period	X	X	X	X	X	X	X	X	
16. Fall	X	X	X	X	X	X	X	X	
17. Spring	X	X	X	X	X	X	X	X	
18. Total	X	X	X	X	X	X	X	X	
19. Average Score by question	X	X	X	X	X	X	X	X	
20. All Written Exam questions	X	X	X	X	X	X	X	X	
21. All Written Exam questions	X	X	X	X	X	X	X	X	
22. All Written Exam questions	X	X	X	X	X	X	X	X	

Student Learning Assessment Report: Changes Based on Data

SLAR MA Military Studies - Microsoft Excel									
Please list changes made to program based on data									
1. HIST100									
2. Research Interests									
3. Annotated Bibliography									
4. Thesis									
5. Research Proposal									
6. Research Proposal									
7. Forum Assignments									
8. Research Paper									
9. Research Paper									
10. Military									
11. Forum Postings									
12. Comprehensive Exam									
13. Separate Comprehensive Exam: Military Studies									
14. First offered: 10/10/2009									
15. Results by time period									
16. Fall									
17. Spring									
18. Total									
19. Average Score by question									
20. All Written Exam questions									
21. All Written Exam questions									
22. All Written Exam questions									



## Data Driven Decision Making

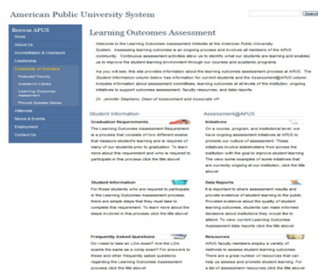
## Commitment to Transparency

We are a founding member of the Transparency by Design initiative, committed to shared learning outcomes and data. [www.collegechoicesforadults.org/](http://www.collegechoicesforadults.org/)

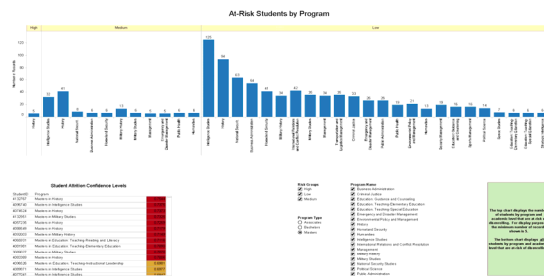


APUS Learning Outcomes Website

[www.apus.edu/community-scholars/learning-outcomes-assessment/](http://www.apus.edu/community-scholars/learning-outcomes-assessment/)



## Predictive Modeling



## Data Driven Decision Making

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## Data Driven Decision Making

## Gap Analysis Report

# Gap Analysis Report



**Stop Gap Course Report**  
July 1, 2009

**APU** FINC400 - Financial Forecasting in the Market

**Objectives**  
The course currently uses the following objectives:

3 Objectives	
<b>1 Objective</b>	
<b>Resource Title</b>	<b>Resource Type</b>
Principles of Finance	Power Point
Examine and provide examples of the role of accounting in business. This objective is reinforced by any resources containing assets in the course.	
<b>Resource Title</b>	<b>Resource Type</b>
FINC400 Chapter Review, Ch. 01.doc	Word Document
Vulture.com - Role analysis in web forums	Website

**Resources**  
Resources used in this course are listed below.

3 Resources are currently used in FINC400	
<b>Resource Title</b>	<b>Resource Type</b>
Principles of Finance.ppt	Power Point
FINC400 Chapter Review, Ch. 01.doc	Word Document
Financial Forecasting.pdf	PDF

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