



WESTCLIFF
UNIVERSITY
Educate. Inspire. Empower.

**PROGRAM, CURRICULUM, AND COURSE
DEVELOPMENT MANUAL**

Amended: February 2019

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Overview - Manual

A. Purpose

The intent of this manual, created by the Faculty Senate curriculum committee, is to serve as a resource and guide for the University, its staff and faculty in the proposal, development, and implementation of courses, curricula and programs.

With the approval and guidance of the deans and/or program chairs, the faculty, subject matter experts, curriculum committee members and the LITE Center have the flexibility to design and implement changes to curriculum on a continual basis, in response to curriculum-focused improve data (e.g., surveys, learning outcomes assessment, evaluations, focus groups, trends, etc.) to better meet the needs of students.

This working document will stay current, updated and reviewed annually. Every effort will be made for the transparency of all changes and timely distribution of any updates.

B. Challenge Addressed

Westcliff University faces the challenge of managing an up-to-date curriculum to continually meet the academic needs of the diverse student body.

Some changes can be accomplished through modifications to existing programs, while other changes may require the development of new programs, replacement of existing programs, or discontinuation of certain programs.

When developing, updating and modifying the curriculum, those involved should make every effort to ensure that the resulting curriculum holds to high academic standards, maintains and models academic integrity and sets the appropriate rigor and expectations for the associated level.

C. Substantive Changes vs. Minor Changes

Minor changes consist of corrections (spelling, sentence structure, grammar), adding clarifying details to assignments prompts, changing discussion questions (although content must still be centered on learning outcomes identified within the unit to be considered a minor change), and rearranging or modifying course length (e.g., 8-week course to 16-week weekend modality).

Internal institutional substantive changes consist of anything that impacts the overall course or program learning outcomes. This includes any changes to the learning outcome distribution that would impact curriculum maps. Please note, accrediting bodies have different definitions of what a

substantive change is. Specific information can be found on the accreditation website: <https://www.wscuc.org/content/substantive-change-manual>.

Pilot courses may temporarily be used with curriculum committee approval to try new ideas or curriculum design formats, supported by targeted learning outcomes assessment and course evaluation monitoring. If the changes would like to be implemented, the committee must review and approve (substantial change) of all proposed changes and full faculty support must be attained within the first six months of the pilot.

D. Teaching Format

Westcliff University specializes in both online and on-campus education, using both online and hybrid modalities. Any proposal for a new course, curriculum or program is to reflect the use of these two teaching formats. The programs are identical in curriculum, yet the modality separates them into two distinct programs.

E. Roles and Responsibilities

Faculty Senate Curriculum Committee

The Curriculum Committee of the Faculty Senate is made up of three faculty members, with at least one of each being from the College of Business and the College of Education. As of the date of this published handbook version, the committee members are as follows:

Faculty Senate Curriculum Committee:

Chair: Amir Gohardani, PhD

College of Business Representative: Geraldine Goodstone, DBA

College of Education Representative: Thomas Tischler, MA

Student Representative: Wenxin Xue

Provost (ex officio): Dr. David McKinney

Faculty Senate President (ex officio): Jannette Flores, Ed.D.

Curriculum development at Westcliff University is guided by the members of the Curriculum Committee, who act with expertise in curriculum development, subject matter/content, instructional design, editing and distance study.

The committee has oversight of all curricular items related to courses and programs of study. The committee shall have the responsibility for the following:

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- Approval of changes (additions, modifications, deletions) for all courses, including addition or deletion of course attributes (i.e. Integrated Writing, Multicultural Competence and Service Learning)
 - Keeping abreast of developments in educational pedagogy and facilitating faculty/program adoption of same
 - Recommending new programs or program deletions to the Faculty Senate
 - Mediation of curricular disputes between academic units

Committee Membership: In addition to the Committee Chair, who is to be appointed by the Senate President, there is to be one (1) faculty representative from each degree-granting college, appointed by the Executive Committee. A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. The University Provost or designee and one (1) student representative will serve as ex-officio, non-voting members.

The Committee takes into account the learning outcomes and outcomes of each program, student feedback regarding courses and faculty teaching, and faculty observations of student academic and developmental needs. When developing courses, curriculum, learning materials and resources, the committee will use student assessment tools and teaching methods to support the need to measure and improve student learning.

The Curriculum Committee meets, at minimum, quarterly, to review faculty, dean and program chair suggestions and student requests for additional courses and revisions. The Committee discusses the various ways to assess student learning and to incorporate effective teaching methods; often this discussion is based on the faculty's personal experience in the classroom. The University believes this open exchange of ideas and proactive, collaborative approach is highly effective in designing high quality education programs.

Faculty, Deans and Program Chairs:

Curriculum development involvement is assigned to faculty who have demonstrated interest and expertise in the area(s) that require attention. Occasionally, outside subject matter experts (SME's) are used to develop teaching materials. Outside can refer to those outside of the University or outside of a specific program.

Additionally, faculty members are welcome to submit suggestions for revising and improving the current curriculum, via faculty surveys, faculty senate, and to the dean. Once the curriculum is written and initially reviewed and approved by both the Dean and the relevant Curriculum Committee, it is then presented to the faculty for review at a faculty senate meeting.

Faculty members may write instructional materials, i.e. textbooks, either upon direction by the Dean, or upon the Dean's approval. Faculty may develop discussion questions, written assignments and presentation assignments. Faculty members may also create case studies based on their professional experience and research. Faculty members may choose to either develop quiz questions or use the test banks provided by the textbook publishers. All are done with pre-approval by the dean.

Additionally, faculty members may (without approval) revise lecture slides provided by the textbook publisher as deemed necessary based on their expertise.

Curriculum Task Force (ad hoc)

In the rare cases where a deep review and revision of a program or select set of courses is needed, administration may appoint an ad hoc curriculum task force to address the curriculum revisions. The curriculum task force is lead by a designated faculty member, who is responsible for appointing a group of three to five faculty members with degrees, experience and knowledge in the revision area. The task force lead ensures quality revisions are implemented and the revisions are forwarded to the identified program chair. Upon program chair review, feedback and approval, the curriculum task force chair will forward the completed curriculum revisions to the Dean for review, feedback and approval.

Upon completion of revisions to the program or set of courses, the task force lead will notify all parties involved and the group will then dissolve

LITE Center and Assessment Coordinator

The LITE Center works closely with faculty to review course curriculum and learning outcomes, as well as support faculty during the curriculum mapping process. The assessment coordinator oversees learning outcomes assessment and also works with faculty in order to share data and discuss the implications the results have on the current curriculum.

F. General Change Process

Specific changes and processes are addressed in this manual. However, a basic process overview is as follows. Click on the diagram for a closer look.

Idea Generation Presented as a Prospectus (Effective 180901)

Reviewed and Approved by:

- Academic Leadership Committee, Chair by Provost

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- Faculty Senate, Curriculum Committee
 - Faculty Senate
 - President, Board of Trustees, Academic Affairs Committee
 - Board of Trustees

Written Description – Program

Reviewed by:

- Academic Leadership Committee, Chaired by Provost
- Faculty Senate, Curriculum Committee
- Faculty Senate
- President, Board of Trustees, Academic Affairs Committee
- Board of Trustees

Please note that all new programs must first be approved by the Faculty Senate Curriculum Committee (and full Faculty Senate) and then receive final approval from the Board of Trustees Academic Affairs Committee (and full Board of Trustees).

Determination if program change is a substantive: President/Provost

Change as determined by: BPPE, DEAC, WSCUC

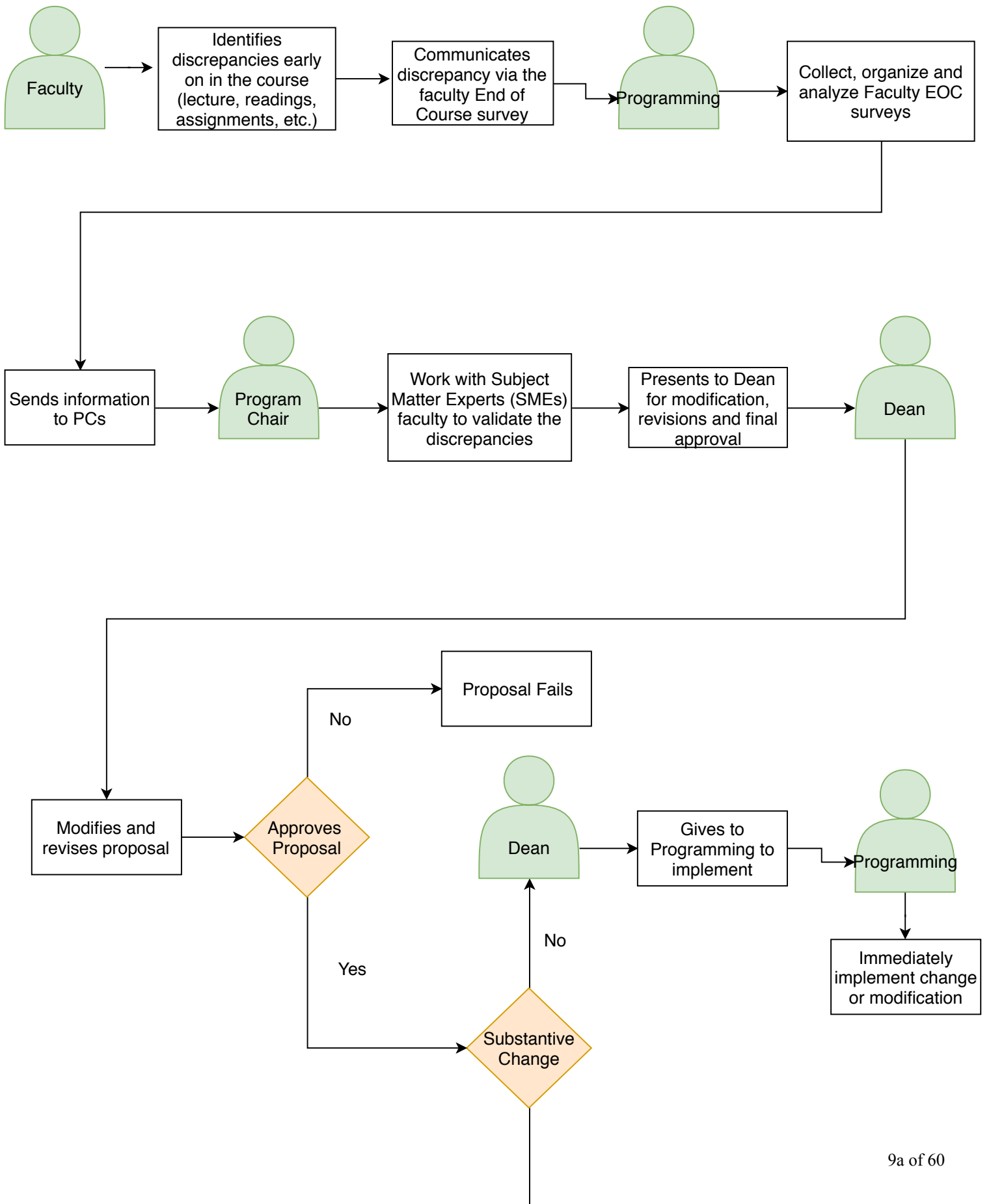
Approval pursued-if required from: BPPE, DEAC, WSCUC.

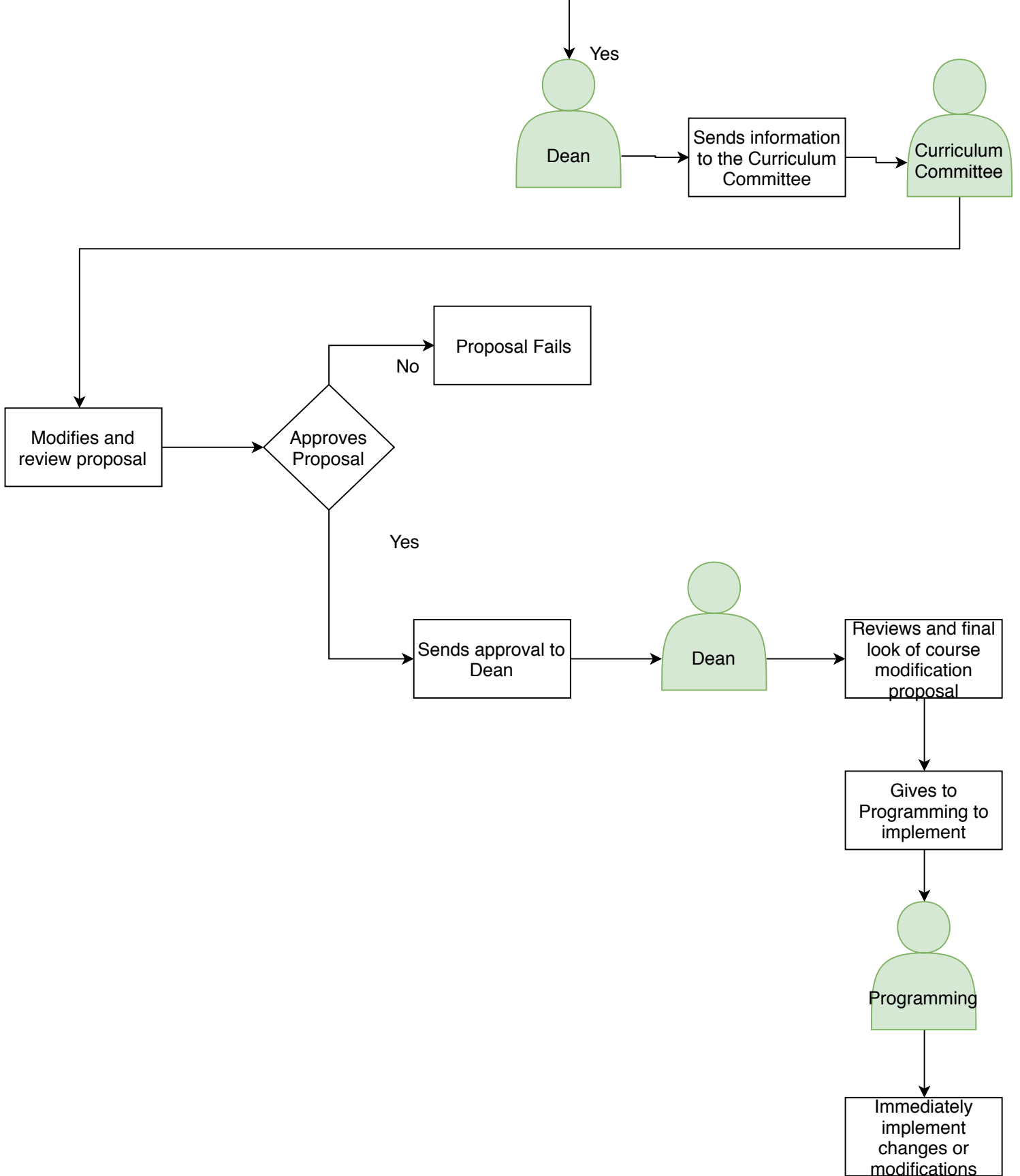
Changes (content or substantive)

Changes (minor)

The process of modification courses is shown as below flow chart.

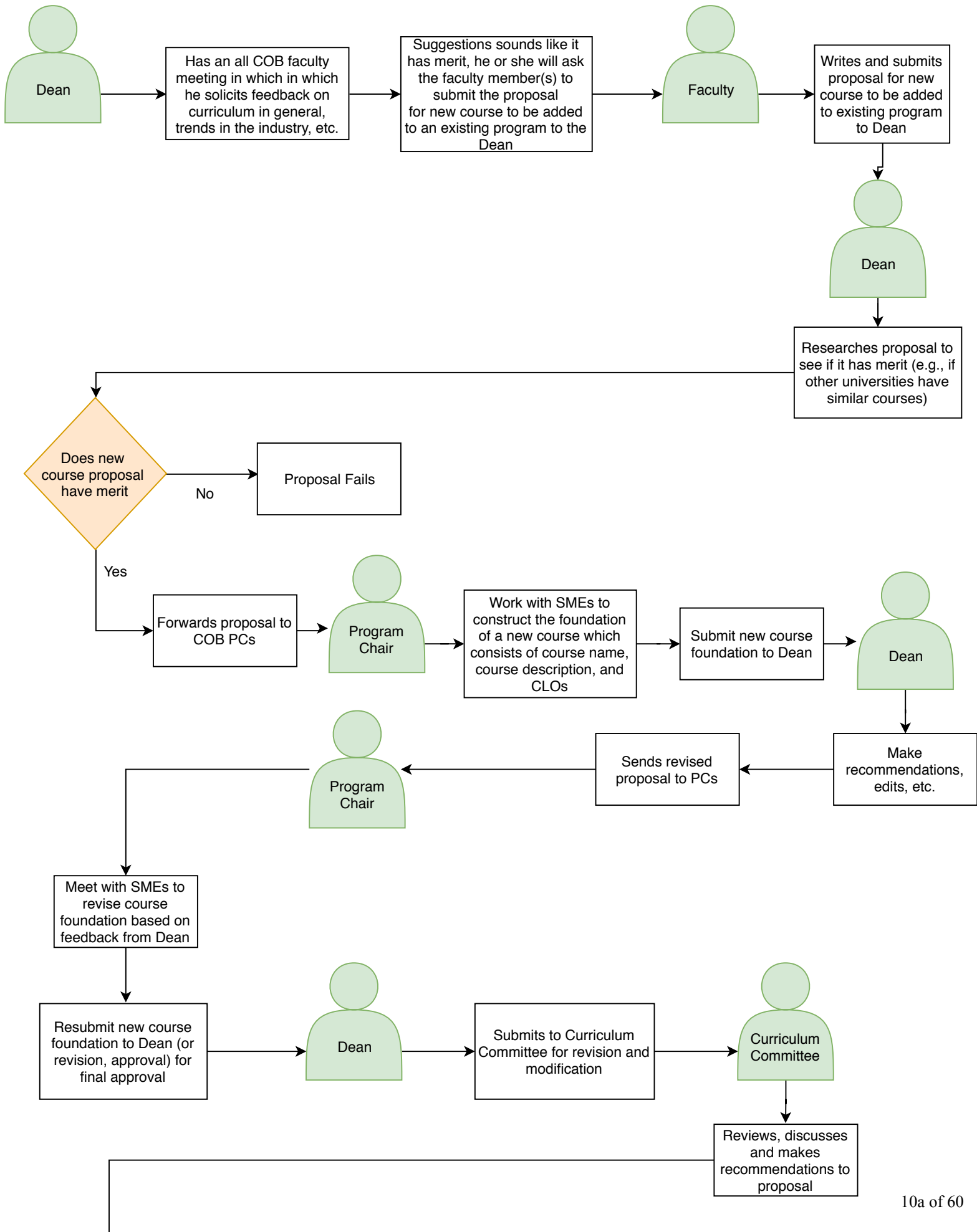
**Process for Modification within the Course
(Substantive modification)**

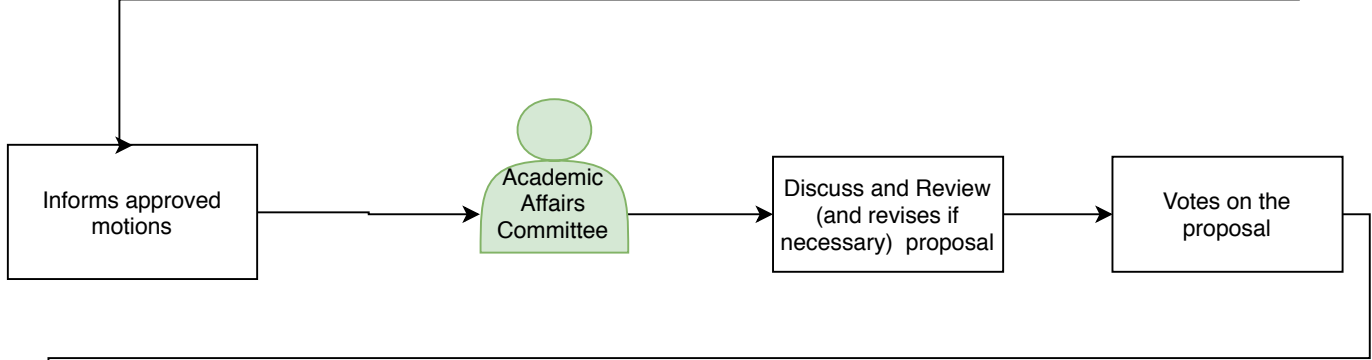
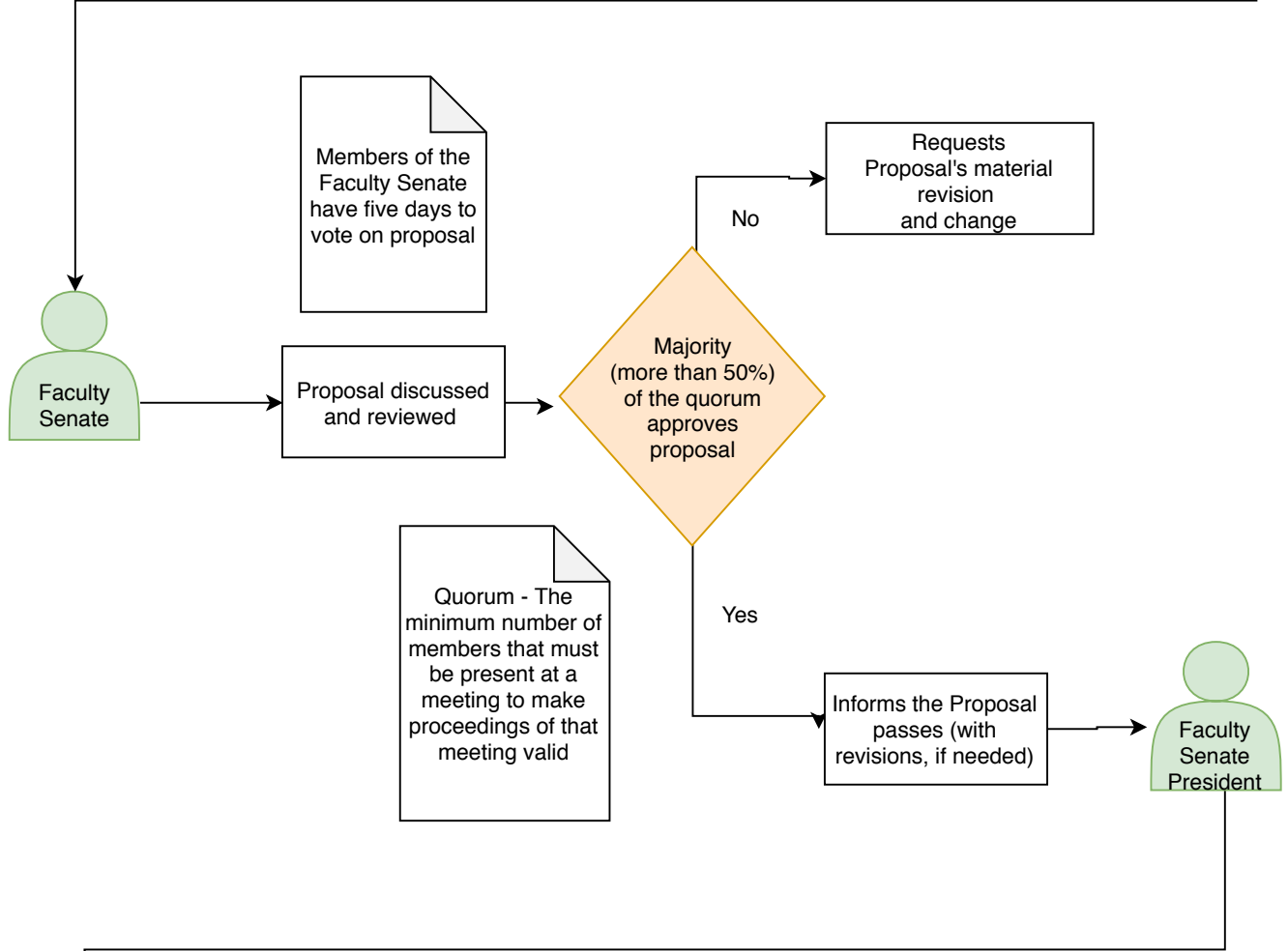
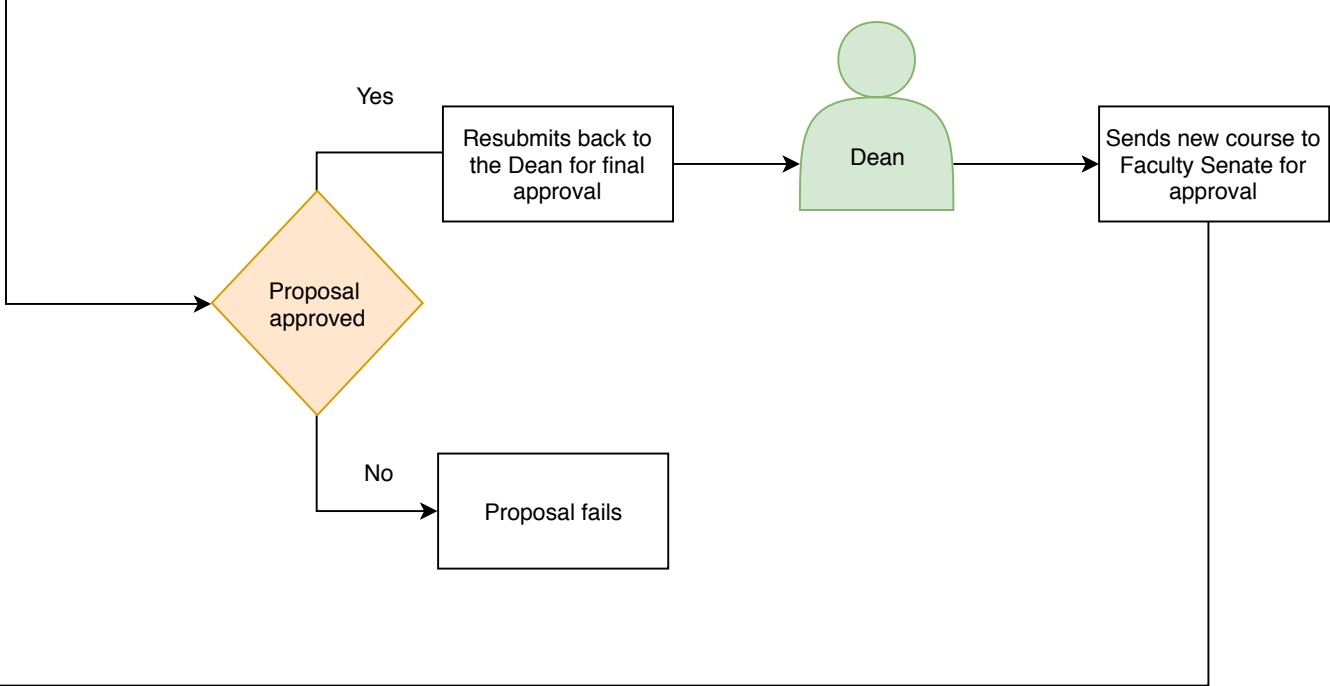


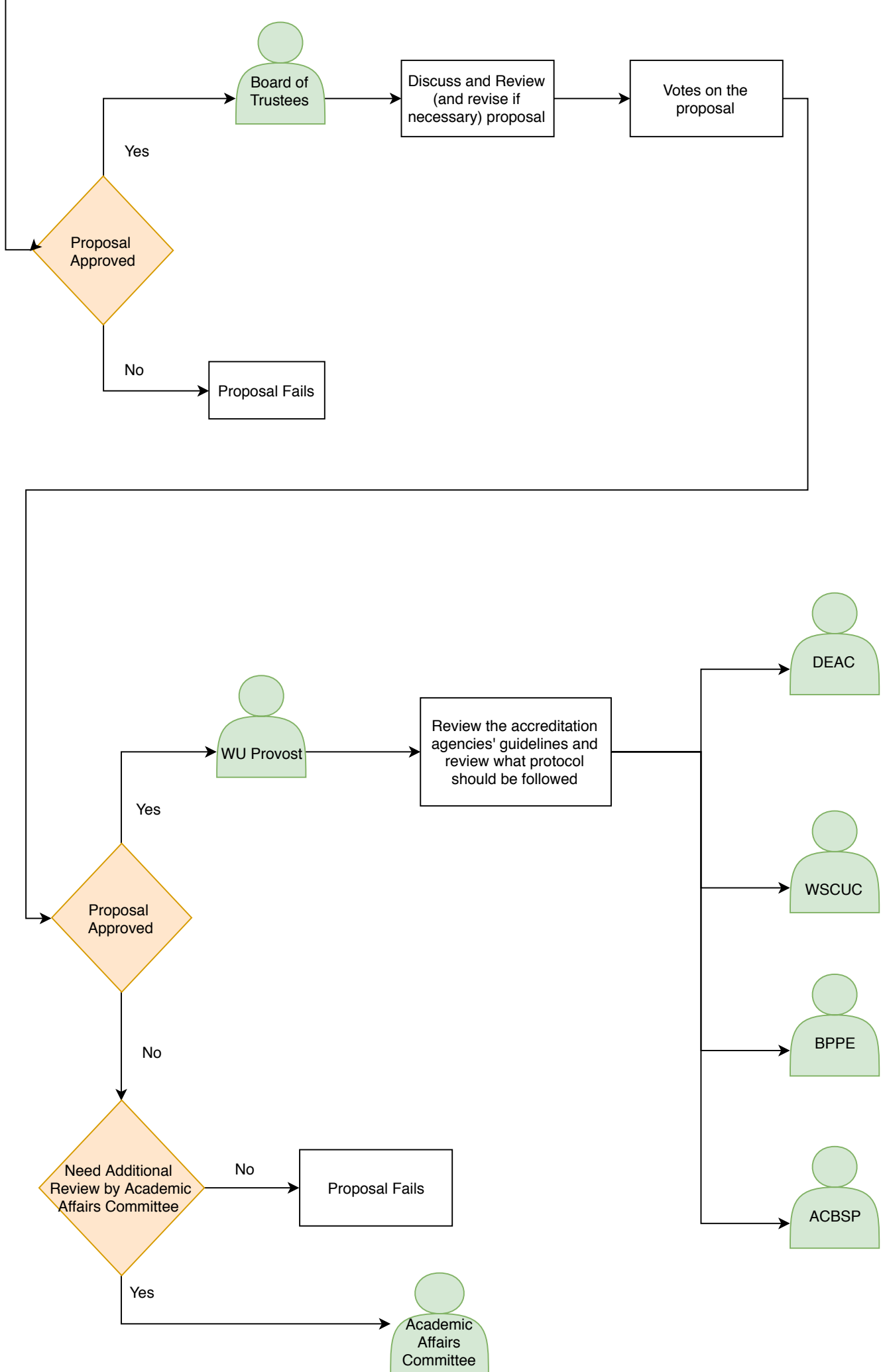


Addition of a New Course

Overall Change Flow







G. Curricular Actions

The following are specific actions that can be undertaken that are the focus of this manual:

- New Degree Program
- New Certificate Program
- New Course
- Course Description Change
- Course Number Change at Same Level with No Course Content Change
- Course Number Change to a Different Level
- Credit Hour Change
- Course Prefix Change
- Course Learning Outcome Change
- Prerequisite Change (No content change)
- Title Change Only
- Deleting a Course
- Banking a Course
- Eliminating a Course
- Program Development
 - Developing new academic programs
 - Requesting degree title changes
 - Moving or discontinuing programs
 - Submitting notification of departmental certificate additions, title changes, or deletions

IV. Development

A. Program Level Overview

New academic programs may consist of entirely new offerings, of new areas of concentrations, tracks, specializations, emphases, fields or of new, structured groupings of existing courses.

A defined program indicates that the University has imposed a structure that assures an appropriate combination of breadth and depth in the field. Offering an academic program carries the implied commitment to offer the courses with sufficient frequency to adhere to identified standards. Curriculum planning must consider whether the University should offer the program and if the University is able to provide sufficient resources to offer a high quality program. As a result, the entire process is a collaborative effort, involving various departments and expertise.

All proposals are to reflect the related requirements of the relevant accrediting agencies that are in place at the time the proposals are made.

B. Criteria for Review of New Programs and Curricula Modifications

Proposals for both new programs and for modifications in the curricula of the University are reviewed according to a standard of criteria that follows:

1. **Societal need:** The proposal must include a recent needs assessment identifying social needs that can be satisfied by meeting the educational outcomes of the proposed program. The applicant pool and enrollment projections should indicate sufficient interest in the program.
2. **Current teaching mission congruence:** The proposed program must be appropriately linked to the strategic plan of the University and college, with clear indication of how the new program will meet the outcomes of the strategic plans. The proposal should describe how the proposed program will positively and/or negatively impact existing programs.
3. **Faculty research and creative productivity:** A sufficient number of senior faculty with appropriate expertise in the proposed program discipline/area should be available to conduct the proposed program. For research-based programs, the level of research productivity should be sufficient to mentor students and direct theses and dissertations, if required in the proposed program. For professional graduate programs, a record of applied training and activity as well as professional certification, where appropriate, should be evident.
4. **Service activity:** When appropriate, service activities and collaborative endeavors with external agencies should be described.
5. **Financial resources:** The ability of the proposed program to support itself fiscally, must be addressed, including the availability of instructional/research resources, personnel, student support, collaboration with others, and the distribution of existing resources as well as options/opportunities for external funding.
6. **Assessment:** Assessment using the criteria above and emerging trends should indicate if the program is ready to move forward toward implementation.

C. Program Characteristics

Whether a degree program or a part of one, each instructional program must be internally coherent. The aggregation of each course must accomplish more than simply “covering” subjects within the discipline. The course work must establish an interrelated overview of the discipline and its methodology. Curriculum mapping can be used to facilitate the delicate balance of introducing, developing and mastering content throughout a program and can identify weaknesses within a newly developed curriculum.

Program requirements should build upon and reinforce course work and reinforce course work that supports University core competencies and integrates courses offered in other academic disciplines, when appropriate. The course requirements should be established so that a defined sequence of learning develops from the integration of basic courses, to specific, advanced ones that integrate earlier learning experiences and provide direction to further advanced study. By using Bloom's Taxonomy action verbs, learning outcomes should be designed at the appropriate rigor level (undergraduate levels 1-3 in lower division courses; levels 4-6 in upper division courses; levels 3-6 in graduate program courses).

Graduate programs should build upon undergraduate preparation. For undergraduate programs, the program requirements should show integration with the General Education program of the University. The course work must establish depth of understanding sufficient so that each student can appreciate the scholarship of the discipline and respond to it by synthesizing new facts, experiences and opinions, including her/his own opinions or original research and scholarship.

D. Projection of New Degree Programs

Should a college within the University want to add a new program at Westcliff University, the first step is to prepare a request to propose a new program. The request takes the form of a two-to-three page prospectus, which is sent to the academic leadership committee. The prospectus must address the following:

1. Need for the program or reason for developing the program, with demonstration of potential demand in the form of market surveys (employer needs are considered, etc). The summary should include a brief rationale for the conversion. If the new degree program is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that holds potential value for students. If the proposal does not appear to conform to the University's advocated concept of broadly based programs, an explanation should be provided.
2. How the program fits with the mission and focus of Westcliff University, taking into account the University's strategic plan and information from reviews of existing or related programs.
3. If similar programs are available from competing universities, why is the program needed at Westcliff? How would our program differ from those already available?
4. Are there other curricula in other academic areas offered by Westcliff that are closely related to the proposed program? If a new degree program is being planned in an area where a formal minor, option or sub-option is offered, how many students are enrolled in the existing program? If a proposed program has substantial similarity or overlap with an existing program, how do the programs differ? Why should the new program be offered by an

academic area different from the one offering the existing programs which are similar? How can students determine which program best suits their needs?

5. Will courses be offered frequently enough so students can complete the program? How will scheduling be coordinated?
6. Provide estimates of the resources needed to offer the projected program. This estimate must include information about the sources of funds and the impact on other programs of moving resources to the new program. If additional resources will be required, the summary should indicate the extent of University commitment to allocate them and evidence that decision-making curriculum committees were aware of the sources when they endorsed the proposal.

The prospectus requires the approval of the majority of University curriculum committee members.

E. Program Development and Approval

While the idea for a new program can come from any faculty, staff, administrator, or even the board of trustees, sufficient discussion about a new program must take place at several levels of the institution before it is moved forward for review and approval by the University President and CEO. Viability, need, and sustainability of the proposed new program ideas are considered and discussed at each level. Once given the official approval, the respective college of the newly approved program will then gather to develop an official new program proposal and submit it to the academic leadership committee along with the supporting data needed to confirm its viability.

F. Professional Advisory Boards

Each new program should create a Program Advisory Council to assist the faculty in developing new academic programs and meeting professional and societal needs. Program Advisory Councils typically include prominent members of the community who work in relevant fields (to the proposed program), hire graduates within the prospective field, representatives of local businesses, as well as professional, educational and governmental agencies. The functions of a Program Advisory Council include the following:

1. Provide first-hand information about the needs of the discipline or program related the community, especially with regard to mid- and long-term curriculum planning
2. Review and provide feedback and guidance on the curriculum
3. Provide exposure for the programs to wider audiences
4. Provide political expertise and insights in matters affecting the discipline
5. Provide resource support for special events and projects through endorsements and contributions
6. Facilitate establishment and maintenance of internship opportunities
7. Provide employment opportunities for graduates of the program

G. Request for Authorization to Plan a New Degree Program

The curriculum committee will review program proposal packages with the intent of strengthening each proposal. Committee members are to help identify opportunities and challenges as program planners refine their documents through the development steps.

A proposal package considers many implications of new academic programs, including but not limited to:

1. Societal need for the program
2. Alignment with Westcliff University strategic initiatives and outcomes
3. Faculty workload, resources, research and creativity productivity
4. Service to the communities served by Westcliff University
5. Fiscal impact on the University, as well as the individual colleges
6. Impact on other aspects of the University, with regard to transfer of students, sharing of resources, degree succession, etc.

Request for inclusion of a proposed:

- Certificate Program
- Bachelor's Program
- Master's Program
- Doctoral Program

V. Course Level

A. Process for Modification within the Course (Error Needs to be Addressed ASAP)

(Typically Non-Substantive)

1. Faculty identifies discrepancies early on in a course with the lectures, readings, assignments, etc. Examples include, old textbook need to be changed, incorrect assignments or assignments do not connect to content of the course.
2. Faculty communicates with their specified Program Chair
3. Program Chair communicates with all SME faculty to advise
4. Program Chair sends the update/suggestion to the Dean for approval (typically non-substantive [e.g., not divergent from description of course]). Note: anything substantive typically is required to wait for end-of-course (EOC) survey (this affords time for CC and other processes)
5. Dean forwards the change to the programming department for immediate implementation

B. Process for Modification Within the Course for Future Offerings

1. Faculty identifies an areas for improvement, updates, prompt changes, etc. Examples include, changing to a new textbook, updating DQs or assignments, revising quizzes, etc.
2. Faculty communicates discrepancy via the faculty end-of-course (EOC) survey
3. EOC surveys are analyzed and organized by the programming department and given to Program Chairs to work with faculty (all faculty who are SME (subject matter experts) and validate the change
4. Program Chair presents proposed changes to the Dean for suggested modifications and revisions and final approval if change is non-substantive (if a substantive change, skip to #6)
5. Dean sends change to programming for implementation
6. Dean approves and the proposed change is passed to Curriculum Committee (only for substantive changes)
7. Curriculum Committee modifies and reviews
8. Curriculum Committee sends revisions back to the Dean for final review and approval.
9. Dean sends finalized version to the programming department for implementation.

VI. Development of Curriculum

A. Curriculum Development Process

The Curriculum Development Process encompasses the design and development of integrated plans for learning, the design of implementation for the plans, the evaluation method of the plans, and the outcomes of the learning experience.

Curriculum design is a process of critical questioning to frame learning and teaching. The main purpose of the process is to translate broad statements of intent into specific plans and actions. The intention is to ensure, as far as possible, alignment between the three states of curriculum: the planned curriculum, the delivered curriculum and the experienced curriculum [*from the students' point of view*].

The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

B. Curriculum Design Principles

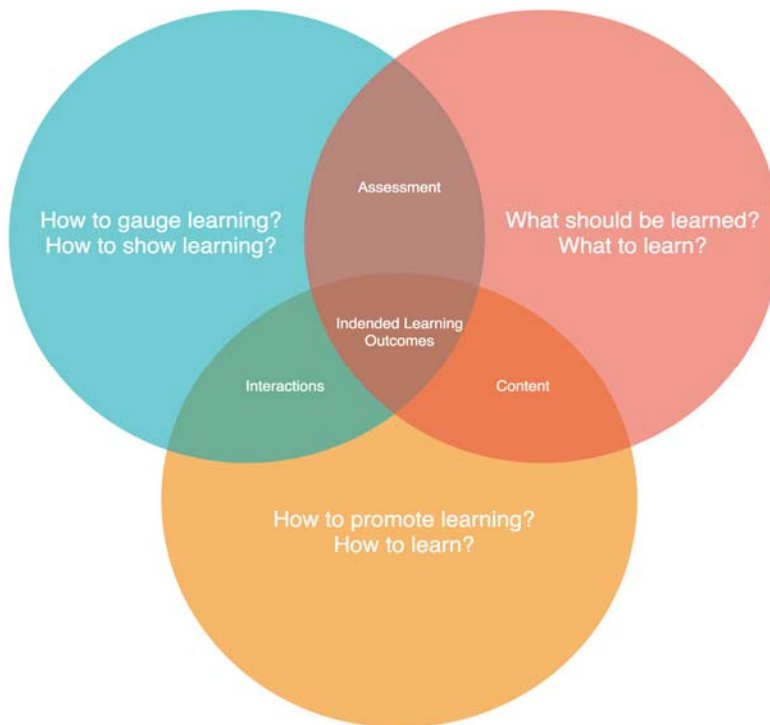
Westcliff University defines a well-constructed curriculum as follows:

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1. ***Achieves the mission, University outcomes, program outcomes, and course learning outcomes adopted by the University.*** This is the purpose of the curriculum. If it does not achieve the mission and the learning outcomes, it is not serving this purpose.
 2. ***Is achievable by students in the corresponding prescribed program length.*** Programs and educational content are created to be achieved in a timely manner.
 3. ***Challenges and engages students.*** Examples include: offering students choices throughout the curriculum or incorporating frequent and meaningful feedback.
 4. ***Goes beyond a list of courses.*** Curriculum is seen as an entire learning experience, which involves the interactions between students with faculty, staff, alumni, and other students.
 5. ***Includes consideration of pedagogy.*** The term “curriculum” should be defined as everything we plan to do to help students achieve the course learning outcomes. When looking at coursework in particular, we must recognize the importance of the pedagogical methods used to engage, challenge, and educate students.
 6. ***Is transparent.*** Both faculty and students should understand the connection between the requirements and course learning outcomes.
 7. ***Strikes a happy balance between innovation and tradition.*** Ideal curriculum satisfies the traditional criteria of intellectual breadth and depth but finds new and distinctive ways of doing so
 8. ***Has significant faculty support.*** Faculty not only approves curriculum but is engaged and believes in the content and goals, fostering shared ownership of the new curriculum.
 9. ***Places reasonable demands on faculty, staff, and institutional resources.*** Proposed curricula should make effective use of resources currently available when applicable. Resources refer to financial costs as well as costs of faculty time and energy.
 10. ***Includes a plan for demonstration of student learning of course learning outcomes.*** Explicitly stated extensive and reliable assessment methods are outlined

C. Key Elements and Relationships in Curriculum

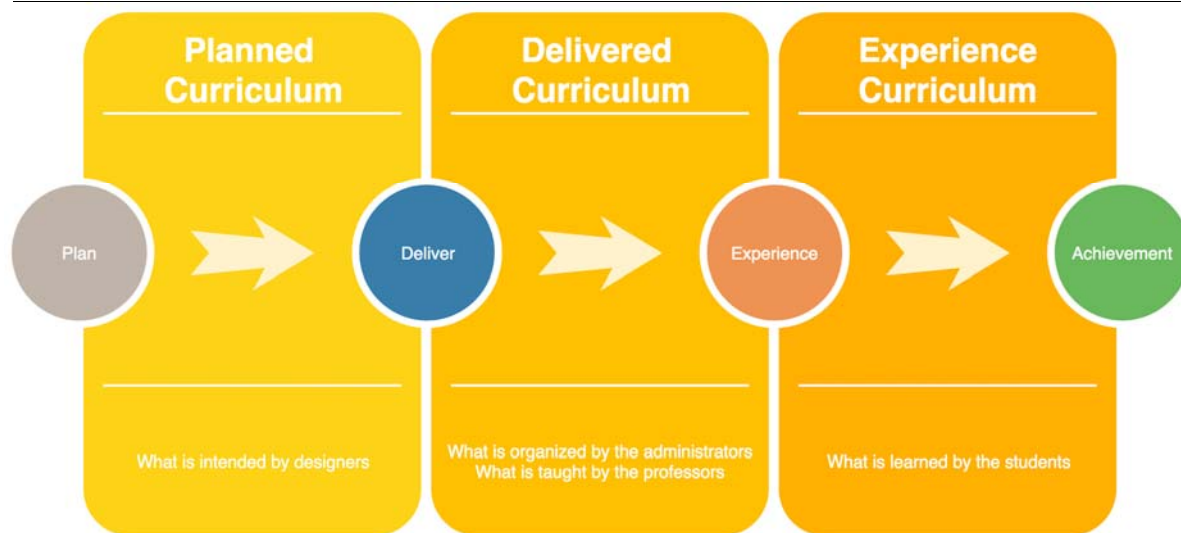
Staff and students are at the heart of curriculum. The relationships between them are shaped by the answers to key questions about assessment, content, learning interactions and the connections between those elements.

Key elements within the curriculum and the relationships between them are shown in the diagram below. In the diagram, the top question in each pair is a design question for faculty. The lower set of questions is commonly asked by students to shape their approach to learning. Curriculum design should help ensure alignment between the answers staff build into their design and those that students find through their experience of the curriculum.



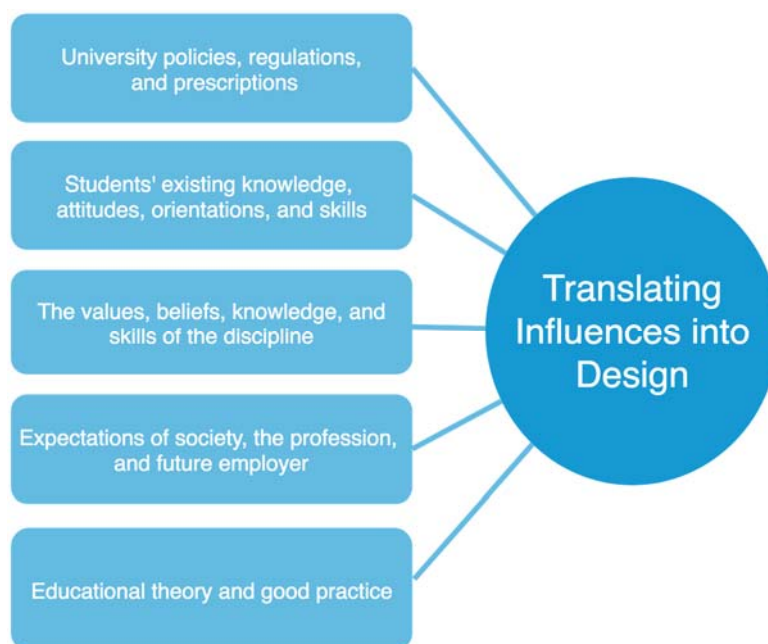
These elements and relationships are all context bound. In current systemic approaches to curriculum design, a major element of the educational context is the intended learning outcomes for students of a topic or course.

Intended learning outcomes frame and influence the detail and alignment of assessment, learning interactions and content (Biggs, 1999). Intended learning outcomes describe the characteristics that a student should be able show upon successful completion of a course or topic. Assessment gauges the extent of students' achievement of intended outcomes, learning interactions and content.



Alignment in the curriculum: outcomes influence internal elements. Those elements align towards aiding students to achieve outcomes. Intended learning outcomes are formed under the influences of:

1. University policy and regulations,
2. Interests of the particular academic discipline,
3. Understanding of the characteristics of students entering the course of topics,
4. Expectations of society, professions, potential employers, educational theory and elements of good practices.



D. Educational Effectiveness

Faculty and administrators use a variety of methods to evaluate the effectiveness of the curricula. One of the most important methods is the use of class assignments that are tied directly to program outcomes (via Course Learning Outcomes). See assessment handbook for more information.

F. Feedback

Student Feedback: Students complete mid-course and end-of-course evaluations for each course. In these evaluations, students provide feedback on the curriculum, course sequencing and materials. Additionally, faculty and deans formally and informally ask for student feedback regarding the value received in their respective degree programs.

Alumni Feedback: The colleges survey students upon graduation and follow-up with them six months after graduation to inquire about employment.

Faculty Feedback: At the end of each session, faculty completes an end-of-course evaluation to provide feedback on the course, the components of the course and recommended changes.

External Feedback: During their meetings, Program Advisory Council (PAC) members from local and California state businesses review the colleges curriculum and discuss coursework and activities in relation to program outcomes. For example, at meetings conducted for PAC, members suggest industry relevant practices and trends to be considered for course improvement. PAC members may also help with reviewing capstone projects to confirm the overall student learning.

G. Course Development

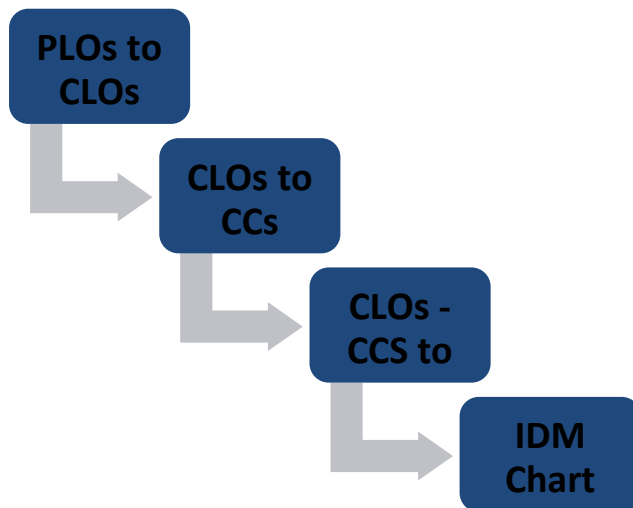
The following guidelines are meant to support development of all University courses. The variations in definitions of institutional, program, and course learning outcomes should be understood in order to effectively develop each course.

Institutional learning outcomes (ILOs) are the most general and are directly linked to the core competencies of the University. ILOs are based on program level. These outcomes identify what students should globally be able to achieve upon completing a program

Program learning outcomes (PLOs) are specific to each program. These outcomes are field specific and identify what students should be able to achieve after completing a program. They are directly linked to the ILOs but have more specificity.

Course learning outcomes (CLOs) are specific to each course. The CLOs identify what students should be able to achieve after the completion of a course. They are directly linked to the PLOs. Students should be provided with a clear, measurable description of what they will be able to do, know, and/or experience as a result of having successfully completed the course.

The University uses Course Learning Outcomes (CLOs) as a method for designing courses. It is the course designer's task to articulate the CLOs for that course and to ensure that all course activities and assignments accurately reflect them.



H. Institutional and Program Learning Outcomes

Westcliff University's Institutional Learning Outcomes (ILO) at the Master's Level are as follows:

1. Master the conventions of the written language with culturally accepted structures for presentation and argument, awareness of audience, and other situational factors while successfully mixing texts, data, and images (Written Communication)
2. Demonstrate compromise by facilitating cooperation, achieved through informational, persuasive, and expressive oral communication (Oral Communication)
3. Exhibit behaviors that lead to stronger human relationships and inspire others to excel in conflict resolution, expectation management, and problem solving (Interpersonal Skills)
4. Be open-minded and motivated to seek the truth by distinguishing between fact, opinion, and intentional deception, summarizing and creatively synthesizing complex issues with insight and reflective judgment so as to decide what to believe or what to do (Critical Thinking)
5. Be critically engaged in global and local issues with increased reflection and analysis of values, assumptions, beliefs, and attitudes of diverse cultures and communities (Ethics)

-
6. Articulate a need for information, apply with expertise an analysis of others' claims and use enhanced ability to summarize findings both collaboratively and individually (Information Literacy)
 7. Evaluate, construct, and communicate arguments and other communications using quantitative reasoning (Quantitative Reasoning)

Westcliff University's MBA program currently adhere to the following program outcomes.

Westcliff University wants to produce capable and knowledgeable students who manifest an understanding of work and careers and an ability to adapt quickly to the expectations of employers and the work environment. The master's degree in business administration requires both academic and personal growth of its students, contributing their success as classroom teachers. The program's educational outcomes are to:

Master of Business Administration – Program Learning Outcomes (PLO)

1. Develop mastery of functional components of business—economics, marketing, accounting, finance, law, organizational behavior, and leadership
2. Demonstrate effective presentation of business analyses and recommendations through written forms of communication appropriate to the intended audience
3. Demonstrate effective presentation of business analyses and recommendations through oral communication of conventions and forms appropriate to the intended audience
4. Appraise current information technology effectively to support business decision making
5. Value and integrate diversity and a global perspective in business decisions
6. Compile independent, critical thinking, and reasoning skills to critique problems and develop problem solving and decision-making abilities
7. Integrate ethical issues in a business context and formulate alternatives that demonstrate ethical values
8. Facilitate the use of research and information from all mediums for the purpose of promoting critical thinking as it is applied to learning complex business concepts
9. Evaluate, analyze, and communicate quantitative data to improve and sustain strategic business initiatives

I. Course Learning Outcomes (CLOs)

1. Integrate an understanding of leadership and the five (5) practices as a major function of an organization.
2. Effectively determine and summarize the role of leadership practices and commitment behaviors.

-
3. Develop critical thinking and reasoning skills to observing leadership practices and commitment behaviors in the work environment.
 4. Formulate an understanding of the practices leaders use to foster innovation and implement change and apply those leadership practices along with commitment behaviors to global business situations. Effectively summarize how the role corporate diversity and globalization impacts these practices.
 5. Assemble knowledge about the essentials of strengthening others. Develop independent, critical thinking, and reasoning skills to identify and improve personal leadership competency into a personal best project.
 6. Create a comprehensive analysis of the leadership structure and types of leaders in your organization; generalize how well they implement the 5 practices. Compare and contrast personal leadership style and develop a plan of action to enhance organizational effectiveness.
 7. Prepare and produce a leadership presentation by visually, verbally, and nonverbally organizing information using the roles and practices of leadership and the implications in the work environment discussed in class and in course materials.

J. CLO Key Elements

Key elements of results-oriented CLOs include:

1. Each course should have 6-10 CLOs. All CLOs should collectively cover all the material learned in the class. The norm is for the CLOs to encompass all of the content assigned from the textbook as well as other materials assigned by the professor.
2. CLOs should be detailed and measurable. All CLOs should use Bloom's Taxonomy verbs at the appropriate level for the course being revised/created.
 - Suggested verbs of description can be found in Bloom's Taxonomy. For certificate courses, the verbs should be at the first two levels; for bachelor program course, the verbs generally should be at levels 1-3; and for master program course, the verbs generally should be at levels 4-5.
3. CLOs link directly to program outcomes. All CLOs should collectively meet all of the program outcomes.
4. CLOs should indicate which program objective(s) it meets.
5. The intent is for faculty to be able to describe what it means to accomplish a CLO: what exactly is the student expected to know, and to what extent (or level) should that knowledge be achieved?
 - CLOs are precise, tangible, concrete, measurable, and can be validated. The CLOs should answer the questions: What are students expected to know? What are students expected to be able to do? In what ways will they demonstrate such knowledge and skills?
6. All activities and assignments should be directly aligned with the CLOs.

-
7. All curriculum maps should be consistent and updated to reflect any changes.
 8. The ‘domains,’ in which learning can be categorized are considered:
 - Cognitive - thought or knowledge, i.e. what the student is able to do
 - Affective - feelings or choices, values, i.e. how the student chooses to act
 - Psychomotor - physical skills, i.e. what the student can perform
 9. The Comprehensive Learning Assessments (CLAs), Professional Assignments (PAs), and Discussion Questions (DQs) must tie directly to the CLOs established for the course.

VII. General Guidelines for Course and Syllabus Development

The following guidelines are designed to assist Westcliff University faculty members, both new and experienced, to design and revise their courses so as to better support student success.

By following the parameters outlined below, a professor can be assured that a course follows a consistent, useful, and problem-free format; includes course learning outcomes and activities that engage the learner with the course content; and, provides a foundation that enables students of all levels and needs to access, learn, and succeed in the online or hybrid modality.

Syllabus Basics

All of the following information is presented online in the University’s e-learning portal, GAP, under each course and/or is contained in the course syllabus:

1. Welcome Message

Students are greeted with an announcement in the syllabus that welcomes them to the course, introduces their professor, and points them in the right direction for their next steps. Without this message, students new to the University’s eLearning portal may not know how to get started. Moreover, the welcome message sets the tone for the course. The Welcome Message contains background information for the instructor and relates experience to the course content.

2. Syllabus

The syllabus is in a standard format, available for students to download and print, and is as comprehensive as it would be for a traditional (i.e. on campus) college or graduate level course.

Note that the University’s policies on APA format, late assignments and plagiarism are included in the syllabus. Many of the following points are included in the syllabus as well. Syllabus templates are provided (policy syllabi and academic information)

3. Contact Information

Where, when and how the students can contact the instructor? Will the instructor be available on campus, remotely through the College's interactive, synchronous Zoom platform or by email? This information is important to include for students.

4. Instructor Response Time

By default, students may expect an instructor to be available at all times for any questions they may have and the information found in the course syllabus clarifies contact availability. Instructors should try to be as responsive as possible; the accepted standard is a 24-hour turnaround.

5. Grading Policy Basics and Assignments

- **Submission of Assignment Criteria (applies to PAs and CLAs): COB:** Late assignments receive a 10%, 5%, and 5% deduction if they are late 1 day, 2 days, and 3 days past the due date respectively. Assignments more than 3 days late will not be accepted. **COE:** Late assignments receive a 10% deduction for each day they are late past the due date. Assignments more than 3 days late will not be accepted. All assignments must be based upon the student's own work.
- **On-Campus Class (OCS) or Virtual Class Session (VCS) Discussion:** Students are expected to attend their OCS or VCAS each week. During this session, the faculty prepare lessons and presentations to convey information to students.
- **Online Discussion Board Discussions:** Each week, discussion boards consist of 1-3 Discussion Questions. Discussion question design is important to consider. Questions must be carefully crafted to minimize possible academic dishonesty, and should consist of open-ended discussion topics where students can apply their own experiences and ideas to the dialogue. Discussion questions can be based on textbooks, other readings, or research (journals, periodicals, and other electronic resources)
- **Professional Assignments** are assignments for weeks 3 and 6. Prompts should be clear, actionable, and centered on the topic.
- **Quizzes:** Quizzes are in week 7.
- **Comprehensive Learning Assessments (CLAs):** CLAs are comprehensive assignments that provide evidence of how well students have mastered the course content and test the students on all the Course Learning Outcomes. CLAs measure student achievement of CLOs in a way that goes beyond rote memorization and gauges true understanding and mastery of course content. CLAs can include assignments such as case study analyses, research papers, projects, and/or student presentations.
- **Comprehensive Learning Assessment (CLA 2) Presentation:** In Week 8 students complete CLA2, which is the logical culmination of the course. The CLA assignments encompass the

learning outcomes for this course and are designed to demonstrate what has been learned or achieved by the student. **CLA 2** measures the student's competency and mastery of the course concepts, particularly the application of those concepts.

6. Grade Percentage

Percentage of Grade		
Description	% of Grade	Type of Student Work
<u>Attendance and Participation:</u>	<u>30%:</u>	<i>Lecture and Discussions</i>
Online Discussion Board Discussions	20%	
Virtual Class Session (VCS) Discussions	10%	
Professional Assignments	15%	<i>Homework</i>
Quiz	5%	<i>Examination</i>
Comprehensive Learning Assessment 1 (CLA 1)	20%	<i>Homework</i>
<u>Comprehensive Learning Assessment 2 (CLA 2)</u>	<u>30%:</u>	<i>Assignment & Project Completion</i>
CLA Paper	20%	
CLA Presentation	10%	
Total	100%	

*Note that CPT courses have a different percentage breakdown.

3. Academic Engagement and Preparation

Credit hours include hours spent engaging with the student, 'contact hours,' and hours the student spends preparing and completing assignments, called preparation hours.

Contact or academic engagement hours include direct and indirect faculty instruction. Students perform 'work' during contact hours; this can entail reviewing online lecture slides, participating in class discussion online, taking a quiz, contacting an instructor with a question, completing an interactive tutorial, and conducting lab work (such as a field study observation in the workplace).

Preparation hours are often referred to as homework and include reading, studying, and completing assignments and projects. The following tables are meant to clarify these concepts and provide guidance. The course must include 45 contact hours and 90 preparation hours.

Table II: Course – Contact Engagement Hours and Preparation

Academic Engagement and Preparation

Academic Engagement	
Direct Teacher Instruction (Virtual Class Sessions) or (On-campus Class Session)	
Indirect Teacher Instruction (Online Viewing of PowerPoint Presentations and Videos)	
Contributing to Online Discussions	
Taking Quiz	
Total:	45 hours
Preparation	
Reading Required Texts	
Reviewing PowerPoint Presentations and Lecture Notes	
Completing Professional Assignments	
Comprehensive Learning Assessments (CLAs 1 and 2)	
Studying for Quiz	
Preparing for CLA Presentation	
Total:	90 hours
Total Hours of Academic Engagement and Preparation:	135 hours

6. Books and Materials

Any course textbooks information students need should be listed, along with ISBN numbers. Also, if any additional software or materials are required for the class, students will receive information about these materials prior to course start.

7. Pre-requisites and Technical Requirements

If the course has any pre-requisite courses or knowledge needed, it would be useful to review it with the student. If a course is open to students with 'prior knowledge' or 'equivalent experience' detailing that experience or knowledge would be helpful for students. If there are any specific technical requirements for the course, those should be included as well.

8. Student Services - Helpdesk

The contact information for key staff at the University is included in a prominent place in the course syllabus. Technical and procedural questions may be answered by trained Student Services staff.

- Technical support: Victor Nguyen vnguyen@westcliff.edu

-
- Library & Information Resources Network (LIRN): Director of Library Services, Mr. Ron Ross. Assistant Director of Library Services, Dr. Jose Trujillo.
 - Westcliff University main phone number: 949-825-5999
 -

9. Course Schedule

There is a course schedule in the syllabus for dates and types of assignments. Having a complete course schedule at the beginning of the class will help students plan their activities.

VIII. Online vs. Hybrid Course Planning

The curriculum for online and hybrid courses is identical. All courses are planned to have discussion questions, professional assignments, comprehensive learning assessments, readings, and quizzes. Both modalities have class sessions- virtual or on-campus class sessions. PPT presentations are to be used in both modalities and emphasize the benefit of the live class session by getting students engaged and thinking critically about the class content. The difference in planning comes when considering the logistical differences of the synchronous component of the class session.

Hybrid classes use on-campus class sessions. These can consist of group work, in-class assignments, short videos, whole class discussions, etc. All students in one location helps with classroom management and traditional classroom methods.

Online classes are held completely online using Zoom. While many of the same types of activities can be used, there is the added element of technology that need to be effectively considered and utilized in order to maintain consistency with the hybrid classes. Examples consist of group work, using breakout sessions, Google Docs to facilitate collaborative projects, short videos, and planned discussions.

IX. Flipped Classroom Approach

The flipped classroom is a pedagogical model in which the typical lecture and homework/preparation elements of a course are reversed. Voicethread lectures of 20 to 40 minutes take the place of the traditional teacher-centered Powerpoint lecture and are viewed by students at home before the class session. The Voicethread lectures and the readings assigned every week introduce the course learning outcomes for the given week, while time spent in class is devoted to further introducing, developing and mastering the outcomes through exercises, projects, group work, pair work, presentations, and discussions. This model is based on the idea that students can read the course material and Powerpoint lecture on their own, but they need the expert facilitation of the faculty member to work on applying the concepts to their teaching practice. This dynamic gives students an opportunity for authentic

engagement, development, and mastery of course learning outcomes through challenging team-building activities

X. Grading Rubrics (Metrics)?

Westcliff University makes use of grading rubrics as a tool to delineate criteria and expectations pertaining to assignments and establish an objective consistency in grading that represents a systematic appraisal of student-work. The final grading of assignments does leave room for a subjective component that typically includes the instructor's interpretations, judgments and any policies pertaining to assignments.

XI. Assignment Creation

1. Discussion Questions

2 to 3 discussion questions obtained from the textbook material or based on supplemental materials are required weekly. The content of questions asked is based on course content and the College of Business and College of Education's outcomes (CLOs).

2. Professional Assignments (PAs)

- Each assignment links to at least 2 CLOs
- Assignments are to be in APA format with at least 5 (bachelors) 6 (masters) or 8 (doctoral) external sources.
- The University encourages the use of case studies
- The University encourages team collaboration when possible
- Professors may create their own case studies or use ones found in the textbook
- Each assignment should evaluate student mastery of the subject matter, and include links to core competencies

3. Comprehensive Learning Assessments (CLAs)

- CLAs are multi-faceted assignments that measure student learning.
- Two CLAs are incorporated into each course and should collectively cover all course learning outcomes and individually cover as many program outcomes as possible. The CLA 1 should focus on assessing course foundations and the student's ability to define and understand its main concepts
- CLA 2 is a written assignment in APA format with at least 5 (bachelors) 6 (masters) or 8 (doctoral) external sources. The CLA 2 involves a powerpoint presentation of the content of the CLA 2 paper to the class.
- CLAs can include case study analyses, research papers and/or student presentations. CLAs are meant to measure student achievement of CLOs in a way that goes beyond rote memorization and gauges true understanding and mastery of course content.

Page Lengths

College of Business (COB) Page Length(s)			
Program	PA (1&2)	CLA1	CLA2
1-Oct-18	page length	page length	page length
BBA	2 to 3	3 to 5	3 to 5
BBA (capstone)	2 to 3	5 to 7	8 to 10
BSIT	2 to 3	3 to 5	3 to 5
BSIT (capstone)	2 to 3	5 to 7	8 to 10
MBA	2 to 3	4 to 6	4 to 6
MBA (capstone)	3 to 4	8 to 10	12 to 15
MS (CS,IT, EM)	2 to 3	4 to 6	4 to 6
MS (capstone-all)	4 to 5	10 to 12	15 to 18
DBA	2 to 3	5 to 7	8 to 10

**It should be noted that college of education assignments are extremely varied, so page numbers and references amounts vary depending on type of assignment.

Course Key Elements

All course activities and assignments should:

- Be clearly derived from the CLOs
- Allow for multiple ways of engagement with the course material, the instructor and other students in order to achieve CLOs.
- Allow students who have completed them to demonstrate *the level* of learning defined by the associated CLO

A clear indication of criteria for evaluation of student work should be readily available so that students are aware of the course expectations. These criteria can be communicated:

- Within an assignment
- As a separate grading system, or
- As a general system that is applied to each assignment

A rubric or grading outline would be an example of appropriate criteria for evaluation.

Textbook Selection

Courses are developed using textbooks and scholarly articles that are no more than 5 years old. The administration and faculty maintain their subject knowledge by attending professional development events with other experts in their field as well as being in communication with publishers regarding the latest textbooks in the field. If a textbook must be replaced (older than 10 years), a rationale must be submitted and approved prior to any course modification or creation.

Appendix

Appendix A Syllabus (Course) Review Checklist

Appendix B Rubric Template

Appendix C Program Proposal Form

Appendix D Acronyms Used at Westcliff University

Appendix E Westcliff University Glossary

Appendix A

To: Faculty
From: Your Program Chair and Dean
RE: Faculty Responsibilities Regarding the Preparation of a Course Syllabus
Date: February 2019

Westcliff University has prepared syllabus templates for all courses for faculty use. For each course, there are typically two templates, one for teaching in a hybrid format and one for teaching in an online format. While the University provides the bulk of the course content in the syllabus, the instructor of the course is expected to be the content expert in the classroom and throughout the course. Therefore, faculty should conduct a thorough review of all course content contained in the syllabus before the course begins and make any necessary revisions according to the guidelines below. Ultimately, the professor should approve and take responsibility for the syllabus and all assignments contained within prior to the course start.

Timeline for Completion: All faculty are to use the relevant syllabus template which will be sent to you at least three (3) weeks prior to the start of each and every course. You are required to make the necessary changes to the template and send it back no later than two (2) weeks prior to the start of the course. The syllabus will be made available to students via the course Global Academic Portal (GAP) once it has been approved by the Dean.

The following are instructions regarding how to modify the syllabus for your course. Any and all suggested changes should be done through track changes with comments and sent to and approved by the Dean at least one week prior to the start date of each course. Sections of the syllabus which are not listed below should not be modified in any way without permission from the Dean. **You are responsible for making the following changes/additions to the template for your course:**

Welcome to Class:

The syllabus uses a standardized Welcome to Class message; however, we encourage you to personalize your welcome message. This message will also be posted on your course site in the Global Academic Portal for students.

Instructor Contact Information:

You may modify this section by identifying specifically when you check your emails, or when you specifically check the University's GAP. The University standards are checking and responding to emails once a day or every 24 hours and responding to questions posted on the portal once a day, or every 24 hours.

Biography:

Please review the biography inserted on your behalf. You may update it in the instance of any recent changes. In such case, please notify **Jenny Urena or Daisy Lee** at jennyurena@westcliff.edu and daisylee@westcliff.edu of the changes made so that your Faculty File may also be updated.

CLA Linking Table:

Each of the Comprehensive Learning Assessments (CLAs) must encompass all of the Course Learning Outcomes (CLOs) presented and covered in class up to that point. Additionally, all Program Learning Outcomes (PLOs) should be covered between CLA1 and CLA2, The CLA Linking Table should describe which CLOs and PLOs will be examined by each CLA. Please ensure that all CLOs for the course are covered between CLA1 and CLA2.

Course Outline At-a-Glance:

The dates for assignments have been prepared for you based on a typical schedule for the course. The deadlines for specific assignments are standardized and typically do not vary, unless the hybrid classes occur on a different day or at a different time, or in the case that a holiday should occur on what would normally be a submission deadline or class meeting.

If a date must be changed for any reason, please adjust the table accordingly **and notify your program chair** of any changes made. Please note that any changes will ultimately need to be approved by the Dean.

Grading Policy Chart for Academic Engagement and Preparation:

Please review the hours assigned to the categories listed in the chart. Due to the changes you may make to assignments, textbooks, or reading assignments, the hours may correspondingly vary. In any case, the hours of Academic Engagement must add up to 45 and the Hours of Preparation must add up to 90 for a total of 135 hours in a course.

Detailed Grading Criteria:

Please review the grading criteria for each assignment type and pay particular attention to the grading rubrics being utilized. If your course content is such that the rubrics included cannot be used for grading of assignments, please suggest edits or alternative grading criteria during your syllabus review.

You will want to review the rubrics in the syllabus and make sure that the rubrics are appropriate for each assignment. Additionally, please check that the rubrics in the syllabus match the ones uploaded on GAP. In general, there are pre-set rubrics for most assignments (discussion questions, papers, lesson plans, and presentations). However, if there are any assignments that will need specific rubric

criteria that you feel are not listed on the provided rubrics, please notify your program chair immediately.

Detailed Course Outline:

You are invited to suggest modifications to the discussion questions, professional assignments, quizzes, and Comprehensive Learning Assessments. Any modifications need to be reviewed by the dean. Within the detailed course outline, we also encourage you to list any required readings from the textbook and other resources which you believe would benefit students as they work through the course. These resources may include PPTs, articles, video clips, links to webpages, etc. ***If the course already contains assigned articles or videos, please ensure that these resources are still readily accessible to students via LIRN, Google Scholar, and/or via a live link.*** Once the course site on GAP has been created, instructors can upload these resources for students to access easily or may request help from tech support to do so.

Syllabus Review Checklist

By putting my initials next to each category below, I guarantee that I have reviewed the syllabus content in that category, have made any necessary revisions as outlined in the attached memo, and now assume responsibility for course content. I understand that once the syllabus has been reviewed and approved by the Dean that no changes to the syllabus may be made without consent from the administration.

Course Syllabus and Materials	Page #	Revisions Made to Content <i>Please provide a brief description of changes made, if any.</i>	Initial
Welcome Message / Contact Info			
Instructor Biography			
Course Description (Chart)			
Program Learning Outcomes			
Course Learning Outcomes (CLOs) Linked to Program Learning Outcomes (PLOs)			
CLA Linking Table			
Course Assignment Details			
Course Outline At-a-Glance			

University Policies			
College of Education Policies			
Grading Policy			
Detailed Description of Each Grading Criteria:			
Detailed Course Outline (Includes all assignments)			
Assigned Readings from Textbook			
Assigned Articles			
Assigned Videos			
Discussion Questions			
Professional Assignment(s)			
CLA1			
CLA2			
Quiz – provided outside of syllabus			

I hereby confirm that I have thoroughly reviewed, revised, and ensure the quality and accessibility of all assignments in the course syllabus.

Name

Signature

Date

Appendix B

Rubric Template – COE

Scaled Points	10	9	8	7	6	5	4	3	2	1	0
Actual Points	50	45	40	35	30	25	20	15	10	5	0
Topic & Task Possible: 50pts											
Scaled Points	10	9	8	7	6	5	4	3	2	1	0
Actual Points	20	18	16	14	12	10	8	6	4	2	0
Mechanics Possible: 20pts											
Scaled Points	10	9	8	7	6	5	4	3	2	1	0
Actual Points	20	18	16	14	12	10	8	6	4	2	0
Organization Possible: 20pts											
Scaled Points	10	9	8	7	6	5	4	3	2	1	0
Actual Points	10	9	8	7	6	5	4	3	2	1	0
APA Possible: 10pts											

Rubric Template-COB													
	Exemplary		Proficient			Needs Improvement			Unsatisfactory			Percentage of Overall Grade	Points Possible
Actual Points	20	18	16	14	12	10	8	6	4	2	0		
Scaled Points	10	9	8	7	6	5	4	3	2	1	0		
Assignment Components													
Originality and Content												30%	30
Argument												25%	25
Writing Components													
Organization												10%	10
Grammar and Spelling												10%	10
Formatting												5%	5
Research Components													
Effective Research												10%	10
Quality Resources												10%	10
												100%	100

Appendix C

New Program Prospectus

(2-3 pages)

1. Need for the program or reason for developing the program, with demonstration of potential demand in the form of market surveys. Employer needs are considered, etc. The summary should include a brief rationale for the conversion. If the new degree program is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students. If the proposal does not appear to conform to the University advocated concept of broadly based programs, an explanation should be provided.
2. How the program fits with the mission and focus of Westcliff University, taking into account the university's Strategic Plan and information from reviews of existing or related programs.
3. If similar programs are available from competing universities, why is the program needed at Westcliff? How would our program differ from those already available?
4. Are there other curricula in other academic areas offered by Westcliff that are closely related to the proposed program? If a new degree program is being planned in an area where a formal minor, option or sub-option is offered, how many students are enrolled in the existing program? If a proposed program has substantial similarity or overlap with an existing program, how do the programs differ? Why should the new program be offered by an academic area different from the one offering the existing programs which are similar? How can students determine which program best suits their needs?
5. Will courses be offered frequently enough so students can complete the program? How will scheduling be coordinated?
6. Provide estimates of the resources needed to offer the projected program. This estimate must include information about the sources of funds and the impact on other programs of moving resources to the new program. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that decision-making curriculum committees were aware of the sources of resource support when they endorsed the proposal.

Appendix D

Acronyms Used at Westcliff University

The table contains a list of acronyms and their associated titles which are used by Westcliff University.

Acronyms	Titles
AA	Associate of Arts
ACT	American College Testing Program
AF	Academic Facilitator
ADA	Americans with Disabilities Act
AEW	Authorized Early Withdrawal
ALO	Accreditation Liaison Officer
AP	Academic Probation
APPT	By Appointment
AY	Academic Year
CBEDS	California Basic Educational Data System
C.P.E	Continuing Professional Education
BA Ed	Bachelor of Education
BBA	Bachelor of Business Administration

BPPE	(California) Bureau for Private Postsecondary Education
CCs	Core Competencies
CE	Continuing Education
CEFR	Course Example Framework of Reference
CET	Center for Employment Training
CHEA	Council for Higher Education Accreditation
CLOs	Course Learning Outcomes
CLAs	Comprehensive Learning Assessments
CLEP	College Level Examination Program
COB	College of Business
COE	College of Education
CPT	Curricular Practical Training
CY	Calendar Year
TESOL	Teaching English to Speakers of Other Languages
DEAC	Distance Education Accrediting Commission
(D)IR	(Department of) Institutional Research
DBA	Doctor of Business Administration

DQE	Doctoral Qualifying Examination
DQs	Discussion Questions
DSO	Designated School Official
ED	U.S. Department of Education
Ed.D.	Doctor of Education
ELLs	English Language Learners
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Education Development Test
GPA	Grade Point Average
HEA	Higher Education Act
IA	International Affairs
IB	International Baccalaureate Program
IELTS	International English Learning Testing Services
IPEDS	The Integrated Postsecondary Education Data System
IPI	International Partner Institution

ILOs	Institutional Learning Outcomes
ISIS	Integrated Student Information System
IT	Information Technology
IVR	Industry Validated as Relevant
DQs	Discussion Questions
GAP	Global Academic Portal
IA	International Affairs
ILOs	Institutional Learning Outcomes
LIRN	Library Information Resource Network
LITE	Learning, Innovation and Teaching Excellence (Center)
LF	Lead Faculty
MA TESOL	Master of Arts in Teaching English to Speakers of Other Languages
MBA	Master of Business Administration
MENA	Middle East, North Africa
MS	Master of Science
NFO	New Faculty Orientation
NILOA	National Institute for Learning Outcomes Assessment

NSO	New Student Orientation
OCS	Online Class Session
OPT	Optional Practical Training
PA	Professional Assignment
PART	Professional Assignments in Real Time
PhD	Doctor of Philosophy
PILS	Professional Insight Lecture Series
PLAs	Professional Learning Assignments
PLOs	Program Learning Outcomes
PSSE	Professor and Student Support Exchange (Office Hours)
SAP	Satisfactory Academic Progress
SEVIS	Student and Exchange Visitor Program System
SEVP	Student and Exchange Visitor Program
SIS	Student Information Systems
SOLO	Spotlight On Learning Outcomes
SRC	Student Resource Center
SS	Student Services

STRF	Student Tuition Recovery Fund
SyBER	(Westcliff) International Symposium on Business and Education Research
TOEFL	Test of English as a Foreign Language
VA	Veterans Administration
VCS	Virtual Class Session
VPOS	Virtual Professor On-Site
WIJAR	Westcliff International Journal of Applied Research
WSCUC	WASC Senior College and University Commission
WU	Westcliff University

Appendix E

GLOSSARY

A

Academic Freedom Institutional policies and practices that affirm that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching, research, and writing. (WSCUC)

Academic Program A program of study leading to a certificate, associate, bachelor's, masters or doctorate degree.

Academic Year (AY) The academic year begins in the fall semester (session 1 and 2), continues through the spring semester (session 3 and 4), and ends in summer (session 5 and 6). Academic Year 2014 (or AY14-15) includes fall semester of 2014, and the spring and summer semesters of 2015.

Academic Probation A warning for the student that performs below the Westcliff University's standard GPA for good standing in a particular program. If the student's academic performance remains below the benchmark the student may be removed from the school.

Accountability In higher education, being answerable to the public, e.g., students, parents, policymakers, employers. Historically, accountability has focused on financial resources; emphasis now extends to students' academic progress, including retention, acquisition of knowledge and skills, and degree completion. (WSCUC)

Accreditation As practiced by WSCUC and other regional accrediting associations, a voluntary, non-governmental, peer-based form of quality assurance at the institutional level. To receive or reaffirm accredited status, institutions demonstrate that they are in compliance with state and federal law and meet the accrediting association's standards. Accrediting associations must be recognized by the National Advisory Committee on Institutional Quality and Integrity (NACIQI) in order for their accredited institutions to qualify for federal grants and loans to students. (WSCUC)

Advanced placement (AP) courses College-level courses taught in high school. Students may take an examination at the completion of the course; some colleges accept certain scores as college credit or advanced standing.

Alignment Connections among functions or dimensions of an institution that support achievement of goals, e.g., among curriculum, pedagogy, and expected outcomes; or priorities, planning, and resource allocation. (WSCUC)

Assessment (of student learning) An ongoing, iterative process consisting of four basic steps: 1. defining learning outcomes; 2. choosing a method or approach and then using it to gather evidence of learning; 3. analyzing and interpreting the evidence; and 4. using this information to improve student learning. (WSCUC)

Assessment Systematic information gathering, research, evaluation, and programmatic change for purposes of improving teaching, learning, and service in educational settings.

B

Baccalaureate or Bachelor's Degree An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work.

Bachelor's Degree An award that requires 120 credits usually completed in at least four years but not more than five years of full-time equivalent college-level work. Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Benchmark A point of reference or standard of excellence in relation to which something can be compared and judged. A specific level of student performance may serve as the benchmark that students are expected to meet at a particular point in time or developmental level. Retention and graduation rates may also be benchmarked against those of peer institutions or national norms. (WSCUC)

Benchmark Institution An institution that looks at student headcount, level and span of degree programs, scope, and mission; that possesses characteristics we aspire to achieve.

C

Calendar Year (CY) The one-year period beginning January 1 and ending December 31 within the same year

Candidacy A status of preliminary affiliation with the Senior College and University Commission, awarded for a maximum of four years following a procedure for institutional review that includes self-study and on-site visitation. Candidacy indicates that the institution meets all or nearly all the Standards at a minimum level. Candidacy is not accreditation and does not ensure eventual accreditation; it means that an institution is progressing toward accreditation. (WSCUC)

Capstone A culminating project or experience, usually associated with undergraduates but also applicable to graduate education, that generally takes place in the student's final year of study and requires review, synthesis, and application of what has been learned over the course of the student's college experience. The result may be a product (e.g., original research, an innovative engineering design, an art exhibit) or a performance (e.g., a recital, an internship, student teaching). The capstone can provide evidence for assessment of a range of outcomes, e.g., core competencies, general education outcomes, and institution-level outcomes, as well as those for the major or graduate degree. (WSCUC)

Certificate Recognition of successful completion of a focused collection of courses in a given discipline or set of related disciplines. Certificate programs vary in length and can be completed concurrently with or separately from a degree program.

CIP (Classification of Instructional Programs) An NCES publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

Class (Student) Level Academic level of an enrolled undergraduate student based on accumulated credit hours. First-year = 0 to 29 accumulated credit hours, Sophomore = 30 to 59 accumulated credit hours, Junior = 60 to 89 accumulated credit hours, Senior = 90 or more accumulated credit hours.

Classified Students Classified students are students who are pursuing an undergraduate or graduate degree.

Cohort A group of people who share a common characteristic or experience within a defined time period. In institutional research, cohorts usually consist of full-time, first-year students who begin college in a given fall.

Cohort Traditional New first-time, first-year students, enrolled in the fall term as collected in the College's annual census. The cohort's enrollment and registration are tracked over time for the purposes of calculating retention and graduation rates.

College A term with multiple meanings in U.S. usage: 1. historically, a small, undergraduate liberal arts institution; 2. a generic term, sometimes used as a synonym for university, to denote any postsecondary educational institution, including universities; 3. a grouping of related disciplines within a university, e.g., College of Engineering. (WSCUC)

Commission, also WSCUC Senior College and University Commission (WSCUC) Refers to the Senior College and University Commission of the Western Association of Schools and Colleges (WSCUC); may denote either the entire senior college organization or its decision-making body. (WSCUC)

Common Data Set (CDS) A product of the Common Data Set Initiative to provide accurate and timely data to students and their families. It is a detailed report covering university-wide information and data are presented in the same common format for most institutions of higher education to facilitate comparisons among them.

Comparative Data Data drawn from other sources: from within or, more typically, from outside the institution. Comparative data can enhance meaning and contextual understanding of the primary data being reviewed and analyzed. (WSCUC)

Competency In assessment of student learning, a specific skill, body of knowledge, or disposition; can also refer to the student's ability to demonstrate that learning. "Competency" is sometimes used interchangeably with "outcome," "objective," and "ability." (WSCUC)

Completion, also Degree Completion Signifies that students are able to graduate, having completed all requirements for their degree; sometimes used as a synonym for "graduation." (WSCUC)

Context The institution's mission, values, student body, and other factors that influence student- and institution-level outcomes. (WSCUC)

Comprehensive Learning Assessments (CLAs) Are comprehensive assignments that provide evidence of how well students have mastered the course content and test the students on all the Comprehensive Learning objectives. CLA 1 Focuses on assessing course foundations and the

student's ability to define and understand its main concepts. CLA 2 Measures the student's competency and mastery of the course concepts, particularly the application of those concepts.

Core Commitments WSCUC's Standards and process are founded on three Core Commitments: to student learning and success; to quality and improvement; and to institutional integrity, sustainability, and accountability. WSCUC-accredited institutions demonstrate their adherence to these commitments through the institutional review process. (WSCUC)

Core Competencies As defined in WSCUC Standard 2, Criterion for Review 2.2, institutions report on graduating students' levels of performance in five core competencies: written and oral communication, quantitative reasoning, critical thinking, and information literacy. Not to be confused with "core curriculum" (see "core curriculum"). (WSCUC)

Core Curriculum 1. An approach to general education that requires all students to take the same set of courses, rather than choosing from a menu of options; 2. Sometimes used as a synonym for general education. (WSCUC)

Course a learning experience of defined scope and duration, with intended learning outcomes, as described in a catalog, bulletin, or syllabus. (WSCUC)

Credential 1. A certificate stating that the student has graduated from a particular curriculum, has passed certain subjects, or demonstrated mastery of a specific set of skills; 2. A statement signed by a proper authority certifying that a person is authorized to perform certain functions or has been designated as an official representative. (WSCUC)

Credit A unit representing one credit hour (1 credit = 1 credit hour) of successfully completed work. It is applied toward the total number of credits needed for completing the requirements of a degree or certificate.

Credit Enrollment In a higher education academic course or program for which credit can be applied, upon satisfactory completion, toward the requirements for a formal award, such as a degree or diploma.

Credit Hour A course's unit of measure, representing the number of hours a student spends in-class for the course per week, which is counted toward completion of an academic program.

Criterion A characteristic mark or trait on the basis of which a judgment may be made. Criteria for good writing, for example, may be the ability to state a position clearly, support the position, anticipate contradictory arguments, and do so in error-free language. (WSCUC)

Critical Thinking The ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth. (WSCUC)

Culture of Evidence A habit of using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution's actions and practices. (WSCUC)

Cumulative GPA The grade point average calculated on all credit-bearing work attempted at the institution.

D

Degree An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-Seeking Students enrolled in courses for credit and recognized by the institution as seeking a degree. High school students also enrolled in postsecondary courses for credit are not considered degree-seeking. (IPEDS)

Distance Education An option for earning course credit online or at off-campus locations.

Discussion Questions (DQ) For each Discussion Question, students must post an answer in the Discussion Board on their course Global Academic Portal (GAP) by the assigned deadline each week. Students must then post a Peer Response for each Discussion Question by the deadline that same week

Diversity The representation and recognition of people of different backgrounds and points of view in the various constituencies of a college or university, e.g., student body, faculty, staff, and governing board. (WSCUC)

E

Educational effectiveness (EE) Producing the intended learning results in an educational endeavor. As used by WSCUC, educational effectiveness includes clear and appropriate educational outcomes and objectives; and alignment at the institutional and program level of resources and processes, including assessment, to ensure delivery of programs and learner accomplishments at a level of performance appropriate to the degree or certificate awarded. At the institutional level, findings about learning are integrated into planning, budgeting, and decision making. (WSCUC)

Embedded Assessment A minimally intrusive and efficient method of collecting evidence of learning using the work or performances that students produce in response to course assignments. (WSCUC)

Endowment Funds Funds received from a donor with the restriction that the principal is not expendable.

Evaluation A process for measuring and judging the quality of performance of an institution, a program, a process, or individuals, e.g., instructors, administrators. While assessment of student learning and evaluation processes are related, they do differ and it is best not to use the terms interchangeably. (WSCUC)

F

First-Time First-Year (FTFY) Students attending any college for the first time, including those with Advanced Placement credit and those who have earned college credits prior to high school graduation and/or during summer session between high school and college matriculation.

First-Time Freshman An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

G

General Education Courses Courses designed to introduce students to the fundamental knowledge, skills and values essential to the study of academic disciplines.

General Education (GE) The portion of an undergraduate course of study that provides general background knowledge and develops generic higher-order intellectual skills. General education can

take many forms. Some programs are “foundational,” i.e., students complete required courses before going on to the major; other programs run parallel with study in the major over the entire college career; still others integrate the learning outcomes of general education into other coursework. (WSCUC)

Global Academic Portal (GAP) an online learning platform where students and professors can share a common ground to express the ideas and get them evaluated from esteemed faculty

Grade In U.S. higher education, usually a letter ranging from A through F (with F for failure) that indicates the quality of student work and performance in a given course. (WSCUC)

Grade Point Average (GPA) Grade point averages (GPA) are determined by dividing the total number of grade points by the total number of credit hours for which a student has received letter grades (excluding I, NC, CR, W, or L). The session GPA is calculated on any one session’s credits and grade points.

Graduate Student A student who holds a bachelor’s or equivalent, and is taking courses at the post-baccalaureate level.

Graduation Rate The percentage of students in a given cohort who graduate within a specified period of time is the graduation rate.

H

Headcount (Unduplicated) Headcount is the sum of students enrolled for credit, where each student is counted only once during the reporting period, regardless of when the student enrolled. (IPEDS)

Headcount Enrollment Headcount enrollment is the number of students who attend a school, regardless of full-time or part-time status, or number of credits taken.

Headcount Student Majors The actual count of individual students. Every student is assigned a major.

Headcount Number of individual people, whether full-time or part-time, at a given point-in-time.

Higher Education Postsecondary education, i.e., beyond high school, leading to academic degrees or credentials. (WSCUC)

I-L

Independent Study Academic work chosen or designed by the student under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

Information Literacy According to the Association of College and Research Libraries, the ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information" for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally. (WSCUC)

Institutional Research 1. Collection of institutional data useful for analysis, planning, and accreditation review; 2. The office that collects, organizes, and reports such data. (WSCUC)

Integrated Postsecondary Education Data System (IPEDS) A system of surveys, administered by the National Center for Educational Statistics, used to collect information from all postsecondary educational institutions. Data includes information about enrollments, program completions, faculty, staff, and finances.

International Student (Non-resident Alien) A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

M

Master Certificate (Post-Baccalaureate) An award that requires completion of an organized program of study requiring a minimum of 9-12 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree, but do not meet the requirements of academic degrees carrying the title of master.

Master's Degree An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree.

Matriculated Enrolled in a degree program.

N

Non-Degree Seeking Students Who take courses, but do not aim to get a degree from the university are non-degree seeking students. They might take courses due to specific needs or for self-satisfaction.

Non-Degree Student Student not enrolled in a degree program, but enrolled in credit-bearing classes where the academic credit appears on a Westcliff University transcript, and may be transferable into a degree program at the discretion of the program/institution granting the degree.

Non-Matriculated Not enrolled in a degree program.

Nonresident Alien A person who is not a citizen or national of the United States, but has a visa allowing him or her to stay on a temporary basis. Nonresident visas are issued for purposes including business, travel and study.

O

Objective 1. In assessment of student learning, a concise statement of what the instructor (or program or institution) intends a student to learn (on some campuses, objectives then lead to development of learning outcomes); 2. Sometimes used interchangeably with “outcome,” but “outcome” has become the more common usage because of its more direct focus on the result (or “outcome”) for the student; 3. In institution- or program-level planning, more specific statements derived from general goals; 4. In psychometrics, a test consisting of factual questions requiring short answers that can be reliably scored using an answer key, minimizing subjective judgments. (WSCUC)

Online Course A course where most or all of the content is delivered online.

Online Program Where a majority of the coursework can be completed online.

Oral Communication Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions,

dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically. (WSCUC)

Outcome 1. In assessment of student learning, a concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as “understand” or “appreciate” are avoided in favor of observable actions, e.g., “identify,” “analyze.” Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. 2. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals. (WSCUC)

P

Part-Time Student Undergraduates Students registered for fewer than 6 credit hours per session at the census date; Graduate Students: Students registered for fewer than 6 credit hours per session at the census date.

Peer Institution An institution similar in role, scope, or mission to Westcliff University that is used for Peer Analysis.

Peer Review In higher education, a quality assurance process for purposes of improvement and accreditation that draws upon individuals active in the field of higher education. (WSCUC)

Peer Reviewer A person who is professionally qualified to review an educational or other program, either for internal quality assurance and improvement or for accreditation purposes. (WSCUC)

Persistence A student's continued enrollment at the College beyond any particular term.

Persistence Rate Is the percentage of students who return to college at any institution for their second year, while the retention rate is the percentage of students who return to the same institution for their second year. (IPEDS)

Planning The development of a design by which an institution sets goals and objectives and identifies the means to measure their accomplishment. Institutional planning may address educational programs, support services, the physical plant, budgets and finances, and other aspects of institutional operation and future development. (WSCUC)

Policy In WSCUC usage, a binding statement that reflects the will of the Senior College and University Commission and/or the U.S. Department of Education. Some policies are relevant to all institutions, e.g. the WSCUC policy on Accreditation Liaison Officer; others are relevant only to those institutions whose activities fall within the scope of the policy, e.g. WSCUC policies on collegiate athletics, distance education. (WSCUC)

Portfolio In assessment of student learning, a method of collecting student work so that the evidence can be reviewed in relation to specific learning outcomes. Most student portfolios also include a reflection on the learning process. Portfolios are highly adaptable: they may be developmental (showing progress from rough draft to finished product) or cumulative (i.e., students' "best work"); and they may be assembled at the level of the individual student, program, or institution. (WSCUC)

Post-Baccalaureate Student A student holding a bachelor's degree who is enrolled in graduate or first-professional courses that do not result in a master's degree.

Prerequisite A course students must complete before taking a more advanced course in the discipline.

Professional Assignment (PA) An essay assignment that responds to a case study of similar assignment provided by the professor

Proficiency The level of knowledge or degree of skill that a student has achieved.

Program 1. A systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field; 2. Sometimes refers to the total educational offering of an institution. (WSCUC)

Program Review A systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included. While student success and

assessment of learning at the program level are an important part of program review, they should not be confused with the more encompassing process of program review. (WSCUC)

Q

Quality Assurance Any process for systematic monitoring and evaluation to ensure that standards of quality are being met. Higher education has many traditional processes for quality assurance, including review of courses and programs, tenure review, program review, annual reports, personnel evaluations, peer review of research and publications, and assessment of student learning. (WSCUC)

Quantitative Reasoning The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods. (WSCUC)

R

Research Collection, analysis, and publication of data, studies, or other findings in order to expand a field of knowledge or its application. (WSCUC)

Retention Rate A measure of the rate at which students persist in their educational program, expressed as a percentage. This generally represents the percentage of first-time first-year students in a given cohort who enrolled from one session to the next corresponding session.

Retention Typically refers to the rate at which students return and re-enroll in college from semester to semester and year to year; retention rates from first to second year are of particular interest, since that is when the heaviest attrition is likely to occur. (WSCUC)

Rigor In education, refers both to a challenging curriculum and to the consistency or stringency with which high standards for student learning and performance are upheld. (WSCUC)

Rubric 1. A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcome down the left-hand vertical axis, and levels of performance across the horizontal axis. The work or performance may be given an overall score (holistic scoring), or criteria may be scored individually (analytic scoring). Rubrics are also used to

communicate expectations to students. 2. WSCUC has developed a number of rubrics to assist teams and institutions in evaluating various aspects of their curriculum and assessment processes. (WSCUC)

S

Scholarship 1. The act of study and/or research; 2. The knowledge that results from study and research in a particular field. In *Scholarship Reconsidered* (1991), Ernest Boyer defined four kinds of scholarship: discovery, integration, application, and teaching. His new paradigm recognized the full range of scholarly activity engaged in by college and university faculty and questioned a reward system that prioritized research and publication while devaluing teaching. Since then, the scholarship of teaching and learning has gained increasing respect. (WSCUC)

Signature Assignment An embedded assessment method using an assignment—either the identical assignment or multiple assignments all constructed according to a common template—across multiple courses or sections of courses. A sample of students’ work products is then examined using a rubric to arrive at judgments about the quality of student learning across the course, program, or institution. Alternatively, a signature question may be embedded, for example, in final exams. (WSCUC)

Standard Broadly refers to statements of expectations for student learning, which may include content standards, performance standards, and benchmarks. In the K-12 arena, standards generally describe content, but not level of mastery. In higher education, in contrast, standards generally refer to expected levels of mastery or proficiency. Not to be confused with standards of accreditation. (WSCUC)

Standard of Performance The degree of skill or proficiency with which a student demonstrates a learning outcome. WSCUC Standard 2, CFR 2.2a, requires institutions to report on their students’ levels of performance at or near the time of graduation in five core competencies: writing, oral communication, quantitative reasoning, critical thinking, and information literacy. Standards of performance are set by faculty and other educators on campus. (WSCUC)

Standards of Accreditation Standards of accreditation are the principles used as a basis for judgment in accreditation reviews. WSCUC has four Standards that flow from three Core Commitments. They are used to guide institutions in assessing institutional performance, to identify areas needing improvement, and to serve as the basis for judgment of the institution by evaluation teams and the Senior College and University Commission. (WSCUC)

Student Level An indication of a student's progress toward a degree: first-year, sophomore, junior, senior, unclassified.

Student Success A phrase often used as shorthand for retention and degree completion. For WSCUC, student success includes quality of learning and rigor as well as retention and completion. (WSCUC)

Student Success Rate Combing total number of graduating students and total number of still enrolled students by total number of students

T

Team (Also Accreditation Team, Evaluation Team, Visiting Team) A group of peers from the higher education community that is selected and trained to review an institution's institutional report, data exhibits, and other documents; conduct Offsite and on-site reviews; and write a report on its findings and recommendations. (WSCUC)

Time to Degree (or Time to Completion) Time to degree indicates the number of calendar years that elapsed between the start of a student's first term as a degree-seeking student and graduation (commencement date). It is usually calculated by creating a graduation cohort that consists of the students who completed a type of degree (for example, Bachelor's degree) in a given year, and looking backwards to measure the amount of time (including summers) between their first term as a degree-seeking student and graduation (commencement date).

Transfer Student A student who came from another higher education institution prior to enrolling at Westcliff University.

U - V

Undergraduate A student enrolled in a bachelor's degree program.