New Academic Program

Substantive Change Application

Institution: City, State: ▮▮▮

Name of person completing this application: ▮▮▮

Title: ▮▮▮   Phone: ▮▮▮   Email: ▮▮▮

Date Submitted: ▮▮▮

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution's behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

   Initiating a new online consortial degree - <insert degree name>.

2. **Does another characteristic of the change requested in this application require prior HLC approval?** (Example: distance education, contractual arrangement, etc.)

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☐ No

☐ Yes

> If yes, please explain and submit the relevant application form (or indicate the date on which it has been submitted):

3. **Classification of Change Request.**
   Note: Not every substantive change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

   New academic program(s):

   ☐ Associate's   ☐ Bachelor's   ☐ Master's or specialist

   ☐ Doctorate   ☐ Certificate or diploma

   ☐ *Check if program is at a new degree level*

   An institution submitting more than one change request should complete multiple applications, one for each type of change. Change requests may be related to the following topics:

   - New academic programs, including degree and certificate programs
   - Changes to existing academic programs involving credit/clock hours, method of delivery or length of term
   - Opening or closing additional locations or branch campuses
   - Provisional Plans (with or without Teach-Out Agreements, as applicable)
   - Teach-Out Agreement if closing a campus or additional location that provides total degree programs
   - Access to HLC's Notification Program for Additional Locations
   - Initiating or expanding distance education or correspondence education offerings
   - Offering programs through competency-based education (credit-based, direct assessment or hybrid)
   - Initiating or modifying contractual arrangements
   - Change in mission
   - Change in student body

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

   a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

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b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

5. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

6. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

7. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

☐ Not Applicable

8. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

☐ Not Applicable

9. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

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☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

10. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

☐ Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See Change Visit: Required Materials and Submission Procedures for more information.

☐ Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the already scheduled visit.

b) Provide URLs to the institution's faculty/staff handbook and catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

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Faculty/Staff Handbook URL: ▢

Catalog URL: ▢

Part 2: Topic-Specific Questions

If the institution is unsure whether prior HLC approval for the proposed program is required, complete the New Degree Program Screening Form.

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

    a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit 2020 CIP code (XX.XXXX) of the program (CIP codes, program name, and additional description [optional])

    Initiating a new online consortial degree - <insert degree name>.

    CIP code for this degree can be found on first page header of the MOA3 here.

    b) Total credit hours (indicate whether semester or quarter) for completion of the program

    Bachelor's degrees are 120 credit hours; Graduate Certificates are typically 18 credit hours; Master's degrees are typically 30 credit hours; Ed.S. and Ed.D. degrees are generally about 60 credit hours unless otherwise specified. Please check MOA2 document for exact credit hours. All online collaborative degree MOA's can be found here.

    c) Normal or typical length of time for students to complete the program

    4-6 years for Bachelor's degree; 1-2 years for Graduate Certificate; 2-3 years for Master's degrees and 2-5 years for Ed.D. or Ed.S. degrees. The length varies depending on if the student is full-time or part-time.

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d) Proposed initial date for implementation of the program

Varies. Typically, three semesters (including summer) from when the form is being filled.

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

This collaborative degree will build on the University's degree infrastructure and the instructional capacity of participating campuses to students who are not traditionally being served by Indiana University campuses. This online program will benefit the campuses by offering a more flexible degree option for students who are working and/or have family responsibilities and are not able to pursue a degree through a residential program.

f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

☐ No

☐ Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.

- **If approval is not required:** Attach the confirmation email from HLC to this application.

g) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

☐ No

☐ Yes

Important: If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Section B. Institution's History With Programs

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3. Does the institution currently offer a program at the same instructional level and with the same 4-digit 2020 CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

    Please refer to the IU Academic Program Inventory for CIP code related details specific to your campus.

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit 2020 CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

    Please refer to the IU Academic Program Inventory for CIP code related details specific to your campus.

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

    This response is unique to each campus.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

    Typically, new online collaborative degrees are created by OCAP after we receive the request from a faculty from one of the seven IU campuses. Faculty member submits and Initial request Form (IRF) and that triggers the market analysis using the EMSI software. OCAP then reaches out to the Executive Vice Chancellors of Academic Affairs/Provost on each campus to determine if a campus wants to participate in the degree or not based on their eligibility and capacity. After the provost determines   their participation, faculty members from participating campuses get together to create the degree (program goals, learning outcomes, list of courses, target audience, assessment plans, etc.). The faculty committee design the degree based on courses that already exist within IU to cater to students who cannot pursue a conventional on-campus degree - stop-out students, active duty and retired military personnel, second-career students who may have some college credit but not hold a four-year college degree. Each campus, regardless of size, has equal say in the development of the curriculum.

    The curriculum is then approved by faculty at each campus according to their respective campus's governance processes (e.g. – curriculum committee, faculty senate, etc.) for approving an online degree. In addition, the Academic Leadership Council (ALC), a university-wide body of academic leaders, approved the online degree following its established processes. The degree is then approved by IU Board of Trustees (BoT). At the state level, Indiana Commission of Higher Education (ICHE) also approve the online collaborative degrees.

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Faculty from each campus collaborate with expert instructional designers from IU's eLearning Design and Services (eDS) to create the online courses, working from a set of previously agreed upon learning outcomes. The collaborative online credentials are administered by a faculty committee and a deans' committee that include one representative from each of the participating campuses. Both committees meet monthly during the academic year. The credentials are governed by three Memoranda of Agreement (MOA) signed by the Vice-Chancellors / Vice-Provosts, Faculty, and Deans from the participating campuses. Over the course of its deliberations, the faculty committee establish program goals, learning outcomes, identify required courses, and formulate academic policies covering satisfactory academic progress, as well as course assessment standards. These policies were codified in a signed MOA2 and submitted for review and approval at each of the participating campus. Immediately following the completion of MOA2, the Vice-Chancellors / Vice-Provosts and Deans at the participating campuses complete the MOA3, which establishes the standing faculty committee with one voting faculty representative per campus. The faculty committee has primary responsibility for curriculum oversight and student learning assessment. Specific responsibilities include:

- Approving any changes to the curriculum of this program and maintaining the currency of the shared curriculum, accepting new courses into the degree program.
- Ensuring that curricular changes that require campus approval are submitted to the appropriate campus units for such approval.
- Developing and implementing a mutually agreed-upon and shared process for assessing student learning.
- Addressing other curricular, assessment, and communication functions as necessary.

While carrying out these duties, the faculty committee will:

- Collaborate with the deans' committee to develop a schedule that serves students in the program and equitably distributes instructional duties among the participating campuses.
- Solicit appropriate comments and suggestions from campus colleagues before course changes are submitted through IU's monthly course remonstrance process.
- Develop standard assessment rubrics for required classes that focus on the mastery of content and the effectiveness of courses in terms of their online design and delivery.

Course assessment will run in a continuous two/three-year cycle. As directed by the faculty committee, the Office of Collaborative Academic Programs (OCAP) and the Office of Online Education (OOE) will provide appropriate assessment tools in the CANVAS LMS, and a repository for student artifacts to promote longitudinal assessment. In addition to internal assessment, OCAP will encourage faculty to submit courses that will be taught in regular rotation for Quality Matters™ (QM) review and certification. The faculty committee will work with the Office of Online Education Compliance Office to ensure that all courses meet ADA and other accessibility standards.

The deans' committee is responsible for overall program assessment on a five-year cycle. The program assessment will incorporate insights from course assessment as provided by the faculty committee.

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7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

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No new physical facilities or resources will be required to teach this new online collaborative degree. All online classes are taught via Canvas (IU's LMS). All students from all participating campuses have similar access to Canvas and embedded third-party software.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Evidence of market demand is typically determined by evaluating data from EMSI reports generated by Office of Online Education (OOE). EMSI reports for online collaborative degrees can be found [here](#).

Workforce development related data can be found at the [Indiana Department of Workforce Development](#) website.

Additional data regarding demand can be found at [U.S. Bureau of Labor Statistics website](#).

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Online consortial degrees are jointly managed by all participating campuses. All new incoming students either choose a home campus of enrollment or are allotted a home campus based on their service area or in a round robin format. Growth in this online consortial degree will be shared equitably across all participating campuses. Campuses have sufficient existing instructional capacity, faculty and staff human resources to manage this growth over the next few years. We expect the number of new students per campus in single digits and over a three-year period the enrollment will grow and the program will be self-sufficient. Projected growth trends can be found in the ICHE forms found [here](#).

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

Since no new full-time instructional faculty are being hired to launch the online degree and pre-existing courses from the academic catalog are being leveraged towards this degree. The program is expected to be self-sufficient in 3-5 years. The projected enrollment and financial viability tables can be found in the ICHE form that can be found [here](#) .

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

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The Office of Online Education (OOE) is the primary entity charged with marketing IU Online programs. OOE maintains a comprehensive prospect website, request for information form, CRM instance, application and digital marketing campaign for all IU Online programs. This centralized approach ensures that online program offerings are consistently added to website, RFI form, CRM, application, and digital marketing campaigns at the appropriate point in the new program implementation cycle. This also allows a central unit to ensure this information is shared to the appropriate campus/program contacts once it is live for recruiting/enrollment efforts to begin. The centralization also provides a single source for communicating program changes so that there is accuracy of messaging to students.

IU Online uses print and digital marketing and engagement materials such as postcards, emails, text messages, and messaging through a variety of social media websites and applications to disseminate information about online academic offerings, student support services and resources. IU Online Director of Enrollment Management and Student Services, who oversees the marketing unit as well, meets with various Deans committees every year and presents information to them on how IU Online is marketing their programs. She also meets with faculty committees regularly when her staff needs input from content experts. Some examples of IU Online marketing assets are provided below as evidence of single source marketing for all IU campuses for online collaborative degrees.

Evidence - Email Example
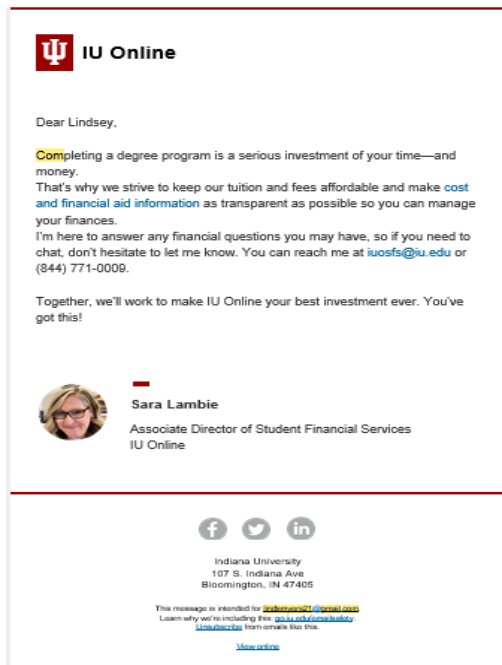
Evidence - Digital Marketing Awareness Assets
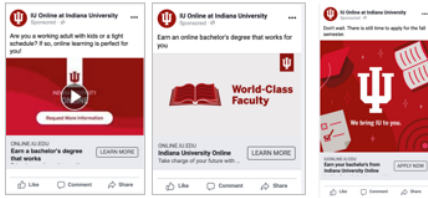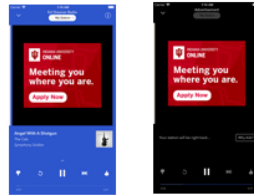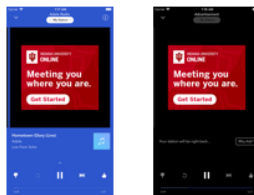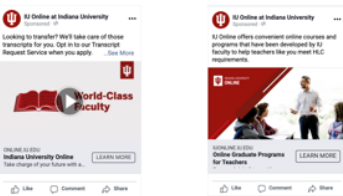
Evidence - Digital Marketing Lead Gen Assets
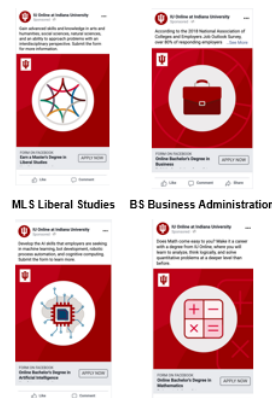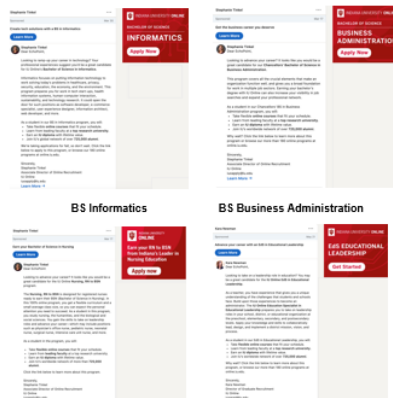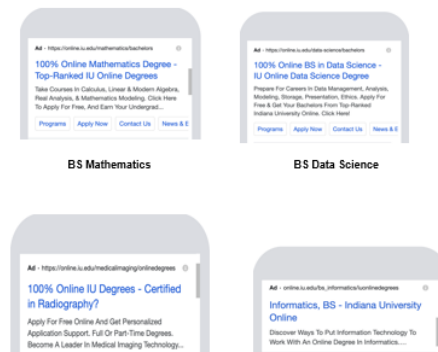
Evidence - IU Online Infographic

INDIANA UNIVERSITY **ONLINE**

Fall 2021 Student Diversity in Online Programs

8,224
Students in Online Programs

■ **3,112** Undergraduate

■ **5,112** Graduate

35%
Students in Undergraduate Online Programs are **First Generation Students**

> **21%** Undergraduate on-campus students are First Generation

6.4%
Students in Undergraduate Online Programs are **Veterans/ Active Military**

4.2%
Students in Graduate Online Programs are **Veterans/**

25%
Students in Online Programs* are **Students of Color**.

- - - - - - - - - - - - -

Online Student Ethnicity
(as % of all students enrolled in online programs)

- Black/African-American . . **6.94%**
- Hispanic/Latinx **6.18%**
- Asian **5.90%**
- Two or More Races **2.99%**
- Native American **0.10%**
- Pacific Islander **0.02%**

56%
Students in Online Programs* are **Female**

31
Average Age of Students in Undergraduate Online Programs

> **21** Average age undergraduate on-campus

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Evidence - IU Online Program One-Pagers

BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION

INDIANA UNIVERSITY ONLINE

Advance your career with a degree in the high-demand field of business.

The **IU Online BS in Business Administration** provides the operational, organizational, and managerial skills for today's business challenges. You learn to analyze business problems and identify solutions, present data effectively, facilitate collaboration, and achieve goals. Coursework is offered by five IU campuses, allowing you to benefit from the expertise of a diverse faculty.

Career Outcomes

Graduates of the program may work in a variety of fields, including:

- Finance
- Accounting
- Human resources
- Public relations
- Advertising
- Market research

Accreditation

The business schools at IU Kokomo, IU Northwest, IU South Bend, and IU Southeast are accredited by the Association to Advance Collegiate Schools of Business. The business school at IU East is accredited by the Accreditation Council for Business Schools and Programs. Indiana University is accredited by the Higher Learning Commission.

Course Delivery
100% Online

Total Credit Hours
120

In-State Tuition Per Credit Hour
$239.01

Out-of-State Tuition Per Credit Hour
$346.89

Degree Requirements

To earn the degree, you must complete a minimum of 120 credit hours, including:

- **General education courses** (30–42 credit hours)
- **Business foundation courses** (27 credit hours)
- **Business core courses** (34 credit hours)
- **Electives**

Transfer Credits

You can transfer up to 64 credits from a regionally accredited community college, or 90 credit hours from an accredited four-year university or college.

online.iu.edu
iuoapply@iu.edu • (844) 445-0117

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Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

The course details can be found in the MOA2 document that can be accessed [here](#). Each MOA2 document lists the courses that make up the degree and the number of credit hours. IU has a common course catalog. Course descriptions can be found be found [here](#).

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

The specific requirements can be found in the MOA2 document that can be accessed [here](#).

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

The online collaborative degree is being developed by faculty from multiple campuses. The courses in the degree will be taught by existing faculty from one of these participating campuses. No new full-time faculty will be hired to teach these courses.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

Please reach out to your respective Deans to document your campus-specific faculty members qualifications for each degree. This is a collaborative degree and multiple IU campuses are participating in this online degree. Faculty resources from all participating campuses are being pooled to teach the required courses for this degree. The complete list of teaching faculty can be found [here](#).

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

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Please reach out to your respective Deans to document the research capability of your campus-specific faculty members for each degree.

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Please reach out to your campus librarian to document library and information resources specific to this degree. Your campus Dean or Department Chair may also be a resource.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The school or department housing the degree program will follow its usual procedures for ensuring quality of teaching for the courses it offers. Such procedures usually consist of student evaluations of teaching, peer review, and/or examination of course materials by the dean or curricular committee. For classes offered online, OOE has provided each campus with a membership in Quality Matters ™ and funds for training faculty in the application of the rubric and for providing informal and official QM course reviews as requested. Faculty are strongly encouraged to follow the Quality Matters ™ rubric when designing their courses. Each campus has a QM-certified facilitator in its Center for Teaching and Learning who can train faculty in the use and application of the rubric.

Teams of faculty from the various campuses are working with instructional designers from IU's eLearning Design and Services (eDS) to create high-quality teaching and learning activities (lessons, modules, discussion forums, etc.) and assessments aligned to student learning outcomes for each course. Particular attention is paid to ensuring that each course is designed to provide regular and systematic faculty-student interaction.

The faculty committee, comprised of disciplinary content experts from participating campus, is responsible for overseeing the curriculum, including approving any changes in the curriculum. Formal program reviews will be conducted according to the guidelines specified by the University Faculty Council (a faculty governance body with representation from all IU campuses). The procedures for program reviews can be found here. The Deans Committee, comprised of the deans (or designee) of the school housing the program at each campus, will be responsible for the program review.

University Institutional Research and Reporting, a university-wide administration unit, will collect and publish enrollment, retention, and graduation rates for this degree program (as it does for all IU academic programs at all campuses). OOE provides additional data on collaborative degree programs to the OCAP, whose staff share it with the program deans or directors. The deans meet regularly to provide administrative oversight of the program; they will review the data provided by UIRR and OOE to manage enrollment and determine how well students are progressing through the program.

The Program level learning outcomes can be found in the MOA2 document that can be accessed here.

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19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

The faculty committee is responsible for overseeing assessment of student learning in this degree program. The committee has developed a set of program-level outcomes, along with a curriculum map of where in the program each outcome will be taught. The map indicates the courses where each outcome will be directly assessed. (see MOA2 document that can be accessed here) The faculty member teaching any of these courses will be responsible for collecting the relevant assessment data and providing it to the faculty committee. The faculty committee will be responsible for reviewing the assessment information, reporting their findings, and making recommendations for improvement based on their findings. This report will be provided to each participating campus according to the campus's policies and practices for assessment of student learning. Any recommendations or evaluations of the assessment process coming from a campus will be reviewed and addressed by the faculty committee. Campuses can track the progress of the assessment process via OOE Reports page where any full-time IU employee can follow the assessment tracker created by OCAP for each online collaborative degree (see screenshot below).

Indiana University provides a rich set of data related to enrollment, retention, and graduation, which the deans and faculty can access via OOE website to review how well students are progressing toward their degree. In addition, IU provides an electronic, customizable degree map to each undergraduate student, including students in this degree program. The degree map outlines a recommended sequence of courses for the students to take and will notify an advisor if a student is not making progress (either by failing to enroll in required courses or not passing a required course). Built-in analytics provide additional information to faculty and advisors about where students may be held back in their progress toward the degree, so the faculty and advisors can consider what changes may be needed. This ensures increased student persistence and timely student graduation.

Audience: Institutions
Form
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Process: Substantive Change
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