



**UNIVERSITY
CONSULTANTS**

**An Evaluation of Speech-Language Pathology
Graduate Program Websites:
A Proposal for their Effects on Admission**

Prepared for:
Imagination University

Prepared by:
University Consultants

November 28, 2018

Imagination University
Human Resources Department
123 Dream Way
Richmond, VA 23232

October 20, 2018

John Smith
University Consultants
123 Company Drive
Richmond VA, 23232

Dear Mr. Smith:

Subject: Evaluation of website

In the last year, the number of applicants for communication sciences and disorders graduate programs has doubled in the United States over the past year. Imagination University has begun the process for establishing an accredited speech-language pathology graduate student. We currently have a program in-candidacy with American Speech-Language Hearing Association.

AAs discussed on October 1, 2018, we would like to commission your firm to evaluate and recommend the three best graduate programs in speech language pathology websites available on the Internet. Imagination University would like to update our website with helpful information for our potential students. We would like you to develop evaluation criteria that take the potential speech pathology graduate student into consideration.

We would like to have our website updated and live by January 1, 2019. To meet this deadline, we must receive your report by November 28, 2018.

We look forward to receiving your report. If you require further information, please feel free to contact Tabitha Jones at 111-222-3333, ext. 444.

Yours sincerely,

Patrick Jones

Patrick Jones
Director of Human Resources

University Consultants

123 Company Drive
Richmond VA, 23232

November 14, 2018

Patrick Jones
Director of Human Resources
Imagination University
123 Dream Way
Richmond, VA 23232

Dear Mr. Jones,

Subject: Website evaluation report completed

We are happy to send you this completed report of speech-language pathology graduate school websites, which you requested on October 20, 2018. This document analyzed the following online sites:

- Old Dominion University,
- Longwood University, and
- Radford University.

Each of these websites have an online presence that serves to communicate accurate information about their programs, are user-friendly, and maintain up-to-date content. They provide a quality model for creating an effective online site that attracts prospective students.

We would like to thank Patricia Harris, for developing these criteria for evaluation and preparing this report. If you have any questions, please do not hesitate to contact us for further information. I can be reached by phone at 555-666-7777, ext. 88.

Yours sincerely,

John Smith

John Smith
Chief Consultant

Table of Contents

Letter of Authorization	ii
Letter of Transmittal.....	iii
List of Figures	v
List of Tables	v
Executive Summary	vi
Introduction	1
Analysis of Longwood University Website	2
Objectivity	2
Accuracy	2
Currency	3
Usability	3
Analysis of Old Dominion University Website	4
Objectivity	4
Accuracy	5
Currency	6
Usability	8
Analysis of Radford University Website	10
Objectivity	10
Accuracy	11
Currency	11
Usability	11
Conclusions	13
Recommendations.....	14
Appendix A: Student Survey on Website Improvement Options	15
Appendix B: Student Survey on Website Improvement Options Results	17
Appendix C: Minutes from Meetings	18
November 16, 2018.....	18
November 25, 2018.....	20
November 27, 2018.....	22

List of Figures

Figure 1: Longwood University website homepage menus.....	2
Figure 2: Survey results for user-friendliness.....	3
Figure 3: M.S. Speech-Language Pathology page header	4
Figure 4: Old Dominion University - Council on Academic Accreditation support	5
Figure 5: Old Dominion University - external links to.....	5
Figure 6: Old Dominion University - external link to CSDCAS.....	6
Figure 7: Old Dominion University - absence of links to off-campus placements.....	6
Figure 8: Old Dominion University - credibility survey results	7
Figure 9: Old Dominion University - complaint process tab.....	8
Figure 10: Link to Old Dominion University homepage.....	8
Figure 11: Radford University homepage	10
Figure 12: Radford University website organization.....	10
Figure 13: Radford University faculty and staff page	11
Figure 14: Radford University homepage bar	12
Figure 15: Average response times for graduate program questions survey results	12

List of Tables

Table 1: User-friendliness survey results.....	17
Table 2: Old Dominion University – credibility survey results.....	17
Table 3: Average response times for graduate program survey results.....	17

Executive Summary

Imagination University in Richmond, Virginia has a Speech-Language Pathology graduate program in candidacy and is interested in knowing what other graduate programs offer on their websites for prospective graduate students. They created their website in 2016 but are not seeing the amount of interest they desire and are having to answer multiple questions in emails from prospective graduate students.

With the amount of speech-language pathology graduate programs across the country, it is crucial to grab prospective students' attention with a website. Imagination University's speech-language pathology department asked University Consults to recommend three speech-language pathology graduate program websites in Virginia and how to make their website appealing to prospective graduate students.

University Consultant's task was to find websites with successful graduate admissions in Virginia with lower admissions requirements. As part of the analysis, objectivity, accuracy, currency, and usability were all evaluated with the end goal of increasing interest in the graduate program and make the website easier for prospective graduate students.

Each website was analyzed and rated using the following criteria:

- **Objectivity:** Purpose stated, appropriate for intended audience, accreditation information, information included;
- **Accuracy:** Credibility, easy access to contact information, consistency;
- **Currency:** Up-to-date information; and
- **Usability:** Easy to navigate, contact information, user-friendly.

University Consultants chose three Virginia state universities with strong admissions rates and admissions requirements similar to Imagination University. Based on these guidelines, the following three university websites were chosen on which to base the analysis:

- Longwood University,
- Old Dominion University, and
- Radford University.

The purpose of this report is to provide the Imagination University's speech-language pathology program with ways to update their website to better serve prospective graduate students and boost admissions. We at University Consultants are confident that our team can assess Imagination University's weaknesses in relation to other programs and make them a website that supports a competitive graduate program.

Introduction

In the field of speech-language pathology, all students who aspire to become a licensed therapist must earn a master's degree in the field. For this reason, websites are a beneficial way to spark interest in a program. Online sources are usually the first contact that prospective students have with an institution and provide the initial impression of the university's qualifications.

Imagination University has a speech pathology master's program that is in-candidacy with the American Speech-Language Hearing Association (ASHA). This means that they are a new program that meets all of the national accreditation standards and are a fully able to accept students, however the program must be monitored for up to 5 years to assure that they continue to comply with the requirements. However, many students still prefer to attend programs with an established reputation.

In order to make a good first impression on the speech pathology community, the Imagination University faculty and staff decided to commission a report on the online presence of several graduate school programs. University Consultants was asked to analyze a variety of sites from school across the country and to select three sources that demonstrated a model of an effective website to attract prospective students. Our analysis would assist the university in generating more traffic to their site and creating a positive depiction of their newest program.

University Consultants is an academic consulting firm based out of Richmond, Virginia. We have been locally owned and operated for the past 20 years, and have served public and private institutions along the east coast. Past clients include the University of Virginia, Georgetown University, and Pace University, among others.

For this analysis, we chose to evaluate the sites of Old Dominion University, Longwood University, and Radford University. Each site was closely examined based on the following criteria:

- **Objectivity:** Purpose stated, appropriate for intended audience, accreditation information, information included;
- **Accuracy:** Credibility, easy access to contact information, consistency;
- **Currency:** Up-to-date information; and
- **Usability:** Easy to navigate, contact information, user-friendly.

Surveys were also utilized to determine the public's opinion of the user-friendliness of the site.

Analysis of Longwood University Website

<http://www.longwood.edu/slp/>

Objectivity

The purpose of the website is to provide information about Longwood University’s graduate program in speech-language pathology to prospective students. This information is clearly stated on the homepage in sections titled: program, career paths, student outcome data, and accreditation. Figure 1 shows the admissions requirements, course of study, and cost, financial aid & scholarships menus selection menus that provide additional information to prospective students.

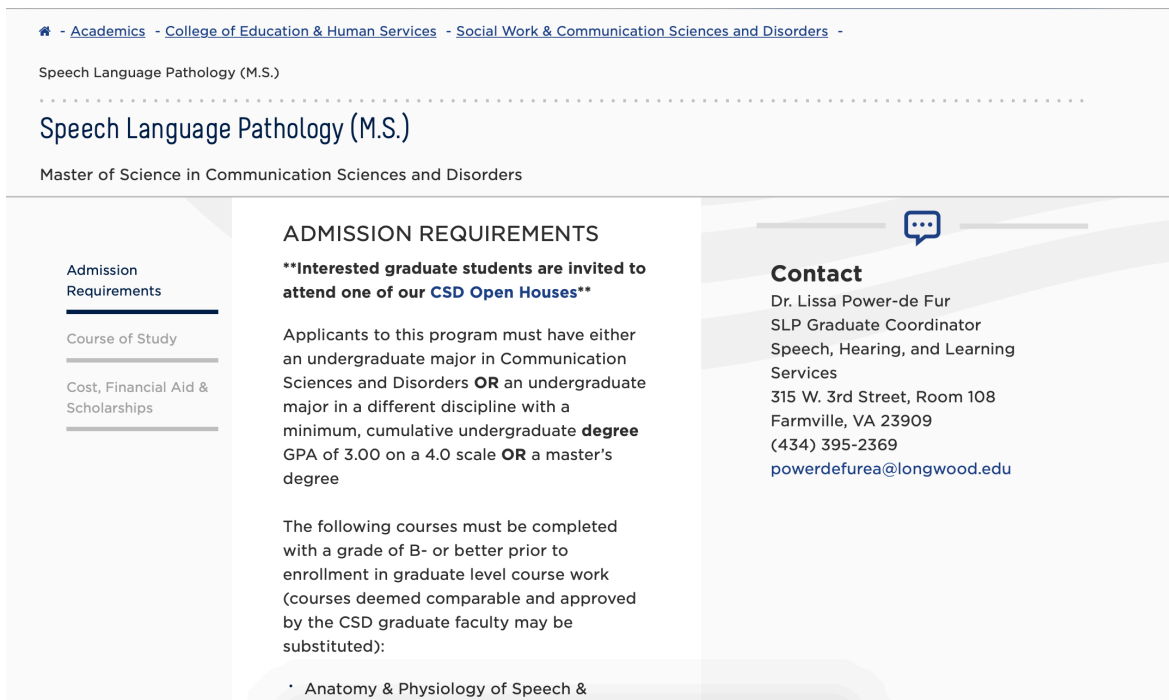


Figure 1: Longwood University website homepage menus

The website includes information regarding accreditation from both The American-Speech-Language-Hearing Association and The Council on Academic Accreditation (CAA). Longwood University’s graduate program has full accreditation from both organizations.

Accuracy

The information presented on Longwood University’s website is consistent with the information presented on their website when compared to the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and the American Speech-Language-Hearing Association (ASHA). The course of study on Longwood University’s website ensure students will meet certification criteria prior to graduation.

The website does link to relevant, credible outside sources. One is the Speech, Hearing and Learning Services website which represents the clinic Longwood University graduate students work in while in graduate school. Another website is the Infant-Toddler Connection, a program that provides support and services to infants and toddlers with disabilities and their families that is sponsored by Speech, Hearing, and Learning Services. The website also links to American-Speech-Language-Hearing Association's website and Council on Academic Accreditation's website, both represent Longwood University's accreditation. CSDCAS and Longwood University's supplemental application are also linked for applicants to ensure they complete the correct application.

Currency

The website has been updated for the most recent application cycle, as evidenced by the SLP Open House Dates and Information section. The contact information is up to date with the correct Speech-Language Pathology Graduate Coordinator's contact information provided on the homepage. The information is also aligned with information provided by ASHA, CSDCAS, and CAA.

Usability

The site is designed with a prospective graduate student in mind. The site is easy to navigate with dropdown menus and specific heading for content. The content is written with proper writing techniques, including the eight C's, applied. The contact information is easily accessible in the sidebar on all pages of the program's website. The program site also links to the Longwood University homepage.

The search feature of the website allows for fast access of information and produces a list of useful links. Overall, the information is well-organized, logically connected, and easy to find. For our survey participants, Longwood was the most user-friendly site of the three we analyzed (see Figure 2).

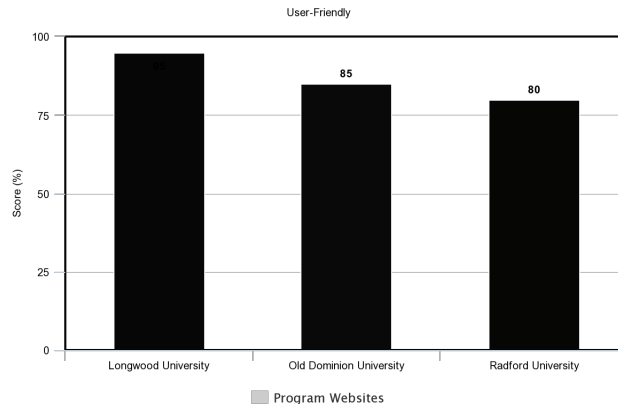


Figure 2: Survey results for user-friendliness

Analysis of Old Dominion University Website

<https://www.odu.edu/eps/departments/cdse/academics/slpa/msed-slp#tab14486989453=3>

Objectivity

The purpose and intention of the site is clearly stated as providing prospective graduate students with information about the graduate program offered by Old Dominion University for speech-language pathology. The clear statement is given by the header of M.S. Speech-Language Pathology shown in Figure 3. The link line directly under the header shows what the M.S. in Speech-Language Pathology is under so if a student wants more information they can click on the other departments this program is under.



Figure 3: M.S. Speech-Language Pathology page header

Information included is based on the criteria of what is important for prospective graduate students. The sections included on the web page include: admissions, program requirements, program mission & goals, academic goals, clinical goals, and off-campus placements. All of these sections should be boldly included on Imagination University's page for graduate students. This is to cut down on students who contact the faculty with baseline questions. These sections incorporate important information that is crucial for prospective graduate students such as program criteria, how to apply, and classes offered, often the questions that are asked of Imagination University.

The website shows that the program is backed by Old Dominion University and the Council on Academic Accreditation, as shown in Figure 4. These are academic institutions with strong reputations that give students a sense of professionalism and knowledge that the program is credible.

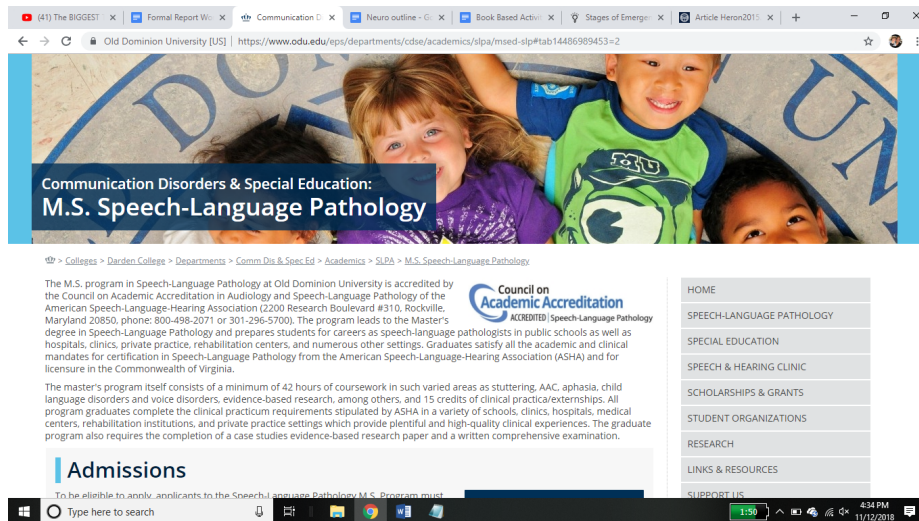


Figure 4: Old Dominion University - Council on Academic Accreditation support

Accuracy

The information presented by the website is accurate when compared to the information provided by the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and the American Speech-Language-Hearing Association (ASHA). The faculty of ODU compared their information to what is required by CSDCAS and ASHA to make sure their prospective graduate students are prepared for graduate school and being a successful clinician.

The website links to applying now at CSDCAS, shown in Figure 5, which is the appropriate website to apply for graduate school. The website does not link to ASHA, the certification organization. ASHA has the information on requirements for graduation, state licensure, and the steps to certification and would be helpful for prospective graduate students.

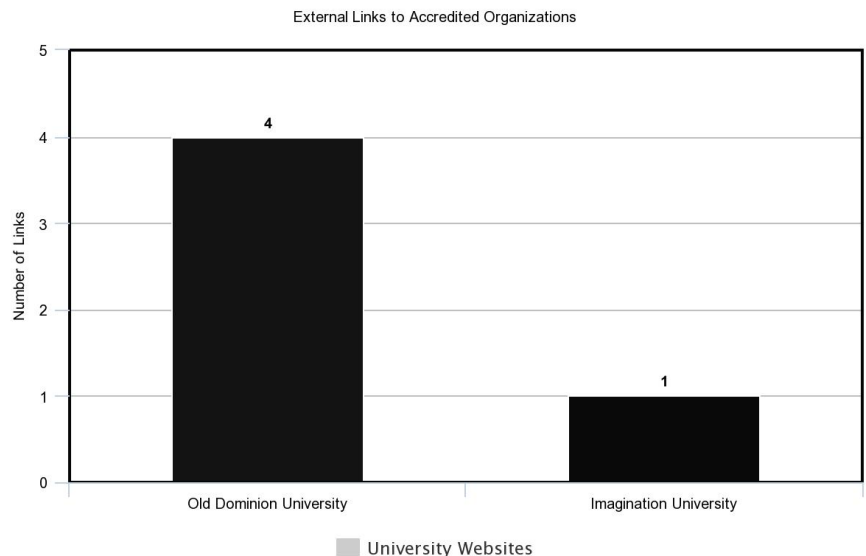


Figure 5: Old Dominion University - external links to accredited organizations

As shown in Figure 6, ODU's program has four links to other resources for prospective graduate students, as opposed to Imagination University only linking to one source.

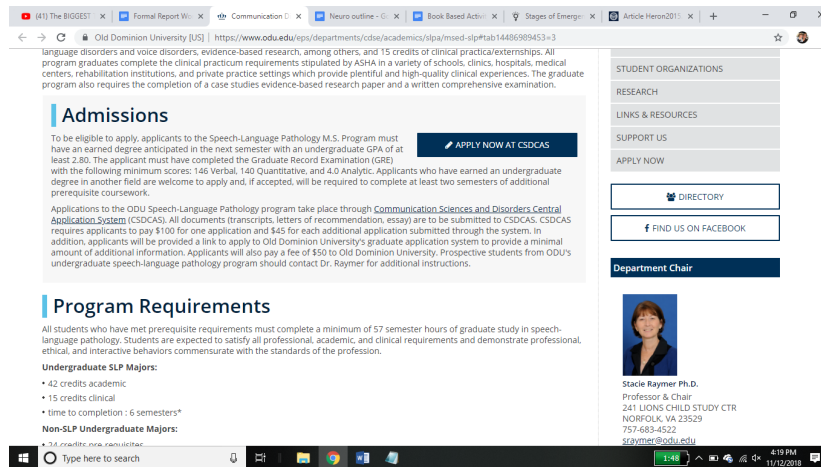


Figure 6: Old Dominion University - external link to CSDCAS

As shown in Figure 7, the graduate program lists all the off-campus placements, but has no link to the websites for those placements for prospective graduate students to look into the off-campus placements offered by the graduate program at ODU. This would help prospective students be able to know in depth where they will be working and be prepared for the graduate program. Imagination University should link to their off-campus placements to build a strong base for the program and bring in more graduate admissions.

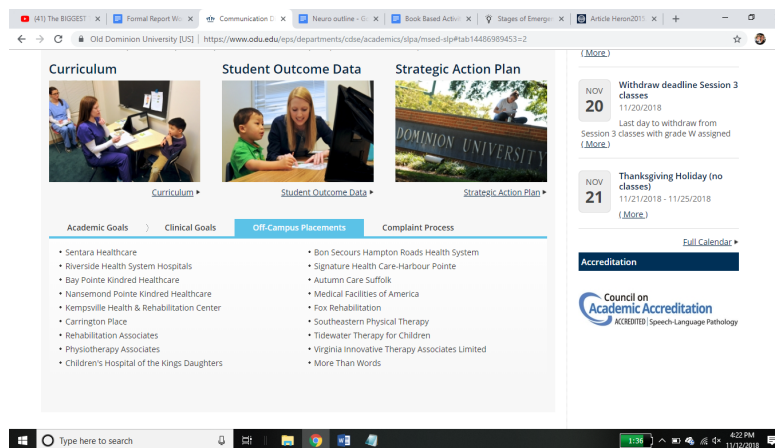


Figure 7: Old Dominion University - absence of links to off-campus placements

Currency

While the page is not date-stamped with the last update, so we have no concrete information on how recently the data on the page is correct, the information offered by the web page is concise with the information on other graduate school websites. In addition, the information is clearly in line with the information offered by the heads of the Speech-Language Pathology field, including ASHA, CSDCAS, and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD). A survey of 100 prospective graduate students were asked on a scale of

one to five how credible the information on ODU and Imagination University websites were. Old Dominion University had an average score of 4.5 for credibility, while Imagination University had an average score of 2.4 for credibility (see Figure 8). This shows that Old Dominion University is more trusted as a university to have the correct information. This can be remedied by Imagination University by including links to reputable sources including ASHA, CSDCAS, and CAPCSD.

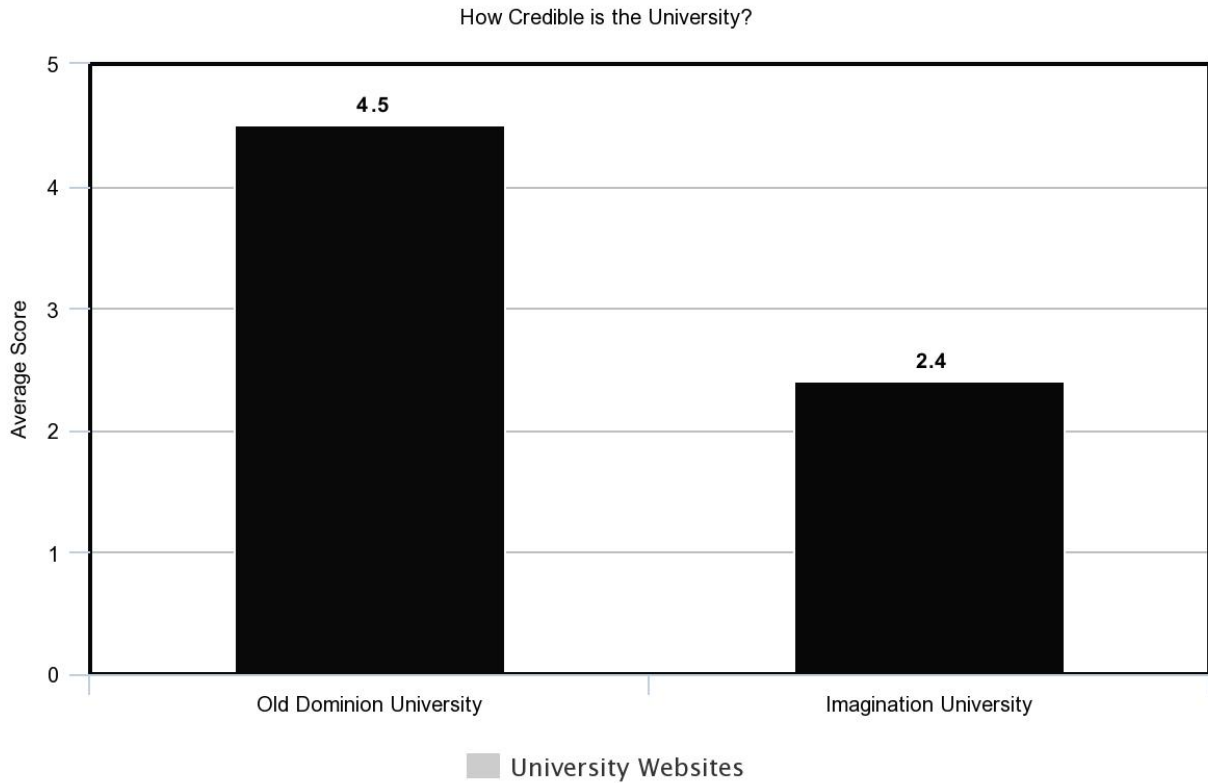


Figure 8: Old Dominion University - credibility survey results

Usability

The site is well-designed, well-organized, and stable making it easy to maneuver. The section headings are clear about what that section hold in terms of information and follows a logical pattern down the web page. The inclusion of a complaint process section on a website targeted at prospective graduate students does not line up with the rest of the content on the page. Shown in Figure 9, the complaint process seems more in line to be on the website for accepted graduate students, not a page for prospective graduate students.

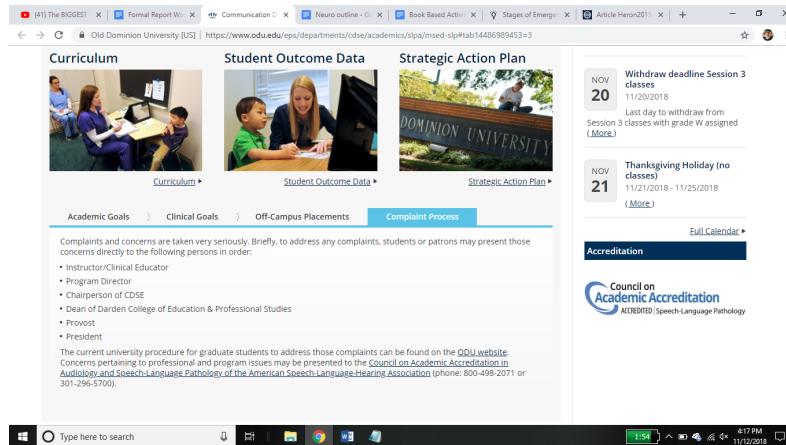


Figure 9: Old Dominion University - complaint process tab

The content is written with prospective graduate students in mind with the inclusion of links to CSDCAS, a list of graduate requirements, program information, and links to the clinic where graduate students will do work through their program. The program pays attention to the eight C's of professional writing, including: clear, concise, concrete, complete, courteous, coherent, constructive, and correct. As shown in Figure 10, readily identifiable link back to Old Dominion University's home page is at the top of the webpage. Only one contact is listed the faculty head of the program, not all of the faculty on the webpage. The site is readily accessible and all links are valid.

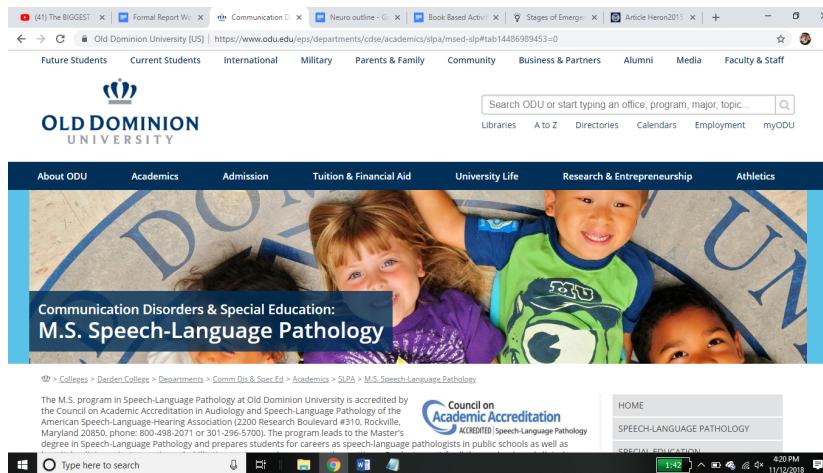


Figure 10: Link to Old Dominion University homepage

Old Dominion University has a well-designed web page that is geared towards encouraging prospective graduate students to learn about their program and apply. Much of the information and design of ODU's website should be used to boost Imagination University's program.

Analysis of Radford University Website

<https://www.radford.edu/content/wchs/home/cosd/academic-programs/master-cosd.html>

Objectivity

The purpose and intention of the Radford website is stated as an informational site for prospective graduate students. As shown by Figure 11, the homepage explains the degree options available to students, their accreditation status, and a brief overview of what students can expect to gain from the program.

Master of Science or Arts

The Department of Communication Sciences and Disorders offers either a Master of Science or Master of Arts degree in Communication Sciences and Disorders, with a concentration in Speech-Language Pathology.

The department's graduate program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Click [here](#) to learn more about the CAA.

The program offers academic and clinical curricula that provide students with the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). This nationally recognized professional credential is issued to individuals who present evidence of their ability to provide independent clinical services to persons who have disorders of communication.

The program's curricula also provide students the opportunity to meet the requirements of the Virginia Board of Audiology and Speech-Language Pathology for licensure in speech-language pathology.



Figure 11: Radford University homepage

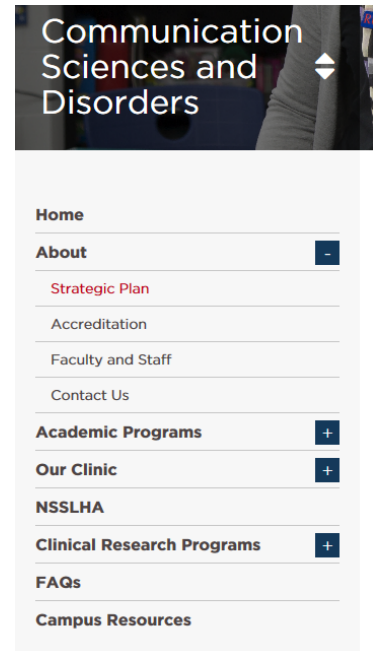


Figure 12: Radford University website organization

In addition, there is a sidebar that connects prospective students to each subsection, which provides more information about everything mentioned on the homepage. Upon selecting one of the options, visitors are brought to a new page that explains the subject in detail. Options include degree requirements for both the Master of Arts and Master of Sciences. It is made very clear that the site is a part of the larger Radford University site, as displayed by the heading at the top of the screen (Figure 12). It does not appear that there are any corporate sponsorships listed on the site.

Accuracy

The information presented on the Radford University matches what is displayed on both their ASHA EdFind page (an educational resource for students), as well as the CSDCAS application portal. They also present accurate information on licensure standards for students and their accreditation status.

All web resources promoted by Radford are reputable sites, such as ASHA and the Council on Academic Accreditation (CAA). These sources provide users with more in-depth information on the requirements for obtaining licensure in every state and the standards that all graduate programs must comply with in order to remain accredited. Under their “Apply for Admission” tab, they also provide a direct link to the CSDCAS application site and the supplemental Radford University application on the same page.

Currency

Although the pages are not date-stamped with their last update, the information on the website appears to be current. The only exception to this is their news section, that includes dated department updates and announcements. They also include open house dates that are maintained for the current semester, as well as a dedicated spot for their 2008-2018 strategic development plan.

On the faculty and staff page, shown in Figure 13, it appears that all of the information is kept up to date as well. However, it does state that a visitor should be able to click on the name of a faculty member to read their biography. Upon testing all of the links, it appears that none of the names lead to a new website with additional information.

Faculty and Staff

Click on the name of a faculty or staff member to view additional information. Faculty and staff can [login](#) to edit their bios.

Faculty



Dr. Kenneth M. Cox
Dean, Professor of Communication Sciences and Disorders
kcox3@radford.edu
[\(540\) 831-7603](tel:(540)831-7603)



Dr. Elizabeth A. Lanter
Associate Professor of Communication Sciences and Disorders
elanter@radford.edu
[\(540\) 831-7273](tel:(540)831-7273)

Figure 13: Radford University faculty and staff page

Radford also includes a dedicated page to their chapter of the National Student Speech-Language Hearing Association (NSSLHA) on their page, which includes a well-maintained calendar of all event for the semester.

Usability

The Radford University site is well-designed with a logical organization to its structure. On every page, there is a sidebar with clearly labeled sections to divide up the site content and minimize time spent searching for specific information. The content is clearly directed towards

prospective graduate students; it anticipates their questions by providing a lot of key information about their program.

It is also apparent that close attention has been paid to the eight Cs of professional writing. The language used on the site is very clear and concise, making it understandable to all who visit the page. On occasion, there is a bit of jargon used that relates to the field of speech pathology, but it is still appropriate to the audience.

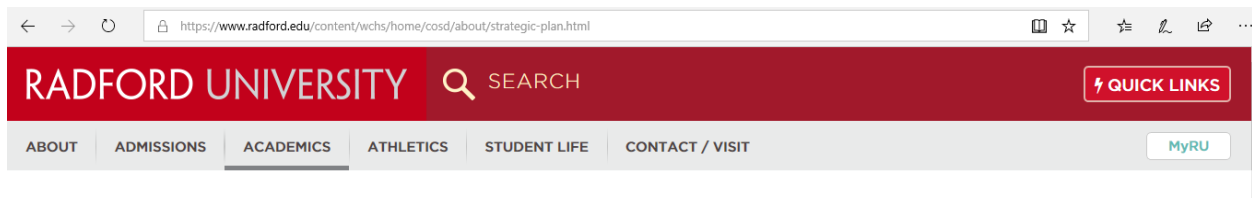


Figure 14: Radford University homepage bar

In addition, links to key features are readily available in many locations. As shown in Figure 14, the large red bar at the top of the screen links back to the Radford University homepage. There is also a “quick links” sections that send visitors to the library, admissions, and other useful pages. Contact information is also readily available in numerous locations. Under the “faculty and staff” page, the phone number and university email address of are provided. They also identify who to contact with specific types of questions (graduate, undergraduate, clinic information, etc.)

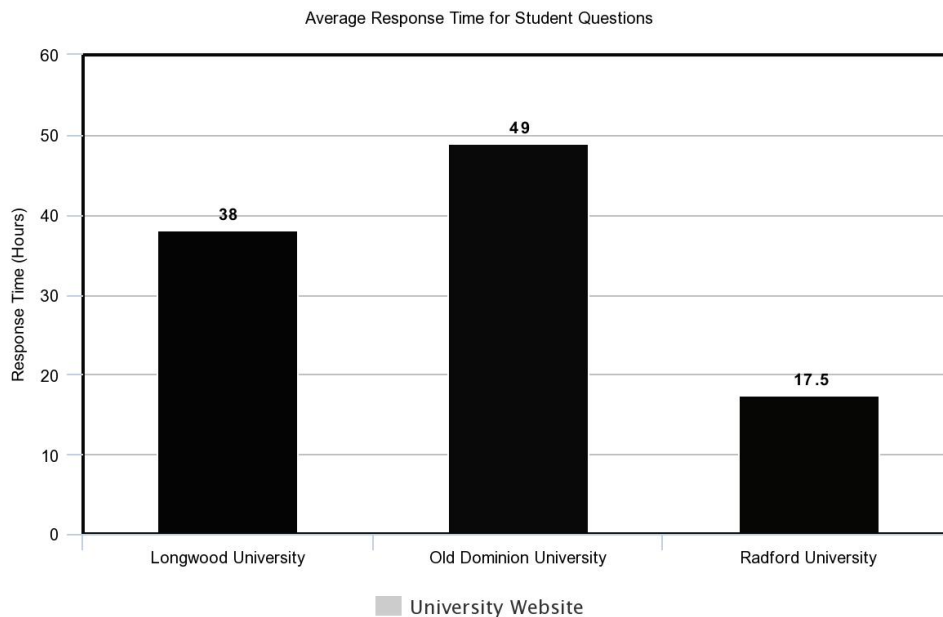


Figure 15: Average response times for graduate program questions survey results

Although the Radford website received the lowest score out of the three websites on our user-friendliness survey, it still received an overall positive score of 80 percent. However, they did have the fastest response time for student questions submitted via email, with an average of 17.5 hours (see Figure 15).

Conclusions

Since Imagination University entered candidacy for accreditation of their graduate program in speech-language pathology, they have not seen the boost in admission they were expecting due to a confusing website causing prospective graduate students to call daily with multiple questions. Imagination University believes that their graduate program is competitive with others in the state but needs to access the flow of prospective graduate students.

Redesigning Imagination University's website based on the areas of objectivity, accuracy, currency, and usability will create a competitive website to draw in prospective graduate students at a 17% increase in admission applications. In addition, the rate of calls received by prospective graduate students should decrease by 28% due to the easier access of information in the new website.

Based on Imagination University's program requirements, setup, and faculty, University Consultants chose Longwood University, Old Dominion University, and Radford University to create recommendations to aid Imagination University in updating their website.

Based on the evaluations of the program websites, each website had criteria they excelled at. Longwood University excelled in usability. The use of drop-down menus, important contact information, and accurate search feature allow potential graduate students to understand Imagination University's program from their website. Old Dominion University was top in the field of objectivity, with a website committed to bringing graduate students information they needed in a clear way. This is important for Imagination University to cut down on calls from graduate students. Radford University excelled in accuracy. The links provided to additional sources contributed to their high accuracy rating.

Recommendations

University Consultants recommends these changes and additions to the website for Imagination University's Speech-Language Pathology Graduate Program based on the evaluations as follows:

- Links to additional student resources, including ASHA and CSDCAS,
- Link to CSDCAS so that students can immediately apply from the site,
- Draw attention to faculty contact information,
- Break up information into sensible headers to allow students ease when finding answers to their questions, and
- Link to off-campus placements to entice more student admissions.

Appendix A: Student Survey on Website Improvement Options

This survey has been authorized by Imagination University’s Human Resource Department to determine the helpfulness of websites of graduate programs in speech-language pathology. It was used to determine which elements of a website attract and benefit potential graduate students. Please look at the three websites we have provided and circle the answer that most clearly reflects your opinion of the website. Thank you for your time as your opinion is valued.

Objectivity:

1. I found the information appropriate for the potential graduate student audience.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. I found the mission of the graduate program clear on the website.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Accuracy:

3. I found the information included on the website to be accurate.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. I found the linked websites beneficial.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Currency:

5. I found the information on the websites to be up-to-date.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I found the information on the websites to appear credible.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Usability:

7. This website was easy to navigate.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. The website's search bar was easy to find and use.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. The layout of the website was easy to maneuver and locate information.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. If you contacted a program through email, please state how long you waited for a response in hours.

Thank you for completing this survey concerning graduate program websites in the field of speech-language pathology. If you have any comments you wish to provide, please use the comment box below.

Please submit your completed survey by October 10, 2018. If you have any questions, please call John Smith at (222) 333-4455.

Appendix B: Student Survey on Website Improvement Options Results

Of the 150 surveys sent out, 100 were returned.

Table 1: User-friendliness survey results

The following table shows the results as a percentage out of 100.

	Longwood University	Old Dominion University	Radford University
Percentage	90	85	80

Table 2: Old Dominion University – credibility survey results

The following table shows the results as an average score on a range of 0 to 5.

	Old Dominion University	Imagination University
Average Score	4.5	2.4

Table 3: Average response times for graduate program survey results

The following table shows the results as an average response time via email in hours.

	Longwood University	Old Dominion University	Radford University
Response Time	38	49	17.5

Appendix C: Minutes from Meetings



UNIVERSITY CONSULTANTS

IMAGINATION UNIVERSITY REPORT COMMITTEE
Upchurch University Center
Friday, November 16, 2018, 10:30 AM
AGENDA

- I. Call to order**
 - a. Present: Sarah Wright, Amy Sivils, Abby Jones
 - b. Absent: None
 - c. Recording Secretary: Abby Jones
- II. Approval of Agenda:** Amy moved, seconded by Sarah. Passed unanimously.
- III. Previous Minutes**
 - a. Approval of minutes of the previous meeting. Sarah moved, seconded by Amy. Passed unanimously.
 - b. Items arising from Minutes (if any): None
- IV. Old Dominion University report (Amy)**
 - a. Amy reported that the analysis of the Old Dominion University website had been completed. It has been uploaded into the shard document.
 - b. The survey for this group has been completed.
 - c. All graphics have been acquired and named
- V. Longwood University report (Sarah)**
 - a. All information has been acquired for the Longwood University analysis and will be uploaded in a typed form by the end of the week.
 - b. The survey for this group has been completed.
 - c. The survey results will be put into graph form and uploaded into the shard document by the next meeting.
- VI. Radford University Report (Abby)**
 - a. Abby reported that the analysis of the Radford University site has been completed, but still needs to be written up in paragraph form.
 - b. All of the graphics have been acquired and labeled.

- c. The survey and accompanying chart for this section will be completed by the next meeting.

VII. Other Items

- a. Review of Completed Assignments
 - i. Amy stated that the executive summary had been completed.
 - ii. Abby reported that the letter of transmittal had been finished and uploaded into the shared document.
 - iii. Sarah stated that the letter of authorization was finished and uploaded into the shared document.
- b. Revisions of Work To-Date
 - i. The group revised already completed documents to ensure that the eight Cs have been met.
- c. Assignment of Remaining Responsibilities
 - i. The following assignments were made for the rest of the report:
 1. Cover Page: Abby
 2. Table of Contents: Sarah
 3. Introduction/Background: Abby
 4. Conclusions: Amy
 5. Recommendations: Amy
 6. Overall formatting: Sarah
- d. Next meeting:
 - i. Sarah suggested that the next meeting be held on Sunday, November 25 at 8 PM.
 - ii. Amy noted that the time may have to change, based on the time that the committee members return from Thanksgiving Break.
 - iii. The committee members agreed to confirm their availability by 12 PM on November 25.

VIII. New Business

- a. There was no new business.

IX. Adjournment

- a. Sarah moved that the meeting be adjourned. Passed unanimously. The meeting ended at 12:00 PM.



UNIVERSITY CONSULTANTS

IMAGINATION UNIVERSITY REPORT COMMITTEE
Upchurch University Center
Sunday, November 25, 2018, 8:00 PM
AGENDA

- I. Call to order**
 - a. Present: Sarah Wright, Amy Sivils, Abby Jones
 - b. Absent: None
 - c. Recording Secretary: Amy Sivils
- II. Approval of Agenda:** Abby moved, seconded by Amy. Passed unanimously.
- III. Previous Minutes**
 - a. Approval of minutes of the previous meeting. Sarah moved, seconded by Abby. Passed unanimously.
 - b. Items arising from Minutes (if any): None
- IV. Old Dominion University report (Amy)**
 - a. Amy stated that all tasks for the Old Dominion University analysis have been completed.
 - b. The figure numbers still need to be included for the graphics in this section, as soon as figures for the full document have been put into the shared document.
- V. Longwood University report (Sarah)**
 - a. Sarah reported that the analysis for the Longwood analysis has been completed and uploaded into the shared document.
 - b. All graphics and charts have been acquired and uploaded.
 - c. The figures for this section still need to be labeled.
- VI. Radford University report (Abby)**
 - a. The finished Radford University analysis has been uploaded into the shared document.
 - b. The survey and accompanying charts have been constructed and uploaded.
 - c. The figures have been named and only need to have the figure numbers added to them.
- VII. Other Items:**
 - a. Review of Completed Assignments

- i. Abby reported that the cover page had been drafted, but still requires a company logo.
 - ii. She also reported that the introduction and background sections had been completed.
 - iii. Sarah stated that the table of contents had been completed and formatted
 - iv. Amy reported that the recommendations and conclusions had been completed since our last meeting.
 - b. Revisions of Work To-Date
 - i. The completed documents were again reviewed by the group to ensure uniformity and accuracy.
 - c. Next Meeting:
 - i. Abby proposed that a final meeting be held on Tuesday, November 27 at 4:30 PM
 - ii. Amy proposed that the following tasks be addressed at that time:
 - 1. Creation of a company logo
 - 2. Design of a PowerPoint for the presentation
 - 3. Final review of the formal report document

VIII. New Business

- a. There was no new business.

IX. Adjournment

- a. Amy moved that the meeting be adjourned. Passed unanimously. The meeting ended at 9:00 PM.



UNIVERSITY CONSULTANTS

IMAGINATION UNIVERSITY REPORT COMMITTEE

Upchurch University Center

Tuesday, November 27, 2018, 4:00 PM

AGENDA

- I. **Call to order**
 - a. Present: Sarah Wright, Amy Sivils, Abby Jones
 - b. Absent: None
 - c. Recording Secretary: Sarah Wright
- II. **Approval of Agenda:** Amy moved, seconded by Sarah. Passed unanimously.
- III. **Previous Minutes**
 - a. Approval of minutes from the previous meeting. Abby moved, seconded by Amy. Passed unanimously.
 - b. Items arising from Minutes (if any): None
- IV. **Old Dominion University report (Amy)**
 - a. Amy reported that all components of the Old Dominion University analysis had been completed, including inserting figure numbers.
- V. **Longwood University report (Sarah)**
 - a. Sarah also stated that all aspects of the Longwood University report are finalizing, including figure numbers.
- VI. **Radford University report (Abby)**
 - a. The Radford University section of the report has been completed, and all figures have been labeled.
- VII. **Other Items:**
 - a. Review of Completed Assignments
 - i. Sarah reported that a logo had been designed.
 - ii. She also noted that the final document had been formatted.
 - iii. As a group, a presentation was created and proofed.
- VIII. **New Business**
 - a. There was no new business.
- IX. **Adjournment**
 - a. Abby moved that the meeting be adjourned. Passed unanimously. The meeting ended at 6:00 PM.