

2025–2026
Annual Report

“LEARNING TO CARE FOR THOSE IN HARM’S WAY”

A strategic overview of academic performance, institutional modernization, accreditation progress, and priority initiatives shaping the college’s next phase of growth and mission impact.



The opinions and assertions expressed herein are those of the author(s) and do not reflect the official policy or position of the Uniformed Services University of the Health Sciences or the Department of War.

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STRATEGIC GUIDING PRINCIPLE



Healthy, educated, and trained people provide better care.”

– Military Health System Strategy, Fiscal Years 2024–2029



To our students, faculty, staff, academic partners, military leaders, and stakeholders,

It is my privilege to present the College of Allied Health Sciences (CAHS) Annual Report for Academic Year 2025–2026. This year demonstrated that the college is delivering measurable value at a pivotal moment for military-connected health education. Through disciplined growth, sustained academic progress, and a clear commitment to mission alignment, we strengthened our capacity to support professional development, operational readiness, and academically credible outcomes for the health professions workforce.

During the year, the college maintained strong enrollment, advanced new degree and certificate pathways, strengthened academic quality processes, and deepened collaboration with service and training partners. Just as important, we improved the systems and structures needed to support learners at scale, demonstrating that institutional rigor, operational modernization, and strategic growth can advance together. For leadership, partners, and public stakeholders, these results reinforce confidence in a model that is both mission-driven and increasingly scalable.

I am especially proud of how our faculty, staff, and partners met both opportunity and challenge with professionalism, creativity, and resolve. Their work strengthened current programs while laying the foundation for better pathways, a stronger student experience, more efficient administration, and greater long-term institutional impact. Their contributions are a reminder that the college's momentum is built not only on strategy, but on the sustained commitment of people who believe deeply in the value of this mission.

I also extend sincere congratulations to Dr. Rodney Ruth, Acting Associate Dean of Students, Faculty, and Research Affairs, on the completion of his EdD at Liberty University. His achievement reflects the college's commitment to lifelong learning, academic leadership, and professional excellence.

As illustrated in the Future Vision and Readiness roadmap above, we remain focused on building accessible, credible, and durable academic pathways that recognize the value of military medical education and translate it into lasting opportunity. This mission aligns directly with the Military Health System's call to strengthen the workforce and sustain a Ready Medical Force by ensuring service members are clinically capable, educationally

Strengthening the Ready Medical Force: 2025–2026 Strategic Impact

College of Allied Health Sciences (CAHS): Disciplined Growth and Modernization

2025–2026 Key Achievements



Sustained Enrollment and Pathway Expansion

Advanced new degree and certificate pathways while maintaining strong enrollment across the college.

Operational Modernization at Scale

Improved systems and structures to support learners while strengthening academic quality processes.



Commitment to Academic Leadership

Congratulations to Dr. Rodney Ruth on earning his EdD, reflecting a culture of lifelong learning.



Future Vision & Readiness



Sustaining a Ready Medical Force

Ensuring service members are clinically capable, educationally prepared, and professionally competitive for the workforce.



Accessible and Durable Academic Pathways

Building systems that recognize the value of military education and translate it into opportunity.



"Healthy, educated, and trained people provide better care."

This guiding principle drives the college's mission to strengthen the long-term institutional impact.

prepared, and professionally competitive. Guided by the principle shown above that "healthy, educated, and trained people provide better care," our future work is not simply about expansion, but about building durable systems that increase educational access, strengthen readiness, and extend the college's impact for years to come. Thank you to all who contributed to the progress reflected in this report. Your commitment continues to shape the future of the College of Allied Health Sciences, and I am grateful to advance this work alongside you. With strong momentum, expanding partnerships, and a clearer strategic foundation, we are well positioned for the next phase of growth and impact.

Sincerely,

James D. Nash, PhD, PharmD, MPH
Dean, College of Allied Health Sciences

YEAR IN REVIEW

The 2025–2026 academic year confirmed the College of Allied Health Sciences as a high-value institutional asset advancing education, workforce development, military readiness, and public value. The college translated military medical training into regionally recognized credentials, expanding opportunity for service members while strengthening the health professions workforce. Key outcomes included 8,978 current enrollments, 1,191 degrees conferred through May 2026, 177,357 semester credit hours earned, and an estimated \$44.4 million in tuition-assistance cost avoidance. The following page provides a visual depiction of these key measures. Together, these results position CAHS as a scalable platform for advancing the university’s mission, national service, and long-term workforce readiness.

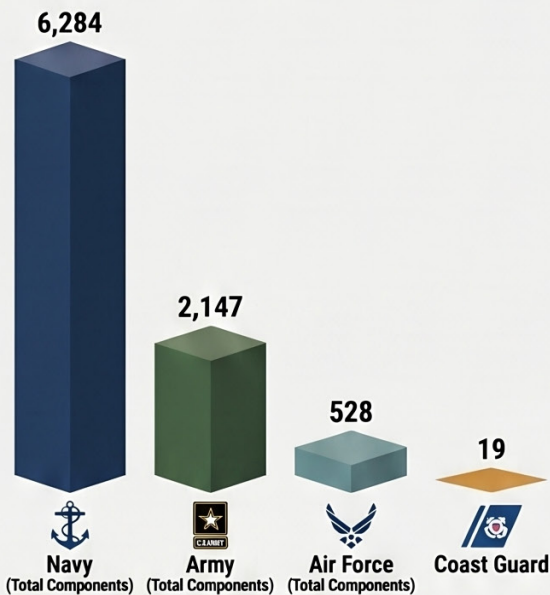
The year also showed that disciplined modernization and academic governance can generate gains beyond individual programs. CAHS refined degree and certificate pathways, strengthened curriculum review, advanced accreditation and substantive-change milestones, and improved systems supporting a large, mobile, service-connected learner population. Updates to website content, records management, reporting, grading workflows, graduation processes, faculty onboarding, and student information system planning reduced administrative friction and improved readiness for scale.

The college’s academic sharing model remains a practical response to a persistent national challenge: service members gain exceptional clinical capability through military technical training but often need structured pathways to convert that learning into recognized credentials. By partnering with military training organizations and academic stakeholders, CAHS expands access without duplicating costly training infrastructure, strengthening readiness, learner mobility, retention, transition, and return on investment.

Looking ahead, the central leadership implication is clear: continued investment in systems, data maturity, accreditation readiness, faculty and staff capacity, and strategic partnerships will allow the college to expand its impact while preserving academic quality and institutional credibility. The accomplishments detailed in this report show a college with strong momentum, a defensible value proposition, and growing strategic relevance. With sustained presidential and stakeholder support, the College of Allied Health Sciences is positioned to deepen its contribution to the university’s public-service mission, strengthen the Military Health System workforce, and deliver durable educational value for service members and the nation.

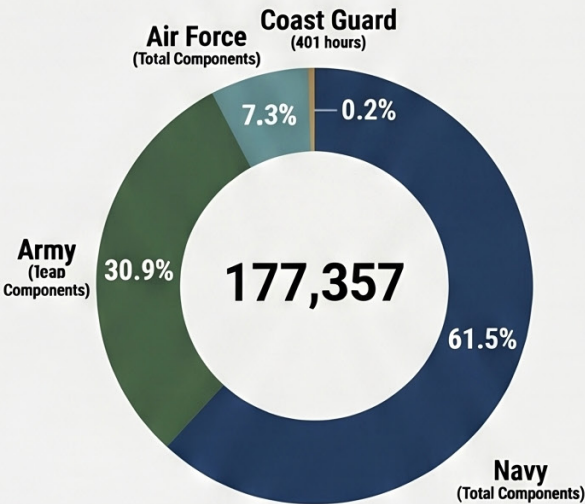
ENROLLMENT & ENGAGEMENT

Total Enrollment:
8,978 Service Members



Distribution across active and reserve components of the Army, Navy, Air Force, and Coast Guard.

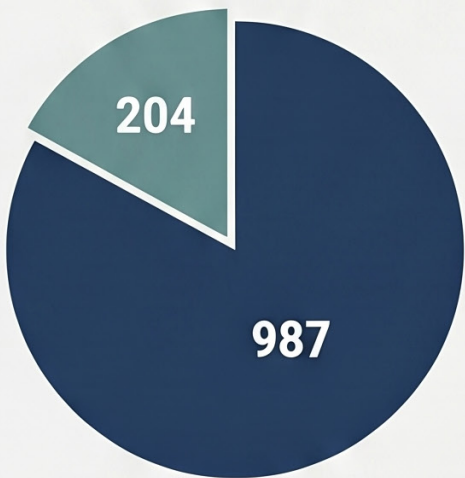
177,357 Total Resident Semester Hours



Visualizing the total volume of academic engagement hours logged by the four primary services.

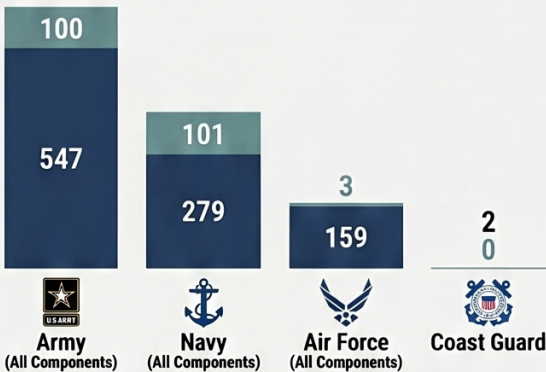
GRADUATION & DEGREE ATTAINMENT

83% Associate vs.
17% Bachelor's Degrees



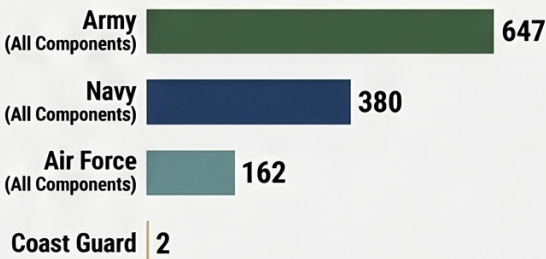
Comparison of total graduates by degree level across all services.

1,191 Total Graduates



Comprehensive count of service members who completed their degree requirements this academic year.

Degree Conferrals



2026 UNIFORMED SERVICES UNIVERSITY, COLLEGE OF ALLIED HEALTH SCIENCES COMMENCEMENT

Seven CAHS students participated in the University's 47th Commencement. Plans include ongoing representation at the University's May Commencement, alongside a dedicated CAHS graduation ceremony in San Antonio starting in 2027.



Dr. Nash, Dean of the College of Allied Health Sciences, presents a diploma for the Associate of Science in Health Sciences in Respiratory Care Practitioner to Airman 1st Class Kennedy Goodwin during the May 16, 2026, commencement ceremony.



CURRICULUM MODERNIZATION AT A GLANCE

DEGREE TITLE MODERNIZATION



HIGH-IMPACT PROGRAM APPROVALS



The academic portfolio continued to expand in ways that more closely aligned military training with civilian-recognized credentials and degree pathways. As depicted in the degree modernization infographic above, this work translated program updates, approval actions, and pathway refinements into clearer academic options for military-connected learners. During the year, the college advanced a series of program updates, modernization actions, and new approvals through committee review, leadership governance, and implementation planning.

Curriculum modernization accelerated under the stewardship of the newly convened CAHS Curriculum Committee (CCC), which helped align program structure, degree nomenclature, and approval processes with evolving academic and workforce needs. Following careful discussions with the Middle States Commission on Higher Education and the USU University Academic Leadership Council, the college advanced a set of degree title updates and new pathway approvals designed to strengthen academic clarity, accreditation alignment, and the long-term relevance of military-connected education. The following page illustrates how the CCC and leadership governance translate military operational training into civilian-recognized degree pathways and accredited credentials.

Bridging the Enroute Care Gap: ASHS vs. PACCCT Programs

Contrasting advanced aeromedical programs: Unique academic pathways, clinical focuses, and operational structures for professionalizing providers.

Navy ASHS (Associate of Science in Health Sciences)



Academic Mobility

'1+1' Navy Model



Clinical Focus & Operational Scale



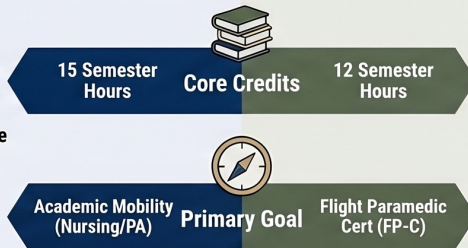
Prolonged Casualty Care & Independent Assessment



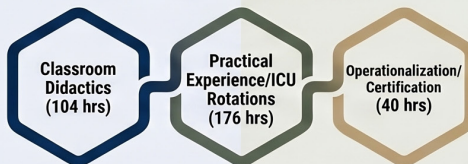
Naval Aviation Medical Institute



60 Students/Year in small cohorts



The Three Pillars of PACCCT



Army PACCCT (Post-Associate Certificate in Critical Care Transport)



Clinical Intensity & Flight Paramedic Cert



The PACCCT Matriculation Pathways



Clinical Focus & Operational Scale



Transitioning from Protocols to Complex Clinical Analysis



Transport Med Training Lab



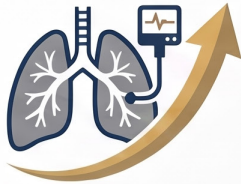
Up to 276 Students/Year High-volume training

FOCUS ON PATHWAYS | PROGRAM MODERNIZATION

CAHS advanced two aligned critical-care transport pathways: the Navy ASHS in Aeromedical EMS and the Army Post-Associate Certificate in Critical Care Transport. The infographic above shows that the two training pipelines share a common readiness purpose while reflecting distinct service delivery models. Approved by the CCC and University Academic Leadership Council, both programs prepare emergency medical personnel to manage complex casualties in austere, high-risk environments.

The programs differ by scope. The Navy pathway serves Flight Medics through a 15-credit degree concentration in aerospace physiology and extended enroute care. The Army pathway offers a 12-credit certificate with 176 hours of hospital intensive-care rotations, preparing Combat Paramedics for Flight Paramedic Certification. Together, these modernized programs close the enroute-care gap in Multi-Domain Operations by strengthening medical readiness when immediate hospital evacuation is not available.

Academic Expansion & Accreditation Milestones



Standalone AS in Respiratory Care

Expanded MSCHE scope to streamline future Associate-level program additions.

BS in Nuclear Medicine Launch

New program expansion with the inaugural cohort set for January 2026.



7-Year OTA Reaffirmation

Successfully achieved full seven-year accreditation reaffirmation with ACOTE.



Context: Highlighting the university's recent successes in maintaining high accreditation standards, expanding academic offerings in healthcare, and fostering a culture of leadership commitment that directly impacts student outcomes.

Readiness, Results & Institutional Strength



Superior Student Performance

Respiratory Care students consistently score above the national average on NBRC examinations.

Implementation Launch Readiness

Stronger governance support moved new pathways from approval into full implementation.



Leadership & Institutional Commitment

Proactive leadership alignment ensures high standards and program continuity.

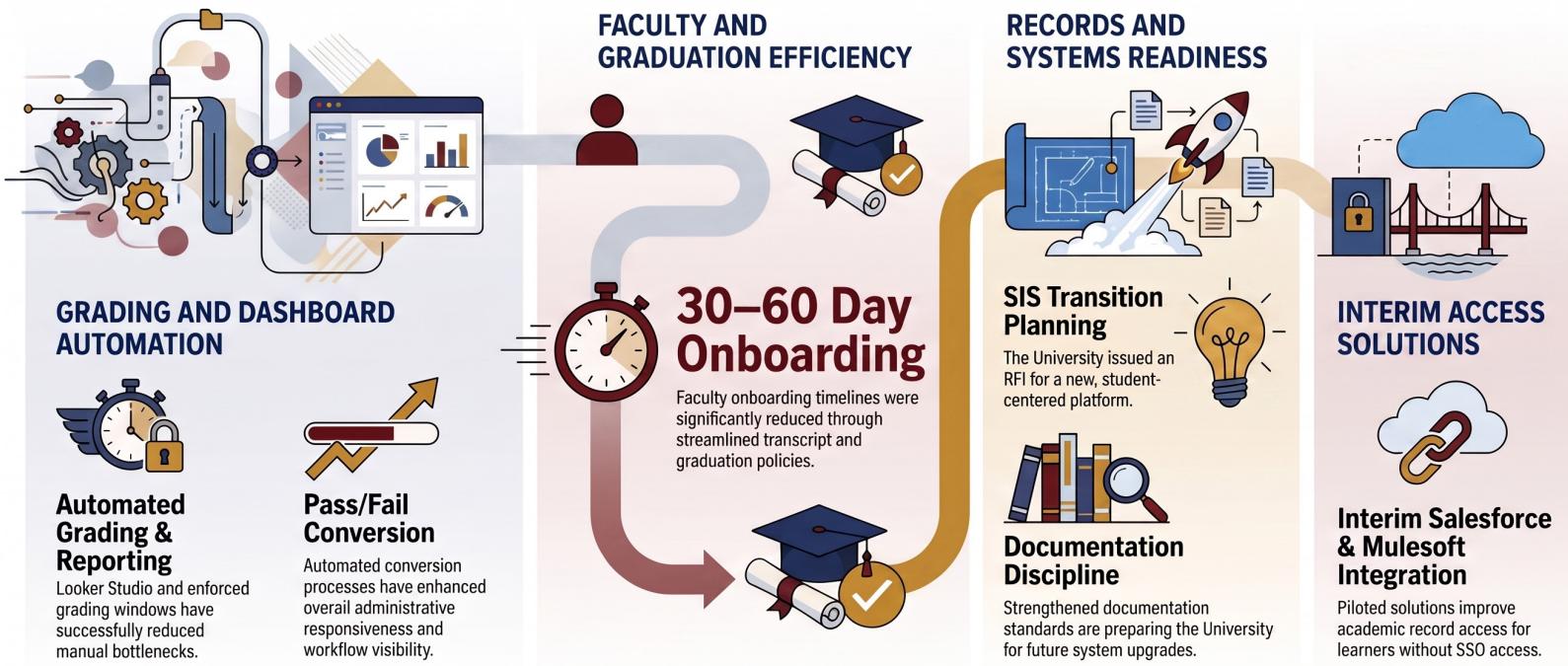


QUALITY AND CREDENTIALING

Accreditation and quality assurance remained central to the college's 2025–2026 operating model. The institution strengthened accreditation alignment, evaluated programmatic accreditor needs across selected programs, and integrated accreditation considerations into program design, governance, and partnership planning.

Several milestones reinforced the college's quality trajectory. The milestones briefly are visually depicted above to highlight the college's accreditation, program expansion, and student outcome progress. The Middle States Commission on Higher Education (MSCHE) approved the expansion of program offerings beyond the ASHS and BSHS degrees. This paved the way for the Bachelor of Science in Nuclear Medicine and the conversion of Respiratory Therapy to an Associate of Science in Respiratory Care, a program whose students continue to perform above the national average on National Board for Respiratory Care (NBRC) examinations. The Occupational Therapy Assistant program also successfully reaffirmed its seven-year accreditation, reflecting high educational standards and strong institutional support.

Improving workflows, reporting visibility, and administrative responsiveness for a student-centered academic platform.



INSTITUTIONAL MODERNIZATION

The year showed clear momentum in system modernization, workflow simplification, and stronger records discipline. The infographic above provides a visual summary of these institutional modernization efforts and how they strengthened access to information, reporting, and administrative workflows. Website updates improved the college's public-facing presence, including refreshed accreditation content, leadership information, and support resources. Internally, dashboard and reporting improvements reduced manual work by improving access to grade data, missing-grade tracking, and faculty and program status information.

The college also made notable progress in records management, file-plan cleanup, and process documentation. Teams improved retention practices, corrected filing approaches, and strengthened operational discipline around institutional records. In parallel, the college continued working with university stakeholders on future student information system modernization, reporting capabilities, and process automation in support of academic administration and learner progression.

ADMINISTRATIVE AND DIGITAL ENHANCEMENTS

Administrative and digital enhancements served as a foundational driver for operational modernization during Academic Year 2025–2026, significantly strengthening CAHS's capacity to support a distributed network of 8,978 service members and 232 appointed faculty across four military service branches. Central to this transformation is the university's active vendor engagement via a Request for Information (RFI) to secure a next-generation, student-centered Student Information System (SIS). This enterprise upgrade is designed to replace the legacy EMPOWER platform, which no longer possesses the agility, functionality, or integration capability required to accommodate CAHS's evolving operational needs, rapid academic pathway expansion, and complex military student lifecycles.

In parallel with technology improvements, CAHS executed comprehensive business process reengineering across faculty affairs and registrar operations. A complete redesign of the faculty appointment and onboarding framework streamlined review channels and reduced onboarding timelines from 90–120 days down to 30–60 days, accelerating the integration of qualified instructional talent needed to support high-demand pathways—such as the Navy Aeromedical EMS ASHS and Army Post-Associate Certificate in Critical Care Transport. Furthermore, the college established a standardized five-year reverse transcript policy to establish definitive graduation cutoffs, while introducing a pilot shift toward quarterly graduation cycles aligned with the federal fiscal year. Together, these enhancements align directly with the USU Strategic Plan imperative to operate as a digital-first institution, modernizing infrastructure, improving stewardship, and building a scalable, resilient academic engine capable of sustaining long-term force generation.

GRADING POLICY AND WORKFLOW TRANSFORMATION

Operational modernization also focused on reducing administrative friction for a highly mobile military learner population. To prevent grading bottlenecks and avoid delays in student transition cycles, Hospital Corpsman Basic (HCB) grading moved from an alphanumeric scale to a pass/fail model. The college also reinforced a four-day grading window after course completion and assumed direct responsibility for distributing and reconciling Missing Grade Reports, working with program directors to reduce manual entry backlogs and accelerate progression toward graduation.

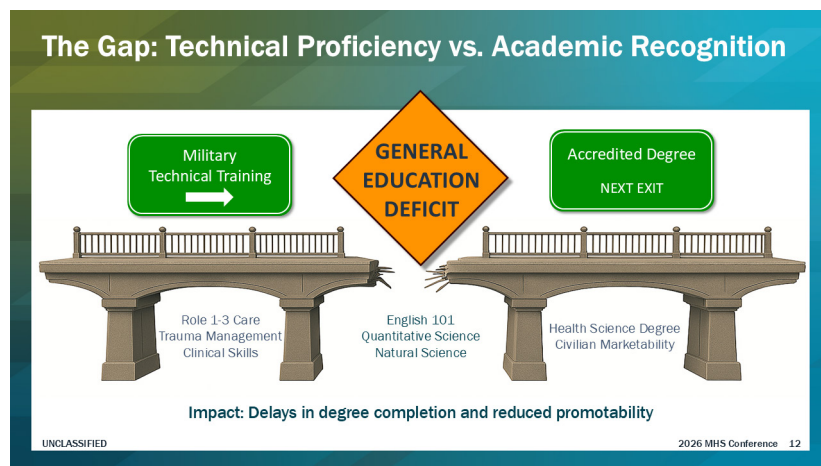


Faculty capacity remained one of the college's foundational strengths. Spring 2026 reporting showed 232 appointed faculty members across established and emerging programs, reflecting the depth of the college's distributed instructional model. Faculty growth supported both current program delivery and the launch of new pathways, while ongoing improvements to appointment, tracking, and onboarding processes strengthened institutional control and visibility.

Workforce development remained a core strategic priority. The infographic above visually reinforces this theme by showing how faculty capacity and workforce development support the college's ability to sustain growth at scale. The college strengthened faculty support processes, clarified promotion and appointment pathways, and expanded opportunities for professional development and recognition. Concurrently, leadership addressed critical staffing priorities, including Associate Dean and administrative positions, to ensure operational continuity and seamless transitions. Overall, the year highlighted the crucial role of faculty talent and the need to build sustainable systems that support that talent at scale.

STRATEGIC IMPERATIVE AND ACADEMIC SHARING MODEL

The 2026 Military Health System (MHS) Conference presentation clarified the college's role in readiness: education is not separate from mission performance, but a direct contributor to it. Anchored in the MHS Strategy for Fiscal Years 2024–2029, the message

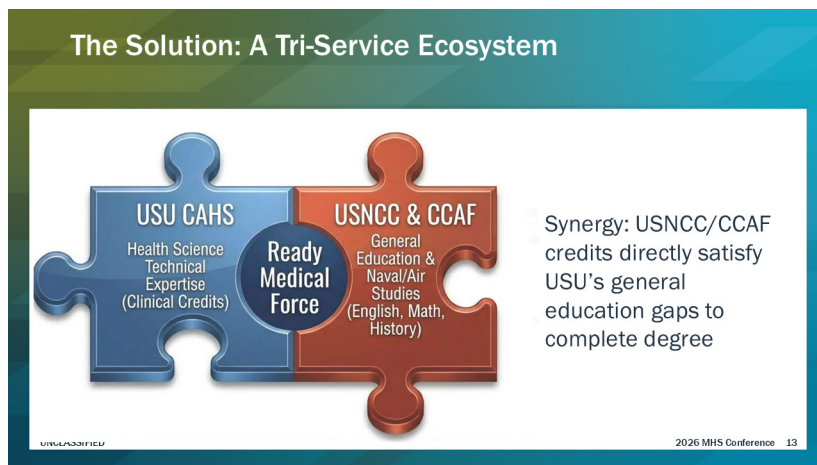


emphasized that strengthening healthy, educated, and trained people supports a Ready Medical Force. It also reinforced the college's foundational mission: training enlisted personnel to save lives on the battlefield while building the academic foundations for lifelong careers. For the

college, that principle translates into academic pathways that move service members from technical training to degree completion while building critical thinking, resilience, and long-term professional adaptability. The diagram on the following page depicts this progression from military medical training to academic credentialing and long-term readiness impact.

The presentation also clarified the value of the college's academic sharing model. Under this structure, the college provides degree pathways and transcripts, while instruction, facilities, equipment, faculty staffing, and student support remain service-directed and service-funded

through Academic Partners. This model translates service training into regionally accredited academic outcomes without duplicating operational training infrastructure, making it a practical framework for scale, partnership, and sustainability. This scalable, collaborative framework became the foundation for the college's broader external engagement throughout the year.



The same logic that underpins the academic sharing model also shaped CAHS's external posture: the college used conferences, panels, and partner engagements to position military-connected health education as a readiness strategy rather than a purely academic enterprise.

Building on this foundation CAHS executive leadership expanded the college's influence throughout Academic Year 2025–2026 by participating in numerous high-level military health, academic, and research-and-development symposia. By moderating expert panels and leading strategic discussions, leadership addressed critical issues related to force readiness, academic integration, and technological innovation.

EXECUTIVE LEADERSHIP & EXTERNAL SPEAKING ENGAGEMENTS

AMSUS Annual Meeting — March 2–5, 2026 | Oxon Hill, MD

CATEGORY	DETAILS
Conference theme	Federal Healthcare: Leading the Way to a Healthier Future
CAHS role	Dr. James Nash represented CAHS as moderator for an interdisciplinary USU panel.
Panel focus	<i>The AI-Ready Force: Interdisciplinary Innovation in Military Health Education</i>
Strategic value	Positioned CAHS within USU-wide efforts to integrate emerging technology, artificial intelligence, and educational innovation into military health curricula for a modernized health force.

Panel Participants: Dr. James Nash, Dean, USU CAHS; Maj (Dr.) Nathan Stevenson, USU Graduate School of Nursing (GSN); LTC (Dr.) Brian Kirkwood, USU Postgraduate Dental College (PDC); and Lt Col (Dr.) Joshua R. Duncan, USU School of Medicine (SOM).

AIM Health Research & Development Summit — May 19–20, 2026 | San Antonio, TX

CATEGORY	DETAILS
Conference theme	Academia, Industry, and Military Research & Development Collaboration
CAHS role	Vice Dean Mr. Andrew Reimund represented CAHS as a panelist in a cross-sector discussion with military, academic, and industry leaders.
Panel focus	<i>From Classroom to Combat: Optimizing 'Our Life-Saving Force' for Chaos, Speed, and AI</i>
Strategic value	Connected CAHS with military, academic, and industry leaders working to accelerate research, medical technology development, and commercialization in support of combat medicine and military healthcare.

STRATEGIC PARTNERSHIPS AND EXTERNAL ENGAGEMENT

Panel Participants: Mr. Andrew Reimund, Vice Dean, USU CAHS; CAPT Neva Fuentes, Dean of Medical Education, Medical Education and Training Campus (METC); Jonathan Stallings, Chief Data Scientist, Joint Trauma System (JTS); Paul Kwon, Chief, Medical Modernization, Defense Health Agency (DHA); Dr. Jay Graver, Associate Dean for Faculty, USU Postgraduate Dental College (PDC); and Mohamed Diallo, Acting Chief, Defense Medical Readiness and Training Institute (DMRTI).

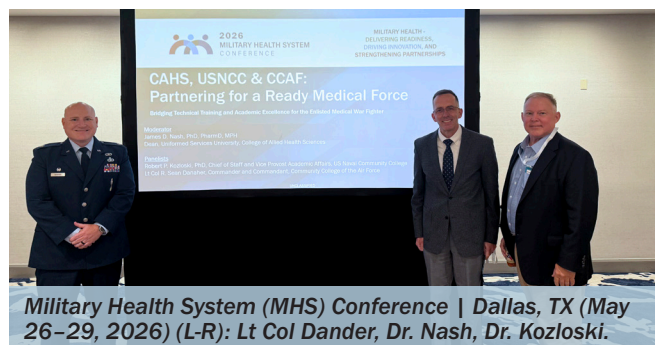


AIM Health R&D Summit | San Antonio, TX (May 19–20, 2026) (L-R): Dr. Graver, Mr. Stallings, Mr. Kwon, Mr. Diallo, Mr. Reimund, CAPT Fuentes.

Military Health System (MHS) Conference — Enlisted Medical Warfighter Session — May 26–29, 2026 | Dallas, TX

CATEGORY	DETAILS
Conference theme	Military Health: Delivering Readiness, Driving Innovation, and Strengthening Partnerships
CAHS role	Dr. Nash represented CAHS as moderator for a strategic panel focused on enlisted medical education pathways.
Panel focus	<i>CAHS, USNCC, & CCAF: Partnering for a Medical Ready Force: Bridging Technical and Academic Excellence for the Enlisted Medical Warfighter</i>
Strategic value	Highlighted how CAHS, USNCC, and CCAF can strengthen enlisted medical readiness by aligning technical training, academic credit, transferability, articulation agreements, and degree pathways for allied health professionals.

Panel Participants — Enlisted Medical Warfighter Panel:
Dr. James Nash, Dean, USU CAHS; Dr. Robert Kozloski, Chief of Staff and Vice Provost for Academic Affairs, U.S. Naval Community College (USNCC); and Lt Col R. Sean Danaher, Commander and Commandant, Community College of the Air Force (CCAF).



Military Health System (MHS) Conference | Dallas, TX (May 26–29, 2026) (L-R): Lt Col Dander, Dr. Nash, Dr. Kozloski.

Military Health System (MHS) Conference — Medical Service Corps Session — May 26–29, 2026 | Dallas, TX

CATEGORY	DETAILS
Conference theme	Military Health: Delivering Readiness, Driving Innovation, and Strengthening Partnerships
CAHS role	Dr. Nash represented CAHS as moderator for a strategic panel focused on Medical Service Corps readiness.
Panel focus	<i>Medical Service Corps: Ready Forces for MHS & War Goals</i>
Strategic value	Reinforced the role of Medical Service Corps leadership and education in sustaining a Medically Ready Force and Ready Medical Force aligned with MHS priorities and wartime requirements.

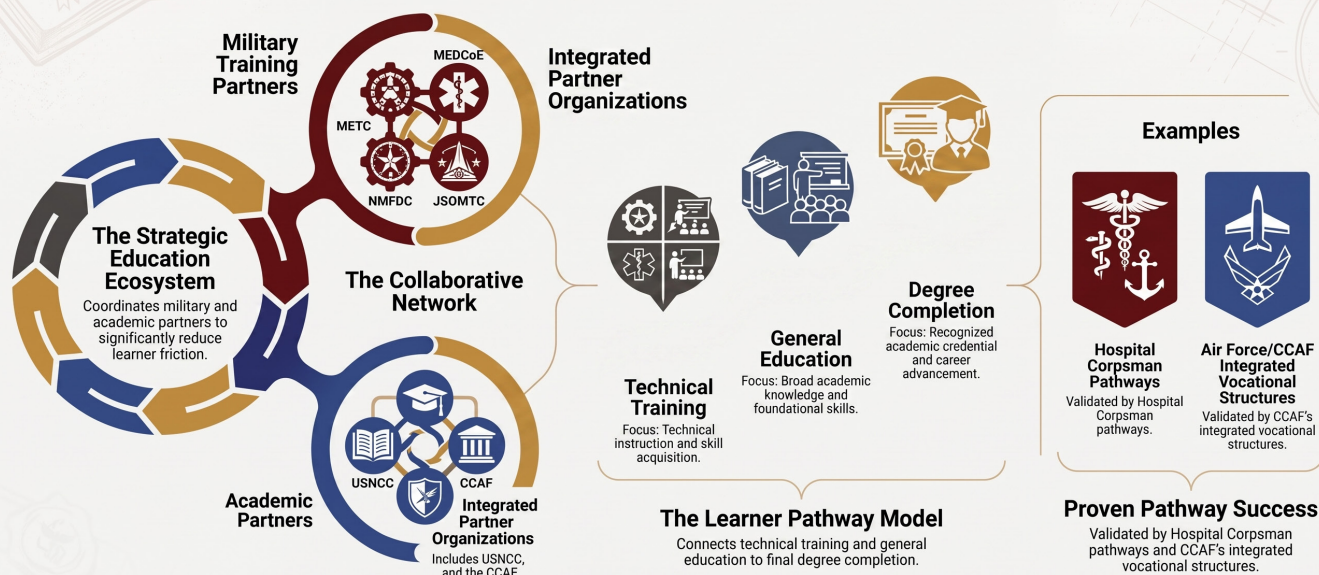
Panel Participants — Medical Service Corps

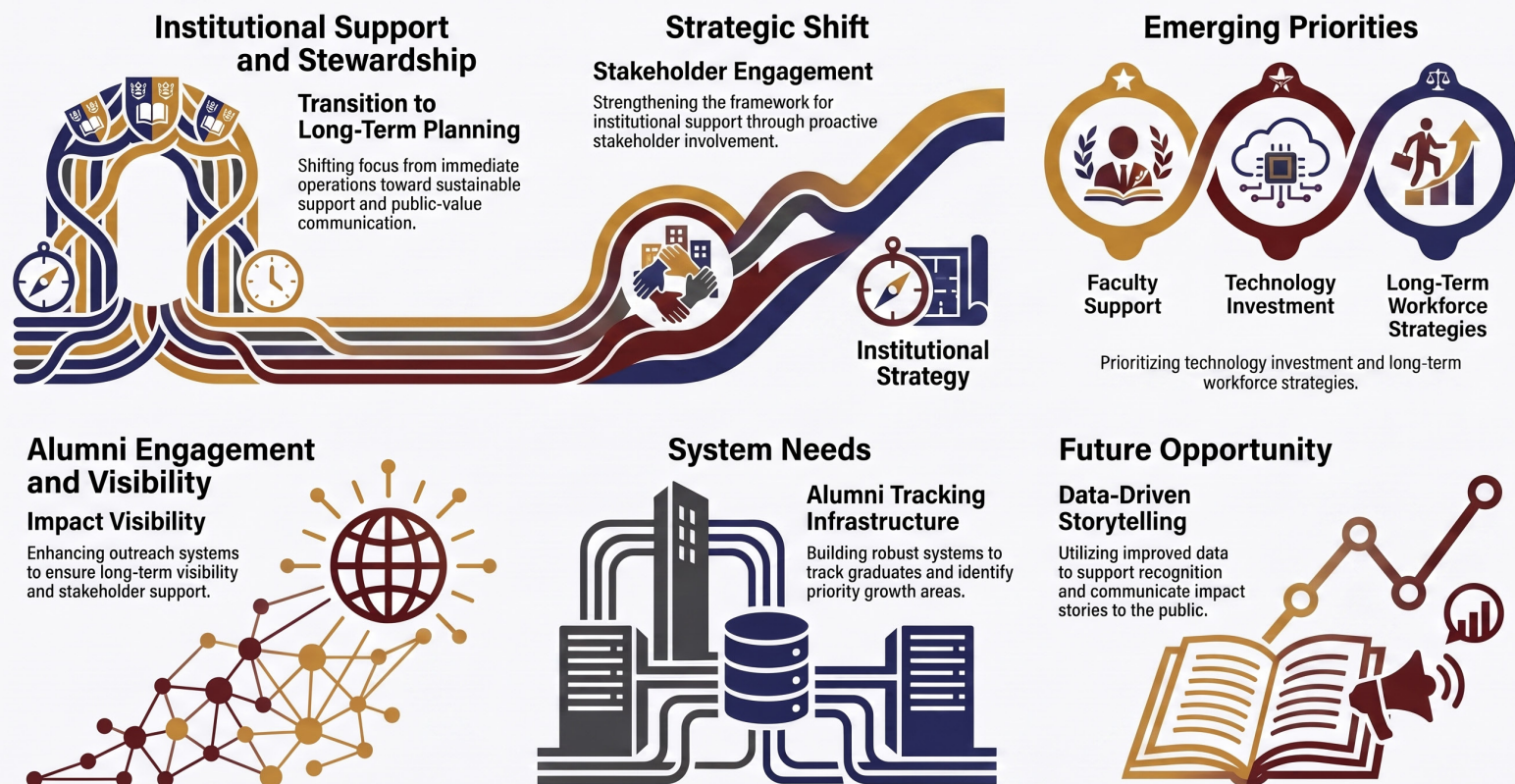
Panel: Dr. James Nash, Dean, USU CAHS; COL Lee Freeman, Deputy Corps Chief, U.S. Army Medical Command; RADM Matthew Case, Director, U.S. Navy Medical Service Corps; and Brig Gen Alfred K. Flowers, Jr., Chief, USAF Medical Service Corps.



Partnership Model

Strategic Education Ecosystem: The Partnership Model





Institutional development emerged as a more prominent strategic theme in 2025–2026. The infographic above illustrates this shift by showing how alumni engagement, institutional support, and workforce development are becoming part of CAHS's long-term growth strategy. Leadership began shaping a more mature institutional support and alumni engagement agenda, exploring faculty support initiatives, technology investments, student travel support, long-term workforce support strategies, and alumni recognition. These discussions signaled a shift toward longer-term stakeholder engagement, stronger mission support, and clearer public-value framing.

Leadership also recognized that alumni tracking and engagement need stronger systems support. The college identified this as a growth area and began considering how existing databases, modernization efforts, and future outreach could better support alumni visibility, career-impact storytelling, and stakeholder engagement. This is a meaningful institutional opportunity: the college is not only producing graduates, but building the structure needed to demonstrate their long-term impact.

Core Institutional Challenges

Administrative Friction & Operational Constraints



Grade timelines **SIS limitations** **Approval complexity**

Grade timelines, SIS limitations, and approval complexity remain significant recurring issues requiring attention.

Capacity Constraints



Technology **Staffing** **Throughput challenges**

Technology, staffing, and throughput challenges are currently impacting the performance of selected programs.

Strategic Roadmap & Readiness

Forward Strategy

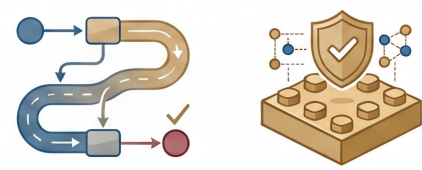
Priority Directions



Data maturity **Partnerships** **Unified pathways**

Utilizing data maturity, partnerships, and unified pathways to reduce friction and improve performance.

Institutional Readiness



Clearer processes **Stronger evidence-based frameworks**

The institution enters the next cycle with clearer processes and stronger evidence based frameworks.

OUTLOOK AND NEXT STEPS

As with any growing institution, the year also surfaced important challenges. The infographic above provides a visualization of these recurring challenges and the strategic priorities needed to address them. Recurring issues included inconsistent grade submission timelines, student information system limitations, facility and technology gaps, complex approval pathways, uneven data quality, and staffing constraints among academic and administrative partners. Some programs also faced throughput or clinical-capacity limitations that required close monitoring and creative problem solving.



*USU President's Holiday Reception | San Antonio, TX (Dec 19, 2026)
(L-R): Dr. Woodson, Mr. Renn, Dr. Best, Ms. Douglas*

CHALLENGES AND STRATEGIC OUTLOOK

The college also used stakeholder convenings to reinforce collaboration across the broader USU community. In San Antonio, the Office of the University President hosted a Faculty and Alumni Holiday Reception that brought together members from the School of Medicine, Postgraduate Dental College, and College of Allied Health Sciences to foster collaboration and celebrate shared milestones.



USU President's Holiday Reception | San Antonio, TX (Dec 19, 2026) (L-R): Dr. Nash, Mr. Brock, Dr. Ruth, Mr. Brockhouse, Ms. McCraw, Ms. Nelson

Even so, the college's outlook remains constructive. Leadership emphasized disciplined forward motion: continue building academically sound programs, strengthen systems and governance, document institutional needs clearly, and use partnerships to reduce friction for learners.

The conference roadmap reinforced that direction by highlighting three priorities: stronger data maturity for long-term trend analysis, streamlined consortium-style agreements that reduce administrative burden, and unified educational pathways connecting technical training, general education, and degree completion. The college enters the next cycle with clearer processes, stronger evidence, and a more mature understanding of where focused resourcing can yield the greatest return for students, services, and the institution.

The 2025–2026 academic year demonstrated that the College of Allied Health Sciences is no longer simply a specialized academic provider; it is an increasingly mature institutional platform with clear strategic value to the university, the Military Health System, and the nation. The college expanded mission-aligned academic pathways, strengthened accreditation and quality infrastructure, improved operational discipline, and advanced a partnership model that converts military medical training into recognized academic credentials without duplicating training infrastructure. These accomplishments reflect a college that is growing with purpose and managing that growth with appropriate attention to governance, quality, learner mobility, and public value. For presidential and senior stakeholders, the conclusion is straightforward: CAHS delivers measurable return, strengthens workforce readiness, reduces barriers for service members, and advances the university's public-service mission. The next phase will require sustained leadership attention to systems modernization, data maturity, faculty and staff capacity, accreditation readiness, and strategic partnerships so the college can scale responsibly while preserving academic credibility and institutional trust.

Growth & Operational Excellence



Execute Academic Pathway Expansion

Move approved programs to launch using clear timelines and progression measures.



Advance Operational and Systems Modernization

Implement SIS planning, dashboard automation, and rigorous records discipline to reduce friction.



Formalize Strategic Alignment and Partnership Architecture

Finalize the CAHS plan and streamline agreements to clarify roles and support scale.

Quality, Accreditation & Stakeholder Value



Strengthen Accreditation Readiness and Evidence Culture

Prepare for the July 2026 MSCHE transition through evidence mapping and workforce-alignment documentation.



Build Credentialing, Alumni, and Stakeholder Infrastructure

Evaluate stackable credentials while strengthening alumni tracking and senior stakeholder engagement.

Looking ahead, the college's 2026–2027 priorities translate the progress of the 2025–2026 academic year into a focused execution agenda for institutional scale, quality, and strategic return. The work ahead extends beyond program growth; it requires disciplined investment in the systems, partnerships, data practices, workforce capacity, and academic, operational, and technological infrastructure needed to expand access while maintaining credibility with accreditors, military partners, learners, and university leadership. Together, these priorities provide a leadership roadmap for improving student progression, reducing administrative friction, strengthening evidence-based decision-making, sustaining responsible growth, and deepening the college's contribution to readiness and workforce development.

To support disciplined execution in 2026–2027, CAHS will use a strategic performance framework that nests the college’s priorities within the USU Strategic Plan. As America’s Federal Health Sciences Academy, USU emphasizes warfighter readiness, digitally enabled health sciences education and training, military-relevant scholarship, operational support, curriculum reform, integrated training partnerships, infrastructure modernization, and responsible stewardship. CAHS contributes to that strategy by converting military medical training into accredited academic pathways, expanding access for enlisted and service-connected learners, strengthening evidence of quality and outcomes, and building scalable systems that support the Military Health System and the American Warfighter.

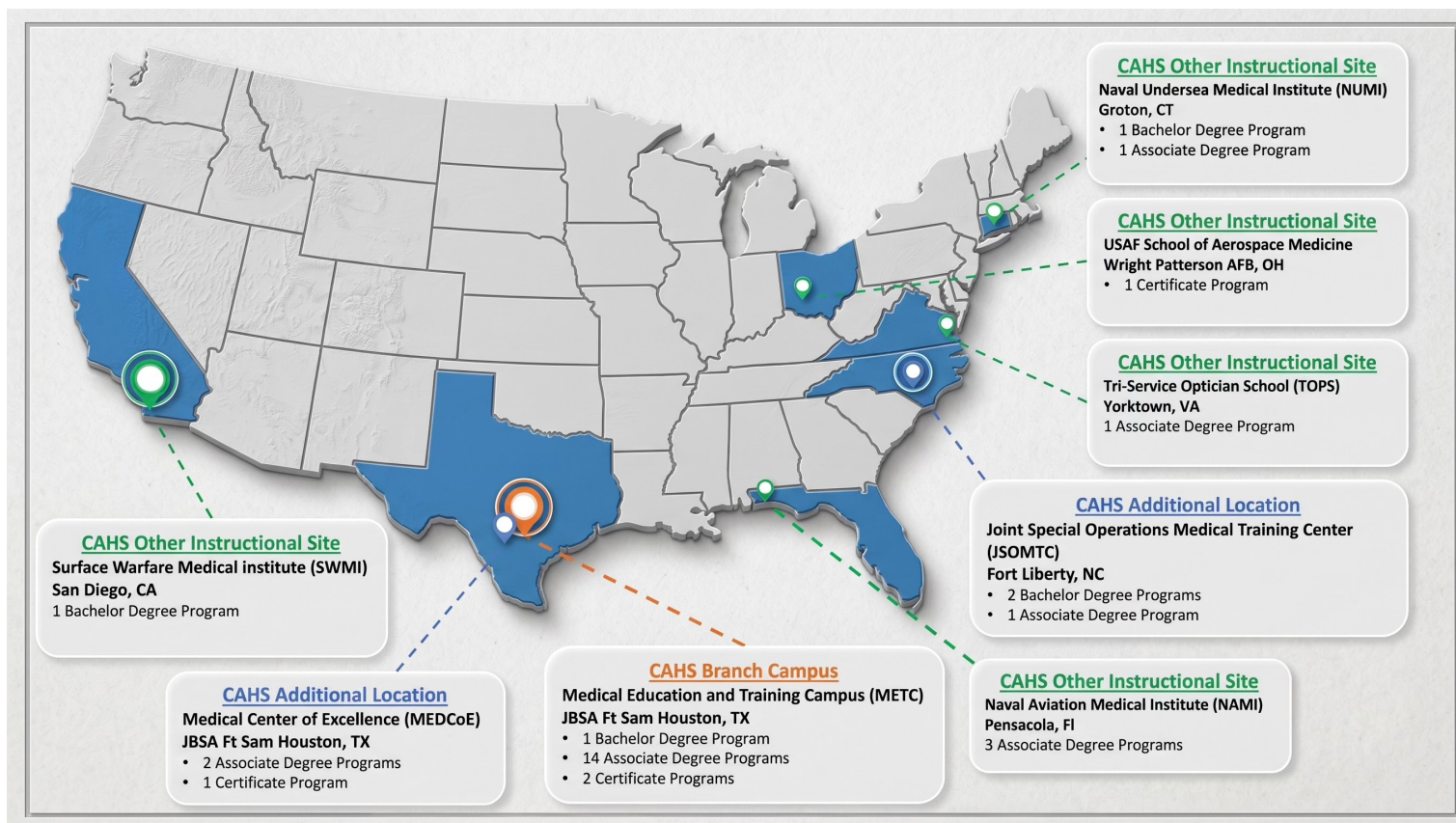
CAHS STRATEGIC DOMAIN	USU STRATEGIC PLAN ALIGNMENT	ALIGNED MEASURES AND LEADERSHIP QUESTION
Mission readiness, force generation, and access	Aligns with USU’s mission to support the readiness of America’s Warfighters and the health of the beneficiary community by developing uniformed and civilian health professional leaders. CAHS advances this priority through accessible, service-aligned academic pathways for active, reserve, and National Guard learners.	Measures: enrollment trends, service distribution, active pathways, learner reach, and alignment of program growth with military health readiness needs. Leadership question: Is CAHS expanding access in ways that strengthen readiness, force generation, and the university’s public-service mission?
Curriculum reform, educational excellence, and student success	Aligns with USU’s priority to strengthen curriculum and conduct disciplined curriculum reform so graduates remain relevant to the future Military Health System, including high-acuity, combat-relevant, and workforce-aligned capabilities.	Measures: degrees conferred, semester credit hours earned, course completion patterns, graduation cycle performance, transfer-credit application, credential attainment, and time-to-completion indicators where available. Leadership question: Are learners moving efficiently from military training to recognized academic credentials that support career mobility, lifelong learning, and MHS workforce relevance?

USU-ALIGNED STRATEGIC PERFORMANCE FRAMEWORK

CAHS STRATEGIC DOMAIN	USU STRATEGIC PLAN ALIGNMENT	ALIGNED MEASURES AND LEADERSHIP QUESTION
Quality, accreditation, and evidence-informed improvement	Aligns with USU's commitment to excellence in scholarship, rigorous academic standards, accreditation readiness, and continuous improvement. CAHS supports this university priority by strengthening assessment, programmatic accreditation, MSCHE evidence alignment, and documented student outcomes.	Measures: programmatic accreditation status, MSCHE evidence alignment, assessment completion, student outcome documentation, licensure or certification performance where applicable, and corrective-action closure. Leadership question: Is CAHS growth supported by academic quality, compliance evidence, institutional control, and continuous improvement?
Digital transformation, operational modernization, and stewardship	Aligns with USU's strategic emphasis on becoming a digital-first institution, integrating IT and data infrastructure, automating routine tasks, modernizing physical and digital systems, and sustaining responsible stewardship under constrained resources.	Measures: grade submission timelines, missing-grade resolution, transcript processing, faculty onboarding timelines, graduation processing cycles, records-management compliance, dashboard adoption, and SIS modernization milestones. Leadership question: Are systems, workflows, and data practices reducing friction while improving accountability, resilience, scalability, and stewardship?

CAHS STRATEGIC DOMAIN	USU STRATEGIC PLAN ALIGNMENT	ALIGNED MEASURES AND LEADERSHIP QUESTION
Integrated training partnerships and pathway integration	Aligns with USU's strategic priority to invest in partners, co-create value across the military, academia, and industry, and expand integrated education and training partnerships that support the Joint Force and the Military Health System.	Measures: active partner agreements, pathway implementation milestones, partner responsiveness, general education completion options, academic sharing performance, learner transition points, and inter-service coordination. Leadership question: Are military and academic partnerships producing coherent, scalable, and learner-centered pathways that support USU's readiness, education, and public-service missions?
Institutional return, public value, and warfighter impact	Aligns with USU's role as a cost-effective force multiplier and readiness platform that supports the MHS, the Services, Combatant Commands, and the American Warfighter. CAHS demonstrates this value through learner benefit, workforce alignment, alumni outcomes, and readiness-linked impact stories.	Measures: tuition-assistance cost avoidance, estimated learner benefit, alumni visibility, workforce-alignment narratives, stakeholder engagement, and readiness-linked impact stories. Leadership question: Can CAHS demonstrate measurable return, public value, and contribution to national service, MHS readiness, and warfighter support?

For ease of use, each domain above pairs a strategic alignment statement with practical measures and a leadership question. This structure is intended to support periodic review rather than create a separate reporting burden. Used consistently, this framework will help CAHS translate strategic alignment into disciplined execution. By focusing on priority indicators, clarifying data ownership, and using existing reporting systems where possible, the college can monitor progress without adding unnecessary administrative burden. In 2026–2027, this approach will strengthen accountability, support timely leadership decisions, and demonstrate that CAHS growth is aligned with the USU Strategic Plan, responsive to MSCHE expectations, and focused on measurable value for learners, the Military Health System, and the American Warfighter.



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ALLIED HEALTH



Uniformed
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**STRONG
ENROLLMENT**



**NEW DEGREE
PATHWAYS**



**MODERN
SYSTEMS**



**READY MEDICAL
FORCE**

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