The Bluegrass Higher Education Consortium: It Matters to Sullivan University

By David Tudor

It is quite likely that most of us within the Sullivan University System are not familiar with the Bluegrass Higher Education Consortium (BHEC), an offshoot of a regional planning organization in Central Kentucky called Bluegrass Tomorrow. BHEC is a consortium made up of the twelve regionally accredited institutions of higher education in central Kentucky. Mr. David Keene, Lexington campus Executive Director, represents Sullivan Lexington as he joins with the leadership of eleven other area universities to discuss the challenges and opportunities that all universities face in the second decade of the 21st century. One of those challenges includes preparing current faculty and staff to be the academic leaders of tomorrow. To that end, BHEC created the Academic Leadership Academy (ALA) over four years ago.
As the academic dean on the Lexington campus, I have represented Sullivan Lexington in the ALA since its inception, serving as a co-chair of the Academy for the past three years. During that time, over 15 Sullivan Lexington faculty have participated with over 200 of their peers from the other universities in the annual training sessions organized by the ALA. Each year, the leadership training consists of two meetings filled with guest speakers including university presidents, academic deans, and administrators focusing on topics such as leadership challenges, academic pathways to leadership, budgeting and finance, and conflict management. Our own Dr. LaVena Wilkin has led the conflict management presentation for over three years, which features her PEACE approach to conflict management. In between the two days of training, which are usually three or four months apart, each university’s participants focus on an interim project that will benefit their institution. This year, Laura Wathen, Associate Dean of Academic Affairs, and Julie King, Associate Dean of the College of Information and Computer Technology, our 2017 participants, will focus their efforts on a student retention project.

Lexington campus data show that some of the most academically challenged students are first quarter students who enrolled after orientation day, and continuing students, who typically take traditional, classroom-based courses, but signed up for their first online class. The trend is consistent with other institutions. Scholarly research has identified the importance of the on-boarding process for new students, as well as shown how important it is to ensure that those who regularly take traditional classes have the proper orientation to online learning before taking a class that is taught 100% online. With those challenges in mind, Ms. Wathen and Ms. King will set out to identify better approaches to student retention. They will present their findings to their peers from the eleven other institutions that make up the Bluegrass Higher Education Consortium’s Academic Leadership Academy in October of this year, but my hope is to implement meaningful change that increases student success much earlier than that.

Here are some other exciting Lexington news and events:

- Jill Ferrari, Program Director for Medical Assisting, a Sullivan University program only offered on the Lexington campus, received word from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the program accreditor, that our associate degree program was awarded a full ten-year reaccreditation with no additional reporting requirements. It does not get better than that. This is the result of years of a continuous review process matching our student learning outcomes to their required standards. The PECC process and the program’s annual reporting requirements helped keep the program on track for this distinctive recognition.
• Dr. James Maxwell recently presented a manuscript entitled “Legal Aspect of OSHA and Workplace Violence” at the Operations Management and Entrepreneurship Association’s National Conference in Chicago. The presentation was well received and the manuscript will be published in the conference proceedings.

• Chef John Foster recently published an article in the *Northern Kentucky Tribune* entitled “Time to restock your pantry to reflect the change of seasons and the faster pace of spring.” The article can be read here.

• Dr. James Maxwell has become the new Department Chair of Management for undergraduate programs. He is a Professor in the College of Business Administration and Graduate School in Lexington, Kentucky. He holds a Ph.D. in Human Resource Development and Industrial Training and Technology Management from Indiana State University, Terre Haute, Indiana, a Ph.D. in Management from Webster University, St. Louis, Missouri, a M.B.A. and a B.S. in Management and Marketing from Maryville University, St. Louis, Missouri. Prior to relocating to Lexington, Kentucky and joining Sullivan University, Dr. Maxwell has served as a professor, provost, vice president for academic affairs and student life, and dean on campuses around the country. He has held various senior management and marketing positions in private industry prior to entering academia. He has received a number of academic awards, published in a number of multiple-blind peer-reviewed journals and conference proceedings. Dr. Maxwell serves as an editorial reviewer and board member for several academic journals.

• Jill Ferrari and Jamie Cress attended the KY Society of Medical Assisting conference in April. Jill serves on the board for the organization as the lead for the educator forum, and Jaime presented a session at the conference.

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**Sullivan University Center for Learning-Northern Kentucky**

News from the North:

• The Center for Learning-Northern Kentucky welcomed Gabe Saba to the staff on May 1. Gabe is the Admissions Officer, coming to Sullivan after serving as an Account Manager at Coca-Cola for seven years. A graduate of the University of Cincinnati, Gabe is currently studying higher-education administration at Tiffin University and expects to complete his master of education degree in December 2018.
The Center will host an Information Session for the Doctor of Management program on June 8, beginning at 6 p.m. Dr. LaVena Wilkin, Eric Short, and Haleigh Fellows from Sullivan University will all present along with Ph.D. alumnae Nicole Modafari. Dr. Modafari, who lives in Northern Kentucky, completed her doctorate in September 2015. She is the Program Management Director for the U.S. Environmental Protection Agency Office of Administration & Resources Management (OARM) in Cincinnati. Please feel free to refer interested students. They can call 859.331.1548 or email NKYAdmissions@sullivan.edu.

The Center is working with local high schools to offer two courses in the 2017-18 school year for High School Seniors. In fall, CSC 118 will be offered, followed by CSC 105 in spring. Details are available at Sullivan.edu/NKY.

Sullivan University Fort Knox

Several exciting things are happening in Ft. Knox:

- The Fort Knox extension campus will begin to offer courses for the PhD in Management program in the Fall 2017 quarter.
- Dr. Renee Rust-Yarmuth (Director, the Counseling Connection), Stephanie Watson (Spencerian Lexington), and Christina M Robinson (Sullivan Lexington) gave a presentation on May 9th about becoming a suicide prevention gatekeeper. The training will help employees to recognize and address potential suicide crises.

Sullivan University Online

Here are some of the latest happenings with the Online team:

- An article co-authored by Dr. Anthony Piña and Barry Sanford, titled “The ID Database: Managing the Instructional Development Process” was published online by Springer and will be included in the July 2017 issue of the peer-reviewed journal Tech Trends.
- An article co-authored by Dr. Anthony Piña, Dr. Ken Moran and Sullivan Ph.D. graduates Patrick Hafford and Helen MacLennan, titled “Doctor of Business Administration (D.B.A.): A
Viable Credential for Faculty in Programmatically Accredited Business Degree Programs?” was published in the peer-reviewed *International Journal of Doctoral Studies*.

- Dr. Anthony Piña delivered an invited presentation titled, “Changing Institutional Culture Using Instructional Design” at the EDUCUASE Learning Initiative Virtual Conference.

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**Louisville Campus**

Exciting things are happening at the Louisville campus! Here are a few of them:

- Dr. Sarah Lawrence has been invited by the Pharmacy Technician Certification Board to serve as a subject matter expert for the next version of the Pharmacy Technician Certification Exam practice test. Along with two other SMEs, she is reviewing and approving all 90 questions that have been selected for the practice test.
- Dr. Amber Cann has met with the leadership at University Hospital, Jewish Hospital, and the Poison Control Center to promote the functions and capabilities of the College of Pharmacy’s Drug Information Center. She is working to strengthen the relationship between these organizations and the College of Pharmacy, as they host pharmacy students during their APPE rotations.
- Dr. Terry Kibiloski served as a judge and key presenter at the FBLA State Leadership Conference on April 18th. His presentation was entitled “Do Something Great!” and he helped judge the e-commerce entries.
- Librarians George Bergstrom, Christi Osterday, and Nathan Ragland presented at the 2017 KLA/SLA Joint Spring Conference. Their presentation, entitled “How Do We Measure Up: the Confluence of Marketing Methodologies,” addressed the relative effectiveness of print, online, and face-to-face marketing.
System-Wide

- To reflect her growing responsibilities in the area of professional development, Elizabeth Dutschke has recently had her title changed to *Employee Relations Specialist/Assistant Provost for Professional Development*. As part of her expanded role, she will oversee the development of both faculty and staff.

- Drs. Ken Moran and Anthony Piña gave a presentation at the 2016 SACSCOC Annual Meeting entitled “Open Educational Resources: Promoting Course Quality and Student Savings (CS-15).” They will also be presenting a session entitled “Changing Course Design Culture with Free and Open Resources” at the 2017 Annual Meeting. They will discuss the benefits of open educational resources to students.

- Gateway Community & Technical College has signed transfer pathway agreements with several colleges and universities in Kentucky, including Sullivan University. This agreement will facilitate easier student transfer to Sullivan from GCTC. More information may be found here.

- Students Damon Poke and Rebecca Brock won first place at the Idea State University (ISU) Regional Business Plan Competition on March 29th. Their business plan focused on providing low-cost transportation for families of incarcerated individuals to local prisons for prisoner visitations. Dr. Terry Kibiloski served as the Sullivan University faculty advisor for the competition.

- The Society for Human Resource Management has reviewed Sullivan University’s MS and BS HRL programs and has determined that they "align with the recommended requirements for HR degree programs as outlined in the SHRM HR Curriculum Guidebook." This status will last through the end of 2022. This alignment will allow students to sit for the SHRM-CP certification exam, which will greatly aid them in their careers.

- Drs. Ken Moran and Anthony Piña gave a presentation at the prestigious Academy of Management annual meeting, entitled *Making Online Graduate Education Meaningful*. At the presentation, they discussed the growth, influence, challenges, and opportunities of online education. Best practices and the use of open educational resources were presented.
New kid on the block for QEP: USA Funds Life Skills retires and Student Connections WhichWay is here to stay!

The USA Funds financial literacy modules will retire on June 10, 2017. The repackaged content will now be rolled out in the summer 2017 quarter.

Here are the key nuggets you will want to know:

- USA Funds - new parent company is called Strada
- Life Skills - retired and content repackaged - new company is Student Connections WhichWay (falls under the Strada parent company)
- Students may use either a desktop connection or download the WhichWay app on a smart phone/tablet
- All content has been repackaged and modified to include pretests and posttests (quizzes) within the Student Connections LMS.
- All pretests are 15 questions - multiple choice and true/false.
- Students MUST complete the pretest at the beginning of each module for the content to be unlocked.
- Each module is made up of lessons and exercises. A five question quiz follows each lesson in the module.
- Quizzes may be retaken until students earn a 100%. However, this is not
required. The first score will be captured by Dr. Wiljanen for our reports. This immediate feedback encourages students to actively focus on mastery of specific concepts.

- Each module takes approximately 50 minutes to complete. Students do not have to complete the entire module in one sitting. Students can exit WhichWay and come back again and again with their progress saved. A green check indicates when each section is completed.
- Each module stands on its own. The scores for each module can be independently used for our reporting. Students that transfer into SU or do not take FYE will no longer be excluded. This means we will be able to capture student learning more for students. 😊
- Dr. Wiljanen will continue to upload reports twice a week to the QEP SharePoint site in Office 365.

Here are the Modules from Student Connections WhichWay and the courses where they are implemented:

- Module #1 - Understanding Basics of Budgeting (FYE101)
- Module #2 - Understanding Credit (ACT211, AOM214, CAM174, CSC210, HIM120, HRM104, PHT101, PSA164)
- Module #3 - Managing Debt (BUS224, HRM164, PHT299) **NEWLY implemented Summer 2017**
- Module #4 - Repaying Student Loans - will not be implemented until Fall 2017 and will be housed in a Bachelor level course
- Module #5 - YESU: Financial Aid Assistant -- optional but available to students at no cost
Six Questions For...

Christine Bailey

Student Services Coordinator, Instructor
Sullivan University, Fort Knox

For this installment of “Five Questions For...”, we interviewed Christine Bailey, a staff member and instructor at the Fort Knox extension campus. Christine has been teaching at Sullivan University since June of 2010, and became the Student Services Coordinator in March of 2012. In her role as an instructor, she teaches computer science.

1. Where are you from originally? Where did you attend school?

I’m originally from Fort Wayne IN, but moved to Springfield OH when I was 16. I was a military wife for over 20 years and got the opportunity to live all over the United States and Germany. I finished my Graduate Degree from Webster University in 2006 in Management Information Systems.

2. How did you originally get into education? What was your motivation?

I moved here in 2003 and started working for a small school district in KY as the Technology Coordinator. Part of my job was to educate students from K – 8th grade on basic computer hardware and Internet safety. I loved working with the students, but...
realized I liked working with adults more... I started teaching for Sullivan University in 2010.

3. What do you like the most about teaching?
   I love teaching students a skill they can use, to help and be a part of their goals and dreams.

4. What are your goals in your educational career?
   I recently started working with Instructors, and would like to be a part of the Instructional design of the curriculum.

5. Do you have any favorite anecdotes or memories of teaching or working with students?
   I think the best part of teaching is when a student comes back to see me after graduating to let me know they are working in their field. I feel grateful that I got to be a part of their success.

6. What hobbies or interests do you have in your off time?
   I love to spend my time outside, walking in nature or spending time on the lake. These are two of my favorite things to do.
Student Retention

How can I make a difference?

*Thoughts about why our students drop and can a change occur in that behavior.*

By James M. Kearfott, MSDR

Director of Student Retention for the Sullivan University System

It seems that every week, when looking at the data from all campuses in the Sullivan University System, the same question comes to mind. Why, with special focus on first and second quarter students, have students who invested time in the enrollment process just stopped coming to class? That question then leads to another, what (if anything) could have been said or done to make a difference in that outcome?

Adding to those questions are some realities that place some contending choices in our students’ way. Some of these challenges, but not all to be sure, are:

A new focus by state-funded colleges and universities on outcome based education. “Gainful Employment,” although not the best means to judge, has caused a re-focus on why students go to school. It has moved now into the state-funded colleges when legislators look at how best to spend state funds. One only needs to do a cursory Google search and you will see articles and representatives all stating that what they learn in the classroom should provide income after that experience. Sullivan University has been the example for preparing students for the work world since 1962. The challenge presented by the change in message by the state schools is that current students may feel they can receive what Sullivan University offers at less cost at one of these schools.

Several media outlets and publications are now questioning if a college experience is even necessary because the job market is good. Money magazine published this year the following, “The 2017 Job Market is shaping up to be the hottest in years, with employment on track to hit pre-recession levels by the spring, according to Brookings Institution projections. That’s good news for anyone planning to get back into the workforce after a career hiatus.”¹ This particular article suggested networking, spending time with books and magazines, and taking some free sessions online. The challenge here is that some students might start to question if
investing time in coming to your class is even necessary today.

There are jobs available. There is money to earn and coming to class might not hold the importance it once had. One industry alone in the Jefferson county area reports that jobs are plentiful. An industry overview May 2017 by EMSI for transportation and warehousing showed that, in 2016, this industry had 48,611 jobs which represented a +23% increase since 2013.² Currently in the May 2017 report of unemployment by Kentuckyanalytics just for the Kentuckian region the unemployment is at 4.4%, with the state of Kentucky close behind at 5.4%. Many of you know that a small improvement in current lifestyle often can change a student’s immediate opinion about the need to come to class.

Financial, family, and personal concerns have always been with the Sullivan University student, and the examples of current additional pressures just make the job a little more challenging. Our students make an investment of time and talent every time they come to a class. They may not be as prepared as they should, they may be tired from life experience, it may be late and they are logging on with less than 100% focus, but they are there at that moment and there is the opportunity to move the needle.

Dr. Clarissa Pinkola Estes, who is a recognized expert in social and psychological patterns and who has many national awards for her works, states “one of the most calming and powerful actions you can do to intervene in a stormy world is to stand up and show your soul.” That is something to consider every time you engage with your class(s). Are you completely ready to teach right now? Is the information you are sharing with your class going to make a difference in their future? Are you excited about the opportunity to engage with your students, and can they feel that excitement? Are you expressing in action that you care whether they are there or not? It is impossible to motivate if not motivated. When you look at students who no longer sit in your class or are no longer in your online section, can you give an account for why? Are you able to answer the question of what, if anything, I could have done or said to make a difference in that outcome?

References

As chair of the Sullivan University Academic Council, I am pleased to write another edition of Academic Council Highlights (ACH). The goal of ACH is to keep faculty and other interested parties informed, on a quarterly basis, about the workings of the Academic Council (Council), the matters it addresses, and related events.

The results are in!! Recent Council elections have yielded some fine voting representatives.

Heather Merrifield

First, Heather Merrifield has been reelected to serve a two-year term as Council Vice-Chair. Heather recently concluded a special one-year term to allow for the terms of office of the Council Chair and Vice-Chair to be staggered. Upon learning of her reelection, Heather expressed her gratitude and said, “Serving as the Vice-Chair of the Academic Council gives me the opportunity to gain a deeper understanding about the importance of maintaining open channels of communication between faculty and administration about initiatives that will impact the university as a whole. I believe one of the main roles of the Academic Council is to serve as a voice for the faculty to present, discuss, and debate ideas, initiatives, issues, and concerns and provide a formal channel to foster productive discourse and solicit valuable feedback among faculty and administration.”

Second, four courageous faculty members have been elected by their peers to serve on the Council as At-Large voting members. As a reminder to all, each year four faculty members are nominated and elected to serve on the Council for a one-year term. The nomination and election process is conducted through the Provost’s office, usually during the spring academic quarter. Dr. Diana Lawrence, Provost, spearheaded the most recent at-large election process and announced the winners.

The newly elected at-large Council voting members are listed below, including their professional information and some comments related to their anticipated Council activities.
George Bergstrom

**ACADEMIC UNIT:** Libraries (Louisville)

**TITLE:** Instructional Librarian, Associate Professor, Liaison to General Education, Health Sciences, and the Tutoring Center

**DEGREES EARNED:** BS in Computer Science from Rose Hulman Institute of Technology and MLS from Indiana University - Bloomington

**LENGTH OF SERVICE AT SU:** 3.5 years

**WHY YOU RAN FOR AT-LARGE POSITION:** I was nominated by my supervisor

**WHAT YOU HOPE TO ACCOMPLISH:** World Peace and a better collaborative relationship with the full time teaching faculty

**BIGGEST CHALLENGE FACULTY FACE AT SU:** The quarter system makes it hard for faculty schedules to conform to the traditional academic calendar of professional development opportunities (a.k.a. conferences over summers, grants, etc.)

**BIGGEST CHALLENGE THE UNIVERSITY FACES:** Overcoming the reputation of the for-profit label

**ANYTHING ELSE YOU WOULD LIKE TO ADD:** If any faculty want to learn more about incorporating educational games into their curriculum please contact me!

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James Maxwell, Ph.D.

**ACADEMIC UNIT:** Management – Undergraduate & Graduate

**TITLE:** Professor & Chair – Department of Management

**DEGREES EARNED:** Ph.D. Indiana State University, Terre Haute, IN, Human Resource Development and Industrial Training and Technology Management; Ph.D. Webster University, St. Louis, MO, Management; M.B.A. Maryville University St. Louis, St. Louis, MO, Management & Marketing; and B.S. Maryville University St. Louis, St. Louis, MO, Management & Marketing

**LENGTH OF SERVICE AT SU:** 2 years
WHY YOU RAN FOR AT-LARGE POSITION: To participate in assisting the academic council and university in moving forward in higher education in the 21st century

WHAT YOU HOPE TO ACCOMPLISH: I hope to contribute working with others to help position the university with market driven academic programs and other issues as needed

BIGGEST CHALLENGE FACULTY FACE AT SU: Teaching loads, research and scholarship, and faculty development funds

BIGGEST CHALLENGE THE UNIVERSITY FACES: Competitive market, gainful employment, retention, rising student debt, and funds to support increased faculty research and development to stay current in their academic disciplines

Robert Metry

ACADEMIC UNIT: College of Business Administration

TITLE: Assistant Professor

DEGREES EARNED: BA, JD

LENGTH OF SERVICE AT SU: 7+ years teaching; 40+ years in all capacities

WHY YOU RAN FOR AT-LARGE POSITION: Become involved at this time of major transition

WHAT YOU HOPE TO ACCOMPLISH: Lend an ear and a voice

BIGGEST CHALLENGE FACULTY FACE AT SU: Meeting the learning needs of a diverse student population

BIGGEST CHALLENGE THE UNIVERSITY FACES: Build student enrollment

Laura (McClendon) Stokes

ACADEMIC UNIT: SU-Louisville and also Online, both COBA

TITLE: Adjunct Instructor

DEGREES EARNED: B.A., Business Administration, Transylvania University; MBA, University of Louisville; Ph.D. Candidate, Sullivan University

LENGTH OF SERVICE AT SU: Online since 2012; SU Louisville since 2013

WHY YOU RAN FOR AT-LARGE POSITION: I actually didn't even realize I
As you can see, those who serve on the Council, particularly at-large faculty representatives elected by their peers, do so for a variety of reasons. They want to be a part of the bigger picture, they have specific issues they want addressed, they like being part of the solution to big and small problems and issues alike, and they enjoy the challenge of debate and collegial deliberation on all sorts of matters.

I invite all faculty members, full time and adjunct alike, to consider serving on the Council in the future. From the above comments, it seems all that is needed to serve on the Council is the desire to be engaged in the process of moving forward to achieve stated goals. These goals may be personal, departmental, administrative, or university-wide. And the commitment to attend two Council meetings a quarter is not overly burdensome. That’s a total of eight meetings a year.

I would be remiss if I did not mention the outgoing At-Large members who have served with distinction. Thanks to Mohamed Abualhaija, David (Wes) Auberry and Richard Routt for their time and commitment to the Council and to their fellow faculty members.

In conclusion, rest assured that the Council has lively debate and discussion at all meetings and regularly sends important matters to the Provost for consideration and requested action. With that in mind, please don’t hesitate to send me an item for Council deliberation at nriggs@sullivan.edu. The Academic Council is here to serve you!

Submitted 06/06/2017
Calendar Of Events
Summer 2017 Quarter

New Day Student Registration (Louisville and Lexington) .................................. June 20, 2017
New Night Student Registration ............................................................................. June 20, 2017
New Housing Student Registration ....................................................................... June 21, 2017
Late Registration ..................................................................................................... June 24, 2017
First day of classes .................................................................................................. June 26, 2017
Last day that a student can enter an online class ...................................................... June 29, 2017
International Orientation (Louisville and Lexington) ............................................. June 30, 2017
International/Hybrid Weekend (Louisville and Lexington) ......................... June 30-July 1, 2017
Last day students can engage in an online class ..................................................... July 2, 2017
Independence Day Holiday ...................................................................................... July 3-4, 2017
Last day that a student can enter a day class* .......................................................... July 6, 2017
Last day that a student can enter an evening or weekend class ......................... July 6, 2017
QEP Committee Meeting, Louisville (2:00-3:00, Room 121) ............................. July 6, 2017
QEP Committee Meeting, Lexington (2:00-3:00, Conference Room) ................ July 10, 2017
Academic Council Meets (2:00, Room 121, Louisville Campus) ...................... July 13, 2017
International/Hybrid Weekend (Louisville and Lexington) ................................. July 28-29, 2017
Academic Council Meets (2:00, Room 121, Louisville Campus) ...................... August 17, 2017
International/Hybrid Weekend (Louisville and Lexington) ................................. August 18-19, 2017
Last day that a student can withdraw and still receive a “W” ................................. August 25, 2017
Fall Break .............................................................................................................. September 11-22, 2017
First Day of Fall 2017 classes ................................................................................ September 25, 2017

Note: For night/weekend classes, a roster will be placed in the instructor’s mailbox on each
day of his or her class and that same roster with signatures is to be returned to Enrollment
Services after each class by the instructor.
With this column, I initiate a different perspective on SACSCOC matters: whereas prior columns have attempted to exegesis the standards themselves, this new perspective will focus on institutional effectiveness High Impact Practices (IE/HIP) coincident to and culturally significant to the implementation of IE standards specifically at the academic/nonacademic programmatic/departmental level. As illustrated below, the focus of this series of articles will be those issues specifically targeted by the PECC’s Targeted Issues Checklist, the first of which is “1. Alignment of Mission:”

**Image 1: The PECC’s Targeted Issues Checklist:**
MISSION DEVELOPMENT AND ALIGNMENT:

As the SACSCOC Resource Manual notes: “A clearly defined and comprehensive mission statement addressing all aspects of institutional function is absolutely fundamental to the structure of an institution’s effectiveness review” (p. 15). In point of fact, mission relevance underlies most – if not all, SACSCOC standards, particularly those that deal with institutional finance, faculty, and academic program content, such as CR 2.7.2, CR 2.8, CR 2.11.1, CS 3.7.1, and FR 4.2. Institutionwide - as opposed to unitwide - IE is addressed in CR 2.5, which cumulates in the statement “demonstrate the institution is effectively accomplishing its mission” (Principles, p. 18). Yet, posited that all standards are essentially bright-line prescriptions for compliance, nonetheless, only the following constellation of five CS 3.3.1 IE – AND, likewise, mission relevant - unitwide standards are so incontrovertibly differentiated from other SACSCOC standards by their mandated adherence to an algorithmic, path-based assessment calculus:

**CS 3.3.1:** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)

- 3.3.1.1. educational programs, to include student learning outcomes
- 3.3.1.2. administrative support services
- 3.3.1.3. academic and student support services
- 3.3.1.4. research within its mission, if appropriate
- 3.3.1.5. community/public service within its mission, if appropriate

*SACSCOC Principles of Accreditation, p. 27*
In their recent *Harvard Business Review* article, Luca, Kleinberg, and Mullainathan predicate that business- and computer-modeled algorithms are strictly-literal planning tools whose solutions require goal explicitness predicated upon optimal data inputs. Although the SACSCOC algorithm may be better perceived as a data-driven conceptual assessment framework, generally, they note that an algorithm “understands only what is it explicitly told… [and] algorithms focus on the data at hand - and that data often pertains just to short-term outcomes,” which may, however, have long-term implications (2016, pp. 99-101). From a more generic perspective, these assessment elements are what the doyen of U.S. assessment, Trudy W. Banta, calls “assessment essentials,” which she defines as the “systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (2014, pp. 1-2). As is commonly known and as illustrated below, this IE-standards-aligned assessment calculus/algorithm/path is operationalized through the formal agency of the institution’s PECC processes:

**Image 3: Assessment Processflow from SACSCOC Principles to Targeted Issues Checklist (TIC):**

In order to for the institution to identify expected outcomes (i.e.: step one of the assessment algorithm), the department/program needs to predicate a mission which aligns with the institution’s mission. Correspondingly, per SACSCOC, the ultimate responsibility for the governance of the institution rests with an independent, qualified, empowered governing
board, which constitutes the collective entity responsible for determining the mission of the institution. Holding in trust the well-being of the institution, the board is also responsible for ensuring that the institution’s leadership is guided by that mission (SACSCOC Resource Manual, p. 13). As a result, the institutional mission statement – and, by extension, any aligned departmental mission statements – should reflect the institution’s board of director’s operation mandates determinant by the mission.

As SACSCOC defines below, the institution’s mission statement provides the basis and context for evaluating institutional effectiveness, and drives its operational functions as well as foregrounding its follow-on planning and assessment processes:

**MISSION STATEMENT:**

“The mission statement is a comprehensive statement addressing all aspects of institutional function. It is important that the institutional mission statement be formally adopted, published, implemented, and made available to all the constituencies of the institution and to the general public. Because the statement describes what the institution does, it is the foundation for planning and assessment processes. These processes validate that the institution does what it claims and evaluates how well it fulfills its mission statement. The mission statement thus provides the basis and context for evaluating institutional effectiveness.”

*SACSCOC Resource Manual, p. 116*

As further elucidated in the SACSCOC Handbook for Institutions Seeking Reaffirmation, “the [institutional] mission presents a well-articulated statement that outlines institutional philosophy and aspirations, emphasizes unique characteristics of the institution, and appropriately addresses major functions. The components of the mission are operationally defined through strategic goals and corresponding objectives in the strategic plan” (2011, p. 74).

Correspondingly, the SACSCOC Principles of Accreditation constitute member institutions’ quintessential accreditation requirements, obviously, including those for institutional effective, notably CR 2.5 and CS 3.3.1 “that must be met by all applicant, candidate, and member institutions (private for-profit, private not-for-profit, and public).” Most notably, as SACSCOC further elucidates, “...these requirements apply to all institutional programs and services, wherever located or however delivered” (SACSCOC Resource Manual, p. 119). Then, it is with a certain amount of post hoc ergo propter hoc intentionality, that core requirement 2.4, which relates specifically to an institution’s mission, is immediately followed
by core requirement 2.5, which relates to institutional IE. In fact, CR 2.5’s final compliance component reference is “...[that] demonstrate the institution is effectively accomplishing its mission.”

2.4: The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional mission)

SACSCOC Principles of Accreditation, p. 18

Mission alignment may be viewed as essential to an organization’s performance-directed culture (Dresner, pp 1-20).

Image 4: Dresner’s Performance Culture Maturity Model™ (p. 2)

In his Academy Of Management Executive article, “Aligning organizational processes with mission: The case of service excellence” (2005, p. 56), Crotts uniquely addresses mission alignment from the perspective of an audit process with the following six insightful observations:
In his SACSCOC-consistent article, *Assessment for Excellence*, Astin postulates the paramountcy of an institution’s mission as an all-encompassing driver of assessment: “Any new assessment program should be predicated on a clear and explicitly stated understanding of what the institution’s mission is and should be designed to further that mission. In other words, it should be possible to rationalize the assessment program—in all of its essential details—in terms of how it can facilitate the institution’s basic mission. Existing assessment practices should be scrutinized in terms of that same institutional mission, and those that do not appear to be enhancing that mission should be revised or abandoned” (2012, p. 6)

According to Hull, answering these four essential questions aids in formulation of a comprehensive mission statement:

- What do we do?
- How do we do it?
- Whom do we do it for?
- What value are we bringing?

(Hull, 2013, n. p.)

In a series of PowerPoints developed by Dr. Timothy S. Brophy, the Director of Institutional Assessment at University of Florida, he provides a useful model for producing a programmatic mission statement, e.g.:

<table>
<thead>
<tr>
<th>The Mission Alignment Audit Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the outcome of the mission in measurable terms (e.g.: customer satisfaction scores).</td>
</tr>
<tr>
<td>2. Identify key policies, procedures and practices that cue employee behavior (e.g.: job descriptions, annual plans).</td>
</tr>
<tr>
<td>3. Create an audit of whether or not the mission is included in each key policy, procedure, and practice.</td>
</tr>
<tr>
<td>4. Conduct the audit.</td>
</tr>
<tr>
<td>5. Fix and align any item that is out of alignment.</td>
</tr>
<tr>
<td>6. Compare the audit results against the mission outcome measurement to affirm value of alignment.</td>
</tr>
</tbody>
</table>
HIGH IMPACT PRACTICES (HIPs):

a. Predicated on similar desiderata for the institution’s mission as articles in CR2.4, departmental mission statements should be a well-articulated statement that is clearly defined, comprehensively outlines a department’s philosophy and aspirations, and emphasizes its unique characteristics while appropriately addressing major functions.
b. Departmental mission’s should demonstrably align with and cross-validate the institution’s mission. Generally, the institutional mission is broadly written which allows for pedagogical “wiggle room” for development of more specific department-to-institution mission statements.
c. Consequently, departments should demonstrate department-to-institution mission alignment in the most effective and intuitive way possible.
d. Departments subject to secondary accrediting criteria may wish to reflect this
accreditation nexus in their mission statement. Keep in mind, that any mandated secondary accrediting outcomes should likewise be addressed in the departmental mission statement.

e. Do not include mission statement elements over which your department exercises no control and, therefore, for which departmental accountability is not warranted.

f. Since departmental outcomes devolve directly from the department’s mission, they should be specifically articulated in their totality in formulation of departmental missions. NOTE: If outcomes do not align with departmental mission statements, either the derivative outcomes OR the mission statement, itself, should be rewritten in order to achieve the requisite alignment.

g. Any compliance component listed in the mission statement should be measurable. If any quality-based compliance components (confer the examples below) are included in departmental mission statements, they will need to be qualitatively measured.

h. Any compliance component listed in the mission statement should be measurable. If any quality-based compliance components (confer the examples below) are included in departmental mission statements, they will need to be qualitatively measured.

i. NOTE: SACSCOC defines “compliance components” as: “Embedded in the wording of the Core Requirements, Comprehensive Standards, and Federal Requirements (and frequently signaled by numbers, commas, and the use of compound modifiers), the compliance components are the multiple discrete issues that must be addressed for each requirement and standard” (SACSCOC Resource Manual, p. 109).

j. Similarly, any extraneous statements in the mission that are not included as a measurable outcome in the department’s downstream assessment may be perceived as non-compliant.

EXAMPLE:

Sullivan University Library Mission Statement:

“The library’s mission is to support the University’s mission in the pursuit of academic, instructional, and institutional excellence by providing curriculum-supportive collections and quality customer service.”

In the nonacademic departmental example above, the library unequivocally articulates its:

1. Alignment with the institution’s mission;
2. Clearly and comprehensively outlines its departmental philosophy and aspirations while appropriately addressing its two major functions.
3. These two functions are later normed as outcomes (i.e.: 1. The library provides curriculum supporting collections; and, 2. The library provides quality customer service) by a major academic library organization, viz.: the Association of College and Research Libraries (ACRL), whose liaison collection development model the library uses.

4. Since the library uses the word “quality” in reference to the “customer service” it hopes to provide, it is incumbent upon the library to metrically demonstrate that it achieves “quality customer service.”

NOTE:

As an example, the library uniquely demonstrates its department-to-institution mission alignment by means of color-coded comparative graphics, e.g.:

Image 6: Mapping the Library Mission Statement to the University Mission Statement

Additionally, the library parses elements of its monthly report into these color-coded sections. As a consequence, department-to-institution mission alignment is acculturated on a monthly basis.
Another example below aligns a program’s mission to the institution’s mission by means of a double-column explanatory narrative.

**Image 7: Double-Column Example of Program-to-Institution Mission Alignment:**

![Table 4.2.A - BA Fashion Design - Alignment of Program Mission to TWU Mission](http://online.fliphtml5.com/fuba/ziuc/#p=2)

Texas Women’s University 2015 SACSCOC compliance certification

Another useful mission-alignment strategy is to deconstruct the key elements of the mission statement (see the leftmost column below) and use a table to map the alignment. In the example below, programmatic outcomes are mapped to the program mission, but the same technique could be used for department-to-institution mission mapping.

**Image 8: CoP’s Mapping of the Program Outcomes to the Mission:**

![Table](http://online.fliphtml5.com/fuba/ziuc/#p=2)
**Mapping of the Program Outcomes to the Mission**

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Program-Level Outcomes</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
<th>1.4</th>
<th>1.5</th>
<th>1.6</th>
<th>1.7</th>
<th>1.8</th>
<th>1.9</th>
<th>2.1</th>
<th>2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare general practitioners and clinical scientists who will be able to:</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>&gt; Provide outstanding, ethical, and empathetic pharmacy care</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>&gt; Serve the health care needs of the community, a diverse population, and the individual patient</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>&gt; Expand the scope of practice of pharmacy in community settings, hospitals, managed care facilities, and government agencies</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>&gt; Be compassionate patient advocates and leaders in their communities, professional associations, and scholarly research through:</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>&gt; Student-centered pedagogical experiences enriched with services and professional extracurricular activities</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>&gt; Cutting edge education with highly qualified faculty in a modern</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>&gt; Symbiotic and synergistic inter-professional collaboration in education, practice and research facility</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>&gt; Strong commitment to life-long education and participation in professional associations</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>&gt; Proficiency in technology and pharmacy informatics</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>&gt; Communication with and understanding of diversity and those from other cultures</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISES:**

1. Circled in red below are the quintessential keyword phrases - what SACSCOC calls Compliance Components – for the library’s mission statement.

**Sullivan University Library Mission Statement:**

“The library’s mission is to support the University’s mission in the pursuit of academic, instructional, and institutional excellence by providing curriculum-supportive collections and quality customer service.”

Look at your own department’s mission, or use one of the SU departmental examples listed in **APPENDIX A**, and circle any set of terms, i.e. compliance components, that you feel are important enough to warrant compliance review.
II. International higher education consultant John Carver has written an article (q.v.) focusing on management of campus divisions’ and departments’ mission statements. His article provides this constructive analysis of a university’s original mission:

*State University aspires to free people’s minds from ignorance, prejudice, and provincialism and to stimulate a lasting attitude of inquiry. To meet these aspirations, we are committed to providing excellent academic programs, educational experience, and creative scholarship.*

In evaluating this mission, he states: “If SU were to write the results component of a broad ends statement, it would have to avoid all descriptions of its methods and of itself. The statement would turn an unrelenting spotlight on the students and others whom the institution is serving, not on how the provider would be or would operate. There would be no “try” words (like “aspire,” “encourage,” “support,” “advocate,” and so on). Rewriting someone’s aspirational, or means, statement by “backing into” the results they may have had in mind is tricky. But I will do so to illustrate what SU may be willing to hold itself accountable for. You will see that it is a far more ambitious statement than the original:

*Graduates of State University will be free from ignorance, prejudice, and provincialism and will have a lasting attitude of inquiry.*”

(2000, p. 21)

Almost 35 years ago, SMART outcomes were first identified by George T. Doran (in his Management Review article “There’s a S.M.A.R.T. Way to Write Management’s Goals and Objectives.” November 1981, Volume 70, Issue 11). Accordingly, the library defines its expected outcomes in measurable terms using the prevailing paradigms listed in the “SMART” Approach to Generating Expected Outcomes. In addition to Doran’s “SMART” outcomes approach, I also suggest that you review Clifford Adelman’s new (2015) 27-page essay entitled, To Imagine a Verb: The Language and Syntax of Learning Outcome Statements. This occasional paper of the National Institute for Learning Outcomes Assessment, “provides language-centered principles, guidelines and tools for writing student learning outcome statements. Robert F. Mager has also written a small book entitled Preparing Instructional Objectives, which provides helpful insights into framing SLOs. “For additional information on useful terms for missions and for outcomes, please see: Dr. Tony Piña’s List of Measurable and Non-measurable Objectives in the accompanying LibGuide. Additional guides to writings outcomes are:

APPENDIX A:

A-Z SU DEPARTMENTAL (<2016) EXAMPLES aligned to the SU mission):

**Sullivan University Mission Statement:**
Sullivan University is a private institution of higher learning dedicated to providing educational enrichment opportunities for the intellectual, social and professional development of its students. The institution offers career-focused curricula with increasing rigor from the certificate through diploma, associate, bachelors, masters and doctoral degree levels. Throughout those curricula, Sullivan seeks to promote the development of critical thinking, effective verbal and written communication, computer literacy and teamwork, as well as an appreciation for lifelong learning, cultural diversity and professionalism in all activities. At the graduate level, the university also seeks to promote a culture of research.

Sullivan University faculty, staff and administration believe qualified individuals should have the opportunity to pursue formal academic training at the institution of their choice. We welcome those students who seek such educational challenges. The university provides a student-centered learning environment that facilitates students' identification of their life goals and the means to achieve those goals. The university also promotes a culture of teaching excellence throughout the institution and encourages faculty, students, administration and staff to participate in service activities and projects which enhance the quality of life in the local and surrounding communities. Upon completion of a program, Sullivan provides employment assistance.

**Baking & Pastry Arts Mission:**

Sullivan University's Baking & Pastry Arts Associates Degree program uses a stair step approach in their curriculum and provides students with a strong and complete foundation of the food service industry through teaching both Practical and knowledge based industry standards as outlined by the American Culinary Federation. The program prepares future employees of the food service industry through concentrating on professionalism, effective verbal and written communication skills and teamwork in addition to focusing on both modern and global trends and techniques within the food service industry. The Faculty remains active, and encourages students, to participate in outside community activities. We
encourage our students to take advantage of our Career Services Employment specialists throughout their career.

**Business Administration (MBA, EMBA) Mission:**

The Mission of the Graduate School at Sullivan University is to prepare adult learners for the demands of an ever-changing global society by promoting critical thinking, effective verbal and written communication, teamwork, research, and an appreciation for lifelong learning, cultural diversity, and the expression of professionalism in all activities. We strive to produce future leaders, practitioner-oriented scholars, and scholarly research that contribute to the effective practice of management in the private, public, and not-for-profit sectors of our society. Through our service, career-oriented education focus, and practitioner-oriented scholarly research, we contribute to the welfare of our main constituents: our students, alumni, and the employers for whom they work.

**Career Services Mission:**

The Sullivan University Career Services department has a mission to provide high-quality employment assistance to any Sullivan University graduate in good standing who requires help in locating employment in his/her field of study. The career services’ mission directly correlates to the overall Sullivan University mission by helping those seeking assistance find employment that relates to their education. At the core of the University’s mission is to provide educational enrichment opportunities that can lead to professional development. Many of the students who attend Sullivan University do so in order to increase their knowledge and better prepare them for a specific career. Once that education is complete, the Career Services department utilizes that skill and knowledge gained over the course of a student’s education to help them locate employment that meets their career goals. The department actively connects with employers from across the nation to build partnerships that will allow Sullivan University graduates with premium employment opportunities. By accomplishing the fruitful employment of Sullivan University graduates, the University is contributing to positive economic development on a national scale. One last tie to the Sullivan University mission, Sullivan University Career Services does not only assist graduates upon completion of a program, the department will assist any graduate wanting assistance throughout their career. This means that any time after graduation, no matter how long ago that completion was, the department will assist that graduate at no cost.
College of Business Administration Mission:

Status: COBA mission statement is aligned with University mission statement
COBA has revised its mission statement in late 2015/early 2016 to more clearly align with the University’s mission statement. The COBA’s revised mission statement reads:
The mission of the Sullivan University College of Business Administration (COBA) is to provide students with student-centered, stair-stepped, career-focused business and administrative degree programs that prepare students for careers within the fields of business administration, finance, healthcare management, human resources, interdisciplinary business studies, justice and public safety administration, logistics/supply chain management, management, and marketing. The COBA maintains close relationships with the business leaders that hire our graduates to ensure that the course materials are current and relevant for careers commensurate with degree programs earned through COBA.

College of Information and Computer Technology (CICT) Mission:

The mission of the College of Information and Computer Technology (CICT) is to prepare technology leaders for today and tomorrow by effectively educating students for a professional career where they will demonstrate the ability to solve problems and provide business solutions using a variety of technology tools.
Alignment: Sullivan University offers career-focused programs with a mission to educate its students in a well-rounded manner for their field of choice. The primary objective of CICT is to provide a high quality IT education for its students. To this end, the college offers certificate, diploma, baccalaureate, masters and doctoral level programs; conducts relevant research to advance discovery and knowledge in IT; and engages the immediate community and society at large. The knowledge and competency acquired provide opportunities to develop and apply technical knowledge and soft-skills, and to understand the impact of IT in the society.

College of Pharmacy’s (COP) Mission:

The College of Pharmacy’s (COP) mission statement was updated during a faculty retreat in October 2015. The COP’s new mission is:
“Our mission is to improve the health and wellness of individuals and communities through:
- Developing dynamic and thoughtful leaders
- Serving the needs of diverse populations
- Innovating to improve the human condition”
Culinary Arts Program Mission:

The focus of Sullivan University's Culinary Arts program is to provide the finest foundational knowledge, skills, and experiential learning to students entering into the hospitality industry. A stair step curricular progression builds a strong and complete foundation of the food service industry through teaching both practical and knowledge based industry standards as outlined by the American Culinary Federation Educational Institute. Sullivan University's Culinary Arts program prepares future employees of the food service industry through focusing on effective verbal and written communication skills, professionalism and teamwork based research projects in addition to concentrating on both classical techniques and modern trends within the food service industry.

Early Childhood Education Mission:

It is the mission of the Department of Early Childhood Education at Sullivan University to prepare students for positions in the child care or professional nanny career fields, where they will create and foster a positive learning environment to meet the language, intellectual, physical, and social/emotional needs of the children in their care. Evidence that the ECE Department aligns their mission with the University's mission can be found by examining how the program outcomes are career-focused and identify specific skill sets essential for graduates to apply theories into practice. Students are assessed on their knowledge and comprehension of the course content, required to apply that knowledge during their 300 clock hours of externship, analyze and evaluate their own progress through reflective writing in the exit portfolio and create developmentally age appropriate enriching learning opportunities for young children in multiple settings. Throughout the course work students' team with peers, educators, parents and child care providers in the field, demonstrate critical thinking and problem based learning through projects, respond to scenarios and case studies, and engage in numerous active learning opportunities as well as hone their writing skills through authentic communication tasks common in the classroom or nanny job description.

Enrollment Services Support Mission:

The Enrollment Services support unit has a good Assessment Plan with a set of functional, process-oriented goals that support the unit’s mission and the mission of the University. The Assessment Plan defines appropriate assessment metrics based on specific process targets and internal audit measures. Assessment data have been collected on a regular schedule, and
processes are now in place to allow for comparisons by campus and division. Existing assessment processes provide the basis for a moderate level of engagement with the Continuous Improvement Circle institutional effectiveness methodology.

**Event Management and Tourism Management Mission:**

Mission: To develop Event Management and Tourism management leaders through coursework, innovative learning activities that include active, collaborative, experiential and problem-based learning strategies. The program continues to expose students to hospitality organizations, and interactions with industry professionals.

**Financial Planning Mission:**

Mission: To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating Council (PECC) systematically evaluates and assesses institutional effectiveness processes and their data- and values-driven results as presented by members of the Sullivan University community. Presenting members are primarily responsible for academic programs, academic support functions, student support functions, and administrative support functions.

**General Education Mission:**

The General Education program has an acceptable Assessment Plan with an umbrella mission and objectives that align with the University Mission and provide critical support for the University’s general goals and objectives. Beneath this umbrella level, the General Education program is divided into several departments that have subordinate missions, objectives, and assessment processes. Among these departments, the English department, in particular, has undertaken a commendable program of evaluation and assessment activities that will benchmark the current levels of student achievement in the core English courses and provide substantial material for the evaluation of content in those courses and modification of that content in line with the Continuous Improvement Circle institutional effectiveness methodology.

The Social Sciences department places an important emphasis on critical thinking and communication skills and collects some assessment data on these points, but these efforts need to be implemented more broadly and systematically. While one of the more important General Education assessment instruments, the Proficiency Profile assessment, shows our students lagging ever so slightly behind the nation-wide comparison group in critical thinking skills, a point of greater concern is our students’ declining
level of proficiency in mathematics. The Mathematics department employs assessment measures other than the Proficiency Profile, but they are not clearly understandable as presented. The Mathematics department needs to devise and implement assessment processes which can be interpreted meaningfully and serve as a solid and effective basis for the continuous improvement activities which are demonstrably needed in the core mathematics courses and are beginning to take place as described in sections below.

Graduate School Mission Statement:

The Mission of the Graduate School at Sullivan University is to prepare adult learners for the demands of an ever-changing global society by promoting critical thinking, effective verbal and written communication, teamwork, research, and an appreciation for lifelong learning, cultural diversity, and the expression of professionalism in all activities. We strive to produce future leaders, practitioner-oriented scholars, and scholarly research that contribute to the effective practice of management in the private, public, and not-for-profit sectors of our society. Through our service, career-oriented education focus, and practitioner-oriented scholarly research, we contribute to the welfare of our main constituents: our students, alumni, and the employers for whom they work.

Health Information Management (ASHIM) Mission:

The Mission of the associate degree in Health Information Management (ASHIM) is to prepare students for entry level health information management related occupations. This includes maintaining, collecting, and analyzing data crucial to the delivery of patient care. Students are provided with comprehensive education in using the electronic health record, in health information management including compiling health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment, and research as well as abstracting and coding clinical data using appropriate classification systems. Students learn to maintain the ethical and legal standards of health information management.

Hospitality Management Mission:

Mission: Sullivan University’s Hospitality Management department is dedicated to providing educational enrichment opportunities for the intellectual, social, and professional development of its students within the areas of lodging and foodservice management. The department offers career-focused curricula for a Bachelor of Science degree in Hospitality Management. The department seeks to promote development of critical thinking, effective
verbal and written communication, computer literacy, teamwork and research as well as an appreciation for life-long learning, cultural diversity and the expression of professionalism in all activities with the goal of preparing graduates for advanced management careers with hotels, restaurants, commercial and non-commercial food services, club management, cruise lines, commercial travel and the gaming industry and equips them with greater potential for upward mobility.

Hotel Restaurant Management Mission:

Mission: Sullivan University’s Hotel Restaurant Management department is dedicated to providing educational enrichment opportunities for the intellectual, social, and professional development of its students within the areas of lodging and restaurant management. The department offers career-focused curricula for an associate of science degree in Hotel-Restaurant Management. The department seeks to promote development of critical thinking, effective verbal and written communication, computer literacy, teamwork and research as well as an appreciation for life-long learning, cultural diversity and the expression of professionalism in all activities with the goal of preparing graduates for entry-level management careers with hotels, restaurants, commercial and non-commercial food services, club management, cruise lines, commercial travel and the gaming industry.

Human Resource Leadership Mission:

Mission: To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating Council (PECC) systematically evaluates and assesses institutional effectiveness processes and their data- and values-driven results as presented by members of the Sullivan University community. Presenting members are primarily responsible for academic programs, academic support functions, student support functions, and administrative support functions. Institutional effectiveness processes focus on:

(A) Alignment with the Sullivan University mission, goals and outcomes;
(B) consistency with Sullivan University’s seven-step continuous improvement circle (CIC), concerning the following: 1. Through an ongoing, integrated, and institution-wide research-based planning and evaluation process, identify outcomes and goals that coincide with the mission; 2. Identify appropriate measurement instrument(s); 3. Through research-based evaluation processes, gather data; 4. Analyze, evaluate and interpret data; 5. Make plans for improvement based on analyses of data; 6. Implement plans for improvement; and, 7. Evaluate and measure implemented plans to “close the circle.”
(C) Achievement or progress toward desired results in accomplishing its mission; and
(D) Satisfaction of various constituencies with our processes and graduates.
Human Resources Mission:

The human resources department is responsible for the overall coordination, administration and evaluation of the human resources function of The Sullivan University System. In this capacity, the department provides strategic HR leadership to the organization. Responsibilities of the department include overseeing the development and implementation of human resources policies, programs and services, including recruitment, legal compliance, employee benefits, employee relations and employment practices and procedures. The efforts of the HR department ensure The Sullivan University System continues to be a compliant organization, as well as ensures a positive and motivational team of employees that thrives upon the success of its students.

This mission of the human resources department ties to the Sullivan University mission statement in the following ways:

- Ensuring the recruitment, retention, and development of a diverse group of faculty who possess educational, experiential and distance learning qualifications for the classes they teach and who emphasize the process of learning as well as the assimilation of knowledge and skills.

- Ensuring the recruitment, retention, and development of staff employees who support the intellectual, social, and professional development of our students.

IT Services Mission:

The mission of the IT Technology and Services department is to provide a secure, cohesive, and functional technical environment used in the dissemination of information, assisting the faculty and students in the learning process, and allow the Sullivan University System to operate as efficiently as possible.

From a student perspective the IT department has a manned help desk that provides on-site technical support services for 75 hours per week at both Louisville and Lexington campuses. The academic software is available to the students in a virtual environment which allows access from any location and is not device dependent.

From a University perspective the IT department help desk can assist users on a virtual basis through a “remote assist” application. This type of support extends assistance to all users regardless of physical location and aids in the promotion of the academic agenda designated by the faculty in the education process of the students.
Online Mission:

The Online mission is to provide online students, regardless of where they reside, equitable services that meet or exceed the services provided on campus. These services include registration, financial planning, advisement, student and career services throughout the students’ educational career. To support the Sullivan University mission by creating an environment where administrative support is transparent to the student allowing the student to concentrate on their academics and not administration processes.

RN Mission:

The mission of the RN to BSN Program emerges from the mission of Sullivan University to provide educational enrichment opportunities for RNs seeking intellectual stimulation, professional development and diverse nurse generalists’ practice opportunities. The RN to BSN program expands basic nursing of an Associate or Diploma level with students' prior knowledge from the liberal arts and the sciences by offering content supportive of the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). These essentials provide the cornerstone for roles of the baccalaureate nurse generalist to foster personal and professional growth, experience, and professional role identity.

The mission of the College of Nursing aligns with the Sullivan University mission statement which seeks to provide educational opportunities to qualified individuals as they strive to identify and achieve their life goals. Furthermore, support is fostered to bring quality education to nurses with diploma or associate degrees and seek forward movement in their careers within the high demand fields for BSN graduates in the healthcare arena.
References


mission-statement/#4a7d628767f5

Institutional Effectiveness Continuous Improvement Circle (fig.). (2015). Unpublished manuscript, Sullivan University Creative Communications Department, Sullivan University, Louisville, KY.


THE ACADEMIC ILLUMINATOR

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The Academic Illuminator is an informational publication for faculty members at Sullivan University. Issued before the start of each academic quarter, the Illuminator covers topics such as news and events of interest to faculty, policy changes, compliance with regulatory bodies, the ongoing process of accreditation, the activities of the Academic Council, and upcoming events. Back issues of the Academic Illuminator can be found at http://library.sullivan.edu/archives/sulou_illuminator.asp.

Questions, comments, requests for article coverage, and article submissions may be sent to editor Nathan Ragland, at nragland@sullivan.edu.

NOTES TO THE FACULTY

- Please remember to submit your gradebooks at the close of every quarter. Timely submission of gradebooks is mandatory for all instructors. This may not seem to be an important task, but it is critical. Every gradebook needs to be in the gradebook repository in order to meet Department of Education regulations on the matter.

- Reminder: Employees and students at Sullivan University must wear their identification badges at all times. NCHS students who have their names embroidered on their uniforms are exempt from this policy while wearing said uniforms.

- Remember that Blackboard no longer supports Internet Explorer. Be sure to use a different web browser!