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Contents

HISTORY OF THE UNIVERSITY ................................................................. 3
ACCREDITATIONS AND MEMBERSHIPS .................................................. 4
   Institutional Accreditation .................................................................. 4
   Programmatic Accreditation and Approvals ........................................ 4
MEMBERSHIPS ......................................................................................... 6
SULLIVAN UNIVERSITY MISSION ............................................................ 7
   THE MISSION IS ACHIEVED BY PROVIDING: .................................... 7
PLANNING AND EVALUATION COORDINATING COUNCIL (PECC) ............ 9
PART I: SULLIVAN UNIVERSITY’S GENERIC ASSESSMENT OVERVIEW ........ 10
   Institutional Assessment Program: Student Learning Outcomes .............. 10
   Continuous Improvement Cycle Methodology: ........................................ 11
   Course evaluations ............................................................................. 16
   Office of Institutional Research .......................................................... 17
      Vision ............................................................................................. 17
      Mission ........................................................................................... 17
      Goals .............................................................................................. 18
PART II: OUTCOME ASSESSMENT PLANS FOR GRADUATE SCHOOL, COLLEGE OF BUSINESS, AND THE SCHOOL OF ACCOUNTANCY ..................... 19
STRATEGY PLANNING FRAMEWORK FOR BUSINESS PROGRAMS AT SULLIVAN UNIVERSITY ................................................................. 19
   Strategic Planning Overview—Introduction of the Strategic Planning Approach ...... 19
   Strategic Planning Framework: An Integrative Framework of the College of Business Administration (COBA), the School of Accountancy, and The Graduate School ........... 20
   Sullivan University Graduate School ................................................. 24
   Sullivan University College of Business Administration (COBA): .............. 32
   College of Business Administration Strategy Planning Framework .......... 35
   School of Accountancy Strategy Planning Framework ............................ 36
   Monitoring and Evaluating Strategic Framework Implementation and Results ........ 37
   GRADUATE SCHOOL OUTCOME ASSESSMENT PLAN (OAP): .............. 38
   COLLEGE OF BUSINESS ADMINISTRATION (COBA) OUTCOME ASSESSMENT PLAN (OAP): ................................................................. 50
   SCHOOL OF ACCOUNTANCY OUTCOMES ASSESSMENT ..................... 57
APPENDIX I: STUDENT LEARNING OUTCOMES – GENERAL EDUCATION ........ 62
APPENDIX II: COURSE EVALUATION FORM A ..................................... 63
APPENDIX III: COURSE EVALUATION FORM ....................................... 65
APPENDIX IV: COURSE EVALUATION FORM E ..................................... 67
APPENDIX V: STUDENT COMMENT FORM ........................................... 69
APPENDIX VI: THE ONLINE COURSE LIFE CYCLE .................................. 70
APPENDIX VII: THE ONLINE COURSE DEVELOPMENT PROCESS .......... 71
HISTORY OF THE UNIVERSITY

In early 1962, A. O. Sullivan and his son, A. R. Sullivan, recognized the need for an institution of higher education that would be devoted to the highest ideals and standards in preparing people for successful careers. They founded Sullivan Business College, a one-year school of business, to meet that need. Since that time, the University has earned a reputation as one of the leading career institutions in the nation. Popular since its beginning, Sullivan continues to grow in stature and reputation. The University has undergone many changes since its founding as a specialized business school. In 1972, Sullivan received authority to award the associate degree. In 1973, Bryant & Stratton Business College, whose history dated back to 1864, merged with Sullivan, giving the school a history of over a century of service to the people in this region.

In 1976, the University made a major move to its current main campus at the corner of the Watterson Expressway and Bardstown Road and changed its name to Sullivan Junior College of Business to better reflect its status as an accredited junior college. In 1979, Sullivan became the first private career college in the South to receive collegiate accreditation from the prestigious Commission on Colleges of the Southern Association of Colleges and Schools at the Associate degree level.

In 1982, Sullivan opened its first extension campus on the Ft. Knox Military base at Ft. Knox, Kentucky, serving the military and civilian population in the Ft. Knox area. In 1985, Sullivan continued its expansion with the opening of a branch campus in Lexington, Kentucky. Sullivan University moved into the last decade of the twentieth century in 1990 by adding a baccalaureate degree program at its main campus, giving students the options of first enrolling in a fast career-in-a-year program or enrolling in an associate degree program. By accepting employment after graduation from either a one year diploma or two-year associate degree program and returning for evening, weekend and now Internet Web-Assisted classes, students can earn a Bachelor of Science degree three years after entry.

In December 1992, the Commission on Colleges of the Southern Association of Colleges and Schools granted accreditation to Sullivan’s baccalaureate program, giving it the same baccalaureate accreditations as enjoyed by major colleges and universities in the eleven-state southern region. In 1994, that level of collegiate accreditation was extended through the year 2006. Then in January 2006, accreditation was extended through 2016.

In the fall of 1995, Sullivan’s Lexington and Ft. Knox campuses were approved to offer baccalaureate degrees, furthering the University’s strong commitment of providing students with quality career education. In 1997, the University initiated a graduate school offering the Master of Business Administration (MBA) degree at its main campus in Louisville. Sullivan University had now grown to become Kentucky’s largest independent university.

In early 1999, Sullivan opened a multi-million dollar Library and Learning Resource Center and began offering graduate degree classes at its Lexington campus. In late 1999, Sullivan acquired a new suburban campus in Lexington for the thousand-plus students attending the college in that city. In 1999, Sullivan University Global Online established an international presence that now has over 1700 students in online programs. In the spring of 2000, the institution’s board
approved the change of designation from Sullivan College to Sullivan University which officially took place at formal ceremonies on August 2, 2000.

In 2001, Sullivan University established the International Center for Collaborative Solutions as an academic partner with the Federal Mediation and Conciliation Service, an independent government agency that reports directly to the President of the United States. In January 2004, the University opened a new multimillion dollar classroom and laboratory building plus 400 additional students’ parking spaces on its new west campus, directly adjacent to the main campus. In the summer of 2008, Sullivan University accepted its inaugural class of Doctor of Pharmacy (Pharm. D.) students, at its main campus in Louisville, to provide career opportunities to students and to meet the growing need for pharmacists in the region. To accommodate this new program, an 80,000 square-foot building on nearly 6 acres, adjacent to the Louisville campus was purchased and a 20,000 square-foot, three-story wing was added to meet the unique needs of pharmacy education.

**ACCREDITATIONS AND MEMBERSHIPS**

Sullivan University is a recognized leader in preparing students for demanding careers, with programs and courses accredited and regulated by the industry’s most respected organizations. Sullivan University meets the highest standards, so that our students can, too.

**Institutional Accreditation**

Sullivan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor’s, master’s, and doctorate degrees. (Readers may contact SACS at 1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501.)

**Programmatic Accreditation and Approvals**

**Sullivan University**

Sullivan University is licensed to offer bachelor’s and master’s degrees by the Kentucky Council on Postsecondary Education in accordance with the provisions of KRS 164.945-164.992.

Sullivan University is regulated by The Indiana Commission on Proprietary Education.
Microsoft IT Academy Program. Sullivan University at all three campuses are in the Microsoft IT Academy Program. Taking the Microsoft Network Engineer Program through an ITA not only provides you with more hands-on training over an extended period of time, it also allows you to receive college credit for completing the program.

Sullivan University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety and fiscal responsibility.

Sullivan University’s Louisville Campus is approved by the Ohio State Board of Proprietary School Registration under the provisions of Chapter 3332 of the Revised Code of Ohio. Registration Number: 83-12-0874B.

Culinary Arts, Baking & Pastry Arts
The Culinary Arts and the Baking and Pastry Arts Programs at Sullivan University’s National Center for Hospitality Studies are accredited by the American Culinary Federation’s Accrediting Commission.

ABA Institute of Legal Studies
The Paralegal Studies Program of The Institute for Legal Studies at Sullivan University’s Louisville and Lexington Campuses is approved by the American Bar Association.

ANSI
The Network Support and Administration Certificate Program of the IT Academy at Sullivan University’s Louisville and Lexington campuses is accredited by the American National Standards Institute (ANSI).

Medical Assisting
The Sullivan University Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE).
Professional Nanny Program
The Professional Nanny Program at Sullivan University is an approved member of the American Council of Nanny Schools (ACNS) and the International Nanny Association (INA).

MEMBERSHIPS

Sullivan University is an Institutional Member of the International Assembly for Collegiate Business Education (IACBE).
SULLIVAN UNIVERSITY MISSION

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, bachelor’s, master’s, and doctoral degree levels. Throughout those curricula, the University seeks to promote development of critical thinking, effective verbal and written communication, computer literacy, and teamwork as well as an appreciation for lifelong learning, cultural diversity and the expression of professionalism in all activities. At the graduate level, the University also seeks to promote a culture of research.

The Sullivan University faculty, staff, and administration believe that 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 promotes a culture of teaching excellence throughout the institution which is augmented by a culture of research at the graduate level, and it also 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, the University provides employment assistance to graduates.

OUR MISSION IS ACHIEVED BY PROVIDING:

- A stair-step curricular progression for students from certificate through diploma, to associate, to bachelor's, to master's, to doctoral degrees with credentials earned at each level;
- Learning experiences in an environment enhanced by student services and activities outside the classroom that enable students to take advantage of their interests and abilities to develop teamwork and leadership capabilities;
- 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;
- Equipment similar to that used in the professions for which the students are educated;
- A technologically state-of-the-art university library whose books, periodicals, professional journals, electronic databases and e-journals adequately support the programs offered;
- Undergraduate faculty who understand and use active, collaborative, experiential, and problem-based learning strategies while practicing in live, virtual, and blended environments; and graduate faculty who understand and use these learning strategies while also practicing in a scholarly research environment;

- Professional and research oriented doctoral programs which especially express the University’s commitment to teaching excellence, scholarly research, distance learning, the application of knowledge, civic engagement and focused service to its various publics;

- Graduates the privilege to review, audit, or retake any course they completed without additional tuition;

- Employment specialists to assist graduates with their job search at graduation and thereafter as requested throughout the graduates’ working lifetimes.
PLANNING AND EVALUATION COORDINATING COUNCIL (PECC)

The Sullivan University Planning and Evaluation Coordinating Council (PECC) functions as the principle universitywide monitoring and evaluating quality-assurance council. The PECC meets as needed--normally on a quarterly basis--on the University's main campus in Louisville. The Executive Vice President/CEO chairs the meetings; in his absence, the Vice President of Academic Affairs presides.

The following individuals are currently members of the PECC:

- Dr. Eric Harter, *Executive Vice President/CEO*
- Dr. Jay Marr, *Vice President of Academic Affairs and Chief Academic Officer*
- Dr. Ken Miller, *Associate Dean of the Graduate School*
- Dr. Hieu Tran, *Dean of the College of Pharmacy*
- Dr. Anthony Piña, *Dean of Online Studies, Sullivan University System*
- Chef Tom Hickey, *Director of the National Center for Hospitality Studies*
- Chris Ernst, *Vice President for Student Affairs/Dean of Students*
- Dr. Forrest Houlette, *Director of Institutional Research*
- Dr. Margie Gallo, *Dean of General Studies*
- Charles Brown, *Director of University Libraries*
- David Keene, *Director, Sullivan University/Lexington*
- David Tudor, *Dean of Academic Affairs, Sullivan University/Lexington*
- Barbara Dean, *Director, Sullivan University/Fort Knox*
PART I: SULLIVAN UNIVERSITY’S GENERIC ASSESSMENT OVERVIEW

Institutional Assessment Program: Student Learning Outcomes

Sullivan University vertically integrates its enterprise-wide Institutional Assessment Program for Student Learning Objectives - as well as its other institutional effectiveness (IE) paradigms, strategic planning and collateral budgeting, throughout its academic and non-academic departments. IE-generated metrics are utilized for continuous improvement predicated on departmental data analyses and operational/programmatic planning. These reports, plus associated analyses and plans in addition to annual closure of prior-year’s reports, and relevant secondary assessment data, are collected on the password-protected Sullivan University Institutional Effectiveness web portal for IE evidentiary documentation. That documentation is arranged by Sullivan University System, Inc., designations, viz., Louisville, Lexington, and Fort Knox. Within these three campus designations, documentation is arranged secondarily by individual academic and non-academic department on a year-by-year basis.

Since the year 2000, Sullivan University has utilized the research-based Noel-Levitz® Student Satisfaction Inventory™ to assess its student-centeredness. In many instances, multiple measures, such as individual departmental surveys are also used to cross-validate primary data. Video tutorials on the campus-tabbed pages instruct users in how to enter their data within any given datum matrix. Serving to provide a comprehensive, encapsulated overview of university-wide assessment, a series of campus-specific Progress Charts reflect current and historical SU assessment and planning. Relatedly, the portal contains links to both the Sullivan University College of Pharmacy and e-Learning assessments, as well as to the university’s Quality Enhancement Project’s web page. The portal is continuously updated as new assessment data are obtained and reviewed by the Planning and Evaluation Coordinating Council (PECC).

Receiving and reviewing data presented by members of the University community responsible for planning and evaluation for their respective academic and administrative functions, the Sullivan University Planning and Evaluation Coordinating Council (PECC) functions as the principle universitywide monitoring and evaluating quality-assurance council for IE data. Through the agency of the Sullivan University Department of Institutional Research, the PECC receives and analyzes data presented by members of the University community responsible for planning and evaluation for their respective academic and administrative functions. The IE Portal contains Progress Charts of all activities to be evaluated, by whom, how and when to ensure that all planning and evaluation functions are carried out in a timely and effective manner. The data received is reviewed to determine if the expected progress or improvement has been demonstrated; the data is then compiled into a single document and is reported annually to the University’s Board of Directors and to the entire University community through the annual faculty retreat.

The PECC meets as needed normally on a quarterly basis on the University's main campus in Louisville. The Executive Vice President/CEO chairs the meetings; in his absence, the Vice President of Academic Affairs presides.
In addition to aggressively pursuing the above five-year goals, the University continues to use its proven Continuous Improvement Circle (CIC) model to improve day-to-day educational and support services to its students.

**Continuous Improvement Cycle Methodology:**

1. **Identify Appropriate Measurement Instrument**
2. **Through an ongoing, integrated, institution-wide process, identify outcomes and goals that coincide with our mission.**
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**
7. **Evaluate and Measure Implemented Plans and Complete Cycle**

**Institutional Effectiveness**

**Continuous Improvement Circle**

**Process:**

1. Isolate a single department or function, we then:
   - determine what the goals or outcomes we expect from that department or function;
   - determine how we can evaluate or measure that or those outcomes;
   - determine what instrument we will use to do such evaluation;
   - determine when that evaluation should take place;
   - determine who will do the evaluation;
   - determine where it will be done;
   - determine who will analyze the results of the evaluation
   - determine who will make the decision on changes to be made
2. Do the evaluation (when, why, how, and by whom we had previously determined)
3. Analyze the results of the evaluation (what we liked, didn't like, missed, or whatever)
4. Plan the changes we think will enhance/improve the outcomes NO MATTER HOW GOOD THEY ARE...“GOOD ENOUGH” ISN’T GOOD ENOUGH ANYMORE!
5. Make the planned changes and put them into action and KEEP RECORDS ON EVERYTHING! Leave an audit trail
6. Repeat the entire process again...and again...and again

In order to implement the CIC process, the University identified three on-going, major components of its planning and evaluation process which it has successfully executed over the past several decades as follows:

1. Major area achievement
2. General education achievement
3. Satisfaction with the educational process and product

The University has determined that it wants to see a 1% improvement per year for the next five years in each of the areas measured using 2004 as a base year. The data is collected as follows:

1. **Major area achievement** - each departmental major has a competency examination which is based on predetermined student learning outcomes. These exams are given to last quarter associate bachelor's and master's degree students; exams are given four times a year and the scores are averaged at the end of each summer quarter by the department chairs to determine that year's cumulative results. The department chairs are responsible for seeing that the competency exams are given each quarter and for submitting those scores to the PECC’s institutional researcher, who utilizes SPSS to process the raw competency data for uploading to the IE web portal. The PECC is responsible for ensuring that all departments administer the tests and that all scores are submitted on a timely basis. The PECC determines that comparison of the current year's average annual scores with the previous year's scores to determine the statistically significant gain or lost as compared to that year's goal.

The department chairs, with the consultation of their faculty, using the Continuous Improvement Circle as their model, analyze the results of the quarterly evaluations, plan changes designed to improve the results in future assessments (change text material, teaching techniques, instructors, technology, etc.), and then implement the planned changes for the next quarter. It is the responsibility of the PECC to ensure that these analyses, planning, and implementing functions take place and in a timely manner and that the results of evaluations are used to improve processes and results.

The overall results of the departmental improvements or lack thereof have been formally presented to the faculty by the University’s PECC at the annual faculty retreat.

2. **General education achievement** - the Dean of General Education evaluates the general education achievement of students in the final term of the associate degree programs using the *ETS Proficiency Profile* from the Educational Testing Service of Princeton, NJ. The test was formerly known as the *Measure of Academic Proficiency and Progress* (MAPP) and the *Academic Profile*.
The *ETS Proficiency Profile* and its predecessors are standardized tests that measure students' achievement in critical thinking, reading, writing and mathematics in both criterion scores against a set standard of student achievement and norm referenced in comparison with approximately 500 other universities and colleges. Sullivan University has used these standardized tests from the Educational Testing Service since 1994. In 2009, the use of rubrics in assessing student learning was introduced.

The data is compiled quarterly and reported in the spring to the PECC. The PECC ensures that the loop is closed on these analyses, planning, and implementation functions. The overall results of the general education assessment results are formally presented to the general education faculty meeting each spring and to the rest of the faculty early in the summer term.

3. **Satisfaction with the educational process and product** – since 2000, the key assessment instrument used by Sullivan University for determining satisfaction with the educational process and product is the Noel-Levitz® Student Satisfaction Inventory™ (SSI), a third-party, consistent, and nationally-respected assessment instrument. Assessing student input by-cohort and -program for 90+ inventoried assessment areas, the SSI™ provides the university comparative national data relative to other traditional four-year undergraduate degree-granting private institutions (norm group) via performance gaps metrics. The SSI™ scores also provide comparative data relative to prior years’ Sullivan scores. In sum, the Noel-Levitz® SSI™ enables the university to measure itself against three dataset metrics: past performance, a norm group, and goals. The Vice President for Student Affairs/Dean of Students administers the SSI™ to undergraduate, day, evening, online, and graduate students in the spring quarter each year for all three campuses. The scores are sent to Noel-Levitz® for compilation; the results are submitted to the PECC, processed by the Director of Institutional Research; and, then, scores exceeding a satisfaction-to-performance gap (typically) of 1> are uploaded to the IE PORTAL. Once uploaded, academic as well as non-academic deans/department heads are required to analyze results and develop a plan for improvement to be implemented as soon as approved and as soon as possible, but no later than the next academic quarter. The goal to improve perceived performance as measured by the SSI are submitted to the Executive Vice President/CEO for approval of the process and for the requisition of any needed resources to implement the planned improvements. These analyses and plans are recorded on the IE PORTAL for the PECC, and the CIC process continues.

The Noel-Levitz® instrument measures student perceptions of the effectiveness and user friendliness of the following University functions:

- Recruitment
- Registration Effectiveness
- Financial Aid
- Campus Life
- Academic Advising
- Safety and Security
- Instructional Effectiveness
Another key measure of satisfaction with the educational process is the satisfaction of the employers with the University's graduates as measured by an employer satisfaction survey sent 90 days after the graduates are employed in areas related to their Sullivan University education. The survey asks various questions to the employers to determine their level of satisfaction with the University’s graduates’ performance as employees and asks for suggestions as to how the University might improve the educational process. These surveys are mailed, compiled, and distributed from the Career Services (CS) Office at the end of each academic quarter. The year-end results are sent to the PECC and are shared with the faculty at the annual faculty retreat. Graduates are also surveyed as part of this process.

All changes suggested by employers of graduates are reviewed by the CS Director and sent to the appropriate University personnel for their consideration (usually to department chairs). Those curricular changes which appear appropriate are submitted through the curriculum change process for action by the Curriculum Committee. The results of curriculum changes are reflected through the competency test results and comparison to subsequent employer satisfaction survey results.

Consistent with the University's mission and strategic plan, the University’s Graduate School data and reports are also documented on the IE Portal. [NOTE: although primarily a teaching institution, in recognition of its inextricable value to terminal degree programs, the Sullivan University is fundamentally committed to encouraging, supporting, and assessing research as propounded in recent modifications to its mission, to the faculty evaluation and rank processes, the scholarly activities section of the Faculty Handbook, etc.]

1. Programmatic assessment for the Graduate School:

   a. Student Learning Outcomes (SLOs) were identified through a University-facilitated focus group, which was comprised of HR managers – those specifically responsible for hiring and human resource development at major corporations, including General Electric, United Parcel Service, and Fifth Third Bank.
   b. The comprehensive qualifying exams will be used to gather formative learning outcome data which will be used to further refine assessment for each of the three PhD program tracks.
   c. The Dean of the Graduate School and various other allied and PhD-level disciplinary deans and department chairpersons will conduct a post-administration review to analyze, and interpret the aforementioned data to identify areas of strengths and weaknesses in the overall program and related concentrations.
   d. When needed, detailed action plans will be formalized and implemented under the overall oversight of both the Dean and Associate Deans of the Graduate School, who ensures that SLOs are clearly defined in measurable terms.
Systematic annual assessment of instructional results for individual courses will take the form of research papers, proposals, and problem-solving/analytical papers. The comprehensive qualifying exam will function as the primary tool for measuring programmatic student learning outcomes. After all course work is completed, and prior to applying for dissertation status, students will enroll in a two-credit hour class designed to review course work and prepare them for their comprehensive qualifying exams. Final exams in this course are, de facto, the comprehensive qualifying exams. These exams will be divided into three sections: theories, practice, and research methods. Faculty within the same area of expertise will collaborate to design questions for the qualifying exams, e.g.: conflict management theories’ questions will be written by faculty who teach those courses. Upon completion, each exam will be given a number as its anonymous identifier so faculty do not know whose answers they are reviewing. Then, each question will be graded by two faculty members, with responses graded on substantive content, style, use of academic research material, and proper citations. Both faculty members must agree that the student has received a passing grade on the exams. If they do not agree, they will be asked to confer. If agreement is still not reached, the Dean will appoint a third faculty to review the exam, and that faculty member’s grade will be combined with the first reviewers’ grade to determine if the student passes or fails the qualifying exam.

Additionally, to ensure that online programs meet required standards of quality, a multi-layered program encompassing program advisory, faculty training, instructional design, and triangulation of program and instructional assessment/evaluation will be deployed. A program advisory council consisting of academic and business experts in each concentration/discipline will assure that program content and outcomes meet academic and industry demands as well as level of rigor. Appendix VI illustrates the online course life cycle and the course development process (designed to ensure that course work is developed and reviewed in a thoroughly systematic manner, and that it incorporates subject matter experts and online instructional designers in course development as well as faculty, student, and academic department evaluations in the review process).

Relatedly, coordinated through Sullivan University’s Global e-Learning campus, the following summative methodology determines that corresponding program levels of knowledge and competencies comparable to those required in traditional formats have been achieved: all online faculty are required to complete a certification program that includes competency in online technologies, class management and online teaching methods. Under the direction of the Sullivan University Global e-Learning Dean, online courses are developed by a team consisting of a faculty/discipline subject matter expert and instructional designers experienced in online course development. Evaluation of course/teaching quality is undertaken by triangulating four different sources of evaluation data using instruments based on nationally recognized standards, e.g.:

- Quality Matters™: a nationally recognized, faculty-centered, inter-institutional, peer review process designed to certify the quality of online courses and online components. Colleges and universities across the country use the tools in developing, maintaining and reviewing their online courses and in training their faculty;
- Merrill’s First Principles of Instruction: instructional design theorist M. David Merrill identification of fundamental invariant principles of good instructional design, regardless
pedagogic strategy. This standard can be used both as an instructional design model and as evaluation grid to judge the quality of a pedagogical design;

- iBSTPI®: The International Board of Standards for Training, Performance and Instruction’s updated and globally-validated instructor competencies;
- Noel-Levitz® Student Satisfaction Inventory™: a nationally-renowned assessment instrument focuses on the assessment and improvement of educational experiences to enhance student quality of academic life and student learning;
- Western Interstate Commission for Higher Education (WICHE)/Western Cooperative for Educational Telecommunications (WCET) guidelines adopted by the regional accrediting agencies.

The four evaluation sources are: 1) The discipline Dean/Director; 2) The Global e-Learning Instructional Design & Technology Team; 3) Instructors teaching sections of the courses; 4) Students taking the course. Other sources of outcomes data will include student retention, pass rates and grades.

**Course evaluations**

Sullivan University has practiced course evaluations continuously over its history. New evaluation forms were implemented in Spring 2010. Evaluations are collected according to a standard protocol. The instructor introduces the evaluation process according to a standard set of written instructions, appoints a student proctor, and then leaves the room until the proctor summons the instructor to return. The student proctor is responsible for collecting the completed evaluation forms and submitting them to the Enrollment Services office.

Four forms are currently in use, each targeted to a particular type of class format:

- Form A is being used for general lecture/discussion classes.
- Form H is being used for Lab classes.
- Form E is being used for internships/externships.
- Comment Sheets are the same for all classes.

The forms appear in Appendices II – V.

Course evaluations are received by the relevant academic dean and shared with the faculty members individually in order to provide formative feedback. Sullivan University sees course evaluations as a positive effort to continuously improve teaching.

**Summary:** The combination of focusing on the five-year strategic goals as well as continuing the operational planning and evaluation to improve the day-to-day functions of the university establishes an effective and accountable approach to institutional planning and evaluation and ultimately to improved institutional effectiveness.

Built into the budget each year are funds for purchasing the third party measurement instruments, particularly the MAPP, the Noel-Levitz® Student Satisfaction Inventory™, and the MFT; the departmentally developed competency exams are authored and maintained by the respective department chairs and coordinators whose salaries and benefits are also included in the annual
budget. The College of Pharmacy has developed a ten-year pro-forma budget which has the approval of the appropriate administrative personnel and the Sullivan University System Board of Directors and is included in a separate section of this application. The COP budget includes allocation for salaries and benefits, rental of space, library acquisitions, research, administration, computer support, admissions, and the other expenses related to the operation of the program.

**Office of Institutional Research**

Sullivan University has created the Office of Institutional Research to gather statistics that reflect the institution’s performance; to provide targeted and actionable information to support planning, budgeting, and resource allocation; and to conduct research on the institution’s effectiveness. The Office of Institutional Research recognizes that program stakeholders can only improve student outcomes when they have the information necessary to evaluating how best to meet both programmatic and student needs.

The Office of Institutional Research therefore seeks to maximize both student and faculty involvement in the institutional research process. Student feedback is necessary to understanding how programs play against their audiences. Alumni feedback is necessary to evolving Sullivan’s programs to continue to meet the needs of employers. Faculty feedback is necessary to both maintaining a vibrant and well-prepared teaching staff and maintaining programs whose content is current and meets the needs of the businesses that employ Sullivan’s graduates. Feedback from the employers is also important to shaping the growth of programs.

**Vision**

The Office of Institutional Research seeks to focus information from a variety of sources on improving both student and institutional outcomes. The purpose for conducting research on the institution is to keep Sullivan University at the forefront of the fields in which it chooses to grant degrees.

**Mission**

The Office of Institutional Research collects information that allows Sullivan University to maintain a position of excellence among career universities and other educational institutions that share a similar mission. The Office of Institutional Research synthesizes the data it collects into actionable information for any stakeholder within the university, including, most importantly, the student body. The goal of the office is to make sure each stakeholder has the information necessary for making relevant decisions, program improvements, and allocations of resources to allow Sullivan University to sustain the quality of its programs, the student experience, and the faculty experience.
Goals

The Office of Institutional Research has the following goals on an ongoing basis:

- To maintain a repository of information on an ongoing basis that allows Sullivan University to review immediate facts and historical trends.
- To evaluate student learning and success, both during the time the student is in attendance and the time following the student’s graduation.
- To answer questions posed by accreditors, regulating bodies, and other interested parties.
- To provide technical support to faculty engaged in grant funded projects and research.
- To help stakeholders develop successful, outcomes-driven assessment programs.
- To support academic program evaluation and revision.
- To collect and disseminate statistics regarding matriculation, retention, persistence, and program completion.
- To disseminate information about Sullivan University accurately to all relevant stakeholders, including accrediting bodies, current and future students, alumni, and the general public.
STRATEGY PLANNING FRAMEWORK FOR BUSINESS PROGRAMS AT SULLIVAN UNIVERSITY

Strategic Planning Overview—Introduction of the Strategic Planning Approach

The future of Sullivan University’s business programs stands on the legacy of achievement and academic excellence provided by faculty, students, staff, and other key stakeholders. An essential element toward ensuring that our business programs’ futures build on their past and present standards will be the development of an innovative and aggressive strategic plan that enables Sullivan University to adapt to and take advantage of the opportunities presented by an expanding global marketplace for education and training. Sullivan University’s business programs must also address the related challenges of an environment characterized by increasing competition for students, faculty, staff, funding, and other resources.

This dynamic, competitive environment provides challenges and, for a university that strives to be the preeminent career-centered university in our region, opportunities as well. Creative and innovative strategies must be developed and implemented through the strategic planning process that enable Sullivan University’s business programs to successfully compete in this environment and to manage the strategic issues that are critical to achieving its vision. Perhaps more importantly, these strategies must be developed within a cohesive conceptual framework that recognizes and capitalizes on the distinctive strengths and capabilities of our faculty, staff, student population, and fits within the strategic vision and mission of Sullivan University as a whole.

As such, the first step in this strategic planning process is the creation of an overall framework within which the component planning efforts by The Graduate School, the College of Business Administration, and the School of Accountancy can focus and flourish. The overall strategic planning framework described in the following section reflects these and other ongoing discussions regarding how to create a future for Sullivan University’s business programs that can fulfill the University’s mission to be the preeminent career university in the region. This document creates a strategic framework based on the mission, vision, strategy, values, and strategic goals and strategic thrusts to make Sullivan University’s business programs the preeminent programs of choice in our geographical region.
Strategic Planning Framework: An Integrative Framework of the College of Business Administration (COBA), the School of Accountancy, and The Graduate School

A first principal objective of an integrative framework is to present a cohesive, common approach upon which to communicate, guide, monitor, and control the strategic management process for COBA, the School of Accountancy, and The Graduate School. A second principal objective of the integrative framework is to provide a common mechanism to adequately frame ideas, examine common challenges and goals, articulate strategic goals, strategic initiatives specific to each of our major programs, and describe desired outcomes and mechanisms to assess outcomes accomplishment.

Figure-1 outlines the major components of the strategic planning framework adopted to describe, discuss, and detail the strategic planning approach. COBA, the School of Accountancy, and The Graduate School express a common vision, over-arching mission, and the same strategic goals. Strategic initiatives and specific outcomes and assessments, even though we certainly have considerable overlap, are the specific responsibilities of faculty, staff and other stakeholders in each major programmatic area and under the supervision of different university deans and/or directors.

Strategic Vision: Sullivan University’s is to be the preeminent career-centered university in the region. The motto “Kentucky’s career university” echoes in virtually every piece of literature, every television commercial, every newspaper advertisement, and every radio spot for Sullivan University. Our university offers students a unique, career-orientation for every program that we offer. Sullivan University strives to make our programs stand out as the ones of choice for students who want career-centered education values and who want to differentiate themselves from students who graduate from other universities in the region. We pride ourselves on the basis of offering a unique value proposition to our students and providing them with the skill sets necessary to compete well against graduates from other regional universities.

Our university appeals to students who want unique, career-oriented education values and who want to differentiate themselves.
Core, Guiding Values: We strive to provide students with unique, career-oriented educational values in everything that we do. Our dominant values support and further the vision of our university to be the preeminent career university in the region. Our business programs, in particular, reinforce this vision by focusing on three core, guiding values that tie our business programs together by:

- Creating educational values that cultivate innovation and enhance our students’ abilities to compete in the global economic environment;
- Providing a career-oriented educational environment that fosters learning opportunities led by academically qualified “practitioner-scholars;” and
- Equipping students with the critical thinking, problem solving, and teamwork skills that businesses seek in today’s highly competitive job market.

Sullivan University’s business programs strive to innovate and incorporate the best of current business thinking into our curricula and to create new programs only if we can enhance our students’ abilities to compete well against others given industry demands. To do so, we seek to recruit practitioner-scholars who bring substantial, practical managerial experience to their classroom or online courses along with substantial, theoretical insights learned through formal education. By providing our students a learning approach that combines both theory and practice, our faculty of practitioner-scholars engages our students in ways that spur both creative and critical thought demanded by a highly competitive job market.
Strategic Goals: The following five strategic goals serve as the basis of the overall strategic planning framework for Sullivan University’s business programs and guide the efforts of the COBA, the School of Accountancy, and The Graduate School in developing their own specific strategic initiatives and outcomes and assessments. These particular goals flow from the general strategy articulated for Sullivan University which plans to be recognized as the preeminent career university in the region with an unprecedented commitment to innovation, quality, and service to our students. These strategic goals and thrusts reflect and support the purpose of the University as articulated in its mission, vision, and values, as well as the key challenges, opportunities, and strategic issues facing the COBA, the School of Accountancy, and The Graduate School addressed separately later in this document.

- **Strategic Goal #1—Build a Brand of Excellence in Career-Centered Education:** A key component for future success with Sullivan University’s business programs is to create and sustain a culture of program innovation, teaching and curricular quality, and career training leadership in all areas and at every level. Building a cohesive brand of excellence in career-centered education involves creating marketing plans which reflect Sullivan University’s history of serving diverse socioeconomic and ethnic student populations, launching public relations campaigns to integrate and support the branding effort, and fostering a university-wide culture that continues to emphasize program innovation, teaching and curricular quality, and career training leadership.

- **Strategic Goal #2—Provide Students with a “Ready-to-Work” Educational Value:** To successfully compete in a global economy, companies must have access to long-term, qualified labor pools, and university graduates must make certain that their skill sets compare favorably with others in the market for human capital. Career-specific education and experiential learning opportunities are priorities for many Sullivan University undergraduate and graduate students as well as is a priority under the Sullivan University Quality Enhancement Plan (QEP). Our business programs will develop ready-to-work education approaches to give students the opportunity to complete curriculum-aligned, work-integrated learning projects as integral parts of their academic programs.

- **Strategic Goal #3—Create a Transformative Learning Environment:** Sullivan University’s QEP targets student engagement and learning through a uniquely designed faculty development initiative. The QEP program is designed to equip faculty to better engage students in the learning process. A multi-year process started in 2005, the QEP focuses on incorporating active learning, participative learning, collaborative learning, and experiential learning techniques in everyday classroom interactions and firmly building alternative educational technologies in our university’s courses. The QEP reinforces Sullivan University’s significant financial and policy commitments to create a transformative learning environment for our
students. Sullivan University’s business programs will continue to develop faculty support for QEP initiatives and implement steps that increase student participation, faculty engagement, and lead to higher program completion rates.

- **Strategic Goal #4—Develop Deep Connections with Businesses and Alumni:** Sullivan University business programs will join the university effort to reinforce our connections with alumni and to enhance our reputation as high quality providers of career-centered education. We will join the university’s efforts to create a vibrant alumni association which meets occasionally and offers different services and participation opportunities to alumni. Satisfied alumni are among our most vibrant supporters and would serve as mentors, cooperative arrangement sponsors, network contacts, and potential employers for other university graduates. Our business programs will also support and reinforce university efforts to build bridges to regional employers through our Department of Career Services.

- **Strategic Goal #5—Build Global Reach through Global Initiatives:** Recruiting international students is one way for Sullivan University to insure the cultural diversity of the institution and to increase the enrollment base. For business programs in particular, many top-MBA programs report that up to one-third of their candidates are international students, a proportion that many expect to increase over the next decade. Through a cooperative arrangement with HTIR, an international student recruiting agent, Sullivan University launched an international work-study program that allows international students to be employed full-time while they earn graduate-level degrees. Similarly, Sullivan University seeks to create other international relationships and build further global initiatives, primarily concentrating on recruiting students from Asian nations.

The faculty, staff, and administration of Sullivan University and, in particular, Sullivan University’s business programs continuously seek to improve the quality of the programs offered at Sullivan University. Our business programs recognize that strategic planning is an integral part of the continuous improvement process. We engage in strategic planning and are committed to redefining our future by developing and implementing a formal process for strategic planning.

This framework intends to refine and clarify the desired, common planning process adopted by the three planning units which are part of Sullivan University’s business programs: the College of Business Administration (COBA), the School of Accountancy, and The Graduate School. Faculty, staff, and administrators from all three planning units were involved in the review and completion of the previously described vision, values, and strategic goals.
Sullivan University Graduate School

Sullivan University is a regionally-accredited provider of postsecondary education services, and our business offerings are focused on undergraduate and graduate programs in our core disciplines of management, technology, dispute resolution and conflict management, accounting, and human resource leadership. In addition to our traditional graduate programs in Louisville and Lexington, Sullivan University offers online programs through Sullivan University’s Global e-Learning campus. We are committed to providing an academically rigorous educational experience with a focus on career-oriented programs that meet the objectives of our students. As such, The Graduate School at Sullivan University offers seven master’s degree programs:

- Master of Business Administration
- Executive Master of Business Administration
- Master of Science in Conflict Management
- Master of Science in Collaborative Leadership
- Master of Science in Managing Information Technology
- Master of Science in Human Resource Leadership
- Dual Master of Business Administration and Managing Information Technology

We primarily focus on recruiting and educating working adults, whom we define as students age 25 or older who are pursuing a degree while employed, for our graduate-level programs. We believe that working adults are attracted to the convenience and flexibility of our traditional campus and online programs because they can study and interact with faculty and classmates on a basis of their choosing, either online during times that suit their schedules or on-campus in a traditional classroom environment. We also believe that working adults represent an attractive student population because they are better able to finance their education, more readily recognize the benefits of a postsecondary degree, and have higher persistence and completion rates than students generally.

We have experienced significant enrollment growth since first introducing graduate education in 1997. From the first class with twelve students to the Fall 2009 enrollment of 597 graduate students, Sullivan University currently has the largest MBA program in the region and has experienced growth at approximately a 38.5% compound annual growth rate (CAGR) during the past twelve years.

The figure shown below illustrates several of the strategic initiatives that The Graduate School sees as fueling future growth. We believe that our future growth will be the result of a combination of factors, including our:

- focusing on our core disciplines in business-related fields;
- creating convenient and flexible delivery of instruction targeted primarily to working adults and a growing international student population;
• recruiting practitioner-scholars to deliver innovative instruction; and
• developing a portfolio of academically rigorous, career-oriented program offerings.

Overall, we seek to achieve continued growth in a manner that reinforces our reputation for providing academically rigorous, career-oriented programs that advance the careers of our students. As part of our efforts to ensure that our students graduate with the knowledge, competencies, skills, and abilities needed to compete well with others after graduation, we use sets of outcome measures to determine how well or how poorly The Graduate School meets its strategic goals and implements its strategic initiatives.

Strategic Goal #1—Build a Brand of Excellence in Career-Centered Education: One strategic goal is to create academically rigorous curricula that are designed to enable students to gain the foundational knowledge, develop professional competencies, and demonstrate skills required to be successful in their chosen fields. We design our curricula to address specific career-oriented objectives we believe are of value to working adult students in the areas of study they seek. Key strategic initiatives designed to enable The Graduate School to build the brand of excellence include:
(1) Strategic Initiative #1 & Outcome Measure—Develop Standardized Course Designs: We will employ a standardized curriculum development process to ensure a consistent learning experience whether in the traditional classroom environment, the pure online environment, or in the blended education environment. We will review our courses on at least an annual basis to ensure that they remain consistent, up-to-date, and effective in producing desired learning outcomes. Success with the standardization process should result in no statistically significant differences in MFT scores based on instructional method. In short, students should receive the same educational quality regardless of instructional methods.

Outcome Assessment Measure: Statistical analysis of MFT scores by primary means of instruction. The objective is to see no statistically significant differences given method of instruction.

(2) Strategic Initiative #2 & Outcome Measure—Promote Effective Student Services: Our students come from a variety of socio-economic backgrounds and have a variety of career goals once they graduate from our programs. Areas of vital importance to retaining and graduating students include academic advising and employment services during their coursework and following graduation. Academic advisory services support students in advancing toward graduation. The academic advisors, among other things, monitor “triggering events”, such as failure to attend class or log-in the online environment, failure to register for courses for the following quarters, and dropping out of class during the term. Retention rates are a direct result to judge the quality of our advisory services. Career services provide another valuable service to students who seek employment or career advice either during their studies or following their graduation. Placing graduating students into responsible positions that capitalize upon the knowledge, skills, and competencies upon graduation is a service that graduating students expect and see as a valuable service that we offer. We will track retention rates as an element of student service effectiveness as well as closely monitor graduate placement to help assess the effectiveness of the career-oriented education value that we offer.

Outcome Assessment Measures: (1) Percentage of student attrition by quarter; (2) Percentage of graduates who request employment services placed into positions within six-months following graduation; (3) Self-reported incomes of graduates after six-months following graduation.

Strategic Initiative #3—Build Program-Level Differentiation and Competitive Advantage: We will continue to focus on differentiation as a high quality graduate school primarily focused on working adults in targeted professions within our specified markets through a variety of initiatives. Within our specified target markets, we will continue to develop our existing master’s programs with up-to-date knowledge while selectively adding to our portfolio of new programs for targeted professions that we believe offer a higher than average market
demand. Examples include recently launched programs in human resource leadership, a specialization in health administration, and an innovative approach to combining Doctor of Pharmacy and Master of Business Administration studies. We believe that continued differentiation will contribute to continued growth and furthering our competitive advantage.

Outcome Assessment Measure: Number of new program and/or specialization launches.

Strategic Goal #2—Provide Students with a “Ready-to-Work” Educational Value: To bridge the gap between student demands and company/industry demands, several schools offer specific training that combines the academic rigor associated with the MBA curriculum with targeted, specific skills demanded by employers. Sullivan University offers a large number of these types of programs at the undergraduate level with industry-specific certifications and certificate programs, such as medical assisting, the various Microsoft certifications, and our paralegal programs. As of this point, The Graduate School has not carried this “career university” philosophy to the graduate level as completely as it could.

Strategic Initiative #1 & Outcome Measure—Align Curricula with Professional Bodies of Knowledge: Industry-specific designations create a synergy between employers who demand MBA degree-holders with specialized skills and MBA degree-holders who seek to differentiate themselves from others.\(^1\) Several sources confirm this observation. First, Certification Magazine notes that individuals certified with specific information technology designations earn, on average, 18% more than similarly qualified individuals without certifications or designations. Second, the growth of certain professional certifications grew geometrically from the 1990s to the present.\(^2\) Third, a recent search of monster.com job listings yielded a large number of hits for jobs seeking people with designations in certain fields:

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\(^1\) The 1990s through present saw the increased development of training, skills standards, and certification exams by private organizations in the United States. Employers began accepting those skill certifications in lieu of traditional on-the-job-training, thereby encouraging employees to acquire more credentials.

<table>
<thead>
<tr>
<th>Professional Certification</th>
<th>Number of Hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Sigma Black Belt</td>
<td>1,000+</td>
</tr>
<tr>
<td>Six Sigma Black Belt with MBA</td>
<td>639</td>
</tr>
<tr>
<td>SHRM and MBA</td>
<td>137</td>
</tr>
<tr>
<td>(Senior Human Resources Mgr.)</td>
<td></td>
</tr>
<tr>
<td>Supply Chain Manager</td>
<td>1,000+</td>
</tr>
<tr>
<td>Professional Project Mgr. with MBA</td>
<td>278</td>
</tr>
</tbody>
</table>

As of present, The Graduate School only offers professional certification in conjunction with the Master of Human Resource Leadership (MSHRL) program. The Graduate School maintains an agreement with the Society of Human Resource Management (SHRM) to offer the PHR/SPHR certification materials as part of the MSHRL curriculum. Other curricula could also benefit from working relationships between professional organizations or societies and the Sullivan University Graduate School. Most likely combinations include: (1) American Society of Quality and our operations strategy courses; (2) APICS and our supply chain course in the EMBA program; (3) the Project Management Institute and our project management course; and (4) the ITIL and the IIBA for our Master of Science in Information Technology program.

Outcome Assessment Measure: Number of new programs or course redesigns that incorporate the bodies of knowledge from professionally-recognized professional organizations.

Strategic Initiative #2—Recruit “Practitioner-Scholars” as Faculty Members: Our faculty include full-time faculty who teach under a twelve-month contract, as well as adjunct faculty who typically teach on an as-needed basis for a contract rate. We believe that recruiting professionally and academically qualified practitioner-scholars as full-time and adjunct faculty help provide students with the career-oriented, ready-to-work education values that they seek from their graduate educations.

The Sullivan University Graduate School believes that the quality of our faculty, whether full-time or adjunct, is critical to our future success, particularly because faculty members have greater opportunities to interact with students than other university employees. In particular, The Graduate School places considerable emphasis on a potential faculty member’s professional experience outside the academic environment, particularly in an area directly related to the materials covered in the course assigned.

Effectiveness of the practitioner-scholar faculty model ultimately boils down to whether students receive the knowledge, skills, and competencies demanded from graduate education. To monitor the quality of faculty instruction, we regularly review the performance of faculty to include: (1) the amount of contact that
faculty have with students in the ground and online environments, (2) the feedback provided by student evaluations, (3) the assessment of learning outcomes achieved by students.

Outcome Assessment Measure: Percentage of full-time and adjunct faculty members with five years or more experience in the field within which the instructor teaches.

Strategic Goal #3: Create a Transformative Learning Environment: Sullivan University strives to create a learning environment and educational enrichment opportunities that enhance the intellectual and professional development of our students. The University strives to provide “a student-centered learning environment that facilitates students’ identification of their life goals and the means to achieve those goals” (from the Sullivan University mission statement). Also, consistent with Sullivan University’s mission, The Graduate School strives to provide learning experiences in an environment that enable students to take advantage of their interests, develop their leadership capabilities, and their ability to work well in group environments. First, in line with the University’s mission, The Graduate School attempts to provide students with instructors who have both the academic and the professional qualifications for the classes they teach; we strive to recruit and hire professional-scholars to teach our students. Second, we invest in and will continue to invest in our faculty to understand and use teaching methods consistent with creating a transformative learning environment, such as active, collaborative, experiential, and problem-based learning strategies in the traditional classroom, online, and blended environments.

Strategic Initiative #1—Transform Curricula to Require Greater Emphasis on Active, Participative, Problem-Based, and Experiential Learning Strategies: Several pedagogies are available for instructors to use in their teaching environments, whether classroom, online, or in a blended environment. On the one hand, instructors have traditionally used lecture-based formats to teach general rules or principles and provide students with examples that illustrate the rule or principle in practice. On the other hand, the guiding premise behind the Quality Enhancement Plan (QEP) that Sullivan University initiated at the beginning decade is that other methods of classroom instruction can better facilitate learning and transform the educational experience into a transformational one for students. Transformative learning environments engage students in active, involving experiences, and learning is claimed to be more lasting because students retain learning for longer periods of time. Examples of transforming the curricula to greater emphasis on active learning include: (1) incorporating *The Marketplace* simulation in the MGT/CSC 680, MBA-MSMIT Capstone (experiential learning); (2) adding a case-based approach to several courses, such as MGT 510, LDR 550, and ACT 510 (problem-based learning); (3) encouraging instructors to add computer labs to quantitative courses as a method to facilitate learning, such as in QNT 550, FIN 540, MGT 610, and MGT 620 courses (participative and problem-based learning); and (4) adding live cases and consulting for upper-level MBA and EMBA courses (experiential learning).
Outcome Assessment Measure: Number of courses that incorporate two or more active, participative, problem-based, or experiential learning methods as integral parts of their courses.

Strategic Initiative #2—Develop Professional Programs in Areas of Pressing Needs: According to Iftekhar Hasan, the former Dean of the Lally School at Rensselaer Polytechnic University, the smaller programs that thrive in competition for students probably are the ones that will adopt “this isn’t your father’s MBA” as their motto. Accordingly, those programs that innovate, broaden their appeal to students and potential employers, and dare to “tear apart the traditional MBA curriculum…and begin building a new program from scratch” are the ones most likely to survive and thrive in an environment where “only the strong survive” rules.

The career-centric value proposition requires institutions to maintain flexibility, customize to students’ career aspirations and demands, and do so in a cost-effective manner. As a general principle, mass customization, the ability to customize to customers’ individual demands seamlessly and without unbearable costs, holds promise as a general approach to our continuing to develop professional programs in areas of pressing needs. The Graduate School’s Curriculum Committee is currently developing a number of options using the current courses offered in The Graduate School to develop off-the-shelf specializations for students to pursue as areas of specialization in the MBA program. For instance, two concentration/specialization areas currently being discussed that use currently offered courses for specialization purposes include:

--Applied Management: Focus on skills in quantitative/technical areas and includes MGT 610 (Supply Chain Management), MGT 671 (Special Topics in Management: Lean Six Sigma), MGT 590 (Project Management), and CSC 550 (Data Mining and Distributed Computing)

--Leadership Skills: Focus on human skills needed for managing human capital in modern organizations and includes DRC 521 (Dispute Resolution for Managers), MGT 580 (Strategic Human Resources Management), HRL 660 (Organizational Effectiveness), and LDR 605 (Capstone Leadership Seminar)

--Conflict Management: Focuses on resolving conflicts and negotiating win-win solutions in organizations and includes DRC 515 (Conflict Theories), DRC 521 (Dispute Resolution for Managers), DRC 540 (Conflict and Culture), and DRC 550 (Negotiation in Conflict Resolution Applications)

To maintain our career-focused emphasis on business education, The Graduate School needs to build its competencies and career-based programs to include those areas of study demanded by students and employers. Of particular interest

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4 Ibid.
and in the scope of the University’s mission to stair-step education from the diploma through the doctoral degrees, The Graduate School will investigate different avenues to build bridges between and create synergies among programs offered at the undergraduate level of education. Most recently, The Graduate School created the MSHRL program, a direct stair-step between the BSHRL and the MSHRL programs. A second area of possible synergy lies with building a bridge for students who graduate from the National Center of Hospitality Studies (NCHS) programs who wish to continue graduate education at Sullivan University.

Outcome Assessment Measure(s): (1) number of new programs initiated; (2) percentage of new student admissions into new versus existing programs.

**Strategic Goal #4—Deepen Connections to Businesses and Alumni:** Driving forces like the increasingly intense competition for students, a business environment more discriminating about making hiring decisions, and economically and ethnically diverse students who want to better differentiate their educations and themselves in the market for human capital are causing rapid changes among educational institutions. Consequently, supportive networks of business executives and alumni are critical linkages for The Graduate School to form and nurture to insure our continued growth, the continued acceptance of our graduates in the employment markets, and the relevance of our curricula among those employers who hire our graduates.

**Strategic Initiative #1—Incorporate Representatives of Key Corporations and Alumni in Advisory Councils:** In times of rapid change, an advisory council can bring unique knowledge, skills, and insights and complement University administrators, faculty, and staff in order to more effectively position our programs for greater growth and create greater demand for our students in the employment markets. The advisory councils would serve to primarily make recommendations, provide information, and enlighten possible decisions about programs and curricula made by University administration and faculty.

Outcome Assessment Measure: Form an advisory council that meets at least semi-annually to consider major strategic initiatives and strategic goals by The Graduate School.

**Strategic Initiative #2—Form “Skunk Works” or Intensive, Short-Term Working Groups of Advisors to Periodically Rethink and Redesign Curricula and Program Offerings:** First popularized in Peterson & Waterman’s “In Search of Excellence,” skunk works are small, short-term groups that consist of loosely-structured individuals who research and develop a project primarily for the sake of innovation. For an educational institution, skunk works can provide important avenues of new, fresh ideas, especially when it’s apparent that major programmatic or curricula changes are needed or the problems at hand are too complex to be adequately handled inside the university. Advisory council members with specific expertise and/or interest in a program and alumni who
graduated from the various programs would most likely have valuable insights into ways to better design programs and curricula.

Outcome Assessment Measure: Form a “skunk work” prior to major program or curriculum changes.

**Strategic Goal #5—Increase Global Reach through Global Initiatives:** Historically, Sullivan University has largely appealed to students in the Louisville and Lexington metropolitan areas and recruited students largely based on the brick-and-mortar approach to educational delivery. With our successes in distance learning, Sullivan University spread its brand throughout the United States and throughout the world. Currently, the graduate student body is currently comprised of 93% domestic students, most who come from the two metropolitan areas, and 7% international students. Meanwhile, top-MBA programs claim up to 50% applicants from international locations and 30% of student bodies comprised by international students. Our relative lack of success in attracting international students is of strategic concern to the Sullivan University Graduate School and an area of focus for growing our student enrollments. Dr. Shawn Schwaner, the Director of International Programs for Sullivan University, primarily focuses on graduate-level admissions for graduate students. Working closely with three international recruiting agencies, Dr. Schwaner coordinates with the agencies to build a value proposition unique to Sullivan University. In line with the career-oriented values that we provide domestic U.S. students, Sullivan University extends the opportunity for international students to concurrently study and work in the United States at full-time positions.

Over the past six months since initiation, the efforts show promise of success. Currently, 45 graduate students have enrolled in our MBA and MSMIT programs, and we anticipate this growth to continue over the next year and have an internal goal of 30% international student population by December 2011.

Outcome Assessment Measure: (1) Percentage of international students enrolled in graduate work; (2) Percentage growth in international student body.

**Sullivan University College of Business Administration (COBA):**

Sullivan University is a regionally accredited provider of postsecondary education services, and our business offerings are focused on undergraduate associate and bachelor business degree programs with the ability to specialize in the following core disciplines: management, marketing, finance, accounting, human resource leadership, computer systems, construction management, logistics & distribution management, and healthcare management. The College of Business Administration (COBA) also provides an associate and bachelor degree in justice and public safety administration. In addition to our traditional degree programs offered at the Louisville, Lexington, and Fort Knox campuses, the COBA also offers online programs through Sullivan University’s Global e-
Learning campus. We are committed to providing an academically rigorous educational experience with a focus on career-oriented programs that meet the objectives of our students. As such, the COBA at Sullivan University offers four associate and three bachelor degree programs:

- Business Management Associate of Science (A.S.)
- Marketing & Sales Management A.S. Degree
- Logistics & Distribution Management A.S. Degree
- Justice & Public Safety Administration A.S. Degree
- Bachelor of Science in Business Administration (BSBA) with concentration areas in:
  - Accounting
  - Computer Systems
  - Finance
  - Healthcare Management
  - Logistics & Distribution Management
  - Management
  - Marketing
- Bachelor of Science in Human Resource Leadership (BSHRL) with concentration areas in:
  - Human Resource Leadership
  - Master of Business Administration
- Bachelor of Science in Justice & Public Safety (BSJPSA)

The COBA focuses on recruiting and educating high school graduates and working adults, whom we define as students ages 18 or older who pursue a degree after high school or while employed. We believe that COBA students are attracted to the convenience and flexibility of our traditional campus and online programs because they can study and interact with faculty and classmates on a basis of their choosing, either online during times that suit their schedules or on-campus in a traditional classroom environment.

The COBA’s strategic initiatives and outcome assessment components focus on the University’s five stated strategic goals: brand excellence, ready-to-work educational value, transformational learning environment, connections with businesses & alumni, and global outreach. Additionally, the COBA has identified outcome assessment measures for each strategic initiative. The COBA faculty meets annually to review, assess, and adjust the effectiveness of stated strategic initiatives for continuous improvement of academic degree programs. Strategic assessment meetings are held during the fall quarter.

**Strategic Goal #1—Build a Brand of Excellence in Career-Centered Education:** The first COBA’s strategic initiative for achieving brand excellence begins with a review and update of all professional marketing tools currently used by the University’s Admissions Officers. The goal is to make the review, development, and maintenance processes a
collaborative effort between the COBA faculty, COBA students, University Admissions Officers, and Career Services personnel. The second initiative focuses on aligning the business curriculum with The Graduate School’s MBA curriculum. Specifically, The Graduate School Associate Dean and COBA Dean will work collaboratively to align the student learning outcomes of the Bachelor of Science in Business Administration (BSBA) and Master of Business Administration (MBA) to ensure that BSBA graduates are prepared for MBA graduate studies.

**Strategic Goal #2—Provide Students with a “Ready-to-Work” Educational Value:** The effort of creating a ready-to-work educational value will occur through a partnership with the Sullivan University System’s Dale Carnegie franchise. The goal is to develop new COBA curricula that integrate existing Dale Carnegie courses, which have been accredited through the American Council on Education (ACE), providing COBA students with the option of completing two Dale Carnegie certificates (i.e., one with their student’s Associate degree and one with their Bachelor’s degree).

**Strategic Goal #3: Create a Transformative Learning Environment:** The COBA is committed to replacing passive lecture with active student engagement and learning techniques. The goal is to continue this effort in a more formal manner by asking COBA faculty to develop and implement individualized active learning teaching plans. Each COBA faculty will develop an active learning action plan that describes how they will replace passive lecture with active learning techniques. The initiatives will focus on the following student engagement instructional strategies: Active Learning, Problem-base Learning, Collaborative Learning, and Experiential Learning.

**Strategic Goal #4—Deepen Connections to Businesses and Alumni:** The COBA plans to develop a business incubator-learning program designed to give students access and opportunity to work on real-world business problems and opportunities. The goal is to integrate real-world business problems and opportunities into the COBA student learning experience within each of the BSBA concentration curricula (e.g., management, marketing, finance, etc.). This strategic initiative requires creation of a committee/task force of local area business leaders, COBA Department Chairs, and COBA faculty members. Working collaboratively, the COBA Department Chairs will redesign the BSBA concentration curricula to a project-based instructional design allowing students to interact with local area business leaders in the classroom to develop possible solutions to real problems and opportunities existing in the workplace.

**Strategic Goal #5—Increase Global Reach through Global Initiatives:** The COBA will not be directly involved in global outreach, but will collaborate with The Graduate School’s International Student program. Specifically, the COBA administration will work collaboratively to prepare and equip international students for graduate studies related to business. The COBA is in the unique position to offer undergraduate business coursework facilitating international students seeking graduate degrees. Depending on The Graduate School’s needs, the COBA will participate in the development of bridge-styled academic programs to facilitate international students entering The Graduate School.
College of Business Administration Strategy Planning Framework:

**Strategic Planning Framework**

The COBA’s strategic initiatives and outcome assessment components focus on the five integrate strategic goals: brand excellence, ready-to-work educational value, transformational learning environment, connections with businesses & alumni, and global outreach. Additionally, the COBA has identified outcome assessment measures for each strategic initiative (see COBA Strategic Planning Framework). The COBA faculty meets annually to review, assess, and adjust the effectiveness of stated strategic initiatives for continuous improvement of academic degree programs. Strategic assessment meetings are held during the fall quarter.

**Tactical Initiatives**

**Brand excellent:** The first COBA’s tactical plan for achieving brand excellence begins with a review and update of all professional marketing tools currently used by the University’s Admissions Officers. The goal is to make the review, development, and maintenance processes a collaborative effort between the COBA faculty, COBA students, University Admissions Officers, and Career Services personnel.

The second tactical plan focuses on aligning the business curriculum with The Graduate School’s MBA curriculum. Specifically, The Graduate School Associate Dean and COBA Dean will work collaboratively to align the student learning outcomes of the Bachelor of Science in Business Administration (BSBA) and Master of Business Administration (MBA) to ensure that BSBA graduates are prepared for MBA graduate studies.

**Ready-to-Work Educational Value:** The effort of creating a ready-to-work educational value will occur through a partnership with the Sullivan University System’s Dale Carnegie franchise. The goal is to develop new COBA curricula that integrate existing Dale Carnegie courses, which have been accredited through the American Council on Education (ACE) providing COBA students with the option of completing two Dale Carnegie certificates (i.e., one with their student’s Associate degree and one with their Bachelor’s degree).

**Transformational Learning Environment:** The COBA is committed to replacing passive lecture with active student engagement and learning techniques. The goal is to continue this effort in a more formal manner by asking COBA faculty to develop and implement individualized active learning teaching plans. Each COBA faculty will develop an active learning action plan that describes how they will replace passive lecture with active learning techniques. The plans will focus on the following student engagement instructional strategies: Active Learning, Problem-base Learning, Collaborative Learning, and Experiential Learning.

**Connections with Business & Alumni:** The COBA plans to develop a business incubator-learning program designed to give students access and opportunity to work on real-world business problems and opportunities. The goal is to integrate real-world business problems and opportunities into the COBA student learning experience within each of the BSBA concentration curricula (e.g., management, marketing, finance, etc.). The tactical plan creates a committee/task
force of local area business leaders, COBA Department Chairs, and COBA faculty members. Working collaboratively, the COBA Department Chairs will redesign the BSBA concentration curricula to a project-based instructional design allowing students to interact with local area business leaders in the classroom to develop possible solutions to real problems and opportunities existing in the workplace.

Global Outreach: The COBA will not be directly involved in global outreach, but will collaborate with The Graduate School’s International Student program. Specifically, the COBA administration will work collaboratively to prepare and equip international students for graduate studies related to business. The COBA is in the unique position to offer undergraduate business coursework facilitating international students seeking graduate degrees. Depending on The Graduate School’s needs, the COBA will participate in the development of bridge-styled academic programs to facilitate international students entering The Graduate School.

School of Accountancy Strategy Planning Framework

Sullivan University is a regionally accredited provider of postsecondary education services, and our accounting offerings are focused on undergraduate associate degree programs. The School of Accountancy is primarily responsible for the Associates Degree in Accounting. In addition to our traditional degree programs offered at the Louisville, Lexington, and Fort Knox campuses, the School of Accountancy also offers online programs through Sullivan University’s Global e-Learning campus. We are committed to providing an academically rigorous educational experience with a focus on career-oriented programs that meet the objectives of our students.

The School of Accountancy focuses on recruiting and educating high school graduates and working adults, whom we define as students ages between 18 or older who are pursuing a degree after high school or while employed. We believe that the School of Accountancy students are attracted to the convenience and flexibility of our traditional campus and online programs because they can study and interact with faculty and classmates on a basis of their choosing, either online during times that suit their schedules or on-campus in a traditional classroom environment.

Strategic Planning Framework

The School of Accountancy’s strategic initiatives and outcome assessment components focus on the University’s five state strategic goals: brand excellence, ready-to-work educational value, transformational learning environment, connections with businesses & alumni, and global outreach. Additionally, the School of Accountancy has identified outcome assessment measures for each strategic initiative (See: School of Accountancy Strategic Planning Framework). The School of Accountancy faculty meets annually to review, assess, and adjust the effectiveness of stated strategic initiatives for continuous improvement of academic degree programs. Strategic assessment meetings are held during the fall quarter.

Tactical Initiatives
Brand excellent: The first School of Accountancy’s tactical plan for achieving brand excellence begins with a review and update of all professional marketing tools currently used by the University’s Admissions Officers. The goal is to make the review, develop, and maintenance processes a collaborative effort between the faculty, students, University Admissions Officers, and Career Services personnel.

The second tactical plan focuses on aligning the business curriculum with the College of Business Administration’s (COBA) BSBA – Accounting emphasis curriculum. Specifically, the COBA Dean and the director of the School of Accountancy will work collaboratively to align the student learning outcomes of the Associates of Science in Accounting (ASAC) and the Bachelor of Science in Business Administration (BSBA) to ensure that ASAC graduates are prepared for BSBA studies.

Ready-to-Work Educational Value: The effort of creating a ready-to-work educational value occurs through an alignment of the curriculum with nationally recognized educational outcomes noted by potential employers. The main goal is to enable associate degree students the skills to enter the accounting workforce with entry-level skills such as tax preparation, payroll preparation, accounts receivable and accounts payable entry, etc.

Transformational Learning Environment: The School of Accountancy is committed to replacing passive lecture with active student engagement and learning techniques. The goal is to continue this effort in a more formal manner by asking School of Accountancy faculty to develop and implement individualized active learning teaching plans. Each faculty develops an active learning action plan that describes how they replace passive lecture with active learning techniques. The plans will focus on the following student engagement instructional strategies: Active Learning, Problem-Based Learning, Collaborative Learning, and Experiential Learning.

Global Outreach: The School of Accountancy continues to investigate integrating International Accounting Standards into the accounting curriculum. The School of Accountancy will also collaborate with the COBA on their work with The Graduate School’s International Student program.

The School of Accountancy’s Outcome Assessment Plan will evaluate the effectiveness and efficiency of the tactical plans discussed.

Monitoring and Evaluating Strategic Framework Implementation and Results

Sullivan University is committed to achieving the strategic goals and initiatives described in the strategic planning framework described above. Accordingly, we will institute a disciplined process for evaluating progress and monitoring implementation.

A Strategy Review Committee, chaired by the Chief Academic Officer, will be established to monitor progress, propose revisions to the plan, and provide an annual assessment on implementation of strategic goals and initiatives highlighted in the strategic planning framework.
Members of the Strategy Review Committee will include: the Dean of the Graduate School, the Dean of the College of Business Administration, the Director of Accountancy Programs, and the Director of Institutional Research. Ultimately, however, the deans and program directors bear direct responsibility for implementing and monitoring strategic initiatives and strategic goals described in the self-study. The Strategy Review Council serves as a means to monitor, assess, and report implementation and results. Findings on the progress toward various strategic goals and initiatives will be shared with the Chief Executive Officer of Sullivan University, and appropriate changes to the framework and metrics will be considered and updated at that time.

GRADUATE SCHOOL OUTCOME ASSESSMENT PLAN (OAP):

**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. The achievements of our alumni and the organizations they serve are a testament to our commitment to that mission. The Graduate School at Sullivan University’s commitment to provide state of the art curricula, flexible, high-demand career graduate programs, and exceptional student centered services provides graduates the tools they need to compete in the 21st century.

**Student Learning Goals**
Each program’s outcome assessment plan table contains student learning goals. Student learning goals exist for the following Graduate School academic programs:

- Table 1.1 Master of Business Administration (MBA)
- Table 1.2 Master of Science in Conflict Management (MSCM)
- Table 1.3 Master of Science in Collaborative Leadership (MSCL)
- Table 1.4 Master of Science in Human Resource Leadership (MSHRL)
- Table 1.5 Executive Master of Business Administration (EMBA)

**Identified Measures of Student Learning – Direct**
The Graduate School measures students’ levels of knowledge, comprehension, skill, and ability in most academic programs. When available, we use validated assessment instruments, such as the Major Field Test (MFT) and the SHRM Learning System Post-Test, to assess these outcomes. For our two MBA programs (see Tables 1.1 and 1.4), we use the MFT as a primary direct measure to assess students’ understanding and comprehension of critical knowledge. ETS—the same organization that develops, distributes and assesses the GRE and SAT—offers comprehensive national comparative data, allowing The Graduate School an ability to compare students’ performance and our programs’ relative effectiveness to similar MBA programs nationwide. The MSHRL and MSCM recently developed competency exams as part of their capstone courses.

The MBA programs also require students to participate in *Marketplace*, a fully web-based business simulation developed and offered by Innovative Learning Solutions (ILS), as part of the MGT 680 course. *Marketplace* mimics the competitive, ever changing marketplace; students
learn and gain experience by making true-to-life business decisions. Students deal with strategy formulation, market analysis, financial analysis, operations management, human resource development, branding, quality management, and a host of other subjects initially learned in other courses. As an assessment instrument, Marketplace provides a balanced scorecard score to groups based upon their relative integration and application of knowledge and skills developed in their programs of study. Student performance is based on a balanced scorecard approach to assessing effectiveness. The balanced scorecard approach in Marketplace provides a quantitative measure of the team’s ability to effectively manage the resources of a firm and factors in: (1) financial performance; (2) market performance; (3) marketing effectiveness; (4) wealth & asset management; (5) manufacturing productivity & quality management; (6) human resource productivity; and (7) market and product innovation. Currently, Marketplace simulations are used in over 300 business schools and 180 corporations worldwide.

The MSHRL program incorporates the SHRM Learning System Post-Test as a means to assess student learning outcomes. The Society of Human Resource Management (SHRM) provides the PHR and SPHR certifications, credentials for individuals judged to possess expert-level knowledge in human resource management. The post-test assesses how well students learn and comprehend critical knowledge judged as essential by human resource management practitioners.

**Identified Measures of Student Learning – Indirect**

Our indirect measures help judge the effectiveness of The Graduate School as determined by graduates and by employers who hire our graduates. The Graduate School relies on two instruments to collect indirect measure information: (1) Student Satisfaction Survey and (2) Career Services Employment Survey. Sullivan University’s Director of Institutional Research and Institutional Effectiveness maintains indirect measure data. The Academic Affairs office directs the administration of the Student Satisfaction Survey twice each year, which the Dean of The Graduate School reviews bi-annually. The specific item statements are as follows:

- Item #4—Admissions staff are knowledgeable
- Item #34—I am able to register for the classes I need with few conflicts

The University’s Career Services Department administers the Career Services Employment Survey. Career Services personnel sends the Employment Survey to the graduate’s employer 90-days following job placement. The survey solicits employers to report on their perspective of the graduate’s preparedness for employment within their respective degree.

**Operational Goals:** The Graduate School’s specific operational goals are as follows:

- To provide relevant and appropriately rigorous business courses taught by appropriately credentialed and experienced instructors to successfully accomplish each of the degree programs offered;
- To maintain strategic industry linkages with the business community to ensure that students receive relevant business instruction;
To maintain a close relationship with the University’s Career Services function to ensure that students understand how to effectively use their services for job placement.

Other strategic and operational goals specific to The Graduate School, College of Business Administration, and the School of Accountancy are detailed in the strategic framework of this document.

**Operational Goals – Measures**

The Dean of The Graduate School reviews all course offerings (i.e., on-campus, online, and “blended”) on a quarterly basis. The Dean of The Graduate School also reviews each instructor’s academic and professional qualifications prior to hiring and semi-annually for full-time faculty members. The Dean insures that each faculty member, whether full time or adjunct, possess requisite academic and/or professional credentials to teach any course(s) assigned. Annually, the faculty review current teaching methodologies and incorporate a new learning method into at least one course. Instructors individually identify effectiveness measures and report results to the Dean and respective Department Chair. In line with the requirements of the Sullivan University Quality Enhancement Plan, instructors regularly incorporate active learning, problem-based learning and experiential learning techniques into their classes. The Graduate School uses results from the Noel-Levitz® Student Satisfaction Inventory™ (SSI™) instrument to assess student satisfaction with the quality of courses and instruction. Annually, The Graduate School identifies and targets for improvement. SSI items with gap scores (i.e., student reported level of importance and level of satisfaction) greater than 1.0 are targets as areas of improvement. Sullivan University’s Director of Institutional Research and Institutional Effectiveness maintains Noel-Levitz® SSI™ results. The strategic framework provides measures of strategic importance to The Graduate School. Please refer to that section of this document to reference measures of strategic importance.

<table>
<thead>
<tr>
<th>The Graduate School at Sullivan University Outcome Assessment Plan (OAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong></td>
</tr>
<tr>
<td>The mission of The Graduate School at Sullivan University is to prepare adult learners for the demands of an ever-changing global society.</td>
</tr>
<tr>
<td><strong>Academic Programs</strong></td>
</tr>
<tr>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>Master of Science in Collaborative Leadership</td>
</tr>
<tr>
<td>Master of Science in Conflict Management</td>
</tr>
<tr>
<td>Master of Science in Human Resource Leadership</td>
</tr>
<tr>
<td><strong>Operational Goals</strong></td>
</tr>
<tr>
<td>• The Graduate School will provide relevant and appropriately rigorous business</td>
</tr>
</tbody>
</table>
courses taught by appropriately credentialed and experienced instructors to successfully accomplish each of the degree programs offered.

- The Graduate School will maintain strategic industry linkages with the business community to ensure that students receive relevant business instruction.
- The Graduate School will maintain a close relationship with the University’s Career Services function to ensure that students understand how to effectively use their services for job placement.

## Operational Goals Assessment Measure

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Targeted Continuous Improvement Strategy</th>
<th>Operational Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel-Levitz® Student Satisfaction Inventory™ (Business Section)</td>
<td>&lt; 1.0 gap</td>
<td></td>
</tr>
</tbody>
</table>
### Master of Business Administration

#### Broad-Based Goals

**Student Learning Goals**
Graduates of the Master of Business Administration (MBA) degree program should be able to demonstrate that they have:

<table>
<thead>
<tr>
<th>Knowledge and/or skill goals</th>
<th>An ability to develop a strategic level of understanding in the key areas and functions of business to include accounting, economics, finance management, marketing, operations management, human resource management, and quantitative methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An ability to practice problem analysis and decision-making and present results both individually and as part of teams and groups, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities.</td>
</tr>
<tr>
<td></td>
<td>An ability to recognize and be aware of globalization and its impacts on people, businesses, and the economy.</td>
</tr>
<tr>
<td></td>
<td>The ability to apply leadership, critical thinking, problem solving, and teamwork skills in business administration</td>
</tr>
</tbody>
</table>

| Basic skills development goals | An understanding of the importance of becoming a lifelong learner and career |
|                              | An understanding of the importance and role collaboration and team work play in the business administration environment |
|                              | An understanding of the importance and role cultural diversity plays in effective and efficient business administrative practices |
|                              | An understanding of the impact personal values, integrity, and practices plays in effective and efficient business administrative practices |

| Personal/professional development goals | Students will be aware of globalization and its impacts on people, businesses, and the economy. |
|                                         | Students will have the ability to effectively conduct problem analysis and decision-making and present results, both individually and as part of teams and groups, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities. |

#### Student Learning Assessment

<table>
<thead>
<tr>
<th>Knowledge and/or skill objectives</th>
<th>Students will develop a strategic level understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be aware of globalization and its impacts on people, businesses, and the economy.</td>
</tr>
<tr>
<td></td>
<td>The ability to apply leadership, critical-thinking, problem-solving, and teamwork skills in business administration</td>
</tr>
</tbody>
</table>

| Basic skills development objectives | The ability to identify peer-reviewed research articles relevant to the field of management |
|                                   | The ability to synthesize vast amounts of research and textbook material into salient points |
|                                   | The ability to apply APA citation methodology to written work |

<p>| Personal/professional development objectives | The ability to apply leadership, critical-thinking, problem-solving, and teamwork skills in business administration |</p>
<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Program</td>
<td>MBA Major Field Test (MFT)—MGT</td>
<td>Integrative Capstone</td>
<td>Graduation Survey</td>
<td>Alumni Survey—MGT Under development</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>Administered last term in MGT 680</td>
<td>Average balanced scorecard score in Marketplace simulation</td>
<td>6 months after graduation</td>
<td></td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>245</td>
<td>Increasing Balanced Scorecard Score</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Master of Science in Conflict Management**

<table>
<thead>
<tr>
<th>Broad-Based Goals Student Learning Goals</th>
<th>Broad-Based Goals Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and/or skill goals</td>
<td>Knowledge and/or skill goals:</td>
</tr>
<tr>
<td></td>
<td>• An understanding of destructive and constructive conflict patterns</td>
</tr>
<tr>
<td></td>
<td>• An understanding of the roles communication, perception, gender, power, culture, face-saving, and conflict styles play in conflict resolution</td>
</tr>
<tr>
<td></td>
<td>• An understanding of theoretical concepts in the study of conflict, including interpersonal, organizational, intergroup, and cultural</td>
</tr>
<tr>
<td></td>
<td>• An understanding of critical elements of negotiation, including interests, options, ethical issues, and power</td>
</tr>
<tr>
<td></td>
<td>• An understanding of how unmanaged or mismanaged conflict decreases organizational profits, ability to recruit employees, and employee motivation</td>
</tr>
<tr>
<td></td>
<td>• An understanding of practical problem-solving techniques used to productively manage conflicts</td>
</tr>
<tr>
<td>Basic skills development goals</td>
<td>Basic skills development goals:</td>
</tr>
<tr>
<td></td>
<td>• The ability to identify peer-reviewed research articles relevant to the field of conflict resolution</td>
</tr>
<tr>
<td></td>
<td>• The ability to synthesize vast amounts of research and textbook material into salient points</td>
</tr>
<tr>
<td></td>
<td>• The ability to apply APA citation methodology to written work</td>
</tr>
<tr>
<td>Personal/professional development goals</td>
<td>Personal/professional development goals:</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>- An understanding of the importance of knowing one’s own conflict style and how using certain styles and behaviors in some situations can exacerbate unproductive conflict</td>
</tr>
<tr>
<td></td>
<td>- An understanding of the importance of viewing the world through others’ lens and how this can lead to collaborative resolution of conflicts</td>
</tr>
<tr>
<td></td>
<td>- An understanding of the importance of communication and how this reduces unproductive conflicts</td>
</tr>
<tr>
<td></td>
<td>- An understanding of the importance of developing ethical win/win outcomes in conflict situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>Student Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and/or skill objectives</td>
<td>Knowledge and/or skill objectives:</td>
</tr>
<tr>
<td></td>
<td>- Identify destructive and constructive conflict patterns.</td>
</tr>
<tr>
<td></td>
<td>- Apply guides and models to real world conflict situations</td>
</tr>
<tr>
<td></td>
<td>- Analyze in real world conflict situations in light of problem identification, root causes, alternative solutions, and recommendations</td>
</tr>
<tr>
<td></td>
<td>- Apply negotiation and facilitation skills</td>
</tr>
<tr>
<td></td>
<td>- Design an organizational strategy for managing workplace conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic skills development objectives</th>
<th>Basic skills development objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Critique peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>- Synthesize vast amounts of research and textbook book materials in response to discussion forum questions and in research papers</td>
</tr>
<tr>
<td></td>
<td>- Apply APA citation methodology to research papers</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal/professional development objectives</th>
<th>Personal/professional development objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Take the Thomas Kilman Conflict Mode Instrument and the Conflict Dynamics Profile 360</td>
</tr>
<tr>
<td></td>
<td>- Analyze various real world conflict situations through the lenses of communication, perception, gender, power, culture, face-saving, and conflict styles</td>
</tr>
<tr>
<td></td>
<td>- Practice respectful, open communication in role play situations, on the discussion forums, and in real world conflict analysis situations.</td>
</tr>
<tr>
<td></td>
<td>- Apply ethical considerations to the analysis of real world conflict situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCM Program</td>
<td>MSCM Competency Exam</td>
<td>Capstone Analysis/Problem Solving Project</td>
<td>Graduation Exit Survey—MSCM</td>
<td>Survey—LDM Under development</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>DRC 695 Class</td>
<td>Rubric Under development</td>
<td>6 months after graduation</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>70%</td>
<td>80%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Master of Science in Collaborative Leadership

#### Broad-Based Goals

**Student Learning Goals**

Graduates of the Master of Science in Collaborative Leadership (MSCL) degree program should be able to demonstrate that they have:

| Knowledge and/or skill goals | • An understanding of destructive and constructive conflict patterns  
• An understanding of the roles communication, perception, gender, power, culture, face-saving, and conflict styles play in conflict resolution  
• An understanding of theoretical concepts in the study of conflict, including interpersonal, organizational, intergroup, and cultural  
• An understanding of critical elements of negotiation, including interests, options, ethical issues, and power  
• An understanding of how unmanaged or mismanaged conflict decreases organizational profits, ability to recruit employees, and employee motivation  
• An understanding of practical problem-solving techniques used to productively manage conflicts  
• The ability to apply critical-thinking, problem-solving, and teamwork skills in business and leadership  
• An ability to develop a strategic level of understanding in the key areas and functions of business to include accounting, marketing, management, human resource management, and leadership. |

| Basic skills development goals | • The ability to identify peer-reviewed research articles relevant to the field of conflict resolution  
• The ability to synthesize vast amounts of research and textbook material into salient points  
• The ability to apply APA citation methodology to written work  
• An understanding of the importance of role collaboration and teamwork play in the business environment  
• An understanding of the importance and role cultural diversity play in effective business practices  
• An understanding of the impact personal values and integrity play in leadership roles |

| Personal/professional development goals | • An understanding of the importance of knowing one’s own conflict style and how using certain styles and behaviors in some situations can exacerbate unproductive conflict  
• An understanding of the importance of viewing the world |

---
through others’ lens and how this can lead to collaborative resolution of conflicts
- An understanding of the importance of communication and how this reduces unproductive conflicts
- An understanding of the importance of developing ethical win/win outcomes in conflict situations
- The ability to conduct problem analysis and decision-making, both individually and as part of a team, using real world problems and cases

<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>The specified student learning outcomes for each MSCL degree program follows:</th>
</tr>
</thead>
</table>
| Knowledge and/or skill objectives | - Identify destructive and constructive conflict patterns.  
- Apply guides and models to real world conflict situations  
- Analyze in real world conflict situations in light of problem identification, root causes, alternative solutions, and recommendations  
- Apply negotiation and facilitation skills  
- Design an organizational strategy for managing workplace conflicts  
- Students will develop a strategic level understanding of the key functions of business, including accounting, marketing, human resource management, and leadership.  
- The ability to apply leadership, critical thinking, problem solving, and teamwork skills in business and leadership |
| Basic skills development objectives | - Critique peer-reviewed journal articles  
- Synthesize vast amounts of research and textbook book materials in response to discussion forum questions and in research papers  
- Apply APA citation methodology to research papers |
| Personal/professional development objectives | - Take the Thomas Kilman Conflict Mode Instrument and the Conflict Dynamics Profile 360  
- Analyze various real world conflict situations through the lenses of communication, perception, gender, power, culture, face-saving, and conflict styles  
- Practice respectful, open communication in role play situations, on the discussion forums, and in real world conflict analysis situations.  
- Apply ethical considerations to the analysis of real world conflict situations |

<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCL Program</td>
<td>MSCL Competency Exam</td>
<td>Capstone Analysis/Problem Solving Project</td>
<td>Graduation Survey</td>
<td>Alumni Survey —LDM Under development</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>DRC 695</td>
<td>Rubric Under</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Development months after graduation

| Benchmark Score | 80% | 80% | N/A | N/A |

**Master of Science in Human Resource Leadership**

<table>
<thead>
<tr>
<th>Broad-Based Goals</th>
<th>Graduates of the Master of Science in Human Resource Leadership (MSHRL) degree program should be able to demonstrate that they have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and/or skill goals</td>
<td>The student understands how to manage human resources strategically and align HR practices and programs to the organization's business strategy. The student understands the six HR bodies of knowledge as outlined by the Society for Human Resource Management (SHRM): Strategic management, workforce planning and employment, human resource development, total rewards, employee and labor relations, and risk management. The student also understands the ethical obligations and social responsibilities of human resource professionals</td>
</tr>
<tr>
<td>Basic skills development goals</td>
<td>See <em>General Education Skill Development Goals</em></td>
</tr>
<tr>
<td>Personal/professional development goals</td>
<td>The ability to apply leadership, critical thinking, problem solving, and teamwork skills in HR</td>
</tr>
<tr>
<td><strong>Student Learning Assessment</strong></td>
<td>The specified student learning outcomes for each MSHRL degree program follows:</td>
</tr>
</tbody>
</table>
| Knowledge and/or skill objectives | • An understanding of how to manage human resources strategically and align HR practices and programs to the organization’s business strategy.  
• An understanding of the six HR bodies of knowledge as outlined by the Society for Human Resource Management (SHRM): Strategic management, workforce planning and employment, human resource development, total rewards, employee and labor relations, and risk management.  
• An understanding of the ethical obligations and social responsibilities of human resource professionals. |
<table>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Basic skills development objectives</td>
<td>• See General Education Skill Development Objectives</td>
</tr>
<tr>
<td>Personal/professional development objectives</td>
<td>• The ability to apply leadership, critical thinking, problem solving, and teamwork skills in HR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Assessment</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSHRL Program</td>
<td>HRL690 Competency Exam</td>
<td>HRL690 SHRM Learning System Post-test</td>
<td>Graduation Exit Survey—MSHRL</td>
<td>Alumni Survey—MSHRL</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>Assessment Exam in Angel</td>
<td>Assessment through SHRM to assess readiness for HR Cert.</td>
<td>Survey provided at the end of the HRL690 course</td>
<td>6 months after graduation</td>
</tr>
<tr>
<td>2008 Average Student Scores</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Executive Master of Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Broad-Based Goals</strong>&lt;br&gt;<strong>Student Learning Goals</strong></td>
<td>Graduates of the Executive Master of Business Administration (E(MBA)) degree program should be able to demonstrate that they have::</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and/or skill goals</td>
<td>• An ability to develop a strategic level of understanding in the key areas and functions of business to include accounting, economics, finance management, marketing, operations management, human resource management, and quantitative methods.&lt;br&gt; • An ability to practice problem analysis and decision-making and present results both individually and as part of teams and groups, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities.&lt;br&gt; • An ability to recognize and be aware of globalization and its impacts on people, businesses, and the economy.&lt;br&gt; • The ability to apply leadership, critical-thinking, problem-solving, and teamwork skills in business administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic skills development goals</td>
<td>• An understanding of the importance of becoming a lifelong learner and career&lt;br&gt; • An understanding of the importance and role collaboration and teamwork play in the business administration environment&lt;br&gt; • An understanding of the importance and role cultural diversity plays in effective and efficient business administrative practices&lt;br&gt; • An understanding of the impact personal values, integrity, and practices plays in effective and efficient business administrative practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal/professional development objectives</td>
<td>• Students will be aware of globalization and its impacts on people, businesses, and the economy.&lt;br&gt; • Students will have the ability to effectively conduct problem analysis and decision-making and present results, both individually and as part of teams and groups, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and/or skill objectives</td>
<td>• Students will develop a strategic level understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics&lt;br&gt; • Students will be aware of globalization and its impacts on people, businesses, and the economy&lt;br&gt; • The ability to apply leadership, critical thinking, problem solving, and teamwork skills in business administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic skills development objectives</td>
<td>• The ability to identify peer-reviewed research articles relevant to the field of management&lt;br&gt; • The ability to synthesize vast amounts of research and textbook material into salient points&lt;br&gt; • The ability to apply APA citation methodology to written work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**COLLEGE OF BUSINESS ADMINISTRATION (COBA) OUTCOME ASSESSMENT PLAN (OAP):**

**Principle 1: Outcomes Assessment – COBA**

1.0 College of Business Administration

**Mission Statement**

The mission of the Sullivan University College of Business Administration (COBA) is to provide students with career-focused business curricula and learning opportunities led by academically qualified real-world practitioners. Through a combination of hands-on experience and theoretical training, students will be equipped with the critical thinking, problem solving, and teamwork skills that businesses are seeking in today's highly competitive job market.

**Operational Goals**

The COBA strategic, operational, and broad-based student learning goals are to ensure that student attain business administration knowledge and skills that facilitate job placement and career development commensurate with their respective Sullivan University College of Business Administration degree. Strategically, the COBA strives to satisfy its strategic, operational, and student learning goals by ensuring its academic degree offerings are relevant
to the business community members who hire its graduates, undergraduate business administration curricula aligns with Graduate School business entrance requirements, and continuous improvement of all academic degree offerings.

The COBA seeks to accomplish its strategic and operational goals by creating and maintaining linkages with the business community, discovering and integrating the most values business concepts and skills into the COBA business administration curricula, hiring and retaining qualified (i.e., both academically and vocationally) business faculty, developing and implementing continuous improvement processes, and deliver and assess quality business curricula to the students that enroll within the COBA.

Assessment of these operational and strategic goals include a compliment of direct and indirect measures (detailed description follows) to assess the overall effectiveness and efficiency of the COBA’s various academic programs. The COBA Dean, in collaboration with the faculty, will develop an annual report to the Vice President of Academic Affairs/Chief Academic Officer on the overall effectiveness of the COBA’s operational and broad-based student learning goals.

**Student Learning Goals**

The student learning goals for each COBA reside in the respective academic program’s outcome assessment plan table (i.e., Tables 1.1 through 1.6). Student learning goals exist for the following COBA academic program:

- Table 1.1  Associate of Science in Marketing and Sales Management
- Table 1.2  Associate of Science in Business Management
- Table 1.3  Associate of Science in Logistics and Distribution Management
- Table 1.4  Bachelor of Science in Business Administration
- Table 1.5  Bachelor of Science in Human Resource Leadership
- Table 1.6  Bachelor of Science in Justice and Public Safety Administration

**Identified Measures of Student Learning – Direct**

The overarching goal of the COBA direct measures is to assess student learning achievement within each of the COBA academic degree programs. The COBA Outcome Assessment Plan (OAP) has two direct and two indirect measures for each academic program. The specific measures for each COBA academic program can be reviewed in the tables that follow and are maintained within the University’s Institutional Effectiveness database.

**Direct Measure #1:** The COBA administers comprehensive examinations in each of the specified academic business programs noted above. The exam is administered in the designated COBA degree’s capstone course (see Tables 1.1 through 1.6).

**Direct Measure #2:** The COBA administers a variety of program-specific assessment tools as the direct measures. Depending on the academic program, the COBA secondary direct measure focuses on the demonstration of a targeted business management skill. The specified
secondary direct measures are administered in the designated COBA degree’s capstone course (see Tables 1.1 through 1.6).

**Assessment & Evaluation Process:** COBA Dean and faculty will review all direct measures annually and by academic program. The COBA Dean and faculty will formally meet to evaluate results, formulate and implement continuous improvement plans, and document the plans in the University’s Institutional Effectiveness database.

**Identified Measures of Student Learning – Indirect**

The COBA also assesses students through indirect measures to supplement direct measure findings. Specifically, the COBA has two indirect measures identified for each COBA degree program.

**Indirect Measure #1:** The COBA uses the Noel-Levitz Student Satisfaction Inventory (SSI) “Business” (1050) dataset as its first indirect measure. Specifically, the COBA will monitor the Noel-Levitz 1050 dataset findings for SSI gap scores exceeding 1.0: i.e., student reported level of importance and level of satisfaction for each of the 1050 dataset SSI items. Annually, the COBA Dean and faculty will review the Noel-Levitz 1050 SSI data for gap scores exceeding 1.0, formulating and implementing a gap reduction strategy and plan to affect student experience. Each year, the COBA Dean and faculty will evaluate the effectiveness of any previously developed plan, making adjustments to affect the targeted score. Gap reduction plans will be maintained in the University’s Institutional Effectiveness database, and will be continuously monitored for two years once the targeted SSI gap scores reduce below the 1.0 benchmark.

**Indirect Measure #2:** The COBA uses student and course evaluations as the second indirect measure. The University administers the student and course evaluations two a year, and the COBA Dean and faculty will initially review the data to determine potential areas of needed improvement, formulating intervention plans as needed. The anticipated benchmark for the student and course evaluation has yet to be established.

**Assessment & Evaluation Process:** COBA Dean and faculty will review all indirect measures annually. The COBA Dean and faculty will formally meet to evaluate results, formulate and implement continuous improvement plans, and document the plans in the University’s Institutional Effectiveness database.

<table>
<thead>
<tr>
<th>Table 1.1. Associate of Science in Marketing and Sales Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-Based Goals Student Learning Goals</td>
</tr>
</tbody>
</table>
| Knowledge and/or skill goals | • Articulate how the accounting, marketing, finance, management, information processing, and economic functions contribute to marketing and sales management.  
• Identify key terms and concepts related to marketing and sales |
management.

- Develop a marketing plan applicable to a given marketing and sales management situation.

Personal/professional development goals

- Locate professional journals, web-based services, and database information associated with professional development within marketing and sales management.
- Serve as a member of a marketing and sale management team.

<table>
<thead>
<tr>
<th>Student Learning Measures</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASMSM Program</td>
<td>Associate Degree Major Field Test (MFT) — MKT*</td>
<td>Marketing Plan</td>
<td>Noel-Levitz SSI</td>
<td>Student/Course Evaluations</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>MKT295*</td>
<td>MKT295*</td>
<td>Student Services (Annual)</td>
<td>COBA Classroom (Bi-Annual)</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>Gap Scores &gt; 1.0</td>
<td>Longitudinal Trend Analysis</td>
</tr>
</tbody>
</table>

Note:

* MKT Comprehensive Examination (Major Field Test) is under development; MKT295 is a new course under development

Table 1.2.   Associate of Science in Business Management

<table>
<thead>
<tr>
<th>Broad-Based Goals</th>
<th>Graduates of the Associate of Science in Business Management (ASBM) degree program will be able to…</th>
</tr>
</thead>
</table>
| Knowledge and/or skill goals | • Articulate how the accounting, marketing, finance, management, information processing, and economic functions contribute to business management.  
• Identify key terms and concepts related to business management.  
• Develop a business plan applicable to a given business management situation. |

Personal/professional development goals

- Locate professional journals, web-based services, and database information associated with professional development within business management.
- Serve as a member of a business management team.

<table>
<thead>
<tr>
<th>Student Learning Measures</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
</table>

53
<table>
<thead>
<tr>
<th>ASBM Program</th>
<th>Associate Degree Major Field Test (MFT)—MGT</th>
<th>Business Plan</th>
<th>Noel-Levitz SSI</th>
<th>Student/Course Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Methodology</td>
<td>MGT254</td>
<td>MGT254</td>
<td>Student Services (Annual)</td>
<td>COBA Classroom (Bi-Annual)</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>Gap Scores &gt; 1.0</td>
<td>Longitudinal Trend Analysis</td>
</tr>
</tbody>
</table>

**Table 1.3. Associate of Science in Logistics & Distribution Management**

<table>
<thead>
<tr>
<th>Broad-Based Goals Student Learning Goals</th>
<th>Graduates of the Associate of Science in Logistics &amp; Distribution Management (ASLDM) degree program will…</th>
</tr>
</thead>
</table>
| Knowledge and/or skill goals             | • Articulate logistics and distribution management history, evolution, and management concepts and practices.  
• Identify key terms and concepts related to logistics and distribution management.  
• Develop a Transportation Management plan applicable to a given business situation. |
| Personal/professional development goals  | • Locate professional journals, web-based services, and database information associated with professional development within logistics and distribution management.  
• Serve as a member of a logistics and distribution management team. |

**Student Learning Measures**

<table>
<thead>
<tr>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLDM Program</td>
<td>Transportation Comp Exam</td>
<td>Transportation Management Plan</td>
<td>Noel-Levitz SSI</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>LOG202</td>
<td>LOG202</td>
<td>Student Services (Annual)</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>Gap Scores &gt; 1.0</td>
</tr>
</tbody>
</table>
Table 1.4. Bachelor of Science in Business Administration Degree (all concentrations)

<table>
<thead>
<tr>
<th>Broad-Based Goals</th>
<th>Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of the Bachelor of Science in Business Administration (BSBA) degree program will be able to…</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and/or skill goals
- Critically articulate how the accounting, marketing, finance, management, information processing, and economic functions contribute to business administration.
- Identify key terms, concepts, and best practices related to business administration.
- Develop a strategic management plan for a given business situation.

Personal/professional development goals
- Locate professional journals, web-based services, and database information associated with professional development within business administration.
- Serve as a member of a business administration team.
- Use decision-making and problem-solving techniques in a variety of business-related activities.

<table>
<thead>
<tr>
<th>Student Learning Measures</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA Program</td>
<td>ETS Major Field Test (MFT) (Supplemental #5)</td>
<td>Marketplace Simulation Balance Scorecard Score</td>
<td>Noel-Levitz SSI</td>
<td>Student/Course Evaluations</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>MGT464</td>
<td>MGT464</td>
<td>Student Services (Annual)</td>
<td>COBA Classroom (Bi-Annual)</td>
</tr>
</tbody>
</table>

Overall MFT Benchmark Score
- **Percentile: 30th**
- **Raw Score: 150**
- **Total Performance Score: 90**
- **Gap Scores > 1.0**
- **Longitudinal Trend Analysis**

Individual Business Area Breakdown MFT Benchmark Scores
- **Accounting: 48**
- **Financial Performance: 85**
- **Economics: 45**
- **Market Performance: 0.2**
- **Management: 51**
- **Marketing Effectiveness: 0.6**
- **Quantitative Methods: 43**
- **Invest in the Future: 2.2**
- **Finance: 50**
- **Wealth Creation: 1.1**
- **Marketing: 50**
- **HR Management: 0.9**
- **Legal & Social Issues: 45**
- **Asset Management: 1.3**

**Raw Score**
- **Financial Performance: 85**
- **Market Performance: 0.2**
- **Marketing Effectiveness: 0.6**
- **Invest in the Future: 2.2**
- **Wealth Creation: 1.1**
- **HR Management: 0.9**
- **Asset Management: 1.3**
<table>
<thead>
<tr>
<th>Information Systems</th>
<th>Manufacture Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>0.5</td>
</tr>
<tr>
<td>International Issues</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 1.5. Bachelor of Science in Human Resource Leadership

<table>
<thead>
<tr>
<th>Broad-Based Goals</th>
<th>Graduates of the Bachelor of Science in Human Resource Leadership (BSHRL) degree program will be able to…</th>
</tr>
</thead>
</table>
| Knowledge and/or skill goals | • Critically articulate the functional areas of human resource management including staffing, employee development, compensation and benefits, employee and labor relations and health and safety in the workplace.  
• Identify key terms, concepts, and best practices related to employment laws and social environment associated with managing human resources.  
• Critically articulate the ethical obligations and social responsibilities of human resource professionals.  
• Evaluate and analyze an organization's Human Resources function. |
| Personal/professional development goals | • Locate professional journals, web-based services, and database information associated with professional development within human resource leadership.  
• Serve as a member of a human resource leadership team.  
• Use decision-making and problem-solving techniques in a variety of human resource leadership activities. |

<table>
<thead>
<tr>
<th>Student Learning Measures</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHRL Program</td>
<td>HRL Competency Exam</td>
<td>HRL Final Project</td>
<td>Noel-Levitz SSI</td>
<td>Student/Course Evaluations</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>HRL471</td>
<td>HRL471</td>
<td>Student Services (Annual)</td>
<td>COBA Classroom (Bi-Annual)</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>Gap Scores &gt; 1.0</td>
<td>Longitudinal Trend Analysis</td>
</tr>
</tbody>
</table>

Table 1.6. Bachelor of Science in Justice & Public Safety Administration

<table>
<thead>
<tr>
<th>Broad-Based Goals</th>
<th>Graduates of the Bachelor of Science in Justice &amp; Public Safety Administration (BSJPSA) degree program will…</th>
</tr>
</thead>
</table>
| Knowledge and/or skill goals | • Critically articulate law enforcement, the judicial system, corrections, emergency management, juvenile justice, and crime prevention techniques.  
• Identify and analyze a social and cultural issue related to crime |
and delinquency.
- Develop, present, and defend a strategic plan to effectively reduce crime and delinquency.

Personal/professional development goals
- Locate professional journals, web-based services, and database information associated with professional development within justice and public safety administration.
- Serve as a member of a justice and public safety administration team.
- Use decision-making and problem-solving techniques in a variety of justice and public safety administration activities.

<table>
<thead>
<tr>
<th>Student Learning Measures</th>
<th>Direct 1</th>
<th>Direct 2</th>
<th>Indirect 1</th>
<th>Indirect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSJPSA Program</td>
<td>JPSA Competency Exam</td>
<td>Delinquency Prevention / Response Projects</td>
<td>Noel-Levitz SSI</td>
<td>Student/Course Evaluations</td>
</tr>
<tr>
<td>Assessment Methodology</td>
<td>PSA404</td>
<td>Student Services</td>
<td>Student Services (Annual)</td>
<td>COBA Classroom (Bi-Annual)</td>
</tr>
<tr>
<td>Benchmark Score</td>
<td>75%</td>
<td>75%</td>
<td>Gap Scores &gt; 1.0</td>
<td>Longitudinal Trend Analysis</td>
</tr>
</tbody>
</table>

SCHOOL OF ACCOUNTANCY OUTCOMES ASSESSMENT

Academic Program Mission Statement:

Our mission is to support the mission of Sullivan University by having our graduates meet industry-defined standards of accounting knowledge and skills that will enable them to obtain entry-level accounting positions as well as use their knowledge and skills for future employment progression.

Methods/Sources for Determining Student Learning Outcomes:

The main sources for student learning outcomes are two Institute of Management Accounting (IMA) surveys. The statistical surveys emanate from IMA members who are in positions to hire entry-level accounting positions in the private sector. The surveys are multi-leveled and ultimately culminate in a list of 15 Accounting Knowledge and Skills Areas (AKSAs). These 15 AKSAs are ranked by the mean and median scores of respondents. The School of Accountancy uses these 15 AKSAs as outcomes which the School of Accountancy program’s students should have assimilated in order to obtain entry-level accounting positions as well as to prepare students for continued advancement. To determine the continued validity of the 15 AKSAs, the faculty has reviewed these outcomes in conjunction with a review of courses. Based on this review, three of the 15 AKSAs were selected as target items for initial action. The remaining 12 items
will be reviewed and incorporated into the assessment plan over the long-range planning process. The AKSAs are delineated as follows:

**List of Program Level Student Learning Outcomes:**

(In order of ranking by median score)

1. Thorough understanding of budgeting and its impact on the business organization
2. Understanding of product/service costing techniques and application
3. Understanding of basic asset management & planning
4. Understanding of working capital management
5. Practical understanding and functional use of consolidated financial statements
6. Understanding of strategic cost management function
7. Working knowledge of performance evaluation systems
8. Practical knowledge and limited experience with accounting information systems and design
9. Working knowledge of the FASB Pronouncements
10. Understanding of the Internal Auditing function
11. Thorough knowledge of long term financing and capital structures
12. Working knowledge of corporate income taxes
13. Working knowledge of the external audit function
14. Hands-on working knowledge of individual income taxes
15. An understanding of government and not-for-profit accounting issues

**Primary Methods of Assessing Program Level Student Learning Outcomes:**

The basic method of assessing program-level student learning outcomes is test-based. The School of Accountancy is in the process of developing a dual-tiered system for testing both the knowledge and skill levels of our successful students.

1. The School of Accountancy has in place a Competency Exam for all graduating students with Associate Degrees. Exam questions are correlated with the AKSAs and are also used in our SACS’ Quality Enhancement Plan (QEP) analysis. The exam is currently being developed into an online Competency Exam Prep course that all Associates Majors will take before graduation. This course will be a non-credit, non-cost course and consists of review materials designed to fully prepare students for their final Competency Exam. The School of Accountancy’s target date for implementing the updated Competency Exam is Fall 2009.

2. The School of Accountancy’s ultimate testing process will be a final examination administered during the students’ last quarter as a cap-stone examination. The same procedures utilized for other standardized courses will be utilized with this examination. This examination will fully explore the 15 identified AKSAs as described in the table below. The implementation date for this examination is winter 2010.
Table of Course Level Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Course Name</th>
<th>Student Learning Outcomes</th>
<th>Assessment Method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT101</td>
<td>Accounting Principles I</td>
<td>Basic knowledge #5,8,9</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT102</td>
<td>Accounting Principles II</td>
<td>Basic knowledge #3,4,9</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT103</td>
<td>Accounting Principles III</td>
<td>Basic knowledge #7,9,11</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT111</td>
<td>Computerized Accounting</td>
<td>Working knowledge #5,8</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT121</td>
<td>Payroll Accounting</td>
<td>Working knowledge #8,12,14</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT201</td>
<td>Intermediate Accounting I</td>
<td>Practical knowledge #3,4,5,9</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT202</td>
<td>Intermediate Accounting II</td>
<td>Practical knowledge #4,9,11</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT203</td>
<td>Intermediate Accounting III</td>
<td>Practical knowledge #5,9,11</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT211</td>
<td>Cost Accounting</td>
<td>Practical Knowledge #1,2,6</td>
<td>Competency Exam</td>
</tr>
<tr>
<td>ACT264</td>
<td>Federal Tax I</td>
<td>Working Knowledge #14</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT334</td>
<td>Federal Tax II</td>
<td>Working Knowledge #12</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT404</td>
<td>Managerial Accounting</td>
<td>Practical knowledge #1,2,3,6,7</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT405</td>
<td>Advanced Accounting</td>
<td>Working Knowledge #5,9,11</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT424</td>
<td>Auditing</td>
<td>Working knowledge #13,10</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT425</td>
<td>Advanced Auditing</td>
<td>Working Knowledge #8,9,10,13</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT414</td>
<td>Senior Seminar in Accounting</td>
<td>Review 1,2,3,4,5,6,7,9,11</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT430</td>
<td>Financial Accounting Seminar</td>
<td>Review 1,2,5,8,9,11,13</td>
<td>Cap-Stone Exam</td>
</tr>
<tr>
<td>ACT344</td>
<td>Acctg for Govt &amp; Not-for-Profit</td>
<td>Practical Knowledge # 15</td>
<td>Cap-Stone Exam</td>
</tr>
</tbody>
</table>

How Primary Assessment Data is Analyzed:

First, the overall score on the examination is compared to prior testing results to determine overall movement.

Second, each examination is broken into learning objectives to which a number of examination questions have been assigned. The School of Accountancy analyzes the correct responses to these groups of questions and compares results to prior examinations.

Secondary Methods of Assessing Program Level Student Learning Outcomes:

Our secondary measures focus on teaching and student satisfaction. The Noel-Levitz® overall scores for accounting students with focus on variances above a 1.0 are analyzed annually with
related implemented improvement steps. The results will be measured linearly and reviewed annually by the faculty for possible adjustments to necessary items. The other secondary measure comprises the Student Evaluation of Faculty Survey completed twice per year. This survey data is initially reviewed on specific instructor levels; however, ultimately the data will be analyzed as a cumulative for the School of Accountancy. The results will be measured linearly and reviewed annually for necessary adjustments at the instructor/instruction level. Both of these measurement tools are ongoing with improvement items being developed.

**How Analysis Information is Used to Improve Student Learning:**

The School of Accountancy examines total results annually. Based on this examination, the School of Accountancy changes teaching methods, examination wording & overall ways to enhance students’ understanding of the core accounting concepts identified and tested as well as their employability aspects. Also, periodically, the School of Accountancy will change the individual questions on the examinations by replacing older questions with newer questions pertaining to a specific learning objective, employability issue, or satisfaction aspect. All results are analyzed and disseminated to accounting faculty for their use and program improvement.

**Results of Methods Used to Improve Student Learning:**

As outlined above, the pilot for the School of Accountancy’s evaluation process is currently being implemented for the first time based on our Associates Competency Examination. The results from this initial sequence are as follows:

A committee of accounting faculty was selected to initially choose 50 multiple choice questions for the Competency Examination that test our students’ knowledge of previously identified learning objectives.

1. The committee presented their recommendations to the full accounting faculty and the recommendations were accepted.

2. The Competency Examination was updated and given to Sullivan University Associates Accounting students in the winter and fall sessions starting in 2003.

3. The accounting faculty met in a plenary session on January 16, 2009 to evaluate the results of the first two series of examinations.

4. The faculty looked at all questions which were missed by over 40% of the students taking the examination. Most of those questions’ wording was modified in an effort to eliminate misunderstandings on the part of the students. The anticipated result is a series of questions which truly evaluate our student’s understanding of the learning objectives identified. The faculty also shared ideas on ways to improve students understanding of learning objectives’ whose scores were consistently lower than acceptable.

5. The updated examinations were given in the winter (2009) sessions.

6. The faculty meets annually to evaluate the results further with emphasis placed on modification of teaching methodologies and strategies. Individual faculty with success in increasing students’ understanding learning objectives will be encouraged to share those insights and methods.

7. The Associates Competency Exam is currently being updated to an online format that will be implemented in fall 2009.
The aforementioned model will be used in developing the capstone examination by spring 2010.
APPENDIX I: STUDENT LEARNING OUTCOMES – GENERAL EDUCATION

This student learning outcomes matrix is an example of the way Sullivan University captures learning outcomes and examines them critically during the continuous improvement cycle. This matrix represents the outcomes for the General Studies program. Each program prepares learning outcomes like these and reviews them on an ongoing basis.

<table>
<thead>
<tr>
<th>General Education</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion Scores using the Measure of Academic Progress and Proficiency</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Level 1 (Basic)</td>
<td></td>
<td></td>
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<tr>
<td>Level 2 (College)</td>
<td></td>
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<tr>
<td>Level 1 (Basic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 (College)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. (Basic Learning Skills): The student writes paragraphs with grammatically correct sentences.</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
</tr>
<tr>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td></td>
</tr>
<tr>
<td>2. (Essay Readings): The student joins discussions and completed written arguments based on reading comprehension.</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
</tr>
<tr>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td></td>
</tr>
<tr>
<td>3. (Basic Math Skills): The student adds, subtracts, multiplies, and divides whole numbers.</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
</tr>
<tr>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td></td>
</tr>
<tr>
<td>4. (Critical Thinking): The student conceptualizes new knowledge by forming multiple options.</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
<td>ANALYSIS OF RESULTS:</td>
</tr>
<tr>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td>PLAN FOR IMPROVEMENT:</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX II: COURSE EVALUATION FORM A

**Instructional Assessment System**

Complete the bubbles darkly and completely. Erase errors cleanly.

Instructor: __________________ Course: ___________ Section: _____ Date: ______

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was: ○ Excellent ○ Very Good ○ Good ○ Fair ○ Poor ○ Very Poor

2. The course content was: ○ ○ ○ ○ ○ ○

3. The instructor's contribution to the course was: ○ ○ ○ ○ ○ ○

4. The instructor's effectiveness in teaching the subject matter was: ○ ○ ○ ○ ○ ○

5. Course organization was: ○ ○ ○ ○ ○ ○

6. Clarity of instructor's voice was: ○ ○ ○ ○ ○ ○

7. Explanations by instructor were: ○ ○ ○ ○ ○ ○

8. Instructor's ability to present alternative explanations when needed was: ○ ○ ○ ○ ○ ○

9. Instructor's use of examples and illustrations was: ○ ○ ○ ○ ○ ○

10. Quality of questions or problems raised by instructor was: ○ ○ ○ ○ ○ ○

11. Student confidence in instructor's knowledge was: ○ ○ ○ ○ ○ ○

12. Instructor's enthusiasm was: ○ ○ ○ ○ ○ ○

13. Encouragement given to students to express themselves was: ○ ○ ○ ○ ○ ○

14. Answers to student questions were: ○ ○ ○ ○ ○ ○

15. Availability of extra help when needed was: ○ ○ ○ ○ ○ ○

16. Use of class time was: ○ ○ ○ ○ ○ ○

17. Instructor's interest in whether students learned was: ○ ○ ○ ○ ○ ○

18. Amount you learned in the course was: ○ ○ ○ ○ ○ ○

19. Relevance and usefulness of course content were: ○ ○ ○ ○ ○ ○

20. Evaluation and grading techniques (tests, papers, projects, etc.) were: ○ ○ ○ ○ ○ ○

21. Reasonableness of assigned work was: ○ ○ ○ ○ ○ ○

22. Clarity of student responsibilities and requirements was: ○ ○ ○ ○ ○ ○

**Relative to Other College Courses You Have Taken:**

23. Do you expect your grade in this course to be: ○ ○ ○ ○ ○ ○

24. The intellectual challenge presented was: ○ ○ ○ ○ ○ ○

25. The amount of effort you put into this course was: ○ ○ ○ ○ ○ ○

26. The amount of effort you feel you could have put into this course was: ○ ○ ○ ○ ○ ○

27. Your involvement in this course (doing assignments, attending classes, etc.) was: ○ ○ ○ ○ ○ ○

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course-related work? ○ Under 2 ○ 2 - 3 ○ 4 - 5 ○ 6 - 7 ○ 8 - 9 ○ 10 - 11 ○ 12 - 13 ○ 14 - 15 ○ 16 - 17 ○ 18 - 19 ○ 20 - 21 ○ 22 or more

29. From the total average hours above, how many do you consider to have been valuable in advancing your education? ○ Under 2 ○ 2 - 3 ○ 4 - 5 ○ 6 - 7 ○ 8 - 9 ○ 10 - 11 ○ 12 - 13 ○ 14 - 15 ○ 16 - 17 ○ 18 - 19 ○ 20 - 21 ○ 22 or more

30. What grade do you expect in this course? ○ A (3.9-4.0) ○ A- (3.5-3.8) ○ B+ (2.2-2.4) ○ B (2.5-2.8) ○ C+ (1.8-2.1) ○ C (1.5-1.8) ○ D+ (0.7-0.8) ○ D (0.9-1.1) ○ F (0.0) ○ No Credit

31. In regard to your academic program, is this course best described as: ○ In your major? ○ A distribution requirement? ○ An elective? ○ In your minor? ○ A program requirement? ○ Other?

---

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APPENDIX III: COURSE EVALUATION FORM

I nstructional A ssessment System

Fill in bubbles darkly and completely. Erase errors cleanly.

Instructor ______________________ Course ______________ Section ______ Date ______

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The lab section as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The content of the lab section was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The lab instructor’s contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The lab instructor’s effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Explanations by the lab instructor were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Lab instructor’s preparedness for lab sessions was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Quality of questions or problems raised by the lab instructor was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Lab instructor’s enthusiasm was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Student confidence in lab instructor’s knowledge was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Lab instructor’s ability to solve unexpected problems was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Answers to student questions were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Interest level of lab sessions was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Communication and enforcement of safety procedures were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Lab instructor’s ability to deal with student difficulties was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of lab section time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Lab instructor’s interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the lab sections was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of lab section content were:
    - Much Higher
    - Average
    - Much Lower

20. Coordination between lectures and lab activities was:
    - Much Higher
    - Average
    - Much Lower

21. Reasonableness of assigned work for lab section was:
    - Much Higher
    - Average
    - Much Lower

22. Clarity of student responsibilities and requirements was:
    - Much Higher
    - Average
    - Much Lower

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Average
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Average
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Average
    - Much Lower

26. The amount of effort to succeed in this course was:
    - Much Higher
    - Average
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - A- (3.5-3.8)
    - B+ (3.2-3.4)
    - B (2.9-3.1)
    - B- (2.5-2.8)
    - C+ (2.2-2.4)
    - C (1.9-2.1)
    - C- (1.5-1.8)
    - D+ (1.2-1.4)
    - D (0.9-1.1)
    - D- (0.7-0.8)
    - F (0.0)
    - No Credit
    - Pass
    - Credit
    - No Credit

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
APPENDIX IV: COURSE EVALUATION FORM E

Instructions:
Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor __________________________ Course __________________ Section ______ Date ________

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor's contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Opportunity for practicing what was learned:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Sequential development of skills was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Explanations of underlying rationales for new techniques or skills were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Demonstrations of expected skills were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Instructor's confidence in students' ability was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Recognition of student progress by instructor was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Student confidence in instructor's knowledge was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Freedom allowed students to develop own skills and ideas was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Instructor's ability to deal with student difficulties was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Tailoring of instruction to varying student skill levels was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of class time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Instructor's interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of course content were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Clarity of student responsibilities and requirements was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Average
    - Much Lower

24. The intellectual challenge presented was:
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

25. The amount of effort you put into this course was:
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

26. The amount of effort to succeed in this course was:
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

29. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - B (3.0-3.1)
    - C (1.9-2.1)
    - D (0.9-1.1)
    - F (0.0)
    - A- (3.8-3.9)
    - B- (2.5-2.8)
    - C- (1.5-1.8)
    - D- (0.7-0.8)
    - E (0.0)
    - A+ (4.0)

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
# APPENDIX V: STUDENT COMMENT FORM

**Instructor** ____________________________  **Course** __________  **Section** _______  **Date** __________

Your handwritten comments in response to the following questions will be returned to the instructor *after grades are turned in*. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this class intellectually stimulating? Did it stretch your thinking?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What aspects of this class contributed most to your learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What aspects of this class detracted from your learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What suggestions do you have for improving the class?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please use the back of this sheet for any additional comments or to respond to additional questions. Thank you!*
APPENDIX VI: THE ONLINE COURSE LIFE CYCLE

Course Life Cycle

New Course Development Process

- Course quarterly evaluation by students
- Course quarterly evaluation by instructor
- Periodic review by Academic Department

Continue the quarterly review process

If Deficiencies identified:

- ID Team makes revisions as necessary

Else:

None