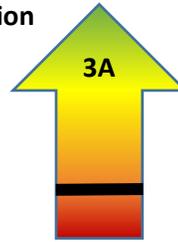


Progress toward HLC Findings Regarding Curriculum, Instruction, and Assessment

Core Component 3A – Degree programs appropriate to higher education

- Common format for syllabi
- Expected rigor evident on syllabi
- Program outlines included
- Syllabi consistent across sections

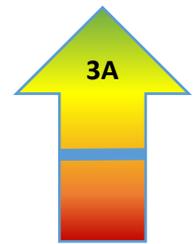


Update

- A template for syllabi was developed, reviewed and approved through the Department Chairs
- All Department Chairs were expected to review the syllabi before submission to Academic Affairs Office
- The syllabi that were submitted were uploaded to the public drive and reviewed by the Assessment Coordinator

Progress

Most of the syllabi are formatted according to the template. Some of the discrepancies have to do with the course description not matching the college catalog or not including a program outline in the syllabus. Also, while most of the syllabi contain a section called “Course Objectives”, not all of the objectives are written so they are measurable. Some syllabi submitted were used for more than one section. They should be separated so that each clearly provides the time the course section is offered. This all needs to be rectified, and could be done so through a Curriculum Committee who could be charged with reviewing syllabi.



Not all faculty submitted syllabi for the courses that are on the schedule for the 2016 Fall Semester. In fact, there have been no syllabi received from the Human Services department overall. Specifically, syllabi are missing from:

Dana Gehring (1)	Stephanie Seeger (2)	Rita Schneider (3)	Burdette Clifford (6)	Francis Cutt (4)
Rodney Bordeaux (1)	Maggie Mackichan (1)	Kevin DeCora (4)	Victor Douville (1)*	Michael Schmidt (2)
James Spresser (1)	Dwayne Stenstrom (1)	Mary Henson (4)	Melody Otte (2)	Sandra Black Bear (2)
Regina One Star (1)	Maureece Heinert (1)	Arlene Brandis (1)	W. Wells (1)	Roberta Bizardie (1)

**Need for a second section only*

*****I have received some of these syllabi since the original writing but need to be onsite to review***

In terms of rigor, there are still some courses that were discussed prior to the curriculum changes as questionable for college-level courses and workforce relevance. One of these courses was OE120 - Calculating Machines. This course is still on the degree plan (status sheet).

While not all the syllabi were in for review, I was able to review some course syllabi across sections with differing instructors. The math courses were consistent across sections and instructors. However, AC 100 – Intro to Accounting was different across sections. This needs to be corrected.

Course Schedule Notes

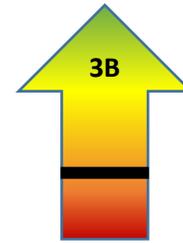
- I pulled the Fall 2016 course schedule by professor from Jenzabar. I noted that when courses were canceled on paper, they were not canceled in the system. This can impact faculty load calculations and other scheduling decisions for the future. A couple of courses did not have the same instructors listed as the paper copy. Specifically, Michael Wandersee is apparently teaching Physics but Vanessa Wandersee is listed as the instructor in the system.
- The VP of Academics worked with the Assessment Coordinator to cancel courses that had no enrollments. This should be done prior to the census date if possible so that canceled classes are not included in the final schedule.

Recommendations

Develop a system for syllabus and course scheduling quality control. It makes sense that the syllabi could be a Curriculum Committee responsibility. The course scheduling would be tied to the curriculum committee activities but could become part of Department Chairs responsibility to help ensure their students’ degree plan needs are met each semester. Use the course schedule out of Jenzabar making real time adjustments and not use a separate typed copy.

Core Component 3B – Exercise of intellectual inquiry and acquisition, application, and integration of broad learning and skills are integral in programs

- Curriculum maps (general education)
- General education PLOs
- Professional development for faculty

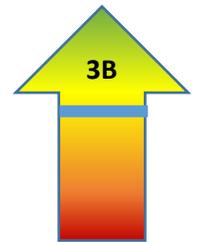


Update

- General Education is mapped
- General Education PLOs are started except for the Lakota Ways outcome

Progress

The Communications PLO Committee has started its work evaluating student samples from Freshman English courses with regard to communications. Although my assessment is preliminary, there appears to be some discrepancy about what constitutes strong writing skills and what the expectation should be.



The Critical and Creative Thinking PLO Committee has evaluated student samples with regard to critical thinking in college level math. With regard to math, there is some concern that students are simply not ready for college-level mathematics. A recommendation has been made to begin tracking placement test scores (i.e. Accuplacer or Compass) to see if college math scores are related to placement test scores. It is possible to begin that process starting with the current academic year but who should do it and how it should be done with regard to Jenzabar permissions has not yet been worked out.

The Social Responsibility PLO Committee has evaluated student samples from social science courses. It has adapted the rubric it uses to be more closely aligned to how the PLO is stated.

The Lakota Ways PLO Committee has not formally met. However, there has been significant discussion with the lead of that committee (Sheri Red Owl) and with faculty regarding how student progress on this would be measured. It was determined that the Lakota Ways could be assessed using student feedback provided on the course evaluation. The course evaluation was reformatted to include operationalized statements of how cultural values were promoted in the classroom. The course evaluations were distributed at the end of this semester and data is anticipated to be ready for analysis prior to the end of the calendar year.

Professional development was provided in the first two weeks of the semester. It included topics related to Jenzabar, assessment, and social media. Each of the faculty files have been reviewed and professional development plans are being facilitated in partnership with SDSU.

Recommendations

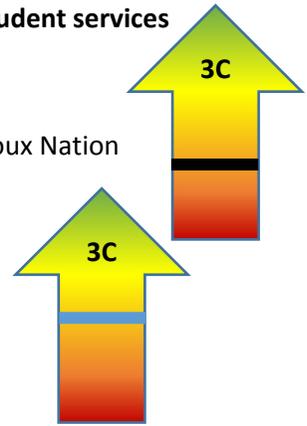
Establish regular means and budget for faculty to access professional development within their fields.

Core Component 3C – Faculty and staff needed for effective, high quality programs and student services

- More active faculty participation in shared governance
- Personnel files updated for proof of credentials
- Greater opportunities or scholarship in respective disciplines outside of Rosebud Sioux Nation

Update

- Committee Membership
- SDSU will be assisting SGU with reviewing personnel files for proof of credentials
- SDSU will be offering SGU faculty opportunities for professional development and advanced education



Progress

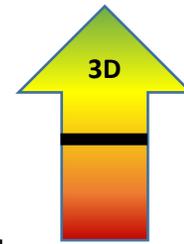
Faculty	Dept. Chair	Faculty Council	Assessment	Curriculum	Co-Curriculum	Gen Ed PLO	Comments
Melissa Bancroft			X	X		X	
Rodney Bordeaux		X					
Arlene Brandis		X		X	X		
Briana Broschat				X			
Stephanie Butler				X			
Julia Cahill				X			
Burdette Clifford	X		X		X		
Francis Cutt							Math Committee
Ned Day		X					
Kevin DeCora						X	
Victor Douville							
DeAnn Eastman-Jansen	X	X	X				
Dana Gehring	X				X	X	
Maureece Heinert	X				X		
Mary Henson			X		X	X	Faculty Dev (inactive)
Ron Hutchinson		X					Personnel Policies
Steven King							
Sheryl Klein		X					
Lisa Krug			X	X		X	Retention
Mike Leneagh					X	X	
Jerry Lester					X		
Maggie MacKichan	X	X		X	X		
Cheryl Medearis	X	X					Provost's Leadership Team/President's Council
Jim Poignee	X						Faculty Dev (inactive)
Michael Schmidt							
Rita Schneider							
Sammie Seeger		X			X	X	
Lynn Simkins							
James Spresser					X	X	
Vanessa Wandersee		X				X	
Sheila Wheeler			X				
Patrice Wright	X		X		X	X	

Recommendations

Not all faculty are part of committees while some are part of many committees. There may need to be some method for establishing equity in committee service. The Curriculum Committee has not yet been activated although there are members who are willing to serve. It will be important to establish strong leadership for that committee along with a specific and well defined role for the committee.

Core Component 3D – Support for student learning and effective teaching

- Academic advising for students be more evident
- Improve food services, transportation, childcare
- Increased safety in science labs

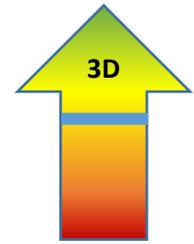


Update

- All degree programs updated to have credit loads commensurate with degree level
- Elective options have been clarified and identified to align with degree field
- Degree trees being entered into Jenzabar

Progress

As a result of the program review process, it was determined that a number of the degree programs at SGU exceeded the number of credits generally accepted for the degree levels. For example, some of the associate level programs required upwards of 70 credits for completion. In the process, it was also discovered that the options for student electives were very broad. In fact, they were so broad that it was difficult for students to know what coursework would satisfy some of the requirements, particularly in the general education areas. In response, the faculty and the academic affairs office worked during summer 2016 to revise the curricula and reduce the number of credits required. They also worked together to clarify course options for each elective area and ensure that all degree programs include the institutional requirements. As a result, all certificate programs are approximately 30 credits, associate level degrees are approximately 60 credits, and baccalaureate programs are approximately 120 credits. All undergraduate programs of study include the institutional requirements. The university has defined coursework that satisfies particular institutional general education program requirements.



The next step in advising improvement is to set up the degree trees in the Jenzabar database. The university brought a Jenzabar trainer onsite to help set up the degree requirements into degree trees. The trainer provided information about how to set up the Advising module so that faculty advisors can use it to more effectively advise students. Once the module is fully functional, advisors will be able to print advising worksheets for students. The advising worksheets indicate what courses students need to complete their declared program of study, what courses they have completed, what degree requirements they have satisfied, and what courses they need to complete the program of study. This will help ensure that students stay on track with their program of study and that they take coursework that is financial aid eligible. Students will also have access to their advising worksheets via JICS. The target date for completion of the degree trees is end of November. James High Pipe from the MIS department is leading the degree tree development but the university will need to decide how they will be maintained on a continual basis.

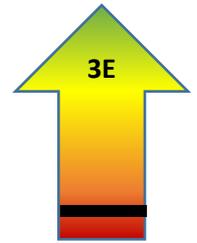
Recommendations

Management of the advising module takes more than simply technical skill, but should be tied to Curriculum Committee activities. It is critical that whoever manages the advising module has a clear understanding of the courses and the curricula. The advising module manager should be a member of the Curriculum Committee, whether voting or non-voting. The university currently does not have a formal admissions person. Students come to campus, fill out admissions forms, and register all at the same time. The Registrar's office is currently responsible for all new student data entry and making sure student records are complete. The university may consider adding an admissions counselor who would be responsible for ensuring student admissions requirements are complete, entering new student data (including test scores), and assigning students to degrees and advisors in Jenzabar. The Admissions and Advising Counselor could be the first point of contact for new students and connect them to a faculty advisor in the program of study of interest to them. Whether the university creates this new position or not, it does need to allocate time and responsibility for the Advising Module to someone or it will not likely be maintained.

This review does not address food services, transportation, childcare, or safety in science labs.

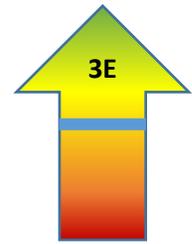
Core Component 3E – Enriched educational environment

- Assess student learning in co-curricular (Nation-building) activities
- Evaluate contributions to students' educational experiences of community engagement, service learning, spiritual, or economic development
- Faculty qualifications for what they teach
- Greater opportunities for faculty development from outside reservation boundaries
- Review of the student services and quality of the services
- Ensure learning facilities are conducive to learning



Update

- Co-Curriculum Outcomes have been defined by an interdepartmental Committee:
 - Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.
 - Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.
 - Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.
 - Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.
- Student Services survey will measure how well the college provides opportunities in the co-curriculum for students to achieve the stated outcomes regarding nation-building.



Progress

The Co-Curriculum Committee is comprised of both faculty and non-faculty employees. It has been a very active committee. The committee guided the expansion of the student services survey to measure the opportunities provided in the co-curriculum to achieve the stated outcomes. The student services survey was reworked to include operationalized statements of how nation-building is promoted outside of the classroom. The student services survey were distributed at the end of this semester and data is anticipated to be ready for analysis prior to the end of the calendar year.

Recommendations

The data from the student services survey should be used to inform the activities and services provided by the student services at SGU. An annual survey can be administered until the data suggests that the college is providing the services and activities that promote nation-building in the way that is intended. After that, the survey could be administered less often.

Establish regular means and budget for faculty to access offsite professional development within their fields.

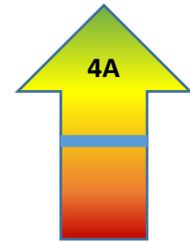
Core Component 4A – Responsibility for quality of educational programs

- Program review is integrated into university processes and procedures and data from the reviews are used to make decisions
- Nursing program status
- Data on graduate placement and success



Update

- Program reviews have been completed and nursing program status has been addressed.



Progress

The program review process was challenging for most of the departments. Some departments have not submitted a complete program review. However, the process helped to bring to light some institutional level issues. These issues along with the resolutions that have been taken or are planned and in progress are provided in the chart below.

Institutional Level Issue	Resolution Taken or Planned
Some of the degree program requirements were in excess of what students can reasonably complete in the time that is allotted for the degree programs (i.e. two years for an associate level degree).	The University has required that all degree programs have the number of credits pursuant to the degree level. The updated degree programs were ready in time for the 2016-2017 academic year.
Placement information on graduates is not currently formally kept at the institutional level.	The University has budgeted for 300 hours of Jenzabar training and has undertaken a concerted effort at improving its data processes.
Student enrollment data is incomplete and unreliable. The university needs to strengthen its system for reporting student data back to faculty and departments for decision-making purposes.	
Work on measuring student progress toward Program Learning Outcomes (PLOs) is in its beginning stages. The faculty received training in May but had not had the opportunity to measure PLOs in each of the degree or certificate programs they offer over the summer months.	The University scheduled two full weeks for faculty orientation prior to the academic year start. During the orientation, faculty received further training on measuring student learning toward the PLOs and worked with the Assessment Coordinator on a common method for documenting their assessments. The two weeks provided faculty dedicated time and guidance in their efforts to measure and document the PLOs.
Many of the departments are not sure of what their budgets are.	The University has updated its Jenzabar system so that departments have access to their budgets using the web interface of the Jenzabar system.
Although many of the departments addressed the strengths, challenges, recommendations, and resources, these sections were not always clearly tied to the analysis of the information provided in the previous sections. Some departments need to think about how to use the <i>data</i> provided within the document to make program level decisions/recommendations for action.	A formal Assessment Committee has been established. Part of the role of the Assessment Committee will be to review the Program Reviews for institutional level data and recommendations. Some of the program reviews appeared to lack objective perspective. It may be difficult to be objective about their own programs and think past what has “always been”.
The Arts and Sciences department is by far the largest department. The breadth of purposes and programs included made it a bit difficult to focus the program review across the science related degree programs, the liberal arts degree programs, and the general education service provided to the rest of the university’s degree programs.	There has been discussion about the viability of separating general education from the Environmental Science and Computer Science programs in order to more efficiently meet general education needs of students at the various degree levels.

Recommendations – Continue to refine the program review process.

Core Component 4B – Commitment to educational achievement and improvement through ongoing assessment of student learning

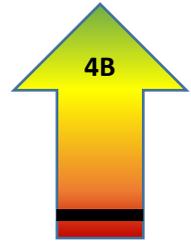
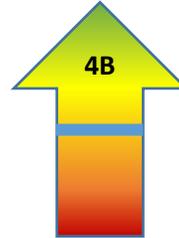
- Measurable objectives in syllabi
- General education PLO assessment
- Implement assessment plan
- Establish learning goals for co-curricular programs

Update

- This was all addressed in earlier core components.

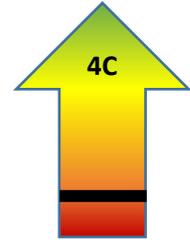
Progress

Recommendations



Core Component 4C – Attention to retention, persistence, and completion rates in programs

- Use retention, persistence, and completion data in planning and decision-making
- Regular program reviews lead to modifications and to maintain rigor and currency of academic programs
- Nursing program probation addressed
- Course, program, general education, and co-curriculum assessment needs to be addressed
- Evidence that data is used to improve enrollment, retention, and graduation/completion

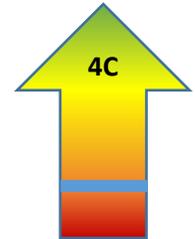


Update

- Much was addressed previously except for using retention, persistence, and completion data in planning and decision-making and improving enrollment, retention and graduation/completion.

Progress

The data for retention, persistence, and completion needs to be available through Jenzabar. The college is in the process of improving their data collection processes but this will take time. Data can only be accessed when data entry is complete and has integrity. The college has identified areas of improvement and is working toward improving its data entry.



Recommendations

- Develop data validation processes that include interdepartmental responsibilities and reports.
- Provide training for departments to improve their data entry and to pull their own departmental reports.
- Consider a new position that includes Admissions and Advising with responsibilities for those Jenzabar modules. Separation of duties for new student data entry and managing student data within the registrar's office may help with data validation processes and streamline the registration process.