An Interim Monitoring Report to the Higher Learning Commission on Core Component 4.A

Institution: Saginaw Valley State University
Chief Executive Officer: Donald J. Bachand Date
Submitted: July 29, 2020

Prepared by:

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Rationale and Scope:
As part of the accreditation process, an evaluation team from the Higher Learning Commission conducted their mid-cycle review for Saginaw Valley State University in July 2018. The satisfactory findings of that review indicate that SVSU serves its mission and meets every criterion in which it was evaluated. The HLC evaluation team requested an interim monitoring report to address some concerns about SVSU's program review process. The following describes the institution's response and success in addressing those issues raised by the HLC.

Action Items: The HLC evaluation team recommended the following to provide a more robust review process:

1. Include the external consultant's report with the self-study report and other supporting documents to show the process is fully implemented.
2. Create a program-level strategic action plan and established timeline with responsible parties identified based on the consultant's recommendations.
3. Make sure the integrated annual reporting process includes an analysis of "follow through" with student learning and program improvement plans as recommended by the program faculty on an annual basis and the external consultant from the external program review.
4. The "Saginaw Valley State University Academic Program Review Policies and Procedures" should be updated to include a section on program viability, analysis of retention and graduation rates, or number of majors in the pipeline. The policies and procedures document should also address overall institutional support for a program's success with regards to items such as library resources, faculty development, student support, and distance learning technologies so that external consultants understand how the institution supports the program.
5. The annual "Academic Program Assessment and Departmental Planning Report" could be improved by adding a field/text box that asks for data and analysis that would connect learning outcomes, data, analyses, and improvement plans.
6. The annual "Academic Program Assessment and Department Planning Report" could be improved by adding a field/text box that asks for the status of improvement plans related to student learning and/or external program review recommendations from the previous years.

Core Components: This interim report focuses on Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Areas of Focus: The HLC evaluation team requested a monitoring report to address concerns pertaining to academic program review and the annual Academic Program Assessment and Departmental Planning Reports (APA). Described below are the changes made in response to the HLC reviewers recommendations to improve the academic program review process, policies and procedures. This report also describes improvements made to fully integrate findings of the comprehensive external program review into the APA report process and to demonstrate that the

continuous improvement cycle is sustained. Lastly, included in this report is a digital archive of all evidence that is used to support these recommendations.

History of Program Assessment at SVSU
SVSU takes responsibility for the quality of its academic and support office programs through a structured review process that includes departments, colleges, student support offices and the Provost's office. Program review is supported by provisions within the Faculty Association Contract. The assessment and review processes for programs, courses and faculty qualifications include faculty members, administrative staff, departments chairs, deans, and standing committees. This is to ensure that all our educational programs meet the quality standards of both internal stakeholders and accrediting agencies. The assessment process has continued to improve and now includes robust data which looks at longitudinal trends and student outcomes (examples of this include: enrollment over time, retention rates, credit hours over time, pass rates, etc.) that assist in validating learning, strategic planning, and goal achievement. Since the 2014 comprehensive review, SVSU has re-instituted a regular cycle of external program review to strengthen the program assessment process and has continued to evolve to meet programmatic and institutional goals.

Timelines and Updates to the Academic Program Review Process
There has been substantial change in the Academic Program Review process in the past three years. First, academic departments who are not validated externally through specialized accreditation are required to conduct an External Program Review every seven years. Second, the institution now requires student support offices (examples: Registrar, Academic Advising, Residential Life, Student Life, etc.) to conduct program reviews. All assessment is focused on a continuous improvement model. As a result of the 2014 HLC Comprehensive Review, SVSU developed a standardized way for programs to conduct robust external reviews that have an impact on program improvement, student learning outcomes and student success.

The leadership for Academic Program Review has traditionally been with the Associate Provost. However, in 2019 the division was reorganized. The leadership of Academic Program review still lies within Academic Affairs, but is led by the Executive Director of Institutional Effectiveness.

Action Item 1: Consultant's Report
As stated above, one of the first recommendations of the HLC evaluation team was to include the external consultant's report with the self-study report and all other documents to show the process is fully implemented. The Executive Director of Institutional Effectiveness and Associate Provost began meeting with those academic departments and support offices who were currently undertaking a 7-year review. These program review meetings were to ensure units involved in the review understood the Academic Program Review Policies and Procedures and expectations associated with continuous improvement practices. One of the steps outlined in the external program review process is that all the Academic Program reviews are required to have the external consultant's report available and archived appropriately with the self-study. Action items or recommendations from the consultant's (reviewer) report must be acknowledged and responded to as warranted. An online repository was setup and organized so that all faculty, departments chairs and Deans have access to the reports, consultant's recommendations and

action plans. All the completed external program reviews are integrated to include the consultant's external report and all the strategic action plans have acknowledged those recommendations/suggestions provided by the external consultant. A question has been added to the Annual Departmental Planning document asking departments/units to speak to how these recommendations from the external consultant have been used to foster continuous improvement, structural change, allocation of resources, and improvements in student outcomes. (Appendix B, Page 4, Question 1G)

Action Item 2: Strategic Action Plans
The second action item was to create a program-level strategic action plan and establish a timeline with responsible parties identified based on the consultant's recommendations. This action plan is part of the final program review and is generated by the department after the self-study is completed and consultant's recommendations have been given. Strategic action plans play a critical role in departmental planning, analysis, and resource allocation. They also provide the framework for moving a department forward to meet current and aspirational goals in the years ahead. The table below represents action plan outcomes since the 2018-19 academic year for programs and departments who have had external program reviews.

Table 1.

Year	Department	Outcomes
2018-19	Library	- Updated the Library website - Continued support for professional development - Established Library presence on the student portal - Improved communications between the Library and student support centers housed in its space with group meetings - Working on revising the Library's mission/vision/values - Addressing the university archives & special collections while providing recommendations on a long-term plan for these initiatives
2018-19	Physics	- Developed a new vision and plan for the department - Redeveloping upper division course assessment - Became more involved in the prospective recruitment process per recommendations with undergraduate admissions and on-campus visibility to try and impact program enrollment
2018-19	Registrar	- Enhanced automation to assist with workflow and staffing that includes utilizing wait listing, batch graduation, and the self-service graduation application feature - Inventory policies and procedures to ensure optimal student success measures - Developed process maps to increase efficiency, clearly define work structure and assist in the elimination of paper forms

2018-19	Student Life	- Revision of the Student Life mission statement - An experienced professional staff member was hired to manage Greek Life operations - Restructured staff job titles, responsibilities, and office organization to align with department goals and strategic plan - Created and updated Registered Student Organization Handbook that was accessible online - Hosted explore Student Life events during the fall term to introduce new students to the space - Implemented a program model for commuter and non-traditional students - Updated relevant Student Life information and links to the SVSU website
2018-19	Residential Life	- Updated Residential Life vision statement - Updated Residential Life mission statement - Annual reviews conducted for policies/procedures - In the process of purchasing housing management software - Updated training to all staff involved in RA higher profess in order to ensure equity and fairness - Implemented a modified programming model during the summer of 2019 - Participated in updated trainings covering multiculturalism, diversity, equity, inclusion and microaggressions - Developing modifications to the current gender inclusive housing model - Continuous review of crisis management and updating policies and responses related to this
2019-20	Sociology	- Developing mission statement and revamped educational goals for the program - Structuring the curriculum to increase students' exposure to multi-cultural, cross-cultural, and cross-national content relevant to sociology - Structuring the curriculum to recognize the intellectual connections between sociology and other fields to help students integrate their educational experiences across disciplines - Diversifying pedagogies to include active learning experiences to increase student engagement in the discipline
2019-20	Computer Science & Information Systems	- Setup interdisciplinary connections for CSIS students with the Carmona College of Business - Expanding the use of Python within data science and analytics

		- Expose students to more concepts and topics related to big data, data analytics and predictive modeling - Adding topical content to the graduate level IT strategy course related to the importance of licensing - Implementing mock interviews and resume reviews for co-curricular activity to build soft skills for the students

Action Item 3: Analysis of Follow-Through

The reviewers made a strong recommendation that the integrated annual reporting process includes an analysis of "follow through" with student learning and program improvement plans as recommended by the program faculty and the external program reviewer. In response to this recommendation, the Executive Director of Institutional Effectiveness has added a specific section to the annual program assessment report for all departments. If a department has participated in an external program review in the last seven years they are required to respond to the following statement: *Discuss the status of action/improvement plans related to student learning and/or external program review recommendations from previous years to determine if implemented action plans resulted in improvements, student learning, and program viability.* (Appendix B, 1G) This becomes a critical element for departments that helps ensure continuity if there are changes in leadership. Appendix B includes an example of the new annual report document.

Action Item 4: Academic Program Review Policies and Procedures

SVSU has continued to provide data and other information to departments when they are starting a program review. A website is updated frequently with the relevant information (overview, components of the self-study, supporting materials required, consultant review, action plan, and the elements of what the integrated report is composed of) needed for successful review. In addition, based on the recommendation from the HLC evaluation Team, SVSU made changes to include additional information, specifically:

- Include the external consultant's analysis of overall program strength.
- Include a section on program viability, analysis of retention and graduation rates, or numbers of majors in the pipeline.
- Address overall institutional support for a program's success with regards to items such as library resources, faculty development, and distance learning technologies.

SVSU has acknowledged these recommendations and has updated the Academic Program Review Policies and Procedures document with all this language (Appendix A). The Executive Director of Institutional Effectiveness meets individually with each department to discuss the process and explicitly cover the expectations for the review and the essential items contained within the Program Review Policies and Procedures document. A meeting with the Dean and Director ensures understanding of program review policies and procedures. All changes suggested above have been incorporated into the new academic program review/self-study reports and all the external consultants hired to provide an analysis of the self-study are also provided a copy of the Academic Program Review Policies and Procedures document. The elements suggested above will assist in making the Academic Program Review process more robust to further support continuous improvement.

Action Item 5-6: Academic Program Assessment and Departmental Planning Report
The Academic Program Assessment and Departmental Planning Report (Appendix B) is completed annually by all departments and student support offices within the Division of Academic and Student Affairs. All the annual reports are completed at the end of each academic year. All departments are asked to evaluate findings related to student learning outcomes, diversity initiatives, needs assessments and resource requests. Once completed by the department, the report is routed to the respective dean or director for review. Using the information provided in the report, the deans and directors make recommendations for the development of new initiatives and the allocation of resources based on student learning outcomes and/or student success initiatives. After this document is reviewed by the deans and directors, it is then forwarded to the Provost and Vice President of Academic Affairs for final review and allocation decisions.

The HLC evaluation team commented that the Academic Program Assessment and Department Planning Report had several commendable qualities but could be improved if a few important items were considered and implemented. The review team suggestions included the following:

- A field/text box that asks for data presentation and analysis that would connect learning outcomes, data, data analysis, and improvement plans.
- A field/text box that asks for the status of improvement plans related to student learning and/or external program review recommendations from previous years, which would assist in a closed loop to determine if implemented action plans resulted in improvements in the program, student learnings, and program viability.

Based on recommendations from the 2014 HLC review, SVSU made modifications to the Annual Program Assessment and Departmental Planning Report. Within the document, a question was added for departments to only assess measurable student learning outcomes, linked to the Strategic Plan, and outline how these outcomes are measured. In addition to the changes mentioned after the 2014 HLC review, The Associate Provost and Assessment Committee determined there should be more alignment between the external program review and the annual program assessment and departmental planning report, so questions were added to address this. While these changes strengthened the process, SVSU acknowledges the suggestions of the 2018 team and as a result has added two field/text boxes to the Academic Program Assessment and Departmental Planning Report. One field/text box allows for narrative related to the analysis that would connect learning outcomes and improvement plans and allows for uploads related to supporting data (Appendix B, Question 6). In addition, a second field/text box has been added to report the status of action plans and any improvements that took place as a result of the external program review recommendations (Appendix B, Question 1G).

Conclusion
Academic Program Review remains a priority for SVSU. Continuous improvement in academic and student support programs are critical for student and institutional success. The University will ensure that the suggestions and recommendations from external reviewers are incorporated into measurable action plans. The progress on these action plans will be explicitly monitored annually in the revised academic program assessment document. All external program reviews will continue to be coordinated by the Executive Director of Institutional Effectiveness in conjunction with the Provost's Office so that expectations are met and the updated policies and

procedures for the external program review are executed. All external program reviews will be archived with three completed components consisting of; the self-study document, external consultant's report/recommendations and a departmental action plan. It is our hope that this will build on SVSU's culture of continuous improvement and have a significant positive impact on all our academic and student service departments, the students they serve, and the institution.

Appendix A

**Saginaw Valley State University Academic Program
Review: Policies & Procedures**

1. The department or program develops a self-study
   a. Generally done over two semesters
   b. Data Collection
   c. Analysis
   d. Preparation of Self-Study

2. Components of the self-study
   a. Examine Mission/Vision
   b. Resources: Address overall institutional support for the program's success related to items such as library resources, faculty development, student support and distance learning.
   c. Facilities
   d. Budget for the program
   e. Curriculum – specific curricula, field components, internships, culminating projects, is it relevant and up-to-date, etc.
   f. Evaluation/Planning/Projections – review your annual program planning & assessment reports, focus should be on program goals and student learning outcomes and what is happening in relation to that. What are the strengths of the program? What needs improvement? What are the plans for doing so? How have resource requests and any received impacted the program? Provide an outlook on program viability through analysis on enrollment, credit hours, retention rates, graduation rates and labor market demands. Are the methods used by the department or program sufficient to properly evaluate the identified student learning outcomes?
   g. Adequacy of faculty preparation in the discipline, appropriateness of classrooms, labs and other facilities that support the work you do.

3. Supporting Materials
   a. Details on faculty and staff that support the program.
   b. Course syllabi
   c. Any job placement or grad school placement rates (employer surveys, internal data, certification exam pass rates?)
   d. Research funding

4. Consultant Review of self-study
   a. Someone from a peer institution
   b. Up to $1500 stipend and travel expenses
   c. Generally on-site for 1-2 days
   d. Meets with members of the department
   e. Provides a response to the self-study when visit is completed
   f. Consultant's report is added to the self-study

5. Action Plan: Department develops action plain in response to external consultant's report. This provides support for continuous improvement.

6. Integrated report elements
    a. Self-study
    b. Consultant review
    c. Action plan
    d. Follow-up on Academic Program Assessment and Department Planning Report (APA)

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Appendix B

2019-20 Academic Program Assessment & Departmental Planning Report

Administrator(s):	Nicholas Wagner (Owner), Rebecca Clifford, Deborah Huntley, Joshua Ode
Category:	Full time faculty and staff of the University
Award Cycle:	Academic Year 2019 - 2020
Number of Possible Awardees:	Unlimited
Number of Applications Allowed Per Applicant:	10
Participating Organization(s):	Only Applicants belonging to one of these organization levels can apply to this Competition.

> Saginaw Valley State University
> **College of Arts and Behavioral Sciences**

> Saginaw Valley State University
> **College of Education**

> Saginaw Valley State University
> **College of Business and Management**

> Saginaw Valley State University
> **Crystal M. Lange College of Health & Human Services**

> Saginaw Valley State University
> **College of Science, Engineering and Technology**

Internal Submission Deadline:	Wednesday, July 15, 2020
Applications Submitted:	0

Details ⌄

* indicates required

*Date: 📅

*Form Author - First Name:

*Form Author - Last Name:

*Program being assessed?:

*Primary Organization(s): Select Primary Organization

*Your role in submitting this form: Select

*Department Contributors:

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Words: 0, Characters: 0

*Year of most recent external program review or accreditation visit: Select

If you selected 2019-20 above, you will have to respond "N/A" in all of the required text fields in sections I - VI below (this information will be included in the site/accreditation report that you upload at the bottom of this page). HOWEVER, YOU WILL STILL NEED TO COMPLETE THE RESOURCES SECTION VII:

*I. ACADEMIC PROGRAM & DEPARTMENTAL GOALS...1A.) Please list ALL academic programs being assessed in this section (majors, minors and certificates)::

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*1B) Identify major student learning/program goals for this academic program/department (what should students know and/be able to do at the end of this program?):

Source

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Words: 0, Characters: 0

*1C) Identify external program review or accreditation recommendations that will be assessed (or addressed). Briefly list and provide rationale for each recommendation:

Source

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Words: 0/1000, Characters: 0/10240

*1D) Identify student learning/program goals that will be assessed for AY2019-2020. If all goals are being assessed, type "All" below. If specific goals are being addressed, please list briefly below and provide rationale:

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Words: 0, Characters: 0

*1E) Explain any changes in student learning outcomes (comparing this year's goals to those reported last year, identify changes, if any, that you made in student learning goals/objectives and the rationale):

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Words: 0, Characters: 0

*1F) Please provide a brief explanation of how these student learning goals reflect the Institutional Strategic Plan:

Source

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*1G) Discuss the status of action/improvement plans related to student learning and/or external program review recommendations from previous years (to determine if implemented action plans resulted in improvements, student learning, and program viability):

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Words: 0/1000, Characters: 0/10240

*2A) Considering your student learning outcomes and your broader program/department goals, please identify the link between these and your program accrediting body or external review recommendations:

Source

Styles | Format

Words: 0, Characters: 0

*2B) Continued.....Please identify professional organizations/standards that contributed:

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Words: 0, Characters: 0

*2C) Continued.....Please identify Internal Stakeholders: department faculty, students, staff, colleagues from other departments/programs that contributed:

| | | ▼ | | | | Source |
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Words: 0, Characters: 0

*2D) Continued.....Please identify external stakeholders - recent graduates, potential employers that contributed:

| | | ▼ | | | | Source |
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Words: 0, Characters: 0

*3A) Do any of the programs being

assessed in this report involve online or hybrid delivery?: Select

3B) If yes, please list these online or hybrid programs/courses (if more than 30% of the courses in any program are offered online and/or in hybrid form, be sure to address the effectiveness of online pedagogy and resource needs as part of the Academic Program Assessment questions):

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3C) If yes to 3A, address the effectiveness of online/hybrid pedagogy and resource needs as they relate to the delivery of the courses in your program.:

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Words: 0, Characters: 0

*II. ACADEMIC PROGRAM & DEPARTMENTAL EVALUATION (Only address AY19-20 outcomes... 1) Where is each student learning goal/objective addressed in your curriculum (responses might include single course, series of linked courses or a project)?:

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Words: 0, Characters: 0

*2) How does the program/dept. know that their graduates meet the student learning goals/objectives above (eval. methods should link specifically to the stated goals/objectives & the student learning)? Be very specific when describing how you are assessing student learning outcomes:

Source

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Words: 0, Characters: 0

*3) What direct measures does your program/department use to determine the extent to which student learning goals are met? Direct measures are those that assess student learning itself (e.g. course imbedded testing, presentations, papers, capstone projects, & standardized testing):

Source

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Words: 0, Characters: 0

*4) What indirect measures does your program/department use to determine the extent to which student learning goals are met? Indirect measures could include student satisfaction surveys, exit interviews, employer or alumni surveys, or reflective essays:

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Words: 0, Characters: 0

*5) Are there other ways you measure student learning outcomes? (Please describe):

Source

Saginaw Valley State University   17

Words: 0, Characters: 0

*6) Please include any data or analyses on learning outcomes that connects to student improvement or action plans.:

						Source
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Words: 0/1000, Characters: 0/10240

*III. ACADEMIC PROGRAM/DEPARTMENTAL IMPROVEMENT & DEVELOPMENT...1) What did the program/department find out about student learning as a result of the assessment or accreditation/external program review?:

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Words: 0, Characters: 0

*2) What conclusions has the program/department drawn with respect to student learning?:

						Source
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Words: 0, Characters: 0

*3) What specific actions have been undertaken to improve student learning (what strategies are used by the department)?:

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*4) Identify new teaching innovations or curricular changes within the past year that provide evidence that the program/department is providing responsive curricula and teaching (adjunct faculty may be included here):

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Words: 0, Characters: 0

*4A) Detail/comment on enrollment trends for the past year in relation to program capacity/target:

	▾				Source
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*4B) Detail/comment on the demographic profile of students enrolled in this program. How does this profile compare to the College and/or SVSU student profile?:

Source

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*IV. DIVERSITY... 1A) To what degree is diversity addressed in your program/department goals? Describe:

Source

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Words: 0, Characters: 0

*1B) To what degree is diversity addressed within your course curriculum? Describe:

Source

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Words: 0, Characters: 0

*2A) Are there other ways in which your department/program addresses diversity? Describe:

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Words: 0, Characters: 0

*2B) Summarize how the program/department supports experiential learning opportunities for students. (You may include study abroad):

Words: 0, Characters: 0

*2C) List any department activities where faculty and students participate in community engagement (list any courses and department activities that involve community outreach/engagement).:

Words: 0, Characters: 0

*V. Recognition & Achievements....1) List evidence of student recognition/achievements in the program/department:

Words: 0, Characters: 0

*2) List scholarship and professional recognition of program/department faculty in the last year. (Please provide evidence of faculty recognition and research/scholarship. You may include adjunct faculty.):

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*VI. OPPORTUNITIES & CHALLENGES...1) What opportunities or challenges might the program/department experience during the next five years? (Please limit this to a maximum of four):

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Words: 0, Characters: 0

*2) Discuss any additional future opportunities that should be considered (e.g., community engagement, interdisciplinary programs, intradisciplinary collaborations, new program growth, etc.) (Please limit this to a maximum of four.):

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Words: 0, Characters: 0

*3) Discuss current and planned initiatives in response to the identified opportunities and/or challenges:

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Words: 0, Characters: 0

*4) Briefly summarize the way(s) in which you are using data presented on student learning outcomes, enrollment data, and/or demographic data as part of your improvement planning:

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*VII. RESOURCES...1A) Do you need new/updated resources to improve your student learning outcomes (faculty training/ education, equipment, computer hardware/ software/equipment, human resources)? Please respond yes or no: Select

1B) If yes, what new/updated resources are needed? (List in order of priority) In your response, address how the resources are linked to your identified student learning outcomes or external program review or accreditation recommendations. Be sure to indicate cost, quantity and total requested. You may attach supporting documentation, if needed.:

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Words: 0, Characters: 0

2A) **OPTIONAL** Complete only for resources not requested above. Does your department have additional responsibilities toward fulfilling the Institutional Strategic Plan such as administrative functions, service courses, community events, etc. that require new or updated resources?: Select

2B) If above is yes, please identify the resources required for each:

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*2C)Has the department implemented any improvement plans related to suggestions from external program or accreditation reviews?: Select

*2D) If yes, briefly describe how the department is addressing these suggestions from external program or accreditation reviews. Note, please address any recommendations related to student learning outcomes.:

| | | | | Source |
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***NOTE** - THIS DOCUMENT SHOULD BE REVIEWED BY THE DEPARTMENT PRIOR TO SUBMITTING IT TO THE DEAN. DATE OF DEPARTMENTAL REVIEW: 🗓

Co-Applicant ⌄

Add

Upload Files ⌄

Supporting documents for Section I.   *** indicates required**
Upload supporting documents for section I. ACADEMIC PROGRAM & DEPARTMENT GOALS.

File Input: no file selected

Supporting documents for Section II.
Upload supporting documents for section II. ACADEMIC PROGRAM & DEPARTMENTAL EVALUATION.

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Supporting documents for Section III.
Upload supporting documents for section III. ACADEMIC PROGRAM/DEPARTMENTAL IMPROVEMENTS & DEVELOPMENT.

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Supporting documents for Section IV.
Upload supporting documents for section IV. DIVERSITY.

File Input: no file selected

Supporting documents for Section V.
Upload supporting documents for section V. RECOGNITION & ACHIEVEMENTS.

File Input: no file selected

Supporting documents for Section VI.
Upload supporting documents for section VI. OPPORTUNITIES & CHALLENGES.

File Input: no file selected

Supporting documents for Section VII.
Upload supporting documents for section VII. RESOURCES.

File Input: no file selected

Recent APR/accreditation report.
If you selected "2019-20 Current Year" for your most recent external program review or accreditation visit, please upload the review/accreditation report here.

File Input: no file selected

Save or Submit Your Application

Click the Save as Draft button if you would like to return later to complete your application (below left). Click the Submit Application button when you are ready to submit your application (below right).

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Enter recipient(s) email address(es):

Separate email addresses with commas

Save as Draft

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