



8-26-2020

Response to 2010 Peer Review Final Recommendations

Southwestern Oklahoma State University

Follow this and additional works at: <https://dc.swosu.edu/hlcev>

Recommended Citation

Southwestern Oklahoma State University, "Response to 2010 Peer Review Final Recommendations" (2020). *HLC Assurance Argument Evidence*. 17.
<https://dc.swosu.edu/hlcev/17>

This Article is brought to you for free and open access by the University Documents at SWOSU Digital Commons. It has been accepted for inclusion in HLC Assurance Argument Evidence by an authorized administrator of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.



HLC Accreditation Evidence Document

Title:

Source:

Summary:

SWOSUTM
Southwestern Oklahoma State University

**Responses to the Final Recommendations Warranting Attention
from Comprehensive Evaluation Visit, October 2010**

Concerns warranting attention by the university	Overview of responses by the university
A Engagement	
Adopt a Student Engagement Assessment Model	Continuous Improvement Report, which includes: Co-Curricular Annual Assessment Report National Survey of Student Engagement Student Satisfaction Inventory ETS Proficiency Profile Report
Align student activities to the General Education Learning Outcomes	General Education Continuous Improvement Report Annual GE Course Evaluation GE Learning Outcome Mapping Co-Curricular Annual Assessment Report
Demonstrate an academic affairs and student affairs alignment to effective citizenship	Service Learning Cord Program SWOSUConnect Programming
B Assessment	
Move to a more systematic approach to measuring student success.	Annual Student Assessment Report Continuous Improvement Report Student Learning Outcomes Degree Program & Options
Link assessment activities to the budget and other decision-making processes.	Executive Council Strategic Planning Review Team (Planning & Resource Council until 2019) Fact Book analysis IPEDS Reports
Retention and persistence to graduation efforts can be strengthened through planning efforts based on shared data about student learning from key student assessments.	Student Learning Outcomes Degree Program & Options Degree and Retention (Student Outcomes) Tables National Survey of Student Engagement Student Satisfaction Inventory Institutional Retention Plan Reports
Create a more systematic approach for monitoring student success and for student support program planning from the collection of data about incoming students.	Student Learning Outcomes Degree Program & Options Degree and Retention (Student Outcomes) Tables ETS Proficiency Profile Report National Survey of Student Engagement College Success course for alternatively admitted students Developmental course placement guidelines
Use Early Alert data for all students to assist with overall retention rates.	Retention Management's Early Alert system

Data should be aggregated by target populations so that a more focused view of student achievement is presented to inform future program needs.	Ruffalo Noel Levitz financial aid strategy Institutional Research data on target populations
Use student learning data to guide faculty development and student support programming.	National Survey of Student Engagement and resulting changes in SWOSUConnect Student Satisfaction Inventory and resulting changes in bookstore Degree and Retention (Student Outcomes) Tables and resulting changes in associate's degree programs
The systematic approach will include a more broadly shared Annual Assessment Report.	Placement of Annual Student Assessment Report and Continuous Improvement Report on Assessment website
The General Education Report should be more widely circulated.	Placement of General Education Assessments (part of Annual Student Assessment Report) and GE Course Assessment (part of Continuous Improvement Report) on Assessment website
C Broad Usage and Availability of Data to Drive Decision-Making	
Identify the correlation between ACT scores and persistence to graduation at both campuses.	Development course placement policies and annual updates
Create a Task Force to review data collected and its relationship to the university mission.	Assessment Committee and its Continuous Improvement Report
Determine admission policies (access to "all" policy, identify a cut-off ACT score which correlates to graduation, determine ethical responsibilities of admission standards, align admission standards with graduation rates).	Development course placement policies and annual updates College Success course for alternatively admitted students
Address retention and persistence to graduation by implementing effective attendance strategies and policies.	Retention Council Plan (note: university mission does not support implementation of a whole-campus attendance strategy)
Improve collection, dissemination, disaggregation, and use of data in report-writing and guided decision-making (avoid generalizing statements which are not based on evidence).	Annual Student Assessment Report Continuous Improvement Report Strategic Planning Review Report Retention Council Report University Fact Book IPEDS information Course Evaluations Examples: changes to GE program; implementation of 16-week first year experience course

Data should be readily available and communicated to all employees.	Placement of Fact Book and IPEDS information on Institutional Research website Placement of Annual Student Assessment Report and Continuous Improvement Report on Assessment website
Data should be explained to all constituents	President's newsletter (i.e. graduation rates) Fact Book explanations Analysis of IPEDS reports RUSO Dashboard explanation
Do not report anecdotal information as fact to both internal and external constituents.	Annual Student Assessment Report Continuous Improvement Report
D Coordination of General Education Assessment with University Assessment	
Align the Assessment Committee and General Education Committee.	General Education Committee and Assessment Committee joint process
Create a more cohesive oversight approach to the General Education Program.	Assessment Committee's GE Committee University General Education Committee's revision of GE requirements and student learning outcomes
General Education Committee report should be included in the Annual Assessment Report.	General Education Committee and Assessment Committee joint process
Increase collaboration between the Assessment Committee and General Education Committee.	General Education Committee and Assessment Committee joint process
Both committees should meet more frequently.	General Education Committee and Assessment Committee joint process
Effective use of and commitment to data driven decision making	General Education course evaluations Institutional Research GE outcome data
E Tribal College	
Tribal College must become an independent institution (American Indian Higher Education Consortium and HLC requirements).	Efforts to achieve this halted when tribal college was defunded
Tribal college should explore sources of funding other than the tribe's resources.	Efforts to achieve this halted when tribal college was defunded
F Miscellaneous Advice	
Create a course review process that is appropriate for online course formats by adopting university wide standards.	Certification to Teach Distance Education Courses Distance Education Rubric Training Online Course Rubric Syllabus Templates
Formalize recognition of student-centered approaches in the classroom (active mentorship, applied scholarships, service learning projects, and excellent teaching).	High-impact Practice tracking Service Learning Cords Three Pillars initiative Instructional Excellence Academy Student Research events

Provide professional development of faculty and staff in technology, curriculum and services.	Faculty Development Committee Teaching and Learning Coordinators Faculty Development workshop Videos Faculty Commons CETL Workshops
Create an organized plan for staff development, promotion, and staff governance body	New Staff Orientation Staff Council
Renewal of Strategic Planning efforts, involve all sectors of the university community, especially staff.	Strategic Planning Review Team (includes members from administration, faculty, staff, students, and alumni)
Discussion of curriculum, especially global and cultural perspectives.	Curriculum Committees Strategic Plan Review Team International Student Affairs