

Criterion 4: Teaching and Learning: Evaluation and Improvement.

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.

CORE COMPONENTS

The institution's degree programs are appropriate to higher education.

4. A. The institution demonstrates responsibility for the quality of its educational programs.
4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
4. C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Minot State University (MSU) demonstrates responsibility for the quality of its educational programs. Academic programs complete annual program assessments, and every seven years, programs are reviewed by an accrediting agency or an external consultant. These assessments provide feedback about program quality that is used to improve programs, teaching, student learning, and faculty scholarship as well to revise and update curricula.

Twelve professional agencies have awarded specialized accreditation in eleven different disciplines.

Staff in the Registrar's Office evaluate transcripts for course credits in compliance with North Dakota University System (NDUS) polices and those of MSU to ensure quality of transfer credit. MSU is part of the North Dakota University System's General Education Requirement Transfer Agreement (GERTA) which ensures easy transfer of General Education courses between NDUS institutions.

All MSU courses, regardless of delivery mode or location, have the same expectations for student learning and associated assessments. Syllabi are shared among dual credit instructors and adjuncts to ensure common expectations and outcomes as well as similar rigor.

Job placement rates are maintained by the Career Services office. In addition, some programs track their students as part of their accreditation requirements. Annual assessment reports typically document the placement of program graduates.

MSU demonstrates its commitment to educational achievement and improvement through ongoing assessment of student learning, and a commitment to this learning is in MSU's strategic plan, *Empowering Generations*. The recently formed Strategic Planning and Budget Council will work to implement the strategic plan while continually assessing and publicizing progress toward goals and action items. Evidence has already been posted for each goal on the strategic plan's website.

Faculty are fundamental in the role of assessment of student learning. They develop and approve curricula and develop program goals, student learning outcomes, and related assessment plans. Every year, faculty write, review, discuss, and reflect on program assessment results during Fall Assessment Day. Using these results, they create action plans for the following year. These annual program assessment reports are submitted to the Vice President for Academic Affairs (VPAA) where they are reviewed and stored.

During 2016-17, a new assessment plan for General Education was developed. It was shared and discussed during Spring 2017 Assessment Day and eventually approved at Faculty Senate later that semester. The assessment plan for General Education is being implemented for the first time this year. During Spring 2018 Assessment Day, results of the assessment of General Education will be reviewed and discussed.

Programs that support student learning beyond the classroom are identified as co-curricular by MSU. Some examples of these programs are peer mentoring, peer tutoring, supplemental instruction, New Student Orientation, and engagement activities. Many services under Student Affairs, like wellness, living-and-learning communities, and student activities, are also co-curricular. Improving the assessment of these programs could likely be MSU's next HLC Quality Improvement Project.

MSU demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. MSU's strategic plan established a goal for 2023 to have a graduation rate of 50% and a retention rate of 80%.

Retention and graduation rates are published in the MSU Fact Book and as evidence on the MSU Strategic Plan website. Several programs support MSU's retention and grad-

uation efforts, including First-Year Learning communities, Peer Mentors, peer tutoring and supplemental instruction, Residence Life activities, TRiO program, Starfish Early Alert, and Predictive Analytics Reporting (PAR) Model.

In addition to retention and graduation rates as determined using cohort data of first-time, full-time first-year students, the NDUS uses Student Achievement Measure to track graduation rates of students who transfer to other institutions. MSU also publishes the number of graduates in each major and second major.

MSU's Retention Committee was reformed in 2016-17 after not being active for several years. This committee's focus is exclusively on retention and graduation, or more generally, student success. During 2017-18, the Retention Committee will examine last year's results of the Student Satisfaction Inventory as well as persistence and retention of sophomores and juniors, and MSU's implementation and current use of PAR and Starfish Early Alert.

MSU employs a Director of Institutional Research who compiles a great deal of data for the campus. The Director of Institutional Research uses sound methodologies when collecting and analyzing data, drawing on her expertise in research and data analysis.

TEAM FOUR

Chair Lori Willoughby, Professor of Business Information Technology

Members Melissa Cantone, Transfer Student Specialist in Registrars' Office
Wojciech Cebulak, Professor of Criminal Justice
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