



MINOT STATE UNIVERSITY FOCUSED VISIT REPORT

Prepared for The Higher Learning Commission
MINOT STATE UNIVERSITY 500 University Avenue West Minot, North Dakota



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Introduction

This report documents Minot State University's responses to the specific concerns articulated in the Higher Learning Commission's Action Letter of 6 July 2018. In addition to preparing the campus for its scheduled Focused Visit in April 2020, the responses, changes, and processes documented in this report deliberately strengthen MSU's institutional culture, support improvements to student learning, and ensure sustainability of the systems and processes implemented.

MSU is confident it has made significant progress in addressing each area of concern specifically identified by the HLC Board of Trustees. Equally important, the institution has deliberately sought solutions that emphasize transparent access to information; systematic storage and consideration of yearly documentation related to student learning, assessment, and planning; and sustainable processes to connect assessment of academic needs, strategic planning, and budgeting to ensure continued support of the university's mission.

This report is organized around the ten specific items detailed in the Action Letter and is supported by a careful selection of clear documentary evidence found in the report's appendices. In addition to these illustrative materials, a dedicated HLC Focused Visit web page mirrors this report's appendices and offers additional documentation for each item as well as entry links to larger document repositories at MSU to extend and further underscore the institution's response to each specific item. MSU also recognizes that the responses detailed in each item directly support and strengthen its commitment to HLC's Core Components, in particular 2.A., 3.A, 4.B, and 5.C. These connections are signaled in each section.

MSU's internal study and response since 2018 has produced significant institutional reflection and growth. The Faculty Senate and related committees revised key policies and procedures and actively discussed the specifics of each major issue and how to address them to make sustainable changes to improve student learning. Faculty and staff members from diverse offices contributed to design a new co-curricular assessment model. Faculty, staff and senior administration all collaborated to institutionalize a budget process based on assessed needs, student learning, and strategic plan priorities. The following pages document this progress.

1. Produce all requested documentation, complete, organized and accessible when requested by HLC, the team, IAC or Board. (2.A)

Context

Following MSU's 2017-2018 HLC review, campus leaders recognized the need to improve its management of institutional knowledge, including assessment documents, syllabi, and budget materials, as well as processes and policies related to their production, review and storage. MSU's response to this concern has been both procedural and technical.

Institutional Solutions

Beginning in July 2017, MSU revised its document management strategy for academic materials. Improvements include revising and centralizing policy and procedure to collect and store data in centralized repositories and the addition of a Director of Academic Assessment to facilitate systematization of reporting, evaluation of reports, and advising on improvement of student learning. These two improvements support a culture that has created and can sustain continuous yearly review, curation, and accessibility of key institutional materials.

Process. The VPAA's office serves as the nexus for centralized data storage, and academic chairs now route materials directly to that office. Current files are submitted electronically and stored in a section of MSU's SharePoint file server designated for the VPAA. Within that site the Director of Academic Assessment and the VPAA have designated folders by year and purpose to provide clear access to yearly program assessment reports for each major program's Yearly Program Assessment (YPA), modality reviews, compressed course reviews, and budget materials. The following processes are discussed in detail in subsequent items.

Assessment data. The Director of Academic Assessment (DAA), a new position, which began in August 2018, coordinates centralized submission and review of yearly program assessment reports. These reports are submitted using a common template and format, receive review and feedback, and are archived in the VPAA's SharePoint archive for consultation. This office also coordinates with the General Education (GE) Committee to ensure that evaluation data from each semester's GE assessment rubrics is collected and archived electronically, and with the Co-curricular Committee for similar projects and tasks. YPA reports and general education assessment materials are submitted electronically and then reviewed and stored with comments by the DAA in the SharePoint system. In the interest of continuity, older materials related to program assessment and general education assessment for the past ten years have been scanned and archived as well. While previously these materials had been stored by deans in each college, the current system centralizes these archival documents as part of MSU's new data management strategy. Finally, materials related to program reviews (typically conducted on a 7-year cycle), as well as reviewer suggestions and responses, have been digitized and centralized on the VPAA's SharePoint site.

Syllabi. From Spring 2020 forward, official syllabi are contained in MSU's master syllabus software library in Simple Syllabus. Prior to Spring 2020, syllabi were collected and stored manually: for academic year 2018-2019 they were collected manually and stored in term-specific folders on the VPAA's SharePoint site. From Summer 2018 to Fall 2019 campus faculty implemented a labor-intensive process of syllabus revisions to address syllabus guidelines

adopted by Faculty Senate in Spring 2018. This change also introduced a formal review process for all courses proposed for compressed formats. From Summer 2018 to Fall 2019 Chairs and the Academic Assessment Committee conducted reviews of compressed courses in the weeks leading up to the start of term. The review process was documented using a comparison form completed first by the Chair and then in a second review by members of the Academic Assessment Committee. Results of each review and notes on areas needing revision were shared with faculty and stored using a Google form tied to a spreadsheet database. Evidence for the terms during which this process was employed, including syllabi and the related Google forms and spreadsheets, have been archived in folders by semester as part of the VPAA's electronic SharePoint archive. Prior to Fall 2018, syllabi were stored in a more decentralized system in which copies were filed with the administrative assistant in each unit. The transition to Simple Syllabus has eliminated that decentralized process as well as many manual steps.

Budget data. Beginning Fall 2018, MSU revised its budgeting process to more clearly tie assessment data related to student learning to the University's strategic plan and policy documents. Materials related to this process include assessment reports (stored as described in section a., above), annual budget workbooks completed by chairs and heads of all campus units, slides and handouts from each chair's budget presentation, evaluation of requests and recommendations by the Strategic Planning and Budget Council, and lists of decisions finalized and approved after deliberation by the President's Staff. These materials have dedicated yearly folders on the MSU's SharePoint site and are accessible to the campus community for consultation.

Access. Access to data stored in the VPAA's SharePoint site is available to members of the MSU community, as well as other stakeholders, to increase transparency on assessment, academic, and budgetary issues. Processes and policies have been posted to MSU's dedicated committee and institutional web pages to make them publicly available.

Lessons Learned and Sustainability

MSU's initial response to the immediate needs identified in 2017-2018 by the HLC Peer Review team and Institutional Action Council used existing tools to address comparative review of compressed courses. These tools included a combination of manual review processes facilitated by online forms tied to a centralized spreadsheet managed by the VPAA. That process included manual uploading of syllabi to centralized repositories created on the VPAA's SharePoint site. This process included introduction of a common syllabus template, approved by the MSU Faculty Senate. Audit reviews conducted for Fall and Spring semesters of 2018 and 2019 showed significant improvement in syllabus conformity and let faculty and chairs identify areas for additional improvement. These review processes were effective, but extremely labor intensive, in part because the combination of compressed course reviews coincided with the initiative to move all courses to the new syllabus template as quickly as possible.

Campus leaders quickly realized this approach could not be easily sustained over the long term. As a result, in Fall 2019 the campus purchased and implemented centralized syllabus software, Simple Syllabus. Now in use for all courses beginning Spring 2020, this tool uses templates tied to the NDUS student information system, Campus Connection, to automate and organize syllabus creation, editing and review. This software ensures for common syllabus

elements, facilitates workflow-based reviews of syllabi by chairs and the Academic Assessment Committee, permits searches and comparisons across modalities and course types, and implements a permanent archiving solution for syllabus documents. In addition, this new system prioritizes student access and transparency. Students can access syllabi for all courses offered in a particular semester, compare across sections, gather a composite list of required materials for the courses they have selected, and receive updated syllabi through the course Blackboard page or, if desired, via a notification system. As of January 1, 2020, this is the only official system for MSU syllabi and all courses offered from the Spring 2020 semester onward are required to use this system.

For assessment and budget-related data, SharePoint remains an important tool for organization, cataloging, and accessibility at MSU. As covered previously, and in subsequent sections of this report, the VPAA and Director of Academic Assessment use this space to maintain a dedicated, ongoing catalog of assessment information, including YPAs, program reviews, general education assessment data, and Faculty Senate minutes, as well as materials supporting MSU's budget and planning process.

University policy and processes specify that assessment plans, YPAs, and budget requests be directed to the VPAA and/or Director of Assessment, who then archive these materials in the appropriate SharePoint folder. Members of the university community and other stakeholders have access to these materials, which makes possible transparency and longitudinal tracking of data and stakeholder communication. These procedures for storage of institutional knowledge assure MSU can produce all requested documents to HLC and any other stakeholder.

<u>Appendix I: Item 1 Evidence</u>
Summary of Appendix I Evidence
1.1 Screen Shot Policy and Procedures Repository
1.2 Screen Shot General Education Assessment Web Page
1.3 Screen Shot Minot State University Assessment Web Page
1.4 Director of Academic Assessment Position Description
1.5 Screen Shot Archive of Yearly Program Assessment Reports
1.6 Screen Shot Archive of Program Review and Accreditation Reports
1.7 Screen Shot Archive of Compressed Format Syllabi Reviews
1.8 Screen Shot Archive of 2019-2020 Budget Workbooks
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

2. Develop, implement, and monitor a plan to assure that course level outcomes are being assessed to the extent necessary to ensure outcomes are being met for all programs and in all modalities. (3.A/4.B)

Context

MSU recognizes the need to consistently monitor learning outcomes across all its programs in all modalities. The campus has refined its assessment processes to emphasize and clarify institutional organization and review, to add key components, and to consistently incorporate programs and faculty. Significant initiatives undertaken since Spring 2018 include: clarifying assessment structures and terminology; cyclical data collection and analysis; formalizing connections between program student learning goals, student learning outcomes, and courses where the learning takes place; and syllabus and modality reviews.

Institutional Solutions

In Summer of 2018, MSU hired a Director of Academic Assessment (DAA) to lead the Office of Academic Assessment. The DAA manages and coordinates academic assessment activities and processes at Minot State University by working closely with faculty chairs, the Office of Institutional Research, and administrators. The office is instrumental in coordinating the campus' commitment to high-quality assessment and continuous improvement across the institution. In addition, the DAA's office serves as a centralized collection point and archival repository for the institution's academic assessment data.

A key initiative in Fall 2018 was the creation of a team of assessment liaison faculty selected from each academic unit. These Program Assessment Liaisons (PALs) serve as a direct and consistent point of connection between the DAA and each program, allowing discipline-specific approaches to program assessment to be drawn together under a common strategy for assessment and reporting.

The DAA and program assessment liaisons began by defining common terminology for the campus. At MSU, the common terminology employed to define student learning in major programs is: Student Learning Goals (SLGs) and Student Learning Outcomes (SLOs). An important aspect of this process was that departments, working with their liaisons, explored their respective program's existing student learning goals and outcomes and discussed revisions and definitions that reflected the current focus of their programs. In Fall 2018, academic programs made concerted and substantive evaluations of current student learning goals and outcomes across their program's curriculum. The breadth of this project spanned the entire campus and called for all degree-granting programs of study to recast their goals as SLGs and SLOs. In addition to ensuring currency, this process communicates each program's SLGs and SLOs to stakeholders by publishing them in the MSU catalog as part of the requirements defining MSU's academic majors. Two graduate programs (Ed.S. in School Psychology and M.S. Communication Disorders) missed the date for catalog revisions in 2018-2019. The first program is currently not accepting new students and the second program's SLGs and SLOs will be published in the 2020-2021 catalog.

The liaison team and DAA's second major initiative was to have each department identify linkages between program student learning outcomes (SLOs) and specific courses where

student learning related to the SLO takes place. This “mapping” exercise ensures that when departments evaluate annual assessment results on student learning outcomes, they then can track areas for improvement back to courses. The DAA’s office compiles and archives electronically current versions of student learning maps connecting SLOs to courses for each academic major. Five examples of these maps are included in Appendix II. All MSU program learning maps are uploaded and housed in a central repository. Any MSU program assessment and map can be accessed on demand through the campus SharePoint tool.

In addition, as liaisons worked in their departments to connect SLOs to courses, they also worked with chairs and faculty to ensure that all course syllabi included current “Course Objectives.” As part of this process, department liaisons and faculty reviewed and discussed course objectives, with the first priority on confirming or imposing consistency across courses taught by multiple faculty and in different modalities. These revisions were reinforced by layered efforts to review and revise all syllabi. To do this, MSU instituted a Syllabus Integrity Review policy (SIR), which specifies format and review processes for all courses using a “General Syllabus Review,” for courses in formats shorter than 16 weeks through “Compressed Review,” and for courses offered in multiple formats and modalities through “Modality and Location Review.” The details of the SIR policy and these complementary forms of review are discussed in detail in Item Six. The overall effect of DAA and liaisons was to establish mechanisms that allow multiple and complementary checks to ensure consistency of Student Learning Outcomes and Course Objectives across all programs and in all modalities.

A third initiative coordinated by the DAA and Program Assessment Liaisons is redesign and adoption of the new template used by academic units to guide annual planning, progress, and reporting in each major on student learning goals and outcomes. This template introduces revisions to the scope and form of assessment activities reported by major program areas on Yearly Program Assessments (known as YPAs in MSU’s current assessment terminology). The proposed revisions were discussed at the University Chairs Council in September 2019 as well as at the Faculty Senate, which formally approved the final version in October 2019. During the Fall 2019 Assessment Day, departments used this form to identify and describe current program assessment procedures and to set goals for 2019-2020. With these benchmark procedures in place and archived in the DAA’s office, 2019-2020 assessment findings will be evaluated in Fall 2020 against goals established Fall 2019 using the revised assessment form. These new procedures enhance existing YPAs that programs file every year to document: 1) assessment of student learning, 2) actions and initiatives to improve programs and student learning, and 3) resources needed to maintain and improve programs.

Lessons Learned and Sustainability

MSU’s focus on revision to annual assessment procedures and syllabus review policies during the past two years has defined practices to examine student learning that are scheduled, sustainable, and rooted in policy. Detailed examination of syllabi and practices related to student learning revealed areas for improvement. The liaisons’ work with departments has tightened and revised definitions of Student Learning Outcomes (SLOs) for major-granting programs across campus, a project that was facilitated by adoption of common terminology. Departments systematized mapping of SLOs to individual courses to allow findings in YPAs to be traced to a course or courses to facilitate improvement and revision.

Modality and location reviews of syllabi, discussed in detail in Items Five, Six, and Seven, has produced repeated and concerted efforts to examine every syllabus on campus to ensure adherence to a common syllabus template, comparable course assignments and activities, and common course objectives. This comprehensive review is an undertaking of considerable scope. MSU has made significant progress in this ongoing improvement process. Manual reviews and audits of Fall 2018 and Spring 2019 syllabi documented increased consistency from Fall 2018 to Spring 2019. Fall 2019 syllabi received additional review as the campus transitioned to database-driven syllabus software (discussed in Item One, above) for Spring 2020. Part of this transition included imposition of common templates for SLOs and Course Objectives for all sections of a course, regardless of modality and location, which should assist departments in completing this transition. In addition, this new software enables quick searches and comparisons between sections and semesters to enable verification of a consistent student learning experience in all modalities and locations. MSU began the process again in Spring 2020.

In addition to these systemic improvements, several additional avenues for improvement have emerged from recent yearly reviews of YPAs by the DAA and VPAA's office and from discussion at the Academic Assessment Committee, among faculty, and with other institutional committees and stakeholders. First, the DAA recommends further refining processes to better integrate resources, data collection and use, and continuous improvement. This will strengthen program self-awareness and make for more efficient use of resources. Both will positively impact student learning within and across programs. Second, MSU intends to pursue stronger alignment between YPAs and the comprehensive program reviews conducted by each academic major as part of external accreditation (e.g. Nursing, Communication Disorders) or as part of the NDUS's 7-year review cycle. Most notably this means streamlining data sources, integrating similar parameters between these processes, orientating them toward multi-purpose and timed deliverables. To ensure currency of each program's assessment plan, the DAA, liaisons, chairs, and faculty will follow the unit's program review or program accreditation schedule to regularly review student learning goals, outcomes, and assessment measures.

<u>Appendix II: Item 2 Evidence</u>
Summary of Appendix II Evidence
2.1 Screen Shot of Academic Assessment Liaison Web Page
2.2 Academic Assessment Terminology
2.3 Screen Shot Archive of Program Assessment Mapping
2.4 Screen Shot Sample Program Goals and Outcomes in Catalog
2.5 Screen Shot Archive of Undergraduate and Graduate Catalogs
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2.7 Screen Shot Yearly Program Assessment Template Table of Contents
2.8 Excerpt from 9/12/2019 University Chairs Council Discussion of Academic Assessment Template
2.9 Excerpt from 10/3/2019 Faculty Senate Meeting Minutes Approving Academic Assessment Template
2.10 Screen Shot Archive of Yearly Program Assessment Reports
2.11 General Review of Academic Assessment 16-17
2.12 General Review of Academic Assessment 17-18
2.13 General Review of Academic Assessment 18-19
2.14 Academic Yearly Program Assessment Policy and Procedure
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

3. Develop and implement policies and processes to ensure that the work, contact hours, and assessment practices for all courses taught in a compressed format are equivalent to their 16-week counterparts. (3.A)

Context

In recent years MSU, like many campuses, has responded to an increasingly diverse student population by recasting some traditional 16-week courses in variable length course formats. With the increase in popularity of flexible-length courses, MSU realizes that offering 8-week variants (the majority of compressed offerings) and a very small number of 3 to 4-week offerings during the summer semester raises potential issues of comparability in assignments and work expectations, minimum contact hours, course objectives, topics covered and assessment of student work.

Institutional Solutions

To coordinate and ensure consistency between courses offered in different lengths MSU has adopted and implemented a Syllabus Integrity Review policy (SIR). The SIR ensures courses offered in compressed formats offer rigorous, comparable experiences to their 16-week counterparts. This policy and review process addresses several overlapping situations, including requirements for all syllabi and evaluation of courses compressed from the traditional 16-week format. The syllabus review process also encompasses review of courses taught in multiple modalities and locations, including online, dual credit, interactive video, independent study and remote site courses. The full SIR policy is published on the VPAA Syllabus page on the MSU website.

An initial version of the SIR practices was implemented in Spring 2018 to ensure that a very small number of 4-week and shorter courses were reviewed before being offered in Summer 2018. This process is discussed in detail in Item 5, below. In preparation for the Fall 2018 semester, the review process was expanded to include any compressed course, including 8-week courses compressed from 16-week formats, which constitute the majority of MSU's compressed offerings. Since Fall 2018, all courses that propose reformatting from 16-week to compressed format are required to be reviewed to ensure the assignments and activities, contact hours, major topics, course objectives, and evaluation of student learning are equivalent to their 16-week counterparts.

During the interim period, Summer 2018 through Fall 2019, these reviews required faculty to submit the compressed course and a syllabus from its 16-week equivalent to the unit chair to examine for comparability of contact hours, course objectives, major topics, and activities and assignments. The chair completed an online review form and submitted both syllabi to the Compressed Course Repository on the VPAA's web site. If revisions were necessary, the process was repeated. When approved by the chair, the Academic Assessment Committee reviewed the materials and completed the same review form, at which point they asked for revisions or approved the course. Revisions were made and resubmitted.

Compressed courses for Fall 2018 and Spring 2019 were evaluated using a draft version of this protocol, with consent of the Faculty Senate and University Chairs Council. The current policy was approved Spring 2019 and updated in Spring 2020 with the implementation of Simple

Syllabus. In practice, MSU has been implementing the details of this SIR policy continuously, beginning with the 2018-2019 academic year. This activity is documented in two ways. The process required that syllabi for compressed courses be submitted to VPAA's syllabus archive for consultation. Online review forms completed by chairs and the Academic Assessment Committee were recorded in an online spreadsheet.

Second, the issue of contact hours, equivalent work, and comparability led MSU's Faculty Senate to charge the Academic Policies Committee with a thorough examination, revision, and extension of current university policies on required credit hours and class time or its equivalent for a course. This discussion produced several immediate changes. Science courses offered in 8-week format during summer semester were discovered to have slightly fewer lab sections than their 16-week versions; this is currently being studied by the Science Division. Schedules for courses at Minot Air Force Base were found to require too few minutes per meeting unless classes were held without any breaks. One extreme case, a 3-credit composition course that met for 5-hours once a week for eight weeks will no longer be scheduled as such. After study by the Academic Policies Committee, Faculty Senate voted that beginning Summer 2020 all class schedules reflect required break times. Finally, Faculty Senate also voted to eliminate any course in a shorter than eight-week format due to the difficulty of consistently achieving comparable pedagogical goals in extremely compressed courses.

Lessons Learned and Sustainability

To make this process efficient and sustainable beginning in the Spring of 2019, as summer courses were being reviewed, MSU began investigating a dedicated syllabus software platform Simple Syllabus. The benefits of this software are multiple, including consistency and transparency for current and future students; efficiency gains for students, faculty and administrators; organization; cataloging; redundancy; integration with current services; and marketing and branding. The software facilitates the Syllabus Integrity Review process with significant gains in efficiency and elements not possible in the initial manual process. In light of this reality, MSU entered into a contract with Simple Syllabus on July 1, 2019 and began implementation of the software in the Fall of 2019, with all Spring 2020 courses now managed through Simple Syllabus.

It is clear this software provides MSU with the ability to accomplish several internal and external related tasks more successfully. Such tasks include providing "requested documentation in an accessible, complete, and organized manner when requested," (2.A) and more efficiently and effectively documenting responses to the specific concerns detailed at the start of this section (Item 3).

<u>Appendix III: Item 3 Evidence</u>
Summary of Appendix III Evidence
3.1 Excerpt Syllabi Integrity Review Policy and Procedure Pertaining to Compressed Courses
3.2 Excerpt from 11/1/2018 Faculty Senate Meeting Discussion of Compressed Courses
3.3 Excerpt From 11/28/18 University Council Meeting Discussing Compressed review
3.4 Excerpt from 4/4/2019 Faculty Senate Meeting Approving Compressed Course Review Process
3.5 Screen Shot Syllabus Information Web Page
3.6 Academic Policy Committee's Recommendation to Faculty Senate for Lecture Class Length 12/2/19
3.7 Excerpt 12/5/19 Faculty Senate Meeting Approving Policy for Lecture Class Length
3.8 Screen Shot Archive of Compressed Course Reviews
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

4. Provide copies of syllabi for any and all courses offered through multiple modes of delivery, demonstrating that the scope and specified learning outcomes and activities for the courses are equivalent. (3.A)

Context

Departments need to ensure that courses delivered in multiple modes offer equivalent scope, learning outcomes and activities. MSU offers courses in a range of modes. The most common of these are face-to-face, face-to-face synchronous using Interactive Video Networking (IVN) and online. Other modality types include dual credit high school/college course and independent study courses. Some of these modes have specific development models (online) and directions for instructors (dual credit), and over time it became possible for aspects of some courses to “drift” slightly from their face-to-face and IVN counterparts. Course sections and locations are also reviewed by faculty and the department chair to ensure all sections of the same course have equivalent course objectives, major topics, and assignments and activities.

Institutional Solutions

MSU’s current syllabus review process and policy address both accessibility of syllabus documents and comparability across modalities and locations. Regardless of mode of instruction, section or location, syllabi for all courses are subject to review by faculty and department chairs and submitted to the VPAA’s office. Courses offered in a shorter length than their 16-week equivalent are considered compressed and undergo additional review by the Academic Assessment Committee to ensure comparability in scope, learning outcomes, course objectives, major topics, assignments, and activities.

Accessibility of syllabi. Beginning in Fall 2018 and continuing each semester through Fall 2019, chairs uploaded syllabi to a central SharePoint site in the VPAA’s office regardless of modality. As of Spring 2020, all syllabi are archived in Simple Syllabus.

Modality and location review. In Spring 2019 MSU departments dedicated time to an intensive modality and location review that compared syllabi for courses offered in multiple modalities, locations, and sections in the previous three semesters. Department faculty met together to consider and discuss comparability on location, modality, contact hours, course objectives, major topics, and activities and assignments. The reviewing faculty completed a standardized form which was reviewed by the chair and then submitted to a modality review SharePoint folder maintained by and accessible from MSU’s syllabus information web page. Faculty noted discrepancies and identified solutions. Each department chair subsequently was asked to write a summary document outlining major findings and actions to address issues raised. In Spring 2020, the modality and location review was repeated on Assessment Day.

Lessons Learned and Sustainability

The process of Modality and Location Review highlighted several patterns on the MSU campus. First, because online courses have a thorough development cycle and regular 4-year review cycle, most departments found their offerings comparable to campus equivalents, although over time the “siloes” nature of online courses created instances where the language used for objectives had drifted from the face-to-face equivalent. Since Modality and Location Review took place in the same year that departments reviewed, revised and linked student

learning goals, student learning outcomes, and course objectives, this review provided an opportunity to verify and impose consistency across modalities, locations and sections. Summaries by chairs revealed the most significant changes to come from these reviews were alignment and modernization of objectives to match changes introduced when programs revised program goals, outcomes, and student learning objectives during the year.

Second, the mechanisms for identifying multiple-mode courses, i.e. all sections of COMM 110 in all modes and locations, pulling syllabi for multiple semesters, and then reviewing and comparing them were effective but labor-intensive and cumbersome. MSU decided to facilitate these processes by adopting syllabus software, which has enabled units to conduct comparisons much more easily. In addition, since all syllabi are now prepared, approved, and filed using this system, consistency and comparison of course outcomes and expectations for assignments and activities can be much more easily evaluated.

Third, Modality and Location Review identified Dual Credit as an area in need of more intensive review and revision. In August 2019 the VPAA's office convened a meeting with dual credit faculty from area high schools with the chair of the Academic Assessment Committee to evaluate syllabi and communicate expectations regarding MSU's syllabus template, including a discussion of requirements for objectives, contact time, and activity/assignment schedules.

Fourth, major elements of Modality and Location Review are also part of the compressed course reviews that MSU instituted in 2018-2019 to ensure that courses taught in formats shorter than 16 weeks are comparable to their 16-week counterparts. Spring 2019 provided an excellent baseline and opportunity to evaluate and impose consistency across modalities. Modality and Location Reviews are now scheduled to be conducted every year, including one during Spring 2020 Assessment Day. Since Spring 2020, this process has been greatly facilitated now that course syllabi are stored in MSU's Simple Syllabus database.

In an effort to serve and accommodate students and to continue delivering quality education, MSU has designed and implemented multiple course delivery options, including compressed courses of eight-week duration, asynchronous online learning, and dual-credit courses offered at local high schools. The length and format of a course, when combined with mode of delivery and location, can produce several iterations of the same course that may require harmonization. MSU understands these realities and is determined to monitor and continuously improve all courses while innovating within learning environments to better serve students.

Overall, the campus has identified comparative review of courses as an area where faculty will need to continue regular assessments to ensure consistency in course objectives, major topics, and activities and assignments across courses offered in different modes and locations. MSU has established layered processes to ensure this: the comprehensive strategy combines general review of all syllabi, compressed course reviews, and modality and location reviews, which are detailed in Faculty Senate approved Syllabus Integrity Review policy and procedures.

[Appendix IV: Item 4 Evidence](#)**Summary of Appendix IV Evidence****4.1 Syllabus Integrity Review Policy and Procedure****4.2 Excerpt from 4/4/2019 Faculty Senate Meeting Approval of Syllabi Review process****4.3 Screen Shot Archive of Modality and Location Reviews of Syllabi****4.4 Academic Policies Committee Recommendation and Template for Course Comparability Review for All Modalities and Locations from Revisions****4.5 Excerpt 1/16/2020 Faculty Senate Meeting Minutes Approving Course Comparability Revised Review Form****4.6 Dual Credit Instructor Meeting Memo****4.7 Early Entry (Dual Credit) Program Policy Manual**

Link to Minot State University web page with links to full documents and archives.

<https://www.minotstateu.edu/accreditation/2020.shtml>

5. Retain its suspension of scheduling 2-week classes until these new processes have been fully implemented. (3.A)

Context

Federal compliance review revealed a very small number of extremely compressed 2-week courses with expectations and syllabi that were vague or inconsistent when compared to their full-length equivalents.

Institutional Solutions

Current policy and practice (Spring 2020 -). In October 2019, MSU’s Faculty Senate imposed a moratorium, effective Spring 2020, discontinuing the scheduling of any courses of length shorter than 8 weeks. This decision eliminates the kind of extremely compressed courses identified as an area of concern, and it applies to all terms at MSU, including the summer semester. Discussion leading to this decision revealed that Faculty Senators were not convinced that the pedagogical and student learning goals expected in courses compressed from 16 weeks to just a few weeks could be met consistently and with confidence in the quality of the student learning. Of particular concern was the realistic possibility that out-of-class time required for extremely compressed courses would be insufficient, particularly if students had additional obligations such as work, family, or additional courses. In addition, this decision was shaped by the effort and experience of implementing an intensive compressed course review process during the interim period from Summer 2018 to Fall 2019.

Interim response and compressed review (Summer 2018 – Fall 2019). Beginning with the Summer 2018 term, Minot State University suspended the two-week format courses identified during the 2017 HLC site visit, as specified in the Spring 2018 HLC Action Letter. HUM 252 and ENGL 120, both which were correctly identified as insufficient, were suspended in a two-week format. To address the broader issue of traditional-length courses offered in compressed formats, in Spring 2018 the VPAA and the Academic Assessment Committee designed and implemented a review process to directly compare proposed compressed-format courses with their full-length counterparts.

The interim compressed review process specified review by the chair, completion of a review form in a database maintained by the VPAA, and submission of course syllabi. Once approved by the chair, members of the Academic Assessment Committee also reviewed the syllabi using the same criteria. Review at each level focused on contact hours, course objectives, schedule of major topics, and activities and assignments to ensure that the compressed courses were comparable to their full-length counterparts. This process was implemented for Summer 2018 for the courses listed in the next paragraph. Each of these courses had a traditional-length equivalent and was proposed for intensive, “extremely compressed” summer offering.

The review process for Summer 2018 was applied to six courses that had been proposed in compressed formats of 4 weeks or less: ED 282, ED 284, ED 320, ED 380, KIN 340, and SS 283. Reviews by the chair and members of the Academic Assessment Committee identified and requested syllabus revisions to ensure these compressed courses were comparable to their full-length equivalents. Beyond these courses, MSU also offered a graduate course on Trauma

Training, ED 558, for two students in the Summer 2018 Semester. As the focus on compressed course review was mainly on undergraduate courses, ED 558 was not reviewed. Two students enrolled, and this syllabus conformed to the 2018 syllabus template. This course has since been converted to a continuing education workshop rather than a credit-based graduate course.

Lessons Learned and Sustainability

MSU realizes that while the compressed course review process used in Summer 2018 and Summer 2019 ensured reasonable comparability of the very small number of 2-week courses offered in that format, it also concluded that such extremely compressed courses are not in its students' best interest. In addition, the processes used to ensure comparability revealed the need for a comprehensive, database-driven solution to managing syllabi for all courses. Simple Syllabus, discussed elsewhere, is now fully deployed and directly supports MSU's policies to addresses that issue. MSU's implementation includes a two-step review workflow that automatically routes 8-week courses to the unit chair and then to the Academic Assessment Committee to facilitate compressed review and approval, eliminating the need for the cumbersome manual form and database system used during the 2018-2019 interim period. Finally, the campus has decided to retain its compressed course review strategy for all 8-week courses based on 16-week courses. This policy and related procedures are documented in the Syllabus Integrity Review policy approved by the Faculty Senate. This process is now integrated into MSU's syllabus software. These reviews cover all of MSU's summer offerings, since a full term is 8 weeks, as well as online courses offered in 8-week formats during the rest of the academic year. All such courses, no matter when they are offered, will be reviewed every term using the compressed review process documented in the SIR policy.

<u>Appendix V: Item 5 Evidence</u>
Summary of Appendix V Evidence
5.1 Minutes from 4/11/2018 Academic Assessment Committee Discussion of Extremely Compressed Courses
5.2 Academic Assessment Committee Year End Report to Faculty Senate 5/2018
5.3 Summer 2018 Compressed Course Syllabi Review Form
5.4 Screen Shot of Summer 2018 2-week Course Syllabi Review Audit
5.5 Excerpt from 10/3/2019 Faculty Senate Meeting Approving Moratorium on less than 8 Week Courses ED 558 Syllabus (Extremely Compressed Course Not Reviewed in Summer 2018)
5.6 Ed 558 Syllabus (Extremely Compressed Course Not Reviewed in Summer 2018)
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

6. Implement, monitor, and ensure that all course syllabi contain a minimum standard of information as approved by the Faculty Council by designing a syllabus template that includes but is not limited to: outcomes, term, number of credits of the course, work schedules or assignments, and critical course and institutional policies. (3.A)

Context

Review as part of the 2017-2018 HLC visit and subsequent review at MSU revealed inconsistencies in departments and courses across campus regarding information provided in syllabi, and the institution did not have a university-wide syllabus template specifying required information. The lack of specific required information in some instances resulted in pertinent course information not being available to students and reduced ability for programs to assess and ensure equivalencies in student work, course activities, and outcomes across course sections, modalities, and locations.

Institutional Solutions

Beginning in Spring 2018, the MSU Faculty Senate adopted uniform syllabus guidelines to ensure all syllabi contain common elements, including outcomes, term, credits, meeting times, major assignments and course and university policies. These guidelines and a standardized template are available on the VPAA's web site, along with clear directions to faculty and chairs. Courses are reviewed using a layered monitoring process that includes General Syllabus Review, Compressed Course Review, and Modality and Location Review. These three processes are part of a formal Syllabus Integrity Review policy and procedures (SIR), which was approved by the Faculty Senate. Chairs monitor all courses every term. Chairs and the Academic Assessment Committee review compressed courses every term. Department faculty and chairs conduct modality and location reviews every year.

General syllabus review requires chairs to assess that all syllabi offered during a term include the required components. Syllabi are completed by faculty in the term prior to the course being offered and evaluated and approved by the chair utilizing the syllabus audit checklist for all required components. Prior to the adoption of Simple Syllabus in Spring 2020, each term chairs uploaded approved syllabi to the General Syllabus Review SharePoint folder. To monitor improvement and the effectiveness of the new syllabus requirements and process, a team of three staff members was appointed to conduct audits of syllabi submitted Fall 2018 and Spring 2019. Audit reports revealed improvement in inclusion of required components as well as areas for additional emphasis. Consequently, in Spring 2019, as summer courses were being reviewed, MSU began investigating the syllabus software platform Simple Syllabus. It became clear that automation through Simple Syllabus and its integration with MSU's Student Information System (Peoplesoft) would further reduce errors related to schedule changes, course meeting times, campus policies, as well as ensuring commonality of Student Learning Outcomes and Course Objectives across all sections of the same course, regardless of modality or location.

MSU current practice continues the General Syllabus Review as specified in the Syllabus Integrity Review policy, but integrates the submission, review, approval and storage process with Simple Syllabus, which stores approved syllabi in a Syllabus Library available to the entire campus community. As discussed in detail in Item 5, compressed course syllabus review was initially applied to extremely compressed two- to four-week courses (no longer offered at MSU) in Summer 2018 and was expanded in subsequent semesters to cover all courses shorter than 16

weeks. Both General and Compressed reviews are incorporated into the approval workflow in Simple Syllabus. Modality and Location reviews, discussed in detail in Item 4, above, provide a final review layer to ensure that syllabi for courses delivered in different modalities, sections, and locations all include equivalent SLOs, course objectives, major topics, and activities and assignments.

Lessons Learned and Sustainability

The Syllabus Integrity Review is a comprehensive and exhaustive process that has broad buy-in from faculty and administration. Initially its implementation was manual and time consuming. It included several reciprocal procedures, numerous emails, and the manual maintenance and upkeep of forms and spreadsheets. Effective operation required consistently facilitating successful communication of several types of documents, across offices, and between university personnel. This served MSU's immediate needs well from Summer 2018 through Fall 2019, but this approach was also extremely labor intensive and depended heavily on key personnel for continuity. Consequently, on July 1, 2019, MSU purchased Simple Syllabus to provide additional support for the SIR review processes. Chairs and faculty were trained on the software in Fall 2019. Submission and review of all syllabi for the Spring 2020 term used the new system. The software offers a much more sustainable way for MSU to implement its Syllabus Integrity Review processes (both General and Compressed Course reviews) and does so with significant gains in efficiency.

<u>Appendix VI: Item 6 Evidence</u>
Summary of Appendix VI Evidence
6.1 Syllabus Legacy Template
6.2 2/15/2018 Faculty Senate Minutes Approving Minimum Requirements for Syllabi
6.3 Excerpt of Simple Syllabus University Template
6.4 Screen Shot Archive of General Syllabi Reviews
6.5 Fall 2018 Syllabus Audit Summary
6.6 Spring 2019 Syllabus Audit Summary
6.7 Screen Shot Syllabus Information Web Page
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

7. Create and implement a review process and accountability system to ensure that all syllabi comply with these [Item 6] expectations. (3.A)

Context

MSU's processes to ensure all course syllabi met minimum requirements were not consistent across campus and varied by college and unit.

Institutional Solutions

All courses are expected to conform to the Syllabus Minimum Requirements utilizing a syllabus template approved by the Faculty Senate. Course syllabi are first written by faculty and reviewed by chairs to ensure all required components are present. If necessary, revisions are completed, and once the syllabi meet the minimum requirements, they are submitted by the unit chair for approval. Prior to adoption of Simple Syllabus, syllabi were then submitted to the General Syllabus SharePoint archive managed by the VPAA's office. The chair also submitted a checklist spreadsheet documenting the review process.

As discussed in detail in Item 6, the adoption of syllabus software now supports the Syllabus Integrity Review process by integrating syllabus templates, faculty editing, chair approvals, Academic Assessment Committee approvals, student access, and archiving in one clear database system. The benefits of this software are multiple, including consistency and transparency for current and future students, efficiency gains for students, faculty and administrators, organization, cataloging, redundancy, integration with current services, and marketing and branding. The software facilitates the Syllabus Integrity Review process with significant gains in efficiency and with policy templates and search tools not previously available.

Lessons Learned and Sustainability

As discussed in Items 1 and 6, the labor intensity of the Syllabus Integrity Review Process led the campus to purchase and implement Simple Syllabus in Fall 2019. This tool enables administration and academic programs to automatically populate term, credit hours, institutional policies, and course objectives. When institutional policies are revised, administrators can update the policy template which automatically updates all campus syllabi. Populating course objectives ensures all sections, modalities, and locations offering that course have the same objectives. The General Syllabus Review process continues to be followed but is now much less labor and time intensive with the use of Simple Syllabus and will reduce errors in the system. It is clear this software provides MSU with the ability to accomplish several internal and external related tasks more successfully. Such tasks include providing "requested documentation in an accessible, complete, and organized manner when requested," and ensures all syllabi contain the required information.

Appendix VII: Item 7 Evidence

Evidence supporting Item 7 is cited previously in Appendix VI including Syllabus Template Legacy, Simple Syllabus University Template and Archive of General Syllabi Reviews.

Link to Minot State University web page with links to full documents and archives.
<https://www.minotstateu.edu/accreditation/2020.shtml>

8. Provide a detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities. (4.B)

Context

Co-curricular programming was identified during the 2017 HLC visit and was acknowledged by MSU as an area in need of a comprehensive assessment plan detailing learning outcomes and assessment practices.

Institutional Solutions

In Fall 2018, the VPAA convened an institutional committee comprised of staff, faculty and students and charged it with several tasks relevant to the creation, refinement, implementation, and assessment of co-curricular learning at MSU. The committee reviewed the parameters set by HLC regarding co-curricular learning, studied other institutions' methods of assessing co-curricular learning, and designed a model that aligns with MSU's mission and vision. In addition, the committee developed support documents to define practice at MSU. These documents include a whitepaper explaining MSU's approach to co-curricular assessment, a terminology sheet, a calendar and implementation timeline, and policy and procedures.

HLC parameters. HLC's parameters are straightforward according to the Criteria for Accreditation. Staff that serve in a capacity relevant to co-curricular learning should be adequately resourced and trained (HLC Criteria 3.C.6.). The model, plan, and program developed should suit the institution's mission and contribute to student education (HLC Criteria 3.E.1.). Achievement of co-curricular learning must be assessed (HLC Criteria 4.B.2.). With these parameters acknowledged and reviewed the committee began evaluating and learning from the efforts of other institutions.

Co-curricular at other institutions. Specific models reviewed included California State University-Fullerton, the Social Change Model of Leadership, especially as espoused by Central Michigan University, and Project CEO, a model developed at Stephen F. Austin State University that focuses on career and professional skills. What was learned from these examples was that A) It is best to leave the definition broad enough to encompass the diversity of experiences and programs that can be developed; B) Activities and instruments need to be tightly linked; C) Institutions often start with a concerted core of programs, offices, and activities and expand offerings as the plan and assessment matures; and finally D) A robust grounding in student development theory is necessary to maintain focus on what co-curricular learning imparts to and develops in students.

Additionally, the co-curricular committee reviewed industry standards. Organizations and resources, such as the Council for Advancement of Standards (CAS), AAC&U's LEAP (2011), the Degree Qualifications Profile (DQP), the National Association of Colleges and Employers (NACE), Learning Reconsidered 2, and learning outcomes detailed by academic accrediting agencies.

Co-curricular definition and learning goals and outcomes. Once these resources were reviewed and discussed the committee defined co-curricular at MSU as "ungraded learning that happens outside the classroom, which complements learning that happens inside the

classroom.” With definition developed, the committee solicited examples of co-curricular activities that spanned the institution. The goal was to begin sifting offices, programs, and activities for those with maximum potential for near-term implementation against those that would need more extensive assistance before inclusion.

Additionally, this process was used to narrow the student learning goals and outcomes that would represent the core of co-curricular learning at MSU. Four categories form the focus of co-curricular learning at MSU: Leadership, Wellness, Self-awareness, and Career and Professional Development. Each of these categories is defined and has clear goals and outcomes, all which are published on the Co-curricular Assessment web page.

For each category a general **goal**, *what a student should know and/or be able to do upon graduation*, was developed. Additionally, each category has specific **outcomes**, connected to its co-curricular goal, stipulating *what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities*. Finally, an office and/or program is encouraged to develop **objective(s)**, *a deliberate task or activity, prompted by a specific outcome designed to broaden and/or develop student leadership, wellness, self-awareness, and/or career and professional development*.

Co-curricular assessment practices. Within each yearly assessment cycle offices and programs move through deliberate steps. These five steps are Ask, Gather, Analyze, Apply, and Report. Some of these steps overlap. Such connections are bridges that propel institutional personnel forward, intentionally foregrounding their effort and progress and backgrounding the mechanics of the assessment plan.

Assessment processes and practices utilize documentation that facilitates, organizes, and captures data for institutional and office/program review. All assessment at MSU is conceived and pursued as a continuous improvement process built around Yearly Progress Assessments (YPAs). Co-curricular assessment, much like academic assessment, uses the YPA to capture and convey how, where, and what is intentionally being improved, especially in terms of student learning and operational processes.

The YPA for co-curricular assessment is an administrative document designed and refined by MSU personnel for intentional university fit. Significant training and investment of institutional resources went into the development and application of this document. As is the case with curricular assessment, in MSU’s co-curricular model, YPAs form the backbone of the assessment strategy. Each year, in-line with the co-curricular timeline, offices will move through the phases and steps of assessment to capture data relevant to their office and to the institution. Review of assessment data by the DAA and co-curricular offices will allow improvement of activities, understanding of how student learning was enhanced by different projects, planning for resource allocation, and sharing of findings with stakeholders to encourage improvement.

Institutional co-curricular strategy. In the Fall of 2019 MSU set in motion a tiered approach to engage and train personnel and offices in co-curricular assessment, to connect this effort to broader institutional goals, and to set in motion a continuous improvement cycle.

During the 2019-2020 academic year, four offices, Academic Support, Wellness Center, Career Services, and Student Activities, began a co-curricular assessment cycle. These offices represent the core of co-curricular assessment at MSU. Year 1 is focused on developing these core offices/programs. Years 1-3 will focus on development. Development of the core group through professional training, resource allocation and/or refocusing, and extending co-curricular learning beyond the core group to additional offices/programs. Years 2-4 will focus on extending co-curricular learning to other offices and programs, and on refinement of the model to focus resources on institutionally effective collaboration that explicitly improve university vision, mission, and strategic planning. Data sets will play a prominent role in this developmental window. Years 3-5 will focus on model and process coherence, improvement, and maturation of procedures and practices.

Policy and procedure stipulate that for the next five years specific offices and committees will be responsible for sustaining and improving MSU's co-curricular assessment. Responsibility will be shared between the Associate Vice President for Academic Affairs (AVPAA) and Vice President for Student Affairs (VPSA). The Director of Academic Assessment (DAA) will provide direct oversight, training, resource development, day-to-day administrative integration, continuity, and organization. Finally, the co-curricular assessment committee will facilitate maintenance of the model, review of assessment plans and yearly reports, and communication of results to the campus.

Year 1 implementation. In the Summer of 2019, the four core offices entered the planning phase to consider methods, resources, and timing. In Fall 2019, these offices submitted their plans for co-curricular learning. These plans were reviewed by direct reports and the DAA and any necessary clarification or adjustment warranted after review was made by the office in question. Plans were cataloged and these offices then began the project phase.

Projects are the heart of MSU assessment. Projects engage students with activities, tasks, and content intentionally designed to provoke development, gauge ability, and provide feedback. As noted above, MSU has four co-curricular goals and each of the four offices selected is pursuing one of those goals and an appropriate outcome during the 2019-2020 assessment cycle, as detailed in the plans in the Co-curricular section of SharePoint. These projects will provide baseline data for their areas and serve as models as the project expands to other areas.

Once projects are completed offices report findings and make recommendations to be implemented in the next cycle. These reports convey where improvement did or did not occur, and how projects can be sustained, extended, and/or reformulated. The goal is to plan how an improvement loop can be closed in the next cycle's project phase, while simultaneously relaying what learning or process loops were closed in the current cycle.

As MSU's five-year plan proceeds, more and more data from assessment projects will be collected, analyzed, cataloged, and used to improve student learning and development across institutional categories. Administration, staff, faculty, and students will all play roles in co-curricular's development at MSU.

Lessons Learned and Sustainability

MSU's five-year plan for co-curricular assessment incorporates several key elements relevant to sustainability and progress. It plans for professional development to support systematic and meaningful expansion of co-curricular assessment beyond the four initial core areas. The audience of this training is office leaders, especially those directly involved with co-curricular projects designed to enhance student learning. Second, support of office leaders is planned through similar resource development pathways. The five-year plan envisions ongoing training of MSU staff in co-curricular assessment to ensure they offer students increasingly nuanced and sophisticated student development opportunities.

Finally, along with all proposed resources and training for leaders and staff, MSU remains committed to hearing student input. Co-curricular learning, like general education and curricular learning, is not an end in itself. Rather, its purpose is to positively influence the cognitive, affective, and psychomotor development of students in formative ways. Consequently, MSU has and will invest in student surveys, the National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI), that allow for further development of co-curricular at MSU through student input that is comparable with institutions of similar type.

<u>Appendix VIII: Item 8 Evidence</u>
Summary of Appendix VIII Evidence
8.1 Co-curricular Committee Charge
8.2 Screen Shot Archive of Co-curricular Committee Web Page
8.3 Co-curricular Assessment Terminology
8.4 Screen Shot Co-curricular Whitepaper Table of Contents
8.5 First Page of Co-curricular Assessment Calendar
8.6 Draft of Co-curricular Assessment Policy and Procedure
8.7 First Page of Co-curricular Program Assessment Rubric
8.8 Screen Shot Yearly Program Assessment Template Table of Contents
8.9 Screen Shot Excerpt from Co-curricular Assessment Plan Example
8.10 Screen Shot Co-curricular Assessment Web Page
8.11 Co-curricular Committee Statement of Completion of Charge
Link to Minot State University web page with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

9. Designate a place and establish a procedure in which all assessment data is reviewed, stored and available to constituent groups. (4.B/2.A)

Context

In response to decentralized recordkeeping, institutional reorganization, and increased focus on use of assessment data, MSU realized it needed to evaluate and articulate its data management strategy.

Institutional Solutions

Creation of a staff position dedicated to Academic Assessment has allowed MSU to centralize its existing and long-standing assessment practices, including yearly assessment reports from academic programs, general education assessments, and program reviews, to facilitate annual review and consultation by constituent groups.

At MSU, assessment data are broadly sorted into four categories that follow similar processes of review, storage, and accessibility:

- 1) Assessment of general education through developmental content rubrics administered in different courses,
- 2) Programmatic assessment based on annual department review of student data regarding accomplishment of Student Learning Goals and Student Learning Outcomes defined for the program,
- 3) Co-curricular data related to the categories of Leadership, Wellness, Self-awareness, and Career and Professional Development, and
- 4) Operational assessment related to improving student learning's infrastructure and support services.

MSU's academic programs have a well-established record of assessment. This practice is being extended to include non-academic units through co-curricular and operational assessment. Improvements since 2018 include modernizing the yearly report template from the legacy 5-column template to the current YPA template, which was developed by the Director of Academic Assessment and Program Assessment Liaisons and approved by chairs and the Faculty Senate. Programs and offices collect assessment data using the YPA and following their respective assessment timeline. These data are contextualized through student learning goals, outcomes, objectives, courses, and activities and the results are imbedded within the YPA for review by relevant stakeholders. Assessment days are set aside in Fall and Spring terms for programs to interpret assessment results; to determine, based upon the results what, if any, adjustments to the program need to be made given the results; and to determine the program budget needs. Once reviewed by the program, the YPA document is completed and submitted to the VPAA and DAA. Upon submission, the DAA audits yearly participation, making sure all YPA's have been submitted and stored. A review of each YPA is then completed by the DAA. The review is intended to be objective and provide feedback on assessment procedures or suggestions of improvement. Finally, a summary of the review is provided to the VPAA, or relevant VP/Supervisor by the DAA. Program-specific reviews are sent back to chairs and/or YPA authors. Additional follow-up meetings may be scheduled as needed.

While faculty and staff have access to their yearly reports through the VPAA's SharePoint site, general education and co-curricular assessment are also made public in a summarized report. The constraints of making programmatic and operational assessment public are, at this point, security and privacy. Due to the varied size of some academic programs, individual student performance data could unintentionally be made public without the students' express consent. Consequently, these reports are stored in a SharePoint archive that requires university credentials for access. Internal stakeholders are provided access, as are relevant external stakeholders, such as accrediting agencies.

General education. MSU's General Education assessment follows a three-semester review rotation to ensure rubrics are applied to each developmental area. Faculty teaching general education courses complete the applicable assessment rubric for all courses scheduled for review in a particular semester. Following the scheduled rotation, faculty report the rubric data for students in the selected course. Results from each rubric are collected and collated in one database managed by the VPAA's office. Through 2019-2020 the Academic Assessment Committee analyzed these data and reported results to the faculty on Assessment Day. These events included faculty discussion of trends and feedback and recommendations to the Academic Assessment and General Education Committees. Beginning with the 2019-2020 academic year, the Faculty Senate transferred responsibility for analyzing and reporting on these data to the General Education Committee. Results from the first complete three-semester cycle are archived in the VPAA SharePoint site, and the reports are publicly available on the General Education web page, as are the reports from the Academic Assessment Committee, and, as of 2019-2020, those of the General Education Committee.

Program reviews. Established programs not accredited by external agencies are reviewed every seven years, following NDUS policy. New programs are reviewed within one year of the first graduating class. Program faculty complete a self-study following the program review guidelines. Once the self-study is complete, programs contract with an outside consultant for an external reviewer. The external review submits a report to the program chair, DAA and VPAA. Program reviews and external review reports are archived and available on the VPAA's SharePoint archive.

Lessons Learned and Sustainability

Significant efforts in the recently formed Office of Academic Assessment have formalized and clarified MSU's processes regarding submission of different types of assessment data, analysis of assessment data, sharing and review of findings, and documenting and cataloging assessment data for consultation by the University's many stakeholders. These efforts have resulted in clearer storage of assessment information in the centralized file-server site (SharePoint) coordinated by the VPAA's office. In addition, syllabi used to support a variety of course-related assessment reviews (general, compressed, modality) are currently stored on the same site. Effective Spring 2020, syllabi construction, approval, and storage have migrated to the dedicated database system Simple Syllabus.

<u>Appendix IX: Item 9 Evidence</u>
Summary of Appendix IX Evidence
9.1 Screen Shot Archive of Co-curricular Assessment Reports
9.2 Screen Shot Archive of Yearly Program Assessments
9.3 Screen Shot Archive of Program Reviews
9.4 General Education Policy and Procedures
9.5 Screen Shot First Page of General Education Assessment Report 5/15/2018
9.6 General Education Assessment Report Table of Contents 2/19/2019
9.7 Spring 2019 Assessment Day Agenda
9.8 Excerpt from General Education Assessment Results Feedback from Spring 2019 Assessment Day
9.9 Spring 2020 Assessment Day Agenda
9.10 Program Review Policy and Procedure
9.11 Excerpt from Academic Assessment Calendar
Link to Minot State University webpage with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

10. Provide two complete cycles with clear evidence that it consistently and systematically links its planning process, assessment of student learning, and budget prioritization. Further, the institution must take steps to establish appropriate policy to assure that the process is systematic and sustainable beyond current personnel, who have institutional history and know how the system works. (5.C)

Context

The 2017-2018 HLC review process identified a need for MSU to revise its budget and planning process to:

- (i) be exhaustively inclusive of the entire campus including academic and non-academic units;
- (ii) connect each department's annual resource requests to their respective annual reviews; and
- (iii) prioritize budgetary requests that advance the university's strategic plan.

This process is linked to student learning outcomes. In addition, each unit needs to demonstrate that requests and decisions align with MSU's strategic plan.

Although MSU's annual funding decisions had always considered academic needs and student learning, as demonstrated in previous HLC reports, the revised budget process is specifically designed to systematically tie together departmental planning, budget prioritization, and strategic planning across all departments and units and to institutionalize these practices.

Institutional Solutions

Beginning in academic year 2014-2015 and coinciding with the arrival of a new campus President and the conclusion of the previous strategic plan, MSU began the process of creating a new strategic plan to guide the institution into the future. The new plan – Empowering Generations – was developed throughout academic year 2014-15 and academic year 2015-16 and received State Board of Higher Education approval in September 2016. Revisions to the current plan are guided by a Strategic Planning & Budget Council made up of representatives from across campus. Progress reports that document institutional efforts toward strategic implementation are collected and made available to the public and the campus. During academic year 2016-2017, the Vice President of Administration and Finance developed 'budget workbooks' which required departments and units to better document their resource requests.

To tie strategic plan implementation to budget planning MSU created the Strategic Planning & Budget Council. This council is charged with:

- (i) implementing MSU's strategic plan and to advise in the budget development and required University budget modification processes;
- (ii) identifying priorities and creating implementation calendars along with the funding mechanisms to ensure Minot State University's success; and
- (iii) reviewing MSU's strategic goals, objectives, action items, and metrics as needed.

The first full cycle in which MSU demonstrated the tying of assessment of student learning, budget prioritization, and strategic planning across all departments and units was academic year 2018-19. MSU completed the first cycle of this process in June 2019 (academic

year 2018-19). A second cycle began September 2019, with decision announcements made in February 2020.

Process

The budget process begins with the Yearly Program Assessments (YPA). Academic program faculty review and evaluate assessment data for their programs to assess progress toward program goals and to identify program needs. Department chairs prepare resource requests based on YPA assessment findings and document them with supporting rationale tying requests to student learning outcomes and to elements in MSU's strategic plan. In addition, non-academic units in Student Affairs and Academic Affairs will base their requests on YPA data results beginning Fall 2020. Requests from academic and non-academic units are documented in annual budget workbooks, which are then submitted to the appropriate vice president. Once submitted, all workbooks are stored in the VPAA's SharePoint archive and available for consultation. Academic department chairs and non-academic unit directors review the needs of their programs, prioritize those needs based upon the institutional strategic plan and student learning outcomes, and finalize the completion of their respective budget workbook for their units. Those reports tie together departmental planning, budget prioritization, strategic planning, and student learning. As explained in the Annual Budget Process and Timeline, budget presentations are then scheduled.

Both the 2019-2020 fiscal year and the 2020-2021 fiscal year budget cycles included budget presentations by departments to summarize and answer questions from the President's Staff and from members of the Strategic Planning and Budgeting Council. Presentations were open to the public and the slides and handouts for each presentation are archived, along with the budget workbooks. These presentations addressed assessment data, the strategic plan, and how these requests could further improvement within an academic program or office. Once all presentations were heard and discussed, the SPBC produced a prioritized listing using a standard scoring rubric and submitted it to President's Staff. The vice presidents prioritized requests from their respective areas and then President's Staff selected requests to fund. In the 2019-2020 fiscal year budget cycle, President Shirley presented these decisions to campus in an open budget forum. Those decisions and the accompanying explanatory slides are public and archived on the Strategic Planning and Budget Council web site.

In the 2020-2021 fiscal year cycle, at the time of submission of this HLC Focus Visit report, all major components of the budget process have been completed. These include: academic program and office assessments and YPA reports, completion of budget request items connected to student learning outcomes and strategic plan initiatives; submission of budget workbooks; public budget hearings and presentations; and evaluation and recommendations to support student learning needs and strategic plan initiatives by the SPBC to President's Staff. The President announced budget prioritization decisions during February budget forums for the campus community.

Lessons Learned and Sustainability

One lesson learned from the first cycle (2019-2020 fiscal year) involved timing. MSU Chairs and President's Staff determined that earlier deadlines for each step in the process would facilitate better planning in each department. One particular goal of earlier budget announcements was to give chairs and offices more time to implement projects, programming

changes dependent on budgetary decisions, and hiring for the upcoming academic year. Therefore, MSU revised the timing of this annual process to begin in September of each year on assessment day, with the intent to complete the budget cycle as early as possible in the Spring term each year.

MSU is committed to this new budget cycle and process and President's staff has operationalized it as an annual process. The result is to use careful assessments, student learning needs, and MSU's Strategic plan to produce a deliberative list of goals to fund. The campus community recognizes that decisions announced by President's Staff indicate priorities arrived upon through a broad and participatory process, but that releasing these decisions prior to the conclusion of the fiscal year means that this ideal list may be contingent on available funding for the upcoming year. Matching such prioritized lists to available resources each year may require some adjustments to timing of final funding decisions, in part because the state legislature only meets every other year. This typically delays NDUS funding decisions and MSU's final budget allocations for the upcoming biennium until May or June. Given that 2019 was a legislative year it delayed the 2019-2020 fiscal year timeline as coordination was necessary between the institution and the North Dakota University System. MSU understands this to be the case during legislative sessions and plans to adjust as necessary. Working within these constraints, though, MSU's revised processes position the campus to systematically embed assessment of student learning, planning, and budget prioritization in a documented, sustainable, systematic and annual budget process.

<u>Appendix X: Item 10 Evidence</u>
Summary of Appendix X Evidence
10.1 Screen Shot Empowering Generations 2016
10.2 Screen Shot Empowering Generations Revised 2018
10.3 Screen Shot Archive of Strategic Plan Progress Reports
10.4 Screen Shot Strategic Planning and Budget Council Web Page
10.5 Screen Shot Budget Process and Timeline
10.6 Screen Shot Page of Budget Workbook Template
10.7 Closing the Loop on MSU Planning, Budgeting, and Assessment Document
10.8 Excerpt from Faculty Senate Meeting 12/6/2018 Approval of Budget Process and Timeline
10.9 Excerpt from Staff Senate Meeting 12/18/2018 Approval of Budget Process and Timeline
10.10 Screen Shot Strategic Planning and Budget Council 2019-2020 Budget Requests Evaluation Form
10.11 Schedule of 2019-2020 Budget Request Presentations
10.12 Screen Shot Archive of 2019-2020 Budget Workbooks
10.13 Screen Shot Archive of 2019-2020 Budget Presentations
10.14 Strategic Planning and Budget Council's Recommendations to President's Staff 4/25/2019
10.15 Screen Shot Excerpt from President's Budget Forum Power Point
10.16 2020-2021 Budget Presentation Schedule
10.17 Screen Shot Archive of 2020-2021 Budget Workbooks
10.18 Screen Shot Archive of 2020-2021 Budget Presentations
10.19 Strategic Planning and Budget Council Recommendations to President's Staff 1/6/2020
10.20 President's Memo Notifying of Budget Decisions
10.21 President's Staff's Initial Budget Decisions 2020-2021
Link to Minot State University webpage with links to full documents and archives. https://www.minotstateu.edu/accreditation/2020.shtml

Conclusion

Minot State University's approach to the major items detailed in this report establishes clear, purposeful, and systematic solutions to improving, assessing, and documenting student learning and implements budgetary processes that evaluate and sustain a high-quality academic experience for its students.

Faculty and administrators have made concerted efforts over the past two years to organize key assessment and budget request processes with the VPAA and DAA and to automate syllabus management to ensure clearer organization and access to data for MSU's internal and external stakeholders. These changes position the institution to efficiently consider current data as it plans and to respond directly to requests to provide information effectively in support of HLC core component 2.A.

Careful review of student learning goals, intentional mapping of program goals to course objectives, and revision of annual assessment procedures position MSU departments to more systematically evaluate curriculum. Broadly speaking, programs now have much stronger tools to link student learning to course outcomes and to adjust academic offerings to improve student learning. This focus also extends to MSU's co-curricular activities, which now have clearly defined learning outcomes and an assessment strategy. Launched with four key departments, MSU plans to extend co-curricular assessment, as appropriate, across non-academic units.

MSU has implemented systematic policy and review practices to ensure continued comparability of its courses. Three key changes are: elimination of courses shorter than 8 weeks; review by chairs and AAC every term of all courses compressed to 8 weeks; and yearly modality and location reviews at the department level to confirm comparability and address discrepancies.

New and revised processes related to common syllabus elements, review of compressed courses, and modality and location review ensure comparability of course objectives, assignments, and expectations regardless of course length or mode of delivery. In-depth syllabus review by programs, application of a new syllabus template, and audits of two complete semesters confirm the progress realized by these intensive manual processes. MSU has now automated and systematized these initiatives to ensure sustainable and systematic practices in support of HLC core components 3.A and 4.B.

MSU's current fiscal model includes public presentation, evaluation, and recommendation of requests by the Strategic Planning and Budget Council to ensure resource allocation considers links between assessment data, student learning needs, and the institution's strategic plan. Two documented cycles of this budget process, AY 2018-2019 and AY 2019-2020, demonstrate the institution's commitment to HLC Core Component 5.C by integrating assessment of student learning, planning, and strategic plan prioritization into a documented and sustainable annual budget process.

The progress and accomplishments documented in this Focused Visit Report constitute sustainable practices that support student learning for future generations. MSU is confident that the focus and direction set by these changes will underpin and facilitate the institution's upcoming comprehensive self-study in 2022.

[Links to HLC Required Evidence](#)

- [Faculty Handbook](#)
- [Staff Handbook](#)
- [Student Handbook](#)
- [Organizational Catalogs](#)

Appendix I: Item 1 Evidence

Summary of Appendix I Evidence: The first three pieces of evidence (1.1,1.2,.1.3) are screen shots of web pages demonstrating organization of pertinent document archives which provide transparency and accessibility to HLC and the campus community. These web pages provide campus personnel with easy access to campus policies and procedures and facilitate continuity beyond current personnel. Evidence 1.4 is the position description for the Director of Academic Assessment position; the position description and hiring of the director demonstrates the investment Minot State has made to ensure effective assessment of student learning and use of the data and results for continuous improvement of the institution. In addition, the director assists in review and revision of assessment policy and procedures and in ensuring record review and retention. The last four pieces of evidence (1.5, 1.6, 1.7, 1.8) are screen shots of pertinent report archives. These archives provide HLC with the necessary documentation and Minot State with repositories for records maintenance. As personnel change, the archives assure new personnel with have access to previous records.

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

1.1 Screen Shot Policy and Procedures Repository

MINOT STATE / ACADEMIC AFFAIRS / POLICIES AND PROCEDURES

Academic Affairs

Policies and Procedures

NDUS and SBHE

- [SBHE Policies](#)
- [NDUS Procedures](#)

Teaching and Assessment

- [Academic Assessment - Purpose, Policy, and Procedures](#)
- [Academic Program Review - Purpose, Policy, and Procedures](#)
- [Co-curricular Assessment - Purpose, Policy, and Procedures](#)
- [Syllabus Integrity Review - Purpose, Policy, and Procedures](#)

Budget

- [Annual Budget Presentations - Purpose, Policy, and Procedures](#)

Faculty Contracts and Faculty Time

- [Minimum Class Size Policy](#)
- [Overload Policy](#)
- [Reassigned Time Policy](#)
- [Faculty Teaching Qualifications Policy and Form](#)

Human Resources Policies and Procedures

- [NDUS Human Resource Policy Manual](#)
- [MSU Human Resource Policy/Procedures Manual](#)
- [MSU Affirmative Action/Equal Opportunity Policy](#)



[1.2 Screen Shot General Education Assessment Web Page](#)

General Education

General Education

Minot State University General Education

[General Education](#) at Minot State University is designed to ensure students learn a common set of *academic skills and capacities*, display *personal and social responsibility*, and understand *interconnecting perspectives* shaping domestic and global issues. The overarching goal is to impart and develop skills that allow graduates to flourish and make life-long contributions to their professional, civic, and social world regardless of discipline, major, or career path. Three broad developmental categories--[critical capacities and skills](#), [personal and social responsibility](#), and [interconnecting perspectives](#)--each with specific objectives, constitute general education at MSU. To ensure that all aspects are included in the undergraduate experience, students must take courses or engage in experiences from each area.

General Education - Students

If you are a student looking for information about general education, please visit these student GE sites:

[Gen Ed Overview & Requirements](#)
[Gen Ed Transfer Credit](#)

General Education - Faculty

If you are a faculty member looking for information about general education, please visit these faculty GE sites:

[Gen Ed Overview & Requirements](#)
[Gen Ed Assessment](#)
[Gen Ed Course Applications](#)
[SharePoint Folder of Gen Ed Assignments](#)

General Education Assessment Reports

[Fall 2017 General Education Assessment Report](#)
[Fall 2017-Fall 2018 General Education Assessment Report](#)

Archived Materials

If you are looking for general education materials prior to fall 2014, please visit:
[Gen Ed before 2014](#)

Student Gen Ed Info:

[Gen Ed Overview & Requirements](#)
[Gen Ed Transfer Credit](#)

Faculty Gen Ed Info:

[Gen Ed Overview & Requirements](#)
[Gen Ed Assessment](#)
[Gen Ed Course Applications](#)
[SharePoint Folder of Gen Ed Assignments](#)

Gen Ed Reports:

[Fall 2017 General Education Assessment Report](#)
[Fall 2017-Fall 2018 General Education Assessment Report](#)

Archived Gen Ed Materials:

[Gen Ed before 2014](#)

1.3 Screen Shot Minot State University Assessment Web Page

MINOT STATE / ACADEMIC AFFAIRS / ASSESSMENT

Academic Affairs

Minot State University Assessment

Assessment at Minot State University is a continuous improvement endeavor. It is employed in the pursuit of institutional, program, and service excellence and quality. How this pursuit influences the development of Minot State students, faculty, and staff is of great importance and value. Consequently, assessment is an institutional priority.

- [Academic Assessment](#)
- [General Education Assessment](#)
- [Co-Curricular Assessment](#)
- [Student Outcomes](#)

1.4 Director of Academic Assessment Position Description



Be seen. Be heard. Be empowered.

Director of Academic Assessment

Full-Time, Benefited

Position Number

03914

(Internal/External)

Position Summary

Reporting to the Vice President for Academic Affairs, the Director of Academic Assessment will manage and coordinate all academic assessment activities and processes within Minot State University. The Director will work closely with faculty, chairs, the Office of Institutional Research, and administrators to develop academic assessment plans, to ensure high-quality assessment, and to promote a culture of continuous improvement across the institution.

Responsibilities

- Lead and manage the campus-wide academic assessment program, including co-curricular assessment
- Coordinate activities campus-wide for institutional regional accreditation, as well as for program-area accreditation (e.g., the Council for the Accreditation of Educator Preparation, Accreditation Commission for Education in Nursing)
- Serve on the Academic Assessment Committee to provide expertise and guidance for all academic assessment, including General Education assessment
- Develop and maintain positive relationships with faculty and staff in order to support a culture of assessment and continuous improvement
- Work with administrators, chairs, faculty, and staff to improve academic assessment of programs
- Provide expertise in the development of academic assessment instruments and processes
- Monitor academic assessment plans and work with faculty and chairs to improve their plans as necessary
- Develop timelines for campus academic assessment
- Provide expertise to administrators, chairs, faculty, and staff in using assessment data to improve the quality of programs and to inform teaching
- Provide expertise and direction to administrators, directors, and staff for the development of co-curricular assessment
- Develop and manage an assessment management system for the storage, organization, retrieval, and use of assessment data and reports
- Provide professional development regarding academic assessment as needed
- Prepare and communicate academic assessment data to faculty, administrators, students, and other stakeholders as needed

Qualifications

- Master's degree in assessment, evaluation, higher education, or related field; doctorate preferred
- Minimum of three years of full-time experience in assessment (higher education assessment preferred) or related field
- Proven ability to build consensus, communicate clearly, and work positively with diverse faculty, staff, and students
- Excellent organizational skills
- Experience in using data and data analysis to inform decision making















Compensation

Commensurate with experience and education. Comprehensive fringe benefit package includes employer-paid full family coverage for health insurance, TIAA retirement plan, and tuition waiver benefits. [Explore MSU Benefits](#)

Minot State University : 500 University Avenue West : Minot, ND 58707



1.5 Screen Shot Archive of Yearly Program Assessment Reports

Annual Program and General Education Assessment Reports > Yearly Program Assessment Reports

 Name ▾	Modified ▾	Modified By ▾
 Yearly Program Assessments 07-08	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 08-09	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 09-10	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 10-11	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 11-12	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 12-13	September 21, 2018	Brooks, Michael
 Yearly Program Assessments 13-14	September 24, 2018	Brooks, Michael
 Yearly Program Assessments 14-15	September 24, 2018	Brooks, Michael
 Yearly Program Assessments 15-16	October 1, 2018	Brooks, Michael
 Yearly Program Assessments 16-17	January 17, 2019	Brooks, Michael
 Yearly Program Assessments 17-18	February 4	Brooks, Michael
 Yearly Program Assessments 18-19	November 25, 2019	Brooks, Michael
 Yearly Program Assessments 19-20	December 9, 2019	Brooks, Michael






1.6 Screen Shot Archive of Program Review and Accreditation Reports

Program Reviews and Accreditation Reports

	 Name ▾	Modified ▾	Modified By ▾
	Accreditation Reports	October 13, 2019	Geller, Laurie
	Self-Studies and External Reviews	October 13, 2019	Geller, Laurie
	Academic Program Status- Cari 9-10-2018.x...	October 22, 2018	Geller, Laurie
	Program Review Cycle Updated 2008.xls	January 24, 2018	Cresap, Linda
	Program Review Cycle Updated 2013.xls	January 24, 2018	Cresap, Linda
	Program Review List as of January 2018.xlsx	October 22, 2018	Geller, Laurie







1.7 Screen Shot Archive of Compressed Format Syllabi Reviews

Course Syllabi > Compressed Format Review Syllabi

 Name ▾	Modified ▾	Modified By ▾
 (1840) 2018 Summer Syllabi - 2 Weeks	September 12, 2019	Brooks, Michael
 (1910-2) 2018 Fall 2nd 8 weeks	March 13, 2019	Borden-King, Lisa
 (1930-1) Spring 2019 1st 8 weeks	March 13, 2019	Borden-King, Lisa
 (1930-2) Spring 2019 2nd 8 weeks	March 13, 2019	Borden-King, Lisa
 (1940) Summer 2019	March 13, 2019	Borden-King, Lisa
 (2010-1) Fall 2019 1st 8 weeks	March 13, 2019	Borden-King, Lisa
 (2010-2) Fall 2019 2nd 8 weeks	March 13, 2019	Borden-King, Lisa

1.8 Screen Shot Archive of 2019-2020 Budget Workbooks

Files > SPBC 2019-2020 Budget Review Files > 2019-2020 Budget Workbooks

 Name ▾	Modified ▾	Modified By ▾	File Size ▾	Sharing
 Athletics FY 20 Budget Requests Received_...	April 18, 2019	Geller, Laurie	46.1 KB	⌘ Shared
 Compilation Finance & Admin FY 20 Budge...	April 11, 2019	Geller, Laurie	70.9 KB	⌘ Shared
 Compilation of Workbooks - Academic Affa...	April 10, 2019	Geller, Laurie	1.60 MB	⌘ Shared
 RevisedScienceDivisionBudgetRequestsInstr...	April 5, 2019	Geller, Laurie	85.1 KB	⌘ Shared
 Compilation President's Area Workbooks - ...	April 3, 2019	Geller, Laurie	28.5 KB	⌘ Shared
 Compilation VP Student Affairs FY 20 Budg...	April 3, 2019	Geller, Laurie	69.7 KB	⌘ Shared
 Compilation Advancement requests - FY 20...	April 3, 2019	Geller, Laurie	1.79 MB	⌘ Shared
 Athletics FY 20 Budget Requests Received.xl...	April 3, 2019	Geller, Laurie	42.8 KB	⌘ Shared

Appendix II: Item 2 Evidence

Summary of Appendix II Evidence: The evidence presented in Appendix II demonstrates Minot State University's recent process for reviewing and revising Yearly Program Assessments. The initial phase of the process was identification of program assessment liaisons; Evidence 2.1 is a screen shot of the liaison web page listing the liaisons for each program, their action list, and a link to their minutes. Assessment terminology was clarified; Evidence 2.2 documents the agreed upon descriptions of terms. The next step in the process was each program reviewing and revising, if necessary, student learning goals and outcomes and updating wording to the agreed upon assessment terminology; Evidence 2.3 is a screen shot of the archive of all Minot State programs' assessment mapping which contain revised Student Learning Goals and Outcomes and course mapping. Evidence 2.4 provides screen shots of examples from the undergraduate and graduate catalogs to demonstrate that program goals and outcomes are available and accessible for students, faculty, and other interested parties. Evidence 2.5 is a screen shot of the undergraduate and graduate catalog archive; the archive provides comparative evidence that a systematic review of program goals and outcomes was completed and that records are being maintained. Evidence 2.6 are examples of program mapping of Student Learning Goals and Student Learning Outcomes to specific courses. Program mappings are stored in the archive pictured in Evidence 2.3 and HLC members have access to the archive to review program maps. The assessment report template was revised and will be implemented in Fall of 2020; Evidence 2.7 is a screen shot of template table of contents, Evidence 2.8 and 2.9 demonstrate that faculty were involved in the template revisions and gave their approval via Faculty Senate. Evidence 2.10 is a screen shot of the Archive of Yearly Program Assessments demonstrating that Minot State has a mechanism to maintain Yearly Program Assessment reports. Evidence 2.11, 2.12, 2.13 are the last three-year summary reviews completed by the DAA of the Yearly Program Assessments. Lastly, Evidence 2.14 is the Academic Yearly Program Assessment Policy and Procedure. The Fall 2018 and Spring 2019 Syllabus Audit Summaries can be found in Appendix VI (6.5 and 6.6).

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

2.1 Screen Shot Academic Assessment Liaison Web Page

Program Assessment Liaison (PAL) Charges

- Coordinates program assessment discussions with faculty, staff, students, and others as applicable.
- Attends liaison information sessions
- Collaborates with administrators and other faculty at the program, unit, and campus levels when
- Ensures programs receive feedback on their assessment
- Meet with the Chair to keep him/her apprised of university/college assessment policies, practices, and activities
- Identify and share institutionally effective assessment

Program Assessment Liaison (PAL) Action List

1. Provide consistency and clarity to program student learning goals and outcomes as listed in catalog and in program assessment reports
2. Help plan and facilitate Spring Assessment Day that showcases progress, relays next steps for assessment, and addresses questions.

Assessment Liaisons for 2019-2020

1. Math and Computer Science – Tim Morris
2. Social Science – Mark Singer
3. Art, Broadcasting, and Professional Communication – Christina Paxman
4. Languages and Cultural Studies – Sarah Aleshire
5. Communication Disorders – Erin Holt
6. Teacher Education and Kinesiology – Lisa Borden-King
7. Special Education – Holly Pedersen
8. Nursing – Jaci Reep-Jarmin
9. Honors – Jessica Smestad
10. Science – Robert Crackel; Chris Heth
11. Business Information Technology – Linda Cresap
12. Business Administration – Lori Willoughby
13. Accounting and Finance – Nicole Wald
14. Criminal Justice – Gary Rabe
15. Biology – Heidi Super
16. Music – Jon Rumney
17. Addiction Studies, Psychology, and Social Work – Paul Markel

Meeting Minutes

2.2 Academic Assessment Terminology

MSU Assessment Terminology*

Assessment: Assessment is the systematic collection and analysis of information (Data) for improvement purposes.

Assessment Tool: Instrument used to measure the characteristic or outcome of interest. It is the tool used to implement part of a larger assessment plan. Example: assessment tools for learning include classroom assessment techniques (minute paper, muddiest point, etc.), capstone projects, examinations, portfolio entries, or student performances.

Benchmark/Target: A point of reference for measurement; a standard of achievement against which to evaluate or judge one's own performance. A program can use its own past performance data as a baseline benchmark against which to compare future data/performance. Additionally, data from another (comparable, exemplary) program can be used as a target benchmark.

Direct Measure: Gathers evidence, based on student performance, which demonstrates the learning itself. Can be value-added, related to standards, qualitative or quantitative, embedded or not, and can use local or external criteria. Examples include class tests, research papers, student performances, etc.

Indirect Measure: Gathers reflection about the learning or secondary evidence of its existence. Example: surveys of student perceptions about learning, e.g. Satisfaction survey.

Measure: To collect quantitative and/or qualitative data to be analyzed. Qualitative data are data that do not lend themselves to quantitative methods but rather to interpretive criteria, for example, interviews, focus groups, and anecdotal evidence.

Program of Study: The phrase “program of study” most often and routinely refers to a degree offered by the university.


















Student Learning Goal (SLG): A general statement of what a student should know and/or be able to do upon graduation from a program of study.

Student Learning Outcome (SLO): A specific statement of what a student should know and/or be able to do as a result of what is learned in a specific course or set of courses in a program of study.

**Document is adapted from several sources, including Clark College, Stephen F. Austin State University, James Madison University, and AAC&U.*

2.3 Screen Shot Archive of Program Assessment Mapping

… > Program Assessment Mapping – SLGs and SLOs

 Name ▾	Modified ▾	Modified By ▾
 Accounting and Finance	January 30	Brooks, Michael
 BGS and BIS	February 6, 2019	Brooks, Michael
 Biology	October 16, 2019	Brooks, Michael
 Business UG and GR	October 16, 2019	Brooks, Michael
 Comm. Disorders UG and GR	October 16, 2019	Brooks, Michael
 Criminal Justice	October 16, 2019	Brooks, Michael
 Education UG and GR	October 16, 2019	Brooks, Michael
 English and Foreign Language	October 16, 2019	Brooks, Michael
 Honors	February 3	Brooks, Michael
 Math and Computer Science	October 16, 2019	Brooks, Michael
 Music	October 16, 2019	Brooks, Michael
 Nursing	October 16, 2019	Brooks, Michael
 Psycholog and Social Work	October 16, 2019	Brooks, Michael
 Science	October 16, 2019	Brooks, Michael
 Social Science, Sociology, and History	October 16, 2019	Brooks, Michael
 Special Education	October 16, 2019	Brooks, Michael

2.4 Screen Shots Sample Program Goals and Outcomes in Catalog

a. Undergraduate Program

ADDICTION STUDIES PROGRAM MISSION

To prepare students for licensure as an addiction counselor within the state of North Dakota.

Welcome to Addiction Studies!

Minot State University's Addiction Studies Program provides the academic requirements for the North Dakota addiction counseling license. The program requirements meet the national academic standards set forth by the National Addiction Studies Accreditation Commission. For those wanting to become a licensed addiction counselors in North Dakota, in addition to their degree, graduates will need to complete 960 hours of training and pass the required licensure test. Program faculty assist students in the application process for the training. Faculty also assist students in understanding other states' and Canadian provinces' requirements for addiction counseling practice. For students interested in pursuing advanced degrees, the program provides students with a foundation to pursue graduate programs in clinical, counseling, or addiction psychology.

Program Policy:

A 3.0 grade point average classes required for the major and a 2.5 overall GPA

ADDICTION STUDIES PROGRAM GOALS AND OUTCOMES

Student Learning Goals	Student Learning Outcomes
Demonstrate knowledge of the biological basis of substance use and mental health disorders and implications regarding addiction counseling	The student will demonstrate knowledge of the biology of substance use disorders and mental health disorders
	The student will demonstrate knowledge of human development and the implications for the treatment of substance use disorders.
Demonstrate knowledge of cultural diversity and its impact on the therapeutic alliance and techniques.	The student will demonstrate knowledge of cultural differences to substance use disorder treatment
	The student will demonstrate knowledge of and application of personality theories to behavior.
Demonstrate knowledge and skills necessary for effective individual and group counseling.	Students will demonstrate the knowledge of and ability to build rapport with clients.

b. Graduate Program

Master of Science in Sports Management Program Director: Dr. Linda Cresap

Department of Teacher Education and Kinesiology Chair: Dr. Terry Eckmann

Overview

The Master of Science in Sports Management (MSSM), is the only degree of its kind offered in the North Dakota University System. This flexible and affordable graduate program emphasizes leading-edge management principles and strategies applied to sports law, sports administration, and sports psychology. Students will gain expertise about issues and opportunities facing the sports industry. The MSSM degree is ideal for individuals pursuing careers in high school and collegiate coaching and athletic administration, sports agencies, and athletic performance and training. The MSSM degree is offered through online delivery; business courses are also available on campus.

MSSM Goals and Student Learning Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Graduates will be able to design and produce applied research projects.	SLO 1: Students will be able to employ appropriate research design to solve business or sport problems.
	SLO 2: Students will be able to analyze and synthesize literature.
SLG 2: Graduates will be able to communicate effectively in oral and written messages.	SLO 1: Students will be able to compose clear, consistent, and effective forms of communication.
	SLO 2: Students will be able to produce effective oral presentations.
SLG 3: Graduates will be able to analyze and solve management situations.	SLO 1: Students will be able to employ rational decision-making theories, models, and tools to solve management problems.
	SLO 2: Students will be able to assess ethical issues and stakeholder perspectives in the contexts of corporate social responsibility and global environment.
	SLO 3: Students will be able to apply employment law concepts appropriately in management or sport leadership.
	SLO 4: Students will be able to apply fundamental marketing concepts

[2.5 Screen Shot Archive of Undergraduate and Graduate Catalogs](#)

MINOT STATE / REGISTRAR'S OFFICE / MSU CATALOGS

Registrar's Office

Archived Catalogs with Course Descriptions

2019-2020 Undergraduate
[Current Catalog Online](#)

2018-2019 Undergraduate
[Archived Catalog Online](#)

2017-2018 Undergraduate
[Printable pdf document](#)

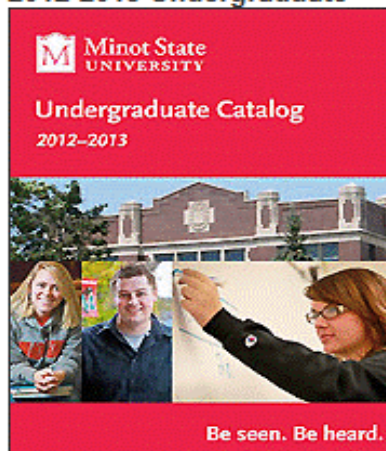
2016-2017 Undergraduate
[Printable pdf document](#)

2015-2016 Undergraduate
[Printable pdf document](#)

2014-2015 Undergraduate
[Printable pdf document](#)

2013-2014 Undergraduate
[Printable pdf document](#)

2012-2013 Undergraduate



[Printable pdf document](#)

2019-2020 Graduate
[Current Catalog Online](#)

2018-2019 Graduate
[Archived Catalog Online](#)

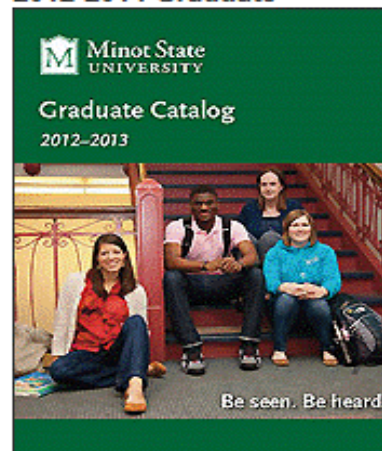
2017-2018 Graduate
[Printable pdf document](#)

2016-2017 Graduate
[Printable pdf document](#)

2015-2016 Graduate
[Printable pdf document](#)

2014-2015 Graduate
[Printable pdf document](#)

2012-2014 Graduate



[Printable pdf document](#)

2.6 Program Assessment Mapping Examples

EXAMPLE MAPS OF STUDENT LEARNING EXAMPLES

Each major-granting program, aided by the liaison, developed and completed a map of student learning across the programs beginning with broad program goals, and necessarily migrating these broad learning goals into more nuanced learning that happened within specific courses. More importantly, relaying how faculty monitor the outcome(s), through both evaluation and assessment of student learning.

Program of Study: History B.A.		
SLG 1: Describe historical content and processes.	SLO 1: Relate historical content for a variety of periods and places.	History survey courses (HIST 101, 103, 104, 211, 212, 215H)
	SLO 2: Explain chronology, change, and continuity as they pertain to history.	All 200 and higher-level courses
SLG 2: Identify relevant and high-quality historical information.	SLO 3: Select relevant historical material from both primary and secondary sources, citing that material correctly according to the Turabian/Chicago Manual of Style Notes and Bibliography format.	HIST 280, all courses requiring major papers, HIST 401, 400-level seminar
	SLO 4: Demonstrate the ability to become informed on historiographical issues through the use of history journals, books, and reviews.	HIST 401
SLG 3: Craft analytical and persuasive historical writing.	SLO 5: Analyze and interpret primary and secondary sources in the service of historical analysis.	All 200 and higher-level courses
	SLO 6: Employ perspectives such as globalism, multiculturalism, gender, or ethnicity to perform historical analysis.	All 200 and higher-level courses
	SLO 7: Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.	HIST 280, all courses requiring major papers, HIST 401, 400-level seminar

NURSING

The nursing program provides another robust illustration of how MSU assures course level outcomes are met, met across modality, and linked to larger processes and program and institutional goals. Nursing also participated in the assessment mapping process, Figure 3, providing clear instances of where and how student learning within specific courses would be evaluated and assessed. Additionally, as seen in Nursing 497: Nursing Practicum clear connections are made between broad student learning goals and courses in which a specific outcome(s) for a specific goal is taught/reinforced, measured, and monitored, and the YPA's in which the faculty review assessment data for continuous improvement purposes.

Program of Study: Bachelor of Science in Nursing		
SLG 1: Utilize professional and interprofessional communication and patient care technology in providing quality nursing care.	SLO 1: Communicate effectively – orally, in writing, with technology.	Courses/experiences: -NURS 472-simulated hearing; -NURS 493-professional paper; -NURS 497 Clinical preceptor evaluation of student; -Graduate Satisfaction Survey; -Student Survey - Competencies for Technology and Information Management
SLG 2: Adhere to professional nursing standards and guidelines in providing safe, quality, compassionate nursing care.	SLO 1: Integrate knowledge for safe, effective, quality care environments, health promotion and maintenance, psychosocial integrity, and physiological integrity.	Courses/experiences: -NURS 383-written assignments; -NURS 497 Clinical preceptor evaluation of student; -End of program comprehensive assessment and NCLEX subscores; -Graduate Satisfaction Survey; -Student Survey - Competencies for Technology and Information Management
	SLO 2: Practice professional nursing in a variety of settings responding to the needs of diverse individuals, families, groups, and communities.	Courses/experiences: -NURS 457-Diversity paper (IP2); -NURS 457 Clinical evaluation of role competencies; -NURS 493-Patient safety improvement project (PSR2); -NURS 497 Clinical preceptor evaluation of student; -NURS 497 Role Specific Graduate Competencies -End of program comprehensive assessment subscores on nursing process, QSEN, BSN Essentials; -Graduate Satisfaction Survey; -Student Survey - Competencies for Technology and Information Management
SLG 3: Practice evidence-based nursing using research driven knowledge in clinical decision-making.	SLO 1: Employ critical thinking/reasoning in problem solving and decision-making.	Courses/experiences: -NURS 457-Population health project (CCS4); -NURS 493-Patient safety improvement project (CCS1); -NURS 497 Clinical preceptor evaluation of student; -End of program comprehensive assessment subscores on critical thinking, foundational thinking, and priority setting; -Graduate Satisfaction Survey; -Student Survey - Competencies for Technology and Information Management
	SLO 2: Incorporate research for evidence-based nursing practice.	Courses/experiences: -NURS 363-evidence-based research paper (CCS3); -NURS 457-Population health project; -NURS 497 Clinical preceptor evaluation of student; -Scholarship Day Survey; -End of program comprehensive assessment subscore on scholarship for evidence-based practice; -Graduate Satisfaction Survey; -Student Survey - Competencies for Technology and Information Management

Program of Study: Accounting		
Student Learning Goal (SLG) A general statement of what a student should know and/or be able to do <i>upon graduation from a program of study.</i> What – What do we want student to know/do.	Student Learning Outcome (SLO) A specific statement of what a student should know and/or be able to do as a result of <i>what is learned in a specific course or set of courses</i> in a program of study. How – How do we accomplish the <i>WHAT</i> or the <i>student learning goal</i> .	Courses/Experiences Courses or other educational experiences in which the learning takes place for each SLO. The learning for one SLO might happen in more than one course or educational experience. Where – Where does the <i>HOW</i> or the <i>SLO</i> take place? ***E INDICATES ELECTIVE COURSE****
SLG 1: Demonstrate knowledge and apply the principles and procedures of financial accounting	SLO 1: Know the conceptual framework of financial accounting and reporting.	Course(s): ACCT 200 ACCT 201 ACCT 301 ACCT 302 ACCT 303 ACCT 325E ACCT 401 ACCT 430 ACCT 480
	SLO 2: Perform steps in the accounting cycle.	Course(s): ACCT 200 ACCT 301 ACCT 360E
	SLO 3: Perform financial statement analysis and interpret results	Course(s): ACCT 201 ACCT 303 ACCT 351E FIN353
	SLO 4: Recognize the effect of business transactions on the financial statements of a business.	Course(s): ACCT 200 ACCT 201 ACCT 301 ACCT 302 ACCT 303 ACCT 325E ACCT 401 ACCT 430
	SLO 5: Explain and use the elements of an accounting information system.	Course(s): ACCT 200 ACCT 430 ACCT 360E ACCT 431E
	SLO 6: Know and apply generally accepted accounting principles.	Course(s): ACCT 200 ACCT 201 ACCT 301 ACCT 302 ACCT 303 ACCT 325E ACCT 401 ACCT 430
SLG 2: Demonstrate knowledge of and apply the principles and procedures of managerial accounting.	SLO 1: Know and apply the various cost systems.	Course(s): ACCT 321
	SLO 2: Distinguish and analyze various cost classifications.	Course(s): ACCT 201 ACCT 321
	SLO 3: Use key cost and revenue measures and techniques.	Course(s): ACCT 201 ACCT 321
SLG 3: Demonstrate knowledge of an apply auditing and attestation theories, standards and procedures.	SLO 1: Differentiate the various attestation and other services	Course(s): ACCT 430 ACCT 431E
	SLO 2: Define and employ applicable attestation and other professional standards.	Course(s): ACCT 430 ACCT 431E
	SLO 3: Prepare and interpret audit reports.	Course(s): ACCT 430 ACCT 431E
	SLO 4: Describe the elements of internal control and their role in deterring fraud and achieving an organization's goal	Course(s): ACCT 200 ACCT 430 ACCT 351E
SLG 4: Demonstrate and apply knowledge of federal taxation, ethics, professional and legal responsibilities, and business laws.	SLO 1: Know and apply the federal income tax concepts as they pertain to individuals.	Course(s): ACCT 411
	SLO 2: Know and apply the federal income tax concepts as they pertain to business entities,	Course(s): ACCT 412
	SLO 3: Define and account for other taxes (such as payroll tax, property tax, and sales tax) that impact business.	Course(s): ACCT 200 ACCT 302 ACCT 325E ACCT 480
	SLO 4: Identify advantages, implications, and constraints of legal structures for business.	Course(s): ACCT 200 ACCT 201 ACCT 412 ACCT 315 ACCT 331 ACCT 332E
	SLO 5: Recognize legal issues as they pertain to agency, contracts, debtor-creditor relationship, government regulations of business, uniform commercial code, and real property.	Course(s): ACCT 315 ACCT 331 ACCT 332E
	SLO 6: Recognize other professional, legal, and ethical responsibilities.	Course(s): ACCT 351E ACCT 430 ACCT 315 ACCT 331 ACCT 332E
SLG 5: Integrate skills related to technology, research and problem solving.	SLO 1: Research issues using the Internal Revenue Code, Financial Accounting Research Systems, AICPA pronouncement, and other professional literature.	Course(s): ACCT 301 ACCT 302 ACCT 303 ACCT 411 ACCT 412 ACCT 480 ACCT 430 ACCT 431E
	SLO 2: Demonstrate the integration of accounting and spreadsheets.	Course(s): ACCT 301 ACCT 302 ACCT 360E ACCT 351E ACCT 401 BOTE 247
SLG 6: Demonstrate the ability to synthesize business knowledge, practices, and theories using effective communication.	SLO 1: Develop and deliver a professional presentation synthesizing accounting knowledge, practices, and theories	Course(s): ACCT 480

Program of Study: MS - Management		
Student Learning Goal (SLG) <i>A general statement of what a student should know and/or be able to do upon graduation from a program of study.</i> What – What do we want student to know/do.	Student Learning Outcome (SLO) A specific statement of what a student should know and/or be able to do as a result of <i>what is learned in a specific course or set of courses</i> in a program of study. How – How do we accomplish the WHAT or the student learning goal.	Courses/Experiences Courses or other educational experiences in which the learning takes place for each SLO. The learning for one SLO might happen in more than one course or educational experience. Where – Where does the HOW or the SLO take place?
SLG 1: Students identify and solve global business problems.	SLO 1: Students will be able to employ rational decision-making theories, models, and tools to solve management problems	Course(s): BADM 525, BADM 535, BADM 537, FIN 545, BADM 555, BIT 562, BADM 565, BADM 595 Data Source: Peregrine Exam, Evaluation via written/oral rubrics, student exit survey.
	SLO 2: Students will be able to strategically leverage information systems to enhance and accelerate management decisions and outcomes, thereby creating and adding value.	Course(s): BIT 562 Data Source: Peregrine Exam and student exit survey
	SLO 3: Students will be able to employ the appropriate quantitative model to solve a variety of business problems.	Course(s): BADM 537, FIN 545, BADM 550, BADM 565 Data Source: Peregrine Exam and student exit survey
	SLO 4: Students will be able to use the financial tools for analyzing a business and develop the financial decision-making skills to increase the value of the firm.	Course(s): FIN 545 Data Source: Peregrine Exam and student exit survey
	SLO 5: Students will be able to analyze the supply chain and articulate an organization's position relative to the value added (e.g., land, labor, capital, knowledge, innovations) to upstream and downstream interests.	Course(s): BADM 525 Data Source: Peregrine Exam and student exit survey
SLG 2: Students work effectively with diverse people.	SLO 1: Students will be able to interpret employment law concepts appropriately and indicate how concepts should be applied in management of diverse human resources.	Course(s): BADM 537, BADM 555 Data Source: Peregrine Exam and student exit survey
	SLO 2: Students will be able to articulate ethical issues and stakeholder perspectives in the contexts of corporate social responsibility and global environments.	Course(s): BADM 525, BADM 535, BADM 537, BADM 555, BADM 565 Data Source: Peregrine Exam and student exit survey
	SLO 3: Students will be able to interpret sources of leader power, the traits leaders use to influence others, and the role leadership plays in organizational development.	Course(s): BIT 510, BADM 535, BADM 537, BADM 555 Data Source: Peregrine Exam, Evaluation via written/oral rubrics, student exit survey.
SLG 3: Students communicate effectively in oral and written messages.	SLO 1: Students will be able to plan and articulate messages applying a communication strategy that is clear, concise, correct, coherent, and complete.	Course(s): BIT 510, BADM 595 Data Source: Peregrine Exam, Evaluation via written/oral rubrics, student exit survey.
	SLO 2: Students will be able to understand the processes as well as dynamics that interpret human relations in management at the individual, group, and organizational levels.	Course(s): BIT 510 Data Source: Peregrine Exam, Evaluation via written/oral rubrics, student exit survey
SLG 4: Students will be able to synthesize business knowledge, practices, and theories.	SLO 1: Students will be able to synthesize quantitative and qualitative analysis to draw effective conclusions and develop action plans.	Course(s): BADM 525, FIN 545, BADM 565 Data Source: Peregrine Exam and student exit survey

Program of Study: Honors Program in Engagement and Scholarship – minor and concentration I = Introduce; P= Practice, M=Master		
Student Learning Goal (SLG) A general statement of what a student should know and/or be able to do <i>upon graduation from a program of study.</i> What – What do we want student to know/do.	Student Learning Outcome (SLO) A specific statement of what a student should know and/or be able to do as a result of <i>what is learned in a specific course or set of courses</i> in a program of study. How – How do we accomplish the <i>WHAT</i> or the student learning goal.	Courses/Experiences Courses or other educational experiences in which the learning takes place for each SLO. The learning for one SLO might happen in more than one course or educational experience. Where – Where does the <i>HOW</i> or the <i>SLO</i> take place?
SLG 1: Think critically, reflectively, and independently	SLO 1: Design and complete self-created learning experiences that have clearly articulated goals	Course(s): HON 191H (I); HON 250H (P); HON 395H (P) Data Source: planning and proposal form, final presentation (HON 191H); leadership involvement experience goals statement and final presentation (HON 250H); action plan and final presentation (HON 395H)
	SLO 2: Analyze problems/situations to formulate informed opinions, conclusions, or solutions	Course(s): HON 264H (I, P); HON 391H (I, P) Data Source: group problem-solving presentation (HON 264H); final paper (HON 391H)
	SLO 3: Read and interpret texts (manuscripts, textbooks, original works, scholarly journals, etc.) from various disciplines	Course(s): HON 191H (I); HON 252H (P); HON 351H (P); HON 450H (M) Data Source: book review (HON 191H); one week's combined written reading responses (journals) and class discussion (HON 252H); reflective writings? (HON 351H); annotated bibliography (HON 450H)
	SLO 4: Conduct independent and ethical research	Course(s): HON 191H (I); HON 250H (P); HON 450H (M) Data Source: citizenship paper (HON 191H); ethical dilemma project and presentation (HON 250H); proposal (HON 450H)
	SLO 5: Develop a comprehensive research project which integrates knowledge and originality through disciplinary or multidisciplinary methodologies (minor only)	Course(s): HON 451H (M) Data Source: thesis paper/project
SLG 2: Exhibit a commitment to community awareness, involvement, and service	SLO 1: Identify, formulate, and enact solutions to real-world problems for individuals and society	Course(s): HON 391H (I, P) Data Source: group presentation and final paper
	SLO 2: Plan, execute, and reflect on a civic engagement effort which addresses civic responsibility and citizenship	Course(s): HON 191H (I); HON 395H (P) Data Source: citizenship paper (HON 191H); action plan, portfolio and presentation (HON 395H)
SLG 3: Demonstrate excellence in verbal and written communication	SLO 1: Develop and present ideas logically and effectively - verbally	Course(s): HON 191H (I); HON 250H (P); HON 264H (P); HON 391H (P); HON 395H (P); HON 451H (M) Data Source: Final presentation (HON 191H); leaders in film presentation (HON 250H); teacher for a ½ day assignment (HON 264H); group presentation (HON 391H); final presentation (HON 395H); thesis/project presentation (HON 451H)
	SLO 2: Develop and present ideas logically and effectively - written	Course(s): HON 191H (I); HON 252H (P); HON 264H (P); HON 351H (P); HON 391H (P); HON 451H (M) Data Source: book review (HON 191H); final paper (HON 252H); final exam (HON 264H); reflective writings (HON 351H); final paper (HON 391H); thesis paper (HON 451H)
SLG 4: Engage with diverse perspectives in order to cultivate cultural competence and an appreciation of differences	SLO 1: Analyze current and historical international issues and aspects of global culture	Course(s): HON 395H (I, P) Data Source: one week's combined written reading responses (journals) and class discussion
	SLO 2: Demonstrate foreign language proficiency at an intermediate level (minor only)	Course(s): Student-selected language courses (2 semesters required) Data Source: final grade
	SLO 3: Collaborate and participate actively with diverse local and global partners	Course(s): HON 191H (I); HON 391H (P); HON 395H (P) Data Source: citizenship paper (HON 191H); final paper (HON 391H); portfolio and presentation (HON 395H)
	SLO 4: Appraise issues from multiple viewpoints and recognize how alternative approaches influence decisions or assumptions	Course(s): HON 264H (I, P) Data Source: Persuasive speech and reflection paper (HON 264H)

Program of Study: Bachelor of Science Education in Mathematics		
SLG 1: <i>Pre-service secondary mathematics teachers will demonstrate and apply knowledge of the core mathematics content as applicable to its instruction</i>	SLO 1: Solve problems that require application of their knowledge of algebra, geometry, probability and statistics, mathematical systems, history, and calculus.	Courses/experiences: All core program math courses
	SLO 2: Articulate mathematical concepts and effectively communicate them to students using appropriate mathematical vocabulary and terminology.	Courses/experiences: Geometry (M330), Algebra for Secondary Teachers (M325), Methods (M391), Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
SLG 2: <i>Pre-service secondary mathematics teachers will apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains</i>	SLO 3: Manage the classroom environment to provide safe and positive learning experiences.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
	SLO 4: Present well-planned lessons conducive to student learning using multiple teaching strategies.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493)
	SLO 5: Assess student learning of mathematics using both formal and informal methods of assessment.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493)
	SLO 6: Deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493)
	SLO 7: Students demonstrate they are prepared to teach mathematics to students in a variety of grades (5 -12) and in a variety of settings.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Methods (M391), Student Teaching (ED 493)
SLG 3: <i>Pre-service secondary mathematics teachers will analyze and consider research in planning for and leading students in rich mathematical learning experiences</i>	SLO 3: Manage the classroom environment to provide safe and positive learning experiences.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
	SLO 8: Students are prepared to teach mathematics to students in a variety of grades (5 -12) and in a variety of settings.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Methods (M391), Student Teaching (ED 493)
	SLO 9: Identify professional associations for all teachers and for mathematics teachers and state benefits of membership in such associations.	Courses/experiences: Methods (M391), Student Teaching Seminar (ED 483)
SLG 4: <i>Pre-service secondary mathematics teachers will select and use appropriate instructional tools and make appropriate decisions about when such tools enhance teaching and learning</i>	SLO 3: Manage the classroom environment to provide safe and positive learning experiences.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
	SLO 4: Present well-planned lessons conducive to student learning using multiple teaching strategies.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493), Algebra for Secondary Teachers (M 325)
	SLO 10: Incorporate technology in the teaching and learning of mathematics to enhance students' learning and understanding of mathematics.	Courses/experiences: Secondary Math Practicum (M381), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493), Algebra for Secondary Teachers (M 325)
	SLO 5: Assess student learning of mathematics using both formal and informal methods of assessment.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493), Geometry (M 330)
	SLO 6: Deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
	SLO 8: Students are prepared to teach mathematics to students in a variety of grades (5 -12) and in a variety of settings.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493)
SLG 5: <i>Pre-service secondary mathematics teachers will demonstrate the interconnectedness of mathematical ideas and how they build on one another</i>	SLO 1: Solve problems that require application of their knowledge of algebra, geometry, probability and statistics, mathematical systems, history, and calculus.	Courses/experiences: All core math program courses
	SLO 2: Articulate mathematical concepts and effectively communicate them to students using appropriate mathematical vocabulary and terminology.	Courses/experiences: Secondary Math Practicum (M381), Clinical III (ED 284L), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493), Algebra for Secondary Teachers (M 325), Geometry (M330)
	SLO 4: Present well-planned lessons conducive to student learning using multiple teaching strategies.	Courses/experiences: Secondary Math Practicum (M381), Clinical IV (ED 321L), Clinical V (ED 323L), Student Teaching (ED 493)
	SLO 10: Incorporate technology in the teaching and learning of mathematics to enhance students' learning and understanding of mathematics.	Courses/experiences: Secondary Math Practicum (M381), Clinical IV (ED 321L), Clinical V (ED 323L), Methods (M391), Student Teaching (ED 493), Algebra for Secondary Teachers (M 325)
SLG 6: <i>Pre-service secondary mathematics teachers will plan, provide, and implement elements relevant to their efforts and those of their students while communicating and making connections to other content areas by using high quality tasks to guide discussions for clarification and conceptual understanding</i>	SLO 2: Articulate mathematical concepts and effectively communicate them to students using appropriate mathematical vocabulary and terminology.	Courses/experiences: Student Teaching (ED 493)
	SLO 4: Present well-planned lessons conducive to student learning using multiple teaching strategies.	Courses/experiences: Student Teaching (ED 493)
	SLO 10: Incorporate technology in the teaching and learning of mathematics to enhance students' learning and understanding of mathematics.	Courses/experiences: Student Teaching (ED 493)
	SLO 5: Assess student learning of mathematics using both formal and informal methods of assessment.	Courses/experiences: Student Teaching (ED 493)
	SLO 6: Deliver instruction that incorporates multiple learning modalities, including adaptations to address diverse learning needs.	Courses/experiences: Student Teaching (ED 493)
SLO 9: Identify professional associations for all teachers and for mathematics teachers and state benefits of membership in such associations.	Courses/experiences: Student Teaching (ED 493)	

2.7 Screen Shot Yearly Program Assessment Template Table of Contents

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2.8 Excerpt from 9/12/2019 University Chairs Council Discussion of Academic Assessment Template

Michael Brooks – Academic Program Assessment template

- See attachment. It was emailed to you on April 11. One chair responded with feedback as requested.



2019-2020-YPA-Form - Template Acader

- Old template – Use the form/template you used last year to submit the assessment results for 2018-2019, which are due **NO LATER THAN** November 1.
- New template – Complete portions of the new template for which you have the information (SLOs, SLGs, methods, assessment instruments, etc.) and submit **NO LATER THAN** November 1. Then use this template to submit 2019-2020 results next fall.

2.9 Excerpt from 10/3/2019 Faculty Senate Meeting Minutes Approving Academic Assessment Template















Unfinished Business

5. Assessment Template

Motion to approve assessment template as presented (Bertsch/Huston), Motion carried with one abstention

2.10 Screen Shot Archive of Yearly Program Assessment Reports

Annual Program and General Education Assessment Reports > Yearly Program Assessment Reports

 Name ▾	Modified ▾	Modified By ▾
 Yearly Program Assessments 07-08	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 08-09	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 09-10	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 10-11	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 11-12	August 30, 2018	Brooks, Michael
 Yearly Program Assessments 12-13	September 21, 2018	Brooks, Michael
 Yearly Program Assessments 13-14	September 24, 2018	Brooks, Michael
 Yearly Program Assessments 14-15	September 24, 2018	Brooks, Michael
 Yearly Program Assessments 15-16	October 1, 2018	Brooks, Michael
 Yearly Program Assessments 16-17	January 17, 2019	Brooks, Michael
 Yearly Program Assessments 17-18	February 4	Brooks, Michael
 Yearly Program Assessments 18-19	November 25, 2019	Brooks, Michael
 Yearly Program Assessments 19-20	December 9, 2019	Brooks, Michael

2.11 General Review of Academic Assessment 16-17



Be seen. Be heard. Be empowered.

Submitted to: Laurie Geller, VPAA

Submitted by: Michael Brooks, Director of Academic Assessment

Date: 9/14/2018

General Evaluation and Notes Regarding 2016-17 Program Assessment

Reports Status of Program Assessment at MSU:

There is little doubt, after reading each program assessment report, that programs are considering what they are doing inside and outside the classroom. However, the informal and anecdotal processes many programs use do not facilitate assessment as the systematic collection of information to improve student learning. The data is often “thin”, the process is disorganized, and assessment is not uniform or systemic. However, there is broad participation in the present system, which is a significant win. Consequently, from a program assessment perspective, progress in improving processes, plans, and procedures, and in closing the loop will not be as difficult as first thought. Nonetheless, the task of developing a culture of learning/assessment and data driven improvement will require focused attention. Accordingly, the solutions implemented need to be appropriately judicious so as to produce continued wins for those involved, which in turn are vital to persuading internal stakeholders of the necessity, practicality, and ability of assessment to aid Minot State’s advancement in mission and strategic goals.

Additionally, the core issue MSU faces, in terms of program assessment, is understanding its value. What is presently called assessment at MSU (for many but by no means all programs) is actually closer to activity reporting. However, even in the best assessment plans what is often happening is change to assessment mechanics or change to a program, not change for improvement of student learning. The use of an assessment cycle to recommend changes is often not visible within reports. Consequently, many programs are not closing the loop, (at least I don’t see it in the report). Therefore, many programs may not be fully benefiting from cyclical improvement to student learning, but rather experiencing the effects, and increasingly limited returns, of change for change sake. No wonder assessment is frustrating.

If assessment continues as a process of “change for change sake” then assessment at MSU will continue to be relegated to an administrative task. Instead, the focus needs to shift from change to improvement. The latter includes change to mechanics and/or pedagogy or curriculum, but MSU academic programs will only know if those changes produced improvement if they close the loop. This will take time and persistent communication and development, but efforts will pay off in terms of accreditor satisfaction and, more importantly, student learning and development.

2.12 General Review of Academic Assessment 17-18



Submitted to: Dr. Laurie Geller, VPAA

Submitted by: Dr. Michael Brooks, Director, Academic Assessment

Date: February 1, 2019

General Evaluation and Notes Regarding 2017-18 Program Assessment Reports

Much of what encompasses programmatic assessment at MSU has evolved over the course of the past six months. While the 2016-17 general evaluation of assessment was accurate and comprehensive it was relatively assumptive and not as informed by institutional context as this present review. Consequently, the perspective of that report was decidedly focused on what was sub-optimal about the then present state of academic assessment at MSU. Nonetheless, such a perspective, and its resulting evaluation, was deliberate. The focus was on how to inform action planning in terms of solutions that may have an immediate and progressively judicious impact. It seems, from this year's review, at least some of the action planning has influenced the quality of assessment and this year's reports.

It seems updating the reporting structure (adding column 5) has played a part in communicating assessment efforts and its connection to institutional planning and budgeting. It seems deliberate action planning within and between the assessment committee and assessment liaisons has renewed and refined focus for assessment at MSU. How much this action planning influenced this year's reports is debatable, but given the priority MSU has fixed to assessment since August 2018 it is clear that at least process, if not thinking, has adjusted. Additionally, this year's review included a more in-depth response to academic programs. Specific and detailed comments were made within the submitted report. The reviewed report was sent back to academic chairs and authors (if known) for feedback, review, and dispersion.

Moreover, some 17-18 reports still merely relay activity, many have maintained the quality of their report, and through the continued interaction with basic data have improved it simply by connecting this information with plans relevant to institutional effectiveness. Consequently, the conclusion reached for 17-18 remains similar to last year. Many of last year's issues persist, but at differing rates. It seems this will be the case for some time.

Finally, the general breakdown captured in this overview will become less and less valuable over time, especially as a means of understanding assessment reports in terms of action planning. However, hopefully by that time a more mature assessment culture will exist. A culture in which a basic breakdown is not needed because programs will more clearly understand their own issues of concern and points of praise.

2.13 General Review of Academic Assessment 18-19



Be seen. Be heard. Be empowered.

Submitted to: Dr. Laurie Geller, VPAA

Date: February 24, 2020

General Evaluation and Notes Regarding 2018-19 Academic Assessment Reports (Yearly Program Assessments)

From Fall 2018 moving forward two distinct goals existed for assessment at Minot State University (MSU). First, make judicious changes that utilized inherited elements within the assessment framework but shaped them towards informed usage, instead of compliance usage. The goal of these changes was (at least) to A) reinforce language, process, practice, and thinking that were, in some sense, normalized, and B) provide tangible links from what historically has been called assessment to the present and future of assessment at MSU. We have called this agenda “climbing our mountain,” which is essentially assessment for us.

Second, there were processes and practices in need of evidence as viewed by a vested external stakeholder (HLC). One that approached these issues from a decidedly peer review standpoint, which should neither be overstated nor undervalued. This stakeholder discerned issues with assessment and asked that we evidence student learning primary to our mission as it is institutionalized in learning environments, experiences, and resource allocation. Consequently, this has brought change to, among other things, documentation, refinements of student learning goals and outcomes, and conversations focused on metrics and targets. It is important these changes not be seen only as “climbing the compliance mountain” but, rather, as “claiming our mountain” and definitely assessment for us.

Moreover, 2018-19 is the last year of using the legacy assessment template and the first year of planning using the new or updated template. During this transition, several items stood out. First, in terms of planning for AY 2019-20, many programs seemed to have understood the goals of planning for assessment. As they informed these plans with previous year’s data, it was evident that A) stand-out programs using the legacy template are stand-out programs using the new template; B) though targets and metrics were new to most, many programs have adjusted either using faculty judgments, past data, or both to inform targets and metrics; C) past data collection efforts, for many programs, will muddle what they perceive and do not perceive in terms of student learning, and consequently are reflected in the planning.

Second, consistency is the theme that best captures 2018-19 reports. Consistent use of data from most programs, consistent commentary on student learning and learning environments, consistent use of column five (budgeting), and consistent use of measures to collect data. Issues related to student learning goals and outcomes were considered in light of the updates that are cataloged in the AY 2019-20 plans.

Finally, as we move into the next 2-3 years several important questions need to be thought through. Questions such as, A) What is the next phase for assessment liaisons?, B) How do we better facilitate comprehension of assessment from fundamentals to more sophisticated methods in areas like data collection, framework development, and streamlining of the assessment process?, C) How do we transition the present template from heuristic to primary point of meaningful collaboration? Finally, addressing the intertwined nature of assessment with institutional resources, capacity, and paradigm is pivotal to pace and direction.

2.14 Academic Yearly Program Assessment Policy and Procedure



Be seen. Be heard. Be empowered.

MINOT STATE UNIVERSITY

Academic Program Assessment

Purpose

Academic program assessment's purpose is to ensure quality, clarity, consistency, and organization of assessment planning, projects, and reports and to ensure their effectiveness for student learning, programmatic, and institutional improvement.

Key Resources: Yearly Program Assessment; Academic Assessment Calendar

Policy for Yearly Program Assessment

Vice President for Academic Affairs (VPAA) and faculty collaborate on the production and completion of yearly program assessment (YPA). The Director of Academic Assessment (DAA) supplements senior leadership for the purposes of direct oversight, training, resource development, and day-to-day administrative integration, continuity, and organization. Faculty are charged with maintaining and completing the process, outlined in steps below. The academic assessment committee will facilitate the process and communication to relevant constituencies.

All academic units that teach certificate, undergraduate- and graduate-degree programs participate in YPA, either through the University's proprietary process or through the use of secondary accreditation processes and documentation. Faculty use the [official university template](#) to facilitate YPA. The program Chair submits YPAs, via email, to the VPAA and DAA. Submission occurs annually, and programs should review the [MiSU Academic Assessment Calendar](#) as a guide for details of process and timeline.

Procedure for Yearly Program Assessment

- Step 1:** Review and update program goals and outcomes as necessary.
- Step 2:** Submit an assessment **plan** to the VPAA's office. The assessment **plan** describes which goals and outcomes are assessed, additional planning methods, and targets set.
- Step 3:** Initiate assessment **projects**. Programs follow proposed planning parameters, collect data, and answer assessment goal/outcome question(s).
- Step 4:** Write assessment **reports**. Program faculty/students discuss what gathered data means within the individualized context, writing a summary focusing on where and how improvements to student learning and program operation, directly or indirectly, are promoted.
- Step 5:** Submit **YPAs** to the VPAA and DAA for cataloging and review.
- Step 6:** The VPAA's office **reviews** and returns reports to the program's Chair within the same academic year. Timeline particulars are listed in [MiSU Academic Assessment Calenda](#)

Appendix III: Item 3 Evidence

Summary of Appendix III Evidence: The first five pieces of evidence (3.1, 3.2, 3.3, 3.4, 3.5) demonstrate Minot State University's development of a syllabus review policy and procedure for compressed courses (3.1 compressed course review policy and procedure), faculty involvement and approval of the policy and procedure (3.2, 3.3, 3.4), and campus ability to easily access the syllabus review policies and procedures (3.5). Evidence 3.6 and 3.7 demonstrate Minot State University has a policy for assessing class contact hours. Faculty Senate clarified required contact hours as evidenced in 3.6 (Academic Policy Committee recommendation regarding class meeting length) and 3.7 Faculty Senate's approval of the policy. Lastly, evidence 3.8 is the compressed course review archive showing consistent review of compressed courses has been completed and records have been maintained.

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:

<https://www.minotstateu.edu/accreditation/2020.shtml>.

3.1 Excerpt from Syllabi Integrity Review Policy and Procedure Pertaining to Compressed Courses



Be seen. Be heard. Be empowered.

Policy and Procedure for Compressed Format Syllabi

Compressed Syllabi Policy Statement

Compressed format syllabi must follow an additional review process designed to evaluate and approve equivalence across courses with differing timeline formats. *A compressed format course* is any course that meets for less than 16 weeks that has a corresponding 16-week course. The exception to this rule is courses designed to be offered **only** in a less than 16-week format. Syllabi of all compressed format courses must be reviewed and approved by 1) the department/division chair, and 2) the Academic Assessment Committee. Syllabi must follow the following naming convention (prefix_coursenumber_instructor_semester_year_term). Syllabi must be submitted and available for cataloging in digital format. Courses without an approved syllabus may be canceled.

Procedure for Compressed Course Syllabi Review

Step 1) – Section Status Report is sent to the department/division chair. Chair uses an exemplar syllabus for the 16-week course to review all syllabi for comparable compressed format course(s) listed on Section Status Report.

Step 2) - The department/division chair compares exemplar syllabus to the compressed syllabi for the following four areas:

- **Contact hours:** Does the compressed format course have the required contact hours?
Note: No matter the length of the instructional term (8 weeks, 16 weeks, 4 weeks, etc.), one credit hour = sixteen 50-minute sessions. Thus, a 3-credit course has forty-eight 50-minute sessions or 2400 minutes of instructional time. For labs, one credit = sixteen 100-150 minute sessions or 1600-2400 minutes of instructional lab time. These times do not include breaks.
- **Course Objectives:** Does the compressed format course have the same course objectives as the full-length course?
- **Schedule of major topics:** Does the compressed format course have a comparable schedule of major topics?
- **Activities/Assignments:** Does the compressed format course have comparable student activities/assignments to evaluate student learning?

Step 3) - The department/division chair uses the appropriate online review form to review comparability and uploads both the 16-week and compressed format syllabi into Sharepoint at the link provided in the review form. The link to the review form is located on the [VPAA Syllabus Information site](#).

Step 4) - After the chair submits their review, the Academic Assessment Committee reviews the syllabi for final approval or to indicate needed revisions. If revisions are required, feedback is sent to the chair and the instructor via email and noted in the online review form. The Director of Academic Assessment is copied on this email exchange.

Step 5) – After faculty make revisions, the final compressed format syllabus is uploaded to the appropriate folder in the compressed syllabus Sharepoint site and the general syllabus review Sharepoint site and the required changes are verified by a member of the Academic Assessment Committee, again using the appropriate online review form, before the course begins. If not approved one week before course begins, the course may be canceled.*

Links to all forms and Sharepoint sites are located on the [VPAA Syllabus Information site](#).

*Any course added to the schedule after the deadline must have its syllabus submitted to the chair for compressed review (if applicable) as soon as the course is created. Any course temporarily without an instructor after the deadline, must have its syllabus submitted to the chair for compressed review (if applicable) prior to the start of the semester or term.

3.2 Excerpt from 11/1/2018 Faculty Senate Meeting Discussion of Compressed Courses

G. Academic Assessment Committee, Lisa Borden-King

- i. Compressed Courses (must be reviewed for “comparability” to regular length courses)
 - Compressed courses for 2nd eight weeks of Fall 2018 semester have been reviewed and approved
 - Compressed courses beginning in the first 8 week session of Spring of 2019 will need to be submitted by December 1 and those beginning in the 2nd eight week session will need to be submitted by February 1, 2019

3.3 Excerpt from 11/28/2018 University Council Discussion on Compressed review

Syllabi reviews for spring courses – see deadlines for compressed format courses (due last week to chairs and due this week to Academic Assessment Committee) and consider the deadlines for review of required content of all syllabi

3.4 Excerpt from 4/4/2019 Faculty Senate Meeting Approving Compressed Course Review Process

Motion to approve Compressed Syllabus Review, Motion carried

- iii. Modality/Location Review
-

- a. Syllabus Integrity Purpose, Policy, and Procedures for Modality/Location Review
- b. Annual (for right now) Modality/Location Review
- c. Due dates for Modality/Location reviews for this spring – April 12th

Motion to approve Modality/Location Review, Motion carried

3.5 Screen Shot: Syllabus Information Web Page

Academic Affairs

Syllabus Information

Deadlines for spring 2020 course syllabus submissions:

- Nov. 22 – All syllabi due from faculty to chairs
- Dec. 2 – Chair review of compressed courses (i.e., 8-week) due to Academic Assessment Committee
- Dec. 9 – Chair review of 16-week courses due
- Dec. 9 – Academic Assessment Committee review of compressed courses due; faculty notified of needed revisions
- Dec. 11 – All revised syllabi due from faculty to chair
- Dec. 16 – All syllabi must be approved and ready for spring semester 2020

Please follow the directions and approval process outlined [here](#).

To insure the quality, clarity, consistency, and organization of course syllabi for pertinent internal and external stakeholders, all Minot State course syllabi must be reviewed and approved before being distributed to students. The [Syllabus Integrity Review](#) [approved by Faculty Senate 04/04/2019] describes the policies and procedures associated with three types of syllabus reviews. The type of review depends on the length of the course and its mode and location of delivery.

- 1) All course syllabi go through the **general syllabus review**. The general syllabus review is intended to ensure that all courses being offered have syllabi and that those syllabi reflect the required syllabus components.
- 2) The syllabi of some courses go through the **compressed format review**. A *compressed format course* is any course that meets for less than 16 weeks that has a corresponding 16-week course. The exception to this rule is courses designed to be offered only in a less than 16-week format. The compressed format review is intended to ensure that all courses offered in compressed formats are comparable to the full-term version of the course.
- 3) Other courses, those offer in multiple modes and locations of delivery, must go through the **modality and location review**. *Mode (or modality)* refers to the way the course is delivered: face-to-face, online, or IVN. *Location* refers to the place in which the course is delivered: on the Minot State campus or off-campus at another location (e.g., MAFB, BSC, LRSC, NDSU, New Town, dual credit high

Simple Syllabus Links

- [Simple Syllabus Login](#)
- [Simple Syllabus Help Video](#)
- [Simple Syllabus Training Video for Chairs and Faculty](#) [password: simple]
- [Syllabus Directions and Approval Process](#)

Other Syllabus Information

- [Final exam times](#)
- [Summer session dates, including final exam dates](#)
- [Minot State Academic Calendar 2018-2019](#)
- [Minot State Academic Calendar 2019-2020](#)
- [NDUS Academic Calendars](#)

Previous Syllabus Links

General syllabus review:

- [Syllabus Minimum Requirements](#)^{1,2,3} [Word] - Adopted by Faculty Senate 2/15/18; revised 4/4/19; included in the Simple Syllabus template
- [Syllabus Minimum Requirements](#) [pdf]
- [Syllabus Minimum Requirements Example](#) [Word]
- [Syllabus Audit Checklist](#) [Excel]
- [SharePoint Site for General Syllabi](#)
- [Role of Administrative Assistants in General Syllabus](#)

3.6 Academic Policy Committee's Recommendation to Faculty Senate for Lecture Class Length 12/2/19

TO: Faculty Senate

FROM: Academic Policies Committee

Members: Linda Cresap (chair), Joe Collette, Laurie Geller, Erin Holt, Teasha Jackson, Joseph Jastrzembski, Jacek Mrozik, Rebecca Ringham, and Jessica Smestad.

DATE: December 2, 2019

SUBJECT: Recommended Policy for Synchronous Lecture Class Meeting Length

The Academic Policies Committee recommends Faculty Senate adopt the following policy on Synchronous Lecture Class Meeting Length:

Synchronous lecture classes scheduled beyond 75 minutes will be listed in Campus Connection for the total required meeting time including breaks. For example, a three-credit undergraduate synchronous lecture class meeting once per week for 16 weeks will be listed in Campus Connection for 170 minutes, rather than 150 minutes, per meeting. Similarly, a three-credit undergraduate synchronous lecture class meeting *twice* per week for 8 weeks will be listed in Campus Connection for 170 minutes, two days per week. Classes scheduled to meet more than 170 minutes at one time will require further review and approval by the Vice President of Academic Affairs prior to being added to the semester schedule.

3.7 Excerpt from 12/5/2019 Faculty Senate Meeting Approving Policy for Lecture Class Length

10. Academic Policies Committee update

- A. Recommended policy for synchronous lecture class meeting length
 - i. *Synchronous lecture classes scheduled beyond 75 minutes will be listed in Campus Connection for the total required meeting time including breaks. For example, a three-credit undergraduate synchronous lecture class meeting once per week for 16 weeks will be listed in Campus Connection for 170 minutes, rather than 150 minutes, per meeting. Similarly, a three-credit undergraduate synchronous lecture class meeting twice per week for 8 weeks will be listed in Campus Connection for 170 minutes, two days per week. Classes scheduled to meet more than 170 minutes at one time will require further review and approval by the Vice President of Academic Affairs prior to being added to the semester schedule.*
 - ii. Discussion:
 - a. Concerns about making changes for spring when students have already registered for courses



-
- b. Spring courses currently scheduled that don't meet the new policy should be discussed amongst the department faculty involved and then workload/contact hour comparability should be documented on syllabi

Motion to approve the policy for synchronous lecture class meeting length effective summer 2020, Motion carried.

Friendly amendment to make the policy effective summer 2020

3.8 Screen Shot Archive of Compressed Course Reviews

Course Syllabi > Compressed Format Review Syllabi

 Name ▾	Modified ▾	Modified By ▾
 (1840) 2018 Summer Syllabi - 2 Weeks	September 12, 2019	Brooks, Michael
 (1910-2) 2018 Fall 2nd 8 weeks	March 13, 2019	Borden-King, Lisa
 (1930-1) Spring 2019 1st 8 weeks	March 13, 2019	Borden-King, Lisa
 (1930-2) Spring 2019 2nd 8 weeks	March 13, 2019	Borden-King, Lisa
 (1940) Summer 2019	March 13, 2019	Borden-King, Lisa
 (2010-1) Fall 2019 1st 8 weeks	March 13, 2019	Borden-King, Lisa
 (2010-2) Fall 2019 2nd 8 weeks	March 13, 2019	Borden-King, Lisa

Appendix IV: Item 4 Evidence

Summary of Appendix IV Evidence: Evidence 4.1 is the Syllabus Integrity Review Policy and Procedure used to assess equivalency of course learning outcomes and activities across delivery modes. Evidence 4.2 demonstrates Faculty Senate's approval of the syllabi review processes. Evidence 4.3 is the Archive of Modality and Location Reviews of Syllabi. Chairs uploaded their summaries of revisions that were made to syllabi when differences were found during the review. The summaries can be found in the archive. Evidence 4.4 is the Academic Policy Committee's recommendations to Faculty Senate to adopt a revised modality comparability form which is processed through Microsoft Forms. Evidence 4.5 demonstrates Faculty Senate's approval of the form. Lastly, evidence 4.6 demonstrates Minot State's efforts to ensure that dual credit courses provide an education equivalent to courses on campus. Evidence 4.6 is documentation of the 8/14/2019 meeting of faculty and dual credit faculty reviewing requirements for all Minot State Courses. Dual credit courses are reviewed utilizing the modality review process. Evidence 4.7 is the Early Entry (Dual Credit) Program Policy Manual.

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

4.1 Syllabus Integrity Review Policy and Procedure

MINOT STATE UNIVERSITY Syllabus Integrity Review Approved by Faculty Senate 04/04/2019

Purpose

Syllabus Integrity Review's purpose is to ensure quality, clarity, consistency, and organization of course syllabi for pertinent internal and external stakeholders. Policy addresses: **Formatting, Equivalence, and Modality/Location**

Policy and Procedure for General Format Syllabi

General Format Syllabi Policy Statement

The general format syllabi review pertains to courses 16-weeks in length, or courses designed to be offered **only** in a less than 16-week format. All other syllabi are considered compressed. All syllabi are completed by faculty in Simple Syllabus and submitted to the appropriate chair on or before the appropriate semester deadline. Chairs are charged with providing a final review and approval. After review and approval, syllabi are automatically published to Simple Syllabus Library and to appropriate Blackboard course shells. Any course without an approved syllabus by the appropriate deadline may be canceled.

General Syllabi Review Procedure

Step 1) – Syllabi are populated in Simple Syllabus and opened for faculty editing and submission.

Step 2) – Chairs enter/edit agreed upon student learning outcomes (SLOs) and course objectives into the Simple Syllabus template as needed. Faculty are responsible to enter all other fields not populated by automatically generated information.

Step 3) – Faculty submit semester syllabi to chair by appropriate deadline.

Step 3) – Chair reviews and approves all general syllabi by the appropriate deadline. Syllabi that need revisions are returned to faculty members for corrections. Faculty submit final draft to chairs by the appropriate semester deadline.*

Step 4) – After approval, all syllabi are published and cataloged in Simple Syllabus. Syllabi can be edited at any time, but **should not be substantively revised** after the semester or term begins.* Courses without approved syllabi may be canceled.

Links to all training and deadlines are listed on the [VPAA Syllabus Information site](#).

**Any course added to the schedule after the deadline must have its syllabus submitted to the chair for general review immediately. Any course temporarily without an instructor after the deadline, must have its syllabus submitted to the chair for the general review prior to the start of the semester or term.*

Policy and Procedure for Compressed Format Syllabi

Compressed Syllabi Policy Statement

Compressed format syllabi must follow an additional review process designed to evaluate and approve courses with differing timeline formats. A *compressed format course* is any course that meets for less than 16 weeks that has a corresponding 16-week course. The exception to this rule is a course designed to be offered **only** in a less than 16-week format. Syllabi of all compressed format courses must be reviewed and approved by 1) the department/division chair, and 2) the Academic Assessment Committee (AAC). The approval process occurs in Simple Syllabus as part of the workflow for compressed courses. After review and approval, syllabi are automatically published to Simple Syllabus Library and to appropriate Blackboard course shells. Courses without an approved syllabus by the appropriate deadline may be canceled.

Procedure for Compressed Course Syllabi Review

Step 1) – The chair should ensure the syllabus for the compressed course is comparable to 16-week courses of the same prefix and number. Specifically, the chair compares the following three items:

- **Contact hours:** Does the compressed course have the required contact hours?
- **Schedule of major topics:** Does the compressed course have a comparable schedule of major topics?
- **Activities/Assignments:** Does the compressed course have comparable student activities/assignments to evaluate student learning?

Step 2a) – The department/division chair uses Simple Syllabus to review comparability and notes any inconsistencies in the comment section of the compressed course syllabus. Chair approval indicates the course is comparable and/or equivalent on all three items.

Step 2b) – If the chair rejects the syllabus, it is returned to the faculty member where suggested edits are made. Then the revised syllabus is resubmitted to chair for review and approval.

Step 3) – The AAC reviews the syllabus of the compressed course and compares it to a 16-week version of the same prefix and number using the same three items. If revisions are requested by the AAC, the syllabus is rejected and returned to the chair and the instructor with edits in the comment section of the compressed course syllabus.

Step 4) – After approval by the chair and AAC, the final syllabus for the compressed format course is published to the Simple Syllabus Library. If not approved by the appropriate deadline, the course may be canceled.*

Links to all training and deadlines are listed on the [VPAA Syllabus Information site](#).

**Any course added to the schedule after the deadline must have its syllabus submitted to the chair for compressed review immediately. Any course temporarily without an instructor after the deadline, must have its syllabus submitted to the chair for compressed review prior to the start of the semester or term.*

Policy and Procedure for Modality and Location Review

Modality and Location Review Policy Statement

The modality and location review are a quality control process designed to evaluate comparability of modes and locations of course delivery. The following procedure and resource(s) are specifically tailored to make this step of the syllabus integrity review simple and clear. This step is distinct from the compressed course syllabi review, which is focused on evaluating courses in relation to differing lengths. Faculty are charged with reviewing syllabi for courses across all modes and locations of delivery and with revising them, if necessary. Chairs are charged with providing a final review and approval. The modality and location review occur every year.

Procedure for Modality and Location Review

Step 1) – Faculty in each department/division use the Course Section Status Report for the current academic year (Summer, Fall, Spring), generated by the Registrar’s office and distributed by the chair, to identify courses for review. For comparison, faculty use syllabi from the most recent, previous offering of the baseline course across modes and/or locations (also identified in the Course Section Status Report).

Step 2) – Faculty review current and previous syllabi using the Course Comparability Review for All Modalities and Locations and note and explain changes.

Step 3) – Once faculty review is completed the Course Comparability Review for All Modalities and Locations is submitted. The form is collected in a database and sorted, formatted, and reviewed by the Director of Academic Assessment.

Step 4) – Once data is sorted, formatted, and reviewed the Director of Academic Assessment forwards spreadsheets to chair for review. The chair reviews faculty notes and completes an additional review checking each course for Action Plans in one or more of the areas reviewed. A Chair may either approve of an Action Plan or consult with faculty for clarification or changes. Once ready to approve an Action Plan, the Chair will sign and date next to the Plan in the spreadsheet.

Step 5) – Chairs will track completion of action plans and verify their completion by signing and dating next to each completed Action Plan in the spreadsheet, thus closing the loop on the review process.

Step 6) – The Director of Academic Assessment will maintain access to modality data and monitor progress on action plans.

4.2 Excerpt from 4/4/2019 Faculty Senate Meeting Approval of Syllabi Review Process

G. Academic Assessment Committee, Lisa Borden-King (*items come moved and seconded*)

- i. General Syllabus Review
 - a. Syllabus Integrity Purpose, Policy, and Procedures for General Review
 - b. Summer General Syllabus Review
 - c. Syllabus Audit Checklist
 - d. Syllabus Minimum Requirements example
 - e. Due Dates for Summer general (staggered)

Motion to approve General Syllabus Review, Motion carried

- ii. Compressed Syllabus Review
 - a. Syllabus Integrity Purpose, Policy, and Procedures for Compressed Course Review
 - b. Summer Compressed Course Review
 - c. Compressed form – 4 areas reviewed
 - d. Due Dates for summer compressed (staggered)

Motion to approve Compressed Syllabus Review, Motion carried

- iii. Modality/Location Review

- a. Syllabus Integrity Purpose, Policy, and Procedures for Modality/Location Review
- b. Annual (for right now) Modality/Location Review
- c. Due dates for Modality/Location reviews for this spring – April 12th




Motion to approve Modality/Location Review, Motion carried

- iv. Other related items
 - a. All items in checklist and on example in order and same heading – other items can be added
 - b. Due dates for fall syllabi, general and compressed reviews (from faculty to Chairs by May 13th for general and compressed reviews, from chairs to academic assessment committee for compressed review June 15th, from chairs to SharePoint by June 15th for general syllabus review, from Academic Assessment Committee to chairs by July 15th for compressed review, from chairs and academic assessment committee for compressed review revisions by August 15th)

Motion to approve due dates for fall syllabi, general and compressed reviews, Motion carried

4.3 Screen Shot Archive of Modality and Location Review of Syllabi

Course Syllabi > Modality and Location Review Syllabi

 Name ▾	Modified ▾	Modified By ▾
 (1930) Completed in Spring 2019 - Location...	April 16, 2019	Brooks, Michael
 Chair Modality Summaries	December 12, 2019	Brooks, Michael

4.4 Academic Policies Committee Recommendation for Course Comparability Review for All Modalities and Locations from Revisions

TO: Faculty Senate

FROM: Academic Policies Committee
Members: Linda Cresap (chair), Joe Collette, Laurie Geller, Brady Halvorson (SGA), Erin Holt, Teasha Jackson, Joseph Jastrzembski, Jacek Mrozik, Rebecca Ringham, and Jessica Smestad.

DATE: January 14, 2020

SUBJECT: Recommended "Course Comparability Review for All Modalities and Locations" form

The Academic Policies Committee recommends Faculty Senate adopt the Course Comparability Review for All Modalities and Locations form. The form will be processed using Microsoft Forms.


The Committee also recommends the form be piloted on Spring Assessment day using the following process:

Faculty will meet in their divisions or departments on Spring Assessment Day and review all courses delivered in more than one modality and/or location. Using the electronic version of the Course Comparability for All Modalities and Locates form, faculty will complete one form for each course. Faculty will compare the baseline course to all modes and locations, using the most recent previous version of the baseline course syllabus for comparison. Areas for review are Meeting Length (as required by Synchronous Lecture Class Meeting Length policy), Major Topics, and Activities and Assignments. Please review the form attached to this document.

The Director of Assessment will manage the process once the forms are submitted. The Director will open the compiled data from the submitted forms in Excel, sort and format the data, and forward the spreadsheet to chairs for review. The Director will also maintain access to the spreadsheets and monitor progress on action plans.

Chairs will review the spreadsheet, checking each course for Action Plans in one or more of the areas reviewed. A Chair may either approve of an Action Plan or consult with faculty for clarification or changes. Once ready to approve an Action Plan, the Chair will sign and date next to the Plan in the spreadsheet.

Chairs will track completion of action plans and verify their completion by signing and dating next to each completed Action Plan in the spreadsheet, thus closing the loop on the review process.

 <p>Course Comparability Review for All Modalities and Locations</p> <p>This review should be completed by a team of faculty responsible for teaching the same course in any modality or location. Complete this form only for those courses taught in more than one modality and/or location.</p> <p>Compare the baseline course to all modes and locations. Use the most recent previous version of the baseline course syllabus for comparison.</p> <p>1. College</p> <p><input type="checkbox"/> College of Arts and Sciences</p> <p><input type="checkbox"/> College of Business</p> <p><input type="checkbox"/> College of Education and Health Sciences</p> <p>2. Department or Division</p> <p><input type="checkbox"/> Department of Biology</p> <p><input type="checkbox"/> Department of Criminal Justice</p> <p><input type="checkbox"/> Department of Art, Broadcasting, & Professional Communication</p> <p><input type="checkbox"/> Division of Languages and Cultural Studies</p> <p><input type="checkbox"/> Department of Math & Computer Science</p> <p><input type="checkbox"/> Division of Performing Arts</p> <p><input type="checkbox"/> Division of Science</p> <p><input type="checkbox"/> Division of Social Science</p> <p><input type="checkbox"/> Department of Accounting & Finance</p> <p><input type="checkbox"/> Department of Business Information Technology</p> <p><input type="checkbox"/> Department of Addiction Studies, Psychology, & Social Work</p> <p><input type="checkbox"/> Communication Disorders</p> <p><input type="checkbox"/> Nursing</p> <p><input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> Teacher Education & Kinesiology</p>	<p><input type="checkbox"/> Honors Program</p> <p><input type="checkbox"/> Individualized Studies</p> <p>3. Indicate the course being reviewed (course prefix, number, and title):</p> <p>4. Indicate all alternative modalities and locations. For face-to-face, off-campus locations, please list the off-campus location in "other."</p> <p><input type="checkbox"/> Dual Credit</p> <p><input type="checkbox"/> Face-to-face, offsite location(s) _____ Hybrid</p> <p><input type="checkbox"/> IVN</p> <p><input type="checkbox"/> Independent Study</p> <p><input type="checkbox"/> Online</p> <p><input type="checkbox"/> Web-Based</p> <p><input type="checkbox"/> Other _____</p> <p>Meeting Length Synchronous Lecture Courses</p> <p><small>Synchronous lecture classes scheduled beyond 75 minutes will be listed in Campus Connection for the total required meeting time including breaks. For example, a three-credit undergraduate synchronous lecture class meeting once per week for 16 weeks will be listed in Campus Connection for 170 minutes, rather than 150 minutes, per meeting. Similarly, a three-credit undergraduate synchronous lecture class meeting twice per week for 8 weeks will be listed in Campus Connection for 170 minutes, two days per week. Classes scheduled to meet more than 170 minutes at one time will require further review and approval by the Vice President of Academic Affairs prior to being added to the semester schedule.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">5. Meeting Length - If applicable, do the contact hours of the alternative mode or location meet the requirements of the Synchronous Lecture Class Meeting Length policy?</td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> </tr> </table> <p>6. Meeting Length - Explain any deviations from the meeting length policy.</p> <p>7. Meeting Length - Provide an action plan for how these deviations will be addressed.</p> <p>8. Meeting Length - Provide a deadline for implementation of the action plan.</p> <p>9. Meeting Length - Indicate the person responsible for the action plan.</p>	5. Meeting Length - If applicable, do the contact hours of the alternative mode or location meet the requirements of the Synchronous Lecture Class Meeting Length policy?	Yes	No			
5. Meeting Length - If applicable, do the contact hours of the alternative mode or location meet the requirements of the Synchronous Lecture Class Meeting Length policy?	Yes	No					
<p>10. Meeting Length Action Plan Approval <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses their approval of the Meeting Length Action Plan.</i></p> <p>11. Completion of Meeting Length Action Plan - Chair's Verification <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses once the Meeting Length Action Plan is completed.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">12. Major Topics - Do the courses offered in multiple modes or locations have a comparable schedule of major topics?</td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> </tr> </table> <p>13. Major Topics - Explain any differences in the schedules of major topics.</p> <p>14. Major Topics - Provide an action plan for how these differences will be addressed.</p> <p>15. Major Topics - Provide a deadline for implementation of the action plan.</p> <p>16. Major Topics - Indicate the person responsible for the action plan.</p> <p>17. Major Topics Action Plan Approval <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses their approval of the Major Topics Action Plan.</i></p> <p>18. Completion of Major Topics Action Plan - Chair's Verification <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses once the Major Topics Action Plan is completed.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">19. Activities and Assignments - Do the courses offered in multiple modes or locations have comparable student activities and assignments to evaluate student learning?</td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> </tr> </table> <p>20. Activities and Assignments - Explain any differences in activities and assignments.</p> <p>21. Activities and Assignments - Provide an action plan for how these differences will be addressed.</p> <p>22. Activities and Assignments - Provide a deadline for implementation of the action plan.</p>	12. Major Topics - Do the courses offered in multiple modes or locations have a comparable schedule of major topics?	Yes	No	19. Activities and Assignments - Do the courses offered in multiple modes or locations have comparable student activities and assignments to evaluate student learning?	Yes	No	<p>23. Activities and Assignments - Indicate the person responsible for the action plan</p> <p>24. Activities and Assignments Action Plan Approval <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses their approval of the Activities and Assignments Action Plan</i></p> <p>25. Completion of Activities and Assignments Action Plan - Chair's Verification <i>*Do not complete unless you are the chair. Chairs must initial and date on spreadsheet of responses once the Activities and Assignments Action Plan is completed.</i></p> <p>Participating Faculty Please list the names of all faculty completing this review.</p> <p>Date of Review</p>
12. Major Topics - Do the courses offered in multiple modes or locations have a comparable schedule of major topics?	Yes	No					
19. Activities and Assignments - Do the courses offered in multiple modes or locations have comparable student activities and assignments to evaluate student learning?	Yes	No					

4.5 Excerpt 1/16/2020 Faculty Senate Meeting Minutes Approving Course Comparability Revised Review Form

9. **Academic Policies Committee, Linda Cresap**

A. Proposed change in credits required for an Associate of Science degree: 30 credits to 15 credits

Motion to approve the changes to the Associate of Science degree as presented, Motion carried with one abstention

B. Course Comparability Review for all Modalities and Locations

Motion to approve the form and process for the course comparability review for all modalities and locations, Motion carried

4.6 Dual Credit Instructor Meeting Memo



Be seen. Be heard. Be empowered.

Dr. Laurie Geller
Vice President for Academic Affairs
Minot State University
Minot, ND 58707

October 15, 2019

Dr. Geller,

In order to ensure syllabus consistency across all sections of all Minot State University courses, current dual credit instructors were invited to Minot State University to review syllabus requirements, syllabus procedures, and the syllabus timeline.

On August 14th, at 1:30 p.m., the following individuals met in the Jones Room on the campus of Minot State University:

Ashley Unruh – Dual credit instructor
Amanda Watts – Dual credit instructor
Jacob Thomas – Dual credit instructor
Marj Bubach – Dual credit instructor
Biance Grosche – Dual credit instructor
Scott Evanoff – Dual credit instructor
Katie Brekke – Dual credit instructor
Mary Eldredge-Sandbo – Dual credit instructor
Lisa Borden-King – Chair, MSU Assessment Committee
Paul Lepp – Chair, Department of Biology
Robert Kibler – Chair, Department of Languages and Cultural Studies
Erik Kana – Associate Vice President for Academic Affairs
Laure Geller – Vice President for Academic Affairs
Amy Woodbeck – Dual credit coordinator

In addition to syllabus requirements, syllabus procedures, and the syllabus timeline, Minot State University personnel responded to questions as they were presented regarding these or other issues.

Sincerely,
Erik Kana, Ph.D.
Associate Vice President for Academic Affairs
Minot State University

4.7 Early Entry (Dual Credit) Program Policy Manual



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Appendix V: Item 5 Evidence

Summary of Appendix V Evidence: Evidence 5.1 and 5.2 Academic Assessment Committee minutes and yearly report demonstrate the initial planning stages and faculty governance approval for review of extremely compressed courses. Evidence 5.3 is an example of a completed form developed and used by the Academic Assessment Committee to evaluate extremely compressed courses. The form demonstrates the areas assessed to determine whether a compressed course is comparable to the 16-week version. Evidence 5.4 is the archive of the Summer 2018 audit of the of review of the extremely compressed courses. Evidence 5.5 provides an excerpt of Faculty Senate minutes documenting the faculty's decision to place an indefinite moratorium on courses shorter than 8 weeks. Evidence 5.6 is the syllabus for the one extremely compressed course that was not reviewed in the Summer of 2018; the course was not reviewed because it had not been taught in a 16-week format.

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

5.1 Minutes from 4/11/2018 Academic Assessment Committee Discussion of Extremely Compressed Courses



Be seen. Be heard. Be empowered.

Academic Assessment Committee – 4/11/18

Present: Linda Cresap, Dan Ringrose, Mark Singer, Lisa Borden-King, Rebecca Ringham, Kathy Hintz, Laurie Geller

Absent: Cari Olson, Gideon Amponsah, and Andrea Donovan

We complimented Cari Olson on assessment plan that she sent.

Council for the Advancement of Standards in Higher Education (www.cas.edu) is a resource for non-academic assessment. CETL and orientation are using these standards already.

We need to determine that all courses meet the syllabus checklist. Department chairs have the syllabus template and are working on this. All courses for the fall should go through this process.

We also need to approve courses that are compressed courses.

We reviewed SS 283 and recommended that he indicate on the syllabus how the two and three exams compare with each other in terms of the number chapters. The diversity assignment appears to be in one class and not in another and should be notated.

For the compressed-format courses and multiple modes courses we will make a rubric that includes a schedule of major topics, assessments of student learning, contact hours, and learning outcomes/objectives. Kathy will make this rubric and send it to the Academic Assessment Committee for review.

We are only checking short-format courses for the summer and fall first 8-week. There are about 12 for summer and 24 for the fall. Chairs will check the courses first with the rubric and then send the syllabi and checklist to Laurie Geller by May 1 (or Laurie can pick a different day). Then the Assessment Committee will spend a morning with doughnuts provided by Laurie and check all of the courses. We will need to send a plan to Linda Olson on Friday for approval by Faculty Senate.

Respectfully submitted,
Kathy Hintz

Minot State University : 500 University Avenue West : Minot, ND 58707

5.2 Academic Assessment Committee Year End Report to Faculty Senate 5/1/2018



Be seen. Be heard. Be empowered.

Report to Faculty Senate
Academic Assessment Committee
1 May, 2018

In the fall our committee successfully collected the first semester of data using the new general education assessment system. We collected data from CCS1, CCS4, PSR1, some of IP1, and some of IP2. We looked at the data and concluded that our data collection mechanism is working and we will continue to collect data in this fashion.

We are in the process of collecting data from the spring semester and will report the results to the campus in Spring, 2019 after the Fall, 2018 data is collected.

Cari Olson sent the committee a plan for assessment that she wrote in 2010 and we will review it for a plan to assess academic assessment reports and other ideas.

We drafted a checklist to approve courses that are not in the traditional 16-week format and it was approved by Faculty Senate at the March, 2018 meeting. We will use this in May to evaluate courses.

Faculty members of the committee included Lisa Borden-King, Mark Singer, Andrea Donovan, Linda Cresap, Kathy Hintz, and Kayla Fisher. Additional members of the committee included Gideon Amponsah, Laurie Geller, Cari Olson, Rebecca Ringham, and Dan Ringrose

We elected Linda Cresap as chair for 2018-2019.

Respectfully submitted,

Kathy Hintz
Chair

Minot State University : 500 University Avenue West : Minot, ND 58707

5.3 Summer 2018 Compressed Course Syllabi Review Form

<p>Form for Review of Compressed Format Classes</p> <p>Please complete the following form for any course that is shorter than the full semester in which it is offered. Courses that are exempt are those only offered in a compressed format. Any required changes must be made before the course begins.</p> <p>Deadlines to submit syllabi: • Full semester: July 15 • Spring semester: December 1 • Second eight-week courses: September 15 and February 1 • Summer semester including Maymester: April 15</p> <p>Compressed Format Class</p> <p>Course prefix and number (e.g., MATH 210): * ED 282</p> <p>Title of course (e.g., Elementary Statistics): * Managing the Learning Environment</p> <p>Start date of the course: * MM DD YYYY 05 / 21 / 2018</p> <p>End date of the course: * MM DD YYYY 06 / 11 / 2018</p>	<p>Mode of the course: *</p> <p><input checked="" type="radio"/> Face-to-face</p> <p><input type="radio"/> Online</p> <p><input type="radio"/> Distance (e.g., MAFB, Fargo, BSC)</p> <p><input type="radio"/> INN (Interactive Video Network)</p> <p><input type="radio"/> Other: _____</p> <p>Review of the Course</p> <p>Please complete each Yes/No question, and if necessary, explain changes needed to make the course comparable in 1) contact hours, 2) student learning outcomes, 3) schedule of major topics, and 4) assessment of student learning outcomes.</p> <p>1a) Contact hours: Does the compressed format course have the required contact hours? Note: Each credit hour = 15 contact hours or 13.3 clock hours, not counting breaks. Thus, a 3-credit course has 45 contact hours or 40 clock hours. *</p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>1b) Contact hours: If you answered "no" to the previous item, explain what needs to be changed to meet the required contact hours.</p> <p>2a) Student learning outcomes: Does the compressed format course have the same student learning outcomes as the full length course? *</p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>2b) If you answered "no" to the previous item, explain what needs to be changed to make them the same.</p> <p>3a) Schedule of major topics: Does the compressed format course have a comparable schedule of major topics? *</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p>3b) Schedule of major topics: If you answered "no" to the previous item, explain what needs to be changed to make the schedules of major topics comparable.</p> <p>*Textbook was changed following 16-week class; topics may differ. NOTE: Books are required in the 16-week class while they are optional in the compressed format.</p> <p>4a) Assessment of student learning outcomes: Does the compressed format course have comparable assessments of student learning outcomes? *</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p>4b) Assessment of student learning outcomes: If you answered "no" to the previous item, explain what needs to be changed to make the assessments comparable.</p> <p>Using Technology Options assignment is not included in compressed format; Twenty Most Common Teaching Mistakes Presentation is not included in compressed format; more weight is given to in-class assignments in compressed format; attendance counts for 20% of points in compressed while student simply lose points for not attending in the 16-week class.</p>	<p>Reviewer's Information</p> <p>Reviewer's name: * Linda Cresap</p> <p>Reviewer's title: *</p> <p><input type="radio"/> Chair of the Department/division</p> <p><input checked="" type="radio"/> Member of the Academic Assessment Committee</p> <p>Date: MM DD YYYY 05 / 17 / 2018</p> <p>Comments:</p> <p>Recommendation: *</p> <p><input type="radio"/> The compressed format course is comparable to its full semester version.</p> <p><input checked="" type="radio"/> The compressed format course needs to make the changes indicated in items 1-4 in the previous section and/or in the comments section.</p> <p>If you are the Chair of the Department/Division, please upload the syllabi from both the compressed format and the full semester versions of the course here: https://ndusbpos.sharepoint.com/f:/s/misu_vpaa/EmmYXyzXePtKqdeFs0QAi20BFCJuPpID04unX2TFdsiYoQ?e=wYdpsA</p>

5.4 Screen Shot Summer 2018 2-week Course Syllabi Review Audit

Excel | MiSU Vice President of Academic Affairs > (1840) 2018 Summer Syllabi - 2 Weeks | Review of Short-F

Home | Insert | Data | Review | View | Help | Tell me what you want to do | Open in Desktop App

Clipboard: Paste, Cut, Copy, Format Painter
Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color, Font Color
Alignment: Wrap Text, Merge & Center
Number: General, \$, %, , , .00

Timestamp	Course	Title of	Name	Start date	End date of t	Mode	0	Prev	1a)	Cor	1b)
2018/05/16 1:18:47 PM EST	Ed 282	Managing the Learni		5/21/2018	6/11/2018	Face-to-face			Yes		
2018/05/16 1:30:52 PM EST	Ed 282	Managing the Learni		5/21/2018	6/11/2018	Face-to-face			Yes		
2018/05/17 2:38:15 PM EST	ED 282	Managing the Learni		5/21/2018	6/11/2018	Face-to-face			Yes		
2018/05/14 11:30:44 AM EST	Econ 202	Principles of Macroe		5/29/2018	7/13/2018	Online			Yes		This
2018/05/15 1:16:21 PM EST	Econ 201	Principles of Microe		5/29/2018	7/13/2018	Online			Yes		This
2018/05/16 1:16:07 PM EST	KIN 340	Elementary Method:		5/29/2018	6/21/2018	Face-to-face			Yes		
2018/05/16 1:21:19 PM EST	KIN 340	Elementary Method:		5/29/2018	6/21/2018	Face-to-face			Yes		
2018/05/17 9:21:17 AM EST	ECON 201	Microeconomics		5/29/2018	7/13/2018	Online			Yes		This
2018/05/17 9:26:16 AM EST	Econ 202	Macroeconomics		5/29/2018	7/13/2018	Online			Yes		This
2018/05/17 10:34:58 AM EST	KIN 340	Elementary Method:		5/29/2018	6/21/2018	Face-to-face			Yes		
2018/05/10 9:25:39 AM EST	SS283	Ethnic and Cultural C		5/30/2018	6/13/2018	Face-to-face			Yes		
2018/05/17 10:29:30 AM EST	SS 283	Ethnic and Cultural C		5/30/2018	6/13/2018	Face-to-face			Yes		
2018/05/29 9:58:15 AM EST	ED 380	Technology in Teachi		6/4/2018	6/18/2018	Face-to-face			Yes		
2018/05/16 9:09:03 PM EST	Ed 320	Curriculum Planning		6/25/2018	7/29/2018	Face-to-face			Yes		
2018/05/17 10:27:49 AM EST	ED 320	Curriculum, Planning		6/25/2018	7/9/2018	Face-to-face			Yes		
2018/05/16 1:19:53 PM EST	Ed 284	Teaching Diverse Lea		7/16/2018	7/30/2018	Face-to-face			Yes		
2018/05/17 10:07:39 AM EST	ED 284	Teaching Diverse Lea		7/16/2018	7/30/2018	Face-to-face			Yes		
2019/09	ED 284	Teaching Diverse Lea		7/17/2018	7/31/2018	Face-to-face					
Potentially not reviewed but ran below											
GRAD	EDUHS	DYN	ED	558		1 Trauma In LEC			10312	TC	
GRAD	EDUHS	DYN	ED	558		1 Trauma In LEC			10312	TC	
GRAD	EDUHS	DYN	ED	558		2 Trauma In LEC			10313	V2	
GRAD	EDUHS	DYN	ED	558		2 Trauma In LEC			10313	V2	

5.5 Excerpt from 10/3/2019 Faculty Senate Meeting Approving Moratorium on Less than 8 Week Courses

Motion to place a moratorium on courses shorter than 8 weeks, except for study abroad tours (Michels/Bertsch), Motion carried

5.6 ED 558 Syllabus (Extremely Compressed Course Not Reviewed in Summer 2018)

ED 558 Trauma Informed Practice for Teachers Course Syllabus: Summer 2018

Location: Admin. 364 IVN Studio

Blackboard login at <http://www.minotstateu.edu/current.html>

Dates/Times: MTWThF May 14 - 18 & 21-25, 4:00 – 8:00 PM and Saturday,
May 19, 8:00 a.m. -noon CT

Final grades are posted at the end of summer semester, August 6

Instructors: Crystal Gilles, M.A.T., NBCT, Child Trauma Academy Fellow,
& Patty Steele, M. Ed.

Email: Blackboard Course Mail

Appointments also through TEHP Assistant, 701-858-
3028



Teacher Education and Human Performance
Conceptual Framework

<http://www.minotstateu.edu/tegu/i.org.html>

Course Description

Trauma Informed Practice for Teachers (3 SH). This course is designed to increase awareness of the effects of trauma on students in classrooms. The course will introduce the participants to the Neurosequential Model in Education (NME), a systematic approach to healing and educating students that have suffered childhood trauma. Through discussion, research and application, participants will seek ways to accommodate students who need the well-ordered interventions and strategies that the trauma-informed classrooms should provide.

Expected Student Outcomes:

1. Participants will gain awareness of the effects of childhood trauma on students.
2. Participants will become familiar with healthy brain development and explore the connections between childhood trauma and the harm to the developing brain.
3. Participants will become familiar with and demonstrate the ability to match instructional strategies to the needs of traumatized students.

Course Goals

The course goals are framed on the conceptual model for teacher education at Minot State University, Teachers as Reflective Decision Makers which focuses on Action, Reflection & Knowledge (ARK). The outcomes for the Master of Education degree are aligned with the Core Principles of the National Board for Professional Teaching Standards, the InTASC Standards, and the North Dakota Standards for Advanced Programs for Teachers. The Trauma Informed Practice course meets the following outcomes in the M.Ed. Cognitive Science Concentration.

- M.Ed. Cognitive Science Concentration Competencies I: Research Foundations in Mind/Brain
2. Candidates will demonstrate understanding of mind/brain affective and strategic networks in intrapersonal awareness and interpersonal interactions in educational contexts.
- M.Ed. Cognitive Science Concentration Competencies II: Application to Education
3. Candidates will demonstrate appropriate applications of mind/brain research in the planning of educational activities and classroom management.

Required Texts and Readings

- Perry, B. D. and Szalavitz, M. (2006). *The Boy Who Was Raised As A Dog*. Philadelphia, PA: Basic Books.
- Web search on trauma informed strategy models
- Selected readings and journal articles assigned in class

Other reference materials from which excerpts will be provided:

- Szalavitz, M. and Perry, B.D. (2010). *Born for love*. New York, NY: HarperCollins Publishers.
- Perry, B. D. *Brief: reflections on childhood, trauma and society*. (Kindle)
- Excerpts will be provided from the following resources and websites: ACES study (<http://www.cdc.gov/violenceprevention/acesstudy/>), Emotion Works (emotionworks.org.uk), ChildTrauma Academy (childtrauma.org), The Vibe Project (thevibeproject.net), Seeds of Empathy (seedsofempathy.org), MeMoves (thinkingmoves.com), Zones of Regulation (zonesofregulation.com)
- Sousa, D. A. (2012). *How the brain influences behavior: Management strategies for every classroom*. Thousand Oakes, CA: Corwin Press.
- Garner, B. K. (2007). *Getting to got it: helping struggling students learn how to learn*. Alexandria, VA: ASCD.
- Hiebert, M., Platt, J., Schpok, K., Whitesel, J. (2013). *Doodles, dances and ditties: a somatosensory handbook*. Denver, CO: Mount Saint Vincent Home.
- Bloom, S. *Creating sanctuary toward the evolution of sane societies*. (1997). New York, NY: Taylor & Routledge Group.
- Malchiodi, C. A. (2014, 2nd ed.). *Creative interventions with traumatized children*. New York, NY: Guilford Press.

Course Assignments (See handouts and rubrics for specific expectations)

1. Participants will participate in interactive Blackboard Discussions in which they reflect on readings, class activities and instructor presentations. Postings will be made on a regular basis.
2. Participants will compare and contrast web based trauma informed strategy websites (ACE, Emotion works, Seeds of Empathy, Vibe Project, Me Moves, etc.)
3. Participants will design a trauma-informed lesson which will be modeled in class.
4. Participants will be expected to attend all class sessions and participate in class discussions, or provide equivalent make-up assignments for unavoidable absences prior to the end of the grading period.

Course Evaluation

Course evaluations will be based upon the reflective learning logs, Trauma Informed Lesson Plan, presentations to the class, and participation. A total of 100 points may be earned for all of the assignments. Specific details of the assignments and Trauma Informed Lesson Plan Rubric (for scoring plans and presentations) will be discussed during the first two class periods.

Learning Log & Blackboard Discussions	20 points	Grading Scale A = 92%-100% B = 83%-91% C = 74%-82% F = below 73%
Trauma Informed Lesson Plan	50 points	
Class Presentations	20 points	
Class Participation	10 points	
100 total points		

Time Commitment: Graduate-level coursework carries with it an expectation that readings and assignments will take two hours outside of class for every hour in class. For a three credit course requiring a total of 45 instructional (seat time) hours, this translates to approximately 90 hours. This includes readings, preparation of assignments and Blackboard discussions.

Assignment Details

Blackboard Discussions 20 points

The interactive Blackboard Discussions are designed to help you gain awareness of childhood trauma on students. For the Blackboard discussions, draw from your personal reflection on the following questions. You will be expected to post at least one discussion starter or response at the conclusion of each class.

As you read or engage in classroom activities, use the following advance organizers to help frame your reflections:

- What was new to me in this reading/instructor presentation/class discussion?
- What was interesting, intriguing, a "whoa" or an "aha" moment?
- What validated or could enhance a practice I already use—how?
- Was any of the new information different from my prior beliefs or practices about student or peer behavior—in what way?
- Was there a moment that prompted me to start thinking in a concrete way about designing or restructuring a particular strategy, activity—why/how?
- Was there information that prompted me to think about new ways to help a particular student—what/why/how?

Trauma Informed Lesson Plan 50 points

- Each participant will prepare and teach a Trauma Informed Lesson Plan designed to incorporate strategies which can be used within your teaching environment.
- e When designing your presentation, refer back to your Trauma Informed Lesson Plan Rubric. ● The Plan will include strategies to assist traumatized students, and provide a rationale as to why these strategies are likely, based on brain and behavior, to empower these students to succeed. ● The Blackboard Discussions will also be used to expand on additional curricular applications after the in-class presentations.

Web Based Trauma Informed Strategies Presentation 20 points

- You will present your Trauma Informed Strategy to the class, specifically describing applications that can be implemented with traumatized students.
- When designing your presentation, refer back to your Trauma Informed Strategies Presentation Rubric.

Class Participation 10 points

' Participants will be expected to attend all sessions and participate in discussions, or provide equivalent make-up assignments for unavoidable absences, prior to the end of the grading period.

100 total possible points

Course Policies

Policy on Cell Phones, and Other Electronics. Class participants must have cell phones on vibrate and put away during class. If you have a pending emergency, please let me know ahead of time. If you use an electronic text on a tablet or laptop, please limit its use to course activities only.

Make-up Policy. The typical make-up for excused absences and illness is work equivalent to the work that would have been completed in class. It is the student's responsibility to obtain make-up assignments and complete them within a week of the absence unless other arrangements are made with the instructor. By MSU policy, a grade of Incomplete can only be entered if the student has a current grade of at least a "C" and an agreement is filed regarding how remaining work can be completed within the policy deadline.

Academic Honesty. The academic community operates on the basis of honesty and integrity. In addition, the profession of teaching requires the highest professional integrity. Graduate students are expected to follow appropriate citation guidelines of the American Psychological Association (APA) when referencing the work of others. Occasionally, this trust is violated when cheating occurs, either inadvertently (by failing to give proper credit to the ideas of others) or purposefully when others' work is copied word-for-word. If this occurs a failing grade will be given for the assignment and further action may be taken following MSU guidelines for academic honesty.

Even though there are many materials available online for teachers, for purposes of your education, we expect you to do your own work from start to finish as part of your learning process. You **MUST NOT** turn in Internet resources as your own work. Any type of plagiarism can have serious consequences, including referral to the Teacher Education Administrative Council and possible probation or expulsion from Minot State University.

ADA Accommodation Policy. In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelvn.klimpel@minotstateu.edu.

Anti-discrimination Policy. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. If you believe you have been discriminated against, please bring evidence to the attention of your instructor or the MSU's Human Resource Office, 2nd floor Admin., 701-858-4610.

Campus Climate: Title IX Non-Discrimination and Personal Safety. Minot State University is dedicated to a safe and positive learning environment for all students, faculty and staff. The campus Title IX policy and contact information for reporting any instances in which you have felt intentionally discriminated against, threatened or unsafe can be found at:

<http://www.minotstateu.edu/title9/index.shtml>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus.

Mandatory Reporting

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Minot State University policy requires that your instructor, as a mandatory reporter, shares that information with Lisa Dooley, Title IX coordinator.

Lisa Dooley, Title IX Coordinator
Memorial Hall, Room 412 701-858-
3447 lisa.dooley@minotstateu.edu

Under mandatory reporting policies, Lisa or one of the Deputy Title IX coordinators will contact you to let you know about accommodations and support services at MSU as well as options for holding accountable the person who harmed you. You are not required to speak with them.

Confidential Reporting

If you do not want the Title IX coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

MSU Counseling (Confidential)

701-858-3371

Campus Ministry (Confidential)

Wellness Center, 2nd floor

Domestic Violence Crisis Center (Confidential)

24/7 Crisis and Shelter Line: 701-548-2480

24/7 Rape Crisis Line: 701-857-2500

Emergency Help Lines

MSU Campus Safety & Security

701-858-HELP (4357)

Minot Police Department

911 or 701-852-011

Appendix VI: Item 6 Evidence

Summary of Appendix VI Evidence: Evidence 6.1 is the initial course syllabus template developed in 2018 and approved by Faculty Senate on 2/15/2018 (Evidence 6.2). Once Simple Syllabus was purchased, the template was formatted for the program (Evidence 6.3). Evidence 6.4, 6.5, and 6.6 are archives of the completed general syllabi reviews (6.4) and the audits (6.5, 6.6) completed of the reviews assessing for accuracy of the reviews. Evidence 6.7 is a screen shot of the Syllabus Information web page providing evidence that policy and procedures for syllabi review are accessible to all interested parties.

To visit the webpages, see complete documents, and documents in the archives, the following link takes you to a table on the Minot State website with links to the pages and archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

6.1 Syllabus Legacy Template

MINOT STATE UNIVERSITY COURSE SYLLABUS – REQUIRED INFORMATION

BASIC COURSE INFORMATION

Course Prefix, Number, and Title:

Credits: (Including classroom study hours (CS) and Laboratory/Clinical (L/C) hours)

Meeting Times: (start and end times, days of the week)

Semester: (Indicate semester, year, and format – online, MAFB, IVN, as well as length – 16week, 8-week, etc.)

INSTRUCTOR INFORMATION

Name(s) of Faculty Member(s):

Office Location & Office Hours: (recommend at least 5 total hours on different days/hours for fulltime faculty)

Contact Information: (phone, email, web page, etc.)

ADDITIONAL COURSE INFORMATION

Catalog Description:

[Expanded Course Description: Optional]

Placement Policies: (if appropriate)

Prerequisite/Co-requisite Courses:

General Education Category (or Categories): (If appropriate, indicate which general education areas can be fulfilled by taking the course – For example: CCS1 Problem Solving & CCS6 Collaboration)

Required Course Materials: (at a minimum, include those items that must be purchased or acquired in advance or at the start of the course)

Course Student Learning Outcomes: As a result of taking ABCD XXX the student/you will...
[Phrasing need not be identical]

- 1.
- 2.

(Remember, student learning outcomes must be the same for different sections of the same course.)

ASSIGNMENTS AND GRADING INFORMATION

Grading Policy and Scale: (include assignment categories and their weights or points)

Assignments and Descriptions:

Tentative Course Outline:

Tentative Dues Dates of Major Assignments:

POLICIES

Late and Missed Work Policy:

Attendance Policy: (might want to see <http://www.minotstateu.edu/records/pages/policy-classattendance.shtml>)

University Sanctioned Events Policy:

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence. (Include your procedure for dealing with students who miss class due to participation in such events as described below in italics)

Faculty members should have a procedure for student absences in each syllabus that details the method and advance time for students to communicate their absence. If a student notifies the professor in accordance with the faculty member's policy, students should be allowed to complete class work. If a student does not communicate with the faculty member in advance of the absence, it is up to the faculty member's discretion whether to allow the student to complete the work. If disputes arise with this policy within the semester, students should contact in progressive order, the faculty member, department chair, Assistant Vice President for Academic Affairs, and Vice President of Academic Affairs.

Academic Honesty Policy with Penalty for Violating the Policy: (see the information in the [Undergraduate Catalog](#) and in the [Graduate Catalog](#); also see the [Student Handbook](#))

Disability Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability

Support Service, located on campus in the lower level of Lura Manor, or by calling 701-8583371 or by e-mail at evelyn.klimpel@minotstateu.edu.

Non-discrimination Statement:

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported to the Human Resource Director in the Administration Building.

Title IX Statement:

Title IX Option 1:

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Minot State University policy requires that, as your instructor, I share this information with Lisa Dooley, Title IX coordinator. Lisa or one of the Deputy Title IX coordinators will contact you to let you know about accommodations and support services at MSU as well as options for holding accountable the person who harmed you. You are not required to speak with them.

If you do not want the Title IX coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- MSU Counseling Center (701)858-3371
- 24/7 Crisis Center and Shelter: Domestic Violence Crisis Center (701)548-2480
- 24-7 Rape Crisis Line: Domestic Violence Crisis Center (701)857-2500
- Campus Ministry (Wellness Center, 2nd floor)

Title IX Option 2:

MSU faculty members are “mandatory reporters,” which means that once we are apprised of violence or harassment based on sex and gender, we are required to report the incident to the Title IX office on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported, but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to talk about an incident but do not want it reported, neither you nor I have any choice in this matter, and once divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed on the basis of sex and gender or assaulted, you can find the appropriate resources on/off Minot State University’s campus. These resources include:

Minot State University Information

Counseling Services (confidential)

Lura Manor-south lower level
701- 858-3371

Campus Ministry (confidential)
Wellness Center, 2nd floor

Health Services
Lura Manor-south lower level
701- 858-3371

Campus Security
701-500-2423

Local Community Resource Information

Domestic Violence Crisis Center (confidential)
24-hour Crisis Line: 701- 857-2200
24-hour Rape Crisis Line: 701- 857-2500

Minot Police Department
911/ 701- 852-0111

IMPORTANT DATES

Assessment Day:

Final Exam Date and Time: (see <http://www.minotstateu.edu/records/exams.shtml> each year to find the day and time of your exam)

NOTES

- You may want to include a disclaimer that dates or other information is tentative/subject to change.
- The items listed on this document are the minimum requirements for all MSU syllabi regardless of location, modality, and semester.
- We may need to consider the new Starfish reporting policy for academic dishonesty and include information about it.
- **All syllabi are due to department/division chairs no later than the Friday prior to the first week of classes each semester.**
- You are free to arrange these items in different orders.
- You may personalize the syllabus to fit your style and tone. Feel free to add images, use different fonts, etc.

6.2 Excerpt from Faculty Senate Minutes 2/15/2018 for Approving Minimum Requirements for Syllabi

15. Minimum Requirements For Syllabi – Laurie Geller

Discussed at University Chairs Council. Their recommendations are posted on SharePoint. Discussion at FS ensued. This is not a policy but rather a template/recommendation. HLC made recommendations to the university that we needed to be more detailed on syllabi. This is prescriptive to what they suggest. Minimum requirements but can always be stricter or more inclusive yet and customization can occur.

Motion to accept the recommendations of the committee (Rabe/Roberts) Motion Carried

6.3 Excerpt from Simple Syllabus University Template

Minot State University - Simple Syllabus

1/29/20, 4:10 PM

! Please note, this is a template preview and is not published.

2020 Spring 8-week 2 · Minot State University



Overview

Course Prefix, Course Number, Title: subject namecourse number-section name course title

Credits: course Credits

Meeting Days, Times, and Location: section Meeting days and times

Semester/Year: term name

Campus Connection Course Dates: section Campus Connection Course Dates

Mode of Delivery: section Mode of Delivery

Placement Policies: none

Assignments and Grading

Grading Policy and Scale:

Assignments and Descriptions and Tentative Due Dates:

Tentative Course Outline:

Important Dates

Final Exam Date and Time: (instructor to input)

Attendance Policy

University Attendance Policy

<http://www.minotstateu.edu/records/pages/policy-class-attendance.shtml>

Class-specific Attendance Policy

University Sanctioned Events Policy







Minot State University has a commitment to students who represent the University in official capacities.

University-sanctioned activities include events that are required or encouraged by a class, program,

club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it

6.4 Screen Shot Archive of General Syllabi Reviews

Course Syllabi > General Review Syllabi

 Name ▾	Modified ▾	Modified By ▾
 (1840) Summer 2018 Syllabi	March 11, 2019	Geller, Laurie
 (1910) Fall 2018 Syllabi	March 11, 2019	Geller, Laurie
 (1930) Spring 2019 Syllabi	March 11, 2019	Geller, Laurie
 (1940) Summer 2019 Syllabi	March 11, 2019	Geller, Laurie
 (2010) Fall 2019 Syllabi	March 11, 2019	Geller, Laurie

6.5 Fall 2018 Syllabus Audit Summary

DATE: July 25, 2019

TO: Minot State University Assessment Committee

FROM: Syllabus Audit Team: Deborah Brothers, Sherry Filler, Shanette Haarsager

RE: Syllabus Audit Review for Fall 2018-Summary Report

The MSU Syllabus Audit Team has completed a review of Fall 2018 syllabi for all courses listed on NDUS Section Status Reports for the Fall 2018 semester. Using the syllabus audit spreadsheet, the team identified missing syllabi in each division/department and made notes on the spreadsheets indicating any issues with individual syllabi, such as missing information, incorrectly reported information, etc. Each team member reviewed different academic areas and prepared a spreadsheet with their findings. The spreadsheets will be sent to Michael Brooks, Director of Academic Assessment.

The Syllabus Audit Team met on July 24, 2019 and went over each area of the syllabus audit spreadsheet for the purpose of identifying recurring issues in some of the areas. The team notes the following:

Throughout the process of checking the syllabi, the team notes that required information was often included, but not always in the recommended order or clearly identified by topic heading. For example, some information was imbedded within another topic, such as the Assessment Date or other important dates hidden within the Tentative Course Outline. This made the review process time-consuming trying to locate the information.

Office Location: In some cases, adjunct instructors left this blank because they did not have an on-campus office. Some information should be included in this area, e.g., stating they do not have an on-campus office, or providing the location of an off-campus office.

Office Hours: Some on-campus faculty did not include specific office hours on the syllabus, but instead directed students to check their office door, or the department office. This was common in the areas of Biology, Communication Disorders, Nursing, and Science.

Placement: The team noted this line was rarely used. The Music Department used it occasionally. This area could maybe be deleted or combined with prerequisite and co-requisite.

Assignment & Descriptions, Tentative Course Outline, and Tentative Due Dates of Major Assignments: These three areas are all tied together, and the information included in each area was widely inconsistent. Assignments weren't always descriptive or sometimes were included in the outline or in with tentative due dates of major assignments. Some faculty provided a general outline, some provided a day-by-day listing of topics to be covered and assignments to be given. Possibly these three areas could be consolidated? What exactly needs to be provided in terms of assignments/descriptions?

Late & Missed Work Policy: Sometimes this information was included as part of the attendance policy and sometimes it was included in Assignments & Descriptions. It was not always listed as a separate policy; does it need to be?

Attendance Policy: This was often referenced using a link to the MSU policy on the web. Is it okay to use a link instead of writing out the policy?

Assessment Day: This was not included on many syllabi, especially if the course did not regularly meet on Assessment Day.

Final Exam: Sometimes the link to the MSU final exam schedule listed on the web was used as the reference. Is it okay to use the link?

The team felt syllabus requirements should include a statement saying each syllabus topic area must contain information, even if it is just N/A.

Questions regarding this report can be directed to Deborah Brothers, Sherry Filler, or Shanette Haarsager.

6.6 Spring 2019 Syllabus Audit Summary

DATE: November 20, 2019

TO: Minot State University Assessment Committee

FROM: Syllabus Audit Team: Deborah Brothers, Sherry Filler, Shanette Haarsager

RE: Syllabus Audit Review for Spring 2019-Summary Report

The MSU Syllabus Audit Team has completed a review of Spring 2019 syllabi for all courses listed on NDUS Section Status Reports for the Spring 2019 semester. Using the syllabus audit spreadsheet, the team identified missing syllabi in each division/department and made notes on the spreadsheets indicating any issues with individual syllabi, such as missing information, incorrectly reported information, etc. Each team member reviewed different academic areas and prepared a spreadsheet with their findings. The spreadsheets will be sent to Michael Brooks, Director of Academic Assessment.

The Syllabus Audit Team met on November 19, 2019 and reviewed team member's notes for the purpose of identifying recurring issues in some of the areas. The team notes the following:

Throughout the process of checking syllabi, the team notes again, required information was often included, but not always in the recommended order or clearly identified by topic heading. For example, some information was imbedded within another topic, such as the Assessment Date or other important dates hidden within the Tentative Course Outline.

Office Location: Again, adjunct instructors did not always have information in this area because most don't have on-campus offices.

Office Hours: Some on-campus faculty did not include specific office hours on the syllabus, but instead directed students to check their office door, or the department office. Nursing was identified as one area where this happened. It was noted some adjunct faculty did list a time when they would be available for students to call if they wanted to touch base personally instead of through email.

Placement Policy: The team noted that as in the Fall 2018 semester, this line was rarely used.

Assignment & Descriptions, Tentative Course Outline, and Tentative Due Dates of Major Assignments: These three areas are all tied together, and as noted previously in the team's Fall 2018 report, the information included in each area was widely inconsistent. Assignments weren't always descriptive or sometimes were included in the outline or in with tentative due dates of major assignments. Some faculty provided a general outline, some provided a day-by-day listing of topics to be covered and assignments to be given. Faculty often required students to use Blackboard for assignments and/or a separate calendar which was not attached to the syllabus.

Late & Missed Work Policy: As noted in the Fall 2018 audit report, sometimes this information was included as part of the attendance policy and sometimes it was included in Assignments & Descriptions.

Attendance Policy: This was often referenced using a link to the MSU policy on the web.

General Education Requirement: Many courses did not indicate if the course did or did not meet a general education requirement. The team noted it was common for the general education requirement to be missed, even if the course fulfilled one of the requirements.

Assessment Day: This continues to be left off syllabi, especially if the course did not regularly meet on Assessment Day.

Final Exam: Often, faculty provided a link to the MSU final exam schedule listed on the MSU website and did not reference the specific date on the syllabus.

Disability Policy: It was noted many faculty used old policy language which referenced ADA accommodation.

Academic Honesty Policy and University Sanctioned Events Policy: Faculty did not always use the same language for these two policies.

The team questions the use of live links in syllabi because if a syllabus is used for reference in subsequent years, the link will not reflect data specific to the date of

the syllabus. Most often live links were used to identify campus policies and final test dates.

Some issues noted with private lessons, in the Music Department, were that multiple private lesson sections were often combined on the same syllabus or more than one instructor was listed on the same syllabus. It was noted the Communication Disorders Department also listed more than one instructor on syllabi for clinicals and practicums.

The team noted the number of missing syllabi for Spring 2019 was less than Fall 2018. Missing syllabi were often clinical courses, independent study courses, practicums, etc. However, the number of missing syllabi for these types of courses was also fewer than what was missing in Fall 2018.

Finally, the team agrees that going forward, many of the issues referenced in this report may be resolved by use of the new Simple Syllabus software.

Questions regarding this report can be directed to Deborah Brothers, Sherry Filler, or Shanette Haarsager.

6.7 Screen Shot Syllabus Information Web Page

Academic Affairs

Syllabus Information

Deadlines for spring 2020 course syllabus submissions:

- Nov. 22 – All syllabi due from faculty to chairs
- Dec. 2 – Chair review of compressed courses (i.e., 8-week) due to Academic Assessment Committee
- Dec. 9 – Chair review of 16-week courses due
- Dec. 9 – Academic Assessment Committee review of compressed courses due; faculty notified of needed revisions
- Dec. 11 – All revised syllabi due from faculty to chair
- Dec. 16 – All syllabi must be approved and ready for spring semester 2020

Please follow the directions and approval process outlined [here](#).

To insure the quality, clarity, consistency, and organization of course syllabi for pertinent internal and external stakeholders, all Minot State course syllabi must be reviewed and approved before being distributed to students. The [Syllabus Integrity Review](#) [approved by Faculty Senate 04/04/2019] describes the policies and procedures associated with three types of syllabus reviews. The type of review depends on the length of the course and its mode and location of delivery.

1) All course syllabi go through the **general syllabus review**. The general syllabus review is intended to ensure that all courses being offered have syllabi and that those syllabi reflect the required syllabus components.

2) The syllabi of some courses go through the **compressed format review**. A *compressed format course* is any course that meets for less than 16 weeks that has a corresponding 16-week course. The exception to this rule is courses designed to be offered only in a less than 16-week format. The compressed format review is intended to ensure that all courses offered in compressed formats are comparable to the full-term version of the course.

3) Other courses, those offer in multiple modes and locations of delivery, must go through the **modality and location review**. *Mode (or modality)* refers to the way the course is delivered: face-to-face, online, or IVN. *Location* refers to the place in which the course is delivered: on the Minot State campus or off-campus at another location (e.g., MAFB, BSC, LRSC, NDSU, New Town, dual credit high

Simple Syllabus Links

- [Simple Syllabus Login](#)
- [Simple Syllabus Help Video](#)
- [Simple Syllabus Training Video for Chairs and Faculty](#) [password: simple]
- [Syllabus Directions and Approval Process](#)

Other Syllabus Information

- [Final exam times](#)
- [Summer session dates, including final exam dates](#)
- [Minot State Academic Calendar 2018-2019](#)
- [Minot State Academic Calendar 2019-2020](#)
- [NDUS Academic Calendars](#)

Previous Syllabus Links

General syllabus review:

- [Syllabus Minimum Requirements](#)^{1,2,3} [Word] - Adopted by Faculty Senate 2/15/18; revised 4/4/19; included in the Simple Syllabus template
- [Syllabus Minimum Requirements](#) [pdf]
- [Syllabus Minimum Requirements Example](#) [Word]
- [Syllabus Audit Checklist](#) [Excel]
- [SharePoint Site for General Syllabi](#)
- [Role of Administrative Assistants in General Syllabus](#)

Appendix VII: Item 7 Evidence

Evidence for Item 7 is available in Appendix VI (Evidence 6.1, 6.3, 6.4)

To visit the webpages, see complete documents, and documents in the archives, the following link takes you to a table on the Minot State website with links to the pages and archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

Appendix VIII: Item 8 Evidence

Summary of Appendix VIII Evidence: Evidence 8.1, 8.2, 8.3, and 8.4 document the co-curricular assessment development process at Minot State University. Evidence 8.1 is the charge given to the Ad hoc Co-curricular Committee; 8.2 is a screen shot of the committee web page listing the member and links to the committee meeting minutes; 8.3 is the terminology the committee agreed upon; and 8.4 is the table of contents of a white paper developed by the committee to explain its process, framework, developed goals, and process. Evidence 8.5 and 8.6 are the co-curricular assessment calendar and the draft of the policy and procedures governing co-curricular assessment at Minot State University. Evidence 8.7 is the co-curricular assessment rubric, and 8.8 is a screen shot of the Yearly Program Assessment Report Template Table of Contents which is used for academic and co-curricular programs. Evidence 8.9 provides an example plan: an excerpt of the assessment plan developed by the Academic Support Center for the First-Year Experience Peer Mentor Program. Evidence 8.10 is a screen shot of the Co-curricular Assessment web page which provides access to co-curricular assessment information to the campus and constituents. Lastly, 8.11 documents the Co-curricular Committee completed its charge. A standing co-curricular committee has now been established.

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

8.1 Co-curricular Committee Charge



Be seen. Be heard. Be empowered.

Development of MSU's Co-curricular Committee and Learning Model, Plan, and Assessment Practices

Charge Author: Vice President for Academic Affairs, Dr. Laurie Geller

Purpose: Gathering of personnel and resources in order to develop, complete and implement MSU's co-curricular plan

Pertinent HLC evidence request - *"A detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities"*

Committee Charge:

- Develop a definition of co-curricular learning at MSU,
- Determine which offices and activities at Minot State fit that definition,
- Determine plan and practices specific to assess student learning gained through cocurricular learning, and
- Develop means for tracking and documenting results

Committee Members:

Beth Odahlen, Director of Center for Engaged Teaching and Learning
 Katie Tyler, Director of Enrollment
 Paul Brekke, Director of Wellness Center
 Bethany Andreasen, Professor of History
 Lisa Borden-King, Associate Professor of Education
 Jessica Smestad, Director of Honors Program
 Cheryl Nilsen, Professor of Mathematics Education
 Erik Kana, Associate VP for Academic Affairs
 Michael Brooks, Director of Academic Assessment
 Laurie Geller, Vice President for Academic Affairs
 Kevin Harmon, Vice President for Student Affairs (joined committee mid-year)
 Karina Stander, Director of Residence Life (joined committee mid-year)
 Jermaine Rolle, Associate Director of Compliance – Athletics (joined committee mid-year)
 Devin McCall, former Director of Residence Life (left committee mid-year)
 Two MSU students

[8.2 Screen Shot Co-curricular Committee Web Page Listing Members and Meeting Minutes Links](#)

MINOT STATE / FACULTY SENATE / CO-CURRICULAR COMMITTEE

Institutional Committees

Co-curricular Committee

Committee Members (effective spring 2020)

- Kevin Harmon (permanent) - VPSA, co-chair
- Erik Kana (permanent) - Associate VPAA, co-chair
- Michael Brooks (permanent) - Director of Academic Assessment
- Erik Kana (permanent) - Associate VPAA, co-chair
- Erin Holt (22) - Faculty
- Zeb Wallace (21) - Faculty
- Beth Odahlen (21) - Staff
- Karina Stander (22) - Staff
- Jermaine Rolle (22) - Staff
- TBA - Students (2 reps)

Meeting Minutes

- [September 17, 2018](#)
- [November 8, 2018](#)
- [November 19, 2018](#)
- [December 10, 2018](#)
- [January 14, 2019](#)
- [January 28, 2019](#)
- [February 11, 2019](#)
- [February 25, 2019](#)
- [March 25, 2019](#)
- [April 15, 2019](#)
- [April 29, 2019](#)
- [May 6, 2019](#)
- [May 20, 2019](#)
- [June 24, 2019](#)
- [July 1, 2019](#)
- [July 22, 2019](#)
- [July 29, 2019](#)
- [September 20, 2019](#)

8.3 Co-curricular Assessment Terminology

MSU Co-curricular Assessment Terminology*

Assessment: Assessment is the systematic collection and analysis of information (Data) for improvement purposes.

Assessment Tool: Instrument used to measure the characteristic or outcome of interest. It is the tool used to implement part of a larger assessment plan. Example: assessment tools for learning include classroom assessment techniques (minute paper, muddiest point, etc.), capstone projects, examinations, portfolio entries, or student performances.

Benchmark/Target: A point of reference for measurement; a standard of achievement against which to evaluate or judge one's own performance. A program can use its own past performance data as a baseline benchmark against which to compare future data/performance. Additionally, data from another (comparable, exemplary) program can be used as a target benchmark.

Direct Measure: Gathers evidence, based on student performance, which demonstrates the learning itself. Can be value-added, related to standards, qualitative or quantitative, embedded or not, and can use local or external criteria. Examples include class tests, research papers, student performances, etc.

Indirect Measure: Gathers reflection about the learning or secondary evidence of its existence. Example: surveys of student perceptions about learning, e.g. Satisfaction survey.

Measure: To collect quantitative and/or qualitative data to be analyzed. Qualitative data are data that do not lend themselves to quantitative methods but rather to interpretive criteria, for example, interviews, focus groups, and anecdotal evidence.

Co-curricular Category: The phrase “co-curricular category” most often and routinely refers to an activity or set of activities offered by the university that are meant to complement curricular learning.

Co-curricular Student Learning Goal: A general statement of what a student should know and/or be able to do upon graduation.

Co-curricular Student Learning Outcome: A specific statement, connected to a co-curricular goal, of what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities.

Co-curricular Student Learning Objective: A deliberate task or activity prompted by a specific outcome designed to broaden and/or mature student's leadership, wellness, self-awareness, and/or career and professional development.

*Document is adapted from several sources, including Clark College, Stephen F. Austin State University, James Madison University, and AAC&U.

8.4 Screen Shot Co-curricular White Paper Table of Contents



Be seen. Be heard. Be empowered.

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8.5 First Page of Co-curricular Assessment Calendar

MSU Co-curricular Assessment Calendar

Responsibility	Action	Completion Dates	Synopsis of Procedure
Program/Office	Offices enter <u>planning phase</u> * of co-curricular assessment for upcoming year	June 2 – July 31 *Some programs may begin project phase during this timeframe.	Program/Office directors and appropriate VP's will meet, discuss previous year's feedback, and develop strategy for A) Closing the loop on improvement items, B) Implementing data driven changes to assessment procedures and processes for program/office improvement, C) implementing data driven changes to pedagogy and co-curriculum for student learning improvement. Assessment steps of <i>Ask</i> and <i>Gather</i> are completed.
Program/Office	Submission of Yearly Program Assessment (YPA) to VPAA's office via DAA	June 1-15	Directors submit YPA's to Vice President of Academic Affairs (VPAA) office via Director of Academic Assessment (DAA) and appropriate direct supervisor. Director of Academic Assessment reminds YPA authors of submission deadline one week before submission deadline. Documents are stored and organized on MiSU VPAA SharePoint site. Assessment step of <i>Report</i> is completed.

8.6 Draft of Co-curricular Assessment Policy and Procedure



Be seen. Be heard. Be empowered.

MINOT STATE UNIVERSITY

Co-curricular Assessment

Purpose

Co-curricular assessment's purpose is to ensure quality, clarity, consistency, and organization of co-curricular learning and to its effectiveness for student learning, office, and institutional improvement.

Key Resources: Co-curricular; Co-curricular [and Calendar](#); Co-curricular

Policy for Co-curricular Assessment

Vice President for Student Affairs (VPSA) and Associate Vice President for Academic Affairs (AVPAA) lead co-curricular. The Director of Academic Assessment (DAA) supplements senior leadership for the purposes of oversight, training, resource development, and day-to-day administrative integration, continuity, and organization. The Co-curricular Assessment Committee, institutional in composition, will facilitate review of yearly assessment plans, reports, and communication to relevant constituencies.

All programs and/or offices designated as co-curricular participate in yearly co-curricular assessment using the University's proprietary process. Program and office directors work with direct reports, the Co-curricular Assessment Committee, and the DAA to refine projects and facilitate progress. Programs and offices involved in co-curricular assessment should review the [MiSU Co-curricular Assessment Timeline and Calendar](#) as a guide for process. Co-curricular assessments are submitted, via an email entitled (Program/office Name_Academic Year_YPA), to the appropriate direct report and DAA. Co-curricular assessment reports are cataloged for a period of at least five years for the purposes of internal and external stakeholder review.

Procedure for Co-curricular Assessment

Step 1: Review and update co-curricular goals, outcomes, and objectives as necessary.

Step 2: Submit an assessment **plan** to direct report and DAA. The assessment **plan** describes which goals, outcomes, and objectives are assessed, additional planning methods, and targets set.

Step 3: Initiate assessment **projects**. Programs/Offices follow proposed planning parameters, collect data, and answer assessment goal/outcome/objective question(s).

Step 4: Write assessment **reports**. Program/office staff discuss what gathered data means within the individualized context, write a summary focusing on where and how improvements to student learning and program operation, directly or indirectly, are promoted.

Step 5: Submit **assessments** to direct report and DAA for cataloging and review.

Step 6: AVPAA will produce a yearly institutional report of the status of co-curricular.

8.7 First Page of Co-curricular Program Assessment Rubric

MSU Co-curricular Program Assessment Rubric

This rubric is intended to provide feedback on co-curricular action plans and assessment. Each component of Minot State University's assessment template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each co-curricular office/program will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Action Plan Elements	MSU Minimum Expectation	Developing	Proficient	Comments
Goals	<p>The unit/program plan includes at least one co-curricular goal.</p> <p>Please note: The unit/program plan may include a combination of student learning, co-curricular, and operational goals.</p>	<p>The co-curricular unit/program does not use the university developed goal statements OR does not use them completely.</p> <p>Goals are somewhat applicable to the long-term aims and purposes of the cocurricular unit and align with its mission, with moderate success.</p>	<p>The co-curricular unit/program uses the university developed goal statements.</p> <p>Goals are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
Outcomes	<p>The unit/program plan includes at least one co-curricular outcome.</p> <p>The plan may include a combination of student learning, co-curricular, and operational outcomes.</p>	<p>The co-curricular office/program does not use the university developed outcome statements OR does not use them completely.</p> <p>Outcome statements are somewhat applicable to the long-term aims and purposes of the co-curricular unit and align with its mission, with moderate success</p>	<p>The co-curricular office/program uses the university developed outcome statements</p> <p>Outcome statements are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
Objectives	<p>Specific: Objectives relay concrete skills/knowledge/tasks the student will complete or master.</p> <p>Measurable: Objectives allow for quantification or qualification.</p> <p>Attainable: Objectives are reasonable in relation to the activity, the instrument, the student.</p> <p><i>Examples of specific, measurable, and attainable objectives:</i></p> <ul style="list-style-type: none"> • <i>The student will accurately identify four of the five elements of consent.</i> • <i>The student will accurately label and describe the parts of a business letter.</i> 	<p>Objectives are generally measurable and attainable, with only minor or occasional deficiencies.</p>	<p>All objectives are measurable and attainable, with no deficiencies.</p>	

8.8 Screen Shot: Yearly Program Assessment Template Table of Contents

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8.9 Screen Shot Excerpt from Co-curricular Assessment Plan Example

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

All Student Learning Goals		
Goals/Outcomes/Objectives	Target	Methodology
State the Student/Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
<p>Student Learning Goal 1: Minot State Students, who participate as a Peer Mentor in the FYE program, will participate in the develop of their self-awareness skills through individual and group experiences in the peer mentoring program.</p> <ul style="list-style-type: none"> • Outcome 1 – Peer Mentors will be able to identify areas of strengths and growth, specific to the actions within the peer mentoring program. • Outcome 2 – Peer Mentors will work with the FYE director and other peer mentors to identify ways to help improve the peer mentor program and the experiences of peer mentors. 	<ul style="list-style-type: none"> • 100% PM will identify three areas of strengths and growth, prior to the beginning of the semester in which they are peer mentoring, specific to their role as a peer mentor • 75% of PM will attend all individual meetings with FYE director, with specific instruction on areas of strength and growth to enhance peer mentor program • 63% of PM's will attend all group meetings, which provide tips and feedback on improvement of skills/activities to enhance peer mentor program and the peer mentor experience. 	<ul style="list-style-type: none"> • Activity – Letter to Yourself, Post Letter to yourself, individual meetings, PM group meetings • Instrument – Pre and Post Self-reflection letters, attendance at individual and group meetings. • Time Frame – semester • Personnel Involved – The student, other peer mentors, and FYE Director
All Student Co-Curricular Learning Goals		
Goals/Outcomes/Objectives	Target	Methodology
State the Student/Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
<p>Co-Curricular Goal 1: Self-Awareness – Minot State Students will enhance their intrapersonal competence through their experiences.</p>	<ul style="list-style-type: none"> • 68% of PM will showcase the areas of strengths which are observable during observations. (Some of these areas of strength may not be observable at the time) 	<ul style="list-style-type: none"> • Activity – Letter to Yourself, PM observation, Post Letter to yourself. • Instrument – Pre and Post Self-reflection letters, PM observation form, PM feedback from FYE instructors

Completed by:

Revised:

Page 5

8.10 Screen Shot Co-curricular Assessment Web Page

MINOT STATE / ACADEMIC AFFAIRS / CO-CURRICULAR ASSESSMENT

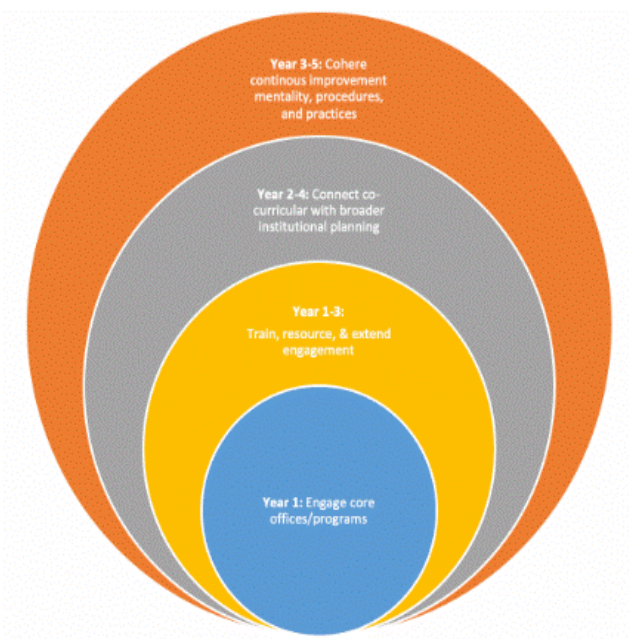
Academic Affairs

Co-Curricular Assessment

Definition & Overview:

Co-Curricular learning at Minot State University is *ungraded learning that happens outside the classroom, which complements learning that happens inside the classroom*. Within this learning structure, Minot State emphasizes four categories; Leadership, Wellness, Self-Awareness, and Career and Professional Development. For each category, a general goal, *what a student should know and/or be able to do upon graduation, is specified*. Additionally, each category has specific outcomes, connected to its co-curricular goal, stipulating *what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities*. Finally, applicable offices and/or programs are encouraged to develop objective(s), *a deliberate task or activity, prompted by a specific outcome designed to broaden and/or mature student leadership, wellness, self-awareness, and/or career and professional development*.

Proposed Five Year Plan



In the Fall of 2019 Minot State set in motion a tiered plan that seeks to engage a broad swath of offices, train and resource said personnel and offices to effectively accomplish assessment, connect efforts to broader institutional interests, and implement a continuous improvement cycle.

8.11 Co-curricular Committee Statement of Completion of Charge



Co-Curricular Committee

Dr. Laurie Geller
Vice President for Academic Affairs
Minot State University

November 13, 2019

Dr. Geller:

In Spring 2018, the Higher Learning Commission (HLC) directed Minot State University (MSU) to develop "A detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities."

In response to this directive, you formed a co-curricular committee and authored a charge (attached) to guide this work. Your charge delineated four specific tasks in relation to co-curricular programming and activities:

- Develop a definition of co-curricular learning at MSU,
- Determine which offices and activities at Minot State fit that definition,
- Determine plan and practices specific to assess student learning gained through co-curricular learning, and
- Develop means for tracking and documenting results.

Over the past 15 months, the committee has worked to complete the tasks and to fulfill the charge. On Friday, November 8, 2019, the co-curricular committee met and reviewed evidence that would demonstrate tasks had been completed (attached). After a motion and a second, the committee members in attendance voted unanimously to approve the following: "The co-curricular committee has met the four charges as laid out by Dr. Geller in September 2018."

As co-chairs of the committee, we are hereby reporting to you that the co-curricular committee has fulfilled its charge, and the work of the committee is finished. The committee has disbanded. So that we can document for HLC our development process, our new co-curricular model, the philosophical underpinnings of it, and our new co-curricular assessment plan, we have authored a White Paper (attached) which helps tell the story of co-curricular development at MSU over the past 15 months.

The dissolution of the committee does not mean, of course, that work regarding co-curricular programming and assessment at MSU is completed. On the contrary, our work continues. We now recommend a new institutional co-curricular committee be formed.

The regular committee membership would be eight members, three of whom would be permanent and five of whom would serve staggered two-year terms. Up to two optional members may also be selected, depending on the committee needs. Non-permanent members would be nominated and selected by the three permanent members. Membership would include:

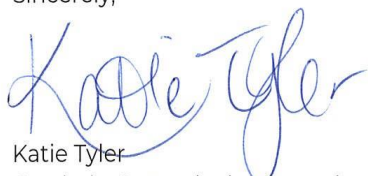
- Vice President for Student Affairs (permanent)
- Associate Vice President for Academic Affairs (permanent)
- Director of Academic Assessment (permanent)
- One director from student affairs
- One director from academic affairs
- One faculty member
- Two students
- *Optional, depending on committee needs:* One at-large staff member and one additional faculty member

This committee would ensure that co-curricular assessment continues on the strong path we have begun. Functions of this committee will include:

- Oversight and guidance of co-curricular programming and assessment at Minot State,
- Further development and refinement of the co-curricular model and structure,
- Advisement of future program involvement for years two to five and beyond,
- Training regarding assessment, co-curricular assessment, and related topics to co-curricular offices and others,
- Evaluation of the yearly institutional report, program assessment plans, and program assessment reports, and
- Communication of plans, goals, activities, assessment results, and other information to our stakeholders.

Please let us know if you have questions either now or as President's Staff determines MSU's next steps in co-curricular programming and assessment.

Sincerely,



Katie Tyler
Co-chair, Co-curricular Committee



T. Erik S. Kana
Co-chair, Co-curricular Committee

Attachments



Development of MSU's Co-curricular Committee and Learning Model, Plan, and Assessment Practices

Charge Author: Vice President for Academic Affairs, Dr. Laurie Geller

Purpose: Gathering of personnel and resources in order to develop, complete and implement MSU's co-curricular plan

Pertinent HLC evidence request - *"A detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities"*

Committee Charge:

- Develop a definition of co-curricular learning at MSU,
- Determine which offices and activities at Minot State fit that definition,
- Determine plan and practices specific to assess student learning gained through cocurricular learning, and
- Develop means for tracking and documenting results

Committee Members:

Beth Odahlen, Director of Center for Engaged Teaching and Learning
 Katie Tyler, Director of Enrollment
 Paul Brekke, Director of Wellness Center
 Bethany Andreasen, Professor of History
 Lisa Borden-King, Associate Professor of Education
 Jessica Smestad, Director of Honors Program
 Cheryl Nilsen, Professor of Mathematics Education
 Erik Kana, Associate VP for Academic Affairs
 Michael Brooks, Director of Academic Assessment
 Laurie Geller, Vice President for Academic Affairs
 Kevin Harmon, Vice President for Student Affairs (joined committee mid-year)
 Karina Stander, Director of Residence Life (joined committee mid-year)
 Jermaine Rolle, Associate Director of Compliance – Athletics (joined committee mid-year)
 Devin McCall, former Director of Residence Life (left committee mid-year)
 Two MSU students

Co-curricular Meeting
November 8, 2019

Co-curricular Committee Charge Status:

- ✓ **Develop a definition of co-curricular learning at MSU**
 - The documentation of the development of the definition, the philosophical framework, and the goals and outcomes are documented in the co-curricular white paper (in final drafting stages).
 - On the Minot State website: Definition & Overview:

Co-curricular learning at MiSU is ungraded learning that happens outside the classroom, which compliments learning that happens inside the classroom. Within this learning structure, MiSU emphasizes four categories; Leadership, Wellness, Self-awareness, and Career and Professional Development. For each category, a general goal, *what a student should know and/or be able to do upon graduation, is specified.* Additionally, each category has specific outcomes, connected to its co-curricular goal, stipulating *what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities.* Finally, applicable offices and/or programs are encouraged to develop objective(s), *a deliberate task or activity, prompted by a specific outcome designed to broaden and/or mature student leadership, wellness, self-awareness, and/or career and professional development.*

- ✓ **Determine which offices and activities at Minot State fit that definition**
 - Developed a list of offices/programs to start this year (Wellness Center, Peer Mentors, Career Services, and Student Activities)
 - Other offices from both student support services and student affairs will come on-line in years 2 to 5 as leadership and committee dictate.
 - White paper will detail process of selecting the four offices who started co-curricular assessment

- ✓ **Determine plan and practices specific to assess student learning gained through co-curricular learning**
 - Developed co-curricular goals, outcomes, and an assessment plan/project/report template. Posted to the website.
 - Developed a calendar and timeline which will dictate how and when co-curricular assessment-related events will occur over the course of an academic year. Posted to the website.
 - White paper will detail process of selecting goals and outcomes.

✓ **Develop means for tracking and documenting results**

- New webpage dedicated to Co-curricular, updated by the Director of Assessment, which will provide a public face to our CC assessment, and could include assessment results, yearly reports, meeting minutes, and documentation of assessment-related activities.
- Calendar for program directors to collect data and write assessment reports is provided in calendar and timeline document.
- Calendar for director of academic assessment to write yearly co-curricular assessment report detailing institutional progress of our goals and outcomes is provided in calendar and timeline document.
- Calendar for programs to update or write yearly assessment plan is provided in the calendar and timeline document.












Appendix IX: Item 9 Evidence

Summary of Appendix IX Evidence: Evidence 9.1, 9.2, and 9.3 are screenshots of the archives for co-curricular assessments, program yearly assessment reports, and program review demonstrating Minot State University has established an accessible place for assessment data. Evidence 9.4, 9.5 and 9.6 are the policies and procedures for general education assessment (9.4), and the reports summarizing the data analysis and results of the assessment of MSU's general education program (9.5, 9.6). Evidence 9.7 is the Spring 2019 Assessment Day Agenda with general education discussion results indicated as the focus, and 9.8 documents feedback generated by the faculty to the Academic Assessment Committee during Assessment Day Spring 2019. Evidence 9.9 Spring 2020 Assessment Day Agenda documents the latest general education assessment results which were presented for discussion to the faculty. Evidence 9.10 documents the Program Review Policy and Procedure. Lastly, 9.11 is the academic calendar outlining the timeline for each step in the Yearly Program Assessment procedures. The Syllabi Integrity Review policy is evidenced in Appendix IV (4.1), Co-curricular Assessment Policy and Procedure are evidenced in Appendix VIII (8.6), Academic Assessment Policy and Procedure is evidenced in Appendix II (2.14).

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.















9.1 Screen Shot Archive of Co-curricular Assessment Reports

Annual Program and General Education Assessment Reports > Annual Administrative & Co_Curricular Assessment reports

 Name ▾	Modified ▾	Modified By ▾
 Academic Support	December 20, 2019	Brooks, Michael
 Administrative Assessment Goals - Generic	July 23, 2019	Brooks, Michael
 Career Services	December 20, 2019	Brooks, Michael
 International Programs	December 20, 2019	Brooks, Michael
 Library	December 20, 2019	Brooks, Michael
 Resources	December 2, 2019	Brooks, Michael
 Student Activities	December 20, 2019	Brooks, Michael
 Student Health & Counseling	December 20, 2019	Brooks, Michael
 Veteran Services	December 20, 2019	Brooks, Michael
 Wellness Center	December 20, 2019	Brooks, Michael













9.2 Screen Shot Archive of Yearly Program Assessments

Annual Program and General Education Assessment Reports > Annual Accademic Program Assessment Reports

 Name ▾	Modified ▾	Modified By ▾
 07-08	August 30, 2018	Brooks, Michael
 08-09	August 30, 2018	Brooks, Michael
 09-10	August 30, 2018	Brooks, Michael
 10-11	August 30, 2018	Brooks, Michael
 11-12	August 30, 2018	Brooks, Michael
 12-13	September 21, 2018	Brooks, Michael
 13-14	September 24, 2018	Brooks, Michael
 14-15	September 24, 2018	Brooks, Michael
 15-16	October 1, 2018	Brooks, Michael
 16-17	January 17, 2019	Brooks, Michael
 17-18	March 13, 2019	Brooks, Michael
 18-19	September 20, 2019	Brooks, Michael
 19-20	October 14, 2019	Brooks, Michael

9.3 Screen Shot Archive of Program Reviews

Program Reviews and Accreditation Reports > Self-Studies and External Reviews

 Name ▾	Modified ▾	Modified By ▾
 AY 10-11 Reviews	November 4, 2019	Brooks, Michael
 AY 11-12 Reviews	November 4, 2019	Brooks, Michael
 AY 12-13 Reviews	November 4, 2019	Brooks, Michael
 AY 13-14 Reviews	November 4, 2019	Brooks, Michael
 AY 14-15 Reviews	November 4, 2019	Brooks, Michael
 AY 15-16 Reviews	November 4, 2019	Brooks, Michael
 AY 16-17 Reviews	November 4, 2019	Brooks, Michael
 AY 17-18 Reviews	November 4, 2019	Brooks, Michael
 AY 18-19 Reviews	November 4, 2019	Brooks, Michael
 AY 19-20 Reviews	November 4, 2019	Brooks, Michael
 Legacy Reviews	November 4, 2019	Brooks, Michael

9.4 General Education Policy and Procedures



General Education

Purpose

To ensure Minot State University students learn a common set of academic skills and capacities, display personal and social responsibility, and understand interconnecting perspectives shaping domestic and global issues.

Policy and Procedure for Approval and Assessment of General Education Courses

Approval of General Education Courses: If a department/division would like to submit a course for inclusion in general education, they need to read and complete the materials and application forms found on the [General Education Application Web Site](#). The department/division must submit and sign the required cover sheet and submit the materials to the [General Education Committee](#). The General Education Committee reviews the applications and submits a recommendation of approval or disapproval to [Faculty Senate](#). Faculty Senate makes a decision regarding approval and forwards the application to the Vice President for Academic Affairs (VPAA) for final approval. The VPAA sends the materials to the Registrar for inclusion in the Catalog. Assessment surveys and rubric can be found on the [General Education Assessment Web Page](#).

Revision and Removal of General Education Courses: If a department/division needs to update the assessment assignment in an existing general education course, the department needs to submit the updated assignment demonstrating that it meets the appropriate outcomes and can be assessed using the appropriate rubric utilized by Minot State. If a department/division would like to remove a course from the General Education program, they need to complete the [General Education Removal Tracking Form](#) and submit it to the General Education Committee. All forms can be found on the [General Education Assessment Web Page](#).

Assessment of General Education: During the scheduled rotation for the developmental areas, the instructor of the participating general education course/s applies the developmental sub-area rubric, adapted from AAC&U's LEAP rubrics, to each assignment and submits the results to a master database. Developmental content areas are assessed on a rotating schedule, so all areas are assessed every three semesters. The rotation is as follows:

- Fall 2017 - CCS1, CCS4, PSR1, IP1, IP2
 - Spring 2018 - CCS2, CCS5, PSR2, IP1, IP2
 - Fall 2018 - CCS3, CCS6, PSR3, IP1, IP2
 - Spring 2019 - CCS1, CCS4, PSR1, IP1, IP2
 - Fall 2019 - CCS2, CCS5, PSR2, IP1, IP2
 - Spring 2020 - CCS3, CCS6, PSR3, IP1, IP2
- 500 University Avenue W, Minot, ND 58707
MinotStateU.edu

The General Education Committee will analyze the data at regular cycles and present the results to the campus for feedback, discussion, and improvement. The committee will file an annual report, which will be accessible through the [General Education Assessment Web Page](#).

9.5 Screen Shot First Page of General Education Assessment Report 5/15/2018

Minot State University
Fall 2017 General Education Academic Assessment Survey Results

May 15, 2018

Academic Assessment Committee

At-large members:

Kathy Hintz, Chair

Lisa Borden-King

College-elected faculty:

Andrea Donovan, College of Arts and Sciences

Mark Singer, College of Arts and Sciences

Linda Cresap, College of Business

Kayla Fisher, College of Education and Health Sciences

Gideon Amponsah, Student Government Association representative (non-voting member)

Laurie Geller, Vice President of Academic Affairs (non-voting member)

9.6 General Education Assessment Report Table of Contents 2/19/2019



Fall 2017–Fall 2018 General Education Academic Assessment Report February 19, 2019

Academic Assessment Committee (2018–2019 AY)

Faculty Elected At-Large:

Lisa Borden-King, chair

Kathy Hintz

Faculty Elected by College:

Andrea Donovan, College of Arts and Sciences

Mark Singer, College of Arts and Sciences

Nicole Wald, College of Business

Kayla Fisher, College of Education and Health Sciences

Student: Noah Grant

Vice President of Academic Affairs (non-voting member): Laurie Geller

Director of Academic Assessment (non-member): Michael Brooks

Representative from the General Education Committee (non-voting member):

Warren Gamas

Dan Ringrose

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9.7 Spring 2019 Assessment Day Agenda



Vice President for Academic Affairs

Assessment Day
February 19, 2019
Student Center Conference Center

Schedule 9:00-11:00 A.M.

9:00 – 10:00 Am: Mark Singer, Laurie Geller

Presentation and discussion of general education assessment results
Recommendations regarding general education assessment

Evidence links – [General Education Web Page](#)

10:00 – 10:30 am: Erik Kana, Katie Tyler

Presentation and discussion of co-curricular programming and assessment

10:30 -11:00 am: Michael Brooks

Presentation and discussion of assessment liaison process and progress on HLC concerns regarding assessment

General overview and update link – [HLC Progress Report](#)

9.8 Excerpt from General Education Results Feedback from Spring 2019 Assessment Day



Be seen. Be heard. Be empowered.

Process

- Could this be used in a punitive way, against instructor if their students under perform.
 - Inflation
- Reporting data
 - The reporting mechanism needs to identify different ways to report students rated at 1 and students who did not complete the assignment. Maybe 0 should be an option.
- Overall assessment report
 - Have a place to report attendance (unexcused or not made up) If they are not there it is not an accurate measure.
- Rubrics do not work for online learners. Selections do not fit.
- For both IP2 and CCS4 there is more content (some classes) directly related to the developmental content than others.
- Description of assignment does not match current practice – changing instructor. - Spring (March/April) ?-if assignment changes does that skew the data.
- Student passes the course but fails or does not complete the gen. ed. assignment / project. Yet they still fulfill the gen. ed. requirement.
- Student Classification. Student may have junior status but is taking a freshman or sophomore class Make sure to put students campus connection classification in student year. Not the class the student is in. Similar to flaws in State Assessment K-12.
- Fundamentals of assessment plan Assessment assignments.
 - Assessment committee should show the campus a few examples of assignments that work well for gen. ed. assessment.
- Foundation Content
 - Why are there no results for foundations content FC1-FC2-FC3?
- Overall assessment of Gen. Ed.
 - Are we really evaluating the entire Gen. Ed. program or are the foundational/core portions overlooked as such?
- My understanding is that I'm (as the instructor) charged with assessing the skill in my class, not necessarily teaching it in the class. Is this accurate or a misconception? If I'm to teach the skill (if we are to be teaching it – i.e. all
- Where (on the website) do I find the rubrics for specific developmental content areas?
- We need to process to recertify, revise and make changes to assignments?
- General concerns:
 - Not all seniors have been exposed to Gen. Ed. assessment requirements due to timing of rollout of the assessment program.
 - Are students being given a rating if they don't complete the assignment at all?

9.9 Spring 2020 Assessment Day Agenda



Vice President for Academic Affairs

Assessment Day February 18, 2020 Student Center Conference Center

Schedule

- 8:30 - 9:00 a.m. Coffee and various breakfast breads outside the Conference Center
- 9:00 – 10:00 a.m. HLC update & discussion
- 10:00 – 10:45 a.m. General Education Assessment Report and Activities
- 10:45 – 11:00 a.m. Break
- 11:00 –11:30 a.m. Co-curricular Assessment Development Report
- 11:30 a.m. –12:00p.m. Presentation of revised modality/location review process
- 12:00-1:00p.m. Break for lunch
- 1:00 – 3:00 p.m. Modality/Location Review—please work on this in departmental groups for a while at least to get feedback and ask clarifying questions before returning to your departments to complete the work.

Modality/location review due no later than March 1, 2020, preferably today.

HLC Update and Discussion

1. Produce all requested documentation, complete, organized and accessible when requested by HLC, the team, IAC or Board. (2.A)
2. Develop, implement, and monitor a plan to assure that course level outcomes are being assessed to the extent necessary to ensure outcomes are being met for all programs and in all modalities. (3.A/4.B)
3. Develop and implement policies and processes to ensure that the work, contact hours, and assessment practices for all courses taught in a compressed format are equivalent to their 16-week counterparts. (3.A)
4. Provide copies of syllabi for any and all courses offered through multiple modes of delivery, demonstrating that the scope and specified learning outcomes and activities for the courses are equivalent. (3.A)
5. Retain its suspension of scheduling 2-week classes until these new processes have been fully implemented. (3.A)
6. Implement, monitor, and ensure that all course syllabi contain a minimum standard of information as approved by the Faculty Council by designing a syllabus template that includes

but is not limited to: outcomes, term, number of credits of the course, work schedules or assignments, and critical course and institutional policies. (3.A)

7. Create and implement a review process and accountability system to ensure that all syllabi comply with these expectations. (3.A)
8. Provide a detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities. (4.B)
9. Designate a place and establish a procedure in which all assessment data is reviewed, stored and available to constituent groups. (4.B)
10. Provide two complete cycles with clear evidence that it consistently and systematically links its planning process, assessment of student learning, and budget prioritization. Further, the institution must take steps to establish appropriate policy to assure that the process is systematic and sustainable beyond current personnel, who have institutional history and know how the system works. (5.C)

(See <https://www.minotstateu.edu/accreditation/2020.shtml> for links to evidence.)

Information for the Modality and Location Review...

[Syllabus Integrity Review \(SIR\)](#) –Includes the purpose, policy, and procedure for each of the following reviews of syllabi. (See <https://tinyurl.com/wvmuhxa>.)

- General syllabus review – completed in Simple Syllabus by chair)
- Compressed format review – completed in Simple Syllabus by chair and Academic Assessment Committee
- Modality and location review – completed by faculty teaching each course; approved and monitored by the chair.

9.10 Program Review Policy and Procedure

MINOT STATE UNIVERSITY

Academic Program Review

Purpose

Academic program reviews are multipurpose and multifunctional. They directly benefit students, departments, the University, and external stakeholders such as the State Board of Higher Education, the North Dakota Legislature, and accrediting agencies. The objectives of program review include the following:

- A. Internal to the Department & Students:
 - to improve academic programs
 - to improve student learning
 - to promote effective teaching
 - to promote inquiry and creativity
 - to promote service to the community that meets their needs and expectations
 - to provide internal accountability

- B. Internal to the University:
 - to assure academic quality
 - to assist University decision making and planning
 - to assure relevant and current curriculum
 - to assure that programs contribute to and are consistent with the mission of the University

- C. External to the University
 - to inform prospective students;
 - to provide appropriate performance measures and standards in all areas of academic activity;
 - to provide external accountability to accrediting bodies and the State Board of Higher Education.

The following policy and procedures are aligned with North Dakota State Board of Higher Education Policy [403.1.2 Institutional Instructional Program Evaluation](#) and North Dakota University System Procedures [403.1.2 Current Academic Program Review](#) and [403.1.3 New Academic Program Review](#).

Policy for Minot State Academic Program Reviews

Existing undergraduate instructional programs shall be evaluated at least once every seven years and graduate programs shall be evaluated at least once every ten years. New programs shall be evaluated within one year after the first-cohort graduates. A new or existing certificate program

within a major degree program, or a certificate program developed from a group of courses within a specific major, shall be evaluated when the major degree program is evaluated; an independent certificate program, or a certificate program offered separate from a specific major shall be evaluated as a separate program.

All instructional programs, whether reviewed by external accrediting agencies or not, will utilize the review process and schedule outlined here. Where specialty content standards exist, those standards will be used as a part of the self-study process. All other programs will contract with an external consultant for an external review. The external consultant can be an outside or inside expert member of a similar learning community. The VPAA will provide funding to secure outside consultants, but departments may need to provide additional funding if the amount provided by the VPAA is not sufficient. Recommendations relative to the selection of such consultants, and payment of consultants will be approved by the Vice President for Academic Affairs (VPAA).

Instructional programs who need an extension or re-arrangement of program review schedule should notify the VPAA's office no less than six months before the date of completion.

For further insight see North Dakota State Board of Higher Education Policy [403.1.2 Institutional Instructional Program Evaluation](#).

Procedure for Academic Program Review

All academic program reviews must include the following:

- A comprehensive self-study report by the program faculty;
- A discussion of the results with the relevant chair;
- Site visit and review by a qualified external consultant;
- A written statement/report of the external consultant's findings;
- Program response to consultant's findings, including a written action plan describing follow-up activities;
- The action plan will be reviewed by the department/division chair and reported to the VPAA;
- The chair and VPAA will meet to discuss the results and action plan; and
- Items from the action plan should be included in future yearly program assessment reports (YPAs) and possibly in annual budget requests.

As instructional programs approach their year of review, program faculty should prepare for self study by reviewing proceeding cycles of self-study reports and planning for the resources needed to execute the review. Self-study should be completed in the year within which it is planned for completion. If an extension is needed, the program should consult with the VPAA at least six months before completion date. Once the self-study is complete, appointment of consultant(s), review of self-study, interviews and site visit, and consultant's report will be produced. Previous self-studies, a template for the report, and additional information will be provided to the consultant. In response to consultant's evaluation and findings and the program's self-study, a long-range action plan, including recommendations of program objectives and currency of content and

pedagogy, will be developed. Once developed, the plan will be reviewed by the department/division chair and reported to and discussed with the VPAA.

Recommended Outline for Self-Study of Academic Program Review

A. Overview and Mission (Should be same as on website and Assessment Report)

1. Program Mission
2. Student Learning Goals and Outcomes

B. Assessment of Quality

1. Summary of annual assessment reports
2. Assessment plan
3. Prominent assessment findings
4. Strengths: comprehensive description using comparative data
5. Weaknesses: Include both improvements and continuing weakness

C. Planning: Specific objectives and future directions

1. Describe the extent to which the program has successfully dealt with the concerns of the preceding evaluation
2. Address how you will meet emerging trends in this discipline
3. Identify how the use of technology will be integrated or updated
4. Address demographic shifts
5. Explore interdisciplinary opportunities
6. Address flexibility of offerings and modes of delivery

C. Departmental/Divisional/Program Data Elements: A minimum of three years and a maximum of five years will be reported.

1. Demographic Data

1. total number of FTE faculty;
2. % fulltime faculty;
3. % part-time faculty

2. Enrollment Data

- a. Undergraduate Students
- b. Graduate Students
- c. Majors/Minors
- d. Student/Faculty Ratio

3. Productivity

- a. Credit Hour Production
 1. Undergraduate credit hours

2. Total graduate credit hours
 3. Credit hours per FTE faculty
 - b. Degrees Granted
 1. Total undergraduate degrees awarded
 2. Total graduate degrees awarded
 - c. Course Offerings
 1. Number of catalog courses
 2. Average Class size:
 - a. lower division
 - b. upper division
 - c. total
 3. Number of arranged class sections
 4. % of courses required by other majors/minors
 5. Three-year trends in course enrollments
 - d. Scholarly Activity
 1. Attach current vita of the faculty
4. Program Effectiveness
- a. Completers
 1. % employed within 12 months of graduation
 2. % admitted to graduate school
 3. % passing rate of graduates on licensure exams
 4. Transfer rates of majors (see Records Office)
 5. Average completion rate of majors (see Institutional Planning Office)
5. Advising
- a. Average number of undergraduate advisees per fulltime FTE
 - b. Average number of graduate advisees per faculty FTE
6. Support Services

Write a short narrative about how this discipline utilizes support services such as the library, student services, academic support services, Foundation, IT Central, Registrar, and other support offices. Identify any additional needs for support that are necessary for effective program delivery.

9.11 Excerpt from Academic Assessment Calendar



Director of Academic Assessment

MiSU ACADEMIC ASSESSMENT CALENDAR

Personnel	Action	Completion Dates	Synopsis of Procedure
YPA Author, VPAA, & DAA	Submission of Yearly Program Assessment (YPA)	Nov 1	Chairs and/or program directors submit YPA's to Vice President of Academic Affairs (VPAA). VPAA reminds YPA authors of submission deadline five days after submission deadline opens (Nov. 1) VPAA shares documents with Director of Academic Assessment (DAA) and both ensure documents are stored and organized on MiSU VPAA SharePoint site.
VPAA & DAA	Finalization of YPA report submission, storage, organization, and audit	Dec 1	DAA and VPAA confirm all applicable YPA's are submitted, stored, and organized through an audit process.
DAA & YPA Author	Reading, review, and evaluation of each submitted YPA	December 2 – January 31	DAA will read, review, and evaluate each YPA. Evaluation will produce a response entailing points of praise and points of consideration for improvement, which is provided to YPA Author.
DAA & VPAA	Generalized synopsis of the condition of YPA's and assessment at MiSU relayed to VPAA	February 15	DAA will produce an informative report detailing the present condition of YPA's and consequently the present condition of academic assessment at MiSU.
YPA Author & DAA	YPA's returned to author and chair	February 28	Reviewed YPA's will be returned to authors and chairs with a request for personalized follow-up with DAA as needed and desired.
Faculty	Programs enter planning phase of	March 1 – May 1	Program directors, faculty, and chairs will meet, discuss feedback, and develop strategy for A) Closing the loop on improvement items, B)

Appendix X: Item 10 Evidence

Summary of Appendix X Evidence: Evidence 10.1 and 10.2 are screen shots of the web pages documenting the 2016 Strategic Plan: Empowering Generations. Both the original and revised versions are accessible to constituents. Evidence 10.3 Strategic Planning & Budget Council Progress Reports web page provides links to the strategic plan progress reports for the campus, HLC, and constituents. Evidence 10.4 is a screen shot of the web page for the Strategic Planning & Budget Council providing information about the council, list of members, and links to archived council meeting minutes. Evidence 10.5, 10.6, and 10.7 document Minot State University's budget process and timeline, budget workbook template, and a description of the looping of planning, assessment, and budgeting. Evidence 10.8 and 10.9 document Faculty Senate and Staff Senate approval of the budget process and timeline. Evidence 10.10 is the form the Strategic Planning and Budget Council used to rate and prioritize budget recommendations for President's Staff. Evidence 10.11, 10.12, 10.13, 10.14, and 10.15 demonstrate the first full cycle of the budget process for FY2019-2020. This evidence includes the schedule of budget request presentations (10.11), screen shots of the budget request workbook archive (10.12), budget presentation archives (10.13), the Strategic Planning and Budget Council's recommendations to President's Staff (10.14), and the President's reporting of the final budget decisions (10.15). The final evidence presented documents the second budget cycle for FY2020-2021: the budget request presentation schedule (10.16), the archive of the FY2020-2021 budget workbooks (10.17), the archive of FY2020-2021 budget request presentations (10.18), Strategic Planning and Budget Council's recommendations to President's Staff (10.19), and President's Staff's initial budget decisions (10.20, 10.21).

To visit the web pages and documents in the archives, use the following link to a table on the Minot State University website with links to the cited web pages and document archives:
<https://www.minotstateu.edu/accreditation/2020.shtml>.

10.1 Screen Shot Empowering Generations 2016

MINOT STATE / STRATEGIC PLAN / FORMER GOALS

MSU Strategic Plan: Empowering Generations

Previous Goals 2016-2018

1. Meet the educational needs of the local, regional, national, and global communities.
2. Recruit, retain, and value well-qualified students, faculty, and staff.
3. Create an institutional environment that supports student, faculty, and staff success.
4. Promote and support the well-being of students, faculty, and staff, enabling them to address challenges across generations.
5. Foster and grow collaborative partnerships locally, regionally, nationally, and globally.
6. Promote and recognize commitment to community engagement.

10.2 Screen Shot Empowering Generations Revised 2018

Empowering Generations

Goals in Brief:

Goal 1: Excellence in Education

Offer high-quality academic opportunities to meet educational needs.

Goal 2: Recruit & Enroll

Increase student enrollment and improve student support services.

Goal 3: Retain & Graduate

Support and increase student retention and graduation.

Goal 4: Vibrant & Inclusive Campus

Promote and support a vibrant and inclusive campus community.

Goal 5: Community Engagement & Partnerships

Foster and grow collaborative partnerships and community engagement.

Goal 6: Creative and Engaged Faculty & Staff

Support and value faculty and staff.

[10.3 Screen Shot Archive of Strategic Plan Progress Reports](#)

MINOT STATE / STRATEGIC PLAN / PROGRESS REPORTS

MSU Strategic Plan: Empowering Generations

Progress Reports

2020

- [Strategic Planning and Budget Council Recommendations to President's Staff - January 6, 2020](#)
- [2020-2021 budget requests and SPBC feedback as part of the annual budget process](#)
- [Link to other information about 2020-2021 annual budget process and requests](#)

2019

- [Strategic Planning and Budget Council Recommendations to President's Staff - April 25, 2019](#)

2018

- [Campus forum - May 2 & 3, 2018](#) [pdf]
- [Initial prioritization of action items](#) [Excel workbook]
- [Campus forum - November 26 & 27, 2018](#) [pdf]

2017

- [Newsletter - May](#) [pdf]

2016

- [Newsletter - March](#) [pdf]
- [Newsletter - April](#) [pdf]
- [Newsletter - May](#) [pdf]

2015



10.4 Screen Shot Strategic Planning and Budget Council Web Page

MINOT STATE / STRATEGIC PLAN / COUNCIL

MSU Strategic Plan: Empowering Generations

Strategic Planning & Budget Council

Objectives: 1) To implement MSU's strategic plan, *Empowering Generations*, and to advise in the budget development and required University budget modification processes. 2) To identify priorities and create implementation calendars along with the funding mechanisms to ensure Minot State University's success. 3) To review MSU's strategic goals, objectives, and action items as needed.

Meetings: Semi-Monthly; subcommittee meetings convening regularly to conduct research, fact-finding, and monitoring of plan.

Minutes: [Archived copies](#)



Membership: Members are nominated by respective governance groups and appointed by the President and include the following: VPAA (chair), VPAF, VPSA, Athletic Director, Associate VP, Director of Institutional Research, Director of Marketing, Director of Enrollment Services, six faculty (two from each college), two staff representatives, two student representatives.

Committee Members

Laurie Geller, VPAA, Chair (non-voting)
 Jacek Mrozik, Associate VP
 Cari Olson, Director of Institutional Research
 Teresa Loftesnes, Director of Marketing
 Katie Tyler, Director of Enrollment Services

Staff

Mike Linnell
 Deb Ringham

Faculty

College of Business

Nicole Wald
 Linda Cresap

College of Education and Health Sciences

Ann Beste-Guldborg
 Warren Gamas

College of Arts and Sciences

DeVera Bowles
 Sayeed Sajal

Students

Janel Bortoluzzi
 Cole Brose

10.5 Screen Shot Budget Process and Timeline

Milestone	Target Date
Departmental/Program planning shall include: 1. Department/Program Goals 2. Measures 3. Results of measures 4. Strengths/Challenges 5. Resource needs Annual plans must support MSU's institutional learning goals and strategic plan (see Appendix).* *Workshops or forums will be held (or examples provided) to help those departments that have not previously documented department-level planning that is mapped to strategic goals.	Annually on or before Nov. 1
Budget workbooks will be sent to departments/areas Responsibility: VP/AF	Annually on or before November 15
Budget workbooks returned to respective VP/AD/AVP	Annually on or before February 1
Campus Budget presentations will be held where chairs/department heads will be asked to provide a brief presentation (15-30 minutes) to President's Staff and members of the Strategic Planning and Budget Council outlining their requests; these presentations would be open to anyone who wanted to attend	Annually during March
Strategic Planning and Budget Council will rate budget requests and send recommendations to President's Staff.	Annually during March
VPs/AD will prioritize budgets of their direct reports based on the budget workbooks and presentations and connections to the strategic plan.	Annually during March
President's Staff meets and makes final budgetary decisions Responsibility: President's Staff	Annually in April (early May during legislative years)

10.6 Screen Shot Page of Budget Workbook Template

FY 20 BUDGET REQUEST WORKBOOK									
Honors Program									
DIVISION	2180								
DEPARTMENT	FUND	FUND TITLE	POS #	NAME	ORIGINAL FY 19 BUDGET	ADJUST	NEW FY 19 BASE BUDGET		NOTES
<u>BENEFITED POSITIONS</u>									
					0		0		
<u>TEMP, ON-TIME, ADJUNCT, OVERLOAD SALARIES</u>									
							0		
<u>FRINGE BENEFIT COSTS</u>									
							0		
<u>OPERATING EXPENSES</u>									
							0		
TOTAL FY 19 BUDGET									
							0		

10.7 Closing the Loop on MSU Planning, Budgeting, and Assessment Document



Be seen. Be heard. Be empowered.

Closing the Loop on MSU Planning, Budgeting, and Assessment

Efforts to develop and refine a more procedurally explicit and institutionally inclusive model of budgeting and planning, which prioritizes relevant data from programmatic and administrative assessment, is well under way. Additionally, updates to the [annual budget process and timeline](#) have been developed, made, and approved. However, while this document specifies a cycle, with beginning and end points, it is not clear regarding the justifications for why the loop was closed the way it was; namely, why budget request X instead of budget request Y was funded. Rather, what is noted is general in scope. More specifically, budget presentations that connect requests to the strategic plan will be prioritized, but in what order and why is still undeclared.

In an effort to proactively address as many “soft spots” as possible it is warranted that this ambiguity be remedied with the production of a set of criteria that will complement strategic planning prioritization with more specific reasoning. Faculty Senate and Staff Senate produced a set of criteria that is easily tailored to incorporate most, if not all, offices on campus. The following rubric, see Table 1, is an example of how to accomplish this specific end.

Each criterion is used to assess a specific “how” related to a specific “what” of the strategic plan. For instance, if an academic or administrative department wanted \$5000 for a piece of equipment, a relevant request under Strategic Goal 1, then the presenter should argue for specifically how said equipment improves the quality of student learning and/or experience. Once the budget request is heard each reviewer will convey, in Table 1, how connected they believe the request is within the current budget environment/cycle.

Table 1: Budget Presentation Connection to Strategic Plan Rating Scale

Criteria	1= No Justification	2 = Not Connected	3 = Limited Connection	4 = Connected	5 = Strongly Connected
Request supports and/or prioritizes an increase in student enrollment and/or retention at MSU (Goals 2 & 3).					
Request supports initiatives that improve the quality of student learning and/or student experiences at MSU (Goals 1 & 4).					

Request supports and/or prioritizes community engagement and partnerships . (Goal 5).					
Request prioritizes professional development and/or compensation/benefits for faculty and staff. (Goal 6).					
Request prioritizes physical plant upgrades (Goal 4).					
SPBC reviewer comments relating to budget item/presentation. Reviewer should consider if presentation addressed cost savings or controls.					

For the above rating scale, the following definitions apply:

- **Strongly connected.** The rationale justifies the request explicitly as a response to assessment findings and describes specific expected effects on unit objectives.
- **Connected.** The rationale identifies specific findings and planning effects or benefits, and links effects or benefits to data.
- **Limited connection.** The rationale mentions relevant effects or findings but without specifying them in detail or explicitly connecting findings and effects.
- **Not connected.** The rationale provides little justification beyond unsubstantiated assertions.
- **No Justification.** The rationale simply describes the request in more detail (e.g., itemizing the use of funds requested) without offering any justification.

While the above rubric is not as robust as desired, it does provide a transparent rationale for why the university prioritizes budget allocations. Such transparency of process would be helpful to internal and external stakeholders.

10.8 Excerpt from Faculty Senate Meeting 12/6/2018 Approval of Budget Process and Timeline

- b. Proposed Annual Budget Process and Timeline:
 - i. Approved by Faculty Senate Executive Board, discussed with president's staff and Dr. Brooks, and approved (moved and seconded) by Academic Assessment Committee

Motion to approve the proposed annual budget process and timeline, Motion carried.

10.9 Excerpt from Staff Senate Meeting 12/18/2018 Approval of Budget Process and Timeline

Faculty Senate Rep – Andy Bertsch and Lisa Borden King

- Andy handed out Assessment info regarding 2 of 4 deficiencies in the HLC report. Departments and Programs are being assessed.
- He asked that the Staff Senate endorse the Minot State Annual Budget and Timeline
- Motion to endorse the Minot State Annual Budget and Timeline was made by Cole Krueger and seconded by Deb Wentz.

10.10 Screen Shot Strategic Planning and Budget Council 2019-2020 Budget Requests Evaluation Form

Strategic Planning and Budget Council 2019-2020 Budget Requests Evaluation Form

Please respond to the items below to evaluate each individual budget request.

Remember, each criterion is used to assess a specific "how" related to a specific "what" of the strategic plan. For instance, if an academic or administrative department wanted \$5000 for a piece of equipment, a relevant request under Strategic Goal 1, then the presenter should argue for specifically how said equipment improves the quality of student learning and/or experience.

After reviewing the request in the budget book and in person or via video recording, convey how connected you believe the request is to the given criteria within the current budget environment/cycle using your rating in items #4-8 below. Refer to the Closing the Loop document as needed.



















Thank you for being part of this important process.

10.11 Schedule of 2019-2020 Budget Request Presentations

<p align="center">2019-2020 Budget Presentations Jones Room, 3rd floor Administration Building Thursday, April 4, 2019</p>		
Time / Date	2019	Reviewer
8:00		<i>Linda can do any Deb can do any Teresa can do any</i>
8:15	C. Barney - Severson Entrepreneurship Academy	Cari Nicole Mike
8:30	L. Dooley - Title IX	Cari Nicole Mike
8:45	B. Crackel - Science	Cari Nicole Mike
9:00	H. Pedersen - Special Education	Cari Nicole Mike
9:15		
9:30	V. Michels - Addiction Studies, Psychology, and Social Work	Cari Nicole Mike
9:45	A. Deufel - Biology	Cari Nicole Mike
10:00	INBRE Grant	Cari Nicole Mike
10:15	R. Hedberg - Foundation and Alumni	Cari Nicole DeVera
10:30	M. Linnell - University Communications	Cari DeVera Ann
















10.12 Screen Shot Archive of 2019-2020 Budget Workbooks

Budget > 2019-2020 Budget Workbooks

	 Name ▾	Modified ▾	Modified By ▾
	 Athletics FY 20 Budget Requests Received.xl...	Yesterday at 2:31 PM	Brooks, Michael
	 Athletics FY 20 Budget Requests Received_...	Yesterday at 2:31 PM	Brooks, Michael
	 Compilation Advancement requests - FY 20...	Yesterday at 2:31 PM	Brooks, Michael
	 Compilation Finance & Admin FY 20 Budge...	Yesterday at 2:31 PM	Brooks, Michael
	 Compilation of Workbooks - Academic Affa...	Yesterday at 2:31 PM	Brooks, Michael
	 Compilation President's Area Workbooks - ...	Yesterday at 2:31 PM	Brooks, Michael
	 Compilation VP Student Affairs FY 20 Budg...	Yesterday at 2:31 PM	Brooks, Michael
	 RevisedScienceDivisionBudgetRequestsInstr...	Yesterday at 2:31 PM	Brooks, Michael

10.13 Screen Shot Archive of 2019-2020 Budget Presentations

Budget > 2019-2020 Dept Budget Presentations

 Name ▾	Modified ▾	Modified By ▾
 ^ ASPSW Michels Budget Presentation 2019...	Yesterday at 2:31 PM	Brooks, Michael
 ^ Athletic Budget Presentation 4-4-19.pptx	Yesterday at 2:31 PM	Brooks, Michael
 ^ Biology 2020 Budget Presentation.docx	Yesterday at 2:31 PM	Brooks, Michael
 ^ Business Office Budget Presentation.pptx	Yesterday at 2:31 PM	Brooks, Michael
 ^ CETL Budget Presentation.pdf	Yesterday at 2:31 PM	Brooks, Michael
 ^ COB BudgetPresentationSpring2019.pptx	Yesterday at 2:31 PM	Brooks, Michael
 ^ Comm Disorders budget presentation.pptx	Yesterday at 2:31 PM	Brooks, Michael
 ^ Enrollment - Budget Presentations and Han...	Yesterday at 2:31 PM	Brooks, Michael
 ^ Financial Aid BudgetPresentationApril2019...	Yesterday at 2:31 PM	Brooks, Michael
 ^ Grad and CEL Budget 2019 presentation.pptx	Yesterday at 2:31 PM	Brooks, Michael
 ^ Honors Memo re salary and faculty line DE...	Yesterday at 2:31 PM	Brooks, Michael
 ^ Honors Program Budget Presentation FY 19...	Yesterday at 2:31 PM	Brooks, Michael
 ^ Human Resources 2019 Budget Presentatio...	Yesterday at 2:31 PM	Brooks, Michael
 ^ INBRE 2020 Budget Presentation.docx	Yesterday at 2:31 PM	Brooks, Michael

10.14 Strategic Planning and Budget Council's Recommendations to President's Staff
4/25/2019

Minot State University
Strategic Planning and Budget
Council April 25, 2019
Recommendations to President's Staff

Members present: Laurie Geller (Chair), Cari Olson, Teresa Loftesnes, Mike Linnell, Jacek Mrozik, Katie Tyler, Deb Kinzell, Jay Wahlund, Linda Cresap, Ann Beste-Guldborg, DeVera Bowles, Nicole Thom-Arens, Warren Gamas

Members absent: Aaron Richard

Members not included: Brent Winiger, Kevin Harmon, Andy Carter

On April 4, 11, and 12, 2019, 50 departments presented their annual budgets and additional requests to President's Staff. As part of their presentations, they were asked to explain how their requests directly related to the advancement of the [Strategic Plan](#). They were also asked to discuss ideas for costs savings or controls in their areas. (See 2/25/2019 email from Deb Wentz on behalf of Brent Winiger.)

MSU Strategic Plan: Empowering Generations

Goal 1: Excellence in Education

Goal 2: Recruit and Enroll

Goal 3: Retain and Graduate

Goal 4: Vibrant and Inclusive campus

Goal 5: Community Engagement & Partnerships

Goal 6: Creative and Engaged Faculty and Staff

As part of the [annual budget process](#), the Strategic Planning and Budget Council (SPBC) reviewed and rated all budget requests for the 2019-2020 fiscal year. To accomplish this task, three members of the SPBC were assigned to each department. Each SPBC member reviewed about 13 departmental presentations and budgets. To facilitate and document this process, the presentations were recorded when the equipment cooperated. The schedule of presenters and reviewers is located in the Appendix. Each reviewer rated the budget requests of their assigned departments using the rating scale in Table 1. All but one criteria in Table 1 were provided by Faculty Senate and Staff Senate and later connected to the Strategic Plan. (For more see [Closing the Loop on MSU Planning, Budgeting, and Assessment](#).) Ratings were collected electronically using Microsoft Forms.

On April 15, 16, 17 and 18, the committee (without President's Staff members except Laurie Geller) met multiple times to discuss the budget requests. At the initial April 15 meeting, the committee discussed themes they were identifying in the requests and suggested moving forward both generally and specifically.

During the days that followed (April 16, 17, and 18), SPBC discussed each request. Some requests clearly sought new money, while others requested retention of current funds. In some cases, the funding requested was mandatory for continuation of the program (for example, funding of an accreditation visit). The SPBC members sought to create a list of its top 10-20 specific requests as well as identify more general suggestions, like creating a rotation and funds for computers/technology, creating a plan for facilities/plant upgrades, etc. Areas that did not request additional funds were noted but were not prioritized. Requests that seemed like a no-brainer were identified as well. On April 16, Athletics was asked to provide cost estimates for their requests, to order the items in terms of highest to lowest priority, and to indicate each item's connection to the Strategic Plan. The SPBC reviewed their requests again upon receiving that information. The same information was needed for Facilities Management, but a recommendation below addresses this need. Finally, at the April 18 meeting, members ordered the top requests into top priority, high priority, medium priority, and low priority. A summary of the SPBC's recommendations follows.

Table 1: Budget Presentation Connection to Strategic Plan Rating Scale

Criteria	1= No Justification	2 = Not Connected	3 = Limited Connection	4 = Connected	5 = Strongly Connected
Request supports and/or prioritizes an increase in student enrollment and/or retention at MSU (Goals 2 & 3).					
Request supports initiatives that improve the quality of student learning and/or student experiences at MSU (Goals 1 & 4).					
Request supports and/or prioritizes community engagement and partnerships . (Goal 5).					
Request prioritizes professional development and/or compensation/benefits for faculty and staff. (Goal 6).					
Request prioritizes physical plant upgrades (Goal 4).					
SPBC reviewer comments relating to budget item/presentation. Reviewer should consider if presentation addressed cost savings or controls.					

Recommendations

The requests that rose to the top are listed in Table 2. Their connections to the Strategic Plan, costs, and level of priority are provided.

As mentioned above, some requests seemed like they must happen or would happen regardless. For example, background checks are required under NDUS policy; therefore, Minot State must fund them.

The tunnel to Model Hall must be fixed or else the building won't have heat if the tunnel collapses. Expenses related to program accreditation and compliance (e.g., Communication Disorders) must be funded. In some cases, SPBC members suggested other ways requests might be funded. For example, donations or sponsors might support furniture for Minot State apartments, or additional partnerships might increase support for mental health services. Grant funding could be investigated for equipment support.

Finally, the SPBC could not make decisions about some requests. These requests constitute repeated requests, or themes, occurring across the programs; these requests are listed below. In some cases, enough information and evidence was provided in the budget workbook and presentation to make a recommendation, and other times, evidence was insufficient. The SPBC recommends additional request and review processes be created for these items in the future (see below).

- Equipment and technology
- Facilities/physical plant
- Space
- Salary equity/compensation
- Stipends and overloads budget
- New academic and co-curricular programs
- New positions
- Overall campus structure
- Prioritizing current programs
- Professional development
- Budget Cuts

For equipment, technology, and facilities/physical plant requests, the SPBC recommends a long-term plan be created no later than July 1 that would prioritize requests years into the future and would also include all existing requests that have been made. Common requests included faculty and staff computers, computer labs upgrades, and general building upkeep such as paint, carpet, and furniture.

For salary, stipends, and overloads, the SPBC could not make recommendations in these areas; it could not determine if someone's salary is fair, if their workload is appropriate, or if stipends are justified. The SPBC recommends existing committee and administrative structures be used to review and make recommendations regarding those requests. Those existing structures include Faculty Senate Budget and Salary Committee, Staff Senate Budget and Salary Committee, Human Resources, and Minot State's executive team. SPBC could be the final review before approval of such requests to verify alignment with the Strategic Plan.

The SPBC believes new academic and co-curricular program requests, new positions, space requests, and other related requests should be brought before the committee and vetted before proceeding (if approved). The SPBC will develop a process for such requests in the future. The SPBC can also assist with program prioritization and budget cuts.

In preparation for the next cycle of budget requests in fall 2019, the SPBC will continue to meet weekly through summer 2019, as available, to discuss a plan to develop processes of review for the areas mentioned above and to align the above areas to the Strategic Plan.

Table 2: Top Budget Requests

Request	Strategic Plan	Cost	Priority
Fund a director of sponsored programs L. Geller, Academic Affairs B. Askvig, NDCPD	Goal 6, Objective 3 <i>Empower faculty and staff to seek and secure external funding</i>	\$100,000	Top
Move Mike W. to 100% (\$8000) and fund the larger software requests (\$5000) - G. Rabe, Criminal Justice	Goal 1, Objective 3 <i>Integrate high-impact practices across the curriculum to provide relevant and meaningful experiences.</i> Goal 2, Objective 1 <i>Support student recruitment to increase enrollment.</i> Goal 3, Objective 2 <i>Offer opportunities for career and major exploration.</i> Goal 5, Objective 1 <i>Cultivate and maintain mutually beneficial relationships with academic partners.</i> Goal 5, Objective 2 <i>Build valuable community partnerships</i> Goal 6, Objective 1 <i>Support and value commitment to teaching, scholarship, and service.</i>	\$13,000	Top
Fund LC-MS for medicinal plant chemistry *Seek partnerships and private dollars where possible. - B. Crackel, Science	MSU's Vision statement: <i>deliver a high-quality education, prepare students and the institution for evolving social and technological challenges, inspire scholarship and creative activity, and empower graduates with professional expertise</i> Goal 1 <i>Offer high-quality academic opportunities to meet educational needs.</i> Goal 2 <i>Increase student enrollment and improve student support services.</i> Goal 3 <i>Support and increase student retention and graduation.</i>	\$125,000- \$150,000	Top
Fund new microscopes - A. Deufel, Biology	Goal 1 <i>Offer high-quality academic opportunities to meet educational needs.</i> Goal 6, Objective 1 <i>Support and value commitment to teaching, scholarship, and service.</i>	\$14,000	Top

<p>Fund existing open positions. Music education Management information systems Nursing (position not filled in 2018-2019) Accounting (audit specialist).</p>	<p>Vision: <i>Deliver high-quality education where, when, and how it is needed to a diverse, multi-generational student population.</i> <i>Prepare students and the institution for the evolving social and technological challenges of the world. Inspire scholarship and creative activity among students, faculty, and staff.</i> <i>Empower graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives. Goal 1 Offer high-quality academic opportunities to meet educational needs.</i></p>	\$0	Top
<p>Fund Early Childhood Education position *Try to secure Head Start contracts or partnerships - T. Eckmann, Teacher Education and Kinesiology</p>	<p>Goal 1, Objective 2 <i>Offer curricular and cocurricular programs supporting diverse, multigenerational learners.</i> Goal 2, Objective 1 <i>Support student recruitment to increase enrollment.</i> Goal 5, Objective 2 <i>Build valuable community partnerships</i></p>	\$70,000	High
<p>Fund restructuring of administration *Consider deans, enrollment, marketing, etc. - L. Geller, Academic Affairs</p>	<p>Vision: <i>Deliver high-quality education where, when, and how it is needed to a diverse, multi-generational student population.</i> <i>Prepare students and the institution for the evolving social and technological challenges of the world. Inspire scholarship and creative activity among students, faculty, and staff.</i> <i>Empower graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives.</i></p>	Up to \$300,000 depending on approach	High
<p>Fund Historical Abstracts and increased costs of subscriptions *Find a way to share with NDUS libraries - library consortium. - J. la Plante, GBO Library</p>	<p>Goal 1, Objective 2 <i>Offer curricular and cocurricular programs supporting diverse, multigenerational learners.</i> Goal 1, Objective 3 <i>Integrate high-impact practices across the curriculum to provide relevant and meaningful experiences.</i> Goal 6, Objective 1 <i>Support and value commitment to teaching, scholarship, and service.</i></p>	\$16,000	High
<p>Fund cybersecurity position (up to \$120,000) and lab (\$30,000) * Explore the possibility of cybersecurity funding from the chancellor and/or private entities, grants, etc. - S. Kast, Math & Computer Science</p>	<p>Goal 1 <i>Offer high-quality academic opportunities to meet educational needs.</i> Goal 2 <i>Increase student enrollment and improve student support services.</i> Goal 3 <i>Support and increase student retention and graduation</i></p>	\$30,000-\$150,000	High

Fund Raptor Net Price Calculator software. *Maybe cost share if possible with Enrollment - L. Weber, Financial Aid	Goal 2, Objective 1 <i>Support student recruitment to increase enrollment.</i> Goal 2, Objective 2 <i>Effectively and efficiently transition new students</i> Goal 3, Objective 3 <i>Maximize financial support.</i>	\$6,000- \$7,500	Medium
Fund DocuSign B. Winiger, Finance and Administration M. Wachtfogel, HR	Goal 2, Objective 2, Action Item 3 <i>Automate common workflow processes to increase efficiency, improve response times, and reduce paper processes.</i> Goal 4, Objective 3 <i>Operate the University Physical Plant effectively and efficiently to serve students, faculty, staff and campus visitors</i>	\$20,000	Medium
Fund digital marketing (\$41,000) - T. Loftesnes, Marketing	Goal 2 <i>Increase student enrollment and improve student support services.</i> Goal 3 <i>Support and increase student retention and graduation.</i>	\$41,000	Medium
Fund Amanda D.'s salary with appropriated salary (\$14,000) and fund remaining portion of Amanda D.'s position (\$1000) T. Loftesnes, Marketing M. Linnell, University Communications	Goal 2 <i>Increase student enrollment and improve student support services.</i> Goal 3 <i>Support and increase student retention and graduation.</i>	\$15,000	Medium
Fund drafting desks - B. Harbort, Humanities	Goal 1, Objective <i>Develop strategic assessment and budgeting processes for campus.</i> Goal 1, Objective 2 <i>Offer curricular and cocurricular programs supporting diverse, multigenerational learners</i> Goal 2, Objective 1 <i>Support student recruitment to increase enrollment.</i>	\$20,000	Medium
	Goal 2, Objective 2 <i>Effectively and efficiently transition new students</i> Goal 3, Objective 2 <i>Offer opportunities for career and major exploration.</i>		
Phase out Emerging Scholars in future years - J. Mrozik, Center for Extended Learning	Savings of \$50,000-\$75,000	(\$50,000- \$75,000)	Medium
Fund additional \$5000 for marketing - J. Mrozik, Graduate School	Goal 2 <i>Increase student enrollment and improve student support services.</i>	\$5,000	Low

Fund the remaining cost of risers - E. Anderson, Music	Goal 1 <i>Offer high-quality academic opportunities to meet educational needs.</i> Goal 2 <i>Increase student enrollment and improve student support services.</i> Goal 4 <i>Promote and support a vibrant and inclusive campus community.</i> Goal 5 <i>Foster and grow collaborative partnerships and community engagement</i> Goal 6 <i>Support and value faculty and staff.</i>	\$6,000	Low
Fund increased costs of travel - A. Carter, Athletics	Goal 1 <i>Offer high-quality academic opportunities to meet educational needs.</i> Goal 4 <i>Promote and support a vibrant and inclusive campus community. (Student experience)</i>	\$50,000	Low

10.15 Screen Shot Excerpt from President's Budget Forum Power Point



Campus FY '20
Budget Forum

July 2, 2019

FY 20 BUDGET HIGHLIGHTS

- Funding Decisions from requests and presentations closely match Strategic Planning & Budget Council recommendations.
- MSU Strategic Plan: ***Empowering Generations***
 - Goal 1: Excellence in Education
 - Goal 2: Recruit and Enroll
 - Goal 3: Retain and Graduate
 - Goal 4: Vibrant and Inclusive campus
 - Goal 5: Community Engagement & Partnerships
 - Goal 6: Creative and Engaged Faculty and Staff



Be seen. Be heard. BE INSPIRED.

FY 20 BUDGET HIGHLIGHTS

- Salaries: 2% Increase with minimum of \$120/month and max of \$200/month.
 - Next Fiscal Year (FY21): 2.5% increase
 - No raises for non-benefit employees
- Major Investments across campus for FY20 due to:
 - Energy Savings efforts led to a decreased utilities budget
 - Tuition: 4% increase + one-time 4.4% adjustment for new tuition model (banding 12-18 credits for all modes of delivery)
 - Legislature funded 96% "hold-harmless" funding formula floor and salary increases
 - Significant salary savings and "breakage" due to retirements, vacant positions, etc.
 - Conservative approach the past two years has led to financial reserves to fund high-priority, one-time needs; Projection of deficit bottom line will require use of reserves









Be seen. Be heard. BE INSPIRED.

10.16 2020-2021 Budget Presentation Schedule

2020-2021 Budget Presentations Jones Room, 3rd floor Administration Building						
Time / Date	Wednesday, Dec. 4, 2019	Reviewer	Thursday, Dec. 5, 2019	Reviewer	Friday, Dec. 6, 2019	Reviewer
8:15					Bill Harbort - Humanities	Mike DeVera (Teresa) Linda
8:30					Robert Kibler - Humanities	Mike DeVera (Teresa) Linda
8:45					Holly Pedersen - SPED	DeVera Cari Linda
9:00			Ann Beste-Guldborg - Communication Disorders	DeVera Mike Nicole	Scott Kast - Math/CS	DeVera Mike Jacek
9:15			Holly Major - Power/Trio	DeVera Mike Nicole	Bob Crackel - Science	Deb DeVera Jacek
9:30			Jane laPlante - Library	DeVera Mike Nicole	Andy Carter - Athletics	Deb DeVera Cari
9:45			Dan Ringrose - Social Science	DeVera Mike Nicole	Lisa Borden-King - Teacher Education Unit	Deb DeVera Mike
10:00			Erik Anderson - Music	Warren Jacek Nicole	Brent Askvig - NDCPD	Deb Jacek Mike
10:15			Niki Roed - Nursing	Warren Jacek Nicole	Terry Eckmann - Teacher Ed/Kinesiology	Mike Jacek Deb
10:30			John Webster - UG Research Initiative	Warren Jacek Nicole		
10:45			Brent Winiger - VPAF	Warren Jacek Nicole		
11:00			Jessica Smestad - Honors	Warren Ann Katie		
11:15			Beth Odahlen - ASC	Warren Ann Katie		
11:30			Paul Lepp - Biology	Warren Cari (Teresa) Katie		
11:45			Gary Rabe - Criminal Justice	Warren Cari (Teresa) Katie		
1:00	T. Loftesnes - Marketing	Ann Cari Sayeed			Jay Wahlund & Lori Willoughby for the College of Business	Teresa Ann Deb
1:15	Doreen Wald - Publications & Design	Ann Cari Sayeed				
1:30	Rick Hedberg - Advancement	Linda Sayeed Cari				
1:45	Annette Mennem - NA	Linda Sayeed Cari				
2:00	Kevin Harmon - VPSA	Linda Deb Cari				
2:15	Katie Tyler - Enrollment	Linda Deb Cari				
2:30	Karina Stander - Student Housing	Deb (Teresa) Linda Katie				
2:45	Andy Heitkamp - Veterans	Deb (Teresa) Linda Katie				
3:00	Paul Markel - AS/P/SW	Linda (Teresa) Ann Katie				
3:15	Laurie Geller - VPAA	Linda (Teresa) Ann Katie				

















10.17 Screen Shot Archive of 2020-2021 Budget Workbooks

Budget > 2020-2021 Budget Workbooks

 Name ▾	Modified ▾	Modified By ▾
 FY 21 Academic Affairs Budget Workbook.xl...	February 7	Geller, Laurie
 FY 21 Advancement Budget Workbook.xlsx	February 7	Geller, Laurie
 FY 21 Athletics Budget Workbook.xlsx	February 7	Geller, Laurie
 FY 21 Finance and Administration Budget ...	February 7	Geller, Laurie
 FY 21 Student Affairs Budget Workbooks.xlsx	February 7	Geller, Laurie

10.18 Screen Shot Archive of 2020-2021 Budget Presentations

Budget > 2020-2021 Budget Presentations and Handouts

 Name ▾	Modified ▾	Modified By ▾
 Academic Support Center Budget Presentat...	Yesterday at 8:31 AM	Brooks, Michael
 ASPSW Budget Presentation December 201...	Yesterday at 8:31 AM	Brooks, Michael
 Athletic Budget Presentation 12-6-19.pptx	Yesterday at 8:31 AM	Brooks, Michael
 Biology 2021 Budget Presentation.pptx	Yesterday at 8:31 AM	Brooks, Michael
 COB_BudgetPresentationFall2019.pptx	Yesterday at 8:31 AM	Brooks, Michael
 Comm Disorders_budget presentation FY21...	Yesterday at 8:31 AM	Brooks, Michael
 Enrollment Presentation Link.pdf	Yesterday at 8:31 AM	Brooks, Michael
 Enrollment Presentation Slides.pdf	Yesterday at 8:31 AM	Brooks, Michael
 Foreign Languages and Cultural Studies Bu...	Yesterday at 8:32 AM	Brooks, Michael
 Honors Program Budget Presentation FY 20...	Yesterday at 8:32 AM	Brooks, Michael
 IR Budgetary Request Presentation Dec 201...	Yesterday at 8:32 AM	Brooks, Michael
 Library Budget Proposal Presentation 2019...	Yesterday at 8:32 AM	Brooks, Michael
 Marketing Office FY21 budget presentation...	Yesterday at 8:32 AM	Brooks, Michael
 MathComputerScience.Budget2020-2021 P...	Yesterday at 8:32 AM	Brooks, Michael
 Music Performing Arts Budget Presentation...	Yesterday at 8:32 AM	Brooks, Michael

10.19 Strategic Planning and Budget Council Recommendations to President's Staff
1/6/2020

Minot State University
Strategic Planning and Budget Council
January 6, 2020
Recommendations to President's Staff

SPBC Members: Laurie Geller (Chair), Cari Olson, Teresa Loftesnes, Mike Linnell, Jacek Mrozik, Katie Tyler, Deb Ringham, Nicole Wald, Linda Cresap, Ann Beste-Guldborg, Warren Gamas, DeVera Bowles, Sayeed Sajal, Cole Brose, Janel Bortoluzzi

On December 4-6, 2019, 34 academic and non-academic units presented their 2020-2021 budgets and additional requests to President's Staff (see the [schedule of presentations](#) in the Appendix A). As part of these presentations, Brent Winiger, VPAF provided the presenters with budget request presentation guidelines in an email dated November 11, 2019 (see Appendix B):

Presenters were told that budget presentations were open to the campus community and the process was their opportunity to tell their colleagues about departmental successes or concerns. In addition, presenters were asked to explain how their requests directly related to the advancement of the [Strategic Plan Empowering Generations](#) and to discuss ideas for costs savings or controls in their areas.

- Goal 1: Excellence in Education
- Goal 2: Recruit and Enroll
- Goal 3: Retain and Graduate
- Goal 4: Vibrant and Inclusive campus
- Goal 5: Community Engagement & Partnerships
- Goal 6: Creative and Engaged Faculty and Staff

In an email dated December 2, 2019 (see Appendix C), Laurie Geller, VPAA and chair of Strategic Planning and Budget Council (SPBC), emailed presenters to ask them to send their presentations to her and to prompt them to the [site](#) with the schedule of budget presentations and other information. In that email, Geller indicated SPBC would use the following to review all budget requests:

1. Is the budget request a new or an existing budget item?
2. Which strategic goal(s)/objective(s) does the request support and how?
3. What is the evidence to support this request? (e.g., assessment, satisfaction, or other data)
4. How does the request contribute to MSU's bottom line?
5. Is the request a necessity or not?

As part of the [annual budget process](#), the SPBC reviewed and rated all budget requests for the 20202021 fiscal year. To accomplish this task, three members of the SPBC were assigned to each presentation (see Appendix A). The schedule of presenters and reviewers, budget workbooks, presentation files, and handouts were posted online and accessible to all Minot State faculty,

staff, and students at [this link](#). Each reviewer took notes for the budget requests of their assigned units.

On December 10-13 and 16-18, the committee met eight times for over 13 hours to discuss 180 budget requests. Each request was categorized as Dakota College at Bottineau (DCB), equipment, facilities, new program, operations, personnel (change, new, or replacement), professional development, recruiting and marketing, software, space, or withdrawn. Moving one by one through each item, notes were made, and a priority was assigned. After this first evaluation the process was completed again to add or edit notes, adjust categories, and revise priorities where necessary.

Some requests sought new money, while others requested retention of current funds or were in the process of being funded. In some cases, the funding requested was mandatory for continuation of the program (e.g., funding of the armored vehicle for the Business Office). In other cases, SPBC members suggested other ways requests might be funded. For example, the Division of Music might use Giving Day to try to fund their instrument requests.

SPBC members created a list of its top requests as well as identified more general suggestions, like creating a rotation and funds for computers/technology, creating a plan for facilities/plant upgrades, etc. Areas that did not request additional funds were not reviewed nor included in the list of requests. A summary of the SPBC's recommendations follows.

Recommendations

The top 10 requests are listed in Table 1. Their connections to the Strategic Plan, rationale, costs, and level of priority are provided along with SPBC's notes. A complete list of requests, rationale, notes, priority (high, medium, or low), and connections to the Strategic Plan are in the [Excel workbook](#).

In addition, SPBC made nine (9) recommendations in addition to the ones in Table 1. These are listed below.

- 1) Request a Facilities plan—Like last year, SPBC strongly believes Facilities should have a prioritized plan for all its needs (current, future, emergency, etc.) regardless of demand and available funds, Funding should not be provided until such plan with priorities is created.
- 2) Hold off on the following requests until NDUS determines its plans:
 - Zoom software and related hardware/equipment requests
 - New CRM (customer relationship management) software for Enrollment Services
- 3) Work with chairs on faculty computer requests—Chairs and directors need to build faculty/staff computers into unit budgets and work with IT to determine appropriate cycle.
- 4) Create process for vetting new academic programs—No new programing should be brought forward without some type of review, needs assessment, etc. SPBC could vet these proposals before any requests go through the current curriculum approval process.

- 5) Set minimum limit on budget requests that go to SPBC—A number of small requests were made that SPBC thought could be funded by the unit's budget. Thus, requests that are less than a set percentage of the unit's budget (e.g., 10%) should be considered within that unit's operating budget or sought through another means.
- 6) Allocate all new marketing and recruiting funds to these offices, respectively. A protocol will be created for academic units to apply for support for their areas. Protocol will include proof the request will increase bottom line.
- 7) Consider cross training existing staff on campus to cover some of the administrative assistant requests and to cover the Special Education/Communication Disorders media center needs.
- 8) Review maintenance process—Can existing tasks and staff be cycled more efficiently? For example, every garbage can in every office does not need to be dumped every day. Little things may add up.
- 9) Space requests—Formalize and communicate a process for space requests and associated costs.
Should SPBC, President's Staff, or another body review and make recommendations or decisions about space? This process is not clear and typically requires feedback from Facilities and other offices.

During spring 2020, SPBC will continue to meet to discuss a plan to develop processes for some of the items mentioned above.

Table 1. Top 2020-2021 Budget Requests

Request and Unit	Category	Rationale	Strategic Plan Connections	Notes	Amount	Priority
1. Add a website content specialist position (\$32,000 base salary – cost in Amount column includes benefits) - Marketing	Personnel - New	<p>The website content specialist position is essential for Minot State as a recruiting tool and a retention tool. Prospective students use websites as their #1 source of information when conducting their college searches. The lack of oversight and support for our University web pages is not meeting the needs of our prospective students nor our current students. Web administrators exist on paper, but the majority of web administrators do not have the knowledge or time to maintain relevant website information or the ability to complete design concepts.</p> <p>This position will be responsible for the development, design, and maintenance of Minot State web pages, ensuring content is accurate and reflective of the University's brand. This position will report to the Director of Marketing and be housed in the</p>	<p>Goal 1 Excellence in Education</p> <p>Goal 2 Recruit & Enroll</p> <p>Goal 3 Retain & Graduate</p> <p>Goal 4 Vibrant & Inclusive Campus</p> <p>Goal 5 Community Engagement & Partnerships</p> <p>Goal 6 Creative and Engaged Faculty & Staff</p>	<p>This item is our top priority. Hire an experienced professional with specific skills in website development including all content components and design, and website maintenance.</p>	\$55,500	Top

		<p>marketing office and work closely with the digital communications specialist. The website content specialist will also work closely with the marketing office staff and webmaster to create keywords for SEO while ensuring University web pages display branded photography and videos, possess content-rich marketing language, and are following Minot State's brand guidelines. The specialist will be responsible for managing the University's website analytics and will also support and train web administrators on Cascade and Google Analytics to continually update and improve websites. This position responds to Goals 1-6.</p>				
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<p>2. Evaluate Minot State's relationship with Dakota College at Bottineau (DCB) and develop a better plan for DCB's use of Minot State's services, space, and personnel. - Dakota College at Bottineau Partnership</p>	<p>Dakota College at Bottineau</p>	<p>Minot State might be able to recoup funds, generate additional revenue, or grow enrollment. See notes.</p>	<p>Goal 1 Excellence in Education Goal 2 Recruit & Enroll Goal 3 Retain & Graduate Goal 4 Vibrant & Inclusive Campus Goal 5 Community Engagement & Partnerships</p>	<p>While discussing the ASTEP proposal, SPBC noted a number of issues that should be investigated. Services shared with DCB—Is Minot State losing revenue due to employee time commitments, etc.? Space used on Minot State campus—Should they pay rent? ASTEP request—Should DCB fund the request?</p>	<p>Additional revenue</p>	<p>Top</p>
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10.20 President's Memo Notifying of Budget Decisions



Office of the President

TO: Dr. Laurie Geller, VPAA, Minot State and SPBC chair
 FROM: Dr. Steve Shirley, President, Minot State *SS*
 DATE: February 14, 2020
 RE: President's Staff Decisions – December 2019 Budget Presentations

This Memo is formal notification of the decisions made based on the MSU Strategic Planning and Budget Council's (SPBC) recommendations (forwarded to me on January 7, 2020) following the December 2019 campus budget presentations. The final decisions outlined herein followed deliberations by the MSU President's Staff during its meetings on January 8 & 21, and February 7, 2020. The items below represent decisions made on the ten highest-priority issues identified by SPBC; the remaining requests that were presented are not being funded at this time. Additionally, please note there will be a campus-wide budget forum on Thursday, February 27 (and repeated Feb. 28) to share these details and current budget information with the campus. Finally, the SPBC also made nine other recommendations in addition to the ten items referenced in this Memo, and I will look forward to receiving further thoughts/ideas from SPBC on those items in Spring 2020.

1. *New FTE position – the MSU website*

This was ranked the highest priority by the SPBC, and the President's Staff (PS) concurred this is an important position critical for MSU to stabilize overall student enrollment. Much of the PS discussion focused on the type of position needed at this time: a content specialist tasked with maintaining currency of the website (as requested in the budget proposal); or a position with broader responsibilities focused on transforming the MSU website into a tool more geared toward serving prospective students and helping drive recruitment and enrollment initiatives. A follow-up conversation was held with Darren Olson and VP Winiger, and it was determined further deliberations are needed by the new task force focused on Strategic Enrollment Management, co-chaired by Gary Rabe and Kevin Harmon, with ultimate recommendations from that group regarding the potential role for a new web position.

2. *Relationship with DCB and sharing of costs*

MSU has had multiple conversations during the past month with DCB regarding the cost-sharing arrangement and tuition remuneration of ASTEP. It has been agreed that DCB will pick up a larger share of the ASTEP expenses, proportional and commensurate to the credits and tuition generated through the program. Further conversations have also occurred with ASTEP leadership and VP Winiger during the past few weeks to significantly reduce costs and expand revenues of the program compared to the original budget presentation. It was agreed that ASTEP will be funded for one more year (the 2020-21 academic year), with the understanding if it is to continue after that, new sources of private support and/or other state/federal grants must be secured. ASTEP leadership has already begun conversations with the MSU Foundation to seek external support. A final note, the comments made by the SPBC regarding the expenses between MSU and DCB within ASTEP are all appreciated, but it should also be noted that MSU does generate auxiliary revenues from ASTEP students living in the residence halls, eating in dining services, etc. As for the broader points about shared services between MSU and DCB, the SPBC members may not be aware that DCB *pays* MSU for services related to Human Resources, Institutional Research, and Title IX. Discussion regarding the number of transfer articulations is a valid concern and should be taken as a priority subject for the Chair's Council to offer recommendations.

3. Recruiting and Marketing funds

Approximately \$55,000 was requested from various units to support an array of marketing initiatives aimed at driving student enrollment. These requests, for now, will not be funded. Rather, the Strategic Enrollment Management task force will provide recommendations that will likely lead to re-consideration of marketing/recruiting initiatives. The possibility of a new web position (Item #1 above) could also potentially help with some of these marketing/enrollment needs.

4. DocuSign

Core Technology Services is working on a system-wide contract for DocuSign, and MSU will participate once that is ready (thereby reducing our projected costs to fund this project).

5. Business Office – additional operating

This request is being funded as these are mandatory increases that must be covered. The shortfall will be covered through internal shifting of budgets within Administration & Finance to cover the shortage, and so there will not be any new funding required.

6. Transfer Admission Counselor – new FTE position

This request for a new position focused on recruiting and serving prospective transfer students is not being funded at this time. PS did agree the need for such a position might be necessary, but we will await recommendations later from the Strategic Enrollment task force for further evidence. Also, a new position in this area would have to wait until the current budget situation is more positive.

7. Inflationary Library Subscription increases

PS agreed to increase the Library's operational budget by \$10,000 to offset the continued increases in various database subscriptions. These subscriptions are an important component to Strategic Goal #1, Academic Excellence, and is important for students and faculty alike.

8.

Steam Line Repair in Pioneer Hall

This approximately \$100,000 repair is a mandatory facilities issue that must be resolved. Further, the Housing facilities budget request led to a broader conversation about residence halls at MSU and whether all of them should continue being occupied. PS has subsequently had preliminary conversations with Residence Life Director Karina Stander, and the outcome of those discussions included several policy changes to make MSU Housing more flexible and a more viable option for future students. Additionally, a directive has been given to VP Winiger to gather specific data regarding the cost savings of taking a Residence Hall building offline. We will review that data and make a decision in Spring 2020 on campus housing availability for the 2020-21 academic year.

9. Credit Card readers in the Administration Building

This is a decision best made by the Business Office. The total request is relatively small, and the decision is left to the discretion of the Business Office.

10. Undergraduate Research Pilot Program

This is a commendable and laudable request that could have a major impact on the overall experience of MSU students. However, the funding is simply not available at the current time to support this request (approximately \$60,000-\$120,000). There is a new research committee established by the SBHE in 2019 with representation of the nine "smaller" campuses in the NDUS. It was suggested that Dr. Webster reach out to our representative on the committee and suggest this idea as there will likely be specific SBHE research funding requests made during the 2021 Legislative Session.

10.21 President’s Staff Initial Budget Decisions 2020-2021

2019-2020 Budget SPBC Recommendations and President’s Staff Decisions			2020-2021 Budget SPBC Recommendations and President’s Staff Decisions		
Item Requested for 2019-2020	Amount Requested (Amount Awarded)	SPBC’s Priority Rating	Item Requested for 2020-2021	Amount Requested (Amount Awarded)	SPBC’s Priority Rating
1. Fund a director of sponsored programs - L. Geller, Academic Affairs - B. Askvig, NDCPD	\$100,000 (\$50,000)	Top	1. Add a website content specialist position (\$32,000 base salary – cost in Amount column includes benefits) - Marketing	\$55,500 (pending recommendations of SEM task force)	Top
2. Move Mike W. to 100% (\$8000) and fund the larger software requests (\$5000) - G. Rabe, Criminal Justice	\$13,000 (\$15,000)	Top	2. Evaluate Minot State’s relationship with Dakota College at Bottineau (DCB) and develop a better plan for DCB’s use of Minot State’s services, space, and personnel. - Dakota College at Bottineau Partnership	\$187,184 with \$189,000 in estimated tuition, fees, room and board for 20 ASTEP students (Approximately \$10,000)	Top
3. Fund LC-MS for medicinal plant chemistry *Seek partnerships and private dollars where possible. - B. Crackel, Science	\$125,000-\$150,000 (\$150,000)	Top	3. Centralize and increase operating budget for marketing and recruiting efforts - Recruiting and Marketing	Determine how much should be allocated and how it will be spent strategically. (\$0; pending recommendations of SEM task force/Goal 2 & Goal 3 Strategic Planning Committees)	High
4. Fund new microscopes - A. Deufel, Biology	\$14,000 (\$14,000)	Top	4. Workflow Software – DocuSign - VPAF	\$20,000 (NDUS CTS is working on a system-wide contract; MSU will participate on such a future contract)	High

2019-2020 Budget SPBC Recommendations and President's Staff Decisions			2020-2021 Budget SPBC Recommendations and President's Staff Decisions		
Item Requested for 2019-2020	Amount Requested (Amount Awarded)	SPBC's Priority Rating	Item Requested for 2020-2021	Amount Requested (Amount Awarded)	SPBC's Priority Rating
5. Fund existing open positions. - Music education (yes) - Management information systems (yes) - Nursing (position not filled in 2018-2019) (yes) - Accounting (audit specialist) (next year)	\$0 (All four positions given the go ahead to hire.)	Top	5. Additional operating budget - Business Office	\$5,600 (funded through internal reallocation of funds)	High
6. Fund Early Childhood Education position *Try to secure Head Start contracts or partnerships - T. Eckmann, Teacher Education and Kinesiology	\$70,000 (position funded)	High	6. Transfer Admission Counselor - Enrollment	\$56,100 (\$0)	High
7. Fund restructuring of administration *Consider deans, enrollment, marketing, etc. - L. Geller, Academic Affairs	Up to \$300,000 depending on approach (\$175,000)	High	7. Inflationary increase in funding for subscriptions - Library	\$10,000 (\$10,000)	High
8. Fund Historical Abstracts and increased costs of subscriptions *Find a way to share with NDUS libraries - library consortium. - J. la Plante, GBO Library	\$16,000 (\$16,000)	High	8. Steam line repair in Pioneer Hall - Facilities	\$100,000 (\$100,000)	High – needs discussion
9. Fund cybersecurity position (up to \$120,000) and lab (\$30,000) * Explore the possibility of cybersecurity funding from the chancellor and/or private entities, grants, etc. - S. Kast, Math & Computer Science	\$30,000-\$150,000 (\$30,000 provided for lab for first year; \$120,000 allocated for faculty position for 2020-2021)	High	9. Credit Card Readers Network Connection - ITC	\$1,100 (\$0; decision left to Business Office; small amount)	High

2019-2020 Budget SPBC Recommendations and President's Staff Decisions			2020-2021 Budget SPBC Recommendations and President's Staff Decisions		
Item Requested for 2019-2020	Amount Requested (Amount Awarded)	SPBC's Priority Rating	Item Requested for 2020-2021	Amount Requested (Amount Awarded)	SPBC's Priority Rating
10. Fund Raptor Net Price Calculator software. *Maybe cost share if possible with Enrollment - L. Weber, Financial Aid	\$6,000-\$7,500 (\$7,500)	Medium	10. UG Research Pilot Program - Undergrad Research (Webster)	Varies; at least \$63,000 up to \$116,000 (\$0)	Some felt this request was a high priority, but as a new program, they also thought it needs to go through a vetting process.
11. Fund DocuSign - B. Winiger, Finance and Administration - M. Wachtfogel, HR	\$20,000 (Withdrew request)	Medium			
12. Fund digital marketing (\$41,000) - T. Loftesnes, Marketing	\$41,000 (\$25,000)	Medium			
13. Fund Amanda D.'s salary with appropriated salary (\$14,000) and fund remaining portion of Amanda D.'s position (\$1000) - T. Loftesnes, Marketing - M. Linnell, University Communications	\$15,000 (\$0)	Medium			
14. Fund drafting desks - B. Harbort, Humanities	\$20,000 (Funded with VPAA funds allocated as part of the budget process.)	Medium			
15. Phase out Emerging Scholars in future years - J. Mrozik, Center for Extended Learning	Savings of \$50,000-\$75,000 (Not supported)	Medium			
16. Fund additional \$5000 for marketing - J. Mrozik, Graduate School	\$5,000 (\$0)	Low			
17. Fund the remaining cost of risers	\$6,000 (\$15,000)	Low			

2019-2020 Budget SPBC Recommendations and President's Staff Decisions			2020-2021 Budget SPBC Recommendations and President's Staff Decisions		
Item Requested for 2019-2020	Amount Requested (Amount Awarded)	SPBC's Priority Rating	Item Requested for 2020-2021	Amount Requested (Amount Awarded)	SPBC's Priority Rating
- E. Anderson, Music					
18. Fund increased costs of travel	\$50,000 (\$50,000)	Low			
- A. Carter, Athletics					