MSUM Assessment Summary for the Three-Year Cycle 2021-2024

Summary of the Cycle

Minnesota State University Moorhead (MSUM) conducts assessment of curricular programs on a three-year cycle and assessment of co-curricular programs on an annual basis. In the first year of the cycle, AY 2021-2022, General Education course-level assessment is done. These are assessments of the LASC and WI courses. In the second year of the cycle, programmatic assessment is done. This is assessment of our majors, both undergraduate and graduate programs. Note that assessment of minors, certificates, and pre-professional programs is not conducted separately from the major programs that they are embedded within. In the third year of the cycle the MSUM Assessment Coordinator and members of the University Assessment Committee's Academic Subcommittee visit with academic departments to remind them of the feedback from their most recent assessment results, talk about the upcoming cycle, and answer and questions and concerns that the department has about assessment.

Curricular (Academic) Assessment

General Education Assessment – AY 2021-2022, Reports due January 2022

FYE Assessment: This is newly added to the General Education assessment during this year, as the gap was recently noticed. The University Assessment Committee (UAC) decided that with the pending changes to FYE expected during the Spring 2022 semester, that the FYE faculty would have an assessment plan submitted by the end of that semester, based on the new course Student Learning Outcomes, but would not ask that they assess the current course on the previous outcomes. An assessment report for the FYE course will be expected in the next cycle, due January 2025.

LASC/WI Assessment: These are done in conjunction with each other.

Overall summary:

Designation	submissions	waivers	ending notes	other notes	nothing	total	subs/expected	(subs+ending)/expected		total
LASC 1A	1	0	0	0	0	1	100.0%	100.0%		1
LASC 1B	1	0	0	0	0	1	100.0%	100.0%		1
LASC 2	10	2	0	2	0	14	100.0%	100.0%		14
LASC 3	32	4	2	0	0	38	94.1%	100.0%		38
LASC 4	13	0	0	0	0	13	100.0%	100.0%		13
LASC 5	20	4	2	0	9	35	64.5%	71.0%		35
LASC 6	27	14	1	3	12	57	67.5%	70.0%		57
LASC 7	11	6	1	0	11	29	47.8%	52.2%		29
LASC 8	24	10	1	2	13	50	63.2%	65.8%		50
LASC 9	15	6	2	0	6	29	65.2%	73.9%		29
LASC 10	15	3	1	0	5	24	71.4%	76.2%		24
WI	84	26	2	5	21	138	78.5%	80.4%		138
total	253	75	12	12	77	429	74.0%	77.5%		429

Expected submissions (subs, ending, nothing)				
342				
74.0%	sub of expected			
77.5%	sub/end of expected			

Waivers were only given for courses that were not taught during the cycle. Note that due to an agreement between the Faculty Association and the administration, LASC/WI assessment was not conducted during the pandemic-affected terms of Spring 2020, Summer 2020, and Fall 2020. Therefore, this cycle only included data from calendar years 2019 and 2021 (all terms). Assessment reports are submitted as one report for the course as a whole, not for each section, term, or instructor separately. As a result, waiving these pandemic terms did not result in a substantial reduction in the number of courses for whom assessment reports were expected.

Note that this table summarizes submissions only, and does not include information about the submission, such as whether or not it involved a substantial number of the faculty teaching the course or sections/students taking the course, or whether or not the submitted assessment was considered substantial assessment.

The UAC determined that, due to the updated assessment policy (effective in 2019), that it would no longer rate a submission as "pass" or "fail" as had been used in past cycles, but rather rate it as "No concerns", "Concerns but not probation", "Concerns and probation", or "Recommend Sunset the Designation". It is noted that there were some departments that, through prior communications with the Assessment Director, indicated that they wanted or expected the designation to end, and did not submit the assessment for that reason. These courses were largely courses that were ending anyway once current programs were taught out (THTR, AMCS, PHIL, PARA, etc.) or are taught only infrequently and with no set pattern, so are not a large part of our LASC/WI expected offerings and would have little effect on availability of seats with that LASC or WI designation for students.

Some issues with data collection that were identified in 2019 were addressed, such as a more reliable measure of the number of sections taught and cross-listed courses. Additional data was used as well, specifically the number of students enrolled in the course.

Comparison to 2019: Note, however, that the data collection is significantly different (2019 counted courses only once regardless of how many designations they had, 2022 counted them once per designation, for example). So view this only as a general trend.

Designation	2019 totals	2022 totals
LASC 1A	1	1
LASC 1B	1	1
LASC 2	3	10
LASC 3	16	32
LASC 4	11	13
LASC 5	21	20
LASC 6	11	27
LASC 7	5	11
LASC 8	14	24
LASC 9	12	15
LASC 10	18	15
WI	65	84
total	178	253
		1.4213483

Feedback was provided to the departments and faculty via email to the department chair and all instructors for the course during the cycle. The feedback was also loaded into the D2L course shell, in the Content area.

A summary memo was sent to the Provost/Senior Vice President of Academic Affairs (PSVPAA), that summarized the findings and recommended action. An overview of that memo is below. The memo is attached. Note that the actions in this summary and memo were recommendations to the PSVPAA. During the 2022-2023 Academic Year, the PSVPAA met with the departments affect by sunset recommendations, and as a result of those conversations, the fact that the possibility of sunsetting was new for this cycle, and the effects of the program reductions announced in Spring 2020 and how that affected the data collection, no designations were sunsetted. The UAC will treat both the courses that were recommended for probation and those recommended for sunsetting as on probation. Probation has no immediate consequences, but it is an indication from the UAC to the department that the relevant issue(s) need to be addressed before the next cycle or the recommendation would be to end the designation for that course.

	From memo to PSVPAA						
Designation	Sunset due to prior communication with department	Sunset for other reasons	Probation due to lack of submission	Probation due to other reasons	No concerns*	Not taught	total
LASC 1A	0	0	0	0	1	0	1
LASC 1B	0	0	0	0	1	0	1
LASC 2	1	0	1	0	10	2	14
LASC 3	2	0	0	1	31	4	38
LASC 4	0	0	0	0	13	0	13
LASC 5	2	0	9	0	20	4	35
LASC 6	4	3	9	1	26	14	57
LASC 7	1	3	8	2	9	6	29
LASC 8	3	1	12	2	22	10	50
LASC 9	2	0	6	0	15	6	29
LASC 10	1	1	4	0	15	3	24
WI	7	4	17	4	80	26	138
total	23	12	66	10	243	75	429

*Note that UAC had "No Concerns" and "Concerns but not probation" as separate categories in the feedback to the departments/faculty, which were combined in the memo to the PSVPAA.

96.0%	No concerns of submissions
71.1%	No concerns of expected

It is important to recognize in this overview that when a department conducted the assessment, they generally did it well – with 96.0% of submissions resulting in no concerns reported to the PSVPAA. The most common issue that was caused concern for the UAC (whether or not it resulted in probation) was a lack of substantial participation. Substantial participation was defined as data from a majority of instructors who taught the course as well as either a majority of sections or a majority of students taught. For this particular cycle, more faculty than in a typical cycle left MSUM between when the course was taught and when the report was due, and it was a frequent occurrence to have 1 of 2 faculty represented, so missing the majority of instructors criterion. This issue, along with possible strategies to have data available even if an instructor leaves before the report is due, was included in the departmental discussions in year three of the cycle.

The UAC also took the feedback that they received during the assessment process in AY 2021-2022, and used it to inform a "directions" document to follow for the next cycle, in AY 2024-2025. The current form of that document is attached. Rubrics and the Qualtrics survey that is used to collect the data were also updated in Fall 2022 based on that feedback and posted to the D2L course shell for Assessment, in the Content area, so would be available to departments as they collect their data for the next cycle. Also in response to the feedback as well as to the meetings the PSVPAA had with departments during Fall 2022, a series of workshops on the assessment of LASC/WI courses were provided to the campus community in Spring 2023. Those workshops were led by the Assessment Coordinator, a faculty member in Education, and a faculty member in Psychology. The represented departments were chosen in part due to their expertise in assessment, including at the general education course level.

Programmatic Assessment – Academic Year 2022-2023, Reports due October 2022
Programmatic assessment is collected at the department level, but departments choose whether to assess their programs together or separately, so the count of expected assessment reports is less than the number of academic majors. All majors are expected to be assessed, including undergraduate and graduate programs and whether the program has specialized accreditation or not. If a program has specialized accreditation and the reports to that accrediting body include an assessment report, the program is asked to fill out an abbreviated form that provides the UAC with basic information about the program, but then attaches the assessment report provided to the accrediting body. The following table summarizes the results of the programmatic assessment collected in October 2022.

2022 Summary			
			Row Labels ▼
	expected	50	downloaded
	expected	6	downloaded - update but not a report
	expected	2	No Submission
		3	new program - expect report 2025
		5	did not exist
		0	(blank)
	58	66	Grand Total

submitted of expected	96.6%
reports submitted of expected	86.2%
Those without reports	11
Submitted data	
Of remaining, prog fac met with	
Total reports sub'd or later data	50
Of	58
%	86.2%

It's informative to compare this to the similar information from the 2019 submission.

2019 Summary		
		Row Labels ▾
expected	38	downloaded
expected	5	downloaded - update but not a report
	1	newly revised program - no data yet and group is new
expected	6	No Submission
expected	1	No Submission - new program with no graduates yet in 2019
expected	1	plan submitted, no results yet
	1	ugrad ended, grad not yet started/approved
	7	did not exist
	0	(blank)
51	60	**Grand Total**

submitted of expected	84.3%
reports submitted of expected	74.5%
Those without reports	14
Submitted data	6
Of remaining, prog fac met with	8
Total reports sub'd or later data	44
Of	52
%	84.6%

As can be seen from these two tables, the number of reports submitted increased from 38 to 50, increasing the percent of expected reports that were submitted from 74.5% to 86.2%. The number of non submissions also decreased substantially, from 6 to 2, although the number of "submitted non-submissions" increase slightly (from 5 to 6). Those are often faculty submitting the form with a statement that data was not collected along with an explanation.

The two non-submissions were for the English/Mass Communications dual major (housed in the department of English) and the Sustainability program. At this moment, Sustainability is moving departments from Physics/Astronomy to Anthropology/Earth Science, and is currently under consideration for revision or suspension.

The submitted non-submissions were Women's and Gender Studies, Computer Information Systems, Computer Information Technology, Computer Science, Global Supply Chain Management, and Operations Management. Of these, only Computer Science submitted data in AY 2023/2024, in preparation for the report in the next cycle.

Third Year – Academic Year 2023-2024, Meet with Departments

There were a total of 26 groups that are responsible for submitting assessment reports: 23 academic departments, Honors, the Library, and the University Studies program. Due to time constraints, members of the academic subcommittee of the UAC was unable to meet with all of the groups, but prioritized those groups with the highest importance. High importance was determined by using the

programmatic assessment report of the previous year and their scores, though both programmatic and general education assessment was discussed in the meetings. Of the 26 groups, UAC met with 11. The other 15 groups were all considered low priority, with all programs in the department having submitted programmatic assessment reports, and most of those represented reports receiving scores of 18 or higher (out of 24 possible).

Feedback from members of the academic subcommittee was shared with the full UAC committee throughout the Spring 2024 semester. See the March and April minutes of the UAC meetings in particular for details.

As a result of those discussions, programmatic assessment reports will also be added to the Content area of the D2L Assessment course, so departments will be able to find both general education and programmatic assessment results from previous submissions in the same place. The programmatic reports and results will also be available in the assignment section of that D2L course, where they have been submitted and stored for the past couple of cycles.

Also in response to those discussions and feedback from the departments, the UAC co-chairs, Ellen Fagerstrom and Robert Nava, also met with IT during Summer 2024 to investigate the possibility of making some of the data collection more automatic for the departments. Initial feedback from IT was not encouraging, however, about the feasibility of making that happen.

Co-Curricular Assessment

Co-curricular assessment is done on an annual basis. Assessment plans for the upcoming academic year are due in August, reports on the year that just finished are due in June, and then the process repeats. Members of the co-curricular subcommittee of UAC review reports in late June or early July, and provide feedback to the departments prior to their submissions of new plans in August. The co-curricular subcommittee also reviews the plans after they are submitted, and provides feedback to the departments on their plans.

The Co-curricular plans and reports had been submitted via assignments in a D2L class dedicated to co-curricular assessment. In Fall 2022, that process was moved to Teams. A benefit of using Teams is that departments can view the submissions from others to give them examples to work from.

Heather Phillips leads the co-curricular subcommittee of UAC and is the primary coordinator of co-curricular assessment. Through her leadership, co-curricular assessment underwent a significant update in Academic Year 2021-2022, including workshops with outside speakers on conducting effective co-curricular assessment and an update on the student learning outcomes. Those are now part of the Student Life Pathways. As a result of this update, although Plans were submitted in Summer 2021, no reports were asked for at the end of the year as the transition to the new process was happening.

The summary of the co-curricular plans and reports is below.

Totals		AY 2021-2022	AY 2022-2023	AY 2023-2024
Number of departments		12	12	12
Plans submitted (complete)		9	10	8
Plans and Reports submitted	NA		8	7
Percent of plans submitted		75.0%	83.3%	66.7%
Percent of reports submitted			66.7%	58.3%

The Dean of Students Office and Global Engagement have not submitted plans or reports for any of the three years. In AY 2023-2024, Accessibility Resources and MSUM Counseling both submitted incomplete plans and did not submit reports. In that year, Recreation and Wellness submitted a complete plan, but not a report. Athletics did not participate in AY 2021-2022 (or previously), but has successfully participated in the last two years.

It is noted that the quality of the reports for those departments that participate have been improving, and show a perspective on improving the student experience.

However, it is concerning that the participation of departments has been declining. An exception to that is Athletics, which is now participating in the process. In previous cycles, the participation rates of the co-curricular departments was comparable to the participation rates of the academic departments, but that is no longer the case. The Assessment Coordinator (Ellen Fagerstrom) will work with the Provost's Council to address this concern during AY 2024-2025.

Distribution Summary

This report was finalized 2024/08/05, and submitted to the Provost and Senior Vice President of Academic Affairs, the Associate Vice President of Student Success, members of Provost's Council, and members of the University Assessment Committee on that date.