

Assessment: Planning Unit Four Column

LSSU Planning Unit: Student Affairs - Campus Life, Housing, Health & Counselling

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Health Services - Antibiotic Awareness - Students will be able to explain the appropriate use of antibiotics, and when antibiotics should not be used.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>Post-medical appointment questionnaire</p> <p>Benchmark: 80% of respondents will be able to accurately repeat all of the information or instructions they received about antibiotic use.</p> <p>20% of respondents will be able to repeat most of the information or instructions they received about antibiotic use.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>50 students responded to questionnaire. 42 answered had perfect understanding of knowledge and 8 answered with adequate general understanding of appropriate use of antibiotics. (04/30/2020)</p>	<p>Use of Result: Although we did reach our target we want to make sure our students all have an understanding of the use of antibiotics and more importantly when not to use them. Next year we will utilize the questionnaire to further educate our students on the dangers of over use of antibiotics. (04/30/2020)</p>
<p>Counselling Services - Improve academic performance through counselling interventions - Students will report counselling visits as a having a positive impact on their academic performance.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY18-19, AY19-20</p>	<p>Post visit surveys will be provided to students; surveys will include data collection specifically about how the counselling session(s) impacted their academic performance, if at all.</p> <p>In a self-report post-visit survey, students will report the level of impact counselling had on their academic performance.</p> <p>Benchmark: 80% of counseled students will report improvement in their academic performance after applying interventions recommended through counselling.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: No</p> <p>Students who participated in individual therapy were asked to voluntarily complete an anonymous survey to report on their experience. Those who responded indicated as follows:</p> <p>71.4% reported that "addressing my personal concerns in counseling" had either a strong positive impact or a generally positive impact on their academic performance. (06/30/2020)</p>	<p>Use of Result: In 2020-2021, we can:</p> <ol style="list-style-type: none"> 1) try to increase the number of students who take the post-visit survey; 2) try to improve the survey instrument by adding a checklist under the academic performance question that identifies any specific strategies the students were able to apply to improve their academic performance.

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			3) assess and report results on the two other post-visit survey questions (After participating in counseling, I have better insight and self-awareness about my personal concerns; and After participating in counseling, I am better prepared to address my personal concerns independently). (06/30/2020)
<p>Counselling Services - Develop suicide prevention skills through QPR training. - After completing QPR Training (Question-Persuade-Refer), Nursing students will be able to explain and implement QPR suicide prevention strategies.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>Pre- and Post-Test survey of training attendees.</p> <p>Benchmark: 100% of attendees will be able to explain QPR suicide prevention strategies at medium level or above in the Post-Test survey.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>Post-Test Survey results by questions:</p> <ul style="list-style-type: none"> > Warning signs of suicide - 100% of training attendees could identify and report at high level. > How to ask someone about suicide - 92%% of training attendees could identify and report; 8% at medium level. > Persuading someone to get help - 75%% of training attendees could identify and report; 25% at medium level. > How to get help for someone - 79%% of training attendees could identify and report; 21% at medium level. > Information about local resources for help with suicide - 63%% of training attendees could identify and report; 38% at medium level. > Please rate your level of understanding about suicide and suicide prevention - 96%% of training attendees could identify and report; 4% at medium level. (06/30/2020) 	<p>Use of Result: Implement the pre and post testing at every training. In addition to testing Nursing students, we will also conduct this same assessment for RA staff and professional staff trainings. (06/30/2020)</p>
<p>Housing - Foster Student Academic Success - Students will improve academically through Resident Success Coaching program in the dorms.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Assessment Year: AY17-18</p>	<p>Data collection.</p> <p>Fall 2019 and Spring 2020 Data Collection: academic interactions between RSCs and students will effect improved academic performance for students. .</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>Osborn Hall academic interactions (by RSC assigned sections):</p> <ul style="list-style-type: none"> Small side- 54 interactions Large side first floor- 60 interactions Large side second floor- 86 interactions large side third floor- 72 interactions 	<p>Use of Result: As the Resident Success Coaching program in the dorms was still new in 2019-2020, the focus was on developing a process through which the RSCs were to appropriately interact with students to support them academically. Data collection and RSC team</p>

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		<p>The Village academic interactions: Total RSC/student interactions = 205 individual students. 99 students in area 1; 106 students in area 2. (06/26/2020)</p>	<p>discussions identified best-practices and determined next year's goals. For 2020-2021, specific learning outcomes will be identified, and RSCs will track student interactions to report the level at which students achieve those learning outcomes. (06/26/2020)</p>
<p>IPASS - Academically struggling students will be able to set up and follow an academic improvement action plan that includes one or more of the following: (a) 1-on-1 support meetings in IPASS; (b) 1-on-1 faculty/advisor meetings; (c) completion of skills training (note-taking, study skills, time management, etc.); (d) utilization of academic tutoring support services; (e) utilization of campus support services (Counselling Center, Health Center, Accessibility Services, etc.); (f) utilize Resident Commuter Success Coaching (study sessions, workshops, group support, etc.). Goal Status: Active</p>	<p>100% of students self-referred or faculty/staff-referred to IPASS will meet with the IPASS Coordinator and set up an academic improvement action plan.</p>	<p>Finding Reporting Year: 2019-2020 Goal met: No The IPASS Coordinator conducted 231 meetings with students in the 2020 spring semester. 351 meetings were scheduled, with 120 no-shows. (06/25/2020)</p> <p>Related Documents: IPASS_Spring 2020 Impact Report.pdf</p>	<p>Use of Result: Decrease the number of no-shows for scheduled meetings by at least 10% in 2020-2021 by reaching out to faculty and staff for help in getting students to IPASS meetings.</p> <p>While this goal is important, the IPASS Coordinator has also developed a deeper, more through strategic plan for the IPASS program, which includes the following action plans for 2020-2021, as outlined in the attached IPASS_Spring 2020 Impact Report:: Collect and analyze meeting data. Expand the reach of the Early Alert System, both to students and their faculty/advisers. Send out emails to students when grades show a need for improvement. Reach out to faculty and staff to let them know about student concerns. Reach out to faculty and staff to receive help getting students to</p>

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			<p>IPASS Meetings. Reach out to Residence Life staff to get assistance getting students to IPASS meetings. Supervise Commuter Success Coaches to expand support to struggling students. Oversee and develop support activities in the Student Engagement Center (SEC). (06/25/2020)</p>
<p>Intramural Sports-Belonging and Connectedness - Students participating in intramural sports will develop a sense of belonging and connectedness with peers at LSSU. Goal Status: Active Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. Assessment Year: AY19-20</p>	<p>Self-reporting survey responses Benchmark: 100% of participating students will report an increased sense of belonging and connectedness to peers at LSSU.</p>	<p>Finding Reporting Year: 2019-2020 Goal met: No Students reported increased sense of belonging: 40% Strongly Agree 38% Agree 17% Somewhat Agree 2% Somewhat Disagree 0% Disagree 2% Strongly disagree</p> <p>Students reported increased sense of connectedness with peers: 48% Strongly Agree 29% Agree 21% Somewhat Agree 2% Strongly disagree (05/06/2020)</p>	<p>Use of Result: To ensure more students achieve this outcome and (1) increase their sense of belonging at LSSU, and (2) increase sense of connectedness with peers, we will add the following in 2020-2021: - Seek more student input on ways to expand Intramural Sports to encourage different populations of students to participate. - Create two divisions within Intramural Sports (Contact Sports and Non-Contact Sports) to allow everyone to have the opportunity to connect and compete with other university members through healthy competition. - Continue using the self-assessment surveys to monitor students' achievement for the outcome. (05/11/2020)</p>
<p>Intramural Sports-Diversity and Inclusion - Students participating in intramural sports will develop a</p>	<p>Self-reporting survey responses Benchmark: 100% of participating students will report an increase of</p>	<p>Finding Reporting Year: 2019-2020 Goal met: No Self-reported increase of appreciation for equity, diversity,</p>	<p>Use of Result: To increase student achievement of this outcome, in 2020-2021 we will create a Code</p>

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<p>greater appreciation for equity, diversity, and inclusiveness. Goal Status: Active Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. Assessment Year: AY19-20</p>	<p>appreciation for equity, diversity, and inclusiveness.</p>	<p>and inclusiveness. 26% Strongly Agree 26% Agree 38% Somewhat Agree 2.5% Disagree 2.5% Strongly Disagree (05/06/2020)</p>	<p>of Conduct that every player must sign before they can participate in any intramural sport to ensure that our intramural sports community is respectful, valued welcoming to everyone. In addition, we will seek student input and work to reshape offerings and expand beyond offering only traditional intramural sports; this should help ensure we are creating an inclusive environment for more members in our university community. (05/11/2020)</p>

<p>Native American Center- Inclusion - Students, faculty, staff, and community will develop a sense of belonging and connectedness at the Native American Center. Goal Status: Active Goal Type: Operational Goal, not related to student learning Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. Assessment Year: AY19-20</p>	<p>Strategic - Activity or Event - Use of Native American Center by students, staff, faculty, and community for various activities and events will be increased by 2% per academic year. Usage will be measured by access list sign-in sheets and registration at events/activities. Benchmark: Use of Native American Center by students, staff, faculty, and community will be increased by 2% per academic year. Related Documents: NA Center - Pre-Post Assessment Sample Questions.docx</p>	<p>Finding Reporting Year: 2019-2020 Goal met: Yes In fall 2019, the number of students using the Native American Center in the after-hours period were 25, up from 19 in the previous fall semester. Increase number of students, faculty, staff, alumni, and community members' usage of the Native American Center. From Fall, 2018 to Fall, 2019 the usage of the Native American Center decreased slightly from 224 to 221. There was a decrease in enrollment as well from 195 in Fall, 2018 to 177 in Fall, 2019, in Native American enrolled students. (05/12/2020)</p>	<p>Use of Result: Based on usage results and to obtain higher results in 2019-2020, in fall 2019 we will offer additional cultural learning opportunities for campus and community members, to include sacred medicines, cultural etiquette correct ways of communication, cultural sensitivity training. Throughout 2019-2020, we will also create more resources/opportunities for students to target and assist students in improving educational experiences on campus, including expansion of resource offerings, internship solicitation, and increase knowledge of financial aid resources. Lastly, we will advertise to increase usage by using social media to communicate inclusion and welcome to campus and</p>
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community. (05/12/2020)

Native American Center - Cultural Awareness - Through Professional Development events at the Native American Center, community health nursing students and faculty will, with appropriate etiquette and communication skills, be able to utilize the sacred medicines of the local Sault Ste. Marie Tribe of Chippewa Indians with members of the Native American and First Nations communities.
Goal Status: Active
Goal Type: Operational Goal, not related to student learning
Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect.
Assessment Year: AY17-18

Strategic - Activity or Event - Interactive Professional Development sessions with students and faculty will be offered. A pre- and post-assessment will measure knowledge changes of Native American medicines, cultural etiquette, and appropriate communications with various tribal populations about their health.

Finding Reporting Year: 2019-2020
Goal met: Yes
 In the pre-assessment of 20 students, 95% of students were not aware of sacred medicines and how they are used, or appropriate cultural ways, etiquette, and communication with the local Native American tribes and First Nations. In the post-assessment, this knowledge and ability increased for 100% of participants. (05/12/2020)

Use of Result: To further improve the cultural knowledge of sacred medicines, etiquette, and communication of local tribes and First Nations across campus, the Native American Center will initiate class discussions in health and culture-related campus courses. Through these in-class discussions, more students and staff participants on our campus will increase their ability to appropriately utilize cultural knowledge on sacred medicines with proper etiquette and ways of communication. (05/12/2020)

Student Engagement Center (SEC) - Students attending events in the SEC will acquire practical skills to apply in the event-targeted topic area.
Goal Status: Active
Assessment Year: AY19-20

Spring 2020 Event Pre- and Post-surveys. 100% of attending students will report that they acquired better skills or created an end-product as directed at the event.

Finding Reporting Year: 2019-2020
Goal met: Yes
 Student survey respondents reported from the following two events:
 1. Take Down Test Anxiety event - 100% of respondents reported that they acquired practical test anxiety reducing skills.
 2. Roses and Resumes - 100% of respondents reported that they had improved their resume by the end of this event. (06/26/2020)

Use of Result: The 'N' response rate for the pre- and post-surveys was very low, for two reasons:
 1) events attendance in Spring semester was low in early scheduled events, and non-existent for late semester events when attendance would normally be higher as students prepared for the end of semester finals, etc. (due to the COVID-19 response restrictions).
 2) Many students did not have the app through which the surveys were conducted, so we will push during orientation, Laker Week,

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Fall 2019 Campus Life Events
Benchmark: 100% of students attending Campus Life Events in the Student Engagement Center (SEC) will acquire practical skills to apply in the event-targeted topic area.

Finding Reporting Year: 2019-2020
Goal met: No
 Anything is Popsicle Event - time management workshop: Post-event verbally reported results indicated overall acquisition by students of better time management strategies.
 Career Fair Crash Course: Post-event verbally reported results indicated overall acquisition by students of effective job seeking strategies.
 DIY Exfoliants Event: 100% of students attending this stress-reduction event produced personalized lip scrubs and face scrubs with "calming" natural ingredients.
 Dietary Wellness Workshop: 100% of students attending this healthy eating awareness event practiced making healthy microwave meals and were able to verbally repeat / explain the importance of eating well and how to do that successfully on a tight budget.
 Easy Peesy Eggs and Cheesy Event: 100% of students attending this healthy eating awareness event practiced making healthy, protein-packed breakfast wraps and quick healthy lunches, and were able to verbally repeat / explain the importance of eating well and how to do that successfully on a tight budget.

(06/26/2020)

and the first three weeks of classes to make sure that students download and start using it during the first few weeks of school. (06/26/2020)

Use of Result: The events that had specific end-products and practice activities were easier to assess than those that relied on post-event verbally reported results. In spring 2020, all SEC events will utilize an easily downloadable app to pre- and post-survey students. This will enable us to better determine if the event learning outcome was achieved, and at what level. (06/26/2020)