

University Assessment Committee Annual Report: AY 2020

Contents:

2020 Report Summary	2
ILO Student Worker Assessment Summary.....	5
ILO Athletics Assessment Summary	7
ILO Capstone Courses Assessment Summary.....	8
Cocurricular Assessment Summary.....	9
Academic Services	9
Student Affairs.....	13

Due to COVID-19, Institutional Learning Outcome assessment data was delayed in spring 2020. In consequence, this committee's report was also delayed until the evaluations could be completed.

University Assessment Committee

Annual Report 2019-2020

September, 2020

The University Assessment Committee met monthly in spring and summer 2020 (with the exception of April, due to COVID-19).

Assessment evaluations completed by the Committee in spring 2020 (*Addresses Strategic Plan Strategy 1.1.6.*):

- ILO Assessment with Student Worker Evaluation Forms
- ILO Assessment with Student Athlete Forms
- ILO Assessment in Academics: capstone courses
- Assessment in Co-Curricular Areas: Student Affairs and Academic Services

For the academic year 2020, the University Assessment Committee also achieved the following:

- Creation and piloting of a new fillable form for Student Worker Evaluations, focused on assessment of Institutional Learning Outcomes (ILOs). Piloted in the Library, the Academic Success Center, and Business Operations.
- Creation and piloting of a new fillable form for Student Athletes, focused on assessment of Institutional Learning Outcomes (ILOs).
- Deployment and subsequent data evaluation of two “Assessment Perception” surveys to evaluate campus-wide understanding of, and attitudes toward, assessment on campus (one survey to faculty and one survey to administrators and staff).

Addresses Strategic Plan Strategy 1.1.6.

Based on its evaluation of assessment data, the University Assessment Committee makes the following recommendations:

- I. Student Worker Assessments for ILOs:
 - a. Student Worker Evaluations (revised per committee feedback in 2020) should be adopted for use to conduct ILO assessments in every department that employs student workers in 2020-2021.
 - b. Each department employing student workers needs to set its own internal “target” for achievement (e.g., 80% of students will be able to)

- c. A whole-campus target of 75% (“very good” or above) should be set for student worker achievement on each ILO. The *average* of all ILO scores across campus should reach this mark in 2021.
- d. Business Operations and other professional office setting areas should consider: ,
 - i. Providing additional support resources (writing guides, websites, etc.) for students who appear to have marginal skills in communication. (ILO 1)
 - ii. Providing “practice” scenario training for email and phone etiquette, etc.
 - iii. Providing a tool such as a flowchart to help guide students through a logical decision-making process to determine prioritization of tasks.
 - iv. Continuing to include students in the planning and decision making process.
- e. Student Service areas should consider:
 - i. Setting its target criteria higher than 75% (“very good” or above) for 2020-2021 in the Academic Success Center, due to the nature of the work.
 - ii. Continuing orientations with training that focuses on achievement of the four ILOs.
 - iii. Providing additional training and practice opportunities for improvement of communication skill sets. (ILO 1)
 - iv. Using additional case study scenarios that build up problem solving skills related to the job. (ILO 2)
 - v. Continuing to solicit students’ input about how to improve services. (ILO 4)
- f. The University Assessment Committee should share its findings and recommendations with:
 - vi. General Education Committee and its sub-committees
 - vii. Department Supervisors
 - viii. Deans
 - ix. Chairs
 - x. Student Affairs
 - xi. SMT (through Lynn Gillette, Provost)

Distribution of information will frame the document and data as “informative” rather than requisite, and “available for use in departmental meetings or discussions if appropriate.”

- II. The athletic department is commended for its comprehensive assessment of ILOs, despite the constraints imposed by COVID-19. That department is advised to:
 - a. Break down its ILO assessment data in 2020-2021 by grade level, program enrollment, and scholarship status.
 - b. Comparison of those data elements should be used to evaluate student achievement and performance by group, especially comparing senior data to

underclassmen data to determine growth and development over time at the University.

III. For ILO Assessment in capstone courses, the Committee recommends:

- a. Splitting ILO 4 into two separate outcomes; specifically, separate the assessment of (a) professional ethics, and (b) intercultural competence
- b. Collaboration between the University Assessment Committee and the General Education Committee for ILO assessment
- c. Annual review by the Committee of ILO assessment data gathered in capstone courses, at both the individual course level and at the aggregated whole-campus level
- d. Annual review by the Committee of correlated course level grades with the ILO assessment data reported in individual classes
- e. Completion of capstone course ILO assessments pushed by (1) Chairs, (2) Deans, and (3) the office of the Vice-Provost for Accreditation and Assessment through an assessment email account.

IV. For assessment in cocurricular areas, the Committee recommends:

- a. Cocurricular areas continue to assess with (1) unit-specific learning outcomes; (2) data reporting in *Nuventive*TM.
- b. The Vice-Provost for Accreditation and Assessment should continue working with cocurricular areas to train and educate the staff on weak areas, such as:
 - i. setting appropriate assessment targets/benchmarks,
 - ii. ensuring outcome statements are measurable and well-aligned with the method of assessment, and
 - iii. including definitions of terms on pre- post-test instruments to ensure students understand what is being asked.

V. Campus-Wide Surveys for “Assessment Perceptions” on campus

The Committee recommends that both administrative and academic departments:

- a. continue developing and improving their assessment practices;
- b. strengthen focus on making data-driven decisions in all areas, including professional practices within the departments;
- c. improve the Assessment webpage, and include two new elements there:
 - i. a “schedule” of assessment processes taking place across campus
 - ii. transparent posting of information relating the ways in which departments are using assessment to make data-driven decisions.
- d. Explore alternative software products to *Nuventive*TM that may address issues with data entry and processing, ease of use

VI. Additional recommendation from the committee:

It is further recommended that the University Assessment Committee develop a program through which it can give recognition to those who are engaging in highly effective assessment.

ILO Assessment 2020

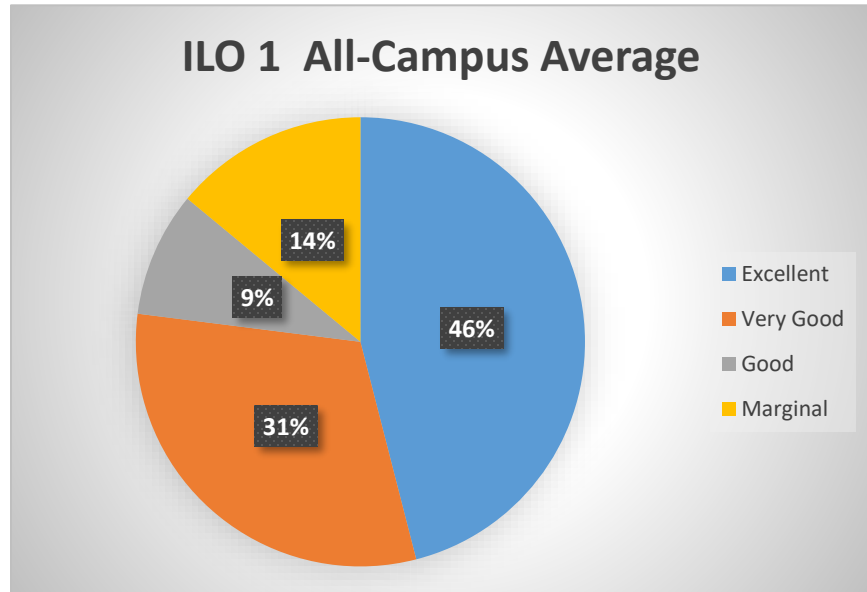
All-Campus: Student Workers

5

ILO 1 - Formal Communication

Students will develop and clearly express complex ideas in written and oral presentations.

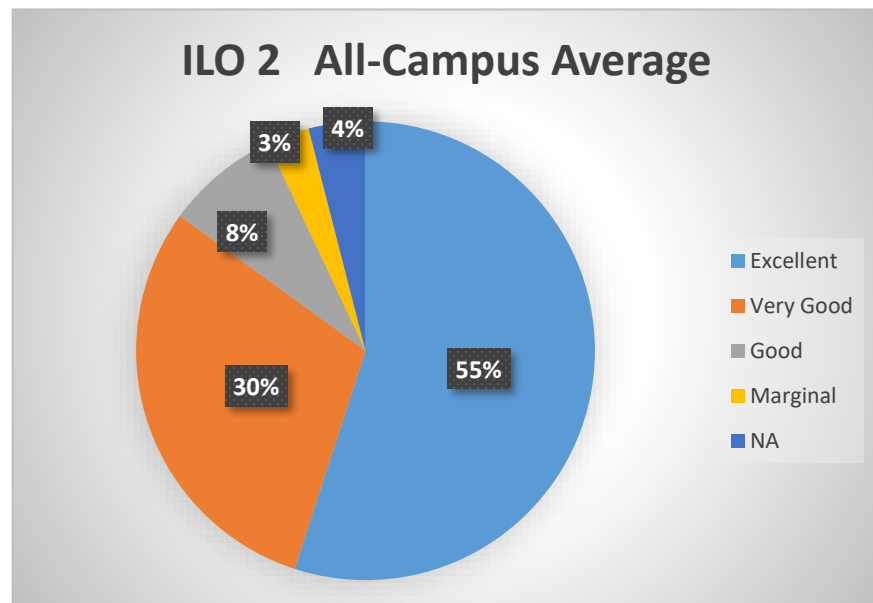
	<u>All-campus</u>
	<u>avg.</u>
Excellent	46%
Very Good	31%
Good	9%
Marginal	14%
Unsatisfactory	
NA	



ILO 2 - Use of Evidence

Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.

	<u>All-campus</u>
	<u>avg.</u>
Excellent	55%
Very Good	30%
Good	8%
Marginal	3%
NA	4%



ILO Assessment 2020

All-Campus: Student Workers

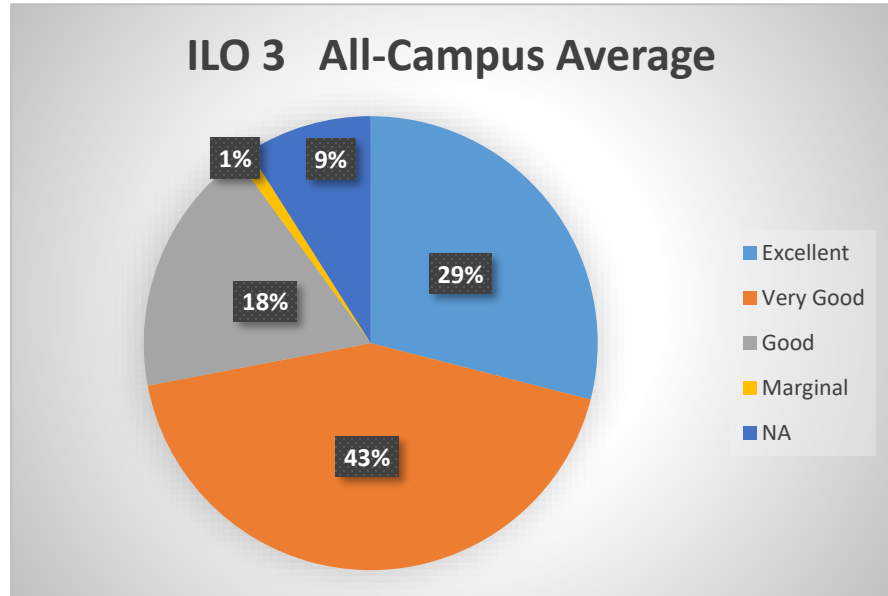
6

ILO 3 - Analysis and Synthesis

Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.

All-campus

	<u>avg.</u>
Excellent	29%
Very Good	43%
Good	18%
Marginal	1%
NA	9%

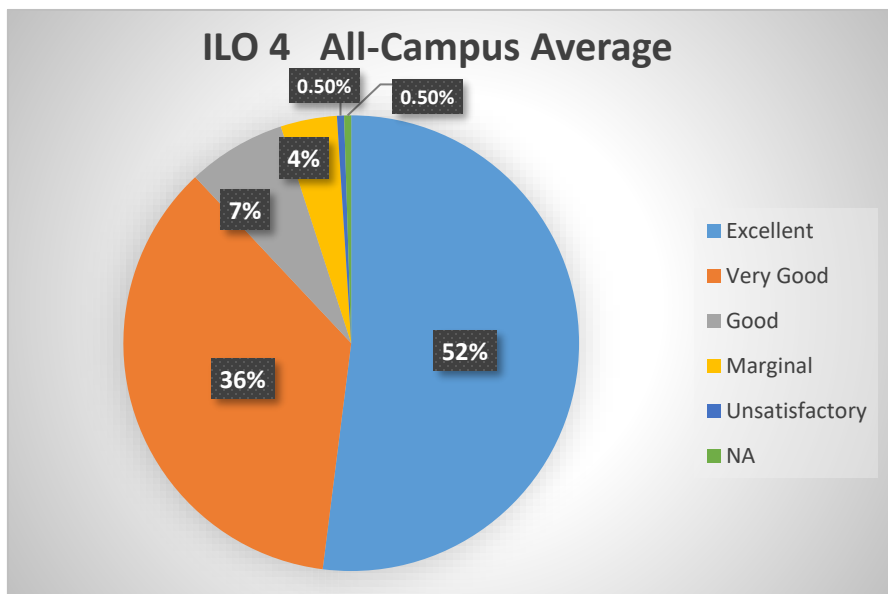


ILO 4 - Professional Responsibility

Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

All-campus

	<u>avg.</u>
Excellent	52%
Very Good	36%
Good	7%
Marginal	4%
Unsatisfactory	0.50%
NA	0.50%



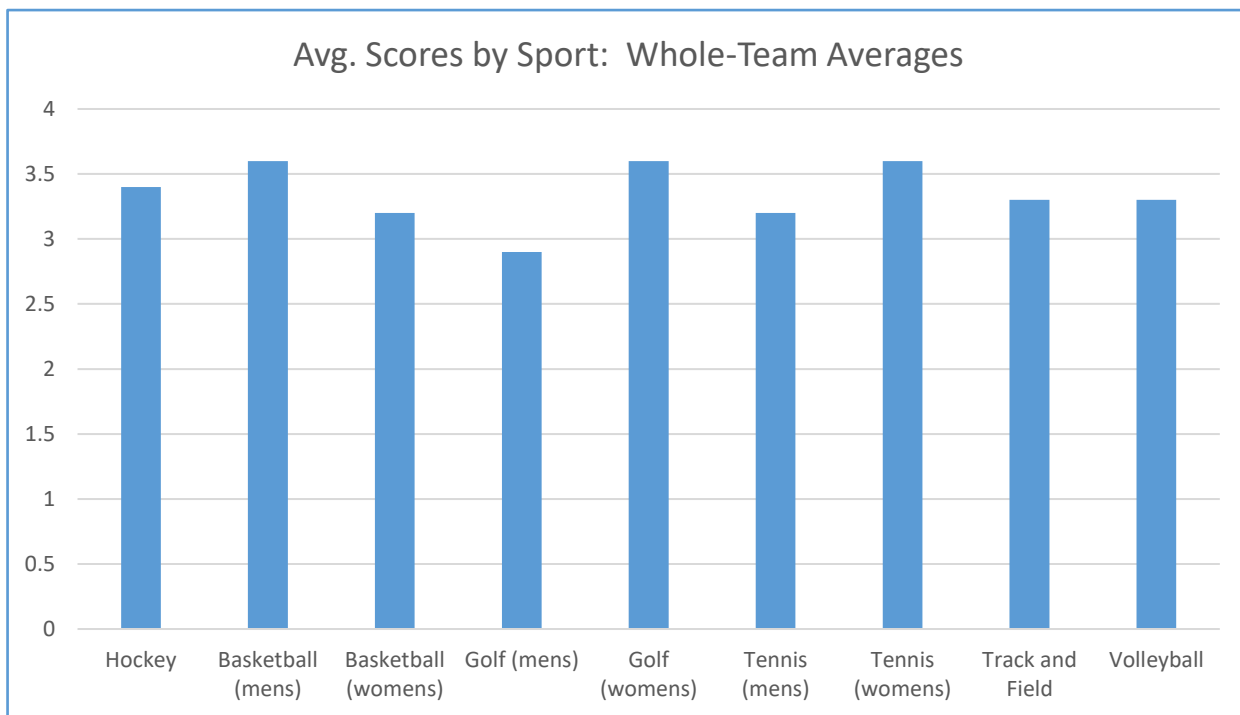
**ILO 4 Assessment
2019-2020
Athletics**

7

ILO 4 - Professional Responsibility

Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

<i>Average Scores by Sport: Whole-Team Averages</i>								
<i>Hockey</i>	<i>Basketball I (mens)</i>	<i>Basketball I (womens)</i>	<i>Golf (mens)</i>	<i>Golf (womens)</i>	<i>Tennis (mens)</i>	<i>Tennis (womens)</i>	<i>Track and Field</i>	<i>Volleyball</i>
3.4	3.6	3.2	2.9	3.6	3.2	3.6	3.3	3.3



Average ILO-4 assessment score for all athletic teams = 3.34

ILO Campus-Wide Assessment Averages 2019-2020 Capstone Courses

8

Institutional Learning Outcomes:

ILO 1 - Formal Communication

Students will develop and clearly express complex ideas in written and oral presentations.

ILO 2 - Use of Evidence

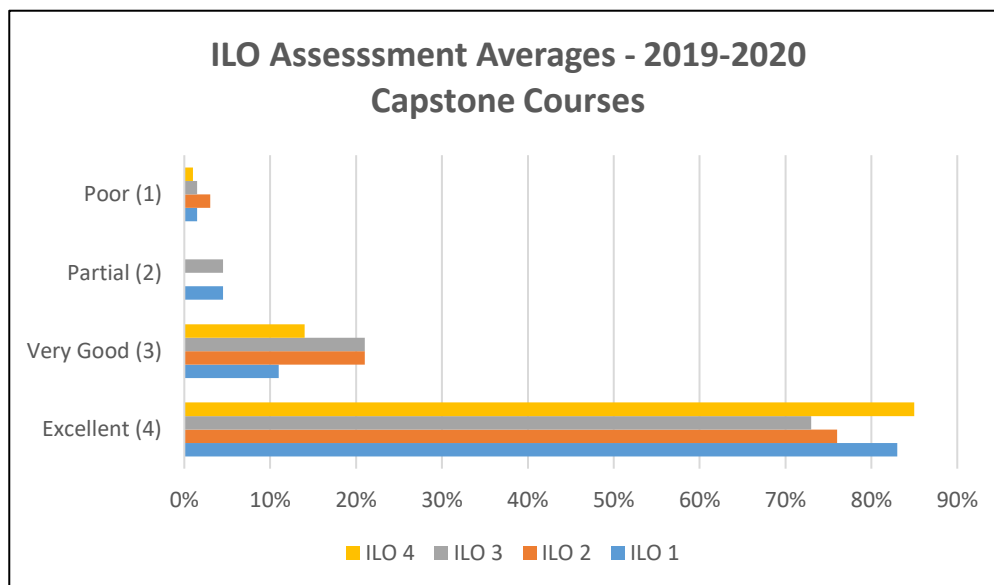
Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.

ILO 3 - Analysis and Synthesis

Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.

ILO 4 - Professional Responsibility

Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.



	Excellent (4)	Very Good (3)	Partial (2)	Poor (1)
ILO 1	83%	11%	4.50%	1.50%
ILO 2	76%	21%		3%
ILO 3	73%	21%	4.50%	1.50%
ILO 4	85%	14%		1%

Assessment: Planning Unit Four Column

LSSU Planning Unit: Academic Affairs (Academic Services)

Program Notes: Academic Affairs Operations includes areas such as Academic Success, Career Services, Grants & Contracts, Library, Academic Records, Regional Centers and IT-Technology Services. Individuals from these areas are represented on the Provost Council.

Assessment Contact: Marc Boucher; (906)635-2404; marc.boucher@lssu.edu

Mission Statement: Library:

The LSSU Library empowers the campus and community by providing quality personalized information and educational services and creates an active learning environment that embraces the sifting and winnowing of ideas in order to provide for lifelong learning.

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
Academic Success Center - academic improvement - After utilizing tutoring services, students will improve their course grade by at least one level. Goal Status: Active Assessment Year: AY19-20	Student survey Benchmark: 100% of tutored students will raise their course grade by at least one level.	Finding Reporting Year: 2019-2020 Goal met: No Due to COVID-19 restrictions, spring 2020 tutoring was all conducted online, resulting in a lower response rate to our end-of-year assessment survey. Respondents for spring 2020 - N = 12 67% of tutees increased their course grade by 2 levels. 8% of tutees increased their course grade by 1 level. 17% of tutees maintained the same course grade. (05/12/2020)	Use of Result: To improve student performance after tutoring, in 2020-2021 we will try to provide subject specific tutor training (i.e. one training for math, one for history, etc), and also develop a training session for all tutors focused on how to provide quality tutoring in an online format. (05/12/2020)
Academic Success Center - utilization of services - Annually increasing numbers of students will successfully schedule and keep tutoring appointments. Goal Status: Active Assessment Year: AY19-20	Tracking usage and number of students served through appointment scheduling software. Benchmark: Each year, the number of students served in the Academic Success Center will increase by at least 2%.	Finding Reporting Year: 2019-2020 Goal met: No Total # of students who used ASC services in Fall 2019 = 273 Total # of students who used ASC services in Spring 2020 = 146 (05/12/2020)	Use of Result: We fell short on this goal, at least in part due to the COVID-19 crisis, and moving all services online very quickly. While tutoring appointments maintained for the most part, visits to the Math & Writing Centers were much lower. To improve attendance, we will try in 2020-2021 to increase

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			<p>promotion of the ASC on both social media and the LSSU student app.</p> <p>To improve attendance, we will try in 2020-2021 to strengthen our partnership with Campus Life and increase our presence in other areas on campus. (05/12/2020)</p>
<p>Accessibility Services - Self-Advocacy</p> <p>- Students will be able to self-advocate for their accommodation needs.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>100% of students working with the Accessibility Services Office will demonstrate self-advocacy to explain and obtain the accommodations needed in their classes.</p> <p>Procedures:</p> <p>Students will present their accommodation letters to their faculty instructors, and personally set up acceptable and appropriate accommodation procedures with those faculty members.</p> <p>A students' self-reporting survey will be used to assess this outcome with Likert-scale rating of the following statement: "My instructors understood my accommodations."</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>While a majority of students reported "Strongly agree" with the statement that "My instructors understood my accommodations," 21% reported only "Agree."</p> <p>(06/09/2020)</p>	<p>Use of Result: In 2020-21, these results will be used to support further expansion of additional training opportunities to professors in order to improve their understanding of student accommodations and inclusivity. Providing faculty training at events like New Faculty Orientations, the Center for Engaged Teaching and Learning (CETAL), and the Early Career Faculty Learning Community, will ensure that faculty are informed enough about accessibility needs and options to respond appropriately when students self-advocate for their own accommodation needs.</p> <p>(05/21/2020)</p>
<p>Career Services - using resources</p> <p>Students will access and use online career services resources to conduct successful job and internship searches.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>At least 200 students annually will access and use resources through their College Central Network account.</p> <p>Benchmark: 200+ students annually</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>244 students and 17 alumni have activated and used their College Central Network account during the 2019-2020 academic year. (05/06/2020)</p>	<p>Use of Result: To increase the number of students who activate a College Central Network account in the 2020-2021 academic year, Career Services will hold weekly drop-in workshops, in person or virtually as Covid-19 conditions allow, to assist students with the process. (05/06/2020)</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Career Services - employment documents - Students requesting resume, cover letter and portfolio assistance will produce professional, employer-ready documents.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>Creation of professional, employer-ready documents, such as one or more of the following: resume, cover letter, portfolio.</p> <p>Benchmark: 100% of students requesting assistance.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>52 students submitted resumes and cover letters to the Career Services Coordinator for review during the 2019-2020 academic year. (05/06/2020)</p>	<p>Use of Result: To increase the number of students who submit appropriately formatted resumes in the 2020-2021 academic year, Career Services will hold 2 weekly drop-in, or virtual as Covid-19 conditions allow, resume, cover letter and portfolio writing workshops around campus. (05/06/2020)</p>
<p>Testing Services - After utilizing Testing Services, students will be able to make and keep appointments effectively as well as manage their schedule in order to ensure appointments don't run over into scheduled class time.</p> <p>Goal Status: Active</p> <p>Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p> <p>Assessment Year: AY19-20</p>	<p>Quantitative data collected from scheduled appointments</p> <p>Benchmark: 100% of students scheduling appointments with Testing Services will successfully make and complete their Testing Services appointments without running over into class time.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: No</p> <p>610 students made testing appointments in Academic Year 2019-20.</p> <p>Only 24 of those 610 students were later were classified as no shows for a class.</p> <p>96% of the 610 students successfully made and completed their Testing Services appointments without running over into class time.</p> <p>Total number of testing appointments for these 610 students: 1,716 appointments for Academic Year 2019-20. (05/06/2020)</p>	<p>Use of Result: To improve the experience for students, we will try in 2020-2021 to make the registration process more straightforward and clearer to understand with a more user friendly experience. this should further reduce the number of students whose testing appointments ran over into class time. (05/06/2020)</p>
<p>Information Literacy Instruction - Students will demonstrate the following information literacy skills: appropriate citation style format and layout; locating relevant research sources; and ethical use of information.</p> <p>Goal Status: Active</p> <p>Goal Type: Student Learning</p> <p>Start Date: 07/01/2018</p> <p>Assessment Year: AY18-19</p>	<p>Strategic - Student Learning - A survey will be developed and distributed to all faculty that participated in the library's information literacy instruction program. Using the final project/paper, faculty will gauge student's attainment of proficiency in the identified skills.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>Per assessment survey, all 11 faculty respondees indicated that the library instruction sessions met the learning needs of their students: 10 of the 11 perceived their students performed higher regarding appropriate selection of research materials; 10 of the 11 perceived their students performed higher regarding ethical use of information; 7 of the 11 indicated their students performed higher regarding appropriate citation format and layout. (06/17/2020)</p>	<p>Use of Result: Based on the assessment results, we will continue our instructional methods for covering research material selection and ethical use of information (though always look for ways to improve), and that we need to work on spending more time and more effectively cover appropriate citation format and layout. (06/17/2020)</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
-----------------	---------------------------------------------	---------------------------	-----------------------

Budget Request: 0

Finding Reporting Year: 2018-2019

Goal met: No

Will be implemented in FY 19 and every following semester.
(12/14/2018)

Use of Result: Survey results will be collected the final week of classes, analyzed the following week and reference librarians will review the data to address gaps in student learning. Revisions to the curriculum will be made to address these gaps in the following semester. (08/13/2018)

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>
Health Services - Antibiotic Awareness - Students will be able to explain the appropriate use of antibiotics, and when antibiotics should not be used. Goal Status: Active Assessment Year: AY19-20	Post-medical appointment questionnaire Benchmark: 80% or respondents will be able to accurately repeat all of the information or instructions they received about antibiotic use. 20% of respondents will be able to repeat most of the information or instructions they received about antibiotic use.	Finding Reporting Year: 2019-2020 Goal met: Yes 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)	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)
Counselling Services - Improve academic performance through counselling interventions - Students will report counselling visits as a having a positive impact on their academic performance. Goal Status: Active Assessment Year: AY18-19, AY19-20	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. In a self-report post-visit survey, students will report the level of impact counselling had on their academic performance. Benchmark: 80% of counseled students will report improvement in their academic performance after applying interventions recommended through counselling.	Finding Reporting Year: 2019-2020 Goal met: No 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: 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)	Use of Result: In 2020-2021, we can: 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.

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			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>

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		<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) 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 thorough 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>

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			<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 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>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>greater appreciation for equity, diversity, and inclusiveness.</p> <p>Goal Status: Active</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect.</p> <p>Assessment Year: AY19-20</p>	<p>appreciation for equity, diversity, and inclusiveness.</p>	<p>and inclusiveness.</p> <p>26% Strongly Agree</p> <p>26% Agree</p> <p>38% Somewhat Agree</p> <p>2.5% Disagree</p> <p>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.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect.</p> <p>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.</p> <p>Usage will be measured by access list sign-in sheets and registration at events/activities.</p> <p>Benchmark: Use of Native American Center by students, staff, faculty, and community will be increased by 2% per academic year.</p> <p>Related Documents:</p> <p>NA Center - Pre-Post Assessment Sample Questions.docx</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>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>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>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.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect.</p> <p>Assessment Year: AY17-18</p>	<p>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.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>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)</p>	<p>community. (05/12/2020)</p> <p>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)</p>
<p>Student Engagement Center (SEC) - Students attending events in the SEC will acquire practical skills to apply in the event-targeted topic area.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY19-20</p>	<p>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.</p>	<p>Finding Reporting Year: 2019-2020</p> <p>Goal met: Yes</p> <p>Student survey respondents reported from the following two events:</p> <ol style="list-style-type: none"> 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) 	<p>Use of Result: The 'N' response rate for the pre- and post-surveys was very low, for two reasons:</p> <ol style="list-style-type: none"> 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,

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>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.</p>	<p>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.</p> <p>(06/26/2020)</p>	<p>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)</p> <p>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)</p>