University Assessment Committee

Annual Report 2021-2022

September, 2022

The University Assessment Committee met monthly in spring and summer 2022.

Institutional Learning Outcomes (ILOs) are assessed annually to address LSSU's Strategic Plan Goal 1.1.6. through review and evaluation of:

- Student Worker Evaluation Forms
- Student Athlete Evaluation Forms
- Academic capstone courses
- Co-Curricular Assessments in Student Affairs and Academic Services

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™*.

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*™ 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.