

LAKE SUPERIOR STATE UNIVERSITY

2019-2023

5-YEAR REVIEW:  
ACADEMIC AFFAIRS

## FY 2023 Operational Unit 5-Year Review

**Due by 4:00pm, February 15, 2024**

Five-Year Assessment Reviews are required for all operational and academic units of the University. The five years under review for this report are FY2019 through FY2023. The due date for the 5-Year Operational (Departmental) Unit Review is April 15, 2024. This comprehensive review provides a record of the processes employed by your unit to evaluate functions, services provided, and progress toward achieving assigned Strategic Plan goals. If you have submitted your Annual Assessment Review forms each year since 2021, they are intended to be used as supporting documents for this 5-Year Review. Please use that information (or any other data and information you may have) to complete the sections in this 5-Year Review reporting form to explain your department's continuous improvement planning and Strategic Plan goal achievements over the past 5 years (FY2019-FY2023).

Program Review is required to fulfill the Higher Learning Commission's (HLC) conditions of accreditation for our institution. An Operational Unit may complete a single 5-Year Review Form if it has multiple subunits that are closely interrelated, but for autonomous units you will need to complete separate forms for each unit (e.g., Human Resources could conduct a single review for several of its HR-specific subunits, but will need to complete a separate review for a stand-alone subunit, such as Public Safety).

Reporting Years:	FY 2019 – FY 2023
Unit Name:	Academic Affairs
Unit Contact:	Sausha Tews
Unit Mission (if applicable):	NA
This operational unit was assigned the following Strategic Plan Goals, and achieved some measurable progress toward meeting those goals.	<p><i>List all strategic plan goals this department has worked on over the past 5 years.</i></p> <p>1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.6, 1.2.7, 1.3, 1.3.1, 1.3.2, 1.3.4, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 2.1.5, 2.2.1, 2.4.1, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.2, 3.4.7, 4.1.3, 4.3.1, 4.3.2, 4.3.3, 4.4.4, 4.4.5, 4.4.6, 4.5.3, 4.5.6, 5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.6, 5.4.1, and 5.4.2</p> <p><b>NOTE:</b> The examples set out below are merely a sampling of the many growth and improvement focused activities Academic Affairs has sponsored, initiated, or participated in over the past 5 years.</p>

### Part 1

In the left column, please copy/paste each of your unit's Strategic Plan goals (in numerical order) into individual text boxes. In the right column textbox next to the assigned goal, fill out the information connected to the goal to the right.

You may add/delete rows as needed to adjust for the number of Strategic Plan goals assigned to your Unit.

Strategic Plan Goal (list only one in each textbox in numerical order).	Strategic Plan Goal Progress: <i>briefly</i> describe the progress made thus far in achieving the goal listed to the left.
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<p>1.1.2 Add new academic programs and delivery methods for certificates, associates, and baccalaureate degrees that meet student and market needs for traditional and nontraditional students in the LSSU broader service region.</p>	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through Deans’ Council.</p> <ol style="list-style-type: none"> <li>1. Bachelors of Science in Data Science (New)</li> <li>2. Bachelors of Science in Mechatronics (New)</li> <li>3. Bachelors of Science in Emergency Management (New)</li> <li>4. Bachelors of Science in Nursing, Post RN Licensure Completion Program (New)</li> <li>5. Certificate in Cannabis Production (New)</li> <li>6. Bachelors of Science in Teacher Education with Grade Band Birth-K Concentration (Revised)</li> <li>7. Bachelors of Science in Teacher Education with Grade Band PK-3 Concentration (Revised)</li> <li>8. Bachelors of Science in Teacher Education with Grade Band 3-6 Concentration (Revised)</li> <li>9. Master of Business Administration (New, pending HLC approval)</li> <li>10. Bachelor of Science in Teacher Education Math Secondary Grades 7-12 (New)</li> <li>11. Bachelor of Science in Teacher Education Math Secondary Grades 5-9 (New)</li> <li>12. Bachelor of Science in English Language Arts Teaching Grades 5-12 (New)</li> <li>13. Certificate in Space Mission and Operations (New)</li> <li>14. Certificate in Microscopy and Microanalysis (New)</li> <li>15. Certificate in Rural Nurse Residency (New)</li> <li>16. Certificate in Business Fundamentals (New)</li> <li>17. Certificate in Business Entrepreneurship (New)</li> </ol>
<p>Goal 1.3 Increase first-year student retention to 75%, and increase the percentage of entering students who complete an associate or bachelor’s degree by 10%.</p>	<p>First year retention rates in 2022-2023 decreased by 5% from the previous year. Goal progress assessment is conducted annually through the Provost’s Office, SMT, and the Retention Leadership Committee. The first year retention rate for 2022-2023 is 68%, as reported to IPEDS. Academic Affairs focused in FY2023 on strengthening our support services to increase retention, as explained in greater detail under goal 1.3.1.</p> <p>This goal is 75% achieved. Improvements and expansions for academic support services will continue, with data collected annually on all support services; those data will inform ongoing improvements to services.</p>
<p>Goal 1.3.1 Increase support and services for students who are first-generation, Pell Grant-eligible, veterans, or enter needing developmental coursework.</p>	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and in Academic Services and Title III Team meetings.</p> <ol style="list-style-type: none"> <li>1. Established a new Retention Implementation Team and new Retention Leadership Committee to coordinate retention efforts under the Title III grant.</li> <li>2. Implemented the new Student Support Advisor program under the Title III grant to provide one-on-one advising for first-generation and other at-risk students.</li> <li>3. Established a new “Undergraduate Research Coordinator” (supplemental faculty) to expand LSSU’s undergraduate research opportunities and to help freshman and sophomore students make connections sooner within their own major fields of study.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Expanded tutoring services to support students with a professional writing tutor, increased coverage of difficult courses by student tutors and Supplemental Instruction, and added 24/7 online tutoring through Smarthinking professional tutoring services. The Title III grant funded Student Support Advisor program.</li> <li>5. Working through the Title III grant funded “Undergraduate Research Coordinator” (supplemental faculty) position to continue expanding LSSU’s undergraduate research opportunities, which help freshman and sophomore students make connections sooner within their own major fields of study.</li> <li>6. Continuing to develop expanded tutoring services to support students with a professional writing tutor, increased coverage of difficult courses by student tutors and Supplemental Instruction, and changing over to a new and more effective platform for 24/7 online professional tutoring services (Brainfuse).</li> </ol>
1.1.6 Enhance a culture of cyclical and systematic assessment to drive continuous improvement and innovation in curricular, co-curricular, and extracurricular programs and services.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office, Deans’ Council, and the University Assessment Committee.</p> <ol style="list-style-type: none"> <li>1. The University Assessment Committee meets in late spring and over the summer to review the data for the previous year’s assessments of Institutional Learning Outcomes. Those outcomes are assessed each year in senior-level capstone courses, through student worker evaluations across the university, and through annual student athlete evaluations performed by the athletic coaches. Results in all areas indicated that LSSU students are performing well overall in each area.</li> <li>2. Annual assessment updates are completed by all operational units, and by all academic programs as well. These annual assessment update reports are structured to collect and record data and actions within operational units and academic programs on forms that feed directly into the 5-Year Program Reviews required by the Higher Learning Commission. Annual update reporting has greatly streamlined and simplified the previously onerous 5-Year Program Review cycle. This is a powerful example that illustrates how the culture of assessment has matured at LSSU over the past five years, and how assessment can be used systematically to drive continuous improvement and innovation at the University.</li> </ol>
1.4 Provide faculty and staff with support and professional development to strengthen an innovative, world-class learning and development environment that enables success, drives social mobility, and develops students into professionally prepared graduates.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, we provided the following professional development opportunities:</p> <ol style="list-style-type: none"> <li>1. Faculty were trained to use the new LightBoard in the Library to create highly engaging “personalized” tutorials for their students.</li> <li>2. The Center for Engaged Teaching and Learning (CETAL) collaborates with NMU and MTU to organize the Upper Peninsula Teaching and Learning Conference each year; LSSU faculty are encouraged to present and attend.</li> </ol>

	<ol style="list-style-type: none"> <li>Hosted by CETAL, two faculty-led professional development groups met throughout the year, including Faculty Learning Communities and Communities of Practice.</li> <li>The Center for Engaged Teaching and Learning (CETAL) provides faculty-led professional development through “Lunch and Learn” sessions.</li> <li>School of Education faculty participated in a virtual professional development session for Social-Emotional Learning.</li> <li>The Library hosted several faculty-led colloquium events each semester.</li> <li>Kevin Kapuscinski (CFRE) and Erica Newland (Sponsored Programs) held a 2-day grant writing workshop for Center for Freshwater Research and Education (CFRE) staff and affiliates.</li> <li>LSSU hosts several guest speakers throughout each year to improve faculty knowledge and understanding of contemporary issues within Native American communities and among our Native American students.</li> <li>The annual professional development day hosts a plenary speaker and workshops conducted by that speaker to foster and facilitate scholarly teaching strategies that make both teaching and learning within the classroom more productive.</li> <li>The annual professional development day each year also features sessions throughout the day covering professional development topics ranging from applying high impact practices in teaching, leveraging student organizations as a tool for increasing retention and degree completion, assessing diversity learning outcomes in courses, how to connect with Generation Z students, Mindfulness and self-care, and workplace safety and emergency response training.</li> <li>In 2023-2022, a second half-day of professional development modeled after the fall PD Day was instituted at the start of spring semester.</li> </ol>
1.4.1 Provide professional development to faculty and staff to assist them in keeping current in their respective fields, development of student learning-centered pedagogy, and development in all academic endeavors.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council:</p> <p>The Center for Engaged Teaching and Learning hosted the annual Professional Development Day. For the past two years, the event was an overwhelming success, with attendance topping 80 attendees from faculty, staff, ESP, and administration. Feedback was gathered both on an individual session basis as well as for the entire day.</p>
1.4.3 Increase participation in Scholarship of Teaching and Learning activities and Faculty Learning Communities.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council:</p> <ol style="list-style-type: none"> <li>Faculty Learning Communities and Communities of Practice</li> <li>The Center for Engaged Teaching and Learning led New Faculty Orientation for new faculty and adjunct faculty. The integration of new adjunct faculty in 2023-2024 has helped to create community and broader knowledge across the teaching base.</li> <li>The Center for Engaged Teaching and Learning has created a year-long Community of Practice open to any new faculty or adjunct</li> </ol>

	<p>faculty who have started at LSSU in the last three years. This Community of Practice has been positive received and will help to strengthen community and teaching pedagogy.</p> <p>4. In FY2023, we provided a yearlong faculty learning community (FLC / ELC) for new faculty to familiarize themselves with LSSU teaching expectations and learn about classroom best practices. This FLC also highlighted some of the most recognized Scholarship of Teaching and Learning (SoTL) literature to build a strong foundation for new faculty. Personal SoTL was encouraged and promoted as an important aspect of developing successful teaching practices, as well as professional growth in their field.</p>
2.2.1 Develop, encourage, and support processes that allow continued dialogue and service to diversity, inclusion, and belonging through academic and culture-based activities.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office, Deans’ Council, Native American Center Committee, and Library. Over the past 5 years, we offered the following programs and activities to foster Native American students’ sense of belonging:</p> <ol style="list-style-type: none"> <li>1. An Ojibwe Language course was developed, and was offered in the Fall 2022.</li> <li>2. A Student Support Advisor was hired in the Native American Center. He is also meeting individually with at-risk students.</li> <li>3. The Native American Center hosted Soup Tuesdays throughout the year to communicate support, inclusion, and a sense of being valued among our Native American students, and to foster appreciation for diversity across the larger campus community.</li> <li>4. The Native American Center worked collaboratively with Sodexo food services to host several Native American meals in The Quarterdeck.</li> <li>5. LSSU hosts an annual Annual Orange Short Day on campus to recognize and remember the experiences of those Native American children who were taken from their homes and forced to attend Indian residential schools.</li> <li>6. LSSU celebrates Indigenous People’s Week each year with local NA speakers addressing the significance and meaning of Indigenous People’s Day. This event is typically followed by a Native American dinner in the Quarterdeck for students, faculty, and staff.</li> <li>7. The Native American Center hosts several Native American athletic events on campus each year, including double ball, shinny, snow snake, and lacrosse, which are open to anyone who wants to participate and play.</li> <li>8. LSSU celebrates Native American Heritage Month with multiple events across campus: performances by Native American artists (music, poetry, paintings and other art forms).</li> <li>9. The Library and Academic Services hosts several events and panel discussions with invited guest speakers to inform and educate the campus community about several contemporary Native American issues.</li> <li>10. The Native American Center Committee, Academic Affairs, and the Library hosted a community-wide event in 2022 with</li> </ol>

	<p>speaker James Vukelich, renowned author and creator of the web site “Ojibwe Word of the Day,” who spoke about the Seven Grandfather Teachings.</p> <ol style="list-style-type: none"> <li>11. The Native American Center Committee, Academic Affairs, and the Library hosted a community-wide event in 2022-2023 called “Anishinaabe Star Knowledge” for the campus and the regional community. This event was well attended by K-12 schools, the LSSU community, and the general public.</li> <li>12. The Arts Center hosted the Great Lakes Chamber Orchestra’s performance of Terra Nostra in 2022-2023, that pays homage to our rich Native American culture and the Great Lakes region.</li> <li>13. The Art Center and the Library Art Gallery both host Native American Art Shows each year.</li> <li>14. The Art Center hosted Tomantha Sylvester’s performance of her one-woman play, “Something Else” in 2022-2023, spotlighting the issue of violence against Indigenous women. Ms. Sylvester also conducted playwriting workshops for the community while she was on campus.</li> <li>15. LSSU hosted TEDx talks in 2022-2023 on the subject of Identity. We had Marielle Kraft, an LGBTQIA+ Indie pop musician based in Nashville, held a residency at the Arts Center.</li> <li>16. In the past two years, the Library and Academic Services has hosted a guest presentation by Angeline Boulley, best-selling author from Sugar Island and a member of the Sault Ste. Marie Tribe of Chippewa Indians. The events were both well-attended, and Ms. Boulley discussed her New York Times Best-Seller novel <i>The Firekeeper’s Daughter</i>, and her second novel, <i>Warrior Girl Unearthed</i>. The novels are set in Sault Ste. Marie.</li> </ol>
<p>2.5.1 Augment the prominence of the Native American Center on campus, in the community, and on a regional and national level through broader programmatic offerings.</p>	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office, Deans’ Council, Native American Center Committee, and Library. Over the past 5 years, we offered the following:</p> <ol style="list-style-type: none"> <li>1. Recognition of Native American Heritage Month (November, 2021) <ol style="list-style-type: none"> <li>a. Woodland Sky: Native American Dance Company Woodland Sky visited campus for a residency from October 27-29, 2021 to help launch a series of events to celebrate Native American Heritage Month. The Woodland Sky Dance Company was supported as part of the National Endowment for the Arts Big Read Grant awarded to LSSU. Students attended lectures on regalia, dance fitness sessions, and Native American craft activities during the week. The residency culminated with a storytelling and dance performance on Friday evening for the campus and surrounding community.</li> <li>b. The Arts Center Gallery and Library Gallery: Native American art exhibits were displayed through the month of November — one in the Arts Center and one in the Library’s Art Gallery.</li> <li>c. LSSU Library: the Library Resource Page was created to feature Native American resources of websites, books,</li> </ol> </li> </ol>

	<p>movies, music, and podcasts at the following link: <a href="https://libguides.lssu.edu/nativeamerican">https://libguides.lssu.edu/nativeamerican</a>. This resource will be maintained and updated.</p> <ul style="list-style-type: none"> <li>d. Indigenous Meals: the Quarterdeck served two meals highlighting traditional Native American foods including whitefish, venison, three sister's crop (corn, beans, and squash), and wild rice. Tabletop displays provided descriptions of the foods and informed diners about their historical significance. For example, information was shared to explain how the three sister's crop is planted together to help each other grow: corn provides a stalk for beans to climb, beans fertilize the soil with nitrogen, and the leaves of the large squash help retain the soil moisture and prevent weeds.</li> <li>e. Native American Center Open House: the Native American Center hosted an open house on November 19, 2021 for the campus community to visit the Center to learn about available resources and the mission of the NAC. A hearty soup was prepared for guests.</li> <li>f. Documentary and Discussion: on November 30, 2021, the Library hosted the showing of the documentary, <i>Unspoken: America's Native American Boarding Schools</i> followed by a panel discussion with content experts, including Dr. Veronica Pasfield.</li> </ul> <ul style="list-style-type: none"> <li>2. Snow Snake (Gooniikaa Ginebig): Snow Snake is a traditional Native American Winter game played by Indigenous people living in the northern United States and Canada for centuries. Beginning on February 28, 2022, a Snow Snake track was built across Pleger Commons, and a Snow Snake competition was held on March 3, 2022 for students, staff, and faculty. Staff members from the Bay Mills Boys and Girls Club volunteered their time to assist with the track construction and the competition.</li> <li>3. Angeline Boulley on Campus: on March 2, 2022, LSSU hosted New York Times Best Selling author, Angeline Boulley, for an evening to discuss her acclaimed book, <i>The Firekeepers Daughter</i>. Ms. Boulley is a native of Sugar Island, and a member of the Sault Sainte Marie Tribe of Chippewa Indians.</li> <li>4. Maple Tree Tapping: on April 7, 2022 the NAC invited the campus community to participate in the tapping of maple trees on campus; participants had the opportunity to try the maple sap collected from the trees.</li> <li>5. Lacrosse (baagaadowe): on April 13, 2022 an event was held to explore the game of lacrosse, or baagaadowe, a game developed by Indigenous nations of the Northeast.</li> <li>6. Leslie Belleau on Campus: on April 14, 2022, LSSU hosted award winning poet and author, Lesley Belleau as part of the LSSU Writers Series. Ms. Belleau is an Anishnaabekwe writer, educator, and activist from the Ojibway Nation of Ketegaunseebee (Garden River First Nation), located outside of Bawating in Sault Sainte Marie, Ontario. Ms. Belleau's talk was titled, "Voices Through the Burial</li> </ul>
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	<p>Grounds: Discussing Contemporary Indigenous Women’s Poetics on Turtle Island.”</p> <p>In FY2023, we broadened programmatic offerings as follows:</p> <ol style="list-style-type: none"> <li>1. The Native American Center Committee, Academic Affairs, and the Library hosted a community-wide event with speaker James Vukelich, renowned author and creator of the web site “Ojibwe Word of the Day,” who spoke about the Seven Grandfather Teachings.</li> <li>2. The Native American Center Committee, Academic Affairs, and the Library hosted a community-wide event called “Anishinaabe Star Knowledge” for the campus and the regional community. This event was well attended by K-12 schools, the LSSU community, and the general public.</li> <li>3. The Arts Center hosted the Great Lakes Chamber Orchestra’s performance of Terra Nostra, that pays homage to our rich Native American culture and the Great Lakes region.</li> <li>4. The Art Center and the Library Art Gallery both hosted Native American Art Shows.</li> <li>5. The Art Center hosted Tomantha Sylvester’s performance of her one-woman play, “Something Else,” spotlighting the issue of violence against Indigenous women. Ms. Sylvester also conducted playwriting workshops for the community while she was on campus.</li> </ol>
2.5.2 Increase the number of programmatic offerings and activities in the Native American Center on campus and in the community.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, we offered the following:</p> <ol style="list-style-type: none"> <li>1. After renovating the Native American Center, we hosted an open house where they served traditional chicken and wild rice soup and hominy soup; and talked about the Native American culture.</li> <li>2. The Native American Center hosted Soup Tuesdays throughout the year to communicate support, inclusion, and a sense of being valued among our Native American students, and to foster appreciation for diversity across the larger campus community.</li> <li>3. The Native American Center hosted several Native American athletic events on campus, double ball, shinny, snow snake, and lacrosse, which were open to anyone who wanted to participate and play.</li> <li>4. The Native American Center hosted an open-house for graduating Native American students in May 2023.</li> </ol>
2.5.3 Develop and offer Ojibwe language courses on campus including a program that results in a teaching certificate in education.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Thus far, Ojibwe language courses were launched in Fall 2022.</p>
3.2.1 Increase miscellaneous General Fund revenue (e.g. miscellaneous gifts, interest income, Norris Center revenue, Arts Center revenue, and indirect costs)	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, General Fund revenue was increased through:</p> <ol style="list-style-type: none"> <li>1. Dr. Steve Johnson (Dean of the College of Science and the Environment) and Erica Newland (Office of Sponsored Programs) successfully wrote for a King-Chavez-Parks Visiting</li> </ol>

	<p>Professor Program Grant. The \$9,895 grant will be used to partially fund Dr. Andrew Rankin during the 2021-2022 academic year.</p> <ol style="list-style-type: none"> <li>2. Dr. Steve Johnson (Dean of the College of Science and the Environment) and Erica Newland (Office of Sponsored Programs) successfully wrote for a King-Chavez-Parks Visiting Professor Program Grant. The \$9,994 grant will be used to partially fund Dr. Saraj Bajgain during the 2022-2023 academic year.</li> <li>3. Academic Affairs has received approval from the Michigan Department of Corrections and from HLC to launch a Prison Education Program at Chippewa Correctional Facility in Kinross, Michigan, in fall 2024. Projections by LSSU and the Department of Corrections both indicate this program will grow substantially each year, generating new revenues for the university.</li> </ol>
3.3.2 Enhance the university research function and provide professional development to faculty, staff, and students in using data to make informed decisions.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, University research conducted to obtain data for use in making informed decisions included:</p> <ol style="list-style-type: none"> <li>1. In fulfillment of HLC accreditation requirements, LSSU conducts full Program Reviews in all administrative, academic, curricular, and extracurricular areas on a five-year cycle. Using a template reporting form tailored appropriately to each type of unit, this review process provides ‘big picture’ data to help direct and make informed decisions across the University.</li> <li>2. Academic program faculty across all Schools use Nuventive to track and assess the cultural relevance of courses and curricula. Using the data collected through the Annual Assessment Update reporting process, specific courses are identified and revised each year to increase the breadth and depth of cultural literacy within courses and programs.</li> <li>3. In examining program effectiveness, the Deans have produced and analyzed data generated from within their colleges.</li> </ol>
3.4.2: All units will annually report on plans/costs to automate processes in an effort to increase efficiencies and reduce costs.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, we automated processes and increased efficiency through:</p> <ol style="list-style-type: none"> <li>1. The Registrar’s Office is automated the student graduation process. This action follows the strategic plan initiative 3.4.2: <i>All units will annually report on plans/costs to automate processes in an effort to increase efficiencies and reduce costs.</i> With the new reporting capabilities in My Degree Plan (our online degree audit system) we can now run a process to determine which of our potential graduates have earned their degree. We can then run a job to automatically award the student their degree. This automation allowss our graduates to receive their earned degree status within a few days instead of waiting a few weeks, and saves us over 130 Registrar staff work hours per year (3.25 weeks).</li> </ol>

<p>3.4.7 Maintain good standing with the Higher Learning Commission and appropriate accreditation bodies.</p>	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and SMT. Over the past 5 years, we achieved the following:</p> <ol style="list-style-type: none"> <li>1. One July 11, 2021, the Higher Learning Commission Institutional Actions Council approved the recommendation of the HLC Review Team to continue LSSU’s accreditation in good standing.</li> <li>2. The School of Education completed its accreditation review with the Council for the Accreditation of Education Preparation (CAEP). The CAEP visiting review team gave the School of Education very positive feedback on the progress they had made over two years. The final status report placed the School of Education in good standing through 2025.</li> <li>3. LSSU’s Electrical Engineering Technology and Manufacturing Engineering Technology programs were reviewed in 2022-2023, receiving positive feedback from the ABET accreditation team. Official results will be released in fall 2023. A second ABET (EAC) visit will review our Computer Engineering, Electrical Engineering, and Mechanical Engineering programs in 2023-2024 for ongoing accreditation.</li> <li>4. The annual Institutional Update Report to HLC requires submission of summary financial data, summary Federal Compliance information, summary student data, summary academic program data, and summary operations data. The Vice President of Finance and his staff complete portions of this report, and the Vice Provost for Accreditation and Assessment completes other sections.</li> <li>5. In October 2023 LSSU received a scheduled Focused Visit to evaluate progress on enrollment and budget criteria. The report was good overall, with a second Focused Visit scheduled in fall 2025 for finance and enrollment progress reporting.</li> <li>6. The next HLC full 10-year Comprehensive Review will be in fall 2025. We have begun putting together the team of co-authors who will write the criteria sections of the Assurance Argument for that visit.</li> </ol> <p>In cases where program-specific accrediting agencies require it, Deans and faculty in those programs complete annual reports. The Lukenda School of Business submits bi-annual reports to its accrediting agency, ACBSP. The Chemistry Program submits its annual report to the American Chemical Society.</p> <ol style="list-style-type: none"> <li>1. The School of Engineering and Technology will have a site visit from ABET to evaluate its engineering programs in fall 2024. The Dean, Chair, and school faculty are preparing for that visit.</li> <li>2. The Lukenda School of Business will have a site visit from ACBSP to evaluate its business programs in fall 2024. The Dean, Chair, and school faculty are preparing for that visit.</li> </ol>
<p>4.1 Increase and document community service and partnership activities for LSSU students, faculty, and staff</p>	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, we increased community service opportunities as evidenced in the following examples:</p> <ol style="list-style-type: none"> <li>1. Representatives of Cambium Analytica (Traverse City, MI) came to campus on Wednesday, September 8, 2021, for the naming of the new Cambium Analytica Cannabis Studies Living Learning House.</li> </ol>

	<p>The dedication was part of a \$250,000 donation for undergraduate research in Cannabis Chemistry.</p> <ol style="list-style-type: none"> <li>2. The MSU Planetarium brought a traveling planetarium show to LSSU, titled “Living in Balance: Anishinaabe Star Knowledge” with 220 LSSU students, staff, faculty, and community members attending.</li> <li>3. The Arts center with the support of the Issues and Intellect Fund, hosted the Great Lakes Chamber Orchestra in April 2023 performing Terra Nostra. This event was free general admission and was a packed house.</li> </ol>
4.3.1 Partner with local tribes to promote Native American cultures in Laker Week activities and throughout the academic year.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, we promoted Native American cultures through:</p> <p>See 2.5.1 and 2.5.2.</p>
5.3.2 Increase the number of faculty and students conducting sustainability-related research.	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office and Deans’ Council. Over the past 5 years, sustainability research at LSSU included, as examples:</p> <ol style="list-style-type: none"> <li>1. Mr. Mikael Ranta ('20) and Dr. Kapuscinski published a research article in the Journal of Great Lakes Research titled <i>Winter diets of round whitefish Prosopium cylindraceum in the St. Marys River</i>. This work was the focus of Mr. Ranta’s Senior Thesis, which was supported by CFRE. Mr. Ranta is currently a Master’s Degree candidate at the University of Nebraska at Kearney.</li> <li>2. Raven McKechnie (Biology) was awarded a MI Sea Grant Environmental Internship that will provide \$10,000 to support Raven’s research at CFRE on using environmental DNA to detect an invasive species. Raven is working with Dr. Moerke and Dr. Ranson-Olsen.</li> <li>3. Summer 2023 - four LSSU engineering students are working for Michigan Tech's Advanced Power Systems Laboratory in Calumet, Michigan. They are working directly with research engineers and graduate students on the following projects: <ol style="list-style-type: none"> <li>a) Sara Waltz (ME): U.S. Department of Energy NextCar Project - Energy savings electric vehicle project, working with Stellantis (Chrysler), three national laboratories, and the Center for Mobility in Detroit.</li> <li>b) Derek Postma (RE): Michigan Tech Mobile Lab - A semi-truck that has vehicle systems and engine testing capability for off-site industrial workforce training.</li> <li>c) Joshua Damsteegt (Mechatronics): ASPRC Lab where they perform engine chamber combustion testing.</li> <li>d) Andrew Heiny (ME): Pettibone electric excavator research project</li> </ol> </li> </ol>
5.4.1 Develop an international freshwater-related consortium of local and regional institutions, including those in Canada, Tribal organizations,	<p>This is an ongoing goal with no final “completion” date. Goal progress assessment is conducted annually through the Provost’s Office, SMT,</p>

and government interests.	<p>and the CFRE Leadership Committee. Over the past 5 years, we achieved the following:</p> <ol style="list-style-type: none"> <li>1. CFRE is now the primary “hub” for the National Center of Expertise, and NOAA Great Lakes Environmental Research Lab (Ann Arbor) has a “satellite” for that hub with staff stationed at both places. CFRE is one of six national centers of expertise in the nation, the GL NCOE helps to raise CFRE’s profile and reputation as an international leader in freshwater science and training.</li> <li>2. Dr. Moerke and colleagues from US Geological Survey and Sault Tribe of Chippewa Indians were awarded \$251,000 in funding from the Great Lakes Fishery Trust to characterize fish spawning habitat in the Mackinac Straits area, a region that is considered at high risk to oil spills. Additionally, it supports two summer students and one research technician.</li> <li>3. The College of Great Lakes Ecology and Education was established in fall 2023, in connection with CFRE and its research interests. This new College opens the door for LSSU to recruit globally for the undergraduate programs connected to CFRE and the new Master’s program in Fisheries in Wildlife, which is awaiting final approvals from HLC and MASU to launch in fall of 2025.</li> </ol>
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**Part 2:**       *(You may use your unit’s Annual Assessment Reports from previous years to complete this section).*

### **Administrative Unit Goals:**

1. Each year your administrative unit should set at least three goals to improve its processes, administration, staffing, infrastructure, unit operations, etc. List some of the most impactful improvement goals your department has set and achieved over the past five years:
  - a. Academic Affairs set goals over the past five years to launch new academic programs, including at least two Master’s degree programs. (See 1.1.2). The MBA program launches in fall 2024, and we expect to launch the new Fisheries and Wildlife Master’s program in fall 2025. More than 16 new undergraduate programs (BS, AS, and certificates) were launched over the past five years.
  - b. Academic Affairs set goals over the past five years to expand student support services in order to facilitate greater persistence and completion among our students. Efforts in this area have included: the Title III SIP grant program which provides Student Support Advisors to at-risk and struggling students; and expanded emphases in the classroom and through academic programs to increase High Impact Practices that will bolster student success, such as increasing students’ opportunities and exposure to undergraduate research opportunities and internships.
  - c. Academic Affairs set goals over the past five years to enhance assessment processes across the University. Following the recommendation of HLC in 2018 to do that, LSSU has instituted:
    - i. Faculty reporting on all course-level learning outcomes each semester (Nuventive).
    - ii. Annual Assessment Update reporting for all academic programs, followed by School meetings to plan data-driven continuing improvements for their programs.

- iii. 5-Year cyclical assessments conducted by academic and operational units.
- iv. Annual assessments of Institutional Learning Outcomes (ILOs) conducted through evaluations of student workers, student athletes, and graduating seniors in capstone courses. ILO assessment review of data is conducted by the University Assessment Committee each spring/summer.

2. Describe how employee evaluations in your area are used to define and achieve new annual goals for your unit:

The employee evaluations are tied to the strategic plan, as the goals of each employee evaluation form demonstrate. Each academic affairs employee is assigned specific strategic plan goals, which inform the overarching annual goals for this administrative unit. Typical employee evaluation goals in FY23 included the development of new academic programs (including a Master of Business Administration degree), expanding course options for our general education program, escalating our fundraising and grant proposal initiatives, expanding collaborations across all areas of the university to increase retention, and amplifying our diversity and inclusion programming – especially in regard to programming through the Native American Center. Employees' evaluations directly report out progress toward achieving their strategic plan goals, and setting new goals for the coming year that are directly linked to the strategic plan.

3. Explain how unit-specific budget information is provided to staff to be discussed in your departmental meetings, and how that information is used to plan for continuing improvements in your unit:

All academic affairs budgets are managed by the Provost who presents the budget to the CFO. Budget discussions are robust and cover both big-picture and small-picture planning to ensure we maximize the benefits from our budget. Examples of discussion points include continuing improvement in faculty programs, distribution of course fees, and department funds. Initially, the Provost works with the Deans to develop a first draft budget plan, and the Deans work with their faculty to identify and prioritize specific budget needs for optimal budget planning. Deans and Chairs discuss the previous year's budget with faculty and plan for the coming year in their Annual Assessment Update meetings. Professional development funds are budgeted to faculty members to foster continuing improvement. The budget is finalized through collaborations between the Provost and Deans, and allocated to achieve the strategic plan initiatives and to provide quality student learning experiences.

4. Provide a brief summary of goals set for your administrative unit during the past few years that were not specifically defined in the Strategic Plan, and report the status of achievement for those goals:

All goals are at some level tied to the strategic plan, even if that link is not apparent. For example, Academic Affairs has instituted "Succession Planning" for all key positions to ensure that every one of those positions is covered in the event of an emergency or unexpected circumstances. While this goal is not specifically stated in the strategic plan, it is nevertheless indirectly linked to Goal 3.1, ensuring that this operating unit is always viable, and to Goal 3.4, ensuring operational effectiveness through strategically sound planning. Additionally, and to these same ends, the Provost works with every direct report to further develop their skill set, leadership skills, and knowledge of the organization.

5. Based on your department's evaluative processes, list specific goals your administrative unit has identified and will strive to achieve in the near future:

Academic Affairs will continue working to make steady progress on all the strategic plan goals assigned to this unit. (see pages 1-12 of this report). For example, the goal to offer and expand our Prison Education Program aligns with the Strategic Plan Goal to increase University revenue, and we will continue working closely with the Michigan Department of Corrections to ensure the success of that program. Specifically, this ties to Strategic Plan goal 3.2 to "expand and diversify university revenue streams," and to goals 3.1.1 and 3.2.1 for increasing enrollment. I

In addition, Academic Affairs has recently adopted a more comprehensive Budget Planning template for proposed new programs, and will use that new budget planning process as we continue working to improve efficiency and cost effectiveness in developing and delivering academic programs to ensure their success.

Please attach any related documents (such as annual departmental meeting minutes, employee goal/evaluation documents, survey results, etc.) that support the narrative provided in your Annual Review. Submit this form to [gessmaker@issu.edu](mailto:gessmaker@issu.edu) no later than **4:00pm on February 15, 2024**.