

ACADEMIC PROGRAM REVIEW:

COLLEGE OF GREAT LAKES ECOLOGY AND EDUCATION

5-YEAR REVIEW: 2019-2023
LAKE SUPERIOR STATE UNIVERSITY



Contents

Five-Year Academic Program Review, 2023	3
Annual Program Data	3
FISHERIES & WILDLIFE MANAGEMENT	4
Annual Program Data Reporting.....	4
Summary of Annual Assessment Updates	5
Summary of decisions, recommendations, and/or improvements concerning the future of the program	5
Rationale or justification for decisions made for the future of the program	6
Long-range future goals or plans for the program	6
Quality, Resources, and Support for the program	6
Student Learning.....	6
Graduate Success.....	6
Academic Programming and Rigor	7
Faculty Qualifications, Staffing, and Effectiveness of Instruction.	7
Assessment Practices.....	7
Resources / Facilities	7
CONSERVATION BIOLOGY.....	8
Annual Program Data Reporting.....	8
Graduate Placement Data	8
High Impact Practices.....	9
Summary of Annual Assessment Updates	9
Summary of decisions, recommendations, and/or improvements concerning the future of the program	9
Rationale or justification for decisions made for the future of the program	9
Long-range future goals or plans for the program	10
Quality, Resources, and Support for the program	10
Student Learning.....	10
Graduate Success.....	10
Academic Programming and Rigor	10
Faculty Qualifications, Staffing, and Effectiveness of Instruction	10
Assessment Practices.....	11

Resources / Facilities	11
PARKS & RECREATION MANAGEMENT	12
Annual Program Data Reporting.....	12
Graduate Placement Data	12
High Impact Practices.....	13
Summary of Annual Assessment Updates	13
Summary of decisions, recommendations, and/or improvements concerning the future of the program	13
Rationale or justification for decisions made for the future of the program	13
Long-range future goals or plans for the program	14
Quality, Resources, and Support for the program	14
Student Learning.....	14
Graduate Success.....	14
Academic Programming and Rigor	14
Faculty Qualifications, Staffing, and Effectiveness of Instruction	14
Assessment Practices.....	14
Resources / Facilities	15
EDUCATION	16

Five-Year Academic Program Review, 2023

Due to the Provost's Office by October 27, 2023

Submitted by: *Jon Doubek*

Date: *10/11/2023*

College: *School of Natural Resources*

This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.

Annual Program Data

The following table summarizes data from the Annual Assessment Update Reports of individual programs within the College:

	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: <i>39</i> Sophomores: <i>56</i> Juniors: <i>49</i> Seniors: <i>67</i> Total: 211	Freshmen: <i>29</i> Sophomores: <i>34</i> Juniors: <i>55</i> Seniors: <i>66</i> Total: 184	Freshmen: <i>50</i> Sophomores: <i>23</i> Juniors: <i>36</i> Seniors: <i>59</i> Total: 168	Freshmen: <i>56</i> Sophomores: <i>38</i> Juniors: <i>34</i> Seniors: <i>54</i> Total: 182
Retention as of fall semester	Fr to So: <i>28</i> So to Jun: <i>48</i> Jun to Sen: <i>47</i>	Fr to So: <i>16</i> So to Jun: <i>25</i> Jun to Sen: <i>46</i>	Fr to So: <i>36</i> So to Jun: <i>18</i> Jun to Sen: <i>35</i>	Fr to So: <i>34</i> So to Jun: <i>36</i> Jun to Sen: <i>29</i>
Degrees Conferred	48	47	36	35

Analysis: Enrollment has stayed relatively consistent, with a slight downward trend looking at 2022-2023 versus 2019-2020 (about 13%). Retention numbers also remained similar across years with most students being retained from junior to senior status, but less being retained from freshman to sophomore and sophomore to junior class status. The College of Great Lakes Ecology and Education was formed in summer of 2023, and with the reorganization, some individual year data for certain majors was not received. We report on individual programs below to the best of our knowledge, and will have more exact tracking data for those programs going forward. Benefits to recruitment and retention within the School of Natural Resources (SNR) include high-impact research theses, experiential learning projects, and practicums that students complete as part of their degrees. Students graduate from the SNR with extensive, applied, hands-on experiences, making them extremely skilled to enter the workforce or graduate school in a variety of areas.

List of Academic Programs Reviewed

Fisheries and Wildlife Management, B.S.
Conservation Biology, B.S.
Parks and Recreation, B.S.

Academic Program Review 2023

Due to the Dean's Office by May 19, 2023

This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.

FISHERIES & WILDLIFE MANAGEMENT

Submitted by: Jon Doubek

Date: 10/11/2023

School: School of Natural Resources

Academic Program(s): Fisheries and Wildlife Management

Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: 33 Sophomores: 39 Juniors: 32 Seniors: 43 Total: 147	Freshmen: 24 Sophomores: 25 Juniors: 39 Seniors: 43 Total: 131	Freshmen: 42 Sophomores: 16 Juniors: 29 Seniors: 37 Total: 124	Freshmen: 48 Sophomores: 26 Juniors: 25 Seniors: 40 Total: 139
Retention as of fall 2023	Fr to So: 22 So to Jun: 34 Jun to Sen: 30	Fr to So: 13 So to Jun: 20 Jun to Sen: 33	Fr to So: 31 So to Jun: 12 Jun to Sen: 28	Fr to So: 27 So to Jun: 25 Jun to Sen: 20
Degrees Conferred	28	32	23	25

Graduate Placement Data: Graduate students within the Fisheries and Wildlife (F&W) program become employed in many different areas. Students work for state, federal, and tribal agencies, non-profit organizations, and a portion continue their education in graduate school. For example, many graduates from the F&W program work for Michigan's Department of Natural Resources at fish hatcheries, or in other aquatic-focused positions.

A survey sent to all LSSU graduates in summer and fall of 2021 (with a 53% response rate) showed that 96% of students from programs in the School of Natural Resources and Environment were employed or continuing their education after graduating. Of that number, 85% of graduates had already found employment in their field of study. The same survey sent in summer and fall of 2022 (with a 42% response rate) showed that 90% of students from programs in the School of Natural

Resources and Environment were employed or continuing their education after graduating. Of that number, 81% of graduates had already found employment in their field of study. Although these data present only averages for job placement rates across the entire School of Natural Resources and Environment, they are a good estimate of graduate placement among students from the Fisheries and Wildlife program. In the future, LSSU plans to add a question to the survey to further break down graduate placement data for specific academic programs such as F&W. These surveys will be helpful to further provide accurate placement data under the new SNR.

High Impact Practices: Senior research thesis projects; working with faculty on research/scholarly projects; summer research positions through the SNR and the Center for Freshwater Research and Education (CFRE); internships with external collaborators; first year seminar and experiences; learning communities; writing intensive courses; undergraduate research; applied, hands-on labs.

Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
Program Learning Outcome Findings	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.

Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

2019-2020: No recommendations were provided. With COVID-19 and other transitions, limited time was available to make recommendations.

2020-2021: We determined that assessment criteria be reviewed and, if necessary, be revised to better reflect our expectations regarding satisfactory and exemplary standards.

2021-2022: No recommendations were provided due to substantial faculty turnover during this time. No data for this time period were provided for recommendations, but we are working on improving data collection for F&W and other programs. We will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

2022-2023: No recommendations were provided due to substantial turnover in school faculty during this time. No data for this time period were provided for recommendations, but we are working on

improving data collection and we will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

Rationale or justification for decisions made for the future of the program

A reorganization of the School occurred in the summer of 2023, in part because of the turnover of faculty in the program across the program majors, but also to leverage the growth and resources in the Center for Freshwater Research and Education (new building opened in late 2021). As such, the academic program is the same (Fisheries and Wildlife Management), but we are in transition to provide additional staffing for F&W. This strategy should greatly help and reinforce the program going forward. A few changes were made to the major concentrations, such as an addition of a Conservation Officer Concentration option in 2019. Faculty saw the need and importance for this concentration in linking the natural resources with resource protection. Student interest in this concentration has been relatively strong, and we have several former students currently working as conservation officers.

Long-range future goals or plans for the program

Under the 2023 reorganization plan, the new College of Great Lakes Ecology and Education will revisit and take a closer look at the program curriculum, including the concentrations and courses offered. A few of the courses are no longer frequently offered such as Communications 225 (Interpersonal Communication), which is part of the Conservation Officer degree. We will revisit these courses and update as necessary to streamline and improve the program. Students in F&W Concentrations within this program take the necessary courses to become certified through the Wildlife Society or the American Fisheries Society. Moving forward, we will continue to monitor those certification requirements, and encourage students to take advantage of this certification opportunity upon graduating. In the coming year, we will also increase marketing and support for the Fisheries and Wildlife student club chapter at LSSU, to provide them with high-impact research and learning opportunities during their time in the program. Our goal over the next three years is to grow and adapt the program to meet the needs of careers in this field. We are also looking at establishing an advisory board to support this process.

Quality, Resources, and Support for the program

Summarize Strengths and Weaknesses in each area.

Student Learning: The strengths of this program include ample labs for hands-on, applied learning experiences across subject areas, and our senior thesis requirement. Faculty are dedicated to the success of the students, and serve as their academic advisors and mentor student led clubs. Lectures deploy many active learning activities that allow students to gain critical skills across many dimensions such as content learning, teamwork, and communication.

In fall 2023, the most notable weakness is current understaffing, which presents obvious challenges and increased workloads for many of the staff. However, a process is now under development to ensure we will have additional and sufficient staffing to maintain and expand the success of the program.

Graduate Success: All students complete a senior thesis (i.e., a research or experiential learning project), which provides invaluable experience for future careers. Many opportunities for students exist at LSSU, but also with external partners, which serves as great networking for when students

apply for jobs. Internships and apprenticeships are an excellent option for students through the program and with CFRE, where students often take lead roles on research projects. Between courses and the research thesis, students have considerable experience in critical thinking, communication, and professionalism that set them up for career success after graduating.

Academic Programming and Rigor: Senior honor's thesis, experiential learning project, or practicum; evaluation and re-evaluation of courses within majors; reporting and assessment

Faculty Qualifications, Staffing, and Effectiveness of Instruction: Faculty complete a teaching qualifications form, which other faculty in the program review, discuss and vote on, to make sure that faculty teaching each course are qualified to teach those courses based on their graduate school expertise and teaching experience. To substantiate the effectiveness of instruction, two peer faculty members and the dean of the program join a classroom each year to observe the faculty's instructional methods and provide that faculty member with feedback. This feedback is critical to the professional development and continued success of faculty who teach courses for this program. With the development of the new College of Great Lakes Ecology and Education in fall 2023, new faculty are needed to teach the courses effectively and new support staff are needed to support faculty and students in this program. As of fall 2023, several adjunct instructors are filling in, but several current full-time faculty lines have been approved and searches are underway to obtain tenure track faculty for the program. Lastly, students complete a faculty evaluation for each course to provide the faculty member and dean with feedback about the effectiveness of instruction. These evaluations are important to the assessment and development of the courses and their content as well, and are an important part of LSSU's tenure and promotion processes.

Assessment Practices: Although the Annual Program Assessment report was completed for 2020-2021, the following year the program had an unanticipated change of chair leadership and faculty turnover. These changes left us with a gap in program data for 2021-present, since that year's Annual Program Assessment report was not completed. Under the current structure within the new College of Great Lakes Ecology and Education, the Fisheries and Wildlife Management BS program faculty will complete that data report and conduct a full data analysis in their Annual Program Assessment meeting each fall. Program faculty are committed to making sure assessment is completed for this program in-depth and in a timely manner going forward. Each faculty member is responsible at the end of a semester to report and record assessment data for each student learning outcome in that course. All course level learning outcomes are mapped to the program level learning outcomes, which enables program faculty to evaluate student achievement levels for each program learning outcome. Those data then inform the action plans that are developed by faculty and the dean to make future improvements and/or decisions for changes to the program in the year(s) ahead.

Resources / Facilities: Although LSSU is a small university, students and faculty within F&W and SNR are well equipped with resources and facilities. Many consumables, and small and large materials, are in place for lectures, labs, and research venues. Further, CFRE has a new state-of-the-art building on the St. Marys River, which has many resources and opportunities to support and augment courses, research, and collaboration within the program. Students also have access to many natural resource locations close to LSSU, which is invaluable for their experiences and success as a student in an environmentally-focused program. As the program grows and expands, additional resources and facility space will be needed to ensure the continued success of F&W students, faculty, and staff.

Academic Program Review 2023

Due to the Dean's Office by May 19, 2023

This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.

CONSERVATION BIOLOGY

Submitted by: Jon Doubek

Date: 10/11/2023

School: School of Natural Resources

Academic Program(s): Conservation Biology

Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: 5 Sophomores: 9 Juniors: 13 Seniors: 12 Total: 39	Freshmen: 3 Sophomores: 4 Juniors: 12 Seniors: 18 Total: 37	Freshmen: 4 Sophomores: 4 Juniors: 4 Seniors: 17 Total: 29	Freshmen: 6 Sophomores: 6 Juniors: 5 Seniors: 9 Total: 26
Retention as of fall 2023	Fr to So: 5 So to Jun: 8 Jun to Sen: 13	Fr to So: 2 So to Jun: 3 Jun to Sen: 9	Fr to So: 3 So to Jun: 4 Jun to Sen: 4	Fr to So: 5 So to Jun: 6 Jun to Sen: 5
Degrees Conferred	9	11	11	7

Graduate Placement Data: Graduate students within Conservation Biology (Con Bio) program become employed in many different areas. Students work for state, federal, and tribal agencies, non-profit organizations, and a portion continue their education in graduate school.

A survey sent to all LSSU graduates in summer and fall of 2021 (with a 53% response rate) showed that 96% of students from programs in the School of Natural Resources and Environment were employed or continuing their education after graduating. Of that number, 85% of graduates had already found employment in their field of study. The same survey sent in summer and fall of 2022 (with a 42% response rate) showed that 90% of students from programs in the School of Natural Resources and Environment were employed or continuing their education after graduating. Of that number, 81% of graduates had already found employment in their field of study. Although these data present only averages for job placement rates across the entire School of Natural Resources and Environment, they are a good estimate of graduate placement among students from the Con

Bio program too. In the future, LSSU plans to add a question to the survey to further break down graduate placement data for specific academic programs.

High Impact Practices: Senior research thesis or experiential learning projects; working with faculty on research/scholarly projects; summer research internship positions through SNR and CFRE; summer internships through local and regional agencies; first year seminar and experiences; learning communities; writing intensive courses; undergraduate research; applied, hands-on labs

Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
Program Learning Outcome Findings	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.

Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

2019-2020: No recommendations were provided. With COVID-19 and other transitions, limited time was available to make recommendations.

2020-2021: Of concern was the number of students with “senior” status that have multiple years as “senior”. The data collection process was recommended to be more streamlined and the process and expectations for reporting more clearly disseminated across the school.

2021-2022: No recommendations were provided. We had a lot of faculty turnover during this time. No data for this time period were provided for recommendations, but we are working on improving data collection. We will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

2022-2023: No recommendations were provided. We had a lot of faculty turnover during this time. No data for this time period were provided for recommendations, but we are working on improving data collection and we will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

Rationale or justification for decisions made for the future of the program

A reorganization of the School occurred in the summer of 2023, in part because of the turnover of

faculty in the program across the program majors. As such, the academic program is the same (Con Bio), but we are in transition to provide additional staffing. This strategy should greatly help and reinforce the program going forward.

Long-range future goals or plans for the program

Under the 2023 reorganization plan, the new College of Great Lakes Ecology and Education will revisit and take a closer look at the program curriculum, including the concentrations and courses offered. We will revisit these courses and update as necessary to streamline and improve the program. In the coming year, we will also increase support for the Society of Conservation Biology club chapter at LSSU, to provide them with high-impact research and learning opportunities during their time in the program. Our goal over the next three years is to grow and adapt the program to meet the needs of careers in this field.

Quality, Resources, and Support for the program

Summarize Strengths and Weaknesses in each area.

Student Learning: The strengths of this program include ample labs for hands-on, applied learning experiences across subject areas. Faculty are dedicated to the success of the students, and serve as their academic advisors and mentor student led clubs. Lectures deploy many active learning activities that allow students to gain critical skills across many dimensions such as content learning, teamwork, and communication.

In fall 2023, the most notable weakness is current understaffing, which presents obvious challenges and increased workloads for many of the staff. However, a process is now under development to ensure we will have additional and sufficient staffing to maintain and expand the success of the program.

Graduate Success: All students perform a research thesis or an experiential learning project in Con Bio, which provides invaluable experience for future careers. Many opportunities for students exist at LSSU, but also with external partners, which serves as great networking for when students apply for jobs. Internships and apprenticeships are an excellent option for students through the program and with CFRE, where students often take lead roles on research projects. Between courses and the research thesis or experiential learning project, students have considerable experience in critical thinking, communication, and professionalism that set them up for career success after graduating.

Academic Programming and Rigor: Senior honor's thesis, experiential learning project, or practicum; evaluation and re-evaluation of courses within majors; reporting and assessment

Faculty Qualifications, Staffing, and Effectiveness of Instruction: Faculty complete a teaching qualifications form, which other faculty in the program review, discuss and vote on, to make sure that faculty teaching each course are qualified to teach those courses based on their graduate school expertise and teaching experience. To further substantiate the effectiveness of instruction, two peer faculty members and the dean of the program join a classroom each year to observe the faculty's instructional methods and provide that faculty member with feedback. This feedback is critical to the professional development and continued success of faculty who teaching courses for this program. With the development of the new College of Great Lakes Ecology and Education in fall 2023, new faculty are needed to teach the courses effectively and new support staff are needed to support faculty

and students in this program. As of fall 2023, several adjunct instructors are filling in, but several current full-time faculty lines have been approved and searches are underway to obtain tenure track faculty for the program. Lastly, students complete a faculty evaluation for each course to provide the faculty member and Dean with feedback about the effectiveness of instruction. These evaluations are important to the assessment and development of the courses and their content as well, and are an important part of LSSU's tenure and promotion processes.

Assessment Practices: Although the Annual Program Assessment report was completed for 2020-2021, the following year the program had an unanticipated change of Chair leadership and faculty turnover. These changes left us with a gap in program data for 2021-2022, since that year's Annual Program Assessment report was not completed. Under the current structure within the new College of Great Lakes Ecology and Education, the Conservation Biology BS program faculty will complete that data report and conduct a full data analysis in their Annual Program Assessment meeting each fall. Program faculty are committed to making sure assessment is completed for this program in-depth and in a timely manner going forward. Each faculty member is responsible at the end of a semester to report and record assessment data for each student learning outcome in that course. All course level learning outcomes are mapped to the program level learning outcomes, which enables program faculty to evaluate student achievement levels for each program learning outcome. Those data then inform the action plans that are developed by faculty and the Dean to make future improvements and/or decisions for changes to the program in the year(s) ahead.

Resources / Facilities: Although LSSU is a small university, students and faculty within Con Bio and SNR are well equipped with resources and facilities. Many consumables, and small and large materials, are in place for lectures, labs, and research venues. Further, CFRE has a new state-of-the-art building on the St. Marys River, which has many resources and opportunities to support and augment courses, research, and collaboration within the program. Students also have access to many natural resource locations close to LSSU, which is invaluable for their experiences and success as a student in a strongly environmentally focused program. As the program grows and expands, additional resources and facility space will be needed to ensure the continued success of Con Bio students, faculty, and staff.

Academic Program Review 2023

Due to the Dean's Office by May 19, 2023

This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.

PARKS & RECREATION MANAGEMENT

Submitted by: Jon Doubek

Date: 10/11/2023

School: School of Natural Resources

Academic Program(s): Parks and Recreation Management

Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: 1 Sophomores: 7 Juniors: 4 Seniors: 11 Total: 23	Freshmen: 2 Sophomores: 5 Juniors: 4 Seniors: 5 Total: 16	Freshmen: 4 Sophomores: 3 Juniors: 3 Seniors: 5 Total: 15	Freshmen: 2 Sophomores: 6 Juniors: 4 Seniors: 5 Total: 17
Retention as of fall 2023	Fr to So: 1 So to Jun: 5 Jun to Sen: 4	Fr to So: 1 So to Jun: 2 Jun to Sen: 4	Fr to So: 2 So to Jun: 2 Jun to Sen: 3	Fr to So: 2 So to Jun: 5 Jun to Sen: 4
Degrees Conferred	10	4	2	3

Graduate Placement Data: Graduate students within Parks and Recreation Management become employed in many different areas. Many students that graduate work within parks system within Michigan and beyond.

A survey sent to all LSSU graduates in summer and fall of 2021 (with a 53% response rate) showed that 96% of students from programs in the School of Natural Resources and Environment were employed or continuing their education after graduating. Of that number, 85% of graduates had already found employment in their field of study. The same survey sent in summer and fall of 2022 (with a 42% response rate) showed that 90% of students from programs in the School of Natural Resources and Environment were employed or continuing their education after graduating. Of that number, 81% of graduates had already found employment in their field of study. Although these data present only averages for job placement rates across the entire School of Natural Resources and Environment, they are a good estimate of graduate placement among students within each program such as Parks and Recreation. In the future, LSSU plans to add a question to the survey to

further break down graduate placement data for specific academic programs.

High Impact Practices: Senior practicum projects; working with faculty on research/scholarly projects; first year seminar and experiences; learning communities; writing intensive courses; undergraduate research; applied, hands-on labs; internships

Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
Program Learning Outcome Findings	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.	All students met minimum satisfactory requirements across outcomes within scientific literature, scientific investigation, communication, and professionalism in the seminar series for research or experiential learning projects.

Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

2019-2020: No recommendations were provided. With COVID-19 and other transitions, limited time was available to make recommendations.

2020-2021: No recommendations were provided. With COVID-19 and other transitions, limited time was available to make recommendations.

2021-2022: No recommendations were provided. We had a lot of faculty turnover during this time. No data for this time period were provided for recommendations, but we are working on improving data collection. We will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

2022-2023: No recommendations were provided. We had a lot of faculty turnover during this time. No data for this time period were provided for recommendations, but we are working on improving data collection and we will have a process in place for the future with the new SNR under the newly established College of Great Lakes Ecology and Education (Fall 2023).

Rationale or justification for decisions made for the future of the program

A reorganization of the School occurred in the summer of 2023, in part because of the turnover of faculty in the program across the program majors. As such, the academic program is the same (Parks and Recreation Management), but we are in transition to provide additional staffing.

Long-range future goals or plans for the program

Under the 2023 reorganization plan, the new College of Great Lakes Ecology and Education will revisit and take a closer look at the program curriculum, including the concentrations and courses offered. Our goal over the next three years is to grow and adapt the program to meet the needs of careers in this field.

Quality, Resources, and Support for the program

Summarize Strengths and Weaknesses in each area.

Student Learning: The strengths of this program include ample labs for hands-on, applied learning experiences across subject areas. Faculty are dedicated to the success of the students, and serve as their academic advisors and mentor student led clubs. Lectures deploy many active learning activities that allow students to gain critical skills across many dimensions such as content learning, teamwork, and communication.

In fall 2023, the most notable weakness is current understaffing, which presents obvious challenges and increased workloads for many of the staff. However, a process is now under development to ensure we will have additional and sufficient staffing to maintain and expand the success of the program.

Graduate Success: All students perform a practicum, which provides invaluable experience for future careers. Many opportunities for students exist at LSSU, but also with external partners, which serves as great networking for when students apply for jobs. Internships and apprenticeships are an excellent option for students through the program and with CFRE, where students often take lead roles on research projects. Between courses and the research thesis, students have considerable experience in critical thinking, communication, and professionalism that set them up for career success after graduating.

Academic Programming and Rigor: Senior honor's thesis, experiential learning project, or practicum; evaluation and re-evaluation of courses within majors; reporting and assessment

Faculty Qualifications, Staffing, and Effectiveness of Instruction: Faculty complete a teaching qualifications form, which other faculty in the program review, discuss and vote on, to make sure that faculty teaching each course are well qualified to teach those courses based on their graduate school expertise and teaching experience. To further substantiate the effectiveness of instruction, two peer faculty members and the dean of the program join a classroom each year to observe the faculty's instructional methods and provide that faculty member with feedback. This feedback is critical to the professional development and continued success of faculty who teaching courses for this program. With the development of the new College of Great Lakes Ecology and Education in fall 2023, new faculty are needed to teach the courses effectively and new support staff are needed to support faculty and students in this program. As of fall 2023, several adjunct instructors are filling in, but several current full-time faculty lines have been approved and searches are underway to obtain tenure track faculty for the program. Lastly, students complete a faculty evaluation for each course to provide the faculty member and Dean with feedback about the effectiveness of instruction. These evaluations are important to the assessment and development of the courses and their content as well, and are an important part of LSSU's tenure and promotion processes.

Assessment Practices: Although the Annual Program Assessment report was completed for 2020-

2021, the following year the program had an unanticipated change of Chair leadership and faculty turnover. These changes left us with a gap in program data for 2021-2022, since that year's Annual Program Assessment report was not completed. Under the current structure within the new College of Great Lakes Ecology and Education, the Parks and Recreation Management BS program faculty will complete that data report and conduct a full data analysis in their Annual Program Assessment meeting each fall. Program faculty are committed to making sure assessment is completed for this program in-depth and in a timely manner going forward. Each faculty member is responsible at the end of a semester to report and record assessment data for each student learning outcome in that course. All course level learning outcomes are mapped to the program level learning outcomes, which enables program faculty to evaluate student achievement levels for each program learning outcome. Those data then inform the action plans that are developed by faculty and the Dean to make future improvements and/or decisions for changes to the program in the year(s) ahead.

Resources / Facilities: Although LSSU is a small university, students and faculty within Parks and Recreation Management are well equipped with resources and facilities. Many consumables, and small and large materials, are in place for lectures, labs, and research venues. Further, CFRE has a new state-of-the-art building on the St. Marys River, which has many resources and opportunities to support and augment courses, research, and collaboration within the program. Students also have access to many natural resource locations close to LSSU, which is invaluable for their experiences and success as a student in a strongly environmentally focused program. As the program grows and expands, additional resources and facility space will be needed to ensure the continued success of Parks and Recreation Management students, faculty, and staff.

5-Year Academic Program Review 2023 Educator Preparation Programs

Due to the Dean's Office by October 27, 2023

This reporting form was introduced in FY2020; numerical data prior to FY2020 may be excluded.

EDUCATION

Submitted by: Chad Barbour

Date: 10/27/23

School: Education

Academic Program(s): Early Childhood, Elementary, and Teacher Education [Teacher

Education is now the default program; ECE and EE are being phased out: numbers included here cover all EPP over past five years]

Annual Program Data Reporting

The following table summarizes data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022	2022-2023
Enrollments	Freshmen: Fall 9 Sophomores: Fall 13 Juniors: Fall 21 Seniors: Fall 51	Freshmen: Fall 14 Sophomores: Fall 15 Juniors: Fall 16 Seniors: Fall 51	Freshmen: Fall 9 Sophomores: Fall 16 Juniors: Fall 19 Seniors: Fall 48	Freshmen: Fall 7 Sophomores: Fall 12 Juniors: Fall 16 Seniors: Fall 50
Retention as of fall 2023	Fr to So: 6 Retained So to Jun: 11 Retained Jun to Sen: 18 Retained	Fr to So: 13 Retained So to Jun: 5 Retained Jun to Sen: 22 Retained	Fr to So: 9 Retained So to Jun: 12 Retained Jun to Sen: 10 Retained	Fr to So: 6 Retained So to Jun: 5 Retained Jun to Sen: 12 Retained
Degrees Conferred	14	19	11	33

Commented [AM1]: These numbers don't make sense. How can we have 16 juniors enrolled and 51 seniors but then it says we retained 22? I'm wondering if the Argos data isn't pulling the right data. I also don't understand the high number of seniors. Is this including all grade bands in Teacher Ed, and Early Childhood, and Elementary?

Graduate Placement Data:

Typically there is a 100% placement rate for graduates in a career related to their degree unless they choose to pursue another career path.

High Impact Practices:

Students now enrolled in the teacher education program have over 600 hours of field placement (in school settings) and they complete a semester of student teaching with a cooperating teacher. In addition, EDUC 480 incorporates an action research project that will be presented at the CoGLEE

senior symposium.

Summary of Annual Assessment Updates

The following table summarizes assessment data from the Annual Update Reports conducted for this program:

	2019-2020	2020-2021	2021-2022
Program Learning Outcome Findings	See note below	See note below	See note below

Every semester, Education faculty meet and share key assessments of courses. Extensive data and documentation is recorded and stored in the SOE shared drive. A Decision and Action record covering multiple areas of assessment is maintained for each semester as well. These are attached.

Summary of decisions, recommendations, and/or improvements concerning the future of the program

Decisions and recommendations should include budgets, additions of new courses or concentrations, discontinuation or suspension of the program, etc.

See attached Decision and Action records.

Also, over the course of these five years, Education programs have converted to grade-band based programs as mandated by the MDE. Early Childhood and Elementary are now housed under Teacher Education. Content areas in Secondary education have undergone or are in the process of this transition, too. English and Math have switched to new programs. Social Science and Integrated Science are next in line. Secondary content areas are coordinated by their respective academic departments.

2019-2020 See attached Decision and Action records

2020-2021 See attached Decision and Action records

2021-2022 See attached Decision and Action records

2022-2023 See attached Decision and Action records

As of summer 2023, University reorganization has moved Education into a new college (College of Great Lakes Education and Environment). This move opens the door for developing place-based education and opportunities for recruitment and enrollment. It leverages the unique location of LSSU,

and LSSU's strong community connections to Native American and Great Lakes organizations, to enhance Great Lakes literacy including culture and environment.

Rationale or justification for decisions made for the future of the program

Decisions are driven by MDE standards and guidelines along with the Education department's assessment of courses and student professional dispositions.

Long-range future goals or plans for the program

Our long-term goals are to strengthen our current program by creating a focus on placed-based education in the Teacher Education programs. Additionally, we are working to increase enrollment through stronger pipelines from local and regional schools, especially focusing on Indigenous students and educators. We also intend to create new partnerships with community colleges to ease the process for transfer students, and we just signed a statewide CTE program for education. We will continue to build community partnerships and evaluate current program structure and seek ways to improve efficiency of course offerings.

Quality, Resources, and Support for the program

Summarize Strengths and Weaknesses in each area.

Student Learning:

Pass rates for MTTC are in a satisfactory range.

Graduate Success:

Students typically find a job in their field upon graduation and sometimes before while student teaching. This is a high demand field

Academic Programming and Rigor:

The program has undergone major changes due to the MDE mandate for grade-band based programs. Currently, faculty are discussing the potential to revamp the program so as to reduce the number of courses being offered, thus making the program more efficient and within the capacity of current faculty load.

Faculty Qualifications, Staffing, and Effectiveness of Instruction:

SOE has undergone a transition with faculty retiring or leaving to pursue other opportunities. Three new faculty members have been hired. As well, the reorganization has allowed for the hiring of an associate dean who will be able to coordinate the administrative complexities of Education, especially in regard to accreditation.

Assessment Practices:

Education faculty meet at the end of every semester to share and record assessment data. The accreditation body, CAEP, requires an annual report and conducts a site visit every five years. Assessment practice is strong and consistent.

Resources / Facilities:

Additional faculty in STEM are needed. Current faculty are strong and assets to SOE and the university, but SOE also needs faculty with STEM expertise and experience. The new college has improved the resources for SOE, but an administrative assistant solely devoted to the program would be ideal. CAEP and MDE accreditation are resource intensive and currently we do not have a single person who can focus on ensuring that assessment and accreditation processes are efficient and effective.