LSSU UNIVERSITY ASSESSMENT COMMITTEE ANNUAL REPORT: FY2024

Contents

University Assessment Committee Report: 2023-2024

The University Assessment Committee membership is a broad representation of the University community and includes both administrators and faculty. The 2022-2024 members are:

- Co-Chair: Kimberly Muller (Interim Provost & Vice President for Academic Affairs)
- Co-Chair: Gail Essmaker (Vice-Provost for Accreditation & Assessment)
- Kathy Berchem (Dean, College of Health & Emergency Responders)
- Mindy McCready (Interim Dean, College of Business, Engineering, Computer Science, and Mathematics)
- Charlotte Kostelyk (Faculty; Chair; General Education Committee member)
- Hari Kandel (Faculty; General Education Committee member)
- Chad Barbour (Faculty; Chair)
- Thu Nguyen (Faculty; Chair)
- Mike Beazley (Dean of Student Affairs)
- Kate Bergel (Director of Human Resources, Title IX, Safety, & Risk)
- Kathryn Hills (Assistant Director of Athletics for Compliance and Internal Operations)
- Admission/Financial Aid representative (currently unfilled)
- Business Operations representative (currently unfilled)

The University Assessment Committee met in spring 2024 to review the following assessments from across the university:

- Academic program assessments and action plans
- Operational Unit evaluation, assessment, and action plans
- Assessment of Institutional Learning Outcomes (ILOs) for 2023-2024, which 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
- Starting in Fall 2024, the Committee will review Academic Program Annual Assessment Updates and General Education assessment data in November / December each year; every 5th year, the Committee will also review the 5-Year Program Reviews from both academic and operational units. This will ensure the data from the previous academic year is reviewed and evaluated within the optimal time frame.
- Starting in Spring 2025, the Committee will review only the Operational Unit Annual Review forms, and all ILO assessment data from across the University. This will ensure the data from the most current academic year is reviewed and evaluated within the optimal time frame.

General Recommendations

Based on its evaluation of assessment data, the University Assessment Committee makes the following recommendations for the 2024-2025 academic year:

- The Committee recommends that operational units provide a list of short-term goals, in addition to listing the ongoing and not yet completed long-term goals connected to their strategic plan assignments. For long-term goals that take multiple years for completion, it is recommended that short-term annual targets be set. This would enable the unit to measure and report annually on their progress for those long-term goals.
- It is recommended that units responsible for recruitment efforts also set annual recruitment target goals, and annually measure, and report on the achievement of those target goals. Operational units involved in recruitment efforts are encouraged to collaborate closely with academic program units as well, to help those academic units achieve their target recruitment goals. The Committee will recommend to academic units that they schedule regular collaborative meetings with recruitment focused units.
- The Committee should work on new strategic plan goals or committee goals to better inform the community at large about ongoing efforts for improvement at LSSU. The committee should consider some means of gathering feedback from the community at large to inform next year's goals.
- The Committee has determined that it needs to review operational unit annual reports each December for the previous fiscal year. It is too long to wait and the data becomes outdated if we do not review until spring of the next year.
- The Committee further notes that it needs to let operational unit supervisors know, and make clear to them, that these annual reporting forms should include an entire year's spread of activities and data, not just a single snapshot of the current moment in time in that reporting period. Consider: could SMT directors provide periodic information throughout the year in concert with their board reports? Such notification would help to reduce the recency effect in reporting.
- The co-chair of this committee will update reporting forms to include clearer instructions and exemplar documents to guide reporting and increase thoroughness of reporting for question 1 through 5 on the academic unit Annual Assessment Update Report form. The following form changes were discussed:

  o Consider splitting out the form to ask questions one through five for each strategic plan goal being reported.

  o Consider making this an electronic form with user-friendly text box entry.

- o Consider adding a checklist at the end of the form. "Review your strategic plan goals, and confirm that questions one through five have been answered for each of those goals."

- o For question four add clarity to determine why a goal may have zero progress to report.

- o General committee recommendation to all areas: look at your data and use that data to discuss how you use it for setting future goals for the coming year.

- The Committee will conduct research and seek feedback from the campus community about creating a more streamlined and electronic reporting form to simplify and shorten the reporting process for academic Annual Assessment Update reporting. This form might include, for example, simple tick boxes for HIPs employed within the program, etc.

- Based on faculty feedback, the University Assessment Committee will evaluate current assessment processes to determine if there are ways to modify those processes with a goal of streamlining them for faculty.

- The Committee will look into providing a 2023-2024 reporting form to CASET programs, allowing space for information that explains the impact of the fall closure of that facility due to the fire.

- The Committee will restructure its meeting schedule in the next year to include fall semester meetings to specifically review academic annual reports. This would be more beneficial than holding on to those academic reports until the end of the academic year (spring semester), since the timeliness of the data would be more relevant if we review it sooner after receiving it from the academic departments.

- The Committee will investigate the possibility of having a single data person pull the enrollment data each fall for every program and provide it to the Deans and Chairs. The Committee is concerned with the consistency of current data pulling methods, and would like to investigate this as a possibility to ensure greater consistency in those methods.

Operational Unit Annual Review and Assessment

Operational units conduct annual meetings with staff members in late spring to:

1. Update the unit's progress toward accomplishing its assigned Strategic Plan goals;
2. Review the unit's performance for the previous year and set new goals for the upcoming year.

The University Assessment Committee reviewed the 2023-2024 annual reports from the operational units listed here, and makes the following observations and recommendations:

Academic Affairs

The Committee was impressed at the level of achievement for Strategic Plan goals in Academic Affairs. The annual report highlighted significant and well-documented progress on nineteen specific Strategic Plan goals, and steady progress on additional goals. Academic Affairs detailed several improvement-focused action plans for 2022-2023, which included:

- Continuing to expand upon the unit's strong commitment to budget transparency, both in the processes of previous budget year reviews and upcoming year budget development;
- Continued development of unit-wide succession plans for every position, to ensure every one of those positions is covered in the event of an emergency or unexpected circumstance;
- Continued collaboration with the Michigan Department of Corrections to expand approved academic programs we will offer to new non-traditional students in the prison system;
- Continued efforts to improve efficiency and cost effectiveness in delivering academic programs.

The Committee has no specific recommendations for improving the review and assessment processes in Academic Affairs, and is grateful to the unit for its commitment to high quality evaluative and assessment processes.

Admissions

- The Committee recognizes that Covid interfered with the ability of Admissions to achieve their Canadian student recruitment goals. The committee recommends that as these opportunities continue to expand, that admissions please report annual targets, annual performance measures, and annual action plans for that strategic plan goal.

- The Committee commends the Admissions Office for its successful efforts in hiring, restructuring, and overcoming employee turnover challenges over this past year.

- The Committee also requests that Admissions note and report on their collaborations with other departments, such as Academics. The committee knows this effort has been greatly increased, and would appreciate additional information about how that is going each year and how they are using feedback from those other departments to make decisions and action plans.

- One example would be the way admissions personnel are using feedback from academic departments to address the needs of dual enrolled students.

- In reviewing the Admissions annual review report and additional reports from academic units, the committee is given to understand that Admissions is working toward a standardized training process for personnel to improve campus tours, and to reduce

misinformation and misplacement of students. The Committee would like information about progress on that training process.

- For example, the information would be helpful to inform the Committee about how cross-unit collaborations are informing their new training processes. The spring 2024 sessions with the nursing department are an excellent example of what is already being done, and the committee would like to have this unit report its achievements through those strong efforts. It is just one excellent example of cross-unit collaboration being used to inform the unit's action plans.

Advancement

- The Committee recommendations to the Advancement department include updating their annual reports to show more detail, including numerical data, employee evaluation findings, and departmental engagement with budget development. The committee notes the improved process for goal setting related to more specific financial targets. For this unit, the committee would like to see a deeper level of data; it is one of the strengths of this unit to be able to report very clear progress on its goals since they are so often numerical and quantitative, and would provide LSSU bragging rights. The committee further suggests the development of subsets of goals each year, to report annual progress toward the achievement of longer term strategic plan goals.

- For example, the community at large would benefit from knowing the number of people who contributed financial donations at various levels:

  # or % of givers @ $50,000+
  # or % of givers @ $25,000-49,000 (etc.)

- It would be beneficial to know the number of givers on smaller scales as well, to encourage more giving in those categories.

- The Committee would like Advancement to tell the community more about where donations come from, and to be more specific about the types of gifts (*e.g.,* equipment, scholarship, general, etc.) Donations designated for specific programs could be noted as well. In addition, the committee asks for greater detail about specific donations that are connected to specific areas or programs. It would benefit this committee and the community at large to see that bigger picture.

Athletics

- The Committee noted the lack of depth in the FY23 Annual report from Athletics, but also noted that the department's larger 5-Year operational unit review report was much more detailed and assessment-focused. In making this observation, the Committee recognizes that the FY24 changeover in leadership in Athletics shows a very strong commitment to assessment as a tool for directing evaluative and continuous improvement processes within the department. The Committee is assured that the Annual Review Reports from Athletics in the future will reflect that same level of commitment..

Finance

- The Committee commends the new finance department leadership for skillfully navigating the challenges and making the critical changes that were required over the past year. Moving forward, the Committee would like to recommend that this area provide greater detail in the future on several of the lesser reported specific annual goal setting targets that are related to the larger and longer range strategic plan goals.

- The Committee also recommends ongoing and increased cross-unit collaboration in which departments across the University reach out and touch base with other units that may be working on the same strategic plan goals; this will increase the accuracy of reporting progress on LSSU's strategic plan goals. For example, as Academics worked on developing a business plan for the new MBA program, this was a good issue to implement cross collaboration of that department with the Finance Office. Additionally, other departments are also encouraged to keep the Finance Office well informed on budget planning, especially as it relates to big changes within a department.

Human Resources

- HR is commended for the level of detail and thoroughness in their annual assessment report. In particular, the depth of detail and response to questions one through five on the reporting form showed great commitment to the value of assessment for ongoing improvement initiatives within the department. Those questions were:

  1. Describe how employee evaluations in your area are used to define and achieve goals for your unit.

  2. Explain how unit-specific budget information is provided to staff and discussed in your unit to plan for continuing improvements in your unit.

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

  4. Based on this annual assessment review, list specific goals your administrative unit has identified and will strive to achieve in the coming year.

  5. (Optional) Please describe any issues or problems you encountered while conducting this Annual Assessment Review, and provide recommendations you would like the University Assessment Committee to consider for improving this Annual Assessment Reporting Form or this process.

Student Affairs

- Student Affairs is commended for thoroughly answering questions one through five on the reporting form. For goals with zero reported progress, the Committee asks that this unit report why those goals have been changed or removed, or perhaps an explanation as to why there is no progress to report. For example, in some cases the lack of data to

report may have been related to Covid. That information would be helpful to include on the reporting form.

Academic Program Assessment

In May 2024, the University Assessment Committee (UAC) reviewed 2022-2023 Annual Assessment Update summary data from academic departments. It was determined that this data was already out of date, and therefore the Committee will begin reviewing academic department Annual Assessment Update summary data from the immediate prior year in November / December of the next academic year.

LSSU's academic departments meet each fall to review their assessment data and to develop improvement-focused action plans for the coming year. This process includes: review of academic program enrollment, retention, and graduation rates; review of course-level and program-level assessment data; review of budget data; and review of progress made on the previous year's action plans for improvement.

The Committee noted several items in the Annual Assessment Update reports received from the academic departments, and makes the following general observations and recommendations:

- While programs within the same School may share in common much of their assessment data and findings, each should also report program-specific findings and action plans as well.
- Program faculty are greatly encouraged to share and report on successes, and to allow those successes to shine through on their reports.
- The Committee suggests that faculty of low enrolled programs should share qualitative findings, which would more clearly (and accurately) reflect the progress made within those programs.
- The Committee requests that an explanation be included on the form if faculty are stating that findings or other reporting areas are "unclear." If data is unclear due to low enrollment numbers, the Committee asks that this be noted, and again suggests that the report should focus on qualitative data and findings on the annual assessment update reports.
- The Committee is looking into a tool or method that would make it easier for program faculty to show connections between their program level learning outcomes (PLOs) and their course level learning outcomes (CLOs). The Committee acknowledges the challenge here, since Nuventive does not provide that connection link between the CLOs and PLOs.
- The Committee has determined that clarification is needed on the Annual Assessment Update reporting forms for High Impact Practices (HIPs); there is a

need to list and/or explain how higher education research defines High Impact Practice.

- Several academic programs made action plans to recruit more Canadian students, which demonstrates positive goal setting in the wake of COVID recovery. This action plan is very forward-thinking and positive, and as such, the Committee commends those programs.
- The Committee has determined an action plan for itself, focusing on reducing faculty perceived "burdening" aspects of assessment and its associated reporting requirements at LSSU.
- Several programs mentioned "mis-assigned" students funneled into (or outside of) their programs. The Committee encourages and recommends cross-departmental collaborations and outreaches to resolve these concerns and resultant programs.
- The Committee has determined that it would be more productive and positive to review and evaluate the academic Annual Assessment Update reports in the fall, soon after the reports have been completed, to ensure the reviews are focused on very current data and action plans.
- The Committee acknowledges frustrations on the part of many faculty / programs about a lack of marketing historically to advertise their programs – especially new programs. The committee further recognizes that the Marketing department has recently been reorganized and is confident that the newly restructured department is now making every effort to address those marketing needs.
- The Committee commends the assessment data and action plans from program faculty who must work within the parameters of their external programmatic accreditation requirements. Most tie their internal assessments, data collection, and action plans directly to those external standards, making their Annual Assessment Update reporting very clear, thorough, and meaningful.
- The Committee recommends that programs that are achieving their Program Learning Outcomes at high levels should include a very brief explanation describing how and why instructional methods are working well, to focus a spotlight on their successes. For example, a statement could be included to explain that the national test results bear out the effectiveness of the instruction connected to this outcome.

5-Year Program Review Evaluation

In May 2024, the University Assessment Committee (UAC) reviewed the 5-Year Program Reviews for both academic and operational units. The last program review at LSSU was conducted in 2018, covering the period up to and including 2017-2018.

Following its evaluation of the academic five-year program review reports, the Committee has determined that it will provide exemplar documents so that future program review reporting efforts can be modeled after clearly defined examples.

Operational units also conducted five-year reviews and submitted reports. The Committee will provide exemplar documents to operational units, to guide future assessment and reporting practices within the individual units.

The reporting period for this current 5-Year Program Review covers 2018-2019 through 2022-2023. It was determined that this data was already aging out when it was reviewed in May of 2024; therefore, the Committee will review reports from the next 5-Year cycle no later than Fall of 2028 to ensure a timelier review and response for those reports.

The committee noted several items in the 5-Year Review reports, and makes the following observations and recommendations:

Operational Units

Operational units are commended for working to include data across the entire five-year period, despite numerous turnovers in personnel. The administrative units that provided 5-Year Review reports were:

- Academic Affairs
- Advancement
- Athletics
- Human Resources
- Finance and Operations

Athletics is especially commended for the depth of detail in its five-year review, successfully addressing the issues of assessing a department that has had several administrative changes; current leadership in this department has demonstrated its clear commitment to a cycle of assessment designed to drive ongoing improvement. They also modeled a practice in which student athletes evaluated their coaches and directors. This practice is recommended for other departments as well, where possible.

HR is also commended for its exemplary and thorough assessment and reporting. The department and its administrators showed clear commitment to the assessment process, and effective use of assessment as a tool for directing departmental decisions and improvements.

Academic Affairs, Advancement, and the Finance Office also demonstrated commitment to assessment as a best-practice tool they consistently use to drive ongoing improvements within their departments.

Broadly, the Committee notes that operational units have many goals that are "ongoing." While they may report a goal as completed for a given year, those same goals often carry over from year to year. The process of continuing improvement, for example, in many

cases requires that new targets be set each year or that a statement be made clearly that many goals will continue to be assessed, performed, measured, and reported yearly.

The Committee learned that the Lakers Inspiring Lakers program has been discontinued, even though it was very productive. It has had great impact on developing leadership skills. The University will look into possible options to reinitialize this program.

It is noteworthy that so many actions have been taken and so much progress has been made in many areas during the 2023-2024 academic year, but that those findings are not included in this five-year review. As an example, sustainability efforts have increased greatly in the 2023-2024 academic year. In addition, much progress has been made in budgetary improvements under the leadership of the current vice president for finance and operations. Findings for the many positive actions taken in 2023-2024 will be included in the 5-Year Program Reviews covering 2023-2024 through 2027-2028.

In general, the Committee recommends that operational units report in greater depth on areas that might not have made any progress recently, but it could be reported that they are slated for improvements or actions in a specified period in the future.

Academic Units

Since this is the first five-year cycle to use the new Program Review reporting forms, the Committee notes the unfamiliarity of this new reporting structure. The Committee will prepare a document with exemplars to demonstrate how qualitative data, supporting documents, and action plan summaries can be presented effectively, and how that data can support quantitative data included within the report.

- The Committee recommends that the full Program Review reports include areas in which the program really shines, and that some details be provided to explain successes, and acknowledge and highlight successes.

- The Committee encourages various departments in the university to continue their efforts to collect meaningful graduation and post-graduation job placement data. This is an essential component to determining how successful our programs are for our students.

- The current graduate survey process starts at six months following graduation, when the university reaches out to its graduates to request job placement data. It then takes a couple of months to analyze and produce that data in a report. The Provost will make that data available on the shared network drive under the Provost folder, so faculty can access it easily.

The Committee could not comment on every individual academic program, but expresses its gratitude and appreciation to all academic units that prepared and provided their data through the Annual Assessment Update reporting process. Your work is appreciated, and

please know that it is used to guide decisions and future actions plans across the University.

Several reports provided opportunity for extensive conversation among Committee members, and the Committee therefore also makes the following program-specific observations and recommendations. The list of comments below is not intended to minimize the obvious assessment efforts put forth by any other programs, nor is it intended for any purpose other than to provide supportive suggestions and to give a "shout out" for actions that were truly exemplary.

- The Committee plans to seek input from programs with enrollment numbers impacted by the changeover by which secondary education students are now going to be reported within the School of focus, *e.g.,* Mathematics, English/Language Arts, Social Science, etc. The question needs to be asked if the form needs to be adjusted, or clearer instructions need to be provided.
- The Committee commends the Mathematics department on their continuing improvement goal to improve the "math culture" across all programs. This goal is strongly supported by the committee. The action plan goals established by the faculty in this program are exemplary, focusing on the impact their program has on student learning across all academic programs.
- The Committee expresses support and admiration for the action plan proposed by the Psychology program faculty, in particular in the proposed plan to seek out external review for the program.
- The Committee would like to add comment on the fall 2023 fire that closed down CASET Hall, and on its effect on CASET housed programs. The programs most greatly impacted were Engineering programs, Computer Science programs, and Math programs, Fire Science and Emergency Medical Services, all of which handled relocations and other critical adjustments extremely well. The committee wishes to highlight the successful efforts of those faculty and programs, as well as all other impacted faculty and programs, and commend those efforts, noting that students received all available support and additional services as needed during that difficult period. The committee has decided to update the Annual Assessment Update reporting form to include a reporting area to highlight both the challenges and successes that program faculty experienced as a result of the fire.
- The Committee supports the efforts of the School of Arts and Letters to request and hire a full time faculty member to teach Communication courses on campus. The committee also commends the faculty in that School for reaching out and working with faculty across other academic programs to support those program-specific goals for development of oral presentation skills.
- Criminal Justice and Emergency Responders - The Committee recommends that the three programs in the school provide a breakdown of data analysis for each of the three programs, as well as action plans that are specifically tied to each of the three programs. It is understood that some of the action plans will cross programs within the school, but additional detail on specific data-driven action plans for individual programs would be beneficial as well. The committee recommends that

each school and program, include in their reports highlights of successes. This is an important part of assessment, to recognize and spotlight the successes of the program and school. For example, the report cites a 90% retention rate in one area, and that should be highlighted and some detail about successful methods that were used to achieve that high number could be provided. Tell us what was done well, as this entitles you to bragging rights. Please include all three programs.

- English/Language Arts - The Committee appreciates and commends this department for noting the challenges in using Nuventive, which makes it difficult to connect course level outcomes to program level outcomes and analyze that data accordingly. Action plans are data-driven and well thought out.

- Kinesiology - The Committee notes the importance of this program's observations about Canadian enrollment. This program's action plan to address this issue is well informed and well thought out.

- Nursing - This program is commended for the level of detail included in their four column reports. Course level outcomes are tied manually into the reports for the program level outcomes, and the Committee truly appreciates the level of work and commitment it took to achieve that. The Committee further recognizes the value of this program's action plan to reevaluate the courses previously taught by retired faculty. The action plans presented by this program were all data driven, and very well thought out.

- Political Science/Social Science - The Committee recognizes how difficult it is to analyze data trends in a small enrollment program. The Committee does recommend that additional detail would be beneficial; for example, an explanation of what is noted in the report as "unclear" would be helpful. The committee would like to understand if the low enrollment and lack of data available make something specific unclear, or what other struggles these programs might be experiencing in their program assessment practices. This would give the committee sufficient information and an opportunity to provide support and help if it's possible. Example: due to low enrollment, it is unclear. …

- Psychology - The Committee values the comment in this report related to Faculty assessment activities, and how they have become potentially burdensome. The Committee duly noted that this Faculty raised concerns about the balance between the burden of reporting and the effectiveness and usefulness of the reports. It is the intention of the Committee to work toward the creation of a less burdensome assessment process. Furthermore, the Committee noted the thoroughness of the data driven action plans for this program. The committee supports the action plan request for external evaluation and review of the program. The committee also commends the level of detail in analyzing the major field test results.

- Computer Science - The Committee will provide additional details on research based high impact practices, which would be listed on future reports. The Committee notes the thoroughness of the data driven action plans for these programs, and supports the decision to work with admissions personnel to ensure

that enrolling students are placed correctly into the best-fit programs. Action planning to improve students' professional presentation skills are also supported by this committee. The Committee also supports the action plan to work with the marketing department on all computer related programs, and especially on the new data science program.

- Mathematics - The Committee recognizes that the enrollment data for Mathematics should also include Teacher Education Mathematics majors, and will investigate and support a process through which that enrollment data can be included in future Annual Assessment Update reports. The Committee encourages the school of mathematics to break down that data in a way that is understandable to the program Faculty, and then provide explanations in the reporting form to help the committee better understand that data and the connected action plans. The Committee had questions about a reported zero enrollment, since we understood that there were some secondary education math majors during the year being reported. The Committee supports the action plans of the math department, which are very well thought out and data driven. The committee also would like to commend the math department for their action plan and commitment to improve math culture across all programs and across the entire campus.

- Engineering - The Committee commends all the engineering programs for their strong reporting of course learning outcomes mapped to program level learning outcomes. The committee also commends the school for their analysis of DFWN rates, and action plans that are established to address those concerns. The action plan connected to monitoring the use of AI and chatGPT is commendable as well, as are the action plans to address specific course level assessment activities, and to address the lower math skills of incoming students.

- Lukenda School of Business - The committee supports the action plans of the school, all of which were found to be thorough and data driven. The Committee appreciates the thoroughness of the reporting and data analysis for small enrollment programs, which provided sufficient detail for the Committee to understand how the action plans were being developed. All action plans were specific, thorough, and data driven. The action plan to explore alternative methods of assessment, including at course levels, is commended. The committee supports the school's decision to investigate an alternative method of assessment to replace the major field test. The School is also commended for including qualitative data for small enrollment programs, which was very helpful to the committee and supports the action plans developed for those small enrollment programs.

Institutional Learning Outcome Assessments

Institutional Learning Outcomes (ILOs) are assessed annually through capstone courses, student athlete evaluations, and student worker evaluations. Capstone course data provides a snapshot of

seniors, and their level of ILO achievement as they prepare to enter the workforce or go on to graduate school. Student worker evaluation data provides a snapshot of workplace performance for students across all demographics as it relates to the ILOs. Student athlete evaluation data provides snapshots for the following: aggregated data across all teams; data specific to class standings of athletes; data specific to scholarship status of athletes; data specific to team associations; data specific to major filed(s) of study. The disaggregation of data by specific categories for student athletes was a pilot project, with the Athletic Department taking the lead; it is the intention of the Committee in the future to disaggregate data for capstone course reports and for student worker reports as well.

LSSU's Institutional Learning Outcomes are designed to measure students' readiness for employment and successful living after graduation. They are:

> **ILO 1 - Formal Communication:** Students will develop and clearly express complex ideas in written and oral presentations.
> **ILO 2 - Use of Evidence:** Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.
> **ILO 3 - Analysis & Synthesis:** Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.
> **ILO 4 - Professional Responsibility:** Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.
> **ILO 5 - Intercultural Competency:** Students will display knowledge of, and interact effectively with, members of groups whose identities, beliefs, behaviors, and values differ from their own.

ILO Assessment data for 2023-2024, along with Committee observations and recommendations for evaluating students' performance on those career-readiness outcomes, are presented below.

ILO Assessment in Capstone Courses

Capstone course ILO assessment data across all academic departments were combined to provide a broad perspective of how seniors in general across the university are performing on those outcomes. This also reduced the effect of the small-N factor across several capstone courses.

The committee has asked that the Deans discuss and consider the possibility of adding some data points to capstone course ILO assessment reporting that would not be too onerous on the Faculty. For example, would it be possible to include small quick tick boxes for various demographic identifiers? It is also suggested that the Deans discuss whether this data would be meaningful or helpful to improve student success in programs.

The Deans are also asked to discuss and consider whether ILOs should also be assessed across more courses than just the capstones. The committee discussed whether it would be possible for this Faculty review to take place for all academic programs at the end of each academic year to evaluate students across the entire program for their ILO performance levels.

Table 1 presents a quantitative summary of disaggregated ILO assessment conducted in capstone courses in 2022-2023. Figure 1 presents that same data as a bar chart.

Table 1: Capstone ILO Assessment Summary

	4 - Capstone	3 - Milestone	2 - Milestone	1 - Benchmark
1. Formal Communication *(N = 144)*	**89** *(61.8%)*	**48** *(33.3%)*	**6** *(4.2%)*	**1** *(0.7%)*
2. Use of Evidence *(N = 142)*	**86** *(60.6%)*	**48** *(33.8%)*	**5** *(3.5%)*	**3** *(2.1%)*
3. Analysis & Synthesis *(N = 142)*	**73** *(51.4%)*	**62** *(43.7%)*	**5** *(3.5%)*	**2** *(1.4%)*
4. Professional Responsibility *(N = 139)*	**91** *(65.5%)*	**40** *(28.8%)*	**7** *(5.0%)*	**1** *(0.7%)*
5. Intercultural Competency *(N = 111)*	**47** *(42.3%)*	**62** *(55.8%)*	**1** *(0.95%)*	**1** *(0.95%)*

Figure 1: Capstone ILO Assessment Summary

ILO 1: *N = 144*   **ILO 2:** *N = 142*   **ILO 3:** *N = 142*   **ILO 4:** *N = 139*   **ILO 5:** *N = 111*

Figure 1: Capstone ILO Assessment Summary
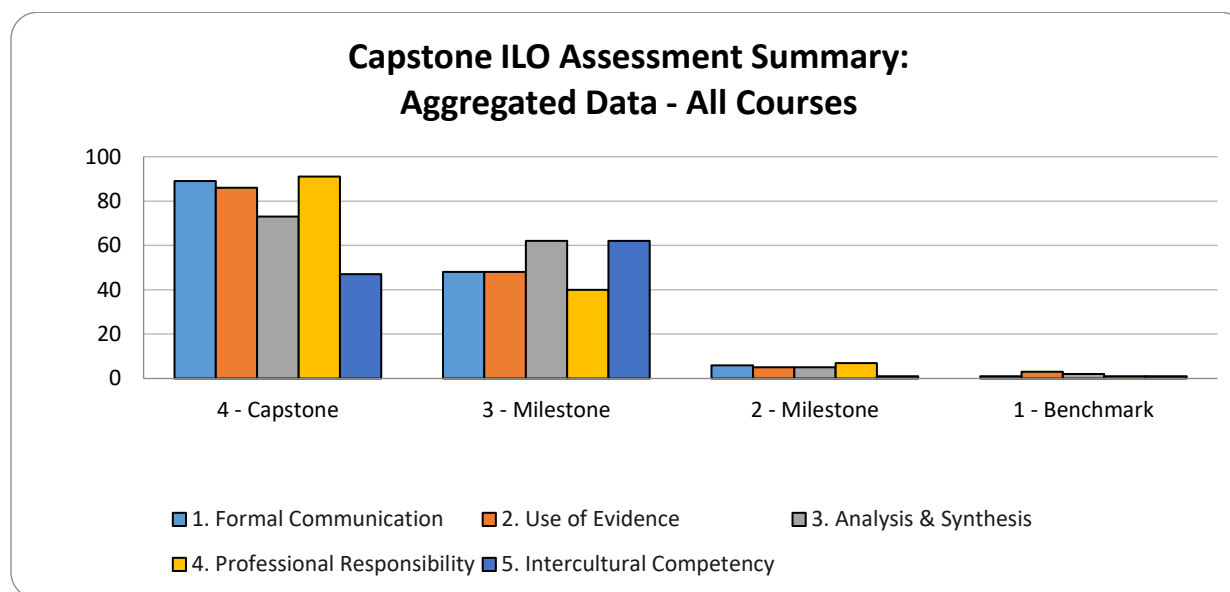
ILO Assessment of Student Workers

The Committee noted that some student worker supervisors reported NA in some cases for the intercultural competence ILO. The Committee questions whether NA means the supervisor had

no chance to observe that component, or if it means this was not an applicable skill for the job the students were performing. With this in mind, the Committee recommends training for student worker supervisors to understand and be able to evaluate appropriately the measures for intercultural competence. For example, the Committee should provide better guidance to supervisors on the university's definition of "culture." The Committee wants to ensure that culture is defined very broadly in these ILO assessments, to include all types of perceived differences among the populations that are served by student workers (e.g., age, gender, abilities, etc.). If NA was reported as an unobserved skill by the supervisor, it might be possible to collect the data through another source; for example, the supervisor could arrange to survey the people being served by the student workers in their department. A subcommittee of the larger University Assessment Committee has been selected to determine (with input from the campus community) how "culture" and "intercultural competence" will be defined by the university as a whole to better facilitate the assessment of this ILO.

The Committee further recommends that if NA is selected for any option on an ILO assessment form, the supervisor should also include a reason or explanation for why NA was selected.

To reduce the small- N effect in some of these student worker areas, a co-chair of this committee will aggregate the student worker ILO assessment data into a single chart that provides a snapshot of student worker ILO achievement levels across the university.

Prior to issuance of student worker survey forms to supervisors every spring, HR will supply the chairs of this committee with a list of all departments employing student workers; this will ensure that all those areas and departments are contacted to participate in the ILO assessment.

Each student worker was evaluated by their supervisor on the following measures using a scale of 0 (Unsatisfactory) to 4 (Excellent), and those measures are aligned with LSSU's Institutional Learning Outcomes as shown in Table 2:

Table 2: Alignment of Student Worker Assessment Measures with LSSU's ILOs

Institutional Learning Outcome	Assessment Measures
ILO 1 - Formal Communication: Students will develop and clearly express complex ideas in written and oral presentations.	● Oral Communication Skills ● Written Communication Skills
ILO 2 - Use of Evidence: Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.	● Problem Solving Skills ● Creative Thinking Skills
ILO 3 - Analysis & Synthesis: Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	● Planning/Organizational Skills ● Judgment & Decision Making Skills
ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.	● Dependability ● Compliance to Rules/Policies ● Teamwork Skills

	● Response to Supervision
	● Quality of Work
ILO 5 - Intercultural Competency: Students will display knowledge of, and interact effectively with, members of groups whose identities, beliefs, behaviors, and values differ from their own.	● Intercultural Competency

Figure 2 presents an aggregated summary data of ILO assessments conducted with student workers in 2022-2023.

Figure 2: Student Worker ILO Assessment Summary

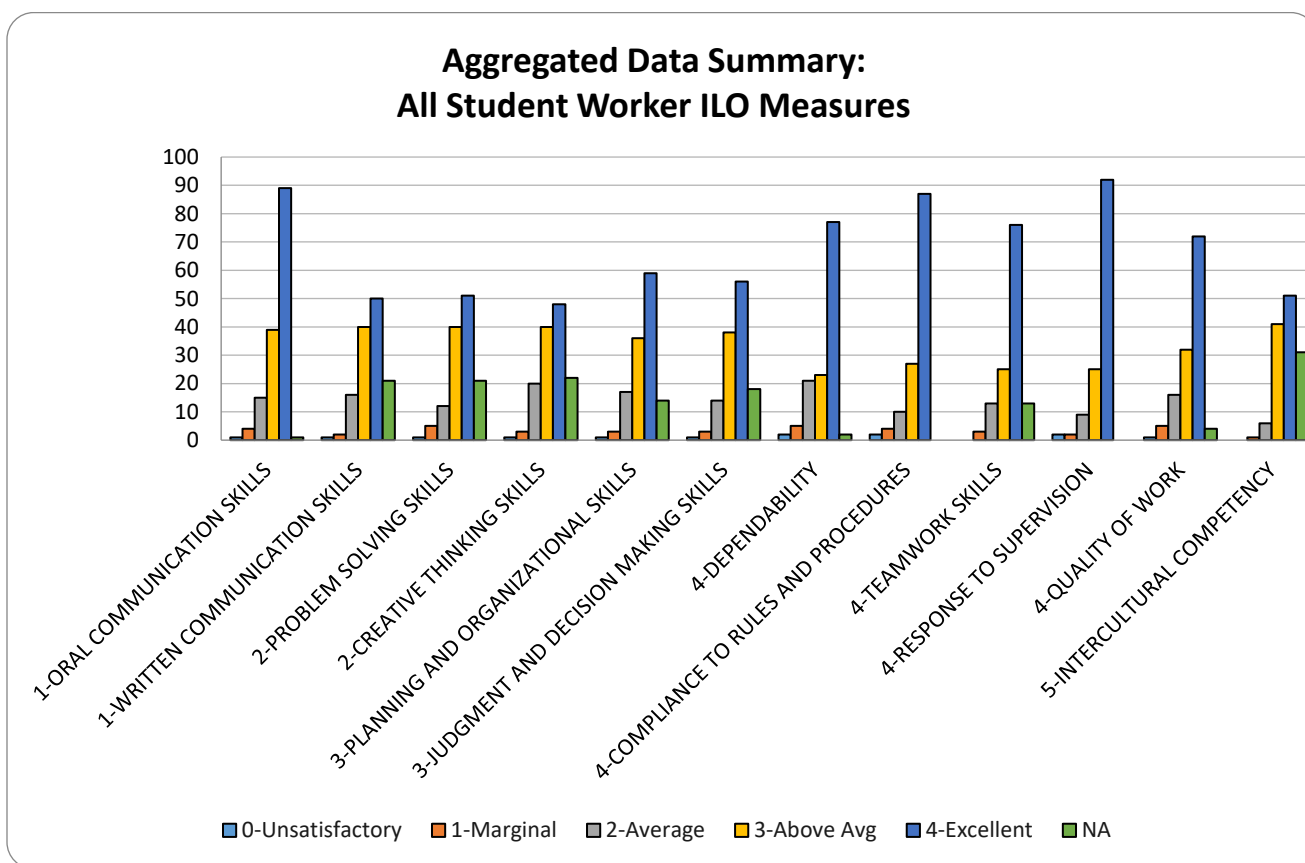**Aggregated Data Summary: All Student Worker ILO Measures**

Figure 2 Notes: The Committee believes that "NA" reported in the Student Worker Evaluations indicates "not observed" in most cases.

ILO Assessment of Student Athletes

ILO assessments were conducted by the coaches of each team, and it was well done. They provided a good spread of meaningful assessment data showing how well student athletes at

different class levels, in different programs, and on different teams were performing on the institutional learning outcomes. The breakdown of ILO assessment data from the athletics department was extensive, leading the way to show the campus community how we can evaluate student performances on institutional learning outcomes in more meaningful ways across the university. Athletics has shown us that we can break down the data to see how freshmen compare to seniors, for example, in their professional demeanor or in any other measure. Athletics has shown how we can usefully compare students in different academic programs to one another to see how well they are performing on the institutional learning outcomes. Overall, the Committee recommends that this same model of assessment be used to evaluate student workers each year, and perhaps also to evaluate students in other areas we have not yet explored.

The Committee discussed the inclusion (or deletion) of the NA option on the reporting questions. The Committee discussed the option of offering a "not observed" tick box rather than — or in addition to — the NA option. The Committee also discussed questioning the coaches to find out how they might suggest improvements to the reporting form.

The Committee would like to request feedback from the athletic department to learn how that department is using their data to drive its decisions and action plans for continuing improvements. The Committee requests any supporting documents that may be produced in the athletic department to help us see ways in which other operational units across the university could use their own ILO assessment data.

As an aggregate summary across all team and student athletes, Figures 3 through 11 present the findings for nine separate measures used to assess ILO 4, Professional Responsibility. Figure 12 presents the findings for the assessment of ILO 5, Intercultural Competency, across all team and student athletes. The disaggregated data reported to the University Assessment Committee is not provided in this report, as it contains specific student information that would allow readers to identify individual students.

Figure 3: ILO 4 - Assessment Measure 1

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

Aggregate Data: All Teams
N = 136

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
2.20%	8.80%	26.50%	30%	32.50%	0.00%

Aggregate: Measure 1. The student-athlete is committed to personal excellence and continuous improvement.

Figure 4: ILO 4 - Assessment Measure 2

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

Aggregate Data: All Teams					
N = 136					

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
2.20%	9.50%	21.30%	24%	43.00%	0.00%

Aggregate: Measure 2. The student-athlete is consistently reliable (e.g., always on time, meets expectations and responsibilities, etc.).

Figure 5: ILO 4 - Assessment Measure 3

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

		Aggregate Data: All Teams			
		N = 136			
SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
0.70%	3.70%	47.60%	26%	21.30%	0.70%

Aggregate: Measure 3. The student-athlete works to strengthen and support community (e.g., volunteers for on-campus and off-campus community service, etc.)
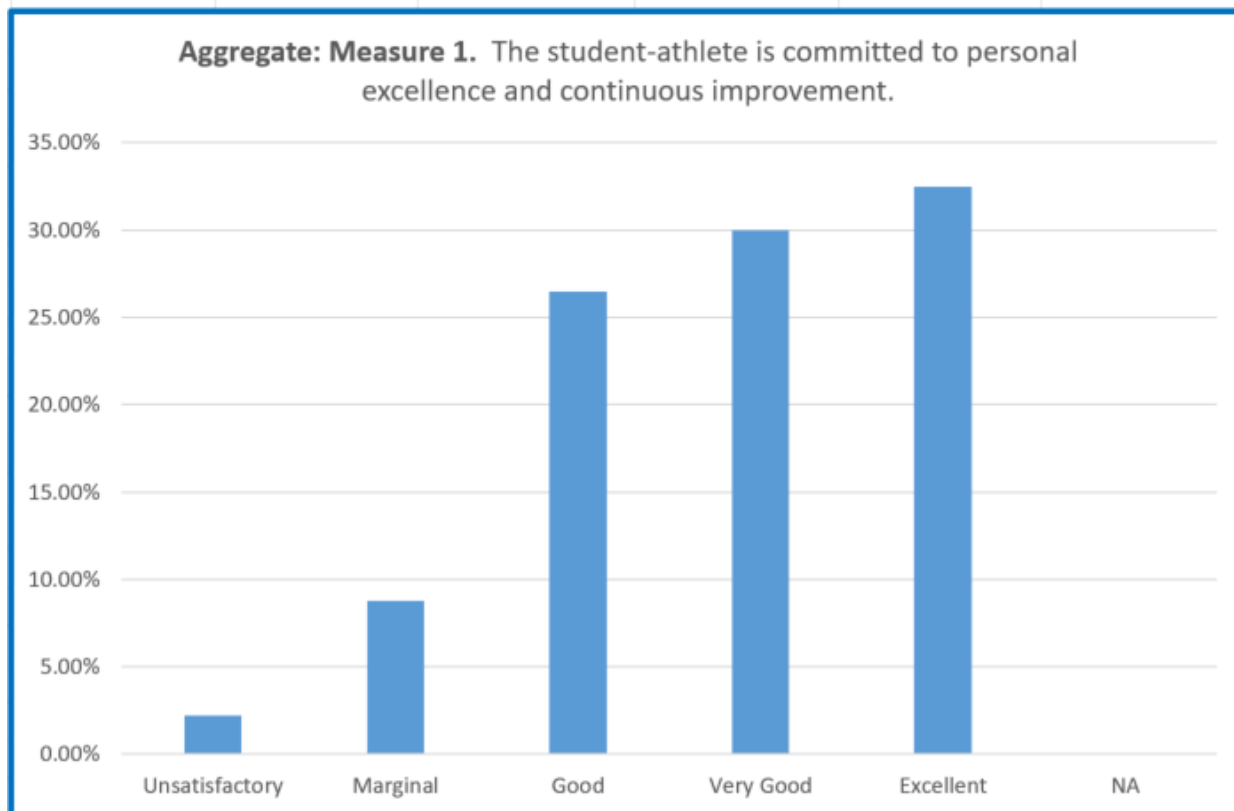

Figure 6: ILO 4 - Assessment Measure 4

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

<div align="center">

Aggregate Data: All Teams

N = 136

</div>

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
1.50%	3.00%	28.50%	36%	31.00%	0.00%

Aggregate: Measure 4. The student-athlete willingly accepts roles that are in the best interests of the team, the university, or the community, whether that role is to lead or to support and follow.
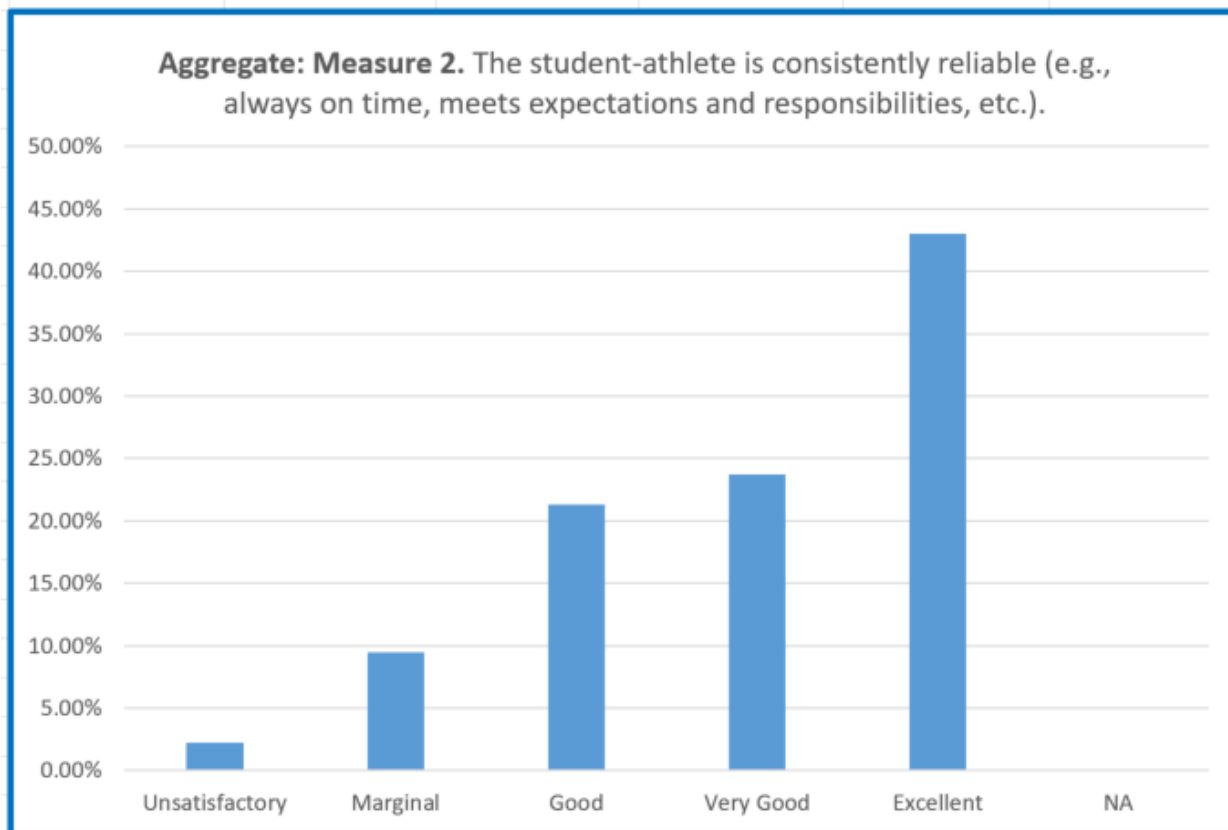
Figure 7: ILO 4 - Assessment Measure 6

ILO 4 - Professional Responsibility: *Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.*

Aggregate Data: All Teams

N = 136

SCALE:

Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
1.50%	3.00%	19.80%	30.10%	45.60%	0.00%

Aggregate: Measure 6. The student athlete is consistently committed to building and maintaining relationships of trust and support with the team and coaching staff.
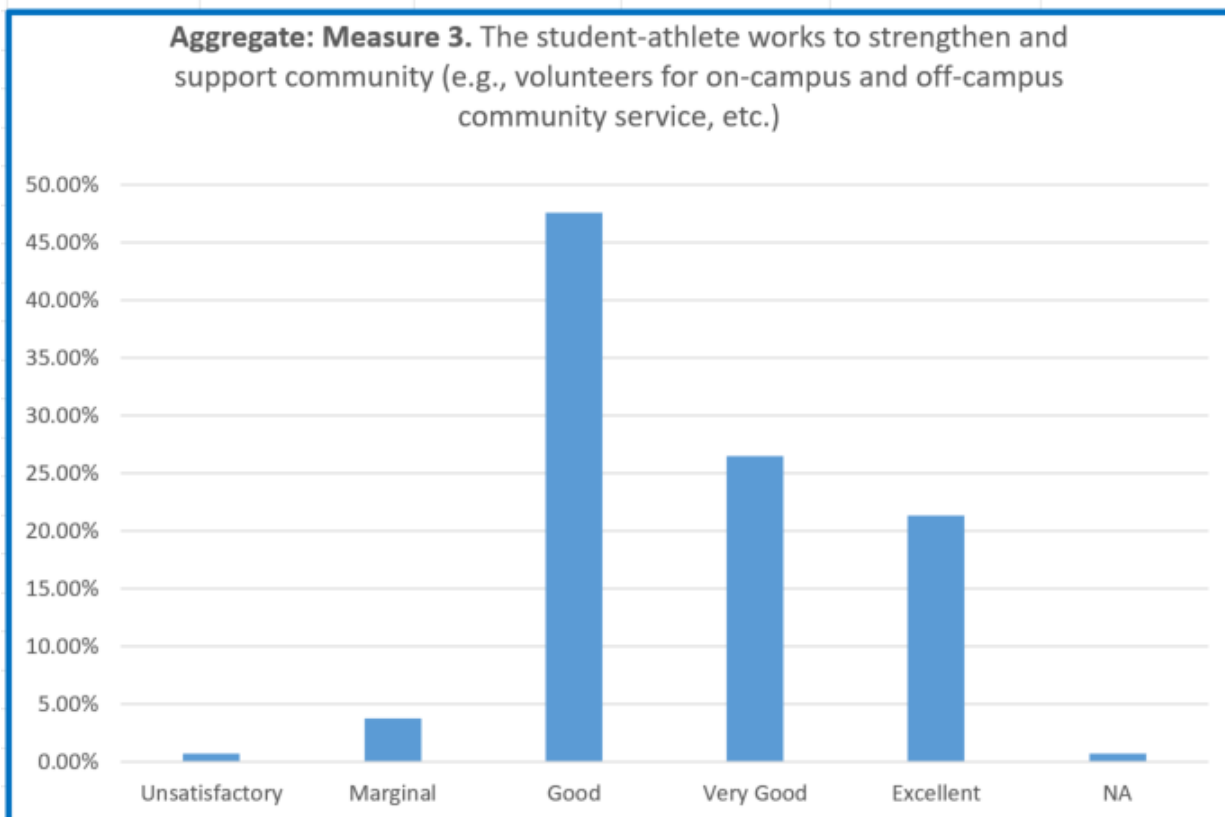

Figure 8: ILO 4 - Assessment Measure 7

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

Aggregate Data: All Teams					
N = 136					

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
0.00%	0.70%	28.00%	36.80%	25.70%	8.80%

Aggregate: Measure 7. The student athlete is consistently committed to acting with professional and moral integrity, as a representative of the university, as a member of the team, and as a role model to others.
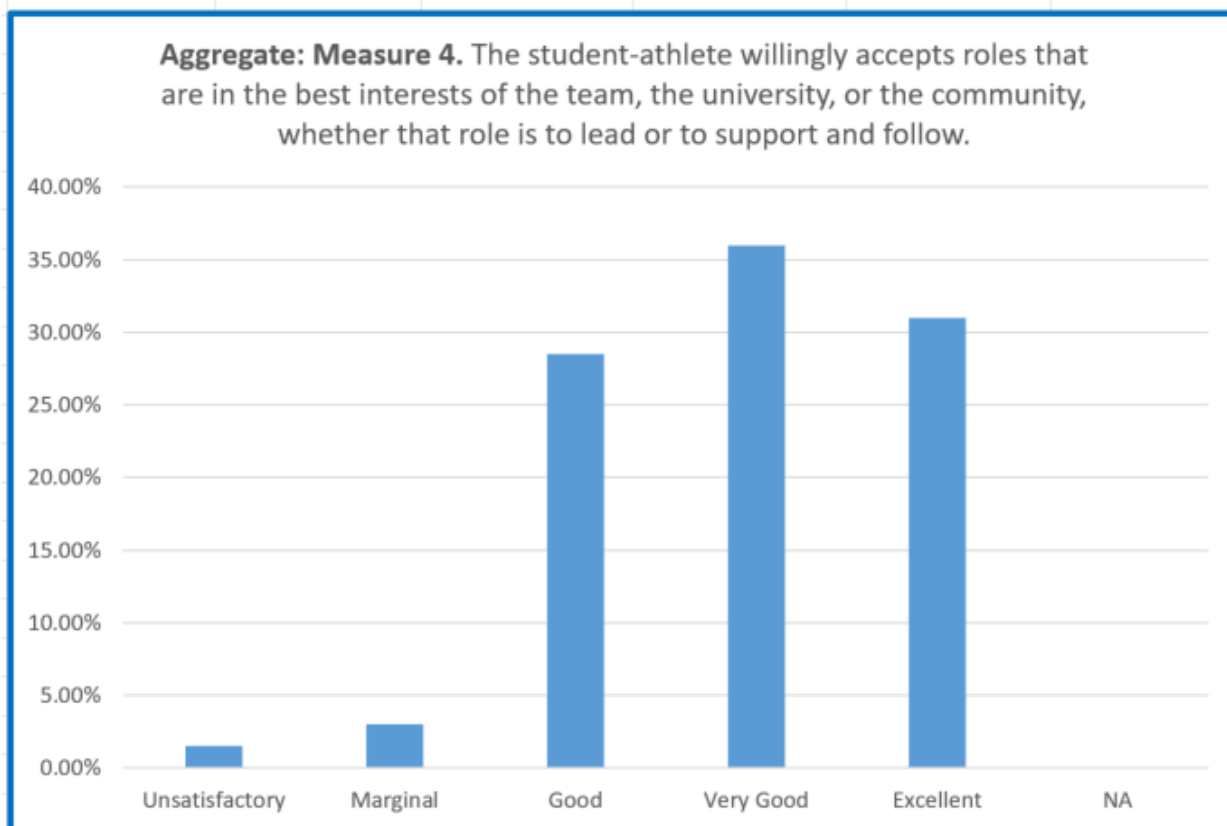
Figure 9: ILO 4 - Assessment Measure 8

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

| | | **Aggregate Data: All Teams** | | | |
| | | ***N = 136*** | | | |

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
0.70%	4.40%	24.30%	33.10%	37.50%	0.00%

Aggregate: Measure 8. The student athlete is committed to teamwork, working well with teammates and consistently supporting team members.
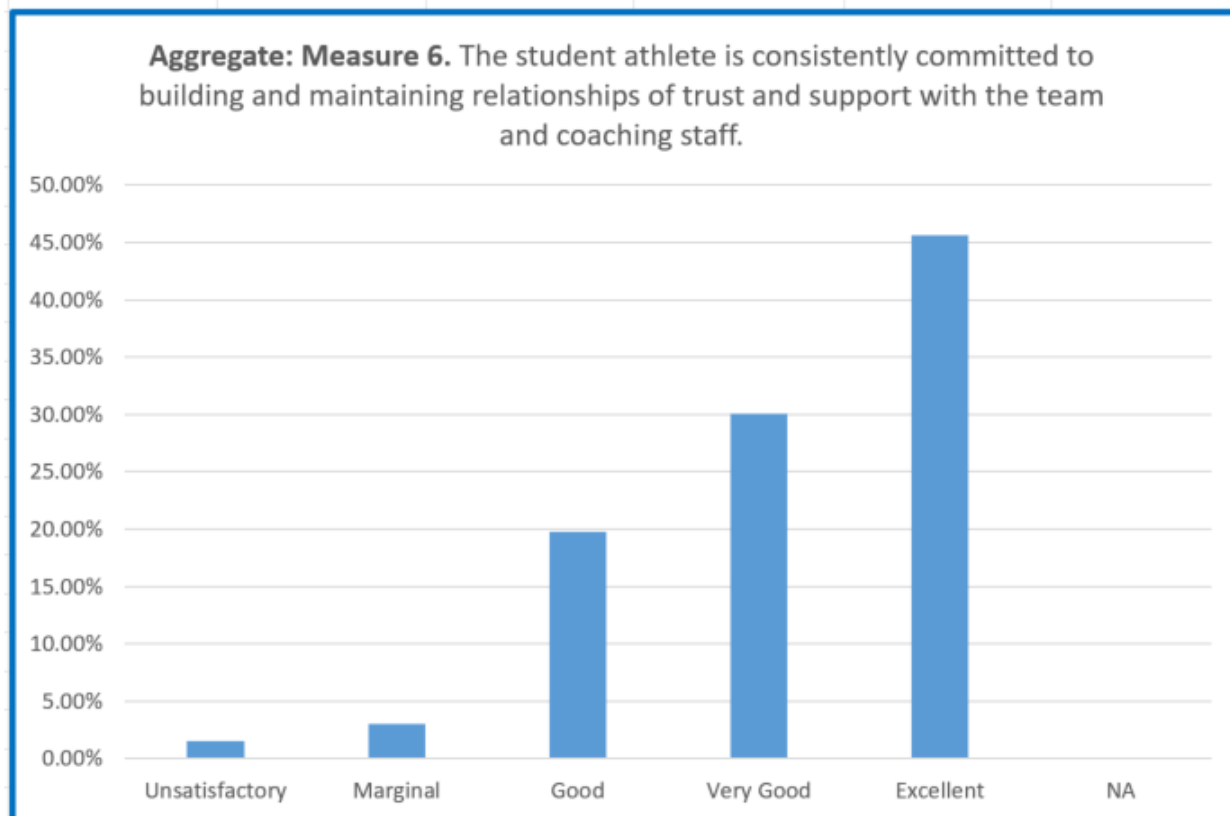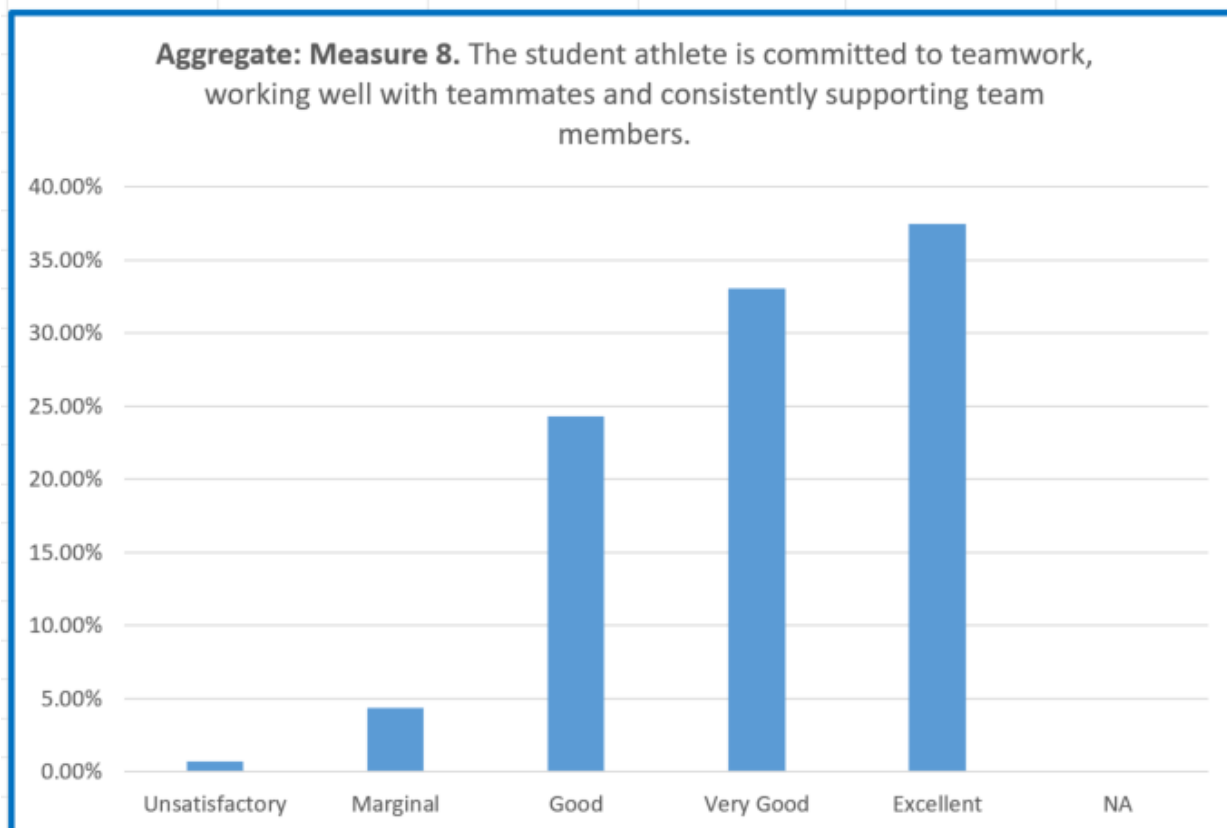

Figure 10: ILO 4 - Assessment Measure 9

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

Aggregate Data: All Teams
N = 136

SCALE:

Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
1.40%	6.60%	17.00%	25.00%	50.00%	0.00%

Aggregate: Measure 9. The student athlete takes responsibility for effectively balancing responsibilities, including time and task management to meet both athletic and academic responsibilities.
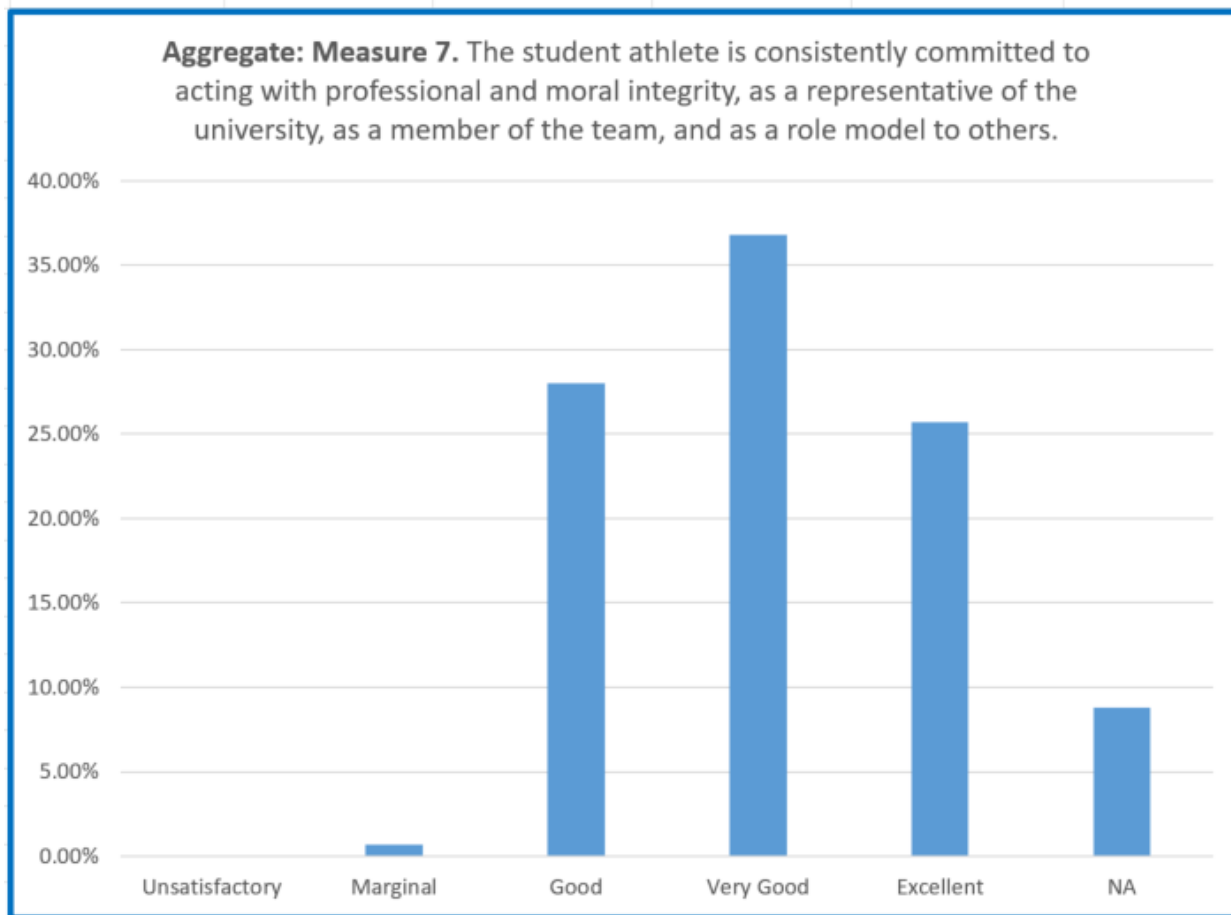
Figure 11: ILO 4 - Assessment Measure 10

ILO 4 - Professional Responsibility: Students will demonstrate the ability to apply professional ethics when answering a question, solving a problem, or achieving a goal.

Aggregate Data: All Teams
N = 136

SCALE:					
Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
1.40%	3.70%	16.20%	27.20%	51.50%	0.00%

Aggregate: Measure 10. The student athlete takes responsibility to seek out and utilize support services or resources appropriately to meet both athletic and academic responsibilities.
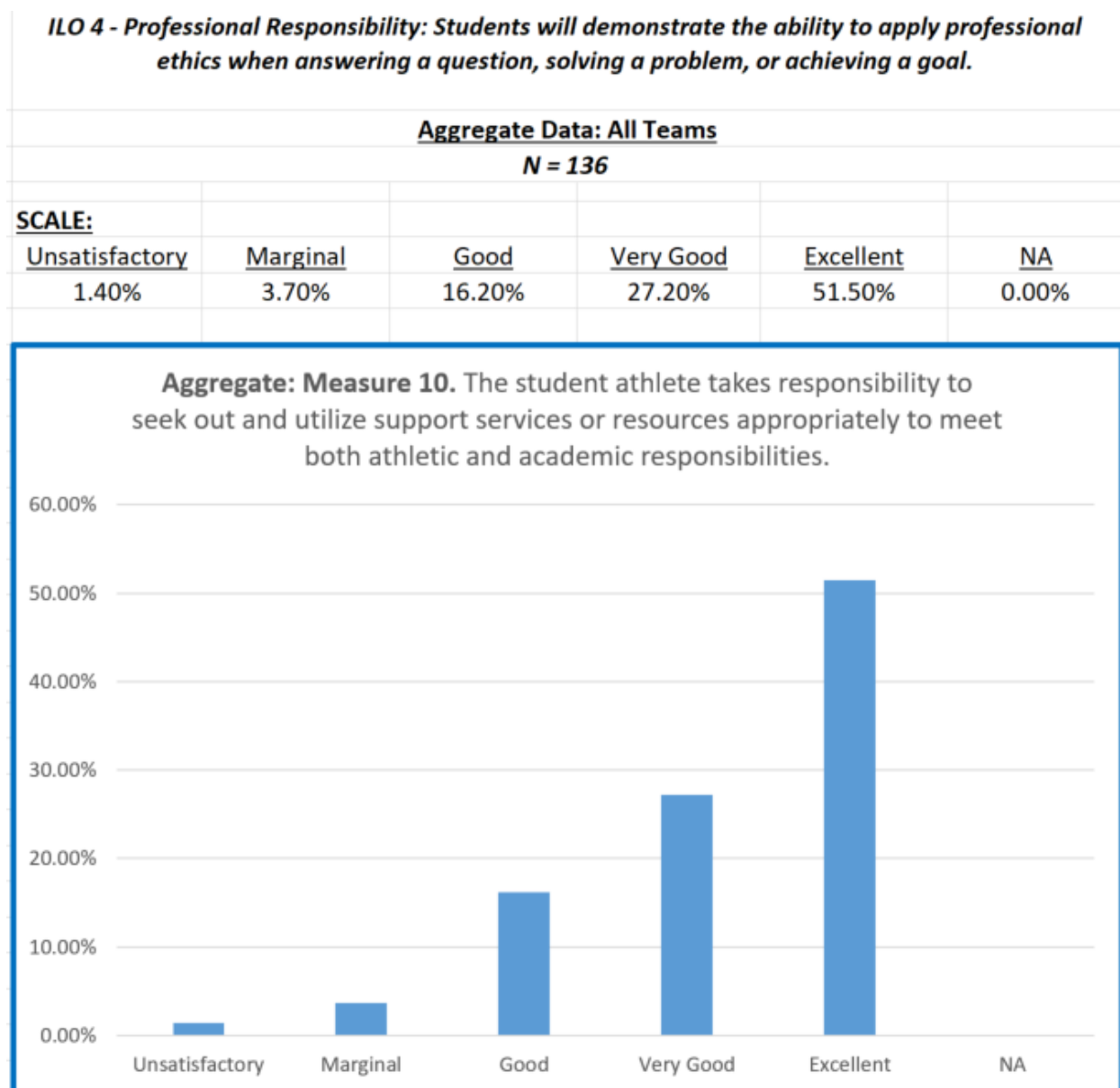

Figure 12: ILO 4 - Assessment Measure 5

ILO 5 - Intercultural Competency: Students will display knowledge of, and interact effectively with, members of groups whose identities, beliefs, behaviors, and values differ from their own.

Aggregate Data: All Teams					
N = 136					

SCALE:

Unsatisfactory	Marginal	Good	Very Good	Excellent	NA
0.00%	3.70%	22.70%	36.80%	36.80%	0.00%

Aggregate: Measure 5. The student athlete is consistently committed to supporting and respecting the rights, opinions, and feelings of others.