



Appendix T

Advertising and Recruitment Materials: Materials

Degree Requirements for Accounting

Major Department Requirements (86 credits)

Common Professional Cognate

- ACTG132 Principles of Accounting I (4)
- ACTG133 Principles of Accounting II (4)
- ACTG232 Intermediate Accounting I (4)
- ACTG233 Intermediate Accounting II (4)
- ACTG332 Cost Management I (4)
- ACTG333 Cost Management II (4)
- ACTG334 Accounting Information Systems (3)
- ACTG421 Federal Taxation Accounting I (3)
- ACTG422 Federal Taxation Accounting II (3)
- ACTG427 Auditing (4)
- ACTG432 Advanced Accounting I Consolidations (3)
- ACTG433 Advanced Accounting II Governmental (3)
- BUSN121 Introduction to Business (3)
- BUSN211 Business Statistics (3)
- BUSN231 Business Communications (3)
- BUSN350 Business Law I (3)
- BUSN355 Business Law II (3)
- BUSN403 Business, Government and Society (3)
- BUSN466 Business Policy (3)
- DATA235 Spreadsheets (3)
- ECON201 Principles of Macroeconomics (3)
- ECON202 Principles of Microeconomics (3)
- FINC341 Managerial Finance (4)
- MATH111 College Algebra (3)
- MRKT281 Marketing Principles and Strategy (3)
- MGMT365 Human Resource Management (3)

General Education (30-31 credits)

- BUSN308 Managing Cultural Differences (3)
- COMM101 Fund. of Speech Communication (3)
- ENGL110 First-Year Composition I (3)
- ENGL111 First-Year Composition II (3)
- HUMN251 Humanities I (4)
- Humanities Elective (3-4)
- Natural Science Laboratory Courses (8)
- Social Science Elective (3)
- B.S. Degree requirement (5 credits)
- Electives (7-9 credits)
- Total Credits: 128

ALL STUDENTS WHO WISH TO SIT FOR THE CPA EXAM must complete the 128-hour accounting degree AND take 22 additional hours of course work. Students will work with an advisor to select 22 additional hours which could be in the form of minors, selected courses in legal studies, CIS, law enforcement, internships, etc. An articulated advanced business degree may also be an option. (MCPA Requirement)

Bachelor of Arts Degree Notes (if applicable): One year (8 credits) of a modern language other than English. If taken at LSSU, this would be: CHIN151-152, FREN151-152 or 251-252, GRMN141-142 or 241-242, NATV141-142 or 201-202, or SPAN161-162.

One-half year of two different languages will not meet this requirement.

Bachelor of Science Degree Notes (if applicable): At least eight (8) semester credits in addition to courses used for general education requirements from categories of social science, natural science, computer science or mathematics. *These bachelor of science degree requirements can be used for majors or minors, but not general education.*

Accounting

Description

The discipline of accounting provides financial and other information essential to the efficient conduct and evaluation of the activities of any organization. Accounting includes the development and analysis of data, the testing of its validity and relevance, and the interpretation and communication of the resulting information to intended users. Students completing the degree will be eligible to sit for various professional certification examinations. The program complies with current educational requirements for the CPA certification. Please visit <http://www.lssu.edu/business/> for more information!

Bachelors of Science

Career Choices:

Public Accountant (CPA)
Auditor
Management Accountant (CMA)
Tax Accountant
Government Accountant
Budget Analyst

Student Profile:

Do you...

feel comfortable with numbers and enjoy data analysis?
like working with people and solving problems?
have good communication skills?

Career Descriptions:

Public Accountant- Works for a variety of clients providing services in the areas of financial statement preparation, auditing services, income tax planning and preparation, estate planning and financial forecasting, along with a variety of other management advisory services.

Auditor- Checks accounting documents and financial statements within corporations and government. This area of accounting, like all others, is becoming increasingly computerized.

Management Accountant- Works for one company and participates in a variety of accounting activities such as financial statement preparation, product cost accumulation and analysis, budgeting and forecasting, asset acquisition analysis, payroll accounting and general ledger maintenance, and financial planning for the company.

Tax Accountant- Focus is on tax planning and tax return preparation on the federal, state and local levels. A tax specialist may work for either a public accounting firm or an individual company and will aim to minimize the tax on the employer while being in compliance with all applicable tax laws. A thorough knowledge of tax laws are required.

Government Accountant- Works for one of many government agencies at the federal, state or local level, or may work for government agencies such as the FBI or IRS.

Budget Analysis- Responsible for developing and managing an organization's financial plans, students will need extensive people skills because of the constant negotiating work involved.

Pre-Business Core

Students will apply for admission to 300/400-level courses after completing the Pre-Business Core (PBC).

Bachelor's of Science:

- Accounting
- Entrepreneurship
- Finance & Economics
- International Business
- Marketing
- Management

Associate's degrees:

- Personal Computer Specialist
- Small Business Administration
- Technical Accounting

Minors:

- Economics-Finance
- General Business
- Human Resource Management
- International Business
- Marketing
- Sports & Events
- Marketing



www.lssu.edu/business



LAKE SUPERIOR
STATE UNIVERSITY

Lukenda School of Business

650 W. Easterday Ave.

Sault Ste. Marie, MI 49783

bschool@lssu.edu

906-635-2426



Innovative

competitive

INVESTED

LSU

LUKENDA

SCHOOL OF

leadership
Business

advocacy

strategic

enterprising

INTERNATIONAL



Degree Requirements:

Bachelor of Arts

Majors in communication must complete one minor in an area to be approved by the chair of the department.

Required Courses (24-25 credits)

<ul style="list-style-type: none">• <u>COMM101</u> Fundamentals of Speech, Communication (required as prerequisite for most of the following courses) 3• <u>COMM201</u> Small Group Communication 3• <u>COMM225</u> Interpersonal Communication 3• <u>COMM280</u> Understanding Mass Media 3• <u>COMM307</u> Classical/Contemporary Rhetoric 3• <u>COMM308</u> Communication Theory 3• <u>INTD399</u> Internship in Communication** 3• <u>or</u>• <u>INTD490</u> Senior Directed Study** 3-4• <u>THEA251</u> History of Drama and Theatre I* 3• <u>or</u>• <u>THEA252</u> History of Drama and Theatre II* 3	<ul style="list-style-type: none">• <u>ENGL306</u> Technical Writing 1• <u>HUMN256</u> Introduction to Film: Images of Our Culture 3• <u>INTD399</u> Internship in Communication** 3• <u>or</u>• <u>INTD490</u> Senior Directed Study** 3-4• <u>THEA161</u> Problems in Speech/Drama 1-3• <u>COMM210</u> Business and Professional Speaking 3• <u>THEA251</u> History of Drama and Theatre I* 3• <u>or</u>• <u>THEA252</u> History of Drama and Theatre II* 3• <u>COMM302</u> Argumentation and Advocacy 3• <u>THEA309</u> Speech and Drama Productions 3• <u>COMM320</u> Public Relations 3• <u>COMM325</u> Organizational Communication 3• <u>THEA333</u> Studies in the Drama: the Genre and Theatre in Context 3• <u>COMM416</u> Communication in Leadership 3
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Select Additional Elective Courses (39 credits)

*A minimum of 12 hours must be from 300 or 400 level courses. *may select one class for required class and one for elective. **may select one class for required class and one for elective.*

General Education: All LSSU bachelor's degree candidates must complete the LSSU general education core requirements, or have earned the MACRAO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University).

Bachelor of Arts degree (8 credits): One year of a modern language other than English. If taken at LSSU, this would be CHIN151-CHIN152 or CHIN251-CHIN252; FREN151-FREN152 or FREN251-FREN252; GRMN141-GRMN142 or GRMN241-GRMN242; NATV141-NATV142 or NATV201-NATV202; or SPAN161-SPAN162. One-half year of two different languages will not meet this requirement.

A minimum of 124 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.

Communication

Program Description

The communication and theatre program offers versatility, nationally award-winning faculty, and excellent preparation for a career or graduate education.

Career Descriptions:

Employers consistently rate competent communication skills as fundamental for employment and promotion. The versatility of a degree in communication and theatre provides preparation for a wide variety of possible careers. Possible careers in the communication field include:

Public Relations Specialist – Manages communication between a business or organization and its customers and employees.

Nonprofit Organization Director – Oversees the employees and volunteers within a service organization.

Human Resource Manager - Oversees the hiring, training, and management of employees.

Sales Manager – Directs the sales business within an organization.

Entertainer – Performs on stage, television, or film.

Arts Administrator – Directs the business operations of an arts organization.

Bachelor of Arts

Career Choices

Public Relations Specialist
Nonprofit Organization
Director
Human Resource Manager
Sales Manager
Entertainer
Arts Administrator

Student Profile:

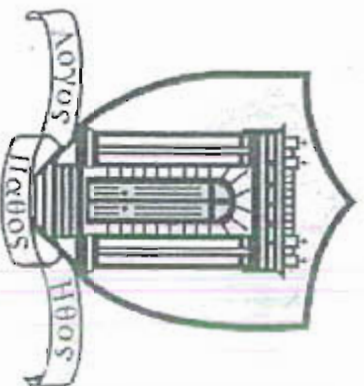
Do you...

- enjoy working with other people?
- like writing and talking?
- want a position with authority?
- enjoy performing for a crowd?
- think critically?
- analyze people and situations?

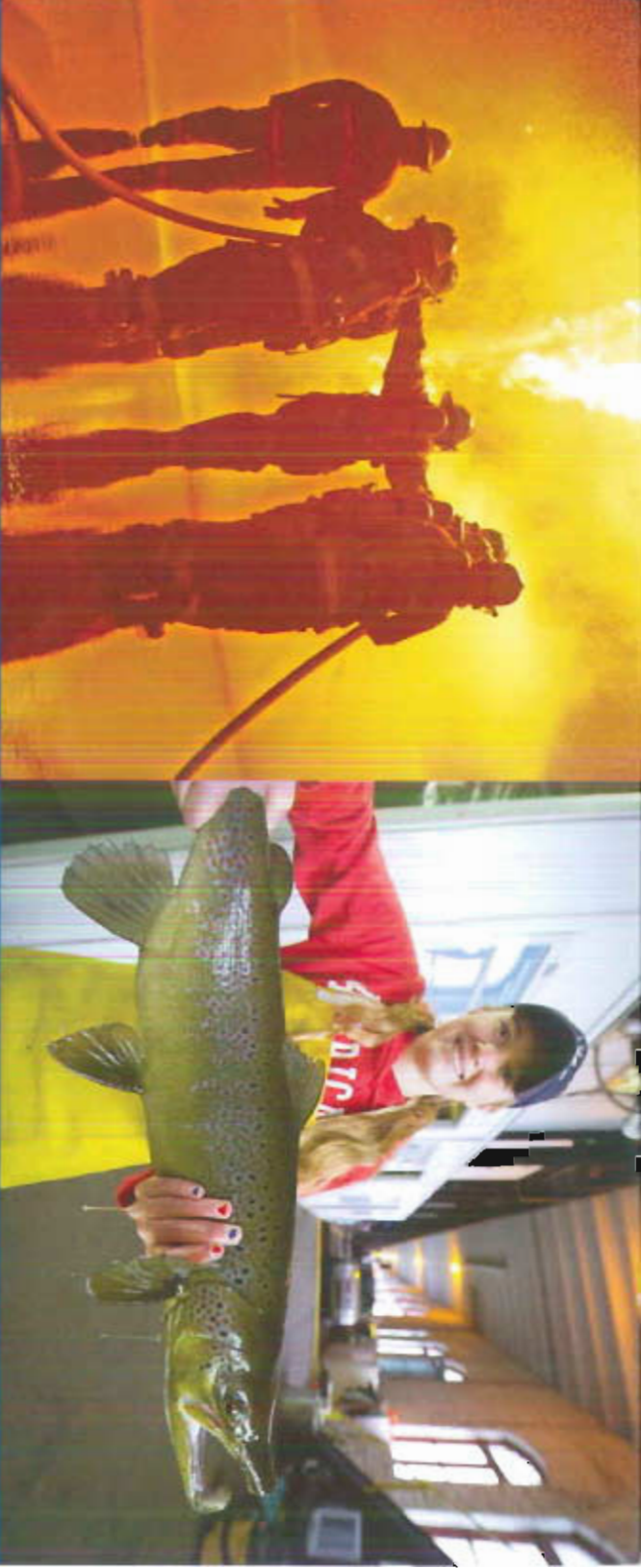
The variety of elective choices allows for program adaptability to better meet future career goals. Culminating in a capstone experience of a

communication internship or independent research project. The program provides a blend of theoretical and practical knowledge and experience necessary for success in the communication arts. For more information visit:

<https://www.lssu.edu/programssofstudy/communication/>



Lamda Pi Eta
Communications Honor Society



We use our small size as a strength to offer the best learning environment.

Lake Superior State University is located in a beautiful, natural environment, surrounded by forestlands and three Great Lakes. We share an international border with Canada, on the St. Mary's River, which gives our students opportunities to learn in both countries.

At LSSU, you're not a number or a face in the crowd. We use our small size as a strength to give our students the best learning environment possible.

Quick Facts

- Average class size: 25-30 students
(50% of our classes have fewer than 20)
- Faculty-to-student ratio: 16:1
- Teaching-focused undergraduate university
- Supportive environment
- Direct interaction with professors on research projects



888-800-LSSU • www.lssu.edu/define



650 W. Easterday Ave., Sault Ste. Marie, MI 49783

Admission

A transfer student is defined as a student who enrolls and attends in a post-secondary institution anytime after the summer following high school graduation, and then applies to Lake Superior State University. Former full-time LSSU students who miss one or more semesters (not including summer) and attend another college/university must apply for re-admission before the semester of re-entry. There is no application fee for re-admission, but to meet admissions policy, students must submit an official transcript from any other institution attended since leaving LSSU. Transfer students must possess a minimum 2.0 cumulative college GPA and be eligible to return to former college(s). Transfer students with fewer than 19 transferable credits/29 quarter hours will be reviewed on the basis of courses completed as well as the trend of most recent grades, high school record, and ACT/SAT scores.

- Submit the application at www.lssu.edu/apply
- Pay the \$25 on-line fee
- Provide high school transcripts OR Provide college/university transcripts if transferring from a post-secondary institution (mailed directly from your high school or college university to LSSU).

Transfer students wishing to be considered for scholarships should apply by **December 1** for spring semester or **April 15** for fall semester.

2014-15 Tuition

For fall/spring semesters:
Michigan residents: \$10,128, Non-residents: \$15,192.

When comparing costs with other universities, note that LSSU offers a flat tuition rate for those taking 12 to 17 credits.

Visit

To learn more about becoming a Laker, visit our historical campus. We host campus tours Monday-Friday, 10:30 a.m. - 1:30 p.m., and on Saturday beginning at 9:30 a.m. To schedule a visit, go to www.lssu.edu/visit.

Redefining the classroom



Distinctive Programs

Criminal Justice

One of few law enforcement tracks in Michigan

Engineering

computer, electrical, mechanical, robotics specialization
100% placement

Fire Science

First accredited 4-year program in the U.S.
Only accredited program in midwest

Fisheries and Wildlife Management

Aquatic Research Laboratory, Atlantic Salmon DNR Partnership
excellent location for outdoor labs

Geology

National Science Foundation degree program
international fieldwork
100% placement

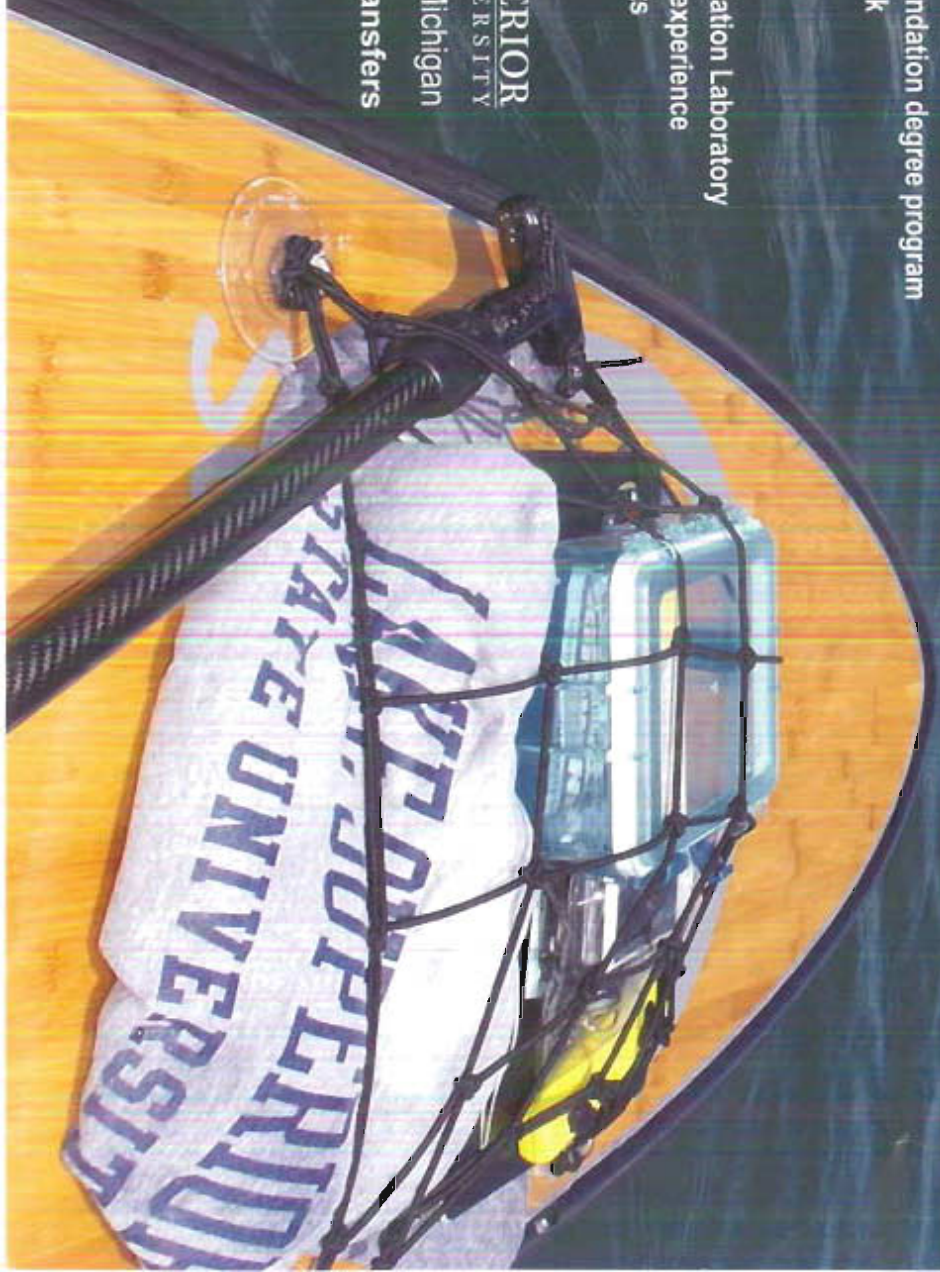
Nursing

State-of-the-art Simulation Laboratory
international clinical experience
fall and spring cohorts



Sault Ste. Marie, Michigan

www.lssu.edu/transfers



English Degree Requirements:

In addition to the courses listed below, students must complete all general education requirements, two years of a foreign language other than modern English, and a minor.

Required Courses (45 credits)

- COMM307 Classical/Contemporary Rhetoric 3
- ENGL180 Introduction to Literary Studies 3
- ENGL221 Introduction to Creative Writing 3
- ENGL231 American Literature I 3
- ENGL232 American Literature II 3
- ENGL233 English Literature I 3
- ENGL234 English Literature II 3
- ENGL340 Genre Studies 3
- ENGL404 Literature Before 1800 (Topic) 3
- ENGL408 Literature After 1800 (Topic) 3
- ENGL420 History of the English Language 3
- ENGL421 History of Literary Criticism 3
- ENGL490 Senior Thesis 3

Select one from: 3

- ENGL235 Survey of Native Literature of North America 3
- ENGL236 Literature and Culture 3

Select one from: 3

- THEA251 History of Drama and Theatre I 3
- THEA252 History of Drama and Theatre II 3
- THEA309 Speech and Drama Productions 3
- THEA333 Studies in the Drama: The Genre and Theater in Context 3

Foreign Language (14-16 credits)

General Education (36-42 credits)

- ENGL110 First-Year Composition I 3
- ENGL111 First-Year Composition II 3
- COMM101 Fund. of Speech Communication 3
- HUMN251 Humanities I 4
- HUMN Electives 3-4
- Social Science Electives 6-8
- Natural Science Electives 8
- Math Elective 3-5
- Diversity Elective 3-4

Minor (minimum 20 credits)

Electives to total 124 credits

Bachelor of Arts Degree Notes (if applicable): One year (8 credits) of a modern language other than English. If taken at ISSU, this would be: CHIN151-152, FREN151-152 or 251-252, GRMN141-142 or 241-242, NATV141-142 or 201-202, or SPAN161-162.

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English—Literature

Program Description

Featuring small class sizes, lots of reading, many opportunities for writing and research, and supervision by faculty who know their students, the English programs emphasize the humane letters and language study. This program promotes a well-rounded study of literary texts across multiple genres and media in keeping with current scholarship and research in the field of English while honing skills significant to effective writing, critical thinking, and textual analysis.

Opportunities for publishing and editing are available through work on the literary journal, and the student-edited journal, or the monthly magazine. Every year, the English Department holds the Osborn Poetry Contest and the Fiction Short Story Contest. Submissions are due at the beginning of February, with the winners announced in March.

Career Descriptions

- Editor—Develops original fiction and nonfiction for books, magazines, and trade journals, newspapers, technical reports, company newsletters, radio and television broadcasts, movies and advertisements.
- Technical Writer—Puts scientific and technical information into readily understandable language. Prepares operating and maintenance manuals, catalogs, parts lists, assembly instructions, sales promotion materials and project proposals. Plans and edits technical reports and oversees preparation of illustrations, photographs, diagrams and charts.
- Public Relations Director—Handles media, community, consumer and government relations; political campaigns; interest-group representation; conflict mediation; or employee and investor relations.

Clubs and Organizations

English and Communications Club—the club brings English & Communication majors and minors together to discuss literature, and tries to bring a better appreciation of the English language to the LSSU campus.

The Communication Alliance—the organization's purpose consists of three primary goals: recognizing scholastic achievements, building community, and providing service back to the community. The organization shall be comprised of members who have a high interest in pursuing a deep understanding of communication.

Bachelor of Arts

Career Choices
Editor
Technical Writer
Public Relations Director
Graduate Study

Student Profile:

Do you...

- like language with all its richness and nuances?
- Often help others with interpreting a passage or writing a paragraph?
- enjoy a rich, imaginative sense?
- like writing and reading?

ENGLISH

Improve your résumé with a major or minor in English. English coursework shows employers you can read carefully, think critically, and effectively communicate your thoughts to others. And human resources executives today are concerned that recent college graduates lack writing and critical thinking skills. English studies are compatible with almost any other major on campus.

Literature

As a major or minor in Literature, you'll enjoy personal attention and thought-provoking classes in both American and English literature. You'll be invited to join our active English Club and take advantage of faculty with expertise in everything from eco-criticism to graphic novels to children's literature. Our majors have a high graduate school acceptance rate; our graduates have gone on to study at Northern Michigan Uni-

versity, Ohio State University, Bowling Green State University, Kansas State University, Warren Wilson College, and other schools. Some students have presented undergraduate work at conferences. Past graduates have become college professors; one is a contributing editor to the *American Book Review*.

**Named
2012-2013
Department
of the Year
by Student
Government**

Creative Writing

As a major or minor in Creative Writing, you'll enjoy small workshops with award-winning faculty who are excited to read your work. Our professors have been published in prestigious literary journals and by well-respected book publishers, but always have time to spend one-on-one with students. You can join the English Club, sign up for editing and publishing internships, enter our annual writing contests, and attend readings and workshops with famous visiting writers. Recent students have had their work accepted and published while still undergraduates in *Greatest Lakes Review*, *Penny Ante Feud*, *Greenblotter*, *Strong Verse*, our student journal, *Snowdrifts*, and our professional journal, *Border Crossing*.

Language Arts - Elementary Education

As a Language Arts - Elementary Education major, you'll enjoy English and education coursework designed to prepare you to teach kindergarten through grade 5, as well as



National Book Award winner Jaimy Gordon reads in the Crow's Nest as part of the Lake Superior State University Visiting Writer Series

language arts in grades 6 through 8. You'll have the opportunity to observe and work with cooperating teachers in local classrooms as part of your education coursework, which will culminate in a full semester of student teaching. And you'll be invited to participate in our active English club and work on our journals. Our graduates are currently teaching throughout the Eastern Upper Peninsula, as well as in Ontario, lower Michigan, and a number of other states.

Successful Graduates

"My time at LSSU prepared me well for my graduate studies and subsequent career in the field of English."

— Joseph Haske, B.A., English, '99, now M.A., M.F.A., professor, novelist, poet, and contributing editor, *American Book Review*

"The faculty in the LSSU English program are real people, not ivory tower academics. Yet they possess the credentials, experience, and talents necessary to help you develop your potential."

— Allan Case, B.A., English, '08, now M.A. and Director of University Admissions

"My courses and the work experience I received allowed me to accept a position as a graduate assistant at South Dakota State University. I've been working on my Master's in Education with a specialization in Student Affairs and Counseling."

— Amy Chrispell, B.A., English, '08

Why study
ENGLISH
at LSSU?

**“Taking English classes
improves our communication
skills, which are
essential to every job.”**

— *Nancy Saffer, economist*

**Employers look for workers who can
think critically, read carefully, and
communicate effectively.**

**Studying English can help set you
apart from other job applicants,
prepare you for graduate school,
improve your craft as a writer, and
qualify you to teach.**

**To learn more about
English at LSSU, call:**

1-888-800-LSSU ext. 2217 (toll free)

or 906-635-2217 (direct)

Or visit our website:

www.lssu.edu/english



Department of English
Lake Superior State University
650 W. Easterday Avenue
Sault Sainte Marie, MI 49783
www.lssu.edu/english



Business Administration - Entrepreneurship

Program Description:

The entrepreneurship major is designed to develop students' skills so that they are both confident and competent in analyzing new business ideas; refining a vision of a new business into the kind of business plan lenders and investors are likely to approve; and, translating the business plan into the start-up, launch, daily management, and growth and exit strategies most relevant and feasible for a small business venture. The entrepreneurship major also prepares students for working within a small, entrepreneurial firm, as an employee with specific business skills tailored to the needs of the smaller firm. The study of entrepreneurship includes classes in marketing, accounting, management, and entrepreneurship, and requires an internship placement in a small firm or as an advisor to a small firm. These courses, along with the common professional business core courses, will provide students with the knowledge, training, and practical experience required to become successful small business owners, counselors, and employees. Please visit <http://www.lssu.edu/business/> for more information!

Bachelors of Science

Career Choices:

Small business owner/operator
Retailing
E-Commerce
Small business support services
Economic Development
Functional specialist in an entrepreneurial firm

Student Profile: Are you...

highly motivated with an internal locus of control?
interested in improving the success of small business planning, launch, and operation, perhaps in your local community or home business?

Degree Requirements

Bachelor of Science

Common Professional Component (63 credits)	Major Entrepreneurship Electives (15 credits) <i>Choose 15 credits from the following. Must be in three Business disciplines as indicated by different course prefixes.</i>
• ACTG132 Principles of Accounting I 4	• <u>BUSN261</u> Business Skills 3
• ACTG133 Principles of Accounting II 4	• <u>INTB389</u> Competing in the Global Market Place 3
• BUSN121 Introduction to Business 3	• <u>MGMT380</u> Principles of Leadership 3
• BUSN211 Business Statistics 3	• <u>MGMT476</u> Employee Training and Development 3
• BUSN231 Business Communications 3	• <u>MRKT283</u> Principles of Selling 3
• BUSN308 Managing Cultural Differences 3	• <u>MRKT385</u> Services Marketing 3
• BUSN350 Business Law I 3	• <u>MRKT387</u> Advertising Theory and Practice 3
• BUSN352 Business Law II 3	• <u>MRKT388</u> Retail Management 3
• BUSN403 Business, Government & Society 3	
• BUSN466 Business Policy 3	
• DATA233 Spreadsheets 3	
• ECON201 Principles of Macroeconomics 3	
• ECON202 Principles of Microeconomics 3	
• FNCG341 Managerial Finance 4	
• MATH111 College Algebra 3	
• MGMT360 Management Concepts and Applications 3	
• MGMT365 Human Resource Management 3	
• MGMT375 Introduction to Supply Chain Management 3	
• MGMT464 Organizational Behavior 3	
• Major Entrepreneurship Requirements (9 credits)	
• ACTG334 Accounting Information Systems 3	
• INTD399 Internship in Small Business 3	
• MRKT389 Entrepreneurship 3	

Free Electives to total 128 credits

General Education: All LSSU bachelor's degree candidates must complete the LSSU general education core requirements, or have earned the MACRAO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University). A minimum of 128 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.



LAKE SUPERIOR STATE UNIVERSITY

ACADEMIC PROGRAMS

POPULAR PROGRAMS	NURSING	FISHERIES & WILDLIFE	BIOLOGY	CRIMINAL JUSTICE	BUSINESS & ACCOUNTING	MECHANICAL ENGINEERING
UNIQUE PROGRAMS	ROBOTICS	FORENSIC CHEMISTRY	CREATIVE WRITING	FIRE SCIENCE	BIO-CHEMISTRY PRE-MED/VET	ATHLETIC TRAINING EXERCISE SCIENCE
NEWER PROGRAMS	FISH HEALTH	INTERNATIONAL PUBLIC HEALTH	THEATER & DANCE	ENTREPRENEURSHIP	HOMELAND SECURITY	SECONDARY ENGLISH EDUCATION
STATE OF THE ART FACILITIES	CENTER for FRESH WATER RESEARCH & EDUCATION (ARL FISH HATCHERY)		ROBOTICS LAB	NURSING SIMULATION LAB & PRODUCT DEVELOPMENT CENTER		

EDUCATIONAL COST

TUITION & FEES	ONE RATE AT LAKE STATE* = \$10,522.00	*ALL STUDENTS IN NORTH AMERICA
ROOM & BOARD/FEES	CAMPUS HOUSING= \$9,290.00	PAY ONE TUITION RATE AT LSSU
TOTAL	\$19,812.00	

ADMISSIONS INFORMATION

MAIN CAMPUS INFO	PHONE: 906-635-2231	TOLL FREE: 888-800-5778	EMAIL: www.lssu.edu/admissions
APPLICATION INFO	APPLICATION FEE: \$25 PAPER, \$35	WEB: www.lssu.edu/admissions	DEADLINE: MARCH 1ST (FOR SCHOLARSHIP CONSIDERATION) DECISION: 2 WEEKS AFTER COMPLETION OF APPLICATION
GPA = 4.0 SCALE	CALCULATED USING: 12TH GRADES TRANSCRIPTS (8 SEM.)		9TH AVG. GPA 3.25 MIDDLE 50% RANGE 2.9 - 3.6 GPA
ACT (SAT = FALL 2016)	LSSU'S CODES ACT: 2031 SAT: 1421	ACT or SAT COMPOSITE USED	AVG. SCORE 23.5 MIDDLE 50% RANGE 22 - 25
REQUIRED FOR CONSIDERATION	OFFICIAL HIGH SCHOOL TRANSCRIPTS	COMPLETED APPLICATION & FEE SUBMITTED	AP, IB and CLEP TRANSCRIPTS (IF APPLICABLE)

SCHOLARSHIPS

<http://www.lssu.edu/finaid/scholarship.php>

FINANCIAL AID

<http://www.lssu.edu/finaid/>

HOUSING, CARS & HUNTING EQUIPMENT

HOUSING INFO	FRESHMEN AND SOPHOMORES ARE REQUIRED TO LIVE ON CAMPUS	
CARS	FRESHMEN ARE ALLOWED CARS ON CAMPUS	YEARLY FEE: \$85.00
HUNTING EQUIPMENT	FIREARMS & ARCHERY EQUIPMENT ARE ALLOWED ON CAMPUS BUT MUST BE STORED AT PUBLIC SAFETY.	

STUDENT LIFE

CLUBS/ORGANIZATIONS	STUDENT GOVERNMENT	ORGANIZATIONS: 60+ GROUPS	GREEK CHAPTERS: 8
STUDENT BODY	VOLUNTEER CENTER	CLUB SPORTS & INTRAMURALS	PERFORMING ARTS - MUSIC/THEATER
	STUDENTS: 2300	FEMALE: 51%	MALE: 49%

WHAT'S TO DO IN THE "SOO"?

LAKER BUCKET LIST = www.lssu.edu/campuslife/bucketlist	LEARN TO ICE SKATE	CLIMB THE ROCK WALL
REGIONAL OUTDOOR CENTER (ROC) RENTS: SKI'S, SNOWSHOES, CAMPING GEAR, KAYAKS/PADDLEBOARDS, MOUNTAIN BIKES. THEY ALSO GUIDE TRIPS FISHING/CAMPING/HIKING FOR LSSU STUDENTS.		

VISIT LSSU

CAMPUS VISITS	M-F ALL YEAR 10:30AM & 1:30PM	SATURDAY'S SEPT. - MAY @ 9:30AM	SUMMER SATURDAY TOURS WITH A BBQ LUNCH LAKER STYLE - CALL ADMISSIONS.
SPECIAL EVENTS	GREAT LAKE STATE WEEKEND IN OCTOBER	ADMITTED STUDENT RECEPTIONS IN EARLY MARCH	

COME FOR A VISIT, STAY FOR AN EDUCATION

LAKE SUPERIOR STATE UNIVERSITY

LSSU: ARE WE THE RIGHT FIT FOR YOU?

	<p>Student Focused: Lake State is more than a school, it's a community, a place where students feel at home.</p> <p>Educationally Valued: A large school education in a Private school setting with a Public school price.</p> <p>Nature Abounds: As a LSSU student, your backyard is a playground for outdoor activities, classroom settings and adventure. You can hunt, fish, bike, shop, camp, snowshoe, ski or snowmobile within minutes of campus.</p> <p>Graduate opportunities at the Undergraduate Level: Students can work on research with faculty, write and present a Senior thesis/project, and have opportunities to learn in an applicable, hands-on environment.</p>
Is LSSU the right fit for me?	
Where is LSSU?	Sault Ste. Marie, Michigan -- Pop. 15,000 (aka. "The Soo") -- Only 45 minutes North of the Mackinac Bridge, overlooking the International Border and the Soo Locks.
What's the nearest Metro Area?	Sault Ste. Marie, Ontario -- Pop. 89,000 -- Students come from Canada everyday to attend LSSU. If you want to go "over the border," you need a passport or enhanced driver's license.
What's campus like?	Amazing views of the International Bridge, Historic Fort Brady buildings, and Great Lakes Ships abound; topped only by the beautiful, natural campus environment.
What's the community like?	LSSU and the "Soo" become a second home to our students due to the small-town atmosphere, international community and geographic location adjacent to many natural wonders.
What type of school is LSSU?	We are a 4-year Bachelor's degree granting University with numerous 2-year Associate's degrees and certificates in a variety of specialties. Your program choices range from liberal arts to technical degrees.
What about Jobs after graduation?	92% of our graduates are either employed or entering graduate school within 6 months of completion. For the past ten years, we have had 100% placement for Nursing, Engineering and Geology graduates.
Who are the instructors?	<u>ALL</u> of your classes are taught by faculty members; there are no graduate or teaching assistants at LSSU.
What is the average class size?	<u>ALL</u> professors maintain office hours for students and act as academic advisers.
I struggle in.....!	80% of classes have 30 or fewer students. The current student to faculty ratio is 16:1.
Is there help available?	YES! LSSU offers FREE academic support services to all students, no matter the level, in all academic areas. Support can be found in the Writing Center, Math Center, Reading Lab and Computer Lab. Structured Learning & Supplemental Instruction are also available. See more @ http://www.lssu.edu/ic/

FEDERAL STUDENT AID RESOURCES

Federal Student Aid Assistance.....800-433-3243
www.federalstudentaid.ed.gov

FAFSA on the Web www.fafsa.gov

To Request a Federal PIN www.pin.ed.gov

LSSU code: 002293

Phone..... 800-433-3243

Access your FAFSA w/PIN@..... www.fafsa.gov

For Transcript of tax form

Phone IRS..... 800-829-1040

Request Form 4506-T www.irs.gov

Early FAFSA Estimator www.fafsa.gov

National Center for Educational Statistics (NCES)
..... nces.ed.gov/collegenavigator

MICHIGAN STUDENT AID RESOURCES

State of Michigan

Office of Scholarships & Grants

Phone 888-447-2687

Fax..... 517-241-4838

Email osg@michigan.gov

www.michigan.gov/mistudentaid

Tuition Incentive Program (TIP), TIP Fact Sheet at

www.michigan.gov/mistudentaid

Michigan Education Trust (MET)

Phone..... 800-638-4543

Email..... treasMET@michigan.gov

www.setwithmet.com

Michigan Education Savings Program (MESP)

Phone..... 877-861-6377

Email..... misesas@mlia-crf.org

www.misesas.com

Michigan Works! 800-285-9675

Sault Ste. Marie MI Works! 906-635-1752

www.michiganworks.org

Michigan Rehabilitation Services and Michigan
Family Independence Agencies

www.michigan.gov/ria

Michigan Native American Tuition Waiver

Inter-Tribal Council of Michigan..... 800-562-4957

Sault Tribe Higher Education 906-635-7784

www.itcml.org

CANADIAN STUDENT AID RESOURCES

Canadian Education Information

www.nlc-bnc.ca/caninfo/ole037.htm

Ontario Student Assistance Program (OSAP)

Phone..... 807-343-7260

File on-line <http://osap.gov.on.ca>

SCHOLARSHIP INFORMATION

Lake Superior State University 906-635-2678

www.lssu.edu/finaid/scholarship

FREE SCHOLARSHIP SEARCH TOOLS

Federal Search www.finaid.org

College Board www.collegeboard.com

Fast Web www.fastweb.com

ACT Information (319) 337-1313

www.act.org

Study Abroad: www.lssu.edu/studyabroad

www.ifa.org

www.internationalscholarships.com

www.studyabroadfunding.org

College Goal Sunday – free FAFSA assistance

www.miccollegedgoal.org

www.lssu.edu



LAKE SUPERIOR STATE UNIVERSITY

LSSU FINANCIAL AID OFFICE

650 W. Easterday Avenue
Sault Ste. Marie, MI 49783
www.lssu.edu/financial

Location ... Fletcher Center for Student Services

Phone 906-635-2678

Fax 906-635-6669

Email financial@lssu.edu

Academic Year Mon-Fri 8:00 a.m.-5:00 p.m.

Summer Mon-Fri 8:00 a.m.-4:30 p.m.

MYLSSU

Your Personal LSSU Anchor Access

Looking up your account on Anchor

Access

- Go to my.lssu.edu
- Enter your ID and Password
- Click on Anchor Access (Located in the box labeled LSSU Web Services)
- Click on Student
- Click on Student Billing Information
- Click on Bill and Payment Suite
- Click E-Bills
- Student Account

Accepting your financial aid on Anchor

Access

- Go to my.lssu.edu
- Enter your ID and Password
- Click on Anchor Access (Located in the box labeled LSSU Web Services)
- Click on Financial Aid
- Click on Award
- Click on accept Award offer
- Select the correct academic year click Submit
- Review the terms and conditions of your award carefully and accept the term if they are agreeable to you. If no, do not submit your acceptance of aid on line.
- Review your Housing Status and report any additional aid you are receiving that is not listed on your award.
- Under the award decision column, use the Accept or Decline feature to respond to each type of aid offered.

LSSU SERVICES

Cashier 906-635-2878

Admissions 906-635-2231

Housing 906-635-2411

Federal Perkins or Nursing Loans 906-635-2592

Registrar 906-635-2682

Student Accounts 906-635-2276

Information Hotline 906-635-2658

LSSU Web Page www.lssu.edu

LSSU STUDENT EMPLOYMENT OFFICE

Location Administration Building

Phone 906-635-2213

Fax 906-635-2111

Email humanresources@lssu.edu

www.lssu.edu/humanresources

FEDERAL DIRECT LOAN SERVICES

Student Borrower Services 800-948-0979

Parent PLUS Loan Services 800-948-0979

www.direct.ed.gov

www.studentloans.gov

Entrance Counseling

Exit Counseling

Master Promissory Note*

Student Loan History*

Loan Consolidation*

Loan Repayment Estimator

*Federal PIN required

Degree Requirements:

Bachelor of Science

Finance & Economics Core (70 credits)

- ACTG132 Principles of Accounting I** 4
 - ACTG133 Principles of Accounting II** 4
 - BUSN121 Introduction to Business 3
 - BUSN211 Business Statistics** 3
 - BUSN231 Business Communications** 3
 - BUSN350 Business Law I 3
 - BUSN355 Business Law II 3
 - BUSN403 Business, Government & Society 3
 - BUSN466 Business Policy^ 3
 - DATA235 Spreadsheets 3
 - ECON201 Principles of Macroeconomics* ** 3
 - ECON202 Principles of Microeconomics* ** 3
 - ECON308 Intermediate Microeconomics 3
 - ECON309 Intermediate Macroeconomics 3
 - FINC341 Managerial Finance** 4
 - MATH111 College Algebra* 3
 - MATH112 Calculus for Business 4
 - MRKT281 Marketing Principles & Strategy** 3
 - MGMT365 Human Resource Management** 3
- FINC 400-level Courses. Choose two from the following:**
- FINC443 Insurance 4
 - FINC446 Financial Analysis and Policy 4
 - FINC448 Investment Strategy 4

*May count toward general education requirement.

**Part of the business core which must be taken prior to taking BUSN466.

^Capstone course — take after completion of the business core.

Field requirements (18-20 credits)

Economics option

- ECON407 Introductory Econometrics 3
- Economics, finance, or mathematics electives 6
- ECON300/400 level electives 9

Finance option

- FINC** 400-level elective 4
- Finance, economics or accounting electives 14

**FINC 400-level courses include FINC446, Financial Analysis & Policy; FINC448, Investment Strategy; and FINC443, Insurance. Two courses from this group must be completed for all options; all three courses must be completed for the finance option.

General Education: All LSSU bachelor's degree candidates must complete the LSSU general education core requirements, or have earned the MACRAO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University).

A minimum of 124 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.

Finance and Economics

Program Description

This degree requires successful completion of a minimum of 124 semester credits as prescribed on the following page. The study of finance and economics develops the capacity for analytical reasoning and critical thinking, the most important decision making tools in business, government, education, and in your personal life.

Organizations need planners and problem-solvers, people who are logical thinkers.

Economists and financiers learn to develop accurate information upon which to make decisions from the vast quantities of complex and often conflicting data generated in today's global economy. Employers hire these professionals because of their abilities for careful analysis, planning and decision making.

Graduate, Professional and Continuing Education

This degree program is an excellent preparation for graduate and professional education in such fields as finance, economics, accounting, business administration and law. Graduates may seek professional certification in related professions such as Certified Financial Planner (CFP), Chartered Financial Analyst (CFA), Chartered Financial Consultant (ChFC), Chartered Life Underwriter (CLU) and Certified Management Accountant (CMA).

Career Descriptions:

Economist – Develops forecasts of the economy, industry, and sales of the firm. Monitors and assesses economic events. Assesses the effect of market developments and government policy on the firm. Conducts research such as estimates of market demand and costs.

Market Researcher – Identifies and analyzes potential markets. Researches current markets. Determines market potential among current customers. Develops share analysis. Evaluates sales promotion. Forecasts market shares.

Statistician – Develops ways to measure organizational activity. Uses statistical techniques to determine if current operations deviate from established standards. Constructs tables and graphs to communicate

Financial Manager – Prepares budgets and financial forecasts. Manages cash and credit. Evaluates projects. Procures funds. Develops strategic plans.

Financial Services Professional – Manages banks and other financial institutions. Prepares financial plans. Works in investments, real estate, insurance and tax estate planning.

Portfolio Manager – Constructs stock and/or bond portfolios to help clients meet their own risk return objectives.

Bachelor of Science

Career Choices

Economist
Marketing Researcher
Statistician
Financial Manager
Financial Services Professional
Portfolio Manager

Student Profile: Do you...

consider yourself analytical and curious?
like to work with numbers, charts and graphs?
like to work with abstractions?
like people?
enjoy travel?
have an interest in working for an international organization?
have an interest in policy?
have an interest in developing your world view?
find yourself attracted to the world of finance?

Degree Requirements:

Arts Management Concentration (Total Credits Required: 32-35)

Required History Courses (6-8 Credits)

- ARTS250 Art History & Appreciation I 4
- ARTS251 Art History & Appreciation II 4
- or
- MUSC220 History & Appreciation of Music I 4
- MUSC221 History & Appreciation of Music II 4
- or
- THEA251 History of Drama & Theatre I 3
- THEA252 History of Drama & Theatre II 3
- or
- DANC305 Dance History 3
- and
- Elective from: ARTS250-ARTS251, MUSC220-MUSC221, or THEA251-THEA252

Required Courses (25-28 Credits)

- ACTGI132 Principles of Accounting I 4
 - ACTGI133 Principles of Accounting II 4
 - COMM210 Business and Professional Speaking 3
 - COMM320 Public Relations 4
 - FINC245 Principles of Finance 3
 - INTD399 Internship in Department I-4
 - MRKT281 Marketing Principles and Strategy 3
 - MGMT360 Management Concepts and Applications 3
 - or
 - MRKT387 Advertising Theory and Practice 3
- Dance Concentration (Total Credits Required: 23-24)**

Technique Classes (8 credits)

- DANC101 Ballet I 1
- DANC201 Ballet II 1
- DANC301 Ballet III 1
- DANC125 Modern Dance I 1
- DANC225 Modern Dance II 1
- DANC120 Jazz Dance I 1
- DANC130 Scottish Highland 1
- RECA173 Social Dance I
- Dance Performance (13 credits)**
- DANC110 Dance Company 1
- DANC220 Musical Theatre: Tap/Jazz 1
- DANC305 Dance History 3
- DANC310 Choreography 3
- DANC401 Senior Thesis I-4

Elective (2-3 credits)

- DANC205 Creative Movement for Elem Educators 3
 - DANC210 Movement for Actors 3
- Theatre Concentration (Total Credits Required: 21-24)**

- THEA101 Acting I 3
 - THEA161 Theatre Practicum 3-6
 - THEA251 History of Drama & Theatre I 3
 - or
 - THEA252 History of Drama & Theatre II 3
- Choose 12 credits from the following courses:

- THEA201 Acting II 3
- THEA309 Theatre Studies (Topic) 3-6
- THEA333 Studies in the Drama: The Genre & Theatre in Context 3-6
- DANC210 Movement for Actors 3
- DANC220 Musical Theatre: Tap/Jazz 2
- MUSC140 Chorus I

MUSC141 Chorus 1

Visual Arts Concentration (Total Credits Required: 35)

- ARTS250 Art History & Appreciation I 4
- ARTS251 Art History & Appreciation II 4
- ARTS109 Principles of Design & Color 3
- ARTS110 Fundamentals of Drawing 3
- Select at least 15 credits from the classes below:
- ARTS111 Intro to Painting Media & Tech 3
- ARTS211 Mixed Media Explorations 3
- CSCI105 Intro to Computer Programming 3
- CSCI106 Web Page Design & Development 3
- CSCI107 Web Graphic Design & Development 3
- CSCI207 Developing Multimedia & Rich Interactive Web Sites 3
- JOUR220 Photojournalism 3

Web Design and Management Concentration (Total Credits Required: 28)

- ARTS109 Principles of Design and Color 3
- CSCI105 Introduction to Computer Programming 3
- CSCI106 Web Page Design and Development 3
- CSCI107 Web Graphic Design and Development 3
- CSCI121 Principles of Programming 3
- CSCI207 Developing Multimedia and Rich Interactive Web Sites 3
- or
- CSCI211 Database Applications 3
- CSCI292 Computer Networking Project 4
- CSCI325 Developing Web Applications with Javascript and PHP 3

CSCI326 Developing Web Applications with ASP.NET 3

Writing Concentration (Total Credits Required: 24)

Select 6 credits from the following:

- ENGL180 Intro to Literary Studies 3
- ENGL231 American Literature I 3
- ENGL232 American Literature II 3
- ENGL233 English Literature I 3
- ENGL234 English Literature II 3

Pick at least 18 credits, including 3 from each of Groups I and II and additional credits from Group III. A minimum of 9 credits in applied rhetoric or writing courses must be completed.

Group I: Practical Writing & Production Courses

- ENGL310 Advanced Writing 3
- ENGL306 Technical Writing 3
- COMM280 Understanding the Mass Media 3
- JOUR211 Newswriting 3
- JOUR310 Editing & Production 3

Group II: Creative Writing Courses

- ENGL221 Intro to Creative Writing 3
- ENGL301 Creative Prose Writing 3
- ENGL302 Poetry Writing 3
- ENGL303 Performance Writing 3
- ENGL320 Responding to Writing 3
- ENGL321 Rhetoric & Composition 3

Group III: Senior Year Courses

- ENGL409 Advanced Writing Workshop 3
- ENGL420 History of English Language 3
- ENGL421 History of Literary Criticism 3
- ENGL480 Creative Writing Portfolio 3
- JOUR410 Broadcast Newswriting 3
- JOUR411 Broadcast Editing & Production 3

Fine Arts

Bachelor of Art

Career Choices

- Fine Arts Professional
- Teacher of Fine Arts
- Arts Entrepreneur
- Arts Organization Staff
- Marketing/Design

Student Profile: *Do you...*

- enjoy art in all forms?
- have an eye for design and professional artistry?
- enjoy courses in drama, music, painting, writing, etc.?
- enjoy creating art and sharing it with others?

Program Description

The fine arts degree is for students who have wide-ranging interests in fine arts, and who wish to explore and express their potential through following a personalized course of study. While students will invariably participate in a broad range of courses, they must select two main areas of focus (concentrations).

Fine arts have been an important aspect of the human experience since first recorded history; from African cave paintings to Greek dramas, from Beethoven symphonies to the writings of Canadian playwrights. From the study of fine arts we can gain an understanding of various cultures through their own indigenous means of expression. Furthermore, we can deepen our understanding of our own culture by participation in various contemporary art forms (drama, music, painting, writing etc.). Most important, by exploring our own creative potential, we can develop a better understanding of ourselves.

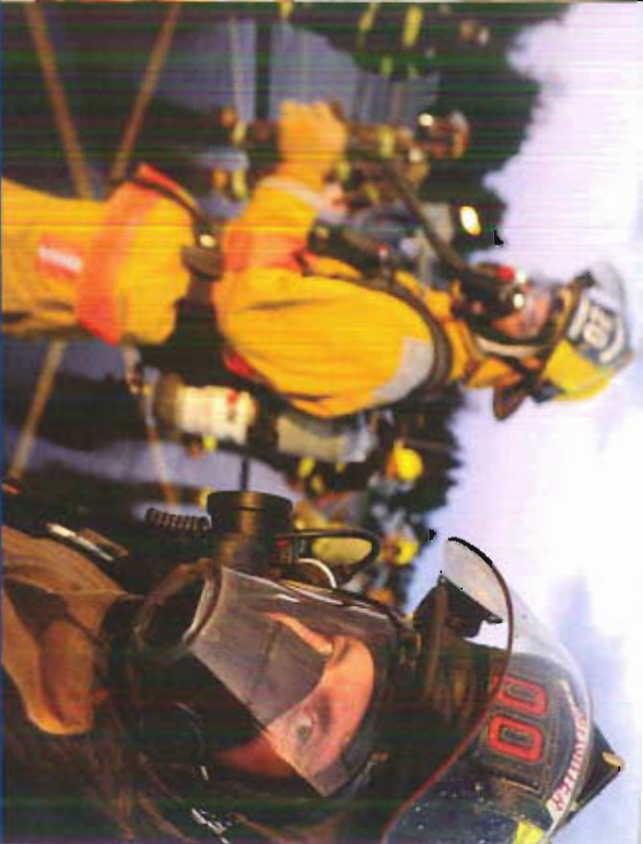


Lake Superior State University student dancers strike poses as the Evil Queen - Susan Drockton - and Chesilre Cat - Kayla Price - from Alice in Wonderland.

General Education: All LSSU bachelor's degree candidates must complete the [LSSU/General Education Requirements](#).

Bachelor of Arts degree (8 credits): One year of a modern language other than English. If taken at LSSU, this would be [CHIN151-CHIN152](#) or [CHIN251-CHIN252](#); [FREN151-FREN152](#) or [FREN251-FREN252](#) or [SPAN161-SPAN162](#). One-half year of two different languages will not meet this requirement.

A minimum of 124 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Requirements.



LSSU is a personal, small-town school that provides a superior blend of liberal and technical studies in a natural setting.

Campus Connections

A fully-qualified faculty and dedicated staff provide personalized attention and support to navigate our conservative campus and community while easing students' transition to campus life.

Available to all students, Counseling Services promotes personal growth and development while also assisting students in coping with any personal difficulties they may encounter when leaving home and/or starting college. Similarly, our Learning Center provides academic support and tutoring while the Campus Life office aids students in finding volunteer, faith-based, and recreational opportunities geared toward their interests. The Regional Outdoor Center (ROC) aids students in pursuing outdoor activities and travel throughout the Eastern Upper Peninsula.

Fast Facts

- 2,300** Undergraduate Students
- 16:1** Student/Faculty Ratio
- 2.9-3.6** Middle 50% of Incoming Freshmen's High School GPA
- 22-25** Middle 50% of Incoming Freshmen's ACT Score
- 6** Law Enforcement Agencies Represented in Sault Ste Marie, Michigan
- #1** for Lowest Net Cost of Michigan's Public Universities (*National Center for Education Statistics*)

Admissions

Lake Superior State University does not have separate requirements for homeschooling applicants. Like all applicants, homeschool students will need to provide a transcript of their high school coursework as well as ACT or SAT scores. Admission will be determined on the basis of your high school grade point average, coursework completed, and ACT or SAT scores. Transfer, AP and CLEP credit can also be applied to coursework at LSSU with no limits on the amount of CLEP credit applied to general education coursework; specific equivalencies and minimum scores can be found at www.lssu.edu.

LSSU recommends students follow a college preparatory curriculum mirroring the Michigan Merit Curriculum. Students should feel free to submit any additional materials which may aid the Admissions Office in reviewing unusual circumstances which may have impacted high school performance.

Applications are accepted continually. For scholarship consideration, students should apply for admission prior to May 1.

If you have questions about documentation or specific coursework requirements, contact Admissions at admissions@lssu.edu or 1-888-800-LSSU.



Find your home away from home Redefining the Classroom at LSSU



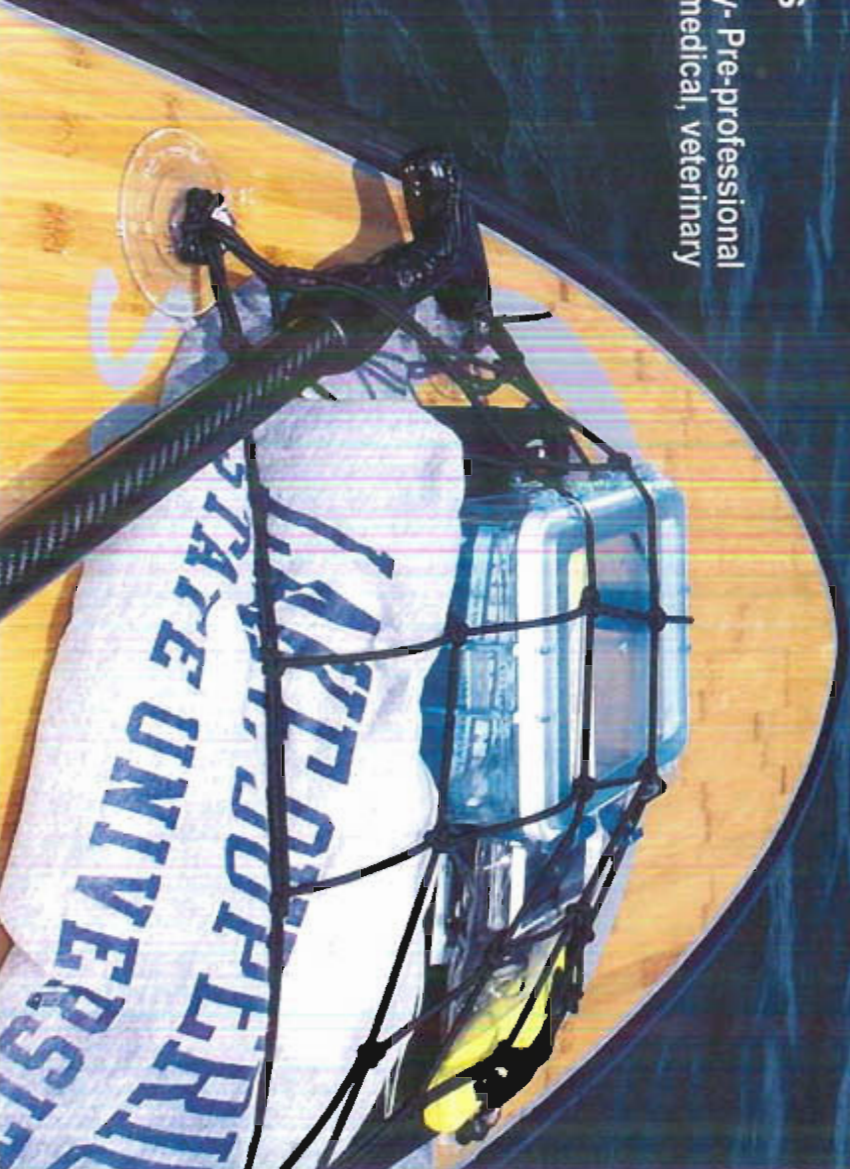
LSSU offers undergraduate degrees in 45 areas of study that attract students from every county in Michigan, more than a dozen states and provinces, and nine nations. Within this increasingly diverse campus, many homeschooled students have found their home away from home at LSSU -- Michigan's most personal public university.

Distinctive Programs

- Fisheries and Wildlife Management
- Fire Science
- Engineering - Robotics Concentration
- computer, electrical, mechanical

Popular Choices

- Biology or Chemistry - Pre-professional pharmacy, dental, medical, veterinary
- Business
- Criminal Justice
- Exercise Science
- Education
- Nursing



Rewards for Honors Students

- Priority scheduling
- Supplemental advising
- Leadership development
- Interaction with faculty
- Conference participation (national, regional, state)
- Honors student organization
- Honors housing: Lake State's honors students have been given the privilege of exclusive rights to the use of Ontario Hall. Ontario Hall offers students:
 - Large Double Rooms
 - A Kitchen and Laundry Facilities
 - A Central Campus Location

Recognitions

- Honors designation on diploma and course transcript
- Honors medallion at graduation ceremony
- Honors stole at academic award ceremony
- Honors thesis presentation on campus Benefits

Benefits

- Appeal to future employers
- Preparation for graduate/professional school admissions
- Mark of distinction
- Enriched education opportunities

Curriculum

Honors classes are conducted in the seminar fashion and limited to fifteen students. An interdisciplinary focus is promoted by the inclusion of students and faculty from all majors as well as by the design of the honors core curriculum.

Requirements

Each student admitted to the Honors Program is required to complete twenty-one Honors Credits, including ten credits of Honors Seminar/Thesis. The remaining credits may be acquired by enrolling in honors sections of general education courses, or by taking advantage of the Honors Option Contract. Students must maintain a cumulative 3.5 G.P.A. in order to graduate with an honors degree and to remain eligible for active program participation.

Contact Us

- Jason K. Sweden, Ph.D., Associate Professor and Director of the Honors Program
- Phone: (906) 635-2122
- Email: jswedene@lssu.edu

Honors Program

Welcome!

The LSSU University Honors Program provides an important dimension of the University's commitment to excellence in teaching and learning. The Honors Program seeks to create a community of scholars characterized by strong student and faculty interaction, creativity and enhanced learning opportunities. This community fosters an approach to education that incorporates the qualities of self-directed learning, a positive response to demanding work, and an appreciation of knowledge for its own sake.

The Honors Program at Lake Superior State University offers highly motivated students the opportunity to develop their abilities and skills in exciting and innovative ways that go beyond the classroom. The central goal of the Honors faculty is to actively engage the Honors students in the process of their undergraduate education.

Admission to Honors Program

- Honors students are invited to become members by a pre-selection process that requires one or more of the following:
- Composite ACT of 27 and 3.0 high school G.P.A.;
- Personal interview or faculty recommendation
- After the fall semester, entering Freshmen who make the Dean's List (3.5 G.P.A.) are also invited to participate in the Honors Program.

Our Students

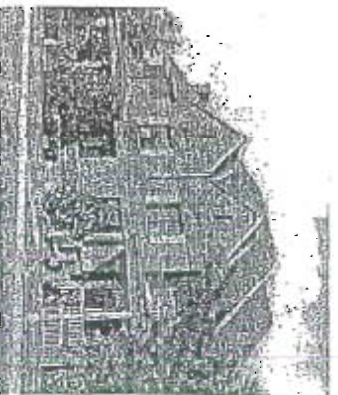
Honors students are superior students from all disciplines who to desire to participate actively in their education and related activities. They bring together a diversity of talents, aspirations, and experiences. They seek out challenges and benefit greatly from sharing such experiences with students of comparable abilities.

Our Faculty

Faculty who teach in the Honors Program are selected on the basis of their desire and ability to challenge and encourage high achieving students. Faculty members submit course proposals to the Honors Council for approval. Faculty are encouraged to be innovative in both the topic choice and the teaching pedagogy.

Approximately one-quarter of LSSU faculty have taught honors courses or served as mentors of individualized honors projects (called "Honors Option Contracts") and/or honors theses. Excellence in teaching is emphasized as is the commitment to work with students in and out of the classroom.

The Honors Program at LSSU



Ontario Hall (the "Honors House") features large double rooms, kitchen and laundry facilities, and a central campus location.

"The program, itself, offered me the opportunity to study subjects I may not have otherwise had the opportunity to study. Like most competitive pre-med students, I found interest in a myriad of topics outside of my primary fields of biology and chemistry, and the honors program allowed me the excuse to study a diversity of material, gain a broader perspective of human existence, and ultimately be a better-rounded individual. Far too many students become trapped taking courses that only help court towards one's major; the Honors program allows for a more enlightening university experience, not to mention adding a competitive edge to any graduate or professional applicant."

—Peter Bonneau
B.S. in Biology 2009

The Honors Program at LSSU is a unique program on a unique campus. The Honors Program takes high-achieving, motivated students and works closely with them to develop their unique gifts and talents. The honors community fosters an approach to education that incorporates the qualities of self-directed learning, a positive response to demanding work, and an appreciation of knowledge for its own sake. Much is required of an LSSU Honors Student—academic focus, leadership, conscientiousness—but in return, Honors Students reap many rewards. The Michigan Honors Association conference, the Fall retreat on Lake Superior, and the Senior Thesis experience have become hallmarks of our program in recent years. Each year, the Honors Program admits a new group of exceptional students who inherit the program's rich traditions and help shape its future.

Benefits of Being an Honors Student

As a student in LSSU's Honors Program, you will enjoy many rewards such as:

- Honors Housing
- Priority scheduling
- Enriched educational opportunities
- Supplemental advising
- Leadership development
- Extensive interaction with faculty
- Conference participation (national, regional, state)
- Honors Student Organization
- Mark of distinction
- Preparation for graduate/professional school admissions
- Increased appeal to future employers

Requirements of the Program

Once admitted to the Honors Program, you will complete twenty-one Honors Credits, including ten credits of Honors Seminar/Thesis. The remaining credits may be acquired by enrolling in honors sections of general education courses, or by taking advantage of the Honors Option Contract. In order to remain eligible for active program participation and to graduate with an honors degree you will need to maintain a cumulative 3.5 G.P.A. in addition to completing the twenty-one Honors Credits.

Recognitions

Upon graduation from LSSU and successful completion of the Honors Program, you will receive certain distinctions in recognition of your achievements, such as:

- Receipt of a University Honors Degree
- Honors designation on diploma and course transcript
- Honors medallion at graduation ceremony
- Honors stole at academic award ceremony
- Honors thesis presentation on campus

Admission to the Program

Current and prospective students are invited to apply to LSSU's Honors Program by a pre-selection process which targets students who qualify by meeting one or more of the following benchmarks:

- Composite ACT of 27 and 3.0 high school G.P.A. as an incoming Freshman
- Dean's List (3.5 GPA) at the end of the first semester of the Freshman year
- Faculty recommendation or personal interview

Individualized Studies

The individual studies degree may be appropriate if you desire an unusually specialized program. The purpose of the degree is to provide you an opportunity to specialize in two or more academic areas. You will meet with an academic advisor to plan an individualized studies academic program that reflects your professional and personal goals. Please visit www.lssu.edu for more information!

Degree Requirements

Guidelines for an individualized studies degree are:

1. Contact a department chair or regional site director with a preliminary plan for degree development.
2. The department chair or regional site director will identify possible faculty advisor/s or another department chair to counsel you in degree planning.
3. The advisor/s will assist you in the development of the proposal. The proposal must include justification for specialization and a list of courses which meet the individualized studies degree requirement including:
 1. General education requirements.
 2. Minimum of 124 credits and a minimum of 32 hours on campus or a minimum of 32 hours of LSSU classes offered at a regional center. Fifty percent of the 300-400 level credits used in the concentration areas must be completed with LSSU classes.
 3. 24 credits at 300/400 level in addition to general education requirements and a 2.00 cumulative GPA. At least one three-hour course at the 400 level is required.
 4. BA or BS degree requirement.
4. You need to contact the chairperson of the Individualized Studies Committee to schedule a committee meeting.
5. You will present the degree proposal to the committee for review. It is recommended that your advisor attend this meeting.
6. The committee will approve your original proposal, approve your proposal with recommended changes, or not approve your degree proposal.
7. You and your advisor will submit an approved Degree Audit Sheet to the chairperson to be distributed to the committee.
8. You will process a Curriculum Change Sheet.
9. Any course changes from the approved program must be submitted to the committee for approval.

**Bachelor of
Science
Bachelor of Arts**

Career Choices
Your choice of career

Student Profile:
Do you ...

have a career choice in
mind where a regular
degree will not give you
the background you need?

Business Administration – International Business

Program Description:

A major in international business is intended to develop a student's ability to meet the challenges of the global business environment. In addition to providing the fundamental foundations of all business functional areas, the major teaches the student to identify and develop appropriate solutions to situations that are unique to conducting business in the global environment. The international business major provides the student with an understanding of international business by providing upper-level courses in international economics, international marketing, cultural differences, politics and foreign languages. Students will also participate in an approved international experience which will involve either a study abroad, work experiences, or internships. Please visit <http://www.lssu.edu/business/> for more information!

Degree Requirements

Bachelor of Science

Common Professional Component (63 credits)

- [ACTG132](#) Principles of Accounting I 4
 - [ACTG133](#) Principles of Accounting II 4
 - [BUSN121](#) Introduction to Business 3
 - [BUSN211](#) Business Statistics 3
 - [BUSN231](#) Business Communications 3
 - [BUSN308](#) Managing Cultural Differences 3
 - [BUSN350](#) Business Law I 3
 - [BUSN355](#) Business Law II 3
 - [BUSN403](#) Business, Government & Society 3
 - [BUSN466](#) Business Policy 3
 - [DATA233](#) Spreadsheets 3
 - [ECON201](#) Principles of Macroeconomics 3
 - [ECON202](#) Principles of Microeconomics 3
 - [ENGC341](#) Managerial Finance 4
 - [MATH111](#) College Algebra 3
 - [MGMT360](#) Management concepts & Applications 3
 - [MGMT365](#) Human Resource Management 3
 - [MGMT375](#) Intro to Supply Chain Management 3
 - [MGMT464](#) Organizational Behavior 3
 - [MRKT381](#) Marketing Principles and Strategy 3
- International Business Courses (18 credits)
- [ECON408](#) International Economics 3
 - [INTB389](#) Competing in the Global Marketplace 3
 - [INTB375](#) International Business Law 3
 - [INTB420](#) Comparative International Management 3
 - [INTB486](#) International Marketing 3
 - Approved International Experience Elective 3

Select one of the following courses for the International Experience Elective:

- [BUSN392](#) Internship in Discipline 3
- [INTD210](#) Foreign Study 3
- [INTD410](#) Internship in Department 3

Regional Electives (4 credits)

Select one of the following regional courses:

- [GEOG301](#) World Regional Geography 4
- [GEOG302](#) Economic Geography 4
- [GEOG306](#) Cultural Geography 3
- [HIST310](#) Russia 4
- [HIST316](#) Europe in the 20th Century 4
- [HIST361](#) Latin America 4
- [HIST371](#) Far East Civilization: 1850 to present 4

Modern Foreign Language (8 credits)

Free Electives to total 128 credit

General Education: All LSSU bachelors

degree candidates must complete the LSSU general education core requirements, or have earned the MACRADO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University).

A minimum of 128 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.

Bachelors of Science

Career Choices:
Manager of International Division(s)

CEO/CTO of International Subsidiary Companies

Marketing Manager- International Sales

Public Relations Manager for International Operations

Distribution Manager- International Product Divisions

Student Profile:
Are you...

a people person?

enthusiastic, flexible and decisive?

self-motivated, analytical and like to see things get done?

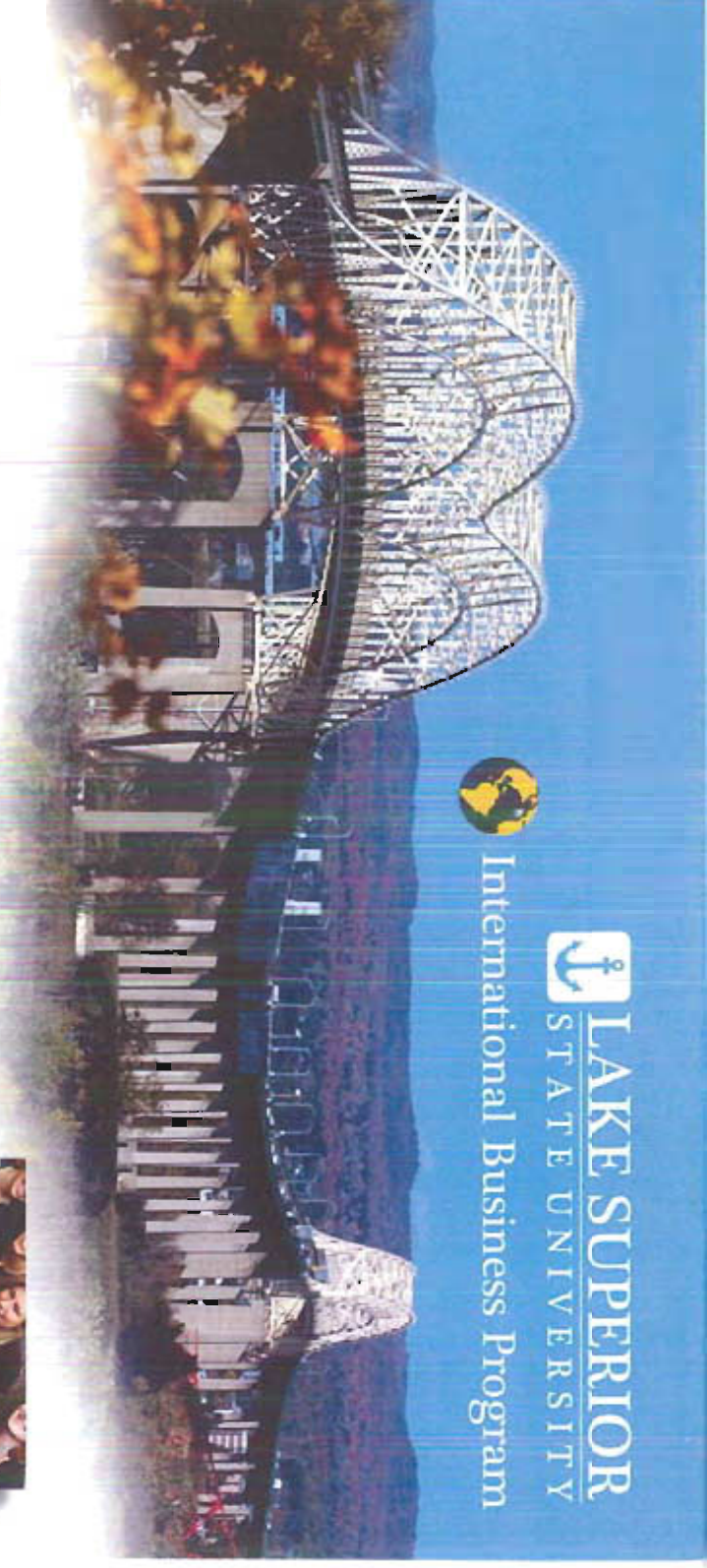
a person who likes to travel, see new places, and diversified cultural experiences?



International Business Program



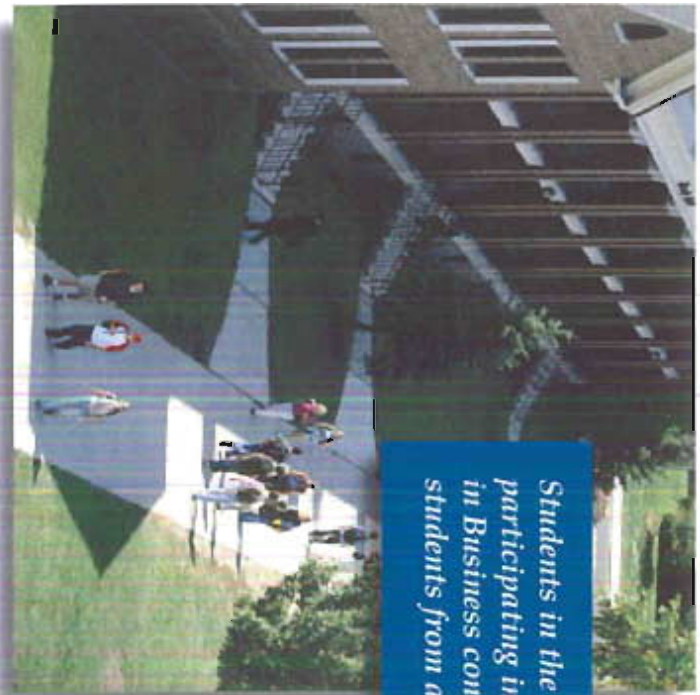
LAKE SUPERIOR
STATE UNIVERSITY



The academic programs offered by Lake Superior State University's School of Business are unique due to our vibrant location on the Canadian Border and within reach of metropolitan cities such as Detroit, Chicago and Toronto, jobs and internships.

The School of Business is as innovative and dynamic as the world for which it prepares its students. Through dedication to excellence in teaching, the school provides a solid academic foundation in Business studies. This creates a culture of intellectual inquiry to promote effective learning and it shows!

Students in the School of Business participating in the Major Field Test in Business consistently out perform students from around the country.



Lake Superior State University campus.

The School of Business at Lake Superior State University develops close ties to the business community. This is realized in the accomplishments and initiatives developed on the Campus. Students in Free Enterprise (SIFE) started business initiatives in the region and over the years our SIFE teams won regional competitions and received national recognition for their work.



Lake Superior State University SIFE team

Lake Superior State University established a Prototype Development Center (PDC) to assist any small to mid-sized manufacturer develop and bring new products to market.

In 2008, the university took its commitment to foster and nurture the development and growth of new businesses a step further by establishing a SmartZone in partnership with the city of Sault Ste Marie.

Since the inception of the Michigan SmartZones program in 2002, more than 845 businesses have located or expanded in the zones, creating 16,359 jobs and generating \$1.1 billion in private investment. LSSU is excited and proud to be able to contribute to this movement and change.

We prepare the leaders and business owners of tomorrow!

ISSU International Business Program

Lake Superior State University's international business program prepares business executives, managers and entrepreneurs of tomorrow with the tools, content and experience necessary to succeed in the international business environment.

Companies are faced with a world in which barriers to cross-border trade and investments are declining and distance is shrinking. This is a world where \$3 trillion in foreign exchange transactions are made everyday and where \$12.06 trillion of goods and \$2.71 trillion of services are sold across national borders.

In the global world of business trends show that companies will be smaller in size and increase their global reach for customers.

**A fundamental shift
is occurring
in the world today!**

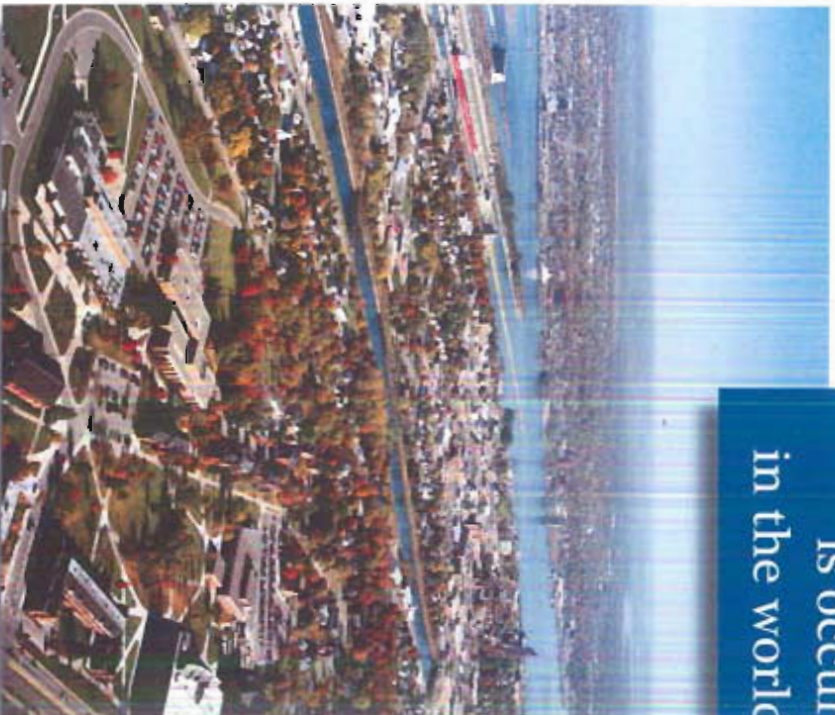


The International Business major provides students at Lake Superior State University the highest level of exposure to international business topics and coursework to work or operate their own business in a global environment.

Students majoring in international business take eight major concentration courses in international business, courses in a target language, regional focus and an international experience. Students participate in an approved international experience, which involves study abroad, work experience, or internships.

In addition, students majoring in International Business are strongly encouraged to choose a minor in areas complementary to international business such as management, marketing, and economics.

A minor in International Business can become a powerful complement to the specialized business majors like accounting, finance/economics, management, and marketing. The minor consists of six courses in three operational functions of a company on the different aspects of international business. The synergies between the IB program and some of the specialized courses in your major, as well as the elective courses permit students to double count courses to complete a minor in international business.



View of Lake Superior State University campus, the Saw Lacks and Sault Ste. Marie, Ontario.

Bachelor of Science Bachelor of Arts

Not sure what academic route to pursue in college? Do you want a degree but have about four different majors in mind? Are you just unsure what it is you want to do with the rest of your life?

Lake Superior State University help with its Liberal Arts/Undecided program which features its own academic department (Undecided), a career center that offers a resource library, resume and interviewing education, internships and part-time work opportunities, career fairs, workshops and forums. Special classes are offered in career choices and decision making, and grants and tuition assistance are available.

Please visit

www.lssu.edu/careerservices/
for more information!

Liberal Studies

The liberal studies program is designed for those students who either desire a specific set of courses contained in particular minors or who are planning on attending graduate or professional school. This program is quite rigorous in that there are a minimum number of upper division credits required as well as a senior capstone experience. Thus, the graduates of this program will have a firm grounding in the liberal arts as well as the requisite communication skills necessary for success in today's world. Please visit <http://www.lssu.edu/programsofstudy/liberalstudies> for more information!

Once a student decides on this major:

1. The student contacts the liberal studies degree director.
2. Student and director agree on choice of minors.
 1. If needed, director consults with faculty in the discipline.
 2. If needed, director consults with the Liberal Studies Degree Committee.
3. Student and director discuss core requirements, general education requirements, BA/BS requirements and elective choices.
4. Student and director discuss other requirements; i.e., upper division minimum requirements.
5. Student is given an educational plan including a Degree Audit Sheet.
6. If necessary, student makes formal request to change major.
 1. Advisor(s) assigned after consultation
7. Student matriculates.
8. Student meets with liberal studies director spring of junior year to set up senior capstone experience (INTD490). Subsequent meeting with advisor(s).

In senior year, student returns to liberal studies director for final review and signature

Degree Requirements

Bachelor of Arts Liberal Studies

Bachelor of Science Liberal Studies

Major Requirements

Minimum of 60 credits must be completed which include two academic minors having no more than two courses in common.

Additional Major Requirements:

- PHIL Elective 3
- SOCV103 Cultural Diversity 3
- INTD490 Senior Directed Study 3

A minimum of 24 of these 60 credits must be at the 300/400 level

General Education: All LSSU bachelor's degree candidates must complete the LSSU General Education Core Requirements, or have earned the MACRAO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University).

Bachelor of Arts degree (8 credits): One year of a modern language other than English. If taken at LSSU, this would be [CHIN151-CHIN152](#) or [CHIN251-CHIN252](#); [FREN151-FREN152](#) or [FREN251-FREN252](#); [GRMN141-GRMN142](#) or [GRMN241-GRMN242](#); [NATV141-NATV142](#) or [NATV201-NATV202](#); or [SPAN161-SPAN162](#).

Bachelor of Science degree (8 credits): One-half year of two different languages will not meet this requirement.

Living Learning Communities

OPTIONS

Ontario Hall: Honors Program

Ontario Hall is a multidiscipline house that is associated with the LSSU Honors Program. All residents of this house must be accepted into the LSSU Honors Program.



Huron Hall: Chemistry and Environmental Science Club

Interested in chemistry and environmental science? Huron Hall is for you. Those within the house are members of the Chemistry Club and not necessarily majoring in chemistry.

Erie Hall: School of Criminal Justice, Fire Science and EMS

Interested in fire science, criminal justice, or paramedic technology? All residents of Erie Hall are full-time students in one of these programs.



Laker Hall: Fisheries and Wildlife Club

Love the outdoors? Laker Hall is associated with the Fisheries and Wildlife Club. Those within in the house are members of the Fisheries and Wildlife Club and are not necessarily majoring in fisheries and wildlife management.

Chippewa Hall: Engineering and Technology Program

In Chippewa Hall, engineering majors are invited and encouraged to participate with the Engineering House. All the residents of Chippewa Hall are majoring in one of the engineering and technology programs and are required to complete a house project.

BENEFITS

Students in Living Learning Communities get to know professors better and develop strong friendships with other students. Living Learning Communities also provide students with connections between what is being learned in a formal classroom and daily life.



Living Learning Communities have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve time for degree completion, and enhance intellectual development. Students also become more intellectually mature and responsible for their own learning and develop the capacity to care about the learning of their peers.

Living Learning Communities (LLC)

When academics or personal interests intersect with the living environment, students grow and learning is enhanced. Lake Superior State University offers a variety of residential living-learning communities that allow students with similar academic interests or career goals to live and study together in community.

At LSSU, Living Learning Communities provide a smaller, more intimate environment for the exploration of a specific field of study. By thinking, studying, living and learning with others who share and understand their aspirations, students can maximize both their academic and personal experiences at LSSU. Each of the programs listed here is associated with an academic department or organization. Every LLC also has a faculty or staff member dedicated to making the program productive and fun.

What are LLCs?

As a member of a LLC, you'll have the chance to get to know your instructors and develop strong friendships with fellow students who share similar academic interests and career goals.

Each LLC has a full kitchen, laundry room, dining area and a large common area, as well as a library/study room.

Find yourself in a Living Learning Community!

Meaningful faculty connections

•
Network with students who share similar interests

•
Activities designed to supplement your academic/career goals

•
Build lifelong friendships



LSSU Housing Office

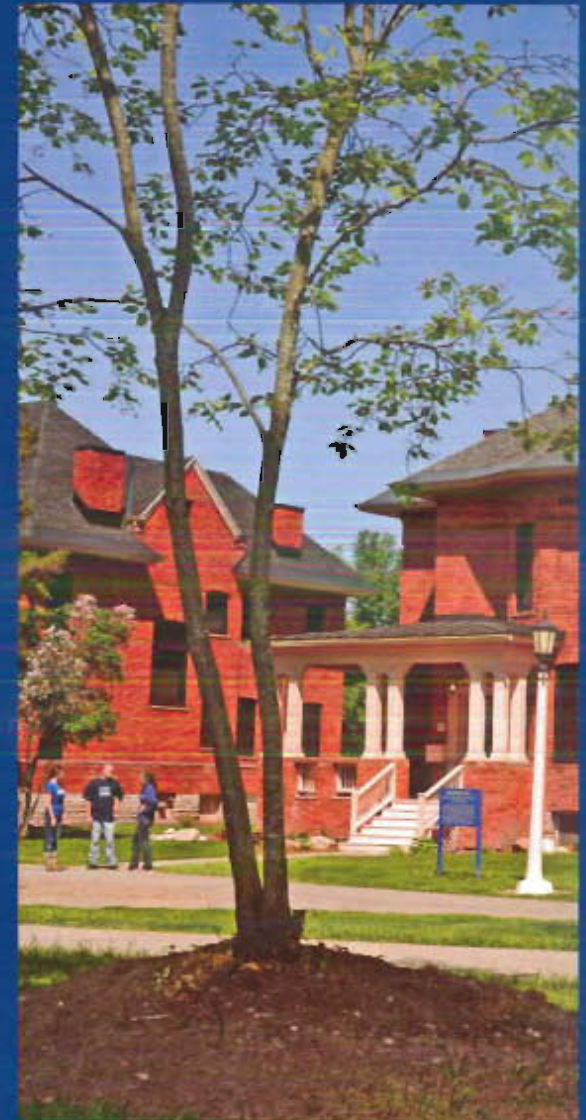
housing@lssu.edu

www.lssu.edu/housing

phone: 906-635-2411

fax: 906-635-2083

Living Learning Communities



 **LAKE SUPERIOR**
STATE UNIVERSITY
Redefining the Classroom

Advantages of Living on Campus

- **Convenience-** Short walks to classes, places to eat and places to study. You're in the middle of it all – your classmates, your friends, work-out facilities, your professors. You're within walking distance to everything on campus.
- **Connections-** Living on campus gives you the opportunity to make important connections that will be helpful in your college career and for many, those first connections will last a lifetime. Your friends and classmates are just down the hallway.
- **Academic support-** Support for your academic efforts is reinforced by study lounges, the library, the Learning Center and also from your roommates, floor mates and classmates. Research indicates that resident students tend to be more successful academically and graduate sooner.
- **Utilities-** No utility bills here. Electric, heating, local phone, basic cable and Internet are all included in your room and board rates.
- **Rolls of quarters-** Your use of the laundry facilities is paid for by your environmental fee. Now you can keep your rolls of quarters for other things!
- **Not just books-** Being engaged as a student includes joining a student organization, attending campus concerts, athletic events, conferences, and enjoying a latte or coffee at Knots café.
- **We do the cooking-** You don't have to shop for food or prepare it (or do the dishes).

All students who are required or requesting to live in campus housing must complete the application and return it in the envelope provided.

The date we receive your application and payment establishes your priority. Every effort will be made to accommodate your request; however, decisions are based on space availability. Please note that private and low-occupancy rooms are extremely limited in certain areas.

Am I Required to Live on Campus?

If you are a full-time student within 27 calendar months of the date of your high school graduation, you are required to live on campus. For this purpose, "full-time" means enrolled for 12 or more credit hours, and all graduation dates will be assumed to be June 1 of any given year.

The following are exceptions to this policy:

- if you live with your parents within a 60-mile or three-county (Chippewa, Luce, and Mackinac) radius of the campus;
- if residence hall space is filled; or,
- if you have an unusual financial or health problem and are excused from living on campus by the Director of Campus Life and Housing.

To claim any of these exemptions or special circumstances, you need to:

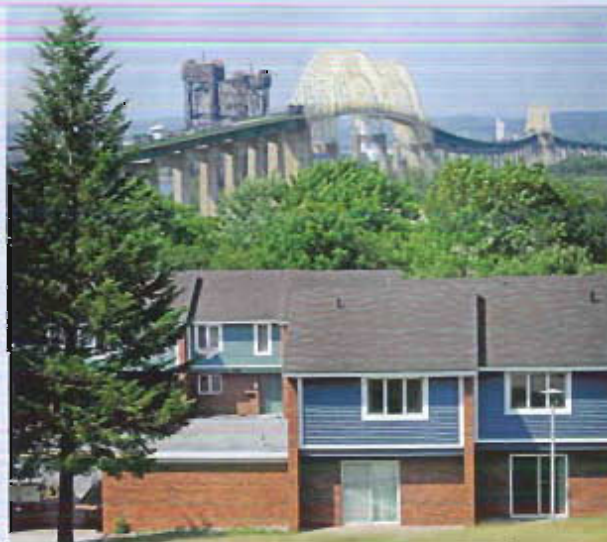
- get an exemption application from the Housing and Residential Life Office;
- receive permission from the Director of Campus Life and Housing.

Damage Deposit

A damage deposit of \$150 is required prior to moving into the residence halls and is refunded after leaving the residence hall system, providing the unit is left damage-free.

Private Room Option

Private rooms or apartments may be available on a limited basis at an increased room rate.



Smoking is not permitted in ANY on-campus residence hall or building

Residence Hall Assignment Policy

Students will generally be assigned as follows:

1. **Brady Hall** (two- and four-person rooms) — Men out of high school less than 15 months. Upperclassmen may apply, but preference will be given to traditional freshmen. This is a substance-free hall.
2. **Osborn Hall** (two-person rooms) — Women out of high school less than 15 months. Upperclassmen may apply, but preference will be given to traditional freshmen. This is a substance-free hall.
3. **Student Village** (units for eight people) — Men and women out of high school between 15 and 27 months. Preference will be given to traditional sophomores. This is a substance-free hall.
4. **Townhouses** (two-bedroom units) — Men and women out of high school more than 27 months will be given preference.
5. **Row Houses and Living Learning Community Houses** — Ontario Hall, Huron Hall, Laker Hall, Chippewa House, Easterday House and Erie Hall (two- to three-person rooms) — Living-learning communities are filled by academic departments.
6. **Student Apartments** — Neveu and Moloney Halls (One-, two- and three-bedroom apartments) — men and women out of high school more than 27 months will be given preference.

Additional charge for one-bedroom apartments and private rooms (if available).

Living-Learning Communities

Living-learning communities (LLC) offer the opportunity to live within a community that provides programs and facilities that support the academic interests of its residents. At LSSU, students in each of our LLC's share an academic interest. As a member of an LLC, you'll have the chance to get to know your instructors and develop strong friendships with fellow students who share similar academic interests.

In a variety of settings and in a number of forms, living learning communities have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve student time to degree completion, and enhance student intellectual development. Students involved in learning communities become more intellectually mature and responsible for their own learning and develop the capacity to care about the learning of their peers.

Check In

Check-in is in the Walker Cisler Student and Conference Center. Room keys and other important information will be given out at this time.

Laundry

Each complex has laundry facilities. Washers and dryers are operated coin-free, paid for by your environmental fee.

Quarter Deck Dining Hall

All students need an ID with a magnetic strip. ID cards will be processed in the Cisler Center during Orientation, and again during the first week of classes. You will need your ID to get into the Quarterdeck, the campus dining hall.

Mail and Packages

The Housing Office delivers mail to Brady, Osborn, Row and Townhouses, and the Student Village shortly after noon Monday through Saturday, except for holidays. The post office delivers to the rest of the buildings. Your room key opens your mailbox. You will be notified in your mail if you have a package. Packages may be picked up in the Housing Office.

In the Townhouses, the post office delivers mail to the locked boxes. The Housing Office delivers mail to the boxes located on the outside wall by the main entrance doors.

Cable TV

The Expanded Basic Cable TV Package is included in room and board. The cable is digital and only TVs with a digital tuner in them will be able to receive a signal. The channel line up is available at www.lssu.edu/housing.

Accessing the Internet

Information is available at <http://it.lssu.edu> or by contacting the LSSU Help Desk at 906-635-6677.



Meal Plans

Meal Plans are selected on the Residence Hall Contract. Residence Hall Contracts are mailed to students after the Housing Office has received the student's application and first room and board payment. If a student fails to return the Residence Hall Contract before statements are emailed, the 180-block Meal Plan will be selected as default.

You may change your Meal Plan once during each semester.

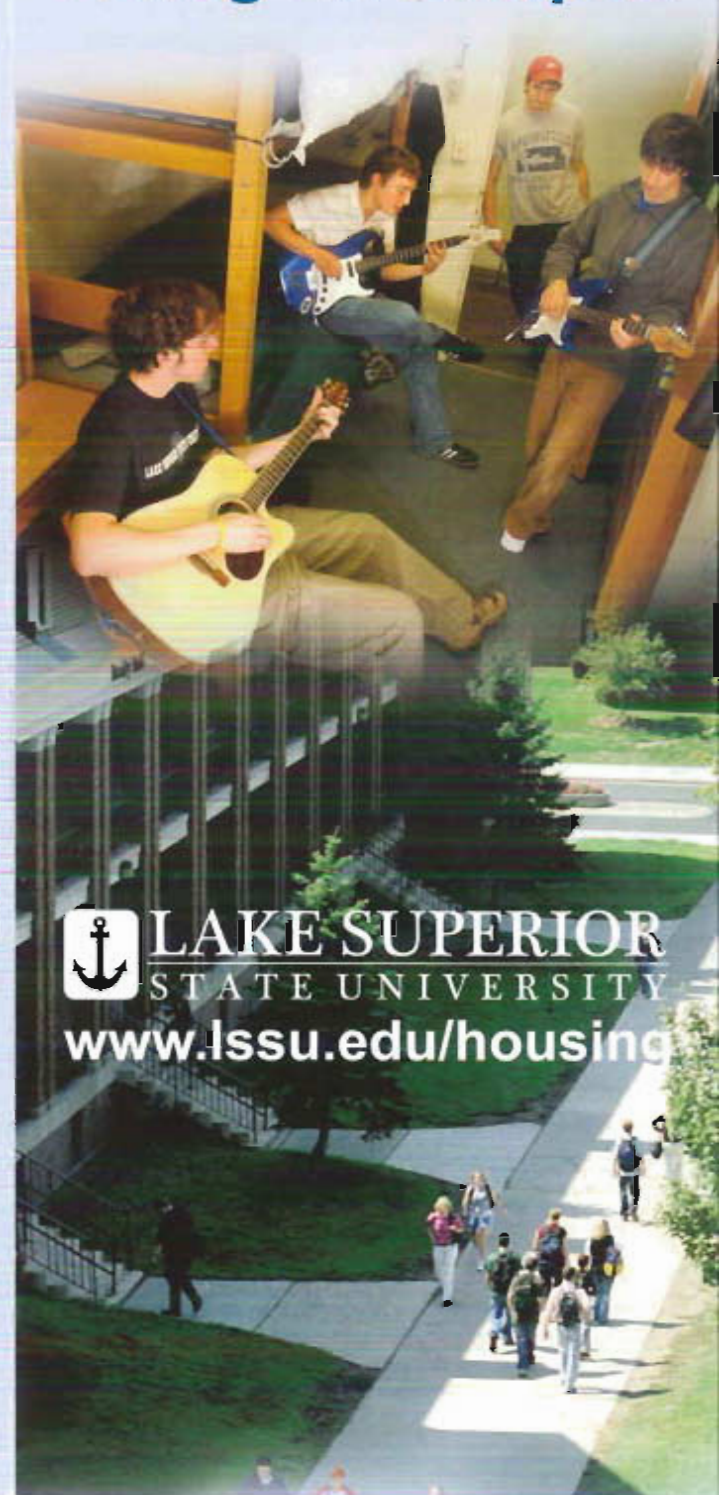
To request special accommodations, in addition to filling out the housing application, it is required that you register with the LSSU Office of Disabilities Services. The director of the Disabilities Services will verify your disability and advise housing staff of appropriate accommodation. Housing staff will facilitate the housing accommodation based on application date and availability. Questions about accessible student housing may be directed to Mr. Scott Korb, Director of Campus Life and Housing.



housing@lssu.edu
www.lssu.edu/housing
phone: 906-635-2411
fax: 906-635-2083

650 W. Easterday Ave.
125 Cisler Center
Sault Ste. Marie, MI 49783

Living on Campus



 **LAKE SUPERIOR**
STATE UNIVERSITY
www.lssu.edu/housing

Business Administration-Management

Program Description:

The management major is designed to provide students with a broad background in business by presenting courses covering the functional areas of business. This management degree program prepares students for human resource and leadership positions in business and non-profit organizations. Please visit <http://www.lssu.edu/business/> for more information!

Prepared to lead:

Managers guide and direct the organization. Managers set goals and determine methods to achieve those goals. Since managers must achieve the organization's goals through the efforts of other individuals, the practice of management is concerned with human behavior. Managers are involved with designing effective organization structures, controlling operations, making effective decisions, and communicating, motivating and leading personnel. Additionally, an effective manager must design programs to develop people's abilities and talents, understand the role and impact of technology on the organization and be aware of and respond to social challenges both domestically and internationally. A career in management is both challenging and rewarding.

Bachelors of Science

Career Choices:

Manager
Chief Executive Officer
President
Human Resources Manager
Small Business Creation and Management
Operations Management
Customer Service Director
Departmental Manager
Account Manager

Student Profile: Are you...

a people person?
enthusiastic, flexible, decisive?
self-motivated, analytical and like to see things get done?

Degree Requirements

Bachelor of Science

Common Professional Component (63 credits)

- ACTG132 Principles of Accounting I 4
- ACTG133 Principles of Accounting II 4
- BUSN121 Introduction to Business 3
- BUSN211 Business Statistics 3
- BUSN231 Business Communications 3
- BUSN308 Managing Cultural Differences 3
- BUSN350 Business Law I 3
- BUSN355 Business Law II 3
- BUSN403 Business, Government & Society 3
- BUSN466 Business Policy 3
- DATA235 Spreadsheets 3
- ECON201 Principles of Macroeconomics 3
- ECON202 Principles of Microeconomics 3
- FNCG341 Managerial Finance 4
- MATH111 College Algebra 3
- MGMT360 Management Concepts and Applications 3
- MGMT365 Human Resource Management 3
- MGMT375 Intro. to Supply Chain Management 3
- MGMT464 Organizational Behavior 3
- MKRT281 Marketing Principles and Strategy 3

Major Management Electives (16-17 credits)

- MGMT380 Principles of Leadership 3
 - MGMT471 Production/Operations Management 3
 - MGMT476 Employee Training Development 4
- Choose two of the following three courses.*
- LAW301 Alternate Dispute Resolution and Conflict Management 3
 - MGMT451 Labor Law 4
 - MGMT469 Collective Bargaining 3

Free Electives (12-13 credits)

General Education: All LSSU bachelor's degree candidates must complete the LSSU general education core requirements or have earned the MACRAO Stamp (Michigan Community College transfer students), or have completed the general education certification (Sault College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University). A minimum of 128 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.

Degree Requirements:

Bachelor of Science

Common Professional Component (84 credits)

- ACTG132 Principles of Accounting I 4
- ACTG133 Principles of Accounting II 4
- BUSN121 Introduction to Business 3
- BUSN211 Business Statistics 3
- BUSN231 Business Communications 3
- BUSN308 Managing Cultural Differences 3
- BUSN350 Business Law I 3
- BUSN355 Business Law II 3
- BUSN403 Business, Government & Society 3
- BUSN466 Business Policy 3
- DATA235 Spreadsheets 3
- ECON201 Principles of Macroeconomics 3
- ECON202 Principles of Microeconomics 3
- FINC341 Managerial Finance 4
- MATH111 College Algebra 3
- MGMT360 Management Concepts and Applications 3
- MGMT365 Human Resource Management 3
- MGMT375 Intro. to Supply Chain Management 3
- MGMT464 Organizational Behavior 3
- MRKT281 Marketing Principles and Strategy 3
- MRKT381 Consumer Behavior 3
- MRKT480 Marketing Research 3
- MRKT481 Marketing Management 3
- Four Marketing Electives 12

Free Electives (10 credits)

General Education: All LSSU bachelor's degree candidates must complete the LSSU general education core requirements, or have earned the MACRAO Stamp (Michigan Community College transfer students), or have already earned a bachelor's degree (honors bachelor degree from a Canadian University).

A minimum of 128 credits (at the 100 level or higher) must be earned for graduation with a cumulative gpa of 2.00 or higher. A gpa of 2.00 or higher is also required in your Major, as well as in your General Education Core Requirements.

Business Administration-Marketing

Bachelor of Science

Career Choices

Account Executive/Manager
Sales Management
Marketing Research
Product Analyst
Retailing
Buyer
Logistics Analyst
E-Commerce

Student Profile:

Are you...

intrigued by human behavior?

Are you...

enthusiastic, flexible and decisive?

self-motivated, analytical and like to see things get done?

Program Description

The marketing major is designed to prepare students for the many opportunities in the field of marketing.

The study of marketing includes marketing principles, principles of selling, retail management, consumer behavior, advertising theory and practice, marketing management, sales force management, marketing research and international marketing. These courses, along with the common professional business core courses, are designed to provide our students with the appropriate knowledge and skills to understand the function of marketing in the firm and in society and to be effective decision makers. For more information visit www.lssu.edu/business

Enactus:

Enactus is a student organization that allows students to gain experience in the business world through special interest team projects. This year Enactus is working on several community projects that will help Sault Ste. Marie grow to be a stronger community. Enactus strives to create sustainable project that teaches community members about the aspects of good business. For example, a team of Enactus students are working with Malcomb High school on a project titled 'Roots.' LSSU students will go to classrooms to help teach kids about running a profitable business. Their main project with Malcomb High School is the development of a green house. Other projects this year are Green Light, Healthy Kids, Merit Badge and Computer Drive. Enactus is working hard to create an impressive portfolio to compete in the upcoming the annual regional competition.

Career Descriptions:

Today, more than 20 million people have careers in marketing. Few other degree programs offer as many career possibilities as the field of marketing. Marketing, with its varied career options and considerable responsibilities within the organization, is an excellent preparation for management positions in all types of organizations. Salaries for entry-level positions are rising in excess of the rate of inflation.

Nearly one-third of the civilian work force in the United States is employed in marketing-related jobs. Marketing career opportunities include product development, product management, distribution management, advertising, public relations, industrial buying, retail management, sales, marketing research and direct marketing. Each area encompasses hundreds of marketing jobs.



Ontario students pay the same tuition as Michigan residents!

Admission

No pre-requisite course requirements! Admission is based on your high school or college/university credits and gpa. We'll convert your marks to the U.S. equivalent grades.

No ACT test is necessary, but is required for students wishing to participate in university athletics.

- Submit the application at www.lssu.edu/apply
- Pay the \$25 on-line fee
- Provide high school transcripts OR secondary institution (mailed directly from your high school or college/university to LSSU).

Applications are accepted until classes begin. For scholarship consideration: Grade 12 students apply by **March 1**. Transfer students apply by **April 15**.

Cost*

Ontario students pay the same as Michigan residents. That's a savings of over \$5,000 each year!

Current tuition for fall/spring semesters:

- \$10,128 for Ontario residents
- \$15,192 for Non-residents and all other international students

When comparing costs with other universities, note that LSSU offers a flat tuition rate for those taking 12 to 17 credits. You can take 17 credit hours for the price of 12; a savings of over \$4,220 per year, and over \$16,890 in four years.

Save even more money by living at home if you're close enough to commute to campus. One year of on-campus housing costs \$8,987.

**Costs are in U.S. currency*

Ontario Freshman Scholarships: Residents of Ontario and Graduates of Ontario High Schools

Board of Trustees Ontario Distinguished Scholarship	\$2,000 per year tuition plus \$2,000 per year on-campus room & board Value: \$16,000 (4 years)	Renewable up to four years Based on GPA (3.80 minimum)
Board of Trustees Ontario Honors Scholarship	\$1,000 per year tuition plus \$1,000 per year on-campus room & board Value: \$8,000 (4 years)	Renewable up to four years Based on GPA (3.50-3.79)
Board of Trustees Ontario Achievement Scholarship	\$1,000 per year Value: \$4,000 (4 years)	Renewable up to four years Based on GPA (3.30-3.49)
Board of Trustees Ontario Award	\$1,000 for first year Value: \$1,000 (1 year)	Non-renewable Based on GPA (3.00-3.29)

**Scholarship parameters are reviewed annually and are subject to change. See our website for updates.*

We also accept OSAP, Canadian bursaries and private scholarships. Campus jobs are available.



www.lssu.edu/admissions/canadian

Redefining the classroom

Distinctive Programs

Fisheries & Wildlife

Fire Science

Engineering - Robotics Concentration
computer, electrical, mechanical

Popular Choices

Biology or Chemistry- Pre-professional
pharmacy, dental, medical, veterinary

Business (partnership with Sault College)

Criminal Justice (partnership with Sault College)

Exercise Science (leads to physical/occupational therapy)

Education

Nursing

ONTARIO

Distance to LSSU from:

Sault Ste. Marie = 8 km

Sudbury = 322 km

Windsor = 560 km

Toronto = 690 km



Sault Ste. Marie, Michigan

discover.lssu.edu





Distinctive Programs
Fisheries and Wildlife Management
Fire Science
Engineering - Robotics Concentration
computer, electrical, mechanical

Popular Choices
Biology or Chemistry- Pre-professional
pharmacy, dental, medical, veterinary
Business
Criminal Justice
Exercise Science
Education
Nursing

One Rate at Lake State

"One Rate at Lake State, a North American tuition initiative, is designed to attract academically talented students to enhance Michigan's economy, intellectual capital and overall environment. As part of One Rate, every student throughout the United States, Canada and Mexico will be charged the same tuition rate.

The One Rate at Lake State program will result in a tuition savings of at least 33% per semester for those outside of Michigan! Students are also eligible for our merit scholarship programs, which help Lake Superior State University achieve the lowest net cost among the Michigan public universities.*

*National Center for Education Statistics"

2015-16 Costs

Tuition: \$10,522
 Room & Board: \$9,290
 Total: \$19,812

Admissions

The primary factors used to determine admission are cumulative grade point average (GPA), high school course curriculum, and ACT or SAT results. The middle fifty percent of our entering freshman class have high school GPAs ranging from 2.9 to 3.6 and ACT scores ranging from 22-25. Students should feel free to submit any additional materials that may aid the Admissions Office in reviewing unusual circumstances that may have had an impact on high school performance.

- Submit the application at www.lssu.edu/apply
- Pay the \$25 on-line fee
- Provide high school transcripts OR Provide college/university transcripts if transferring from a post-secondary institution (mailed directly from your high school or college/university to LSSU).

Applications are accepted continually. For scholarship consideration, all students should apply for admission prior to May 1, 2016.

Leher Gold Scholarship	Full tuition Value: full tuition (4 years)	Based on participation in annual on-campus scholarship competition. Applicants must have a 3.0 GPA and 28 ACT. Must apply by December 1 to qualify.
Board of Trustees Distinguished Scholarship	\$6,000 per year tuition plus \$3,000 per year on-campus room & board Value: \$32,000 (4 years)	Renewable up to four years Based on GPA and ACT scores (GPA 3.80 and ACT 26)
Board of Trustees Academic Excellence Scholarship	\$3,000 per year tuition plus \$2,000 per year on-campus room & board Value: \$20,000 (4 years)	Renewable up to four years Based on GPA and ACT scores (GPA 3.50 and ACT 24)
Board of Trustees Academic Recognition Scholarship	\$2,000 per year tuition plus \$1,000 per year on-campus room & board	Based on GPA and ACT scores (GPA 3.30 and ACT 21)

Freshman Scholarships



Pay in-state tuition at Lake State!

Resident tuition for all
North American students



Redefining
the classroom



LAKE SUPERIOR
STATE UNIVERSITY

www.lssu.edu/redefine



Rentals

EQUIPMENT	PRICE PER DAY
Bikes various sizes	\$5-\$10
Fat Tire Bikes	\$10-\$20
Tent (2 & 3 person)	\$5-\$10
Sleeping Bag	\$5-\$10
Sleeping Pad	\$3-\$5
Osprey Backpacks	\$5-\$10
Camp Stove	\$3-\$5
Stand-Up Paddleboards includes PFD & paddle	\$10-\$20
Fishing Rod	\$3-\$5
Disk Golf Set	\$1-\$3
Smelt Net	\$1-\$5

Current LSSU students and staff receive discounted rates on all rental items.

Prices dependent on brand and style.

Weekend rates available upon request.



Trips and Workshops

The ROC also provides LSSU students and staff with affordable, guided trips to local adventure spots. Past trips have included

- Hiawatha Highland
- Pictured Rocks National Lakeshore
- Tahquamenon Falls
- Carp River
- Munuscong Bay
- Seney National Wildlife Refuge



ROC Reviews

"Very helpful staff, great prices on rentals. They have everything you would need to explore the Eastern U.P. and Canada, summer or winter. Stop in and sign up for their next adventure."

"I went on the Seney trip and that was an amazing hike! And such nice people to be around on the journey through nature. Would totally do it again!"

"Awesome place to grab stuff on a snow day! Fat bikes, snowshoes, cross country skis, sleds. They've got it all!"

"Friendly staff, nice gear, and great prices."

Located on the east side of the LSSU campus by Shouldice Library.

Open weekdays, 1-6 p.m.

We're also available by appointment!

Phone: 906-635-2890

E-mail: roc@lssu.edu

Facebook: LSSU

Regional Outdoor Center

 **LAKE SUPERIOR**
STATE UNIVERSITY

Regional Outdoor Center
650 W. Easterday Ave.
Sault Ste. Marie, MI 49783

LSSU **ROC**
Regional Outdoor Center

**Now open to the
community!**

**Rentals for all
seasons and
adventures.**



**The EUP's hub
for all things
recreation!**

Student Resources

Counseling Services

Phone: 906-635-2752 <http://www.lssu.edu/counseling/>

Counseling Services provides a variety of brief time-limited services to both undergraduate and graduate students. All services are free of charge, confidential, and not part of a student's academic record.

Services include: short-term psychotherapy; group therapy; outreach/education; resources and referrals; and consultation. Services are available during the academic calendar year which includes the summer semester. Services are limited when school is not in session.

Health CARE Center

Phone: 906-635-2110 <http://www.lssu.edu/health/>

Health care services are available on campus at the LSSU Health CARE Center. The Health CARE Center offers a wide range of services. There is **no out of pocket expense** for a majority of our services. The Health CARE Center is staffed by a certified nurse practitioner, physician assistant and a consulting physician. Our providers have prescriptive authority to order a wide range of prescriptions. Services are available Monday through Friday from 8 a.m. – 4:30 p.m. Hours of operation are reduced during the summer semester and University breaks.

The Learning Center

Phone: 906-635-2894 <http://www.lssu.edu/lc/>

The Learning Center provides free academic support services and strategies for all students enrolled at LSSU, at all levels of learning (freshman through senior). The Learning Center services assist students in achieving academic success, gaining scholastic independence, and improving self-esteem through:

- Peer tutoring and supplemental instruction (SI)
- Writing assistance at The Writing Center
- Math assistance at The Math Center
- Tutorial and instructional resources
- Student success seminars and study strategies
- Computer lab, study space, and a book-lending library are also available
- ALEKS® Learning System for Math provides a self-paced, computer-based learning
- IPASS and Student First programs are free and open to all students.

Disability Services

Phone: 906-635-2355 or 906-635-2454 <http://www.lssu.edu/disability/>

LSSU supports equal educational opportunities for all students. Students are entitled to accessible, accommodating, and supportive teaching and learning environments. To develop the necessary accommodations, students must: provide current documentation verifying a disabling condition and register and meet with the Disability Services Coordinator. Typical services offered are: extra testing time, access to distraction reduced testing environment, assistance with class assignments, alternative testing formats, classroom audio taping, note-taking services, alternative text formats, assistive technology, alternative seating in classrooms.

Tuition Incentive Program

Benefits

The Tuition Incentive Program (TIP) at Lake Superior State University provides eligible students additional outside, government funding to aid in financing their education. LSSU students can complete an AA/AS or certificate program in Phase I and receive additional funding towards their BA/BS in Phase II of TIP.

Eligibility

To be eligible for the Tuition Incentive Program (TIP), a student must have received Medicaid coverage for 24 months within a 36-month period between the ages of 9 and high school graduation. Students can become TIP eligible as early as age 12. The Michigan Department of Human Services (DHS) determines which students are Medicaid eligible and transmits this information to the Michigan Department of Treasury.

Application

Once identified as having met the Medicaid coverage requirement, Student Scholarships and Grants (SSG) will send the student an application. The student MUST return the completed form (via phone or postal mail) to SSG **before graduating from high school** with a diploma, a certificate of completion, or by obtaining a GED.

Certification

SSG will send an "eligibility letter" in the student's senior year of high school. The student should present this letter to the financial aid office upon enrollment to receive payment from TIP.

TIP Phase I Covers:

- The cost of tuition at LSSU (12 to 17 credit hours per semester) and the student activity-media fee. **
- Mandatory fees up to \$250 for a student's first semester at LSSU, such as enrollment/registration fees and technology fees.
- Up to 80 credits can be billed to TIP Phase I while a student works toward earning an associate degree.

Tip Phase II Covers:

- Student will receive up to \$2,000 (\$500 per semester) for the last two years of school while working toward a BS/BA degree.
- Must be used within 30 months of Phase I completion.
- Student must submit a Letter of Credit to the financial aid office stating that 56 credits or an associate degree were earned.

After starting Phase II, students cannot go back to Phase I. Students can receive Phase II benefits without having received Phase I benefits, but the student must have one of the following:

- 56 transferable semester or 84 transferable term credits.
- An associate degree or certificate.

Eligibility for Both Phase I and Phase II

- Provide evidence of eligibility ("eligibility letter") to the financial aid office.
- Obtain a high school diploma, certificate of completion, or GED prior to age 20.
- Be enrolled at least half-time in a qualifying program.
- Be a Michigan resident as determined by institutional criteria.
- Be a U.S. citizen, permanent resident or approved refugee.
- Meet the institution's satisfactory academic progress (SAP) policy.

Program Restrictions

Students can begin using TIP by enrolling within four years of high school graduation or GED completion. Eligibility ends ten years from day of high school graduation or GED completion.

**Future awards are subject to available and approved funding by the State of Michigan.

Qualifying Phase I Programs:

Associate Degrees

Business Administration
Chemical Technology
Chemistry
Computer Science
Criminal Justice-Corrections
Criminal Justice-Law Enforcement
Early Childhood Education
Electrical Engineering Technology
Fire Science
General Engineering
General Engineering Technology
Health Care Provider
Health Fitness Specialist
Liberal Arts
Manufacturing Engineering Technology
Marine Technology
Natural Resource Technology
Paramedic Technology
Personal Computer Specialist
Social Work
Substance Abuse Prevention/Treatment
Technical Accounting
Certificate Programs
Paramedic Training
Practical Nursing

Eligibility Checklist

- ✓ Received Medicaid coverage for 24 months within a 36-month period between the ages of 9 and high school graduation
- ✓ Completed and returned application (via phone or postal mail) to SSG before high school graduation or obtaining a GED.
- ✓ Graduated from high school or obtained a GED before age 20.
- ✓ Must be a Michigan resident and a U.S. citizen, permanent resident or approved refugee.

For further information regarding TIP Phase I or Phase II contact:

Student Scholarships and Grants
P.O. Box 30462
Lansing, MI 48909
Phone: 1-888-4-GRANTS
www.michigan.gov/ssg



Tuition Incentive Program



LAKE SUPERIOR
STATE UNIVERSITY

Financial Aid Office

650 W Easterday Avenue
Sault Sainte Marie, MI 49783

Phone: 906-635-2678

Fax: 906-635-6669

finaid@lssu.edu



LAKE SUPERIOR
STATE UNIVERSITY

TRANSFER GUIDE

Issu.edu/transfers

Lake Superior State University, located in Sault Ste. Marie, is a personal, small-town school that provides a superior blend of liberal and technical studies in the natural setting of Michigan's Upper Peninsula. LSSU offers undergraduate degrees in 45 areas of study that attract students from every county in Michigan, more than a dozen states and provinces, and nine nations. LSSU is Michigan's most personal public university emphasizing an undergraduate experience provided by a fully-qualified faculty and a dedicated staff.

Applying for Admission

Transfer students must possess a 2.0 cumulative college GPA and be eligible to return to your former college(s). If you have completed fewer than 19 semester (29 quarter) hours of credit, you must also send an official high school transcript or GED scores in addition to your college transcript (and ACT scores if you graduated from high school within 26 months of the semester of entry).

Application Requirements:

- Transfer Student Application
- Official Transcripts from all previously attended institutions
- High School Transcripts and ACT/SAT scores if less than 19 earned college credits.
- AP Scores (if applicable)
- Application Fee (\$25 Online Application/\$35 Paper Application)

Issu.edu/apply

Contact the admissions office today and speak with your transfer specialist, Dan Setton at

dsetton@lssu.edu or
906-635-2808

Redefining the Classroom



One-Rate tuition
for all North Americans!

Lake Superior State University is one of the most affordable public universities in Michigan.

Example 2015-2016:
(Full-Time Student, 12-17 Credits)

Tuition:	\$10,392
Room/Board:	\$9,290
Total:	\$19,682

Come Visit!

Make plans to see campus for yourself and learn more about how we're Redefining the Classroom. While visiting campus, you will have an opportunity to visit our academic buildings, residence halls, and athletic facilities. Meet with faculty and advisors to help you determine if LSSU is the right choice for you. We offer tours Monday-Friday at 10:30 and 1:30 and most Saturdays. Visit www.lssu.edu/admissions/visit/ to schedule your visit today!



Photo by Michigan DNR David Kenyon



Transfer Student Scholarships

Board of Trustees Distinguished Transfer Scholarship

- Value: up to \$5,000 per year (\$3,000 + \$2,000 if Room & Board) — renewable for second year
- Criteria: merit based; earned cumulative GPA of 3.8 or higher

Board of Trustees Academic Excellence Transfer Scholarship

- Value: up to \$3,500 per year (\$2,000 + \$1,500 if Room & Board) — renewable for second year
- Criteria: merit based; earned cumulative GPA of 3.5-3.79

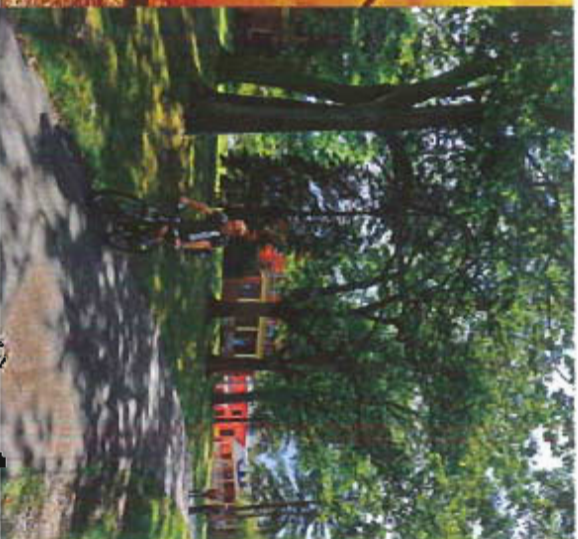
Board of Trustees Academic Honors Transfer Scholarship

- Value: up to \$2,000 per year (\$1,000 + \$1,000 if Room & Board) — renewable for second year
- Criteria: merit based; earned cumulative GPA of 3.3-3.49

ΦΘΚ (Phi Theta Kappa) Scholarship*

- Value: \$1,000 per year — renewable for second year
- Criteria: must be a certified member of Phi Theta Kappa; earned cumulative GPA of 3.5 or higher
- * Student must submit proof of membership before beginning attendance at LSSU.

Awards are based on the cumulative GPA earned at all schools prior to start of the first LSSU semester, with a minimum of 24 earned college credits and a maximum of 90 attempted college credits at any combination of other accredited schools. Students with more than 90 attempted credits but less than 124, may receive a non-renewable award.



Michigan Transfer Agreement (MTA)

In order to satisfy the MTA, students must successfully complete at least 30 credits from an approved list of courses at a sending institution with at least a grade of 2.00 in each course. These credits, which will be certified by a sending institution, should be completed according to the following distributions:

- One course in English Composition
- A second course in English Composition or one course in Communication
- One course in Mathematics
- Two courses in Social Sciences (from two disciplines)
- Two courses in Humanities and Fine Arts (from two disciplines excluding studio and performance classes)
- Two courses in Natural Sciences including at least one with laboratory experience (from two disciplines)

Students who complete the MTA and transfer to Lake Superior State University will have met 30 credits of the General Education Core Requirement. Students will still be expected to complete a Cultural Diversity Course (minimum of 3 credits) as well as an additional course in ENGL or COMM to total at least one year of composition and one semester of communication.

Students who do not complete the entire block of courses required by the MTA will receive credit for the courses they do complete on the basis of individual course evaluation and established transfer equivalencies.

It is important to note that the MTA is not the best fit for all programs. Students are encouraged to work with their advisors at their destination institution (LSSU) in order to select a path that is best for them.


www.lssu.edu/transfers



Redefining the classroom



LAKE SUPERIOR
STATE UNIVERSITY



At LSSU, we're preparing students for a world where the only constant is change. Students at LSSU go beyond the traditional classroom experience with real-world, hands-on, engaged learning. Find out for yourself how we're redefining the classroom by scheduling your campus visit today. Go to www.lssu.edu/admissions/

Redefining the classroom

MISSION: Our principal mission at Lake Superior State University is to help students develop their full potential. We do this by providing high-quality, academically rigorous programs in an engaged, personal and supportive environment. This combination nurtures potential and sets students on paths to rewarding careers and productive, satisfying lives. We also serve the regional, national and global communities by contributing to the growth, dissemination and application of knowledge.



www.discover.lssu.edu



www.lssu.edu/redefine

Redefining Instruction

With dynamic instruction comes the need for dynamic facilities. The South Hall (SoHO) project does just that by creating a facility that will serve as a destination point for students, scholars, leaders and executives-in-training. South Hall, which has been renamed Considine Hall after longtime Laker supporter, Robert Considine, will provide a new home for the Lukenda School of Business to collaborate on joint ventures and partnerships for important strategic initiatives.

Lots of schools emphasize student-faculty interaction. At LSSU, we've mastered it. With an emphasis on undergraduate education and no teacher assistants, our professors truly know our students. We build relationships that go beyond the bachelor's degree. Our students and faculty create a foundation for a lifelong educational experience.

Redefining location

Location, location, location: it's more than just a catchy real estate tagline, it's part of what defines our campus. LSSU is located in the picturesque Upper Peninsula – also known as the U.P. – overlooking Lake Superior and just minutes away from a seemingly endless list of outdoor recreational opportunities. Near campus, the area offers golf courses, bike trails, and places for fishing, boating, snowmobiling, snowshoeing, cross-country skiing, and so much more. Just across the river is our sister city, Sault Ste. Marie, Ontario, which adds a unique international sense of place to our campus – and plenty more to do, both outside and inside.



Redefining tradition

Every campus has traditions and LSSU is no exception. We just happen to know ours are different and, in some cases, truly unique. From the signing of the Laker Rock by the incoming class to the annual Banished Words List and the welcoming of spring by the burning of a snowman, LSSU looks to stand out from the crowd in its celebration of tradition.



At LSSU, you don't have to major in fine arts or dance to be part of something creative. Students from across all disciplines have opportunities to express their creativity through a variety of platforms on campus. Whether it's through theatre, music, art, or a yet-to-be-defined medium, our students aren't limited by their majors; to the contrary, their creative expression shows they are more than just a major, but individuals pursuing their passion for learning and self-discovery.

Redefining creativity



Photo by LSSU student photographer Sean O'Mara

Redefining game day

We know that a complete university experience goes well beyond the academic arena, and at LSSU, our students spend plenty of time fulfilling their days as a Laker. With 13 NCAA teams and a wide variety of intramural and club sport opportunities, our students get involved on the ice, in the arena, and on the field. If competing is not for you, be a part of our "Blue Crew" and support your fellow Lakers across all of our varsity sports events.



Redefining community

At LSSU, our students choose to get involved in over 60 different clubs and organizations ranging from the academic to the philanthropic and social. Lakers become more than themselves by carving out a sense of space through the creation of a community that goes beyond the physical confines of campus and helps improve the lives of others.

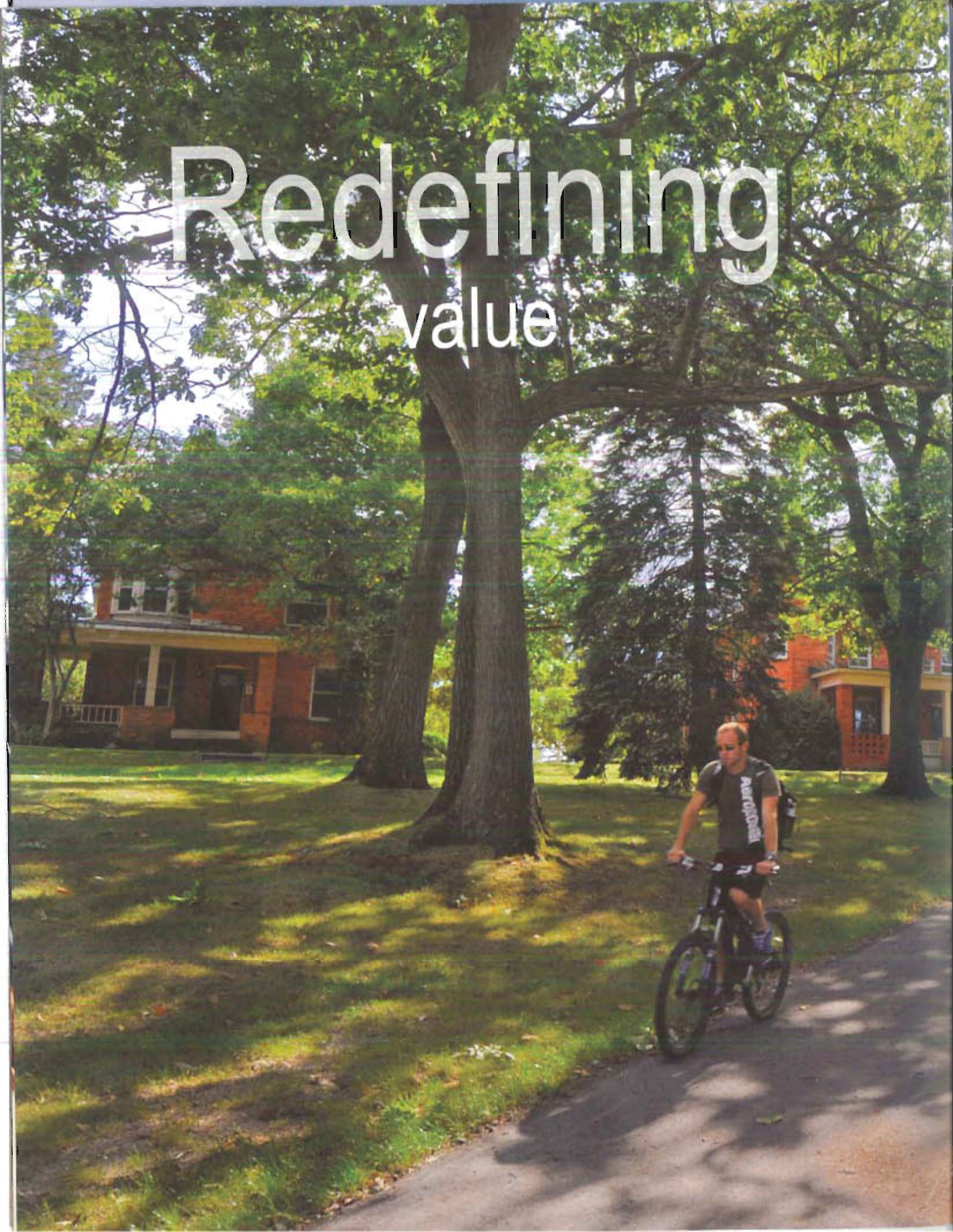
Redefining success





We understand that a top expectation of students and parents is superior preparation for a career or graduate school. At LSSU, our Career Services office offers numerous career-focused events and services, including: job fairs, on-campus interviews, career week, career exploration workshops, career counseling, resume and cover letter writing, and interview preparation. The results: 94 percent of LSSU graduates are employed within one year of graduation, with 100 percent placement in programs such as engineering, geology and nursing.

Redefining value





Did you know LSSU is one of the most affordable universities in Michigan? In fact, LSSU offers students an outstanding value for their college education, including:

- Our One-Rate tuition for all residents of North America! Undergraduates pay approximately \$10,400 per year (academic year 2015-2016 tuition)
- Generous in-state scholarships ranging from \$3,000 to \$13,000 per year.
- 82 percent of our full-time undergraduate students receive financial assistance.
- More than \$29 million in scholarships and financial aid awarded annually.

Plus, at LSSU we offer our tuition plateau, which allows you to pay a flat tuition rate when taking 12-17 credit hours. This standard rate allows full-time students to add additional credits at no additional cost, saving you thousands of dollars per year!

Freshman Admission

A freshman student is defined as a student who has not enrolled in a postsecondary institution anytime after the summer following high school graduation.

You may apply to LSSU anytime after the end of your junior year of high school. The best time to apply is early in your senior year. Applications are processed continuously and when all necessary materials have arrived, you will be notified of a decision as soon as possible. The primary factors used to determine admission are cumulative grade point average (GPA), high school course curriculum, and ACT or SAT results. LSSU recommends that students follow a college preparatory curriculum mirroring the Michigan Merit Curriculum. The middle fifty percent of our entering freshman class typically have high school GPAs ranging from 2.9 to 3.6 and ACT scores ranging from 22-25. Students should feel free to submit any additional materials which may aid the Admissions Office in reviewing unusual circumstances which may have affected high school performance. ACT or SAT scores will not be used in the admissions process if you graduated from high school two or more years ago.

Currently enrolled in high school

Complete Part I of the application form.

Submit your entire application and a \$35 non-refundable check or money order (U.S. funds payable to Lake Superior State University) to your high school principal or counselor for completion of Part II. The application and an official copy of your high school transcript and ACT or SAT scores must be mailed directly to the Admissions Office from your high school.

NOT currently enrolled in high school

Complete Part I of the application form.

Submit your entire application and \$35 non-refundable check or money order (U.S. funds payable to Lake Superior State University) to the Admissions Office.

Have your high school transcript and ACT or SAT scores mailed directly from your high school to the Admissions Office. ACT or SAT scores will not be used in the admissions process if you graduated from high school two or more years ago.

If you withdrew from high school prior to graduating you may submit GED results.

Transfer Admission

A transfer student is defined as a student who enrolls in a postsecondary institution anytime after the summer following high school graduation and then later applies to Lake Superior State University.

Transfer students must possess a 2.0 cumulative college GPA and be eligible to return to their former college(s).

Complete Part I of the application form.

Attach a \$35 non-refundable check or money order (U.S. funds-payable to Lake Superior State University). Send to the LSSU Admissions Office.

Request an official copy of your transcript be sent directly to the Admissions Office from each college/university you have attended.

If you have completed fewer than 19 semester (29 quarter) hours of transferable college credit (C- or higher), you must also send an official high school transcript or GED scores in addition to your college transcript. ACT or SAT scores will also be used unless you graduated from high school more than two years ago.

For all schools you have attended, besides Michigan Community Colleges, please provide course descriptions from the year(s) you attended. Please write your name and school on each page of the course descriptions.

Your application will be processed and an evaluation of transfer credit will be made as soon as all required materials are on file in the Admissions Office.

Re-admission

Former LSSU students who miss one or more semesters (not including summer) must re-apply. You should complete Part I of the application form.

If you have attended another college/university since you last attended LSSU classes, you must have official transcripts sent from the other institution(s).

If you previously paid the application fee and earned LSSU credits, you do not need to pay it again.

Your application will be processed and an evaluation of transfer credit will be made, if necessary, as soon as all required materials are on file in the Admissions Office.

International Students

If you are a citizen of any country outside of the U.S. or Ontario, Canada, you should complete the application according to your status: Freshman, Transfer, or Readmit. Additional materials are required to complete your application. There is a \$35 non-refundable application fee (U.S. funds-payable to LSSU). For a complete list of required materials, please visit lssu.edu and click on "prospective students" or contact the Admissions Office at 888-800-5778.

Upon request, Lake Superior State University will provide persons with disabilities promotional literature and comparable recruitment efforts in a medium in which they can communicate.

It is the policy of Lake Superior State University that no person shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment, or in any program or activity for which the University is responsible on the basis of race, color, national origin or ancestry, gender, age, disability, religion, height, weight, sexual preference, marital status or veteran status. The following person has been designated to handle inquiries regarding Title IX and nondiscrimination policies:

Title IX Coordinator: Philip Espinosa, Associate Vice President of Human Resources
Administration Building, Lake Superior State University
650 W. Easterday Avenue, Sault Ste Marie, MI 49783
906-630-2213

The information in all Admissions Office publications is only for your information and is not part of an enrollment contract.

www.lssu.edu/admissions/applying

Incoming Freshman Transfer Student Readmit Student (previously attended LSSU classes)

PART I

LAKE SUPERIOR STATE UNIVERSITY UNDERGRADUATE APPLICATION FOR ADMISSION

Please Print

Name: _____
Legal First Legal Middle Legal Last Preferred Nick Name Former Last Name (if any)

Date of Birth: _____ month / day / year Social Security Number*: _____
(Non-U.S. citizens leave blank)

Sex: Male Female Marital Status: Married Single

*SSN optional, but recommended. It is not used for admission purposes or as a University ID, however, it is required to apply for financial aid, federal for credits and campus employment.

E-mail: _____

Permanent Mailing Address: _____

Twitter Handle: _____

P.O. Box/ Street Address _____ City _____

Current Mailing Address: Effective Until: _____

State/Province _____ ZIP/Postal Code _____ County of Residence _____

P.O. Box/ Street Address _____ City _____

Telephone: (____) _____

State/Province _____ ZIP/Postal Code _____ County of Residence _____

Name of Parent, Guardian or Spouse (REQUIRED): _____

Mr. Ms. _____

Relationship to Applicant: _____

Address: (if different) _____

BIOGRAPHICAL - please check all that apply

Michigan resident for more than 6 months

Emergency Contact (First & Last Name): _____

Mr. Ms. _____

Non-Michigan resident or Michigan resident for less than 6 months

Relationship to Applicant: _____

State of legal residence? _____

Telephone: (____) _____

How long have you lived there? Yrs. _____ Months _____

Email: _____

What date did you begin living in Michigan? ___ / ___ / ___

Non-U.S. Citizen Country of Birth _____

Are you an active duty or veteran of the armed services?

Yes No If yes, which one: _____

Country of Citizenship _____

Are you a resident alien (green card holder)? Yes No
 (If yes, you must submit a photocopy of your alien registration card.)

Are you a dependant of an active duty or veteran of the armed services?

Yes No

Race/Ethnicity *Optional - Information for statistical purposes* Please indicate all races that apply among the following:

White Black or African American Asian American Indian or Alaskan Native; Tribe Affiliation _____

Canadian Aboriginal; Tribe Affiliation _____ Native Hawaiian or Pacific Islander

Please check your ethnicity Hispanic or Latino Not Hispanic or Latino

YOUR PLANS AT LSSU

Please indicate the academic program you wish to study _____ Undecided

When do you plan to enroll? Fall Semester (Sept) Spring Semester (Jan) Summer Semester (May)

Year 20____ Part Time Full Time

What degree plans do you have?

LSSU classes, no degree LSSU for one or two years, then transfer Certificate 1-year

Associate's Degree 2-year Bachelor's Degree 4-year Post-Baccalaureate Certificate

Which location do you wish to take your classes?

Sault Ste. Marie (on-campus) Gaylord Regional Center** On-Line Program** (Criminal Justice & Fire Science only)

Escanaba Regional Center** (includes Iron Mountain) Dearborn Regional Center**

Do you plan to live in University housing? Yes No Petoskey Regional Center** **Study is limited to selected programs on a part-time basis

FINANCIAL AID

I am submitting a Free Application for Federal Student Aid (FAFSA).

EDUCATION

High school diploma _____ Date earned: _____

Name high school City State Month Year

GED Have you taken the ACT or SAT exam? Yes, Month/ Year ___ / ___ No, but I plan to I plan to RE-TAKE it

Please list the courses you are taking your senior year of high school.

Current Semester		Next Semester	
course	credit	course	credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IF YOU HAVE ATTENDED ANOTHER COLLEGE OR UNIVERSITY

List EVERY college, university or trade school currently attending or previously attended starting with the earliest enrollment. **IMPORTANT:** Failure to list every institution attended, may result in retraction of your financial aid and dismissal from LSSU. Official transcripts must be sent from ALL institutions you have attended. If you earned college credit while in high school and want to transfer it to LSSU, you must have that college send an official transcript to our Admissions Office.

Have you earned 19 or more semester hours (29 quarter hours) of college/university credit? Yes No

School/Institution Name	City, State/Province	Dates Attended	Hours Earned

Have you ever been suspended, expelled or required to withdraw from any college or university for any reason? Yes No

If so, from where and why? _____

Will you earn the MTA/MACRAO Stamp? Yes No

Are you dual or concurrently enrolled student? Yes No

Complete the following only if you previously applied or attended LSSU classes at LSSU or any LSSU regional center.

I previously applied for admission to LSSU. Semester: _____ Date: _____

I previously attended LSSU classes: Full Time Part Time From _____ to _____
Semester / Year Semester / Year

I have attended another college/university since my previous application. I will submit an official transcript.

I have NOT attended another college/university during my absence from LSSU or since my previous application for admission.

BACKGROUND

Has any member of your family ever attended LSSU? Yes No

Name while attending LSSU: _____ Relationship: _____

What is the highest educational level attained by your parents? *This information is optional and is used for statistical purposes.*

	Not a High School Grad.	High School Diploma	Some College	Associate's Degree	Bachelor's Degree	Graduate Degree
Mother's name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father's name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE READ CAREFULLY, THEN SIGN AND DATE: I certify all information given in support of my application for admission is complete and accurate to the best of my knowledge. I understand any omission or falsification of information will lead to a retraction of an offer of admission. I also authorize my high school/college to release my academic records and ACT scores to Lake Superior State University.

FIRST TIME APPLICANTS:
\$35
(U.S. FUNDS)
NON-REFUNDABLE APPLICATION FEE
MUST BE ENCLOSED

Signature of applicant _____

Date _____

CURRENTLY IN HIGH SCHOOL- To be filled out by your high school counselor or principal

Student's Name: _____
Last First Middle

Student: will graduate in _____

Information will be treated in a confidential manner

Rank in class from top: _____ Total number of students in class: _____

Grade point average: _____ for _____ semesters. Grading scale if other than four-point scale: _____

School: _____

Name: _____ Position: _____
Name Address City State/Province Zip/Postal Code

Signature: _____ Phone: (____) _____

MAIL APPLICATION WITH OFFICIAL TRANSCRIPT TO: ADMISSIONS • 650 W. EASTERDAY AVE. • SAULT STE MARIE, MI 49783

Academic Programs

BACHELOR DEGREES

(4-year programs)

Accounting, BS
Athletic Training, BS
Biology, BS
Biochemistry, BS
Business Administration, BS
- Entrepreneurship, BS
- International Business, BS
- Management, BS
- Marketing, BS
Chemistry, BS
Chemistry, Secondary Teaching, BA / BS
Communication, BA
Computer Networking, BS
Computer Networking, BS
- Web Development Concentration, BS
Computer Science, BS
Conservation Biology, BS
- Human Dimensions Concentration, BS
Criminal Justice
- Corrections, BS
- Criminalistics, BS
- Generalist, BS
- Homeland Security, BS
- Law Enforcement, BS
- Law Enforcement Certification, BS
- Law Enforcement Certification with NRT, BS
- Loss Control, BS
- Public Safety, BS
Early Childhood Education, BA / BS
Elementary Teaching, BA / BS
Elementary Education
- Special Education-Learning Disabilities, BS
- Early Childhood Education Concentration, BS
- Language Arts Concentration, BS
- Mathematics Concentration, BS
Engineering
- Computer, BS
- Electrical, BS
- Mechanical, BS
Engineering Technology
- Electrical, BS
- Manufacturing, BS
Environmental Health, BS

Environmental Science, BS
- Physical Sciences Concentration, BS
- Chemistry Concentration, BS
- Policy & Management Concentration, BS
Exercise Science, BS
Finance and Economics, BS
Fine Arts Studies, BA
Fire Science
- Engineering Technology, BS
- Generalist, BS
- Generalist Non Certification, BS
- Hazardous Materials, BS
Fish Health, BS
Fisheries and Wildlife Management
- Fisheries Management Concentration, BS
- Wildlife Management Concentration, BS
Forensic Chemistry, BS
General Studies, BA / BS
Geology, BS
- Environmental Geology Option, BS
History, BA / BS
Individualized Studies, BA / BS
Industrial Technology, BS
Language Arts, BA
Literature, BA
- Creative Writing, BA
Mathematics, BS
- Actuarial and Business Applications, BS
- Elementary Teaching, BS
- Secondary Teaching, BS
Medical Laboratory Science
- Academic Concentration, BS
- Clinical Concentration, BS
Nursing, BS
- Pre-Licensure Program, BS
- Post-Licensure Completion Program, Completion Program for RN Students, BS
Parks and Recreation, BS
Physical Science, Secondary Teaching, BS
Political Science
- General, BA / BS
- Pre-Law, BA / BS
- Public Administration, BS
Prelaw (non-degree)
Pre-Pharmacy (transfer program)
Psychology, BA / BS

Social Science, BA / BS
Sociology, BA / BS
Sport and Recreation Management, BA / BS

ASSOCIATE DEGREES

(2-year programs)

Chemical Technology
Chemistry
Computer Science
Criminal Justice
- Corrections
- Homeland Security
- Law Enforcement
Early Childhood Education
Engineering, General
Engineering Technology
- Electrical
- General
- Manufacturing
Fire Science
General Studies
Health Care Provider
Health/Fitness Specialist
Internet/Network Specialist
Liberal Arts
Marine Technology
Natural Resources Technology
Paramedic Technology
Personal Computer Specialist
Small Business
Social Work
Substance Abuse Prevention and Treatment
Technical Accounting

CERTIFICATES (1-year programs)

International Studies
Manufacturing
Paramedic Training
Practical Nursing

As a prospective student of Lake Superior State University, you are entitled access to the LSSU Annual Security and Fire Safety Report. The report contains information and crime statistics for the three previous calendar years regarding crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by LSSU, and on public property within, or immediately adjacent to and accessible to the campus. The report also contains information regarding campus security and personal safety topics such as crime prevention, fire safety, university police law enforcement authority, crime reporting policies, disciplinary procedures and other information related to safety and security on campus. This information is provided by the LSSU Public Safety Office in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 1990.

You may request a copy be mailed to you by calling 800-635-2100. A copy of the report can also be obtained from the LSSU Public Safety Office at 650 West Eastland Avenue, Sault Ste Marie, MI 49783 or by visiting <http://www.lssu.edu/publicsafety/clery/>



650 W. Easterday Ave.
Sault Ste. Marie, MI 49783
1-888-800-LSSU (5778)
admissions@lssu.edu

www.lssu.edu





Appendix U

Advertising and Recruitment Materials: Policies and Procedures

Home

 1. General Administration

 2. Academic Administration

 3. Business Support Operations

 4. Employee/Labor Relations

 5. Student Services

RELATED SITES

- [Human Resources](#)

Section: General Administration Section Number: 1.6.1

Subject: Public Relations Office - Request for Photographs Date of Present Issue: 11/21/00

Date of Previous Issues:
11/88POLICY:

The purposes of the University photographer and photographs are:

1. To publicize Lake Superior State University on a regional, state, and national basis.
2. To organize and develop an archive of photographs and preserve the history of the University in still photographs.
3. To assist University departments and organizations in the preparation of photographs for official University promotional use and publications.

PROCEDURE:

1. Requests for photographs must be made in writing to the Department of Public Relations, two weeks in advance of the individual, group, or event to be photographed.
2. Late requests will be accepted and considered on a time available basis.
3. In the event of a schedule conflict, the director of Public Relations or his/her immediate supervisor shall make the final determination of the assignment of the photographer/writer.
4. All Public Relations photographs must be identified and published crediting both the University and the photographer.
5. Public Relations photographs may not be reprinted or used in any manner internally or externally without written authorization by the director of Public Relations or the photographer.
6. University departments and organizations requesting photographs will be billed for all supplies used in the development of photos on campus and any fees for the development of color slides and prints off campus, plus the photographer's time.
7. Public Relations cannot usually take photographs for personal use; however, passport or visa photos may be obtained, as well as other requests on a case-by-case basis.
8. Reprints of existing photographs may be purchased from the Department of Public Relations according to a published scale of fees.
9. The director of Public Relations in consultation with his/her supervisor and the photographer will be the final decision maker on the selection of photographs for University use.
10. The Department of Public Relations will not ordinarily process or print film other than that taken by the staff photographer or his/her designee. A list of commercial laboratories for processing will be provided.

[Home](#) » 1.6.1 - Public Relations Office - Request for Photographs

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Home

 1. General Administration

 2. Academic Administration

 3. Business Support Operations

 4. Employee/Labor Relations

 5. Student Services

RELATED SITES

- [Human Resources](#)

Section: General Administration

Section Number: 1.6.2

Subject: Social Media Policy

Date of Present Issue: 02/28/11

Date of Previous Issues:

As an institution, LSSU recognizes the value of social media applications and supports their use. These tools enable the university to share information and events about the university to many different audiences and to provide an avenue of two-way communication with those audiences. The primary tools the university is currently using are YouTube, Facebook, and Twitter.

POLICY:

SECTION 1: POLICIES FOR ALL SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES

- Protect confidential, personal, and proprietary information: Do not post confidential information about Lake Superior State University, students, employees, or alumni. Federal requirements, such as FERPA and HIPAA must be adhered to. University policies and procedures regarding privacy and confidentiality must be followed. Disciplinary action may result from failure to follow these policies.
- Respect copyright and fair use: Be aware of copyright and intellectual property rights when posting.
- Don't use LSSU logos for endorsements or personal use: Do not use the Lake Superior State University logo or other images on personal media sites. Do not use Lake Superior State University's name to promote a product, cause, or political candidate, party or activity.
- Respect university time and property: University computers and time on the job are reserved for university-related business as approved by supervisors and in accordance with university policies.
- Terms of Service: Obey the Terms of Service of any social media platform utilized.

SECTION 2: BEST PRACTICES

This section applies for any posting on behalf of an official university department, unit or group, but the guidelines may be helpful for anyone posting on social media.

- Think twice before posting: Privacy is non-existent in social media. Consider the consequences of your posting if it were to be widely known and how that might reflect on you and the university. Search engines are capable of turning up old posts and comments can easily be forwarded or copied. If you wouldn't say what you are posting in a public and professional forum, consider whether you should post it online. If you are unsure about posting or responding to a comment, ask your supervisor or contact the university Public Relations Office for advice.
- Be accurate: Make sure that you have the facts before posting on social media. Review your content for grammatical and spelling errors. This is very important if posting on behalf of the university in any official capacity.
- Be respectful: Consider that any content contributed to a social media site can encourage comments or discussion of opposing viewpoints. Responses should be considered very carefully in light of how they may reflect on you and the university.
- Remember and be aware of your audiences: A presence in social media can easily be made available to the general public. This may make your posting available to prospective and current students, current and future employers, parents, alumni, and peers. Consider

whether your posting will alienate, harm, or provoke any of these audiences.

- Personal site: Identify your views as your own. If you identify yourself as a Lake Superior State employee or faculty member, please make it clear that the views expressed are not necessarily those of the university.

SECTION 3: INSTITUTIONAL SOCIAL MEDIA

This section applies for any posting on behalf of an official university department, unit or group. These policies must be followed in addition to those policies and best practices listed above:

- Secure the approval of your department head or manager prior to establishing a social media presence.
- Notify the university: Departments, units or groups that have a social media presence or would like to establish one should contact the university Webmaster and their supervisor to ensure that all institutional social media coordinate with other LSSU sites and content. All institutional pages must have a full-time employee who is identified as being responsible for content. (See Appendix A)
- Acknowledge who you are: If you are representing Lake Superior State University when posting on a social media platform, acknowledge it.
- Develop and maintain a plan: Consider your messages, audiences and goals as well as a strategy for keeping information current, accurate and up-to-date. Plans should be reviewed and updated annually.
- Link back to the university: Whenever possible, link back to LSSU's website. Posts should be brief; redirecting a visitor to content that resides on the university site. When linking to a news article about Lake State, check first to see if you can link to a news release or publication on the LSSU website instead of to an outside publication or media outlet.
- Protect the institutional voice and reputation: Posts should be professional in tone and done in good taste. No individual LSSU department, unit, or group should assume that its social media site represents the university as a whole. Consider this when naming sites or pages, selecting images for profile pages, and when selecting content for posting. Names, profile images, and posts should all be clearly linked to the department, unit or group rather than the institution as a whole.

Appendix A

Procedures for informing University Webmaster

1. Send an e-mail notification to the University Webmaster (webmaster@lssu.edu) to inform the webmaster of your intent to establish a social media presence. Information should include:
 1. Media being used (Facebook, for example)
 2. Title of the page or account
 3. Staff member responsible for maintaining and posting information
 4. Log-in information for the administrator
 5. Supervisor responsible for the area using this social media application

[Home](#) » [1.6.2 - Social Media Policy](#)

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Appendix V

Review of Student Outcome Data: Types

Supplements:

Student Learning Outcomes Assessment Planning

Assessment Report - Campus Life

Assessment Report - Psychology Program

Assessment Report - Courses in Psychology Program

Program Review - Fisheries and Wildlife

Lake Superior State University

Program Review

Shared Governance Assessment Committee

Student Learning Outcomes and Assessment Planning (SLOAP)

This table summarizes the student learning outcomes for each academic program, the assessment plans developed to evaluate student achievement of learning outcomes, and the annual Assessment Reports generated for each program.

School/College	Type	Code	Program Name	Program-level Student Learning Outcomes	Periodic Program Review
Assessment Committee's Report on Program Review (July 2014) Memo to School Chairs (July 2014)					
Program Review Template Fall 2013					
LSOB	BS	ACTG-BS	Accounting-BS	ACTG Program Outcomes (revised 2015) previous Program-SLOs	2015 Program Review -Accounting Program Assessment Report -All LSOB Course Assessment Report -Feedback Letter to School Monitoring report due September 1, 2016 -Next program review May 2020.
RSES	BS	ATHL-BS	Athletic Training-BS	Program-SLO	2014 Program Review - Program Assessment Report - EXER Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 COMPLETE -Next program review due May 2019
PHYS	BS	BCHEM-BS	Biochemistry	Program-SLO	2014 Program Review - Program Assessment Report - CHEM Course Report - Feedback Letter to School -Monitoring report due February 1, 2016

					-Next program review May 2019
BIOL	BS	BIOL-BS	Biology-BS	Program-SLO	2015 Program Review -Biology Course Assessment Report -BS Biology Program Assessment Report -Feedback Letter to School -Monitoring Report due February 1, 2017 -Next full review scheduled for May 2020.
LSOB	BS	BUSN-BS	Business Administration	Program-SLO	2016 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
LSOB	BS	BUSE-BS	Business Adm-Entrepreneurship-BS	Program-SLO	2017
LSOB	BS	BUSNIB-BS	Business Adm-Intl Business-BS	Program-SLO	2015 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report (none) -Next full review scheduled for May 2020
LSOB	BS	BUSNMK-BS	Business Adm-Marketing-BS	Program-SLO	2016 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
LSOB	BS	BUSNMN-BS	Business Adm-Management-BS	Program-SLO	2015 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due February 1, 2017 -Next full review

					scheduled for May 2020
LSOB	A	BUSN-A	Small Business Administration-A	Program-SLO	2018
SET	BS	CMPTE-BS	Computer Engineering-BS	Program-SLO	2015 Program Review -Program Assessment Report - Course Assessment Report - Feedback Letter to School -Next full review scheduled for May 2020
PHYS	A	CHEM-A	Chemistry-A	Program-SLO	2019
PHYS	BS	CHEM-BS	Chemistry-BS	Program-SLO	2014 Program Review - Program Assessment Report - CHEM Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May, 2019
PHYS	BS	CHEMS-BS	Chemistry Secondary Teach-BS	Program-SLO Claim Statements	2014 Program Review -Program Assessment Report - CHEM Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
PHYS	AS	CHEMT-AS	Chemical Technology-AS	Program-SLO	2017
CJ	BS	CJCM-BS	Criminal Jus Criminalistics-BS	Program-SLO	2018
CJ	A	CJCO-A	Criminal Justice Correction-A	Program-SLO	2019
CJ	BS	CJCO-BS	Criminal Justice Correction-BS	Program-SLO	2017
CJ	BS	CJGE-BS	Criminal Justice Generalist-BS	Program-SLO	2014 Program Review - Program Assessment Report - CJUS Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Nest program review May 2019

CJ	A	CJHS-A	Crim Jus Homeland Security-A	Program-SLO	2018
CJ	BS	CJHS-BS	Crim Jus Homeland Security-BS	Program-SLO	2019
CJ	A	CJLW-A	Criminal Justice Law Enforce-A	Program-SLO	2018
CJ	BS	CJLW-BS	Criminal Justice Law Enforce-BS	Program-SLO	2014 Program Review - Program Assessment Report - CJUS Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
CJ	BS	CJPS-BS	Criminal Justice Public Safety-BS	Program-SLO	2014 Program Review - Program Assessment Report - CJUS Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
CJ	BS	CLEC-BS	Criminal Just Law Enforce Cert-BS	Program-SLO	2019
BIOL	BS	CNBI-BS	Conservation Biology-BS	Program-SLO	<i>2016 (revised Feb 2015)</i>
MACS	BS	CMPTN-BS	Computer Networking-BS	Program-SLO	2015 Program Review - Program Assessment Report - Course Assessment Report - Feedback letter to the School -Monitoring report due August 1, 2017 -Next full review scheduled for May 2020
A&L	BA	COMM-BA	Communication-BA	Program-SLO	2017
MACS	A	CMPT-A	Computer Science-A	Program-SLO	2018
MACS	BS	CMPT-BS	Computer Science-BS	Program-SLO	2014 Program Review - Program Assessment Report - CSCI Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
EDUC	A	CHLD-A	Early Childhood Education-A	Claim Statements	2019

EDUC	BS	CHLD-BS	Early Childhood Education-BS	Claim Statements	2017
EDUC	BS	EESE-BS	Elementary Ed-Special Ed-BS	Claim Statements	2018
SET	BS	EGEE-BS	Electrical Engineering-BS	Program-SLO	2015 Program Review -Program Assessment Report -Course Assessment Report -Feedback Letter to School -Next full review scheduled for May 2020
SET	A	EGET-A	Electrical Eng Technology-A	Program-SLO	2019
SET	BS	EGET-BS	Electrical Eng Technology-BS	Program-SLO	2017
SET	BS	EGME-BS	Mechanical Engineering-BS	Program-SLO	2014 Program Review -Program Assessment Report -Feedback Letter to School Next update May 2019.
SET	A	MNFG-A	Manufacturing Eng Tech-A	Program-SLO	2018
SET	BS	EMGT-BS	Manufacturing Eng Tech-BS	Program-SLO	2019
SET	C	EGMU-C	Manufacturing	Program-SLO	2017
SET	A	ENGN-A	General Engineering-A	Program-SLO	2018
SET	A	ENGNT-A	General Engineering Technology-A	Program-SLO	2019
PHYS	BS	EVRNH-BS	Environmental Health-BS	Program-SLO	2017
EDUC	BS	EDUCE-BS	Elementary Education-BS	Claim Statements	2018
PHYS	BS	EVRN-BS	Environmental Science-BS	Program-SLO	2019
RSES	BS	EXER-BS	Exercise Science-BS	Program-SLO	2017
PHYS	BS	FCHEM-BS	Forensic Chemistry-BS	Program-SLO	2018
LSOB	BS	FINC-BS	Finance and Economics-BS	Program-SLO	2016 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due

					-Next full review scheduled for
A&L	BA	FINE-BA	Fine Arts Studies-BA	Program-SLO	2019
FS/EMS	A	FIRE-A	Fire Science-A	Program-SLO	2017
BIOL	BS	FISH-BS	Fisheries Wildlife Management-BS	Program-SLO	2014 Program Review -Program Summary -Program Assessment Report - BIOL Course Report - Feedback Letter to School Next report due May 2019
FS/EMS	BS	FSET-BS	Fire Science Engineer Tech-BS	Program-SLO	2018
FS/EMS	BS	FSGE-BS	Fire Science Generalist Cert-BS	Program-SLO	2014 Program Review - Program Assessment Report - FIRE Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
FS/EMS	BS	FSGN-BS	Fire Science Generalist Non Cert-BS	Program-SLO	2019
BIOL	BS	FSHL-BS	Fish Health-BS	Program-SLO	2016
PHYS	BS	GEOL-BS	Geology-BS	Program-SLO	2016 Program Review -Program Assessment Report - Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
RSES	A	HLTHF-A	Health Fitness Specialist-A	Program-SLO	2017
SS	BA	HIST-BA	History-BA	Program-SLO	2018
SS	BS	HIST-BS	History-BS	Program-SLO	2019
NURS	AS	HLTHP-AS	Health Care Provider-AS	Program-SLO	2016 Program Review - Program Assessment Report - Course Assessment Report -Feedback letter to the School

					-Monitoring report due -Next full review scheduled for
SET	BS	INDUST-BS	Industrial Technology-BS	Program-SLO	2017
A&L	BA	INDV-BA	Individualized Studies-BA	Program-SLO	2018
A&L	BS	INDV-BS	Individualized Studies-BS	Program-SLO	2019
MACS	A	INTN-A	Internet/Network Specialist-Associates	Program-SLO	2017
A&L	C	INTS-C	International Studies-Certificate	Program-SLO	2017
A&L	BA	ENGLE-BA	Language Arts-Elementary Teaching BA Education Claim Statements	Language Arts Outcomes	2018
A&L	BA	LIBS-BA	Liberal Studies-BA	Program-SLO	2019
A&L	BS	LIBS-BS	Liberal Studies-BS	Program-SLO	2017
A&L	AA	LIBA-AA	Liberal Arts - AA	Program-SLO	2018
A&L	BA	LITC-BA	Literature-Creative Writing-BA	Program-SLO	2019
A&L	BA	LITR-BA	Literature-BA	Program-SLO	2017
MACS	BS	MATH-BS	Mathematics-BS	Program-SLO	2015 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report (none) -Next full review scheduled for May 2020
MACS	BS	MHHE-BS MHHS-BS	Mathematics-Elem Teaching-BS Mathematics-Sec Teaching-BS	Program-SLO Claim Statements	2016 Program Review -Secondary Program Assessment Report -Elementary Program Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
BIOL	A	MRTC-A	Marine Technology	Program-SLO	2018
			Medical Laboratory		2014 Program Review -Program Assessment Report -BIOL Course Report

BIOL	BS	CLIN-BS	Science	Program-SLO	- Feedback Letter to School Next report due May 2019
BIOL	A	NRT-A	Natural Resources Technology-A	Program-SLO	2016 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
NURS	BS	NURSPPOST-BS	Nursing-Post Licensure-BS	Program-SLO	2019
NURS	BS	NURS-BS	Nursing-BS	Program-SLO	2014 Program Review -Program Assessment Report -NURS Course Report - Feedback Letter to School Next report due May 2019
RSES	BS	PARK-BS	Parks and Recreation-BS	Program-SLO	2014 Program Review - Program Assessment Report - RECS Course Report - Feedback Letter to School -Monitoring report due February 1, 2016 *SUBMITTED -Next program review May 2019
PHYS	BS	PHYSICIS-BS	Physical Science Sec Teach-BS Claim Statements	Program-SLO	2014 Program Review -Program Assessment Report - Feedback Letter to School -Monitoring report due February 1, 2016 -Next program review May 2019
NURS	C	PNURS-C	Practical Nursing-Cer	Program-SLO Program-SLO cert.	2017
					2016 Program Review -Program

SS	BA/BS	POLI-BA/BS	Political Science-BA/BS	Program-SLO	Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for
SS	BS/BA	PSYC-BS/BA	Psychology-BS/BA	Program-SLO	2015 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report (none) -Next full review scheduled for May 2020
FS/EMS	A	PARA-A	Paramedic Technology-A	Program-SLO	2018
FS/EMS	C	PARATR-C	Paramedic Training-Cer	Program-SLO	2019
SS	BA	SOCS-BA	Social Science-BA	Program-SLO	2017
SS	BS	SOCS-BS	Social Science-BS	Program-SLO	2018
SS	BA	SOCY-BA	Sociology-BA	Program-SLO	2019
SS	BS	SOCY-BS	Sociology-BS	Program-SLO	2017
SS	A	SOWK-A	Social Work	Program-SLO	2018
RSES	BA	SPORT-BA	Sport and Recreation Mgmt-BA	Program-SLO	2019
RSES	BS	SPORT-BS	Sport and Recreation Mgmt-BS	Program-SLO	2017
SS	A	SUBS-A	Substance Abuse Prev/Trtmt	Program-SLO	2018
LSOB	A	TACTG-A	Technical Accounting	Program-SLO	2019 Program Review -Program Assessment Report -Course Assessment Report -Feedback letter to the School -Monitoring report due -Next full review scheduled for

Inactive, Suspended, Deleted, or Restricted Admission Programs

Type	Code	Program Name	Program-level Student Learning Outcomes
		Applied Geographic Info Sci-BS	

BS	AGIS-BS	(deleted)	Program-SLO
BA	BIOL-BA	Biology-BA (deleted)	Program-SLO
BS	BIOLS-BS	Biology Secondary Teaching-BS - (suspended pending review)	Program-SLO
BS	CMPTS-BS	Computer Science Sec Teach-BS (suspended pending review)	Program-SLO
CERT	TCERT-U	Teacher Certification-UG (deleted)	Program-SLO
BA	CHEM-BA	Chemistry-BA (deleted)	Program-SLO
BA	CHEMPP-BA	Chemistry-Pre Prof (renamed to Biochemistry Preprofessional)	Program-SLO
BA	CHEMS-BA	Chemistry Secondary Teach-BA (deleted)	Program-SLO 2014 Program Review - Feedback Letter
BS	CMPTI-BS	Computer Information Systems-BS (deleted)	Program-SLO
BS	CLIN-BS	Clinical Laboratory Science-BS (renamed Medical Laboratory Science see below)	Program-SLO
BS	CMPTM-BS	Computer Math Sciences-BS (deleted)	Program-SLO
BA	CNLD-BA	Conservation Leadership-BA	Program-SLO
BS	CRIM-LC	Criminal Justice - Loss Control (deleted)	
MA	CURR-MA	Curriculum and Instruction-MA (suspended pending review)	Program-SLO
BA	CHLD-BA	Early Childhood Education-BA (deleted)	Program-SLO
BA	ENGL-BA	English Lang Lit-BA	Program-SLO
BA	ENGLE-BA	English Lang Lit Elem Ed-BA (renamed to Language Arts Elementary Teaching)	Program-SLO
BA	ENGLS-BA	English Lang Lit Sec Teach-BA (suspended pending review)	Program-SLO
BS	ENGM-BS	Engineering Management-BS	Program-SLO
BS	EVRNC-BS	Environmental Chemistry-BS (now an option in Environmental Science)	Program-SLO
BS	ERVNM-BS	Environmental Management-BS (now an option in Environmental Science)	Program-SLO
BA	FREN-BA	French Studies-BA (deleted)	Program-SLO
BA	FRENE-BA	French Studies Elementry Ed -BA (suspended pending review)	Program-SLO
BA	FRENS-BA	French Studies Sec Teaching-BA (suspended pending review)	Program-SLO

BS	FSHM-BS	Fire Science Haz Mat-BS (deleted)	Program-SLO
BS	GEOLS-BS	Geology Secondary Teaching-BS (deleted)	Program-SLO
BA	HISTS-BA	History Secondary Teach-BA (suspended pending review)	Program-SLO
BS	HISTS-BS	History Secondary Teach -BS (suspended pending review)	Program-SLO
C	INFP-C	Information Processing-Certificate	Program-SLO
BS	ISCIE-BS	Integrated Science Elem Te-BS (suspended pending review)	Program-SLO
BS	ISCIS-BS	Integrated Science Sec Te-BS (suspended pending review)	Program-SLO
A	PCMPT-A	Personal Computer Specialist-A (deleted)	Program-SLO
C	PCMPT-C	Personal Computer Spec-Cer (deleted)	Program-SLO
BA	POLIS-BA	Political Science Sec Teach-BA (suspended pending review)	Program-SLO
BS	POLIS-BS	Political Science Sec Teach-BS(suspended pending review)	Program-SLO
BA	SOCYS-BA	Sociology Secondary Teach-BA (deleted)	Program-SLO
BS	SOCYS-BS	Sociology Secondary Teaching -BS (deleted)	Program-SLO
BA	SOSTE-BA	Social Studies Elem Teach-BA (suspended pending review)	Program-SLO
BS	SOSTE-BS	Social Studies Elem Teach-BS (suspended pending review)	Program-SLO
BA	SOSTS-BA	Social Studies Sec Teach-BA (suspended pending review)	Program-SLO
BS	SOSTS-BS	Social Studies Sec Teach-BS (suspended pending review)	Program-SLO
BA	SOSS-BA	Sociology-Social Services	Program-SLO
BS	SOSS-BS	Sociology-Social Services	Program-SLO
BA	SPAN-BA	Spanish	Program-SLO
BA	SPNE-BA	Spanish Elementary Teaching-BA (suspended pending review)	Program-SLO
BA	SPNS-BA	Spanish Secondary Teaching-BA (suspended pending review)	Program-SLO

Assessment: Administrative Unit Four Column

Cabinet Assessment (VP-ESSA) - Campus Life

Mission Statement: The Campus Life Office seeks to actively engage students in their own learning and growth through intentional co-curricular experiences.

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<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
<p>Community Commitment - 1.4 Campus Life supports institutional initiatives that foster and strengthen organization member commitment through co- and extra-curricular activities. Outcome Status: Active Outcome Type: 1.4 Member Commitment</p>	<p>Strategic - Activity or Event - Campus Life will foster and promote increased student participation at co-curricular and extra-curricular events through the use of enhanced and targeted communications and incentives (prizes, extra credit). Event sponsors will be asked to record attendance. Goal/Criterion: Annual Report on student participation at co- and extra-curricular events will summarize and analyze the impact of these events on campus community. Timing & Notes: Increase in attendance at events (e.g., larger student crowds at athletic events, activity board events and special events tied to academic or diversity activities) Investigate if data was collected for 2011-2012 budget allocation through Campus</p>	<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes Refer to activity opportunities on 3.2. (01/17/2015)</p> <hr/> <p>Finding Reporting Year: 2014-2015 Performance Target Met: No The Student Assembly consists of 7 student organizations that are provided funds from fees collected (SAM Fee) by LSSU students. The students in these organizations are responsible for funds that total around \$250,000 per year.</p> <p>See attached narrative (01/17/2015)</p> <p>Related Documents: Community Commitment 1.4 Campus Life.docx</p> <hr/> <p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes The RA/CA staff provides programming to their residents in order to promote and form a community within the residential hall areas. In order to provide a wide range of social, educational and community service programming, the RA/CAs follow a SUPERIOR programming model.</p>	<p>Action to be Taken: Find funds to help with the cost of the summit. Create a leadership series that will allow small sessions throughout the year to help the leaders stay on track. (01/17/2015)</p> <hr/> <p>Action to be Taken: Examine the end of 1415 data. (01/17/2015)</p>

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
	life and Big 7 funding.	<p>See attached narrative re: Prior to the SUPERIOR model (01/17/2015)</p> <p>Related Documents: Community Commitment 1.4 Campus Life -2.docx</p> <hr/> <p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes Within the Campus Life Office, we have established a theme for our office that we use when considering events and leadership opportunities for the LSSU students.</p> <p>See attached narrative - Stay Informed. Get Involved. Make a Difference. (01/16/2015)</p> <p>Related Documents: Community Commitment 1.4 Campus Life -3.docx</p>	<p>Action to be Taken: Develop a student learning curriculum that can be analyzed to see if the leadership experiences are benefiting our LSSU students in a positive way. (01/16/2015)</p>
<p>Enrollment: Residential Communities - 2.1 Campus Life leads institutional efforts to increase university student enrollment through initiatives supporting and promoting campus living learning communities Outcome Status: Active Outcome Type: 2.1 Enrollment</p>	<p>Strategic - Activity or Event - Campus Life will establish culture-based living-learning communities for residential students. Goal/Criterion: One additional learning-living community will be established each academic year.</p>	<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes At LSSU Living-Learning Communities are housed in the Row Houses and provide a smaller, more intimate environment for the exploration of a specific field of study. By thinking, studying, living and learning with others who share and understand their aspirations, students can maximize both their academic and personal experiences at LSSU. Each of the programs are associated with an academic department or academic organization.</p> <p>Specific House Information is attached (01/19/2015)</p> <p>Related Documents: Enrollment 2.1 Campus Life.docx</p> <hr/> <p>Finding Reporting Year: 2012-2013 Performance Target Met: Yes All row houses currently have established living learning units. Further expansion will depend on the availability of the last row house currently being used by Admissions. Beyond those facilities the campus life area is investigating renovation possibilities that can provide suitable areas for additional living learning communities.</p>	<p>Action to be Taken: If the Admissions office moves out of the row house it currently occupies, a case would be made for renovation of the house to allow for further expansion of the living learning program.</p>

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
		<p>To promote these Living Learning Communities - the Campus Life Office provides open houses during all major Admissions events as these areas are housing anchors within academics. (09/10/2013)</p>	<p>As new housing is researched and/or planned, and effort will be made to include appropriate areas to house additional living learning groups either in new housing or renovated residential areas. (09/13/2013)</p>
<p>Student Participation - 3.2 Campus Life supports the student campus experience through efforts to improve student participation rate in clubs, organizations, varsity athletics/events and student activities. Outcome Status: Active Outcome Type: 3.2 Student Participation</p>	<p>Strategic - Activity or Event - Campus Life will develop a plan to improve student participation in clubs, organizations, and student activities. Goal/Criterion: Plan and analysis reported through Shared Governance Oversight Committee. Timing & Notes: Leadership and training conference scheduled for Big 7 August 2012</p>	<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes RA/CA programming</p> <ul style="list-style-type: none"> o RA/CA's implement programs at different levels of community. One being the university level. o University (community building) – The University category was created because of the importance to not only build community within the residence hall but also throughout the entire university community. Programs need to be created that have high social interactions between residence from multiple residence life living areas. Focus on student centered issues and offer them the opportunity to explore the characteristics of what it takes to build strong, lasting relationships. These programs should create an enjoyable and energetic campus community. o Sample programs: <ul style="list-style-type: none"> • Intramural sign-up event • Find your RA/CA at athletic events • Sign making, body painting and tailgates at athletic events • Dorm storming for AB and Art Center events <p>RA/CA Expectations</p> <ul style="list-style-type: none"> o From RA/CA expectations, Resource Person: Respond to residents' academic, social, and personal concerns and questions. Offer information and referrals to other resources and staff within the university. Uphold and enforce university policies. <ul style="list-style-type: none"> • Keep residents informed of community and campus events. • Help lead the efforts to engage residents through a variety of University programming such as Laker Week, 	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>GLSW, Winter Carnival, etc.</p> <p>o From RA/CA expectations, Programming: Initiate and implement imaginative programming that reflects students' needs, knowledge of student development, the mission of the department, and is framed by the culture of the living community.</p> <p>§ Create, develop, and initiate the SUPERIOR Model of Programming.</p> <p>§ Provide quality programming that meets the needs of your residents.</p> <p>§ Utilize all available resources including faculty and staff when planning programs.</p> <p>§ Each staff member will be required to host at least 1 Saturday night Open Late event each semester, and 1 Let's Talk program throughout the course of the school year.</p> <ul style="list-style-type: none"> · Open late are Saturday evening programs · Let's talk programs are healthy living programs in collaboration with the Health Care Center. <p>(01/19/2015)</p>	
		<p>Finding Reporting Year: 2014-2015</p> <p>Performance Target Met: Yes</p> <p>Each month, the Campus Life Office put together a paper calendar of events happening within the University (sample attached). We include events from Activities Board, the online event calendar, the Arts Center and from any department that submits events to our office. We print enough calendar for each department to get 2 calendars and enough for every on campus student. We also publish extra calendars for off campus students. Also we publish separate calendars for Laker Week and Winter Carnival to promote those weeks of activities. Also at the end of each year we create banners that summarize our activities throughout the year. The banners are for Winter Carnival, Laker Week, Laker Cinema and advertising for Laker Week and Winter Carnival for the following year.</p> <p>Each move in since 2012-2013, we have put together a welcome packet that contains information on clubs and</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>events happening within the University. We do give this information at orientation but provide more information and more specific information at move in so the students have a wide range of information available to them on ways to get involved on campus.</p> <p>We have two touch screens located in Cisler Center that provide information on campus announcements and events. One is located outside of the Quarterdeck and one by the ID office hallway.</p> <p>We also maintain a Twitter (@LSSUCampusLife) and Facebook (www.facebook.com/LSSUCampusLife) to promote events on the day of the event. (01/17/2015)</p> <p>Related Documents: Monthly Calendar Sample</p>	
		<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes 2013-2014 Campus Life created an event called "Resource Hunt" in order to try to have a fun way for students to get familiar with areas on campus and what services each department offers. The students responded well to the event, having about 150 students participate. The problem with the event, is some students felt they were 'learning' compared to just having fun. In 2014-2015, we decided to bring the Unicorn Hunt back which has been a tradition for years. We called the event a 'Unicorn Hunt' and even had the students searching for a gold (Dr. Pleger) and a silver (Ken Peress) unicorn for extra points during the game. The hunt ended in the Student Activity Center at Lakerpalooza to encourage students to stay for that event. The winners all received t-shirts and were put in a drawing for other prizes. In 2014-2015 we had 301 students participate. (01/16/2015)</p>	
		<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes Activities Board met with students and student groups prior to the end of Fall 2014 semester to see the students thoughts on the events that Activities Board has been</p>	<p>Action to be Taken: Activities Board will meet with students and groups at the end of Spring 2015 to see if the addition of Disney</p>

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
		<p>hosting. The main concern was that students felt that there should be some sort of event every week, especially during the winter months. To complete that request, Activities Board added "Disney Tuesdays" to the Spring 2015 semester to fill in the gaps on a week where there is no scheduled event that is being hosted by Activities Board. Activities Board will meet with students and groups at the end of Spring 2015 to see if the addition of Disney Tuesdays has influenced students in a positive way or if more changes need to occur. (01/16/2015)</p>	<p>Tuesdays has influenced students in a positive way or if more changes need to occur. (01/16/2015)</p>
		<p>Finding Reporting Year: 2013-2014 Performance Target Met: Yes Campus Life created a movie series called Laker Cinema for the 2009-2010 academic year. Each year our office, along with sponsors from the Big 7 groups, show pre-home release movies on a Thursday-Saturday series in the Peacock Cove. This was created as part of our weekend programming initiative to give students an alternative to going out. Since 2009-2010 Laker Cinema attendance has increased by 73.42%. Each year has saw an increase in attendance for the average number of students per weekend. Each year, on average we show between 15-20 movies depending on funding and other already planned events. We start around 9 pm, moving it till after the hockey game when the team is home. (01/16/2015)</p> <p>Related Documents: Laker Cinema Numbers</p>	<p>Action to be Taken: We are in the process of comparing the number of discipline incidents in the residential halls between Laker Cinema and non-Laker Cinema weekends to see if discipline issues increase, decrease or remain the same. (01/16/2015)</p>
		<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes Student Organization participation was analyzed from 2012-2013 to 2014-2015 (please note that 2014-2015 is not final data until the end of the academic year). The number of student organizations has increased by 36.96% since 2012-2013 and the members of the organizations has increase by 57.26% since 2012-2013.</p> <p>To create a student organization, a full-time, enrolled LSSU student needs to recruit 4 other full-time, enrolled LSSU</p>	<p>Action to be Taken: Create a Campus Life Resource Fair for 2015-2016 during Laker Week. (01/16/2015)</p>

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>students and complete paperwork through the OrgSync portal. Each year, student organizations must go through a re-registration process to be completed by October 1. Students can still create new groups after this date, but are put on a one semester (4 academic year months) of a probation to ensure that their membership stays committed.</p> <p>For the 2014-2015 academic year, Campus Life initiated a "PICK ONE" campaign, encouraging every new LSSU student to get involved in at least one student organization or to start a new organization. Promotion went to each student individually upon moving onto campus and was promoted to off campus students as well. The campaign was also promoted at the annual Lakerpalooza. From 2013-2014 to 2014-2015 there was an increase in student organization participation by 33.7% compared to 17.62% from 2012-2013 to 2013-2014. The number of student organizations only increased by 6.78% from 2013-2014 to 2014-2015 compared to 28.26% from 2012-2013 to 2013-2014. The campaign will be promoted again for the 2015-2016 academic year with some changes. Changes such as more direct marketing and possibly the development of a Campus Life fair. This fair would be different compared to the Orientation Resource Fair as it will be a more laid back environment which will allow students to have a more comfortable interaction that will hopefully excite new students at the opportunities they have on campus. (01/16/2015)</p> <hr/> <p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes 2014 Laker Week had 19 events averaging 230/event. This is an increase over 2013 which had an average of 181/event. (12/03/2014)</p> <hr/> <p>Finding Reporting Year: 2012-2013 Performance Target Met: Yes Records for major events (Laker Week, Laker Cinema, and Intramurals) indicate success at increasing student participation (documents attached). Laker Week</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>participation increased by 106% overall. 2013 had 23 events averaging 181/event, 2012 had 17 events averaging 129/event, 2011 we had 21 events averaging 100/event. Intramurals participation in 2013 increased by 16.9% over 2012 and stands at 92% higher than the first year we kept records (2009). Last year there were 10 intramurals competitions versus 7 during 2009. Laker Cinema indicates that since 2009-2010 participation has increased by 55%, averaging an increase of 25% each year. Averaging around 15 pre home releases each year, showing each movie Thursday-Saturday. The main kick off to Laker Cinema is held during Laker Week with movie on the lawn which the event has increased by 91% since 2009-2010. Counts from all other activities were secured inconsistently so comparisons are not easily documented. While hard data is not available for many events a variety of events provide free items for attendees and we have seen the need to order much larger numbers to meet the demand by students at the events. (09/10/2013)</p>	
<p>Regional - 3.3 Campus Life supports the student campus experience through promoting students' awareness of and involvement in unique, regional attractions. Outcome Status: Active Outcome Type: 3.3 Regional Involvement</p>	<p>Strategic - Activity or Event - Campus Life will develop/disseminate a plan/program that gets students involved in regional activities. Goal/Criterion: Plan and analysis presented to Shared Governance Oversight Committee annually.</p>	<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes Bass The LSSU Bass Club is more than a group of young men and women that enjoy the sport of fishing. They are currently working with the Sault Ste. Marie Convention and Visitors Bureau to organize a the second annual Small Jaw Slam Bass fishing tournament which brought in competitive and novice angular from throughout Michigan and Northern Ontario. Bass Club is provided a booth by Pure Michigan at the Ultimate Fishing Show in January where they promote the school. During this event Bass club has work with the Admission office by inviting them to join them at the event. During tournaments Bass Club takes admissions information to hand out to prospective students. Currently there are four students that came to Lake State to fish. Other events that the Bass Club has been part of; I, volunteered at I500 snowmobile race, they also bring in a professional bass fisherman to speak on campus, run the</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>weigh-in station at the FLW (Fishing League Worldwide) Walleye Tour tournament hosted in the Soo each year.</p> <p>WLSO Has worked with Kewadin Casino to promote shows. Artists have also come onto campus to do on-air interviews with WLSO student DJ's. (01/19/2015)</p> <hr/> <p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes</p> <p>The Seamore Shuttle is a free service to students and staff of LSSU. The shuttle will take you to locations along the I-75 Business Spur.</p> <p>The shuttle runs during the school year:</p> <p>6 pm - 10:30 pm Friday and Saturday 1 pm - 4 pm on Sunday Pick-up and drop-off is at the Walker Cisler Student and Conference Center.</p> <p>Stops that the Seamore Shuttle will stop and pick up at:</p> <p>Downtown-by Lockside Golf, Downtown-by Avery Square, Family Video, K-Mart Plaza, Soo Plaza (Big Lots, Save-A-Lot), Wal-Mart, Cascade Crossings (Glen's, Radio Shack, Maurice's, Anytime Fitness, Dollar Store, Joann's, Bath and Body Works), Varsity Cinemas, Sherman Park, Dondee Lanes</p> <p>Stops that the Seamore Shuttle will NOT stop and pick up at:</p> <p>Bars, Peoples homes, Casino</p> <p>All destinations must be in Sault Ste. Marie, MI. We do NOT travel over to Canada.</p> <p>Seamore Shuttle began in 2005-2006 as a way to provide transportation to students who did not have a vehicle or did</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
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not want to walk to the vehicle in the winter. We began with 719 riders for fall 2005 and 468 riders to spring. In fall 2013 we had 1325 riders and spring 2014 12 had 754 riders. (01/17/2015)

Related Documents:

[Seamore Shuttle Data](#)

Finding Reporting Year: 2014-2015

Performance Target Met: Yes

The Campus Life Office in conjunction with Activities Board provides a wide range of regional activities to LSSU students.

Mackinac Bridge Walk - each year on Labor Day as part of Laker Week, LSSU provides transportation for its students to and from the bridge to participate in the walk. This is done on a first come, first serve basis since each year we run out of space. Transportation leaves at 6 am. Since fall 2009, the number of students that we have transported has increased from 45 students to 148 students in fall 2014. We coordinate with Sault Area Schools for the use of their school buses to help with transportation since the university has a limited motor pool availability.

Soo Locks Boat Tour - The boat tour has been a staple during Laker Week for many years, however up until 2012-2013, we charged students to partake in the event and there was no theme around it. In 2013, we stopped charging and changed the event to Boat Bash with the [LSSU] President. The boat caps out at 150 people, since 2013, we have been coming very close to that cap - within 10 people each year. We also provide transportation to and from the location.

Each year for Laker Week, we usually do an event called 'Fun in the Sun' where we provide transportation to Sherman Park which is a local beach area. The turnout has been hit or miss depending on the number of students that stay for the weekend. We usually average around 75 students. This year, we moved the event to Brimley State

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>Park as the students requested that they would like better access to a beach area. Although Brimley State Park is about 20 miles out of town, we increased the number of buses that we provided to the students and moved the event. The turnout increase to 134 students during this years event.</p> <p>We have provided a putt putt event during various times in the past 10 years, however this year during Laker Week we wanted to try and strengthen a commotion within the downtown area. During the fall 14 Laker Week, we added an event called 'Putt Putt and Ice Cream' where we provided free ice cream vouchers to students (they were not required to participate in putt putt) and they were good for Zak's Ice Cream. Zak's was willing to give us a discount and stay open until 11 pm for the duration of the event. We has over 180 students participate in the event. We also provided transportation. The one critique from students was that they wished that more stores would have been open. We are going to see if more businesses are willing to stay open for the fall 15 event.</p> <p>Thinking of other hidden treasures of the areas, we did an event at the Tower of History where we rented out the space and served food to students. Many upper class students indicated that they were never aware of the area. The Tower of History provides an almost 360 degree, high up view of Sault Ste. Marie. We had enough food for 150 people and ran out before the event was over.</p> <p>A staple event during Winter Carnival (January) is tubing. Sault Ste. Marie has a tubing hill called Sault Seal Recreation Center. On Monday night we rent out the space from 7-9 pm and it is just open to LSSU students. We provide hot chocolate vouchers to the students. We usually average between 150-200 students each time this event occurs.</p> <p>In Laker Week we have an event called 'Sample the Soo' where bus students to and from the downtown Soo area so they can see the Soo Locks and have a chance to visit gift</p>	

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
		<p>shops. Several businesses provide discounts to LSSU students in the area. Throughout the event we usually bus around 75 students downtown and back. The biggest critique is that since this event takes place on Sunday, many businesses are not open. We have tried having this event on Saturday but on attendance decreased substantially to around 25 students. We are going to work with the Downtown Development Authority to see if they can encourage businesses to stay open for an extra few hours. (01/17/2015)</p> <p>Finding Reporting Year: 2012-2013 Performance Target Met: Yes Campus Life created the Get Involved Guide (GIG) which was distributed at accepted student open houses and at Orientation. A survey conducted of new students and their parents indicated that the goals of better informing students and their families about activities and opportunities on and off campus was met.</p> <p>The GIG is being updated to expand on the timeline sections to include activities and opportunities for students after being accepted and while on campus for summer orientation. This publication will be sent to accepted students by the Admissions office. (09/10/2013)</p>	<p>Action to be Taken: The Campus Life office and office of Admissions will review the effectiveness of the upgraded GIG during the summer of 2014.</p> <p>Campus Life will continue to use elements of the GIG when planning events for Laker Week and beyond to expose students to the local and regional communities. (09/13/2013)</p>
<p>Community Service - 5.4 Campus Life supports institutional engagement in our region through relevant community service by its faculty, staff, and students. Outcome Status: Active Outcome Type: 5.4 Community Service</p>	<p>Strategic - Activity or Event - Campus Life will create a Student Club recognition award for community service. Goal/Criterion: Recognition awards created and issued annually effective spring 2013</p>	<p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes The Campus Life Office sits on the Sexual Violence Prevention (SVP) team assisting the Diane Pepler Center in its efforts to promote education to youth and adults. Additional members include - Coast Guard, Border Patrol, Michigan State Police, Sault Tribe and LSSU Counseling Center. (01/19/2015)</p> <p>Finding Reporting Year: 2014-2015 Performance Target Met: Yes From SUPERIOR Programing Model: Outreach (community service) – The Outreach category gives students an excellent opportunity to give back to the Sault Ste Marie and surrounding communities, but also on a smaller scale to</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
		<p>the campus community and even further to their floor, building, or townhouse communities. Exploration of service opportunities right now as an adult is essential to a successful program in this category. As a staff member you should seek out the resources that proved information on service. Don't be afraid to utilize Area Coordinators or other campus staff and faculty for assistance.</p>	
		<p>Past Programs: Adopt a Grandparent, Charity Projects, Campus Beautification, Clothing Drive, Beach Clean-up, Desk Worker Appreciation Day, Letters to Servicemen, Senior Citizen Day, Community Action Programs, Tutoring Community Children, Penny Wars, Spring Cleaning Clothes Exchange, Visiting a Nursing Home.</p>	
		<p>From SUPERIOR Programing Model: Resource (educational – academic and occupational) – The resources category encourages students to participate in creative and stimulating activities that enhance learning. Programs in this category might highlight those activities that enable students to achieve academically. Additionally, this category covers the exploration processes that student utilize when choosing a major, graduate schools, and career opportunities. Academic success is considered an active process and therefore the programming should be geared toward getting the students moving around and interacting. It is encouraged for programs in this category to be collaborative efforts with other departments on campus such as the Learning Center, Public Safety, Health Center, Counseling Center, ect.</p>	
		<p>Past Programs: Academic Counseling Sessions, Communication Skills, Decision Making Skills, GPA Awards, Hobbies, Resume Writing Workshop, Time Management, Help Books, Academic Recognition, Study Groups. (01/19/2015)</p>	
		<hr/> <p>Finding Reporting Year: 2012-2013 Performance Target Met: No Event and activities will be planned and implemented in</p>	

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
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spring 2014. (09/10/2013)

Annual Unit Report - Annual report on activities, initiatives and overall contribution to the university mission.

Strategic - Report or Audit - Submit report at least annually on activities, initiatives and overall contribution.

Outcome Status: Active
Outcome Type: Annual Report

Goal/Criterion: Report approved by supervisor and submitted on or before September 1.

Campus Climate Update - THE CAMPUS LIFE OFFICE proactively engages in the development of a positive, collaborative, and committed campus community

Outcome Status: Active
Outcome Type: 1.6 Campus Climate
Start Date: 03/10/2014

Climate Update - CAMPUS LIFE STAFF use identified strengths and opportunities to determine and prioritize appropriate action steps.
Goal/Criterion: Actions items include: 1. Online-electronic forms (technology, apps) -We are currently working with admissions on a couple of different fronts in this area, from on line applications to Smartphone apps. -Securing mobile friendly products for websites, applications and other publications. Adding the 'flipbook' feature to our online handbooks and guides.-Look at going online with our inventory processes. -OrgSync was launched last year and we continue to build on its success and find new ways to utilize it. 2. Training & professional development (including student leaders/keeping up with student affairs trends) -Set aside time for personal development. -Student assembly plans on year around leadership training, not just in the fall. -We expect ourselves to take advantage of professional development opportunities when they present themselves, be it from our office,

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
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campus and outside when appropriate.

Timing & Notes: Campus Life strengths include: 1. Continually try to make improvements (we don't settle). 2. LAKERSHIP - take ownership/pride in our school - we sell our brand with pride. At the university level we noted "personal relationships" and specialized programs. Opportunities for improvement in Campus Life included: 1. Use of Online-electronic forms (technology, apps) and 2. Training & professional development (including student leaders/keeping up with student affairs trends). At the University level, improved and current technology, and improved advertising and promotion.

Assessment: Program Four Column

Program (SOCIAL-SCIENCES) - Psychology BA/BS

Mission Statement: The LSSU Psychology program believes that an educated adult should appreciate environmental and biological influences on the development of the individual. Psychology's emphasis on scientific study of human behavior can provide knowledge to students at various levels of discourse. As a research-based discipline with strong philosophical roots, it is both a liberal arts discipline and a science.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Goal 1: Knowledge Base in Psychology - Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.</p> <p>Outcome Status: Active Outcome Type: Student Learning Start Date: 05/12/2014 Inactive Date: 05/12/2016 Plan Goals Differentiation : Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - Standardized - Major Field Test in Psychology--ETS standardized exam with normative reference base from U.S. colleges</p> <p>Criterion/Target/Threshold: Students will score at 60% or above on all four areas assessed by MFT</p> <p>High Impact Program Practices 1: Not applicable to this outcome High Impact Program Practices 2: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2011-2012 Goal met: Yes Average score for total exam= 62 percentile Subarea scores (percentile scores relative to published comparison sample):</p> <p>Learning, Cognition, and Memory: 72 Perception, Sensation, Physiology: 65 Clinical, Abnormal, Personality: 74 Social and Developmental: 47 (10/18/2014)</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: Yes Of 11 students, 5 scored above 62% while 6 scored below this figure (10/18/2014)</p> <p>Related Documents: Major Field Test Results 2014</p>	<p>Action to be Taken: Strongly recommend that students take elective courses in social and developmental psychology-- particularly if planning on going to Grad school (Part of Psychology GRE) (10/18/2014)</p>
			<p>Action to be Taken: Hire full time faculty member rather than adjuncts to teach all core courses Test assesses areas that are not required courses here (abnormal, child, social) and we do not offer course in several of the areas assessed (sensory processes, perception, clinical) Consider increasing number of courses for major (10/18/2014) Budget Request Rationale - Assessment unit: 2 additional psychology faculty members; One to teach current core content courses and one to teach newly developed courses. Do not permit</p>

Outcomes	Assessment Methods	Findings	Action to be Taken
			<p>adjunct to teach core courses Budget Request \$ - Assessment unit: 110000</p> <p>Action to be Taken: Several of our core courses were taught by adjuncts who may not have strong and current background in some of these areas-have core courses taught by qualified full time faculty (10/18/2014)</p> <p>Budget Request Rationale - Assessment unit: Full time faculty member to teach core courses Budget Request \$ - Assessment unit: 55000</p>
<p>Goal 2: Scientific Inquiry and Critical Thinking - The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 09/01/2013</p> <p>Plan Goals Differentiation : High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - Students will successfully complete an independent senior research project and present their findings as an oral paper or poster at a state-wide conference</p> <p>Criterion/Target/Threshold: 90% complete this task by deadline</p> <p>High Impact Program Practices 1: Capstone Course(s), Projects</p> <p>High Impact Program Practices 2: Undergraduate Research</p>	<p>Finding Reporting Year: 2013-2014</p> <p>Goal met: Yes 100% met goal</p> <p>See example posters and a publication based on senior research in "Documents" (10/18/2014)</p> <p>Related Documents: Poster Poster (revised) Brushaber.pptx Drockton 4-05-14 final for review.pptx Final Poster.pptx</p>	
<p>Goal 3: Ethical and Social Responsibility in a Diverse World - The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.</p> <p>Outcome Status: Active</p> <p>Plan Goals Differentiation : Goal is not a student learning outcome.</p>	<p>Direct - Exam/Quiz - Standardized - Completion of the Protecting Human Subject Research Participants online training provided by the NIH Office of Extramural Research</p> <p>Criterion/Target/Threshold: 90% of students receive certification by the deadline specified</p> <p>High Impact Program Practices 1: Undergraduate Research</p> <p>High Impact Program Practices 2:</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes 95% of students earned their certification by the deadline; 100% by the end of fall semester (03/28/2016)</p>	<p>Action to be Taken: no action at this time; reassess yearly (03/28/2016)</p>

Outcomes	Assessment Methods	Findings	Action to be Taken
Capstone Course(s), Projects			
<p>Goal 4: Communication - Students should demonstrate competence in writing and in oral and interpersonal communication skills.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 09/01/2012</p> <p>Plan Goals Differentiation : High-Level (Creating/Evaluating)</p>	<p>Capstone --senior project; Student will demonstrate ability to summarize research in presentation format (poster) and explain findings to other students and faculty</p> <p>Criterion/Target/Threshold: 90% perform at satisfactory level</p> <p>High Impact Program Practices 1: Undergraduate Research</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p> <p>Related Documents:</p> <p>Conference Poster Sr research Jones 5-14.pptx</p> <p>Roberts - Poster Final Draft (Revised) 4-04-14.pptx</p>	<p>Finding Reporting Year: 2011-2012</p> <p>Goal met: Yes</p> <p>Students all performed at satisfactory level. Examples of posters and publications are available in documents (10/18/2014)</p> <p>Related Documents:</p> <p>Vanier and Searight--based on Vaniers Senior Thesis.pdf</p> <hr/> <p>Finding Reporting Year: 2013-2014</p> <p>Goal met: Yes</p> <p>100% performed successfully--see documents for examples. Directly observed presentation of poster (10/18/2014)</p> <p>Related Documents:</p> <p>Conference Poster Sr research Jones 5-14.pptx</p> <p>Roberts - Poster Final Draft (Revised) 4-04-14.pptx</p>	<p>Action to be Taken: Monitor (10/18/2014)</p> <hr/> <p>Action to be Taken: continue as is (10/18/2014)</p>
<p>Goal 5: Professional Development - The emphasis of this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 09/02/2013</p> <p>Plan Goals Differentiation : Mid-Level (Analyzing/Applying)</p>	<p>Indirect - Report/Audit - External - Percentage of graduates immediately going to graduate school; those who have been accepted into grad school within 3 years of graduation</p> <p>Criterion/Target/Threshold: 60 % of graduates will be admitted to graduate program before completing senior year</p> <p>High Impact Program Practices 1: Not applicable to this outcome</p> <p>High Impact Program Practices 2: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2013-2014</p> <p>Goal met: No</p> <p>6 of 13 were accepted directly into graduate school; all who applied to grad school before graduation were accepted (10/18/2014)</p>	<p>Action to be Taken: Continue to monitor; follow up to determine what percentage enter graduate school within 3 years of graduation from LSSU (10/18/2014)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
educational programs. 1. The institution maintains a practice of regular program reviews.) Outcome Status: Active Outcome Type: Periodic Program Review	assessment findings and subsequent actions on student learning. Criterion/Target/Threshold: The Program Review will address the following criteria: 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis		
	Regular, recurring - See attached report Criterion/Target/Threshold: See report High Impact Program Practices 1: Undergraduate Research High Impact Program Practices 2: Capstone Course(s), Projects		

2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. Outcome Status: Active Outcome Type: Enrollment	Regular, recurring - The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative. Criterion/Target/Threshold: Program Enrollment Growth Goal: _____ by _____		
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Assessment: Course Four Column

Program (SOCIAL-SCIENCES) - Psychology BA/BS

Mission Statement: The LSSU Psychology program believes that an educated adult should appreciate environmental and biological influences on the development of the individual. Psychology's emphasis on scientific study of human behavior can provide knowledge to students at various levels of discourse. As a research-based discipline with strong philosophical roots, it is both a liberal arts discipline and a science.

PSYC101: Introduction to Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>General Education - Social Science - Think critically and analytically about the causes and consequences of human behavior Course Outcome Status: GenEd Active Opt. Assess Yr. or GenEd Flag: GenEd: Social Science Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Specific questions on exams will be used Criterion/Target/Threshold: Average score of 70% or higher</p>	<p>Finding Reporting Year: 2012-2013 Goal met: Continuing or Ongoing Assessment Activity - Action Plan recommended Average score of 82.9% +/- 7.48% and 77.9% of students scored 70% or higher (03/04/2013)</p>	<p>Action to be Taken: No action to be taken. Plan to reassess this outcome in 2015-16. (10/22/2014)</p>
<p>Theories and Concepts - Explain the basic theories and concepts of psychology Course Outcome Status: Active Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Specific questions on exams throughout the semester will be used Criterion/Target/Threshold: Average score of 70% or higher</p>	<p>Finding Reporting Year: 2012-2013 Goal met: Continuing or Ongoing Assessment Activity - Action Plan recommended Average score was 80.1% +/- 17% and 81.2% of students scored 70% or higher. (03/04/2013)</p>	<p>Action to be Taken: No action to be taken. (10/22/2014)</p>
<p>APA Goal 1.2 - Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology (e.g., learning and cognition, individual differences,</p>	<p>Direct - Exam/Quiz - within the course - Specific questions on exams throughout the semester will be used Criterion/Target/Threshold: Average score of 70% or higher</p>	<p>Finding Reporting Year: 2012-2013 Goal met: Continuing or Ongoing Assessment Activity - Action Plan recommended For this outcome, the mean score was 73.0% +/- 16.6% on exam questions given over the course of the semester. However, only 63.5% of students scored 70% or higher on</p>	<p>Action to be Taken: Identify particular topic areas that students are having difficulty in and focus more on these. (03/04/2013)</p>

*Course Student Learning
Outcomes*

Assessment Methods

Findings

Action to be Taken

biological bases of behavior,
developmental changes in behavior)

Course Outcome Status: Active

Course Goal Differentiation: Low-
Level (Understanding/Remembering)

these questions. (03/04/2013)

PSYC210:Statistics

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>SLO 1 - Use Statistical software Course Outcome Status: Active Start Date: 08/27/2012 Inactive Date: 12/14/2012 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>Direct - Homework, Writing Assignment - Exercises using SPSS statistical software Criterion/Target/Threshold: 75% of students achieving 80% or more on these assignments High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016 Goal met: Yes 79% of students achieved 80% or more (05/15/2016) Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: Will add more assignments utilizing SPSS to increase the percentage of students achieving this outcome. Plan to reassess this outcome in one year. (05/15/2016)</p>
<p>APA 4.1f - Interpretation of Quantitative Data - 4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports Course Outcome Status: Active Start Date: 05/12/2014 Inactive Date: 06/26/2015 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>Direct - Exam/Quiz - within the course - Selected multiple choice/short answer questions on exams throughout the semester. Criterion/Target/Threshold: 80% of the points possible with 75% of students reaching this criterion High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes 85.15% of the points possible with 75% of students reaching this criterion (05/27/2015) Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: Used an abbreviated version of the statistics textbook but will use the full version for fall semester 2014. There was very positive feedback on the LaunchPad LMS from the publisher. (06/20/2014)</p>

PSYC212:Experimental Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 2.4a - Describe Research Methods - 2.4a Describe research methods used by psychologists including their respective advantages and disadvantages</p> <p>Course Outcome Status: Active</p> <p>Start Date: 01/13/2014</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Selected multiple choice/short answer questions from exams throughout the semester.</p> <p>Criterion/Target/Threshold: 80% of points possible with 75% of students reaching this criterion</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: No</p> <p>79.3% of the points possible; 60% of students had 80% or more of the points possible (N = 5) (03/28/2016)</p>	<p>Action to be Taken: Confidence-Based Marking for practice quizzes to assist students in understanding what they actually know about these topics. Will reassess this outcome at the end of Spring 2016. (03/28/2016)</p>

PSYC217: Social Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Trends - 1) Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology.</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Research methods - 2) Explain different research methods used by social psychologists, and be able to distinguish the nature of designs that permit causal inferences from those that do not</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Applications - 3) Identify appropriate applications of social psychology in solving problems in areas, such as health promotion, forensic psychology, or industrial/organizational psychology.</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Ethics - 4) Recognize and apply appropriate ethical considerations relevant to the conduct and interpretation of social psychological research</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			

PSYC259:Abnormal Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>General Theories and Research - Students will be able to describe and distinguish perspectives of abnormality--both contemporary and historically--as well as describe psychological theories applied to abnormal behavior and current research methods used in the field</p> <p>Course Outcome Status: Active</p> <p>Opt. Assess Yr. or GenEd Flag: 2014-2015</p> <p>Start Date: 01/13/2014</p> <p>Inactive Date: 05/04/2016</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions covering both research methods and theories used to explain abnormal behavior</p> <p>Criterion/Target/Threshold: Average score of 70% or above 70% of class scores at 70% or above</p> <p>Schedule/Notes: Spring 2014</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>Average score=64%</p> <p>Percentage of class scoring 70% or above: 40% (02/28/2015)</p> <p>Course Outcomes and/or Assessment Method (optional): Subset of exam 1 questions</p>	<p>Action to be Taken: Separate objectives--remove research from this objective. It is only covered via reading and not in class (02/22/2014)</p>
	<p>Direct - Exam/Quiz - within the course - Subset of exam questions</p> <p>Criterion/Target/Threshold: Average score for class=70%</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes</p> <p>Average score= 73.5% (02/13/2016)</p>	<p>Action to be Taken: continue with current instructional strategy (02/13/2016)</p>
<p>Mood Disorders - Able to describe symptoms, causes, and treatments for mood disorders and suicide as well as apply this information to brief case vignettes</p> <p>Course Outcome Status: Active</p> <p>Opt. Assess Yr. or GenEd Flag: 2014-2015</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 10/26/2012</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - subset of exam questions on exam 2</p> <p>Criterion/Target/Threshold: Score of 75% correct on pre-specified item group; percentage of class obtaining a score of 80% or above item subset (Objectives 7-12 on attached document)</p> <p>Schedule/Notes: Mid October --date</p> <p>Direct - Exam/Quiz - within the course - Subset of exam question</p> <p>Criterion/Target/Threshold: Average class score=70%</p> <p>High Impact Course Practices 2: Not</p>	<p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>71.48% (02/25/2015)</p>	<p>Action to be Taken: Continue with current teaching plan (06/05/2015)</p>

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
	<p>applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - subset of exam questions Criterion/Target/Threshold: Average class score=70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes Average class score=80% (10/27/2014) Course Outcomes and/or Assessment Method (optional): subset of exam items; Exam 2</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: Yes Class average=75.58% (05/12/2014) Course Outcomes and/or Assessment Method (optional): subset of exam questions</p>	<p>Action to be Taken: Continue with current instructional plan (10/27/2014)</p>
<p>Anxiety, Dissociative, and Somatoform Disorders - Students will be able to describe symptoms, current understanding of causes, and treatments for anxiety, somatoform, and dissociative disorders Course Outcome Status: Active Start Date: 08/26/2013 Inactive Date: 12/16/2013 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Directly related to Course Student Learning Outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - Subset of items on exam 3 Criterion/Target/Threshold: Score of 75% correct on pre-specified item group; percentage of class obtaining a score of 70% or above item subset (Objectives 12-16 on attached document) Schedule/Notes: Approx Nov 15 as date High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016 Goal met: Yes Average score first semester= 82.68% (02/13/2016)</p>	<p>Action to be Taken: Need to clarify distinctions between somatoform disorders; has become more confusing with new criteria from DSM 5 (11/19/2013)</p>
	<p>Direct - Exam/Quiz - within the course - Subset of Exam questions covering above topics Criterion/Target/Threshold: Class average of 70% or above Percentage of class scoring 70% or above</p>	<p>Finding Reporting Year: 2013-2014 Goal met: No Class average=73% Percentage scoring above 70% =65% (11/19/2013)</p>	<p>Action to be Taken: Need to clarify distinctions between somatoform disorders; has become more confusing with new criteria from DSM 5 (11/19/2013)</p>

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
<p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p> <p>Direct - Exam/Quiz - within the course - Class average=70% on questions assessing these conditions</p> <p>Criterion/Target/Threshold: 70% average</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>		<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes</p> <p>Class average= 82.68% (02/13/2016)</p> <hr/> <p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>Average=72% (04/09/2015)</p> <p>Course Outcomes and/or Assessment Method (optional): Continue current approach with additional review</p> <hr/> <p>Finding Reporting Year: 2013-2014</p> <p>Goal met: Yes</p> <p>Exam average=73.64% (05/12/2014)</p>	<p>Action to be Taken: Continue with current instructional approach (02/13/2016)</p>
<p>Personality Disorders - Students will be able to describe key symptoms and distinguish between 8 common personality disorders as well as explain current views of causation and treatment</p> <p>Course Outcome Status: Active</p> <p>Start Date: 11/20/2012</p> <p>Inactive Date: 12/17/2017</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of multiple choice questions on final exam</p> <p>Criterion/Target/Threshold: Score of 75% correct on pre-specified item group; percentage of class obtaining a score of 80% or above item subset (Objectives 17 and 18 on attached document)</p> <p>Schedule/Notes: Final exam week</p>	<p>Finding Reporting Year: 2012-2013</p> <p>Goal met: No</p> <p>Sem 2:</p> <p>Average percentage correct: 63% 36% scored 70% or above (05/30/2013)</p> <p>Course Outcomes and/or Assessment Method (optional): Try to devote more time to content-- typically towards end and I am often going through material rapidly</p> <hr/> <p>Finding Reporting Year: 2012-2013</p> <p>Goal met: No</p> <p>Class avg=67% (12/18/2012)</p> <p>Course Outcomes and/or Assessment Method (optional): Go through more slowly--pay particular attention to commonly confused p.d.s</p>	
<p>Direct - Exam/Quiz - within the</p>		<p>Finding Reporting Year: 2015-2016</p>	

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
	<p>course - Subset of exam questions Criterion/Target/Threshold: 70% class average High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - subset of exam questions Criterion/Target/Threshold: Average score=70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Goal met: No Fall semester Average score on subset of items=67.80 (02/12/2016)</p> <hr/> <p>Finding Reporting Year: 2015-2016 Goal met: No First semester Average score=67.26% (02/12/2016) Course Instructional Modality: Main Campus Face-to-Face</p> <hr/> <p>Finding Reporting Year: 2014-2015 Goal met: No Average score=63.3% (05/05/2015)</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: No Class average=66.23% (05/12/2014) Course Outcomes and/or Assessment Method (optional): subset of exam questions</p>	<p>Action to be Taken: Need to spend more time on topic--went through too quickly this time (06/05/2015)</p> <hr/> <p>Action to be Taken: Be sure to slow down--I think I go too fast over this topic because its towards end of semester (07/15/2014)</p>
<p>Schizophrenia - Students will be able to describe key symptoms, current views of causes, and treatments for schizophrenia as well as apply information to brief case vignettes Course Outcome Status: Active Opt. Assess Yr. or GenEd Flag: 2014-2015 Start Date: 11/15/2012 Inactive Date: 12/15/2015 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - subset of test items Criterion/Target/Threshold: Score of 75% correct on pre-specified item group; percentage of class obtaining a score of 80% or above item subset (Objectives 19, 20, 21 on attached document)</p>	<p>Finding Reporting Year: 2015-2016 Goal met: Yes Average score on set of Schizophrenia questions= 75.94 (02/12/2016)</p> <hr/> <p>Finding Reporting Year: 2014-2015 Goal met: Yes Average=77.223% (05/05/2015)</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: Yes Score=77.83% (07/15/2014)</p>	<p>Action to be Taken: Continue with current teaching approach (06/05/2015)</p>

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
		<p>Finding Reporting Year: 2012-2013 Goal met: Yes Sem 2: 75% average percentage correct 29% scored at 75% or above (05/30/2013)</p> <hr/> <p>Finding Reporting Year: 2012-2013 Goal met: Inconclusive - Must address through Action Plan Average=73% (12/18/2012)</p>	<p>Action to be Taken: Spend more time and/or focus coverage of causes (12/18/2012)</p>
<p>Substance abuse and Impulse control disorders - Students will be able to name and describe psychological effects of commonly abused psychoactive substances and name other conditions to which the substance abuse/dependence model has been applied Course Outcome Status: Active Start Date: 11/29/2012 Inactive Date: 12/18/2018 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Subset of multiple choice questions on final exam Criterion/Target/Threshold: Score of 75% correct on pre-specified item group; percentage of class obtaining a score of 80% or above item subset (Objective 22 on attached document)</p> <hr/> <p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Average score=70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2013-2014 Goal met: Yes Average=75.80% (05/12/2014)</p> <hr/> <p>Finding Reporting Year: 2012-2013 Goal met: No Sem 2: Average percentage correct: 69%</p> <p>Percentage scoring above 70%: 48% (05/30/2013)</p> <hr/> <p>Finding Reporting Year: 2015-2016 Goal met: Yes Average score= 75.94% (02/12/2016)</p>	<p>Action to be Taken: Try to go over in more detail; develop a chart --much of this is not covered in class but comes from text but is on study guide (05/30/2013)</p> <hr/> <p>Action to be Taken: Continue with current approach to subject (02/12/2016)</p>
<p>Psychological Assessment - Students will score above 80% on a subset of questions assessing this topic Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Depression Symptoms - Students will be able to apply diagnostic criteria for mood disorders to short vignettes and accurately identify symptoms</p>			

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
<p>Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Causes of Mood Disorders - Students will be able to describe biological and psychological causes of mood disorders Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Medical model--00N - Student will be able to name and describe 2 advantages and 2 disadvantages of the medical model Course Outcome Status: Inactive Start Date: 08/26/2013 Inactive Date: 12/16/2013 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Subset of exam questions Criterion/Target/Threshold: Score of 75% on item subset</p>	<p>Finding Reporting Year: 2011-2012 Goal met: No Average percentage correct=74% Percentage scoring above 80% = 40% (12/28/2012)</p>	<p>Action to be Taken: This is common with the first exam; Give low scorers more specific feedback about why answer was weak; Also an issue with teaching online—could mandate some type of review session (12/28/2012)</p>
<p>Mood Disorders-bipolar and unipolar--00N - Able to describe key symptoms, causes and treatments for major depressive disorder and bipolar disorder Course Outcome Status: Inactive Start Date: 05/14/2012 Inactive Date: 07/23/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Score of 75% on item subset</p>	<p>Finding Reporting Year: 2011-2012 Goal met: No Average percentage correct::62% Percentage of class scoring 80% or above: 30% (12/28/2012)</p>	<p>Action to be Taken: use chart to be filled in by students as in classroom version of class to compare and contrast conditions (12/28/2012)</p>
<p>Anxiety disorders--00N - Able to describe key symptoms, causes and treatment for at least 2 anxiety disorders</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Score of 75% on item subset</p>	<p>Finding Reporting Year: 2011-2012 Goal met: No Average percentage correct: 72%</p>	<p>Action to be Taken: May want to use a chart for comparing and contrasting anxiety disorders</p>

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Course Outcome Status: Inactive Start Date: 05/14/2012 Inactive Date: 07/23/2012 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>		<p>Percentage of class scoring above 80%: 50% (12/28/2012)</p>	<p>(12/28/2012)</p>
<p>Personality disorders-2-00N - . Able to describe key symptoms, causes and treatment for at least 2 personality disorders Course Outcome Status: Inactive Start Date: 05/14/2012 Inactive Date: 07/23/2012 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Schizophrenia -00N - Able to describe key symptoms, causes and treatment of Schizophrenia Course Outcome Status: Inactive Start Date: 05/14/2012 Inactive Date: 07/23/2012 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Subset of exam questions Criterion/Target/Threshold: Score of 75% on item subset</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes Average=77.23% (06/05/2015) Course Outcomes and/or Assessment Method (optional): Continue with current teaching approach</p>	
		<p>Finding Reporting Year: 2011-2012 Goal met: Yes Average score=75%; percentage scoring 80% or above=78% (12/28/2012)</p>	
<p>Childhood - Students will be able to describe key diagnostic features of AD/HD, conduct and oppositional defiant disorders Course Outcome Status: Active Start Date: 09/09/2013 Inactive Date: 12/16/2013 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Subset questions on final exam Criterion/Target/Threshold: Class average=75% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2012-2013 Goal met: No Class average=64% (09/10/2012)</p>	<p>Action to be Taken: Students get this material primarily from reading--may want to consider covering more in class or dropping the topic (09/07/2013)</p>
<p>Medical Model - Students will demonstrate ability to describe two</p>	<p>Direct - Exam/Quiz - within the course - Written question (mini-</p>	<p>Finding Reporting Year: 2013-2014 Goal met: Yes</p>	

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
<p>benefits and two drawbacks of the medical model applied to abnormal behavior</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/26/2013</p> <p>Inactive Date: 12/16/2013</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>essay) on Exam I</p> <p>Criterion/Target/Threshold: Overall class average of 70%</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Class average=73% (10/04/2013)</p>	
<p>changes made in course - list of changes and updates to course 2013-14 academic year</p> <p>Course Outcome Status: Active</p> <p>Start Date: 05/12/2014</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>See attached report</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p> <p>Related Documents:</p> <p>PSYCH 259 Abnormal Psychology.docx</p>		
<p>Substance Abuse - Performance on a subset of exam questions</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/24/2015</p> <p>Inactive Date: 05/01/2017</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Integrative/cumulative questions - Conceptual questions that address concepts that are used across course</p> <p>Course Outcome Status: Active</p> <p>Opt. Assess Yr. or GenEd Flag: 2015-2016</p> <p>Start Date: 08/24/2015</p> <p>Inactive Date: 05/01/2018</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of questions on final exam</p> <p>Criterion/Target/Threshold: Average score=70% for class</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>		
<p>Anxiety Disorders and related conditions--OCD,PTSD - Subset of exam questions (Class average=70% or above)</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions</p> <p>Criterion/Target/Threshold: class average score=70%</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes</p> <p>class average= 77.06% (04/12/2016)</p> <p>Course Instructional Modality: Main</p>	<p>Action to be Taken: continue current instructional approach (04/12/2016)</p>

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Course Outcome Status: Active Opt. Assess Yr. or GenEd Flag: 2016-2017 Start Date: 01/18/2016 Inactive Date: 05/08/2017 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Campus Face-to-Face</p>	
<p>Somatic Symptom and related Disorders - Average score on subset of exam items Course Outcome Status: Active Opt. Assess Yr. or GenEd Flag: 2017-2018 Start Date: 01/04/2016 Inactive Date: 05/01/2017 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Directly related to Course Student Learning Outcome</p>	<p>Finding Reporting Year: 2015-2016 Goal met: No Average score= 63.07 % (04/12/2016) Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: Devote additional time to topic or move to final exam (covered it in one class period 2 days before exam) (04/12/2016)</p>

PSYC265:Child and Adolescent Development

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>perspectives - • Develop an understanding of how various perspectives contribute to the interdisciplinary field of developmental science</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Theories - • Explore and evaluate theories and research related to major stages and milestones in child development and how these stages and milestones are experienced by children in various contextual circumstances</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Development - • Build your critical thinking skills in terms of how you approach understanding and examining topics related to child and adolescent development.</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Interactions - • Examine how cultural and biological inheritances interact in the complex process of human development.</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Project - • Apply your</p>			

*Course Student Learning
Outcomes*

Assessment Methods

Findings

Action to be Taken

knowledge of human development to
evaluate examples of developmental
research through the final research
project

Course Outcome Status: Active

Start Date: 07/02/2015

PSYC311: Learning and Motivation

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 2.4d - Conduct Simple Scientific Studies - 2.4d Replicate or design and conduct simple scientific studies (e.g., correlational or twofactor) to confirm a hypothesis based on operational definitions</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/26/2013</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Homework, Writing Assignment - Completion of exercises using Sniffy 3.0 software. Use APA Style guidelines for writing an experimental paper based on one of the Sniffy assignments.</p> <p>Criterion/Target/Threshold: Complete 80% of Sniffy assignments with 80% of students reaching this criterion; Complete Sniffy assignments - average score of 80% with 80% of students reaching this criterion; Score 80% of the points possible on the experimental write-up with 80% of students reaching this criterion</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Undergraduate Research</p> <p>Related Documents: PSYC 311 - Experimental Paper Grading Criteria F13.pdf</p>	<p>Finding Reporting Year: 2013-2014</p> <p>Goal met: Yes 95% of students completed 80% of Sniffy assignments with 95% of students reaching this criterion; the average score on Sniffy assignments was 79.3% with 60% of students reaching the 80% criterion; the average score on the experimental write-up was 58.8% with 73.5% of students reaching the 80% criterion (03/08/2014)</p> <p>Related Documents: PSYC 311 - Experimental Paper Grading Criteria F13.pdf</p>	<p>Action to be Taken: Students need to learn how to write in APA style earlier in their coursework. Add mastering APA style to coursework requirements of PSYC212 - Experimental Psychology (prerequisite for PSYC311). (01/13/2014)</p>
<p>APA 5.1d - Real World Applications of Learning Theory - 5.1d Describe how psychology's content applies to business, healthcare, educational, and other workplace settings</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/26/2013</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Selected MC and/or Short Answer questions on Exams administered throughout the semester.</p> <p>Criterion/Target/Threshold: 75% correct with 80% of students reaching that criteria</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes 91% correct with 95% of students reaching this criteria (03/28/2016)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: no action at this time; reassess in 2 years (03/28/2016)</p>

PSYC357:Personality Theory

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Theory and Research (1, 2, 3) - Students will be able to describe key elements of a personality theory as well as how research is conducted in the discipline</p> <p>Course Outcome Status: Active Start Date: 08/27/2012 Inactive Date: 12/17/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of questions on exam Criterion/Target/Threshold: 75% correct</p>	<p>Finding Reporting Year: 2015-2016 Goal met: No Average score=74% (02/19/2016) Course Instructional Modality: Main Campus Face-to-Face</p> <hr/> <p>Finding Reporting Year: 2012-2013 Goal met: Yes 75% (12/17/2012)</p>	<p>Action to be Taken: I am going to revise this part of the course; I cover content that is usually covered in Tests and Measurements but has not been covered in recent years (02/19/2016)</p> <hr/> <p>Action to be Taken: continue current teaching approach to the topic (02/19/2016)</p>
<p>Trait Theories - Students will be able to describe at least 3 trait theories including how these models were developed and supporting research</p> <p>Course Outcome Status: Active Start Date: 09/10/2012 Inactive Date: 12/17/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of items addressing topic</p> <p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Average score=70% 70% of class scores 70% or above High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2012-2013 Goal met: Yes 87% correct on subset of questions (12/17/2012)</p> <hr/> <p>Finding Reporting Year: 2013-2014 Goal met: No Average score=58% 28% scored at 70% or above (12/27/2013)</p>	<p>Action to be Taken: May consider eliminating some of material--this is a complex set of topics and is heavily research/statistically based; Go over in greater detail (12/27/2013)</p>
<p>Depth and Interpersonal Models of Personality - Students will be able to describe the key elements and research support for depth and interpersonal theories of personality</p> <p>Course Outcome Status: Active Start Date: 09/24/2012 Inactive Date: 12/17/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Score of 80% or above</p>	<p>Finding Reporting Year: 2012-2013 Goal met: No Average score=72% (#6, 7, 8) (12/17/2012)</p>	<p>Action to be Taken: Maybe reduce or eliminate Sullivan; Greater clarity regarding feminist theory (12/17/2012)</p>

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Behavioral and Cognitive Behavioral Theories - Students will be able to describe key elements of behavioral and cognitive-behavioral theories, accompanying research support and how these models are applied to individuals and communities</p> <p>Course Outcome Status: Active</p> <p>Start Date: 10/22/2012</p> <p>Inactive Date: 12/17/2012</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions</p> <p>Criterion/Target/Threshold: 80% or above on item subset</p>	<p>Finding Reporting Year: 2012-2013</p> <p>Goal met: No</p> <p>65% (12/17/2012)</p>	<p>Action to be Taken: Assumed class knew basics of behavioral learning theories--also focused on historical significance of learning theories; Went through Bandura too quickly--slow down (12/17/2012)</p>
<p>Phenomenological and Existential Theories of Personality - Students will be able to describe the key conceptual elements of phenomenological theories, their research support and how these models have been applied as psychological interventions</p> <p>Course Outcome Status: Active</p> <p>Start Date: 11/05/2012</p> <p>Inactive Date: 12/17/2012</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - subset of exam questions</p> <p>Criterion/Target/Threshold: Score of 80% or above</p>	<p>Finding Reporting Year: 2012-2013</p> <p>Goal met: No</p> <p>Score=63% (12/17/2012)</p>	<p>Action to be Taken: I am going to review this course and focus class material on theory rather than trying to cover both research and theory in course; They can read and do research projects for the quantitative basis (12/17/2012)</p>
<p>Original Research Literature in the Discipline - Students will be able to locate 3 quantitative empirical studies of a construct in personality theory, as well as provide a written summary and interpretation of the findings</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 11/26/2012</p> <p>Inactive Date: 12/17/2012</p> <p>Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>My assessment of a paper assignment</p> <p>Criterion/Target/Threshold: 80% of class will include at least 2 quantitative research studies in paper</p>	<p>Finding Reporting Year: 2012-2013</p> <p>Goal met: Yes</p> <p>90% of class met criterion</p> <p>80% included 3 appropriate sources (12/17/2012)</p>	
<p>Theory and Research in (ex1: 1,2,4) -</p>			

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
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Able to describe components of theories of personality and how research is conducted in the field
Course Outcome Status: Inactive
Start Date: 08/25/2011
Inactive Date: 12/15/2011
Course Goal Differentiation: Mid-Level (Analyzing/Applying)

Culture and gender (ex 3 and 5) -
 Student will describe the impact of culture and gender on personality theory (ex 1: 3 and 5)
Course Outcome Status: Inactive
Start Date: 08/25/2011
Inactive Date: 12/15/2011
Course Goal Differentiation: Mid-Level (Analyzing/Applying)

Theory (ex 1; 1 and 2) - Able to describe key elements of a theory
Course Outcome Status: Inactive
Start Date: 08/29/2011
Inactive Date: 12/19/2011
Course Goal Differentiation: Low-Level (Understanding/Remembering)

Cross cultural and feminist theory (ex1: 3 and 4) - Describes key elements of both theoretical perspectives with examples
Course Outcome Status: Inactive
Start Date: 08/29/2011
Inactive Date: 12/19/2011
Course Goal Differentiation: Low-Level (Understanding/Remembering)

Research in personality (ex 1: 4) -
 Able to describe and distinguish between research methods and designs in personality
Course Outcome Status: Inactive

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
<p>Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Evolutionary personality theory (ex 1:6) - knows basic principles and how research is conducted in the area Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Jungian theory (ex 2:1) - Students demonstrate knowledge of key elements of Jungian Analytic Theory Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - subset of test questions Criterion/Target/Threshold: 70% average score on set of questions 70% of class scores above 70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes Score= 78.79% (11/16/2014) Course Instructional Modality: Main Campus Face-to-Face Course Outcomes and/or Assessment Method (optional): Subset of exam questions</p>	<p>Action to be Taken: One of the better performances on Jung-- continue with current instruction (11/16/2014)</p>
<hr/>			
<p>Direct - Exam/Quiz - within the course - Set of exam questions Criterion/Target/Threshold: Average score for class=70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>			
<p>Adler's Individual Psychology (ex 2:2) - Describes 7 key elements of theory Course Outcome Status: Active Start Date: 08/29/2013 Inactive Date: 12/19/2013 Course Goal Differentiation: Low-</p>	<p>Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: 70% average 70% of class scores 70% or above</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes score=72.67 on subset of exam questions (11/16/2014) Course Outcomes and/or Assessment Method (optional):</p>	<p>Action to be Taken: Continue with current instructional approach (11/16/2014)</p>

Course Student Learning Outcomes	Assessment Methods	Findings	Action to be Taken
Level (Understanding/Remembering)	<p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - subset of exam questions</p> <p>Criterion/Target/Threshold: Class average=70%</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Subset of exam questions</p> <hr/> <p>Finding Reporting Year: 2013-2014</p> <p>Goal met: Yes</p> <p>average score=83%</p> <p>Percentage scoring 70% or above+82% (11/09/2013)</p>	
<p>Interpersonal theory (Sullivan, Benjamin, Yalom) (ex 2:3) - Describes 7 key elements of theory</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 08/29/2011</p> <p>Inactive Date: 12/19/2011</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Directly related to Course Student Learning Outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - Subset of exam questions</p> <p>Criterion/Target/Threshold: class average=70%</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes</p> <p>class average=75.49% (02/19/2016)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p>	
<p>Operant Learning Theory (ex 2:4) - Describes key elements of theory</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 08/29/2011</p> <p>Inactive Date: 12/19/2011</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Personal construct Theory--Kelly (ex 3:1) - Describes 7 key elements of theory</p> <p>Course Outcome Status: Inactive</p>			

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Trait theory (ex 3:2) - Describes key elements of two trait theories Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Humanistic Theory (ex 3:3) - Describes 7 key elements of theory Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Social Cognitive theory (ex 3:4) - Describes 7 key elements of theory Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Existential theory (ex 3:5) - Describes core constructs from at least two models of existential psychology Course Outcome Status: Inactive Start Date: 08/29/2011 Inactive Date: 12/19/2011 Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>			
<p>Locate empirical, quantitative research literature in psychology - Students will be able to provide 3 quantitative research articles</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Instructor's review of the 3 articles Criterion/Target/Threshold: 80% of</p>	<p>Finding Reporting Year: 2013-2014 Goal met: Yes 55% of class provided 3 articles An additional 36% provided 2 acceptable articles</p>	

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
addressing a construct from personality psychology Course Outcome Status: Active Start Date: 08/26/2013 Inactive Date: 01/20/2014 Course Goal Differentiation: Mid-Level (Analyzing/Applying)	class will be able to provide at least 2 appropriate articles High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Undergraduate Research	(12/09/2013)	
Summarize research from literature in the field - students will be able to write concise summaries of research articles; the reader should be able to have an understanding of the hypotheses, method, and results from the student's written summary Course Outcome Status: Active Start Date: 08/26/2013 Inactive Date: 12/16/2013 Course Goal Differentiation: High-Level (Creating/Evaluating)	Direct - Homework, Writing Assignment - Score on a Rubric for completeness and coherence Criterion/Target/Threshold: Average score of 85% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Writing-Intensive Course(s)	Finding Reporting Year: 2013-2014 Goal met: Yes Average score for class=86% (12/09/2013)	
humanistic and existential - Students will be able to describe key elements of humanistic and existential theory including the similarities and differences between the 2 perspectives Course Outcome Status: Active Start Date: 08/26/2013 Inactive Date: 12/16/2013 Course Goal Differentiation: Mid-Level (Analyzing/Applying)	Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: average score for class on set of questions: 70% 70% of class scores at 70% or above High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome	Finding Reporting Year: 2013-2014 Goal met: No Class average for set of questions= 66% Percentage of class scoring at 70 or above: 47% (12/27/2013)	Action to be Taken: The existential model could be organized better-(set of 5 principles) and also could be explained more clearly (12/27/2013)
Interpersonal - Students will be able to describe key elements of interpersonal theory (Yalom, Sullivan) and their contributions to psychotherapy Course Outcome Status: Active Start Date: 08/26/2013 Inactive Date: 12/16/2013	Direct - Exam/Quiz - within the course - Subset of exam questions Criterion/Target/Threshold: Class average=70% 70% Of class scores at 70 or above High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not	Finding Reporting Year: 2014-2015 Goal met: No Score=66.30% (11/16/2014) Course Instructional Modality: Main Campus Face-to-Face Course Outcomes and/or Assessment Method (optional): subset of exam questions	Action to be Taken: Performance on the topic is getting better---Further reduce amount of material on Sullivan (11/16/2014)

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>applicable to this outcome</p>	<p>Finding Reporting Year: 2013-2014 Goal met: No Class average=68% Percentage scoring above 70%= 47% (12/27/2013)</p>	<p>Action to be Taken: I tried something new with Yalom and used Sullivan at 2 points in course which may have been confusing--consider reducing the Yalom material and clarifying Sullivan theory (12/27/2013)</p>
<p>Changes and explanation 2013-14 - Changes in course content and rationale Course Outcome Status: Active Start Date: 07/21/2014 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Regular, recurring - Review of changes in course content High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome Related Documents: PSYCH 357 Theories of Personality.docx</p>		
<p>Freudian theory - Average of 70% score on subset of exam 1 questions Course Outcome Status: Active Start Date: 08/24/2015 Inactive Date: 05/01/2018 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Directly related to Course Student Learning Outcome</p> <hr/> <p>Direct - Exam/Quiz - within the course - Subset of exam 1 questions Criterion/Target/Threshold: Class average=70% High Impact Course Practices 2: Not applicable to this outcome High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016 Goal met: Yes Average score=71% (02/19/2016) Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: Continue current approach to teaching content (02/19/2016)</p>

PSYC396: Tests and Measurements

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>Theories - ? Develop an understanding of basic theoretical and methodological principles relevant to the creation of psychological measures ?</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Validity - Build your skills in critically evaluating the validity of psychological tests and measures</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Context - Explore how the social and historical context have played a role in the development of the field of psychometrics ?</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			
<p>Test generation - Apply the skills and techniques you are learning through the creation or modification of a psychological test.</p> <p>Course Outcome Status: Active Start Date: 07/02/2015</p>			

PSYC456:History and Systems of Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 1.2C Develop a working knowledge of psychology's content domains - Summarize important aspects of history of psychology, including key figures, central concerns, research methods used, and theoretical conflicts</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/31/2015</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Exam/Quiz - within the course - Specific questions on exams (MC, SA, Essay)</p> <p>Criterion/Target/Threshold: All students will meet a minimum criteria of 80%</p> <p>High Impact Course Practices 2: Capstone Course(s), Projects</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2015-2016</p> <p>Goal met: Yes</p> <p>80.5% was the class average for points related to this outcome (03/28/2016)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: no action to be taken at this time; reassess in 2 years (03/28/2016)</p>

PSYC457:Cognition

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 2.2A - Read and Summarize Research - 2.2A Read and summarize complex ideas accurately, including future directions, from psychological sources and research</p> <p>Course Outcome Status: Active</p> <p>Opt. Assess Yr. or GenEd Flag: 2014-2015</p> <p>Start Date: 01/12/2015</p> <p>Course Goal Differentiation: Low-Level (Understanding/Remembering)</p>	<p>Direct - Homework, Writing Assignment - APA Style research report based on data collected from a CogLab 5.0 experimental exercise.</p> <p>Criterion/Target/Threshold: 80% of students meeting or exceeding 80% based on performance criteria defined in rubric.</p> <p>High Impact Course Practices 2: Collaborative Assignments, Projects</p> <p>High Impact Course Practices 1: Undergraduate Research</p> <p>Related Documents: PSYC 457 Experimental Paper Grading Criteria S15.pdf</p>	<p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>83.3% of students met or exceeded 80% based on performance criteria defined in rubric (Introduction & Discussion sections) (05/26/2015)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: While students met/exceeded the performance criteria set, this course would benefit greatly from a lab period being added. Psychology is a scientific discipline and as such, the American Psychological Association is emphasizing having psychology established as a STEM. The experiential component of cognition is limited to having students perform online cognitive studies with little time to discuss the specific hypotheses being tested and interpretation of the data. (05/26/2015)</p> <p>Budget Request Rationale - Assessment unit: Cognition is an experimental sub-discipline and a core area covered in undergraduate psychology. Changing the course from a (3,0) to either a (2,2) or (3,2) would not only better prepare our graduates in this area but also contribute heavily to successfully completing the senior research capstone courses and admission to graduate programs in psychology.</p>

PSYC459:Physiological Psychology

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 2.1C Use scientific reasoning to interpret psychological phenomena - Incorporate several appropriate levels of complexity (e.g., cellular, individual, group/system, societal/cultural) to explain behavior</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 01/07/2013</p> <p>Inactive Date: 03/01/2013</p> <p>Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>	<p>Direct - Exam/Quiz - within the course - Questions on Exams (MC, SA, Essay)</p> <p>Criterion/Target/Threshold: 80% or better for 75% of students</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2014-2015</p> <p>Goal met: No</p> <p>79% of students achieved 80% or better with the class average of 81.4 +/- 10.2% (08/29/2015)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p>	
<p>APA 2.2a - Review Current Research - 2.2a Read and summarize general ideas and conclusions from psychological sources accurately</p> <p>Course Outcome Status: Active</p> <p>Opt. Assess Yr. or GenEd Flag: 2013-2014</p> <p>Start Date: 01/13/2014</p> <p>Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>Direct - Presentation, Performance - In-class presentation of current empirical research related to topics covered in the course including providing a summary of the original work and a critical evaluation of the results (similar to an abbreviated journal club presentation at the graduate level).</p> <p>Criterion/Target/Threshold: 80% of students meeting or exceeding 80% performance based on the presentation rubric.</p> <p>High Impact Course Practices 2: Not applicable to this outcome</p> <p>High Impact Course Practices 1: Common Intellectual Experiences</p> <p>Related Documents: PSYC 459 Presentation Rubric.pdf</p>	<p>Finding Reporting Year: 2014-2015</p> <p>Goal met: Yes</p> <p>100% met/exceeded criterion (05/27/2015)</p> <p>Course Instructional Modality: Main Campus Face-to-Face</p> <p>Related Documents: PSYC 459 - Presentation Rubric.pdf</p>	<p>Action to be Taken: This is the first time presentations of empirical research was used as an assessment method for this outcome and I was very impressed with the effort and presentation skills displayed by the students. I am still concerned about the quality of written communications and combining the two assessment methods would be more revealing. (05/27/2015)</p> <p>Budget Request Rationale - Assessment unit: While students met/exceeded the performance criteria set, this course would benefit greatly from a lab period being added. Psychology is a scientific discipline and as such, the American Psychological Association is emphasizing having psychology established as a STEM. The experiential component of physiological psychology is limited considerably by access to lab space and equipment. Digital resources are not adequate for helping</p>

*Course Student Learning
Outcomes*

Assessment Methods

Findings

Action to be Taken

students make the connections between the biological organism and the behaviors and mental processes we study.

Follow-Up: will follow-up Spring 2016 with a modification to include a written component (08/28/2015)

PSYC495:Senior Research Practicum

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>IRB(Note Psych 495 and 499 II are related--495 is the practicum for Psych 499 II) - Complete an IRB proposal that receives approval Course Outcome Status: Inactive Start Date: 01/09/2012 Inactive Date: 04/30/2012 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>			
<p>Instruments - Selects and scores appropriate instruments for data gathering Course Outcome Status: Inactive Start Date: 01/09/2012 Inactive Date: 04/30/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Data analysis - Analyzes data with SPSS, selects and interprets appropriate statistical tests Course Outcome Status: Inactive Start Date: 01/09/2012 Inactive Date: 04/30/2012 Course Goal Differentiation: Mid-Level (Analyzing/Applying)</p>			
<p>Poster - Able to construct a poster that meets APA guidelines Course Outcome Status: Inactive Start Date: 01/09/2012 Inactive Date: 04/30/2012 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>			
<p>Presentation - Able to effectively present poster at professional conference--summarize study and</p>			

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
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answer questions

Course Outcome Status: Inactive

Start Date: 01/09/2012

Inactive Date: 04/30/2012

Course Goal Differentiation: High-Level (Creating/Evaluating)

Written thesis - Writes up project in thesis format

Course Outcome Status: Inactive

Start Date: 01/09/2012

Inactive Date: 04/30/2012

Course Goal Differentiation: High-Level (Creating/Evaluating)

Direct - Capstone Project - including undergraduate research - use rubric to assess components of thesis
Criterion/Target/Threshold: 80% of class will receive a 90% score--based on rubric

High Impact Course Practices 2: Capstone Course(s), Projects

High Impact Course Practices 1: Undergraduate Research

Finding Reporting Year: 2011-2012

Goal met: Yes

100% had all of the components; 40% needed significant writing assistance--syntax, etc. (12/31/2012)

Proposed changes in course - List of changes

Course Outcome Status: Active

Start Date: 07/14/2014

Inactive Date: 07/13/2015

Course Goal Differentiation: High-Level (Creating/Evaluating)

Regular, recurring - Review of course content

High Impact Course Practices 2: Not applicable to this outcome

High Impact Course Practices 1: Not applicable to this outcome

Related Documents:

[Psych 495 and 499 course update.docx](#)

PSYC498:Senior Research I

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
<p>APA 2.3A - Operational Definitions - 2.3A Describe problems operationally to study them empirically Course Outcome Status: Active Start Date: 10/01/2014 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>Direct - Homework, Writing Assignment - Authentic assessment: The senior research project proposal High Impact Course Practices 2: Capstone Course(s), Projects High Impact Course Practices 1: Undergraduate Research</p>		
<p>APA 3.1D - Complete an IRB Application - 3.1D Evaluate critically or complete an IRB application that adheres to ethical standards Course Outcome Status: Active Opt. Assess Yr. or GenEd Flag: 2014-2015 Start Date: 08/25/2014 Course Goal Differentiation: High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - Students will complete an IRB application that adheres to ethical guidelines outlined by the American Psychological Association for their senior research projects. Criterion/Target/Threshold: 100% of students will meet/exceed this criteria. High Impact Course Practices 2: Undergraduate Research High Impact Course Practices 1: Capstone Course(s), Projects</p>	<p>Finding Reporting Year: 2014-2015 Goal met: Yes 100% of students met/exceeded this criteria (05/26/2015) Course Instructional Modality: Main Campus Face-to-Face</p>	<p>Action to be Taken: While students met this outcome, the IRB applications still required some work before they were ready to be submitted to the IRB committee. The result was having to wait until the beginning of the spring semester to make these final changes in order to submit the applications. If these applications were ready for submission at the end of fall semester, then our seniors would have more time for data collection, analysis, and thesis writing in the spring.</p> <p>This type of advanced preparation for senior research could be accomplished with research seminars similar to those used in biology and added laboratory experiences associated with upper-division courses. The problem is that this takes time (and load) that only 2 full-time faculty cannot absorb.</p> <p>Additional full-time faculty to service the increased demand on our program is needed if we want to</p>

*Course Student Learning
Outcomes*

Assessment Methods

Findings

Action to be Taken

continue the increase the growth of the psychology major at Lake State. The career opportunities for graduates with a psychology degree have expanded beyond the traditional thinking which has dictated that a graduate degree is necessary to get a good job.

(05/26/2015)

Budget Request Rationale -

Assessment unit: The last 2 years have had enrollments above the 6 or 7 students per full-time faculty for advising senior research projects and the 2015-16 class enrollment for senior research will also exceed this number. For fall semester of 2014, I had the help of an outstanding teaching assistant who had successfully completed senior research the preceding year and wanted to help me with getting a class of 20 students ready to fulfill this capstone requirement. Unfortunately, funding beyond what work-study would pay became a problem near the end of the semester.

This type of experiential learning for our psychology students sets our program apart from many others. Our students have commented many times over the years about how they came up with the research ideas they wanted to pursue and how students from other universities either worked on parts of their advisor's research or in groups on their projects. In addition, when our students have

*Course Student Learning
Outcomes*

Assessment Methods

Findings

Action to be Taken

gone for interviews for graduate school, this is substantial consideration for admission, especially to doctoral programs.

PSYC499:Senior Research II

<i>Course Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Action to be Taken</i>
Consent - 1. Describe the basic elements and rationale of informed consent for research.			
Course Outcome Status: Active Start Date: 07/02/2015			
IRB - 2. Complete an Institutional Review Board proposal and have it approved.			
Course Outcome Status: Active Start Date: 07/02/2015			
Recruitment - 3. Write and orally deliver an appropriate subject recruitment statement.			
Course Outcome Status: Active Start Date: 07/02/2015			
Describe - 4. Describe and carry out a program of data gathering and during this process demonstrate practical knowledge of experimental controls, threats to reliability and validity, and ethical issues such as confidentiality of participant data.			
Course Outcome Status: Active Start Date: 07/02/2015			
Professionalism - 5. Demonstrate the ability to interact professionally with research participants.			
Course Outcome Status: Active			

Start Date: 07/02/2015

and the rest - 6. Demonstrate skills in organizing data sets to facilitate analysis

7. Demonstrate skills in use of appropriate software (e.g., SPSS) to analyze research data

8. Demonstrate the ability to select, implement, and correctly interpret appropriate statistical tests in data analysis.

9. Demonstrate the ability present a research project as a poster, in APA format, with content understandable to an educated lay audience.

10. Write a completed research report, in APA thesis style, with correct headings, use of tables and figures, organization, references, and correct grammar and spelling.

11. Demonstrate the ability to break down a large project into smaller components—each of which has a deadline for completion.

12. Demonstrate the ability to meet established deadlines for specific components of the overall research project

Course Outcome Status: Active

Start Date: 07/02/2015



PROGRAM REVIEW

B.S. FISHERIES & WILDLIFE MANAGEMENT

2013 – 2014

1. Contribution to the LSSU Mission/Vision - A narrative introduction to the overall School, its programs and history. Review the evidence supporting the essentiality of this program to the institution, and the importance of the program with respect to achieving the LSSU Mission and/or strategic plan/goals.

a. Narrative relating program goals to advancing LSSU's vision, mission and strategic goals, describe how the program complies with Assumed Practice A.7.a.

The Fisheries & Wildlife Management program was first offered by the (then) Department of Biology & Chemistry in 1980. Since its inception it has become one of the most unique and popular degree offerings at LSSU. Over the past 34 years, several modifications to the program have been implemented in our on-going effort to maintain the degree's relevance to a wide variety of stakeholders. Two of the most recent program changes were 1) providing students with the option to specialize in either Fisheries or Wildlife Management, while maintaining the more traditional combined (generalist) option; and 2) aligning the specialized options with the recently updated certification requirements of the two relevant professional societies. Students obtaining the Bachelor of Science degree in Fisheries & Wildlife Management are eligible, upon graduation, to apply for certification as an Associate Professional from either The American Fisheries Society (AFS) or The Wildlife Society (TWS).

b. Program can demonstrate a direct link to advancing LSSU's vision, mission and strategic goals.

The F&W program embodies the mission and vision of the University. Faculty are dedicated to ensuring that each of our students leaves fully prepared to become a contributing member of their profession and of society as a whole. Our graduates have gone on to become leaders in the field of natural resources management in academia, within local, state, and federal agencies, with non-governmental organizations, and in the private sector.

In regard to the University's vision, the F&W program is well respected in the state and region and our graduates are frequently sought out by potential employers. Among our state and regional competitors, we are without peer in terms of providing practical, real-world experiences in addition to a solid theoretical framework that nurtures a lifetime of learning. As faculty, with diverse backgrounds we truly appreciate the amazing "natural laboratory" we have in our back yard and take full advantage of all of the opportunities it provides for those real-world experiences mentioned above. Finally, as with every program in the School of Biological Sciences, we empower our students to achieve their full potential by requiring that each student design, conduct, and communicate the results of an independent research project. This 4-year process is one of the most challenging – and most rewarding components of the F&W program for students and faculty alike.

- c. Program is unique in state or region, evidence of two or more significant distinguishing factors identified

LSSU is one of only three universities (LSSU, MSU and very recently NMU) in the state to offer a B.S. in Fisheries in Wildlife Management, but the only program requiring undergraduate research experience (senior thesis) which leads to unique opportunities for our students to present their research at scientific conferences and/or publish their findings in scientific journals. In the past 5 years, LSSU F&W students have authored or co-authored over 10 publications and 40 presentations at regional and national meetings.

Our alumni are well-represented in the Michigan Department of Natural Resources. F&W alums comprise over 75% of the DNR Fish Production staff and approximately 40% of all the DNR Fisheries Division staff (biologists and technicians). Data on Wildlife Division were not available at this time, but we are working on obtaining it.

Faculty and students in LSSU's F&W program work closely with biologists from governmental and non-governmental agencies and universities on research projects. Recent collaborations include: US Fish and Wildlife Service, US Geological Survey, US Forest Service, Michigan Department of Natural Resources, Michigan Department of Environmental Quality, Bay Mills Indian Community, The Nature Conservancy, Central Michigan University, Grand Valley State University, Michigan State University, University of Notre Dame, and Algoma University. The Aquatic Research Laboratory is a key support facility for hands-on training of F&W students in fish culture, aquatic biology, and water quality. It houses a student-run Atlantic salmon hatchery and is the only facility of its kind in the region, and one of only a handful in the nation.

2. Productivity - An analysis and presentation of relevant metrics including, but not limited to, credit hours taught (majors, general education, other service courses), degrees granted, student retention, time-to-degree, number of majors, minors, enrollments (and various metrics per faculty FTE); student faculty ratio; faculty advising within and outside of program; ratio of credit hours offered to majors versus non-majors. Other indices may include operational expenditures compared to comparable institutions; unit efficiency; investment in facilities and equipment; potential economies of scale, proportion of administrative to total costs; self-sustaining and revenue generating activity.

- a. Narrative provides analysis of metrics that support program continuation, enhancement of institutional support or changes in staffing.

Enrollment within the F&W program has averaged 130 majors over the past 8 years (142 over the last 4 years). Assuming an average of \$20,000 for tuition and fees per student per academic years the F&W program has produced an average annual revenue of \$2,620,000 over the past 8 years and \$2,840,000 for the past 4 years. The program has exhibited steady growth since 1992 (the earliest year for which we have data) when there were 7 graduates. Over the past 8 years the F&W program has produced an average of 16 graduates (18 over the last 4 years) with a record high of 28 in 2014. Students in the F&W program constitute approximately 42% of the students in the School of Biological Sciences. In 2008 F&W students made up 4.5% of total LSSU enrollment. This percentage increased to 5.3% as of 2013 (2014 data are pending).

- b. Analysis of metrics presented supports case for program growth and investment. Evidence of program quality at or above peers and like units at LSSU.

The F&W program is an area of growth for LSSU. Enrollment in the program as a percentage of total LSSU enrollment increased from 4.5% in 2008 to 5.3% in 2013. Furthermore, since 2011, while just 2-4% of LSSU prospects indicated an interest in F&W, 6-7% of freshman enrolled at LSSU over that same time period declared F&W as their major. Evidence of program quality is provided by the success our graduates have had in securing employment in their field and/or graduate school admission (mean 84% placement rate since 2007).

- c. Program generates more revenue than expense.

Specific data regarding the revenue:expense ratio of the program has not been made available. However, subjective data suggest that the F&W program is extremely cost efficient. Just 3 faculty members bear primary responsibility for advising and teaching within the program – advising over 75% of the majors and teaching 80% of the required (unique) F&W courses. However, two of these faculty have 1/4 time release assignments for other duties while about 60% of the teaching load of the third faculty member is devoted to biology core courses and courses required by other biology programs (but not by F&W). Other faculty within the School of Biological Sciences teach the remaining 20% of the required (unique) F&W courses. The cost of supplies and equipment for the program is covered by program and course fees, and supplemented by research grants through the Aquatic Research Laboratory.

- d. Program has favorable operating expense comparison with peers and comparable units at nationally recognized institutions.

Data have not been made available.

- e. Program offers courses unique to its majors and provides service courses in support of numerous other academic units.

Fifty percent of (non-general education) courses in the program are required only by majors pursuing the F&W degree. The remaining fifty percent of required courses are biology core courses required by every program in the School. As this is a highly technical degree, there are no courses within the program that typically function as service courses for other academic units.

3. A narrative to analyze and summarize student interest, recruitment and placement in the context of both external and internal demand. *External Demand* - Present and anticipated future demand for this program as measured by market demand for graduates, economic/scientific/social; partnerships with external stakeholders; the uniqueness of the program. *Internal Demand* – Provide evidence of student demand and the degree to which other units rely on this program for instruction or support.

- a. External Demand - Evidence must be cited from at least one of the following sources: U.S. Department of Labor, the National Association of Colleges and Employers or the Michigan Department of Labor, other sources may also be cited such as a professional society relevant to your program field. Review evidence of recent program graduate employment, and recent graduate program acceptance/ persistence/ completion data. Differentiate between options in consolidated programs to provide evidence for each option. Relate the program to the same or similar programs, within the state or region. Narrative provides multiple sources of evidence related to gainful employment in the field, demand for graduates in the field, student interest, and successful employment.

Job growth in the natural resources field is projected to exhibit modest growth over the next several years. Although the U.S. Department of Labor projects a decline of 5% (nationally) for "Farm/Fish/Forest" jobs, the Michigan Department of Labor projects a robust 7.6% increase in the state for this job category over the 10 year period ending in 2018. Both the U.S. Department of Labor and Michigan Department of Labor project a 5% increase in "Zoology/Wildlife" jobs over the 10 year period ending in 2022.

- b. Analysis and evidence provided that graduates of this program are successfully employed in their field of study or a related field, or successfully pursuing graduate study.

Graduates of the LSSU F&W program have enjoyed significant success in securing employment within the field, and/or admission to graduate school within 1 year of graduation. Since 2007 our mean placement rate is 84% (64% career-related employment / 20% graduate school):

2007 – 83% (67% / 16%)

2008 – 92% (58% / 34%)

2009 – 87% (60% / 27%)

2010 – 80% (65% / 15%)

2011 – 91% (73% / 18%)

2012 – 84% (63% / 21%)

2013 – 70% (60% / 10%)

2014 – 64% (46% / 18%) NOTE: Data from 1 - 6 months post-graduation.

National placement rate data have not been made available but as a comparison, in 2012 Michigan State University reported a placement rate of 72% (51% career-related employment / 21% graduate school) for graduates of the College of Agriculture & Natural Resources which houses their Fisheries & Wildlife program (department-specific data was not available).

- c. Evidence provided of current trends indicates that demand for this program will remain strong into the foreseeable future. Analysis provides action plan to continue growth.
Over the last few years, as total enrollment and enrollment in other programs has remained flat or declined, the F&W program has experienced steady growth. Data provided by the LSSU Admissions Office indicates that since 2011, 2-4% of LSSU prospects indicated an interest in the F&W program. Over this same time period, 6-7% of applications were affiliated with F&W and 6-9% of enrolled freshmen/transfer students declared a major in F&W. It is clear from this analysis that we are excellent at converting prospects into students. The key for continued growth then is to increase awareness of the F&W program among prospective students. Additionally, the state of Michigan recently increased fishing and hunting license fees which have provided a stable funding source for the DNR and will allow vacant position to be filled and new positions to be created. Thus, demand for F&W students at a state level is expected to increase.
- d. Other evidence, e.g., this is the only program of its kind in the state, with growing demand from students. Evidence of program uniqueness provided.
As mentioned previously, the F&W program continues to draw large numbers of prospective students and our conversion rate to admitted students is high. In 2014, there was a 30-40% increase in F&W prospects compared to 2012 and 2013, suggesting strong demand for LSSU's F&W program, despite the recent addition of a F&W degree at Northern Michigan University. The unique outdoor laboratories and the Aquatic Research Laboratory that provide hands-on experiences distinguish LSSU's program from others and continue to play pivotal roles in student recruitment. Each year over 60 prospective F&W students tour the ARL.
- e. Internal Demand – Include courses required by majors in other units, service courses, and general education offerings. Provide any additional information relevant to internal demand, differentiate between any options. Narrative addresses overlap of the program with other degree programs, and delivery of service courses to make effective case for continuation.
About 50% of the required courses for the F&W degree are part of the biology core and as such are required by every program within the School. However, because the F&W program is relatively technical in nature there are no program-specific course required by majors in other academic units. Similarly, none of the program-specific courses are appropriate for use as a general education elective. Although the F&W program does share the aforementioned biology core with other programs in the School, 50% of the required courses are unique to the F&W program.
- f. Evidence of enrollment in the program and demand for the program's courses is strong and/or growing. Enrollment is in the top 25% of all programs.
Enrollment within the F&W program has averaged 130 majors over the past 8 years (142 over the last 4 years). The program has exhibited steady growth since 1992 (the earliest year for which we have data) when there were 7 graduates. Over the past 8 years the F&W program has produced an average of 16 graduates (18 over the last 4 years) with a record high of 28 in 2014. Students in the F&W program constitute approximately 42% of the students in the School of Biological Sciences (5.3% of total LSSU enrollment). The F&W program is one of only 3 academic programs at LSSU to be in the top 5% of enrollment for each of the previous 6 years (2008 – 2013).

- g. Graduation requirements needed by other units are offered by this program, courses are not duplicated by other units. Analysis presents case for major in addition to service courses. *As stated above (3e), the technical nature of the F&W program precludes use of program-specific courses by other majors. Logically, the reverse is also true. No other unit within the University offers courses in any way similar to those required for the F&W degree.*
- h. Program is as large as or larger than peer programs at other regional institutions, program is current and relevant. *We have no data regarding total F&W enrollment of regional peers. Although MSU indicates an average of 35-40 graduates each year it is unclear if this number includes both undergraduate and graduate students. We can, readily attest to the relevance of our program. The faculty responsible for the F&W program keep abreast of professional and educational trends by actively participating in professional organizations and activities. These professional interactions inform our deliberations with respect to curricular and pedagogical changes. As an example, we recently modified the F&W program to accommodate updates to certification requirements of the relevant professional societies. Evidence of our program's continued relevance is clearly demonstrated by the extraordinary success our graduates enjoy in securing career-related employment and graduate positions (see 3b).*
- i. Evidence provided that required and elective courses are regularly scheduled and have strong enrollment and that the School balances course offerings to meet institutional needs. *All required and (departmentally-taught) elective courses are taught at least once every 2 years with the vast majority being offered every year and a few offered every semester. See Appendix A for course-specific enrollment data over the past 5 academic years.*

4. Analyze and discuss the quality factors of this academic program. Review this program's incorporation of high-impact educational practices promoting student learning and engagement.
 - a. Provide evidence, including but not limited to, the program's ability to attract and retain high quality students and faculty, the reputation of the program, regional/national recognition; faculty recognition; comparisons with peers; student experiences; faculty achievements in teaching, success in establishing and meeting learning goals. Review the use of effective pedagogy, and of curriculum alignment, as well as effective use of the LSSU physical environment for out-of-classroom learning experiences. Additional evidence of quality may include national program accreditation, specialized facilities or equipment. For programs with multiple options or concentrations, provide evidence of quality for each option. Narrative effectively addresses program quality and provides multiple sources of evidence.

The F&W program has a high conversion rate from applicants to enrollment (see 3c), demonstrating a strong ability to attract students. The program is attractive to students due to its strong regional and national reputation, its high quality faculty, and the extensive hands-on experiences through field laboratories, the Aquatic Research Laboratory, and the senior thesis requirement. Evidence of the program's ability to attract high caliber students is provided by contestants in the Laker Gold Scholarship program. Since the inception of this competitive scholarship the F&W program has attracted 15 contestants (second only to Mechanical Engineering with 17 contestants). Furthermore, F&W is the only program that has had a winner in this competition each year. Students in the F&W program also maintain a high level of performance relative to their peers at LSSU. In 2011 an anonymous donor provided funding for undergraduate research activities. Students from every discipline are invited to submit proposals to a committee which typically provides around 10 merit-based, monetary awards. Of the 43 proposals deemed worthy of support by this committee, 13 (30%) were submitted by F&W majors.

The F&W program also enjoys an excellent reputation within the state, the region, and across the nation. For example, the LSSU student sub-unit of the American Fisheries Society has been awarded 7 Northcentral Division Most Active Student-Subunit Awards and 3 National AFS Outstanding Student Sub-unit Awards over the past decade. Additionally, each year over 25 F&W students attend the Midwest Fish and Wildlife Conference, Michigan American Fisheries Conference, Michigan Wildlife Society Conference, the national American Fisheries Society Conference, and/or the national Wildlife Society Conference. Their attendance at and participation in the conferences strengthens the reputation of our program and students.

F&W faculty are respected among their colleagues as educators and scientists. F&W faculty have received awards acknowledging their effectiveness in the classroom (see 4c). Faculty serve as associate editors of national or international scientific journals, they attend and present at regional and national scientific conferences, and they have been highly successful in acquiring external funds to support undergraduate research.

The program's success is likely due to a combination of factors, including dedicated faculty and unique environments that provide outstanding out-of-classroom learning experiences. The F&W program has a heavy emphasis on field laboratories which take advantage of the natural environment surrounding campus. Student experiences mimic real-world management situations in local forests, lakes, and rivers. Additionally, the Aquatic Research Laboratory provides unique experiences in fisheries culture, aquatic ecology, and fisheries management through class laboratories, student work experience, and student research projects. The ARL facility and activities are unique to undergraduate programs in this region and they continue to be a strong attraction for prospective students in the program.

- b. The program is accredited for the full time period by its disciplinary accrediting body. (where applicable) Narrative addresses accreditation and summarizes last review.
There is no accrediting body for F&W programs. However, there are two relevant professional societies – the American Fisheries Society (AFS) and The Wildlife Society (TWS) with certification programs available for individuals. Both societies have specific educational requirements for certification. The F&W program at LSSU was recently (effective Fall 2013) modified to align both the Fisheries Management and Wildlife Management concentrations with the respective certification requirements.
- c. Faculty in this program have received national, regional or state-level awards and recognition for their outstanding teaching and engagement with students. Narrative provides context and relevance of award(s).
Faculty teaching in the F&W program have received the following awards: LSSU Distinguished Teaching Award (2 faculty), Michigan Professor of the Year Award, Fulbright Specialist Roster Candidate, and Excellence in Academic Advising Award. These awards recognize the programs ability to attract and retain high quality faculty that are recognized at the university and state levels.
- d. Evaluations of courses taught by the program’s faculty are consistently high.
Faculty access to this data is restricted by contract language. However, according to the Dean of the College of Natural & Mathematical Science (Dr. Barb Keller) each of the faculty responsible for the F&W program have had consistently high evaluations from both students and administration.
- e. The program offers extensive opportunities for students to engage in practical application of knowledge, cutting edge study, research or career ready training.
The F&W program, as do all programs within the School of Biological Sciences, places a premium on hands-on field and laboratory experiences. While many institutions are moving away from laboratory components of courses and even toward on-line instruction, LSSU’s F&W program has maintained and, whenever possible, expanded opportunities for students to engage in the practical application of their chosen profession. For example, students in the program have the opportunity to: work in a production hatchery responsible for stocking Atlantic salmon throughout the state; work with local stakeholders developing management plans for privately owned natural resources; and use the tools of the trade (e.g. radio-telemetry, chemical immobilization, and water sampling gear). These experiences are an integral part of their required laboratory coursework. It is worth mentioning that the F&W faculty fully support this aspect of the program even though these activities typically require more time and effort to prepare while being valued less (in terms of faculty load) than lecture instruction.
- f. Evidence provided that all graduates engage in interdisciplinary study and research.
All students in the F&W program are required to work one-on-one with a faculty mentor to conduct an independent research project. Each student is responsible for developing, designing, and conducting their own original research project. All students are also required to present their findings in multiple formats (poster, paper, and oral presentation) to the School faculty and students as part of an end-of-semester symposium. Several of our students also present their findings at state, regional and national conferences.

- g. Percentage of the programs' undergraduates participating in research, service learning, international or other experiential learning experiences is above average for peers and like units at LSSU.

All (100%) of our students engage in such activities (see 4f above).

- h. External reviews, where applicable, indicate that this instructional program is of the highest quality.

There is no external accrediting or review body for F&W programs. However, (as discussed in 4b) we have aligned our program with the educational requirements for individual certification by the relevant professional societies.

- i. Evidence provided that graduates of the program are systematically and effectively engaged in an array of experiential learning, or other High Impact Practices. Most or all graduates participate.

See 4e – 4g above.

5. Assessment - a narrative to summarize the program's effectiveness in the use of assessment data to strengthen the program and improve student learning consistent with the Criterion for Accreditation. Review the nature, quality and level of the program outcomes. Evaluate the strength of the program outcome measures and the course-program mapping. Review the progress in course assessment: course outcomes, measures and findings. Summarize assessment feedback from all stakeholders.

a. Narrative addresses HLC Criterion, outcomes are clearly defined, lead to actionable data, evidence of the use of assessment data to make changes and evidence of the impact of those changes. Narrative provides evidence of progress in assessment and timeline for the assessment cycle leading to HLC reporting in April 2016.

In 2012, as part of a coordinated assessment plan within the School of Biological Sciences, the F&W program developed initial program outcomes based on the capstone senior project. The advantages of this approach are 1) this requirement is shared by all programs within the School, 2) a cohort of students completes this project each semester providing a continuous stream of assessment data, and 3) all faculty within the School participate in assessment of each program. As of this writing, data for each program in the School has been collected for 4 semesters (spring 2014 data is pending data entry).

To date, five program level outcomes with 9 means of assessment have been identified. Three of the outcomes are focused on student learning and relate directly to the capstone project referenced above. The remaining outcomes are operational goals not directly related to student learning. Findings for 4 of the 5 outcomes have been entered into TracDat. Our next step for the F&W program will be to expand assessment activities to identify student learning outcomes for additional components of the program, beginning with upper level courses and working our way through the curriculum to lower level courses. This process will begin with the fall 2014 semester.

b. All course and program outcomes are student focused, measurable, and rely on both direct and indirect measures. Administrative outcomes clearly identified. Implementation plan provides methodology for the assessment of all student learning outcomes within a 4-year rotation.

As part of the coordinated assessment effort within the School, a 4-year schedule for developing course-specific outcomes was established in the fall of 2012. We are now halfway through this cycle and are on track to complete this process on schedule. Student learning outcomes have been established for 63% of (non-Biology core) required courses for F&W. Means of assessment have been identified for 56% of these courses. These metrics for the Biology core courses are 58% and 50% respectively. All program and course-level outcomes are student focused and measurable.

c. The program has established and implemented an assessment plan and accountability metrics, and has used the process to make improvements in their program. A detailed action plan summarizes program direction for the future responsible parties are identified and timelines included for all actions.

See 5a above.

- d. A program-level curriculum map (matrix) has been developed and reviewed by faculty to define how and where each program outcome will be addressed (i.e., introduced, reinforced, and assessed).

This process is on-going. We began in 2012 aligning courses related to the required capstone project to program outcomes. We will continue development of the curriculum map beginning with upper level courses in the fall of 2014 and working our way through the curriculum to lower level courses by 2016.

- e. Evidence provided of school-level review of course and program findings, and the substantial participation of faculty in processes and methodologies leading to assessment of student learning.

See 5a & 5b above.

6. Opportunity Analysis - Summarize the program's long-term goals (5-10 years). Define and report on opportunities for advancing the program. Define, quantitatively and qualitatively, the obstacles to moving the program towards its long-term goals.

- a. Report on the current status of equipment/lab and other resources. Has the program kept facilities current? How will future equipment needs be met (external funding or LSSU funding)? Describe any options for continuation of the program in another format (as an emphasis, minor associate degree, etc.). Are there any duplicated efforts on campus relative to this program? Where can efficiency be increased through collaboration? Describe the curriculum or staffing changes required or resulting from these changes. Is the program currently at or below capacity, what steps can be taken to increase program effectiveness? Narrative provides overview of the program potential.

The F&W programs long-term goals are to focus on retention of students in the program, maintaining a curriculum that aligns with national standards, and increasing interdisciplinary opportunities for students in this program.

Although retention statistics were not available for this program, we expect that this is an area that could be improved and would result in significant financial benefits to the institution. Faculty recognize that the F&W program is academically rigorous and there is a competitive job market. Therefore, we are exploring a program-specific week-long orientation program that would focus on creating relationships among incoming students, their peers, and the faculty in the program. Additionally, we are pursuing expansion of the Aquatic Research Laboratory (renamed the Center for Freshwater Research and Education), which would expand student opportunities for employment, research, and outreach activities for not only F&W students, but students in related programs (e.g., Environmental Science, Conservation Biology) as well.

The F&W program will continue to align with AFS and TWS certification standards as they change. The national certification program reflects the knowledge and skills expected of professionals in an ever-changing field and provides an effective way for LSSU students to remain competitive in this field.

Additionally, the program's long-term goals are to create interdisciplinary opportunities for F&W students because they will be entering career paths that require problem solving local, regional, and global issues in diverse team environments. Relocation and expansion of the Aquatic Research Laboratory will result in an interdisciplinary facility that will contribute to enhancing these opportunities. The renovated facility will provide lab and classroom space to accommodate chemists, ecologists, fish health scientists, conservation biologists, molecular biologists, environmental scientists, educators, and social scientists all working collaboratively on issues in the upper Great Lakes basin. Additionally, the facility will have enhanced facilities for outreach and environmental education activities that will engage LSSU students from elementary education, parks and recreation, conservation biology, and environmental science programs. These are all programs that have potential for growth, but lack a unique distinguishing characteristic. The renovated ARL (Center for Freshwater Research and Education) would play a key role in recruitment and retention of students in these programs by providing them real-world experiences working collaboratively with students and faculty from other disciplines.

Obstacles for continued growth and expansion in the F&W program include staffing, distribution of equipment maintenance/replacement fees, expansion of the ARL, and lack of incentives for program strength or growth.

All faculty in the F&W program are stretched very thin, from handling prospective student tours weekly to setting up and maintaining our laboratories. The School of Biological Sciences currently only has one secretary which is shared with the Dean and two other Schools (>30 faculty), and one laboratory assistant who is responsible for handling laboratories and ordering for approximately 25 faculty. This staffing level is insufficient and results in faculty in the F&W program handling many of these duties due to lack of staff time availability. This is an ineffective use of faculty time and results in declining morale.

Finally, the F&W program has continued to recruit and graduate strong numbers of students, and admissions numbers indicate that this program is continuing to attract students to LSSU. F&W is one of the most requested programs for faculty meetings with prospective students, which demands tremendous time of faculty. Additionally, F&W faculty have higher than average advising numbers and senior project advisees. Despite these numbers, there is no apparent incentive for a program to maintain its numbers and/or grow—no additional funding, no additional staffing. This is an impediment because it leads to declining faculty morale which could lead to a disinvestment in these types of activities which are vital to recruitment and retention.

- b. Program has very high potential for growth; action plan to achieve this growth is clear and well defined.

The F&W program at LSSU is in high demand (see item 3) and continues to produce well-trained and successful graduates (see items 3 & 4). The potential for growth of the program is apparent. However, we are currently operating at capacity and further growth will be dependent on additional staffing and funding resources. The F&W faculty will continue to seek external funds but we will also need to rely on increasing internal support commensurate with the (previous and future) growth of the program.

- c. Program facilities and equipment are current and plans in place for maintenance or replacement on regular schedule. Facilities are self-funded or have external funding sources.

Equipment used in the F&W program is in relatively good condition, but has historically been replaced and maintained through external funding (research grants), not through College resources. This past year a program fee was created to establish an equipment maintenance fund for the College. However, the F&W program has not received funding from this program to date and it is unclear how the funds are being allocated. F&W students make up a significant portion of enrollment in the College, and therefore funding should be returned to support courses in this program. It is vital that the F&W program has a clear avenue to seek funds to keep equipment current to ensure that student training mimics that of the agencies employing our graduates. As mentioned above, the ARL renovation has tremendous potential to recruit students and retain students from not only F&W, but from numerous programs. The impediments continue to be a lack of an organized and supported fundraising effort.

- d. The evidence given shows strong potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints or program demand.

See items 6a – 6c above.

APPENDIX A – F&W COURSE ENROLLMENTS BY SEMESTER

ENROLLMENT BY SEMESTER

Biology																				
COURSE	Core	Fisheries	Wildlife	F&W	201010	201020	201030	201110	201120	201130	201210	201220	201230	201310	201320	201330	201410	201420	201430	
BIOL126			Req		24	16			15		14	45		13	31		25	28		
BIOL131	✓				93	84			89		95	89		85	75		78	78		
BIOL132	✓				74	90			89		95	73		73	89		76	60		
BIOL199	✓				38	39			47		35	29		30	25		62	16		
BIOL202			Req	Elec ¹	18						36			22			27		1	
BIOL203		Req	Req	Req	29						38			37			37			
BIOL220	✓				58						74			87			83			
BIOL230			Elec ³		12						26			15			28			
BIOL243		Elec ²	Elec ²	Elec ²		40			45			45			24			24		
BIOL250	✓				17				24	6	34	39		44	38		29	15		
BIOL280	✓					75			70		20	61		33	30		15	57		
BIOL284			Req	Elec ¹		19			14			28			13			45		
BIOL286			Elec ³			33			40			39			40			39		
BIOL299	✓				33	27			33		40	35		41			24			
BIOL310		Req		Req	23						19			20			14			
BIOL311			Req	Req	20						20			20	20			22	4	
BIOL312			Req	Req			9		14	7		14	4		75			50		
BIOL330		Elec ²	Elec ²	Elec ²		31			38			37			19			18		
BIOL333		Req		Req		16			22			11				12	86		9	
BIOL337	✓				40		10			8	55		10	72	24			19		
BIOL339			Req	Req		12			16			18						23		
BIOL345		Req		Req	19						23			18				10		
BIOL372		Req				8			8			16			30		7	33		
BIOL399	✓				8	18	1		24	1	20	25		23			17			
BIOL432		Req		Req	13						15			14			20			
BIOL439			Req	Req	12						14			10	13			12		
BIOL475		Req				8			13			13			14	9	30	4	10	
BIOL495	✓				15	16			14		27	16	1	26	26		21	32		
BIOL499	✓				13	11			20		11	34		18						

¹Restricted botany elective

²Restricted zoology elective

³Restricted physical science elective