



Co-Curricular and Student Support Program Review

DUE DATE: November 21, 2018

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a “practice of regular program review¹” as one component for ensuring the quality of our educational programs and evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, “Program” means an academic School.

Department/Unit:	Library / Academic Services
Supervisor:	Marc Boucher
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Guidelines for Completing the Co-Curricular and Student Support Program Review

Provide a brief narrative answer to each prompt, and also supporting documentation where possible.

¹ <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Co-Curricular and Student Support

Mission and Goals

1. Provide the Unit's mission statement and explain its connection to the University mission.

The LSSU Library empowers the campus and community by providing quality personalized information and educational services and creates an active learning environment that embraces the sifting and winnowing of ideas in order to provide for lifelong learning.

Connection to the University Mission:

The mission of the LSSU Library and its Academic Services Staff is a commitment to empowering students and other learners with the tools they need in order to build and maintain lifelong learning practices; this is an integral part of the larger mission of the University to “equip our graduates with the knowledge, practical skills and inner strength to craft a life of meaningful employment, personal fulfillment, and generosity of self.”

2. List the Unit-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan.

<https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf>

- Students working in the LSSU Library will be satisfied with available library services and resources. (CAFE Goal Alignments: C3; A1, 2, and 3; E3).
- Students utilizing the LSSU Library will learn and demonstrate the following information literacy skills: appropriate citation style format and layout; locating relevant research sources; and ethical use of information. (CAFE Goal Alignments: A1, 2, and 3).
- Outreach Programming in the LSSU Library will facilitate diversity, critical thinking and serendipitous learning by engaging students, faculty/staff and the community in extracurricular learning programs. (CAFE Goal Alignments: C3; A1, 2, and 3; E3).
- Accessibility Services students will report positive feedback regarding the testing accommodations they received. (CAFE Goal Alignments: C3; A1, 2, and 3; E3).
- Students will be equipped to achieve greater academic success through tutoring services. (CAFE Goal Alignments: C3; A1, 2, and 3; E3).

Explain how the Unit works to address each of the following questions. For each question, respond with a narrative, supporting examples, and supporting evidence.

Quality Resources and Support (CC 3.D)

3. Explain how the Unit ensures that staff members providing support services, and co-curricular activities are appropriately qualified, trained and supported in professional development.

Staff members must meet minimum qualifications for their positions, and search committees conduct multiple interviews with each candidate to determine which applicant is best qualified. Professional Development (PD) is provided to Library and Academic Services staff members, which includes: annual PD at the start of each academic year, webinars chosen by the unit administrators throughout the year, and off-campus conferences (including reporting out and sharing at staff meetings). The Center for Engaged Teaching and Learning hosts weekly workshops, seminars and videos in which all library/academic services staff are encouraged to attend or present at. Student workers in Library and Academic Services are trained for their positions in mandatory

training sessions, and always have access to supervisors who can assist and answer questions that may arise beyond the scope of their training. There are procedure manuals available for all students (or staff) to reference.

4. Explain how the Unit ensures that services and activities are suited to the needs of the students, effective, and support all students in their educational pursuits.

The library collects feedback from students throughout the year, through library instruction assessments as well as the library's annual feedback survey (of students and faculty), to gauge how well students' needs are being met and where gaps in service may lie. This feedback is reviewed as it is collected and used to guide changes in services and policy to better serve our students. The culture in the library also embraces open engagement with faculty and students to explore ways we can better serve their students. In spring 2018 we began tracking all reference interactions to help continually improve the library's services to all patrons.

Services in the Academic Success Center (ASC) are software-monitored for attendance thus allowing us to effectively allocate resources to meet demand as best we can. ASC staff work with faculty and students to align large and small group tutoring offerings with demand. The appointment desk staff asks tutees to fill out satisfaction surveys after each tutoring session to assist the full-time staff supervisors in monitoring the quality and success of the ASC services. Testing Services and Accessibility Services also gather feedback through surveys from students and faculty to gauge effectiveness and quality of their services.

CETAL supports multiple initiatives for ensuring student success including 1) FIT Grants to supportive innovative teaching practices 2) Sponsor faculty to attend advising and teaching conferences 3) Sponsor students to attend leadership conferences 4) Weekly brown bag PD workshops and video webinars 5) Organize and host campus-wide professional development day 6) Organize and host New Faculty Orientation 7) Instituted and continue to support Faculty Learning Communities including the First Year Experience and pre-tenured faculty learning strategies. 8) Support for academic advising through multiple initiatives 9) training and support for campus-wide assessment initiatives

5. Explain how co-curricular programs contribute to the educational experience and help fulfil claims of an enriched educational environment.

Beyond the traditional resources offered by the library, such as books, journals and other materials that support student research, LSSU Library also provides a wide variety of programming for the campus, exposing students to new ideas from speakers from LSSU *and* outside universities and organizations. The Library spearheads the annual Campus Read program, which ties multiple communities together through a common book. Programming is offered throughout the year to support engagement with the concepts in the Campus Read as well extra-curricular learning opportunities through other guest speakers. Among the many co-curricular activities are 1) LSSU Library Lecture Series 2) Campus Colloquium Lectures 3) Documentary Film screenings and discussions 4) Book Discussion Groups 5) Palm of the Hand Memoir Workshops 6) TEDx Performance 7) Art Workshops etc...

The Center for Engaged Teaching And Learning sponsors many co-curricular activities such as 1) Using Learning Commons space for faculty office hours 2) White Board Wall presentations for classes 3) First Generation Student Day 4) Providing PD workshops for faculty to better understand who our students are, how to connect with and how to meet the needs of LSSU students 5) Provide workshops on best practices in student advising 6) Hosting the Talk Math 2 Me student Math presentations 7) Jointly sponsoring Campus Colloquium.

Tutoring services in the Academic Success Center (ASC) provide an enriched educational environment and experience to LSSU students with (1) one-on-one tutoring, (2) small-group tutoring, and (3) Supplemental Instruction sessions for large class groups. This variety offers students options that can be tailored to their specific learning support needs.

Assessment (CC 4.B and CC 4.C)

Explain how the Unit uses assessment to promote ongoing growth and improvement

6. Attach the Unit's four-column assessment report demonstrating the assessment plan and use of findings.
7. Describe how results from assessment have been used to improve your Unit. Include specific examples.

The library uses assessment results to improve library instruction and to improve services provided to students. Based on feedback given by students on instruction assessments during the 17/18 school year, more emphasis has been put on giving students time during library instruction sessions to do hands on database searching so they have an opportunity to work on their research while in the lab, immediately apply what they've just learned, and get assistance from the librarian in class. Based on feedback received from students in the 17/18 Annual Library Survey, we have delineated sound zones around the library to meet student's need for understand acceptable noise levels in each area. Students requested the library to be open prior to classes starting each day and we have responded with 2.5 additional hours per week to meet this need.

For tutoring services in the Academic Success Center (ASC), student satisfaction surveys and appointment desk records of student requests are used to update and improve the tutor training and/or services each semester. For example, in spring 2018 several students requested tutors but could not be accommodated because we were unable to recruit tutors for those subjects. In fall 2018, the tutor recruitment process was changed to the following, which has enabled us to recruit tutors for all but one class :

1. Contact the class instructor and also the academic assistant for the discipline area and request names of students who would be qualified to tutor for the class.
 2. Ask the instructor and academic assistant to contact students on the list and let them know they were recommended for a tutoring position.
 3. Contact students on the lists provided by the instructor and academic assistant.
8. In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the Unit specifically intended to increase retention and degree completion.

The Library's essence is supporting retention and successful degree completion through providing high quality materials and instruction on finding and using them. Providing instruction on how to

find materials available outside the LSSU Library collection and facilitating student access to those materials.

Library and Academic Staff serve on the First Year Experience Committee as well as partnering with Campus Life in a variety of ways including hosting Exam Slam, Comfort Dogs and other opportunities.

To help commuter students feel they have a home on campus, Library and Academic Services repurposed a full kitchen conference room into a commuter lounge complete with lockers and full sized refrigerator, sink, microwave etc.

To support nursing mothers on campus, a room in the library has been converted into a Nursing Mothers room, with a refrigerator, privacy curtains, comfortable seating and a locked door.

Library staff are engaged with faculty requests for staff engagement in learning activities. Examples are 1) serving as interviewers 2) serve as volunteers for student projects (Kinesiology, Nursing etc.) 3) Student organization advisors

Several rooms in the library have been equipped with Zoom/Skype computers to assist students in engaging with off-campus resources such as job interviews, or meeting with faculty or students from other campuses.

Academic Services administrators and coordinators (Tutoring, Peer Mentoring, and Accessibility Services) all serve on the Retention Committee. This enables our unit to respond quickly to requests or concerns brought forward by other members of the committee who represent a broad spectrum of areas across campus working together to support retention and degree completion including working on 1) grade amnesty for returning students 2) Later drop date 3) Follow up with non-returning students

CETAL staff served as the point of contact for early alerts regarding students with attendance and grade issues. CETAL staff members are represented in the following committee 1) Financial Aide, 2) Gen Ed 3) Scholastic Standards 4) First Generation Task Force

Resources (CC 5.A and CC 5.C).

9. Describe how the Unit has linked processes for assessment of student learning, evaluation of operations, planning and budgeting.

Library and Academic Services staff collaborate to construct the annual budgets. The team identifies key areas that may need additional budget allocations for the next year, or those areas that could be changed in some way to make better use of available funds. For example, student satisfaction surveys in Testing Services identified the need for additional computers to meet the needs of engineering program students who require specific program-related software to take their accommodated tests. A focused needs-assessment determined that re-purposed computers from IT could meet this need, rather than purchasing brand new computers.

10. Identify examples of how the Unit has considered internal and external constituent groups in planning to address capacity, challenges and emerging factors.

The Academic Services administrators and coordinators collaborate with other internal constituent groups to ensure that our services meet the needs of our diverse learners and out faculty and staff. The internal constituent groups we work with most closely and frequently include the Retention Committee, IT, faculty members, and campus administrators. The Academic Services team meets a minimum of once a month to work collaboratively to consider and address any needs or concerns raised by these groups.

The Academic Services team also works collaboratively with many external constituent groups to ensure we are effectively addressing capacity, challenges and emerging factors. Examples of these collaborations include:

- Testing Services – works closely with discipline-specific testing entities (i.e., TEAS, CLEP, etc.).
- Accessibility Services – works closely with MI-AHEAD, Michigan Rehabilitation Services (MRS) and the ISD
- Peer Mentoring / Academic Success Center works closely with faculty and student life regarding planned services.

Appendix Cover Sheet

Use a copy of this cover sheet for each document submitted. Evidence supporting the questions and narratives does *not* need to be electronically added to this Program Review form. One option is to use this cover sheet to add content to directly this Word document. A second option is to submit separate documents along with the form, also using this cover sheet for each document provided.

Send email with supporting documentation to: TRACDAT@lssu.edu, with a cc to your dean, or submit as a hardcopy to your dean.

Reporting Unit:	Library / Academic Services
Document Title (if attached) or Filename (if emailed):	4-column Assessment Report (2017-2018)
This documentation is relevant to Question number:	6
Briefly summarize the content of the file and its value as evidence supporting program review:	The assessment report run from <i>Improve</i> for Library and Academic Services, 2017-2018.

Assessment: Planning Unit Four Column

Library and Academic Services

LSSU Planning Unit: Academic Affairs (Academic Services)

Program Notes: Academic Affairs Operations includes areas such as Academic Success, Career Services, Grants & Contracts, Library, Academic Records, Regional Centers and IT-Technology Services. Individuals from these areas are represented on the Provost Council.

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Mission Statement: Library:

The LSSU Library empowers the campus and community by providing quality personalized information and educational services and creates an active learning environment that embraces the sifting and winnowing of ideas in order to provide for lifelong learning.

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Student Satisfaction with Library Services and Resources - Students will be satisfied with available library services and resources.</p> <p>Goal Status: Active</p> <p>Goal Type: Student Learning</p> <p>Start Date: 07/01/2017</p>	<p>Strategic - Survey or Focus Group - Implement year end survey of student satisfaction</p> <p>Benchmark: Satisfaction levels at least 75% rate their satisfaction level as good or better regarding library services and resources</p> <p>Schedule/Notes: Survey will be sent out during the final month of classes</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>86.6% of students responding to the survey indicated either good or excellent when asked their overall level of satisfaction with library services and resources.</p> <p>37.3% rated overall library services as Excellent 49.3% rated overall library services as Good 11.3% rated overall library services as Fair 1.4% rated overall library services as Poor 0.7% selected Don't Know/Inapplicable (04/27/2018)</p> <p>Related Documents: Student Survey - Results Summary.docx</p>	<p>Use of Result: In response to two of the lowest rated services (Computers & Printers: 14.1% Fair, 6.3% Poor; Hours of Operation: 14.1% Fair, 7.7% Poor), we are working in collaboration with the IT department to more quickly address repairs of computer and printer malfunctions, and resolving student account issues swiftly; to accommodate requests for longer hours of access to the library, in Fall 2018 we will open 30 minutes earlier on weekdays, and extend our hours during Finals week. (05/21/2018)</p> <p>Budget Request: 0</p>
<p>Information Literacy Instruction - Students will demonstrate the following information literacy skills: appropriate citation style format and</p>	<p>Strategic - Student Learning - A survey will be developed and distributed to all faculty that participated in the library's</p>		

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>layout; locating relevant research sources; and ethical use of information. Goal Status: Active Goal Type: Student Learning Start Date: 07/01/2018 Assessment Year: AY18-19</p>	<p>information literacy instruction program. Using the final project/paper, faculty will gauge student's attainment of proficiency in the identified skills.</p>		
<p>Outreach Programming - Facilitate diversity, critical thinking and serendipitous learning by engaging students, faculty/staff and the community in extracurricular learning programs. Goal Status: Active Goal Type: Student Learning Start Date: 07/01/2017</p>	<p>To assess the effectiveness and appropriateness of outreach programming aimed at students, questions related to outreach programming will be included in the annual library e-survey to students. The library survey included 25 questions, with two questions specific to outreach programming:</p> <p>1. Please rate your level of satisfaction with outreach programming. [Likert scale of 5: Scale ranged from Poor, Fair, Good Excellent, Not applicable.] 2. How important is outreach programming to you? [Likert scale of 5: Scale ranged from Not important, somewhat important, important, very important, , Not applicable.] Benchmark: A variety of outreach programs is provided across a wide range of topics and event types.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Responses to the library's annual survey of student satisfaction rated outreach programming as follows: 22.7% Excellent 39% Good 17.7% Fair 2.1% Poor 18.4% NA</p> <p>Responses to the library's annual survey of the importance of outreach programming to students is as follows: 12.8% Very important 24.1% Important 32.6% Somewhat important 24.1% Not important 6.4% NA (04/20/2018)</p>	<p>Use of Result: Increase promotional efforts to make more students aware of the opportunities and the benefits. (05/21/2018) Use of Result: Review student constructive criticism in annual survey and implement changes as necessary to increase attendance and enrich their experiences. (05/21/2018)</p>
	<p>Strategic - Survey or Focus Group - Survey will be implemented to all faculty/staff asking their level of satisfaction with library outreach programming. Benchmark: 75% of respondents will indicate either good or excellent levels of satisfaction with library programming.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No 72% (36 out of 50) of respondents to the faculty/staff survey indicated either excellent or good when asked their level of satisfaction with library outreach programming. (05/21/2018)</p>	<p>Use of Result: Review and follow up on constructive criticism in comments from the survey. In addition, library staff will reach out to faculty to increase awareness of available outreach programming. (05/21/2018)</p>

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Schedule/Notes: Part of annual faculty/staff library satisfaction survey</p> <p>Strategic - Survey or Focus Group - Implement post-programming feedback surveys to measure effectiveness of programming as related to diversity, critical thinking and lifelong learning.</p> <p>Benchmark: 50% of attendees will complete questionnaire.</p> <p>Schedule/Notes: Questionnaires will be offered at 100% of all outreach sessions.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No This was not done in 17-18, but will take place starting July of 2018. (05/21/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes The library (with participation from the FCT and academic departments) implemented a campus read program in Fall 2017 with the book Station Eleven. (05/21/2018)</p>	<p>Use of Result: Implement improvements to Campus Read program based on the constructive criticism gathered through the faculty/staff and students Campus Read surveys. (05/21/2018)</p> <p>Budget Rationale: To enrich the programming beyond the scope of what we currently offer to further the goals of increased critical thinking, diversity, community engagement and lifelong learning more funds need to be allocated to programming events.</p> <p>Budget Request: 8000</p>
<p>Accessibility Services - Accessibility Services students will report positive feedback regarding the testing accommodations they received.</p> <p>Goal Status: Active</p> <p>Goal Type: Infrastructure Resource Objectives</p> <p>Start Date: 01/01/2018</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes A majority of students surveyed reported high levels of satisfaction with location but noted problems with noise levels in the hallway. (07/13/2018)</p>	<p>Use of Result: In response to student reports of noise levels, sound proofing has been purchased for some of the isolation rooms and a request for carpeting in the hallway has been submitted to the Provost. Additional signage asking for</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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<p>Assessment Year: AY17-18, AY18-19, AY19-20</p>	<p>Other Findings</p> <hr/> <p>Strategic - Student Learning - Self-reporting surveys from students enrolled with Accessibility Services will report their satisfaction levels regarding the testing accommodations they received. Benchmark: At least 80% of students enrolled with Accessibility Services who receive testing accommodations will report they are fully satisfied with those accommodation services. Related Documents: Testing Services Survey-spring2018.docx</p>		<p>reduced noise levels have been posted. There is now more of a focus on online scheduling rather than in-person, which reduces conversation in the testing room. (07/13/2018) Budget Request: 5500</p>
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<p>Student Engagement - Improve Academic Success through Tutoring Goal Status: Active Goal Type: Student Learning Start Date: 01/15/2018 Assessment Year: AY17-18</p>	<p>Strategic - Student Learning - Assist students in achieving academic success through tutoring support services. Benchmark: Self-reporting surveys from students being tutored will report improvements in grades. Related Documents: Tutor Evaluation Form.docx</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 356 students used Tutoring Services in the Spring 2017 semester. 38 (1%) of those students responded to a voluntary self-reporting survey. 82% of respondents reported a grade increase of one full grade level or more in the subject for which they received tutoring. 95% of respondents rated the tutoring they received as helpful, very helpful, or outstanding. (05/31/2018) Related Documents: Spring 2018 ASC tutoring data.xlsx</p>	<p>Use of Result: Improve response rates for self-reporting surveys. Response rates higher than 1% would facilitate deeper assessment of the effectiveness of Tutoring Services, and provide sufficient data to help target areas for improvement in the services. (05/31/2018)</p>
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