



Co-Curricular Program Review

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 institutional programs and evaluating our effectiveness in achieving our Mission Statement, Goal Statements and stated Institutional Learning Outcomes.

Department/Unit:	Student Life and Retention
Supervisor:	Shelley Wooley, Dean of Student Life and Retention
Individuals contributing to the Program Review Report:	Sharmay Wood, Director of Campus Life and Laker Success Derric Knight, Assistant Director of Housing & Campus Diversity Officer Karen Storey, Director University Health Services Kristin Larsen, Manager of Counseling Services Tina Powers, General Manager, Food Services Stephanie Sabatine, Director of Native American Center

Guidelines for Completing the Co-Curricular Program Review

Provide a brief narrative answer to each prompt, along with supporting related documentation where possible.

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

Co-Curricular

Mission and Goals

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

Student Life and Retention seeks to actively engage students in their own learning and growth with diverse support services and intentional co-curricular experiences. The Office strives to enhance the overall educational experience of students and serves the campus community through development of, exposure to, participation in, and assistance with the intellectual, cultural, recreational, social, leadership, and employment opportunities. The Office also fosters an environment which values differences, the freedom of expression and the holistic development of students.

2. List the Unit-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan. Also reference any Institutional Learning Outcomes (ILOs) connected to your Goal Statements, if possible.

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

- Campus Life and Housing - Foster student success (CAFE Goal Alignments: Culture 1, 2 and 3)
- Campus Life and Housing - Promote health and wellness (CAFE Goal Alignments: Culture 1 and 3)
- Campus Life and Housing - Provide student engagement opportunities (CAFE Goal Alignments: Culture 1, 2 and 3)
- Campus Life and Housing - Provide a living environment that is conducive to learning (CAFE Goal Alignments: Culture 1, 2 and 3; Academics 1 and 3)
- Campus Life and Housing - Promote an environment of diversity and inclusion within the residence halls and across campus (CAFE Goal Alignments: Culture 1)
- Dining Services - Meet All Students Nutritional Needs. (CAFE Goal Alignments: Culture 1, 2 and 3)
- Dining Services - Assure Full Dining Experience for All Admission Related Events. (CAFE Goal Alignments: Culture 1, 2 and 3)
- Counselling Services - Reduce stigma effect for university males using counselling services. (CAFE Goal Alignments: Culture 1 and 2)
- Counselling Services - Students who use services will identify the visits as a helpful to their academic performance. (CAFE Goal Alignments: Academics 1, 2 and 3)
- Health Center - "Feel Well, Do Well" program: students will demonstrate knowledge of HCC Services locations as well as types of viruses, appropriate responses to illness, and proper hand washing. (CAFE Goal Alignments: Culture 1 and 3)
- Health Center - Flu Shot Clinics marketed and provided to students. (CAFE Goal Alignments: Culture 1 and 3)
- Native American Center - Assure that all students, faculty, staff, and community feel welcome and included at the Native American Center on campus. (CAFE Goal Alignments: Culture 1, 2 and 3)
- Native American Center - Provide cultural related services to the campus community while serving as a liaison to the Native American Community. (CAFE Goal Alignments: Culture 1, 2 and 3)

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.

Housing Directors

Conferences: Michigan Housing and Dining Service Officers Association, National Association of Campus Activities, Association of College and University Housing Officers-International, Great Lakes Association of College and University Housing Officers, KCP Workshop for 4S, Adirondack Users Conference, NACA Disney Institute, JED Convening, Association for Student Conduct Administration.

Webinars: National Association of Campus Activities, webinar on Emotional Support Animals, user training for Adirondack

Counsellors

Departmental counselors are required to maintain state licensure in their mental health profession (e.g., Clinical Social Work, Marriage and Family Therapy, etc). State licensure requires mental health providers to complete continuing education credits as a component of regular license renewal.

Dining Services

Staff who fit the qualifications that the position demands are vetted and hired. Provide continuing education to continue to elevate the program.

Staff have all been Serv Safe Trained as well as Aller Trained to assure knowledge of Allergen Issues for Cooking and Serving and Storing.

Health Center

- Registered/Certified Medical Assistants: CEU
- Physician Assistant: CEU
- ALL HCC Staff:
- CPR/AED
- HIPAA Training
- OSHA
- Suicide Prevention Training
- Webinars

Native American Center

- Cultural sensitivity training
- Guest lectures to classes
- Consultation with appropriate tribal and First Nations communities
- Advisement of the Native American Center Tribal Advisory Council
- Cultural events and activities on campus

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.

- Research services offered at peer institutions.
- Surveys to our own students in dining services, campus housing services, counselling services, and health services.

- Collaborative partnerships and inter-departmental communication / meetings for all staff in all areas of Student Life and Retention; suggestions and feedback for services and activities are integral to these inter-departmental communications.
- Outreaches to students from Health / Counselling Service areas are developed based on student requests, or in response to community events or incidents.
- Staff trained to provide support for:
 - Students completing the Michigan Indian Tuition Waiver.
 - The JED Campus Program
 - Health and wellness interventions (Health Services and Counselling Services)

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

Student Life and Retention - co-curricular programs:

- 23 academically-focused student organizations provide members with an outside of the classroom educational experience.
- Resident Success Coaches in the residence halls bring mentoring and tutoring directly to the students within their halls.
- The new Laker Success program helps support our students' academic endeavors by providing resources, mentoring and tutoring for all students to the grant-specific target population (first generation and students who are academic and/or economic disadvantaged).

Native American Center - co-curricular programs:

- Interactive learning sessions at the Native American Center; for example, sessions with nursing students to teach them about sacred medicines of the local Sault Ste. Marie Tribe of Chippewa Indians, cultural etiquette, and appropriate ways to communicate with members of the Native American and First Nations communities.
- Sponsoring Native American art shows in the KJS Library Gallery.
- Scheduling guest lecturers and presentations for classes and in larger venues within the Student Center.

Counselling Services

- When possible and appropriate, Counseling Services will provide supplemental educational experiences within the classroom environment. Counseling Services maintains a consistent partnership with faculty in the Nursing Program, providing QPR Suicide Awareness and Prevention gatekeeper training each semester to the cohort of nursing students entering the mental health rotation of their program.

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.

- Student Life, Housing and Admissions perform all their assessments (surveys, etc.) and share the results at the departmental and inter-departmental meetings to solicit input from all stakeholders and to work collaboratively on solutions and new initiatives to support all identified student needs.
- Dining Services performs a Student Satisfaction Survey for the Fall and Spring Semesters to allow students an opportunity to rate the program; student input is used to adjust and improve dining services every semester.
- Students provide feedback on Dining Services through a public Comment Board. This input is also discussed at the departmental and inter-departmental meetings to solicit input from all stakeholders and to work collaboratively on solutions and new initiatives to support all identified student needs.
- Counselling Services asks all students who have received counseling to complete a survey about their experience of services and whether use of services supported their educational pursuits. Survey data helps the department identify opportunities for change in the next academic year. Last year's survey included feedback addressing concern about mental health stigma within the campus community; Counseling Services has responded by increased efforts toward stigma reduction in programing and advertisement of services.

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

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

Student Life & Housing:

- Implemented a new housing software (year 1) to keep up to date data with why students are leaving and using the data to input conversations with each student to understand where the needs are. Through this software we will be better able to develop a list of needs for the department and then based on available funds determine the best use of the funds to fill in the needs. For 2018-2019 the creation of the Student Engagement Center to help promote academic success to help first generation students (over 60% on our campus). To promote diversity, we earmarked funding to help promote diversity on the campus.

Counselling Services:

- Counseling Services strives to be flexible in our provision of services in an effort to balance the needs of those in counseling with the needs of those waiting to be seen for counseling. The provision of services is oriented around the following priorities: 1) eliminate a waiting list for initial appointments (this does not mean that Counseling Services guarantees same day appointments, but rather that students are offered an initial appointment time that is within 1 week of their initial call; students in crisis are given a same day appointment, which often impacts another student's previously scheduled appointment); 2) minimize wait time for ongoing services; and 3) optimize the "dose" of counseling appointments/services to meet the unique, individual needs of students. Some students might benefit from frequent, brief appointments, some might thrive with the traditional format of weekly, 45-50 minute appointments, and others might only be seen 1/month.

- Counseling Services has adopted a triage model to optimize students' ability to access services – the typical time allotment for an initial intake visit is 30 minutes. When possible, students who are recommended for counseling schedule their follow-up counseling appointments at the conclusion of their initial intake visit. When clinician schedules become full such that the scheduling of additional counseling appointments would eliminate the availability of intake appointments, a Waiting List is established.
9. Identify examples of how the Unit has considered internal and external constituent groups in planning to address capacity, challenges and emerging factors.

Student Life & Housing:

- A survey was conducted on the housing offerings, LSSU is using a P3 partnership to address these concerns.
- Connecting with academics to create a First Year Experience to help support students in their transition to college.
- Creating an Early Alert Form on the LSSU website to give all faculty/staff a streamlined way to identify students of concern.

Native American Center:

- The establishment of the Native American Center Tribal Advisory Council, which is comprised of stakeholders from various tribal organizations.

Counseling Services:

- Counseling Services maintains annual membership to the Association of University and College Counseling Center Directors (AUCCCD); this association maintains an active email listserv that enables members to communicate on a daily basis for the purposes of consultation and support.
- Counseling Services took the leadership role in securing 4 year sponsorship to the JED Campus Program: an initiative of the Jed Foundation designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance abuse and suicide prevention efforts. 2017-2018 marked completion of the first full year of sponsorship.

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@Issu.edu, with a cc to your dean, or submit as a hardcopy to your dean.

Unit:	Student Life and Retention
Document Title (if attached) or Filename (if emailed):	4-column reports: Student Life and Retention
This documentation is relevant to Question number:	6
Briefly summarize the content of the file and its value as evidence supporting program review:	

Four Column - Housing

LSSU Planning Unit: Student Life & Retention (Housing)

<i>Administrative Unit Outcomes</i>	<i>Strategic Activities or Measures</i>	<i>Assessment Findings</i>	<i>Action to be Taken</i>
<p>Foster Student Success - Foster Student Success Outcome Status: Active Critical Outcome: Operational Goal, not related to student learning Start Date: 08/28/2017 Strategic Plan Outcome(s) addressed: C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. , A1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services., A2. We will cultivate student educational experiences that add value and allow students to reach their full potential. , A3. We will cultivate programs that support individual growth within the curricular, co-curricular, and non-curricular realms culminating in degree completion and endorsement of lifelong learning. Assessment Year: AY17-18</p>	<p>Other Findings</p> <p>Strategic - Report or Audit - Through GPA analysis at the end of each semester and by tracking students who are on our early alert system (IPASS) throughout their time at LSSU. Goal/Criterion: C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. A1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services. A2. We will cultivate student educational experiences that add value and allow students to reach</p>	<p>Finding Reporting Year: 2017-2018 Performance Target Met: No At the end of fall 17 semesters, a three-year average was done within Brady and Osborn Hall analyzing students who are academically disadvantaged (students who do not meet the Admissions average GPA/test score for admittance). The GPA analysis found that Brady had went from 2.28 (F15), 2.38 (F16), 2.65 (F17) and Osborn Hall went from 2.43 (F15), 2.31 (F16), 2.74 (F17). In spring semester, the GPA for each area went down slightly for overall areas. (10/04/2018)</p>	<p>Action to be Taken: We will increase programming and outreach with the target population in fall 2018 and spring 2019. Knowing that the cumulative GPAs went down overall, we used this information to add more programming and further check ins throughout 2018-2019. (10/04/2018)</p>

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
<p>Promote health and wellness - Promote health and wellness Outcome Status: Active Critical Outcome: Operational Goal, not related to student learning Start Date: 08/28/2017 Strategic Plan Outcome(s) addressed: C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. Assessment Year: AY17-18</p>	<p>their full potential. A3. We will cultivate programs that support individual growth within the curricular, co-curricular, and non-curricular realms culminating in degree completion and endorsement of lifelong learning.</p> <p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Performance Target Met: No (data to come from IM Leagues) (10/04/2018)</p>	<p>Action to be Taken: Adding in collecting the usage data for the Norris (SAC) to use this data to make/justify changes throughout the Norris Center. (10/04/2018)</p>
<p>StudentLifeRetention-Housing- Provide student engagement opportunities - Provide student engagement opportunities Outcome Status: Active Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. , C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. , C3. We cultivate continuous self-improvement through service, assessment, and accountability., A1. We will cultivate</p>	<p>Strategic - Report or Audit - Analyzing the participation data for Intramurals and Club Sports Goal/Criterion: C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region.</p> <p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Performance Target Met: No Tracking student involvement in organizations and events indicated inconsistent membership and participation. For example, some events were well attended, while other had few attendees. The same was true for membership in student organizations. (04/30/2018)</p>	<p>Action to be Taken: Purchased the Involvio app to promote the events on campus and keep track of students attending various events. This will fill in the gap of the lack of this data from previous years. (04/30/2018)</p>
	<p>Strategic - Activity or Event - Tracking and collecting data on students joining organizations and attending campus events. Goal/Criterion: Increase enrollment in organizations and attendance at campus events by 10%.</p>		

Administrative Unit Outcomes	Strategic Activities or Measures	Assessment Findings	Action to be Taken
<p>continuous academic and co-curricular improvement to provide relevant programs and support services., A2. We will cultivate student educational experiences that add value and allow students to reach their full potential. , A3. We will cultivate programs that support individual growth within the curricular, co-curricular, and non-curricular realms culminating in degree completion and endorsement of lifelong learning. Assessment Year: AY17-18</p>			
<p>Student Life and Retention - Housing - Provide learning conducive living environment - Provide learning conducive living environment for all students equally Outcome Status: Active Critical Outcome: Student Learning Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. Assessment Year: AY18-19</p>	<p>Strategic - Student Learning - Change the housing application from a check box for the gender question to a line allowing the student to self gender identify.</p>	<p>Finding Reporting Year: 2018-2019 Performance Target Met: Yes In year one, seven students self identified as being outside of the 'male' or 'female' genders. (10/26/2018)</p>	<p>Action to be Taken: Created a Global Living Learning environment which allowed for gender inclusive housing. In year 2 (19/20) this will be expanded to allow students not wanting to be in the LLC to still take advantage of the gender inclusive community. (11/14/2018)</p>
<p>Promote environment of diversity and inclusion in residence halls and on campus - Promote environment of diversity and inclusion in residence halls and on campus Outcome Status: Active Critical Outcome: Student Learning Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity</p>	<p>Strategic - Student Learning - Measure: student use of / participation in Social Justice and Community Activism center within the Student Engagement Center at LSSU. Goal/Criterion: Develop further diversity programming and the creation of the Social Justice and Community Activism center within the Student Engagement Center at LSSU.</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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and respect. , C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. , C3. We cultivate continuous self-improvement through service, assessment, and accountability.

Assessment Year: AY18-19

Campus Life (Student Life and Retention)

LSSU Planning Unit: Student Life & Retention (Campus Life)

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Dining Services to Meet All Students Nutritional Needs - Expand offerings to meet the needs of increasing populations of multi and varied food allergens. Goal Status: Active Goal Type: Operational Goal, not related to student learning Start Date: 08/21/2017 Goal Level (Bloom/Webb): Goal is not a student learning outcome. Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. , E3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input. Assessment Year: AY17-18</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In fall 2017, continued monitoring of food station that is limited to 10-12 students during a meal serving. Survey indicated that long lines at this and other stations limited them for meeting their allergy needs; in addition, students who wanted to use stations that catered to those with allergies felt they could not partake of those food station offerings. (12/18/2017)</p>	<p>Use of Result: In the winter semester of 2018, the station was converted to a Stir-Fry station, ensuring it was still allergen friendly, but expanding capacity so all students were served. (11/14/2018)</p>
	<p>Strategic - Activity or Event - Survey students who use on-campus food services to determine nutritional needs, such as allergy needs and vegan/vegetarian practices. Benchmark: Surveys completed each semester by 20% or more of students using on-campus food services.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Increasing population of multi and varied food allergies. (08/07/2017)</p>	<p>Use of Result: Need for Station offering Allergen Free Food created without fear of cross-contamination. Created Simple Servings Station which is free of all (7) Major Allergens. (10/18/2018)</p>
	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Surveys indicated insufficient number of food stations to provide for dietary restrictions and needs of our students. (04/14/2018)</p>	<p>Use of Result: Created Simple Servings Station which is free of all (7) Major Allergens. Winter Semester the station was converted to a Stir-Fry station still allergen friendly and all students were served. (11/14/2018)</p>	
<p>Dining Services to Assure Full Dining Experience for All Admission Related Events - Student and Family will</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Work with Admissions and their feedback as well as Student</p>	<p>Use of Result: Following Fall 2017 Orientation data showed that parents and students need to see</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>experience the full Dining Experience on Campus to equip student and parent with information to support their student for their Nutritional Needs.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Start Date: 08/21/2017</p> <p>Goal Level (Bloom/Webb): Goal is not a student learning outcome.</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. , E3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input.</p> <p>Assessment Year: AY17-18</p>	<p>Other Findings</p> <p>Strategic - Activity or Event - 1) Request data from the student surveys conducted by both Admissions and by Student Life related to students' dietary preferences and needs.</p> <p>2) Station staff members throughout the dining facilities during all orientation meal sessions to converse with / answer questions about food service options to students.</p>	<p>Life feedback on their questionnaires (08/21/2017)</p> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Following Fall 2017 Orientation data showed that parents and students need to see the full options of board offerings to assure both student and parent that nutritional needs of student will be met. (04/14/2018)</p>	<p>the full options of board offerings to assure both student and parent that nutritional needs of student will be met. Plan to have full menu options and offerings whenever there are events for visitations or orientations. (08/21/2017)</p> <p>Use of Result: Plan to have full menu options and offerings whenever there are events for visitations or orientations. (04/14/2018)</p>
<p>Native American Center- Inclusion - Assure that all students, faculty, staff, and community feel welcome and included at the Native American Center on campus. (C1)</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. , C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region.</p> <p>Assessment Year: AY17-18</p>	<p>Strategic - Activity or Event - Use of Native American Center by students, staff, faculty, and community for various activities and events will be increased by 2% per academic year.</p> <p>Usage will be measured by access list sign-in sheets and registration at events/activities.</p> <p>Benchmark: Use of Native American Center by students, staff, faculty, and community will be increased by 2% per academic year.</p> <p>Related Documents: NA Center - Pre-Post Assessment Sample Questions.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>In fall 2018, the number of students using the Native American Center in the after-hours period were 19. (11/06/2018)</p>	<p>Use of Result: Increase number of students, faculty, staff, alumni, and community members' usage of the Native American Center.</p> <p>Based on increased usage results and to obtain higher results in 2018-2019, in fall 2018 we will offer additional cultural learning opportunities for campus and community members, such as sacred medicines, cultural etiquette correct ways of communication, cultural sensitivity training. Throughout 2018-2019, we will also create more resources/opportunities for students to target and assist</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Native American Center - Cultural Awareness - Community Health Nursing students and faculty will receive Professional Development at the Native American Center to learn about the sacred medicines of the local Sault Ste. Marie Tribe of Chippewa Indians, cultural etiquette, and appropriate ways to communicate with members of the Native American and First Nations communities.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. , C2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. , C3. We cultivate continuous self-improvement through service, assessment, and accountability.</p> <p>Assessment Year: AY17-18</p>	<p>Strategic - Activity or Event - Interactive Professional Development sessions with students and faculty will be offered. A pre- and post-assessment will measure knowledge changes of Native American medicines, cultural etiquette, and appropriate communications with various tribal populations about their health.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>In the pre-assessment, 75% of students were not aware of sacred medicines and how they are used, cultural ways, etiquette, and communication ways of the local Native American tribes and First Nations. In the post-assessment, this knowledge increased for 100% of participants. (07/23/2018)</p>	<p>students in improving educational experiences on campus, including expansion of resource offerings, internship solicitation, and increase knowledge of financial aid resources.</p> <p>Lastly, we will advertise to increase usage by using social media to communicate inclusion and welcome to campus and community. (04/06/2018)</p> <p>Use of Result: To further improve the cultural knowledge of sacred medicines, etiquette, and communication of local tribes and First Nations across campus, the Native American Center will initiate class discussions in health and culture-related campus courses. Through these in-class discussions, more students and staff participants on our campus will learn the correct cultural knowledge on sacred medicines, proper etiquette, and ways of communication. (07/23/2018)</p>

Four Column-Health and Counselling Services(2017-2018)

LSSU Planning Unit: Student Life & Retention (Health & Counseling Services)

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>"Feel Well" "Do Well" - In FYE courses, students will complete "Feel Well" "Do well "activities and will demonstrate understanding in pre and posttests of HCC Services, where located, types of viruses, what to do when not feeling well and proper hand washing.</p> <p>Goal Status: Active</p> <p>Goal Type: Operational Goal, not related to student learning</p> <p>Strategic Plan Outcome(s) addressed: C3. We cultivate continuous self-improvement through service, assessment, and accountability.</p> <p>Assessment Year: AY18-19</p>	<p>During Laker Week FYE activity incoming Freshmen were provided with information about HCC Services, where located, types of viruses, what to do when not feeling well and proper hand washing. The pre test showed students did not have knowledge of these topics. Presentation included information they needed to improve this knowledge. A post was given following the presentation.</p> <p>Benchmark: 80% of students will demonstrate in the post test achieved outcomes for health services awareness</p>	<p>Finding Reporting Year: 2018-2019</p> <p>Goal met: Yes</p> <p>During Laker Week FYE activity incoming Freshmen were provided with information about HCC Services, where located, types of viruses, what to do when not feeling well and proper hand washing. The pre test showed students did not have knowledge of these topics. Presentation included information they needed to improve this knowledge. A post was given following the presentation. (11/14/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>63% pre-test could not name two types of viruses. Posttest 100% named two types.</p> <p>87% pre-test did not know location of the HCC. Posttest 100% new location.</p> <p>87% pre-test could name which part hand easily missed during hand washing.</p> <p>87% post-test could name which part of hand easily missed during hand washing. (09/28/2018)</p> <p>Related Documents: Post Test Attendance.docx Pre Test Attendance Pre Test.docx Presentation.docx</p>	<p>Use of Result: Continue to provide health and wellness awareness training to incoming students during Laker Week. Expand that training to be offered in discipline-specific FYE courses as well. (08/27/2018)</p> <hr/> <p>Use of Result: Based on these results we will participate in this event next year. We will strive to increase student participation. We will reach out to FYE course instructors to try to include this in all FYE course offering. (09/03/2018)</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Flu Shot Clinics - Provide students with access to flu shots. Goal Status: Active Start Date: 10/01/2018 Assessment Year: AY16-17</p>	<p>Data was recorded from 2017-2018 to determine how many students were provided flu shots (123 total shots given)</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 17 % of enrolled students received flu shots 2017-2018 academic year.</p> <p>First semester total number enrolled students: 1945 Second semester total number enrolled students: 2153</p> <p>Average: 2049 (05/01/2018)</p>	<p>Use of Result: The assessment results were lower than anticipated, so a campaign to achieve increased student participation in the HCC Flu clinics will be launched for September and October 2018 to make more students aware of the ability to receive flu shots on campus. (05/01/2018)</p>
<p>Counseling - Increase male participation in counseling services. - Increase male participation in counseling services to 35%, to ameliorate some of the gender stigma related to counselling services. Goal Status: Active Strategic Plan Outcome(s) addressed: C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. Assessment Year: AY17-18</p>	<p>Numerical data will be collected to report gender of students who participate in counselling services. Benchmark: Male participation in counseling services at 35% minimum.</p>		
<p>Improve academic performance through counselling interventions. - Students will report counselling visits as a having a positive impact on their academic performance. Goal Status: Active Strategic Plan Outcome(s) addressed: A1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services., A2. We will cultivate student educational experiences that add value and allow students to reach their full potential. , A3. We</p>	<p>Post visit surveys will be provided to students; surveys will include data collection specifically about how the counselling session(s) impacted their academic performance, if at all. Benchmark: At least 50% of students who use services will identify the visits as a helpful to their academic performance.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 2017-2018 Academic Year survey report found that 67% of students agree-strongly agree with the statement "Addressing my personal concerns in counseling helped to minimize their impact on my academic performance." (09/14/2018)</p>	<p>Use of Result: Continue to provide academic counselling and coaching to students. (09/03/2018)</p>

<i>Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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will cultivate programs that support individual growth within the curricular, co-curricular, and non-curricular realms culminating in degree completion and endorsement of lifelong learning.

Assessment Year: AY17-18