



LAKE SUPERIOR
STATE UNIVERSITY

**INSTITUTIONAL FOCUSED VISIT REPORT:
PROGRAM REVIEW**

JANUARY 22, 2019

INSTITUTIONAL INFORMATION:

INSTITUTION: Lake Superior State University
Sault Sainte Marie, Michigan

CHIEF EXECUTIVE OFFICER: Dr. Rodney S. Hanley

SUBMISSION DEADLINE: January 25, 2019

ACTION: Focused Visit

CORE COMPONENTS: 4.A and 4.B Program Review and Assessment of Learning

AREAS OF FOCUS: Program Review, use of program review in strategic planning and budget, and assessment methodologies and practices.

Report Focus: Program Review

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Report Focus: Program Review and Assessment of Learning

A. Background

Lake Superior State University's most recent Comprehensive Evaluation was conducted as part of a Standard Pathway Reaffirmation Review which occurred in fall 2016. This interim report, submitted prior to the focused visit of March 25, 2019, provides information on the University's exceptional progress in the areas of program review and the assessment of student learning.

B. Institutional Timeline

Lake Superior State University continues to work closely with the Higher Learning Commission on a number of initiatives and reports. The following summarizes activities since the Reaffirmation of Accreditation Review of 2016

- Interim report on credit hour policy: approved by the Higher Learning Commission
- Substantial change request for a Certificate in Culinary Arts: approved by the Higher Learning Commission and U.S. Department of Education
- Additional location request at the Culinary Institute in Hessel, Michigan: approved by the Higher Learning Commission and U.S. Department of Education
- Interim report on enrollment and budget: submitted November 30, 2018 to Higher Learning Commission
- Interim report on program review (this report): submitted by January 25, 2019 to Higher Learning Commission
- Focused Visit related to program review and assessment: scheduled for March 25, 2019
- Interim report on enrollment and budget: due by December 4, 2020
- Year-4 Comprehensive Evaluation: during 2020-2021
- Reaffirmation of Accreditation: during 2026-2027

C. Program Review

Lake Superior State University is fully committed to a regular process of program review. At the time of the 2016 visit, the Peer Review team noted that the University had not yet fully implemented regular systematic program review, and that completion of the review process had fallen behind the projected schedule. While ownership of the process clearly rested, and still rests, with the faculty and staff of each program area, the Final Report noted that there was a disconnect in the areas of responsibility and accountability.

In the time since the 2016 review the University has undergone major changes, including a near-complete turn-over in senior leadership, a substantive reorganization with the academic units, and new leadership in the areas of co-curricular and student affairs. Throughout this transformation, the University has brought significant new resources and energy to the process of program review. The University has implemented new reporting structures that align program goals with the University strategic plan and budgeting, and which are based on the newly configured organizational units.

The University's commitment to program review is reflected in our aggressive schedule to complete reviews for every academic unit, all co-curricular units, and student support units throughout fall 2018. Responsibility for completion of these reviews rested with the academic deans and directors for areas reporting under the Provost, and with directors for areas under other vice-presidents. The HLC Final Report noted that "LSSU should provide: 1) a list of all completed program reviews in keeping with the approved-upon schedule..." As of November 2018, all reporting units (schools, major offices, library, and co-curricular and student support areas) had completed their respective comprehensive program review processes as summarized and documented below. The University will continue the ongoing annual reviews of program-level outcomes and document the use of results in Improve™. The University will conduct the next cycle of program reviews on a recurring five-year schedule, specifically completed by the end of fall 2023.

C1. Academic Programs

A sweeping reorganization within Academic Affairs was approved by the Board of Trustees in December 2017 under the title "Academic Strategic Direction¹." This process not only combined existing academic areas into new configurations, but also bifurcated existing units to create new areas of focus. As a result, in the spring 2018 the University faculty and staff worked to establish new unit goals, and to implement new assessment plans, which aligned these new units with the University's mission and strategic plan. Under the dynamic leadership of a new provost, a new streamlined and highly focused series of program review criteria² were established that closely aligned with the Criteria for Accreditation, and which incorporated explicit linkages to assessment, to the strategic plan, and to budget.

Each academic program (generally these are schools with closely aligned academic degree programs as noted in the bulleted list below) completed a two part review. Each part is linked to the Criteria for Accreditation, and requires a descriptive narrative and substantive evidence. Part 1 addresses school-level issues, Part 2 is repeated for each academic degree program within the School. The Program Review template for these areas has these main components by Part:

- Part 1: Mission and Goals – including a review of the school's mission statement and connection to the University mission, and a review of the school-level goals and their connections to the University Strategic Plan.
- Part 1: Teaching and Learning Programs – including discussion of program rigor, learning outcomes, expectations for student achievement, equivalence of outcomes across instructional modalities, information on programmatic accreditation where applicable, and evidence of graduate success.
- Part 1: Assessment – discussion of the school-level goals and assessment planning through the 'use of results.' Schools each provided a four-column report summarizing the outcomes – assessment measure and criteria – periodic findings – and – use of results. Schools documented assessment findings and actions from at least the academic year 2016-2017 through the current semester of fall 2018. Key to this was the use of results to increase

¹ <https://www.lssu.edu/wp-content/uploads/2018/01/LSSU-Academic-Strategic-Direction-Implementation.pdf>

² <https://www.lssu.edu/wp-content/uploads/2018/11/ProgramReviewTemplate-FinalDraft-7sept2018.docx>

student learning, to facilitate better planning and budgeting, for increased retention, and for degree completion.

- Part 1: Resources – including the adequacy of resources to fulfill the mission, achieve the student learning outcomes, and ensure a current, relevant curriculum that meets expectations and standards.

Degree-level program assessments, see section D.2, are reviewed with a focus on how faculty used assessment results to improve student learning and the degree program overall. Resources at the degree-level were evaluated, and the degree-program’s engagement of students in mastering modes of inquiry or creative work, including undergraduate research, were evaluated. These reports are listed below with hyperlinks to the full documents, and posted to the university web site.

Program Review for Academic Schools

- [F2018 Arts and Letters Academic Program Review](#)
- [F2018 Business Academic Program Review](#)
- [F2018 Criminal Justice Fire Science Academic Program Review](#)
- [F2018 Education Academic Program Review](#)
- [F2018 Engineering Academic Program Review](#)
- [F2018 General Studies Academic Program Review](#)
- [F2018 Kinesiology Social Science Program Review](#)
- [F2018 Math Computer Science Academic Program Review](#)
- [F2018 Natural Resources Environment Academic Program Review](#)
- [F2018 Nursing Academic Program Review](#)
- [F2018 Science Medicine Program Review](#)

[Academic Template](#)
<https://www.lssu.edu/assessment/student-learning-assessment/>

Examples of the ‘use of results’ within academic affairs are summarized in the table below. Each outcome is keyed to one of the four components of the Lake Superior State University Strategic Plan: Culture, Academics, Finance and Enrollment (CAFE). These examples, drawn from the academic program reviews, highlight the effectiveness of the University’s efforts in continuous quality improvement, and the use of assessment results to improve student learning and achievement, institutional effectiveness, and fiscal management.

Academic Program Review Exemplars

Outcome	Findings	Use of Results
Academics: Prepare graduates ready for employment and graduate school through rigorous and relevant programs.	Students from both Fisheries and Wildlife majors and Criminal Justice majors were finding it difficult to qualify for Conservation Officer jobs.	As a result, new degree concentrations were approved in spring 2018 when both schools worked jointly to identify key content each could contribute to CO options in both F&W and CJ programs.

Finance: Show fiscal responsibility through accountability and sustainability.	Laboratory resources were being moved between biology and chemistry labs increasing staff workload and leading to redundancy in lab equipment.	As a result, biology and chemistry faculty worked together to combine resources into a single space, freeing up new work space for student-faculty research projects.
Culture: Promote an environment of engagement and ethical behaviors.	Engineering student course-level assessments were critical of the content and placement of the ethics module which is required by ABET outcome F.	As a result, the School of Engineering and Technology partnered with a philosophy faculty member to redesign that portion of the senior capstone course, improving student feedback and the relevance of the ethics content.
Academics: Promote student growth culminating in degree completion and lifelong learning.	Faculty in the School of Arts and Letters identified that the remedial ENGL091 course was an obstacle for retention and student success.	As a result, and following an emerging pattern across the country, the School restructured the course into a credit bearing writing workshop delivered concurrent with the standard freshman composition course.
Academics: Cultivate continuous academic improvement, including sustaining externally accredited programs.	NCLEX pharmacology section test results indicated that students were not meeting high-level objectives in the area of pharmacology. The curriculum review indicated that there was enough content but not enough application.	As a result, the School of Nursing curriculum committee reviewed the threading of pharmacology content throughout the program and created a new course on clinical case-study pharmacology applications.
Enrollment: Support academic program revisions and improvements which are responsive to changes in the workplace and discipline.	The School of Nursing has realized a decrease in the number of available clinical sites. Regional hospitals are now limiting the number of students who can be in the unit caring for patients at one time.	As a result, the School has expanded our capacity for clinical experiences through the use of the Superior Simulation Center. This has resulted in a net increase in the number of students in the program.

School chairs, with the Deans, led the academic teams as they compiled and documented assessment activities for each academic degree program. These individuals included the following:

School	Leadership Team
School of Arts and Letters	Dr. Donna Fiebelkorn, Dean
(Lukenda) School of Business	Dr. Kimberly Muller, Dean Prof. Mindy McCready, Chair
School of Criminal Justice, Fire Science and Emergency Services	Dr. Ronald Hutchins, Dean
School of Education	Dr. Donna Fiebelkorn, Dean

School of Engineering and Technology	Dr. Kimberly Muller, Dean Dr. Paul Weber, Chair
School of General Studies	Dr. Donna Fiebelkorn, Dean Prof. Jillena Rose, Director
School of Kinesiology and Social Science	Dr. Ronald Hutchins, Dean Dr. Eric Statt, Chair
School of Computer Science and Mathematics	Dr. Kimberly Muller, Dean Dr. Brian Snyder, Chair
School of Natural Resources and Environment	Dr. David Myton, Assoc. Provost, Interim Dean Dr. Dennis Merkel, Chair
School of Nursing	Dr. Ronald Hutchins, Dean Dr. Kathy Berchem, Chair
School of Science and Medicine	Dr. David Myton, Assoc. Provost, Interim Dean Dr. Steven Johnson, Chair

C2. Student Support and Co-Curricular Programs

Program review has been a new priority in the areas of Academic Services (student support) and co-curricular programming. The University, with new leadership in place in Student Affairs since summer 2018, has worked with diligence and dedication to formalize student learning outcomes in the areas of student support and co-curricular programming. See Section D.6. With effective, measurable and meaningful goals in place, these units completed their first program review cycle in fall 2018. These reports are listed below with hyperlinks to the complete report, and posted to the University’s assessment web site.

Program Review for Student Support and Co-Curricular Programs

- [Co-Curricular Program Review-Library-Academic Services](#)
- [Co-Curricular Program Review-Student Life and Retention](#)

[Co-Curricular Template 7-2018](#)
<https://www.lssu.edu/assessment/student-learning-assessment/>

The Student Support and Co-Curricular program review template, developed in parallel with the academic program template, retains a strong connection to strategic planning and budget – keyed to the Criteria for Accreditation. The Program Review template for these areas has four main components:

- Mission and Goals – including a narrative discussion of the unit mission and its connection to the university, and a review of the unit’s goals and their connections to the University strategic plan.
- Quality Resources and Support – including discussion of staff qualifications and professional development, how services meet the needs of students, and the contribution of the services and programs to fulfill claims of an enriched educational environment

- Assessment – including the unit’s goals and assessment reporting through the ‘use of results,’ discussion of the effective ‘use of results,’ and the unit’s efforts to support retention and degree completion.
- Resources – including the linking of assessment processes to student learning, evaluation of operations, planning and budgeting, and how the unit has addressed challenges and emerging factors.

Examples of the ‘use of results’ within student support and co-curricular activities are summarized in the table below. Each outcome is keyed to one of the four components of the Lake Superior State University Strategic Plan: Culture, Academics, Finance and Enrollment (CAFE). These examples, drawn from the program reviews conducted in these areas, also highlight the effectiveness of the University’s efforts in continuous quality improvement, and the use of assessment results to improve student learning and achievement, institutional effectiveness, and fiscal management.

Outcome	Findings	Use of Results
Academic Services: Improve Academic Success through Tutoring. (CAFE: A2, A3, E2)	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.	In the fall 2018, implement reward incentives to survey completion to improve response rates for self-reporting surveys. Better surveys will facilitate deeper assessment of the effectiveness of Tutoring Services, and provide sufficient data to help target areas for improvement in the services.
Library: Students will be satisfied with available library services and resources. (CAFE: A1, A2, E3)	Satisfaction survey: 86.6% of respondents indicated either good or excellent as their overall level of satisfaction with library services and resources. 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	Immediate response needed to two of the lowest rated services: (Computers & Printers: 14.1% Fair, 6.3% Poor; Hours of Operation: 14.1% Fair, 7.7% Poor): Library staff are working in collaboration with the IT department to more quickly address repairs of computer and printer malfunctions. To accommodate requests for longer hours of access to the library, in Fall 2018 the library opened 30 minutes earlier on weekdays, and extended our hours during Finals week.

<p>Housing: Foster Student Success (CAFE: A1, A2, A3, E2)</p>	<p>GPA and at-risk tracking: 3-year average in two residence halls (Brady and Osborn) analyzed students who are academically disadvantaged (students who do not meet the Admissions average GPA/test score for admittance). The GPA analysis found that the Brady Hall student average 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.</p>	<p>Fall 2018: add more programming and further check ins throughout 2018-2019 for the target population.</p>
<p>Health Center: Provide students with access to flu shots. (CAFE: C2, E3)</p>	<p>17 % of enrolled students received flu shots 2017-2018 academic year.</p>	<p>Implement a media campaign to achieve increased student participation in the HCC Flu clinics was launched for September and October 2018 to make more students aware of the ability to receive flu shots on campus.</p>
<p>Dining Services: Meet All Students' Nutritional Needs - Expand offerings to meet the nutritional needs. (CAFE: C1, C2, C3, E3)</p>	<p>2017-2018 student survey indicated that long lines at allergen-free and other food stations limited them for meeting their allergy needs; in addition, non-allergic students who wanted to use stations that catered to those with allergies felt they could not partake of those food station offerings.</p>	<p>In winter 2018, the allergen-free station was converted to a Stir-Fry station, ensuring it was still allergen friendly, but expanding capacity so all students were served.</p>

The leadership teams which documented assessment in the areas of student support and co-curricular activities included the following:

School	Leadership Team
Academic Services	<p>Mr. Marc Boucher, Director, Academic Services Dr. Gail Essmaker, Associate Director, Academic Services Dr. Joseph Susi, Professor and Co-Faculty-Coordinator CETAL Dr. Cathy White, Assoc. Prof. and Co-Faculty-Coordinator CETAL Ms. MaryJo Meehan, Professor, Career Services Center Ms. Megan Norman, Coordinator of Accessibility Services Ms. Mari Schuup, Academic Services Coordinator</p>

	Ms. Ali Van Doren, Assistant Professor and Librarian Ms. Mary June, Assistant Professor and Librarian
Student Life and Retention	Dr. Shelley Wooley, Interim Dean, Student Life and Retention Ms. Sharmay Wood, Director Campus Life and Laker Success Mr. Joseph Stuyinski, Residence Hall Coordinator Ms. Karen Story, RN Director of University Health Services Ms. Tina Powers, General Manager, Food Services

C3. Strategic Planning and Budget

The University has made substantial gains in documenting our assessment of activities supporting the strategic plan. The Final Report from the 2016 Comprehensive Review noted that the University needed to provide “evidence that program review is being used to inform strategic planning and budgeting decisions.” As of fall 2018, every reporting unit in the University has established operational goals appropriate to their respective role, clear measurable goals and criteria, and documented their assessment findings through the ‘use of results.’ The University’s culture of assessment has grown through a high level of accountability developed by the strong clear leadership of the President, and his Senior Management Team, a pervasive understanding of the importance of the completion of assessment activities, and dedication to the use of assessment in a process of continuous improvement. Each area within the University is actively engaged in setting measurable goals aligned with the strategic plan, assessment and use of assessment findings in the continuous improvement of the institution and achievement of student learning outcomes.

Administrative Support Assessment

- [Administrative 3-Column Assessment \(Athletics\)](#)
- [Administrative 3-Column Assessment \(BusOps\)](#)
- [Administrative 3-Column Assessment \(CFRE\)](#)
- [Administrative 3-Column Assessment \(Enrollment Management\)](#)
- [Administrative 3-Column Assessment \(Foundation\)](#)
- [Administrative 3-Column Assessment \(HR, Safety and Risk Final\) F18](#)
- [Administrative 3-Column Assessment \(Regional Center\) f18](#)
- [Administrative 3-Column Assessment \(Registrar\) f18](#)
- [Administrative 3-Column Assessment \(Sponsored Programs\) f18](#)

<https://www.lssu.edu/assessment/student-learning-assessment/>

Some examples of the ‘use of results’ related to strategic planning and budget have already been referenced from Academic Affairs. Nevertheless, all operational units within the University are actively engaged in setting unit goals aligned with the strategic plan, and to report on those goals by setting measurable criteria, and periodic reporting of findings focused on the ‘use of results.’ Additional examples from these administrative units are summarized in the table below. Each outcome is keyed to one of the four components of the Lake Superior State University Strategic Plan³: Culture,

³ <https://www.lssu.edu/wp-content/uploads/2017/05/LSSUStrategicPlanandGoals.pdf>

Academics, Finance and Enrollment (CAFE). These examples, drawn from the program reviews conducted in these areas, also highlight the effectiveness of the University’s efforts in continuous quality improvement, and the use of assessment results to improve student learning and achievement, institutional effectiveness, and fiscal management.

Outcome	Findings	Use of Results
<p>Registrar’s Office: Provide high quality degree audit services to students and advisors. (CAFE: A1, A2, A3, F2, E2)</p>	<p>CAPP (Online Degree Audit tool) was implemented as part of Banner in 2011. Surveys were conducted for student users and for faculty-advisor users to determine the effectiveness of this degree audit tool.</p> <ul style="list-style-type: none"> • Frequent survey responses: Too many ‘clicks’ to get a degree audit to run. • Audit is long, difficult to read, and does not print well. <p>In addition, CAPP did not have capabilities to provide information an all students’ and advisors’ degree planning requirements.</p>	<p>In 2017/2018, there was an opportunity to purchase a new tool called DegreeWorks with grant funds. This tool integrates with Banner, and preliminary tests indicate it is simpler to use and provides a much broader range of degree auditing options than CAPPs.</p> <p>We began implementing Degree Works in late 2016 through the start of 2018 with a full-on student go live date of March 2018.</p>
<p>Regional Centers: Educate regional centers coordinators on best practices for advising transfer students. (CAFE: A1, A2, A3, E2)</p>	<p>Review C.A.S. standards and guidelines regarding academic advising programs and attend regional and/or national conferences or webinars relating to advisor best practice updates.</p> <ul style="list-style-type: none"> • 2017-18 – Joined NACADA with access to advising literature, requested but not funded national conference • 2018-19 – attended NACADA national conference Fall 2018 	<p>Implemented best practices when working with transfer students</p> <ul style="list-style-type: none"> • Began development of transfer guides for 2018-19 • Research updated communication methods (namely, a texting app).
<p>Admissions: Leverage Admission policies and procedures through an enrollment management process that maximizes enrollment and net revenue. (CAFE: E1, E2, E3)</p>	<p>2017-2018 – Declining enrollment over previous five years needed to be addressed. Turnover in admission staff, and lack of in-house expertise are</p>	<p>2017-2018 - Major contract with EAB secured to increase recruitment funnel through an expanded list of prospects and increased admissions.</p>

	<p>limiting recruitment effectiveness.</p> <p>2018-2019 – Applications for the fall 2018 show substantial increase from students within Michigan; however, conversion rate is lower than expected. Discussions with EAB reveal that marketing efforts focused on traditional marketing techniques within Michigan only. Expanding scope of recruitment beyond MI would lead to additional expense.</p>	<p>2018-2019 – Contract with EAB cancelled and funds diverted to internal marketing efforts which are scalable with enrollment and program expansion. Reallocate staff resources across units within the enrollment management areas to increase effectiveness and redefine processes focusing on increased customer communication. Budget adjusted to support new initiatives.</p>
<p>Athletics: Expand awareness of LSSU Athletics and LSSU via media:</p> <ul style="list-style-type: none"> • Increase in website traffic by 10% year over year. • Increase in LSSU Athletics followers on Facebook, Twitter, and Instagram by 10% year over year. • Increase in followers for each LSSU team for Facebook, Twitter, and Instagram by 10% year over year. <p>In doing so, create a positive cultural experience for the LSSU campus community and the Sault Ste. Marie community. (CAFE: C2, E2)</p>	<p>2017-18: Google Analytics used to measure web traffic. In the first five months the LSSU Athletics Facebook page increased its number of followers by 46.5% (1633 to 2376). Twitter followers increased by 10.8% (1646 to 1823) and a new Instagram page was introduced collecting 294 followers in the first few months. Hockey followers increased on Facebook by 13% (3003 to 3394), on Twitter by 19.7% (1646 to 1823), and on Instagram by 22.9% (897 to 1102). Also, new social media pages were introduced to ensure each team had a team Facebook and Twitter page. Approximately a dozen LSSU athletic stories were placed in industry trades such as the DI or D2 Ticker. As a new initiative, these were the</p>	<p>Focus on improving content with increased emphasis on video, feature stories, and promotional graphics. Focus on improving promotional efforts to draw more social media followers.</p>

	first placements in these types of trades.	
Business Operations: Monitor expenditures and report finding to budget managers. (Finance: F2)	<p>FY17: No real processes exist for budget monitoring other than budget managers going into BANNER or BudgetPak to check status.</p> <p>FY18: Manually built and generated reports were sent to all budget managers quarterly. Meetings were held with managers that were over-budget.</p>	<p>FY17: The expenditures were moved into BudgetPak on monthly basis, rather than a quarterly basis. The CFO will look at developing monthly processes to push out the budget reports.</p> <p>FY18: A quarterly process was developed, but the CFO will continue to look at developing monthly processes to push out the budget reports.</p>

Directors in each administrative support area worked with their teams in the documentation of assessment of their unit goals, and achievement of outcomes related to the University Strategic Plan. Unit leaders and key members included the following individuals:

Administrative Support Area	Leadership Team
Athletics	Dr. David Paitson, Athletic Director
Business Operations	Mr. Morrie Walworth, VP for Finance and Operations, Chief Financial Officer
Center for Freshwater Research and Education	<p>Dr. Ashley Moerke, Professor and CFRE Director</p> <p>Dr. Kevin Kapuscinski, Assoc. Prof. and CFRE Assistant Director of Research</p> <p>Dr. Barb Light, Assoc. Professor and CFRE Assist. Director for Outreach and Community Engagement</p> <p>Mr. Roger Griel, Manager CFRE Fish Hatchery</p>
Enrollment Management	<p>Mr. John Kawauchi, Vice President of Enrollment Management, Marketing and IT</p> <p>Mr. Kyle Guale, Executive Assistant and Marketing Associate</p> <p>Mr. Jason Wenglikowski, Interim Director of Marketing Communications, Webmaster</p> <p>Mr. Jerry Stephens, Director Enterprise Application Services</p>
Human Resources, Safety, and Risk	<p>Ms. Wendy Beach, Director</p> <p>Ms. Mackenzie Edwards, Deputy Title IX Coordinator</p>
LSSU Foundation	<p>Mr. Thomas Coates, Executive Director</p> <p>Ms. Sharon Dorrity, Director of Constituent Relations</p> <p>Ms. Susan Fitzpatrick, Director of Alumni Relations</p> <p>Mr. Ryan Sigmon, Development Coordinator</p> <p>Ms. Virginia Zinser, Director of Development</p>
Regional Centers	<p>Ms. Heidi Berg, Escanaba Regional Center</p> <p>Ms. Carolyn Ramsdell, Petoskey Regional Center</p>

Registrar's Office	Ms. Nancy Neve, Registrar Ms. Nicole Parker, Assistant Registrar
Office of Sponsored Programs	Ms. Erica Newland, Sponsored Programs Administrator

C4. Budget Planning Process

An Integrated Planning and Budgeting Committee (IPBC) has been established, which will provide the link between the academic priorities of the university and its business and budgetary priorities. IPBC is the administration's senior planning and budgetary body responsible for the structure of Integrated Planning, recommending to the President on resource requirements, including academic initiatives approved by the administration, and review of plans of academic and administrative units.

The Budget Planning Process that the IPBC oversees is composed of four broad areas, including:

1. **BUDGET PREPARATION**
 - a. Preparation of the annual **Operations Forecast**
 - b. Preparation of an annual **budget framework** based on the Operational Forecast, with the longer-term goal of producing a multi-year budget framework
 - c. Preparation of the institution's **Annual Operating Budget** based on a review of unit plans and budgetary requests
 - d. Providing recommendations to the President on the **resource levels** for all units annually, and over a multi-year timeframe
2. **ADMINISTRATIVE APPROVAL**
 - a. Approval of resource requests relating to the university's strategic plan and general operations of the university
 - b. Approval of the resource component of the academic and administrative units, processes, and policies to be considered for approval by the administration and the Board of Trustees
 - c. Approval of planning and resource-related decision items to be considered for approval by the Board of Trustees
3. **PLANNING**
 - a. Approval of the **structure for an integrated planning process** – schedules, templates, and decision criteria
 - b. **Review and assessment of the plans** of all academic and administrative units and provide specific feedback
 - c. Supervises and recommends the **Foundational Documents** for distribution to the administration and the Board of Trustees (where appropriate) for approval
 - d. Develops and oversees the application of the **Framework for Assessment**
 - e. Develops and oversees the application of **performance measures for the university**
4. **COMMUNICATIONS**
 - a. Preparing regular reports to the President, SMT, and the Board of Trustees (as appropriate) on institutional integrating planning and budgeting
 - b. Creation of a communications plan to ensure that strategic directions of the university, the plans of all academic and administrative units, and the planning drivers are communicated to constituent groups

D. Assessment Methodologies and Practices

The University demonstrates responsibility for all aspects of its operations through a commitment to continuous improvement, including the regular evaluation of the effectiveness of assessment methodologies and practices. This is evidenced by our use of a program review structure that required a comprehensive review and revision of outcomes at the course, degree program, school and administrative unit levels.

D1. Student-Focused Learning Outcomes

The University has worked with diligence since the 2016 Comprehensive Review to develop assessment methodologies and practices which included student-focused learning outcomes for all courses and degree-programs. The 2016 Final Report noted the necessity to ensure that “**all course outcomes must focus on student learning rather than on teaching or on programmatic goals.**” To this end, the University has implemented a number of key initiatives, including defining an assessment vocabulary at the institutional level, an audit of course- and program-level learning outcomes, and a review and revision of learning outcomes to establish measurable criteria of student achievement.

The University formalized an institutional assessment vocabulary⁴ (Appendix D) in December 2017. This common framework allows units to use a shared understanding of the language of assessment, including goals, strategies and measures. This language carries through our institutional assessment system (Improve™ by Nuventive – formerly Tracdat), and is reflected in assessment reports which are based on a standard four column report format that includes goals, criteria, findings and “use of results.”

Following the fall 2017 reorganization of academic affairs describe in the Strategic Directions report, Deans and School Chairs initiated a review of course and program outcomes to ensure that each contained relevant, measurable and student-focused student learning outcomes. This review resulted in an audit process which was completed in August 2018. The audit report is referenced below and posted to the University assessment web site.

Course-level outcome review

- [Course-Student-Learning-Outcome-review f18](#)

<https://www.lssu.edu/assessment/student-learning-assessment/>

The University Curriculum Committee has responsibility to review and approve all matters related to curriculum. The Committee has approved templates for all curriculum action which require Schools to define and delineate student learning outcomes, and to use assessment data as part of the rationale for any curriculum change. The Curriculum Committee approves courses, including course learning outcomes, degree programs, including degree learning outcomes, and reviews the budgetary implications for proposed curriculum changes. Having once approved the course-level student

⁴ <https://www.lssu.edu/wp-content/uploads/2018/04/STRATEGIC-PLANNING-ASSESSMENT-AND-PROGRAM-REVIEW-19FEB2018.pdf>

learning outcomes, the University Curriculum Committee subsequently supported an audit of all course learning outcomes to ensure each course contained outcomes which appropriately reflected statements related to student learning and achievement. The members of the University Curriculum Committee include the following individuals:

Academic School	Curriculum Committee Member
School of Arts and Letters	Dr. George Denger, Professor
Lukenda School of Business	Mr. Robert Boston, Assoc. Professor
School of Criminal Justice, Fire Science and Emergency Services	Dr. Paige Gordier, Professor
School of Education	Dr. Guidi Yang, Assoc. Professor
School of Engineering and Technology	Dr. Masoud Zarepoor, Asst. Professor
School of General Studies	Dr. Donna Fiebelkorn, Dean
School of Kinesiology and Behavioral Sciences	Dr. Eric Statt, Assoc. Professor and Chair
School of Computer Science and Mathematics	Dr. Evan Schemm, Professor
School of Natural Resources and Environment	Dr. Dennis Merkel, Professor and Chair
School of Nursing	Ms. Jamie Gerrie, Assoc. Professor
School of Science and Medicine	Dr. Robert Mosey, Asst. Professor
Student Government	Ms. Alyssa Geer
Administration	Dr. Lynn Gillette, Provost and CC Co-chair Nancy Neve, Registrar Dr. Ronald Hutchins, Dean
Other	Dr. Barbara Keller, Professor and CC Co-chair

D2. Academic Program Assessment

The University demonstrates its commitment to assessment of student learning through a comprehensive systematic approach to degree-level program assessment, and the use of assessment data for the continued improve student learning and achievement. As of November 2018, every academic degree program has documented assessment of updated learning outcomes and ‘use of results’. The 2016 Final Report had noted that the “**all programs had submitted program-level outcomes, [but] not all those outcomes were in measurable terms.**” Furthermore, it was noted that assessment was “**not consistent across academic programs**” and that “**not all [are] reporting findings or actions.**”

As noted in section D1, course level-outcome review was completed in August, 2018. Each school then initiated a parallel review of degree-level outcomes and assessment plans, with a completion date in late November. This review included a comprehensive re-evaluation of the degree-level outcomes, again to ensure each was focused on student learning and achievement. This did not preclude schools from developing additional program-level outcomes related to School-level goals. Each school also ensured that there was documentation of their assessment activities, including findings and the ‘use of results’ where those findings resulted in actions which can lead to increased student learning. Documentation efforts focused on the academic years 2016-2017, 2017-2018 and the start of 2018-2019. Where possible, schools were encouraged to provide assessment documentation from prior years as well. School-level reports, following the standard four-column format, aggregate the degree-

program reports. These reports are listed below, with hyperlinks to the full documents, and are posted to the university web site.

Degree-level program assessment

- **College of Criminal Justice and Emergency Responders**
 - [School-of-Criminal-Justice-Fire-Science-Assessment -Reporting-Unit-Four-Column f18](#)
- **College of Education and Liberal Arts**
 - [School-of-Arts-and-Letters-Assessment -Reporting-Unit-Four-Column](#)
 - [School-of-Education-Assessment -Reporting-Unit-Four-Column f18](#)
 - [School-of-General-Studies-Assessment -Reporting-Unit-Four-Column f18](#)
- **College of Health and Behavior**
 - [School-of-Kinesiology-Social-Science-Assessment-Reporting-Unit-Four-Column-12-10-2018](#)
 - [School-of-Nursing-Assessment – Program Four Column f18](#)
- **College of Innovation and Solutions**
 - [School-of-Business \(Lukenda\) -Assessment -Reporting-Unit-Four-Column-18sept18](#)
 - [School-of-Computer-Science-Mathematics-Assessment -Reporting-Unit-Four-Column-18sept18](#)
 - [School-of-Engineering-and-Technology-Assessment -Reporting-Unit-Four-Column-18sept18](#)
- **College of Science and Environment**
 - [School-of-Natural-Resources-Environment-Assessment -Reporting-Unit-Four-Column-18sept18](#)
 - [School-of-Science-Medicine-Assessment -Reporting-Unit-Four-Column-18sept18](#)

<https://www.lssu.edu/assessment/student-learning-assessment/>

Assessment of student learning within each academic degree program is the responsibility of faculty members in the school where the program is housed. Led by the school chairs, assessment coordinators are identified for each program who aggregate assessment data for the program with findings from the constituent courses within the program. These assessment coordinators are identified on the four-column report header as the “assessment contact.” Faculty members for each school include the following:

College and School	Faculty
College of Criminal Justice and Emergency Responders • School of Criminal Justice, Fire Science and Emergency Services	Dr. Ronald Hutchens, Dean Mr. Bryan S. Fuller, Assistant Professor Mr. Dustin Gaberdiel, Emerg. Medical Instructor Dr. Paige H. Gordier, Professor Mr. Herbert D. Henderson, Associate Professor Dr. Aaron J. Westrick, Associate Professor

<p>College of Education and Liberal Arts • School of Arts and Letters</p>	<p>Dr. Donna Fiebelkorn, Dean Dr. Chad A. Barbour, Associate Professor Ms. Julie B. Barbour, Assistant Professor Dr. Mary D. Been, Professor Mr. Spencer Christensen, Assistant Professor Mr. Tyler Dettloff, Instructor Mr. George H. Denger, Associate Professor Dr. Louann Disney, Associate Professor Ms. Ginna Hoben, Assistant Professor Ms. Mary N. McMyne, Associate Professor Ms. Shirley A. Smart, Assistant Professor Dr. Jason K. Swedene, Professor Dr. James (Ted) Walker, Instructor</p>
<p>College of Education and Liberal Arts • School of Education</p>	<p>Dr. Donna Fiebelkorn, Dean Ms. Becky Davis, Assistant Professor Ms. Mary N. McMyne, Associate Professor Dr. Barbara Light, Assistant Professor Dr. Joni J. Lindsey, Assistant Professor Dr. Cathy White, Assistant Professor Dr. Guidi Yang, Associate Professor</p>
<p>College of Education and Liberal Arts • School of General Studies</p>	<p>Dr. Donna Fiebelkorn, Dean Ms. Jillena Rose, Director</p>
<p>College of Health and Behavior • School of Kinesiology and Social Science</p>	<p>Dr. Ronald Hutchens, Dean Dr. Jacey Cook, Instructor Dr. R. Kirk Mauldin, Professor Dr. Kristina J. Olson-Pupek, Associate Professor Ms. Sarah Ouimette, Assistant Professor Mr. Brent Pusch, Assistant Professor Dr. James J. Schaefer, Associate Professor Dr. H. Russell Searight, Professor Dr. Melissa S. Shaffer-O'Connell, Assistant Professor Dr. Heather Shay, Assistant Professor Dr. Eric Statt, Associate Professor and Chair Ms. Jody Susi, Assistant Professor Dr. Joseph Susi, Professor Dr. Benjamin Toll, Assistant Professor</p>
<p>College of Health and Behavior • School of Nursing</p>	<p>Dr. Ronald Hutchens, Dean Dr. Kathy A. Berchem, Associate Professor and Chair Ms. Cynthia S. Butcher, Assistant Professor Ms. Andrea M. Donmyer, Assistant Professor Ms. Charlotte G. Folkersma, Assistant Professor Ms. Jaimee L. Gerrie, Assistant Professor</p>

	<p>Ms. Gina Greengtski, Skills Lab Supervisor Dr. Sandra King, Assistant Professor Ms. Lori Oliver, Assistant Professor Dr. Elizabeth Phillips, Assistant Professor</p>
<p>College of Innovation and Solutions • School of Business (Lukenda)</p>	<p>Dr. Kimberly Muller, Dean Ms. Susan E. Beckon, Assistant Professor Mr. Robert Boston, Assistant Professor Ms. Marta Diaz, Assistant Professor Ms. Mindy S. McCready, Assistant Professor and Chair Ms. Valerie C. Philips, Associate Professor Ms. Jody L. Rebek, Assistant Professor Mr. Gerald R. Root, Associate Professor Dr. Madan Saluja, Professor Dr. Ralf Wilhelms, Professor</p>
<p>College of Innovations and Solutions • School of Computer Science and Mathematics</p>	<p>Dr. Kimberly Muller, Dean Dr. Daeshik Choi, Assistant Professor Dr. Robert Kipka, Assistant Professor Dr. Joni J. Lindsey, Assistant Professor Dr. Grace Ngunkeng, Assistant Professor Dr. Steven Noren, Visiting Assistant Professor Dr. Evan L. Schemm, Professor Dr. Christopher E. Smith, Associate Professor Dr. Brian A. Snyder, Associate Professor and Chair Dr. George Voutsadakis, Assistant Professor</p>
<p>College of Innovations and Solutions • School of Engineering and Technology</p>	<p>Dr. Kimberly Muller, Dean Dr. David C. Baumann, Professor Mr. James Devaprasad, Professor Dr. Robert L. Hildebrand, Associate Professor Mr. Jordan Huff, Laboratory Engineer Dr. Andrew H. Jones, Associate Professor Mr. Jeffrey H. King, Laboratory Engineer Mr. David Leach, Instructor Dr. Zakaria Mahmud, Associate Professor Dr. Joseph P. Moening, Associate Professor Dr. Paul J. Weber, Associate Professor Dr. Masoud Zarepoor, Assistant Professor</p>
<p>College of Science and Environment • School of Natural Resources and Environment</p>	<p>Dr. David Myton, Assoc. Provost and Interim Dean Dr. Sally A. Childs, Professor Dr. John B. Graham, Assistant Professor Dr. B. Thorpe Halloran, Visiting Assistant Professor Dr. William Houston, Assistant Professor Dr. Hari Kandel, Assistant Professor Dr. Kevin Kapuscinski, Assistant Professor Dr. Paul R. Kelso, Professor Dr. Dennis Merkel, Professor Dr. MaryKathryn Rocheford, Assistant Professor</p>

	Dr. John H. Roese, Professor Dr. Derek D. Wright, Associate Professor
College of Science and Environment • School of Science and Medicine	Dr. David Myton, Assoc. Provost and Interim Dean Dr. Barbara I. Evans, Professor Dr. Jason M. Garvon, Associate Professor Dr. Martha A. Hutchens, Associate Professor Dr. Alexei V. Iretski, Professor Dr. Steven C. Johnson, Associate Professor Dr. Barbara J. Keller, Professor Dr. Stephen Kolomyjec, Assistant Professor Dr. Jun Li, Associate Professor Dr. R. Adam Mosey, Associate Professor Dr. Thu Nguyen-Mosey, Assistant Professor Dr. Britton D. Ranson Olson, Associate Professor Dr. Matthew K. Spencer, Assistant Professor Ms. Sharon J. Vance, Visiting Assistant Professor Dr. Gregory M. Zimmerman, Professor.

D3. General Education and Institutional Learning Outcomes

The University’s general education program provides clearly articulated student-learning outcomes appropriate for our mission, educational offerings and degree levels. The general education curriculum, including identification of institutional learning outcomes appropriate for every college-educated person, were developed by the University and are assessed through an internally developed set of rubrics, and imbedded degree-level assessments.

The University has a well-established set of general education student learning outcomes⁵, and all courses which have been approved by the University General Education Committee as addressing these outcomes have included the outcome statement in the course syllabi. While the University has used course-imbedded assessment for all course assessment, including assessment of the general education outcomes, the 2016 Final Report noted that this assessment had not been uniformly completed “**beyond the identification of course outcomes.**” While the University had discontinued the use of the ETS Proficiency Profile prior to the 2016 review, a formalized internally developed instrument had not yet been put into place. The Final Report noted that “**if an external instrument is not used, alternate methods or instruments to measure those outcomes must be identified (e.g., rubrics).**”

During the spring semester of 2018, the General Education Committee formally adopted an assessment model using internally developed rubrics based on the framework of the LEAP Value Rubrics⁶. Each Outcome Subcommittee led development of a common assessment tool and rubric for each outcome, and these were piloted in the spring semester 2018. In the fall, the effectiveness of these rubrics was evaluated and the Subcommittees further refined and revised the rubrics, and

⁵ <http://webteam.lssu.edu/catalog/cmscatalog1819/gen-ed-requirements.php>

⁶ <https://www.aacu.org/value-rubrics>

completed a report evaluating the assessment of each outcome. These reports are listed in the table below, and posted to the University assessment web site.

General Education Outcome Subcommittee Reports

- [General-Education-Communication Assessment 01nov18](#)
- [General-Education-Diversity Assessment 01nov18](#)
- [General-Education- Humanities Assessment – 01nov18](#)
- [General-Education-Mathematics Assessment – 01nov18](#)
- [General-Education-Natural Science Assessment 01nov18](#)
- [General-Education-Social Science Assessment – 01nov18](#)
- [General-Education-Written Communication Assessment - 01nov18](#)

<https://www.lssu.edu/assessment/student-learning-assessment/>

The University has demonstrated its commitment to the assessment of Institutional Learning Outcomes as a part of the assessment of every academic degree program. In the fall semester of 2017, the General Education Committee formally adopted a set of four Institutional Learning Outcomes. They include: Formal Communication, Use of Evidence, Analysis and Synthesis, and Professional Responsibility. Responsibility for assessment of these common outcomes was assigned to the Academic Schools for inclusion into the assessment planning for each degree program. This followed directly from the concern raised in the 2016 Final Report directing the University to **“identify institutional learning outcomes, measures of learning, findings, and actions to improve learning.”** As evidenced in the aggregate School-level reports on degree-program assessment (discussed in section D2) each degree has identified student learning goals which are aligned with the Institutional Learning Outcomes. Each of these goals has assessment findings, through the ‘use of results’ documenting institutional use of assessment data to improve student learning. The accounting program outcome shown in the inset box illustrates the explicit use of imbedded links to connect the program goals to the Institutional Learning Outcomes.

Student Learning Outcomes

Accounting Theory and Practice -
 Graduates will be able to apply accounting standards to information for financial accounting, managerial/cost accounting, governmental accounting, auditing, tax and accounting information systems purposes.

Goal Status: Active
Goal Category: Student Learning

Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.

Faculty from each school, and representatives from administration, serve on the University Curriculum Committee. Members include the following individuals:

Academic School	General Education Committee Representative
School of Arts and Letters	Mr. Spencer Christensen, Asst. Professor
Lukenda School of Business	Ms. Mindy McCready, Assoc. Professor and Chair

School of Criminal Justice, Fire Science and Emergency Services	Dr. Aaron Westrick, Professor
School of Education	Dr. Catherine White, Assoc. Professor
School of Engineering and Technology	Dr. Zakaria Mahmud, Asst. Professor
School of General Studies	
School of Kinesiology and Behavioral Sciences	Dr. Eric Statt, Assoc. Professor and Chair
School of Computer Science and Mathematics	Dr. George Voutsadakis, Professor
School of Natural Resources and Environment	Dr. John Graham, Asst. Professor
School of Nursing	Dr. Charlotte Folkersma, Asst. Professor
School of Science and Medicine	Dr. Martha Hutchens
Student Government	Ms. Katelyn Smith Ms. Shelby Munsey
Administration	Dr. Lynn Gillette, Provost Dr. Kimberly Muller, Dean Dr. Donna Fiebelkorn, Dean Dr. David Myton, Assoc. Provost, Interim Dean Ms. Nancy Neve, Registrar

D4. Assessment practices

University faculty members exercise oversight of the curriculum, including expectations for student performance, through the effective operation of the Curriculum and General Education Committees. Each committee has a majority representation from the faculty, and defined responsibilities that include assessment of student learning. A faculty survey conducted in the spring semester of 2015 asked faculty if their “school uses assessment data to improve student learning.” At that time a score of 3.58 on a 5-point scale (5 = strongly agreed) showed room for improvement. This was noted in the Final Report from the 2016 Comprehensive Review, along with the observation that there was room for improvement in faculty “**understanding of the institutional learning outcomes and their alignment to academic program or general education outcomes.**” A faculty survey conducted in the fall semester of 2018 asked faculty some of the same questions (Appendix F) and the score increased to 4.34 on the same 5-point scale, with 91.43% of faculty responding (N=35) that they agreed or strongly agreed with the statement “My school uses assessment data to improve student learning.” While there is still some room for continuing improvement, this increased faculty awareness of how and why assessment is being used to improve student learning is evidence of expanding and evolving assessment practices across the University.

D5. Student support services and co-curricular assessment

The University assesses achievement of the learning outcomes for its support services and co-curricular programs. The co-curricular programs are aligned with the University mission and contribute to the educational experience of students, and are supported by ongoing professional development for staff. The University has made gains in the documentation of these efforts since the time of the 2016 Comprehensive Review when it was noted that these units needed to “**develop student learning outcomes and assessment plans in their respective areas.**”

As documented in section C2, the areas of student support services and co-curricular programs have established appropriate goals, both for student learning and for unit operation, which are aligned with

the University Strategic Plan. For all goals, there are clear measures and criteria for achievement, findings documenting efforts for multiple academic years, and the effective application of this assessment data for actions or the 'use of results' to positively impact student achievement of the goals.

At the time of the 2016 Review, Student Life had not yet developed specific learning outcomes or assessment of those outcomes for that area. Surveys were typically conducted to track usage or student satisfaction for housing and for student activities, but no formal process was in place for recording that data or to determine the most effective use of results. To remedy this, Student Life staff participated in several professional development sessions focused on how to write SMART goals and learning objectives (I.e., Specific, Measurable, Attainable, Relevant, and Time-focused), how to appropriately assess those goals and outcomes, and how to enter and track the assessment data in Nuventive™ Improve (formerly TracDat). By the end of 2018, all reporting areas within Student Life had written SMART outcomes and entered data into Improve.

At the time of the 2016 Review, Academic Services did have active assessment processes in place; however, it was determined that staff would still take part in professional development to ensure that all goals and outcomes were SMART goals, and that all assessments were being appropriately recorded and tracked in Improve.

As of 2018-2019, all reporting areas within Student Life and within Academic Services will continue to assess active goals and outcomes in Nuventive™ Improve, and to use the results of those assessments to improve and direct their services to students.

E. Conclusion and Next Steps

The University has established a strong culture of assessment under the leadership of President Hanley. The Provost, working with the academic faculty, have made substantial progress in all areas identified for review in the March 25, 2019 Focused Visit. In the time since that visit, the institution's commitment to instilling a pervasive and deeply infused commitment to student achievement and learning has now become a defining part of our culture of assessment. The University has clearly demonstrated its commitment to continuous improvement in student learning, has documented its assessment efforts, spanning multiple years, and has implemented policies and procedures to ensure continuation of these practices into the future.

The University is scheduled for a Year-4 Comprehensive Evaluation during academic year 2020-2021.

Appendix A - Academic Program Review



Academic 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 review” 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.

School:	
Degree Programs of the School: (indicate which, if any, hold specialized programmatic accreditation)	
Academic Program Review Submission Date:	
Dean:	
School Chair:	
Names of Faculty Members Completing Program Review Report:	

Guidelines for Completing the Academic Program Review

Questions in Part 1 are focused at the School level, and should reflect School-level data, findings, etc.

Questions in Part 2 should be completed for each distinct academic degree program in the School. In the cases where an academic degree holds specialized programmatic accreditation, Schools can cite the page(s) which address the prompt question. In all cases, attach evidence where available using the appendix cover sheet to identify how the evidence supports the relevant criteria or prompt.

⁷ <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

PART 1: School-Level Review

School Mission and Goals

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

Type response here.

2. List the School-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>

Type response here.

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

Teaching and Learning Programs - Evaluation and Improvement: (CC 4.A)

3. Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.

Type response here.

4. Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s).

Type response here.

5. If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School.
6. Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (*i.e.*, business, government, education, military, unemployed, pursuing advanced degrees, etc.). Attach representative data.

Type response here.

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

Explain how the School uses assessment to promote ongoing growth and improvement. As evidence for each question, you may choose to include content from the 'Use of Results' column in the 4-Column Program Assessment Report, or provide broader assessment results from an alternative source.

7. School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.
8. Describe how results from assessment have been used to improve your School. Include specific examples.

Type response here.

9. Describe how the School uses assessment results to inform and facilitate better planning and budgeting.

Type response here.

10. In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.

Type response here.

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

11. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines.

<https://www.hlcommission.org/Publications/determining-qualified-faculty.html>

Type response here.

12. Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.

Type response here.

PART 2: Degree-Level Review

Degree Program: _____

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

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

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the “use of results.” Attach the 4-Column Program Assessment Report.
14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

Type response here.

Quality, Resources and Support (CC 3.A)

The Lumina Foundation’s Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
<http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf>

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

Type response here.

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Type response here.

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.

School:	
Document Title (if attached) or Filename (if emailed):	
This documentation is relevant to Question number:	
Briefly summarize the content of the file and its value as evidence supporting program review:	



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 review⁸” 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:	
Supervisor:	
Individuals contributing to the Program Review Report:	

Guidelines for Completing the Co-Curricular and Student Support Program Review

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

Co-Curricular and Student Support

Mission and Goals

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

Type response here.

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>

Type response here.

⁸ <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Quality Resources and Support (CC 3.D)

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

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.

Type response here.

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

Type response here.

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

Type response here.

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.

Type response here.

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.

Type response here.

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.

Type response here.

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

Type response here.

Appendix Cover Sheet

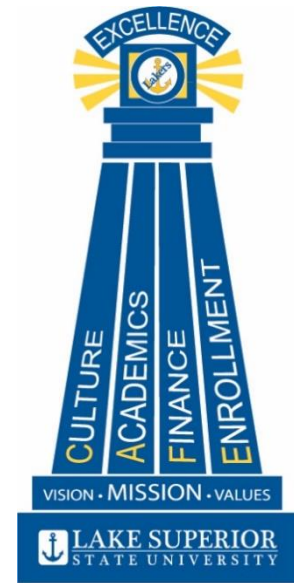
Use a copy of this cover sheet for each document submitted. Evidence supporting the questions and narratives does *not* need to be electronically added to this Program Review form. One option is to use this cover sheet to add content to directly this Word document. A second option is to submit separate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

School:	
Document Title (if attached) or Filename (if emailed):	
This documentation is relevant to Question number:	
Briefly summarize the content of the file and its value as evidence supporting program review:	

2018-2023 LSSU Strategic Plan

Approved December 1, 2017



Culture

LSSU will develop a culture of open communication and engagement fostering an enriching academic experience focused on a sense of community across campus, and connection to the Eastern Upper Peninsula. We seek to maximize individual voices in within our campus and community. With a commitment to our core values and teamwork across all departments, we can harness our unique talents and enrich our students' educational experiences. We strive to foster a culture of lifelong learning, integrity, and service by engaging students both in and outside of the university.

CAFE Master Goals for Culture:

1. We cultivate an environment of inclusion where all members treat others with dignity and respect.
2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region.
3. We cultivate continuous self-improvement through service, assessment, and accountability.

Academics

LSSU will develop and embrace an educational environment that is at once informing and informed; respecting and cultivating knowledge, resources, and talent contributing to the local and global community. We seek to maximize our institutional potential by promoting collaborative and transformational learning. We provide learning environments which are responsive and inclusive. We embrace an intentional, high quality, and consistent educational experience.

CAFE Master Goals for Academics:

1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services.

2. We will cultivate student educational experiences that add value and allow students to reach their full potential.
3. 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.

Finance

LSSU will develop operational methodologies that are open and transparent to cultivate trust both internally and externally, and enable informed decision-making regarding stewardship and use of available resources. We seek to ensure the institution's resources are sufficient to fulfill its mission, improve the quality of educational offerings, and plan for the future. We seek flexibility through resource allocation to address changing needs and opportunities. We seek sustainability through plans which are evaluated in order to accommodate both short and long term needs, and ensure that consequences of the decisions are considered.

CAFE Master Goals for Finance:

1. We will cultivate a culture of continuous improvement through accountability and sustainability practices, regular financial reviews, and periodic reporting.
2. We will cultivate data-informed budgetary processes that are open, transparent, and in alignment with institutional priorities.
3. We will cultivate viable entrepreneurial efforts to efficiently support evolving institutional needs, and to support new financially-viable, mission-driven opportunities.

Enrollment

LSSU will develop and implement systematic and integrated approaches to meet student enrollment goals. We seek to make enrollment decisions that reflect the mission of the institution and serve a broadly defined student population through goals which are developed, communicated, assessed, and updated annually. We seek to promote open communication and planning to establish institutional targets that are reflective of demographics and aligned with ongoing strategic decision-making for the campus.

1. We will cultivate, maintain, and support an enrollment management strategic plan that will center on programs and activities that reach enrollment goals.
2. We will cultivate collaborations with external and internal groups to promote student development and success.
3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input.

Appendix D – Assessment Vocabulary

Approved December 1, 2017.

This document establishes an institutional standard for the common terminology used in assessment of student learning outcomes, strategic planning goals, institutional effectiveness, and excellence.

Assessment: a process of establishing clearly stated goals and effective processes for evaluating the achievement of student learning, and institutional goals. Information gained from the process of assessment is used to guide improvement; and must be based on processes and methodologies which reflect good practice, and which incorporate the substantial participation of faculty and staff.

Benchmark: A criteria of measurement or standard of performance which uses peer performance data in the evaluation of institutional progress made in achieving a particular goal or strategy (Suskie, 2004).

Goal: First-level action item in Planning Units' individual strategic plans which operationalizes the University's Master Goals or the Planning Unit's mission. Writing SMART Goals (an acronym based upon: specific-measurable-agreed upon-realistic-time based) helps focus on developing goals that are clear, specific, and reachable. (Master Goal > **Goal** > Strategy/Measure > Finding > Action)

Institutional Effectiveness: An overarching and ongoing process of evaluation of the quality and efficiency in which an organization attains its mission, supporting planning, budgeting, and resource allocation. Institutional Effectiveness, the topic of HLC Criterion 5 (Resources, Planning, and Institutional Effectiveness) when fully permeating the life of the University,

- incorporates an ongoing process of quality improvement;
- provides measurable goals and outcomes for all areas;
- collects and evaluates data at regular intervals to measure the achievement of goals;
- engages a process of continuous review of data in support of data-informed decision-making.

Key Performance Indicator (KPI): A measure of an essential performance outcome of a particular organizational performance activity or an important indicator of a precise health condition of an organization. Commonly based on an aggregate of related objectives, used to generate a single reporting value used for dashboards or performance scorecards. KPIs are used to evaluate progress in achieving Master Goals, and Planning Units may also develop specific KPIs to track their performance in key areas.

Learning Goal: A type of Goal focused on student learning; "the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience" (Suskie, 2004, p. 75). Learning Goals developed for courses and programs may sometimes be referred to as learning outcomes or specifically, student learning outcomes (SLOs).

Master Goals: Fundamental constructs necessary for a university to achieve its definition of excellence. Key Performance Indicators are the primary indices of achievement. Depending on the context, for example a Master Goal may be referred to as a CAFÉ Master Goal or College Master Goal. Master Goals do not have strategies-measures for their direct assessment but aggregate assessment findings from Planning Units can be the basis of a finding and KPI metric related to

the Master Goal. CAFÉ Goals are Master Goals. (**Master Goal** > Goal > Strategy/Measure > Finding > Action)

Measures: Specific, measurable actions, and target performance criteria, taken to illustrate achievement of the components of a goal through a specific strategy.
(Master Goal > Goal > Strategy/**Measures** > Finding > Action)

Metrics: Standards of measurement; i.e., a macro-term for benchmarks and key performance indicators.

Mission: A broad statement explaining an organization's overall emphases, providing a definition of why it exists and a general direction for its activities. Mission statements are generally interchangeable with other institutions of similar nature.

Planning Units: Operational entities of the university, assigned specific functionalities and supported by institutional budgets, which develop their own strategic plans in support of institutional goals. Examples of Planning Units include Schools, Departments, or other organizational units.

Strategic Directions: Broad focus areas identified by the university that translate the mission statement and vision statement into categories that lend themselves to measuring the level of success attained. Strategic Directions usually encompass one or more Master Goals and often have a two-to-three-year focus period. The CAFÉ themes represent Strategic Directions.

Strategic Planning: "A formal process designed to help an organization identify and maintain an optimal alignment with the most important elements of its environment (Rowley and Sherman, 2001, p. 328).

Strategy: "An agreed-upon course of action and direction that changes the relationship, or maintains an alignment that helps to assure a more optimal relationship, between the institution and its environment" (Rowley and Sherman, 2001, p. 328). A strategy is operationalized as a "second-level" definition of a goal, providing direction for, and constraints on, administrative and operational activities to achieve the unit's goal. (Master Goal > Goal > **Strategy/Measures** > Finding > Action)

Value Statements: Those components of the university that will remain inviolate, regardless of environmental changes, programmatic shifts, etc.

Vision: What the university aspires to be.

References:

- Rowley, D., and Sherman, H. (2001). *From strategy to change: Implementing the plan in higher education*. San Francisco: Jossey-Bass.
- Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker Books.

Rev. date: December 1, 2017

Appendix E - Institutional Learning Outcomes

Recommendation for Program-level ILO Implementation

Memo from the General Education Committee with draft timeline for the implementation of Institutional Learning Outcome Assessment at the Program level:

September 27, 2017

David R. Finley, Ph.D., P.E.
Provost and Vice President for Academic Affairs (interim)
Lake Superior State University

Dear Dr. Finley:

The General Education Committee affirms the importance of a broad, liberal education for all students who pursue post-secondary credentials. The University's General Education Program has historically used a distributional, inputs model, approving courses within specific disciplinary fields as those which impart broad-based foundational skills. The University has not previously defined Institutional Learning Outcomes, which would reflect the knowledge, skills, and attitudes that all LSSU graduates would demonstrate, and their alignment to academic program, general education outcomes, and outcomes related to student support and co-curricular programs."

In order to enhance student learning and to bring LSSU into compliance with the Criteria for Accreditation highlighted in the Final Report of the Higher Learning Commission (HLC) (copied below the signature line of this letter), the General Education Committee, in May 2017, voted to adopt the following Institutional Learning Outcomes (ILOs) (complete ILO recommendation included with this letter):

- **Formal Communication**
Students will develop and clearly express complex ideas in written and oral presentations.
- **Use of Evidence**
Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.
- **Analysis and Synthesis**
Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.
- **Professional Responsibility**
Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

To make these outcomes true Institutional Learning Outcomes, the General Education Committee makes the following recommendations for their implementation:

- By December 15, 2017, each Program must identify methods and artifacts (e.g. student work which is evidence of achievement) with which to assess achievement of each of these four outcomes at the Program-level, using the rubric provided with the ILOs (see attached document), and report these methods. Schools are encouraged to develop and submit a curriculum map that shows the alignment of program outcomes to the Institutional Learning Outcomes.
- By April 25, 2018, each Program must execute assessment of student achievement relative to each of these four outcomes at the Program-level and report its findings, incorporating the rubric provided.
- By April 25, 2018, each Program must devise an action plan, based on its assessment findings, to sustain and increase student achievement of the ILOs.
- By January 23, 2019, each Program must evaluate the effectiveness of the action taken to increase student achievement relative to the ILOs and report Program-level findings.
- Programs will implement their assessment plan, and maintain documentation of the goals, measures, findings and actions, in the University's resource for institutional assessment: Nuventive Improve™
- The ILO assessment cycle must be repeated no less frequently than once every two (2) years for any given ILO, with at least one ILO assessed each year.
- The General Education Committee will review and provide feedback to programs on the Institutional Learning outcomes annually.

Definitions and clarifications:

- "Program" means an entire School, or smaller unit (e.g., departments, disciplines, or majors) as deemed reasonable by the School, which share common ILO assessments; or a University Planning Unit responsible for Program Review (e.g., student support and co-curricular areas).
- Programs are encouraged to relate existing Program-level outcomes and existing assessment tools with which these ILOs already align.

Sincerely,

The General Education Committee

HLC requirements pertaining to the general education component of Component 4.B, as quoted from pp.35-36 of the HLC Final Report

- *The general education program must engage in the assessment of student learning beyond the identification of course outcomes*
- *The University must identify institutional learning outcomes, measures of learning, findings, and actions to improve learning*
- *The University must identify mechanisms to demonstrate that students are meeting those outcomes; if an external instrument is not used, alternate methods or instruments to measure those outcomes must be identified (e.g., rubrics)*

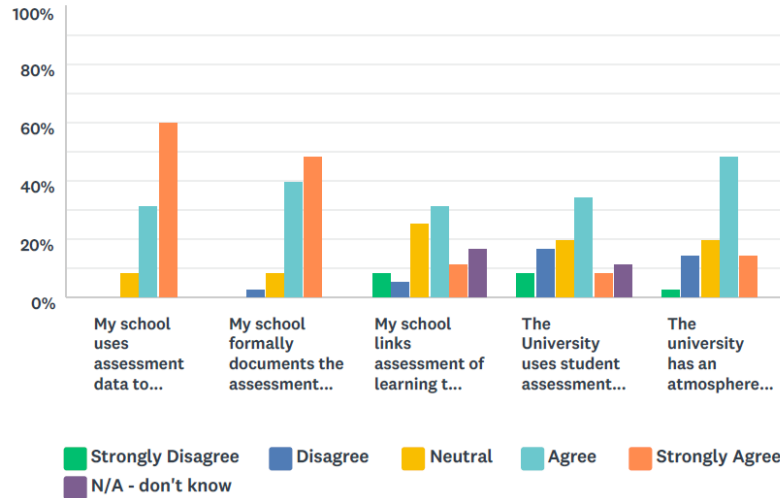
Appendix F – Survey of Faculty Perceptions

2018 Assessment Perceptions - Academics

SurveyMonkey

Q1 Use of Assessment Data

Answered: 35 Skipped: 0



	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)	N/A - DON'T KNOW	TOTAL	WEIGHTED AVERAGE
My school uses assessment data to improve student learning.	0.00% 0	0.00% 0	8.57% 3	31.43% 11	60.00% 21	0.00% 0	35	4.51
My school formally documents the assessment data it collects.	0.00% 0	2.86% 1	8.57% 3	40.00% 14	48.57% 17	0.00% 0	35	4.34
My school links assessment of learning to budget and planning.	8.57% 3	5.71% 2	25.71% 9	31.43% 11	11.43% 4	17.14% 6	35	3.38
The University uses student assessment in shaping academic planning and policy-making.	8.57% 3	17.14% 6	20.00% 7	34.29% 12	8.57% 3	11.43% 4	35	3.19
The university has an atmosphere conducive to faculty cooperation and interaction.	2.86% 1	14.29% 5	20.00% 7	48.57% 17	14.29% 5	0.00% 0	35	3.57

Appendix G - Institutional Documents

- [Faculty/Staff Handbook](#)
(<https://www.lssu.edu/wp-content/uploads/2016/06/Faculty-Handbooks-F17.pdf>)
- [Student Handbook](#)
(<https://www.lssu.edu/campus-life/stay-informed/student-handbook/>)
- [Organizational Catalog \(2017-2018\)](#)
(<http://webteam.lssu.edu/catalog/cmscatalog1819>)