University Assessment Committee

Annual Report 2021-2022

September, 2022

The University Assessment Committee meets between May and August each year to review assessment practices and data from the closing academic year. In keeping with the Aspirational Values of LSSU's 2020-2025 Strategic Plan, this committee strives to undergird the University's strong culture of assessment in support of Strategic Plan Goal Strategy 1.1.6:

> *Enhance a culture of cyclical and systematic assessment to drive continuous improvement and innovation in curricular, co-curricular, and extracurricular programs and services.*

To optimally achieve this goal, the committee is comprised of a representative group of individuals from across the broader campus, with membership from both academic and operational departments. University-wide assessments reviewed by the committee include:

- Institutional Learning Outcomes, assessed through
    - Academic capstone course
    - Student Worker Evaluations
    - Student Athlete Evaluations
- Annual Academic Program Assessment Reports
- Annual Co-Curricular Assessment Reports
- Annual Operational Unit Assessment Reports
- 5-Year Cyclical Academic Program Reviews (next cycle occurs in fall 2023)
- 5-Year Cyclical Operational Unit Reviews

Findings and recommendations of the committee are made public through the posting of the University Assessment Committee Annual Report on the University website:

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

For the academic year 2021-2022, the University Assessment Committee achieved the following:

- Implemented new online Student Worker Evaluations, focused on the assessment of Institutional Learning Outcomes (ILOs).
- Implemented new online Student Athlete Evaluations, focused on assessment of Institutional Learning Outcomes (ILOs).
- Reviewed and approved changes to Institutional Learning Outcome 4 (Professional Responsibility), as written by a General Education subcommittee and approved by the full General Education Committee. Approval process was moved forward to the Provost.

- Reviewed and approved changes to the scoring rubric used in capstone courses, adjusted for the approved changes to Institutional Learning Outcome 4. At the recommendation of this committee in 2021-2022, ILO 4 has now been separated into two distinct outcomes: ILO 4 will now solely assess Professional Responsibility, and ILO 5 will assess Intercultural Competency. Approval process was moved forward to the Provost.
- A new Operational Unit Annual Review template reporting form for co-curricular and operational areas was approved by the committee for use at the close of each academic year. This form will provide data for committee review from co-curricular and operational areas across campus, with the goal to make recommendations that will help "*drive continuous improvement and innovation in curricular, co-curricular, and extracurricular programs and services.*"
- Reviewed academic capstone course data for assessment of ILOs.
- Reviewed Student Worker Evaluation data for assessment of ILOs.
- Reviewed Student Athlete Evaluation data for assessment of ILOs.

Based on its evaluation of assessment data, the University Assessment Committee makes the following recommendations:

I. Online Student Worker Evaluations will be conducted to assess Institutional Learning Outcomes in every department that employs student workers.
   1. An addition data point will be added to the electronic form in 2022-2023 for class standing. This will provide the committee with longitudinal data that could potentially disclose progressive growth achieved by students in each successive year of their academic journey.
   2. Since the online reporting form does not allow for signatures, both supervisors and student workers will use a signature sheet to indicate the evaluation has been reviewed; this signature sheet will be turned in to Human Resources and linked to the online forms.
   3. All departments should be encouraged to solicit and consider student worker input as they complete their annual operational assessment reports.

II. The Athletic Department proposed to discontinue the online student athlete self-evaluations, and will focus on coaches' evaluations. The committee agrees that those evaluations will continue to use the online reporting form to assess individual student athletes for performance on ILO 4 (Professional Responsibility) and will incorporate assessment of the new ILO 5 (Intercultural Competency) in 2022-2023.

III. The new proposed rubric for assessing ILOs in academic capstone courses needs to be brought before the General Education Committee prior to implementation in classes. In

addition, a new benchmark / target should be established on the capstone reporting form at: 80% of students will achieve Level 3 or above.


IV.   The Vice-Provost for Accreditation and Assessment will continue working with co-curricular areas to ensure ongoing assessment of services and activities. Emphasis will continue to be placed on:
1. setting appropriate assessment targets/benchmarks,
2. ensuring outcome statements are measurable and well-aligned with the method of assessment, and
3. including definitions of terms on pre- post-test instruments to ensure students understand what is being asked.

V.   The Vice-Provost for Accreditation and Assessment will compile annual assessment data/reports from the 2022-2023 General Education Committee meetings to share with the University Assessment Committee for their review in summer 2023. In addition, the Vice Provost will begin conversations with the General Education Committee to explore direct ILO assessment in general education courses. The Assessment Committee is interested in obtaining freshman-level ILO assessment data to compare with its senior-level ILO assessment data.

VI.   At the close of the 2022-2023 academic year, the University Assessment Committee will:

1. Conduct it first annual review of data collected from co-curricular and operational areas using the new Operational Unit Annual Review reporting form.
2. Share its findings and recommendations with the campus community as an email attachment of the Annual Report, and as a public post of that report on the assessment pages of the University website.
3. Distribution of information will frame the document and data as "informative" rather than requisite, and "available for use in departmental meetings or discussions if appropriate."

# Summary Data: Assessment of Institutional Learning Outcomes

STUDENT WORKER EVALUATIONS

ILO 1- Formal Communication: Students will develop and clearly express complex ideas in written and oral presentations.

[Excellent = exceptional communication skills that are clear and well organized].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent


[Excellent = exceptional communication skills that are clear and well organized].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Written Communication Skills
N = 105

Rating	1	2	3	4	NA
Count	1	10	25	31	38
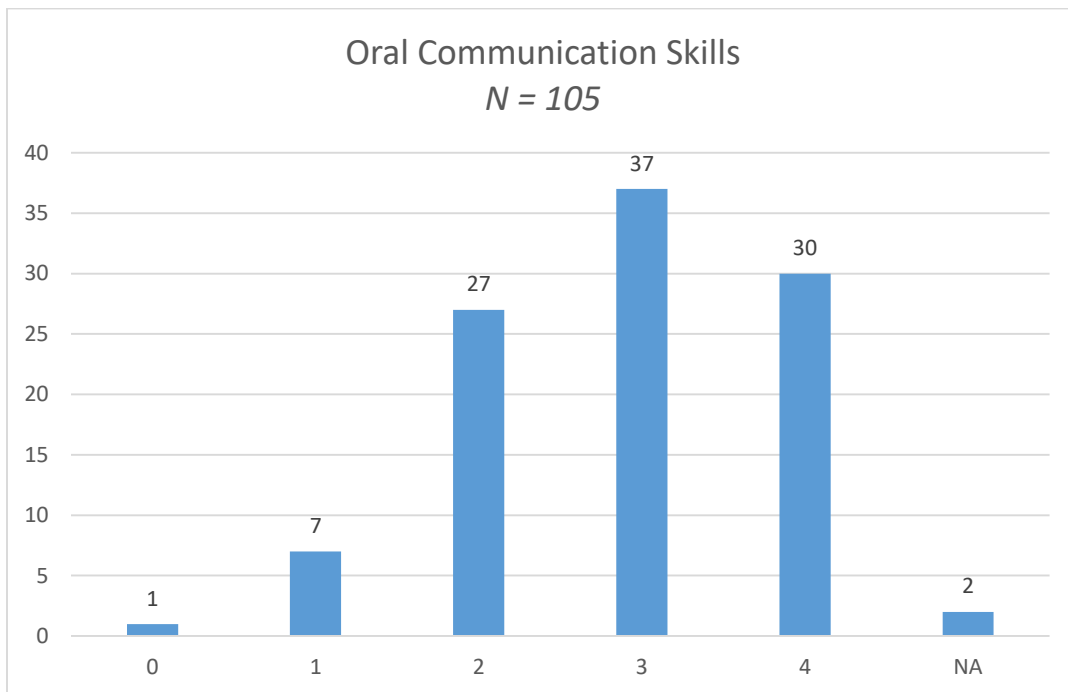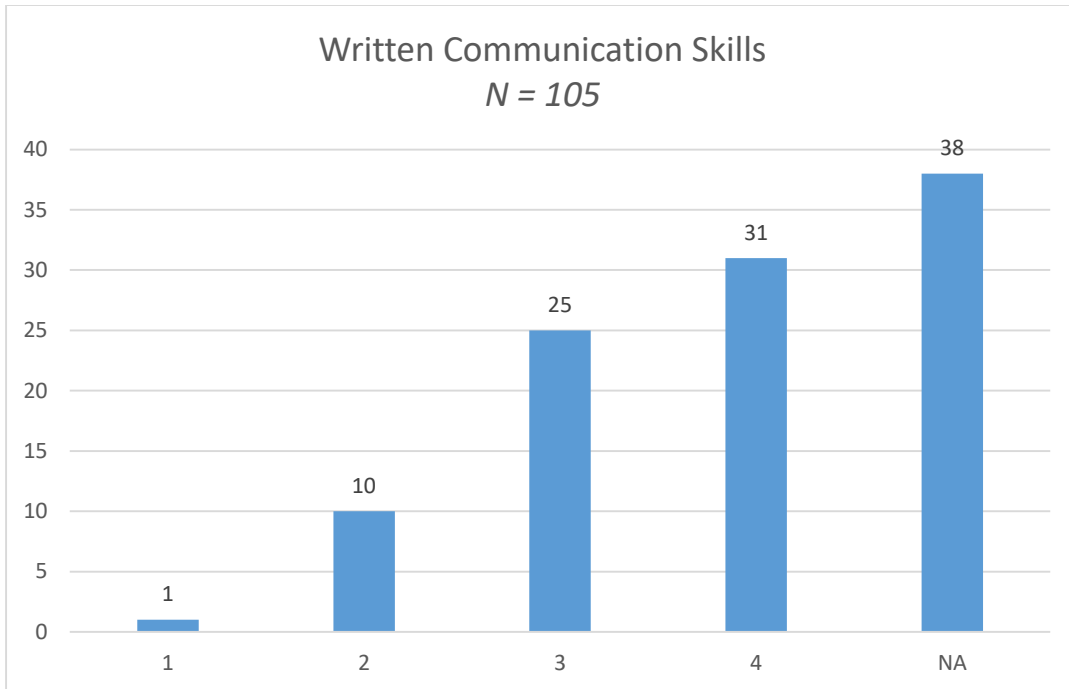
ILO 2- Use of Evidence: Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.

[Excellent = highly adept and innovative at solving problems].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Problem Solving Skills
N = 105

Rating	0	1	2	3	4	NA
Count	1	8	38	31	23	4
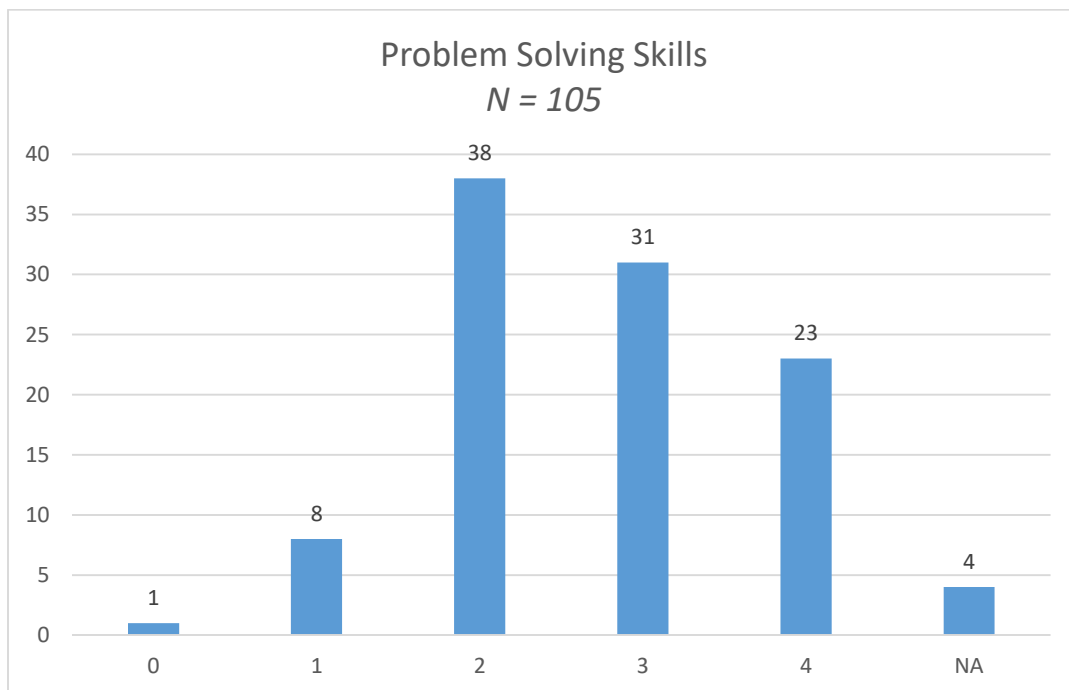
[Excellent = frequently contributes innovative and new ideas to solve problems].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Creative Thinking Skills
N = 105

| Score	Count
1	13
2	28
3	29
4	23
NA	12
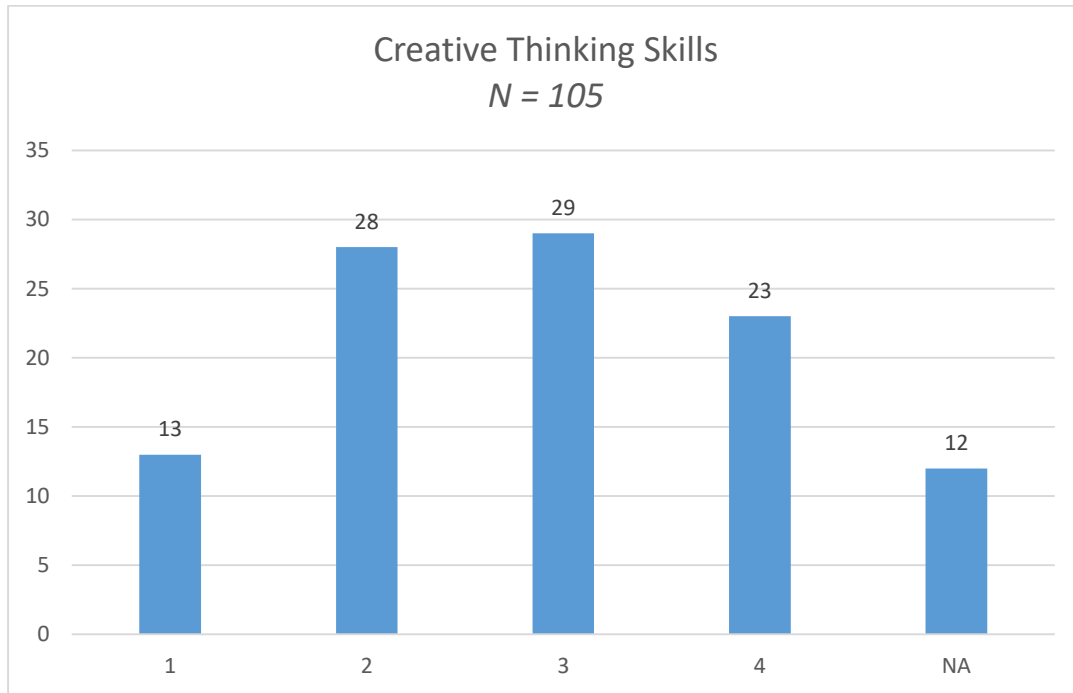
ILO 3- Analysis and Synthesis: Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.

[Excellent = very effectively plans and organizes to successfully achieve goals].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Planning & Organizational Skills
N = 105

Rating	Count
1	15
2	25
3	30
4	27
NA	8

[Excellent = makes decisions based on sound evidence].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Judgment/Decision Making Skills
N = 105

Rating	Count
0	1
1	16
2	24
3	33
4	23
NA	8
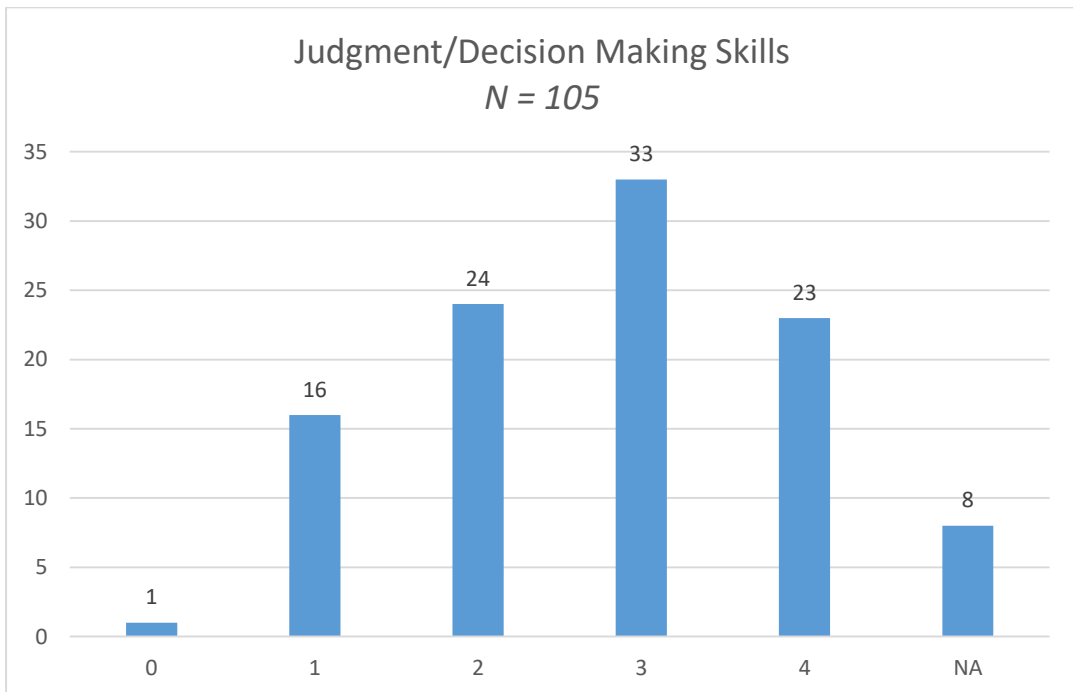
ILO 4- Professional Responsibility: Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

[Excellent = Always on time. Prompt and thorough completion of all work].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Dependability
N = 105
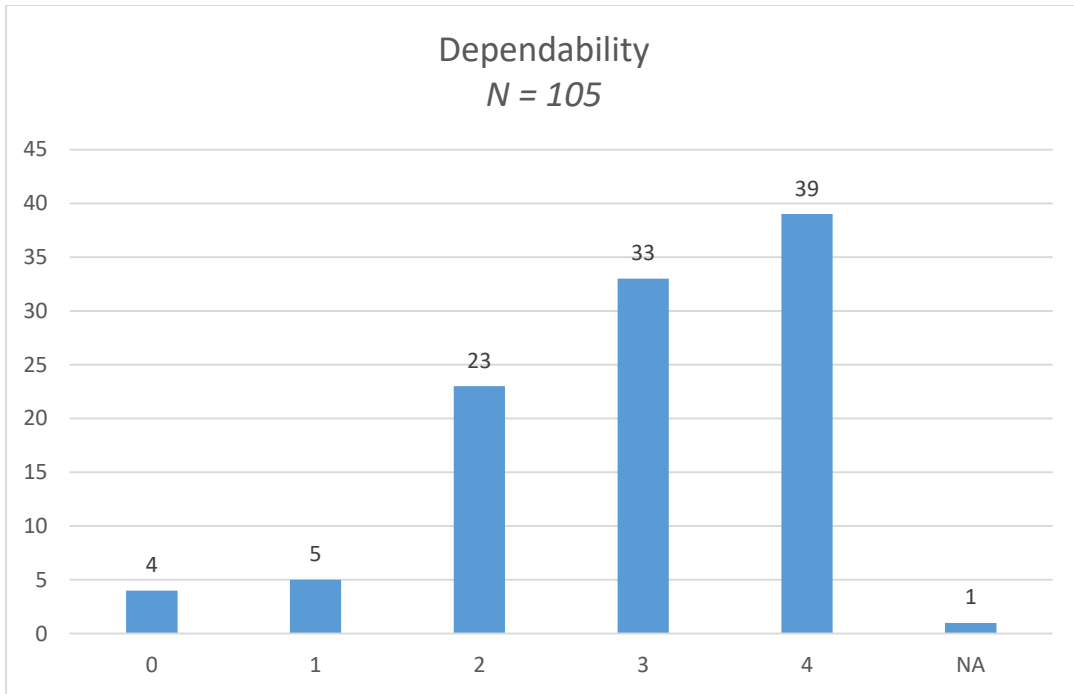
[Excellent = values and ensures compliance in all areas].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Compliance to Rules & Procedures
N = 105
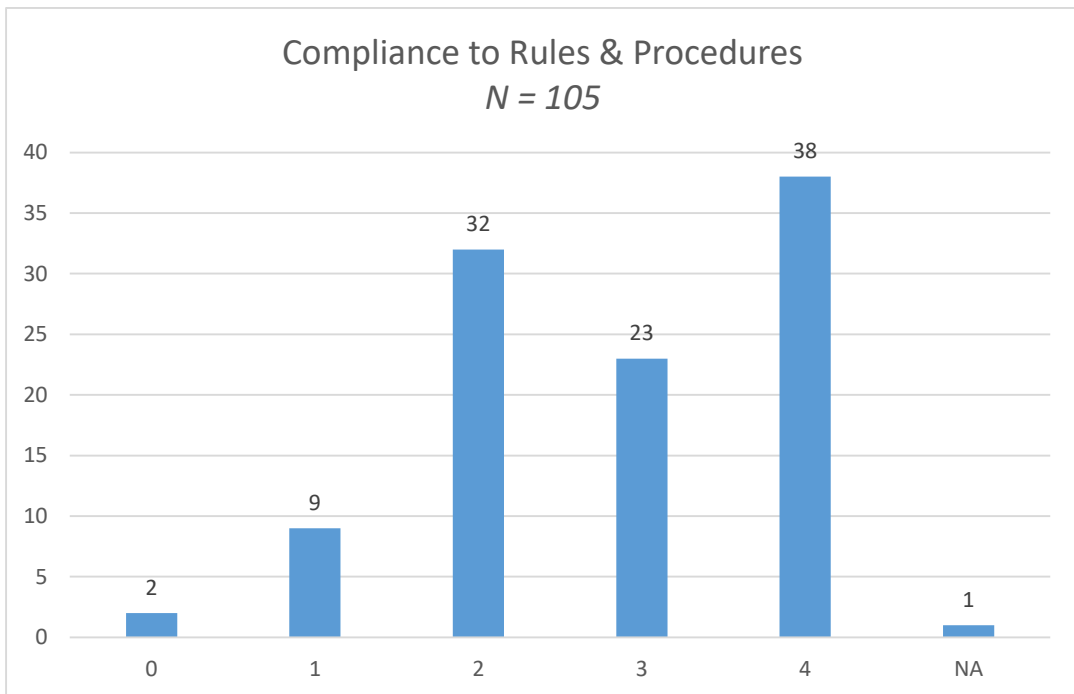
[Excellent = Strong contributor on collaborative tasks.].

0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Teamwork Skills
N = 105

Rating	Count
0	1
1	7
2	33
3	21
4	40
NA	3
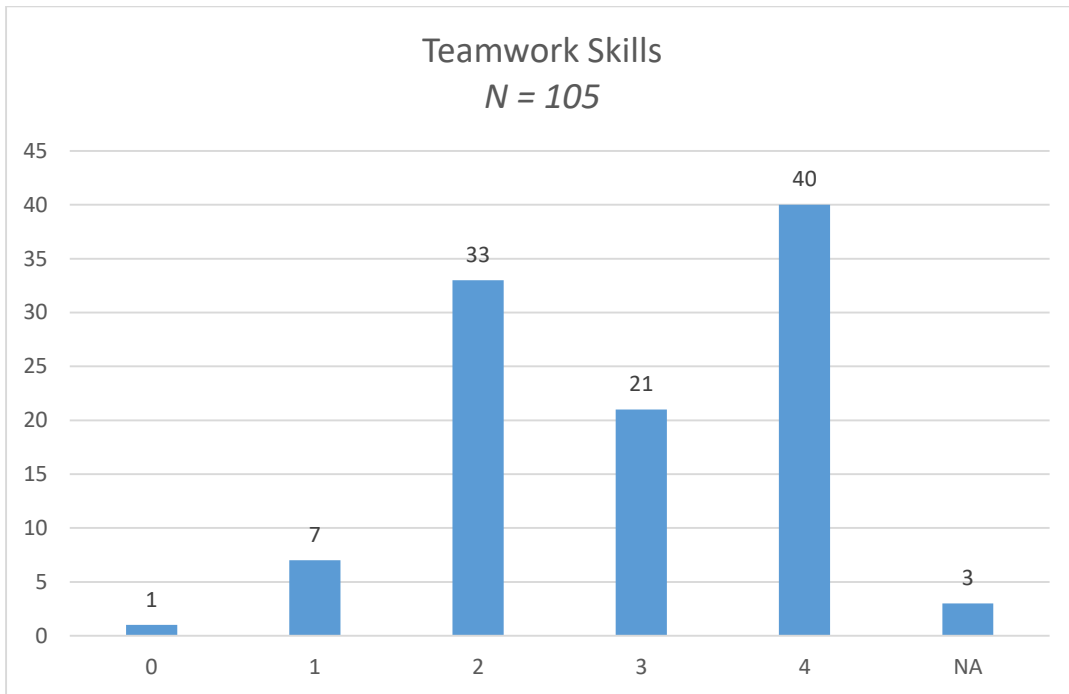
[Excellent = Strongly demonstrates value and respect to all].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Intercultural Competence
N = 105

Rating	Count
1	10
2	32
3	22
4	34
NA	7
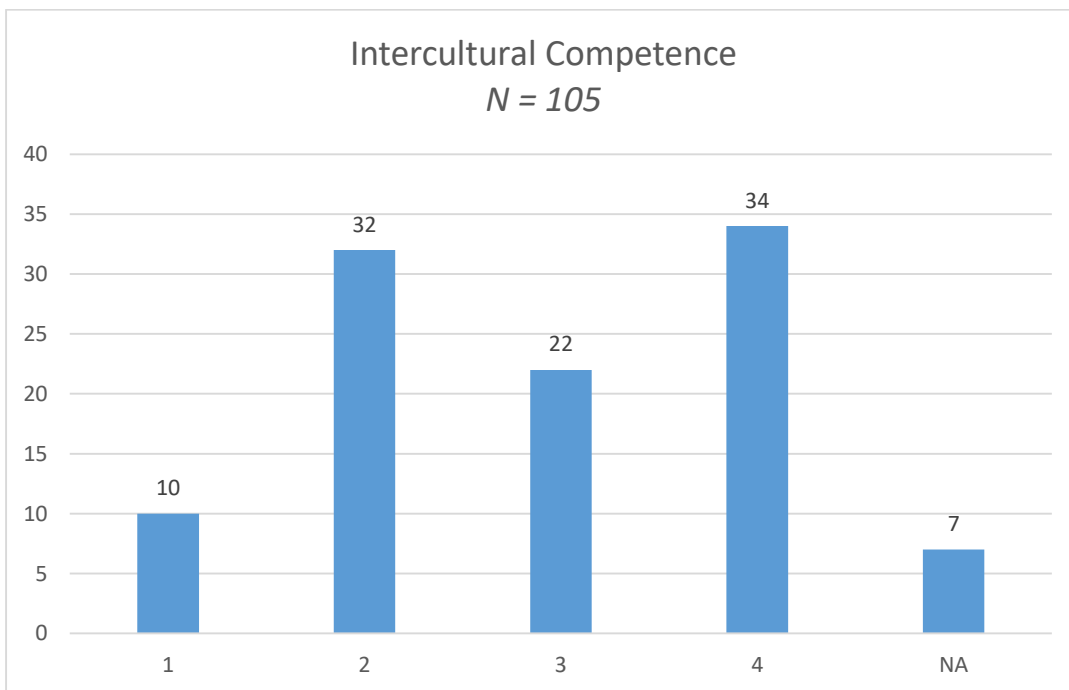
[Excellent = Readily receives and applies feedback].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Response to Supervision
N = 105

Rating	Count
0	4
1	6
2	22
3	32
4	40
NA	1
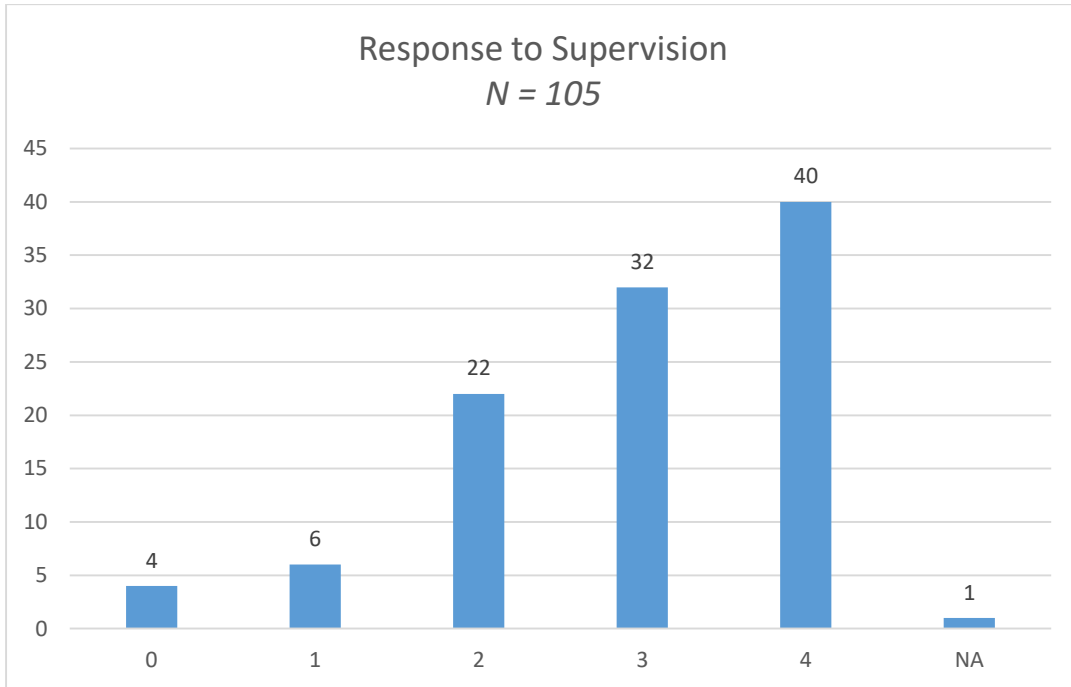
[Excellent = Strong work ethic. Always gives best effort and produces high quality work].
0 = Unsatisfactory; 1 = Marginal; 2 = Average; 3 = Above Average; 4 = Excellent

Quality of Work
N = 105

Rating	Count
0	1
1	7
2	30
3	34
4	31
NA	2
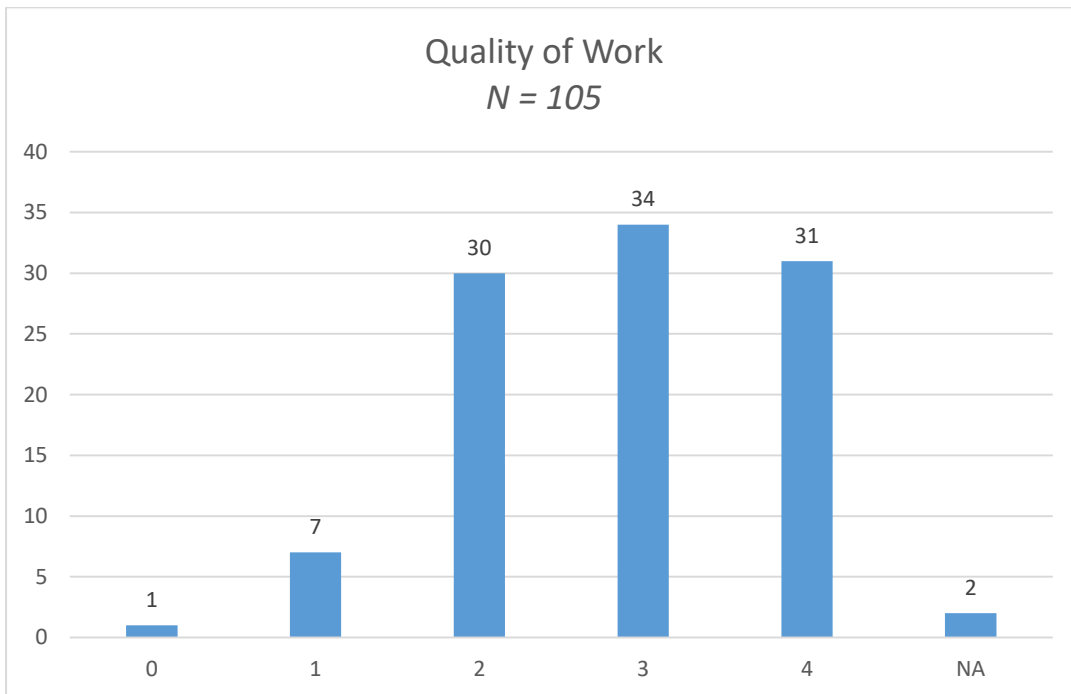
Summary of ILO assessments in capstone courses (2022)

N = 148

	(4) Capstone	(3) Milestone	(2) Milestone	(1) Benchmark
ILO 1 - **Formal Communication**	Clear organization, compelling language/ delivery, strongly supported reasoning.	Clearly articulates &/or displays use of professional ethics, articulates insights into how own cultural rules and biases influence their participation in &/or understanding of experiences in their profession.	Partial or intermittent organization, commonplace but understandable language/ delivery, content partially supports reasoning.	Poor organization, unclear/ distracting language/delivery, reasoning poorly supported by content.
ILO 2 - **Use of Evidence**	Gathers and uses evidence that is in-depth, from relevant sources (correctly attributed), accurately processed and interpreted, and covers the full breadth of relevant perspectives on the question at hand.	Gathers and uses in-depth evidence from relevant sources (correctly attributed), accurately processed and interpreted, covers several of the relevant perspectives on the question at hand.	Gathers and uses evidence from generally relevant sources, accurately processed and interpreted, but lacks some depth or represents a limited number of relevant perspectives.	Gathers and uses evidence from irrelevant sources, is inaccurately processed or interpreted, from so few perspectives that important considerations are missed, and/or is un- or incorrectly attributed.
ILO 3 - **Analysis and Synthesis**	Organizes and synthesizes evidence, ideas, or works of imagination to achieve a new insight or	Organizes and analyzes evidence, ideas, or works of imagination to come to a well-supported	Organizes and incompletely analyzes evidence, ideas, or works of imagination to come to a partially-supported conclusion	Collects evidence, ideas, or works of imagination but does not put them together in a logical manner.

	novel solution to a problem.	conclusion or reasonable solution to a problem.	or solution.	
ILO 4 - **Professional Responsibility**	Clearly articulates &/or displays use of professional ethics, articulates insights into how own cultural rules and biases influence their participation in &/or understanding of experiences in their profession.	Articulates &/or displays use of professional ethics, but does so in an incomplete or inadequate manner, articulates insights into how own cultural rules and biases influence their participation in &/or understanding of experiences in their profession, but fails to fully connect the two.	Can describe what professional ethics are, but fails to incorporate them into scholarly or professional activity, articulates own cultural rules & biases, but cannot connect those to their participation in &/or understanding of experiences in their profession.	Cannot articulate &/or fails to display knowledge of the ethics appropriate to their profession , unable to articulate one's own cultural rules &/or inability to articulate biases that could influence them in their profession.

Number of students who met or exceeded the expected outcome on each of the criteria:

	Number of Students Achieving Level (4) Capstone	Number of Students Achieving Level (3) Milestone	Number of Students Achieving Level (2) Milestone	Number of Students Achieving Level (1) Benchmark
ILO 1 - **Formal Communication**	109	25	6	8
ILO 2 - **Use of Evidence**	108	23	9	8
ILO 3 - **Analysis and Synthesis**	110	23	9	6
ILO 4 - **Professional Responsibility**	132	7	2	4

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

Excellent	Very Good	Good
61.11%	33.33%	5.55%
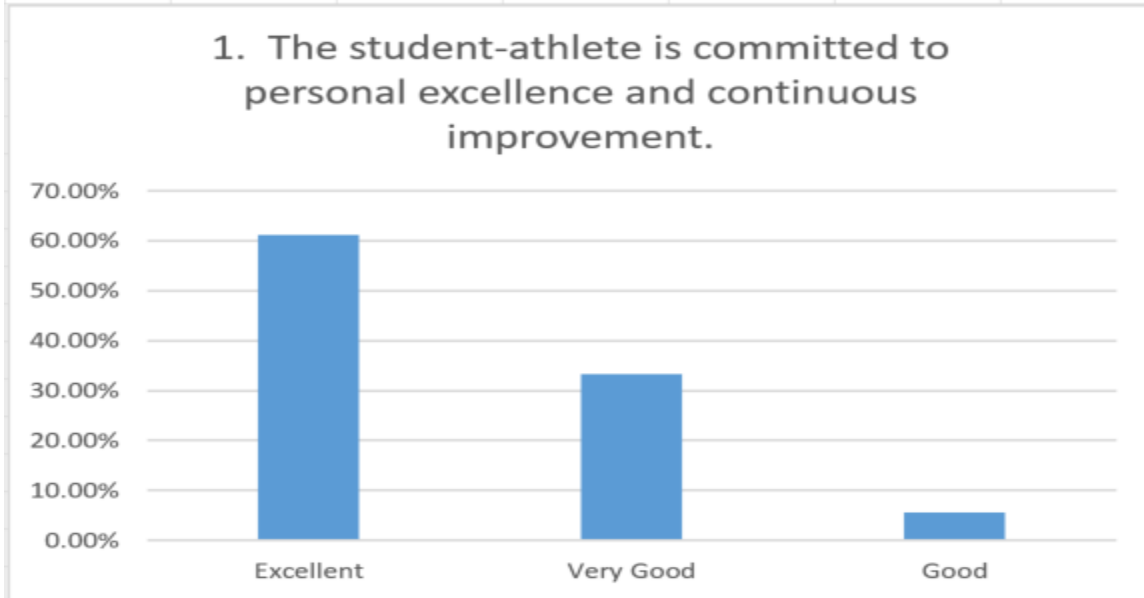
1. The student-athlete is committed to personal excellence and continuous improvement.

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

Excellent	Very Good
72.22%	27.77%
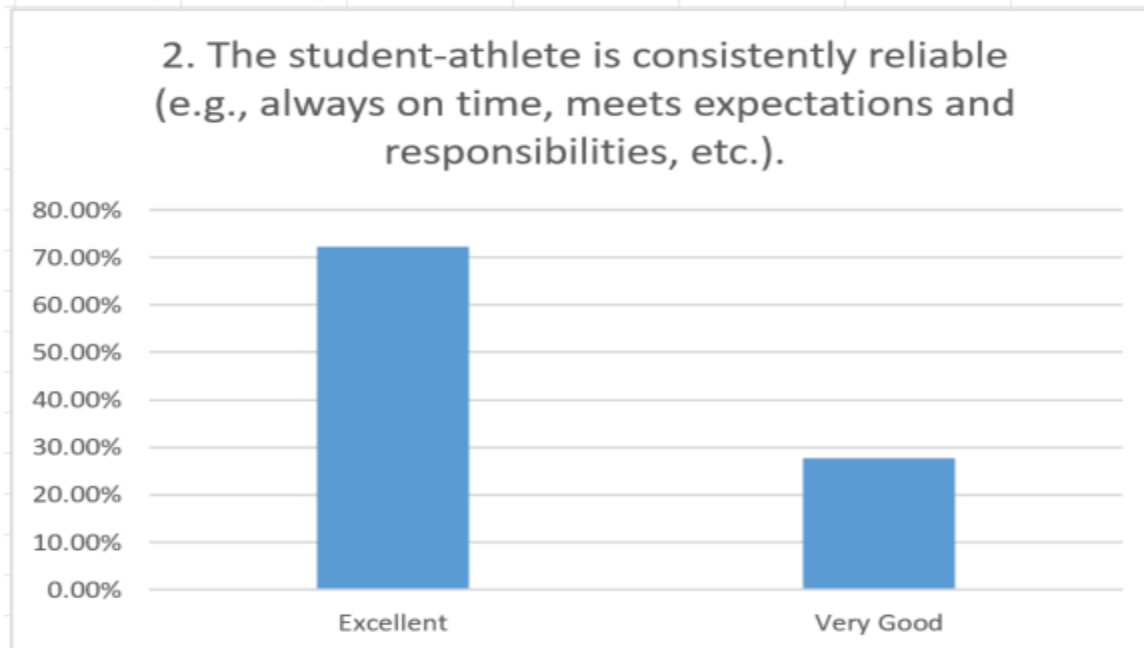
2. The student-athlete is consistently reliable (e.g., always on time, meets expectations and responsibilities, etc.).

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

Excellent	Very Good	Good
22.22%	33.33%	44.44%

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

50.00%	
45.00%	
40.00%	
35.00%	
30.00%	
25.00%	
20.00%	
15.00%	
10.00%	
5.00%	
0.00%	
	Excellent Very Good Good
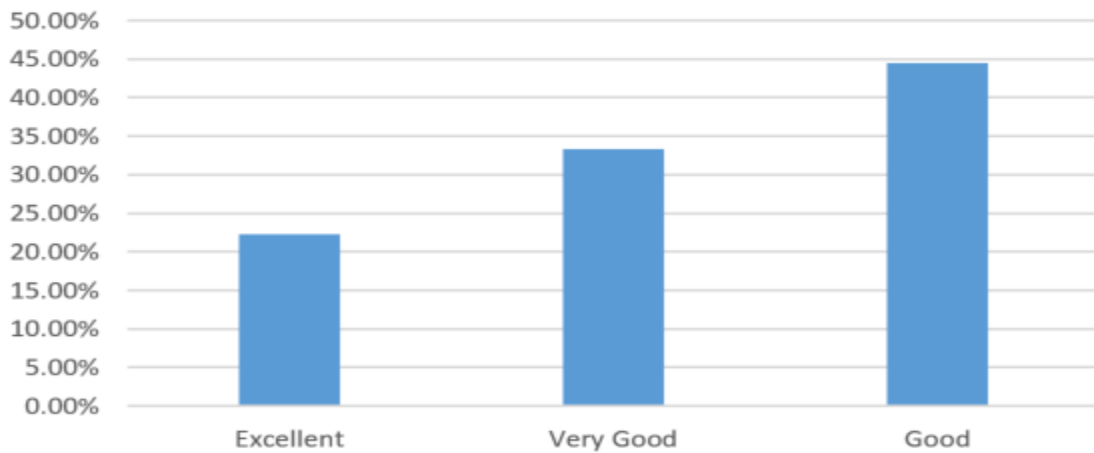
4. The student-athlete willingly accepts roles that are in the best interests of the team, the university, or the community, whether that role is to lead or to support and follow.

Excellent	Very Good
72.22%	27.77%

4. The student-athlete willingly accepts roles that are in the best interests of the team, the university, or the community, whether that role is to lead or to support and follow.

80.00%	
70.00%	
60.00%	
50.00%	
40.00%	
30.00%	
20.00%	
10.00%	
0.00%	
	Excellent Very Good
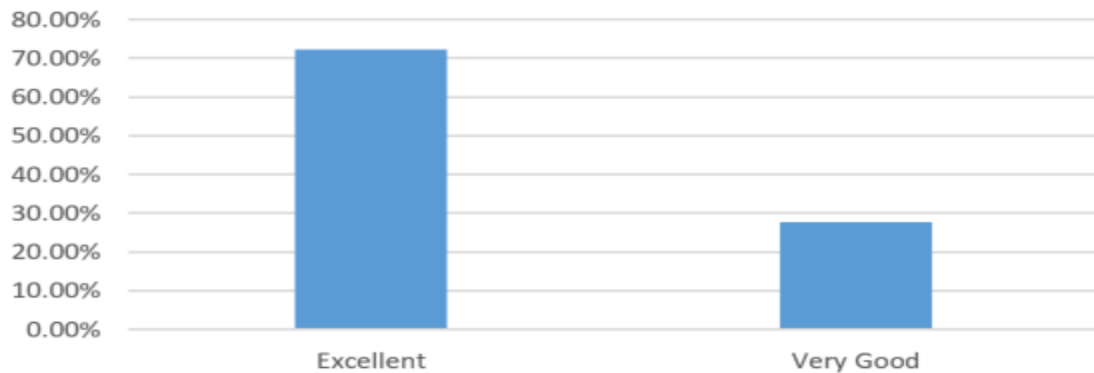
5. The student athlete is consistently committed to supporting and respecting the rights, opinions, and feelings of others.

Excellent	Very Good	Good
72.22%	22.22%	5.55%

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

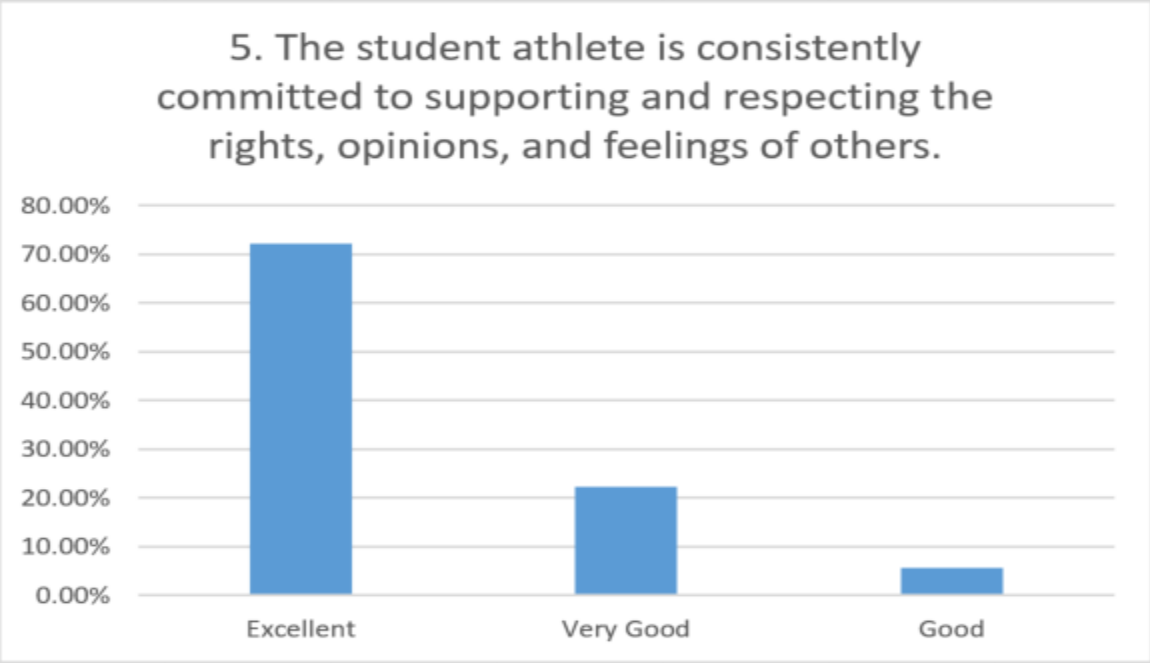|	Excellent	Very Good	Good
80.00%			
70.00%			
60.00%			
50.00%			
40.00%			
30.00%			
20.00%			
10.00%			
0.00%			

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

Excellent	Very Good
61.11%	38.88%

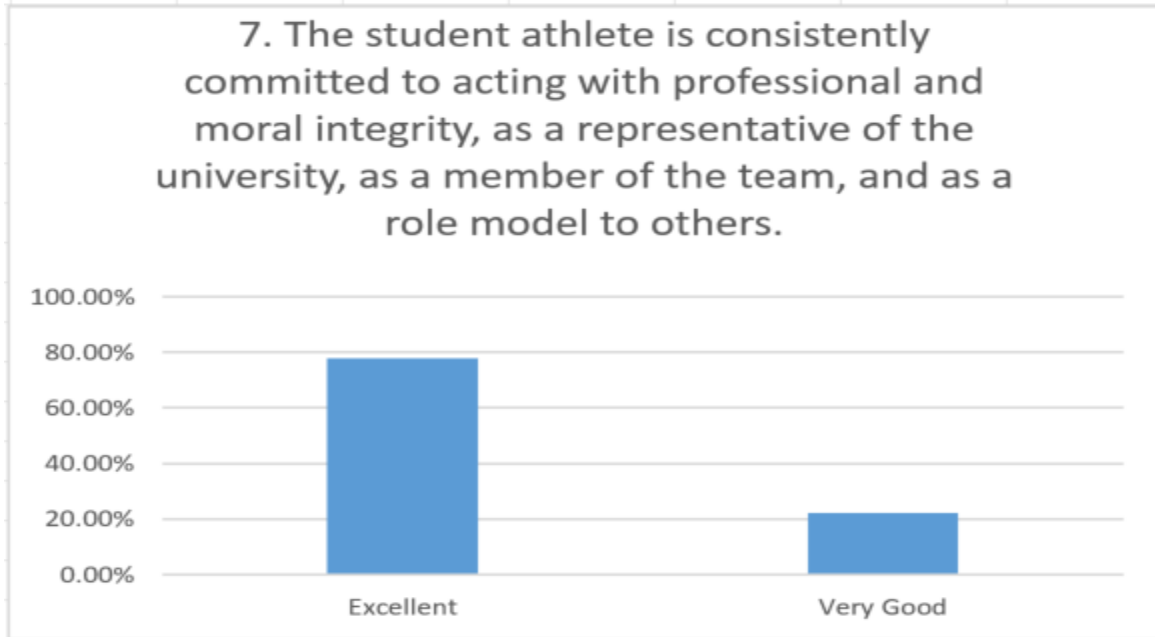## 6. The student athlete is consistently committed to building and maintaining relationships of trust and support with the team and coaching staff.

	Excellent	Very Good
70.00%		
60.00%		
50.00%		
40.00%		
30.00%		
20.00%		
10.00%		
0.00%		

7. The student athlete is consistently committed to acting with professional and moral integrity, as a representative of the university, as a member of the team, and as a role model to others.

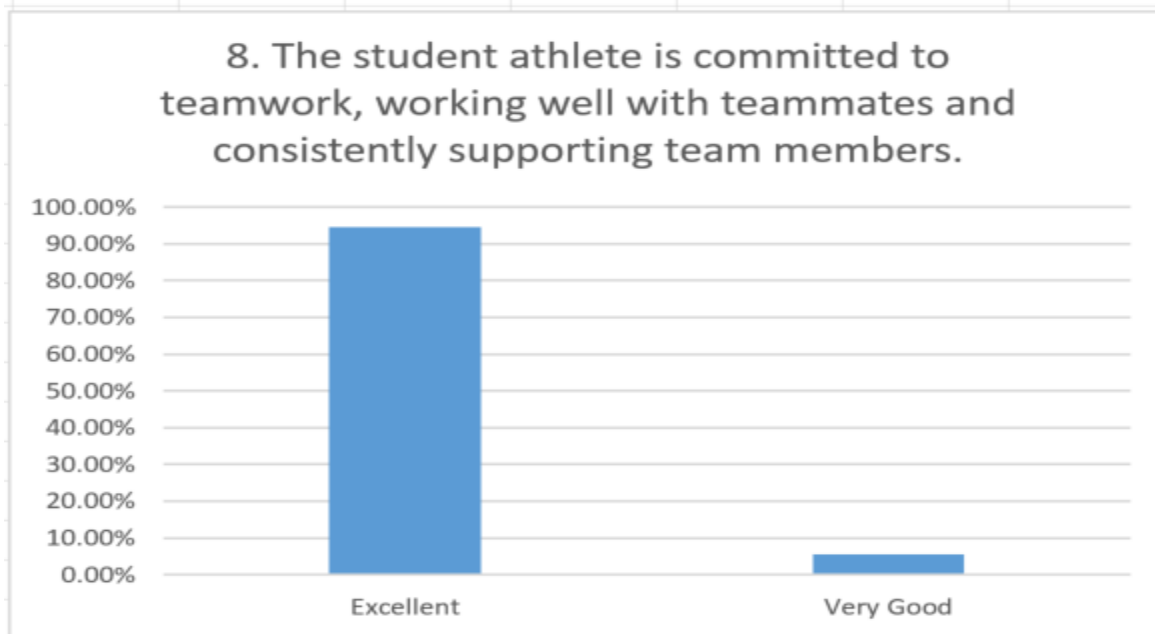| Excellent	Very Good
77.77%	22.22%

7. The student athlete is consistently committed to acting with professional and moral integrity, as a representative of the university, as a member of the team, and as a role model to others.

	Excellent	Very Good
100.00%		
80.00%	▓	
60.00%	▓	
40.00%	▓	
20.00%	▓	▓
0.00%	Excellent	Very Good

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

Excellent	Very Good
94.44%	5.55%

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

	Excellent	Very Good
100.00%		
90.00%	▓	
80.00%	▓	
70.00%	▓	
60.00%	▓	
50.00%	▓	
40.00%	▓	
30.00%	▓	
20.00%	▓	
10.00%	▓	▓
0.00%	Excellent	Very Good

9. The student athlete takes responsibility for effectively balancing responsibilities, including time and task management to meet both athletic and academic responsibilities.

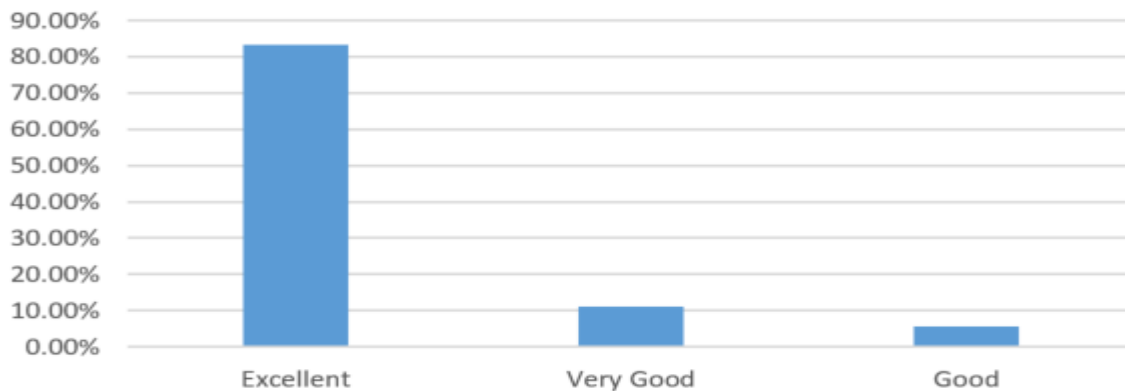| Excellent	Very Good	Good
83.33%	11.11%	5.55%

9. The student athlete takes responsibility for effectively balancing responsibilities, including time and task management to meet both athletic and academic responsibilities.

	Excellent	Very Good	Good
90.00%			
80.00%			
70.00%			
60.00%			
50.00%			
40.00%			
30.00%			
20.00%			
10.00%			
0.00%			

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

Excellent	Very Good
83.33%	16.66%

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

| 90.00% |
| 80.00% |
| 70.00% |
| 60.00% |
| 50.00% |
| 40.00% |
| 30.00% |
| 20.00% |
| 10.00% |
| 0.00% |