Student Learning Summary Form AY2015-16   **Due to your dean by June 1**
                                                                              Due from dean to assessment office by June 15

Degree Program Name: Student Affairs in Higher Education **Contact Name and Email** Program Coordinator Kandace Hinton at kandace.hinton@indstate.edu **and** Ryan Donlan, ryan.donlan@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the **Graduate Student Learning Outcome*** each outcome aligns with.	b. (1) What method(s)s did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1. **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.** • Students will be able to describe their own cultural, gender, ethnic, religious, and social class background. *Aligned with the Graduate Student Learning Outcome:* **Diversity** **Personal growth** **Integrity** **Stewardship** **Students engage in and meaningfully contribute to diverse and complex communities and professional**	The Multicultural Organizational Development Checklist from SAHE 634 The Practicum 3: This experiential and writing assignment requires students to conduct an evaluation of their practicum site from a multicultural perspective. This evaluation requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections. Where I am From Assignments from SAHE 641 The Multicultural Campus: This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class,	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. This was true for both the traditional course and distance course formats, on both assignments.	*Predictions and Reflections on Data:* <u>Multicultural Checklist Assignment</u> The instructor expected all students to explain their personal backgrounds, and to describe them in-depth. This one was cut and dry – Can they articulate it or can they not? <u>Where I Am From Assignment</u> The expectation of the instructor – the purpose was to bring awareness to their race, gender, identity, ethnicity, and overall cultural competence in how that intersects – their culture intersects with others' (students on campus) in terms of overall awareness. He was hoping it	Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016. Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016. Richard Walker was responsible for collecting these results. They

| environments. | religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities. | | would go well, but they surprised him, as it went very well, as a lot of them got even deeper than what he expected. White students said they didn't have an identity at the start.

Data

Multicultural Checklist Assignment

Traditional Course, n = 19
Exceeds Expectations
3/19 (16%)
Meets Expectations
6/19 (32%)
Developing
7/19 (36%)
Does Not Meet Expectations
3/19 (16%)

48% of candidates scored a 3 or higher on this assessment, below the threshold amount established for achievement of this outcome.

Distance Course, n = 6
Exceeds Expectations
2/6 (33%)
Meets Expectations
3/6 (50%)
Developing
1/6 (17%)
Does Not Meet Expectations
0/6 (0%)

83% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.

Where I am from Assignment

19/19 met expectations in the class, 100%, on this factor of assessment | were shared with faculty in a program meeting on April 29, 2016. |

2. **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.** • Students will be able to identify the cultural, gender, ethnic, religious, and social class origins of their own and others' behaviors. *Aligned with the Graduate Student Learning Outcome:* **Diversity** **Personal growth** **Integrity** **Stewardship** **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**	The Multicultural Organizational Development Checklist from SAHE 634 The Practicum 3: This experiential and writing assignment requires students to conduct an evaluation of their practicum site from a multicultural perspective. This evaluation requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections. Where I am From Assignments from SAHE 641 The Multicultural Campus: This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. This was true for both the traditional course and distance course formats, on both assignments.	*Predictions and Reflections on Data:* <u>Multicultural Checklist Assignment</u> The instructor thought that this was taking 2.1 to the next level – taking their personal backgrounds and relating this to people of other backgrounds and environments. The whole point was to see commonalities among people of different identities. The assumption prior to the assignment was that some were going to be able to do this, and for others, the instructor was concerned, as some students weren't as "open" to the subject of diversity, as evidenced through conversation and group work. <u>Where I Am From Assignment</u> The instructor expected that with this exercise, students' perspectives of themselves so that they can remotely relate where others are coming from, as far as race, gender, ethnicity, orientation, and so forth – the more they understand about themselves, the more empathy they could have toward others. He had no expectations, truly, as he came in with an open mind, expecting that he would hear things that would guide him in terms of a learning facilitator during the rest of the semester, to bring them to the same level of consciousness. He would use this as a gauge, or a formative assessment tool.	Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016. Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016. Richard Walker was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.

			Data Multicultural Checklist Assignment Traditional Course, n = 19 Exceeds Expectations 3/19 (16%) Meets Expectations 10/19 (53%) Developing 4/19 (21%) Does Not Meet Expectations 2/19 (10%) 69% of candidates scored a 3 or higher on this assessment, below the threshold amount established for achievement of this outcome. Distance Course, n = 6 Exceeds Expectations 2/6 (34%) Meets Expectations 4/6 (66%) Developing 0/6 (0%) Does Not Meet Expectations 0/6 (0%) 100% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. Where I am from Assignment 19/19 met expectations in the class, 84%, on this factor of assessment	
3. **Students engage in and meaningfully contribute to diverse and complex communities and professional**	The Multicultural Organizational Development Checklist from SAHE 634 The Practicum 3: This experiential and writing assignment requires students to conduct an evaluation of their	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3=	*Predictions and Reflections on Data:* Multicultural Checklist Assignment	Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.

environments. • Students will be able to communicate in ways that reduce intercultural misunderstandings. *Aligned with the Graduate Student Learning Outcome:* **Diversity** **Personal growth** **Integrity** **Stewardship** **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**	practicum site from a multicultural perspective. This evaluation requires students to participate in and reflect on being non-normative and to understand context in a culturally appropriate way. The written assignment requires both coherent descriptions and reflections. Where I am From Assignments from SAHE 641 The Multicultural Campus: This writing experience requires student to identify and explore the origins of their ethnicity, culture, gender, social class, religion, sexual, and other identities. Self-awareness is a critical component in this class and this assignment is designed to have students understand their own multiple identities.	Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome. This was true for both the traditional course and distance course formats, on both assignments.	The instructor didn't know and wasn't sure how they would do on this aspect of assessment, as this is even beyond 2.1 on one's efficacy with cultural competence. Again, this was evidenced by the conversations the students had and how they interacted with one another, as well as their receptivity to information the instructor was providing. Where I Am From Assignment Again, the whole point was to use this assignment as a formative assessment activity. The assumptions just "show up," they come to the assignment organically, so the thought was that students would demonstrate their developmental level of intercultural competence at the point that they took the assignment. **Data** Multicultural Checklist Assignment Traditional Course, n = 19 Exceeds Expectations 6/19 (32%) Meets Expectations 6/19 (32%) Developing 5/19 (26%) Does Not Meet Expectations 2/19 (10%) 64% of candidates scored a 3 or higher on this assessment, below the threshold amount established for achievement of this outcome.	Amy French was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016. Richard Walker was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.

			Distance Course, n = 6 Exceeds Expectations 3/6 (50%) Meets Expectations 3/6 (50%) Developing 0/6 (0%) Does Not Meet Expectations 0/6 (0%) 100% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome. <u>Where I am from Assignment</u> 4/19 met expectations in the class, 21%, on this factor of assessment	
4. **Students recognize and act on professional and ethical challenges that arise in their field or discipline.** • Students will be able to identify ethical issues within contemporary events in higher education. *Aligned with the Graduate Student Learning Outcome:* *Diversity* *Personal growth* *Integrity* *Stewardship* *Students engage in and meaningfully contribute to diverse and complex communities and professional environments.*	The Weekly Law Case Briefs assignment from EDLR 655 Legal Issues in Education will be used to assess student learning in this area. This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.	***Predictions and Reflections on Data:*** <u>Weekly Case Law Brief</u> The instructor again noted that this assignment was to explore their knowledge base of higher educational law and ethics, and have an understanding of how the law applies to the conduct and code of student affairs and the campus. The instructor assumed that they would do well, because they were second semester students with a grounding in the issues after prior instruction. **Data** <u>Weekly Law Case Briefs</u> 29/29 met expectations in the class, 100%, on this factor of assessment	Richard Walker was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.

5. **Students recognize and act on professional and ethical challenges that arise in their field or discipline.** • Students will be able to apply the ethical standards of professional organizations to ethnical problems. *Aligned with the Graduate Student Learning Outcome:* **Diversity** **Personal growth** **Integrity** **Stewardship** **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**	The Weekly Law Case Briefs assignment from EDLR 655 Legal Issues in Education will be used to assess student learning in this area. This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.	*Predictions and Reflections on Data:* Weekly Case Law Brief The instructor thought they would do very well, having one semester under their belt and having an understanding of higher education beyond the level of undergraduate study, so he thought they would have a stronger sense of at least the ethical things, in terms of how they applied the law. **Data** Weekly Law Case Briefs 15/29 met expectation in the class, 52% of this assignment.	Richard Walker was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.
6. **Students recognize and act on professional and ethical challenges that arise in their field or discipline.** • Students will be able to deconstruct statements of ethical standards to explore the values on which they are based. *Aligned with the Graduate Student Learning Outcome:* **Diversity** **Personal growth** **Integrity** **Stewardship** **Students engage in and meaningfully contribute to diverse and complex**	The Weekly Law Case Briefs assignment from EDLR 655 Legal Issues in Education will be used to assess student learning in this area. This assignment requires students to weekly find, describe, analyze, and comment on legal articles they find, and to comment on articles found by other students in the class. Part of the assignment it to apply appropriate professional ethics to the issues under discussion. While professional ethics are taught in the introductory class, they are applied to these legal cases in this class.	We established a performance expectation that 80% of our students would average at least a "3" (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.	*Departmental Assessment Discussion Notes, Predictions, and Reflections on Data:* Weekly Case Law Brief The instructor assumed that students' using past experiences would allow them to deconstruct and apply to practice, again they have had undergraduate studies, they have had one semester under their belt, and they had begun their assistantship (practicum) as a partial profession, in which they were expected to put theory to practice. **Data** Weekly Law Case Briefs	Richard Walker was responsible for collecting these results. They were shared with faculty in a program meeting on April 29, 2016.

			8/29 met expectations in the class, 28%, on this factor of assessment	
Indirect measures of program assessment will be included in the end-of-year submission for 2016-2017, as we have the need to develop and implement them formally. We are particularly pleased that indirect measures will be a focus in the future (and that we are allowed this time and space to formalize them).				

* See https://www2.indstate.edu/graduate/forms/review.pdf.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes
a. Use your outcomes library as a reference.
b. Each outcome must be assessed by at least one direct measure (project, practice, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark).
e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Narrative in the following section, in answer to the questions above, is gleaned from department review of assessment results, which include informal, indirect feedback from candidates in our program and stakeholders in the field, as well as faculty program meeting reflections and conversations:

(1)

Student Learning, via Assessment Plan and Processes: Assessment reveals that assumptions do not make for good practice, in terms of our relationships with students and their learning. Sometimes, we have unrealistic expectations, based on cohort dynamics, at minimum. The experiences that students have had, we consider to be a bit more powerful in terms of where their learning is, at present. And sometimes, the experiences that the students have had prior, were not "done well," (by students) in terms of student navigation, reflection, or the ability to articulate the abilities they do have. That is probably the crux of what we the assessment process has allowed us to discover.   The trick is how to get them to increase their confidence to better articulate the competencies that they do, or do not have, in order to provide a platform for further learning.

Curriculum, via Assessment Plan and Processes: Real talk statement (from one faculty member) – "Being a lecturer, coming in and teaching a class that I tweaked and didn't design myself, definitely hindered my ability to have the foresight to execute the things that I would have done. The past semester has been holding on to someone else's tailcoat and going in and teaching class. Thus, taking the assessment, and trying to match where the students and curriculum aren't connecting, was a challenge as a new instructor. The instructors had to find new material at times, because there was a disconnect. The other instructor found it tough to keep up with students turning in assignments, and then trying to plan for the next week, to try to stay caught-up, and they had to let something go, which was typically grading."

Departmental Processes, via Assessment Plan and Processes: The department overall is supportive; however, the way the assessment process support is given needs work. To add to that, the instructors sees that there is intentionality behind the design of the curriculum and there is definite potential for effective implementation – the desire is there, but sometimes the actual execution is more haphazard.

Assessment Plan: The assessment plan, in terms of knowing what they know about assessment, seems to have the right pieces in place in terms of assessment and learning outcomes, because that's what it's all about – student learning. We have a clear focus for what we want to do and it provides a basis for improvement.

(2)

Changes/Suggestions for Improvement – The assessment process makes sense. It is not cumbersome, and it is done in a manner that is easy to implement and from which to learn and improve the program. The assignments seem were more geared toward real-world things, which program faculty will improve upon for the next year. The only change, quite honestly, is that with faculty coming in as lecturers – the syllabi that they were provided and to know that it was corresponding to this assessment plan in the summer months – would have been nice. Program faculty didn't connect things until October, which was not their fault. The understanding of assessment would ideally be provided as a part of an orientation package, instead of sharing once the semester has begun – feedback on the front end in order to enable them to do well would be the key -- Knowing the "by the way's" . . . on the front end.

(3) Assessment Plan, Next Year: We plan no changes at this time for the Assessment Process for next year, as we are unsure if we are going to be on faculty and who might be hired. Our best estimate is that we will continue forward with the same Assessment Plan to best provide continuity with changing faculties. Indirect measures of program assessment will be included in the end-of-year submission for 2016-2017, as we have the need to develop and implement them formally. We are particularly pleased that indirect measures will be a focus in the future (and that we are allowed this time and space to formalize them).

Where I Am From Assignment SAHE 641

Student's Name: _____

Please evaluate and score your student's ability on each of the following outcomes, as they pertain to the Where I Am From Assignment SAHE 641:

	Exceeds Expectations (4), Meets Expectations (3), Developing (2), Does Not Meet Expectations (1)
2.1 Contribution to diverse and complex communities: Personal Background Description. **Score:**	Displays ability to describe one's own cultural, gender, ethnic, religious, and social class background.
2.2 Contribution to diverse and complex communities: Identification of Origins **Score:**	Displays ability to identify the cultural, gender, ethic, religious, and social class origins of one's own and others' behaviors.
2.3 Contribution to diverse and complex communities: Intercultural Communication **Score:**	Displays ability to communicate in ways that reduce intercultural misunderstandings.

Degree Program: MS in Student Affairs in Higher Education   Date: 7.20.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. **Student Learning Outcomes**	☐ No outcomes are identified.	☐ An Outcomes Library was provided. ☐ Some of the outcomes are specific and measurable. ☐ Some of the outcomes are student-centered. ☐ A Curriculum Map was provided.	☒ Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. But 2 are not program-level outcomes. ☐ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ The Curriculum Map identifies where/to what extent each outcome is addressed. ☐ At least one outcome was assessed in this cycle.	☐ Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. ☒ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). ☐ Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ☐ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ☒ The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				☒ Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	☐ No measures are provided. ☐ No goals for student performance are identified.	☐ Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. ☐ Measures are primarily indirect. ☐ Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. ☐ Performance goals are identified, but they are not specific.	☒ At least one direct measure was provided for each outcome. ☐ Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed. Rigor? ☐ Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. ☒ Clear and appropriate standards for performance are identified.	☐ Multiple measures were provided, and a majority are direct. ☐ Detailed information is provided to show that measures are appropriate to the outcomes being assessed. ☐ Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. ☐ Clear and appropriate standards for performance are identified and justified. ☐ If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. ☒ Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) ☐ Some measures allow performance to be gauged over time, not just in a single course. ☐ Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what

				students know/can do. ☐ If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	☐ No data are being collected. ☐ No information is provided about the data collection process. ☐ No results are provided. ☐ Students are meeting few of the performance standards set for them.	☐ Some data are being collected. ☐ Some data are being analyzed. ☐ Some results are provided. ☐ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. ☐ Students are achieving some of the performance standards expected of them.	☒ Data are being collected and analyzed. ☒ Results are provided. ☒ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. ☒ Students generally are achieving the performance standards expected of them.	☐ Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process. ☐ Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve. ☐ If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	☐ No one is assigned responsibility for assessing individual measures. ☐ Assessment primarily is the responsibility of the program chair. ☐ No improvements (planned or actual) are identified. ☐ No reflection is offered about previous results or plans.	☐ The same faculty member is responsible for collecting and analyzing most/all assessment results. ☐ It is not clear that results are shared with the faculty as a whole on a regular basis. ☐ Plans for improvement are provided, but they do not clearly connect to the results or are too vague to implement. ☐ Little reflection is offered	☒ Multiple faculty members are engaged in collecting and analyzing results. ☒ Results regularly are shared with the faculty. ☒ The faculty regularly engages in meaningful discussions about the results of assessment. ☐ These discussions lead to the development of specific, relevant plans for improvement.	☐ All program faculty members are engaged in collecting and analyzing results. ☐ Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. ☐ Faculty and other important stakeholders reflect on the

		about previous results or plans.	☐ Improvements in student learning have occurred as the result of assessment.	history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.
				☐ Continuous improvement in student learning occurs as the result of assessment.
				☐ Outcomes and results are easily accessible to stakeholders on/from the program website.
				☐ Assessment is integrated with teaching and learning.
Overall Rating	☐ **Level 0 – Undeveloped**	☐ **Level 1 – Developing**	☒ **Level 2 – Mature**	☐ **Level 3 – Exemplary**

COMMENTS
Strengths, Concerns, Recommendations for Improvement

Please provide links to important supporting documents rather than attaching them, and don't make the report any longer than it needs to be to answer the questions in the Student Learning Summary Report form and its associated rubric.

1. **Learning Outcomes**
   The outcomes are clear, measurable, and student-centered (and extensively covered in the curriculum), though the first two are so narrow as to appear to be course outcomes rather than program outcomes. I see that your program's objectives mirror those of established by the Graduate School. Is this limiting? Are you addressing the discipline's most important goals?

2. **Measures & Performance Goals**
   Three measures are used to assess the six outcomes. Sufficient detail is provided to demonstrate that they align with the associated outcomes, though I wonder if the Development Checklist and Where I Am From Assignment are rigorous enough to serve as the primary assessment methods in a graduate program. No rubric is provided for the Checklist assignment; that provided for the Where I Am From assignment does not identify the specific criteria applied to determine the level of performance.

3. **Results**
   I appreciate the interesting reflections you provide. I would note that the results from the Checklist assignment/outcome 1 show that altogether, just 56% of students met or exceeded the standard, so the goal was not met. I assume that results from this same assignment vary because they are calibrated to each outcome? I also would like to know how this year's outcomes compare to previous years'.

4. **Engagement & Improvement**
   Part one indicates that two faculty members are responsible for collecting assessment data in their respective courses, though it appears to be shared and discussed widely. The information provided in Part Two is quite general. I would like to know more about your plans to improve performance on the Checklist assignment. Will you revisit the learning outcomes to ensure they reflect the most important knowledge and skills graduates should possess? Will you develop more rigorous assessment measures? What form is the new indirect measure likely to take? And finally, have previously implemented changes born fruit? Is there evidence of continuous improvement in student learning?

   Thanks for sharing this information about your student learning assessment program!