

**Assurance of Student Learning  
2019-2020**

Education and Behavioral Sciences

Counseling and Student Affairs

Graduate Certificate – International Student Services 415

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1: Students will explore the needs and interests of international students.**

<b>Instrument 1</b>	<b>Individual course assignment (CNS 581): Book Reaction/Critique</b>
<b>Instrument 2</b>	<b>Individual course assignment (CNS 572): Interview Assignment</b>
<b>Instrument 3</b>	<b>Internship supervisor evaluation of students completing Internship (CNS 595)</b>

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2: Students will examine trends and global issues impacting higher education.**

<b>Instrument 1</b>	<b>Individual course assignment (CNS 581): Book Reaction/Critique</b>
<b>Instrument 2</b>	<b>Individual course assignment (CNS 581): The Role of Culture Assignment</b>
<b>Instrument 3</b>	<b>Individual course assignment (CNS 572): Final Exam</b>

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3: Students will apply knowledge of student needs in developing programming to address campus internationalization.**

<b>Instrument 1</b>	<b>Individual course assignment (CNS 581): Intercultural Skills Project</b>
<b>Instrument 2</b>	<b>Individual course assignment (CNS 581): Applications to Student Affairs Assignment</b>
<b>Instrument 3</b>	<b>Internship supervisor evaluation of students completing Internship (CNS 595)</b>

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Students in the program demonstrate an ability to explore the needs and interests of international students, examine trends and global issues impacting higher education, and apply knowledge of student needs in developing programming to address campus internationalization. Therefore, no follow-up actions are necessary.

It is important to understand that many students who pursue this graduate certificate program already have other credentials related to their life and occupational goals. It is designed to give students enhanced knowledge, skills and competencies in this area. The program can be completed as a ‘stand-alone’ credential (with only an undergraduate degree), concurrently with a master’s or other graduate degree (many of our master’s degree students configure their electives so they can complete this certificate in

conjunction with their degree, or post-master's degree (as a few students have done, primarily those who have taken positions that involve international student services and want additional expertise in that area.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will explore the needs and interests of international students.		
<b>Measurement Instrument 1</b>	Individual course assignment (CNS 581): Book Reaction/Critique		
<b>Criteria for Student Success</b>	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Book Reaction/Critique Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.
<b>Methods</b>	Students are expected to read the book required for this course ( <i>International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments</i> by Glass, Wongtrirat, and Buus) and then prepare a chapter-by-chapter reaction/critique; i.e., an honest reaction to the information provided - elaborating as appropriate and discussing the implications and relevance of the suggestions, recommendations and guidelines provided. Try to evaluate the efficacy of the material from the point-of-view of an international student with no prior knowledge of higher education in the United States. This reaction/critique should be developed into a PowerPoint presentation which should have all the qualities of a face to face presentation; i.e., it should be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation, which can also include additional research and reading.		
<b>Measurement Instrument 2</b>	Individual course assignment (CNS 572): Interview Assignment		
<b>Criteria for Student Success</b>	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Interview Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your interview report demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences about the interview are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your interview report gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes in the interview to each other in a coherent and systematic way; there is an ongoing systematic evolution to your interviews.</p>		

	<p>Articulation (20%) - the extent to which the language in your interview report is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>	<p>Interview Assignment. Each student is to interview three students and prepare a PowerPoint that summarizes these interviews. ISS certificate students must interview international students. If you interview three students from the same institution, please be sure to exhibit diversity in your selection process (i.e., for example, do not interview three students with similar backgrounds – include students from different age categories, genders, racial/ethnic and socioeconomic backgrounds, religious preferences, sexual orientations, etc.). If you interview students from different institutions, it is more acceptable to interview students with similar demographic characteristics (i.e., for example, three traditional age, Greek-affiliated students from three different undergraduate institutions would be acceptable). Ask students about their college experience, for example:</p> <ul style="list-style-type: none"> <li>• Why did you enroll at the undergraduate institution you are attending?</li> <li>• If they were given the chance to decide again, would you still choose to attend the same institution?</li> <li>• How many members of your family attended college?</li> <li>• What do you like about college?</li> <li>• What do you not like about college?</li> <li>• Is college what you thought it was going to be like?</li> <li>• What have been the biggest challenges/barriers/obstacles you have encountered in college?</li> <li>• What would make your college experience more enjoyable? Rewarding? Effective?</li> <li>• Are your needs (physical, psychological, educational, emotional, spiritual) being met in college?</li> <li>• What services/support would make your college experience more successful?</li> <li>• Do you see college as essential to future success in your career? Life?</li> <li>• And any other questions you feel would be appropriate, interesting, insightful or revealing.</li> </ul> <p>Prepare a single PowerPoint in which you summarize, compare and contrast, and interpret what you think the information you obtained through these interviews means. Also include what you feel are the implications for practice in your presentation.</p>		
<b>Measurement Instrument 3</b>	Internship supervisor evaluation of students completing Internship (CNS 595)		
<b>Criteria for Student Success</b>	<p>Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated a clear understanding of the needs and interests of international students. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. The Student Evaluation completed by the Site Supervisor is attached. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.</p>		
<b>Program Success Target for this Measurement</b>	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.

<b>Methods</b>	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students' understanding of the needs and interests of international students.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Students in the program demonstrate a clear understanding of the needs and interests of international students; no actions necessary.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	Students will examine trends and global issues impacting higher education.		
<b>Measurement Instrument 1</b>	Individual course assignment (CNS 581): Book Reaction/Critique		
<b>Criteria for Student Success</b>	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Book Reaction/Critique Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.
<b>Methods</b>	Students are expected to read the book required for this course ( <i>International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments</i> by Glass, Wongtrirat, and Buus) and then prepare a chapter-by-chapter reaction/critique; i.e., an honest reaction to the information provided - elaborating as appropriate and discussing the implications and relevance of the suggestions, recommendations and guidelines provided. Try to evaluate the efficacy of the material from the point-of-view of an international student with no prior knowledge of higher education in the United States. This reaction/critique should be developed into a PowerPoint presentation which should have all the qualities of a face to face presentation; i.e., it should be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation, which can also include additional research and reading.		

<b>Measurement Instrument 2</b>	Individual course assignment (CNS 581): The Role of Culture Assignment		
<b>Criteria for Student Success</b>	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for The Role of Culture Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed in the videos in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the videos to each other in a coherent and systematic way; there is an ongoing systematic evolution to these videos</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.
<b>Methods</b>	<p>Please review the following eight videos. Develop a single PowerPoint presentation that summarizes your reaction to them.</p> <p><b>International Transfer Students: Preparing for Registration</b>  <a href="https://www.youtube.com/watch?v=Ze8f54NhHqE">https://www.youtube.com/watch?v=Ze8f54NhHqE</a>  HCC International Student Spring 2016 Orientation  <a href="https://www.youtube.com/watch?v=S4Gd_9Dvodw">https://www.youtube.com/watch?v=S4Gd_9Dvodw</a></p> <p><b>Indian Students in America</b>  <a href="https://www.youtube.com/watch?v=h4oWLjHHoDY">https://www.youtube.com/watch?v=h4oWLjHHoDY</a></p> <p><b>International Student Orientation Video - Traffic Violations and Traffic Court</b>  <a href="https://www.youtube.com/watch?v=pDjRebVSswDE">https://www.youtube.com/watch?v=pDjRebVSswDE</a></p> <p><b>Stereotypes of USA, through the eyes of international students</b>  <a href="https://www.youtube.com/watch?v=DUIoPJKXGM">https://www.youtube.com/watch?v=DUIoPJKXGM</a></p> <p><b>HOW TO HAVE THE BEST STUDY ABROAD EXPERIENCE!</b>  <a href="https://www.youtube.com/watch?v=kgI7KwKve7U">https://www.youtube.com/watch?v=kgI7KwKve7U</a></p> <p><b>Orientation for Students of Color Studying Abroad</b>  <a href="http://www.youtube.com/watch?v=r-CnXQyOglA">http://www.youtube.com/watch?v=r-CnXQyOglA</a></p> <p><b>Universities tell foreign students: Don't go anywhere</b>  <a href="https://www.youtube.com/watch?v=ddDEsp9LPxc">https://www.youtube.com/watch?v=ddDEsp9LPxc</a></p>		
<b>Measurement Instrument 3</b>	Individual course assignment (CNS 572): Final Exam		

<b>Criteria for Student Success</b>	<p>These are the criteria I used to evaluate the Final Exam responses:</p> <ul style="list-style-type: none"> <li>• Understanding of the relevant issues.</li> <li>• Evidence-based argument (did you back up your position with data).</li> <li>• Articulation (did you make a convincing case).</li> </ul> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	The overall average on the Final Exam will be at least 85% and on no individual dimension will the average be less than 70%.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.
<b>Methods</b>	<p>Each student will complete a final exam which will give them an opportunity to demonstrate what has been learned throughout the course. The final exam will be essay and cover the full content of the course. Everyone who participates fully in the class (reads all the assigned readings, completes all Assignments in a comprehensive and timely manner, and contributes consistently and meaningfully to the Discussion Boards) should have no difficulty with the final. The final exam for students in the ISS certificate program specifically addresses trends and global issues impacting higher education: Option A. Choose a particular student population. For that population, decide whether academic preparation and support or social integration is more important to the ultimate success (retention to graduation) of members of that group (in general). Then provide an evidence-based argument to back up your position. <i>Make as strong an argument as you can to support your conclusion.</i> Option B. Choose a particular student population. For that population, decide what role, if any, standardized tests such as the ACT for SAT should play in the admissions process for members of that group (in general). Then provide an evidence-based argument to back up your position. <i>Make as strong an argument as you can to support your conclusion.</i></p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Students in the program demonstrate a clear understanding of the trends and global issues impacting higher education; no follow-up actions necessary.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Students will apply knowledge of student needs in developing programming to address campus internationalization.		
<b>Measurement Instrument 1</b>	Individual course assignment (CNS 581): Intercultural Skills Project		
<b>Criteria for Student Success</b>	See Intercultural Skills Competence Rubric (attached)		
<b>Program Success Target for this Measurement</b>	Ninety (90%) of the students will achieve an average score of at least 3.0 across the three dimensions measured by the instrument.	<b>Percent of Program Achieving Target</b>	90% achieved the indicated target.
<b>Methods</b>	<p>Students are to choose <b>one</b> of the following three Options (activities) that will contribute most to his/her personal and professional goals and learning.</p> <p><b>Option A:</b> Attend and assist with activities at an orientation for new international students at WKU (<i>or at another institution</i>). At WKU, the International Student Orientation is generally held during the third week in January. Please contact Toni Dye, Assistant Director, International Student Office; her phone number is 270-745-4858 and her e-mail is toni.dye@wku.edu. The English as a Second Language International Program (ESLi) also has an orientation for new international students during January. Please contact Dawn Winters is interested; her phone number is 270-745-7064</p>		

	<p>and her e-mail is dawn.winters@wku.edu. Once you have participated in this activity, please prepare a report (4-6 pages) in which you address the following points:</p> <ol style="list-style-type: none"> <li>1. Describe your feelings and thoughts regarding your experiences at the orientation.</li> <li>2. What did you learn about yourself?</li> <li>3. What did you learn about international students?</li> <li>4. Name two ways in which you can use what you have learned in relationship to your personal/professional goals.</li> </ol> <p><b>Option B:</b> Make contact with a refugee center, international service agency, director of International Program (if not in your office), or a church to volunteer to be able to meet and spend some time serving an international student, family, or individual. (This must be a student, family, or individual you are not previously acquainted with). Many international students have remained on the campus during the break or are soon arriving at campuses. They may need assistance finding their way around, visiting various campus/community offices, grocery shopping, etc. In Bowling Green, for example, the International Center of Kentucky has refugees who may need someone to take them grocery shopping, to visit thrift shops, or other introductory experiences in the community. The International Center of Kentucky contact is Chris Kantosky, 270-781-8336; Ext. 304 (Chris@wkrmaa.org). A reasonable amount of time spent on the activity (not including writing the reflection paper) would be 2 – 4 hours. Once you have participated in this activity, please prepare a report (4-6 pages) in which you address the following points:</p> <ol style="list-style-type: none"> <li>1. Describe your feelings and thoughts regarding your cross-cultural interaction.</li> <li>2. What did you learn about yourself?</li> <li>3. What did you learn about individual(s) from other countries?</li> <li>4. Name two ways in which you can use what you have learned in relationship to your personal/professional goals.</li> </ol> <p><b>Option C:</b> Develop a program, activity or service designed to meet the needs of a specific international student population. As part of the research for the development of this program, activity or service, you should interview and interact with representative(s) of the international student population identified for this project and/or professionals who work with your selected population. Please prepare a report (4-6 pages) in which you address the following points:</p> <ol style="list-style-type: none"> <li>1. Describe the program, activity or service you developed (what, why, how, when, where).</li> <li>2. What did you learn about yourself?</li> <li>3. What did you learn about individual(s) from other countries?</li> <li>4. Name two ways in which you can use what you have learned in relationship to your personal/professional goals.</li> </ol>		
<b>Measurement Instrument 2</b>	Individual course assignment (CNS 581): The Applications to Student Affairs Assignment		
<b>Criteria for Student Success</b>	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Applications to Student Affairs Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed in the documents in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to your critique.</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
<b>Program Success Target for this Measurement</b>	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.



<b>Methods</b>	<p>The following four (.pdf) documents are in the "Course Documents" section of Blackboard:</p> <ul style="list-style-type: none"> <li>• Binghamton University International Student Handbook</li> <li>• Genesee Community College International Student Handbook</li> <li>• UC Irvine International Student Handbook</li> <li>• University of Hawaii International Student Handbook</li> </ul> <p>Please review these documents and develop a (single) PowerPoint presentation that summarizes your reaction to them. Please include a few slides at the conclusion of your presentation that serves to identify any themes you noticed, compares and contrasts the information contained in each, and generally speaks to the efficacy of the information they contain.</p>				
<b>Measurement Instrument 3</b>	Internship supervisor evaluation of students completing Internship (CNS 595)				
<b>Criteria for Student Success</b>	<p>Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated a clear ability to apply knowledge of student needs in developing programming to address campus internationalization. The Student Evaluation completed by the Site Supervisor is attached. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.</p>				
<b>Program Success Target for this Measurement</b>	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	<b>Percent of Program Achieving Target</b>	100% achieved the indicated target.		
<b>Methods</b>	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students' ability to apply knowledge of student needs in developing programming to address campus internationalization.				
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<table border="1"> <tr> <td><b>Met</b></td> <td><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</b>
<b>Met</b>	<b>Not Met</b>				
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
Students in the program demonstrate a clear ability to apply knowledge of student needs in developing programming to address campus internationalization.; no follow-up actions necessary.					
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
N/A					