|  |  |
| --- | --- |
| **Assurance of Student Learning**  **2023-2024** | |
| Education and Behavioral Sciences | Counseling and Student Affairs |
| Graduate Certificate – International Student Services 415 | |
| ***Is this an online program***?  Yes  No Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 understand the needs and interests of international students.** | | | |
| **Instrument 1** | **Individual course assignment (CNS 581): Book Reaction/Critique** | | |
| **Instrument 2** | **Individual course assignment (CNS 572): Interview Assignment** | | |
| **Instrument 3** | **Internship supervisor evaluation of students completing Internship (CNS 595)** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Students understand trends and global issues impacting higher education.** | | | |
| **Instrument 1** | **Individual course assignment (CNS 581): Book Reaction/Critique** | | |
| **Instrument 2** | **Individual course assignment (CNS 581): The Role of Culture Assignment** | | |
| **Instrument 3** | **Individual course assignment (CNS 572): Final Exam** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: Students can apply knowledge of student needs in developing programming to address campus internationalization.** | | | |
| **Instrument 1** | **Individual course assignment (CNS 581): Intercultural Skills Project** | | |
| **Instrument 2** | **Individual course assignment (CNS 581): Applications to Student Affairs Assignment** | | |
| **Instrument 3** | **Internship supervisor evaluation of students completing Internship (CNS 595)** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| These three dimensions continue to be the primary indicators of student success; therefore the next Assessment Plan will continue to assess these three areas:students understand the needs and interests of international students, students understand trends and global issues impacting higher education, and students can apply knowledge of student needs in developing programming to address campus internationalization**.** Assignments designed to meet these three Outcomes will be refined and/or created to examine these three criteria. | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students understand the needs and interests of international students. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 581): Book Reaction/Critique | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | | One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available. | | **Percent of Program Achieving Target** | 100% achieved the indicated target. | |
| **Methods** | Students are expected to read the book required for this course (*International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments* 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. | | | | | | |
| **Measurement Instrument 2** | Individual course assignment (CNS 572): Interview Assignment | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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.  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available. | | **Percent of Program Achieving Target** | |  | |
| **Methods** | 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:   * Why did you enroll at the undergraduate institution you are attending? * If they were given the chance to decide again, would you still choose to attend the same institution? * How many members of your family attended college? * What do you like about college? * What do you not like about college? * Is college what you thought it was going to be like? * What have been the biggest challenges/barriers/obstacles you have encountered in college? * What would make your college experience more enjoyable? Rewarding? Effective? * Are your needs (physical, psychological, educational, emotional, spiritual) being met in college? * What services/support would make your college experience more successful? * Do you see college as essential to future success in your career? Life? * And any other questions you feel would be appropriate, interesting, insightful or revealing.   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. | | | | | | |
| **Measurement Instrument 3** | Internship supervisor evaluation of students completing Internship (CNS 595) | | | | | | |
| **Criteria for Student Success** | 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. | | | | | | |
| **Program Success Target for this Measurement** | | Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument. | | **Percent of Program Achieving Target** | | 100% achieved the indicated target. | |
| **Methods** | 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. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |  |  |
| **Results**: Students understand the needs and interests of international students.  **Conclusions**: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Refine current plan to incorporate what was learned during this cycle. | | | | | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students understand trends and global issues impacting higher education. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 581): Book Reaction/Critique | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | | One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available. | | **Percent of Program Achieving Target** | 100% achieved the indicated target. | |
| **Methods** | Students are expected to read the book required for this course (*International Student Engagement: Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments* 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. | | | | | | |
| **Measurement Instrument 2** | Individual course assignment (CNS 581): The Role of Culture Assignment | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available. | | **Percent of Program Achieving Target** | | 100% achieved the indicated target. | |
| **Methods** | Please review the following eight videos. Develop a single PowerPoint presentation that summarizes your reaction to them.  **International Transfer Students: Preparing for Registration**  https://www.youtube.com/watch?v=Ze8f54NhHqE HCC International Student Spring 2016 Orientation  https://www.youtube.com/watch?v=S4Gd\_9Dvodw Indian Students in America https://www.youtube.com/watch?v=h4oWLjHHoDY International Student Orientation Video - Traffic Violations and Traffic Court https://www.youtube.com/watch?v=pDjRebVSwDE Stereotypes of USA, through the eyes of international students https://www.youtube.com/watch?v=DUloPJIKXGM HOW TO HAVE THE BEST STUDY ABROAD EXPERIENCE! https://www.youtube.com/watch?v=kgI7KwKve7U Orientation for Students of Color Studying Abroad http://www.youtube.com/watch?v=r-CnXQyOglA Universities tell foreign students: Don't go anywhere https://www.youtube.com/watch?v=ddDEsp9LPxc | | | | | | |
| **Measurement Instrument 3** | Individual course assignment (CNS 572): Final Exam | | | | | | |
| **Criteria for Student Success** | These are the criteria I used to evaluate the Final Exam responses:   * Understanding of the relevant issues. * Evidence-based argument (did you back up your position with data). * Articulation (did you make a convincing case).   Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | The overall average on the Final Exam will be at least 85% and on no individual dimension will the average by less than 70%. | | **Percent of Program Achieving Target** | | 100% achieved the indicated target. | |
| **Methods** | 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. Make as strong an argument as you can to support your conclusion. **Option B.** Choose a particular student population. Fort 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. Make as strong an argument as you can to support your conclusion. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students understand trends and global issues impacting higher education.  **Conclusions**: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Refine current plan to incorporate what was learned during this cycle. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Students can apply knowledge of student needs in developing programming to address campus internationalization. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 581): Intercultural Skills Project | | | | | | |
| **Criteria for Student Success** | See Intercultural Skills Competence Rubric (attached) | | | | | | |
| **Program Success Target for this Measurement** | | | Ninety (90%) of the students will achieve an average score of at least 3.0 across the three dimensions measured by the instrument. | | **Percent of Program Achieving Target** | 90% achieved the indicated target. | |
| **Methods** | Students are to choose **one** of the following three Options (activities) that will contribute most to his/her personal and professional goals and learning.  **Option A**: Attend and assist with activities at an orientation for new international students at WKU (*or at another institution*). 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 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:   1. Describe your feelings and thoughts regarding your experiences at the orientation. 2. What did you learn about yourself? 3. What did you learn about international students? 4. Name two ways in which you can use what you have learned in relationship to your personal/professional goals.   **Option 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 (Chrisk@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:  1. Describe your feelings and thoughts regarding your cross-cultural interaction.   1. What did you learn about yourself? 2. What did you learn about individual(s) from other countries? 3. Name two ways in which you can use what you have learned in relationship to your personal/professional goals.   **Option C**: 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:  1. Describe the program, activity or service you developed (what, why, how, when, where).   1. What did you learn about yourself? 2. What did you learn about individual(s) from other countries? 3. Name two ways in which you can use what you have learned in relationship to your personal/professional goals. | | | | | | |
| **Measurement Instrument 2** | Individual course assignment (CNS 581): The Applications to Student Affairs Assignment | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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.  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **Program Success Target for this Measurement** | | One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available. | | **Percent of Program Achieving Target** | | 100% achieved the indicated target. | |
| **Methods** | The following four (.pdf) documents are in the "Course Documents" section of Blackboard:   * Binghamton University International Student Handbook * Genesee Community College International Student Handbook * UC Irvine International Student Handbook * University of Hawaii International Student Handbook   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. | | | | | | |
| **Measurement Instrument 3** | Internship supervisor evaluation of students completing Internship (CNS 595) | | | | | | |
| **Criteria for Student Success** | 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. | | | | | | |
| **Program Success Target for this Measurement** | | Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument. | | **Percent of Program Achieving Target** | | 100% achieved the indicated target. | |
| **Methods** | 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. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students can apply knowledge of student needs in developing programming to address campus internationalization.  **Conclusions**: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Refine current plan to incorporate what was learned during this cycle. | | | | | | | |

|  |
| --- |
| **Overall Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Given the global unrest currently being experienced, we need more than ever for students to understand the needs and interests of international students within the context of the trends and issues impacting higher education. We also need students who can apply knowledge of student needs in developing programming to address campus internationalization. The above narrative supports the assertion that the program is successful in achieving its intended purpose.  **Conclusions**: This certificate program continues to be unique; i.e., there are no other graduate certificate programs offered anywhere (locally, regionally, nationally, and internationally) with a specific focus on the development and delivery of student services with an international population. There are several programs that focus on international education or some aspects of study abroad, etc., but we are the only one with this particular focus. Again, this certificate program is distinct from similar certificate programs that focus more on the academic dimension and/or study abroad; i.e., there are no other graduate certificate programs offered anywhere (locally, regionally, nationally, and internationally) with a specific focus on the development and delivery of student services with an international population. There are several programs that focus on international education or some aspects of study abroad, etc., but we are the only one with this particular focus. This certificate program provides valuable knowledge and skills (and a credential) for students who are interested in working more effectively with international students. The coursework is already required and/or offered in the master’s degree program in Student Affairs. That is, it requires no additional resources beyond those needed for the master’s degree program. It also serves as a ‘feeder’ program for the master’s degree as many students who pursue the graduate certificate in international student services eventually apply to the master’s program. Students are happy with the education they receive through this program, as are their employers. The efficacy of the program has been demonstrated conclusively over the last ten years since it was implemented. On the curricular front, the content is continually updated to make sure the information presented represents current realities. For example, as the immigration debate has raged in our country over the last 5 years, the course has mirrored that greater societal discourse though revised assignments and course components. The biggest challenge has been in the area of marketing and advertising. Toward this end, over the last three years, the program coordinator has consulted with the Division of Extended Learning and Outreach concerning opportunities to advertise the program more extensively to a national and international pool of qualified potential students. We are working with the Division of Extended Learning to develop new avenues for advertising the program. They have already provided brochures and cards that we distribute at conferences and professional meetings. We would like to partner with them on the development of more electronically-based strategies for marketing the program (social media, websites, listservs, etc.). Bottom line: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Enhancing enrollments continues to be the primary goal of this certificate program. Toward that end, enrollments could be significantly enhanced if more resources were put into marketing it to a wider audience. The program has a great reputation within the student affairs profession, but it more information about it needs to be disseminated. As noted previously, we are working with the Division of Extended Learning to develop new promotional materials (they have already provided us with brochures and cards that we distribute at conferences and professional meetings). We also plan to market more extensively through social media (by developing a Facebook page specifically for the program, inclusion in online directories of related certificate programs, for example) and we plan to make more focused use of listservs and other electronic means of advertising the program. At this point (the program has been in existence for a decade) word-of-mouth also serves as an effective marketing technique; many of our current enrollments are referrals from previous students who completed the program. If another institution were to develop a similar program, this would create competition for students. This has not happened in the 10 years that the program has been in existence. Bottom line: Refine current plan to incorporate what was learned during this cycle.  **Special Note:** This program requires no resources beyond those required for the MAE in Student Affairs. The courses in the 15-hour curriculum for the certificate are all regularly offered as part of the degree program; the program does not constitute a drain on resources. |

Curriculum Map

**Student Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SLO 1** | **SLO 2** | **SLO 3** |
| 572 | **X** | **X** |  |
| 581 | **X** | **X** | **X** |
| 595 | **X** |  | **X** |

**Core**

**Courses**