

PRAC Report
Herron School of Art and Design
2019

Overview

Herron School of Art and Design is a school of Indiana University. Herron is accredited by the National Association of Schools of Art and Design (NASAD). The school's last comprehensive NASAD accreditation review was in 2013, with the next scheduled for 2023. All annual audits and interim processes are in compliance with NASAD standards.

Herron offers the following degrees:

BA in Art History

BFA in Fine Arts (professional degree)

Majors in: Painting, Printmaking, Photography & Intermedia, Drawing & Illustration, Furniture Design, Sculpture, Ceramics, and Interdisciplinary Studio Practice

BFA in Visual Communication Design (professional degree)

BAE Bachelor of Art Education (professional degree)

MA in Art Therapy

MFA in Visual Art (professional degree, terminal degree in field)

MFA in Visual Communication Design (professional degree, terminal degree in field)

Graduate Certificate in Design Thinking

Herron also contributes twelve courses to the IUPUI General Education Core.

Overview and Highlights 2018-2019

The Herron faculty take assessment of student learning as a basis for program improvement ever more seriously. The style of teaching within Herron tends to be very direct, with lots of one-on-one interaction between students and faculty and with a great deal of student-directed, project based learning mentored by faculty. These pedagogical methods allow for lots of immediate recognition of any gaps in student learning, and for reinforcement and remediation right away, during the course of the semester, and on an individualized basis. Additionally, the faculty continues to refine its aggregate assessments. There is continual progress toward ever more useful instruments. However, this evolution makes longitudinal comparisons difficult.

As we prepared the PRAC Report for 2017-18, we realized that our assessment practices were not ideally aligned with our program learning outcomes. (This was also noted by PRAC Report reviewers in 2019.) This year, we have revisited and **revised the program learning outcomes** for the undergraduate programs. These new learning outcomes have been mapped to the Profiles of Learning for Undergraduate Success (PLUS) as part of the campus-wide transition from PULs to PLUS.

Another component of the transition to PLUS has been to revise the graduating student exit survey. This has traditionally served as an indirect measure of student learning as well as an

opportunity to gather open-ended feedback from graduating seniors. Previously, this was closely aligned with the PULs. Furthermore, we converted it from a paper document to an online format. We did not issue the survey this year, but have revised it and are prepared to implement it in the fall.

A key component of the assessment for the BFA degrees, which represent the majority of Herron's students, has been a four-year portfolio review process in Taskstream. With the retirement of Taskstream, we have taken the opportunity to re-envision our use of electronic platforms for portfolio reviews, and have laid plans for a new system beginning in fall 2019.

The Master of Arts in Art Therapy degree has applied for accreditation by the Accreditation Council for Art Therapy Education (ACATE), a branch of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Accreditation of Art Therapy programs is new, and is replacing the prior system of "approval" by the American Art Therapy Association. As of this writing, only nine programs in the U.S. have been accredited. Herron submitted its self-study in spring 2019 and anticipates a site-visit in fall 2019. Excerpts from that self-study are included in this report.

I. BA in Art History

These learning outcomes for the art history major were revised and adopted in spring 2019. These revised outcomes were informed in part by the recommendations of the College Art Association.

Graduates of the Art History program will be able to:

1. Describe and apply a substantial interdisciplinary body of knowledge related to their own art historical traditions and the traditions of others.
2. Recognize the variety of images, objects, and practices studied in art history and the varied materials and techniques used to create them.
3. Distinguish between a personal response to works of art and interpretations grounded in research.
4. Compare, contrast, and classify objects based on form, content, and context.
5. Evaluate visual and material culture using formal analysis.
6. Analyze and interpret visual and material culture using a variety of theoretical frameworks.
7. Describe connections and differences between visual and material culture and social contexts across history and throughout the world.
8. Recognize how the circulation of people, materials, and ideas affect artistic styles, techniques, and ways of thinking across different regions and time periods in global and local contexts.
9. Demonstrate how artworks and interpretations change through time.
10. Conceive of and carry out research involving: formulating a question; gathering information; critically evaluating information; making an argument; and defending a conclusion in speech and in writing.
11. Apply their visual literacy to make informed and ethical judgments.
12. Work independently and with others to examine and reflect on visual and material culture.

Assessment of these (and of the former learning outcomes) is concentrated on the capstone seminar, not only because it is the culminating course, but also because the capstone seminar is the only course in which all, or even a majority of the students, are art history majors. Most classes are populated by BFA students and students from other departments across the university, with only a handful of majors in each. This year, art history courses generated 16% of all Herron's credit hours, while 6% of the graduating students were art history majors.

Because the capstone cohort is typically no more than 10 students each year, the faculty has not adopted a quantitative approach to assessment. Instead, it has been a matter of consciously observing and reflecting on the capstone students' performance as an indicator of program effectiveness, and of including the full art-history faculty in that process. The final art history faculty meeting of the year includes collective reflection on the year. Also, capstone students are required to share their work beyond the seminar class. For most, this means sharing in poster format, which provides all the art history faculty members opportunity to review the students' work.

Reflections from 2018-19:

Students are incorporating their learning from courses outside Herron, especially anthropology courses, to a good degree. (SLO 1)

Students' theoretical frameworks are weak (SLOs 3, 6, and part of 10). In response, a required method and theory course has been added to the degree map for the sophomore year. This requirement will affect the incoming class of fall 2019, but we hope next year's sophomores will take a method/theory course voluntarily in the coming year.

In the past art history assignments have been independent work. However, the new SLO 12 includes work with others. We have little evidence of how well our students work in groups, and so we began building in more opportunities to work collectively at multiple levels of the curriculum. We plan to observe, evaluate, and encourage students' work with others in the capstone seminar and in the upcoming method/theory course where art history students comprise the majority.

Research is difficult. SLO 10 is critical to the aims of the program. While we have a solid group of outstanding student researchers each year, the majority are not conducting the full process of research at the level we strive for. Personal, one-on-one coaching during the early and middle phases of a paper or project helps tremendously (and is tremendously time consuming.) We are experimenting with other methods such as peer reviewing during research and writing, discrete assignments that drill specific aspects of the process, and class discussions of reading that emphasize process over conclusion.

In previous years, we have recognized that students are not being sufficiently exposed to art and ideas from outside the Euro-American tradition. This has been addressed by hiring, through a newly-created endowed chair, a non-western art specialist. This new faculty member, hired in spring 2018, will begin teaching in fall 2019.

II. Bachelor of Fine Arts

This is one degree offered in two departments: Fine Arts and Visual Communication Design. The learning outcomes differ, but the assessment strategies are shared.

II.a. BFA in Fine Arts

Majors: Painting, Printmaking, Photography & Intermedia, Drawing & Illustration, Furniture Design, Sculpture, Ceramics, and Interdisciplinary Studio Practice

The Fine Arts department revised its student learning outcomes in spring 2019.

Students graduating from the program will:

1. Demonstrate technical and conceptual proficiency with sculpture and related disciplines and media.*
2. Work and engage with diverse communities through personal and co-creative activities.
3. Explore new and different ideas and approaches and reconsider familiar or more traditional ways of thinking.
4. Describe historic and contemporary art directions, movement, and theory and place their own artwork in a contemporary context.
5. Develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writing, and speech.
6. Construct aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions and outcomes.**
7. Demonstrate a mastery of visual thinking and the technical demands and craft appropriate to their concept and vision.
8. Write, speak, and effectively critique their own work and the work and ideas of others in a theoretically and historically informed manner.
9. Apply knowledge and experience of art in a professional context, and utilize best practices and ethics held by the profession.

*SLO 1 varies by major:

- Demonstrate technical and conceptual proficiency with *sculpture* and related disciplines and media.
- Demonstrate technical and conceptual proficiency with *printmaking* and related media.
- Demonstrate technical and conceptual proficiency with *photography* and related media including observational and compositional skills.
- Demonstrate technical and conceptual proficiency with *painting* and related media including observational and compositional skills.
- Demonstrate technical and conceptual proficiency with *furniture design* and related media.
- Demonstrate technical and conceptual proficiency with *ceramics* and related media including *clay and glaze calculation*.
- Demonstrate technical and conceptual proficiency with *drawing, illustration*, and related media including observational and compositional skills.
- Demonstrate technical and conceptual proficiency across *multiple disciplines* and their related media.

**This outcome does not apply to the Drawing and Illustration major, for the reason that this work may be driven more by a client than by an individual's artistic voice, and the goal might be one solution rather than multiple solutions.

II. b. BFA in Visual Communication Design

The Visual Communication Design also revised their learning outcomes in the spring of 2019. Here follow the new program learning outcomes.

Students completing the program will. . .

- Identify and analyze a problem space through multiple points of view.
- Work with diverse groups of users to clarify needs and goals relevant to end users of design outcomes.
- Explore potential solutions to a problem through widely divergent iterations and prototyping.
- Develop form that reflects understanding of relevant elements, both formal and contextual, resulting in solutions that are appropriate for the intended communication and audience.
- Synthesize solutions from concept through execution.
- Discuss and/or write analysis of visual communication work, either their own or that of others.
- Select and utilize appropriate software, diverse media, techniques, and tools to effectively communicate intended communication.
- Organize and present work visually and orally with a professional demeanor.

II. c. Shared assessment for the BFA degree

Beginning in fall 2015, a three-point portfolio review system was implemented. Students submit electronic portfolios of art and/or design work at the time of admission and upon graduation. Students submit written statements at admission, mid-way through the program, and upon graduation. These are reviewed by the full-time art and design faculty. This process makes use of Task Stream for electronic portfolio submission and evaluation. This spring is the first year for which we are able to compare the work of a student cohort at admission and also four years later. With the retirement of Taskstream, it will also be the last year of using this method. However, we have observed several limitations in our current method, and look forward to a more effective system facilitated by Canvas in the years to come, and with more coordination between the programs' learning outcomes and the criteria evaluated in students' portfolios. (More on this in the 2020 PRAC Report!)

Students also undergo a Mid-Level Review in person, in a portfolio presentation and interview format before a panel of faculty, in December of their junior year. While this is

intended primarily as an opportunity to mentor students and uses rubrics tailored accordingly, we do look at overall patterns in the results to contribute qualitatively to our program assessments.

Herron BFA Portfolios - Entering Class Fall 2015

Template: Herron BFA Portfolios

Admission Level <ul style="list-style-type: none"> Written Statements Examples of Work 		Avg. = 2.04 / 8 (25.50%)	
Mid-level <ul style="list-style-type: none"> Written Statements Examples of Work 		Avg. = 4.90 / 7 (70.00%)	
Capstone <ul style="list-style-type: none"> Written Statements Examples of Work 		Avg. = 5.65 / 7 (80.71%)	

My Evaluation Summary for Area "Admission Level"

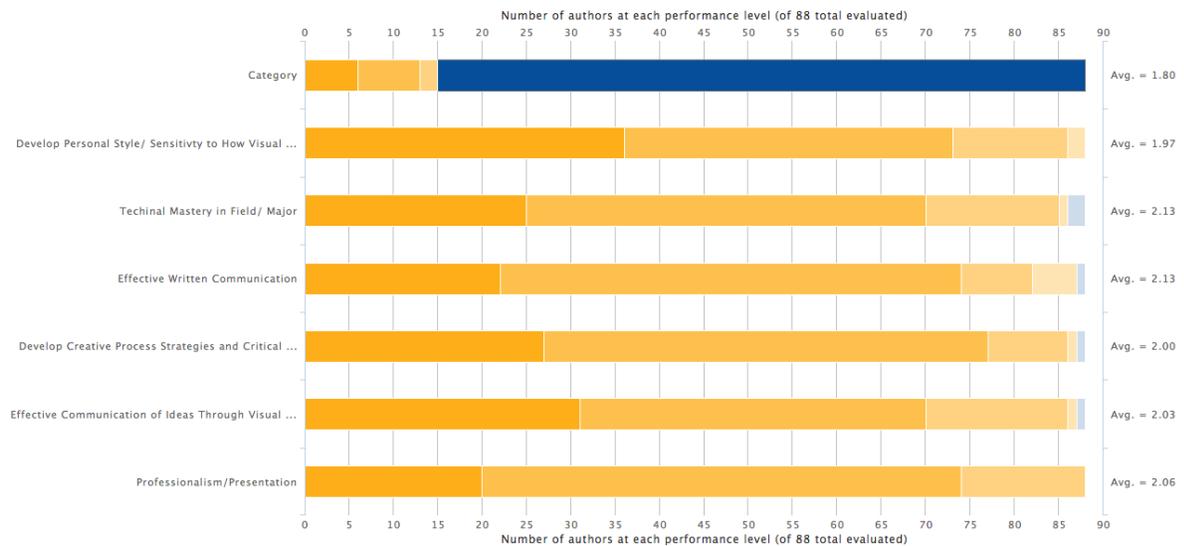
Evaluation Completed From To

Rubric: [Herron Core Rubric](#)
 Final Score Method: Average Rubric Score
 Authors Evaluated: 88
 Highest Final Score: 3.92
 Lowest Final Score: 1.00

Results for Group: Avg. = 2.04 / 8 (25.50%)

Performance Level Distribution (click to filter)

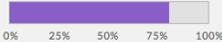
Emerging 1 (1) Developing 2 (2) Developing 3 (3) Advancing 4 (4) Advancing 5 (5) Approaching Mastery 6 (6) Approaching Mastery 7 (7) Professionally Prepared 8 (8) N/A



My Evaluation Summary for Area "Capstone"

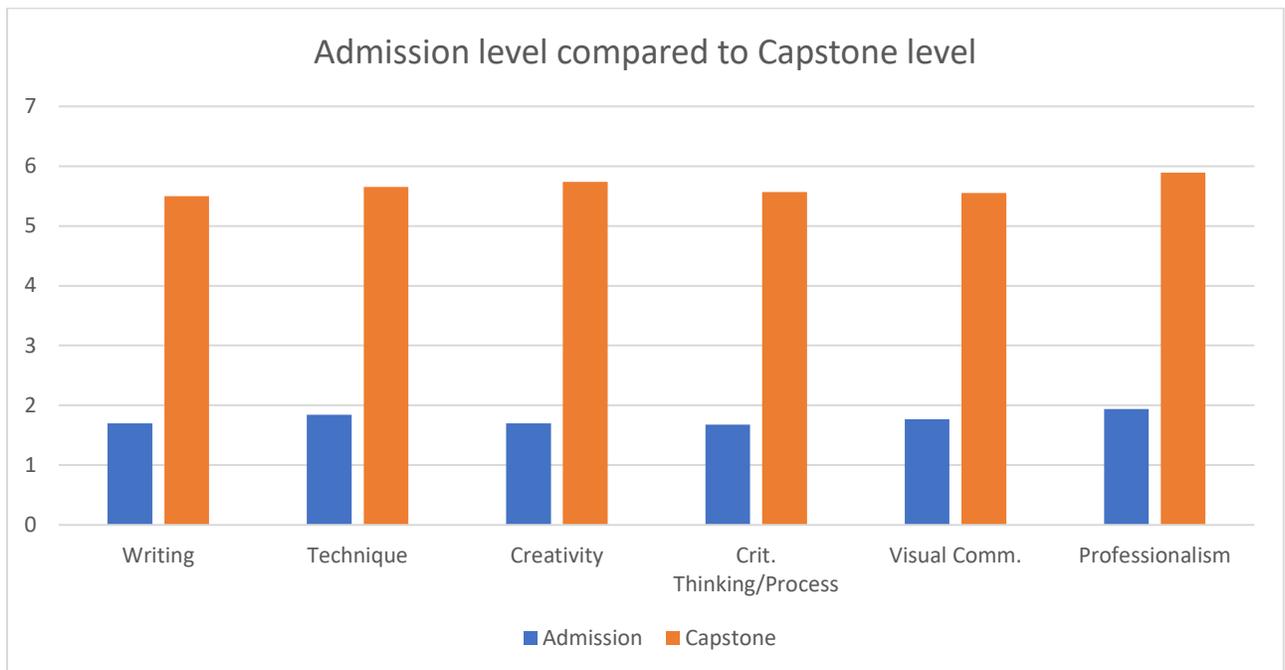
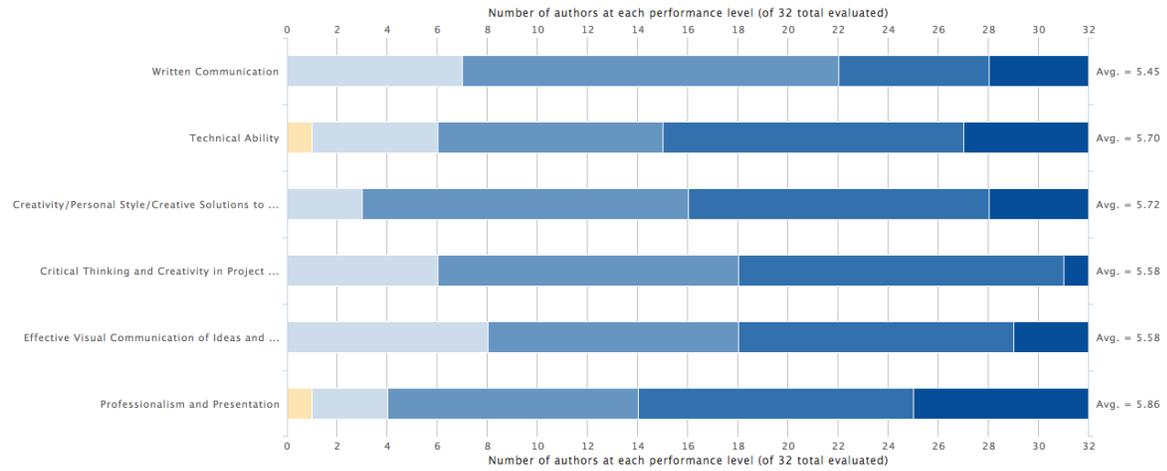
Evaluation Completed From To

Rubric: [Herron Core Rubric November 2015](#)
 Final Score Method: Average Rubric Score
 Authors Evaluated: 32
 Highest Final Score: 7.00
 Lowest Final Score: 4.17

Results for Group
 Avg. = 5.65 / 7 (80.71%)

Performance Level Distribution (click to filter)

Emerging (0) Developing (1) Developing (2) Advancing (3) Advancing (4) Approaching Mastery (5) Approaching Mastery (6) Professionally Prepared (7) N/A



	Total change
Writing	3.8
Technique	3.81

Creativity/Solutions	4.04
Critical Thinking/Process	3.89
Visual Communication	3.78
Professionalism	3.95

Findings

The faculty is pleased to see that students made significant improvements in all of the evaluated areas. This confirms what we had always known but had never measured.

Actions taken in response, and measuring again.

In the 2017 edition of this report, we reported preliminary findings comparing the 2015 incoming class to the 2017 outgoing class. At that time, we observed that writing was the lowest category for the graduating class, and also that writing is the area in which students showed the least improvement during their years here. At that time, we began discussions among the faculty about ways to increase the quantity and quality of student writing.

In the current sample, we do not see the deficiency in writing to nearly the same degree. We attribute this improvement to the efforts made over the past two years. In particular, there has been much more effort placed on the written component of the students' theses. Some faculty members have had students submit three or more drafts of the document so that the students kept revising until the written thesis reached a satisfactory level of competence. The faculty in the Drawing and Illustration major deserve special recognition for their work in this area. Those theses were, in many cases, the documents students submitted for this review. The question remains whether in the earlier measuring students were unable to write well or whether they simply weren't motivated to bother. Similarly, it is unclear whether the current improvements demonstrate improved ability to write well independently, or whether it shows students' willingness to respond to editorial comments from faculty. Either way, the improvement is an encouraging sign, and indicates that the efforts put forth by Drawing and Illustration faculty ought to be replicated throughout the department.

Future plans

With the withdrawal of Taskstream, the school is developing a new method of assessing learning in the BFA majors. The new learning outcomes presented above have been entered into Canvas at the school level. Curriculum mapping, instigated by the transition from PULs to PLUS, has also suggested courses in which these outcomes can be imported for evaluation within the Canvas class sections. Simultaneously, a new vision for using electronic portfolios is under development in the Fine Arts Department. Preliminary plans suggest that students will develop website portfolios in Google Sites, and will submit the URL in response to a Canvas assignment in their classes, at various points in the curriculum, and that the faculty will use the program learning outcomes in Canvas to evaluate those portfolios at critical points.

III. Bachelor of Art Education

Program Learning Outcomes:

1. Learner

- **Learner Development:** Recognize the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.
- **Learning Environment:** Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.

2. Content

- **Content Knowledge-Studio Art:** Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.
- **Content Knowledge-Historical, Critical, Philosophical Analysis:** Identify the major styles and periods of art history, the analytical methods and theories of criticism, including development of past and contemporary art forms, visual culture, and contending philosophies of art and the relationship of all of these to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.
- **Content Knowledge-Innovation/Ideation:** Apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learner.

3. Instructional Practice

- **Communication:** Communicate ideas effectively through speech, writing, and visual forms; comprehend, interpret, and analyze ideas and facts and problem solve through quantitative/qualitative reasoning; and effectively use information resources and technology.
- **Instructional Strategies:** Implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.
- **Reflective Practice and Assessment:** Demonstrate reflective practice and revision; develop and implement multiple methods of formative and summative assessment; and, analyze data as evidence to engage learners in their own growth, to document learner progress, and to inform ongoing instruction and curriculum

4. Professional Responsibility

- **Philosophy:** Conduct ongoing critical reflection on the aesthetic and artistic purposes of art in P-12 learners; clearly articulate philosophy and the importance of art in general education to students, school, and community.
- **Professional Development and Growth:** Engage in continuing professional development and use evidence to evaluate practice. Provide leadership in the profession of art and education within the classroom, school, community and beyond.

- Professional Disposition: Demonstrate ability to inspire and excite the imagination of students, model a respect for art and visual experiences; and constantly seek out, evaluate and apply new ideas and developments in both art and education.

The structure for art education program outcomes is modeled on the four categories of InTASC Model Core Teaching Standards (2011), the nationally required assessment for teacher preparation programs. The IUPUI School of Education implements InTASC Standards Assessment: Part A to assess the capstone student teaching experience – the experience that we collaboratively design/mentor in our art education program. Student include InTASC Part A assessment (completed by their critic teacher) in the Art Education Exit Portfolio.

The art education outcomes above represent specificity to art content (what InTASC would call Part B Assessment). These outcomes align with standards of The National Association of Schools of Art and Design (2013), Indiana Developmental Standards P-12, Indiana Art Content Standards (2010), and the Indiana Academic Standards for Visual Art P-12 (2017). Throughout the capstone experience of M482 students collect data and present in an Exit Portfolio as evidence of attainment of the specific art education outcomes. The Art Education Program Outcomes provide the structure of content in the 5 methods courses leading up to the capstone experience.

The M482 capstone experience results in a semester long practicum of student teaching – 8 weeks secondary level and 8 weeks elementary level. Art education faculty oversee the hiring of the (SOE) university coach, the placement of art students in surrounding schools, the teaching of the seminars (attended by coach), oversight of problems within the school placements, and the summative program assessment of the exit portfolio.

Art education faculty meet regularly throughout the year to compare student progress through the 5 sequential methods/content classes. Data is collected and shared from the teaching practicums of our methods courses including end of course teaching videos, portfolios of unit development/instruction and student work, and teacher assessments. Data is scored through multiple measures including rubrics, rating scales, and checklists. During the capstone experience faculty meet bimonthly throughout the spring semester with the university coach to monitor student progress and revise/intervene where needed.

The exit portfolio (summative) and practicum provide excellent feedback on student progress and program strengths and weaknesses. This data is used to revise our program and our assessment tools. We have a small program of 12-20 teachers for our capstone, therefore it is easy to tabulate data. Nevertheless, given the close mentoring of each student, most deficiencies can be addressed at the individual level during the program.

Faculty and university coach mentor teachers throughout the practicum. The coach visits each student 4 times in each placement resulting in a written communication of teaching assessment (shared with all in portfolio and on file in School of Education), a verbal conference, and a midterm and final teaching assessment by both coach and the critic teachers. These assessments align with InTASC standards and Herron art education outcomes.

The final Exit Portfolio from M482 is assessed collaboratively by art education faculty. Assessments are provided to students through rating scales, written feedback notes, and one-on-one consultation. Faculty meet to revise our program based on the results of this portfolio data each year at the end of Spring semester. Often these are changes in the emphasis placed on specific topics rather than large changes that would be visible on the curriculum map.

IV. MA in Art Therapy

The Art Therapy program directs student learning towards outcomes defined at the national level for art therapy and at the state level for mental health counseling. Art therapists practice under the credential of Registered Art Therapist (ATR) or Board Certified Registered Art Therapist (ATR-BC). This requires a master’s degree that meets national standards, followed by an exam and clinical experience. In Indiana, most art therapists also hold the Licensed Mental Health Counselor (LMHC) credential. Herron’s program meets the educational requirements for both credentials.

Accreditation of art therapy master’s programs is new. Previously, the American Art Therapy Association “approved” programs, but there was no formal accreditation. Over the past year and a half, an accreditation process has been implemented. To date, only nine academic programs in the US have completed the process. Herron’s art therapy faculty completed and submitted their self-study this year. The site visit is anticipated in the fall of 2019.

The self-study includes more data and analysis than this schoolwide report can contain. In addition to analysis of institutional policies and procedures and compliance with standards, the self-study included surveys of past and current students, past and current internship site personnel, and curriculum mapping for discipline specific learning outcomes and PGPLs.

As a result of this process and of student performance, some changes are underway. A program advisory board has been created, consisting of individuals within and outside of the university. In terms of curriculum, the faculty is reconsidering the expectations for the thesis and research component. It has become clear that the research expectations and the amount of time spent training students to be researchers and to conduct their thesis research are misaligned. Discussions are underway to bring these two aspects closer together by adjusting at both ends. This effort is being led by a new faculty member whose recent PhD dissertation is on art therapy pedagogy, and who is therefore very familiar with national trends and the literature on this topic.

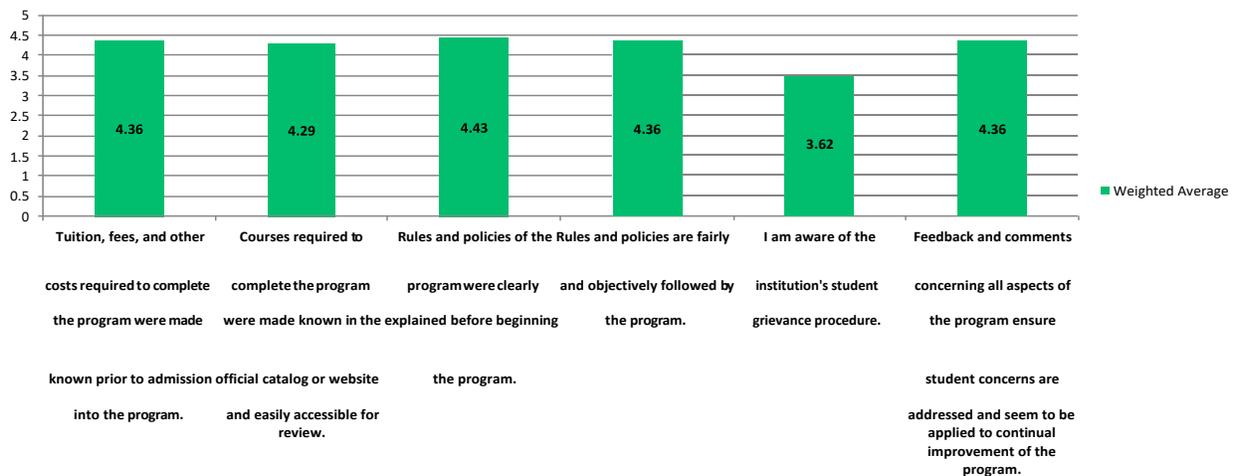
One section of the large self-study is included here. This is the survey of current students. This has been selected for inclusion because it represents some of the directly actionable responses. It is followed by the faculty’s narrative analysis of this survey.

Student Background Information:		
Answered	14	
Skipped	0	
Respondents	Response Date	Institution Name:

1	Apr 30 2019 07:50 PM	IUPUI- Herron school of art and design
2	Apr 23 2019 06:08 PM	IUPUI - Herron School of Art + Design
3	Apr 18 2019 10:35 PM	IUPUI Herron School of Art + Design
4	Apr 18 2019 10:08 PM	Iupui
5	Apr 18 2019 09:18 PM	IUPUI Herron School of Art and Design
6	Apr 18 2019 01:37 PM	Herron School of Art + Design
7	Apr 18 2019 12:04 PM	Herron School of Art and Design-IUPUI
8	Apr 17 2019 08:02 PM	IUPUI - Herron
9	Apr 16 2019 10:14 AM	Herron School of Art + Design
10	Apr 15 2019 08:19 PM	Herron School of Art and Design
11	Apr 15 2019 07:26 PM	Herron School of Art + Design/IUPUI
12	Apr 15 2019 07:21 PM	Herron
13	Apr 15 2019 06:35 PM	Herron School of Art + Design at IUPUI
14	Apr 15 2019 04:26 PM	Herron School of Art and Design IUPUI

DISCLOSURE: Consider each item below separately, and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. Select N/A if you do not know about a particular area.

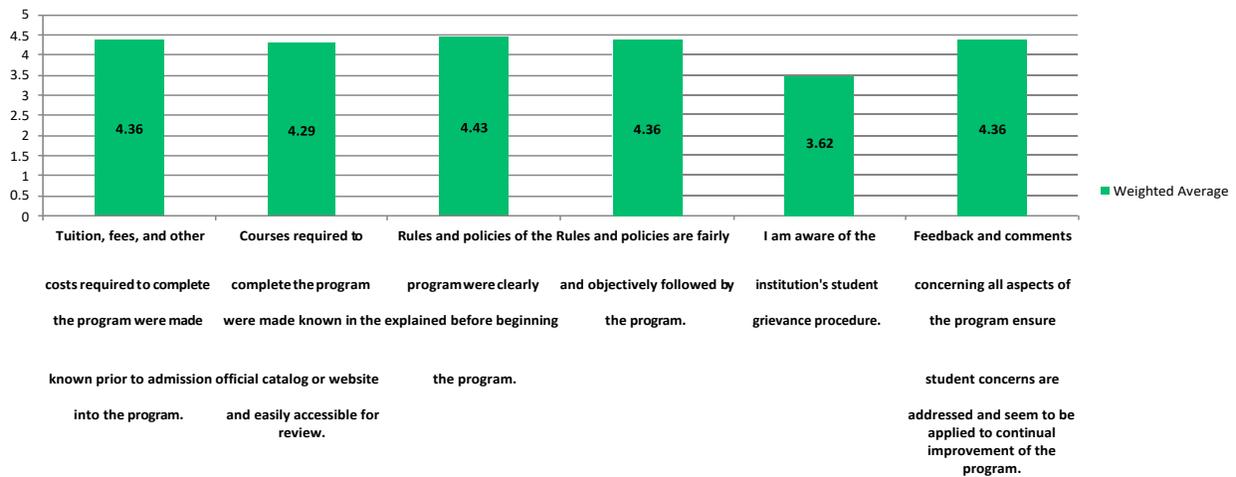
	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	N/A (Not Applicable)	Total	Weighted Average
Answered	14							
Skipped	0							
Tuition, fees, and other costs required to complete the program were made known prior to admission into the program.	6	7	1	0	0	0	14	4.36
Courses required to complete the program were made known in the official catalog or website and easily accessible for review.	9	2	1	2	0	0	14	4.29
Rules and policies of the program were clearly explained before beginning the program.	7	6	1	0	0	0	14	4.43
Rules and policies are fairly and objectively followed by the program.	7	5	2	0	0	0	14	4.36
I am aware of the institution's student grievance procedure.	6	2	1	2	2	1	14	3.62
Feedback and comments concerning all aspects of the program ensure student concerns are addressed and seem to be applied to continual improvement of the program.	9	3	1	0	1	0	14	4.36



Herron School of Art + Design Student Survey on Program Effectiveness

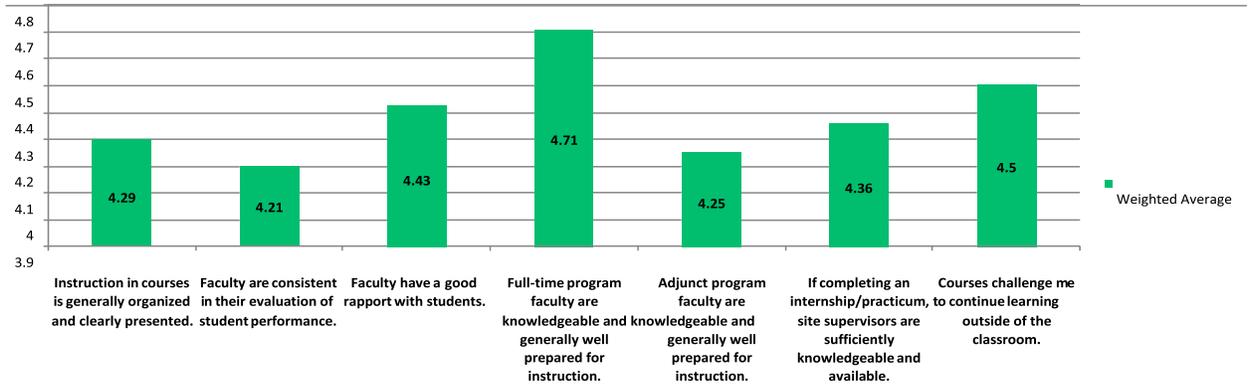
CURRICULUM & CLINICAL EXPERIENCES: Consider each item below separately, and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. Select N/A if you do not know about a particular area.

	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	N/A (Not Applicable)	Total	Weighted Average
Answered	14							
Skipped	0							
Courses in the program are sequenced in the most appropriate order to help me move from basic to advanced skills and knowledge.	6	6	1	1	0	0	14	4.21
Courses effectively emphasize professionalism (e.g. professional communication, behaviors, decisions, self-care).	10	3	1	0	0	0	14	4.64
Courses effectively emphasize scholarship, understanding of the literature, and research support for required professional work.	9	3	1	1	0	0	14	4.43
The curriculum provides adequate preparation for practicum/internship and real world applications of classroom learning.	10	2	1	1	0	0	14	4.5
If completing internship/practicum, the internship/practicum provides sufficient experience to prepare for post-graduate work experience.	11	2	1	0	0	0	14	4.71



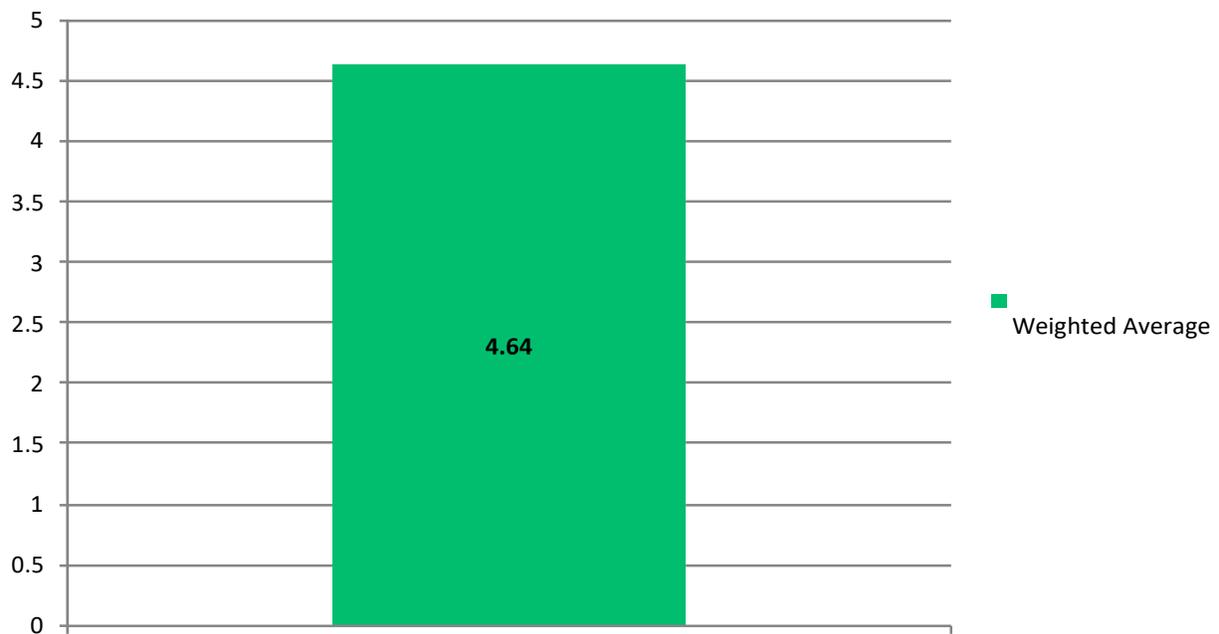
INSTRUCTION: Consider each item below separately, and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. Select N/A if you do not know about a particular area.

	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	N/A (Not Applicable)	Total	Weighted Average
Answered	14							
Skipped	0							
Instruction in courses is generally organized and clearly presented.	6	6	2	0	0	0	14	4.29
Faculty are consistent in their evaluation of student performance.	5	7	2	0	0	0	14	4.21
Faculty have a good rapport with students.	9	3	1	1	0	0	14	4.43
Full-time program faculty are knowledgeable and generally well prepared for instruction.	11	2	1	0	0	0	14	4.71
Adjunct program faculty are knowledgeable and generally well prepared for instruction.	7	2	2	1	0	2	14	4.25
If completing an internship/practicum, site supervisors are sufficiently knowledgeable and available.	8	4	1	1	0	0	14	4.36
Courses challenge me to continue learning outside of the classroom.	8	5	1	0	0	0	14	4.5



Overall Rating: *I am receiving a quality Art Therapy Education:*

Answered	14					
Skipped	0					
Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Total	Weighted Average
10	3	1	0	0	14	4.64
Respondents	Response Date	COMMENTS:				
1	Apr 23 2019 06:08 PM	The program is rigorous and thoroughly prepares us for our chosen career.				
2	Apr 18 2019 10:08 PM	Neutral answers indicate mixed feelings. Some faculty are organized and consistent some are not. Adjunct faculty lacks ability to build rapport with cohort.				
3	Apr 17 2019 08:02 PM	IUPUI's MAAT program is young but growing - everyone in the program is truly passionate about art therapy and learning how to provide it ethically and professionally, while emphasizing the importance of support systems and self-care.				
4	Apr 15 2019 04:26 PM	Herron's Art Therapy program has done an outstanding job so far at making me feel prepared onsite and working with clients. All issues and concerns are addressed quickly and professionally by the faculty of the program. Professors have very different therapeutic backgrounds and yet provide quality and cooperative feedback to the students.				



What do you feel are the three strongest parts of the program? Please label each program part numerically in your response (e.g. 1. 2. 3.). Only provide 3 responses.

Respondents	Response Date	Responses
1	Apr 30 2019 07:50 PM	1. A program director that is committed to the success of the students. 2. A variety of internship opportunities. 3. Structure
2	Apr 23 2019 06:08 PM	1. The cohort system and its ability to keep everyone on the same page. 2. The use of real world applications in course content. 3. The personalities of the instructors.
3	Apr 18 2019 10:35 PM	1. Faculty 2. Small class size 3. Scholarships offered
4	Apr 18 2019 10:08 PM	1. Supervision 2. Wide variety of intership sites 3. Willingness to calibrate course load to fit student needs
5	Apr 18 2019 09:18 PM	1. The push for students to apply the classroom learning to their experience 2. Internship experience 3. Faculty
6	Apr 18 2019 01:37 PM	1) professors - their professionalism and knowledge in theory and experience has been fantastic. 2) internship options 3) supervision
7	Apr 18 2019 12:04 PM	2- accessibility of professors 3- ability to have fun when appropriate
8	Apr 17 2019 08:02 PM	1. Some of the lowest tuition costs that I've seen in an MAAT grad program - one of the main reasons I chose IUPUI over other grad programs, since I'm able to save money and pay less for a high quality education that prepares me well for practicing art therapy. 2. Small cohort sizes (generally between 8-12 people) - another one of the main reasons I chose IUPUI, since the small class size enables deep discussion and learning from one another, and also builds our support systems with each other. 3. Emphasis on professionalism and self-care - I'm thankful to be in a program that pushes me to be a more confident and professional future art therapist every day, while also pushing the importance of caring for myself as a person. If I can't help myself, I won't be able to help others in art therapy.
9	Apr 16 2019 10:14 AM	1. I feel as though communication is strong and open between myself and faculty. 2. The curriculum does a good job at providing real world experience. 3. Faculty encourages all students to be connected with out community.
10	Apr 15 2019 08:19 PM	1. Eileen's eternal confidence in her students, in this program, and in art therapy as a professional 2. The structured internship placements where I don't have to worry about finding a place but still practice interviewing and professionalism 3. Being in the art school provides more opportunities to incorporate other materials and talents into the work besides what would be available in a psych building
11	Apr 15 2019 07:26 PM	1. Integration of theoretical background, research, and application of art therapy practices 2. Internship opportunities, locations, and supervisors 3. Professor-student rapport and supervision
12	Apr 15 2019 07:21 PM	1. Small cohort 2. 3.
13	Apr 15 2019 06:35 PM	1) Internship/Practicum sites' learning environment 2) Faculty involvement and support in students' passions and research ideas that will further art therapy 3) Faculty availability and attention to students' questions, comments, and concerns about the program and material learned
14	Apr 15 2019 04:26 PM	1. Communication and expectations 2. Rapport with students and supervisors 3. A classroom conducive to learning and built upon trust

Based on your experience, please make three suggestions to further strengthen the program. Please label each suggestion numerically (e.g. 1. 2. 3.). Only provide 3 suggestions.

Respondents	Response Date	Responses
1	Apr 30 2019 07:50 PM	1. provide more counseling services 2. better class times
2	Apr 23 2019 06:08 PM	1. Internship possibilities - It's nice that there is a program coordinator for internships, but it would be nicer if there were a clear policy or possibility for obtaining your own internships. 2. Textbook adjustments - While we understand the richness of pulling information from multiple sources, it would be nice if class instructors could choose a singular textbook to teach classes from and offer other textbooks as bonus material that is beneficial but not required to complete assignments. Because of the multitude of textbooks, there is often a lot of content overlap. If textbooks continue to be used in multiple, at least giving the students the required textbook list for the entirety of the program, so that they can investigate prices ahead of time so that we are not forced to fight for the low availability of textbooks that are simultaneously being bought by every art therapy program in the United States and are frequently out of stock. 3. Involvement with the campus at large - currently the AT program is very separate from the rest of Herron's student body; working ways to become involved in Herron's rich community into courses would only help to strengthen the cohort and the program's place within the Herron community.
3	Apr 18 2019 10:35 PM	1. courses in a specific order 2. better textbooks 3. classes offered at better times
4	Apr 18 2019 10:08 PM	1. Better rapport with students from adjunct and visiting faculty 2. Ensure internship site supervisors are committed to interns and invested in their development 3. Provide professional critique of student art from both faculty and peers
5	Apr 18 2019 09:18 PM	1. Clear course guidelines/expectations for students. Too often faculty have made changes to the syllabus/assignments throughout the semester 2. Clear expectations for submissions for scholarships 3. More experience using listening and counseling skills in the classroom before being expected to this at our internship sites
6	Apr 18 2019 01:37 PM	1) it would be great to have more integration in the classroom on how to ask questions for clients in session. Primarily because our individual internship experiences are so different. I sometimes feel as like some of my classmates are better at asking questions and directing their client sessions because of the population they are working with - our internship experiences are so different it's hard to gage where exactly I should be in comparison to my classmates 2) more practice on how to specifically treatment plan for clients 3) more knowledge around the ETC and how to properly integrate it in client sessions
7	Apr 18 2019 12:04 PM	1- policies and expectations have changed from the start of the academic year. It is difficult to know what to do and how to do it in regards to policy related concerns.
8	Apr 17 2019 08:02 PM	1. Providing certain information as far in advance as possible - since our program is still growing, it makes sense that program policies and course syllabi/expectations would be continuously evolving. However, sometimes I've felt unclear on what exactly is expected of me - for instance, there have been major assignments that we haven't gotten a rubric for until the week before the assignments due. 2. Ensuring that students understand school and program policies, especially when there are changes - going into the program, I felt like I had a good basic understanding of what to expect with rules and policies. However, as I've gone through the program, there have been things that have surprised me and others in my cohort. For instance, my cohort and I didn't realize that our program director doesn't supervise our teachers until second semester. 3. Getting students' perspectives on certain policies before establishing them - for instance, during second semester of first year, our program began measuring our professionalism in our grades as 10% of each class. At the beginning of the semester, we were told about this grade and that we would receive more information at mid-semester. Mid-semester, we were each sent e-mails with a 1 (poor)-3(excellent) number ranking, and if needed, were asked to meet one-on-one with one of the teachers. We were unclear on exactly how the number ranking was supposed to be interpreted, and students who received 2s were wondering what they were doing that was unprofessional enough to be docked a full point on a 3 point scale, which determined 10% of every class grade. Only after we voiced concerns was the number ranking more clearly explained and changed to out of 10 points.
9	Apr 16 2019 10:14 AM	1. Though there is encouragement to engage in our community, I feel as though there could be more active outreach. (subjectively speaking) 2. The sequence of the courses could be reworked. A few seemed, to me, that they would have been more beneficial earlier on. I believe our new director is currently working on this too. 3. Self-care is emphasized, verbally, as being very important, however, I felt I had to compromise time for self-care in order to stay on top of my course work.
10	Apr 15 2019 08:19 PM	1. Don't make any more changes to the staff. It's been very tumultuous 2. A better structured thesis advising course. I feel boxed into my research 3. Clearer absence/participation grading
11	Apr 15 2019 07:26 PM	1. More diverse representation in the faculty and student population 2. More integration into the IUPUI community 3. More basic training on how to use various materials (so we have the how-to knowledge before use in therapy)
12	Apr 15 2019 07:21 PM	1. Cost effectiveness 2. 3.
13	Apr 15 2019 06:35 PM	1) Adjunct faculty setting the same expectations for themselves that are set for students. Professionalism is expected of students and should be carried out on their end as well. 2) Adjunct faculty being more in touch with the university's calendar and requirements 3) Receiving grades back in a timely fashion, via adjunct faculty, to promote a fresher, more cohesive learning experience.
14	Apr 15 2019 04:26 PM	1. Rubrics and guidelines change at times due to accreditation needs 2. Faculty is sometimes not on the same page due to these changes above 3. Summer semester is not included in overall financial cost from a FAFSA perspective and should be communicated before the semester approaches.

Please make additional comments pertaining to this program you feel would be helpful. Please remember that favorable comments are just as helpful as critical comments.

Respondents	Response Date	Responses
1	Apr 30 2019 07:50 PM	.
2	Apr 23 2019 06:08 PM	This program seems very well built and fine-tuned, and I do not regret selecting this program. That being said, I believe there is always room for improvement and the faculty is very understanding in this regard. I hope that they continue to explore new ways of strengthening the program and that it becomes recognized for the rigorous program it is.
3	Apr 18 2019 10:35 PM	Research course should be taught within the art therapy faculty. It would be nice to not have the psychopathology class online.
4	Apr 18 2019 10:08 PM	Personally I feel discouraged by the adjunct staff. I feel they doubt my commitment to the program and that I lack the skillset to succeed as an art therapist. Because of this lack of rapport I do not feel I can be myself in one on ones. Supervision with Eileen is excellent. Dynamic, engaging, good rapport with students. Art therapy for adults lacks student engagement. Every class session at least 3 or more students fall asleep, literally putting their heads down in the desk and snoring or get up and leave the room repeatedly.
5	Apr 18 2019 09:18 PM	In addition to site supervisor's feedback , collect feedback from other therapists interns work with in the organization.
6	Apr 18 2019 01:37 PM	Overall I have been satisfied with the quality of the program and the knowledgeable faculty. However, I think if coarse expectations were more clear it would make it less frustrating
7	Apr 18 2019 12:04 PM	I would love to continue internship experience through the summer. Or somehow continuing some kind of client experience (with our new populations) through the summer to help prepare us for the 2nd year internship. The stress on self care is nice.
8	Apr 17 2019 08:02 PM	I appreciate how easy to contact the professors are and how few of them there are. Rapport is easy to build.
9	Apr 16 2019 10:14 AM	IUPUI's MAAT program is strong and growing stronger. The faculty are passionate about art therapy and are good about listening to and incorporating feedback, which will only help our program grow.
10	Apr 15 2019 08:19 PM	I hope that faculty would continue to encourage an open dialogue with the students.
11	Apr 15 2019 07:26 PM	This program, while frustrating at times, gave me an education that I'm excited to continue and to enhance in the clinical world. Thank you
12	Apr 15 2019 07:21 PM	This program is making me feel prepared to practice as a professional upon graduation. I believe that the program's unique combination of taking classes while simultaneously working an internship allows for learning to take place alongside application in order to enrich our professional experience. I made the right decision in attending this program and know I will be confident in starting my work as art therapist come May of 2020.
13	Apr 15 2019 06:35 PM	1 The director of the program, Eileen Misluk, is an incredible asset and role model to all students. Creating a team of faculty members under her direction has been successful and transforms the learning environment to an active one. The program is highly sufficient and helps prepare students for a career as an art therapist. One of the most impressive aspects of this program is the internship experience. It has given students bountiful knowledge and practice out in the field that's is unparalleled to book teachings. I am proud to be apart of Herron's Art Therapy program and am excited to see how my classmates and I continue to grow my second year as we pursue independent art therapy internships.
14	Apr 15 2019 04:26 PM	The sites for internship are all very different and offer great discussion and experience to students both inside and outside of class. Supervision is so important to have at school, not only for its reasons to communicate experiences on site but to share with other class members experiences and retrieve feedback for these scenarios. I think additional supervision time would be helpful, however it is not always needed. Communicating the importance and need for that class should be above any other! Along with this, issues on sites are sometimes common and if these could be explained and brought to the attention of the other classmates more often, future issues and problem areas way find solutions faster! All work environments have positives and negatives, it is important to be transparent across all student sites.

Herron School of Art + Design, IUPUI Student Survey Addendum

The results of the student survey are discussed below along with plans to correct deficiencies and suggestions to strengthen the program. Overall, ninety-three percent of the students' surveyed agreed that they are receiving a quality art therapy education. The following qualitative data was provided to support these results, "The program is rigorous and thoroughly prepares us for our chosen career; Herron's Art Therapy program has done an outstanding job so far at making me feel prepared onsite and working with clients. All issues and concerns are addressed quickly and professionally by the faculty of the program. Professors have very different therapeutic backgrounds and yet provide quality and cooperative feedback to the students; IUPUI's MAAT program is young but growing-everyone in the program is truly passionate about art therapy and learning how to provide it ethically and professionally, while emphasizing the importance of support systems and self-care. One respondent answered neutral to this question

and provided the following response, “Neutral answers indicate mixed feelings. Some faculty are organized and consistent, some are not. Adjunct faculty lacks ability to build rapport with cohort.” Based on this feedback, and our new faculty and adjunct hires, the program will continue to work on building structure and consistency within the program to support student success.

The qualitative data on the strengths of the program were compiled and organized into themes, these include leadership and faculty, internships, structure of curriculum, applicability to the field, and finances. *Leadership and faculty* theme responses included, “professors- their professionalism and knowledge in theory and experience has been fantastic; accessibility of professors; faculty availability and attention to students’ questions, comments, and concerns about the program and material learned.” The *internship* theme responses included, “internship options; the structured internship placements where I don’t have to worry about finding a place but still practice interviewing and professionalism; rapport with students and supervisors.” The *structure of curriculum* theme responses included, “the curriculum does a good job at providing real world experience; integration of theoretical background, research, and application of the art therapy practice; a classroom conducive to learning about built upon trust; small cohort.” *Applicability to the field* theme responses included, “the use of real world applications in course content; the push for students to apply the classroom learning to their experience.” *Finances* theme responses included, “scholarships offered; some of the lowest tuition costs that I’ve seen in an MAAT grad programs- one of the main reasons I chose IUPUI over other grad programs, since I’m able to save money and pay less for a high quality education that prepares me well for practicing art therapy.” Overall, the qualitative findings support Herron’s goal of providing a well- rounded graduate learning environment that focuses on providing service to the Indianapolis area through internships, research, and education.

Ninety-three percent of the students agree that the full-time faculty are knowledgeable and generally prepared for instruction and that the courses challenge student learning outside of the classroom. Eighty-six percent of students agree that faculty are consistent in their evaluation of student performance, have good rapport with students, and that the instruction in courses is generally organized and clearly presented. Seventy-five percent of students agreed that the adjunct faculty are knowledgeable and generally prepared for instruction, and fourteen percent answered NA because they did not have an adjunct taught course. Eighty-six percent of students agree that their internship site supervisor was sufficiently knowledgeable and available. Because of this data, it is imperative that we provide additional training and support to adjunct faculty. We will encourage our adjunct faculty to attend training on our online learning platform Canvas through the Center for Teaching and Learning (CTL), and attending Art Therapy Program Meetings and School Department Meetings to stay abreast of school and program changes.

Eighty-six percent of the students agreed that the courses are appropriately sequenced, effectively emphasize scholarship, and provide adequate preparation for internship and real world applications. Additionally, ninety-three percent agreed that the courses effectively emphasize professionalism and that the internship program provides sufficient experience to prepare students. Seventy-nine percent of the respondents agreed that the courses to complete the program were made available for review, and fourteen percent disagreed. As a result of this data, promotional course materials and the website will be updated to reflect the current curriculum. Herron continues to develop and fine tune curriculum to better meet the educational needs of the students through continued course development, ongoing mentorship through the CTL, and development of more clear assessment and evaluation tools to gauge student learning.

The qualitative data for suggestions to further strengthen the program were compiled into the following themes: curriculum and courses, program structure, internships, faculty and diversity.

Curriculum and courses response themes included concerns related to textbooks, clarity and consistencies in student expectations in courses, and course content. Statements included, "it would be great to have more integration in the classroom on how to ask questions for clients in session; more experience using listening and counseling skills in the classroom long before being expected to use this at our internship site." Herron has begun the process of evaluating all of the textbooks as they relate to course content and course sequencing. Initial changes to textbooks will begin Fall 2019. These changes will be assessed to identify if they are meeting the needs of students and faculty. Additionally, eighty-six percent of respondents agreed that their feedback and concerns regarding the students and the program are applied to continual improvement.

The theme of *program structure* included course time offering, sequencing of courses, policies, and evaluation policies. Ninety-three percent of respondents agreed that the rules and policies were clearly explained prior to starting the program; eighty-six percent agreed that the rules and policies are fairly and objectively followed by the program. Responses included, "courses at better times; policies and expectations have changed from the start of the academic year; it is difficult to know what to do and how to do it in regards to policy related concerns." The graduate manual has been updated to include all new policies and procedures for Fall 2019. The manual is reviewed at the beginning of each academic year, and any changes or additions are sent to the students and included in the manual at the end of each semester which is located on the Graduate Canvas site. In addition to course policies, fifty-seven percent of the students agree that they are aware of the student grievances procedure and twenty-nine percent disagree. The student grievance policy is available through IUPUI student resource center and is included in the graduate manual. This data demonstrates a need to directly review and address this content more thoroughly at the beginning of the academic year.

The theme of *internships* included internship possibilities and site supervision. The responses included, "internship possibilities- it's nice that there is a program coordinator for

internships, but it would be nice if there were a clear policy or possibility for obtaining your own internship; ensure internship site supervisors are committed to interns and invested in their development.” Herron collects evaluations on all site supervisors and this data is shared to improve the internship experience for both the students and sites. Sites and supervisors are reevaluated yearly to identify if the needs of the students will be met for future placements.

The theme of *faculty* included faculty changes, expectations, and consistency. Due to the changes in faculty over the last year, the new faculty are becoming acclimated to the university system and students. Faculty are provided a mentor to help support their growth as an educator and are provided with open access to CTL to support teaching needs and curriculum development. As the program continues to grow, there will be focus on fine tuning policies and procedures for full-time and adjunct faculty to create more structure for the students specifically in the areas of evaluation measures, accessibility, and student diversity. Diversity is a central focus for recruiting at the university and school level. Herron is working on developing more competitive scholarship packages to engage a more diverse student cohort. Ninety-three percent of students agree that there was transparency in costs for the program, which is found through the website, provided during graduate open house, and offered during graduate candidate interviews. The student survey data reflected the current strengths of the program and provided insight into areas of further development.

V. MFA in Visual Art

The Master of Fine Arts is the terminal degree in the Fine Arts and is designated as a professional degree. Herron’s MFA students study in small cohorts and do much of their work individually under the mentorship of a faculty advisory committee of at least three members, of whom one is typically a primary thesis director.

Students present their work to their faculty advisory committee at three points: after 30 hours, 45 hours and 60 hours. The 60-hour review is a thesis defense. Completing students present their work in a collective thesis exhibition held each May. The MFA exhibition in May provides an opportunity for all faculty to reflect on the group’s strengths and weaknesses overall. The three formative reviews are the primary opportunity for documentation of student progress. Students’ progress toward the PGPLs is also rated during these reviews.

Results for 2018-19

30-hour review (class of 2020 – 6 students total)

5 students passed

1 passed conditionally

45-hour review (class of 2019 – 7 students total)

7 students passed

60-hour review (class of 2019 – 7 students total)

All students successfully completed the MFA Thesis exhibition

5 students have passed their 60-hour review

2 students are not quite finished as of the date of this writing. This appears to be the result of written theses not yet finished or approved by faculty (or awaiting signatures of faculty members who are currently traveling).

Timeliness of thesis completion has been a challenge for several years. Recent steps taken have improved the situation, but not yet to 100%. Making the written thesis due before the exhibition rather than after has helped tremendously for on-time completion. However, it means that the thesis cannot reflect on the exhibition or the public's responses to it.

The creation of a fixed-tuition course (G599) for those whose theses go beyond the fourth semester has created an incentive for on-time submission, and has clarified the procedures for students who continue to need studio access beyond their semesters of scheduled coursework.

VI. MFA in Visual Communication Design

Upon graduation from the Master of Arts in Visual Communication Design, students will demonstrate the ability to:

1. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing is a set of human-centered understanding processes including modeling experiences, advocating empathy for users, and visualizing relationships to untangle complexity and generate shared perspectives of issues in situations.
2. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing must respond to the audiences and contexts which design solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
3. Identify, comprehend, and apply specific synthetic methodologies to yield specific types of data sets to support various phases of a people-centered design process including design research, design analysis, design synthesis and design evaluation.
4. Evaluate the appropriateness of the selection and application of specific synthetic methodologies within a specific design context by analyzing the relevance of research outcomes.
5. Identify, comprehend, and apply design processes & design process skills for interdisciplinary collaborative action research by identifying patterns & framing insights, exploring ideas and conceiving plans, prototyping & optimizing proposals, and implementing solutions.
6. Analyze, synthesize, and evaluate design processes & design process skill for interdisciplinary collaborative action research by facilitating, coaching and mentoring others to apply processes and process skills while reflecting in action.

7. Comprehend and apply scholarly research processes including the performance of literature reviews, interviewing, fieldwork and reporting.
8. Analyze, synthesize, and critically evaluate published work and source materials, through thesis research, practice and writing, with an appreciation of the relationship of the thesis theme to the wider field of knowledge.
9. Synthesize, through the thesis paper and design project, a distinct contribution to a body of knowledge through an original investigation or testing of ideas, worthy in part of publication.

This program entails a great deal of individualized work and instruction and lots of individual mentoring of students by faculty. Enrollment in the program is quite limited and most classes have fewer than six students. Thus, each student is individually coached towards these learning outcomes, with adjustments made along the way to ensure that each individual student is progressing. Given the close supervision of each student's learning, we have not implemented a secondary level of standardized assessment.

VII. Graduate Certificate in Design Thinking

This is a new program; no students have completed it yet. While we are making adjustments as issues are observed during this first phase after launching the program, there are no formal assessment results to report yet.

Program Learning Outcomes:

1. Frame of Mind

- Students will be able to engage with ambiguity and uncertainty in a creative problem-solving process.
- Students will demonstrate creative confidence throughout a creative problem-solving process.
- Students will demonstrate keen sensitivity and empathy toward people and contexts, in which problems are situated.
- Students will demonstrate a positive approach to change and opportunity

2. Knowledge Application, Integration and Generation

- Students will demonstrate theoretical understanding of design thinking and be able to utilize their knowledge of design thinking in problem-solving process.
- Students will be able to integrate appropriate disciplinary knowledge and skills throughout a creative problem-solving process.
- Students will recognize values of tacit knowledge and leverage them for problem-solving process.
- Students will advance their disciplinary knowledge and skills through the application of knowledge in diverse problem settings.

3. Creative Problem-Solving Process and Process Skills

- Students will be able to apply abductive reasoning to creative problem-solving process.
- Students will be able to lead a context-based problem-solving process with a proactive and adaptable approach.
- Students will be able to recognize and apply appropriate methods to frame problems, generate ideas, and evaluate solutions.
- Students will be able to perform a reflective practice.
- Students will be able to demonstrate effective oral, written, and visual communication skills for facilitating collaborative decision-making.

4. Leadership for Collaborative Innovation

- Students will recognize values of cultural and disciplinary diversity for collaborative innovation and be able to facilitate team processes.
- Students will develop facilitative leadership to empower stakeholders in implementing solutions.

5. Personal and Social Responsibilities

- Students will demonstrate ethical reasoning and action.
- Student will develop foundations and skills for lifelong learning anchored through active involvement with diverse communities and complex challenges.

The assessment plan for the program will be implemented when the first cohort of students completes the practicum phase of the certificate. Upon completion of the practicum, a skill assessment survey will be completed by instructor, along with additional questions, exploring the effectiveness of different learning pedagogies. Six months after graduation from the certificate program, a student satisfaction survey will be distributed to alumni with questions addressing how specific skills and knowledge have been applied in their practices.