

## Hamline University Learning Outcomes Assessment Program Progress Report, 2009-2010 {DRAFT}

Hamline University's Standing Committee on Learning Outcomes Assessment (CLOA) requests that all academic and student affairs programs complete this form to report work completed towards the goals defined in the program's Assessment Plan for 2009-12.

**Please provide a brief, one-paragraph response to each question that is relevant to your program's learning outcomes assessment work in 2009-10.**

Program (degree-granting program, undergraduate major, student affairs department, etc.):

Office of Student Leadership and Activities

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1) Which learning outcome(s) did your program assess or work toward assessing this year?

- **Students will be able to define leadership**

2) What assessment methods or instruments did your program adopt or continue?

- **We are in the process of developing a leadership competency rubric to be used in individual assessment within the HU-LEAD program.**

3) For each implemented direct assessment method or instrument, please report results in the table below. Any additional notes on principal findings can be included in the text box below the table.

Program Learning Outcome(s) Assessed	Alignment with University Learning Outcome(s)	Where Assessed in Program: Beginning - Mid - End -n/a	Method of Assessment and Learning Experience/ Performance	Total Number of Students Assessed	Number of Students who Met or Exceeded Standard*	Number of Students who Did Not Meet Standard*

\*The program's standard, target, or baseline expectation for student performance.

Any notes on principal findings:

4) What changes to the program, if any, have been made or contemplated based on the assessment findings?

5) What changes to assessment plans or processes, if any, have been made or contemplated?

6) Please note any additional learning outcomes assessment activities undertaken by members of your program in 2009-10, such as assessment-related professional development or collaboration.

**The Student Leadership staff reviewed explored methods of co-curricular assessment.**