

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Non-Academic Units on Assessment Activities Reported in 2014 *(Academic year)*
NON-ACADEMIC PROGRAMS

DEPARTMENT: Multicultural Student Services

DATE: November 20, 2014

PROGRAM(S) COVERED IN REVIEW: N/A

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Bradley Myers, Devon Hansen

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|--------|------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO ___ | QUALIFIED Y/N ___ |
| • If so, were goals well-articulated? | YES ___ | NO ___ | QUALIFIED Y/N <u>X</u> |
| • Do goals address student learning? | YES ___ | NO ___ | QUALIFIED Y/N <u>X</u> |

Comments:

The posted Assessment Plan is dated 2012-2013 and contains a list of Goals and Action Statements. Each of the annual reports since that year indicate that MSS is submitting a new assessment plan. The MSS Goals remain the same, but the assessment methods have been different in each of the years. The MSS Goals generally concern the learning environment of the University. While the MSS Goals will certainly impact student learning, that impact would at best be indirect. The closest direct impact on students learning would come from Goal 2, which discusses creating an “engaging community where multiple perspectives are openly shared and can thrive toward guiding students, faculty and staff to think critically about social justice issues in the classroom and workplace, providing everyone with tools to think inclusively.” It should be noted that one of the services offered by MSS is tutoring. While this service is directly related to student learning, none of the goals identified by MSS relate to the tutoring program. Tutoring and the tracking of academic achievement by students was a primary focus in the 2012 Annual Report, but is not mentioned in this year’s report.

In addition to program goals, please also consider UND’s institutional and Essential Studies goals for student learning (shown in alignment within parentheses). Identify UND/Essential Studies goals which are similar to the referenced program goals.

- | | |
|------------|--|
| _____ 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| _____ 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| _____ 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| _____ 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| _____ 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u>X</u> 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| _____ 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u>X</u> 8 | Service/citizenship (“share responsibility both for their communities and for the world”) |

Comments regarding program goals and alignment with institutional and Essential Studies goals:

Each of the MSS Goals is directed at improving the environment at the University for non-native, domestic, non-majority students. These Goals will create a better learning environment for all students for the understanding of diversity. Goals 3 & 5 specifically target increasing the success, representation and visibility of non-majority students and enhancing their leadership development opportunities.

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|--------|-------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO ___ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> | NO ___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES <u>X</u> | NO ___ | QUALIFIED Y/N ___ |

Comments:

MSS collects maintaining department data, Cultural Diversity Tuition Waiver data (which consists of data derived from a survey of students), and conducts surveys at events and at year end. Most, if not all, of the assessment methods are used to assess MSS operations and programs rather than student learning. The methods provide feedback to MSS on how its programs are received by the students it services, but are not designed to yield results related to student learning.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO___	QUALIFIED Y/N__X
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO__X	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO__X	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO__X	QUALIFIED Y/N ___

Comments:

The results reported, although related to MSS’ goals, did not relate to student learning.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Please identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings below. .

- _____ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- _____ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- _____ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- _____ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- _____ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- _____ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- _____ 7 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to programmatic, institutional, and Essential Studies goals:

None of the results reported related to the achievement of essential studies goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES__X___	NO___	QUALIFIED Y/N ___
• If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?	YES_____	NO__X	QUALIFIED Y/N ___

Comments:

The only changes reported relate to the method of conducting surveys and the name/schedule of MSS’ regular Friday event. MSS also reports unspecified programmatic changes and the addition of an event sponsor in response to its survey on the MLK Day Celebration.

SUMMARY

<i>Strengths</i>	<i>Areas for Improvement</i>
<input checked="" type="checkbox"/> A specific plan for assessment is in place.	_____ No specific plan for assessment is in place.
_____ Student learning goals are well-articulated.	<input checked="" type="checkbox"/> Student learning goals are not well-articulated.
_____ Assessment methods are clearly described.	_____ Assessment methods are not clearly described.
_____ Assessment methods are appropriately selected.	_____ Assessment methods are not appropriately selected.
_____ Assessment methods are well-implemented.	_____ Assessment methods are not well-implemented.
<input checked="" type="checkbox"/> Direct and indirect methods are implemented.	_____ A single type of assessment methods predominates.
_____ Results are reported.	_____ No results are reported.

____ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

____ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

MSS has an assessment plan on file, but it appears that that plan consists entirely of goals. The assessment activities identified in the plan were used in 2012, but have not been used since. The fact that MSS has indicated in 2013 and 2014 that it was submitting a new plan as part of the annual report indicates that MSS believes that the data they decide to collect in any particular year constitutes a new plan. MSS should adopt an assessment that includes, in addition to its goals, a system to conducting assessment over multiple years.

Currently, MSS has little direct contribution to student learning. Its goals reflect its mission. However, starting this year MSS has moved from the Division of Student Affairs to the Division of Academic Affairs and has come under the leadership of the newly appointed Associate Vice President of Diversity and Inclusion, Sandra Mitchell. It remains to be seen if MSS will assume more responsibility for direct involvement in helping students achieve learning goals. To the extent MSS will retain responsibility for providing tutoring to students, it should develop learning goals for that program and conduct assessment more in line with what it did in 2012.

MATERIALS REVIEWED

- ____ Annual assessment report
- Annual report
- Assessment plan (as posted)
- ____ Previous assessment review
- Other (please describe), Annual Reports for 2012 & 2013

Reviewer(s):	Name	Bradley Myers	Devon Hansen
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Section 1: Q Section 2: Q Section 3: N Section 4: N

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014