Assessment of Student Learning
Annual Reporting Guidelines

INITIAL/CONTACT PAGE

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ASSESSMENT OF STUDENT LEARNING

Check Plan

If your department is
• an academic program, please address all of the questions below for each of the degree and certificate programs housed in your department;
• a program which includes online students, please indicate any information that addresses learning outcomes for online students in comparison with those taking courses in other modes;
• a non-academic program, answer for your programs generally.

Please remember that you are writing for readers who are outside of your department/discipline.

Look at the assessment plan(s) posted for programs housed in your department.

Click here to view assessment plans
☐ Check if this is the most current plan,
— or — send updated plan to Joan.hawthorne@und.edu,
— or — add other comment
NOTE: You can either paste your answers in the boxes under the individual questions or paste one document with responses to questions 2 through 5 in box 6.

For undergraduate programs or for programs in non-academic departments:

1. For which goals (of those listed in your plan) was assessment information collected this year?
   - **Multicultural Student Services Goal 1**: Create an environment that strengthens holistic personal development and wellbeing of students where everyone feels welcome, respected, and safe.
   - **Multicultural Student Services Goal 2**: Develop a learning environment that cultivates a positive, inclusive and 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.
   - **Multicultural Student Services Goal 3**: Increase success, representation and visibility of students of color who are prepared and empowered to make meaningful contributions that are socially relevant.
   - **Multicultural Student Services Goal 4**: Increase the representation of talented underrepresented/domestic people of color at UND.
   - **Multicultural Student Services Goal 5**: Enhance leadership development opportunities for domestic students of color.

2. Which assessment methods did you use to collect information this year?

   Goals and the action areas were assessed by maintaining department traffic data, distributing and analyzing **end-of-year and event surveys**, and **Cultural Diversity Tuition Waiver (CDTW) data**. Maintaining department is executed by recording what services/resources that our Center offers that students use surreptitiously. The CDTW program was assessed based on an end of year survey asking about experiences had with CDTW, the benefits and non-benefits (if any) to students, their overall experience, and experience with the staff and their two meetings with the Graduate Service Assistant (GSA).

3. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

   **Maintaining department traffic data** - Increased traffic In Jack Mayfield Computer lab above previous year’s numbers resulted from careful planning of events and workshops in the center, departmental visibility in classrooms, and in the Memorial Union. These outreach methods and consistent services in house increased foot traffic to the center (increasing chances of other types of learning). The increased traffic in the center was due to new initiatives such as the following:
   1. Engagement of students via monthly birthday card notification [email]
   2. Interdepartmental Outreach and collaboration
   3. Breakfast Chat Fridays
   4. New Orientation Program for Multicultural Students
   5. Bi-Monthly Emails & Deficiency Notices

   **End-of-year surveys**
We improved the departmental collection and use of student retention/success program data. Although we have budget concerns, need better infrastructure (full-time personnel) to support data collection, we have streamlined how we collect data on traffic into the department. We recognize that event data can be lowly efficient. Therefore, we have created a Qualtrics (software application we are using to assist with student retention) electronic link that connects to our short url und.edu/mss so that event attendees can take the event survey on smart phones. We have also equipped GSAs with Ipads for event attendees without smart phones to take surveys – eliminating the use of paper/pencil surveys.

MSS also increased the frequency with which we communicate with at-risk students to provide support and guidance. We altered the way we communicate with Multicultural Students who receive a deficiency. We email and call each student of color with a deficiency.

When asked about their experience with the CDTW, among the 17 CDTW students who responded to the End-of-Year survey, 5 said that they were satisfied, and 12 expressed that they were very satisfied (excerpt responses).

“Very grateful to have received it and the requirements are very well worth the work for what you are getting in return”.

“When I arrived at UND in Fall 2012, I honestly was dreading my Cultural Diversity Tuition Waiver requirements, because I didn’t think I would be able to fulfill them. After first meeting with Ted I realized that the requirements were doable and found myself stopping in at the Era Bell Center from time to time on my accord and found that everyone was friendly. Not to mention that without the waiver there’s no way I would be at UND. It gives minorities a chance in the world and I’m lucky that I was chosen”.

“It is an unbelievably appreciated form of assistance. I was overjoyed to be awarded this waiver, and I am grateful that UND offers this program. Receiving the Cultural Diversity Tuition Waiver is truly the first time I have been acknowledged specifically for being "multicultural" and have enjoyed every minute of it. In a strange sense, this waiver "proves" my heritage which I am enduringly proud of; and I am proud to say that this waiver is a testament to that fact”.

“I love it because it identifies me as being culturally different and I think we need more diversity in our school and it feels good to be identified for being Hispanic”.

4. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

Yes we have made use of this assessment information to inform changes. Previously explained in question three; the implementation of Qualtrics to collect event data via smart devices as opposed to paper and pen. MSS surveyed the students in regular attendance for Breakfast Chat Fridays. From information we gleaned, we changed the name of the event to Breakfast Chat Fridays (Formerly Breaking Bread) and altered the time of the event each Friday.
• Breaking Bread – currently (2014-2015) Breakfast Chat Fridays, a program where students, faculty and staff are invited to enjoy refreshments sponsored by Multicultural Student Services (MSS) was held each Friday of the month (excluding holidays, when we have other events, no classes), the last Friday of every month was Birthday Breaking Chat Friday (people who have birthdays that month were celebrate). Event time was 9 am – 1 pm so that we did not overbook other campus events happening at the same time such as 12pm - 1pm, coffee and conversations at the Christus Rex; 11am - 1pm, soup at the American Indian Center. This activity supports the aforementioned goals one and two.

MSS surveyed the community in attendance for the 2nd Annual MLK Day Celebration. Resultant of the feedback, programmatic changes and partnership additions were made in preparation for 2015. Northland Community College has been added as a partner for the 2015 celebration.

• MLK - A community-wide celebration in honor of Martin Luther King Jr. Day. UND MSS and University of Minnesota, Crookston (UMC) planned a full day of free programming and activities that are open to the public.

Comments from the end-of-year and event surveys frequently referenced the facilities. MSS is no longer under the ‘umbrella’ of the Division of Student Affairs but now a part of the Division of Academic Affairs. The new alignment has prompted change. Changes within our department include that of our newly appointed Associate Vice President of Diversity and Inclusion, Sandra Mitchell, a position which was non-existent prior to July 2014 at UND.

o In her new role, Mitchell is responsible for implementing a strategic vision and operational plan for advancing diversity and strengthening an inclusive work and learning environment. She works to ensure diversity is integrated within each of the strategic priorities of Exceptional UND (enriching student experiences, encouraging gathering, facilitating collaboration, expanding UND’s presence, and enhancing quality of life) fosters collaborations between academic and student affairs and strengthen campus-community relationships. She also will foster collaborations between the UND Divisions of Academic and Student Affairs and strengthen campus-community relationships. Mitchell leads campus-wide efforts to develop, strategize, plan, collaborate and assess with UND community members on various diversity related programs and initiatives. She also supervises and supports the program goals and success of a number of existing diversity-related offices including American Indian Student Services, Multicultural Student Services, International Centre, GLBTQQA services, and the Women’s Center.

• Resultant of the new alignment and end-of-year and event survey feedback, MSS will be moving to the Memorial Union directly across from our current location at 2800 University Avenue

 o MSS is scheduled to move in October 2014. This move may prove to be both beneficial as well as of negative effect on MSS. Relocation may include being better recognized by other departments on campus which include the Alumni Center that gives campus tours to potential students who do not hear about the services MSS offers as MSS is not included on their regular route. Another benefit includes accessibility to individuals with limited mobility.

5. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).
For certificate programs:

2. For which goals (of those listed in your plan) was assessment information collected this year?

3. Which assessment methods did you use to collect information this year?

4. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

5. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

6. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).

For law, medicine, and graduate degree programs:

2. For which goals (of those listed in your plan) was assessment information collected this year?

3. Which assessment methods did you use to collect information this year?

4. Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

5. Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you
made use of assessment information collected in previous years to inform changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

6. Overall response to questions 2 through 5 (enter only if you did not separate out questions 2 through 5).
**First-time licensure pass rates**

The certification process in some professions requires students to pass licensure examinations related to education in their academic disciplines. Please provide aggregate information regarding student performance in your field along with the national average pass rates. From the most recent results available, provide the test date, number of participants, number and percentage that passed for both the UND and national groups.

Results:

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**Nationally recognized exams**

Please list national exams NOT required (licensing) for entering a professional field. Please provide aggregate information regarding student performance in your field along with the national average pass rates. From the most recent results available, provide the test date, number of participants, number and percentage that passed for both the UND and national groups.

Results:

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