Recent Assessment Activities

• 2015 National Survey of Student Engagement (NSSE)
  – Students’ self-reports of their educational experiences and activities
  – 362/2175 First-Year; 549/3319 Senior

• 2016 ES Assessment Week
  – UND Developed Performance Task and Faculty Scoring Session
  – 16/42 Spring 2016 capstones (62 total capstones for AY)
  – 97 total student work products

• 2017 NSSE
  – 631/1927 First-Year; 834/2880 Senior
## First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>UND 2013</th>
<th>UND 2015</th>
<th>Over Time</th>
<th>Comparison Groups</th>
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**Comparison Groups**:
- Plains Public
- Carnegie Class
- NSSE 2015

**UND University of North Dakota**
## First-Year Students

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▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

— No significant difference.
NSSE 2015: First-Year Students

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

- Combined ideas from different courses when completing assignments
  - UND 2013: 2.68
  - UND 2015: 2.67
  - Plains Public: 2.67
  - Carnegie: 2.67

- Connected your learning to societal problems or issues
  - UND 2013: 2.55
  - UND 2015: 2.55
  - Plains Public: 2.59
  - Carnegie: 2.59

- Included diverse perspectives in course discussions or assignments
  - UND 2013: 2.43
  - UND 2015: 2.38
  - Plains Public: 2.51
  - Carnegie: 2.54

- Examined the strengths and weaknesses of your own views on a topic or issue
  - UND 2013: 2.66
  - UND 2015: 2.60
  - Plains Public: 2.73
  - Carnegie: 2.77

- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - UND 2013: 2.73
  - UND 2015: 2.76
  - Plains Public: 2.85
  - Carnegie: 2.87

- Learned something that changed the way you understand an issue or concept
  - UND 2013: 2.74
  - UND 2015: 2.74
  - Plains Public: 2.80
  - Carnegie: 2.83

- Connected ideas from your courses to your prior experiences and knowledge
  - UND 2013: 2.97
  - UND 2015: 2.97
  - Plains Public: 3.02
  - Carnegie: 3.08

△ UND significantly lower (p<.05) ◇ UND significantly lower (p<.01) ▼ UND significantly lower (p<.001)
NSSE 2015: Seniors

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

- UND 2013
- UND 2015
- Plains Public
- Carnegie

1. Combined ideas from different courses when completing assignments
   - UND 2013: 3.10
   - UND 2015: 2.97
   - Plains Public: 3.02
   - Carnegie: 3.01

2. Connected your learning to societal problems or issues
   - UND 2013: 2.82
   - UND 2015: 2.80
   - Plains Public: 2.82
   - Carnegie: 2.64

3. Included diverse perspectives in course discussions or assignments
   - UND 2013: 2.49
   - UND 2015: 2.64
   - Plains Public: 2.58
   - Carnegie: 2.60

4. Examined the strengths and weaknesses of your own views on a topic or issue
   - UND 2013: 2.74
   - UND 2015: 2.76
   - Plains Public: 2.83
   - Carnegie: 2.85

5. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
   - UND 2013: 2.79
   - UND 2015: 2.79
   - Plains Public: 2.92
   - Carnegie: 2.93

6. Learned something that changed the way you understand an issue or concept
   - UND 2013: 3.20
   - UND 2015: 3.11
   - Plains Public: 3.23
   - Carnegie: 3.21

- UND significantly lower (p<.05)
- UND significantly lower (p<.01)
- UND significantly lower (p<.001)
NSSE 2015: First-Year Students

Figure 18. FY Discussions with Diverse Others

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

- **People of a race or ethnicity other than your own**
  - UND 2013: 2.57
  - UND 2015: 2.65
  - Plains Public: 2.91
  - Carnegie: 3.07

- **People from an economic background other than your own**
  - UND 2013: 2.87
  - UND 2015: 2.85
  - Plains Public: 2.96
  - Carnegie: 3.01

- **People with religious beliefs other than your own**
  - UND 2013: 2.87
  - UND 2015: 2.81
  - Plains Public: 2.90
  - Carnegie: 2.94

- **People with political views other than your own**
  - UND 2013: 3.03
  - UND 2015: 2.98
  - Plains Public: 2.90
  - Carnegie: 2.94

*UND significantly lower (p<.05)*
*UND significantly lower (p<.01)*
*UND significantly lower (p<.001)*
NSSE 2015: Seniors

Figure 19. SR Discussions with Diverse Others

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

- UND 2013
- UND 2015
- Plains Public
- Carnegie

- People of a race or ethnicity other than your own
  - UND significantly lower (p<.01)

- People from an economic background other than your own

- People with religious beliefs other than your own

- People with political views other than your own
  - UND significantly lower (p<.001)
NSSE 2015: First-Year Students

4 point scale: 1-Very Little 2-Some 3-Quite a bit 4-Very much
- Providing support to help students succeed academically
  - UND 2013: 2.92, 2.82
  - UND 2015: 3.01, 3.19
  - Plains Public: 2.97, 2.94
  - Carnegie: 3.08, 3.04

- Using learning support services
  - UND 2013: 2.71, 2.61
  - UND 2015: 3.07, 3.19
  - Plains Public: 3.14, 3.03
  - Carnegie: 3.08, 3.04

- Encouraging contact among students from different backgrounds
  - UND 2013: 2.71, 2.48
  - UND 2015: 3.09, 2.91
  - Plains Public: 2.97, 2.94
  - Carnegie: 3.04, 2.92

- Providing opportunities to be involved socially
  - UND 2013: 3.01, 2.91
  - UND 2015: 3.01, 2.94
  - Plains Public: 3.01, 3.03
  - Carnegie: 3.03, 2.94

- Providing support for your overall well-being
  - UND 2013: 2.97, 2.45
  - UND 2015: 2.92, 2.48
  - Plains Public: 3.02, 2.45
  - Carnegie: 2.78, 2.38

- Helping you manage your non-academic responsibilities
  - UND 2013: 3.02, 2.97
  - UND 2015: 2.94, 2.45
  - Plains Public: 2.98, 2.45
  - Carnegie: 2.91, 2.38

- Attending campus activities & events
  - UND 2013: 2.91, 2.81
  - UND 2015: 3.00, 2.91
  - Plains Public: 2.97, 2.97
  - Carnegie: 2.94, 2.91

- Attending events that address important social, economic, or political issues
  - UND 2013: 2.41, 2.45
  - UND 2015: 2.57, 2.61
  - Plains Public: 2.54, 2.57
  - Carnegie: 2.57, 2.57

△ UND significantly lower (p<.01)
NSSE 2015: Seniors

Figure 33. SR Participation in HIPS

Legend:
- **UND 2013**
- **UND 2015**
- **Plains Public**
- **Carnegie**

- ▼ UND significantly lower (p<.05)
- ▼ UND significantly lower (p<.01)
-  ▼ UND significantly lower (p<.001)
- ▲ UND significantly higher (p>.01)
- ▲ UND significantly higher (p>.001)

- **Learning Community**
  - 21% UND 2013, 23% UND 2015, 25% Plains Public, 25% Carnegie

- **Service Learning**
  - 53% UND 2013, 54% UND 2015, 57% Plains Public, 65% Carnegie

- **Research with Faculty**
  - 25% UND 2013, 21% UND 2015, 22% Plains Public, 25% Carnegie

- **Internship/Field Experience**
  - 47% UND 2013, 44% UND 2015, 51% Plains Public, 50% Carnegie

- **Study Abroad**
  - 9% UND 2013, 9% UND 2015, 13% Plains Public, 14% Carnegie

- **Culminating Senior Experience**
  - 56% UND 2013, 52% UND 2015, 45% Plains Public, 42% Carnegie

- **At Least One HIP**
  - 85% UND 2013, 85% UND 2015, 87% Plains Public, 84% Carnegie

- **Two or More HIP**
  - 63% UND 2013, 58% UND 2015, 64% Plains Public, 60% Carnegie
Task summary: Prior to Halloween, the UND administration urges students to be thoughtful about the impact their costume choice may have on others. To help students correctly interpret this request, Student Government solicits open letters from UND students asking them to speak to their fellow students about the issue: How should costume choices be made? Where is the fine line between freedom of expression and inclusiveness, respect, and sensitivity? What does it mean to make a respectful costume choice?

Student’s role: To write such an open letter to fellow UND students, utilizing the provided source documents as well as personal knowledge and experiences. Also, separate from the letter, write an explanation of it, clarifying to Senators (who will decide which letters should be part of the collection) why the letter was written in the manner that it was.

Document library:
- Demographic information (gender, race, sexual identity, age, stress level, and prevalence of mental illness among UND students and the US generally).
- Advertising depictions of Halloween costumes.
- Blog posts from students elsewhere that speak to the issue.
Task summary: Prior to Halloween, the UND administration urges students to be thoughtful about the impact their costume choice may have on others. To help students correctly interpret this request, Student Government solicits open letters from UND students asking them to speak to their fellow students about the issue: How should costume choices be made? Where is the fine line between freedom of expression and inclusiveness, respect, and sensitivity? What does it mean to make a respectful costume choice?
## 2016 ES Assessment Week

### Rubric Criteria

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<th>Student Scores (Percentage)</th>
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<td>Inter-Cultural Engagement</td>
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Sample Size: 97 Students
Scoring Session Debriefing

• An overall impression is that the work was subpar and not terribly encouraging.
  – Strengths: Students seemed to do best in the Self-Reflection criterion, seeming to be aware of the message that cultural sensitivity is an issue. That students are receiving that message is good.
  – Weaknesses: Student responses generally lacked substance, they were too personalized and thus lacked a sense of broader social patterns. Also, few of the work products referenced the document library materials, except perhaps the most easily referenced part – the statistics. Finally, theory was a weak point for students, as compared to their relative strength on the reflective component.
Scoring Session Debriefing

• What does UND need to do more of to lead to a better outcome?
  – Students need to learn how to use the language associated with the diversity learning goal more appropriately.
  – They need more awareness of societal issues and how they impact diversity issues.
  – They need to be immersed in situations that push them out of their comfort zone. Similarly, they need more experience discussing difficult issues.
  – Are two diversity courses enough?
    – Expectations for ES diversity courses include attention to theoretical considerations. Generally students weren’t using this type of knowledge to complete the task. Perhaps more needs to be done to ensure students are getting rigor from their ES diversity courses.
    – UND’s curriculum is lacking in experiential learning, which could help expose students to the types of issues that would help their understanding in this area.
### NSSE 2017

- **Your students’ average was significantly higher** ($p < .05$) with an effect size at least .3 in magnitude.
- **Your students’ average was significantly lower** ($p < .05$) with an effect size less than .3 in magnitude.
- **No significant difference.**

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</tbody>
</table>
From NSSE 2017 Topical Module:

### Inclusiveness & Engagement with Diversity

<table>
<thead>
<tr>
<th>Item: How has your coursework emphasized...</th>
<th>First-Year Students</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the skills necessary to work effectively with people from various backgrounds?</td>
<td>▼ ▼</td>
<td>▼ ▼</td>
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<tr>
<td>Recognizing your own cultural norms and biases?</td>
<td>▼ ▼</td>
<td>▼ ▼</td>
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<tr>
<td>Sharing your own perspectives and experiences?</td>
<td>▼ ▼</td>
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<tr>
<td>Item: How has your coursework emphasized...</td>
<td>First-Year Students</td>
<td>Seniors</td>
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<tr>
<td>Exploring your own background through projects, assignments, or programs?</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Learning about other cultures?</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Discussing issues of equity or privilege?</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Respecting the expression of diverse ideas?</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Item: How much does your institution emphasize...</td>
<td>First-Year Students</td>
<td>Seniors</td>
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<tr>
<td>Demonstrating a commitment to diversity?</td>
<td>▼</td>
<td>▼</td>
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<tr>
<td>Providing students with the resources needed for success in a multicultural world?</td>
<td>▼</td>
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<tr>
<td>Creating an overall sense of community among students?</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Ensuring that you are not stigmatized because of your identity?</td>
<td>▼</td>
<td>▼</td>
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</tbody>
</table>
### Item: How much does your institution emphasize...

<table>
<thead>
<tr>
<th>Item</th>
<th>First-Year Students</th>
<th>Seniors</th>
</tr>
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<tbody>
<tr>
<td>Providing information about anti-discrimination and harassment policies?</td>
<td>▼</td>
<td>▼</td>
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<tr>
<td>Taking allegations of discrimination seriously?</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Helping students develop the skills to confront discrimination and harassment?</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Item: How much does your institution provide a supporting environment for the following forms of diversity...</td>
<td>First-Year Students</td>
<td>Seniors</td>
</tr>
<tr>
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</tr>
<tr>
<td>Racial/ethnic identification?</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Gender identity?</td>
<td>▼</td>
<td>▼</td>
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<tr>
<td>Economic background?</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Political affiliation?</td>
<td>▼</td>
<td>▼</td>
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<tr>
<td>Religious affiliation?</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Sexual orientation?</td>
<td>▼</td>
<td>▼</td>
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<tr>
<td>Disability status?</td>
<td>▼</td>
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</table>
New Intercultural Knowledge & Skills
Course Categories

• The Diversity of Human Experience (DHE)
• Analyzing Worldview (AW)

To...

✓ Develop a set of transferable academic skills
✓ Teach important threshold concepts
✓ Encourage student reflexivity
✓ Skills to help guide interactions with others
✓ Help teach active ways of thinking, not just content knowledge
The Diversity of Human Experience

- The existence of cultural differences and the complexity of social identities
- Our worldviews are constructed through our identities and cultures
- Encourage student reflexivity

<table>
<thead>
<tr>
<th>Criteria</th>
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<tr>
<td><strong>Focus:</strong> Helps students better understand the diversity of the human experience; is committed to encouraging a consideration of the multiplicity of differing worldviews</td>
</tr>
<tr>
<td><strong>Threshold Concepts:</strong> The existence of cultural differences and the complexity of social identities; worldviews are constructed through our identities and cultures</td>
</tr>
<tr>
<td><strong>Student Reflexivity:</strong> Reflect on one's own identity, culture, and worldview; consider one's worldview as the product of identity and culture</td>
</tr>
<tr>
<td>Focus, Threshold Concepts, and Student Reflexivity constitute at least 1/3 of course focus and graded assignments</td>
</tr>
<tr>
<td>May not carry any other ES special emphasis designation</td>
</tr>
</tbody>
</table>
Analyzing Worldview

- Encourage students to think about the real-world consequences of differing worldviews

- Ideologies represent the value and interests of a particular group, and are the fundamental means through which systems of privilege and oppression are organized

- Privilege and oppression are part of larger social institutions and systems

Criteria

Focus: Examine the real-world consequences of differing worldviews by giving students tools to analyze social inequities

Threshold Concepts: Privilege and oppression are part of larger social institutions and systems; ideologies represent values and interests of a particular group

Student Reflexivity: Practice metacognition – to understand oneself as existing within ideology and systems of oppression and privilege

Transferable academic skills for productively engaging with difference are an explicit and primary component of the course; this and above criteria constitute at least 1/2 of course focus and graded work

May not carry any other ES special emphasis designation

Must be at the 200 level or higher
Discussion

• What implications do our assessment data have for how to approach course or assignment development?

• Can you think of any types of assignments or course activities that are well matched to the DHE or AW criteria?

• What support do you or your department need to help with the transition? What needs to happen to make this an impactful change?
Additional Information

• Currently:
  – Approximately 90 US and Global Diversity courses enrolling ~7700 students per calendar year
  – Just validated by the ESC and approved by the U Senate: 1 DHE and 6 AW courses
    • Anthropology, Communication, History, Philosophy, Political Science, Religion

• Looking Ahead:
  – April 26: Diversity & Global Learning as a HIP – 3:30-4:30, RVR
  – Dec 1, 2018 and Dec 1, 2019
  – Need for online sections
  – Current U and G lists remain static as long as needed
  – Faculty Fellow position