

**Stark State College of Technology**  
Multicultural Assessment Biennial Report

Program/Department Name: Multicultural Student Affairs  
Individual Completing Report: Kim Chhay  
Date: 5/20/15

**Program/ Departmental Self-Assessment Procedure and Action Plan**

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Competencies/Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes   X                        No       

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes   X                        No       

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes   X                        No

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes  No

5. Review Process

Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes  No

6. Proposed Actions

Are recommendations acted upon?

Yes  No

7. Improvements

Have actions resulted in documented improvements in student learning or academic/ student services?

Yes  No

**Assessment Measures Inventory**

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

**Type of performance benchmark  
(check all that apply)**

| Assessment Measures for Goals<br>(Outcome measures from assessment report) | Is trend data available for the measure?<br>(Yes or No) | Has a performance benchmark(s) been identified for the measure?<br>(Yes or No) | SSC<br>(Internal) | State-level<br>(OACC, OBR, etc) | National<br>(Professional Org., accrediting group, etc.) |
|--|---|--|-------------------|---------------------------------|--|
| Goal 1, Organizations feedback form  | Yes   | No   |                   |                                 |  |
| Goal 1, Focus groups (faculty/staff)                                       | NA  | NA   |                   |                                 |  |
| Goal 2, Programming evaluation form  | Yes   | Yes  | X                 |                                 |  |
| Goal 2, Community feedback form  | Yes   | Yes  |                   |                                 |  |
| Goal 3, Noel-Levitz SSI (Item #78, 84)                                     | No  | Yes  |                   |                                 | X  |
| Goal 3, Case studies   | Yes   | NA   |                   |                                 |  |

## **Student Service Goals**

Goal 1: To create better awareness of underrepresented students through advocacy with College faculty and staff and community organizations

Goal 2: To provide high quality multicultural programming to the college community

Goal 3: To provide additional support services to under-represented students

## **Summary Narrative**

As a resource for students' assistance, Multicultural Student Affairs (MCSA) Office at Stark State College has strived to provide different types of services for all students. On average, the office receives about 550 visits from students every academic year and has given support services for all students who need assistance. The services include academic help, accommodations, academic advising, admissions and financial aid assistance, career guidance, computer assistance, and peer mentoring. These services are keys to students' success for their field of study. There is a large amount of students receiving services from MCSA office and many move on to a four year program in universities and colleges. The Office coordinates various services with academic and non-academic offices and serves as a liaison between the College community and state and local agencies and organizations. For instance, the office helps students to set up the meeting with the local immigrant office to resolve visa issues.

There are many techniques and methods of assessment utilized to evaluate the effectiveness of the department over this assessment period. The COMPASS Test, ACT Test, SAT Test, and students' transcripts are used to place students in certain classes. In addition, students are referred to the Career Development office to help them evaluate their interest in a field of study. The communication between the office and Career Development serves as a guideline for helping students to make decisions on how to pursue their careers.

The services provided by MCSA have a good impact on students for their pursuit of a career goal. According to the feedback survey from colleges and community agencies, the office has obtained good satisfactory services, even with a limited staff. This is a good indication of efficiency, making use of office available resources. In the mean-time, the office is working on developing an ESL (English as Second Language) program to help out international and permanent resident students. This is another tool that MCSA can offer for students who may have difficulties with learning the English language.

The vision of the Multicultural Student Affairs Office is to offer all students the best means to pursue their career goals. In order to achieve those goals, all staff has to work closely with students and understand their needs. The main duty of the office is to guide students to their potential and offer all available resources for them to utilize for their study. In the mean-time, MCSA is always looking for ways of improving services for students.

## Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

**Goal 1:** To create better awareness of under-represented students through advocacy with College faculty and staff and community organizations

Outcome Measure 1: Organizations feedback form

Terms of Assessment: Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual  X

Findings: The MCSA office conducts programs on campus such as Black History Month, Martin Luther King Jr. celebration, and Winter Around the World. An evaluation form is used after each event which provides feedback. The feedback received from the college community partners regarding the programs is relatively satisfactory. However, there are always improvements that can be made to MCSA's programs. One comment on the feedback form pertaining to the Native American Awareness Month mentioned that there should be a Pow-wow on our campus. This comment was addressed with the student explaining that there aren't funds available to have this event. The office will continue to invite everyone to participate in campus programs. These activities and events would connect students, faculty and staff and the MCSA office for a better understanding of the available services and programs.

Review Committee/ Process: The evaluations are reviewed immediately upon completion and receipt of those evaluations.

Proposed actions for next term/academic year: The Office will make every attempt to host a minimum of two community partner meetings on campus this next academic year. Survey forms will be used and data collected and summarized.

Improvements: To be determined within the next review cycle

Outcome Measure 2: Focus groups (faculty/staff)

Terms of Assessment: Summer \_\_\_\_\_ Fall  X  Spring \_\_\_\_\_ Annual \_\_\_\_\_

Findings: Due to the limited staffing in the Multicultural Office, a small number of surveys for faculty and staff were conducted to obtain feedback. The survey was sent out to a group of faculty and staff regarding the programs running at the MCSA office. The feedback from the survey was positive regarding the services and programs provided by the multicultural office. Even though the office has a limited staff, the overall support was satisfactory. According to the survey, the overall result is that the office should continue to serve the college with its current programs.

Review Committee/ Process: The results were reviewed with the Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: Additional data will be gathered next academic year.

Improvements: NA

**Goal 2:** To provide high quality multi-cultural programming to the college community

Outcome Measure 1: Programming evaluation form

Terms of Assessment: Summer \_\_\_\_\_ Fall  X  Spring  X  Annual \_\_\_\_\_

Findings:

|                  | Fall 2013 | Spring 2014 | Annual Total | Fall 2014 | Spring 2015 | Annual Total |
|------------------|-----------|-------------|--------------|-----------|-------------|--------------|
| # of Respondents | 9         | 78          | 87           | 32        | 77          | 109          |
| Overall Ave. GPA | 3.33      | 3.78        | 3.73         | 3.72      | 3.78        | 3.76         |
| Grade            | B+        | A           | A-           | A-        | A           | A            |

The quality of all events was very good and the participants were satisfied with the programs conducted. These programs were set up in one location and made it easy for participants to find. The presentations met the participants' expectations.

Review Committee/ Process: Results of program evaluations are reviewed immediately after an event by office staff in order to prepare for the future.

Proposed actions for next term/academic year: New topics will be included in the presentations.

Improvements: To be determined within the next assessment cycle.

Outcome Measure 2: Community feedback form

Terms of Assessment: Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual  X

Findings: In spring 2015, feedback from the community was received by surveying small groups of African Americans within their communities. With limited staffing of the multicultural office, surveying small groups was the best means for getting feedback from the community. Participants had a tie in to Stark State and their community. Formal questions asked of each participant helped to understand what more this department can do to help learn about individuals who may not feel comfortable in the college environment. The responses of the surveys were very supportive of the multicultural office programs. Services provided by the office were received satisfactory by the community. The office will continue to provide the services to help the community understand how Stark State can meet their needs.

Review Committee/ Process: The results were reviewed with the Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: Additional data will be gathered next academic year.

Improvements: To be determined within the next assessment cycle.

**Goal 3:** To provide additional support services to underrepresented students.

Outcome Measure 1: Noel Levitz SSI (Item # 78, 84)

Terms of Assessment: Summer \_\_\_\_\_ Fall X \_\_\_\_\_ Spring \_\_\_\_\_ Annual \_\_\_\_\_

Once every three years

Findings: Two items were on the survey. For item #78, “Academic, social, and emotional support from Multicultural Affairs office staff”, the mean satisfaction rating was 5.78/7.00, indicating students were satisfied with the level of support. For item #84, “Institution's commitment to under-represented populations”, the mean satisfaction rating was 5.59/7.00, which met the benchmark for Midwestern colleges.

Review Committee/ Process: The results were reviewed with the Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: Monitor and follow-up the next survey cycle.

Improvements: To be determined within the next review cycle.

## Outcome Measure 2: Case studies

Terms of Assessment: Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Annual X \_\_\_\_\_

Findings: In 2014-15, three case studies were completed. For this annual report by MCSA in 2014, it included traditional student and non-traditional student cases. Traditional students are the ones who graduate from high school and continue on to college study. These students usually have the ability to take normal required classes. They need very minimum academic assistance and services from MCSA. High school courses help to prepare them for college classes. As a result, traditional students are well equipped for college study. The services that they may need are explanations of Stark State College policies and the higher education system. Sometimes, it was a challenge to advise these students to pick the major that they like due to culture differences. However, MCSA has worked very hard to offer the best solutions for these students. In some cases, students’ family members have influences on their field of study.

On the other hand, non-traditional students are more challenging to work with due to their limited knowledge of the English language. These students need a lot of assistance and services because they have to re-acquaint themselves with the higher education system. The first step is to get familiar with the process for becoming a college student. After getting familiar with the school system, these students have to schedule classes that they have very little knowledge of. Sometimes, they find it very difficult to understand the class material. MCSA has provided a lot of assistance to get them situated with the difficulties they encounter. Much time is spent helping these non-traditional students to better understand the higher education system and how they can be successful members of it.

Review Committee/ Process: The results were reviewed with the Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: Case studies will be performed and assessed each year. The services of MCSA will continue to serve as needed by Stark State College. Students will be assisted so that they understand how to be successful with their courses as well as fit into the college culture. Services will be tailored to traditional and non-traditional students. Surveys will continue to provide feedback which will help to better meet student’s expectations of the services. MCSA will determine what kinds of assistances serve students best.

Improvements: To be determined within the next review cycle.



**Assessment Report Review Rubric**

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes  No

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes  No

Comments:

Was research conducted and findings determined for each goal?

Yes  No

Comments:

Is there a review process in place for the department/ service area?

Yes  No

Comments:

Are action steps outlined where applicable?

Yes  No

Comments:

Was the self-assessment and action plan completed?

Yes  No

Comments:

Was the assessment measures inventory completed?

Yes  No

Comments:

## Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

## Examples of *Direct Measures of Student Learning/Services*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

## Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]