Disability Services for Students
& Academic Support
Assessment Plan
Planning Year: 2016-2017

MISSION STATEMENT
The department’s mission is to assist the University of North Dakota in carrying out its federally mandated responsibility to provide equal access to University programs. This is accomplished in collaboration with faculty and staff through development, coordination, and provision of academic accommodations for eligible students with disabilities; through promotion of student independence and inclusion; and by serving as a resource on disability awareness and accommodations. In addition, programs, services, and instruction are provided to support University students in their successful academic achievements through tutoring, workshops, individual learning services appointments, and courses designed to enhance academic success.
Student Learning Outcome # 1

Objective Description
Students will demonstrate an understanding of how to manage disability.

Specifically, students will be able to report increased knowledge of:
Objective 1.1: How to request and negotiate disability accommodations.
Objective 1.2: How to monitor effectiveness of recommended accommodations.
Objective 1.3: How to use technology, if required, for a recommended accommodation.

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>INDIRECT ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td>1. Surveys are emailed to students.</td>
</tr>
<tr>
<td></td>
<td>2. Students are interviewed by DSS staff, typically once a semester as a process of updating verification and request.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Results will be used to improve methods for effective and efficient accommodation delivery, protocols, communication, problem-solving, and relationship building with students, faculty, and staff, all of which facilitates access and retention, student independence, and student success</td>
</tr>
</tbody>
</table>
Student Learning Outcome # 2

Objective Description
Students will gain knowledge from SSC tutoring. Specifically, students will be able to report increased knowledge of:
Objective 2.1: Subject matter reviewed in tutoring sessions.
Objective 2.2: Study skills to improve performance in subject matter reviewed in tutoring sessions.
Objective 2.3: Study skills to improve overall academic performance.

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td><strong>INDIRECT METHODS</strong></td>
</tr>
<tr>
<td></td>
<td>1. Students coming in for tutoring are provided with opportunity to complete a survey following each tutoring session; tutors are responsible for reminding students to complete these.</td>
</tr>
<tr>
<td></td>
<td>2. Students are again emailed an evaluation at the end of the semester by the Tutor Coordinator.</td>
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</tbody>
</table>

Intended Results

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<tr>
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<tbody>
<tr>
<td>2016-17</td>
<td>Responses are reviewed and changes made to tutoring program (training of tutors, subjects offered, etc.) as needed.</td>
</tr>
</tbody>
</table>
Student Learning Outcome # 3

Objective Description
Students will gain knowledge and awareness of study skills and academic success habits. Specifically, students will be able to report increased knowledge of:
Objective 3.1: University policies and procedures (ex. add/drop, probation, suspension & dismissal)
Objective 3.2: Study skills and improvements to enhance academic performance.
Objective 3.3: How study skills and resulting grades relate to academic goals.

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>INDIRECT METHOD</td>
</tr>
<tr>
<td></td>
<td>Students are offered the opportunity to complete a Qualtrics survey following each appointment. This survey asks the student to rate their before and after knowledge of the objectives under the student learning outcome.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Upon receiving the surveys(s), the results are tabulated and returned to the learning specialists as needed. Adjustments to appointment procedures are implemented as needed based on the survey results.</td>
</tr>
</tbody>
</table>
Student Learning Outcome # 4

Objective Description
Students employed in Disability Services for Students will demonstrate communication skills. Specifically, students will be able to report knowledge of:
Objective 4.1: Student employees will demonstrate communication skills to effectively communicate with DSS staff, the campus community, and the general public.

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td><strong>INDIRECT METHODS</strong></td>
</tr>
<tr>
<td></td>
<td>1. A communication rubric is completed by the student employee supervisor at the end of each semester.</td>
</tr>
<tr>
<td></td>
<td>2. Interviews are conducted with each student employee by the student employee supervisor at the end of each semester.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Results are used for student employee feedback and future training considerations.</td>
</tr>
</tbody>
</table>
University of North Dakota
Disability Services and Academic Support
Assessment Plan
2015-16

Prepared for:
University of North Dakota Assessment Committee
MISSION STATEMENT
The department’s mission is to assist the University of North Dakota in carrying out its federally mandated responsibility to provide equal access to University programs. This is accomplished in collaboration with faculty and staff through development, coordination, and provision of academic accommodations for eligible students with disabilities; through promotion of student independence and inclusion; and by serving as a resource on disability awareness and accommodations. In addition, programs, services, and instruction are provided to support University students in their successful academic achievements through tutoring, workshops, individual learning services appointments, and courses designed to enhance academic success.

STUDENT LEARNING OUTCOMES
- Student Learning Outcome 1: Students will demonstrate an understanding of how to manage disability.
- Student Learning Outcome 2: Students will gain knowledge from SSC tutoring.
- Student Learning Outcome 3: Students will gain knowledge and awareness of study skills and academic success habits.
- Student Learning Outcome 4: Students employed in Disability Services and Academic Support will demonstrate increased written and verbal communication skills with students, co-workers, faculty, staff, and supervisors.

ASSESSMENT METHODS
Disability Services and Academic Support employs a number of methods to gain information for assessment.
- Surveys
  - Students are sent a survey on an annual basis asking them about the services at DSS.
  - Student rate knowledge gained after tutoring and study skills meetings.
  - Student employees are assessed on their interaction with external and internal constituents using a 4-point scale ranging from novice to advance.
- Interviews
  - Students are encouraged to meet with a disability access specialist once a semester as a process of updating their verifications to justify that the disability accommodations identified are effective and reasonable.
  - Student employees have meetings with their supervisor throughout the semester for the purpose of assessing their needs and continued learning.
USE OF RESULTS & CLOSING THE LOOP
All results will be analyzed on a continual basis, with adjustments being made to office procedure and staff training as needed, to ensure that students are receiving the best service possible and that students are acquiring the desired learning outcomes.
<table>
<thead>
<tr>
<th>Student Learning Outcomes &amp; Objective</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Use of Results and Process for Documentation &amp; Decision Making</th>
</tr>
</thead>
</table>
| **Student Learning Outcome 1:** Students will demonstrate an understanding of how to manage disability. **Specifically, students will be able to report increased knowledge of:** **Objective 1.1:** How to explore, request, and negotiate reasonable accommodations. **Objective 1.2:** How to monitor and review effectiveness of accommodations. **Objective 1.3:** How to use technology for access accommodation requests. | - Surveys  
- Interviews | - Annually  
- Typically once a semester as a process of updating verification and requests. | - DSS Staff  
- DSS Staff | Results are used to improve methods for effective and efficient accommodation delivery, protocols, communication, problem-solving, and relationship building with students, faculty, and staff, all of which facilitates access and retention, student independence, and student success. |
| **Student Learning Outcome 2:** Students will gain knowledge from SSC tutoring. **Specifically, students will be able to report increased knowledge of:** **Objective 2.1:** Subject matter reviewed in tutoring sessions. **Objective 2.2:** Study skills to improve performance in subject matter reviewed in tutoring sessions. **Objective 2.3:** Study skills to improve overall academic performance. | - Surveys  
- Following each tutoring session  
- End of semester | - Tutor Coordinator  
- Tutors | Responses are reviewed and changes made to tutoring program (training of tutors, subjects offered, etc.) as needed. |
| **Student Learning Outcome 3:** Students will gain knowledge and awareness of study skills and academic success habits. **Specifically, students will be able to report increased knowledge of:** **Objective 3.1:** University policies and | - Surveys  
- Following each appointment | - Learning Specialist | Upon receiving the surveys(s), the results are tabulated and returned to the Director for communication with learning specialists as needed. Adjustments to appointment procedures are implemented as needed based on the survey results. |
procedures (ex. add/drop, probation, suspension & dismissal)

**Objective 3.2:** Study skills and improvements to enhance academic performance.

**Objective 3.3:** How study skills and resulting grades relate to academic goals.

<table>
<thead>
<tr>
<th>Student Learning Outcome 4: Students employed in Disability Services for Students will demonstrate communication skills.</th>
<th></th>
<th></th>
<th>Results are used for student employee feedback and future training considerations.</th>
</tr>
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<tr>
<td><strong>Specifically, students will be able to report knowledge of…</strong></td>
<td><strong>Objective 4.1:</strong> Student employees will demonstrate communication skills to effectively communicate with DSS staff, the campus community, and the general public.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|  | - Communication rubric  
- Interviews with student employees  
- Student employee supervisor | - End of semester  
- End of semester  
- Student employee supervisor |  |
|  |  |  |  |
|  |  |  |  |
Disability Services for Students

DSS Mission statement:

In support of the missions of the University and Student Affairs Division, the DSS mission is “to assist the University of North Dakota in making its programs and services accessible to students with disabilities”. We accomplish this by verifying disability and the need for accommodations as defined by law, arranging or providing reasonable accommodations and serving as a resource on disability issues in higher education. DSS is committed to enhancing accessibility, upholding academic standards, developing student independence, and promoting universal design in instruction.

Student Learning Goals

Student Learning Goal 1: Students will demonstrate an understanding of how to manage disability by requesting reasonable accommodation for equal access.

Objective 1.1 Students with disabilities will complete registration at DSS to plan and support disability accommodation requests.

Objective 1.2 Students registered with DSS will explore, request and negotiate reasonable accommodations.

Objective 1.3 Students will monitor and review effectiveness of accommodations each semester.

Objective 1.4 Students will demonstrate use of technology for access accommodation requests.

Student Learning Goal 2: Students with disabilities will achieve similar to students without disabilities in participation and grades.

Objective 2.1 Students registered with DSS will perform at a similar to students without disabilities in academics.

Objective 2.2 Students registered with DSS will participate in college activities outside of the classroom, such as student government and students organizations.
Assessment Methods
GPA, retention data and survey; students will reflect in one to one meetings with staff and on annual DSS survey to assess the impact DSS process had on access.

Time Line and Responsibilities
Data is collected on-going via interviews and annual survey.

DSS staff will collect and data summarized in the Annual Report Process.

Use of Results and Process for Documentation and Decision-Making
Results are used to improve our methods for effective and efficient accommodation delivery, protocols, communication, problem solving and relationship building with students, and with faculty and staff, all of which facilitates access and retention, student independence and student success.

The assessment report is included in the DSS Annual Report. The process is analyzed and refined on an on-going basis.
The following Learning Outcomes related to UND’s department, institutional and general education goals will be developed or enhanced in students as a result of the programs and services available through Disability Support Services:

- Academic Achievement and Persistence (lifelong learning, technological competence)
- Interpersonal and Intrapersonal skills (informed choices, diverse relationships)
- Knowledge Acquisition (includes creative and critical thinking)
- Practical Competence (effective communication)

Methods for assessment will include a variety of direct and indirect sources, e.g., surveys, institutional reports, evaluations and interviews.

Target groups:
- Student employees
- Students in DSS Learning Strategies class
- Students registered with Disability Support Services

1. Student Employees

Learning Goals and Methods

A questionnaire will assess the specific domains of Interpersonal and Intrapersonal skills (focusing on sensitivity to learning/work differences in diverse populations such as persons with disabilities) and Knowledge Acquisition (office tasks, i.e. converting print to alternate formats).

Assessment Results

Students will identify computer skills and interpersonal skills acquired during their employment at DSS and evaluate potential impact on their future activities. Supervisory staff will evaluate impact of training and work experience on student confidence and achievement in technology and office processes.
Closing the Loop

Assessment data will be used to develop aspects of the type and duration of training and possibly the scope of job responsibilities of the student employees.

2. DSS Students Enrolled in Learning Strategies for LD/ADD Course

Learning Goals and Methods

Data will be collected on pre and post inventories by students and instructor’s evaluation of student in the following targeted learning outcome domains: **Achievement** and **Persistence**, **Inter/Intrapersonal skills**, **Knowledge Acquisition**, and **Practical Competence**.

Assessment Results

Pre-inventory and post-inventory reports from student and instructor will evaluate student learning and application of specific strategies as a result of activities in the class.

Closing the Loop

Data collected from instructor evaluations and student reports will reveal the impact on student learning and be used to make effective curriculum or class format changes.

3. Students using DSS (to arrange or support authorized accommodations)

Learning Goals and Methods

DSS offers students a unique opportunity to develop **Intra and Interpersonal** skills through the process of requesting and managing their accommodations. Students registering with DSS are expected to monitor their disability accommodations and are asked to describe how accommodations and the interaction with DSS impacted their learning in an annual survey. Survey data will assess student perceived learning outcomes, satisfaction with DSS and student development issues that are important to successfully managing the effects of a disability in higher education.

Assessment Results

Students will reflect on the expected learning outcomes after engaging in the process of managing their disability. The students will report any improvements in their abilities to communicate, problem solve, and in self-confidence and leadership. Specifically they will be asked about:
• **ability to be assertive** when asking for accommodations
• **communication** skills
• **problem solving** abilities
• **acceptance of disability**

Closing the Loop

DSS aspires to provide access to education through reasonable accommodation and to impact student development in our activities and procedures. We include fostering student independence in our mission statement. Assessment results will influence program improvements to achieve these goals more fully.

4. Student registered with DSS

Learning Outcome Goals and Methods

DSS believes that the percentage of students with disabilities participation and achievement should be similar to students without disabilities. Learning outcome domains of **Achievement and Persistence** will be monitored by GPA achievement data reported from institutional research data.

Assessment Results

A 2.0 GPA indicates the baseline for persistence, as that is the minimum GPA for continuing at UND. GPA's of 2.5 and above indicates eligibility for specific programs and enhances students’ competitiveness for employment opportunities after graduation.

Closing the Loop

Similar achievement comparisons will indicate that students with disabilities are appropriately represented and have access to UND’s academic programs. Comparison data of Persistence and Graduation rates will be tracked and considered in program planning.