

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Non-Academic Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT Disability Support Services **DATE** November 2006

COMMITTEE MEMBER(S) CONDUCTING REVIEW Renee Mabey, Nabil Suileman

1. STUDENT LEARNING GOALS

- Were any goals referenced? YES X NO QUALIFIED Y/N
- If so, were goals well articulated? YES NO QUALIFIED Y/N X
- Do goals address student learning? YES X NO QUALIFIED Y/N

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

- Y 1 Communication ("communicate effectively, both orally and in writing")
- 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- 3 Informed choices ("make informed choices")
- 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- 5 Lifelong learning ("commit themselves to lifelong learning")
- Y 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals: Student learning and the skills accomplished through DSS will help the students achieve Institutional and General Education goals.

Undergraduate and or Graduate, if appropriate: It is assumed DSS provides support for all students; student learning goals are identified in the undergraduate portion of the report.

The student outcomes desired by DSS are Achievement and Persistence, Interpersonal and Intrapersonal Skills, Knowledge Acquisition and Practical Competence. Full wording of the goals and objectives is not requested by or presented in the Annual Report. It is assumed the goals and objectives are well articulated in the DSS Assessment Plan.

The student learning outcomes desired are applied to student employees, DSS students enrolled in *Learning Strategies for LD/ADD Course*, and students using DSS to optimize success at UND.

Goals Related to the Strategic Plan and Articulated early in the Annual Report: *(Goals identified here seem related to providing the infrastructure which supports student learning.)*

DSS goal #1: Assist the University in providing access to quality curriculum for students with disabilities by promoting universal design.

Action 1: Provide training and information to faculty

Action 2: Disseminate Universal Instructional Design information

Action 3: Acknowledge efforts for Universal Instructional Design

DSS goal #3: Increase disability awareness of the campus community.

Action 1: provide training and information to staff and faculty

DSS goal #7: Provide orientation and consultation on assistive technology

Action 1: Provide orientation to students with disabilities to use technology for alternate format (alpha smart, scanning or using e-text, notes)

DSS goal #8: Improve student access to the curriculum through use of adaptive technology.

Action 1: Expand e-text: explore/participate in bookshare.org

Action 2: Acquire and maintain adaptive technology on campus

2. ASSESSMENT METHODS

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

Comments:

Undergraduate and or Graduate, if appropriate: N/A

Surveys, Institutional Reports, Evaluation, and Interviews

Student Employees (Goals: Interpersonal and Intrapersonal Skills and Knowledge Acquisition): Questionnaires

DSS Students Enrolled in Learning Strategies for LD/ADD Course (Goals: All three noted above): Methods not specifically stated.

Students Using DSS (Interpersonal and Intrapersonal Skills, and Achievement and Persistence): ‘Students were asked to describe how accommodations and the interaction with DSS impacted their learning.’ Outcomes for Achievement and Persistence were monitored by GPA.

3. ASSESSMENT RESULTS

- Were any assessment results reported? YES NO QUALIFIED Y/N
- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES NO QUALIFIED Y/N
 - If so, were the results clear in terms of how they indicate need for improvement? YES NO QUALIFIED Y/N
 - Were the results tied to goals for student learning? YES NO QUALIFIED Y/N

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

- Y 1 Communication (“communicate effectively, both orally and in writing”)
 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
 3 Informed choices (“make informed choices”)
 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
 5 Lifelong learning (“commit themselves to lifelong learning”)
 Y 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

For the DSS goals which are similar to the Institutional and General Education goals, results are reported.

Achievement of the DSS goals facilitates student achievement of Institutional and General Education goals.

Undergraduate and or Graduate, if appropriate: N/A

Results are reported for student employees, students enrolled in the *Learning Strategies* course, and students utilizing DSS. While findings are generally positive, DSS identifies areas which they would like to change. For example, ‘more specific information about the student’s learning expectations will be asked before training’ and ‘DSS will focus on making students aware of leadership opportunities to serve on campus committees . . .’ and ‘current collaborations with support programs on campus will also be explored.’

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES _____ NO X QUALIFIED Y/N _____

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES _____ NO _____ QUALIFIED Y/N _____

Comments:

Undergraduate and or Graduate, if appropriate: N/A

It appears assessment activities in DSS are newly articulated and implemented. Based upon assessment results, areas of change have been identified. Closing the loop activities are progressing in an appropriate manner.

SUMMARY

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

DSS provides support for student learning. As posted on the web: ‘The University of North Dakota is committed to providing accessible academic and campus programs to ensure there is no discrimination on the basis of disability as established under Section 504 of the Rehabilitation Act and The Americans with Disabilities Act. The office of Disability Support Service coordinates and provides reasonable accommodations, promotes an inclusive campus environment, and encourages student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations resulting from a disability.’

DSS has an Assessment Plan which addresses student employees, students enrolled in *Learning Strategies*, and students utilizing DSS. Goals and methods of assessment are articulated. Data has been collected and results analyzed. Closing the loop activities are progressing.

DSS is to be complimented on the completeness of their (relatively) recently formulated/articulated assessment activities.

The University Assessment Committee looks forward to future annual reports as their assessment activities continue to evolve.

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Section 1: _Y___ Section 2: _Y___ Section 3: _Y___ Section 4: _Y___

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done