

**Division of Student Affairs**  
**2009-2010 Assessment Report Guidelines and Template**  
(adapted from the Student Achievement Assessment Committee Guidelines)

The purpose of the following outline is to facilitate the preparation and submission of your department's 2009-2010 assessment reports. We understand that departments and units assess various aspects of the student experience; however, the goal of this year's assessment report is to specifically target the two signature programs you identified earlier this academic year. When preparing this report, please be sure to **focus on your two signature programs and their link to student learning through our Student Affairs learning outcomes (SALOs)**. A comprehensive list of the SALOs can be found at <http://www.bgsu.edu/offices/sa/vp/page68959.html>.

The main goal of this assessment report is to improve the effectiveness of our programs and demonstrate how those programs contribute to student learning. This report is an attempt to describe the assessment completed for your two signature programs and how the results are being applied to improve those programs and student learning. Review of these reports, conducted by the Student Affairs Assessment Committee, will be aimed at providing feedback about the assessments of your signature programs. Key to effective demonstration of student learning is showing how the assessment data were collected and how those data are being used for program improvement.

Please complete requested information in the space below each box; tailor the length of the report to your needs. **Send completed assessment reports electronically to Brady Gaskins (gaskins@bgsu.edu) by Friday, June 25, 2010.**

*NOTE: While we understand that student satisfaction, facility usage, customer satisfaction, staff development, and other specific issues are important to measure for various units, please do not include those evaluations in the descriptive area of your report. That information is to be included in your departmental annual report.*

# Guidelines for Reports of Program Assessment Accomplishments

## I. Signature Programs Assessed During 2009-2010

- a. **Description and Rationale for Selection.** Briefly name and describe your two signature programs. Provide a rationale why these were considered two of your department's signature program. In addition, list number of program participants and total cost of program.
- b. **Expectations for Student Achievement.** Indicate the target level of student achievement, goals, or standards used to assess the program's effectiveness. What were your learning outcomes for your two signature programs? For example, "we expect 80% of participants to identify at least two academic or social resources at BGSU."
- c. **Link to Student Affairs Learning Outcomes.** To which SALOs were your two signature programs linked?

## II. Assessment Methods and Procedures

- a. **Description of Methods and Procedures.** Describe how you measured the level of achievement for your two signature programs. For each signature program, clearly describe the methods and procedures used. Report the student sample (who), the sample size, and data collection methods and procedures used. Methods and procedures can be both quantitative and qualitative.
- b. **Assessment Instruments Used.** Describe or attach assessment instruments or rubrics used.

## III. Results and Conclusions

- a. **Description of Results.** Clearly articulate the results of your program assessments. Include tables, charts or other visuals to highlight key findings, as appropriate. When describing the findings, consider how they contribute to program decision-making.
- b. **Target Level Achievement.** Report how well the students performed compared to the expectations outlined in section 1b.
- c. **Evaluation of Assessment Methods and Procedures.** Briefly describe the strengths and weaknesses of the assessment methods and procedures used.

## IV. Action Taken/Future Plans

- a. **Connect Results and Program Changes.** Now that your two signature programs have been assessed, what will you do with the results? Clearly describe the connect between the assessment results and program changes.
  - i. **Identify actions taken** and/or logical next steps for changes to the program, the **learning outcomes**, and/or the **assessment methods/procedures**.
  - ii. For program changes, **identify target completion dates**, the person or group **responsible for the next steps**, and any **necessary resources**. This information can be captured in a table.
- b. **Showcasing Student Learning.** Explain how the assessment results have been and/or will be used to showcase or promote student learning or program achievements in student learning. In addition, provide how those achievements will be or have been communicated to outside audiences.

## V. Proposed 2010-2011 Signature Program Assessments

- a. List a **minimum of three (3)** signature programs to assess for 2010-2011.

**Division of Student Affairs**  
**2009-2010 Assessment Report Template**

Please limit each assessment report to no more than three (3) pages

**SIGNATURE PROGRAM NUMBER ONE**

**Signature Program Description**

**Description and Rationale for Selection**

This report presents the major findings from the 2010 Office of Disability Services Student Feedback Survey. The mission of the office is to provide equal access and opportunity to qualified students with disabilities, increase awareness of disability issues, and provide opportunities for students with disabilities to fully integrate into the BGSU community. The nature of this work is highly individualized, context dependent, and intentionally decentralized. Given this, establishing “programs” is seen as being neither conducive to or practical in empowering students to achieve desired learning outcomes.

Therefore, this assessment report consists of a compilation of data designed to determine the degree to which students with disabilities have realized desired learning outcomes.

We expect 75% of participants to respond positively relative to achieving their desired learning outcome(s)

**Expectations for Student Achievement**

Learning outcomes for this year were:

1. Students with disabilities who participate in accommodation meetings will be able to describe with 100% accuracy, the nature of their disability and needed accommodations, as determined by a self report rubric
2. Students with disabilities who receive scholarship assistance will be able to express their gratitude with 100% accuracy as demonstrated by the production of a cogent, well written thank you letter.

**Link to University and Student Affairs Student Learning Outcomes**

- University Learning Outcome(s) 1. Communication and Personal/Social responsibility  
2. Written Communication

- Student Affairs Learning Outcome(s) 1. Personal Development  
2. Effective Communication

**Assessment Methods and Procedures**

**Description of Methods and Procedures**

In 2010, 30 of approximately 500 students responded to the survey, for an approximate response rate of 6% The 2010 survey had about 12 responses prior to a second reminder e-mail that strongly emphasized the \$25 gift card.

Regarding demographic information, ten (38.5%) of the students who responded were male and sixteen (61.5%) were female. The class rank distribution distribution in 2010 was: seven (27%) Freshmen, seven (27%) Sophomores, three (11%) Juniors, eight (31%) Seniors, and one (4%) Graduate Student.

The frequency of visits to the Office of Disability Services reflects three types of use during the spring semester. Approximately 20% of the students did not visit the office, 28% of the students reported limited visits (between one and three times during the semester), and 52% of the students visited the office frequently during the semester (over four times). Of this frequent use, seven students (or 28%) indicated that they used the office ten or more times during the Spring 2010 semester.

## Assessment Instruments

SNAP Survey available upon request.

## Results and Conclusions

### Description of the Results

Ninety-two percent of students ranked their experience with the Disability Services Office as excellent or good, while only one student (4%) indicated that it was fair. No students evaluated this service as poor. In addition, 88% of students indicated as excellent or good, that the professional staff was available to talk or arrange for services; only one student indicated this was fair.

In general, students reported very positive goal setting and self-advocacy skills. Ninety-three percent (23 students) reported that they were capable of setting reasonable academic goals and developing a plan to achieve those goals. In addition, most students (90%) report that the office of Disability Services has assisted them in achieving academic goals. The majority of students (80%) indicated that DS has improved their ability to self-advocate. Students also reported a very high level of awareness regarding how their disability impacts their achievement. One hundred percent of the students have evaluated how their disability impacts their academic achievement, and 80% of the students considered how their disability may impact their future career decisions.

Examining specific support programs designed to foster student success, this survey indicates that with the exception of UPAS, students registered with Disability Services utilized other campus services. Campus support programs that continue to receive the most student use are: writing center (44%), study skills center (32%), math tutoring (24%), TRIO (28%), counseling center (20%), and career center (16%). No students reported utilizing the UPAS program in 2010.

This survey asked respondents to rate 23 different areas of campus access; the data for 2010 indicate that overall, students are satisfied with accommodations. Respondent satisfaction with campus accessibility can be grouped into three areas: excellent, fair/mostly, and areas for improvement. Respondents indicated that they are very satisfied with campus accessibility in the following areas: test and quiz administration, transportation services (shuttle/2RIDE), sign language interpreting, note taking services, remote captioning services, residence hall accommodations and loan of amplification (fm) systems. Specifically, the majority of students (72%) stated that BGSU offers excellent or good access to test/quiz administration, and 8% indicated it was fair. Of the students who utilize sign language interpreting, All rated BGSU as providing excellent or good service. In addition, of the students who utilize accommodations in the residence halls, all students rated BGSU as providing excellent or good service. Respondents indicated they were mostly satisfied with campus accessibility in the following areas: referrals to academic support services, reader services/books in alternative format, Typewell services, loan of other equipment, time management or study skills coaching, physical accessibility of the Student Union, physical accessibility of the library, signage, and curb cut availability. Respondents indicated 3 areas for improvement to BGSU's campus: parking for persons with disabilities, snow removal services, and adaptive technology in the computer labs.

Respondents indicated that the campus climate at BGSU for students with disabilities is very good. The majority of students (88%) agreed or strongly agreed that their professors were helpful in assisting with the accommodation process. In addition, of the students that interact with professional staff, 89% thought they were helpful in assisting with accommodations. All respondents either strongly agreed or agreed that other students are friendly or engaging.

### Target Level Achievement

Survey results indicate that the 75% target level relative to the achievement of desired learning outcomes was exceeded (i.e. 80% of students indicated that DS has improved their ability to self-advocate) and that a high level of awareness exists relative to understanding how their disability impacts their academic achievement and career decisions.

### Evaluation of Assessment Methods and Procedures

The survey was administered via an online SNAP format during the spring 2010 semester from April 15-May, 3 2010. In retrospect, it may have been advantageous to have administered the survey earlier in the academic year in order to increase the response rate. In addition, a “comment section” will be added to future surveys to allow students to write suggestions, and the \$25 response incentive will be retained. Consideration will be given to making the survey shorter by limiting questions regarding other campus services., and questions will be added specifically geared at tracking new online test scheduling system.

### **Action Taken/Future Plans**

#### **Connect Results and Program Changes**

Based upon survey results the following actions will be taken:

- outreach to /collaboration with faculty relative to students with disabilities will continue, with a focus on awareness of the changing demographics and cutting edge approaches to accommodation;
- efforts to “de-centralize” relative to creating accessible programs and campus environment will continue via collaboration and resource sharing;
- in order to maintain the current retention rate of students registered with DS, contact with high school psychologists/special education coordinators will be increased; this will occur via direct outreach as well as through the state support team transition consortium
- work with the DS Associate Director and the Executive Director of the Center for Health will continue, to ensure a smooth transition and adjustment upon the current director’s retirement.

#### **Showcasing Student Learning**

- campus wide presentations at the Center for teaching and Learning will continue to be provided by DS staff;
- assessment results will be shared with Regional Transition Consortium members to inform them and guide activities at their respective institutions

### **Proposed 2010-2011 Signature Program Assessments**

#### **List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011**

- 1.Continue to assess the current learning outcome; “Students with disabilities who participate in accommodation meetings will be able to describe with 100% accuracy, the nature of their disability and needed accommodations, as determined by a self report rubric;
2. Create distinctive coherent undergraduate learning experiences that integrate curricular and co-curricular programs; this will involve increasing collaborative relationships with individuals/units within academic and student affairs.
3. Expand the student populations for BGSU enrollment and implement programs to recruit them and retain them to successful program completion; this will involve marketing the university, the division of student affairs and DS to high school students via direct outreach and the Regional Transition Consortium.