

To: Robert Boyd, VPSOS
Lillian Elsinga, AVPSS
Fr: Deb Glennen, Disability Support Services
Re: **DSS Assessment Plan 06-07**

12-20-06

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.