STUDENTAFFAIRS ASSESSMENT PLAN
2011 - 2012

Department: Access Office

1)   Tracking

The first component of a student affairs assessment program is *keeping track of who uses your student services, programs and facilities*. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence and other important variables?

Current Means of Assessment (who, what, when, how reported, etc.)

The Access Office uses BANNER to gather information requested by the Board of Regents each year. This data includes the number of students eligible to request accommodations according to disability and accommodation type as well as the actual requests for accommodations received.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.

2)   Needs

The second component of this model is *assessing student and other clientele needs.* The basic principle is that we should meet the needs of our students and other clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

Due to the increased numbers of students with sensory disabilities (blindness, low-vision, deafness, hard or hearing) and online courses taught combined with the heightened focus on the accessibility of websites and online courses in the courts and in the media, the Access Office plans to continue to provide training on web accessibility to provide valuable information to individuals responsible for the design of web content.

a. An additional 20% of Web Content Editors will receive training on accessible web design. The participants are asked to complete an evaluation after the training is complete. These evaluations are considered and changes made to the training accordingly in order to increase effectiveness.

b. Follow-ups will be completed to evaluate compliance with web accessibility guidelines. Additional training will be provided as needed.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.

3)   Satisfaction

The third component is *assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution's goals.*

Current Means of Assessment (who, what, when, how reported, etc.)

The Access Office has utilized, and continues to utilize, the Office of Strategic Research and Analysis to help us to determine satisfaction. This office is able to provide data from the senior exit surveys that is relevant to our program. They are able to tabulate responses to questions about satisfaction from those who disclose that they utilized the Access Office while at VSU and provide demographics from these respondents.

A brief satisfaction survey has been added to the Access Office website.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.

4)   Student Cultures and Campus Environments

It is important to examine the *collective perceptions of a campus and the student cultures where they conduct their day-to-day lives*. Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends and classes. Assessing the campus environment *determines and evaluates how the conditions and elements of the campus affect student learning and growth*. Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)

The Access Office has utilized the Office of Strategic Research and Analysis to determine satisfaction in this area. They are able to tabulate responses to questions on the senior exit survey about satisfaction with physical accessibility while attending VSU and provide demographics from these respondents.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office would like to submit a request for a new campus accessibility audit in the upcoming year since an audit of physical access has not been done for more than a decade. With the many changes that have occurred on campus, it is important to determine the improvements that have been made and the areas that still need improvement in regard to physical accessibly.

The Access Office plans to respond to a recent increase in the illegal use of Handicapped Parking Spaces by the Department of Parking and Transportation. In an effort to determine an appropriate solution to minimize the use of these spaces by persons without a legitimate need, the Access Office plans to solicit feedback from students who are impacted by this trend by holding focus groups. The goal is to implement a plan that will reduce the number of persons parked illegally which does not negatively impact individuals with legitimate parking needs.

5)   Outcomes

A fifth critical component is *assessing outcomes.* For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those non-users? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)

The Access Office is currently compiling data since the inception of the Special Services Program (former program name) in the 1991-1992 year. Once all items are entered into the database, we hope to analyze the date to determine the differences/similarities of students who have utilized our services to those that have not. There is a great deal of additional information that will be gleaned from this information as well (ie. GPA, majors, persistence, length of attendance, transfers, etc.). The Office of Strategic Analysis and Research will be utilized to assist in data mining.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.

6)   Benchmarking

How does the quality of our services, programs and facilities *compare* with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

Each year, the Access Office staff meets with Disability Service staff from 12 other universities in the region to compare successes and failures and to receive guidance from the Regents Center for Learning Disorders.

The Access Office is a member of the Association for Higher Education and Disability (and the Georgia AHEAD) and attends their annual conferences for the purpose of benchmarking.

The Access Office is participating in Project ShIFT, a Department of Education grant, which allows us to interact with 20-plus institutions from across the country. This provides an additional source for benchmarking.

The Access Office continues to gather data on the Comparator and Aspirational Peer Institutions provided by the Office of Strategic Research and Analysis.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.

7) Measuring Effectiveness

A seventh component is *assessing effectiveness - through reference to national or professional standards and/or through measuring cost effectiveness*. How do our services, programs, and facilities compare to accepted national standards (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, various national and regional accrediting agencies, and professional organizations)? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)

The Access Office adheres to the standards set by the Association for Higher Education and Disability and the Guidelines set by the Georgia Board of Regents.

Proposed and/or Additional Means of Assessment for 2011-2012 (who, what, when, how reported, etc.)

The Access Office does not have any plans for additional assessment at this time.