STUDENTAFFAIRS ASSESSMENT PLAN
2005 - 2006

Department: <u>Access Office for Students with Disabilities</u>

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 gathers information each academic year for the Board of Regents Center for Learning Disorders. This data includes the number of students that requested classroom accommodations and what type of disability each of the requestors had. This report includes Summer, Fall and Spring of each year and is submitted in June. The 2003-2004 year is the first year that the RCLD did not request this data. They are now requiring it every 2 years.

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

This was an area considered satisfactory by the Assessment Committee. The Access Office will be compiling this data using a new version of the Regents Annual Report beginning in the 2005-2006 academic year. This new report asks the office the compile data on all students that were eligible to receive accommodations whether or not they actually requested the accommodation. This data should be more comprehensive and more accurately reflect the number of students served by the office.

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.)

The Access Office utilizes a suggestion box for students to offer ideas for improvement or comment on our current services. We also do a newsletter that asks students to share feedback with us.

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

While this area was deemed satisfactory by the Assessment Committee, a student survey and focus groups designed to address areas of assessment needing further development will also glean additional information pertaining to student needs.

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 utilized, the Office of Institutional Research to help us to determine satisfaction. This office is able to provide with data from the senior exit surveys and 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.

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

This was an area that needed further development according to the Assessment Committee. The Access Office has worked in conjunction with Sociology graduate students under the supervision of Dr. Michael Capece to develop and implement a student satisfaction survey. This survey has been distributed and the results are being tabulated. Along with the survey, focus groups are being held to get more information pertaining to student satisfaction and ways to enhance services.

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 Institutional Research to determine satisfaction in this area as well. 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 (who, what, when, how reported, etc.)

This was also an area that needed further development according to the Assessment Committee. The Access Office has worked in conjunction with Sociology graduate students under the supervision of Dr. Michael Capece to develop and implement a student survey that contains questions related to environmental factors. How students are impacted by the campus environment will also be addressed in the student focus groups.

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 data 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, transfer, etc.)

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

This was an additional area that needed further development according to the Assessment Committee. The Access Office has worked in conjunction with Sociology graduate students under the supervision of Dr. Michael Capece to develop and implement a student survey that contains questions related to outcome assessment. How students are impacted by the services provided by the Access Office will also be addressed in the student focus groups.

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. In addition, we are a member of the Georgia Association for Higher Education and Disability and attend their annual conferences for the purpose of benchmarking.

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

VSU will be attending the annual RCLD workshop in the Summer of 2005 along with other colleges and universities in the region. In addition, the Director has joined the NASPA Disabilities Knowledge Community to network with Disability Services Programs across the country for the purposes of additional benchmarking.

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.)

We adhere to the standards set by the Association for Higher Education and Disability.

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

The Access Office will continue to monitor its progress according to the AHEAD standards.