

Appendix E

Outcomes-Based Assessment Program Review Example Templates

Oregon State University
Division of Student Affairs
Services for Students with Disabilities
Assessment Plan
FY 2004-2005

Date: January 14, 2004

Department: Services for Students with Disabilities

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Statement of Mission:

The office of Services for Students with Disabilities facilitates the continued success of students with disabilities and the Oregon State University community by providing and promoting a supportive, accessible, and non-discriminatory learning and working environment.

Statement of Goals:

1. Provide effective accommodations for disabilities based on law and/or current best practices.
2. Educate the campus community about disability issues.
3. Positively influence decision-making and practices to include Universal Design principles.
4. Promote self-determination for individuals with disabilities.

Statement of Outcomes:

Goal 1: *Provide effective accommodations based on law and current best practices*

Outcomes (SSD employees)

- A. *Student workers* will be able to navigate and demonstrate use of the on-line database, in the areas defined by the skills rubric (TBA), in order to assist SSD students who require additional assistance in requesting, monitoring, and updating their accommodations.
- B. *Sign language interpreters* will demonstrate effective interpreting skills as defined by law and current best practices.
- C. *Real time transcribers* will demonstrate effective transcribing skills as defined by law and current best practices.
- D. *Notetakers and proctors* will demonstrate skills as defined by current best practices.
- E. *Readers* (TBA)

Outcomes: (SSD students)

- F. *Students* will rate their accommodations an average of 4 (“very good”) on a 5 point scale.

Goal 2: **Educate the campus community about disability issues.**

Outcomes: (OSU faculty/staff)

- A. The number of requests for captioned videos received by SSD during 2004-05 with less than 48 hours advance notice will decrease compared to the FY 2003-2004 requests. Success if 10% decline in requests with less than 48 hours. *Revised as of 1/12/05
- B. The "Opportunity to Request Accommodations" statement will be provided on 70% or more of electronic notices for OSU events that are open to students and/or the public. (TBA)

Outcomes: (SSD employees)

- C. *Notetakers* will complete the on-line notetaker training and demonstrate knowledge about the deaf and hard of hearing community.

Goal 3: Positively influence decision-making to include Universal Design principles.

Outcomes:

- A. **Faculty** will report an increased knowledge of Universal Design and Universal Design for Instruction principles as a result of participating in workshops presented on those topics during FY 2004-2005.
- B. **Faculty** will apply UD/UDI principles in designing their courses (TBA).

Goal 4: Promote and facilitate self-determination for individuals with disabilities.

Outcomes:

- A. *SSD students* will manage their accommodations by using the SSD on-line system to request, monitor, and update their requests for accommodations.
- B. *SSD students* will submit requests for accommodations in a timely manner, using the SSD on-line system.
- C. *SSD students* will be able to articulate the specific accommodations for which he/she is eligible and require for her/his success in the classroom and future endeavors. (TBA)

Evaluation Methods:

Goal 1: Arrange effective accommodations based on law and current best practices

Outcomes:

- A. (*SSD Student Employees*) A rubric is being developed by the Administrative Assistant to rate student employees' competency in use of the database. The student will be required to demonstrate and explain use of the database to the Administrative Assistant.
- B. (*Interpreters*): In-class observations and evaluations by DHOH Coordinator. Evidence of RID certification. Student Satisfaction Survey: Interpreter; informal student interviews. Success if the students rate the interpreter at 3.5 or better on a 5 point scale in the Student Satisfaction Survey: Interpreter *and* if the Coordinator rates the interpreters 3.0 or better on a 5 point scale on performance evaluations of expressive and/or receptive interpreting and/or transliterating.
- C. (*Transcribers*): Independent coding system. Evidence of certification. In-class observations and evaluations by DHOH Coordinator. Success if transcribers meet the criteria for in-class transcribing and professional requirements.
- D. (*Notetakers and Proctors*): Survey; document informal interview, email, and telephone comments. Review of note takers' notes for legibility, clarity, and completeness.
- E. (*Readers*) TBA
- F. (*SSD Students*): Survey; document informal interview, email and telephone comments from students.

Goal 2: Educate the campus community about disability issues.

Outcomes:

- A. Monitor the timeliness of requests from faculty for captioned videos. Count number of requests with less than 48 hours advance notice; compare with the data from FY 2003-2004.
- B. Monitor and count the number of *OSU Today* emails that announce university or public events and include the "Opportunity to Request Accommodations" statement. Needs survey 2004-05.
- C. Notetaker completion of on-line training module; certificate of completion.

Goal 3: Positively influence decision-making to include Universal Design principles.

Outcomes:

- A. Survey of faculty members who attended the Universal Design workshops during FY 2004-05. Document interviews, email, and phone comments of participants in the workshops.
- B. Interviews; follow-up survey of faculty who attended the Universal Design workshops during FY 2004-05. Document UD/UDI principles that have been implemented in course planning. Document faculty report of reasons for failure to have done so. (TBA)

Goal 4: Promote and facilitate empowerment and self-determination for individuals with disabilities.

Outcomes:

- A. Repeat administration of surveys related to the SSD on-line database given to students during Spring term 2004. Document student feedback (email, interview, phone, etc.) Success if students rate use of the on-line database at 4 or above (5 point scale) on a satisfaction measurement instrument. (TBA)
- B. Count numbers of students eligible for priority registration. Success if 70% of students who qualify submit their schedules electronically within one week of the date of priority registration.

2004-2005 Assessment Implementation

Goals	Outcomes	Method	Time	Who Responsible
Goal 1: Provide effective accommodations for disabilities based on law and/or current best practices	A. <i>Student workers</i> will navigate and demonstrate use of the on-line database *Revised 1/12/05	Hands-on skills test; observation and use of a “Skills Checklist” rubric. Success if students can perform 100% of the functions listed on the rubric. *Revised 1/12/05	Over time 2004-06; as needed when new employees are hired	SSD Administrative Assistant
	B. <i>Interpreters</i> will demonstrate effective interpreting skills as defined by law and current best practices	In-class observations; RID certification; performance evaluation; student interviews.	Newly hired interpreters during year of hire 3-year evaluating/reporting cycle to begin 2006-2007	Deaf/Hard of Hearing Access Services Coordinator
	C. <i>Transcribers</i> will demonstrate effective transcribing skills as defined by law and current best practices	Independent coding system; Certification Level 1 and 2 exams; In-class observations	Newly hired transcribers during year of hire 3-year evaluating/reporting cycle to begin 2006-2007	Deaf/Hard of Hearing Access Services Coordinator
	D. <i>Notetakers and proctors</i> will demonstrate effective notetaking and proctoring skills as defined by current best practices.	Survey; document informal interview, email, and telephone comments; review of notes. Success if 70% of SSD students rate the service as “Good” or above on a 5 point scale.	Spring Term 2005 3-year evaluating/reporting cycle to begin 2006-2007	Alternative Testing/Notetaking Coordinator
	E. <i>SSD students</i> will have access to the accommodations request system 24 hours/day by using the SSD on-line database	Survey; document informal interview, email, and telephone comments. . Success if 80% of students rate the on-line system as “Good” or above on a rating scale and/or the majority of comments received are positive.	Over time 2004-2007 3-year evaluating/reporting cycle to begin 2006-2007	SSD Program Coordinators
Goal 2: Educate the campus community about disability issues.	A. Requests for captioned videos with less than 48 hours advance notice will decrease compared to 2003-04 requests.	Count number of video requests received with less than 24 hours advance notice; compare with 2003-04 data	2004-2005	Deaf/HOH Access Services Coordinator
	B. “Accommodations statement” will be provided on 30% or more of electronic notices for OSU events that are open to students and/or the	Monitor and document the number of campus emails that carry the statement compared with the total reviewed.	Over time 2004-2007	Deaf/HOH Access Services Coordinator

	public.			
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Goals	Outcomes	Methods	Time	Who Responsible
	C. Notetakers will complete the online training and demonstrate knowledge about the deaf and hard of hearing community.	On-line training module. Success if 15% of notetakers complete the online notetaker training and return the completed certificate to SSD.	FY 2004-2005	Alternative Testing/Note taking Coordinator
Goal 3: Positively influence decision making and practice to include Universal Design principles	A. Faculty will report an increased knowledge of UD and UDI principles as a result of participation in workshops presented on those topics during FY 04-05	Survey; informal interview, email, and phone comments from faculty who attended the workshops. Success if 70% of participants report an increased knowledge of UDI as a result of the workshops	Over time 2004-2005	Director, Services for Students with Disabilities
	B. Faculty will include UD/UDI principles in course design.	Survey; interviews (email, telephone, in-person)	Over time 2005-2008 Assessment/reporting of results 2007-2008	Director, Services for Students with Disabilities
Goal 4: Promote self-determination for individuals with disabilities	A. SSD students will have access to the accommodations request system 24 hours/day by using the SSD on-line database. Students will manage their accommodations by requesting, monitoring, and updating their requests for accommodations by using the SSD on-line system.	Tracking numbers of students who use database. Counting numbers of students who participate in database training sessions. Student interviews. Counting numbers of students who require additional one-on-one assistance. Student satisfaction surveys. Success if 70% of students rate themselves as comfortable using the on-line system (TBA)	Over time 2004-2007 Assessment/reporting of results 2006-07	SSD Program Coordinators
	B. SSD Students will submit their requests for accommodations in a timely manner, using the SSD on-line system	Counting numbers of students who are eligible for priority registration. Success if 80% of students who qualify for priority registration submit their requests electronically within one week of the date of priority registration.	Over time 2004-2007 Assessment/reporting of results 2006-07	SSD Program Coordinators

Program Review
Department of History
B. A. and B. S. in History
North Carolina State University
Submitted by Mike Carter

Program Objectives

The objectives of the faculty of the Department of History are to:

1. Encourage its majors to develop historical awareness, perspective, and understanding.
2. Provide instruction and guidance to enable majors to apply sound historical research skills.
3. Help its majors to understand the standard forms of historical expression, to critique historical arguments made by others, and to produce historical arguments themselves.

Program Outcomes

1. Historical Awareness, Perspective, and Understanding

Graduates of the history program should be able to appreciate the varieties of cultural experience in history. Specifically, graduates should demonstrate that they:

- a. have acquired a basic knowledge of the changing traditions and values that have operated in western culture
- b. have acquired a basic knowledge of the changing traditions and values that have operated in non-western or pre-modern societies
- c. can explain the historical development of events, institutions, and social values
- d. can pose historical questions about the problems that run through human history and about historical continuities and discontinuities
- e. can show how the past is connected to the present by applying a critical perspective to their own place in history

2. Historical Research Skills

Graduates of the history program should understand the nature of historical interpretation, the variety of historical sources, and the structure of historical argument and be able to apply that understanding to answering historical questions. Specifically, graduates should demonstrate that they can:

- a. pose a significant research question about history
- b. locate relevant primary and secondary sources for investigating a research question
- c. critically evaluate primary and secondary sources in terms of credibility, authenticity, interpretive stance, audience, potential biases, and value for answering the research question
- d. interpret the sources fairly and accurately in an answer to a research question

- e. marshal the evidence from the research to support a historical argument for an answer to a research question

3. Historical Expression

Graduates of the history program should be able to demonstrate that they are informed and critical consumers and producers of history. Specifically, graduates should demonstrate that they:

- a. can apply a critical perspective to evaluating historical arguments, including the quality of the sources, the validity of the interpretations of those sources, and the soundness of the argument's use of evidence to support a historical interpretation
- b. have mastered the oral and written forms of communication appropriate to history, such as the critical book review, summary of readings, critical discussion of an argument, historical narrative based on sources, and research paper

Sources of Data for Assessing Program Outcomes

Portfolios of student work:

- written reflections on their awareness of their place in history (written in response to their experience doing the research paper they will turn in for outcome 2)
- research paper from a 400-level course that the student chooses as the best representation of his or her research skills

Students' ADA's (should exhibit sufficient depth of academic study in western culture)

Senior exit interviews

Faculty surveys

Student Research Skills Survey to be given in 491

Outcome 1: Historical Awareness, Perspective, and Understanding

Graduates' ability to appreciate the varieties of cultural experience in history

- 1a. to acquire a basic knowledge of the changing traditions and values that have operated in western culture
 - Students' ADA's (should exhibit sufficient depth of academic study in western culture)
 - Senior exit interviews
- 1b. to acquire a basic knowledge of the changing traditions and values that have operated in non-western or pre-modern societies
 - Students' ADA's (should exhibit sufficient diversity of academic study of non-western and pre-modern societies)
 - Senior exit interviews
- 1c. to explain the historical development of events, institutions, and social values
 - Faculty survey of 491 teachers
- 1d. to pose historical questions about the problems that run through human history and about historical continuities and discontinuities

- Faculty survey of 491 teachers

1e. to show how the past is connected to the present by applying a critical perspective to their own place in history

- Faculty survey of 491 teachers
- Portfolio of student work: written reflections on their awareness of their place in history (written in response to their experience doing the research paper they will turn in for outcome 2)

Outcome 2: Historical Research Skills

Graduates' ability to understand the nature of historical interpretation, the variety of historical sources, and the structure of historical argument and be able to apply that understanding to answering historical questions

- Portfolio of student work: research paper from a 400-level course that the student chooses as the best representation of his or her research skills
- Student Research Skills Survey to be given in 491
- Faculty survey

3. Historical Expression

Graduates' ability to demonstrate that they are informed and critical consumers and producers of history

- Faculty survey
- Senior exit interview

Review Cycles

Initial Program Review Cycle

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|--------------|--|
| 2001/2002: | Develop program objectives, outcomes, and assessment plan; initiate assessment of outcomes |
| August 2002 | <p>Preliminary program review report submitted to CHASS Dean and to Committee for Undergraduate Program Review:</p> <ul style="list-style-type: none"> • program objectives • program outcomes • program review plan • results of initial assessment • description of assessment activities to be carried out in the following year |
| Fall 2002: | Continue gathering assessment data and complete assessment of outcomes |
| Spring 2003: | <p>Assessment reports submitted to departmental Curriculum Committee:</p> <ul style="list-style-type: none"> • description of process of assessing program outcomes, • results of assessment |

- recommendations for changes in curriculum and/or changes in outcomes and assessment plan

Departmental Curriculum Committee considers recommendations and takes them to faculty for discussion and approval

August 2003: Full program review portfolio completed and submitted to College for review and then, with any necessary revisions, to Committee for Undergraduate Program Review

Subsequent seven-year cycles for university program review

2003-2006: Continue gathering assessment data at appropriate intervals

Fall 2005: Complete assessment of outcomes; assessment reports (including description of assessment process, results, and recommendations for changes in curriculum and changes in outcomes and assessment plan) submitted to Curriculum Committee

Spring 2006: Curriculum Committee considers recommendations and takes them to faculty for discussion and approval

August 2006: Full program review portfolio completed and submitted to College for review and then, with any necessary revisions, to Committee for Undergraduate Program Review

2006-2010: Etc.

Truman State University

See <http://assessment.truman.edu>