

PRAIRIE VIEW A&M UNIVERSITY

THE ASSESSMENT PLAN 2000-2010

DIVISION FOR STUDENT AFFAIRS

DIAGNOSTIC TESTING AND DISABILITY SERVICES

DEPARTMENTAL ASSESSMENT COMMITTEE

CHAIR

DR. KAY F. NORMAN

CO-CHAIR

MS. BELINDA LEWIS

DR. CLEMENT GLENN

INTERIM ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS

1. Our Mission

Consistent with the mission and core values of the University and the Division of Student Affairs, our mission is to create and sustain a supportive culture that includes policies and practices to assist faculty, staff, and students with substantially limiting disabilities to achieve at their fullest potential.

2. Alignment to University's Mission

Enrolling students and supporting them through completion is the primary purpose of the University. The Office of Diagnostic Testing and Disability Services is charged with the responsibility of validating and preserving records on students with disabilities in order to establish eligibility and provide a mechanism for the larger campus community to provide free and appropriate accommodations. These accommodations are often the difference between student success or failure; student withdrawal or student persistence. Further, the Office of Diagnostic Testing and Disability Services duties include: interpretation of federal ADA guidelines, and the dissemination of information to administrators, faculty and staff current on issues relative to students with disabilities. A more aware faculty and staff translate into a more effective faculty and staff. Students reap the benefits of this staff development in cognitive as well as affective and attitudinal support for their goal of degree completion and graduation. Because of support services such as our office; the proverbial "open door" does not become a revolving door!

3. Core Values of the Office of Diagnostic Testing and Disability Services

Access and Quality

Prairie View A&M University will provide equal educational opportunity to increasing numbers of persons from unserved and underserved populations residing primarily among the economically and socially bypassed in the society; further, the University will provide educational programs designed to prepare all graduates to compete successfully in the graduate and professional schools as well as in the labor force.

Diversity

Prairie View A&M University will sustain its commitment to recruit, enroll, educate, and graduate students and to employ and advance faculty and staff without regard to age, ethnicity, gender, national origin, socioeconomic background, or

educationally unrelated handicap; further, the University will offer challenges to both the academically talented and the under-prepared who arrive in college with ability, but without college-ready achievement.

4. Conceptual Framework for Assessment in ODTDS

Because form follows function, the ODTDS framework for assessment mirrors the purposes for which the office was created. More specifically to staff qualified personnel to assist persons with disabilities to achieve at their fullest potential by creating and maintaining a supportive culture complete with policies, practices, and services based on the law and the needs of student.

The Conceptual Framework for Assessment begins by asking relevant questions What Do We Do and Why Do We Do What We Do? First, what is our knowledge base as we develop relevant and meaningful programming for student learning and development?

The answer to questions, According to the **Council for the Advancement of Standards in Higher Education (CAS)** is that effective programming in the area of disability services should provide equal access for students with disabilities to all curricular and co-curricular opportunities offered by the university.

Additionally, effective programming should:

- ▶ Identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.
- ▶ Provide leadership to the campus community to enhance understanding and support for disabled students ensuring that they receive reasonable and appropriate accommodations, assistive technology and devices, and/or related services.
- ▶ Provide guidance to the campus community to ensure compliance with legal requirements for access by establishing a clear set of policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations.

- ▶ Provide guidance and training for university staff and faculty members in the understanding of disability issues.

Secondly, our knowledge base includes the **University Mission and the 2005-2010 Institutional Goals of Prairie View A&M University**. More specifically, we strive to make contributions to the following Institutional Goal:

Goal 7. Promote Programs that Contribute to Student Success

Lastly, the knowledge base includes a plethora of eclectic **best practices and azimuths** identified in *The Integrative Plan of the Texas A&M University System*. More specifically, the following apply to the completion of our knowledge base:

Azimuth 2. Provide Educational Access and Excellence and Nurture Educational Success.

No conceptual framework for assessment will be complete without relevant and intentional student learning and development outcomes. Moreover, program outcomes will also be assessed. During this process of examination, Office of Diagnostic Testing and Disability Services conceded that in order to examine evidence to determine our effectiveness, we will need to collect both student and program data on the following desirable outcomes:

- ▶ **Student Outcomes** – Learning/Leadership/ Advocacy

- ▶ **Program Outcomes** – Collaboration/ Effective Communication/ Compliance/Qualified Staff

The assessment framework continues by asking the questions, what qualitative and quantitative assessments will you administer, how often, and most important, how will you utilize the results to bring about improvement?

To facilitate the answer to the final portion of the assessment /improvement “loop”, this conceptual framework offers two diagrammatic crosswalks from practice to improvement. The Detailed Assessment Cycle of the Program will identify the assessment measure, target population, administration period, frequency, description of assessment instrument, and outcome being assessed. A corresponding crosswalk of goals, outcomes, success measures, persons responsible, resource allocation and leads to improvement will capture the achievement or impediments to achievement of desired outcomes. From the summarized evidence of the crosswalks, the staff will plan effective programs to promote improvement for individual with disabilities and within the university culture.

Goal 7. Promote Programs that Contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Expand the financial capacity of PVAMU	Continue to Identify and expand opportunities for external funding	<p>Respond to request for proposals and grant initiatives to enhance for programming for students with disabilities</p> <p>Performance in AY 06-07 was as follows:</p> <p>Disability Training Network awarded PVAMU three mini-grants in 2006-2007</p> <p>TAMUS Summer Institute- awarded PVAMU 2 mini-grants in 2006-07</p> <p>A total of 5 proposals were written and awarded in 06-07</p>	<p>Program Director</p> <p>Program Specialist</p> <p>Office of Sponsored Programs</p>	N/A	<p>Departmental funds were available for expanded student programming. Funds were utilized to fulfill the grant objective of information and awareness and to improve the climate for diversity</p> <p>AY 07-08 continue to explore funding opportunities with OSP assistance. Submit applications as appropriate</p>

Goal 7. Promote Programs that contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Improve the quality of support staff	Participate in annual meetings of national, System, and local professional associations such as AHEAD	100% staff participation in at least one annual meeting per year Last year, staff was unable to travel to San Francisco to attend annual meeting due budget shortfalls and intense involvement in preparation for System Symposium hosted by PVAMU	PD PS	\$3,000	Promote the quality and vitality of professional staff Travel to New York to attend the annual meeting of AHEAD will be encouraged

Goal 7. Promote Programs that Contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Improve the quality of Support Staff	Collaborate with the Texas A&M System Universities and Agencies through participation in the annual TAMUS Student Affairs Symposium	2007 Satisfaction Survey yielded 100% approval rating with the TAMUS Student Affairs Symposium sponsored by PVAMU (75.2% rated the Symposium as excellent; 24.8 rated the overall Symposium as good)	PD PS	\$500	Maintained efforts to gain and share best practices and innovative research on programming in Student Affairs Strengthened linkages among like departments across the A&M System 2007-08 goal is to maintain 100% staff participation at the TAMUS Student Affairs Symposium

Goal 7. Promote Programs that Contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Engage students in rigorous educational programs and <i>provide an environment conducive to success</i>	2) Support services for faculty who teach students with disabilities	Conducted electronic faculty survey in AY06-07 62% of faculty data suggested need for faculty advising guide and Handbook. New Handbook and Faculty Advising Guide completed in March, 2006	PD PS PD, AVPSS Human Resources	N/A \$2,200	August 2007 Student Handbook and Faculty Advising Guide disseminated to students and faculty AY 07-08, Set-up email address for anonymous "Ask The Director" questions, comments, suggestions Email box will assist persons to ask and access ADA information in a confidential format with the option of only leaving identifying information if they want a personal response.
	Enhance student advocacy skills and lifelong learning strategies	Grievance Policy revised and posted on University homepage in Spring, 2007	PD PS Webmaster	N/A	On-line access to printed information. Provides information and outreach to students matriculating at satellite campuses In September of AY07-08, copies of the Student Handbook will be hand-carried or mailed to the Directors of satellite campuses

Goal 7. Promote Programs that Contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement to and New Performance Measure
Engage students in rigorous educational programs and <i>provide an environment conducive to success</i>	Collaborate with programs within the division of Student Affairs to promote and support Division activities and events	<p>Tables and booths at events including: Red Ribbon Week, Freshman College Fair, Panther Land Day, Black History Month, Career Fair, Culture Series, etc.</p> <p>The office disseminated over 600 flyers, brochures and give-always in AY 2006-07</p>	<p>PD PS</p> <p>PD PS</p>	<p>N/A</p> <p>\$900</p>	<p>Enhanced communication and collaboration among units emphasizing a common mission and goal to enhance student awareness, development and success.</p> <p>In AY 07-08, increase participation in information and awareness events. Plan booth for PVAMU homecoming tail-gate and Houston Livestock Show and Rodeo</p>

Goal 7. Promote Programs that Contribute to Student Success					
Outcomes	Objectives/Action Strategies	Success Measure	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement to and New Performance Measure
Improve the climate for Diversity	Perform educational diagnosticians assessments of the full individual evaluation data submitted by students with a disability	In AY 06-07, based on the educational diagnostician's assessment of student evaluation data, 175 faculty notification letters and 19 staff letters were written for students to present to faculty as confidential notification of a disability and recommended accommodations	PD PS	N/A	Compliance with University's legal responsibility Enhanced the classroom environment for student success. Student retention is positively, yet indirectly impacted. In AY 07-08, office will provide notices for 100% of eligible undergraduate and graduate students with a disability Improved access and opportunities for student affairs in general and students with disabilities in particular by offering a perspective of inclusion and tolerance in the formation of campus policies, activities and programs. In AY07-08, at least 3 students with a disability will participate in the opening exercises of a university-wide event.
	Serve on University Committees	Create awareness and consideration of the disabled in planning activities In 2006-07, combined the PD and PS served on at least 4 different university-wide committees. In AY06-07, one student with a disability was asked to participate in the opening exercises of a university-wide event.	PD PS	N/A	Improved access and opportunities for students with disabilities and contributes to student recruitment In AY07-08 participate in 100% college night requests. Target Hempstead, Waller, Cypress-Fairbanks, Aldine and Houston ISD
	Perform outreach services	In AY 06-07, the office responded to 5 requests for participation in evening college night programs.		\$1,000	

Unit: Diagnostic Testing and Disability Services

Assessment Cycles by Unit

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location/ Format	Outcome/ What Assessed?
			Standardized Test	National Survey	Local Survey	Other: Specify	Past	Future				
<i>Example:</i> Student Survey	Yes	Undergraduate Candidates			X		2004	2005 - 2010	Yearly	Student Self-Report of Core Curriculum	By Program <i>(Web – By 2007)</i>	Perception/ Satisfaction/ Quality of Student Learning
<i>Example:</i> Academic Profile	Yes	Freshmen & Juniors	X				1999, 2004	2005	Yearly	Measures of critical thinking, reading and mathematics	TBD	Student Learning
Student Survey of Disability Services	Yes	Student Body			X		2006, 2007	2010	Survey point-of-contact after daily interactions with students	To evaluate effectiveness of program services and customer service offered to students with disabilities	Disability Service Office Evans Hall	To evaluate effectiveness of office in offering assistance to disabled students in the achievement of their educational and personal goals
Faculty Survey Disability Services	Yes	Faculty on main and satellite campuses			X		2006	2010	Yearly	To access faculty/staff development needs in the area of disability services	Electronic	To promote educational programs/ in-services and newsletter which enhances faculty knowledge and promotes students success

Feedback/Assessment AY 2005-2006

Using data from our unit's assessments (faculty electronic survey and student satisfaction survey, interviews, etc.) conducted during the 2005-2006 academic year, the following assessment guideposts emerge in response to the two institutional assessments questions being asked and answered across Prairie View.

1. What does your assessment data tell you about student learning and/or service delivery? The 2005-06 Student Satisfaction survey yielded little usable data. Almost all students responded to the stimulus questions with glowing comments. The survey, which utilized a Likert Scale format was skewed and therefore scored by students at the "excellent" category on almost all questions. Also, the survey had no focus question to channel open-ended student feedback on the program or delivery of services. Additionally, we did not keep attendance/participation logs.

The newly on-line Faculty Satisfaction Survey pointed us to plan and implement faculty development activities on the federal laws and best practices which govern the fields of testing and disability services.

2. How will assessment data be used to improve student learning and/or service delivery? The residual data, while glowing would have us to believe that there was no room for improvement. We know that is untrue. Therefore, we were compelled to revamp the survey. See Appendix. In AY 2006-07, the student survey will ask students to focus their observations on perceived program strengths and weaknesses.

Secondly, our most widely-utilized function is to generate faculty notices or letters of accommodations. This was not assessed the old survey. The revised instrument now includes assessment questions on this critical function.

Next, the second largest function of the office is inter-agency collaborations. Again, there was no assessment item to gage the effectiveness of our staff in communicating with outside agencies as we secure student vouchers which is sometimes the determining factor in their ability to meet their financial obligations and be able to stay in school. That index is now included on the revised assessment instrument. As a result of the revisions to the student satisfaction survey, we should have more useable data. Participation logs have been started and will be maintained.

Lastly, the new on-line Faculty Survey will be utilized in the planning faculty development activities. The results clearly show a need in the area of development and a need to provide information on specific disabilities

**Feedback/Assessment
AY 2006-2007**

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The *Quality of Response to Inquiry for Services* had rating of 96.36%.

The *Quality of Response to Your Concerns* had a rating of **95.75%**.

The *Staff Maintained Professional Attitude* had a rating of 96.36%.

The *Staff was Knowledgeable* had a rating of **97.57%**.

The *Availability of Staff* had a rating of 96.96%.

The *Overall Quality of Service* had a rating of **97.57%**.

The *Were Your Concerns Addressed* had a rating of 96.36%.

1. Overall, the services that I was given was great. I have had no problems with the staff or any information given to me by any members of the staff.
2. This has been a great help.
3. The service was well given. Keep up the good work.
4. Everything they do is excellent!!!
5. The staff here is very helpful, and has answered all the questions that I ask very well.
6. Excellent, Ms Lewis was truly a backbone. God Bless.
7. No Changes are need – there services are excellent. They are always available to us when need.
8. Keep up the good work. No changes need!
9. Always get prompt and immediate service whenever I come in far services.
10. Increase the amount of supply for students.
11. Maybe by adding a link on the website to input information such as class schedule and needs.

This assessment data tells me that our overall quality is outstanding and we are well knowledgeable but we need to work on responding to the concerns of the students.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

While the overall quality of our services is outstanding a more sober look at the narrative comments indicate that we should increase our accommodation supplies on hand and to form an office e-mail account that will serve as a responses and contact tool for our office. Also, our survey will be modified in order to continue improvements to our overall services.