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A Virtual Event
July 6-24, 2020

We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…consistent with the AHEAD Statement of Civility during our conference and in all aspects of our organization.

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The Tools, Techniques, and Strategies of Assessment in Disability Resource Offices

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Agenda

- What is CAS?
  - Overview of Disability Resources and Services (DRS) Standards
  - SAG Example

- Student and Program Outcomes

  - Backwards Design

  - Creation

  - Examples

  - Application

- Strategic Planning

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Learning Outcomes for this session

1

Attendees will become familiar with the CAS Disability Resources and Services standards, their use and relevance to program outcomes.

2

Attendees will become familiar with program outcomes as well as student learning outcomes (SLO).

3

Attendees will leave with specific examples, tools, and takeaways for creating and assessing relevant and impactful program outcomes.

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Definition of Terms

- PO = Program Outcome
- SLO = Student Learning and Development Outcome
- CAS = Council for the Advancement of Standards in Higher Education
- DRS = Disability Resources and Services Standards (CAS)

Council for the Advancement of Standards in Higher Education (CAS)

- Founded in 1979

- Consortium of 43 member organizations

- CAS Council of Representatives comprised of reps from member associations

- Consensus-oriented, collaborative approach

- 45 standards and self-assessment guides (SAGs)

- Standards are designed to be achievable by any program or service, at any institution type
  - Threshold, not aspirational; standards, not goals
  - Guidelines are added to indicate what good practice beyond the threshold looks like

Twelve Parts in all CAS Standards

- **Mission**
- **Program**
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance

- Diversity, Equity, and Access
- Internal and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment

Sample Self-Assessment Guide (SAG)

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics

2. Ethics statements from relevant functional area professional associations

3. Personnel policies, procedures and/or handbook

4. Student code of conduct

5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)

6. Minutes from meetings during which staff reviewed and discussed ethics

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SAG cont'd

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

❏ 5.1 Ethical Standards
- Disability Resources and Services (DRS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- DRS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.
- DRS personnel who are licensed or certified in other professions recognize and apply the professional ethical standards appropriate to their role and function at the institution.

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Disability Resources & Services: Standards and Guidelines (DRS)

- Revised by CAS in 2013 with major input from AHEAD Board, experts in DS

- Contextual Statement precedes standards and gives history and current practice trends

- Key Elements
  - Part 1 – Mission
    - **The primary mission of DRS is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.**
  - Part 2 – Program

Please take a moment to review your own Mission Statement

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To Provide Leadership and Facilitate Access, DS Mission Must Fulfill 3 Essential Components:

Provide	Collaborate	Facilitate
Provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship	Collaborate with partners to identify and remove barriers to foster an all-inclusive campus	Provide individual services and facilitate accommodations to disabled students

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A Few Examples

University #1

Disability Services provides institution-wide advisement, consultation, and training on disability-related topics, collaborates with partners to identify and remove barriers to foster an all-inclusive campus, and provides individual services and facilitates accommodations to students with disabilities. Disability Services promotes each student's learning experience by facilitating accessible programs and services for and fostering self-advocacy skills within students with disabilities.

Example 2

University #2

The University #2 Disability Resource Center ensures that all students with disabilities are afforded the opportunity to access the same educational opportunities, receive the same information, engage in the same interactions, and be empowered to enjoy the same college experience as students without disabilities by:

- Promoting self-advocacy, self-efficacy, and independence;
- Ensuring that students with disabilities are afforded reasonable and timely accommodations;
- Assisting the campus community in identifying barriers to accessibility and solutions for providing accessible facilities, courses, events and activities;
- Utilizing and teaching Universal Design principles;
- Facilitating a campus culture of inclusion and awareness.

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Example 3

University #3

The mission of Student Accessibility Services (SAS) is to provide equal opportunities and equal access to education, programs, and activities for all students with disabilities at University #3. SAS works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.

In achieving this, SAS collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable and appropriate accommodative measures. In efforts to ensure compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation and eliminate attitudinal barriers against people with disabilities, SAS also provides institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship.

Let's Pause and Reflect

How is your mission connected to your Institution's mission?

Does your mission reflect the 3 essential components of Mission used in the CAS DRS Standards?

Would you change anything?

Mission Mapping and Backwards Design

Stage One: Identify Desired Results

- Establish learning goals, unit goals, and/or objectives for your students or unit.

- What will the unit achieve or the student learn? *Refer to the mission of the university, the division, and unit (big picture).*

Stage Two: Assessment or Evidence

- How will students or the unit demonstrate their learning or accomplishments?

- Assessments and evidence need to tie back to the learning goal, unit goals and/or objective

Stage Three: Plan the Details

- This stage includes the specific tasks that the students or unit will engage in to complete the desired results from stage one.

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Why Develop a Strategic Plan?

- Roadmap for your program
- Accountability
- Data-Driven
- Supports budget and staffing requests
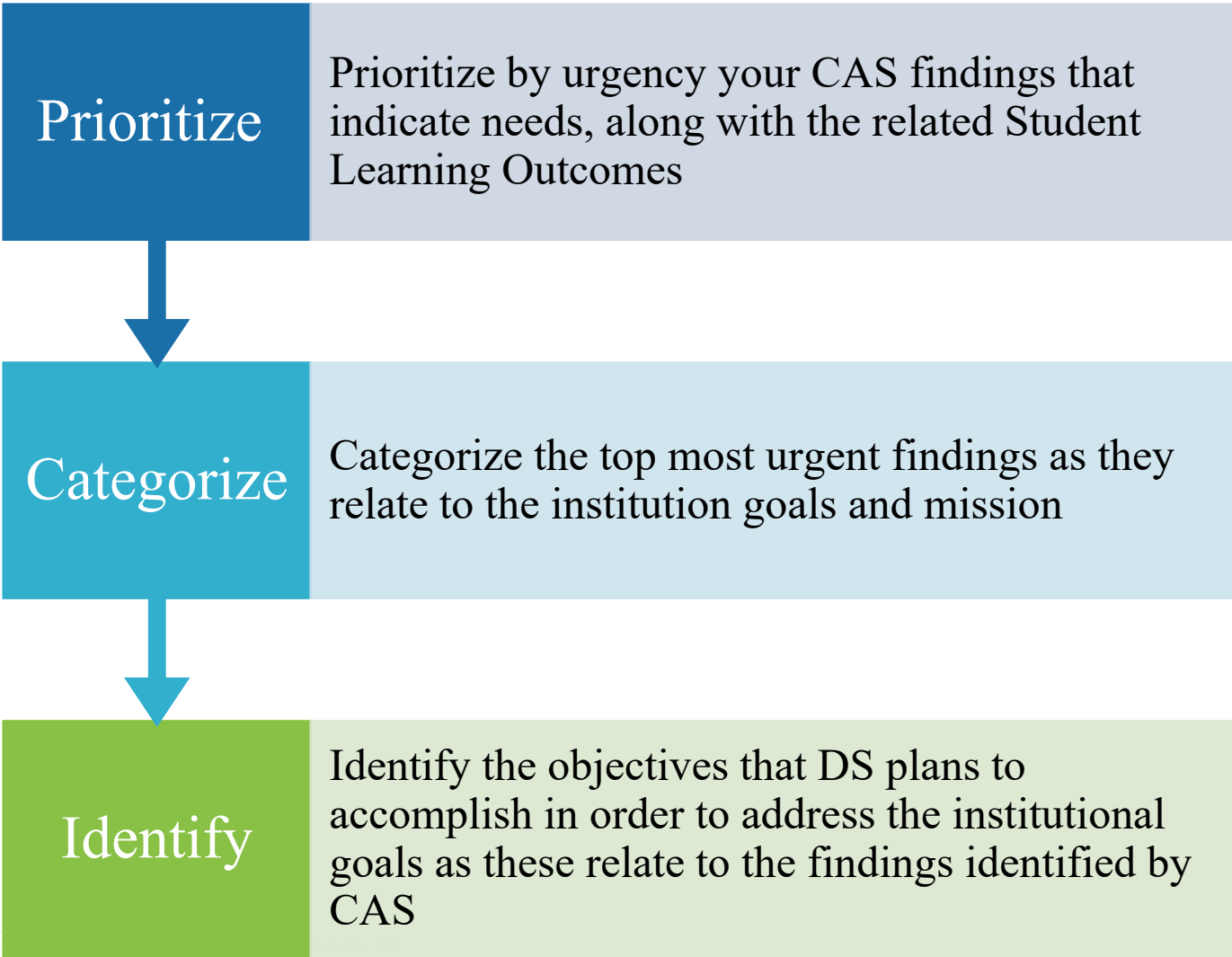- Identifies program successes and program opportunities

Tools for Developing a Strategic Plan

- CAS results. No matter where you are in the process of strategic planning, you can plug in the information gathered in a CAS review so that it becomes an ongoing part of the process

- Student Learning Outcome Goals, particularly those developed during your CAS review

- Your institution's Mission Statement and Strategic Plan

- Team Approach:
  - Provides an opportunity for the entire team to participate
  - Promotes team "buy-in"
  - Facilitates the inclusion of unique perspectives and needs of individual team members, generating creative ideas

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(More) Tips for Developing a Strategic Plan

Tie	Tie it to your Institution's Strategic Plan, showing how your Strategic Plan supports the Institution's Plan
Focus	Keep it focused, targeted and brief (no more than 3-6 goals)
Review and Assess	Review and assess progress often
Learn	Learn from objectives that did not produce the intended results and revise accordingly

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Steps of Drafting a Strategic Plan Using CAS Standards and Student Learning Outcomes

Prioritize — Prioritize by urgency your CAS findings that indicate needs, along with the related Student Learning Outcomes

Categorize — Categorize the top most urgent findings as they relate to the institution goals and mission

Identify — Identify the objectives that DS plans to accomplish in order to address the institutional goals as these relate to the findings identified by CAS

Steps of Drafting a Strategic Plan,
continued 1

- Describe the action(s) that DS plans to take in order to accomplish the objective and meet the goal
- List the methods of assessment to be used to assess the progress **(include the method, the instrument, and the schedule)**
- Identify both the key individual who is responsible for keeping the plan on schedule, as well as the timeline you will follow

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Steps of Drafting a Strategic Plan,
continued 2

▶ Indicate your findings

▶ Describe your next course of action, based upon the findings

▶ OPTIONAL: Include potential budget impact for fiscal planning

　　○　Example: indicated need for additional staffing or additional technology

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DRS Standards – Part 2 Program

Scope of DRS *must* include five components

1. Appropriate and relevant office policies, procedures, and practices

2. Individual consultation, accommodation, and service

3. Proactive dissemination of information

4. Institution-wide education, consultation, and advocacy

5. Guidance and technical assistance to the institution on disability-related laws and regulations

CAS Program Section incorporates Student Learning and Development Outcomes

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SLO as an element of the Program

- Programs and services…
  - Must promote student learning and development outcomes
  - Must identify relevant and desirable student learning and development outcomes
  - Must assess outcomes
  - Must provide evidence of their impact on student learning and development
  - Must articulate how they contribute to or support student learning and development

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From a Spring 2016 AHEAD Survey

The following were all given as "SLO" examples:

- *"X" percent of first year students who attended monthly meetings with DS staff will demonstrate higher GPAs and use of services compared to those students who did not*
  - This outcome describes what the program is doing, not what a student has come to know, do, or value

- *Provide educational activities to increase disability awareness*

- *Assist students to gain independence and self-sufficiency*

Multi-Use "FLO" Survey Example

"Faculty demonstrate the ability to add an ALT tag to an image"

- Program Outcome:
  - *Educate Faculty about the process for creating accessible electronic materials.*
  - Opportunity to achieve: Workshops on accessible document creation.
  - Outcome Measure: How many faculty members come to the training and rate it as "X" value?
- Faculty Learning Outcome:
 - *Faculty successfully demonstrate or verbalize how to insert an ALT tag into a document.*

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Key to remember for all SLOs: Focus on the Learner

As a result of our services, what do we want students to demonstrate that they…

- *Know* (cognitive SLO)
- *Do* (behavioral SLO)
- *Value and appreciate* (affective SLO)

Importance of Program in creating SLOs

1. Program element leads to SLO

Program Element → SLO
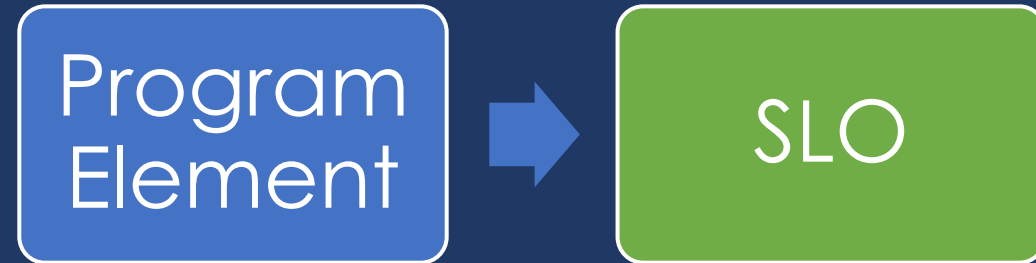
2. Concept/goal leads to SLO that is then mapped back to program elements

Broad Concept → SLO → Program Element

PO to SLO Example

Program Outcome: "Educate students about appropriate application of accommodations."

- Where/How outcome will be met
  1. Initial meeting with DS Professional
  2. DS Website
  3. Emails/reach out from DS
- When/By when should this be achieved?
  - End of student's 1st semester
- Related Student Learning Outcome:
  - "Based on their experience with DS, students with alt format accommodations will understand the process for requesting alternate format materials."

Integrating SLOs with Program Outcomes

What should be the result of our work?

- Program outcomes (e.g., percentage of students reached)
- Operational outcomes (e.g., reduced wait-list time to appointment)
- Student learning and development outcomes (e.g., intrapersonal development/integrity/ethical decision-making)

Important to balance focus on student learning and development outcomes with focus on program outcomes

- Are our programs and services organized and run effectively to achieve the intended outcomes?
- Are the intended outcomes achieved?

Providing the opportunity for success

- How are we providing opportunities for students to meet or achieve the SLOs we set forth?

- Are our SLOs in agreement with our office's strategic plan?

- Does thinking about having successful outcomes, either for program components or student learning, conflict with the traditional DS "access only" perspective?

Other Types of Program Outcomes

- Ensuring we are achieving our mission
  - Campus education
  - Legal compliance
  - Disability scholarship

- Strategic Planning

- Improving internal efficiency and effectiveness

- Developing new/updated processes

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Tips on Developing PO's

01

Avoid compound POs, e.g., "Educate the University Community about ADA compliance, diversity, and inclusion."

02

As you are developing each PO, think about where and when the opportunities for the outcome to be achieved will occur

03

When writing an PO, think about how you might *measure* whether or not the PO has been achieved

- Use multiple means
- Qualitative and quantitative data can both be useful

S.M.A.R.T.

Specific
- Clear and definite terms describing expected abilities, knowledge, values, attitudes, and performance.

Measurable
- It is feasible to get the data, data are accurate and reliable; it can be assessed more than one way.

Aggressive but attainable
- Consider stretch targets to improve your program.

Results-oriented
- Describe what standards are expected of your program, staff, student numbers or response rate.

Time bound
- Describe where you would like to be within a specified period of time.

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Example 1 – Program Outcome

Specific Goal or Objective	Specific Program Outcome	Where outcome can be met	When or by When Outcome must be met	Outcome Measures	Data Instruments	Minimum Performance Criteria for Success	Findings	Potential Action(s) Based on Data
DRS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.	**Partner with University Stakeholders to educate the University Community about the intersectionality of disability and race/ethnicity**	• Virtual Student Orientations • Virtual Department and/or College workshops • One-on-one consultations (upon request)	• Ongoing • On a semester basis	• Feedback from virtual workshops and trainings • Responses to end-of-semester climate survey • Small survey at end of training	• Tracking number of Faculty/ Administrator contacts with DS from each semester • Measuring the learning over time through comparison of survey data	• 95% of participants report accurate knowledge at the end of each semester • Increase number of participants by 20% by the end of each semester		• Update and expand workshop training based on reported performance criteria. • Report out on number of total participants over time (annually)

Specific Goal or Objective	Specific Program Outcome	Where outcome can be met	When or by When Outcome must be met	Outcome Measures	Data Instruments	Minimum Performance Criteria for Success	Findings	Potential Action(s) Based on Data
Technology User Engagement	**As a result of training from DS students will utilize remote test-proctoring services as needed.**	• Begins with first DS interaction • Is ongoing: meetings, emails, website, phone calls, etc. • Interaction with test-proctoring software training tools	• Once student receives an Accommodation Letter (and ongoing) • After initial interaction with DS Professional	• Tracking of student-reported access issues. • Utilizing software data to identify errors in sign-up/usage weekly • Students verbalize an understanding of software use once their Accommodation Letter is received (weekly)	• DS Professional rating after initial interview • Decrease in usage errors in remote proctoring software usage	• Weekly decline in usage error reports of 20%		• Inform and improve training and resources for software use. • Report out on percentage of decrease of time (semester)

Scheduling Zoom Appointments with DS Office OR How to Coordinate Remote Proctoring – Apply and Try!

- Specific Goal or Objective
- Specific Program Outcome
- Where outcome can be met
- When or by When Outcome must be met
- Outcome Measures

- Data Instruments
- Minimum Performance Criteria for Success
- Findings
- Potential Action(s) Based on Data

Fundamental Questions of a 360 Assessment

Program Evaluation: What is the effect of our work on students?	How are they different as a result of interacting with our programs and services?	How do we know?	How do we demonstrate their learning?
What and how do we measure?	Is the program or service functioning effectively to achieve its mission?	What evidence is available to support the determination? (Learning and development outcomes are part of this evidence)	How is evidence used to make program decisions?

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Program Outcomes and Assessment

Well developed and structured program outcomes provide the basis for assessment.

The hard work is done!

Follow your own plan:
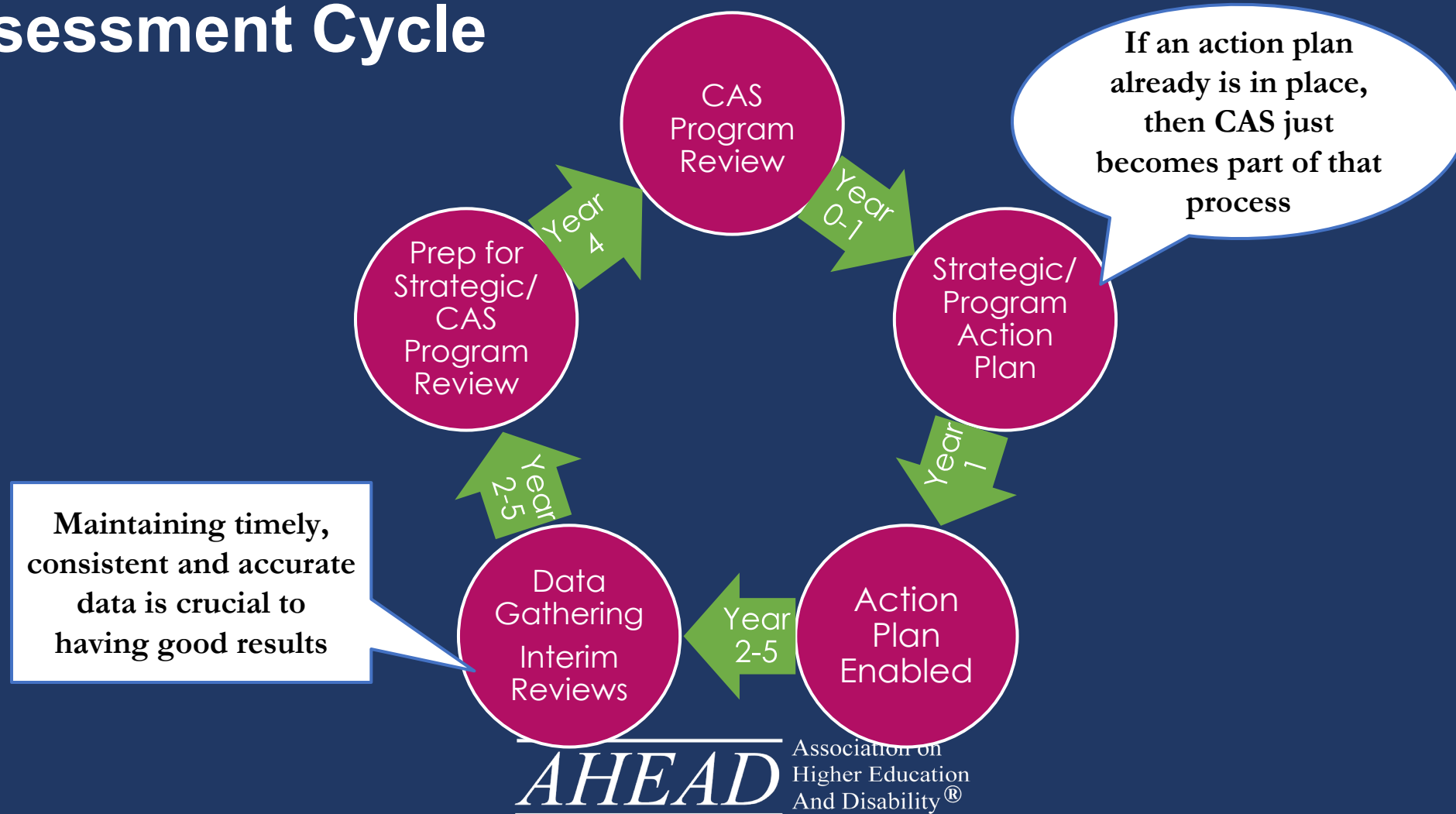
Use identified data instruments

Collect data

Aggregate data in relation to identified minimum performance criteria and desired outcome measures

Create a report of your findings

Create an action plan, related to your data, to move forward

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CAS as Part of an Ongoing Planning and Assessment Cycle

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CAS Program Review

Prep for Strategic/ CAS Program Review

Strategic/ Program Action Plan

Data Gathering Interim Reviews

Action Plan Enabled

Year 4
Year 0-1
Year 1
Year 2-5
Year 2-5

If an action plan already is in place, then CAS just becomes part of that process

Maintaining timely, consistent and accurate data is crucial to having good results

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Results from Effective Program Assessment

Measure program and service effectiveness

- Enhance institutional self-studies
- Prepare for accreditation
- Establish credibility and accountability

Design new programs and services

Framework for effective programs

Commonly identified set of learning outcomes

Devise staff development

Inform budget allocation

Guide strategic planning

Professional Outcomes

- Adopting an outcomes perspective, whether for DS program components or student learning, has professional upsides
  - DS professional now relates to peers in other student affairs units
  - Shared vocabulary facilitates communication and professional regard
  - Leadership opportunities beyond DS open
  - Consultation and collaboration amongst peers facilitates DS program outcomes for campus education

Questions?

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Session Evaluation

- [Link to Session Evaluation Form](tinyurl.com/AHEAD2020-SessionEval)
tinyurl.com/AHEAD2020-SessionEval

- Your feedback helps shape future programming.

- Thank you for attending!

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