

Stark State College
Disability Services Assessment Biennial Report

Program/Department Name: Disability Support Services
Individual Completing Report: Kathy Bernstein
Date 5/31/12

Program/ Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes No

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes No

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes No

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes No

5. Review Process

Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes No

6. Proposed Actions

Are recommendations acted upon?

Yes No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

7. Improvements

Have actions resulted in documented improvements in student learning or academic/ student services?

Yes No

If no, what are the proposed action steps to meet the Criteria?

A formal partnership with the Career Development office resulting in a stepped up career advising model will be developed.

Systems to explore being able to schedule appointments in a more timely manner will be explored and implemented.

DSS satisfaction survey instrument will be improved and a confidential method to return the survey will be developed.

Accessibility of physical grounds, website, and videos shown in the classroom and through e-learning will be explored and improvements necessary will be initiated.

The value of having a DSS advisory committee will be explored.

Additional training will be scheduled for community partners to include topics requested during the focus group.

Materials for instructors explaining how to best accommodate students will be improved.

What is the proposed timetable for the action steps?

The action steps will be addressed during the 2012-2013 academic year.

Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc.)	National (Professional Org., accrediting group, etc.)
Goal 1, Outcome Measure 1 DSS Satisfaction Survey	Yes	No	X		
Goal 1, Outcome Measure 2 Conferences- Best Practices	N/A	N/A			
Goal 1, Outcome Measure 3 Case Studies	No	N/A			
Goal 1, Outcome Measure 4 CCSSE Survey	Yes	Yes			X
Goal 2, Outcome Measure 1 Focus Group with Students	No	N/A			
Goal 2, Outcome Measure 2 DSS Satisfaction Survey	Yes	No	X		
Goal 3, Outcome Measure 1 Survey of Partner Satisfaction	No	No	X		
Goal 3, Outcome Measure 2 Focus Group with Community Partners	No	No	X		
Goal 4, Outcome Measure 1 ACT Student Opinion Survey	No	Yes (survey norms)	X		X
Goal 4, Outcome Measure 2 CAS Standards Evaluation	No	NA			X
Goal 4, Outcome Measure 3 Support Services Effectiveness Survey	No	No	X		

Student Service Goals

Goal 1 To provide information, academic accommodations, advising, and support services

Goal 2 To empower students through advocacy

Goal 3 To maintain community partnerships

Goal 4 To continuously enhance the quality of Disability Support Services

Summary Narrative

The Disability Support Services department at Stark State College serves over 1,000 students and provides equal access to educational programs and services for all qualified students with disabilities. The Disability Support Services staff assists students by providing academic support services and accommodations, academic advising, admissions and financial aid assistance, and career guidance. The college's Disability Support Services Office coordinates various services with academic and non-academic offices and serves as a liaison between the College community and state and local agencies.

Many different instruments and methods of assessment were used to evaluate the effectiveness of the Disability Support Services department over this assessment period. The ACT Student Opinion Survey and the Community College Survey of Student Engagement (CCSSE) Survey were administered in 2011, and a student satisfaction survey developed by the DSS office was administered in fall of 2011 and spring of 2012. Staff and faculty at Stark State College participated in a Support Services Effectiveness Survey in 2012, and a community partner satisfaction survey was developed by DSS and administered in 2012 as well. The department also held a focus group with students and another focus group with the community partners with whom we work. A case study assessment was performed on four students using a rubric, and the DSS staff participated in a review of CAS standards. Results of all of these assessments as well as the best practices gleaned from information presented at relevant conferences were reviewed and are in the process of being incorporated into the department's protocol.

The overall satisfaction with the department's services was very high among all factions of college and with the community partners. It did become apparent, however, that there are some areas of improvement needed to enhance the quality of services from this department. One area that will be targeted for improvement over the course of the next year will be staff availability, as both the DSS Satisfaction Survey and the Support Services Effectiveness Survey showed slight dissatisfaction with this area. Over the next year the department will develop methods of meeting with students and faculty in as timely a way as possible. Walk-in days and shorter appointment times will be considered, as will other methods to expedite the wait to see a counselor. Another area of improvement needed is that departmental satisfaction surveys will be returned to a "locked box" instead of to the administrative assistant, to maintain anonymity and to improve reliability. The instrument itself has recently been reviewed and updated as well to give the department the most pertinent information possible.

A need in the area of empowering students revealed through the case studies was the wish of students to have more career guidance and advising coming into college and through the college experience. The DSS department will work this year on a more comprehensive partnership with the Career Development office and a formal protocol for assisting students in this area.

In regards to assessment of the goal of maintaining community partnerships, DSS continues to work with numerous community partners and stakeholders in order to enhance quality of life and improve services for students with disabilities. As many students with disabilities are working with school staff, vocational agencies, mental health agencies, and/or other relevant partners, DSS continues to collaborate with each in order to best serve students requesting accommodations at the college level. As a result of the Community Partner/Stakeholder Focus Group conducted, it was determined that students with disabilities continue to benefit from this collaboration as each entity has a primary function in the overall service to the student. The partners have requested training be provided in the areas of college expectations of students and academic accommodations appropriate in postsecondary institutions. They have also requested updates on major changes in our department and college. DSS staff will present requested subjects over the next assessment period and will update the partners as needed. In order to promote retention and success for students with disabilities, DSS will continue to participate in this collaboration and work to improve services for these students.

Overall, the DSS department has some clear steps to take to improve the efficacy and the efficiency of the department and the services to the students who are served by this area. The fourth and final goal encompasses the mission of the department; to never rest on the laurels of having the reputation of a first-class institution in the area of providing support to students with disabilities, but to work at continually modifying and refining the services and procedures to help students attain the career and the life they desire.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To provide appropriate information, academic accommodations, advising, and support services

Outcome Measure 1: DSS Satisfaction Survey

Terms of Assessment: Summer _____ Fall X Spring X Annual _____

Findings: Ten students who utilize Disability Support Services were surveyed in the Fall, 2011 and Spring, 2012 semesters. The survey consisted of twelve questions designed to give feedback to how satisfied the students were with the quality of the services provided, friendliness of staff, availability of staff for appointments, and access to the college as a whole. While most of the items were rated “superior” for both semesters the survey was administered, the item regarding availability of DSS counselors for appointments or walk-ins had three students each semester who rated this item at less than “superior”, but still “good” or “excellent.”

Review Committee/ Process: Assessment results are reviewed with DSS staff every Fall and Spring semester and with the VP of Student Services annually.

Proposed actions for next term/academic year: Administrative assistant and student workers will be encouraged to attempt to schedule students requesting an appointment within a two day timeframe for urgent matters, and a week for standard concerns. In addition, the survey will be updated and improved, with input from the DSS staff and several students. The surveys will be returned to a “locked box” rather than a person to ensure reliability in responses.

Improvements: To be determined during the next two year assessment cycle.

Outcome Measure 2: Conferences - Best Practices

Terms of Assessment: Summer _____ Fall X Spring X Annual _____

Findings: Conferences attended included the Institute on First-Year Student Success in the Community College sponsored by the National Resource Center, OACC’s Statewide Symposium on the Student Success Agenda, and conferences sponsored by OH-AHEAD (Association of Higher Education and Disability) focusing on ADAAA updates relative to documentation and other accessibility concerns and

DSM-TR IV updates. All of these conferences were useful in providing information to help keep the DSS department current in knowledge of the ADA as Amended, and provided useful strategies to enhance the department's ability to work more effectively with students in terms of evaluating documentation to provide appropriate accommodations, and to encourage behaviors that have been linked with student success.

Review Committee/ Process: Information gleaned at these conferences was shared with DSS staff.

Proposed actions for next term/academic year: Staff will attend a conference designed to keep abreast of the field of disability support and student success in higher education. We will put into practice and into our website and handbook the information we have learned over the last year from the conferences, to include the new ADA updates. In addition, DSS will continue to educate faculty and staff on best practices.

Improvements: To be determined by the actions the department takes as a result of attending these conferences.

Outcome Measure 3: Case Studies

Terms of Assessment: Summer _____ Fall ___2011___ Spring _____ Annual _____

Findings: During the Fall, 2011 semester, a case study assessment was performed on four students using the Personal Growth and Responsibility Rubric developed by SSC's Retention Counselor/Facilitator. Each student was served by the Disability Support Services department and had significant disabilities for which they were receiving intensive academic, career and personal support and intervention. The value of using the rubric was that this instrument quantified the sessions with the DSS staff members, and provided a frame of reference to gauge areas of improvement or difficulty. A noteworthy finding was that the depth and variety of services each student was provided definitively supports the department's goal of providing appropriate information, academic accommodations, advising, and support services. Another important finding was that all four of these students required intensive career guidance and advising as an intervention, and three of the four required academic accommodation information and processes reviewed.

Review Committee/ Process: Results shared with department and VP

Proposed actions for next term/academic year: The DSS department will stay current regarding majors and career guidance strategies and tools, and will keep well-informed regarding academic accommodation strategies and processes. Enhanced partnership with the Career Development department to be established and career exploration and advising will be a part of the intake meeting for every student new to SSC.

Improvements: To be determined during the next two year assessment cycle.

Outcome Measure 4: CCSSE Survey

Terms of Assessment: Summer _____ Fall _____ Spring __2011___ Annual _____

Findings: The Community College Survey of Student Engagement (CCSSE) Survey uses a set of benchmarks to evaluate performance covering 38 engagement items. As the two charts below indicate, our percentage of students who are Somewhat /Very Satisfied with the Student Services area of Disability Services varied little between the 2011 and 2008 surveys as did the other items assessed for our department. This data shows consistency and a fairly strong performance. It also was heartening to

review that Stark State College was able to score at the goal of 70th percentile for the Support for Learners benchmark (where DSS falls) in the 2011 survey, up from the 60th percentile in 2008.

Student Services Summary Data 2011

Student Service	Very Important	Rarely/ Never Use	Somewhat/ Very Satisfied
Disability Services	50%	82%	72%

Student Services Summary Data 2008

Student Service	Very Important	Rarely/ Never Use	Somewhat/ Very Satisfied
Disability Services	46%	81%	71%

Review Committee/ Process: The results of these surveys were reviewed with the DSS staff.

Proposed actions for next term/academic year: The DSS department plans to maintain our high standards of service provision and continually assess for ways we can improve our engagement of the students with whom we work. We will continue to advise on disability, career, and academic issues, and provide support as needed.

Improvements: N/A

Goal 2: To empower students through advocacy

Outcome Measure 1: Focus Group with Students

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: Seven students participated in a focus group facilitated by a faculty member and a DSS staff member. While the students as a whole felt SSC was more accessible than many colleges, there was still some room for improvement noted. Physical accessibility was a concern expressed in this group, with insufficient handicapped parking, frequently nonworking push plates on some exterior doors, and lack of handicapped accessible tables in all the labs and cafeteria being issues discussed. It was also suggested that all of the computer labs at SSC have accessible software readily available.

The group also discussed that while overall the faculty tries to accommodate the students in learning, some faculty are not knowledgeable about how to provide the accommodations or how to keep matters confidential.

Review Committee/ Process: Results reviewed with staff.

Proposed actions for next term/academic year: As the issues of students having difficulty finding handicapped parking places and with there being no push plates or occasionally nonworking plates on some exterior doors have been discussed with appropriate personnel, there will be no proposed actions on these issues for the next term. Possible solutions for monitoring handicapped parking better have

been discussed, but this is not an area of control for DSS. We will encourage students who have difficulties with these issues to use self- advocacy and directly contact the department(s) responsible.

As there are a limited number of accessibility software licenses available, we will also work with the students to be self-advocates and let us know where they would like this software loaded at the school.

Additional information will be disseminated to faculty regarding the importance of confidentiality when working with students who are eligible to use academic accommodations, as well as clear information regarding how to provide these accommodations.

Improvements: To be determined during the next two year assessment cycle.

Outcome Measure 2: Disability Support Services Survey

Terms of Assessment: Summer _____ Fall 2011 Spring 2012 Annual _____

Findings: The question in this survey which specifically addressed this goal was, “Have you been encouraged by DSS counselors and support staff to develop your independence in accessing classes and services throughout the college?” The response from the students for both times the survey was administered was 100% positive for this item. This positive result indicates that the goal of empowering students is strongly supported by our work with the students and their opinions of our efforts.

Review Committee/ Process: These results were reviewed with DSS staff.

Proposed actions for next term/academic year: None deemed necessary at this time.

Improvements: N/A

Goal 3: To promote student quality of life through community partnerships

Outcome Measure 1: Survey of Partner Satisfaction

Terms of Assessment: Summer _____ Fall _____ Spring 2012 Annual _____

Findings: We surveyed ten community partners about their level of satisfaction with our department, specifically in the areas of communication with and availability of staff. We received predominately positive input from this survey as 100% of the respondents indicated extreme satisfaction with staff availability and 90% reported extreme satisfaction in the area of communication, with 10% reporting being somewhat satisfied in this area.

Review Committee/ Process: Reviewed with DSS staff.

Proposed actions for next term/academic year: None needed.

Improvements: N/A

Outcome Measure 2: Focus Group with Community Partners

Terms of Assessment: Summer _____ Fall 2011 Spring _____ Annual _____

Findings: In December 2011, DSS conducted a Community Partner/Stakeholder Focus Group to assess knowledge of DSS services/accommodations and collaborate on improving Stark State students’ quality of life through community partnerships. Each of the participating team members currently serves individuals with disabilities in the surrounding counties in a variety of educational and vocational

settings. The Focus group questions were developed by DSS staff and the discussion was facilitated by Stark State’s Retention Counselor. As a result, there were numerous findings that address the impact of community partnerships and quality of life for students with disabilities in the college environment. First, the members present were able to identify the primary services offered by DSS and had a general level of understanding of how to assist students to access these services. It was also noted that presently, in order to improve student success and retention, DSS collaborates with many local agencies and schools to serve each student most effectively. As many of the focus team members assist students with preparing for post-secondary education, it was requested that additional training be provided regarding differences between high school and college level expectations and potential college accommodations. It was also noted that many students with disabilities are served by multiple agencies and that ongoing collaboration/education would continue to benefit Stark State students.

Review Committee/ Process: Results shared with the department and VP

Proposed actions for next term/academic year: Department to continue to collaborate with community partners regarding quality improvement topics and individual student cases in order to most effectively serve students. Additional training to be scheduled for community partners to include topics requested during the focus group.

Improvements: To continue to be assessed through staff meetings and annual Community Partner/Stakeholder meeting

Goal 4: To continuously enhance the quality of Disability Support Services

Outcome Measure 1: ACT Student Opinion Survey

Terms of Assessment: Summer _____ Fall _2011 _____ Spring __ Annual _____

Findings: The ACT Student Opinion Survey is administered every three years, with the initial administration occurring in 2008. The following chart represents the additional questions asked pertaining to the DSS department during the 2011 ACT SOS. Interestingly enough, the DSS department serves approximately 10% of the students enrolled at the college, and approximately 10% of the survey participants answered these items specific to DSS. This survey indicates that 96% were Very Satisfied or Satisfied with the fact that recommended accommodations were provided, 89% were satisfied or very satisfied with the availability of staff, and 94% were pleased with the overall quality of services. In comparison, the ACT SOS of 2008 found that 99% of respondents were satisfied or very satisfied with the overall quality of services. This 3% decrease is not statistically relevant, but will be monitored in 2014 by this same survey.

Students were asked to select the most appropriate response for each item. Does not apply and blank responses were excluded from satisfaction percentages.

		# Respondents	Very Satisfied/ Satisfied	Dissatisfied/ very Dissatisfied
Disability Services	Recommended Accommodations are Provided	606	65	3
	Availability if staff for appointments and assistance	632	64	8
	Overall Quality of services	637	66	4

Review Committee/ Process: Results of both the 2008 and the 2011 ACT Student Opinion Survey were reviewed with the DSS staff.

Proposed actions for next term/academic year: The key issue that will be targeted for improvement will be availability of staff for appointments and assistance, as DSS received a rating of 11% of students who were Dissatisfied or Very Dissatisfied with this item. The department will meet to discuss effective strategies to improve availability.

Improvements: To be measured in next assessment cycle.

Outcome Measure 2: CAS Standards Evaluation

Terms of Assessment: Summer _____ Fall _2010__ Spring _____ Annual _____

Findings: There were several positive trends gained from a review of this evaluation. One was that DSS does an excellent job in fulfilling its mission for equal access. We provide leadership and information to the campus community as reflected by recent surveys, have a clear set of policies and procedures, and have adequate funding and staffing to meet our goals. Our mission statement reflects the institution's mission, and we meet regularly with students to ensure they receive reasonable and appropriate accommodations.

One area of weakness noted in our trend analysis of this evaluation is that it is difficult to keep up with regular evaluations of the campus for physical accessibility issues, perhaps due to the significant growth in the number of students at the college over the last several years. Of particular note is the lack of accessible shuttle transportation to the ATC building and the reality that maps and signage don't show accessible exit routes or denote where handicapped parking exists. Another deficit is that there is no formal system in place to address accessibility of purchased technology, e-learning courses, the college website, and videos used in the classroom setting. The final deficit of note is that there is a lack of private rooms in which students can test with a reader or scribe, or use assistive technology more effectively.

Review Committee/ Process: The director and counselors of DSS were involved in the evaluation of CAS standards. We were pleased we met most of the CAS standards successfully and discussed the areas that needed improvement, which will be addressed as time allows.

Proposed actions for next term/academic year: We plan to continue to provide excellent services to our students. We will be looking at remote captioning to improve our process for addressing technology needs and will continue to work on accessibility of distance learning. We will also explore the initiation of an advisory committee comprised of faculty, staff, students, and community members. We will continue working with the maintenance/grounds department to address physical accessibility issues and with other departments to continue ensuring the accessibility of our website, e-learning components, and videos used in the classroom setting.

Improvements: To be determined during the next two-year assessment period.

Outcome Measure 3: Support Services Effectiveness Survey

Terms of Assessment: Summer _____ Fall _____ Spring 2012 Annual _____

The Support Services Effectiveness Survey of 2012 had 366 respondents, 53% of whom were full-time or part-time faculty, and 47% who were full-time or part-time staff.

Findings: The results of DSS’s additional scaled question for this survey are indicated below. This measure shows that the faculty and staff who responded to this survey view the Disability Support Services Department as supportive.

Disability Support Services is supportive with concerns about students

Item N	Pct.
267	96%

Findings from the survey pertinent to the DSS area:

Disability Support Services

	Score	Grade
Meets personally with you	3.46	B+
Speaks by phone with you	3.51	A-
Provides help when needed	3.58	A-
Exhibits solid understanding of issues	3.51	A-
Provides accurate, helpful information	3.51	A-
Shows courtesy and respect	3.63	A-
Demonstrates appropriate level of confidentiality	3.70	A-
Responds in timely manner	3.54	A-

Most Frequent Summarized Additional Comments by Department

Disability Support Services	N = 31	Helpful/Excellent (n = 15)	Do not use (n = 3)
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As the above findings suggest, the Disability Support Services Department has scored well in all of the variables. The lowest grade in any area was a B+ in the item regarding whether the DSS staff meets personally with survey respondents.

Review Committee/ Process: The results of this survey were shared with DSS staff.

Proposed actions for next term/academic year: In the quest to continuously enhance the quality of the services provided by this department, we will stress to faculty the availability of DSS staff to meet in person or via a telephone consultation if needed. We will also get a list of the additional comments submitted by faculty and staff to see if there is valuable information which could lead to improvements in our services.

Improvements: To be determined during the next two year assessment period.

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes No

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes No

Comments:

Was research conducted and findings determined for each goal?

Yes No

Comments:

Is there a review process in place for the department/ service area?

Yes No

Comments:

Are action steps outlined where applicable?

Yes No

Comments:

Was the self-assessment and action plan completed?

Yes No

Comments:

Was the assessment measures inventory completed?

Yes No

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, and artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct Measures of Student Learning/Services*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]