

## Assessment of Program Outcomes Report Form A-2

**Ed. Support Unit: Disability Services**  
(Educational Support Unit)

**Fall 2004 - Present**  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Outcomes**. You may not assess every program outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, or attitude did your program intend to offer or enhance relative to student learning and development?)

1. Organization and administration of disability services policies and procedures that enhance student access and equity to curricular and co-curricular programs, activities and services at Prairie View A&M University.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

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| <ol style="list-style-type: none"><li>1. Provided assistive technology devices and services.</li><li>2. Coordinated Inter-agency student tuition support from 3<sup>rd</sup> party agencies such as DARS for tuition and books.</li><li>3. Provided student advising services in areas housing, FASFA website identification, wellness, time management, and goals clarification.</li><li>4. Opened a computer laboratory. Referred students for tutoring in core and major classes.</li><li>5. Opened a diagnostic testing office for students who suspect that they may have a learning disability.</li><li>6. Hired a full-time Educational Diagnostician.</li><li>7. Provided letters of accommodations to faculty notifying them of legally documented disabilities and appropriate classroom accommodations.</li><li>8. Updated website to convey current changes in federal policies, institutional grievance policies, and local staff directory information.</li><li>9. Developed high-quality Disability Services Student Handbook and Faculty Advising Guide. Distributed to faculty and students.</li><li>10. Collaborated and partnered with university offices to build ramps, retrofit showers, make available special dietary meals, 1<sup>st</sup> floor housing, and medical considerations.</li><li>11. Publication and dissemination of Diagnostic Testing and Disability Services Newsletter.</li></ol> |
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**3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (Satisfaction Surveys, mock interviews, activity evaluations, focus group product, After-the-Trip Impact Statement, Internal and/or External Audit, Case Studies, Project Participation rates, Percentage increases, Attendance, Completion rates, etc.). Briefly explain the means or measure and how you determined achievement.

The Office of Disability Services published and disseminated a publication entitled, "Office of Diagnostic Testing and Disability Services Student Handbook and Advising Guide" in the Summer of 2008.  
Student Satisfaction Survey  
Student Participation Rates

**3b. Results/ Findings.** (How did you do?)

Quantitatively, the office published and disseminated more policy, procedures and accommodation letters and our satisfaction survey was completely revamped and posted to the web.

**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.

**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.

**3c. Use of Results to Improve Unit Services (How did you use the findings?)**

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

In 2006-07, data suggested that 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.

**5. Documentation** (Where is the evidence located? (e.g. Vice President's Office, Office of the Associate Provost, Director's Office, Assessment Coordinator's Office, etc.?)

Student Survey may be located at Student Affairs homepage at [www.pvamu.edu](http://www.pvamu.edu). (Disability Services and Diagnostic Testing).

Faculty Survey may be accessed at Faculty Awareness Survey URL:

<http://survey.pvamu.edu/survey.aspx?surveyid=34>.

Also, all print copies can be viewed in the Office of Disability Services in Evans Hall, Belinda Lewis or Kay Norman at ext. 3583 Student Sign-In sheets, participation logs and contact sheets (September 2006-present) are located in office of Disability Services Specialist, Belinda Lewis.

## Report Form A-2 Assessment of Program Outcomes

Diagnostic Testing and Disability Services  
(Educational Support Unit)

Spring 2006-07  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

**1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

2. Maintenance of qualified staff to ensure the quality and effectiveness of DS programs.
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**2. Strategies Used to Meet Program Outcome** (What did you do?)

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| <ol style="list-style-type: none"><li>1. Membership in AHEAD</li><li>2. Attendance at TAMUS Student Affairs Symposium and Counterpart Sessions</li><li>3. Subscription to current DS literature which communicates innovative programs and services related to students with disabilities.</li><li>4. Rotated lunch breaks so that office is manned continuously.</li><li>5. Administer regular satisfaction surveys to check pulse of customer services within the office.</li></ol> |
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**3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Office of Diagnostic Testing and Disability Services Satisfaction Survey
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**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Assessment results (AY06-07) rated customer service and staff quality at 97.5% effective. See annual assessment updates and item analysis of 06-07 data which is attached.
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**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

While the overall quality of our services was rated as outstanding, a more sober look at
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the narrative comments indicate that we should increase our assistive technology support supplies (carbonless notebooks, tape recorders, books on tape, etc.) and form an office email account that will serve as a 24/7 source of contact for office. Lastly, survey will be modified to elicit more narrative comments on evaluation scores in excellent range. We can only get better if we have direct information explaining the why of excellence and service.

- 5. Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)\*

AY 2006-07 Survey raw data and summary as well as former and newly revised survey instrument located in office of Dr. K. F. Norman, Director of Student Support Services, Evans Hall, rm. 319.

**Report Form A-2**  
**Assessment of Program Outcomes**

Diagnostic Testing and Disability Services  
**(Educational Support Unit)**

Spring 2007  
**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

1. **Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Outcome 3. Provision of advocacy and awareness materials and services campus-wide and in the local community.

2. **Strategies Used to Meet Program Outcome** (What did you do?)

1. Published and disseminate the PVAMU Student Handbook and Faculty Advising Guide.
2. Updated Disability Services Website information
3. Updated campus-wide ADA Grievance Procedure.
4. Printed and electronic resources on disabilities available in on-campus DS Resource Library.
5. Participated in Transition Fair and College Night programs sponsored by local ISDs.
6. Referred students with disabilities to community resources such as DARS, etc. for services for which they may have been eligible.
7. Participated in on-campus awareness events such as New Student Orientation, Red Ribbon Week, Majors Fair, Pantherland Day, classroom speaker's bureau.
8. Sponsored 3 grant activities which focused on promoting sensitivity and removing attitudinal barriers for students with disabilities.
9. Conducted staff development trainings on topics such as "How to Assist Persons with Physical Disabilities", and Asperger's Syndrome.
10. Conducted faculty development training on characteristics and etiology of select disabilities and implications for classroom teaching.
11. Conducted specific disability and accommodations trainings for the College of Business.
12. Presented disability awareness session at the TAMU assessment conference entitled, "Disability Services – A Branch that Bears Fruit".
13. Continued to attend and support AHEAD, SACS, DTN and other national and state-wide organizations to gain information on best practices and innovation in providing services for persons with disabilities.

- 3a. **First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Prairie View A&M University  
Office of Diagnostic Testing and Disability Services Survey – Part 3 "Advocacy and Awareness"

- 3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Program policy and awareness efforts are effective in reaching mass audiences

- 3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

5. **Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)\*

Student Survey URL:

[www.pvamu.edu](http://www.pvamu.edu) under Student Affairs and Institutional Relations in the Disability Services section.