

Assessment Report Requirements:

1. **Outcomes and Criteria:** *At minimum*, your Unit Assessment Plan should have 3 major outcomes that represent important aspects of your AES Unit Goals. Your outcomes (University Service/Student Support/Student Learning; USOs/SSOs/ SLOs) should have a minimum of 2 criteria per outcome (minimum of 6 total criteria in the assessment plan). *Elements of the AES Unit Assessment Plan include: AES Unit Goals, USOs/SSOs/SLOs, criteria, instrument/measurement, population, and standard.*
2. **Assessment Across Unit:** Your USOs/SSOs/SLOs and criteria must assess across different areas of your unit. You may have only one type of outcome or a combination of the three depending on what your AES Unit does. If your unit is involved with student learning, you need to have at least one SLO. If your unit focuses solely on providing a service or student support, then you will more likely have USOs and/or SSOs which focus on improving the effectiveness and efficiency of your service or student support. By assessing different areas of your unit, this gives you the ability to identify weak points in your unit for unit improvement.
3. **Instruments Using Direct/Indirect Measures:** Your AES Unit Assessment Plan should include both direct and indirect measures, with direct measures being in the majority. *Direct measures* include rubrics or test scores from student learning, or data from Jenzabar, hand tallied data, etc. *Indirect measures* include surveys of students, graduates, alumni, employers, staff, faculty, etc.
4. **Analysis of Data by Staff:** All staff integral to the AES Unit will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the unit's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
5. **Surveys/Rubrics/Summaries:** Attach ALL surveys/rubrics/summaries used as Instruments/ Measures in your assessment plan in the APPENDIX at the end of the Plan/Report.
6. **Completion of Template:** *You are required to complete all sections of this report.* This is a program plan/report *template*. Modify it to match the specific elements of your unit plan. Follow the directions as written (especially the order of the analysis of each criterion/instrument) and do not change the organizational pattern of the template. This is important because it provides for a more reliable assessment of your report and *this is how it is laid out in Xitracs.*
7. **Upload to Xitracs:** **NOTE - Xitracs report templates have not been created for AES Units yet, but will be available by the start of May.** Once you have completed your plan/report using the template, open Xitracs and copy/paste your report into the appropriate places in the Xitracs report template (tutorial provided under Forms & Instructions on the Institutional Reporting tab on MyECU https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz). Once you have finished transferring your report to Xitracs, email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Xitracs, again, notify your Vice President and the Assessment Coordinator via email.*

A Glossary of Terms is available at the end of this document for clarification of most items.

Assessment Plan, Data, and Analysis

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT: East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

STUDENT DEVELOPMENT MISSION STATEMENT: Student Development at ECU provides opportunities, experiences and support to students that enhances learning, fosters belonging in the campus community, and enhances their future contributions to the world.

Testing and Accessibility Services MISSION STATEMENT: Vital to the larger mission of East Central University, Testing and Accessibility Services works to promote independence and inclusion while pursuing innovation in services for students with disabilities. We are committed to ensuring access to educational programs and activities for all students. We recognize disability as an important facet of diversity that enhances the learning experience for all students at East Central University. We will serve as a resource for the university with providing academic access to students with disabilities.

Testing and Accessibility Services GOAL(S): The goals of Testing and Accessibility are: 1) to provide the varied services necessary for students to be successful here at East Central University; and 2) provide accessibility services to the public at large while here at East Central University.

STUDENT SUPPORT OUTCOME 1: Testing and Accessibility Services (TAS) will provide necessary support to students with disabilities. (SSO)

Criterion 1.1: With all students who self-identify and contact TAS, TAS will complete the registration process from initial contact through registration.

Instrument/Measurement: Tally of students who are registered.

Population: ECU students with disabilities (permanent or temporary) who are registered with Testing and Accessibility Services

Standard: TAS will serve 5%-7% of the student population annually.

Table 1: Total Number of Students Registered with Testing and Accessibility Services

Academic Year	Total Number of Students Registered	Percentage of Student Population Served	Total Registered Fall Semester	Total Registered Spring Semester	Total Registered Summer Semester	Incomplete/Insufficient Documentation
2020-2021	94	2.60%	74	70	11	16
2019-2020	132	2.99%	102	86	11	3
2018-2019	130	3.6%	92	91	15	23
2017-2018	115	3.2%	91	86	10	ND*
2016-2017	110	2.6%	87	80	12	ND*

*No data, do not know number of students for this academic year, information was not required at that time.

Analysis:

Our goal for the year was not met. We chose 5-7% of the student population based off the average number of students with disabilities enrolled in postsecondary education, and the fact that students must self-identify and request accommodations to receive services. Once again, we did not hit the benchmark. Although faculty may not reference Universal Design for Learning, I believe that many of the classes here are structured with those principles in mind. These principles reduce or eliminate the need for some students with disabilities to seek official accommodations.

This goal should be changed. We have not met the goal since the inception of this office.

This year we had a significant decrease in the number of students who requested accommodations. I believe there are a number of factors, but the pandemic greatly affected our office.

Criterion 1.2: TAS will provide testing accommodations for students with those accommodations.

Instrument/Measurement: Tally of students registered for and using testing accommodations.

Population: ECU students with disabilities (permanent or temporary) who are registered with Testing and Accessibility Services who receive testing accommodations.

Standard: TAS will administer tests to 90% of those who have testing accommodations who schedule in our office.

Table 2: Total number of Tests administered by TAS staff

Academic Year	Number of Students with Testing Accommodations	Percentage of Students Using Testing Accommodations	Total Number of Tests	Fall Semester	Spring Semester	Summer Semester
2020-2021	69	28%	78	54	24	0
2019-2020	102	77%	291	218	73	0
2018-2019	106	52%	526	297	227	2
2017-2018	ND*	ND*	ND*	ND*	ND*	ND*
2016-2017	83	ND*	ND*	ND*	ND*	ND*

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

Our goal was met. The standard was that we proctor 90% of tests for students with testing accommodations. We provided accommodations to 100% of students who scheduled with the testing center.

The number of students who requested exams in our office significantly dropped this year. Most exams on campus were administered online with proctoring software. Accommodations such as extended time for testing were already set up online, therefore there was no need for students in these classes to utilize the testing center. The students who utilized the testing center had classes that met face-to-face. However, we did see that several students who needed reduced distraction for testing would still register with our office.

Criterion 1.3: TAS will provide alternate format textbooks for students with those accommodations.

Instrument/Measurement: Tally of students receiving alternate format textbooks.

Population: ECU students with disabilities (permanent or temporary) who are registered with Testing and Accessibility Services who receive alternate format materials as an accommodation.

Standard: TAS will provide 100% of the alternate format that is requested.

Table 3: Total number of textbooks presented in alternate format

Academic Year	Total Number of Textbooks Provided in Alternate Format	Number of students requesting books for Fall	Fall Semester	Number of students requesting books for Spring	Spring Semester	Number of students requesting books for Summer	Summer Semester
2020-2021	98	18	69	6	20	4	9
2019-2020	107	13	43	10	55	4	9
2018-2019	171	23	79	15	87	2	5
2017-2018	207	18	124	20	79	0	0
2016-2017	140	20	61	13	61	6	18

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

Our goal was met. We were able to either provide or convert textbooks in alternate format to every student with a print related disability who requested the books. However, it should be noted that not every student who has this accommodation and requested books picked them up.

When you look at this data, there doesn't appear to be a clear trend. That is probably because this is an accommodation that varies greatly depending on the students who are requesting the accommodation and the courses and major that they are in.

Criterion 1.4: TAS will provide sign language interpreting services for students with those accommodations.

Instrument/Measurement: Tally of students served.

Population: ECU students with disabilities (permanent or temporary) who are registered with Testing and Accessibility Services who receive interpreter services.

Standard: TAS will serve 100% of the deaf student population.

Table 4: Total number of Students registered who receive interpreter services.

Academic Year	Total Number of Students registered who received interpreter services
2020-2021	11
2019-2020	7
2018-2019	9
2017-2018	7
2016-2017	7

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

We met the goal. 100% of Deaf students who requested an interpreter, did receive those services. We have a fairly large population of Deaf students compared to other schools, especially other schools our size. This year saw an increase in the number of Deaf students on campus.

It should be noted that this year many of the classes were online. With captioning/transcription software we were able to serve more students.

Criterion 1.5: Overall, TAS will provide satisfactory support services to registered students.

Instrument/Measurement: Items specific to Testing and Accessibility Services found on the Annual Student Opinion Survey administered by Office of Institutional Effectiveness (see Appendix)

Population: ECU students with disabilities (permanent or temporary) who are registered with Testing and Accessibility Services.

Standard: TAS will receive an overall aggregate rating of 4.00 out of 5.00 on the specific Student Opinion Survey items.

Table 5: Testing and Accessibility Services Fall 2020 Data

Question	Number	Average	Median	Deviation
Testing and Accessibility Services staff are friendly, respectful, and helpful. How Important	37	4.81	5.0	0.62
Testing and Accessibility Services staff are friendly, respectful, and helpful. How Satisfied	40	4.80	5.0	0.52
Services provided are clear and understandable. How Important	37	4.78	5.0	0.63
Services provided are clear and understandable. How satisfied	40	4.63	5.0	0.81
The accuracy/availability of information provided is adequate. How Important	37	4.78	5.0	0.67
The accuracy/availability of information provided is adequate. How satisfied	40	4.58	5.0	0.84

Analysis:

On the Annual Student Opinion Survey, specific questions are asked about Testing and Accessibility Services. Students are asked if they have interacted with our department. Out of 509 total students 46 indicated that they have. These students then given six statements about their interactions. Students respond on a 5-point Likert scale. From 1 – Not at all to 5 -Very.

On the whole students gave us very high marks across the board.

A list of survey items can be found in the appendix.

STUDENT SUPPORT OUTCOME 2: Testing and Accessibility Services will maintain the quality of support provided to students with disabilities. (SSO)

Criterion 2.1: TAS will secure or upgrade assistive technology.

Instrument/Measurement: TAS will purchase or upgrade assistive technology once per year (or as needed) for the use of students with disabilities.

Population: ECU students registered with Testing and Accessibility Services

Standard: At least one piece of technology will be replaced/upgraded each year.

Table 6: Technology that TAS has Purchased

Academic Year	Technology Purchased
2020-2021	Swivel robot iPad
2019-2020	Swivel robots iPads Dragon Naturally Speaking Upgrade Video camera Fusion Software
2018-2019	Calculators Upgraded speakers for computers
2017-2018	Lapel Microphones Wireless Headset for Dragon Naturally Speaking Contract for CART Services
2016-2017	Micro-recorders FM System

Analysis:

We met our goal for this year. However, we will need to focus on expanding the assistive technology available on campus.

Criterion 2.2: TAS will provide training to all full time staff in order for staff to effectively and efficiently serve students registered with Testing and Accessibility Services.

Instrument/Measurement: Tally of employees attending trainings.

Population: Testing and Accessibility Services Employees

Standards: Staff interpreters will complete 10 CEU’s per year. The Interpreter Services Coordinator will obtain and maintain a national certification. The Accommodation Specialist will complete one training per year. The Testing and Accessibility Services director will attend one state and one national training each year. (As budget allows).

Table 7: Trainings TAS staff attended

Academic Year	Trainings Attended
2019-2020	<ul style="list-style-type: none"> • AHEAD National Conference • Reach Higher Summit • Great Lakes ADA Center Higher Ed and the ADA
2018-2019	<ul style="list-style-type: none"> • Sonnocent Note-Taking Technology Training • OKRID – CEU’s for Interpreters • School for the Deaf
2017-2018	ND*
2016-2017	<ul style="list-style-type: none"> • CAMI Training Conference • OKRID – CEU’s for Interpreters
2015-2016	<ul style="list-style-type: none"> • Accessing Higher Ground Conference • OKRID – CEU’s for Interpreters

Analysis:

We met this goal. Even though we have no travel budget, Kim attended the national conference. Many of the conferences that we attended were available virtually, and free. OKRID was cancelled this year due to COVID-19. The interpreters did not get their CEU's for this reason.

UNIVERSITY SERVICE OUTCOME 3: Testing and Accessibility Services will provide support to the university to make all programs sponsored by the University accessible (USO).

Criterion 3.1: Testing and Accessibility services will provide accommodations mandated under Title III of the Americans with Disabilities Act (ADAAA) to any university sponsored event.

Instrument/Measurement: Number of events for which accommodations are provided.

Population: People with disabilities who attend University Sponsored events.

Standard: 100% of requested accommodations will be completed.

Table 8: Accommodations provided to university sponsored events mandated under Title III of the Americans with Disabilities Act (ADAAA).

Academic Year	Total Number of Events
2020-2021	14
2019-2020	12
2018-2019	21
2017-2018	ND*
2016-2017	ND*

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

We met the goal. We provided accommodations for every university sponsored event for which we were requested.

Criterion 3.2: Testing and Accessibility Services will assist faculty by providing transcription of videos used in classes and on the public portions of the website.

Instrument/Measurement: Number videos that are transcribed.

Population: Faculty of East Central University, and public who view the website.

Standard: 100% of videos that are available to the public, and 100% of videos that are requested will be transcribed.

Table 9: Number of transcription of videos used in classes and on the public portions of the website.

Academic Year	Total Number of Transcriptions
2020-2021	194
2019-2020	142
2018-2019	413
2017-2018	ND*
2016-2017	ND*

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

We met this goal.

This goal may need to be removed in subsequent reports. The University has purchased transcription software that is available to all instructors. We will still help, but should not be responsible for all transcriptions.

Summary Table of Student Support/Learning Outcomes/Criteria			
Outcomes	Criteria/Instrument (modify table to fit your plan)	Met	Not Met
SLO1: Testing and Accessibility Services will provide necessary support to students with disabilities.	1.1: With all students who self-identify and contact TAS, TAS will complete the registration process from initial contact through registration.		X
	1.2: TAS will provide testing accommodations for students with those accommodations.	X	
	1.3: TAS will provide alternate format textbooks for students with those accommodations.	X	
	1.4: TAS will provide sign language interpreting services for students with those accommodations.	X	
	1.5: Overall, TAS will provide satisfactory support services to registered students.	X	
SLO2: Testing and Accessibility Services will provide support to the university to make all programs accessible.	2.1: TAS will secure or upgrade assistive technology.	X	
	2.2: TAS will provide training to all full time staff in order for staff to effectively and efficiently serve students registered with Testing and Accessibility Services.	X	
USO3: Testing and Accessibility Services will provide support to the university to make all programs sponsored by the University accessible	3.1: Testing and Accessibility services will provide accommodations mandated under Title I of the Americans with Disabilities Act (ADAAA) to any university sponsored event.	X	
	3.2: Testing and Accessibility Services will assist faculty by providing transcription of videos used in classes and on the public portions of the website.	X	

Staff Meeting: Meeting date(s) and a roster of those in attendance.

We have not yet held a staff meeting to discuss this years numbers.

Sharing with Stakeholders:

1. Stakeholders for this AES Unit include: Current and future students registered with Testing and Accessibility Services, future employers, ECU faculty members, people with disabilities who attend ECU events, people with disabilities who interact with ECU's website.
2. Current assessment reports will be made available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

Summary of Actions Related to Assessment Data

See glossary of terms for complete explanation of each section.

CURRENT ACTIONS AND/OR CHANGES

WE NEED TO REMOVE CRITERIA 3.2.

WE NEED TO CHANGE THE STANDARD IN CRITERIA 1.1 FROM TAS will serve 5%-7% of the student population annually. TO TAS will serve 2-3% of the student population annually.

SUMMARY OF LATEST VICE PRESIDENT /UAC REVIEW & STATUS UPDATE

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE

Academic Year	Current Actions/Changes	Annual Reviews of Vice President/UAC
2019-2020	CHANGE: THE STANDARD UNDER CRITERION 1.2 TO "TAS WILL ADMINISTER TESTS TO 90% OF THOSE WHO HAVE TESTING ACCOMMODATIONS TO STUDENTS WHO SCHEDULE IN OUR OFFICE.	

APPENDIX

Student Opinion Survey Items

7.58: Disability Services [Testing and Accessibility Services] staff are friendly, respectful, and helpful.

7.60: Services provided are clear and understandable.

7.62: The accuracy/availability of information provided is adequate.

Data Table:

1. Table must include 5 years of data collection. **If you do not have 5 years of data, add a note directly below the table explaining why. So too, if you are missing data for a specific cell in the table, note why.** Do not leave cells in the table blank – enter “ND” for “No Data”. Once you have collected 5 years of data, drop off the oldest data to add the current academic year’s data.
2. Make sure the titles given in the table are understandable to those not familiar with your unit.
3. **IF YOU USE MEANS:** Within the table you should provide the following: 1) range of scores, 2) mean/average of scores, 3) the percent pass rate (percentage of students who met or exceeded the standard), **and 4) the number of students/items measured (n).** By using these four types of data, you should be able to do a better job of analyzing your data both for the current year and longitudinally over the 5 years.
 - o Please note, your ability to report data in these 3 ways may be dependent upon the type of score reporting you receive on your instrument/measure.

Example: (Standard: Aggregate mean score of student satisfaction surveys for the year will be 3.5 or above using a 5 point scale (see survey in Appendix).)

Academic Year	Range of Student Scores	Mean of Student Scores	Percent Pass Rate	n
2016-2017	1-5	3.8	75%	478
2015-2016	2-5	3.7	81%	503
2014-2015	2-4	3.4	74%	469
2013-2014	1-4	3.2	42%	575
2012-2013	1-3	2.5	0%	ND*

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

- This section answers the question: *What does this data tell you about your unit?*
 - o Remember: The point of unit assessment is unit improvement.
- In your analysis, answer the following:
 1. Was your standard met/not met for the year?
 2. Whether met or not met, tell how your unit performed in relation to the standard (use the mean, range, and pass rate if possible).
 3. Discuss possible reasons for why the unit met or did not meet the standard this year.
 4. Look at the 5 year data for trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.
 5. Using this information, make data-driven decisions about your unit – and add this information (only from #5) to Current Actions and/or Changes (below). For example, maybe your unit standards need to be increased because your student satisfaction survey scores consistently exceed your current standard. Possibly your staff need to work together to improve a particular service that you use for one of your criteria because the unit does not seem to meet your standard on a consistent basis. Or perhaps your unit needs to identify a new Outcome or criterion because you have maxed out the standard in the current one as noted by consistently meeting or exceeding your standard for 3 years.
- There should be a separate analysis for each data table, positioned immediately under the table. In some circumstances, the analysis will be for a cluster of data tables and should be positioned immediately under the last table.

Example Analysis of the Above Example Table: The standard was met for 2016-2017. While the student mean score increased this year, the bottom end of the student range and the percent pass rate decreased – which means that we still have some work to do. The mean increase is great, but the fact that we had at least one student who was completely unsatisfied with our services is a problem – especially when no one scored us that low last year. This was most likely due to the office being understaffed by two positions for over a

month. Considering the five year trend data, it appears that, despite this year's dip in the percent pass rate, the modifications we made in processing student paperwork have been successful and we need to consider increasing the aggregate mean standard – perhaps to 4.0 or above.

Summary Table of USOs/SSOs/SLOs/Criteria: At the end, copy/paste your Outcomes and criteria into the table and mark as met/not met. If you need to add more rows to accommodate extra Outcomes/criteria, please do so. Use this information and your analyses to help you identify any actions to be taken or changes to be made in the CURRENT ACTIONS AND/OR CHANGES section.

Staff Meeting: Staff should meet to discuss and analyze the data at the end of the year to determine what the collected data says about the program's performance during the current year and how that will translate into proposed actions in the coming year(s).

Sharing with Stakeholders: Identify **all** stakeholders. Consider all those who should be concerned about the quality of service provided by your AES Unit or the quality of students participating in your unit; e.g., students, graduates, alumni, staff, faculty, employers, etc.

CURRENT ACTIONS AND/OR CHANGES:

- Use the analyses from your SSOs/SLOs to help you determine potential **Actions** and **Changes** that are relevant to your Program for the coming academic year.
- Produce a succinct bulleted list of statements to describe your **Actions** or **Changes**
 - Offer concrete plans instead of the vague verbs “monitor” or “consider.”
- **CHANGE:** If a **Change** is made in your Unit Assessment Plan (SSO/SLO through standard), no matter how small or large, indicate it by starting that bulleted item with the word **CHANGE** in all caps. Clearly explain how this change relates to the data and analysis.
 - **For Example:** Since the reporting method has changed this year, you need to note in your Current Actions and/or Changes, any changes you made in your data reporting – these will be reported as **Actions** since your plan did not change. If, however, based on the Requirements outlined on the first page of this Template, you add a new indirect measure (student survey) to your plan, then that needs to be reported as a **Change**.
- **CHANGE: Adding New University Service/Student Support/Student Learning Outcome or Criterion** (e.g., new SLOs illuminated by your current data analysis; new areas added to your program that need to be assessed through an SLO; area of your program that you know needs to be improved, but has not been previously assessed)
 - Provide an explanation with evidence for why the new SSO/SLO/criterion should be added.
 - Outline a plan for how to assess the new SSO/SLO/criterion in the coming academic year.
 - Designate who will be in charge of monitoring the new SSO/SLO.
- **CHANGE: Dropping a Current University Service/Student Support/Student Learning or Criterion**
 - Provide an explanation with evidence for why the current SSO/SLO/criterion should be dropped (e.g., program goals have changed; maxed out the criterion's standard with 100% of students achieving standard for 3 consecutive years)
 - Outline a plan for how to replace the current SSO/SLO/criterion with a new SLO/criterion in the coming academic year (see previous Adding New Student Support/Learning Outcome or Criterion).
- Any **Actions** or **Changes** listed in this section need to be enacted in the coming academic year. (e.g., any actions/changes noted in your 2016-2017 plan need to be enacted in 2017-2018)
 - If, during the year, you **did not enact an Action or Change that you listed**, you need to make note of it and explain why it was not enacted in the Current Actions and/or Changes section of your next Program Assessment Report.

SUMMARY OF LATEST UAC REVIEW & STATUS UPDATE:

- This should simply be a cut/paste of your Program’s latest UAC Review and/or the latest Dean’s Review found in your Program Repository.
- If you don’t have a copy of that, contact the Office of Institutional Effectiveness for the latest information of record.
- To indicate the status of each comment, use sub-bullets, like this...
 - **Status:** Tell how that particular comment has been addressed or if it is still in progress (and then tell why).

SUMMARY OF LAST 5 YEARS’ ACTIONS/CHANGES & UPDATE:

- Incorporate the bulleted lists above (“Current Actions” & “Latest UAC Review”) into the provided table.
- List from most current items (top) to oldest items (bottom).
- Do not include the current academic year in this table. That information is listed in the previous two items.

APPENDIX:

- Any surveys/rubrics/summaries used as Instruments/Measures in your assessment plan must be added to the APPENDIX at the end of the Plan/Report in order to verify that it aligns with your criterion, instrument, and standard descriptions.
- List these in the order they are referenced in your Unit Assessment Plan/Report and delineate them by the criterion/instrument number with which they are aligned. If subsections of an instrument are used for different criteria, delineate by listing the instrument ONCE and providing the numbers of all criteria for which the instrument is used.