

Program-Level Assessment: Annual Report

Program: Disability in Higher Education

Department: Higher Education

Degree or Certificate Level: Certificate

College/School: School of Education

Date (Month/Year): October 1, 2022

Primary Assessment Contact: Mark Pousson, Program Director

In what year was the data upon which this report is based collected? 2021 - 2022

In what year was the program's assessment plan most recently reviewed/updated? 2018

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

For the 2021-2022 we planned to assess SLO 1: *Demonstrate understanding of basic concepts, issues, principles, approaches, practices, beneficiaries, institutionalization, and resources regarding the application of universal design (UD) of instruction, technology, physical spaces and student services for making postsecondary educational products and environments welcoming to, accessible to, and usable by everyone, including students with disabilities.*

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Course EDH 6040 has two major direct measures of assessment: (a) review of a service unit's inclusiveness practices regarding universal design, and (b) project – poster presentation, literature review, article for publication, teaching materials for an aspect of universal design.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Student data will be analyzed at the end of the course (direct and indirect measures), compiled annually in electronic program files, and used to make course and certificate improvements.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

There is only one student in the program; therefore, we did not do a complete assessment cycle to determine overall program strengths, learning gaps, and possible curricular or pedagogical changes to the program.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

B. How has this change/have these changes been assessed?

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.