

Certificate Assessment Plan 2012-13

*Office of the Provost
University of Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement Series*

Postsecondary Learning
Support Certificate

College of Education

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Postsecondary Learning Support (PLuS)

College of Education

Certificate Assessment Plan

A. Rationale

Recent regulatory changes in K-12 education and improved medical treatment have led to an increase of students with disabilities entering into higher education. This increase of students with disabilities entering into postsecondary education will lead to an increased need for professionals who are trained to meet the academic, social, and emotional needs of these students.

There exists no clear career preparation path for individuals who support these students. The purpose of this certificate program is to enable professionals in the field to develop the specialized knowledge and skills needed to provide effective academic support for students with disabilities at the postsecondary level.

B. Mission

The PLuS certificate program will support the College of Education's mission by preparing student service support personnel to effectively meet the needs of students with disabilities and others facing academic challenges at the postsecondary level.

UF's Strategic Plan emphasizes interdisciplinary collaboration, and this certificate program will bring together professionals from a wide range of disciplines who share a common goal of supporting learning for students with disabilities or other academic challenges. The online delivery mode also has the potential to recruit international students to UF, addressing another element of UF's Strategic Plan.

C. Student Learning Outcomes (SLOs)

- 1:** Students will demonstrate the professional knowledge to address the academic needs of postsecondary students with disabilities.
- 2:** Students will demonstrate proficiency in applying disability law in higher education, interpreting diagnostic assessments, and designing and implementing effective strategies to support academic success of postsecondary students with disabilities.
- 3:** Students will collaborate with other professionals, reflect upon their own practices, and demonstrate a sense of efficacy and ethical practice.

D. Assessment Timeline for Certificates

Program: Postsecondary Learning Support (PLuS) College: Education

| Assessment SLOs | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
|-----------------|--|------------------------------------|----------------------------------|---|
| #1 | Student Interviews EEX6098 | Interpretation Practice EEX6299 | Strategy Analysis EEX6296 | Student Survey EEX6777 Culminating Portfolio |
| #2 | Law Table EEX6098 | Accommodation Plan EEX6299 | Technology Evaluation EEX6296 | Planning, Teaching, and Designing Instructional Materials for Student Use EEX6296 Culminating Portfolio |
| #3 | Disabilities and Higher Education Paper EEX6098 | Accommodation Plan EEX6299 | Resource Guide EEX6777 | Culminating Portfolio |

E. Assessment Cycle Chart for Certificates

Program: PLuS Graduate Certificate College of Education

Analysis and Interpretation: Summer 2013 (June/July)

Improvement Actions: Summer 2013 (June/July)

Dissemination: Completed by Fall 2013 (September 30)

| SLOs | Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------|------|-------|-------|-------|-------|-------|-------|
| #1 | | | | X | X | | |
| #2 | | | | X | X | | |
| #3 | | | | X | X | | |

F. Methods and Procedures

Direct:

- Each PLS course is divided into four modules and each module has a quiz at the end (approximately 16 quizzes total for the entire certificate program).
- Culminating Portfolio: Students will complete a culminating portfolio that contains artifacts from each course and other sources to demonstrate their knowledge of the content of the certificate program.

Indirect:

- Weekly postings to course discussion forums
- Student Interviews: Participants will interview two postsecondary students with disabilities at their institution. During these interviews they will ask students questions pertaining to their transition from high school, their academic experiences at the postsecondary level, the supports they receive, and the supports they need.
- Law Chart: Participants will complete a chart of the laws related to higher education of students with disabilities (the Americans with Disabilities Act, Section 504, Chafee Amendment, etc.). For each law, they will explain the intent and requirements of the law, define the population of students the law is intended to serve, describe the law's impact at the postsecondary level, and provide an explanation of how their institution complies with the law.
- Disabilities and Higher Education Paper: This paper will allow participants to share their understanding of the content from the entire course and how this knowledge will affect you as a professional. This paper will summarize the key points from the class and will document their reactions and insights related to the following: the history of disability, disability in higher education, laws in higher education pertaining to students with disabilities, and ethical considerations for higher education of students with disabilities. Participants will also discuss how the course content impacted your professional practice at your postsecondary institution.
- Interpretation Practice: For this assignment, participants will be provided with data from student assessments, along with information from the assessment instruments, and they will interpret the statistical data into narrative explanations and match accommodations to the needs identified in the data.
- Accommodation Plan: For this assignment, participants will be provided with student data, including results from various assessment sources and responses to interview questions. Using the data provided, they will develop a set of recommended accommodations, modifications, and supports. Participants will also develop a plan for implementation over the course of the student's college career.
- Technology Evaluation: For this assignment, participants will evaluate a form of assistive technology or augmentative communication or a technology-based intervention tool to determine the characteristics of students for whom it is appropriate, and identify

how it is most effectively implemented at the postsecondary level. They will share their findings in an informative one-page handout that they will upload to make available to their classmates on the course web site. The handout should address questions about the function of the technology chosen, how it is used, who could benefit from its use, the characteristics of the students for whom it is appropriate, and the tool's advantages and disadvantages or strengths and weaknesses.

- **Strategy Analysis:** For this assignment, participants will view a series of video clips depicting the Strategy Intervention Model and KU strategies being used in a high school classroom. They will then summarize the procedures used and the expectations for student engagement for each strategy routine. Finally they will identify any necessary adaptations to make the strategy appropriate for use with students at the postsecondary level.
- **Planning, Teaching, and Designing Instructional Materials for Student Use:** Using a textbook and other materials from a freshman- or sophomore-level course at your institution, participants will use the graphic organizers to break down the information in a chapter, unit, or module to increase its accessibility for students with learning disabilities. They will identify how they could use the six essential instructional design components (i.e., Big Ideas, Conspicuous Strategies, Mediated Scaffolding, Strategic Integration, Judicious Review, and Primed Background Knowledge) to support a student in the selected course.
- **Student Survey Assignment:** For this assignment, students will create a short survey using SurveyMonkey.com to assess the current self-advocacy practices of students with disabilities at their institution. It must include 10 items that demonstrate their understanding of the issues of self-advocacy and self-determination for students with disabilities. They will administer the survey with a minimum of five students with disabilities and submit the survey and a summary of your survey results.
- **Resource Guide:** For the final project, students will develop a resource guide for students with disabilities at your institution and for other professionals who work with these students. This project will allow you to show your knowledge and apply content from the entire course and deepen your awareness of the resources available. The sections of the resource guide will include: (1) Common challenges and Potential Solutions; (2) Advocating; (3) Organization; and (4) Communication.

G. Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|---------------------|---|--|--------------|
| Holly Lane | School of Special Education, School Psychology, and Early Childhood Studies | hlane@ufl.edu | 273-4273 |
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| Tom Dana | Associate Dean, College of Education | tdana@coe.ufl.edu | 273-4134 |

Appendix 1. Student Interviews

Students will interview two postsecondary students with disabilities at their institution. During these interviews they will ask students questions pertaining to their transition from high school, their academic experiences at the postsecondary level, the supports they receive, and the supports they need. Instructions for the development of interview questions and reporting of responses will be provided. (15% of final grade)

Student Interview Scoring Rubric

| | 2 | 1 | 0 |
|--|---|---|----------------------------------|
| Student A | | | |
| 1. What was the biggest challenge you have faced since leaving high school and coming to (insert school name here)? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 2. What are your thoughts on your academic experiences at (insert school name here)? a. What was your best academic experience so far? b. What has been your worst academic experience so far? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 3. What types of supports do you receive here (academic or otherwise)? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 4. What types of support do you wish you had? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 5. If your professors could do three things to help you learn more effectively, what would those three things be? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| Post Interview Reflection | Student provides information about their thoughts and reactions to student interview. | Student provides limited insight to the interview. | Student provided no information. |
| Student B | | | |
| 1. What was the biggest challenge you have faced since leaving high school and coming to (insert school name here)? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 2. What are your thoughts on your academic experiences at (insert school name here)? a. What was your best academic experience so far? b. What has been your worst academic experience so far? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 3. What types of supports do you receive here (academic or otherwise)? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |

| | | | |
|---|---|---|----------------------------------|
| 4. What types of support do you wish you had? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| 5. If your professors could do three things to help you learn more effectively, what would those three things be? | Student provides explicit examples (word for word; direct quotes) of what the interviewee said. | Student provides vague examples of interviewee's responses. | Student provided no information. |
| Post Interview Reflection | Student provides information about their thoughts and reactions to student interview. | Student provides limited insight to the interview | Student provided no information. |
| Total Points Earned: | | | |

Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

| Component | Criteria | Rating | | | Comments |
|---|---|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Rationale | The Rationale is clear. | | | | |
| | The value-added for students is clear. | | | | |
| Mission Statement | The certificate supports the department, college, and university missions. | | | | |
| | | | | | |
| Student Learning Outcomes (SLOs) | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| Curriculum Map | The Curriculum Map links SLOs to certificate courses. | | | | |
| | The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed. | | | | |
| | The Curriculum Map identifies the assessments used for each SLO. | | | | |
| Assessment Cycle | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

University of Florida Certificate Assessment Plan Rubric, continued

| Component | Criteria | Rating | | | Comments |
|-------------------------------|--|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Methods and Procedures | Methods and procedures are clear. | | | | |
| | Measurements occur at appropriate times in the certificate program. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of certificate assessment tools. | | | | |
| Assessment Oversight | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |