

Program Assessment Plan

Program: Certificate in Disability in Higher Education
Department: Higher Education
College/School: School of Education
Date: September 26, 2018

Evaluation Method

How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?

Describe any use of direct measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.

Describe any use of indirect measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.

Use of Assessment Data

How and when will student performance data be analyzed and then used to close the assessment loop and inform program improvement?

	<p><i>their development in the context of this outcome and evaluation of the instructor.</i></p>	
--	--	--

2. Demonstrate a multidimensional understanding of disability, particularly as it intersects with higher education and student development.

Direct Measures: Course EDH 6050 has one major direct measure of assessment: a major project, reflection paper, presentation, and summary.

Student data will be analyzed at

Indirect Measures: End-of-course student evaluations will solicit student self-evaluations of their development in the context of this outcome and evaluation of the instructor.