

Disability Resource Center
San José State University

Learning Outcomes and Assessment Report 2010 / 2011

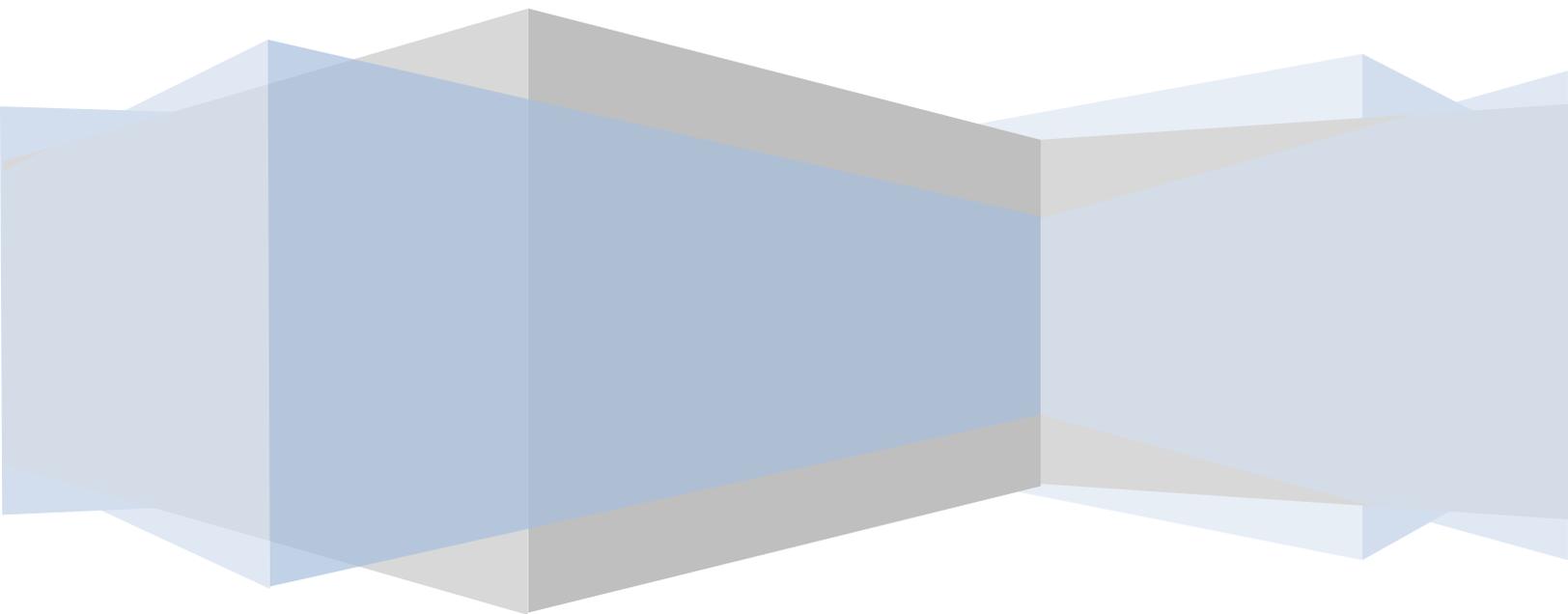


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DISABILITY RESOURCE CENTER

LEARNING OUTCOMES REPORT

2010 / 2011

INTRODUCTION

During the Academic Year 2010/2011, in continuing with the Division of Student Affairs charge to participate in student Learning Outcomes (LO), the LO Assessment Committee reasoned that the Disability Resource Center's (DRC) first two LO's continue to be vital to the academic success of students with disabilities. To this end, the DRC has maintained its process of ascertaining students' skill sets with respect to students' knowledge of their disability and accompanying functional limitations (see Appendix A for a comprehensive outline of the Process).

Learning Outcome #1:

- a. Student can name his/her specific disability with ease.
- b. Student can describe his/her specific disability with ease (e.g. student can provide one to three characteristics/symptoms of the diagnosed disability).
- c. Student can articulate (through concrete examples) how the effects of his/her disability impact the student in an academic setting.
- d. Student can communicate to others (including professors) the ways that the functional limitations of his/her disability impact the student in an academic setting.

Learning Outcome #2:

- a. Student understands the impacts of the functional limitations of his/her disability on specific curriculum requirements and can determine reasonable accommodations.
- b. Student can communicate to professors the need for curriculum-related accommodations.

The student Learning Outcomes assessed the following student skills:

1. Disability diagnosis knowledge and elaboration accuracy (LO #1a and b)
2. Knowledge of accommodation needs and the relationship of disability needs to curriculum requirements (LO #2a)

ASSUMPTIONS

The following assumptions were acknowledged by the LO Assessment Committee:

- Students will answer the questions posed on the *DRC Confidential Student Intake Form* honestly and freely.
- Students are not answering questions to please the Counselor or to portray themselves more positively.
- Students accept that they have a disability as evidenced by their registration with the DRC.

METHODOLOGY

Upon first registering with the DRC, new or existing University students completed the following two questions on the *DRC Confidential Student Intake Form* which correlated to LO #1 and #2 respectively (see Appendix A for a copy of the instrument) :

- “What is the name of your disability(ies)? If the specific name of your disability is not coming to mind, simply explain what the disability is in a few words.”
- “Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, taking tests, reading, etc.).”

Two hundred six (206) new students (113 Fall 10 / 93 Spring 11) completed the aforesaid questions by means of self-report. Of the 206 students, 81 have a learning disability; 27 have a psychological disability; 32 have Attention Deficit/Hyperactivity Disorder, 9 have Autism Spectrum Disorder; and 57 students fall into the category of ‘other’ which includes physical and temporary disabilities.

The *DRC Confidential Student Intake Form* solicited information to assist DRC counselors in providing students with individualized academic support specific to their disability related functional limitations and potential impact on curriculum requirements. Four professional counselors met one-on-one with students and conducted an intake via the interactive process. The intake process was standardized and conducted in the following manner:

- Counselors utilized information presented by the student on the *DRC Confidential Student Intake Form* to begin the discussion with the student;
- Counselors recorded student responses on the *Learning Outcomes Counselor Response Sheet* and rated student responses on the following scale: No, Somewhat, and Yes (see Appendix A for a copy of the instrument). While the *DRC Confidential Student Intake Form* aimed to determine students’ **perceptions** of their disability, the *discussion* with

the counselor aimed to determine the **accuracy** of students' disability knowledge and functional limitations. The in-person assessment permitted the counselors to observe the students' responses to the questions and into the students' nonverbal communication.

- Counselors verified students' information while referencing submitted documentation to validate whether the student could name his/her disability and accompanying functional limitations;
- Based on the students' responses, the counselor proceeded with the intake using one of two discussions:
 - Student correctly named his/her disability:
 - Counselor initiated a holistic discussion with the student regarding his/her disability, utilizing the counselor's professional knowledge along with the student's input. Using the example(s) provided by the student with regard to the daily impact of his/her disability (i.e. in the classroom, studying, taking test, reading, etc.), the counselor and the student discussed the information for clarification and application to the student's coursework.
 - Student could not name his/her disability:
 - Counselor utilized student's submitted documentation in conjunction with the counselor's professional knowledge to inform and educate the student concerning the nature of his/her specific disability, as well as the functional limitations presented by the disability. Given that the student either provided a limited example, or was unable to provide an example regarding the daily impact of his/her disability (i.e. in the classroom, studying, taking test, reading, etc.), the counselor worked with the student to identify specific functional limitations which could potentially impact curriculum requirements. Subsequently, the counselor worked together with the student in reviewing course syllabi to extrapolate information to assist in determining level of impact the disability would have on the curriculum, if any.

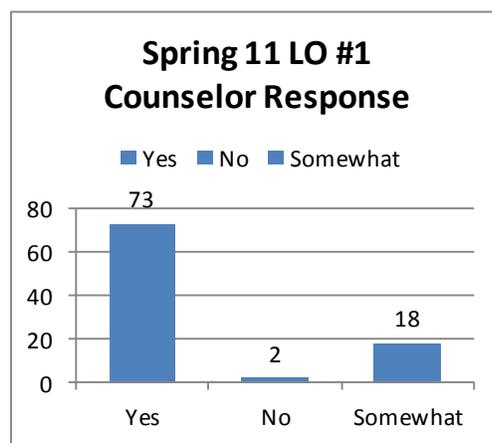
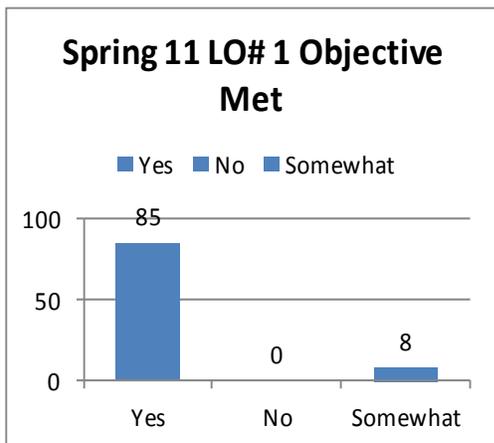
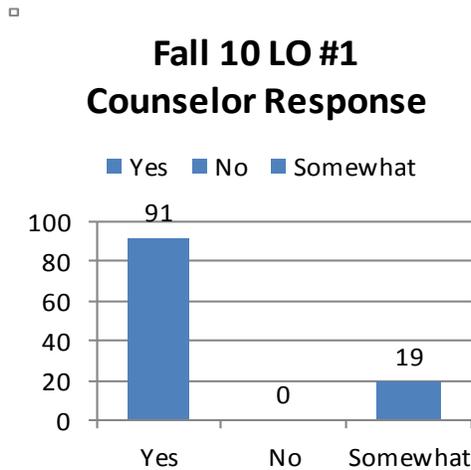
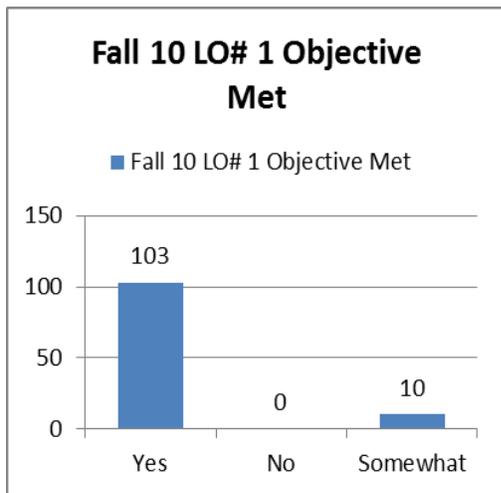
RESULTS

Counselors engaged with 206 students new to the DRC, ranging from freshman to senior standing. There were disparities between students' perceived notions of their disability, and presenting functional limitations, as well as the actual disability diagnoses, and functional limitations. Each time a students'

perception did not match accurate disability-related information, counselors educated students. Counselors referred to the disability documentation in the student’s case file in conjunction with the counselor’s disability knowledge when educating students.

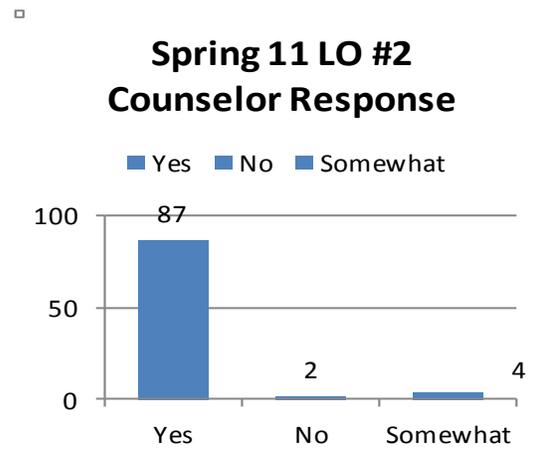
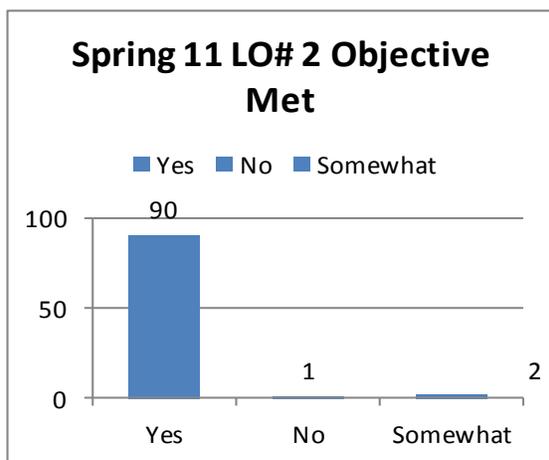
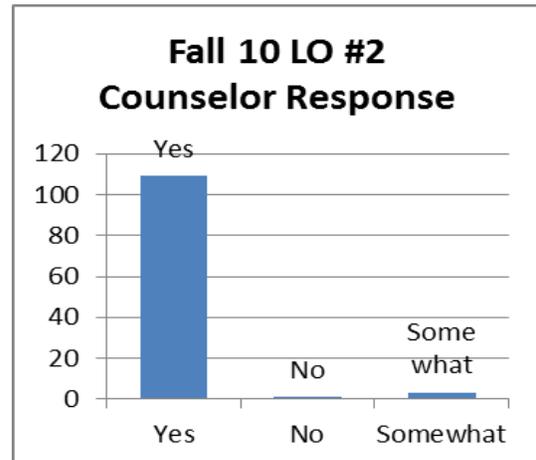
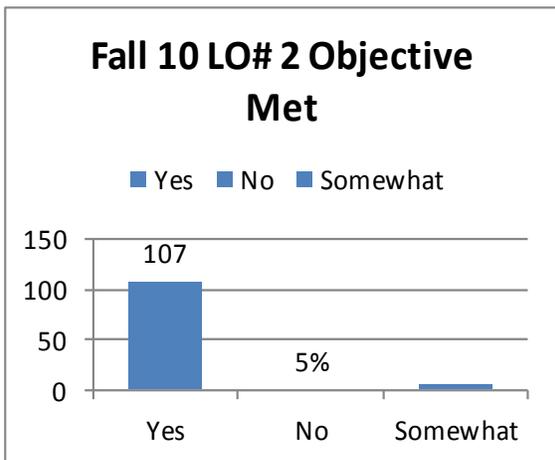
Statement One: “What is the name of your disability(ies)? If the particular name of your disability is not coming to mind, simply explain what the disability is in a few words.”

In response to the first question on the *DRC Confidential Student Intake Form (assesses perceptions)*, “What is the name of your disability(ies)? If the particular name of your disability is not coming to mind, simply explain what the disability is in a few words.” Following the student’s self-report during the intake session, the counselor discussed the response with the student and recorded the student’s oral response on the *Learning Outcomes Counselor Response Sheet (assesses actual knowledge)* using the following scale: “Yes, Somewhat, or No,” Responses revealed 164 students (Fall 10 = 91 (83%) / Spring 11 =73 (91%) accurately named their disability and could effectively explain the disability; 2 students (Fall 10 = 0 / Spring 11 = 2) could not name their disability or explain it; 37 students (Fall 10 =19 / Spring 11 = 18) could somewhat name and explain their disability.



Statement Two: “Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, taking test, reading, etc.)”

In response to the second question on the *DRC Confidential Student Intake Form (assesses perceptions)*, “Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, taking test, reading, etc.)” Following the student’s self-report during the Intake session, the counselor discussed with the student his/her response and recorded the student’s oral response on the *Learning Outcomes Counselor Response Sheet (assesses actual skills demonstrated)* using the following scale: “Yes, Somewhat, or No.” Responses revealed 196 students (Fall 10 = 109 (95%)/ Spring 11 =87 (97%) accurately provided at least one example of how their disability impacts them in their daily life; 3 students (F 10 = 1 / Spring 11 = 2) could not provide an example; 7 students (Fall 10 =3 / Spring 11 = 4) could somewhat provide an example.



As was the case in the previous year, the positive results for LO #2 exceeded the positive results of LO #1; however, this was marginal, as LO #2 positive results exceeded those of LO#1 by 4% in Fall and 6% in Spring. In addition, the number of students who answered yes to statements one and two, increased from the previous year.

Learning Outcome	Fall 2009	Fall 2010	Change
LO 1	79%	91%	+12%
LO 2	84%	95%	+11%
Learning Outcome	Spring 09/10	Spring 10/11	Change
LO 1	80%	91%	+11%
LO 2	85%	97%	+12%

ONGOING ASSESSMENT

Currently, the Learning Outcomes for students are assessed during their initial intake meeting with a DRC counselor. This is effective in providing a baseline of the students' knowledge of their own disabilities and the impact of the disability on their lives. In order to assess students' ongoing progress toward the learning outcomes, the DRC will be implementing an additional tier of data collection to the Learning Outcome assessment process beginning in Spring 2011. This additional tier includes the collection of qualitative data in the form of a self-evaluation/survey from all new and returning DRC students. This data will be collected each semester to monitor the students' responses and will implement a method of data collection that can be modified to assess other learning outcomes in the future as necessary.

Appendix A

DRC Learning Outcomes 2010 – 2011 Process Procedures

Instrument: *DRC Confidential Student Intake Form*

Assessment Tool: *Learning Outcomes Counselor Response Sheet*

DRC LEARNING OUTCOMES

2010 - 2011

PROCESS PROCEDURES

Learning Outcomes

Newly registered students will work one-on-one with a DRC Counselor to:

1. identify their specific disability; and
2. Identify their functional limitations resulting from the disability.

DRC Goals

- To assess the level of student's disability knowledge to facilitate a successful learning experience
- To assist students in gaining an understanding of his/her functional limitations and how the functional limitations will/will not impact his/her curriculum requirements

Target Population

- New students exclusively
(definition of new student: new to DRC, **NOT** SJSU)

LO Timeline

- Implementation: Fall 2010; first week of the semester
- Commencement: Spring 2011; last week of appointments
- Assessment report: Summer 2011

Procedures

1. Susan/student assistant receives completed *DRC Confidential Student Intake Form* from student prior to meeting with counselor to ensure student has signed his/her initial at the bottom of page one and completed LO questions.
2. *DRC Confidential Student Intake Form* is scanned to the student's confidential file by Susan/student assistant .
3. Susan/student assistant gives hard copy of student's *DRC Confidential Student Intake Form* to scheduled counselor for meeting with student.
4. When counselors are finished with the *DRC Confidential Student Intake Form* counselors place the intake form in the "To Be Filed" box on the student assistant desk[†]
5. Intake forms collected to a central file.
6. Susan/student assistant to file *DRC Confidential Student Intake Form* in the central file
7. Counselors to retain individual *Learning Outcomes Counselor Response Sheet*[†]

Action Steps

1. When Front Desk schedules appointment, informs student to arrive 15 minutes early to complete *DRC Confidential Student Intake Form*
2. Prior to first meeting with counselor, student completes *DRC Confidential Student Intake Form* answering questions pertaining to his/her disability as accurately as he/she is able to
3. During student's scheduled appointment, counselor begins dialogue with student regarding student's disability utilizing student's *DRC Confidential Student Intake Form* responses as a guide
4. Counselor determines student's disability knowledge and accuracy based on student's Intake process and student submitted disability documentation
5. At the end of session, counselor will present student with the "Yellow ALERT SJSU Sign-up" reminder card
8. Counselor completes *Learning Outcomes Counselor Response Sheet*[†]

† Forms used for the 2010-2011 LO assessment report