

Accessible Education Center (AEC)
San José State University

Learning Outcomes and Assessment Report 2013 / 2014

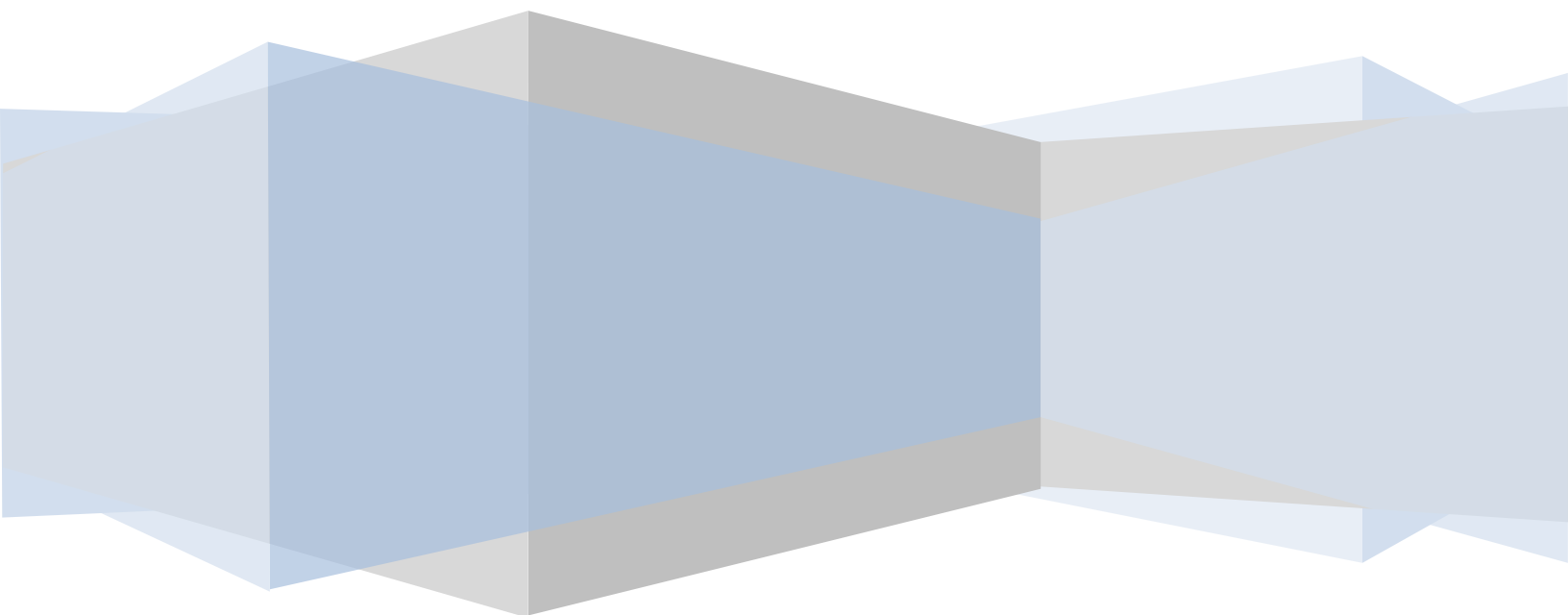


TABLE OF CONTENTS

INTRODUCTION	2
ASSUMPTIONS	3
METHODOLOGY	3
RESULTS	5
ONGOING ASSESSMENT	9
APPENDIX A	9

ACCESSIBLE EDUCATION CENTER

LEARNING OUTCOMES REPORT

2013 / 2014

INTRODUCTION

During the Academic Year 2013/2014, in continuing with the Division of Student Affairs charge to participate in student Learning Outcomes (LO), the LO Assessment Committee reasoned that the Accessible Education Center's (AEC), formally known as the Disability Resource Center (DRC), first two LO's continue to be vital to the academic success of students with disabilities. To this end, the AEC 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 impact 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 *AEC 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 AEC.

METHODOLOGY

Upon first registering with the AEC, new or existing University students completed the following two questions on the *AEC 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, talking tests, reading, etc.).”

Five hundred and five students contacted the Accessible Education Center to inquire about potential eligibility of services. Of the 505 students, 429 received and completed an intake form. For the purpose of this data collection temporary disabilities were not included in the data analysis. Four hundred and nine (409) completed the aforesaid questions by means of self-report. Of the 409 students, 16 students were categorized as having a mobility disability, 151 were categorized as having a learning disability; and 242 students were categorized as having a functional disability (i.e psychological, deaf and hard of hearing, visual impairments, communicative, and autism/asperger). Disability categories follow the CSU Chancellors definition. For clarification on disability categories, please go to the CSU Chancellors homepage.

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

- Counselors utilized information presented by the student on the *AEC 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 *AEC 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 409 students new to the AEC, ranging from freshman to senior standing as well as graduate students and transfer students. 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 student's 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. What follows is data on students' expressed knowledge of their disabilities and the impacts of their disabilities on daily activities as assessed by the end of the intake session with the counselor.

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 *AEC 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 *Electronic Learning Outcomes Counselor Response Sheet (assesses actual knowledge)* using the following scale to determine whether the objective was met: "Yes, Somewhat, or No".

Responses revealed the following:

- 266 (65%) students accurately named their disability and could effectively explain the disability;
- 56 (13.7%) students could not name their disability or explain it; and
- 87 (21.3%) students 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 *AEC 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 *Electronic Learning Outcomes Counselor Response Sheet (assesses actual skills demonstrated)* using the following scale to determine whether the objective was met: “Yes, Somewhat, or No”.

Responses revealed the following:

- 290 (71%) students accurately provided at least one example of how their disability impacts them in their daily life;
- 47 (11.49%) students could not provide an example; and
- 72 (17.6%) could somewhat provide an example.

As expected, the positive results for LO # 2 exceeded the positive results of LO # 1 by 6%. AEC believes this can be attributed to the fact that students often find it easier to provide examples of the effects of their disabilities instead of identifying the disability itself. In comparison to the previous year the positive results for LO #2 decreased by 15.51%. AEC attributes this change to the increase in the number of freshman students being admitted to SJSU and the admission changes as SJSU went through a period where spring admission was only open to transfer students. AEC continues to see the trend shift from secondary education and community college transfers where students come from a “check and balance” system to an independent university system. In secondary education and community colleges, students are aware that they receive accommodations but typically do not have an understanding of why they receive these accommodations. Therefore, upon entering post-secondary education, students engaged in a learning process pertaining to their specific disability(ies) and their functional limitations.

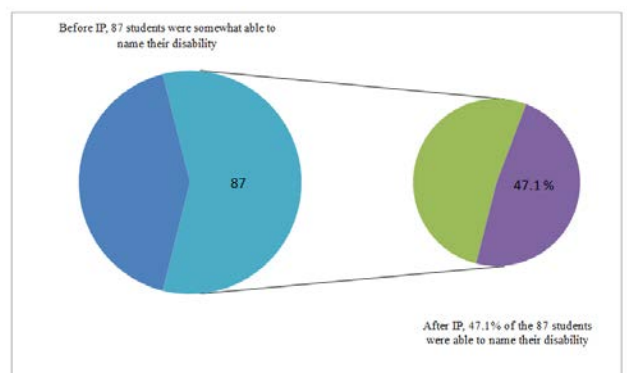
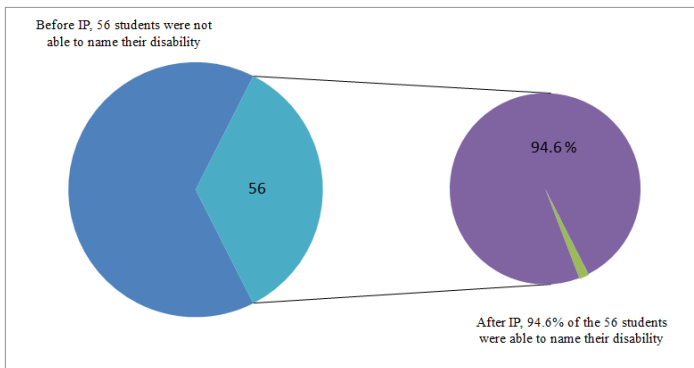
Learning Outcome	2011/2012	2012/2013	2013/2014	Change b/t 2012-2013
LO 1	87%	84.73%	65%	-19.73%
LO 2	93%	86.51%	71%	-15.51%

Interactive Process (IP): The interactive process is the collaborative process by which a student and AEC professional counselor engage in discussion, review, and/or implementation of reasonable and appropriate academic accommodations. Furthermore, the interactive process is an ongoing process as the student’s disability and curriculum requirements change each academic semester.

Given the complexity of disability management and the evolution of ones’ understanding of disability, the interactive process with an AEC counselor continues to be a critical component to assisting a student to further understand and manage their disability in an independent university system as well as their daily life activities. The interactive process not only assists the student to identify with his/her disability(ies), but is also critical in the student gaining self-awareness and understanding the impact of the functional limitations in everyday life activities including academia.

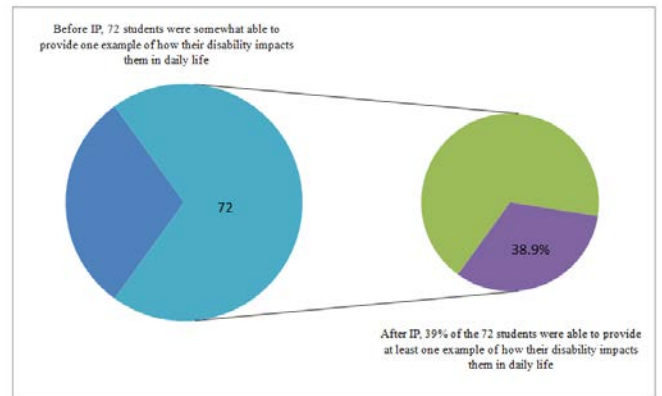
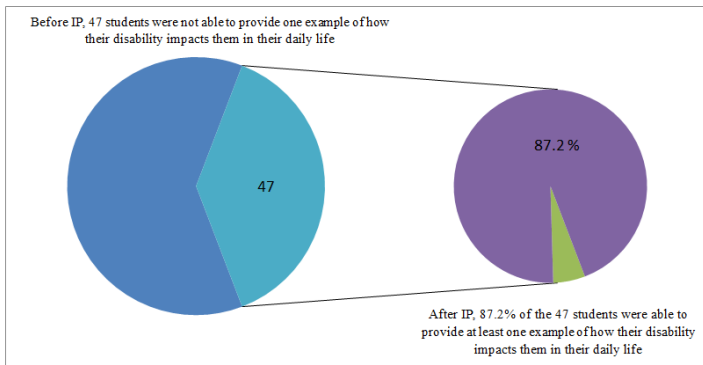
Statement One: “What is the name of your disability(ies)? If the particular name of your disability is not coming to mind, simply explain what the disability is in a few words.”

The results revealed after students engaged in the interactive process with an AEC counselor, 53 of the 56 who **could not name their disability(ies) or explain the disability(ies)** where able to do so at the conclusion of the appointment, resulting in 94.6% increase in disability knowledge obtained. Forty one of the 87 students who **could somewhat name their disability(ies) or explain the disability(ies)** could concretely identify and explain at the conclusion of the appointment, resulting in a 47% increase in disability knowledge obtained.



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.)”

The results revealed after students engaged in the interactive process with an AEC counselor, 41 of the 47 students who **could not provide at least one example of how their disability impacts them in their daily life** where able to do so at the conclusion of the appointment, resulting in an 87.2% increase in disability knowledge obtained. Twenty eight of the 72 students who could **somewhat provide at least one example of how their disability(ies) impacts them in their daily life** could concretely do so at the conclusion of the appointment, resulting in a 39% increase in disability(ies) knowledge obtained.



LIMITATIONS

The AEC implemented an Electronic Learning Outcomes Counselor Response Sheet to streamline data collection process and minimize duplication of clerical procedure for professional counselors. This change in tracking method presented challenges in recording data in real time due to staffing limitations and high volume of new and returning students to AEC.

ONGOING ASSESSMENT

Currently, the Learning Outcomes for students are assessed during their initial intake meeting with an AEC 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 AEC is considering implementing an additional tier of data collection to the Learning Outcome assessment process in the future. This additional tier may include the collection of qualitative data in the form of a self-evaluation/survey from all new and returning AEC 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

AEC Learning Outcomes 2013 – 2014 Process Procedures

Instrument: *AEC Confidential Student Intake Form*

Assessment Tool: *Electronic Learning Outcomes Counselor Response Sheet*

AEC LEARNING OUTCOMES

2013 - 2014

PROCESS PROCEDURES

Learning Outcomes

Newly registered students will work one-on-one with an AEC Counselor to:

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

AEC 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 AEC, **NOT** SJSU)

LO Timeline

- Data Collected July 1 2013 to May 31st 2014

Procedures

1. Susan/student assistant receives completed *AEC 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. *AEC 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 *AEC Confidential Student Intake Form* to scheduled counselor for meeting with student.
4. When counselors are finished with the *AEC 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 *AEC 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 *AEC Confidential Student Intake Form*
2. Prior to first meeting with counselor, student completes *AEC 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 *AEC 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
8. Counselor completes *Learning Outcomes Counselor Response Sheet*[†]

† Forms used for the 2013-2014 LO assessment report. As of August 1, 2012, responses are paperless and are recorded by counselors in the student database.

Disability Information

The information you provide below will assist AEC Counselors in providing you with individualized academic support specific to your disability(ies) related limitations and curriculum requirements.

Please check of the appropriate box and provide responses, in a few sentences, below.

1. Can you name your disability(ies)? Yes No Somewhat

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

2. Can you 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.)?

Yes No Somewhat

If so please explain:

AEC OFFICE USE ONLY		
LO #1 Objective Met: _____ Y/N/S/NA	LO #2 Objective Met: _____ Y/N/S/NA	Counselor: _____