

**SJSU Annual Program Assessment
Academic Year 2014-2015**

Department: Accessible Education Center

Program: Learning Outcomes for New Students

Website: www.sjsu.edu/aec

Link to the University Learning Goals: <http://www.sjsu.edu/aec/about-us/learning-outcomes/>

Program Accreditation(s) (if any):

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Part I

1. List of Program Learning Outcomes (PLOs)

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.

2. Map of PLOs to University Learning Goals (ULGs)

The Accessible Education Center (AEC) has maintained its process of ascertaining students' skill sets with respect to students' knowledge of their disability and accompanying functional limitations by way of the *Interactive Process*. 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. Moreover, the Interactive Process is an ongoing process as the student's disability and curriculum requirements change each academic semester. Please see AEC's annual Learning Outcome Reports for statistical findings. 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.

- a) **“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.**
 - o Student can **name** his/her specific disability with ease. (*maps to ULG 4: Applied Knowledge*)

- Student can **describe** his/her specific disability with ease (e.g. student can provide one to three characteristics/symptoms of the diagnosed disability). (*maps to ULG #3 and #4: Intellectual Skills and/or Applied Knowledge*)
- Student can **articulate** (through concrete examples) how the effects of his/her disability impact the student in an academic setting. (*maps to ULG: #2, #3, #4: Broad Integrative Knowledge, Intellectual Skills, and/or Applied Knowledge*)
- Student can **communicate** to others (including professors) the ways that the functional limitations of his/her disability impact the student in an academic setting. (*maps to ULG #2, #3, #4, and #5: Broad Integrative Knowledge, Intellectual Skills, Applied Knowledge, and/or Social and Global Responsibilities*)

b) **“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.).”**

- Student **understands** the impact of the functional limitations of his/her disability on specific curriculum requirements and can **determine** reasonable accommodations. (*maps to ULG #2 and #4: Broad Integrative Knowledge and/or Applied Knowledge*)
- Student can **communicate** to professors the need for curriculum-related accommodations. (*maps to ULG: #1, #2, #3, and #4: Specialized Knowledge, Broad Integrative Knowledge, Intellectual Skills, and/or Applied Knowledge*)

3. Alignment – Matrix of PLOs to CLOs

The AEC Program Learning Outcomes (PLO) are not apportioned into Course Learning Outcomes (CLO). The PLOs are addressed during each new student Intake session. Newly registered students to the AEC engage in the Interactive Process (IP). The IP is a 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 IP is an ongoing process as the student’s disability and curriculum requirements change each academic semester. The IP 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.

4. Planning – Assessment Schedule

AEC’s multiyear assessment plan begins with the AEC Case Management Team’s review of current PLO’s at the conclusion of the academic year to determine whether or not to continue with existing PLO’s for the subsequent academic year. The determination of the PLO’s by the Case Management Team factors in students reported disability awareness and knowledge obtained through IP process, professional AEC counselor feedback, and national trends regarding disability awareness/understanding for traditional and non-traditional aged college students with disabilities. Upon the Case Management Team’s determination PLO’s are maintained for the subsequent year as they pertain to the students’ fundamental knowledge of their disability, functional limitations, nexus to curriculum work, and students gained and/or learned knowledge regarding their disability to assist with retention and academic goals.

The process in which newly registered students engage is as follows:

Upon first registering with the AEC, new or matriculated university students, Open University students and International Extended Study Students (IES) completed the following two questions on the *AEC Confidential Student Intake Form* which correlated to PLO #1 and #2 respectively:

- “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.).”

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

1. Counselors utilized information presented by the student on the *AEC Confidential Student Intake Form* to begin the discussion with the student;
2. Counselors recorded student responses on the *Learning Outcomes Counselor Response Sheet* and rated student responses on the following scale: No, Somewhat, and Yes. 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.
3. Counselors verified students’ information while referencing submitted documentation to validate whether the student could name his/her disability and accompanying functional limitations;
4. Based on the students’ responses, the counselor proceeded with the intake using one of two discussions:
5. 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.

6. 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.

5. **Student Experience**

AEC's PLOs are communicated to students via *AEC Confidential Student Intake Form* along with a dedicated AEC assessment webpage. The students feedback is strongly considered in AEC's PLO's as revealed or supported through the students responses and discussion with the professional counselor.

Upon first registering with the AEC, new or existing University students complete the PLO's on the *AEC Confidential Student Intake Form*. While the student is completing the intake form the AEC professional counselor reviews the submitted disability documentation. After the student completes the intake form, the student will meet with an AEC professional counselor where the counselor and student will discuss the students recorded response of No, Somewhat, or Yes on the intake form regarding the listed PLO's. The AEC professional counselor and student engage in the IP process which includes a comprehension discussion with the student reviewing professional documentation, student's perceived discrepancies regarding reported disability and functional limitations.

Part II

6. Closing the Loop/Recommended Actions

In order to continue to provide comprehensive and accurate assessment results, additional professional counselors and resources are needed. This would allow for a thorough dialogue to include follow up conversations on PLO's, learning strategies, disability management, routine follow up and check in appointments with students.

7. Assessment Data

Four hundred and ninety seven new students contacted the Accessible Education Center to inquire about potential eligibility of services. Of the 497 students, 98 students met with a professional to submit documentation to AEC; however this group of students did not fully engage in the Interactive Process and therefore are not included in this data selection. 399 students received and completed an AEC Intake Form. For the purpose of this data collection temporary disabilities were not included in the data analysis. Three hundred seventy five (375) completed the aforesaid questions by means of self-report. Of the 375 students, 14 students were categorized as having a mobility disability, 115 were categorized as having a Learning Disability; and 246 students were categorized as having a Functional Disability (e.g. psychological, Deaf and Hard of Hearing, visual impairments, communicative, and Autism/Asperger). Disability categories follow the CSU Chancellor's definition.

AEC's L.O. collection process is as follows:

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 2014 to May 15th, 2015

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
5. Counselor completes *Learning Outcomes Counselor Response Sheet*[†]

8. Analysis

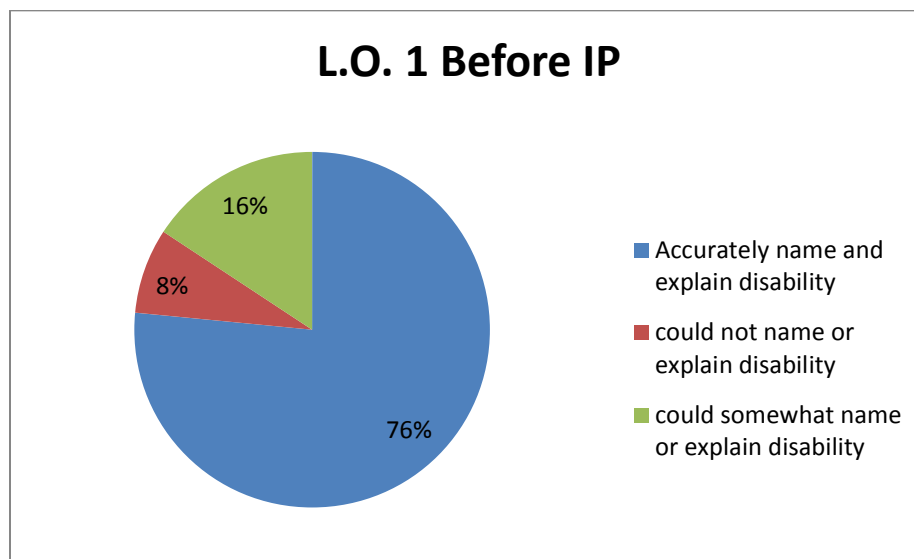
Counselors engaged with 375 newly registered AEC students, ranging from freshman to senior standing, as well as graduate students and transfer students. Student responses revealed disparities between students' perceived notions of their disability, and presenting functional limitations, as well as the actual disability diagnoses, and functional limitations. When a student's perception did not correspond with the disability documentation, the counselor engaged in the IP to inform, discuss, and educate the student regarding their specific disability and functional limitations. The data below reveals students' self-report understanding of their disabilities and the impact their functional limitations have on curriculum requirements.

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:

- 76% (287) students accurately named their disability and could effectively explain the disability;
- 8% (29) students could not name their disability or explain it; and
- 16% (59) students could somewhat name and explain their disability.

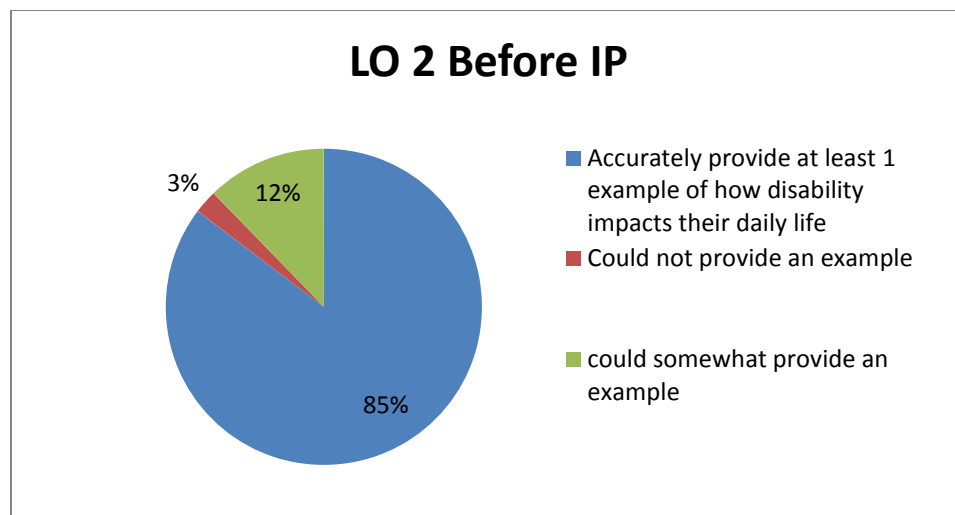


Statement Two: “Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, taking test, reading, etc.)”

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:

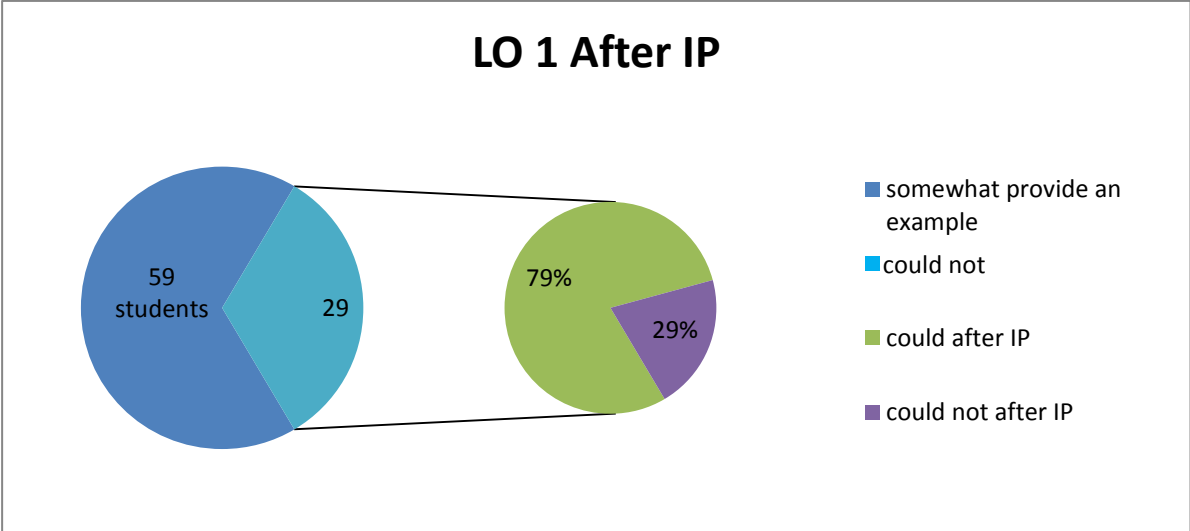
- 85% (320) students accurately provided at least one example of how their disability impacts them in their daily life;
- 3% (9 students) could not provide an example; and
- 12% (46) could somewhat provide an example.



As expected, the positive results for LO # 2 exceeded the positive results of LO # 1 by 9%. 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.

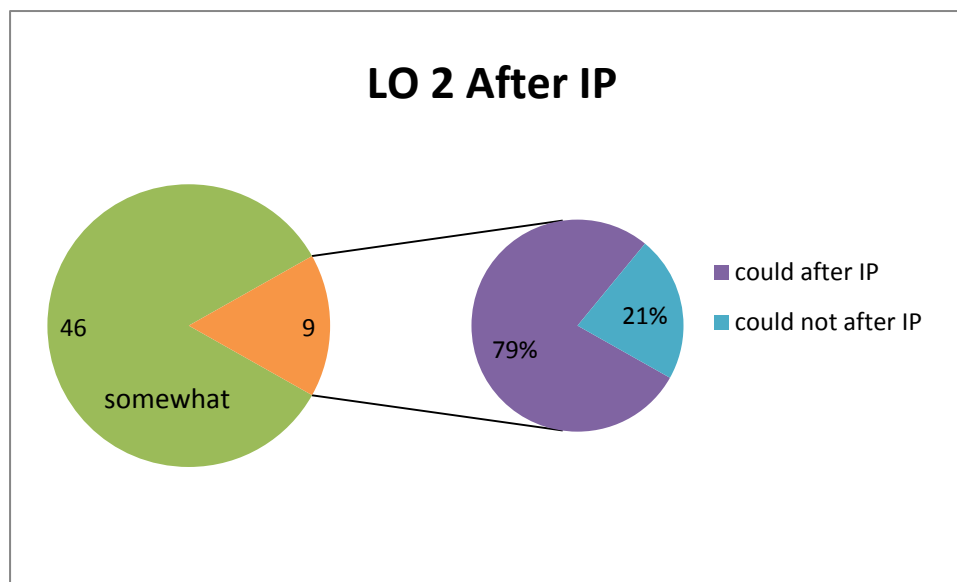
Statement One: “What is the name of your disability(ies)? If the particular name of your disability is not coming to mind, simply explain what the disability is in a few words.”

The results revealed after students engaged in the Interactive Process with an AEC counselor, 23 of the 29 who **could not name their disability(ies) or explain the disability(ies)** were able to do so at the conclusion of the appointment, resulting in 79% increase in disability knowledge obtained. Twenty of the 59 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 33.8% 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, 7 of the 9 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 a 79% increase in disability knowledge obtained. Thirteen of the 46 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 28% increase in disability(ies) knowledge obtained.



9. Proposed changes and goals (if any)

With regards to last year’s PLO report the limitations continue to remain.

Given the continued lack of student resources in the AEC, and that student requirements and functional limitations are complex and sophisticated, this has resulted in a dedicated increase in the number of hours required per individual student. Therefore, the AEC will continue to maintain the existing PLO assessment process.

APPENDICES
AEC Intake Form Student LO response

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:

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LO #1 Objective Met: _____ <small>Y/N/S/NA</small>	LO #2 Objective Met: _____ <small>Y/N/S/NA</small>	Counselor: _____

Appendices Continued

- As of August 1, 2012, counselor responses are paperless and are recorded by counselors in the student database confidential student file.