

Disability Resource Center
San José State University

Learning Outcomes and Assessment Report 2009 / 2010

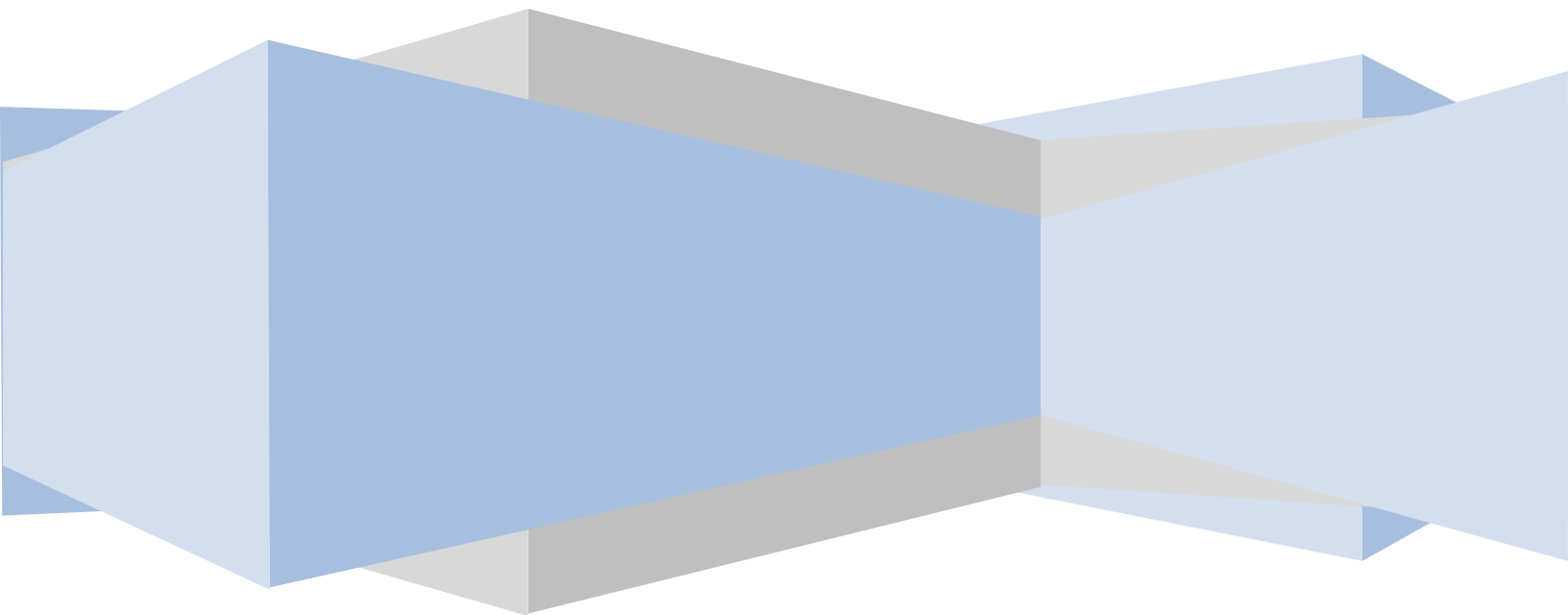


TABLE OF

ASSUMPTIONS

- Counselors verified student information alongside submitted documentation to validate whether or not the student could name his/her disability and accompanying functional limitations
- Based on the student's responses the counselor proceeded with the Intake in one of two discussions:

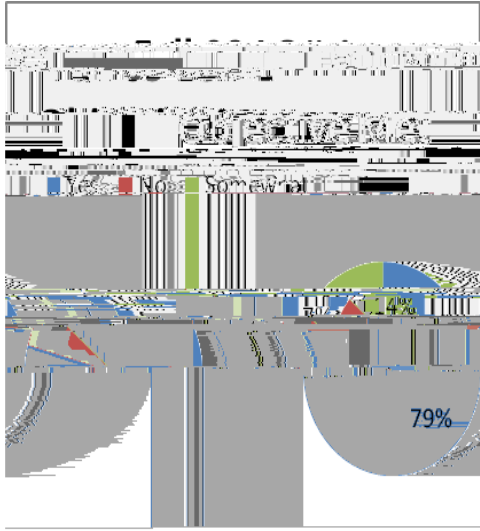
Student correctly named his/her disability.

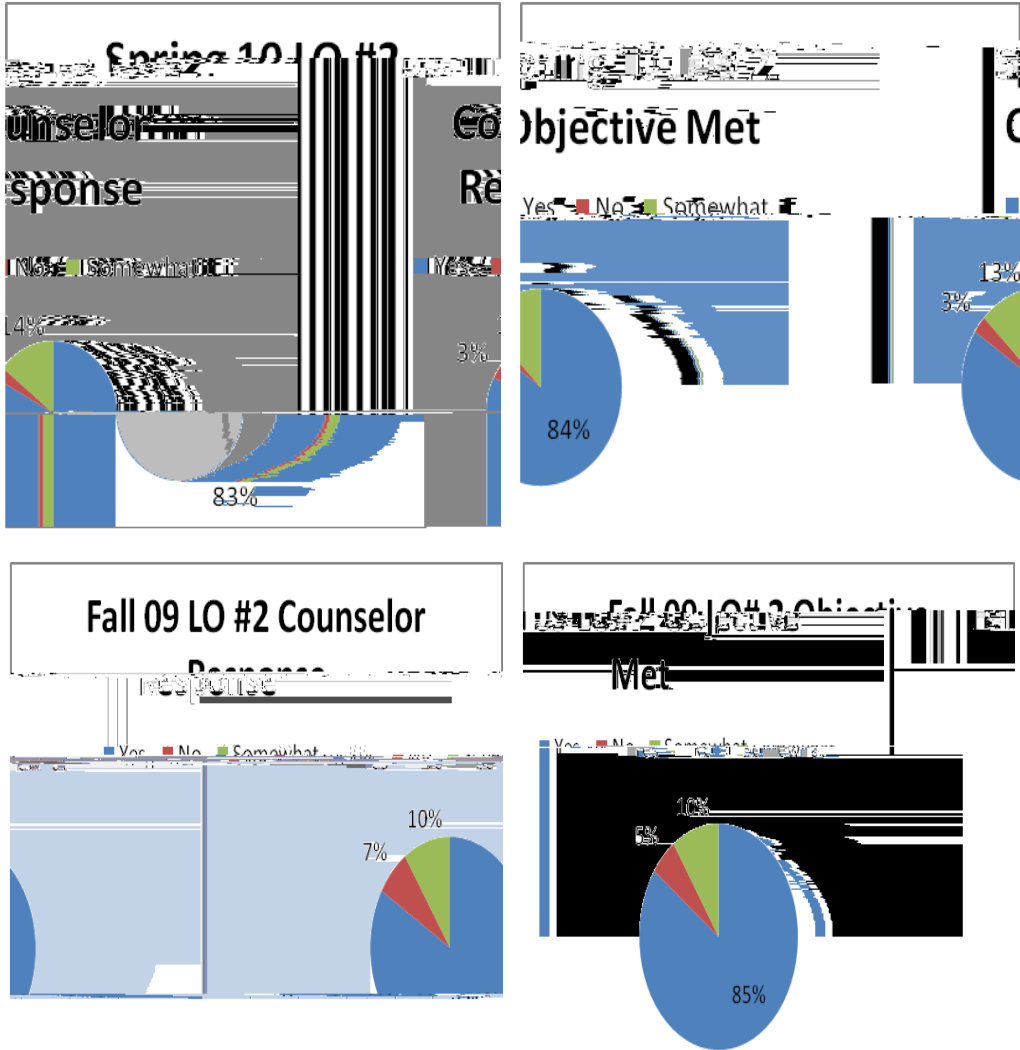
Counselor initiated a holistic discussion with the student regarding his/her disability utilizing the counselor's professional knowledge along with the student's input. Using the example provided by the student with regard to the impact of his/her disability in daily life (i.e.: in the classroom, studying, taking test, reading, etc.) the counselor 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 impact of his/her disability in daily life (i.e.: in the classroom, studying, taking test, reading, etc.) the counselor worked

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.”





DISCREPANCIES

It should be noted, due to circumstances beyond counselor control, discrepancies existed in the Learning Outcomes process delineated below

- Due to an unforeseen staff situation, DRC's permanent front desk employee resigned. DRC filled the void with ever-changing temporary coverage during the LO assessment period. Regrettably, the temporary incumbents did not possess the knowledge or skills in working with students that DRC's permanent employee had. As a result, a number of new students did not receive the DRC *Confidential Student Intake Form* upon checkin; therefore, student information was not acquired;

- There were occasions when students received and completed the *DRC Confidential Student Intake Form*; however, due to DRC's multi-level process to digitalize student's information upon receipt, the

Appendix A

DRC Learning Outcomes 2009-2010 Process Procedures

Instrument *DRC Confidential Student Intake Form*

Assessment Tool *Learning Outcomes Counselor Response Sheet*

