

Accessible Education Center (AEC)

San José State University

Learning Outcomes and Assessment Report

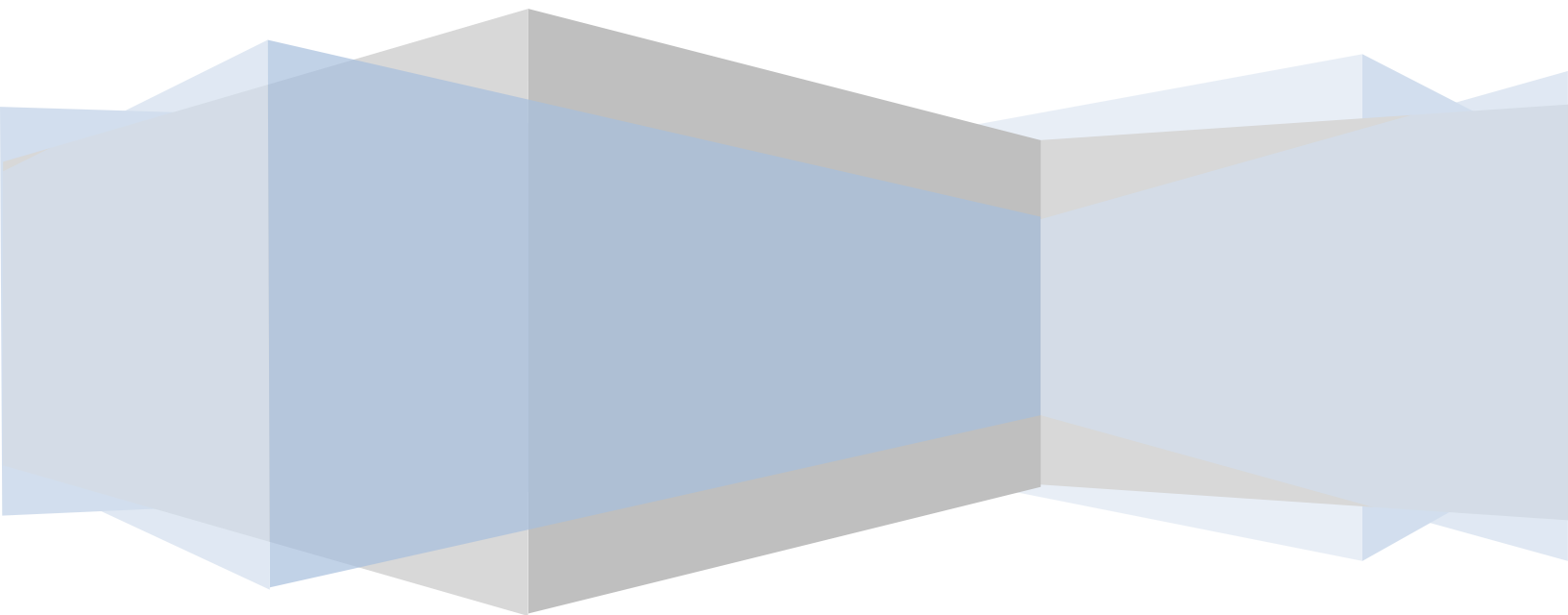


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ACCESSIBLE EDUCATION CENTER

LEARNING OUTCOMES REPORT

2012 / 2013

INTRODUCTION

During the Academic Year 2012/2013, 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
- pg -20

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

- Counselors recorded

RESULTS

Counselors engaged with 393 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.

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:

- 333 (84.73%) students accurately named their disability and could effectively explain the disability;
- 10 (2.54%) students could not name their disability or explain it; and
- 50 (12.72%) students could somewhat name and explain their disability.

demonstrated) using the following scale to determine whether the objective was met: "Yes, Somewhat, or No".

Responses revealed the following:

- 340 (86.51%) students accurately provided at least one example of how their disability impacts them in their daily life;
- 9 (2.29%) st

AEC LEARNING OUTCOMES 2012 - 2013 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
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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 2012-2013 LO assessment report. As of August 1, 2012, responses are paperless and are recorded by counselors in the student database.



