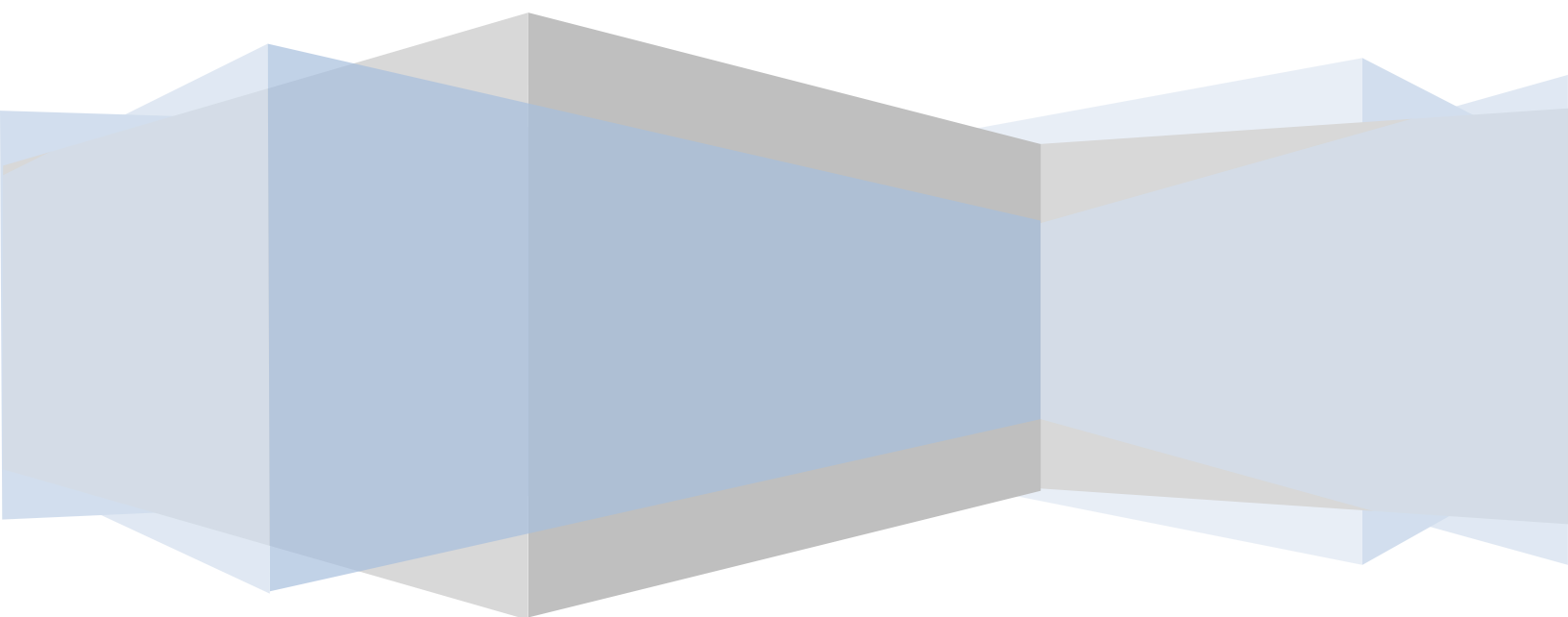


Accessible Education Center (AEC)

San José State University

# Learning Outcomes and Assessment Report 2013 / 2014



# TABLE OF CONTENTS

INTRODUCTION	2
ASSUMPTIONS	3
METHODOLOGY	3
RESULTS AND DISCUSSION	4
CONCLUSIONS	5
REFERENCES	6
APPENDICES	7
LIST OF FIGURES	8
LIST OF TABLES	9
ACKNOWLEDGEMENTS	10
DECLARATION	11
CERTIFICATE	12
STATEMENT OF ORIGINALITY	13
STATEMENT OF PLAGIARISM	14
STATEMENT OF CONFIDENTIALITY	15
STATEMENT OF NON-COMMERCIALITY	16
STATEMENT OF NON-CONFLICT OF INTEREST	17
STATEMENT OF NON-CONFLICT OF INTEREST	18
STATEMENT OF NON-CONFLICT OF INTEREST	19
STATEMENT OF NON-CONFLICT OF INTEREST	20
STATEMENT OF NON-CONFLICT OF INTEREST	21
STATEMENT OF NON-CONFLICT OF INTEREST	22
STATEMENT OF NON-CONFLICT OF INTEREST	23
STATEMENT OF NON-CONFLICT OF INTEREST	24
STATEMENT OF NON-CONFLICT OF INTEREST	25
STATEMENT OF NON-CONFLICT OF INTEREST	26
STATEMENT OF NON-CONFLICT OF INTEREST	27
STATEMENT OF NON-CONFLICT OF INTEREST	28
STATEMENT OF NON-CONFLICT OF INTEREST	29
STATEMENT OF NON-CONFLICT OF INTEREST	30
STATEMENT OF NON-CONFLICT OF INTEREST	31
STATEMENT OF NON-CONFLICT OF INTEREST	32
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STATEMENT OF NON-CONFLICT OF INTEREST	34
STATEMENT OF NON-CONFLICT OF INTEREST	35
STATEMENT OF NON-CONFLICT OF INTEREST	36
STATEMENT OF NON-CONFLICT OF INTEREST	37
STATEMENT OF NON-CONFLICT OF INTEREST	38
STATEMENT OF NON-CONFLICT OF INTEREST	39
STATEMENT OF NON-CONFLICT OF INTEREST	40
STATEMENT OF NON-CONFLICT OF INTEREST	41
STATEMENT OF NON-CONFLICT OF INTEREST	42
STATEMENT OF NON-CONFLICT OF INTEREST	43
STATEMENT OF NON-CONFLICT OF INTEREST	44
STATEMENT OF NON-CONFLICT OF INTEREST	45
STATEMENT OF NON-CONFLICT OF INTEREST	46
STATEMENT OF NON-CONFLICT OF INTEREST	47
STATEMENT OF NON-CONFLICT OF INTEREST	48
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STATEMENT OF NON-CONFLICT OF INTEREST	67
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STATEMENT OF NON-CONFLICT OF INTEREST	69
STATEMENT OF NON-CONFLICT OF INTEREST	70
STATEMENT OF NON-CONFLICT OF INTEREST	71
STATEMENT OF NON-CONFLICT OF INTEREST	72
STATEMENT OF NON-CONFLICT OF INTEREST	73
STATEMENT OF NON-CONFLICT OF INTEREST	74
STATEMENT OF NON-CONFLICT OF INTEREST	75
STATEMENT OF NON-CONFLICT OF INTEREST	76
STATEMENT OF NON-CONFLICT OF INTEREST	77
STATEMENT OF NON-CONFLICT OF INTEREST	78
STATEMENT OF NON-CONFLICT OF INTEREST	79
STATEMENT OF NON-CONFLICT OF INTEREST	80
STATEMENT OF NON-CONFLICT OF INTEREST	81
STATEMENT OF NON-CONFLICT OF INTEREST	82
STATEMENT OF NON-CONFLICT OF INTEREST	83
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STATEMENT OF NON-CONFLICT OF INTEREST	89
STATEMENT OF NON-CONFLICT OF INTEREST	90
STATEMENT OF NON-CONFLICT OF INTEREST	91
STATEMENT OF NON-CONFLICT OF INTEREST	92
STATEMENT OF NON-CONFLICT OF INTEREST	93
STATEMENT OF NON-CONFLICT OF INTEREST	94
STATEMENT OF NON-CONFLICT OF INTEREST	95
STATEMENT OF NON-CONFLICT OF INTEREST	96
STATEMENT OF NON-CONFLICT OF INTEREST	97
STATEMENT OF NON-CONFLICT OF INTEREST	98
STATEMENT OF NON-CONFLICT OF INTEREST	99
STATEMENT OF NON-CONFLICT OF INTEREST	100



## ASSUMPTIONS

The following assumptions were acknowledged by the LO Assessment Committee:

- Students will answer the questions posed on the *AEC Confidential Student Intake*



## 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.

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:

- " students

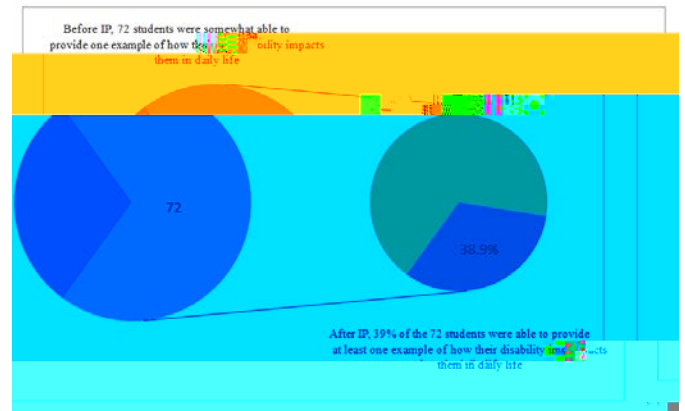
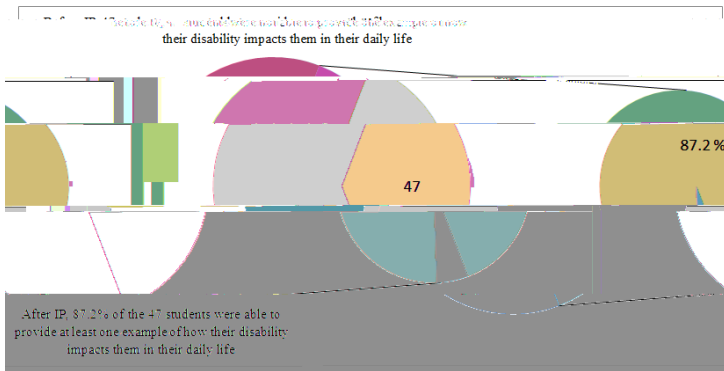
In response to the second question on the *AEC Confidential Student Intake Form*





**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.

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## 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

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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

3.

