

Student Services Program Learning Report

Program Name: DSSO

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The Disability Support Services Office (DSSO) is responsible for providing disability accommodations to students with documented disabilities in accordance with the American Disabilities Act (ADA). In order to provide these services the office provides a variety of services including note taking, implementation of testing services, through the testing center and faculty training needed to implement accommodations in the classroom. The assessment plan provided addresses three of these components:

1. Note Taking services – Note taking employment and training is necessary to comply with the ADA in providing accommodations to student needing such services.
2. DSSO Students – Student with disabilities must understand the accommodations that have been determined and provided for them as well as their responsibility in ensuring of that provision
3. Faculty Role- Faculty play a primary role in ensuring that accommodations are provided to the student in the classroom. Training for faculty ensures that accommodation will be implemented as mandated.

| Program SLOs | Timeline | Expected Level of Achievement | Assessment Strategy/ instrument | Results of Program Assessment ¹ | Next Steps ² |
|--|--|--|--|---|--|
| 1. <u>SNTWiBAT + complete+ all requirements for employment as a DSSO notetaker.</u> | Baseline: Fall 2010- Spring 2011 Assessment 1: Spring 2012 Assessment 2: Spring 2013 | 4- Complete all Documents, training, without assistance and/or reminders within one week *see rubric for all levels | Blue Form – Outlines students progress through completing employment process | Fall 2010- Spring 2011 Total - 3.11 At competency levels 4 and 3 – 61% Fall 2011-Spring 2012 Total – 2.99 At competency levels 4 and 3 – 36% | - Re-staff - Train front staff to better emphasize importance of employment docs - Phone Reminders |

¹ Results of program assessment: for example, percent of students who met the outcome(s) and at what level they met the outcome(s)

² Next Steps: What will the program do to improve the results? Next steps may include immediate actions such as revision to workshop curriculum or changes on an evaluation instrument. Next steps may also include requests to administration for additional support.

Program SLO Learning Report

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| 2. SNTWiBAT + <u>comprehend+ the duties and responsibilities of notetaking.</u> | Baseline: Fall 2010- Spring 2011 Assessment 1: Spring 2012 Assessment 2: Spring 2013 | 4- Earn of score of 100% on note taking training quiz *see rubric for all levels Goal: 75% at level 4- 100% on quiz | Note taking quiz – given at Training or individual training (powerpoint) | Fall 2010-Spring 2011 Total - 3.67 At competency levels 4 and 3 – 94% Fall 2011- Spring 2012 Total- 3.5 At competency levels 4 and 3 – 59% | <ul style="list-style-type: none"> - Require note takers to retake if below 70% - Re- do note taking training to emphasize missed items on quiz |
| 3. SWiBAT + <u>identify+ their Disability Notice(DN)</u> | Baseline: Summer -Fall 2012 Assessment 1: Fall 2013 Assessment 2: Fall 2014 | Yes - Identify DN by name No – Unable to identify the DN by name Goal: 90% of students id. “Yes” | Evaluation at the end of intake session | Fall 12: 3.88 on 4 point scale. 40/40=100% Competent (YES) Sp/Sum 13: 3.66 on a 4 point scale. 38/38= 100% competent (YES) Fall13: 3.76 on a 4 point scale 39/39= 100% competent (YES) | <ul style="list-style-type: none"> - Goal met, no improvements need to be made at this time. |
| 4. SWiBAT + <u>identify+ the accommodations they will receive through their Disability Notice(DN)</u> | Baseline: Summer -Fall 2012 Assessment 1: Fall 2013 Assessment 2: Fall 2014 | Yes - Identify their accommodations No – Unable to identify their accommodations Goal: 90% of students id. “Yes” | | Fall 12: 3.88 on 4 point scale. 40/40=100% Competent (YES) Sp/Sum 13: 3.76 on a 4 point scale. 38/38= 100% competent (YES) Fall13: 3.86 on a 4 point scale 29/29= 100% competent (YES) | <ul style="list-style-type: none"> - Goal met, no improvements need to be made at this time. |

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| <p>5. SWiBAT + <u>comprehend+ their responsibilities and duties related to their accommodations</u></p> | <p>Baseline: Summer -Fall 2012</p> <p>Assessment 1: Fall 2013</p> <p>Assessment 2: Fall 2014</p> | <p>4 – Request made for Note taking and/or alternate format made by or prior to deadline *see rubric for all levels</p> | <p>Recording date of requests for Note Taking and Alternate Format in relation to deadline</p> | <p>Fall 12: 3.88 on 4 point scale. 40/40=100% Competent (YES) Sp/Sum 13: 3.76 on a 4 point scale. 38/38= 100% competent (YES) Fall13: 3.86 on a 4 point scale 29/29= 100% competent</p> | <p>-</p> |
| <p>6. FWiBAT + <u>identify+ disability notice</u></p> | <p>Baseline: Fall 2012 – End of Semester</p> <p>Assessment 1: Fall 2013 – End of Semester</p> <p>Assessment 2: Fall 2015 – End of Semester</p> | <p>Yes – measured identification by answering that they received the DN. No – Measured that they did not identify the DN, all faculty sent surveys were given DNs. Goal: 90% able to identify.</p> | <p>Survey</p> | <p>Of the 97 respondents, 94, (97%) of faculty were able to identify that they received a DN.</p> | <p>- The goal was to achieve 90% identification level. This goal was met.</p> |

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| <p>7. FWiBAT + <u>comprehend+ disability notice</u></p> | <p>Baseline: Fall 2012 – End of Semester Fall 2013 – End of Semester Assessment 2: Fall 2015 – End of Semester</p> | <p>Survey item #6: “Please rate your level of understanding of the following: Purpose of the Disability. Goal: 90%</p> | <p>Survey</p> | <p>Item #6: Of the 97 respondents, 1 (1%) had “No” understanding, 2 (2%) had “minimal understanding”, 17 (18%) had “satisfactory” understanding, 37 (38%) had “good” understanding and 40 (41%) had excellent understanding. A total of 94 (97%) of the respondents had at least “satisfactory” understanding.</p> | <ul style="list-style-type: none"> - The goal was to achieve 90% understanding level. This goal was met. |
| <p>8. FWiBAT + <u>comprehend+ their responsibilities and duties related to their DSSO students’ accommodations</u></p> | <p>Baseline: Fall 2012 – End of Semester Assessment 1: Fall 2013 – End of Semester Assessment 2: Fall 2015 – End of Semester</p> | <p>Survey item #5: “Do you believe that the accommodations on the DN are mandatory?” Yes or No. Goal 90%</p> <p>Survey item #6: “Please rate your level of understanding of the following: Your roles and responsibilities in</p> | <p>Survey</p> | <p>Item #5: Of the 97 respondents, 78, (80.4%) of faculty answered that “yes” they believe that the accommodations are mandatory.</p> <p>Item #6: Of the 97 respondents, 0 had “No” understanding, 8 (8%) had “minimal understanding”, 16(16%) had “satisfactory”</p> | <ul style="list-style-type: none"> - Change the letter sent to faculty along with DNs to explain mandatory nature of DN and fulfilling ADA law. - Highlight faculty responsibility in fulfilling the accommodations at the New Faculty Orientation (NFO). - Provide workshops or online modules to inform faculty of their role. |

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| | | implementing classroom accommodations. Goal: 90% | | understanding, 30 (39%) had “good” understanding and 35 (36%) had excellent understanding. A total of 89 (92%) of the respondents had at least “satisfactory” understanding. | |

Please complete the table above OR provide the information requested above in a format of your own choosing.

Please attach an assessment plan: what outcomes will be assessed, when they will be assessed and how will they be assessed on a three-year cycle.

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