



Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Kelly Atkins	Date of Report Submission: 10/5/18
Department: Disability & Access Center	Semester Assessment Conducted: Summer 2016, Fall 2016, and Spring 2017
Identify if assessment is: <input checked="" type="checkbox"/> <i>First time</i> <input type="checkbox"/> <i>Repeat/ trend analysis</i>	
Report Title: Student Learning Goal #1 – Summer 2016, Fall 2016, and Spring 2017	
Type of assessment: (Check all that apply.) <input checked="" type="checkbox"/> <i>Departmental Student Learning goal</i> <input type="checkbox"/> <i>Core Competency</i>	
Identify if this assessment was completed in collaboration with a specific: <input checked="" type="checkbox"/> <i>co-curricular dept.</i> <input type="checkbox"/> <i>course</i> <input type="checkbox"/> <i>discipline</i> <input type="checkbox"/> <i>program</i> <input type="checkbox"/> <i>degree</i> <input type="checkbox"/> <i>grant</i> <input type="checkbox"/> <i>other</i>	
1. Describe what you wanted to know about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) <p>The Disability & Access Center utilized a “Student Assessment” form following students’ participation in the intake process to collect feedback on both quality of services and assessment of knowledge gained during the intake appointment. While feedback was requested on five specific statements on a Likert scale, as well as two additional questions, this report focuses on students’ responses to statement #4: “I have increased my knowledge about accommodations that I am eligible for at the college.” This knowledge base of accommodation eligibility is essential for students with disabilities, because high school and college disability laws differ, returning adult students may have little to no experience with accommodation processes, and the provision of reasonable accommodations is a legal mandate for the college. During the intake process, attention was placed on assessing the impact of disabilities on each student so equal access accommodations could be determined. Based on attained information both from the interactive process with the student and review of 3rd party disability documentation, the Disability & Access Center’s professional staff assisted each student in the identification of personal accommodation eligibility. In order for the student to have a written record of accommodations, staff completed an “ADA Accommodation Plan” document which was provided to the student for sharing with faculty and also maintained in the department’s confidential student file. A detailed “Student Responsibilities” form was also reviewed during the intake appointment and then signed by each student which indicated, in part, their understanding of the need and process for discussing their personal eligibility for accommodations with faculty. This assessment was conducted, in part, to identify if students gain needed knowledge during the intake process about their personal eligibility for disability-related accommodations in higher education.</p>	
1a. State the department SL goal(s) or core competency linked to this assessment. Goal 1: The student shall be able to describe their personal eligibility for disability-related accommodations in higher education.	

1 b. Identify which students were assessed.

All students participating in an intake appointment in the Disability & Access Center were given an opportunity to voluntarily and anonymously complete the Student Assessment form.

1c. What was the sample size of the group assessed/the number of possible students?

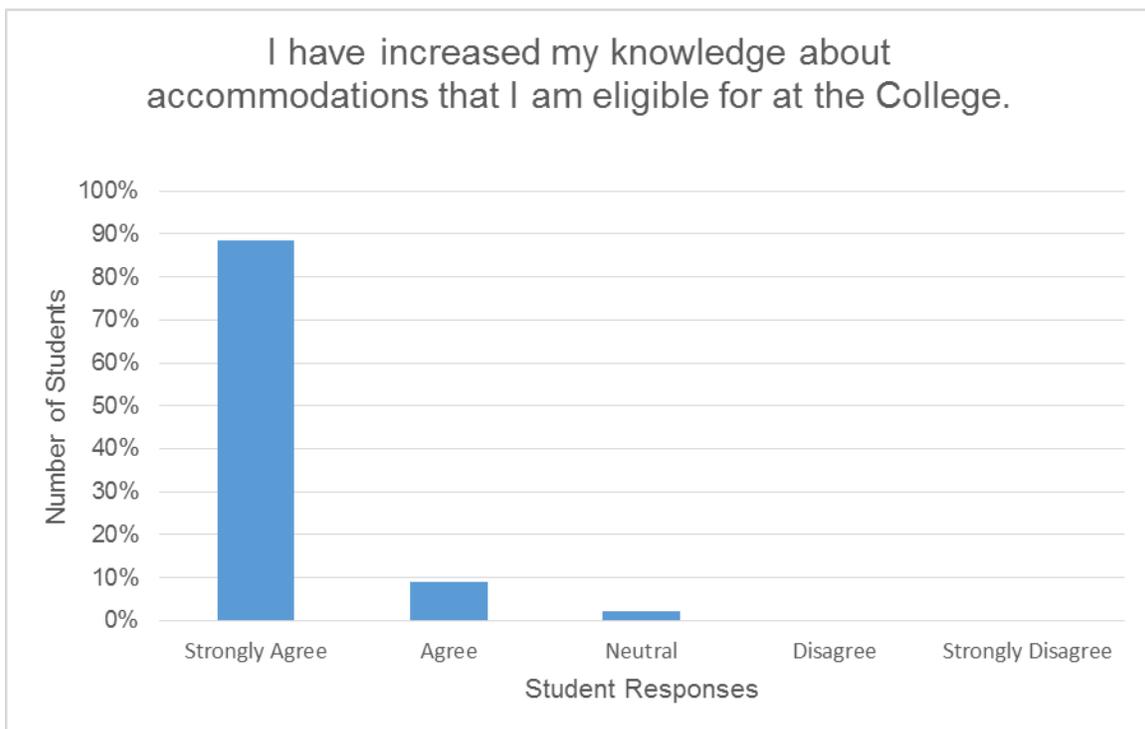
The Disability & Access Center provided 2,382 comprehensive intake appointments for students with disabilities during summer 2016, fall 2016 and spring 2017. After those appointments, 395 Student Assessment forms were completed.

2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)

Students were invited to complete a Student Assessment form immediately following their intake appointment and place in an evaluation box located in two places in the Disability & Access Center office located at all campuses. The process is both voluntary and anonymous in an effort to attain honest and open feedback. If a student participated in an intake appointment more than once, they were invited to complete another assessment. This process also provided an opportunity for students to request follow-up from the Disability & Access Center to address any further questions or concerns.

3. What were the results of this assessment? (Include just the summary of collected data – no interpretation of data here.)

Student Responses to Statement 4 on the Disability & Access Center's Student Assessment Form



Disability & Access Center's Student Assessment – Statement #4			
I have increased my knowledge about accommodations that I am eligible for at the College.			Total SA/A
Strongly Agree (SA)	350	88.61%	} 97.72%
Agree (A)	36	9.11%	
Neutral	8	2.02%	
Disagree	0	0	
Strongly Disagree	0	0	
No Answer	1	1%	
Total	395	100%	

3a. What was the cut off point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed?

The Disability & Access Center set the benchmark goal that after participating in an intake appointment, 90% of students would “strongly agree” or “agree” that their intake appointment with the Disability & Access Center increased their knowledge about accommodations they are eligible for at the college.

4. Describe what these results mean to the department completing this assessment. (i.e. Interpretation of the data; include if the activity/event met the benchmark; if data is available were there differences in performance based on ethnicity, GPA, etc.?)

Data from assessments following intake appointments that were voluntarily completed during summer 2016, fall 2016 and spring 2017 indicates that students felt significantly more knowledgeable about accommodations they are eligible to receive at the college after participating in the comprehensive intake process with the Disability & Access Center. Of the 395 completed student assessments, 88.61% strongly agreed and 9.11% agreed that they had increased their knowledge about this essential student learning goal. These results confirm that the time intensive intake process provided by the Disability & Access Center prepared students with disabilities to have needed knowledge about their personal eligibility for accommodations in the college environment. The 90% benchmark goal of success was exceeded by nearly 8%.

5. What changes, if any, does the department plan to implement to improve student performance? (Note: Your response to this question is posted as an OA report on swic.edu.)

The Disability & Access Center provides individualized intake appointments for students with disabilities. It is through this comprehensive interactive process with students and the professional staff's review of 3rd party disability documentation that eligibility for accommodations at the college is determined. It is essential for students to increase their knowledge about

personal eligibility for accommodations so they can successfully navigate their college experience. Since high school disability laws are different than college disability laws, returning adult students may have little to no experience with accommodation processes, and the provision of reasonable accommodations is a legal mandate for the college; significant attention is given during the intake process on helping students understand their personal eligibility for accommodations at the college. In order to assess students' knowledge related to the Disability & Access Center's Student Learning Goal #1 which is "describe their personal eligibility for disability-related accommodations in higher education," students were invited to complete a Student Assessment form immediately following their intake appointments. Although other student learning goals are addressed in this assessment, the results conducted in summer 2016, fall 2017, and spring 2017 related to this learning goal show that 97.72% of students surveyed strongly agreed or agreed that their experience in the Disability & Access Center caused them to have increased their knowledge about accommodations they were eligible to receive at the college. These results confirm the positive impact of the intake process for students with disabilities to gain needed accommodation information. The Disability & Access Center plans to continue assessing students on this learning goal, as well as other goals. New assessments will be created for the future to coincide with new departmental processes.

6. After implementing the change, what happened to student performance? (Note: This question will not be answered in your first submission. A follow up assessment is recommended to determine if changes implemented resulted in improvement. Responses to this question may be included in an OA report on swic.edu.)

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Kelly Atkins
Date Reviewed: 10/5/18

Department: DAC
Status: Accepted

For official use only.

Please submit this form electronically to: OA coordinator and Supervisor.