



## 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 2017, Fall 2017, and Spring 2018
Identify if assessment is: <input checked="" type="radio"/> <i>First time</i> <input type="checkbox"/> <i>Repeat/ trend analysis</i>	
<b>Report Title:</b> Student Learning Goal #2 – Summer 2017, Fall 2017, and Spring 2018	
<b>Type of assessment: (Check all that apply.)</b> <input checked="" type="checkbox"/> <i>Departmental Student Learning goal</i> <input type="checkbox"/> <i>Core Competency</i>	
<b>Identify if this assessment was completed in collaboration with a specific:</b> <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>	
<b>1. Describe what you wanted to know about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.)</b>  <p>The Disability &amp; 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 # 5: “I have increased my knowledge about using other College departments and community resources.” This knowledge base of college and community resources is essential so students know how to access various support systems to address their individualized and comprehensive needs. 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 acquired information both from the interactive process with the student and review of 3<sup>rd</sup> party disability documentation, the Disability &amp; Access Center professional provided specific information and referrals to college departments and community agencies. In order for the student to have a written record of these resources, staff completed a “Student Support Plan and Referrals” document which was provided to the student and also a copy was maintained in the department’s confidential student file. This survey was conducted, in part, to identify if students gain needed knowledge during the intake process about using other college departments and community resources to meet their comprehensive needs.</p>	
<b>1a. State the department SL goal(s) or core competency linked to this assessment.</b>  Goal 2: The student shall be able to identify college departments and community resources to meet comprehensive personal, academic, and career goals.	
<b>1 b. Identify which students were assessed.</b>  All new and returning students participating in an intake appointment in the Disability & Access Center were given an opportunity to voluntarily and anonymously complete the assessment form.	

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

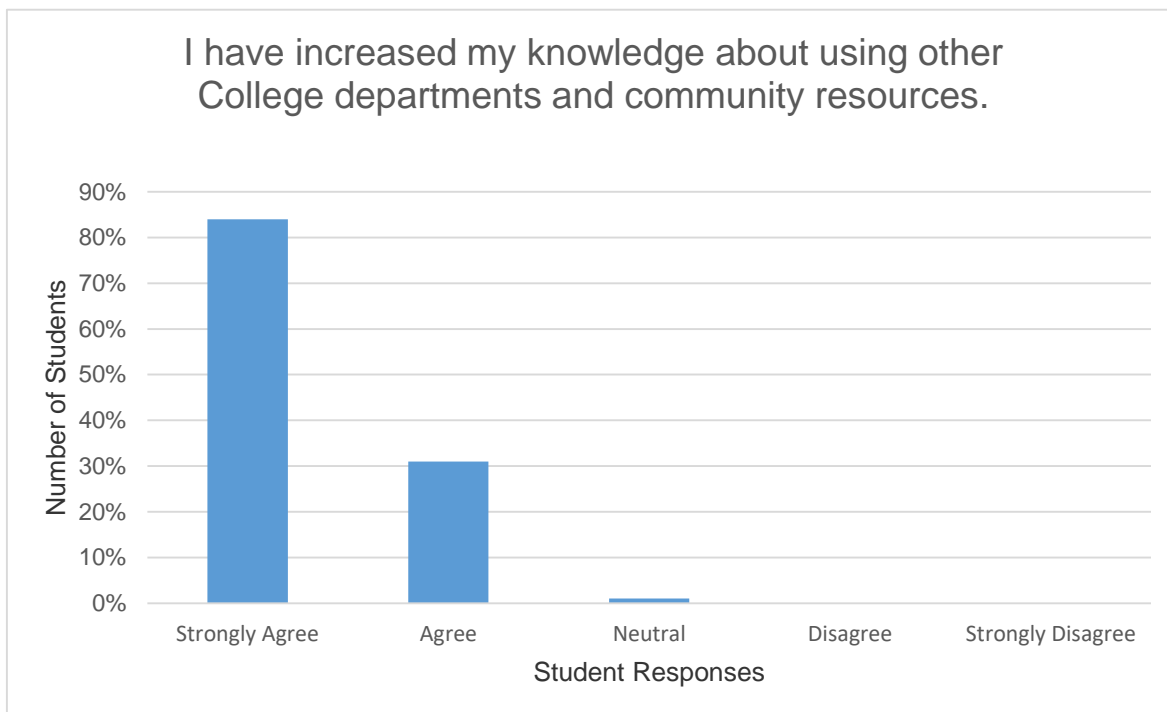
The Disability & Access Center provided 2,200 comprehensive intake appointments for students with disabilities during summer 2017, fall 2017, and spring 2018. After those appointments, 384 Student Assessment forms were completed.

***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 an assessment form immediately following their intake appointment and place it in one of two evaluation boxes located 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 survey. The survey 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 5 on the Disability & Access Center's Student Assessment Form**



<b>Disability &amp; Access Center Student Assessment – Statement #5</b>			
I have increased my knowledge about using other College departments and community resources.			<b>Total S/A</b>
<b>Strongly Agree (SA)</b>	<b>323</b>	<b>84%</b>	} <b>97%</b>
<b>Agree (A)</b>	<b>50</b>	<b>13%</b>	
Neutral	4	1%	
Disagree	0	0	
Strongly Disagree	0	0	
No Answer	7	2%	
Total	384	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 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 using other College departments and community resources.

**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 surveys following intake appointments that were voluntarily completed during summer 2017, fall 2017, and spring 2018 indicated that students felt significantly more knowledgeable about College departments and community resources to meet their comprehensive personal, academic, and career goals after participating in the intake process with the Disability & Access Center. Of the 384 completed student surveys, 84% strongly agreed and 13% 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 College departments and community resources. The 90% benchmark goal of success was exceeded by 7%.

**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](http://swic.edu).)**

The Disability & Access Center provided individualized intake appointments for students with

disabilities. It is through this comprehensive interactive process with students and the professional staff's review of 3<sup>rd</sup> party disability documentation that other college department and community agency resources were identified and thoroughly reviewed with students. It is essential for students to increase their knowledge about various college and community resources so they can successfully enroll and remain in college. In order for a student to have a written record of these identified resources, staff completed a "Student Support Plan and Referrals" document which was provided to each student and a copy was also maintained in the department's confidential student file for use during follow-up appointments. In order to assess student's knowledge related to the Disability & Access Center's Student Learning Goal #2 which is "identify college departments and community resources to meet comprehensive personal, academic, and career goals," students were invited to complete a survey immediately following their intake appointments. Although other student learning goals are addressed in this assessment, the results of the survey conducted in summer 2017, fall 2017, and spring 2018 related to this learning goal showed that 97% of students surveyed strongly agreed or agreed that their experience in the Disability & Access Center caused them to have increased their knowledge about using other College departments and community resources. These results confirm the positive impact of the intake process for students with disabilities to gain needed resource information. The Disability & Access Center plans to continue assessing students on identified learning goals. New assessments will be created for the future to coincide with new departmental processes, but this specific student learning goal will continue to be assessed. While assessment form completion is voluntary, the Disability & Access Center will continue to encourage students to provide needed feedback.

**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](http://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.**