



Revised 10/9/15

Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Kelly Atkins	Date of Report Submission: 10/18/19
Department: Disability & Access Center	Semester Assessment Conducted: Summer 2018, Fall 2018, and Spring 2019
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 #3 – Summer 2018, Fall 2018, and Spring 2019	
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>Beginning in the summer semester of FY '19, the Disability & Access Center (DAC) improved the process for students utilizing alternative formats of textbooks due to print disabilities. In the previous procedural system, the DAC used Dolphin software to convert standard textbooks into alternative formats; typically, audio on CD. The CD's were then provided to eligible students so they could listen to textbooks/classroom materials as a means of equal access.</p> <p>In FY' 19, the DAC identified and implemented a different software, Kurzweil 3000, for the production of alternative formats. Each eligible student receives login access to the use of Kurzweil for the semester; this access must be requested by eligible students to the DAC each semester. The change in software and the process now used has brought about many positive changes:</p> <ul style="list-style-type: none"> • Students have the ability to simultaneously listen and follow along the text. • Students have the ability to enlarge the text, change background and/or color of text, change the voice and language of audio. • Students can listen to textbooks on their computer, phone, tablet or any other Internet accessible device. • Once students are registered for Kurzweil by the DAC, they can upload any documents, along with their textbooks, throughout the semester, so they have access tools available for all of their academic readings. <p>This procedural change directly impacted Student Learning (SL) Goal #3, "The student shall be able to utilize alternative formats of textbooks and other classroom materials." Previously, students needed to understand the process for requesting alternative formats, but, they weren't interactively involved after the request for accommodation was made. They simply picked up their CD's from the DAC and utilized their audio format to access their texts/classroom materials. With the updated and improved process, students with print disabilities are provided an array of options for their text access which brought about a new DAC student training program and student instructional guide on using Kurzweil for textbooks. To date, the student training</p>	

program has been offered on an individual vs. group basis, but plans are in place to offer both options.

Each student was individually assessed by DAC staff as part of the training to ensure that the needed skills had been acquired for each to effectively access and utilize their alternative formats. This assessment included each student having “hands on” access to the computer, logging into Kurzweil, practicing the program options, and demonstrating needed skills to function independently.

Students also had the opportunity to voluntarily complete a “Student Assessment” form following training. While feedback was requested on various accommodation needs utilizing a Likert scale, one question pertained to Student Learning Goal #3: “I have increased my knowledge about the use of alternative formats.”

1a. State the department SL goal(s) or core competency linked to this assessment.

Goal 3: The student shall be able to utilize alternative formats of textbooks and other classroom materials.

1 b. Identify which students were assessed.

All eligible students who requested alternative formats as an accommodation related to their print disability received an individual assessment of their skills as part of the training process. These students also were provided an opportunity to voluntarily 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 405 individual access technology/alternative format training appointments for eligible students with print disabilities during summer 2018, fall 2018 and spring 2019. DAC staff assessed students’ learning in each training appointment and ensured their ability to perform needed skills before completion of the session. Students were then provided the opportunity to voluntarily and anonymously complete the Student Assessment form. After those appointments, 166 Student Assessments were completed.

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

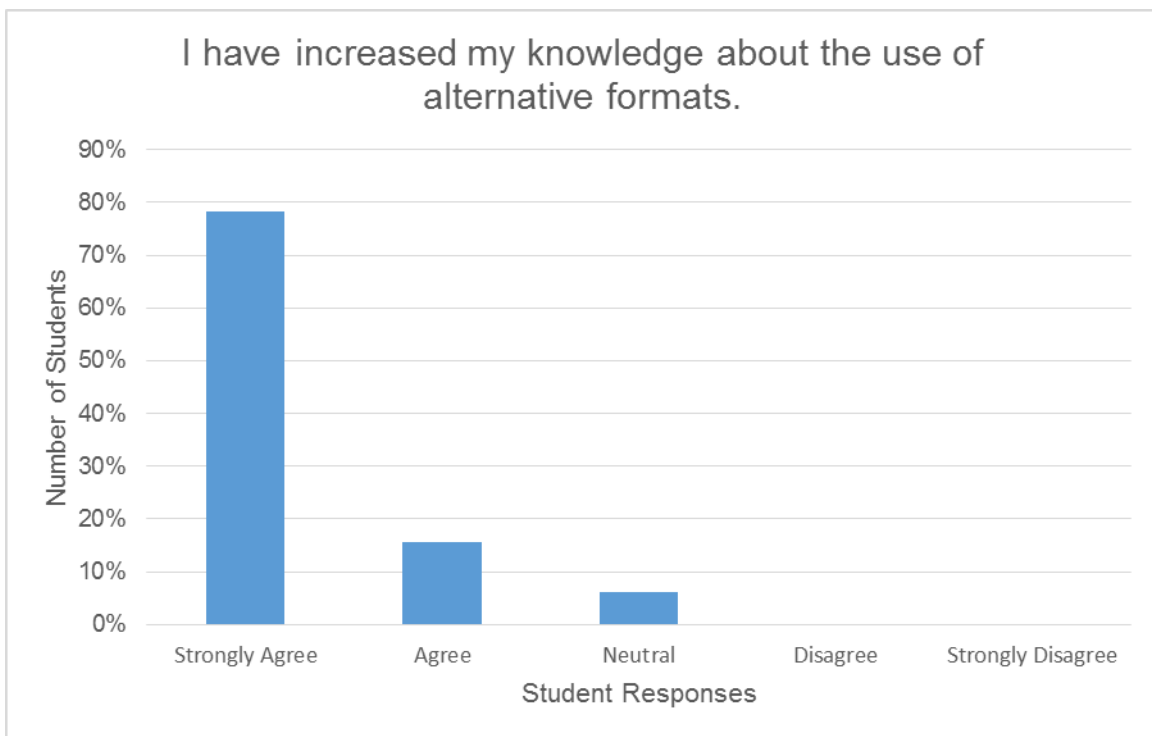
Individual assessments by DAC staff of student skills were accomplished during individual training appointments. Before the completion of a session, each student demonstrated required abilities related to utilizing alternative formats. All training appointments have been documented as part of DAC’s overall individual student case note process.

Students also were invited to complete a Student Assessment form immediately following their training appointment. These assessment forms were placed by students in an evaluation box located in each of the Disability & Access Center’s offices 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 a training session 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.)

- 100% of the students who requested the utilization of alternative formats due to the impact of print disabilities participated in a training appointment with DAC staff. 100% of the students demonstrated to staff the ability to effectively utilize the features and options available to them with the use of Kurzweil software, hence ensuring accessibility and independence for this specific disability-related need. All DAC student appointments are documented in confidential and detailed Student Case Notes. In addition, all eligible students signed a “Student Agreement with Southwestern Illinois College for Alternative Textbook Request” verifying understanding of the appropriate use of alternative media, and all students received a detailed written document during training related to utilizing Kurzweil to access their textbooks. Follow-up appointments were continuously available to answer questions or further assist with training.

Student Responses to Statement 5 on the Disability & Access Center’s Student Assessment Form



Disability & Access Center Student Assessment – Statement #5			
I have increased my knowledge about the use of alternative formats.			Total SA/A
Strongly Agree (SA)	130	78.31%	} 93.97%
Agree (A)	26	15.66%	
Neutral	10	6.02%	
Disagree	0	0	
Strongly Disagree	0	0	
No Answer	0	0	
Total	166	99.99%	

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 a training appointment, 90% would be able to demonstrate proficiency in accessing their alternative formats with Kurzweil.

The Disability & Access Center set the benchmark goal that after participating in a training appointment, 90% of students would “strongly agree” or “agree” that their individual appointment with the Disability & Access Center increased their knowledge about the use of alternative formats.

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.?)

Information acquired from individual training sessions and assessments following appointments that were voluntarily completed during the summer 2018, fall 2019 and spring 2019 indicates that students increased their knowledge about the utilization of alternative formats after participating in a comprehensive training appointment with the Disability & Access Center. Furthermore, students were provided additional access options with the new system as identified in response to #1.

Of the 405 individual appointments, 100% of the students were able to fully access alternative formats as evidenced by demonstration with DAC staff during training. Since this is a disability-related accommodation that is required for eligible students, there was a plan in place to utilize the old system, whereby students would simply receive a CD of audio formats, for anyone identified as unable to fully participate in using the new system. In fact, not only did 100% of the students demonstrate the ability to independently access their texts, the overwhelming majority strongly preferred the new system.

Of the 166 completed student assessments, 78.31% strongly agreed and 15.66% agreed that they had increased their knowledge about this essential student learning goal. These results confirm the time intensive training provided by the Disability & Access Center prepared students with disabilities to have needed knowledge about using the disability-related accommodation of alternative formats.

The 90% benchmark goals were exceeded for both training outcomes, as well as student assessments of increased knowledge. At all times, students were encouraged to return with questions or follow-up training.

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 utilizes a comprehensive approach to ensuring that eligible students with print disabilities have effective access to receiving and utilizing alternative formats of their textbooks and classroom materials. Equal access to classroom materials is a mandated accommodation per the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. At the beginning of FY '19, the DAC implemented a new system for providing this accommodation that we believed would enhance the student experience and improve staff efficiency. Based on the results of student training outcomes, student assessments, and DAC staff observations of student performance during sessions, the DAC plans to continue the new delivery system, which now utilizes Kurzweil software instead of Dolphin software, in conjunction with continued comprehensive student training sessions and written training materials. A part of each training appointment included the student demonstrating to DAC staff his or her mastery of utilizing Kurzweil to access textbooks and practicing with the various available options for visual and audio presentation. While 100% of the eligible students who participated in training were able to perform the needed skills, a plan was in place to return to the previous system of simply providing audio CD's if necessary in order to ensure all students were provided the required access to print. All participating students signed the "Student Agreement with Southwestern Illinois College for Alternative Textbook Request" verifying their understanding of the appropriate use of alternative formats. Additionally, all student appointments were documented in detail by DAC staff in the Student Case Note which is electronically and confidentially held within the department. To further assess students' perception of their knowledge related to the Disability & Access Center's Student Learning Goal #3 which is "utilize alternative formats of textbooks and other classroom materials," students were invited to complete a Student Assessment form immediately following their training appointments. Although other student learning goals are addressed in this assessment, the results conducted in summer 2018, fall 2018, and spring 2019 related to this learning goal show that 93.97% of students surveyed strongly agreed or agreed that their experience in the Disability & Access Center caused them to have increased knowledge about the use of alternative formats. These results confirm the positive impact of the new system and training process for students with disabilities needing access to alternative formats. The Disability & Access Center plans to continue assessing students on this learning goal, as well as other goals. There is also a plan to implement group trainings and assess if similar outcomes are achieved.

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: 10/18/19

Department: Disability & Access Center
Status: Accepted

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