Assessment of Learning Outcomes  
Office of Disability Services  
Spring 2015

I. Report Period  1/15 – 5/15

II. Student Learning Outcomes

1. Goal:  Students will improve their self-advocacy skills.

   Outcome:  Students will meet with an O.D.S. staff member once a semester to discuss their accommodations, self-advocacy, and academic progress (target= 90% of active registered students).
   - O.D.S. staff met with 88 out of 154 students (57%) during the academic year for check-in meetings.

2. Goal:  Students will improve their decision-making and goal-setting skills.

   Learning Outcome:  During the meeting with the O.D.S. staff member, each student will develop a personal goal for the current semester and discuss steps to achieve the goal (target = 70% of active registered students).
   - Students were not interested in developing a personal goal.

3. Goal:  Students will improve their problem-solving skills.

   Learning Outcome:  Students will improve their ability to utilize campus resources. Student and O.D.S. staff member will discuss challenges and barriers during the progress meeting each semester and resources to address challenges (target = 70% of active registered students).
   - Some students were reminded about Counseling and tutorial services if they expressed a need during the check-in meeting.

III. Method

Assessment:  A student satisfaction survey was implemented during Spring semester 2015. Students had the choice to respond to statements with the following options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Students were able to place their completed surveys in a folder in the Office of Disability Services to protect anonymity.

IV. Results:
A total of 33 students completed the survey during the Spring semester.

- Disability Services has helped me improve my ability to advocate for myself.
• I have discussed issues of accommodations, self-advocacy and/or academic progress with an ODS staff member (i.e. director or coordinator) at least once this academic year.
  o 12 students strongly agreed, 16 students agreed, 4 students were neutral, 1 student disagreed, and 0 students strongly disagreed

• My decision-making and goal-setting skills are improved through interactions with ODS staff.
  o 3 students strongly agreed, 18 students agreed, 11 students were neutral, 0 students disagreed, 1 student strongly disagreed

• My ability to utilize campus resources to meet educational challenges is improved through interactions with ODS staff.
  o 8 students strongly agreed, 20 students agreed, 3 students were neutral, 0 students disagreed, 2 students strongly disagreed

• Disability Services’ staff explain the advocacy letter process to me in a way I can understand.
  o 17 students strongly agreed, 15 students agreed, 0 students were neutral, 0 students disagreed, and 1 student strongly disagreed

• I met with my professors during the first two weeks of class to show them my advocacy letter (or within 2 weeks of getting approved to receive accommodations if approved during the middle of the semester).
  o 13 students strongly agreed, 10 students agreed, 0 students were neutral, 0 students disagreed, and 1 student strongly disagreed

• I returned my signed advocacy letter to Disability Services within the first 2 weeks of the semester (or within 2 weeks of getting approved to receive accommodations if approved during the middle of the semester).
  o 11 students strongly agreed, 9 students agreed, 2 students were neutral, 1 student disagreed, 1 student strongly disagreed

• I am approved to receive books in an alternate format and I utilize this service.
  o 4 students answered Yes, 6 students replied No, and 15 replied N/A

• This semester, I used priority registration to register for Fall 2015 classes.
  o 14 students replied Yes, 5 students replied No, 5 students replied N/A

**Outcome:** Overall student satisfaction is very good.
Suggestions / Comments:

- Thanks for everything! You guys and gals make the whole process much easier.

- I wasn’t informed by ODS of any additional campus resources available to me. The whole matriculation process for me, a non-traditional Spring-start student, was not very user-friendly at Armstrong overall. No clear checklist (lots of lost paperwork on the admin side outside of ODS, that is.)

- Please allow students to return exams in a sealed envelope to the professors so that they can be graded quickly!

- Thumbs-up (drawn)

- Sending out test reminders via e-mail

- The priority registration is really helpful to my academic success. Thanks for all you guys do!!

V. Changes made due to response: No changes made at this time.