Assessment of Learning Outcomes  
Spring 2016

I. Report Period  
1/16 – 5/16

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= 80% of active registered students).
- O.D.S. staff met with 93 out of 287 students (32%) during the academic year for check-in meetings.

2. Goal: Students will increase their personal responsibility.

Outcome: Students will return completed advocacy letters to O.D.S. staff within the first two weeks of the semester (or within two weeks of getting approved) (target = 90% of active registered students).
- 91% of students surveyed indicated they returned their completed advocacy letters to Disability Services within the first 2 weeks of the semester or within 2 weeks of being approved to receive accommodations.

III. Method
A student satisfaction survey was implemented during Spring semester 2016. 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 32 students completed the survey during the Spring semester.
- Disability Services has helped me improve my ability to advocate for myself.
  - 16 students strongly agreed
  - 14 students agreed
  - 2 students were neutral
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 (2015-16).
  - 12 students strongly agreed
  - 11 students agreed
  - 6 students were neutral
  - 3 students disagreed

My decision-making and goal-setting skills are improved through interactions with ODS staff.
  - 10 students strongly agreed
  - 14 students agreed
  - 8 students were neutral

My ability to utilize campus resources to meet educational challenges is improved through interactions with ODS staff.
  - 12 students strongly agreed
  - 17 students agreed
  - 3 students were neutral

Disability Services staff explain the Advocacy Letter process to me in a way I can understand.
  - 17 students strongly agreed
  - 14 students agreed
  - 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).
  - 13 students strongly agreed
  - 10 students agreed
  - 1 student strongly agreed
  - 9 students did not reply

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).
  - 16 students strongly agreed
  - 13 students agreed
  - 1 students were neutral
  - 2 students disagreed

I am approved to receive books in an alternate format and I utilize this service.
  - 7 students replied yes
  - 11 students replied no
  - 14 students replied N/A

This semester, I used priority registration to register for Fall 2016 classes.
  - 22 students replied yes
  - 5 students replied no
5 students replied N/A

Suggestions / Comments:
- Although I think advocacy letters is a good idea, it would be better to contact the Professor before the actual semester starts, as everyone seems to be busy right after school starts.
- I see nothing that needs improvement. The staff are great. The disability center allows me to reach my full potential.

Outcome: Overall student satisfaction is very good.

V. Changes made due to response: O.D.S. staff will revise the way check-in meetings are scheduled in order to meet with more students. Also, the survey will be initiated before final exams in order to increase completion rates.