Assessment of Learning Outcomes

Spring 2012

1. Report Period 1/12 - 4/12
2. Student Learning Outcomes
   A. Students utilizing services will pick up their advocacy letters from ODS, meet with their professors to discuss their accommodations, and return advocacy letters to ODS within the first two weeks of the fall semester.
   B. Students approved to receive books in an alternate format will use various sources of technology to access textbooks by the end of the Spring 2012 semester.
   C. Students receiving services will report barriers to access to ODS staff within 3 days of incident which will be assessed at the end of the Spring 2012 semester.
3. Method
   Assessment: A program evaluation was conducted so that students could review the services offered by the Office of Disability Services and learning outcomes could be assessed.
4. Results (29)
   A. Student respondents (n = 29)
      • 16 female students and 13 male students completed the survey
      • Disabilities of respondents
         o Deaf/Hard of Hearing – 0
         o Blind/Visual Impairment – 0
         o Learning Disabilities – 14
         o Attention Deficit Disorder – 10
         o Mobility Impairment – 5
         o Medical Disabilities – 6
         o Pervasive Developmental Disorder – 2
         o Psychological Disorders – 6
         o Acquired Brain Impairment – 1
   • Terms enrolled at A.A.S.U.
      o 3 students replied 1 term
      o 5 students replied 2 terms
      o 4 students replied 3 terms
      o 4 students replied 4 terms
      o 2 students replied 5 terms
      o 3 students replied 6 terms
      o 1 student replied 7 terms
      o 1 student replied 8 terms
      o 1 student replied 6-8 terms
1 student replied 12 terms
1 student replied not sure

- Total number of times respondent visited the Office of Disability Services during the last year
  - 1 student replied rarely
  - 13 students replied weekly
  - 16 students replied monthly
  - 1 student replied once a semester
  - 1 student replied never
  - 1 student replied twice a week

B. Students were asked to rate each item and the quality of the specific service they have used with the following options: Excellent, Good, Adequate, Fair, and Poor

- Information about campus accessibility
  - 8 students replied excellent
  - 5 students replied good

- Closed circuit televisions
  - 24 students replied excellent
  - 2 students replied good

- Test/quiz administration
  - 12 students replied excellent
  - 3 students replied good
  - 1 student replied adequate
  - 1 student replied fair

- Note-taking services
  - 8 students replied excellent
  - 2 students replied good
  - 2 students replied adequate

- Books in alternate format
  - 0 students replied to this item

- Reader services
  - 0 students replied to this item

- Adaptive technology in computer labs
  - 0 students replied to this item

- Loan of equipment
  - 0 students replied to this item

- Priority Registration (New this semester)
  - 0 students replied to this item

- Scribe services
  - 0 students replied to this item

C. Students were asked to rate the general sensitivity and awareness of instructors toward students with disabilities in making appropriate accommodations in their classes

- 17 replied excellent
D. Students were asked to rate the general attitude of students without disabilities towards students with disabilities
   - 10 replied good
   - 2 replied adequate
   - 2 replied fair
   - 0 replied poor

E. Students were asked how well the academic support services provided by the Office of Disability Services assist them in completing academic coursework
   - 5 replied excellent
   - 12 replied good
   - 11 replied adequate
   - 2 replied fair
   - 0 replied poor

F. The next question asked how well Disability Services has worked with you and/or a professor to resolve academic-related problems
   - 16 replied excellent
   - 11 replied good
   - 3 replied adequate
   - 0 replied fair
   - 0 replied poor

G. Students were asked if they report barriers or access issues to Disability Services within 3 days so that they may receive assistance
   - 8 replied yes
   - 0 replied no
   - 3 replied sometimes
   - 17 replied N/A

H. Students were asked to rate the helpfulness of their academic advisors in planning their courses and academic program
   - 11 replied excellent
   - 11 replied good
   - 5 replied adequate
   - 3 replied fair
   - 0 replied poor

I. Students were asked how well they have been able to participate in out-of-class campus activities and programs of interest to them
   - 11 replied excellent
   - 11 replied good
J. Students were asked how effectively Disability Services has met their needs considering their experience, use of services, and contact with the office
   • 5 replied adequate
   • 0 replied fair
   • 1 replied poor

K. The next question asked students to indicate the technology sources/formats they have utilized to access books in an alternate format (for student who receive this accommodation)
   • 1 indicated Kurzweil
   • 0 indicated JAWS
   • 1 indicated pdf reader
   • 4 indicated Natural Reader
   • 1 students indicated Word-Office

L. Students were asked given their experience and knowledge of the services for students with disabilities, would they recommend that a high school student with a disability consider attending A.A.S.U.
   • 29 replied yes
   • 0 replied no

M. Students were asked when they encounter a problem on campus that is in some fashion related to or associated with their disability, how do they solve the problem
   • 18 students contact Disability Services
   • 5 students ask another student
   • 7 students ask a staff or faculty member not in the O.D.S. office
   • 11 students find a means to solve the problem personally
   • 0 students contact a Vocational Rehabilitation counselor
   • 5 students go to the particular office which can directly solve the problem

N. Students were asked what problems they most commonly encounter at A.A.S.U.
   • 7 students indicated knowing where to go to obtain a particular service
   • 1 indicated transportation
   • 0 indicated housing
   • 2 indicated readers
   • 0 indicated scribes
   • 3 indicated notetakers
   • 0 indicated interpreters
   • 0 indicated keeping wheelchairs or equipment in operating condition
   • 3 indicated financial assistance
   • 2 indicated finding student employment
• 3 indicated lack of leisure time or recreational activities
• 2 indicated opportunity to participate in other out-of-class activities
• 3 indicated identifying and appropriate academic major
• 2 indicated physical barriers
• 2 indicated attitudes of faculty
• 3 indicated using the library
• 3 indicated securing tutorial assistance
• 8 indicated time management
• 6 indicated study skills
• 7 indicated preparing for exams

5. Responses to Open Ended questions
A. Please describe any general or specific matters that should be addressed by Disability Services to enhance the equal access and participation of students with disabilities.
• None, excellent job
• A system that allows students to ask questions during test
• Some professors seem to ignore the fact that students are enrolled in your program
• I feel the O.D.S. office needs more space
• I have had problems with teachers returning graded exams back to the class but often forgetting to put mine in the stack of papers because it is delivered in a separate folder from the rest and sometimes it takes several days for a teacher to get the folder. I feel left out when the entire class gets the test back and I’m stuck without mine for usually another week. Also sometimes teachers forget to inform me of announcements that he or she will make before, during, or after the test (e.g. class cancellation)
• I am not sure how the test returning process to the teachers works but in every class my teachers are able to post the rest of the test grades in the same day the test was given but I always have to wait about two weeks for my grade. Is there any way this can change? I would greatly appreciate it.

B. Please describe any additional general or specific services that should be offered by the Disability Services office.
• I’m not sure if there is any way to have the text books (reader) other then on campus. I like to study at home. Maybe if there was a way that you all could have a list of the text books that we can get an audio or where we can find it will be helpful.
• I would like to see my tests get back to my professor sooner. I would like to be able to see my grade at the same time as my peers.

6. Changes in Response to Assessment
Disability Services will address the issue of students receiving their tests later than their classmates by e-mailing faculty to remind them that students’ tests should be returned to their mailboxes on the same day or next morning.