



Division of Student Affairs  
**LEARNING OUTCOMES**  
2008-2009

**Department: Office for Students with Disabilities**  
**Program/Service/Initiative: Use of accommodated testing and adaptive technology in the Adaptive Resource Center (ARC).**

**1. Learning Outcome:** Students with disabilities will demonstrate an increase in their knowledge of adaptive technology through one on one training with the Assistant Director for Testing and Adaptive Technology.

Student Affairs Goal: (V) Provide a student-centered environment and one that advocates for student needs. (VI) Reduce the impediments to learning for students with disabilities and make campus events and activities physically and programmatically accessible.

Learning Reconsidered Outcome(s): Knowledge and Application

**Action Steps to Implement Outcome:**

- Assistant Director will create a pre- and post-test to assess a student's knowledge of adaptive technology.
- The Documentation Review Committee will identify students needing training in adaptive technology during the documentation review process and refer those students to the Assistant Director.
- Students will be directed to schedule an appointment with the Assistant Director to receive training in adaptive technology.
- Students will be given a pre-test prior to the training to determine their level of knowledge and a post-test upon completion of the training.
- Pre- and post-test comparisons will be made to determine if there was an improvement in the student's overall knowledge of adaptive technology.

Criteria for Success: Students will demonstrate a 10% increase in their level of knowledge in the use of adaptive technology by August 2009.

Results of Assessment: [Include a brief summary of only the important results. Do not include all your data. Include your interpretation of results. This may be based on your professional experience, literature in your field, etc.]

Future Plans for Objective: Examples include

- [Possible types of future plans:]
- [decisions to continue with current practices]
- [decisions to expand upon projects that are doing exceptionally well]
- [decisions to improve a program/project]
- [decisions to continue to assess to gather more information]
- [decisions to change the mission, objectives, or outcomes for the unit]
- [decisions to refine methods]

**Department: Office for Students with Disabilities**

**Program/Service/Initiative: Disability counseling, new student intakes and assessment of accommodation needs**

**2. Learning Outcome:** Freshman students who register for disability services in OSD during the fall of 2008 will demonstrate knowledge of transitional and self-advocacy skills by requesting academic accommodations in the spring of 2009.

Student Affairs Goal: (VIII) Assist students in making a smooth transition and connection to University life culminating in active alumni affiliations. (V) Provide a student-centered environment and one that advocates for student needs. (VI) Reduce the impediments to learning for students with disabilities and make campus events and activities physically and programmatically accessible. (VII) Provide students with opportunities for personal development and academic and professional success.

Learning Reconsidered Outcome(s): Knowledge acquisition, integration & application, Practical Competence, Interpersonal & intrapersonal competence

**Action Steps to Implement Outcome:**

- OSD will identify freshman students who register for disability services when they submit their documentation for review by the Documentation Review Committee.
- These students will receive a freshman student packet and written information on self-advocacy skills during their first appointment with an OSD counselor.
- These students will receive verbal disability counseling that focuses on the transition process from K-12 to the postsecondary educational setting.
- OSD will keep a freshman intake log each semester in order to track these students. A log of the students requesting letters during the fall of 2008 will be compared to a log of students requesting accommodations from OSD in the spring of 2009.
- OSD staff will compare student's identified in fall of 2008 with their possible enrollment in classes and requests for accommodations in the spring of 2009.

Criteria for Success: At least, 50% of those students identified in the fall of 2008 and enrolled in classes in the spring of 2009 will request academic accommodations for classes by August 2009.

Results of Assessment: [Include a brief summary of only the important results. Do not include all your data. Include your interpretation of results. This may be based on your professional experience, literature in your field, etc.]

Future Plans for Objective: Examples include

- [Possible types of future plans:]
- [decisions to continue with current practices]
- [decisions to expand upon projects that are doing exceptionally well]
- [decisions to improve a program/project]
- [decisions to continue to assess to gather more information]
- [decisions to change the mission, objectives, or outcomes for the unit]
- [decisions to refine methods]

**3. Learning Outcome:** Deaf and Hard of Hearing students who are registered in OSD during the fall of 2008 and spring of 2009 will learn self-awareness skills that will assist them with requesting appropriate accommodations throughout their tenure in college.

Student Affairs Goal: (V) Provide a student-centered environment and one that advocates for students needs. (VI) Reduce the impediments to learning for students with disabilities and make campus events and activities physically and programmatically accessible. (VII) Provide students with opportunities for personal development and academic and professional success. (VIII) Assist students in making a smooth transition and connection to University life culminating in active alumni affiliations.

Learning Reconsidered Outcome(s): Knowledge acquisition, integration & application, Practical Competence, Interpersonal & intrapersonal competence

**Action Steps to Implement Outcome:**

- Create a pre- and post-test instrument that demonstrates a student's knowledge of their disability.
- OSD deaf and hard of hearing specialist will contact all deaf and hard of hearing students registered in OSD during the fall of 2008 via email to encourage participation in the iTransition program provided by PepNet (a nationally recognized, community based program to assist deaf and hard of hearing students in postsecondary education).
- Those students who respond will be given a pre-test assessment of their self-awareness skills and will be asked to complete the iTransition program called "It's My Plan: Getting to Know Yourself and Determining Your Career Path" via an interactive internet program.
- Once these students have completed the interactive iTransition program, they will be asked to take a post-test assessment.
- Results of pre- and post-test will be compared to determine students increased level of self-awareness skills.

Criteria for Success: Those students who participate in the iTransition program will show at least a 10% increase in their self-awareness of their disability by August 2009.

Results of Assessment: [Include a brief summary of only the important results. Do not include all your data. Include your interpretation of results. This may be based on your professional experience, literature in your field, etc.]

Future Plans for Objective: Examples include

- [Possible types of future plans:]
- [decisions to continue with current practices]
- [decisions to expand upon projects that are doing exceptionally well]
- [decisions to improve a program/project]
- [decisions to continue to assess to gather more information]
- [decisions to change the mission, objectives, or outcomes for the unit]
- [decisions to refine methods]

**Department: Office for Students with Disabilities**

**Program/Service/Initiative: Disability Outreach and Education**

**4. Learning Outcome:** Students, staff and faculty who participate in disability awareness programs throughout the fall and spring of 2008-2009 will self-report an increased level of awareness of disability issues.

Student Affairs Goal: (IV) Partner with University community members to enhance and establish new programs, services and traditions that empower and transform students' lives. (X) Develop an institutional climate that creates a sense of community and inclusiveness that embraces individuals from various diverse backgrounds.

Learning Reconsidered Outcome(s): Knowledge acquisition, integration and application,

**Action Steps to Implement Outcome:**

- At the beginning of each educational program that occurs during Disability Awareness Week and during various disability awareness programs, staff will review the learning outcomes of those programs with the audience.
- Staff will create self-report surveys for each appropriate educational disability programs
- Self-report surveys will be given to attendees following the educational program.

Criteria for Success: 70% of respondents will self-report that they have an increased knowledge of the learning outcomes identified at the beginning of the program by August 2009.

Results of Assessment: [Include a brief summary of only the important results. Do not include all your data. Include your interpretation of results. This may be based on your professional experience, literature in your field, etc.]

Future Plans for Objective: Examples include

- [Possible types of future plans:]
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