



Office of
Research & Planning

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Research Briefs from the Office of Research and Planning DPS Student Learning Outcomes (SLO) Assessment

Overview: In the Spring 2009, Fall 2009, and Spring 2010 semesters the Disabled Student Programs & Services (DSPS) Department administered a collaboratively developed form to assess DSPS student understanding and knowledge of their disability. Accordingly, the DPS Department developed the following learning outcomes:

- SLO 1 – Students will understand their disability.
- SLO 2 – Students will have knowledge about the services offered by DPS.

In order to help with the process of learning how SLOs work, the following brief provides examples of the Criteria for Success and Use of Results (see Figures 2 and 4 “3.Criteria for Success” and “5.Use of Results”). **It is important to mention that the examples provided under the Criteria for Success and Use of Results were provided to help understand how the process of SLOs work.**

Methodology: The form developed to assess student understanding and knowledge of their disability was administered at the beginning of the semester and was completed by both the student and a counselor. Staff rated the students on a five point Rubric: 1 – Not at all or never true of this student, 2 – Rarely or almost never true of this student, 3 – Not able to assess or neutral, 4 – Sometimes true of this student, and 5 – Always true of this student. Students rated themselves on the same questions on a similar five point Rubric: 1 – Never true of me, 2 – Sometimes true of me, 3 – Not sure or neutral, 4 – Often true of me, and 5 – Always true of me.

Sample: In Spring 2009 the instrument was completed by and for 17 students, in Fall 2009 98 students, and in Spring 2010 47 students. The instrument was completed by and for a total of 141 unduplicated students.

Findings: Understanding. Counselors rated students and students rated themselves on three statements dealing with their understanding of their disability (see Figure 1, and/or Tables 1A and 1B). Overall, 69.5% of counselors rated students a 4 or higher (i.e. sometimes true or always true of this student). Examining the three questions individually, counselors rated students with a 4 or higher 70% or more of the time on student understanding of disability related needs and their ability to explain how their disability impacts learning. At the same time, only 65.5% of counselors felt that it was sometimes or always true of the student to know which services were appropriate to accommodate their disability. Similar to counselors, overall, 69.7% of students rated their understanding of their disability as a 4 or higher. However, students rated themselves lowest on their ability to explain their disability related needs to their teacher and counselor; only 66.7% rated their ability as a 4 or higher.

In addition, there appears to be some differences in how counselors and students assess student understanding of their disability (see Figure 1). For instance, counselors are more likely than DSPS students to feel that students can articulate their disability-related needs and less likely to feel that students can explain how their disability impacts learning and what services are appropriate to accommodate their disability.

Figure 1: Percent of Counselors and Students who Rated Student Ability as a 4 or Higher on DSPS Student Ability to Articulate Needs, Impact Learning, and Knowledge of Appropriate Services.

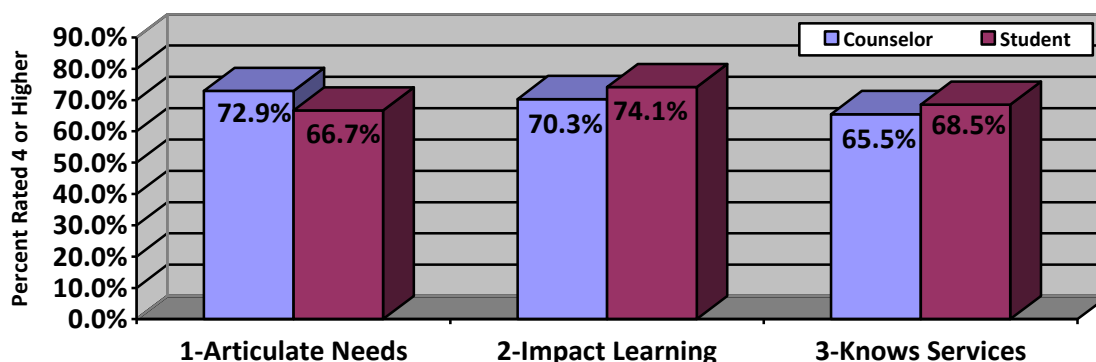


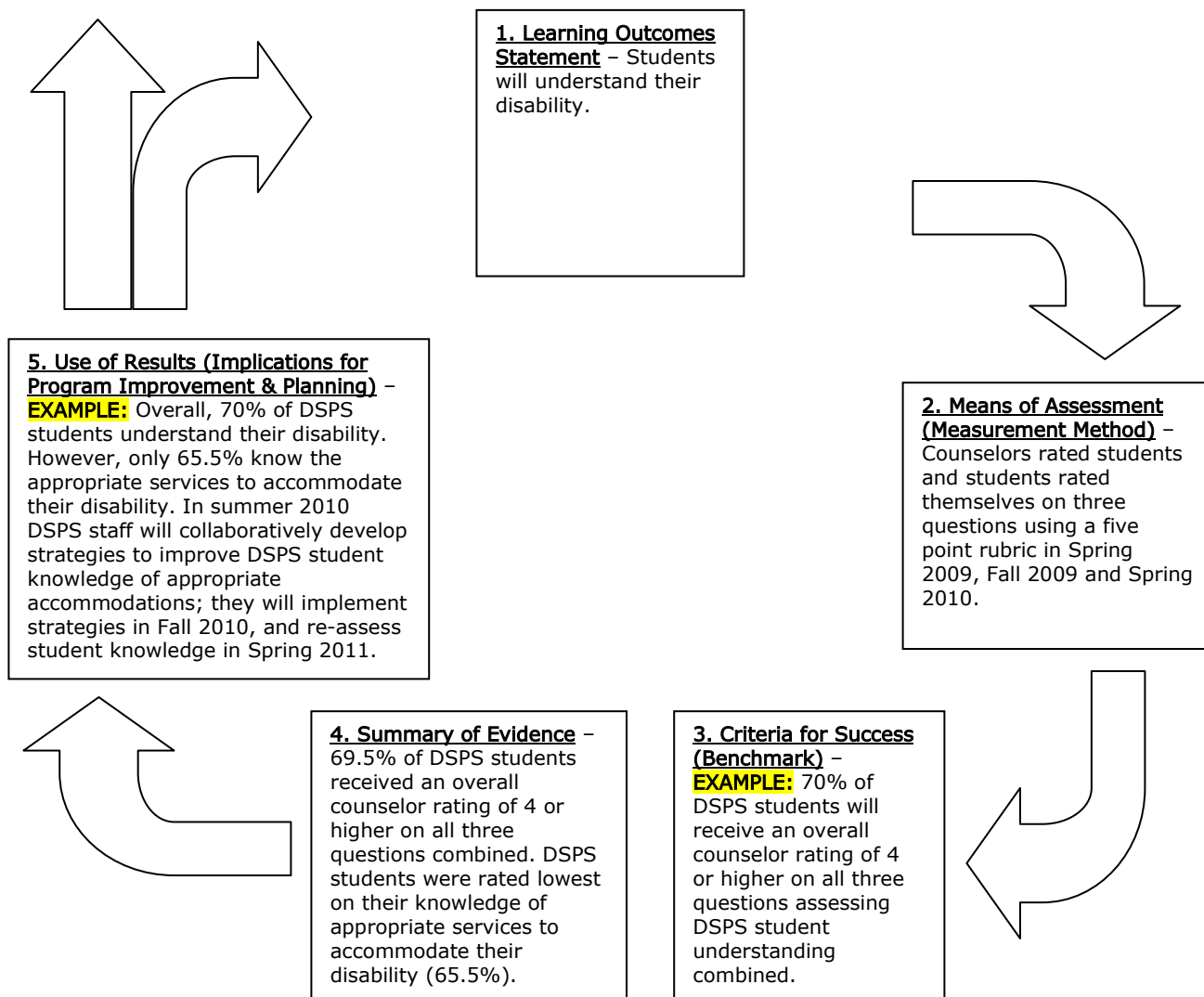
Table 1A: Staff Rating of DSPS Student Understanding of their Disability.

Statements	Rubric									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
1. The student is able to articulate his/her disability-related needs.	4	2.5	34	21.0	6	3.7	79	48.8	39	24.1
	27.1%					72.9%				
2. The student can explain how his/her disability impacts his/her learning.	5	3.1	35	21.6	8	4.9	78	48.1	36	22.2
	29.7%					70.3%				
3. The student knows what services are appropriate to accommodate his/her disability.	3	1.9	31	19.1	22	13.6	73	45.1	33	20.4
	34.5%					65.5%				
Total	12	2.5	100	20.6	36	7.4	230	47.3	108	22.2
Category % – 4 or higher	30.5%					69.5%				

Table 1B: DSPS Student Rating of their Understanding of their Disability.

Statements	Rubric									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
1. I can explain my disability-related needs to my teacher or counselor.	5	3.1	30	18.5	19	11.7	46	28.4	62	38.3
	33.3%					66.7%				
2. I can explain how my disability affects my ability to learn.	9	5.6	19	11.7	14	8.6	58	35.8	62	38.3
	25.9%					74.1%				
3. I know what services are appropriate to accommodate my disability.	8	4.9	19	11.7	24	14.8	54	33.3	57	35.2
	31.5%					68.5%				
Total	22	4.5	68	14.0	57	11.7	158	32.5	181	37.2
Category % – 4 or higher	30.3%					69.7%				

Figure 2: SLO Assessment Cycle Diagram for SLO 1: Students will understand their disability.



Knowledge. Counselors rated students and students rated themselves on two statements dealing with their knowledge of services (see Figure 3, and/or Tables 2A and 2B). Overall, 74.4% of counselors rated students a 4 or higher (i.e. sometimes true or always true of this student). Counselors rated students with a 4 or higher 70% or more of the time on both their understanding of how to access services and whether they use services responsibly. Similar to counselors, overall, 76.6% of students rated their knowledge of services as a 4 or higher. However, students rated themselves lowest on their knowledge of how to access services; only 68.6% rated their ability as a 4 or higher.

In addition, there appears to be some differences in how counselors and students assess student understanding of their disability (see Figure 1). For instance, counselors are more likely than DSPS students to feel that students understand how to access services and less likely to feel that students use services responsibly.

Figure 3: Percent of Counselors and Students who Rated Student Ability as a 4 or Higher on DSPS Student Understanding of How to Access Services and Use Services Responsibly.

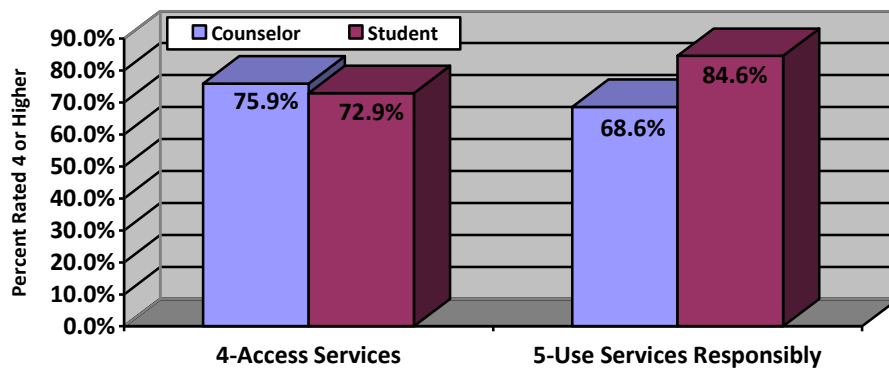


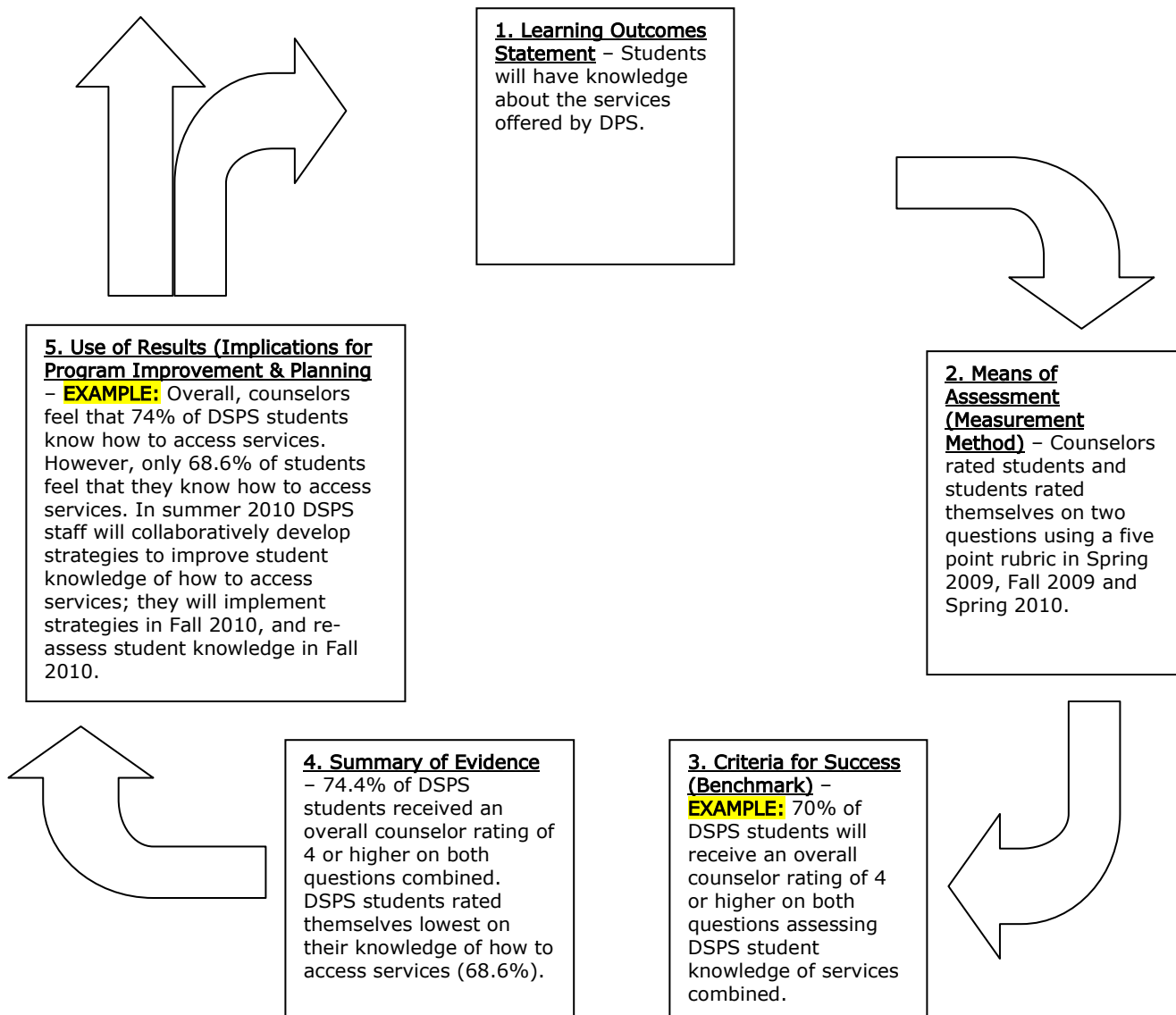
Table 2A: Staff Rating of DSPS Student Understanding of their Knowledge of Available Services.

Statements	Rubric									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
4. The student understands how to access services.	3	1.9	24	14.8	12	7.4	83	51.2	40	24.7
	24.1						75.9			
5. The student uses services responsibly.	0	0.0	9	5.6	35	21.6	44	27.2	74	45.7
	27.1						72.9			
Total	3	0.9	33	10.2	47	14.5	127	39.2	114	35.2
Category % - 4 or higher	25.6						74.4			

Table 2B: DSPS Student Rating of their Knowledge of Available Services.

Statements	Rubric									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
4. I know how to access services.	5	3.1	21	13.0	25	15.4	50	30.9	61	37.7
	31.4%						68.6%			
5. I use DSPS services responsibly.	7	4.3	2	1.2	16	9.9	29	17.9	108	66.7
	15.4%						84.6%			
Total	12	3.7	23	7.1	41	12.7	79	24.4	169	52.2
Category % - 4 or higher	23.4%						76.6%			

Figure 4: SLO Assessment Cycle Diagram for SLO 7: Students will have knowledge about the services offered by DPS.



Any questions regarding this report can be requested from the Office of Institutional Research at: (909) 389-3206 or you may send an e-mail request to kwurtz@craftonhills.edu. (DPS-SLO-Brief.doc, DSPS_SP09toSP10.sav)