

DRC Student Learning Outcomes

Student Outcomes	Examples	DRC Method
1. Self-determination	<p>Students choose to interact with us.</p> <p>Students choose to self-disclose or not.</p> <p>Students choose to use or not use accommodations.</p>	<p>Intake process initiated by student.</p> <p>Students choose to return each quarter to request services.</p>
2. Interdependence	<p>Students collaborate with faculty and DRC.</p> <p>Students coordinate campus and community resources.</p>	<p>DRC recommends instructional accommodations.</p> <p>DRC provides referrals to campus and community resources.</p>
3. Personal responsibility	<p>Students meet deadlines, follow policies and procedures.</p> <p>Students inform DRC staff if unable to keep appointment/s.</p>	<p>DRC sets deadlines, policies, and procedures and expects students to meet/follow them.</p> <p>DRC does not (typically) follow up if students miss appointments.</p>
4. Knowledge of rights and responsibilities	<p>Students can articulate an understanding of the ADA.</p>	<p>DRC covers ADA/504 when meeting with students.</p> <p>Appeals process explained to students.</p> <p>DRC staff discusses effective self-advocacy skills with students.</p>
5. Reasoned thinking	<p>Students express rationale/reasons for needing services and accommodations.</p> <p>If denied an accommodation, appeal is well-reasoned/convincing.</p>	<p>DRC asks students to describe relationship between functional limitations and accommodation requests.</p> <p>If denied, DRC asks students to explain rationale for accommodations.</p>

6. Understanding and respect for other	Students treat DRC staff, and others, with respect.	DRC expects students to treat staff respectfully. DRC staff discusses effective self-advocacy skills with students.
7. Realistic self-appraisal and self-understanding	Students understand their strengths and weaknesses and plan accordingly.	Access Specialists discuss student strengths/weaknesses and their relationship to academic/career goals.
8. Ethical and strong sense of integrity	Students abide by campus codes of conduct Students do not abuse accommodations.	DRC closely monitors accommodated exams DRC holds students accountable to the campus code of conduct.
9. Effective communicator	Students effectively communicate needs to DRC staff and faculty both orally and in writing.	DRC attempts to model strong communication skills in our oral and verbal communications. DRC staff discusses effective self-advocacy skills with students.
10. Well-balanced	Students demonstrate the ability to work, study, and play in a balanced way.	DRC staff attempt to model a balanced lifestyle. DRC staff discusses balance with students.
11. Effective consumer	Students understand their rights as a consumer and tactfully negotiate their accommodations with others.	DRC staff ensures students understand their rights and responsibilities as a person with a disability.