

DRC Learning Outcomes Status Report

OCTOBER 2010

Phase 1 – DRC Learning Outcomes

Built upon “Learning Reconsidered: A Campus-Wide Focus on the Student Experience”, NASPA/ACPA, Richard Keeling, Editor and principles of the Independent Living Movement, the following learning outcomes were developed in 2008.

1. Self – Determination	7. Realistic Self-Appraisal and Self-Understanding
2. Interdependence	8. Ethical and Strong Sense of Integrity
3. Personal Responsibility	9. Effective Communicator
4. Knowledge of Rights and Responsibilities	10. Well Balanced
5. Reasoned Thinking	11. Effective Consumer
6. Understanding and Respect for Others	

Phase 2 – Annual Student Satisfaction Survey

Annual Student Satisfaction Survey administered in May, anonymously to students, asks students to self-report the impact of DRC services on acquiring the learning outcomes. Most recent survey from May

LO Question by Total	Strongly Disagree 1	2	3	4	5	Strongly Agree 6
53. I am independent in managing my disability related needs.	4	1	7	15	37	58
54. I am personally responsible for managing my disability related needs.	2	0	4	10	37	69
55. I am knowledgeable about my rights and responsibilities.	3	1	7	15	46	49
56. I successfully assess my own strengths and weaknesses.	2	1	8	14	44	52
57. I successfully communicate my disability related needs to others.	5	5	11	22	33	45
58. I am an effective consumer of services related to my disability needs.	3	4	15	16	42	41

LO Question by Percentage	Strongly Disagree 1	2	3	4	5	Strongly Agree 6
53. I am independent in managing my disability related needs.	3.3%	0.8%	5.7%	12.3%	30.3%	47.5%
54. I am personally responsible for managing my disability related needs.	1.6%	0.0%	3.3%	8.2%	30.3%	56.6%
55. I am knowledgeable about my rights and responsibilities.	2.5%	0.8%	5.8%	12.4%	38.0%	40.5%
56. I successfully assess my own strengths and weaknesses.	1.7%	0.8%	6.6%	11.6%	36.4%	43.0%
57. I successfully communicate my disability related needs to others.	4.1%	4.1%	9.1%	18.2%	27.3%	37.2%
58. I am an effective consumer of services related to my disability needs.	2.5%	3.3%	12.4%	13.2%	34.7%	33.9%

2010 yielded the following LO data ($n=125$):

Data from the 2009-10 DRC Student Satisfaction Survey on learning outcomes reported the following:

% = Percentage of students agreeing or strongly agreeing with statement:

- 90% I am independent in managing my disability related needs.
- 95% I am personally responsible for managing my disability related needs.
- 91% I am knowledgeable about my rights and responsibilities.
- 91% I successfully assess my own strengths and weaknesses.
- 83% I successfully communicate my disability related needs to others.
- 82% I am an effective consumer of services related to my disability needs.

Phase 3 – Incoming Student Pre-Test Individualized Self Report

Access Specialists administer the incoming student pre-test self-report before intake meetings to assess students' current understanding and abilities related to the DRC learning objectives. Each of the four Access Specialist selects ten new incoming students per year to survey (total $n=40$).

From 2009 through September 2010, 58 pre-tests have been administered to incoming students.

Phase 4 – Incoming Student In-Depth Individualized Learning Outcome Interview and Analysis

Access Specialist interviews five incoming students annually who completed Phase 3 ($N=20$). In depth questioning acquires a better understanding of a student's ability to apply the learning objectives at this point in time. Access Specialist compares students' self-report with student's ability to demonstrate implementation of the stated learning objectives. AS qualitatively and quantitatively completes the In-depth LO Interview and Analysis during the intake meeting to better understand students' roles in understanding and applying the DRC learning objectives.

From 2009 through September 2010, 27 in-depth interviews have been conducted.

Phase 5 – Exiting Student Post-Test Individualized Self-Report

Students completing the pre-test upon entry (Phase 3) complete a post-test survey (same as pre-test) prior to exiting the university. DRC analyzes changes in student's self-reporting. The most recent data collected in pre-test surveys was during 2009; therefore, anticipated post-test data collection in phase five to align with phase three (collected in 2009) would be with graduation class 2013.

Phase 6 – Exiting Student In-Depth Individualized Learning Outcome Interview and Analysis

Students completing Phase 4 (In-Depth Individualized Learning Outcome Analysis) completed the same interview upon exiting the university. DRC analyzes changes in student's self-reporting. These are a few of the methods used by the DRC to instill our learning objectives:

- Student Orientation, Intake, Education, and Review
- Student Services Fall Orientation held every September
- Student Intakes conducted for each new DRC student
- Student follow up review appointments offered to all new students
- Educational disability support management offered to all students

The most recent data collected in pre-test surveys was 2009; therefore, anticipated post-test data collection in phase four to align with phase six (collected in 2009) would be with graduation class 2013.