

2013-14 SJSU Student Affairs Assessment/LOBA Template

Department/Program: Accessible Education Center

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1. Mission

The Accessible Education Center, through collaboration with the campus and community, is committed to providing comprehensive services in support of the educational development and success of students with disabilities in a student-centered and professional environment.

2. Goals:

- To empower students, faculty and staff with disabilities to be self-advocates and to enrich students with the skills to be productive citizens.
- To advocate for the needs and interests of students, faculty and staff with disabilities.
- To promote disability as an integral part of campus diversity.
- To collaborate with faculty to ensure access to the curriculum for students with disabilities.
- To partner with the campus to ensure information technology is accessible as it is deployed and utilized in the curriculum, student programs and services as well as the business operations of the campus.

3. Spartan Points of Pride

Accessible Education Center New Registered Students

- During the Fall 2013 semester 3 AEC counselors conducted over 210 new student 60 minute intake appointments engaging in the interactive process with new student to determine and prescribe appropriate and reasonable accommodations.
- During the spring 2014 semester 3 AEC counselors conducted over 211 new student 60 minute intake appointments engaging in the interactive process with the new student to determine and prescribe appropriate and reasonable accommodations.

Accessible Education Center (AEC) Drop In Hours for Returning AEC students

- During the first 6 weeks of the Fall 2013 academic semester, the AEC conducted over 184 drop in appointments with returning SJSU students to prescribed appropriate and reasonable accommodations for curriculum courses.

- During the first 6 weeks of the Spring 2014 academic semester, the AEC conducted over 244 drop in appointments with returning SJSU students to prescribed appropriate and reasonable accommodations for curriculum courses.

Academic Advising

- During Fall 2013 the Academic Counselor at the AEC conducted approximately 343 academic advising appointments to new, returning, and prospective students at SJSU.
- During Spring 2014 the Academic Counselor at the AEC conducted approximately 324 academic advising appointments to new, returning, and prospective students at SJSU.
- During Winter Session 2014 the Academic Counselor at the AEC conducted approximately 22 academic advising appointments to new, returning, and prospective students at SJSU.
- During Summer up until 6/16 the Academic Counselor at the AEC conducted approximately 52 academic advising appointments to new, returning, and prospective students at SJSU.

Center for Accessible Technology (CAT)

- During the 2013-2014 AY the Center for Accessible Technology provided 249 1-on-1 scheduled student trainings on adaptive software and hardware programs i.e. document readers, speech recognition, and screen reader programs to eligible students.

Alternative Media Center (AMC)

- During the 2013-2014 AY the Alternative Media Center received and processed approximately 1515 alternative media e-book requests and provided 800 braille pages to eligible students.

Accessible Education Center (AEC) Testing Center

- During the 2013-2014 AY the AEC Testing Center provided reasonable accommodations and administrated 1466 in-person student final exams.
- During the fall 2013 semester the AEC testing administered 1603 exams which included individualized student prescribed accommodations.
- During the spring 2014 semester the AEC testing center administered 1548 exams which included individualized student prescribed accommodations.

Deaf and Hard of Hearing (DHOH) Program

- During the 2013-2014 academic year the DHOH program provided approx. 8,900 hours of effective communication services to DHOH students.
- During the fall 2013 semester the DHOH program provided 1,949 hours of interpreting services.
- During the fall 2013 semester the DHOH program provided 2,818 hours of captioning services.
- During the spring 2014 semester the DHOH program provided 1,682 hours of interpreting services .
- During the spring 2014 semester the DHOH program provided 2,485 hours of captioning services.

4. Professional Leadership/Community Engagement

- AEC Director serves as a board member on the following community college advisory boards: DeAnza College, West Valley College, Mission College, and Evergreen Community College.
- AEC Academic Advisor participates in local high school College Night programs to answer general questions to students with disabilities on articulation, admission process, AEC program and services, etc.
- AEC Director provides consultation to external community partners regarding ADA compliance issues and regulations.
- AEC Retention Coordinator staff provides mental health trainings to campus and community partners to help reduce the stigma around mental illness.
- AEC Retention Coordinator researches and writes annual publication: Fast Facts for Faculty focused on a specific disability related topic that is used within the SJSU campus community and externally to provide education and resources.
- AEC Retention Coordinator serves as the Northern Co-Chair on the California Association for Post-Secondary Education and Disability (CAPED) Veterans Interest Group
- AEC Accommodations Coordinator conducted one on one meetings with prospective CSU students (not attending SJSU) to determine reasonable standardized accommodations for EPT/ELM.

5. Utilization Assessment Activities, 2013-14

<i>Program/Activity Assessed</i>	<i>Assessment Type</i>	<i>Population</i>	<i>Collection Timeframe</i>	<i>Findings</i>
<i>Final Exams (functional limitation support)</i>	<i>Interactive Process</i>	<i>Students with Disabilities</i>	<i>Conclusion of academic semester (s)</i>	<i>On going</i>
<i>Accessible Technology Training (functional limitation support)</i>	<i>Interactive Process</i>	<i>Students with disabilities</i>	<i>On going</i>	<i>On going</i>
<i>Administered exams(functional limitation support)</i>	<i>Interactive Process</i>	<i>Students with Disabilities</i>	<i>On going</i>	<i>On going</i>
<i>Fast Facts for Faculty</i>	<i>Research</i>	<i>Campus and greater community</i>	<i>Annual</i>	<i>On going</i>
<i>Student Appointments (e.g. disability management, advocacy, employment preparation, academic advising)</i>	<i>Interactive Process</i>	<i>Students with disabilities</i>	<i>On going</i>	<i>On going</i>
<i>Student Intake Process</i>	<i>Interactive Process</i>	<i>Students with disabilities</i>	<i>On going</i>	<i>On going</i>

6. Satisfaction Assessment Activities, 2013-14

AEC DOES NOT UTILIZE SATISFACTION ASSESSMENT ACTIVITIES

7. Learning Outcomes from Previous Years

<i>Learning Outcome</i>	<i>Method/Measure</i>	<i>Findings/Conclusions</i>	<i>Recommendations/Next Steps</i>
<p><i>Learning Outcome 1</i></p> <ul style="list-style-type: none"> a. Student can name his/her specific disability with ease. b. Student can describe his/her specific disability with ease (e.g. student can provide one to three characteristics/symptoms of the diagnosed disability). c. Student can articulate (through concrete examples) how the effects of his/her disability impact the student in an academic setting. d. Student can communicate to others (including professors) the ways that the functional limitations of his/her disability impact the student in an academic setting. 	<i>Student self-report</i>	<i>Interactive process with professional counselor</i>	<i>Student individual plan</i>
<p><i>Learning Outcome 2</i></p> <ul style="list-style-type: none"> a. Student understands the impact of the functional limitations of his/her disability on specific curriculum requirements and can determine reasonable accommodations. 	<i>Student self-report</i>	<i>Interactive process with professional counselor</i>	<i>Student individual plan</i>

<p>b. Student can communicate to professors the need for curriculum-related accommodations.</p>			
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8. APPLIED KNOWLEDGE Learning Outcome

Learning Outcome 1: After initial intake interactive process with AEC counselor, student will be able to name and describe his/her specific disability with ease and provide concrete examples of how the functional limitation(s) of his/her disability impact the student in an academic setting within the semester in which the student registers with AEC.

Learning Outcome 2: After initial intake interactive process with AEC counselor, student will be able to identify the potential impact of the functional limitation(s) of his/her disability on specific curriculum requirements and identify reasonable accommodations and communicate to professors the need for curriculum related accommodations within the semester in which the student registers with the AEC.

8b. Assessment Method/Measure

INDIRECT ASSESSMENT: relies on self-report of learning by the participant.

surveys questionnaires interviews quizzes focus groups student records

follow up studies Other

Or,

DIRECT ASSESSMENT: revealed by independent validation of tangible, observable products of student learning.

pre/post tests essays case study performance oral examples rubrics standardized exams,
 behavioral observations externally-reviewed projects Other

8c. Findings/Conclusions

See Attached Report

8d. Recommendations/Next Steps

Streamline AEC LO responses into AIM features to ensure optimal tracking and data collection.

