

# Assessment Spotlight

## *Disability Resource Center (DRC)*

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# Purpose of Assessment

- To measure DRC students' ability to self-advocate through knowledge of their rights and responsibilities as students with disabilities

# Target Learning Outcomes

- Students will be able to:
  - ① Demonstrate knowledge of the importance of identifying as a student with a disability in order to obtain accommodations at the post-secondary setting;
  - ② Demonstrate knowledge of the interactive process of obtaining academic accommodations from instructors;
  - ③ Demonstrate understanding of their legal rights to obtain reasonable and appropriate testing accommodations;
  - ④ Demonstrate knowledge of the importance of self-determination skills.

# Methodology

- Self-Advocacy Student Survey
- Demographic Questionnaire
- Pre-test prior to initial DRC Intake
- Post-test at the completion of DRC General Services Orientation
- Survey administered through Student Voice
- Data management and analysis by Student Voice

# Sample Survey Item

- Question #3: You are granted testing accommodations through the DRC. In class, your professor shares with you that he gives pop quizzes throughout the quarter. Because the quizzes are unannounced, he does not think your testing accommodations can be provided. He decides that you should take the quizzes in class, under standard conditions. What is the best course of action?
  - a) Don't take the quiz.
  - b) Take the quizzes in class as the professor suggested.
  - c) Take the quizzes in class as the professor suggested. After the quarter is over, contact the Department Chair to see if anything can be done.
  - d) Explain to the professor that your accommodations can be provided, even though the quizzes are unannounced.
  - e) I don't know or not sure.

# Results

- Pre-test: N=62 (13% of total DRC students)
- Post-test: N=9 (1.5% response rate)
- Results are primarily derived from student responses measured at pre- test.
- Post-test data are preliminary as part of ongoing assessment efforts; not the basis for any conclusions or implications for practice at this time.

# Results

- Demonstrated knowledge of importance of self-disclosure and registering their disability with the DRC
  - Pre-test: 53%
  - Post-test: 50%
- Expressed uncertainty about the process of requesting and obtaining disability accommodations
  - Pre-test: 33%
  - Post-test: 12%

# Results

- Demonstrated knowledge of the interactive process of requesting disability accommodations
  - Pre-test: 51%
  - Post-test: 88%
- Expressed uncertainty about how to request classroom accommodations
  - Pre-test: 25%
  - Post-test: 0%

# Results

- Demonstrated understanding of their legal rights to obtain reasonable and appropriate testing accommodations:
  - Pre-test: 42%
  - Post-test: 50%
- Indicated they would comply with professors even if it meant waiving their rights to utilize testing accommodations
  - Pre-test: 49%
  - Post-test: 50%

# Results

- Demonstrated knowledge of the importance of self-determination skills.
  - Pre-test: 64%
  - Post-test: 100%
- Indicated that they would heed the advice of others over exercising their own self-determination.
  - Pre-test: 20%
  - Post-test: 0%

# Conclusion

- At pre-test, 50-60% have basic knowledge of their rights and responsibilities.
- At pre-test, 50% of DRC students need clarification with legally mandated services (e.g., testing accommodations) vs. individually negotiated classroom accommodations (e.g., advanced access to lecture outlines).

# Implications for Practice

- Importance of incorporating more information on the legal provisions for students with disabilities
- Distinguish between legally mandated vs. non-mandated academic accommodations
- Insufficient data at the present time to assess the degree to which targeted learning outcomes were achieved
- Redesign of current assessment efforts