

Program SAO Summary Evaluation Form

Division/Program: Disabled Student Programs and Services (DSPS) Semester Evaluated: Fall 2015 Next Evaluation: Spring 2016	Lead Evaluator: Marty Milligan Participants: Michelle Crocfer, Beth Larivee.
Service Area Outcome Statement	<p><u>Personal Awareness:</u> Students served by DSPS will demonstrate an increased awareness of their educational strengths and ability to accommodate disability-related limitations, both of which are associated with retention and academic success.</p> <p><u>Personal Responsibility:</u> Students served by DSPS will demonstrate improved capacity and responsibility for participation in the establishment and implementation of disability-related classroom accommodations.</p>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	The Assessment tool is a six-item survey that addresses six competencies related to the current SAOs. Students are to respond to each item using a 5-point likert scale.
Criteria – What is “good enough”? Rubric	“Good enough” would be if the average response from students for each of the six items is “agree” or higher.
What are the results of the assessment? Are the results satisfactory?	A total of 53 students responded to the survey. This represents a 43 percent increase in the number of student participants compared to the spring 2015 semester. Hard copies of the survey were available in the DSPS Office. Surveys were also sent to students via their SBVC email. The mean score for all six survey items exceeded 3.90 on the 5-point likert scale. Only 30 out of 518 total responses (9.5 percent) were marked “disagree” or “strongly disagree” by students. Collectively, the results exceed the aforementioned criterion for “good enough”.
Were trends evident in the outcomes? Are there gaps?	Trends were evident in the data. Specifically, students indicated the following as a result of the services that they receive from DSPS: <ol style="list-style-type: none"> 1. They are aware of their educational strengths as well as how to apply them to enhance their chance for academic success, 2. They generally have a good understanding of their disability-related limitations as well as the academic accommodations that they can use to overcome their limitations, and 3. They generally are able to effectively utilize their disability-related accommodations in their classes. Interestingly, 7 students indicated that they disagreed about being able to effectively utilize their disability-related accommodations in their classes. It is not clear if this result of students feeling that they did not need to use their accommodations in class or they experienced

	barriers to effectively utilize their accommodations in their classes.
Will you change evaluation and/or assessment method and or criteria?	We will not change the evaluation or the assessment method; however, the wording of the likert scale will be slightly modified. Efforts will also be made to increase the number of students who complete the survey. Also, information will be sought to determine the reason why students indicate that they “disagree” or “strongly disagree” about being able to effectively utilize their disability-related accommodations in their classes (i.e., are they not utilizing their accommodations by their own choice or are they experiencing barriers to utilizing their accommodations which would require corrective action).
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail XDiscussion with <input type="checkbox"/> FT Faculty x Adjunct Faculty <input type="checkbox"/> Staff Date(s): 10/29/15 – 1130/01/15</p> <p>xDepartment Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Dialogue focused on how to increase student participation in the evaluation process.</p>
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development X Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>The results will be used to continue staff development through workshops, trainings, conferences, department and divisional meetings, etc.</p>