

Certificate: Disability Studies

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Date: July 7, 2014

Part I – Program SLO Assessment Report for 2013-14

Part I –

1. **Student Learning Outcome:** Demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society (See EWU Catalog, Disability Studies).

2. **Overall evaluation of progress on outcome:**

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

SLO is met, but with changes forthcoming;

SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

The assessment is based on data submitted by the instructor for all students completing the capstone course for the certificate programs (DSST 409 for undergraduates and DSST 509 for graduate students). Data are overall instructor ratings for all assignments and activities completed by the students. In the capstone course students participate in service learning in community agencies with performance evaluated by an agency staff member, submit a final paper, participate in discussion forums, and graduate students submit additional essays. The purpose of these assignments is to test knowledge of the perceptions and beliefs about disability as evidenced in contemporary society and link these observations to history. The overall rating for each student shows student learning outcomes for all assignments including service learning. Thus student ratings are based on demonstrated application of knowledge and observations made through community service of how people with disabilities contribute to society. Written essays, discussions, reflections, and the final paper rate student level of observation about community perceptions and beliefs as well as the impact of perceptions and beliefs on persons with disabilities. The total points provided from the Canvas course site (student identifying information removed) =100 points. Descriptive statistics were applied to the data.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings: Fifty-five students completed the capstone course. Only one graduate student completed so that data will not be analyzed due to small sample size. The

sample analyzed includes 54 undergraduate students.

The average student final capstone score (N=54) was 79.9 of 100 points. The range of scores was 32.6 to 100 points. Five students scored below 70 points. All these low scores were due to students failing to submit one or more assignments.

- b. Analysis of findings: The findings show that on average (mean score=79.79) students completing the capstone course demonstrated knowledge of the perceptions and beliefs about disability throughout history and in contemporary society as evidenced by instructor ratings on course assignments, including community service. The average score is lowered by five students (11%) who failed to turn in required assignments and achieved scores of 32.6, 43.9, 54.1, 61.5 and 59.7. The instructor phoned and emailed students who were late in submitting assignments, but these five students failed to comply.
5. **What program changes will be made based on the assessment results?**
- a) Although there are no plans to improve student learning based on assessment findings, the number students (5 of 54) who failed to submit assignments is concerning.
 - b) In the upcoming year the instructor plans to initiate several discussions early in the quarter with students about the potential for failure associated with incomplete assignments.
6. The assessment process for next year will remain the same. The capstone course is designed to help students demonstrate new knowledge and skills through service learning and reflective written assignments. By using the cumulative scores achieved by students the assessment process provides an overall view of the outcomes of the certificate programs.

PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013 PROGRAM ASSESSMENT REPORT

1. **Student Learning Outcome(s)** In 2013 the DSST certificate program assessment outcomes of an assignment in the first of the three certificate courses, DSST 310/501 Disability, culture and society. In that case the assessment focused on students perceptions of disability and how people with disabilities are contributors to society. The 2013 report concluded:

“**Overall**, we are pleased with how the assignment reflects students’ perceptions of disability and how people with disabilities are contributors to society. This challenges traditional notions of disability as students also begin to identify how external constraints vs. internal limitations are impediments to disabled folks and other devalued groups. We continue to be challenged to provide students with multiple modes of demonstrating competence (in addition to writing papers) and so as not to primarily advantage students with strong writing skills.”

2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2013 assessment activities were to assess student outcomes in the capstone course, the third course in the certificate series. In that course students demonstrate skills in multiple modes which include community service, reflective papers, and discussions. This increases modes of assessment beyond writing papers.
3. **Summary of results:** According to the results, the DSST Program expanded the modes of demonstrating competence by assessing students in community service settings as well as brief reflective papers and discussions. The curriculum was not changed, but the methods of assessment were broadened and moved to the capstone course. The findings from 2014 revealed a new challenge, helping student comply with turning in required assignments such as the final paper and completing and submitting service learning documentation.
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

The plan is to maintain the assessment at the capstone course but focus more attention on helping students complete the service learning components of the course and turning into the instructor the documentation that demonstrate completion of all assignments.