

Advisory Committee members; (7) a survey of professional colleagues; (8) review by colleagues in the National Resource Center for Paraprofessionals and Human Services; and (9) a survey of current and former DIS students regarding the curriculum. .

A license for Educational Paraprofessionals was instituted in the state of Ohio in 1999. DIS faculty assisted the development of the standards for associate degree programs to prepare educational paraprofessionals. These standards were considered as part of the DIS curriculum revision process. The revised DIS program was submitted for approval to the Ohio Department of Education in 2003 and final approval is pending.

Master syllabi were reviewed in 2003 with revisions being made to all master syllabi. A small number of courses were deactivated and four new courses were developed to meet Educational Paraprofessional licensing standards.

The DIS program meets with their advisory committee twice a year. The advisory committee is made up of special education administrators, an adult services administrator, school psychologists, past graduates, a current student, a Montgomery County Administrator for Mental Retardation Developmental Disabilities (MR/DD), and adult care professionals from the public, private schools and residential services.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The program learning outcomes in the Disabilities Intervention Services Program (DIS) were reviewed and revised in 2003.

An entry-level graduate with an Associate of Applied Science Degree in Disability Intervention Services from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Practice ethical and professional standards of conduct including confidentiality, legal and human rights.	DIS 105, 106, 108, 115, 124, 126, 130, 31, 140, 201, 202, 205, 206, 207, 208, 209, 210, 220, 225, 226, 270,

Learning Outcomes	Related Courses
2. Demonstrate knowledge of a) human development and learning theory; b) risk factors that may impede typical development, and c) awareness and respect for impact of cultural factors on learning.	DIS 105, 106, 126, 201, 202, 205, 207, 208, 270
3. Demonstrate knowledge of philosophical, historical and legal foundations of programs for individuals with special needs and the role of the paraprofessional in providing services to the individuals and their families.	DIS 105, 115, 124, 126, 201, 202, 205, 220, 225, 226, 270
4. Demonstrate knowledge and application of effective instructional and assessment strategies utilizing appropriate materials and technology to assist teaching and learning in a variety of settings.	DIS 106, 108, 124, 130, 201, 202, 205, 206, 207, 208, 210, 220, 225, 226, 270
5. Demonstrate knowledge and application of appropriate and effective group behavior management and individual behavior interventions that promote development of prosocial skills in a variety of settings.	DIS 106, 108, 130, 131, 140, 201, 202, 205, 220, 225, 226, 270,
6. Maintain and monitor and assist in providing safe, healthy and supportive learning environments as identified in prescribed policies and procedures.	DIS 106, 124, 140, 201, 202, 205, 207, 220, 225, 226, 270
7. Maintain and monitor and assist in providing safe, healthy, and supportive learning environments as identified in prescribed policies and procedures.	DIS 108, 115, 124, 126, 131, 140, 201, 202, 205, 206, 207, 208, 209, 210, 220, 225, 226, 270,

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Each DIS major must complete an Individual Professional Development Plan (IPDP). The IPDP is developed by the student, with faculty input, at the beginning of the Spring Quarter of the first year of the program and revised at the end of the Spring Quarter of the first year. The development and revision of the IPDP coincides with the completion of the first DIS practicum. It is then revised again during the second year and reviewed at the conclusion of Spring Quarter, coinciding with the completion of the second DIS practicum. The form contains each of the six DIS program learning outcomes with corresponding goals and objectives. The student develops these goals and objectives with the input of the faculty. The strategy for meeting these goals and objectives is also decided upon, with faculty input, along with the evaluation and dates for review. The student has the opportunity to demonstrate that he/she has met their goals and objectives through class and field demonstrations, written tests and/or products, and/or oral tests or products. The IPDP was first initiated in June of 1995.

All DIS majors are required to assemble a "Student Assessment Portfolio." The student determines the contents of the portfolio based upon the development of the IPDP. The items that may be selected must be consistent with the student's goals. The portfolio must contain several items which include: field practicum evaluations, faculty observations, faculty assessment of student, and graded activity and behavior plans. Other items are mutually selected by the faculty and student. These optional portfolio items may include videotapes, in-class oral presentations, and other written products. The student is provided with information about the relationship of each DIS course to the program learning outcomes and with recommendations for appropriate portfolio products from the classes.

DIS majors must complete DIS 201, Field Practicum I, which requires 99 clock hours of field-work and a weekly two-hour seminar. Students must achieve a "C" or better to pass. If they do not achieve a "C" or better they must repeat the course.

- b. Summative Assessment Method(s) and Description: A measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Upon completion of the DIS program students must have compiled the necessary Student Assessment Portfolio documentation to demonstrate they have developed the necessary program competencies. The use of the two final field practicum evaluations are a measure of student progress and end-of-program success in attaining the stated program learning outcomes. The

two interim field practicum evaluations and faculty and cooperating staff observations are also useful in designing necessary student and/or program interventions before the completion (or failure) of the program.

Informal employer feedback is received on a regular basis and utilized to modify and enhance curriculum and instruction as appropriate.

DIS majors must complete DIS 202, Field Practicum, or DIS 270, DIS Internship for students employed in a disability setting. The Field Practicum requires 165 clock hours in an approved DIS setting working under the supervision of a professional and supervised by SCC faculty. Students work in such jobs as assistant to a lead teacher, a group home manager, a therapeutic program manager, etc. The Field Practicum also includes a two-hour seminar. Field Practicum evaluations assess the identified tasks related to the program learning outcomes. The cooperating supervisor provides input along with the faculty and student assessments. Students must achieve a "C" or better to pass. If they do not achieve a "C" or better they must repeat the practicum.

Informal feedback is received from students and faculty from other institutions. Individual feedback on a course-by-course basis is gathered by the faculty on an on-going basis through student evaluations and utilized to modify and enhance curriculum and instruction as appropriate.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

The quality of each student's practicum experience varies depending on the placement site. Some students undoubtedly have a richer experience than others depending on the site placement and the available resources.

DIS students generally perform well in the second practicum. Students who do not perform well generally have deficiencies in interpersonal skills.

DIS students who are already successfully employed in a disability setting present a unique situation particularly if they exhibit any deficiencies in their performance. Sometimes the level of professionalism is lower in the agency than that which the DIS program requires.

Informal feedback received from employers is very complimentary of DIS graduate performance.

The performance level of internship students is excellent. Faculty note, however, that the working students miss out on the seminar experience. It is

very difficult if not impossible, to require working students to attend a seminar when they work various shifts including first, second, and third.

Portfolio development is used to assist in assessment in DIS 202 where students create a portfolio. Students tend to put tests, papers, essays (written in both DIS and non DIS courses), written evaluations from outside agency supervisor, their philosophy paper, and a resume. Students might also include a videotape experience, and/or take photographs. Portfolios vary in their demonstration of effectiveness.

As of yet surveys of graduates have not been conducted to determine the usefulness of the portfolio tool and the degree effectiveness overall. Organizational skills of some students are an area of weakness. Some students tend to pull things together for the portfolio late in their program. An emphasis has been placed in all DIS courses on the student developing self determination and self-advocacy.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Structure is beginning to be built into the DIS program in order to assist students in understanding their responsibilities. The Individual Professional Development Plan ensures a learner-centered focus for each DIS student. The use of the student portfolio places value on a student centered learning environment and empowers students to take more responsibility for their education and the resulting outcomes.

Current areas of investigation include the use of more technology in conjunction with traditional teaching methodologies, and the use of distance learning to facilitate training needs for a population of students who include both degree and non-degree students.

- VI. **General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

General education outcomes (communication, thinking, values/citizenship) are all being addressed, to some degree, through the completion of the Student Assessment Portfolio. The teaching syllabus for each course details the relationship of course assignments to the DIS program outcomes and there is discussion of the impact of general education skills on completing these assignments. Rubrics are utilized with some assignments to facilitate assessment of skills.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

A common statement is contained on all DIS course syllabi that reinforces departmental standards for written communication. Assignments that might be included encompass aspects of written communication skills through report writing, personal philosophy, in-class examinations, weekly reflection papers, field notation narratives and other written assignments.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

A standard statement is contained in all DIS courses which defines participation for interpersonal and oral skills. Particular emphasis is placed on the interpersonal communication skills of listening, responding, paraphrasing, and empathizing. Additionally, students are required to complete group work, make oral presentations and conduct one-on-one interviews. Assessment of oral presentations include use of a common tool and feedback is provided by peers and the faculty member.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are addressed through the use of case studies, critical incident activities, practicum experiences and behavior plans.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship is observed and determined through feedback from the field practicum supervisor as well as through interpersonal experiences in the classroom. Ethical issues are a central aspect of the course work, practicum and weekly reflection papers. A Code of Ethics is introduced and reviewed carefully in both DIS 105 and 115. Professional standards are discussed extensively throughout the curriculum. Students are informed of various volunteer opportunities in the community. Due to the attractiveness of the DIS program to persons with disabilities, insights and increased awareness related to disabilities, diversity and tolerance are frequent aspects of in-class discussions.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.