

Degree: __GC: Mobility_(73c)__ **For Calendar Year: __2011__**
(Date submitted to college committee: __April 11, 2012__ By: __William Jacobson, Ed.D.__)
(Date posted on college assessment website: _____)

Overall Rating: _____

Respond to all six parts following the “Degree Program Assessment Progress Report Instructions.” (NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.) Attach additional pages as needed.

This report covers Year 1 of 5 (2011). The Five-Year Assessment Plan was approved in 2010.

(1) Student learning goal(s) addressed this year:

Goal #1: Assessment Procedures:

Students will demonstrate the ability to use appropriate assessment instruments and procedures to evaluate clients’ current level of functioning in the areas of concept development, sensorimotor skills, posture and gait, and travel abilities.

Goal #2: Cognitive knowledge of Orientation and Mobility skills:

Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.

Goal #3: Instructional Methodology:

Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.

Goal #4: Monitoring of clients:

Students will demonstrate the ability to monitor their clients’ independent travel skills (including acquisition of orientation and

mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.

Goal #5: Human Growth and Development:

Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.

Goal #6: History and Philosophy of Orientation and Mobility:

Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.

(2) Learning outcomes/objectives for those goals addressed this year:

Objective #1: Upon graduation, students will be able to demonstrate the ability to assess the level of acquired orientation and mobility skills and to evaluate those skills over time in their clients with visual impairments.

Objective #2: Upon graduation, students will be able to demonstrate the ability to develop and teach orientation and mobility skills through appropriately sequenced lessons for their clients with visual impairments.

Objective #3: Upon graduation, students will be able to demonstrate the ability to monitor their client's safety when traveling through various environments.

(3) Courses & activities where assessed:

All of the student-learning outcomes are assessed annually through the courses and other activities, e.g., student teaching and internship experiences. (See Attached Matrices)

(4) Methods used:

As indicated in the attached matrices, a variety of methods are used to assess student-learning outcomes: course evaluations, course instructor evaluations, papers, projects, and supervisor reports for the student teaching and internship experiences. The O&M Program is primarily an online program, especially during the academic year. Students do come in the summers to participate in the three-week O&M Summer Institute where they learn the specialized skills to become an O&M specialist.

The O&M Program is an applied skill-set type of training program. That is, students learn the theories for teaching O&M through the online didactic courses (RHBL 7315, 7316, 7325, COUN 7362). When they come in the summers, they learn the applied nature of teaching O&M through the core O&M courses (RHBL 7317, 7318), which may also be thought of as precursors to student teaching and internship (RHBL 7390 and 7395). Student grades are one focus of attention in this report. (See attached data set.)

Faculty and adjunct instructors teach and observe students learning how to travel under blindfold or low vision simulators, and observe students teach one another those skills while one of a team is wearing a blindfold or low vision simulator. It is this observation of students teaching that is the other focus of attention of this year's special assessment methodology.

(5) What are the assessment findings? How did you analyze them?

The online courses RHBL 7315, 7316 and 7325 were analyzed using the raw scores from various student exams, quizzes, discussions and projects (see attached). As student numbers were small (RHBL 7325 N= 13; RHBL 7316 N= 12; RHBL 7315 N= 7), the analysis focused on mean scores for each item.

(a) In RHBL 7325 Implications of Low Vision all but one student achieved a course grade of A; the other student earned a B. These students did well on the midterm exam ($X=91$; range 85-97 out of 100 points), but as a group did not do so well on the final exam ($X=83.3$; range 63-93). It should be noted here that the one student who earned a 63 lowered the overall group score, which, when factored out, would have brought the group mean to 85. In any event, either mean indicates the group performed in a solid B range for the final exam (80-89 points). Overall students did extremely well in their projects, a low vision analysis of an environment in their home communities, which demonstrated a fundamental understanding of course objectives when applied to real world environments.

(b) Students performed as expected in the online RHBL 7315 Medical Aspects of Blindness and Associated Disabilities. This is a highly technical online course taught with ophthalmologists from UAMS and other experts from the community. Of the seven students, 4 earned an A and the other three earned B's. Exams generally are challenging for students as they must quickly learn eye terminology and anatomy and, over the course of the semester, learn the various diseases and conditions that can impact an individual's performance in daily living skills. As a group, students performed well on the midterm exam (X=181 out of 200 points; range 170-200) but performed a little more poorly on the final exam (X=167, range 145-191), where the material was highly technical related to those diseases and conditions.

(c) Most students (N=12) performed well in RHBL 7316 Principles of Orientation and Mobility. While one student failed the online course, the others either earned an A (4) or a B (7). In this course there are three unit exams and no comprehensive final exam nor midterm exam per se. As a group, students did A or B work on each unit exam (X=95, 85, 82). The scores generally reflected the difficulty of the respective unit: child development in relation to blindness; kinesthesia; and audiology. As the course progressed, the material became more technical. The literature review papers ranged from 69-100 points out of 100 possible points (X=85). As this project is usually one of the first times students in the O&M Program have to do a research paper in the program, some students need extra attention. Dr. Jacobson created a video on researching and writing a literature review paper, although it became apparent that some students did not avail themselves of the lecture.

(d) Students' teaching skills in RHBL 7317 (N=9) and 7318 (N=9) were analyzed last summer through peer-to-peer evaluations. In both of these courses students observed a faculty member teaching the particular O&M skills to one of their peers while the latter is blindfolded. After the lesson, students paired off with one another and one student acted as the teacher and the other as a blindfolded student and the same lesson was taught. Afterwards, the teams switched roles. This was done on a daily basis over a three-week period. Students were asked to complete an evaluation instrument designed to assess their perceptions of their partner's teaching and monitoring skills (see attached). All students in both courses completed the instrument three times over the three-week period and were given copies to help improve their teaching skills. Four questions were asked using a 5-point Likert-type rating scale, where 1=Needs Improvement; 3= Satisfactory; and 5=Exemplary. The four questions ranged from: The Teacher was knowledgeable about the techniques taught, to The teacher explained the objectives of the lessons clearly, to The teacher provided effective feedback, and finally, The teacher provided appropriate and safe monitoring throughout the lesson. Each question provided space for comments. The mean across all four questions and all students was 4.5. Individual score sheets are kept in the coordinator's office and are available upon request.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

Based on these data it appears that student learning has been demonstrated. Considering that all but RHBL 7317 and 7318 are fully online courses, the range of student scores on exams and projects indicated that the students are doing their own work and taking their own exams. This can be verified through their participation in the three-week Summer O&M institute, where student outcomes can be measured through the applied nature of the simulation classes and the accompanying seminar discussions. Generally speaking, grades in the didactic courses correlated to the strength of student teaching, although there have been exceptions where a student may not be a good test taker but is an excellent teacher. It is postulated that the generally good scores on tests, quizzes and projects result from a good grasp of course content. It would have been nice to do an item-by-item analysis of test questions, but Blackboard 8 was not conducive to archiving and test answers retrieval. Hopefully this will not be a problem with Blackboard 9.1.

The peer-to-peer rubrick allowed students to not only rate the teaching of their peers, but to make comments on their teaching skills. Generally speaking, it appears that while in most cases students were kind to their peers, they did offer suggestions for teaching improvement and were not hesitant to make criticisms when warranted. The rubrick will be tweaked this coming summer to elicit more objective results that would incorporate some of the most common types of comments.

The Program Advisory board meeting had to be postponed from November to this spring semester and the results of this analysis will be shared at that time for appropriate feedback.

2011 O&M Curriculum and Assessment Matrix: O&M Program Assessment

Student Goals	Learning outcomes	Courses	Method	Timeline
1) Assessing clients	1a) Knowing and understanding, and demonstrating systematic assessment	RHBL 7317, 7318, 7325, 7390, 7395	Lesson Plans, Exams, projects	Annually
	1b) Understanding and demonstrating the process of documentation and report writing	RHBL 7317, 7318, 7390, 7395	Assessment report writing, lesson plans	Annually
	1c) Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments.	RHBL 7317, 7318, 7390, 7395	Lesson plans, teaching simulations, student teaching	Annually
2) Knowledge of O&M Skills	2a) Knowing about & understanding basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2b) Knowing and understanding intermediate O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2c) Knowing and understanding advanced O&M skills	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
3) Instructional Methodology	3a) Demonstrates the ability to teach basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3b) Demonstrates the ability to teach intermediate O&M skills.	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3c) Demonstrates the ability to teach advanced O&M skills.	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
4) Monitoring	4a) Students will monitor their peers' safety during blindfold simulations	RHBL 7317, 7318	Observations/forms	Annually

Clients	4b) Students will monitor their clients' safety while they travel indoors.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4c) Students will monitor their clients' safety while they travel in residential areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4d) Students will monitor their clients' safety while they travel in business areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
5) Human Growth and Development	5a) Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7315 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5b) Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7316 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5c) Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	COUN 7362, RHBL 7315, 7325, 7390, 7395	COUN 7362 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5d) Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.	COUN 7360, 7362; RHBL 7316, 7315, 7317, 7318.	COuN 7360 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
6) History and Philosophy of O&M	1.1) Students will demonstrate knowledge of the history of the O&M profession.	RHBL 7316, 7317, 7318, 7325	RHBL 7317/7325 Exams, RHBL 7316 research papers	Annually
	1.2) Students will demonstrate knowledge of the code of ethics and its history	RHBL 7318	Exams, research papers	Annually
	1.3) Students will demonstrate knowledge of certification and licensure issues for the profession.	RHBL 7318	Exams, discussion, research papers	Annually
	1.4) Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.	RHBL 7318, 7390, 7395	Exams, lesson plans	Annually

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #1 Assessment Procedures: Students will demonstrate the ability to use appropriate assessment instruments and procedures to evaluate clients' current level of functioning in the areas of concept development, sensori-motor skills, posture and gait, and travel abilities.			
Courses	Outcome 1: Knowing and understanding, and demonstrating systematic assessment	Outcome 2: Understanding and demonstrating the process of documentation and report writing	Outcome 3: Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments
RHBL 7317 Intro. To Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7318 Adv. Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7325 Low Vision Implications	Extensive Exam, paper, project	Little Exam	None
RHBL 7390 Student Teaching in O&M	Extensive Lesson planning	Extensive Report Writing	Extensive Report Writing, lesson plans
RHBL 7395 Internship in O&M	Extensive Lesson plans, assessments	Extensive Report writing, daily note taking	Extensive Lesson plans, report writing

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #2 Cognitive Knowledge of Orientation and Mobility Skills: Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.			
Courses	Outcome 1: Knowing about & understanding basic O&M skills: sighted guide through self-protection techniques	Outcome 2: Knowing and understanding intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3 Knowing and understanding advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #3 Instructional Methodology: Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.			
Courses	Outcome 1: Demonstrates the ability to teach basic O&M skills.	Outcome 2: Demonstrates the ability to teach intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3: Demonstrates the ability to teach advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #4 Monitoring of clients: Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.				
Courses	Outcome 1: Students will monitor their peers' safety during blindfold simulations	Outcome2: Students will monitor their clients' safety while they travel indoors.	Outcome 3: Students will monitor their clients' safety while they travel in residential areas.	Outcome 4: Students will monitor their clients' safety while they travel in business areas.
RHBL 7317	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7318	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7390	None Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms
RHBL 7395	Little Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #5: Human Growth and Development: Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.				
Courses	Outcome 1: Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	Outcome 2: Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	Outcome 3: Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	Outcome 4: Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.
RHBL 7315 Medical Aspects of Blindness	Extensive Exam, projects	Limited Exam, projects	None Not assessed	Limited Exam, discussions
RHBL 7316 Principles of O&M	Somewhat Exam, Research paper	Extensive Exam, research paper, discussions	Little Discussions	Little Discussions
RHBL 7317	Somewhat Exam; discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Somewhat; discussions
RHBL 7318	Extensive Exam; demonstrations, discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Little Exam; discussions
RHBL 7390	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
RHBL 7395	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
COUN 7360 Foundations of Rehabilitation	None Not assessed	None Not Assessed	None Not Assessed	Somewhat Exam; research paper
COUN 7362 Psychological Aspects of Disabilities	Somewhat Exam	None Not assessed	Extensive Exam; paper	Extensive Exam; paper

2011 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #6: History and Philosophy of Orientation and Mobility: Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.				
Courses	Outcome 1: Students will demonstrate knowledge of the history of the O&M profession.	Outcome 2: Students will demonstrate knowledge of the code of ethics and its history	Outcome 3: Students will demonstrate knowledge of certification and licensure issues for the profession.	Outcome 4: Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.
RHBL 7316	Extensive Exam	None Not Assessed	Somewhat Project	None
RHBL 7317	Extensive Exam	Somewhat Exam	None	None
RHBL 7318	Extensive Exam	Extensive Exam	Extensive Exam; discussions	Somewhat Exams; discussions
RHBL 7325	Somewhat Exam	None Not Assessed	Somewhat Not Assessed	Somewhat Field Evaluation Principle 5
RHBL 7390	None Not Assessed	None Not Assessed	None Not Assessed	Extensive Projects
RHBL 7395	None Not Assessed	Somewhat Observations	Somewhat Observations	Somewhat Observations

Peer Teaching of Orientation and Mobility Skills

Student Teacher: _____

Date: _____

Lesson Objectives:

- 1.
- 2.
- 3.

[Rubrick Scoring: 1= Needs Improvement, 3=Satisfactory, 5=Exemplary]

The Teacher was knowledgeable about the techniques that were taught:

1 2 3 4 5

Comments:

The Teacher explained the objectives of the lesson clearly:

1 2 3 4 5

Comments:

The Teacher provided effective feedback during and after the lesson:

1 2 3 4 5

Comments:

The Teacher provided appropriate and safe monitoring throughout the lesson:

1 2 3 4 5

Comments:

Evaluator's Initials/Student T Number: _____