



Annual Assessment Report
Academic Year: 2012-2013

Name of Department: Center for Students with Disabilities (CSD)

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Abstract

The purpose of this assessment project was to provide the Center for Students with Disabilities with a better understanding of the student acquisition and utilization of self-advocacy skills. That is, do first year DePaul University students that participate in CSD clinician services develop self-advocacy competencies that foster academic and personal success? Students selected for this assessment project were first year post-secondary DePaul University students enrolled in the Center for Students with Disabilities who also requested CSD clinician services, weekly meetings with a Learning Specialist. Students participating in this assessment project completed a CSD Student Enrollment Questionnaire as part of the documentation. The information received when they first completed this questionnaire served as a baseline of the student's comfort level regarding their disability(s). A rubric was also developed to assess information on the self-advocacy development of first year students registered for support in CSD. This assessment project focused on the 2012 fall and 2013 winter quarters.

Although the sample size was small (N=15) there was a wide range of disabilities represented in this group. 34% of students in this group submitted documentation confirming one primary disability diagnosis. 66% of the students in this group submitted documentation that confirmed a primary disability diagnosis and one or more concomitant disability diagnoses. The Students' primary disabilities were the focus of this study. Students in this study were identified with a primary disability of Attention Deficit Disorder, Autism Spectrum Disorder, or Learning Disability.

Overall the information obtained on the development of self-advocacy skills was promising. As a whole, students demonstrated self-advocacy skill growth regardless of primary disability. Clinician services appeared to positively contribute to the academic success of first year DePaul University students. It is anticipated that the information garnered from this project will be utilized for program enhancement, additional program assessments and future project developments. A valuable future assessment project would be to ascertain those specific clinician skills requisites that support student success.

Introduction and context for this year's report

The relevance of a student's ability to self-advocate for one's self is well-substantiated in the literature as a critical predictor of a successful transition from high school to college. The transition from high school to college can be especially difficult for students with disabilities as the impetus for securing necessary accommodations related to their disabilities falls upon the students themselves rather than on their parents or high school. All first-year students are required to learn and follow University policies. However, students with disabilities must learn to do so with the complexities that their disability presents.

As increasing numbers of students with disabilities attend post-secondary institutions, designing and implementing programs that effectively address student needs becomes increasingly imperative. It is more important than ever to teach, reinforce and support the self-advocacy skills that they will need to be academically and personally successful.

The principal goal of this assessment project was to provide the Center for Students with Disabilities with a better understanding of the student acquisition and utilization of self-advocacy skills. That is, do first year DePaul University students who participate in CSD clinician services develop self-advocacy competencies that foster academic and personal success?

The specific learning outcomes for this project included:

1. Students that participate in CSD clinician services will increase their understanding of their disability by demonstrating an understanding of personal strengths and challenges that may contribute to and/or hinder their academic success.
2. Students that participate in CSD clinician services will learn to effectively utilize University supports by proactively and independently initiating University accommodations and supports.
3. Students who participate in CSD clinician services will clearly communicate needs related to their disability and appropriately communicate with faculty and staff to explain their accommodations.
4. Students who participate in CSD clinician services will effectively utilize CSD accommodations and services to support their academic progress.

This assessment project corresponds to the following Student Affairs Strategic Plan (2010-2013) objectives:

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| Objective 1.3 | Establish broad institutional dialogues about student learning. |
| Objective 1.4 | Identify and mobilize people and resources necessary to support student learning. |
| Objective 2.1 | Strengthen and enhance student programs and services. |
| Objective 2.2 | Establish partnerships that create new and expanded opportunities to enhance student learning. |

- Objective 2.3 Reduce barriers of affordability and access.
- Objective 3.1 Strengthen assessment of student learning.

The assessment project also corresponds to the following Twenty 12 goals:

- Objective 2b Become a university known for its students' lifelong commitment to social justice and civic engagement.
- Objective 2c Become a premier institution known for its student success programs.
- Objective 2d Become a leader in providing efficient, user-friendly and integrated student services for all students.
- Objective 3d Create programming for all constituents of the DePaul community that affirms the central place of diversity in the university's mission and institutional culture.
- Objective 6d Externally, be well-known for civic and community engagement and a commitment to the common good as expressions of our Vincentian, Catholic and urban identity.

This assessment project additionally corresponds to the Division Learning Domains and Learning Outcomes:

1. Students who participate in Student Affairs programs and activities will be able to integrate and apply knowledge gained across curricular and co-curricular experiences in order to advance academic, personal and career growth.
2. Students who participate in Student Affairs programs and services will acquire intellectual and practical skills that will enable them to live productive and healthy lives during and after DePaul.
3. Students who participate in Student Affairs programs and activities will be able to achieve their personal and academic goals while at DePaul through the acquisition of academic and cognitive skills.
4. Students who participate in Student Affairs programs and activities will be able to participate thoughtfully and respectfully in cultural exploration, engagement, acceptance, and collaboration as members of an inclusive community during and after DePaul.
5. Students who participate in Student Affairs programs and activities will develop a strong sense of personal identity and form mature, respectful relationships with others.

Students with disabilities enrolling in post-secondary education has increased significantly with an increase of more than 20% from 2003 – 2009 (National Council on Disability, 2011; Raue & Lewis, 2011). The Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination against people with disabilities in postsecondary institutions. That is, barriers to educational opportunities must be removed. (National Council on Disability, 2011) Colleges and universities often attempt to remove barriers by establishing programs for students with disabilities. Stodden (2005) found that post-secondary institutions widely vary in their attempts to remove barriers for students with disabilities. Generally, post-secondary programs have common areas of emphasis but choose to highlight different components within the realm of the program (Lynch & Gussel, 2003). Janiga and Costenbader (2002) found that post-secondary disability service administrators ranked incoming students' self-advocacy skills as their greatest limitation. The foundation for self-advocacy skills emanates from a thorough understanding of one's own disability, its associated strengths and challenges, impact on learning and effective compensatory strategies

(Kohler & Field, 2003; Skinner & Lindstrom, 2003). Students need to learn how to appropriately self-disclose and communicate their strengths and challenges to professors and staff in order to secure appropriate accommodations. In college, the impetus for obtaining accommodations falls on the students. The shift from “other-advocacy” to “self-advocacy” is often the most difficult part of the transition from high school to college as students have been accustomed to depending on others to plan, advocate and implement special accommodations or services (Getzel & Thoma, 2008).

While many post-secondary institutions have begun educating students on the importance of self-advocacy skills, few have implemented empirical studies to evaluate program success (Karp, 2011). The 2012-2013 Center for Students with Disabilities assessment project was conducted to assess whether first year students who participate in CSD clinician services develop self-advocacy competencies that foster academic and personal success. The abstract skills of self-advocacy may be difficult to measure. However, it is a worthy endeavor to explore aspects of the CSD program that encourage self-advocacy skill development.

References

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Methodology

The focus of this assessment project was to further understand the self-advocacy skill set needs of students beginning their college careers at DePaul University. Students selected for this assessment project were first year post-secondary DePaul University students enrolled in the Center for Students with Disabilities that also requested to participate in weekly CSD clinician services. This assessment project focused on the 2012 fall and winter quarters.

Students were not asked to participate in any activities specific to this assessment project. Confidential data was collected about the students exclusively from CSD clinicians. Student information was coded to protect confidentiality. All students receiving clinician services complete required CSD student enrollment permission and consent documentation prior to registration with the CSD. Specific identifying information about the individual participants was not collected for this assessment project. Nonetheless student information was coded for confidentiality. All assessment project information was kept in a locked storage cabinet that was located in a secured office.

Students requesting enrollment in the Center for Students with Disabilities are asked to complete a CSD Student Enrollment Questionnaire. 80% of the students in this assessment project completed the questionnaire. The information gathered from this questionnaire served as a baseline of the student's comfort level regarding their disability(s). The enrollment questionnaire also included an optional section for students to write "Is there anything else that you would like the CSD to know?" Of the 80% of students that completed the questionnaire, 40% wrote additional comments in this section.

For this assessment project a rubric was also developed to assess information on the self-advocacy development of first year CSD students. The construction of the rubric was a collaborative CSD staff effort. Clinicians used the rubric to rate the self-advocacy learning outcomes of students during the initial, midterm and conclusion of 2012 fall and winter academic quarters. Clinicians were also given an opportunity to submit additional narrative comments. 66% of clinicians submitted student comments.

CSD Student Questionnaire

I feel comfortable describing the nature of my disability:

Not at all	Slightly	Somewhat	Mostly	Very
Comfortable	Uncomfortable	Comfortable	Comfortable	Comfortable
1	2	3	4	5

I feel comfortable explaining how my disability impacts my daily life and functioning:

Not at all	Slightly	Somewhat	Mostly	Very
Comfortable	Uncomfortable	Comfortable	Comfortable	Comfortable
1	2	3	4	5

I feel comfortable advocating for myself to professors and others about the accommodations I need to be successful:

Not at all	Slightly	Somewhat	Mostly	Very
Comfortable	Uncomfortable	Comfortable	Comfortable	Comfortable
1	2	3	4	5

Please tell us anything you would like CSD to know about you or your needs:

Rubric: Self-Advocacy Skill Development of First Year CSD Students

Learning Outcome	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Demonstrates Self-Understanding Demonstrates an understanding of personal strengths and challenges that may contribute to academic progress.	Poor Student does not describe personal strengths or challenges.	Fair Student struggles to describe personal strengths and challenges. Student can describe either strengths or challenges with Clinician prompts.	Good Student can describe both strengths and challenges with Clinician prompts.	Excellent Student accurately and independently describes academic skills and challenges.
Utilizes University Supports Proactively seeks/initiates assistance.	Poor Student's request for assistance is reactive or not apparent.	Fair Student's request for assistance is moderately proactive.	Good With Clinician support the Student's request for assistance is proactive and effective.	Excellent The student independently requests assistance that is proactive and effective.
Communicates Clearly Communicates with faculty/staff to clarify expectations.	Poor Student rarely approaches faculty/staff to clarify expectations.	Fair Student approaches faculty/staff to clarify expectations when prompted.	Good Student usually approaches faculty/staff to clarify expectations.	Excellent Student independently approaches faculty/staff to clarify expectations.
Demonstrates initiative Requests/informs faculty/staff of CSD accommodations.	Poor Student does not request/inform faculty/staff of accommodations.	Fair Student needs assistance to request/inform faculty/staff of accommodations.	Good Student will request/inform faculty/staff of accommodations when prompted.	Excellent Student consistently requests/informs faculty/staff of needed accommodations.
Utilizes CSD Services Effectively Utilizes CSD accommodations and supports to support academic progress.	Poor Student denies need, or is uninterested in accommodations and/or supports.	Fair Student expresses a basic understanding needed supports and/or accommodations.	Good Student occasionally requests and/or utilizes supports and accommodations.	Excellent Student consistently and appropriately utilizes supports and accommodations.

Comments:

Results

The total number of first year post-secondary students with disabilities that participated in clinician services was 15. Data was collected for 100% of the students. Although the sample size was small there was a wide range of disabilities were represented in this group. 34% of students in this group submitted documentation confirming one primary disability diagnosis. 66% of the students in this group submitted documentation that confirmed a primary disability diagnosis and one or more secondary disability diagnoses. Overall 3 primary disabilities and 2 concomitant diagnoses emerged from this group. This study focused on the primary disabilities of Attention Deficit Disorder, Autism Spectrum Disorder and Learning Disability. Specific Diagnoses included:

Attention Deficit Hyperactivity Disorder

Learning Disability

- Auditory recall
- Comprehension
- Dyslexia
- Nonverbal
- Not otherwise specified
- Reading skills
- Reading fluency
- Written expression

Autism Spectrum Disorder

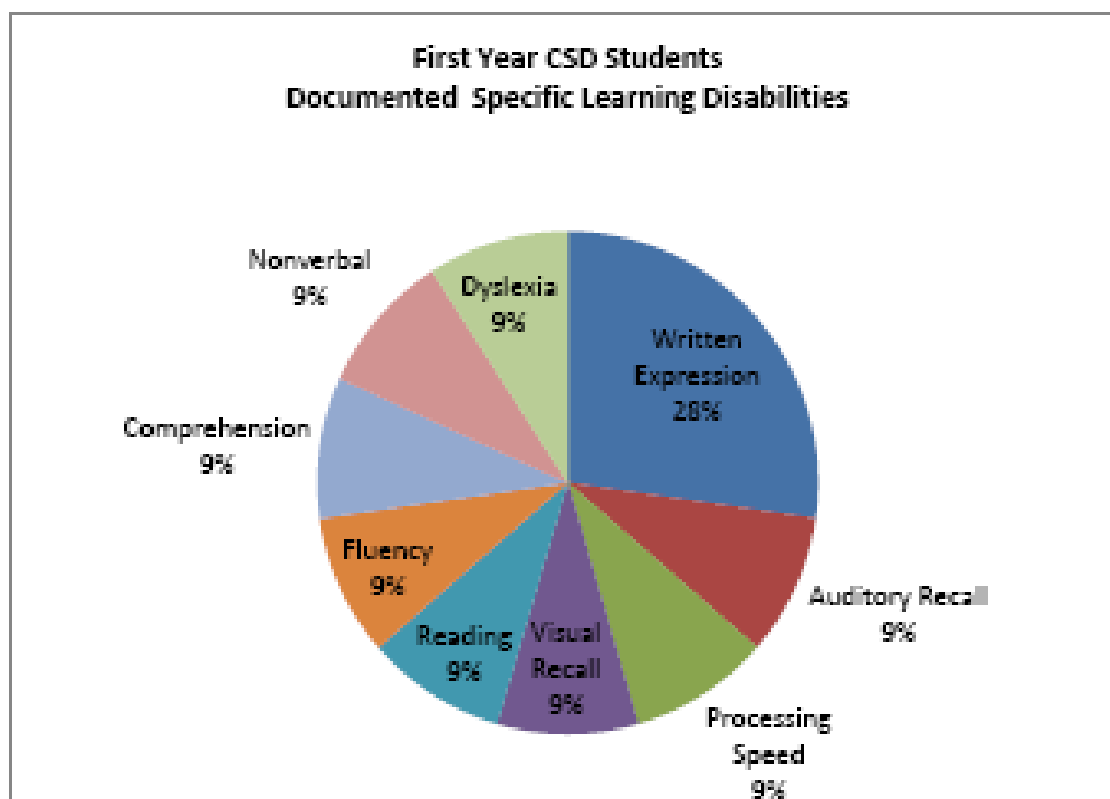
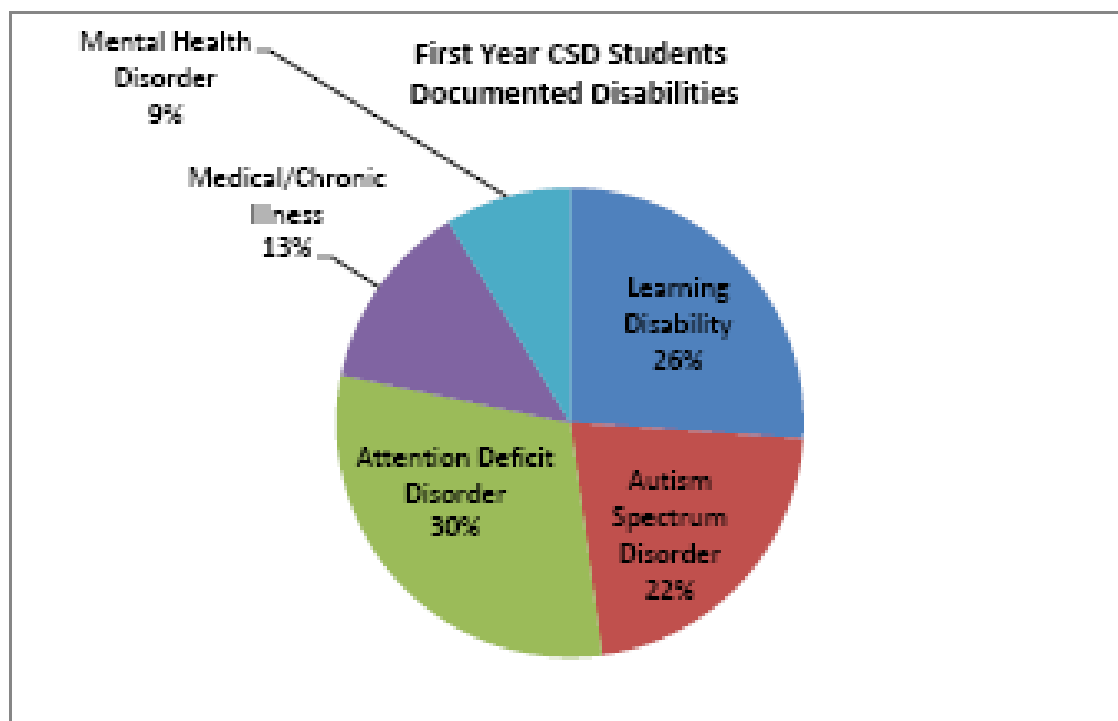
- Pervasive Development Disorder
- Asperger Syndrome

Medical/Chronic Illness

- Acute allergies
- Asthma
- Chronic Headaches
- Migraines
- Visual impairments

Mental Health

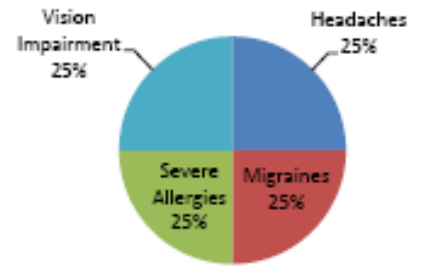
- Anxiety
- Depression



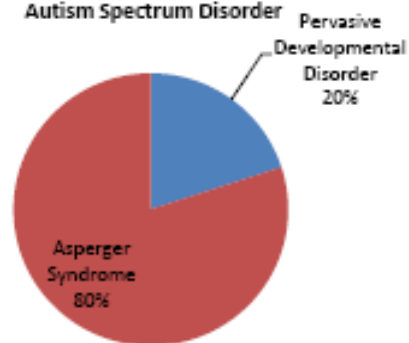
**First Year CSD Students
Documented Mental Health Diagnosis**



**First Year CSD Students
Documented Medical/Chronic Illness**

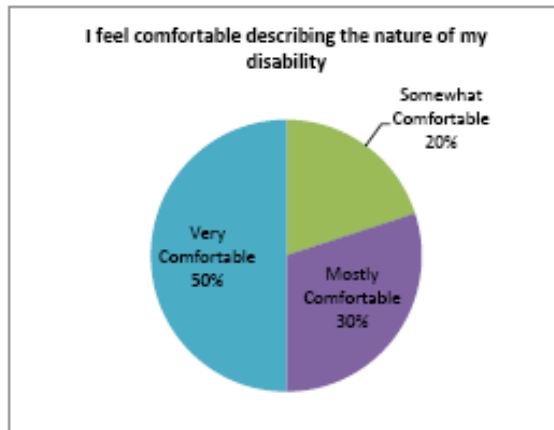


**First Year CSD Students
Autism Spectrum Disorder**

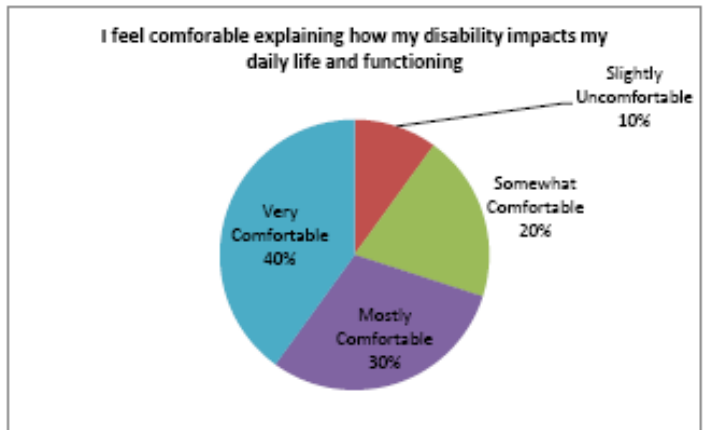


CSD students were also asked to complete a CSD Student Enrollment Questionnaire at the time of CSD registration. 80% of the students in this assessment project completed the questionnaire. The information gathered from this questionnaire served as a baseline for the students' comfort level regarding their disability(s). The enrollment questionnaire also included an optional section for students to write "Is there anything else that you would like the CSD to know?" Of the 80% of students that completed the questionnaire, 40% also wrote additional comments in this section.

Question 1.



Question 2.



Question 3.



CSD Student Enrollment Questionnaire Comments

Please tell us anything you would like the CSD to know about you needs.

Student Response Comments:

- 1) I have been treated at the ABC Clinic for over 4 years. They do not know what causes this headache. They said they thought it could go away by the time I start college. Now they are saying that sometime during college it could go away. I take medications every day to keep the pain at a level of 2-4 out of 10. It is usually at this level when I get up and then it goes up during the course of the day. Early mornings are difficult and I have had an accommodation of a 3rd hour start at high school to give me time to get going in the morning. Classes that start mid-day rather than at 8 AM would be helpful.
- 2) I not like to read "impromptu" in class.
- 3) 3) I find it difficult to ask professors for help. It is also hard for me to socialize with other kids. Once I meet them and get to know them and they get to know me it's OK but it is hard to get started. I also like to do my work and take tests in a quiet room.
- 4) I need some support strategies in math and writing.
- 5) Need more time to process, decipher and understand assignments? Need to hear, see and read materials in order to understand.
- 6) I am looking forward to any suggestions or strategies to help with my college coursework and future career planning. I get anxious when I receive a large amount of work and don't know how to best approach it.

Parent Response Comment:

- 1) (Student) can't focus sometimes: especially on reading, needs a quiet environment or one with white noise, takes so long to read because rereads many times, until the student sorts through organizational issues. The purpose of requesting enrollment is so that (the student) will be able to have help with reading/focusing/organizational issues.

A rubric was utilized to assess information on the self-advocacy development of first year CSD students. The development of the rubric was a collaborative CSD staff effort. The rubric established the assessment parameters of the progress of self-advocacy skills during the student's first year at DePaul University. Clinicians used the rubric to rate self-advocacy learning outcomes of students during the initial, midterm and conclusion of 2012 fall and winter academic quarters. For this assessment project students were found to have a primary disability of Attention Deficit Disorder, Autism Spectrum Disorder or Learning Disability. Due to the small sample size (N = 15) the students' primary disability was used as the focus for this project.

At the conclusion of the winter 2012 final data collection, clinicians were also given an opportunity to submit additional narrative comments. 66% of clinicians submitted student comments.

Rubric: Self Advocacy Skills Development of First Year CSD Students Clinician Comments

1) Student has made a lot of progress with communicating with professors and using University supports. Student does better with these if it is something he is familiar with. Unique situations, assignments, etc. may send him back to where he started.

2) Fall: Student did not respond to emails. Voicemail box not setup. First met with student on Sept. 11th. Student failed to set up for MyMathLab until week 3 and consequently earned zeros on two quizzes. Missed CSD test request deadlines for numerous tests. Does not follow schedules. Resists supervision on writing. Math: Did not buy text for 3 weeks.

3) During winter quarter student developed a standing appointment at the University writing center. Utilized CSD for all exams.

4) For both quarters: student resists writing; does not want to use Writing Center.

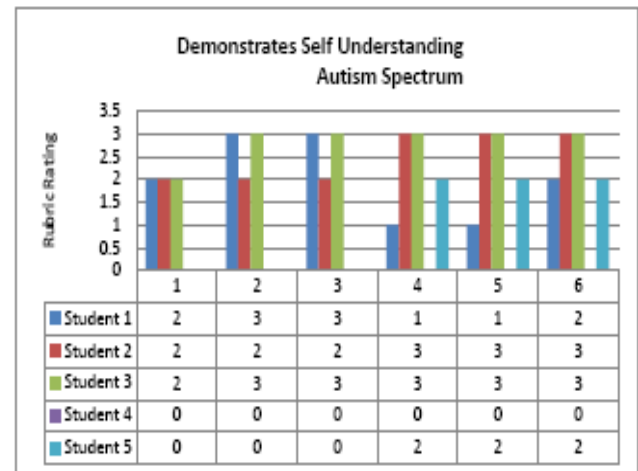
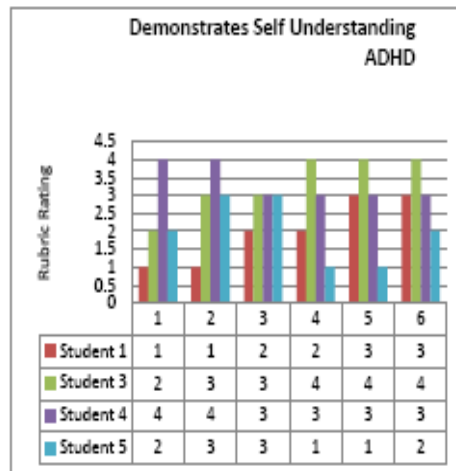
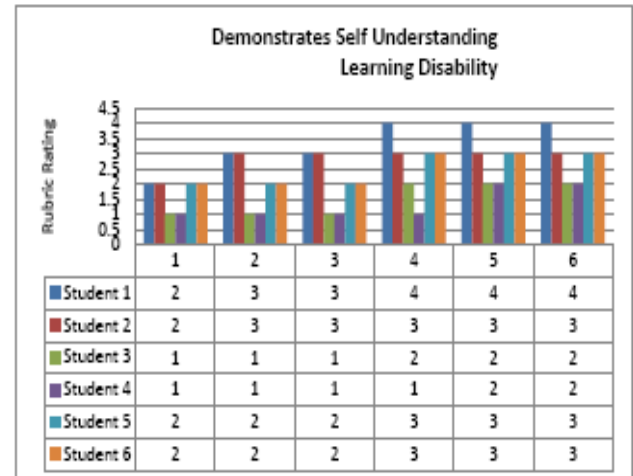
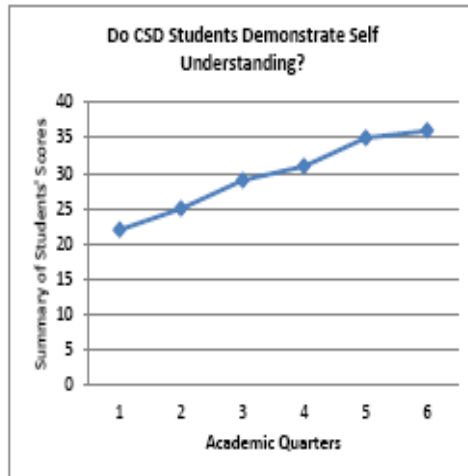
5) For this student: *Rarely* is defined as inappropriately and/or not effectively. *Not apparent* is defined as inappropriately and/or not effectively. *Denies/uninterested* is defined as poor insight.

6) Late fall student did not use supports available for major paper. Student earned a C grade. In fall student also failed to meet with a professor to review disability (per syllabus). Professor denied CSD testing later.

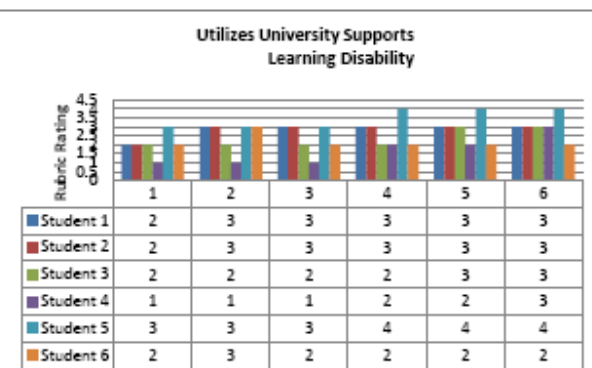
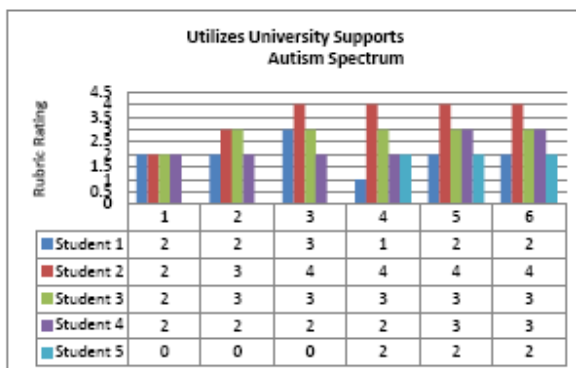
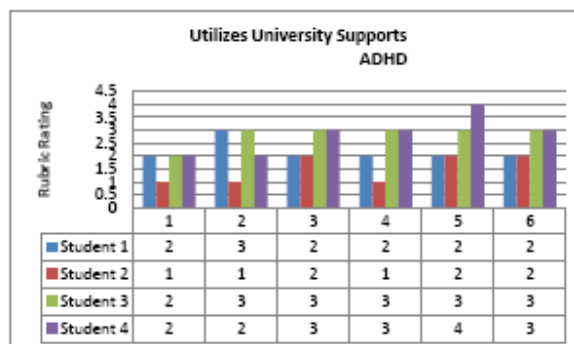
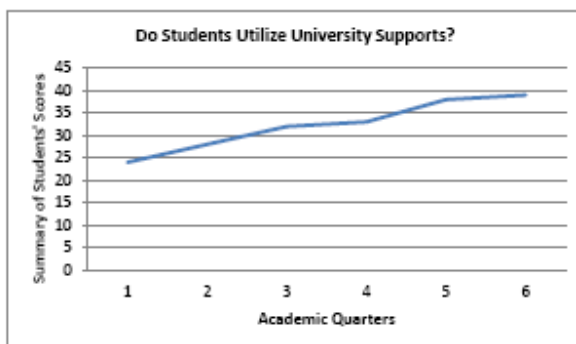
7) Student would not use extended exam time although eligible.

8) Unable to rate student because student only attended 3 sessions.

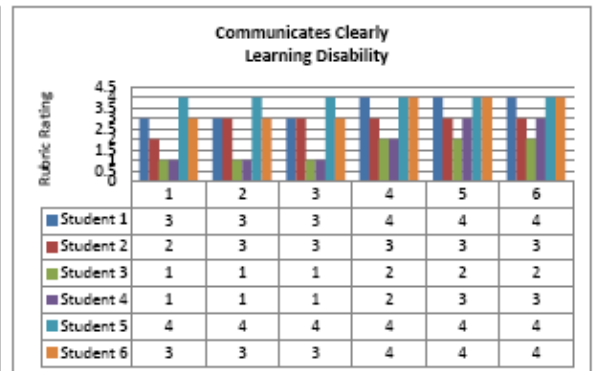
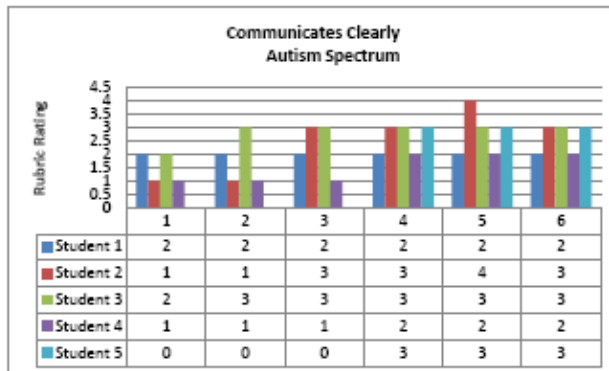
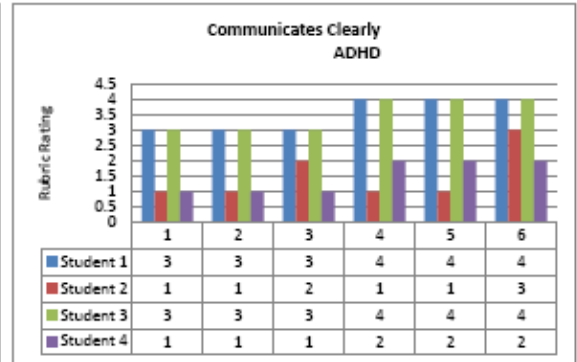
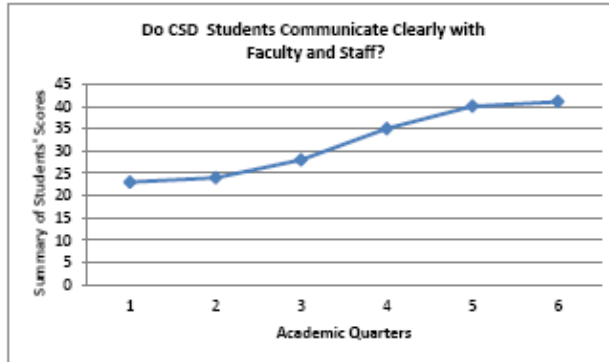
Do CSD Students Demonstrate Self Understanding?



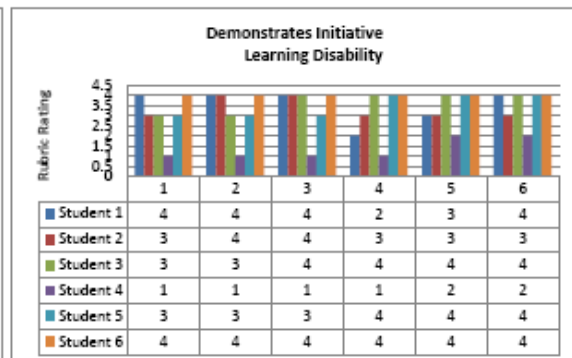
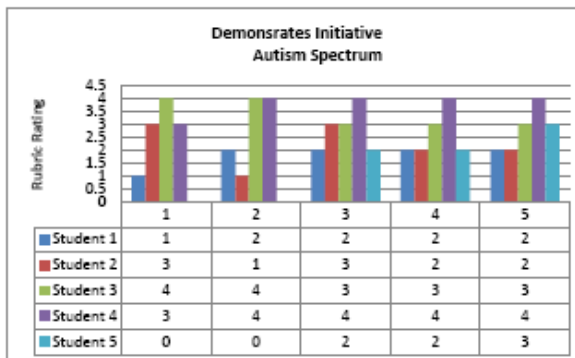
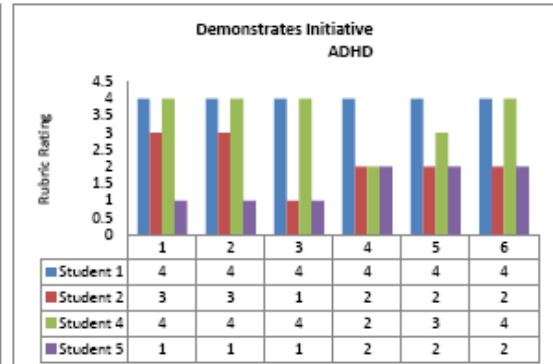
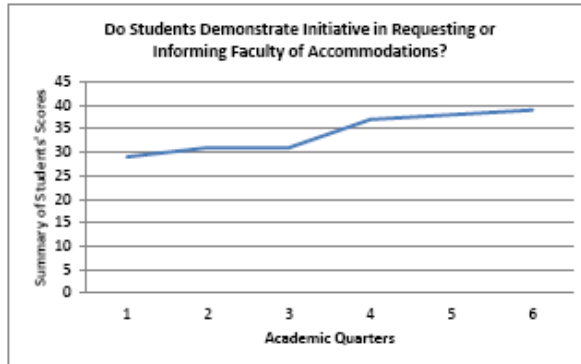
Do CSD Student Utilize University Supports?



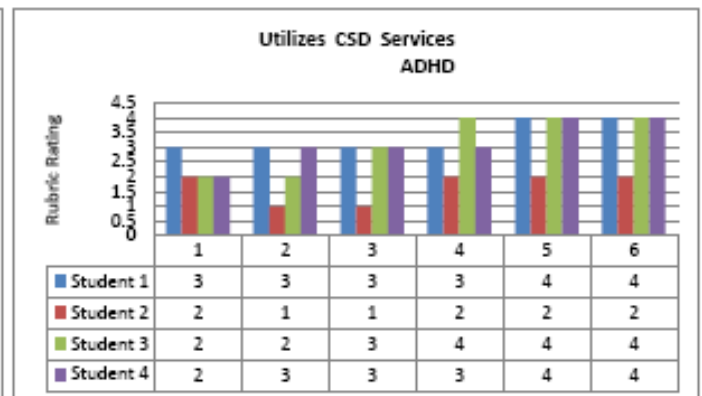
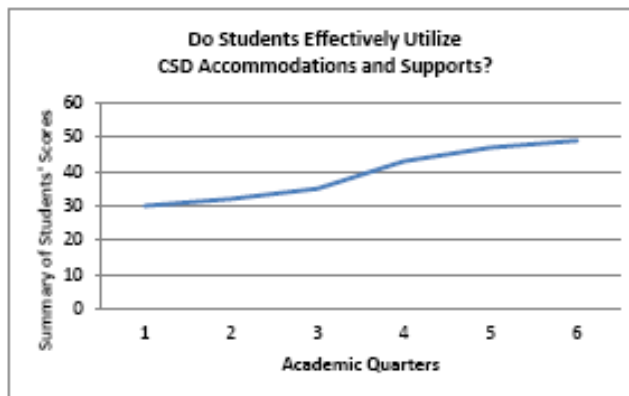
Do CSD Student Communicate Clearly with Faculty and Staff?

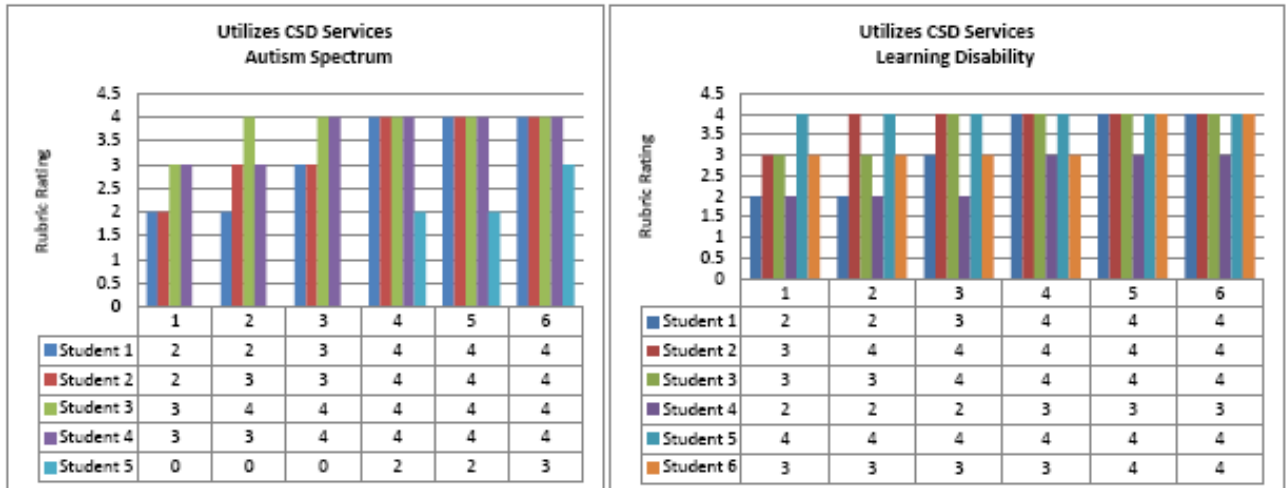


Do Students Demonstrate Initiative in Requesting or Informing Faculty of Accommodations?



Do Students Effectively Utilize CSD Accommodations and Supports?





Findings and Discussion

- Overall the information obtained through this assessment project was promising. Students demonstrated self-advocacy skill growth regardless of primary disability. The implementation of clinician services appears to be correlated with the self-advocacy skill development of first year DePaul University students. A valuable future assessment project would be to specifically ascertain the requisite clinician skills that support self-advocacy student success.
- Do students utilize University Supports? As a group, first year students experienced steady growth. Most notable are the significant improvement in students diagnosed with Autism Spectrum Disorder. Conversely, the data indicates that students diagnosed with ADHD experienced growth, regression and recoupment throughout the assessment project. Skill regression could be attributable to the indicators of ADHD (e.g., lack of sustained attention, avoiding tasks, requiring sustained mental effort, forgetfulness, and poor organization). Noteworthy is this group's sustained utilization of CSD services. It may be that access to clinicians and exposure to positive work experiences are critical combined components of success for students with ADHD. Further investigation may provide further explanation.
- Do students utilize University supports? As a group, first year students experienced consistent growth in utilizing University supports. A slight regression is noted between the fall final quarter and the winter initial quarter for both the Learning Disabilities and Autism Spectrum Disorder groups. Interestingly recoupment of skills is indicated for the winter quarter with continued growth noted at the conclusion of the winter quarter. Regression may be attributable to the transition challenges that transpire when the fall quarter concludes and the spring quarter commences. The new quarter presents new information and responsibility that may be unforeseen by first year students. Further exploration of these transition challenges may be warranted.
- Do students communicate clearly? This self-advocacy skill also experienced growth by all groups. Interestingly however, students with learning disabilities experiences minimal growth in this skill area. While students with learning disabilities were generally successful in communicating their needs it may be warranted to further examine the specific communication strengths and challenges associated with these students.

- Do students demonstrate initiative? The ADHD student group was relatively static. One student in the ADHD group and one student in the group experienced regression at the midterm and final assessment periods of the fall quarter. One student in the Autism Spectrum Disorder group regressed during midterms of the fall quarter. Both students recouped their skill set in these areas. It may be warranted to further examine the factors contributing to regression in order to develop and implement proactive prevention strategies.
- Do students utilize CSD services? All groups demonstrated steady growth in this area throughout the assessment project. A minimal number of students remained stationary in this skill set however their utilization of CSD services was well within the acceptable range. Overall this self-advocacy skill set exhibited consistent and steady growth.

Conclusions

This assessment project examined the self-advocacy skills of first year CSD students receiving clinician services. While the overall assessment provided consistent and positive indicators of the development of self-advocacy skills for these students, the assessment project offered limited information about specific clinician strategies and approaches. Not every student who seeks out the services of the Center for Students with Disabilities is as successful as this select group. However the insights into the benefits of clinician services and the positive outcomes of the study participants are instructive on how to further assess clinician strategies as a catalyst for future successful CSD program development opportunities.

Appendix A

CSD Student Questionnaire

I feel comfortable describing the nature of my disability:

Not at all Comfortable	Slightly Uncomfortable	Somewhat Comfortable	Mostly Comfortable	Very Comfortable
1	2	3	4	5

I feel comfortable explaining how my disability impacts my daily life and functioning:

Not at all Comfortable	Slightly Uncomfortable	Somewhat Comfortable	Mostly Comfortable	Very Comfortable
1	2	3	4	5

I feel comfortable advocating for myself to professors and others about the accommodations I need to be successful:

Not at all Comfortable	Slightly Uncomfortable	Somewhat Comfortable	Mostly Comfortable	Very Comfortable
1	2	3	4	5

Please tell us anything you would like CSD to know about you or your needs:

Appendix B

CSD Student Enrollment Questionnaire Comments “Please tell us anything you would like the CSD to know about you needs.”

Student Response Comments:

1) I have been treated at the ABC clinic for over 4 years. They do not what causes this headache. They said they thought it could go away by the time I start college and now are saying that sometime during college it could go away. I take medications every day to keep the pain at a level of 2-4 out of 10. It is usually at this level when I get up and then goes up during the course of the day. Early mornings are difficult and I have had an accommodation of a 3rd hour state at high school to given me time to get going in the morning. Classes that start mid-day rather than at 8am would be helpful.

2. I do not like to read “impromptu” in class.

2) I find it difficult to ask professors for help. It is also hard for me to socialize with other kids. Once I meet them and get to know them and they get to know me it’s OK but it is hard to get started. I also like to do my work and take tests in a quiet room.

3) I need some support strategies in math and writing.

4) Need more time to process to decipher and understand assignments. Need to hear, see and read materials in order to understand.

5) I am looking forward to any suggestions or strategies to help with my college coursework and future career planning. I get anxious when I receive a large amount of work and don’t know how to best approach it.

Parent Response Comment:

6) Can’t focus sometimes: especially on reading, needs a quiet environment or one with white noise, takes so long to read because rereads many times, until focuses through organizational issues. The purpose is so that student will be able to have help with reading/focusing/organizational issues.

Appendix C

Circle one:

Fall: Initial Midterm Final

Winter: Initial Midterm Final

Student: _____

Clinician: _____

Rubric: Self Advocacy Skill Development of First Year CSD Students

Do first year students who participate in CSD clinician services develop self-advocacy competences that foster academic and personal success?

Learning Outcome	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Demonstrates Self Understanding Demonstrates an understanding of personal strengths and challenges that may contribute to academic progress.	Poor Student does not describe personal strengths or challenges.	Fair Student struggles to describe personal strengths and challenges. Student can describe either strengths or challenges with Clinician prompts.	Good Student can describe both strengths and challenges with Clinician prompts.	Excellent Student accurately and independently describes academic skills and challenges.
Utilizes University Supports Proactively seeks/initiates assistance.	Poor Student's request for assistance is reactive or not apparent.	Fair Student's request for assistance is moderately proactive.	Good With Clinician support the student's request for assistance is proactive and effective.	Excellent The student independently requests assistance that is proactive and effective.
Communicates Clearly Communicates with faculty/staff to clarify expectations.	Poor Student rarely approaches faculty/staff to clarify expectations.	Fair Student approaches faculty/staff to clarify expectations when prompted.	Good Student usually approaches faculty/staff to clarify expectations.	Excellent Student independently approaches faculty/staff to clarify expectations.
Demonstrates initiative Requests/informs faculty/staff of CSD accommodations.	Poor Student does not request/inform faculty/staff of accommodations.	Fair Student needs assistance to request/inform faculty/staff of accommodations.	Good Student will request/inform faculty/staff of accommodations when prompted.	Excellent Student consistently requests/informs faculty/staff of needed accommodations.
Utilizes CSD Services Effectively Utilizes CSD accommodations and supports to support academic progress.	Poor Student denies need or is uninterested in accommodations and/or supports.	Fair Student expresses a basic understanding needed supports and/or accommodations.	Good Student occasionally requests and/or utilizes supports and accommodations.	Excellent Student consistently and appropriately utilizes supports and accommodations.

Comments:

Appendix D

Rubric: Self Advocacy Skills development of First Year CSD Students Clinician Comments

1) Student has made a lot of progress with communicating with professors and using University supports. Student does better with these if it is something he is familiar with. Unique situations, assignments, etc. may send him back to where he started.

2) Fall: Student did not respond to emails. Voicemail box not setup. First met with student on Sept. 11th. Student failed to set up for MyMathLab until week 3 and consequently earned zeros on two quizzes. Missed CSD test request deadlines for numerous tests. Does not follow schedules. Resists supervision on writing. Math: Did not buy text for 3 weeks.

3) During winter quarter student developed a standing appointment at the University writing center. Utilized CSD for all exams.

4) For both quarters: Resists using writing; does not want to use Writing Center.

5) For this student: *Rarely* is defined as inappropriately and/or not effectively. *Not apparent* is defined as inappropriately and/or not effectively. *Denies/uninterested* is defined as poor insight.

6) Late fall student did not use supports available for major paper. Student earned a C grade. In fall student also failed to meet with a professor to review disability (per syllabus). Professor denied CSD testing later.

7) Student would not use extended exam time although eligible.

8) Unable to rate student because student only attended 3 sessions.