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Evaluation of College and Career Readiness Class Efficacy for Students with Learning Differences

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PROBLEM

Approximately 25% of high school students who enroll in college leave after their first year due to insufficient post-secondary education (PSE) readiness (National Student Clearinghouse Research Center, 2019). A significant number of students are not prepared for non-academic aspects of PSE and work environments where decreased structure results in increased demands that challenge self-determination skills and executive functioning (Richman, Rademacher, & Maitland, 2014).

BACKGROUND

High school counselors provide college and career readiness (CCR) programming that consist of promoting PSE and assisting with standardized testing, college and FAFSA applications. School counselors are resource-challenged due to high caseloads and other demands. Occupational therapy is considered an emerging practice in high schools by the American Occupational Therapy Association where OTs tend to have only consultative roles in PSE transition planning on Individualized Educational Plan (IEP) teams. OTs are trained in program evaluation and collaborate well.

PROJECT PURPOSE

A comprehensive survey instrument was needed to generate cogent quantitative and qualitative data for evaluating and enhancing efficacy of an existing CCR class curriculum.

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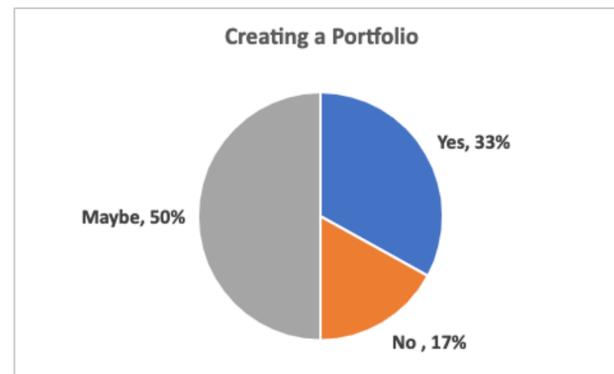
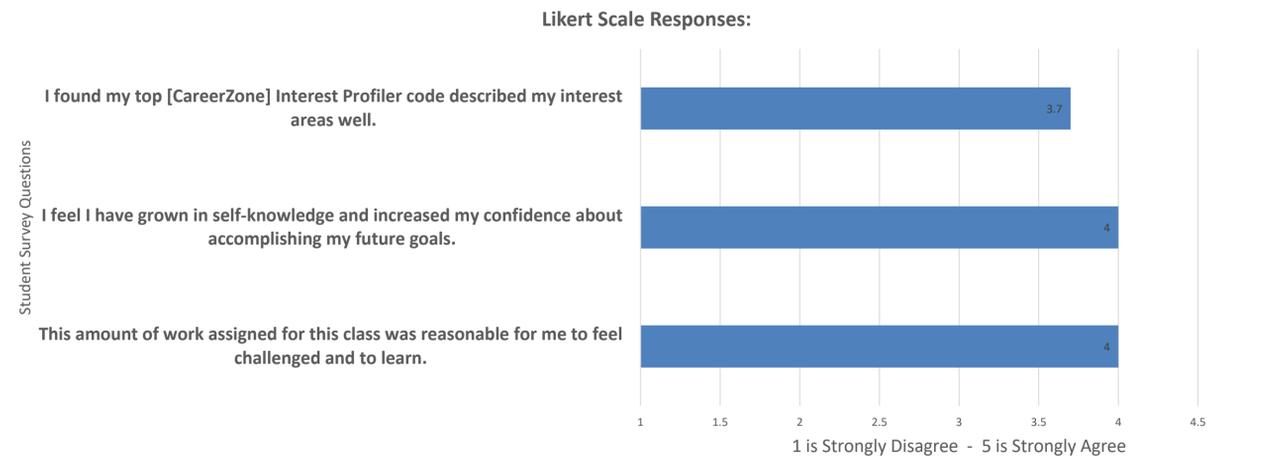
METHODS

A comprehensive Google Forms survey was developed for administration to 12th grade students for evaluating class efficacy. The syllabus course objectives served as survey outcome measures with questions covering curriculum content and teaching techniques in addition to student satisfaction. The survey was custom designed for students with learning differences (LD) and allowed for a range of student cognitive processing and attention skills. A short survey was piloted to 10 current students in class and quantitative and qualitative responses were analyzed.

RESULTS

Likert scale indicator questions provide evidence class objectives were met. (4= Agree)

OUTCOME MEASURES:	AVERAGE RATINGS:
• Develop self-determination skills	4 ranging from 3.7-4.0
• Exposure to post-secondary activities	1 at 4.0 & 3 at 71%-86%
• Develop S.M.A.R.T. goals	1 response of 3.9
• Self-advocate for accommodations	1 response of 3.9



Survey Response on Increasing Utility of CCR Class Assessments and Presentations

Quotes from Survey:

"Everything seems very well executed."

"California CareerZone was kind of cool and seemed somewhat useful..."

"I am very excited to learn all the skills I need to be successful in the real world."

DISCUSSION

Evaluation is an important part of program development where program goals and objectives are assessed and measured relative to identified outcomes and impacts (Fazio, 2017). In 2019, a small, private high school for students with LD started utilizing OT doctoral students to develop CCR curricula and the resulting CCR Class needed an evaluation of efficacy. Survey completion times ranged from 20-30 minutes with one outlier. Self-determination, self-advocacy, and goal-setting skills are evidence-based objectives in PSE literature. Periodic evaluation of the CCR Class is recommended to gain insight from student ratings and to improve efficacy.

OT IMPLICATIONS

In non-public school settings, OTs have more opportunities to enhance secondary school CCR programming to meet their goal for graduating students prepared for post secondary endeavors. In any school setting, OTs can collaborate with school counselors in all aspects - from curricula development to course evaluation. OTs offer distinct value in transition planning and CCR program enhancement.

REFERENCES

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