PROGRAM/SERVICE OVERVIEW:
DSS Self Advocacy Workshop Series – Disability Disclosure and Self-Advocacy during the Interview - Satisfaction and Learning Outcomes Survey

Educate and Motivate! is a Self-Advocacy Workshop series offered by Disabled Student Services in collaboration with the Workability IV program which is dedicated to providing disabled students with career development tools and resources necessary to secure and retain career related employment after graduation. Disability Disclosure and Self Advocacy during the Interview is an introductory workshop addressing disabled students concerns about their disability disclosure within the employment process. The goal of the workshop is for students to learn how to strategize the disclosure of their disability and build confidence as well as self-advocacy skills during the interview. The Americans with Disabilities Act is also introduced. The students are introduced to DSS and Workability IV staff, given an informational presentation on disability disclosure and self-advocacy, and allowed for discussion of their professional concerns. In addition, DSS students rate their satisfaction of informational services received based on their interaction with the DSS staff.

LEARNING DOMAIN:
Professionalism, Self-Management, and Social/Civic Responsibility

LEARNING OUTCOMES:
Student Learning Outcome #1: After learning about disability disclosure during the interview, students will feel empowered to share information and resources about Disability Disclosure with others (people with disabilities, university professors, and/or employers).
Student Learning Outcome #2: DSS students will understand the difference between legal and illegal interviewing questions that are disability-related.
Student Learning Outcome #3: DSS students will learn about how to address their specific professional concerns addressed about disability disclosure during the interview.
Student Learning Outcome #4: DSS students will learn how to better advocate for themselves before, during, and after the interview process.
Student Learning Outcome #5: DSS students will build more professional confidence as a job seeker with a disability.
Student Learning Outcome #6: DSS Students will understand how to strategize the disclosure of their disability during the interview process.
Student Learning Outcome #7: DSS Students will learn a general overview of the Americans with Disabilities Act.

PROJECT SAMPLE:
8 Students

DATA COLLECTION TIMEFRAME:
October 2012

DATA COLLECTION METHODS:
Qualitative survey

LIMITATIONS:
Small sample size
SUMMARY OF RESULTS:
The students were presented a great deal of information about disability disclosure during the interview, including strategies on disability disclosure, how to build more confidence as a job seeker with a disability, learning how to be a better self-advocate before, during, and after the interview process, legal and illegal interviewing questions, and a general overview of the Americans with Disabilities Act. The results of the survey indicated that DSS students gained an understanding of the information presented to them during the Disability Disclosure and Self Advocacy Workshop. Most students felt that the workshop addressed their concerns about disability disclosure during the interview. Most importantly, most students strongly agreed that they felt empowered to share the information and resources they had learned about disability disclosure with others. Students indicated a high level of satisfaction from receiving a DSS Outreach Orientation from DSS staff.

KEY FINDINGS:
• After learning about disability disclosure during the interview, 75% of students indicated that they strongly agreed that they felt empowered to share information and resources about Disability Disclosure with others (people with disabilities, university professors, and/or employers). 25% of DSS students indicated that they moderately agreed.
• 100% of DSS students indicated that they strongly or moderately agree to understanding the difference between legal and illegal interviewing questions that are disability-related.
• 88% of DSS students indicated that the Disability Disclosure workshop addressed their concerns about disability disclosure during the interview. The other 12% of students indicated that they moderately agreed.
• 88% of DSS students indicated that they have learned how to better advocate for themselves before, during, and after the interview process. The other 12% of students indicated that they neither agreed nor disagreed.
• 88% of DSS students indicated that they strongly or moderately agreed to having built more confidence as a job seeker with a disability. The other 12% of students indicated that they neither agreed nor disagreed.
• 88% of students indicated that they fully understood how to strategize the disclosure of their disability during the interview process. 12% of students indicated that they moderately understood how to strategize the disclosure of their disability.
• 63% of students strongly agreed that they had learned a general overview of the Americans with Disabilities Act. 37% of students indicated that they moderately understood the overview.
• 100% of respondents strongly or moderately agreed that the DSS workshop facilitator answered their disability-related questions, was sensitive towards students with disabilities, and was helpful and approachable.

2013-2014 STRATEGIC GOALS:
Disabled Student Services has several strategic goals for the upcoming year based on this assessment which will improve the program and services provided:
1. DSS will continue to offer more groups involving student learning related to their specific academic, career, or disability-related challenges.
2. DSS will continue to collaborate with the WorkAbility IV program to market the self-advocacy workshop series for the 2013-2014 academic year with a pre-determined calendar of workshops offered on a monthly basis in the Career Center.