Focus of the 2006-2007 Review Cycle

During the 2006-2007 year the focus of the program review were to complete goals A and B. Tentative work was done towards Goal C and this goal will be further addressed during the 2007-2008 school year.

**Goal A:** Students with disabilities will learn to advocate with faculty and staff concerning their specific learning needs.

All students who entered into the program received the informational packet that was completed at the end of the 2005-2006 school year. All students completed the necessary forms and received the procedures for our basic accommodations within the department.

**Focus:** Begin working with First Year and returning students on taking ownership of their disability and the rights and responsibilities included therein.

This goal is designed to address specific program needs so that students will be able to utilize the accommodations they are legally entitled to in an efficient and responsible manner for both themselves and the Disability Service office staff. This goal is also designed to contribute to two institutional learning standards: Active Societal and Intellectual Engagement Standard for the sub area of Responsibility and the Diversity Standard for the sub areas of self-reflection, formation of knowledge and cross cultural communication skills.

Students were tracked based on the number of years they had worked with the Disability Services office, not their year in school. It is possible for students to first begin seeking services during their sophomore, junior or senior year, and, therefore, be included within the “First Year” group.

The 2006-2007 review year focused on the continued collection of evidence regarding the institutional learning Active Societal and Intellectual Engagement standard. The last parts of the data collected for this learning standard relate to students requesting alternate formats of their textbooks (having them scanned into audio files) as an accommodation. The same program goal of having students correctly request services 80% of the time was maintained from the prior year. There was also preliminary work done towards assessing the Diversity Standard.

**Overall Analysis of the Texts in Alternate Format Procedures**

This general analysis will look into the effectiveness of our ability to provide scanned materials to students in a timely manner. The next section will examine the same issue from the students perspective, and will examine their ability to take responsibility for following the procedures of the office.
Data for Fall Semester 2006
In the fall semester 30 requests for scanning materials were received using the forms developed during the previous year. Of those 30 requests, only 1 was not completed within the 4 day return commitment given to students. This request was deemed unreasonable, as the student asked for 15 chapters of a dense scientific book to be completed using one request form. By placing three different student workers on this request, it was completed within five days. For the fall semester 96.7% of the requests were completed and returned to students within 3-4 business days.

Data for Spring Semester 2007
In the spring semester 54 official requests for scanned materials were received. Of those requests, seven were not finished within the four day return commitment given to students. Two of these requests were at the very beginning of the semester, prior to the hiring of student workers. The remaining five requests were submitted by one student for entire books on two separate days within one week. Due to the large volume from one student, the student workers were instructed to work for a period of time every day on those materials, and spend the rest of the day on materials for our other students. Two students also made copies of their syllabi for their classes for our office records, so that they could drop off the books and we would know what chapters were needed. Their data is not included in the 54 requests mentioned above, as their materials came in continuously. For the spring semester 82.5% of the requests were completed and returned to students within 3-4 business days.

Conversations with Students Using Alternative Format Books
Throughout the 2006-2007 school year a number of informal conversations took place with the students who were requesting scanning materials. They indicated that, while the forms worked well if we were not in our office when they dropped materials off, if we were there it seemed weird and time consuming to fill out a form when they could talk to use about their needs. It was also noted by all of the students in the fall semester that, though the materials were coming back to them in four days, it was impractical for them to be without their textbooks for that period of time. During the spring semester, three of the students from the fall did not request materials from our office, and to date only one of them has talked to me about books for the current semester. She has not, however, brought any materials to us yet.

Interpretation of the Results
It seems that in the fall semester, when the program was new, students filled in the forms and the student workers were able to keep up with the demand for needed materials. In this semester it seemed that the new procedures for requesting materials were reasonable given the level of support we received from our student workers.
During the spring, when we lost 2 student workers and needed to hire 2 brand new student workers for the scanning, there were more instances where we were not able to meet the 4 day commitment. This, combined with the student conversations from the spring semester, raised concerns that the needs of our students were not adequately met, in either the consistency of materials being produced, or in the timeliness of materials being received.

Using the Results
Due to the conversations and concerns mentioned above, this semester our student workers have been targeting a 1-2 day return on all requests given to us. We have hired 3 student workers who work between 8-10 hours each week. Their schedules have been concentrated to the workday hours so that the office staff can monitor their progress and they have been told that extra hours may be available on the weekend if we have a large number of requests to process late in the week.

We have also allowed students to leave a copy of their syllabus for us in the office, so that we know where they are in the course progress. Unless they speak with us directly though, they will need to fill out the request forms so that we know what specific chapters they need. Since one of our new students this semester is completely blind, having a copy of her syllabus allows us to send her the materials she needs on a weekly basis. This new procedure has gone well during the first 3 weeks of the semester, with students needing the materials getting them finished within 2 days of their request, and our student workers knowing what materials are needed with minimal office supervision.

Next Steps
We will continue to monitor the progress of the scanned materials for students throughout the semester on an informal basis. If it appears that students are not clear in their requests or our staff is not able to provide the material in a timely basis we will formally collect data again for the purpose of a program improvement goal.

Analysis of Students Use of Texts in Alternate Format
This area of data collection focused on the students ability to follow the procedures to request scanned material during the semesters. The data is broken down by the number of years that students have been involved with the Disability Services program. Students follow the correct procedures when they fill out the request form completely for 80% of their requests.

Data for Fall Semester 2006 – First Year Students
Three First Year students used scanned materials during the fall semester for a total of 15 individual requests.

Two of the students accounted for 13 of the requests. For these two students, they each submitted the necessary information on the request form, and gave us at least 2 days to complete the material before they needed it to prepare for their classes.
Of these requests, the only portion that was not completely filled in on the request form was the date that they needed the material by. For many of these requests, the they were marked as either needing the material the same day or needing the material asap. While this gives us the basic information needed, and counts as a “completed” form, it still makes prioritizing their requests with the requests of others difficult.

The third student had only two requests, and for each instance he did not fill out the request form himself. Rather it was done for him by one of our office workers.

For our first year students this semester, they correctly completed the needed forms and procedures 86.7% of the time.

Data for Spring Semester 2007 – First Year Students
Of the original three students requesting services for the fall semester, none of them requested services during the spring semester.

There was one additional student who was added to the program during the spring semester and did have a total of eight requests for scanned material. Five of these requests were filled out completed by the student with all of the necessary information. The three additional requests were completed by our office workers. Of the five requests submitted by the student, all five gave at least two days to complete the material and return the book to them.

For the first year students this semester, they correctly completed the needed forms and procedures 62.5% of the time.

Interpretation of the First Year Students Use of Services
It appears from the data that, to a varying degree, the first year students understand the forms and the procedures needed to request scanned materials. Though there were a few forms that were filled out by our staff, by and large the students were following the proper procedures to request this service.

The one concern is that many of the requests did not leave a 3-4 day allowance of time for the scanning process to take place. In talking with a few of the students, there were hesitations about leaving their book for that long. It is our hypothesis that this delay is what kept the three students using the service in the fall semester from submitting requests in the spring semester. So far none of the students from the fall 2006 semester have submitted requests for the fall 2007 semester. The student in the spring 2007 semester has submitted requests for the fall 2007 semester.

Data for Fall Semester 2006 – Second Year Students
Two second year students used scanned materials during the fall semester for a total of 11 individual requests.
One of the students was legally blind, so his forms were completed by our student workers. For his requests, he indicated that they were needed asap, and they covered multiple chapters of a dense science book. Of the three requests we received from him, two were completed within 1 day and the final one was completed in five days. His requests will not be considered in the analysis here, as it is unclear whether he indicated to the office worker that he needed it now or if the office worker wrote in asap because the did not ask when it was needed by.

The other student had eight requests over the semester. Each request was completed by the student, with the only information that was not clear being the date that he needed the material by. Again, as with the first year students the materials would be requested asap.

Of the data considered, the second year students correctly completed the needed forms and procedures 100% of the time during the fall semester.

**Data for Spring Semester 2007 – Second Year Students**

Both students who requested services for the fall semester also requested services during the spring semester.

The student who was legally blind submitted 4 requests. Consistent with the previous semester these were for large sections of the text book with asap noted as the day he needed the material by. All of his requests were completed within 4 days. His reports will not be considered in the data analysis for the reasons mentioned above.

The second student had 22 requests during the semester with only nine of these requests filled out by the student. For a majority of the requests that he filled out, the necessary information was present. The only exception was that asap was frequently indicated as the date by which the materials were needed.

For the spring semester, the second year student correctly completed the needed forms and procedures 41% of the time.

**Interpretation of the Second Year Students Use of Services**

Based on the data received this last year, it appears that the second year students understand the concept of the forms and the procedures needed to request scanned materials, though they are not actually following this in a consistent manner. The main concern is for the student who is not visually impaired, as there is no reason that he cannot follow the correct procedures to receive scanned materials. He was reminded at the beginning of the fall 2007 semester of the necessity for filling in the forms completely when dropping off his material to increase the processing time.
In talking with both students during the end of the spring semester, they both echoed the concerns of the first year students that it would be difficult to leave books for long periods of time for us to process.

Of these two students, the one who was legally blind has graduated. The second student has submitted a number of requests for material during the fall 2007 semester.

**Data for Fall Semester 2006 – Third and Fourth Year Students**

There was one third/fourth year student who used scanned materials during the fall semester for a total of four individual requests.

Of the four requests, one was completed by an office staff member, the other three were completed by the student. All three requests submitted by the student were fully completed, and only 1 of these included asap as the time that it was needed.

For the data from the third/fourth year student, she correctly completed the needed forms and procedures 75% of the time during the fall semester.

**Data for Spring Semester 2007 – Third and Fourth Year Students**

There were 2 third/fourth year student who used scanned materials during the spring semester for a total of 20 individual requests.

One of the students only completed 2 of her 10 requests herself. Some of these requests were short English novels that were competed within 3-4 days, but many were larger books that required additional processing time. This student would often leave a book in the bin with no request form attached, or drop off a book that she needed scanned within the day, which would also not leave the office staff enough time to process it.

The other student also had 10 requests for the semester, and she completed 7 of those requests herself with the required information. A majority of the requests would indicate a specific date that she wanted the materials by, and she allowed in all of her requests at least 2 days to process the material.

For the data from the third/fourth year students, the forms and procedures were correctly completed 45% of the time during the fall semester.

**Interpretation of the Third and Fourth Year Students Use of Services**

Based on the data, the third and fourth year students are not meeting the program goal by following the correct procedures for scanned materials at or above the 80% benchmark. The first student mentioned has since graduated. The second student has appropriately used the service multiple times during the fall 2007 semester.

**Use of the Overall Results Across the Categories**
Based on the overall results it was seen that all of the students understood that the request forms for scanning material needed to be filled out. What we did not see, based on the data, was that students were actually following the procedures on a consistent basis. Discussions within the office and with students centered around ways that we could modify procedures or change office staffing to better support the needs of our students.

The first change that was instituted was to take the student worker position that was dedicated to the office management and incorporate it within the scanning positions. This allowed us to use all of our student workers as either scanners or office assistants depending on where the need was the greatest. This increased the number of student worker hours from 20 hours per week to 30 hours per week. This change has allowed us to get a head start on the materials coming into the office for the fall 2007 semester.

We have also allowed the students to submit a copy of their syllabus to us, so that when we are finished processing the chapter or section they request, we can also work on chapters they will need in the future and keep those on file until formal requests are submitted. This method will help us to increase our turn around time as we can now focus on the incoming requests that we receive that have not been completed yet. So far this semester all of our students have chosen to provide us with copies of their syllabi and our student workers are already surpassing their immediately requested items.

**Next Steps**
Since many of the students who were not following the procedures for this service have graduated, we will focus our data collection only on the one second year student who will be in his third year this year. He will be graduating at the end of the fall semester, so the data collection will only encompass one semester.

We will continue to monitor the progress of requesting this service on an informal basis for the remaining students throughout the next year, and will add it back as a student learning outcome or program improvement goal should it become appropriate.

**Goal B:** Students on academic probation will gain skills to succeed academically and take responsibility for their learning.

**Focus:** Continue working with students on academic probation to help them gain skills to succeed academically and take responsibility for their learning

During the 2006-2007 school year students on probation or those who were suspended were again given the opportunity to meet with the director to develop a plan for academic success during the previous semester. The same procedure that was detailed in the 2005-2006 annual report was followed during the current year.
This goal is designed to address specific program needs as well as to contribute to the institutional learning standard for Active Societal and Intellectual Engagement Standard in the sub area of Responsibility.

Setting program goals for this area continues to be a challenge, as there are many variables that effect whether or not a student receives the minimum GPA in order to be removed from probation. For the 2006-2007 school year we continued with the achievement goals set by the prior year of 70% of the probationary students off probation during the following semester. Of this group of students, we continued the additional program goal of 75% of those students remaining off probation for the following two semesters.

Data for Fall 2005 Students on Probation

A total of 20 students were on probation during the fall of 2005. Five of these students withdrew from the college while on probation, leaving 15 students on probation. Eight of these students met with the director during the course of the semester for one-on-one meetings.

Refer to Table 1 at the end of the report for details on how each student progressed through the probationary semester and the next two semesters.

Of these 15 students, 11 (73.3%) were off of probation during the following semester. This falls just above our program goal of 70%.

Of the 13 students who returned for the next two semesters, 9 (69.2%) were off of probation after two semesters. This falls slightly below our program goal of having 75% of the probationary students continue to stay off of probation for the two semesters following their first probationary semester.

An interesting thing to note is that one of the students who were on probation during the fall did so well during his probationary semester that he was on the Dean’s List for that semester.

Data for Spring 2006 Students on Probation

A total of 38 students were on probation during the spring of 2006. An interesting point to note is that during this semester the criteria for being on probation changed. In the past semesters the probation status was determined via a combination of your semester GPA and your class rank (i.e. the number of completed units a student had attained). This process was cumbersome to those involved and confusing for the students on probation to understand. In this system, a first year student coming in with units from AP or IB exams would be held to a higher GPA standard than other first year students, and faced a possible suspension if their first semester GPA dropped too far below a 2.0. So now the students have an additional semester of grace, instead of having to appeal a suspension after their first semester. The decision was made to change the probation standards so that any time a student’s cumulative GPA dropped below a 2.0 they would be placed on
probation and have one semester to improve their cumulative GPA above a 2.0 or face suspension.

Two of these students withdrew from the college while on probation, leaving 36 students on probation. Twelve of these students met with the director during the course of the semester for one-on-one meetings.

Refer to Table 2 at the end of the report for details on how each student progressed through the probationary semester and the next two semesters.

Of these 36 students, 23 (63.9%) were off of probation during the following semester. This falls slightly below our program goal of 70%.

Of the 27 students who returned for the next two semesters, the same 23 (85.1%) continued to be off of probation after two semesters. This falls above our program goal of having 75% of the probationary students continue to stay off of probation for the two semesters following their first probationary semester.

**Initial Interpretation of the 2005-2006 Students on Probation**

Even though the program goals for the semester met with mixed results, with half of the program goals being met each semester, it is encouraging to see the same students who were on probation during the spring 2006 semester maintaining their status off probation for the following two semesters. As you look closer at the transcripts you see evidence that students are using the information that is communicated to them via either their one-on-one meetings with the director, the e-mail that goes out providing information about repeating courses, or the advice received from the Registrar’s office to this effect. The change in probation/suspension rules gave us an unusually high number of students on probation in the spring 2006 semester, and it was encouraging to see that the percentage of individuals being removed from probation and staying off remained consistent.

**Next Steps**

Though the data for this last year did not conclusively show that students were being removed from probation to the levels that we would like to see, students are demonstrating some knowledge for the process of developing academic success. Additional analysis for the 2006-2007 semesters will focus on specific students who meet with the director, and whether or not they demonstrate changes in their study habits, accessing of resources on the campus and using the option of repeating courses.

**Goal C:** Students will begin to think of their major choice and class choices in light of their Christian calling.

This goal is designed to address the institutional learning standard of Active Societal and Intellectual Engagement Standard for the sub areas of Interpersonal Competence and Christian Vocation.
This past year the new faculty were introduced to materials and topics of discussion for
incorporating the idea of a Christian calling with their students within their advising sessions.
Due to a communication failure, this information was not collected by the faculty.
Assessment sheets have been made, and will be distributed to each of the new fall 2007
advising faculty. Individual appointments will be made with each of them to describe the
process and reinforce the methods of topic introduction that were part of the training
materials.

II. Summary of the 2006-2007 Assessment Progress

Overall the activities this year continue to provide a strong basis on which our department can
continue in its delivery of services and assessment as to the effectiveness of the services for its
students.

We continue to be excited that, for the most part, our students are continuing to be good stewards
of the resources and accommodations they receive through the office. Since these resources and
accommodations are often short term immediate needs, it is good to know that students are
making sure that those needs are known soon enough so as to not provide an undue hardship on
those providing them.

It is also encouraging to see the success that our students on probation are continuing to do well
in removing themselves from probation and in their academic persistence. We hope that the
qualitative and quantitative data gathered during the 2007-2008 annual report continues to reflect
this progress.

We also continue to be excited about the changes that occur within the advisor training process
and the impact that will have on the academic choices made by our students. Our hope is that
they will continue to hold Christ pre-eminent in all of their choices.

III. Focus of the 2007-2008 Review Cycle

**Goal A:** Students with disabilities will learn to advocate with faculty and staff concerning their
specific learning needs.

The office will now begin collecting data on the institutional learning Diversity Standard
for the sub areas of self-reflection, formation of knowledge and cross cultural
communication skills. This was a data collection effort that was not instituted during the
2006-2007 year due to staffing changes.

Data will also be collected to see if students are informing their professors one week prior
to their need for a proctored examination. Again this was another data collection effort
that was not implemented due to staffing changes.

**Goal B:** Students on academic probation will gain skills to succeed academically and take
responsibility for their learning.
The office members will begin collecting additional data on the fall 2006 and spring 2007 students regarding their evidenced use of information received during one-on-one meetings with the director.

**Goal C:** Students will begin to think of their major choice and class choices in light of their Christian calling.

The office will begin exploring and implementing methods of incorporating the idea of a persons “Christian calling” in making major and class decisions. This includes working with the new advisors in their first two semesters to determines what types of communication they are having with their students in these areas, and the choices students are making in light of these conversations.

**IV. Data Storage**

Since much of the original data for this report is taken from confidential student files, the supplemental data are stored in the Director of Academic Advising and Disability Services office on the top floor of the library in a folder marked “Program Review”. There is also a folder on the shared drive of the directors computer marked “Program Review” where the electronic copies of files have been stored.

**V. Additional Connections with other Departments**

During the 2007/2008 school year the director will be meeting once every other week with a handful of directors in other offices to brainstorm topics related to the AADS area and other areas on campus. These individuals were specifically chosen as they represent some of the one and two person office’s on campus. The Academic Dean, along with the director, found it important for these offices to collaborate together to discuss areas of program assessment, issues found within each office, and ways in which we can mutually support and encourage one another.

The Director of Academic Advising and Disability Services is also an adjunct professor within the Psychology department, and has been collaborating on their program review process throughout the year.