

Disability Resource Center Assessment Plan Report 2013-2014

Project (Assessment) Title: 2013-2014 DRC Freshmen on Academic Alert

College Priority & Objective

Improve Student Access & Success

Student Services Learning Outcome

Think reflectively and critically

Methodology (Plan/Timeline/Method)

A rubric was completed by DRC advisors following their individual meetings with freshmen who were placed on Academic Alert following Fall 2013. Questions were developed to help advisors indicate the level of critical thinking students are applying in relation to their academic struggles. This information will be utilized to develop further programs and offerings at the DRC. Below is the rubric that we utilized.

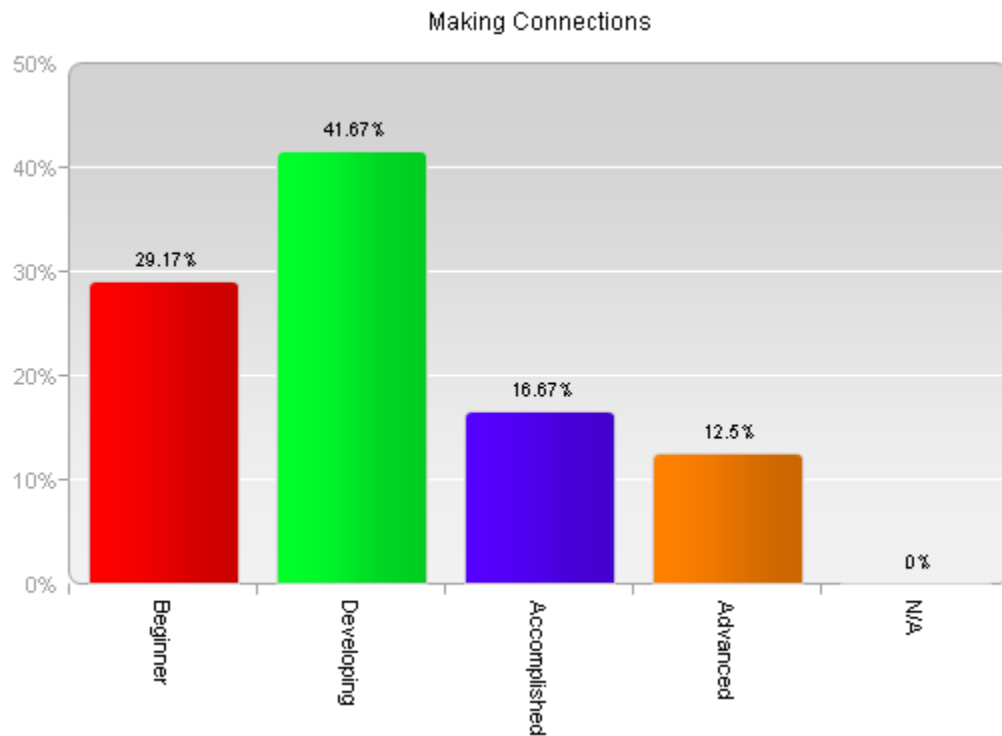
	1 - Beginner	2 - Developing	3 - Accomplished	4 - Advanced	N/A
Making Connections	<input type="radio"/> • Suggests connections between academic struggles and own choices.	<input type="radio"/> • Makes some connections between academic struggles and own choices	<input type="radio"/> • Reasons / hypothesizes appropriate connections between academic struggles and own choices.	<input type="radio"/> • Authenticates / theorizes connections between academic struggles and own choices.	<input type="radio"/>
Self-Monitoring	<input type="radio"/> • Does not mention own shortcomings or errors.	<input type="radio"/> • Mentions own shortcomings or errors.	<input type="radio"/> • Describes own shortcomings or errors.	<input type="radio"/> • Explores own shortcomings or errors.	<input type="radio"/>
Problem Solving	<input type="radio"/> • Guesses at a solution to the problem.	<input type="radio"/> • Offers a less than valid/effective solution that does not fully solve the problem.	<input type="radio"/> • Finds a valid/effective solution that overcomes the problem.	<input type="radio"/> • Explains why a valid/effective solution overcomes the problem.	<input type="radio"/>
Decision Making	<input type="radio"/> • Does not make a decision.	<input type="radio"/> • Mentions decisions.	<input type="radio"/> • Makes some supporting comments for decisions.	<input type="radio"/> • Justifies decisions.	<input type="radio"/>
Planning - Quality	<input type="radio"/> • Suggests a weak, unstructured, or untenable plan to improve academic performance.	<input type="radio"/> • Offers a coherent /logical plan to improve academic performance.	<input type="radio"/> • Describes a workable plan to improve academic performance.	<input type="radio"/> • Explains why a given plan is the best to improve academic performance.	<input type="radio"/>

Results/Findings

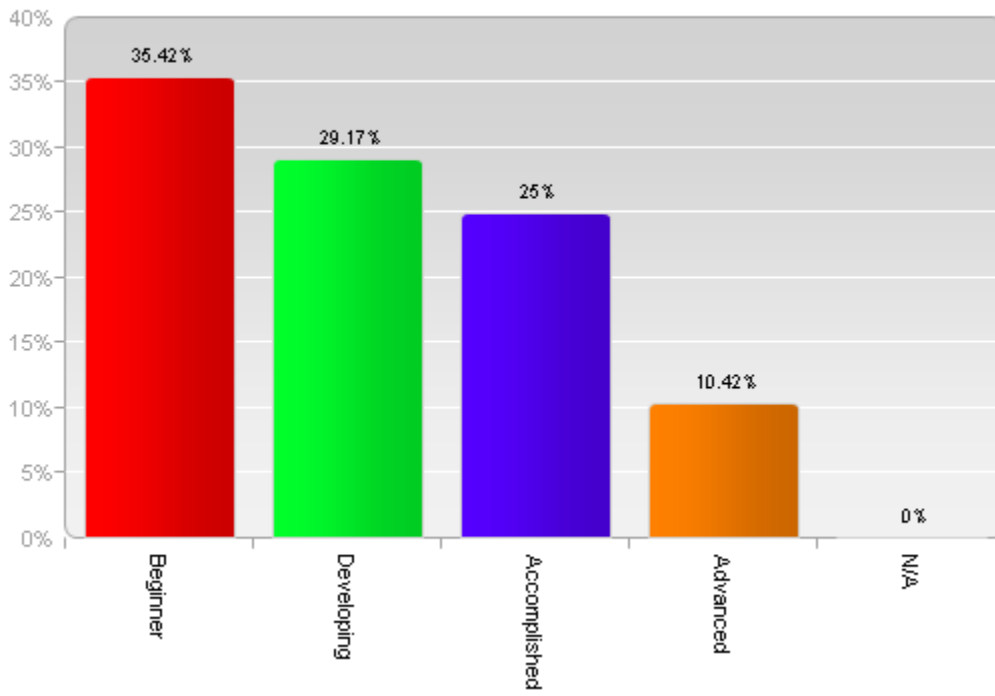
A total of 48 students met with their advisors to discuss their academic struggles after being placed on Academic Alert. Their responses were then rated by the Accessibility Advisors on the rubric.

The mean responses are followed by a graph indicating the breakdown of responses:

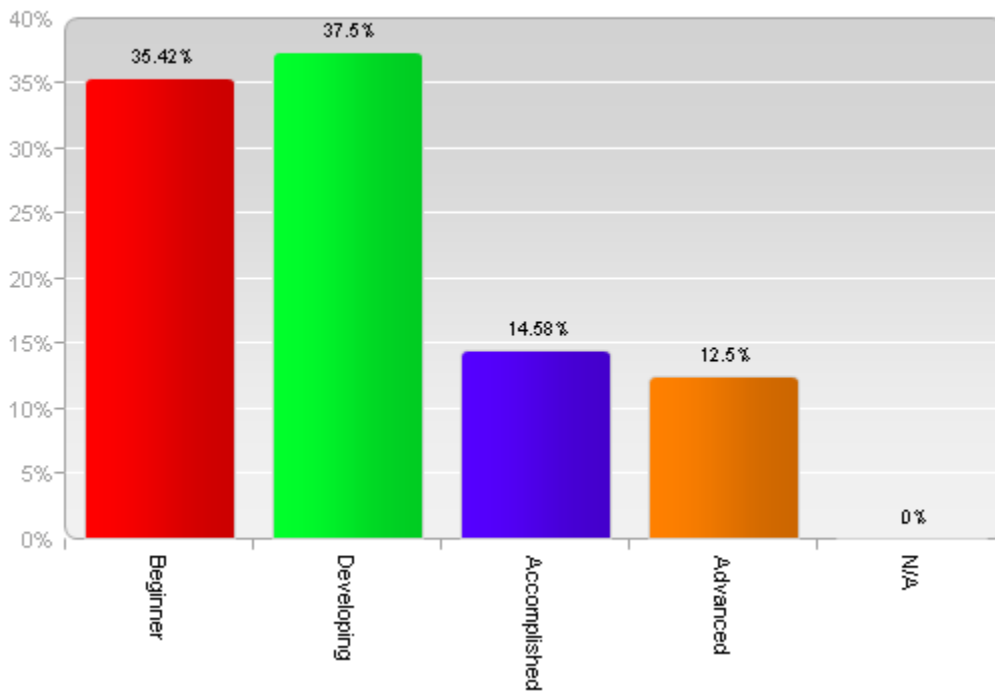
Making Connections	2.13
Self-Monitoring	2.10
Problem Solving	2.04
Decision Making	2.27
Planning – Quality	1.87
Total	2.08

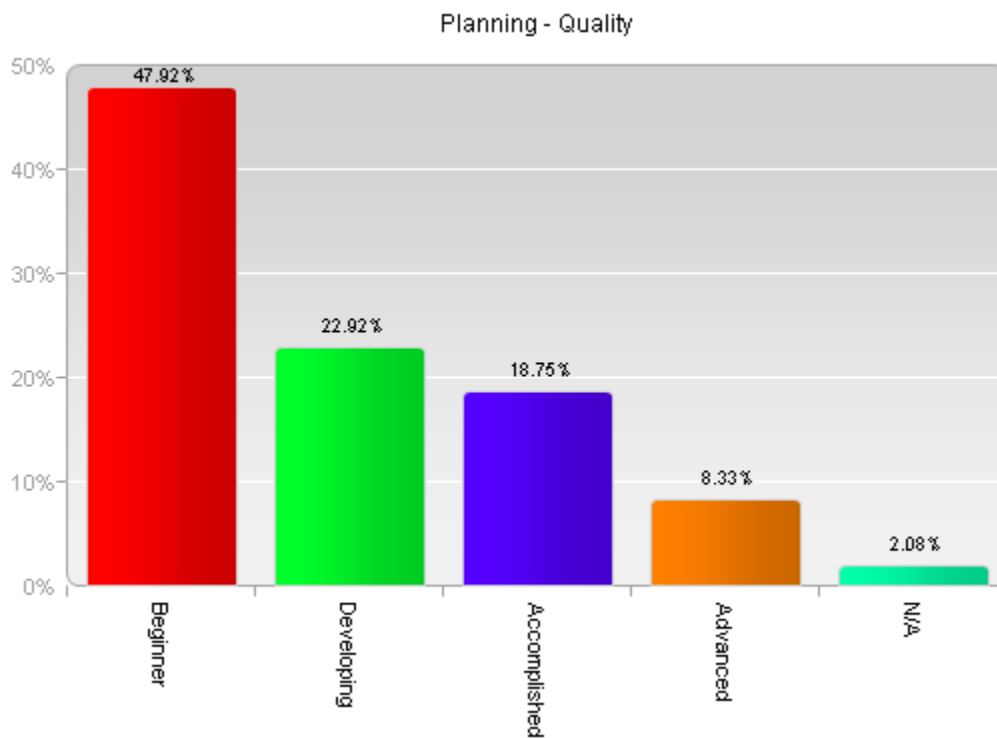
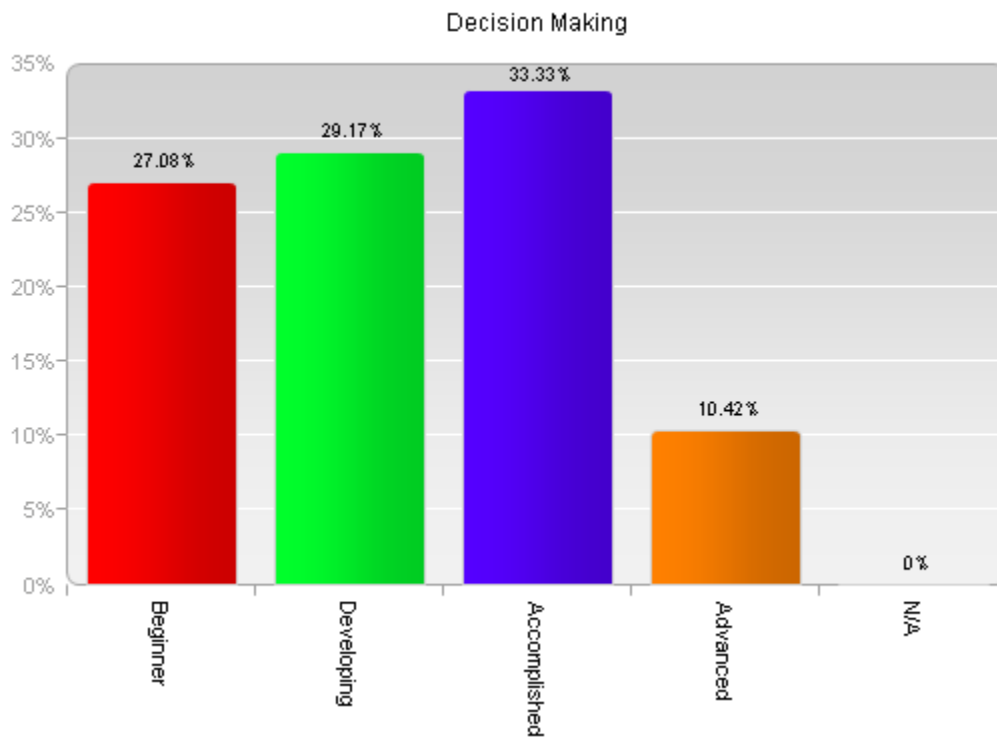


Self-Monitoring



Problem Solving





Actions Taken (Use of Results/Improvements)

Based on these responses, it is apparent that DRC students who are struggling academically do not possess the critical thinking skills we hoped they would display in relation to their own academic performance. Since the ability to develop and articulate a plan to address academic performance is the weakest area on the rubric, we have determined that we will be focusing on helping our students on

Academic Alert develop a plan when meeting with their Advisors during the upcoming year. We hope this will help them begin to develop the planning skills necessary for their improvement.

Project (Assessment) Title: 2013-2014 Veterans with Disabilities Below 2.0 GPA

College Priority & Objective

Improve Student Access & Success

Methodology (Plan/Timeline/Method)

During the Fall 2013 semester, Veterans whose GPA's had fallen below a 2.0 were contacted. In partnership with Veteran's Services, we determined that these students would be a good target since students lose their VA benefits when their GPA's fall below a 2.0. The reported reasons for their academic struggles were tracked and reported on a spreadsheet. We planned to utilize this information to develop future programs and offerings to address the academic struggles of Veterans with disabilities.

Results/Findings

We were pleased to discover that out of 160 active DRC Veterans, only 13 dropped below a 2.0 GPA. We also noted that the Veterans who maintained regular contact with the DRC were generally not on the list of students who fell below a 2.0 GPA. We were hoping to glean information about the nature of the Veterans' academic struggles (financial, social, family, etc.), but instead found that the Veterans did not divulge the nature of their difficulties. Typically in military culture, veterans are hesitant to show any weakness due to the associated stigma, and we definitely found this was indicated in our results.

Actions Taken (Use of Results/Improvements)

Unfortunately, we were not able to obtain the type of information that would lead to additional programming for Veterans, but we will be looking at the data from the Veterans Services program review to see what recommendations would help us better support our Veterans.

Project (Assessment) Title: 2013-2014 Pilot Project Assessment—Email Notification of Accommodations to Faculty

College Priority & Objective

Improve Student Access & Success

Methodology (Plan/Timeline/Method)

Qualitative responses from faculty were tracked on a spreadsheet to help us assess the effectiveness of the DRC pilot project for sending accommodations to faculty via email. We sent out accommodation letters via email and included a statement at the bottom asking faculty to respond with any comments about our new process. We planned to utilize the feedback we received to determine any additional changes that are indicated with the process.

Results/Findings

A total of 32 faculty responses were reported. For those who responded the overall feedback was favorable, and faculty reported an increase in the level of communication with the DRC. Some faculty also requested that the DRC continue to provide electronic notification.

Some of the comments we received included:

“Thank you so much for sending this to me. It helps to know what to expect before the semester begins so I can plan out my semester better.”

“Finally! I’ve been asking for early notification of accommodations for a while. Thanks for providing this.”

“This definitely helps.”

“I hope this means you will be emailing letters every semester. I really appreciate it.”

Actions Taken (Use of Results/Improvements)

Due to the positive feedback regarding electronic notification, we determined that we will continue to provide this service to Faculty. We have incorporated this process into our ongoing accommodation process and have had very positive feedback. The biggest barrier we face with our new process is that some faculty do not check their email. We have communicated with Deans and Associate Deans this concern and they have helped reinforce the importance of faculty checking their emails. We are hoping this will help.