POINT LOMA NAZARENE UNIVERSITY

STUDENT DEVELOPMENT

DEPARTMENT REPORT

ACADEMIC SUPPORT CENTER
2010/11

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ACADEMIC SUPPORT CENTER

The Academic Support Center exists to provide:

Academic Advising – Assists students across academic departments and specifically undeclared students with the development of meaningful educational plans consistent with their educational, career, personal, and spiritual goals.

LEAP (Learning Experiences for Academic Progress) Program – Prepares academically 'at-risk' first-time freshmen for successful engagement in postsecondary education by providing selected activities, structured academic programming and on-campus support services in order to increase academic success, retention, and degree attainment.

Disability Resource Center - Ensures compliance with federal regulations for accommodations and access for undergraduate PLNU students with disabilities to all curricular and co-curricular opportunities offered by the university through collaboration with faculty and staff.

Tutorial Services - Provides academic enrichment resources to assist all students as they manage the demands of multiple course requirements.

The Academic Support Center at Point Loma Nazarene University is comprised of the following service-oriented student development programs:

Academic Advising

- First-time Freshman Advising & Registration
- Coordination of Transfer & Readmitted Student Advising and Registration
- Collaboration of Academic Major Program Declaration or Changes with Records Office
- Advising for Undeclared Students (including LEAP students)
- Guidance counseling for Probationary (PB) and/or Satisfactory Academic Progress (SAP) students

Disability Resource Center (DRC)

- Accommodations notification, assistive technology, coaching, collaboration with academic departments, administrative offices and health care providers, and tutoring)
- Alternate Media Program (AMP)
- Exam Proctoring
- Verification of disability documentation for the purpose of establishing reasonable accommodations

LEAP (Learning Experiences for Academic Progress) Program

- Provides a selected group of academically "at-risk" incoming freshmen with a year of selected activities, structured academic programming, and on-campus support services through collaborative partnership with Academic Affairs, Student Development (Academic Advising, Offices of Strengths and Vocation, Team Barnabas, Admissions, and Student Financial Services)

Tutorial Center

- Offers individual or small group tutorial sessions for over 100 undergraduate courses/subjects
- Provides academic performance coaching (i.e., Learning Strategies, Exam Preparation Tactics, Research Paper Editing, Time Management, and Organization Skill Strategies, and more)
- Management of tutor selection, hiring, training, evaluation, and employment

PROGRAM DESCRIPTION

The Academic Support Center at Point Loma Nazarene University continues in its mission to connect undergraduate students to a wide range of institutional resources at the university, and provide a variety of advising opportunities, programming activities, as well as academic access and enrichment services.

Recognizing the need for understanding both complex student behaviors and organizational systems, academic support activities at PLNU are guided by theory and best practices in higher education. Methodology and practice in the Academic Support Center draw from an assortment of educational strategies, federal regulations, and human development theories in order to focus on assisting individuals achieve their goals and explore interests such as:

- Americans with Disabilities Act (ADA) of 1990
- ADA Amendments Act of 2008
- Comprehensive and Developmental Academic Advising
- Counseling Intervention Strategies
- Counseling Theory
- Developmental Education
- Learning Theories
- Postsecondary Education and Disability Resources
- Section 504 (e) of the Rehabilitation Act
- Student Development Theory
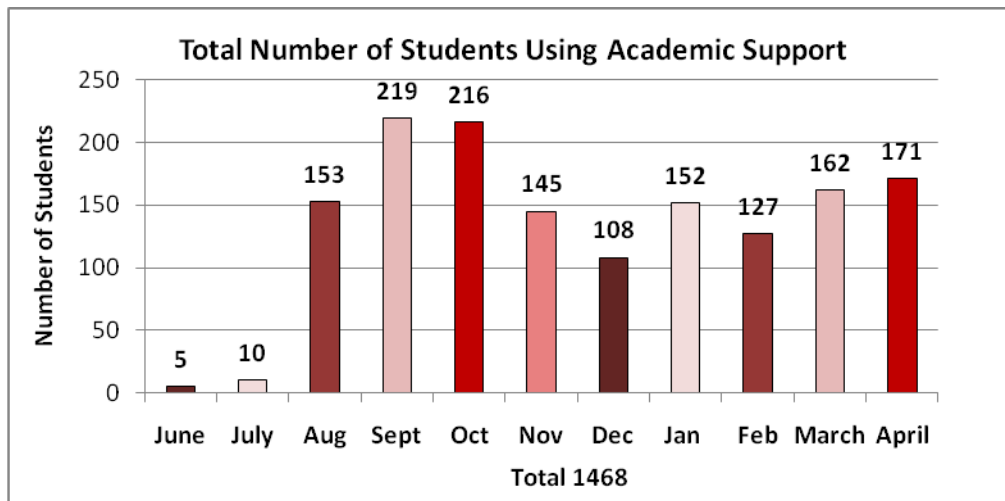
ACADEMIC ADVISING

PURPOSE

The office of Academic Advising at Point Loma Nazarene University continues to assist undergraduate students with the development of meaningful educational plans consistent with their academic, career, personal, and spiritual goals. Developmental advising combined with counseling intervention strategies implemented in 2009/10 were continued throughout 2010/11 as a means to enhance engagement and promote active learning via:

- The continual process of accumulated purposeful and directional personal contacts between advisor and student
- The establishment of a caring human relationship in which the advisor must take primary responsibility for initial development
- Modeling and demonstrating behaviors for students to emulate that lead to holistic growth and development
- The integration of services and expertise of academic, student, and spiritual development professionals across the university.

Academic advising provides more than a process for assisting students with registration and course selections. Advising offers multiple opportunities for purposeful and directional contacts such as: developing rapport with students, goal clarification, personal, spiritual and emotional guidance counseling, academic improvement, study strategies and academic major progress.

Weekly sign-in sheets track the numbers of purposeful and directional contact visits to the Academic Support Center for a variety of services such as:

- Academic major and minor advising
- Student Portal Tutorial
- Academic review and follow –up for Probationary (PB) and Satisfactory Academic Progress (SAP) students
- Career and/or guidance counseling
- Community college course selection and transfer advising
- Declaration or change of major, minor (in collaboration with Records Office)
- Disability Support
- Online registration assistance
- Referrals to on-campus resources
- Strategies for efficient degree completion

Total Number of Students Using Academic Support

Month	Number of Students
June	5
July	10
Aug	153
Sept	219
Oct	216
Nov	145
Dec	108
Jan	152
Feb	127
March	162
April	171

Total 1468

Undeclared Student Advising

Incoming and continuing students at Point Loma are encouraged to "explore" a potential major by selecting general education and lower division major course work in an area of interest and/or strength. Career interest and personality inventories (i.e., StrengthsQuest Strength Finder Assessment and Strong's Career Inventory) are also recommended along with informal conversations with faculty and staff in the students' area of interest or curiosity. The office of Academic Advising and Academic Support works with the Offices of Strengths and Vocation, Faculty Advisors to increase exploration opportunities for undeclared students toward the selection of an academic major and toward graduation.

Undeclared Freshmen Cohort Research Study

In 2009 the Office of Institutional Effectiveness concluded a research study that examined major program migration for freshmen cohorts 2004-2008. While this study was not repeated in 2010/11, the information gathered in the original study describes the academic and demographic profile of students who entered without a major as first-time freshmen in the fall (FFAA). The study also sought to examine undeclared students in order to determine the possible effects of entering without an identified area of study. The study excluded LEAP and focused on the remaining 15% of undeclared first-time freshmen for the identified cohort years. The final report examined the demographic profile, the academic preparation and the academic success factors of undeclared students compared to the declared students.

Demographic Profile and Academic Preparation

The single significant demographic difference the study revealed was that undeclared students were more likely to be male than students who entered with a declared major. In addition, undeclared students entered with lower levels on academic preparation indicators, having significantly lower high school GPAs and SAT scores.

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Undeclared students also entered with significantly less college credits earned in high school than declared students.

Lower academic scores were also reflected in their first semester GPA; undeclared students' GPA was significantly lower than that of the student who entered with a declared major (3.05 vs. 3.13 respectively). However the difference in the one-year retention rate of undeclared students and the declared students was statistically equal.

Major Migration and Retention

One-third (32%) of undeclared students declared a major within their first semester, but twenty percent (20.1%) remained undeclared at one year. The average graduation rate for undeclared students in the 200-2002 FFAA cohorts (55%) was two percentage points below that of the entire cohort (57%) at four-years. By six years, the graduation rate of undeclared students matched that of the entire cohort, on average 69%.

SUMMARY OF PROGRAM IMPACT

Trends in academic advising activities for 2004- 2010 can be summarized as following:

- Since 2004 the frequency of FF undeclared student status continues to describe consistent movement from undeclared status within the first semester and within the first year
- Other than demographic characteristics, undeclared first-time freshman students are not statistically dissimilar to declared student in academic success and six-year retention rates. did not differ from declared students.
- Developmental advising practices linked with the counseling liaison model may account for major migration in undeclared status, particularly in the first semester and the first academic year.

GROWTH AND DEVELOPMENT

Recommendations for growth and program development include:

- Continued improvements to existing tracking systems, particularly online registration system for incoming freshmen and transfers
- Advising training programs for faculty and student development staff
- Increased collaboration with supporting departments (i.e., Admissions, Deans, Department Chairpersons, Records Office, and Vice Provost for Academic Administration).

LEAP (LEARNING EXPERIENCES FOR ACADEMIC PROGRESS) PROGRAM

PURPOSE

LEAP continues to provide academically under-prepared incoming freshmen with a year of selected activities, structured academic programming and on-campus support services in order to increase academic success, retention, and degree attainment. Developmental educational approaches are incorporated into the program thereby focusing on student success as an individual learner and a whole person. The data below describes enrollment, academic performance, retention and academic status for the 2005 – 2008 LEAP cohorts. The Office of Institutional Research has assisted in tracking students as they progress through the program.

Enrollment

Year					
1st Year	**2005**	**2006**	**2007**	**2008**	**2009**
2005	24	19	16	14	5
2006		25	18	15	11
2007			29	24	18
2008				20	18
Total	**24**	**44**	**63**	**73**	**52**

Cumulative GPA

Year					
1st Year	**2005**	**2006**	**2007**	**2008**	**2009**
2005	2.42	2.47	2.37	2.50	2.45
2006		2.36	2.48	2.53	2.65
2007			2.55	2.41	2.58
2008				2.35	2.48

Retention Rates

Year					
1st Year	**2005**	**2006**	**2007**	**2008**	**2009**
2005	N/A	79%	67%	58%	21%**
2006		N/A	72%	60%	44%
2007			N/A	83%	62%
2008				20	90%

SUMMARY OF PROGRAM IMPACT

The LEAP program maintains focus on building skills and attitudes essential for success in college through a variety of programs components. Special features of the program include:

- Early alert and intrusive intervention system
- Integrated advising, career counseling, residential life services
- Comprehensive (academic, career, learning strategies, personality, and strengths) assessments
- Collaborative partnerships between Academic Affairs, Student Financial Services, and Student Development
- Weekly LEAP Team Meetings
- Tutorial Services linked to Freshmen Studies Seminar Course in Fall and Spring
- LEAP New Student Orientation
- Team Barnabas Mentoring
- Strengths Quest Assessment and Coaching through the Offices of Strengths and Vocation partnership with PSY 101

GROWTH AND DEVELOPMENT

Academic Support continues to provide academic enrichment resources and support in order to maximize academic performance, motivation, and retention rates for LEAP students. Academic and retention trends infer that LEAP maximizes academic success for underprepared first-time freshmen at Point Loma. In addition,

Recommendations for sustaining growth in the LEAP program include:

- Continue to align program with institutional mission and vision
- Aggressive recruitment strategies to increase enrollment of students of color, particularly, Black American males and females into LEAP
- Early assessment of all incoming students and using multiple measures for assessment
- Collaboration with Team Barnabas to develop and implement a peer mentoring program
- Student Financial Services early intervention during LEAP Orientation
- Leverage LEAP alumni pre and post graduation as tutors and mentors for current LEAPsters
- Maintain the full availability of curricular, co-curricular and institutional resources and services that address the holistic needs of LEAP students

TUTORIAL CENTER

PURPOSE

The Tutorial Center provides academic enrichment resources to assist all students as they manage the demands of multiple course requirements. The resources include: peer tutoring, review sessions, paper editing, books on CD, and tutorial computer software. The tutorial center continues to provide tutoring to the entire student population at no cost.

The Tutorial Center also employs a staff of student tutors. Tutors are certified for academic excellence in one or a variety of subjects. Faculty members across departments collaborate with the Tutorial Center Director to recruit qualified tutors. Each year, the tutors attend tutorial training which addresses learning styles and theory and how to effectively tutor students. Research indicates that students that tutor earn higher grades on exams and retain information learned for longer periods. Research also supports that students who are tutored by peers also perform better in school.

SUMMARY OF PROGRAM IMPACT

The Tutorial Center has continued to provide services to all students, including students with disabilities.   Several goals were identified and accomplished:

- Tutors benefited from group training conducted during LEAD and additional professional meetings held during each semester
- The number of peer tutors was increased to meet increased demand
- Specific tutors received additional training to help students with study skills
- The number of courses with review sessions and the attendance at review sessions was greatly increased. More tutors were involved in review sessions
- Increased collaboration with ITS has helped increase the effective utilization of technology in the Tutorial Center
- Increased collaboration with faculty helped to expand tutor recruit and training for critical courses
- Collaboration between faculty and Academic Support personnel expanded and refined direct support to under-prepared college students, using informal assessments of study skills along with study skills coaching
- A Tutorial Center Open House was held during the Spring semester to expand campus awareness of the Tutorial Center programs
- Additional assistive software was added to support students with research and writing.
- Tutorial Center monitors, mice and keyboards were upgraded

- Tutorial Center appointment software was upgraded to a SQL base that will more easily interface with campus administrative databases

Tutorial programs are designed to support the instructional strategies of faculty and increase individual student mastery of course content. Center personnel continually communicate with faculty and seek multiple opportunities for collaboration to insure that tutoring practice and content aligns with course requirements as delineated in the professor's syllabus.

Peer tutors are both content experts and role models with the goal of encouraging our students to be life-long, independent learners. In each tutorial session, tutors seek to model effective study habits by helping the student identify the task, break the task into manageable steps, develop a plan for accomplishing the task, assimilate new information, practice new skills, and evaluate the completed task.

GROWTH AND DEVELOPMENT

- **Evaluation.** An online survey was implemented to allow faculty to assess the efficacy of tutoring for their specific courses. Online survey software enables faculty to access the tutor survey from any computer. Survey questions resulted in increased faculty awareness and interest in review sessions for their courses
- **Training.** Peer tutors will benefit from additional opportunities throughout the semester to receive continuing training through professional articles and training meetings
- **Collaboration with Faculty.** Peer tutors will be given additional opportunities to meet with faculty providing course instruction. Faculty will be given multiple opportunities to have direct input into the tutoring process for their students

DISABILITY RESOURCE CENTER

PURPOSE

Disability Resource Center (DRC) ensures access for students with disabilities to all curricular and co-curricular opportunities offered by the university through collaboration with faculty and staff. DRC provides services to students who have a learning, psychological, physical and/or medical disability. We assist students by providing academic counseling, advocacy, exam accommodations, coordination with faculty, and academic resources, (i.e. tutoring, voice recognition computer program, books on CD, and note taker assistance.)

In the Disability Resource Center, when appropriate a case management approach is used for the purpose of addressing the academic needs, spiritual needs, and retention of students. In some instances, students who are registered with DRC also receive services or can benefit from services or attention from the Wellness Center or the Student Care Group.

1. *Requesting Accommodations*. Disabilities literature supports the notion that students usually request accommodations in the subjects that they perceive their disability will impact the most. Unfortunately, students often overlook the need for accommodations in all subjects and may suffer academically as a result. Research indicates that students who have a disability don't always understand how accommodations will help them in the first place. In the Disability Resource Center, we help the students make informed decisions and understand the importance of utilizing the services and resources.

2. *Impact of Professors on Accommodations*. Research suggests that professors impact accommodations and their effects.   Students reported that one of the most important influences in their education was the attitudes of professors towards disabilities. Throughout the semester, the Director maintains dialogue with both the students and professors to assure that the students receive appropriate services.

3. *Achieving Success*. Studies show that the students achieve graduation if they are resilient, determined and resourceful. When a student comes to the Disability Resource Center, we emphasize the importance of being resourceful and becoming "self-advocates."

SUMMARY OF PROGRAM IMPACT

DRC has continued to provide services to students with disabilities. Several goals for 2008-2009 were identified and accomplished:

- Increased visibility and awareness of programs and services was created by implementing a change in the name of the center from, "Special Academic Services" to "Disability Resource Center"

- Closer collaboration with the campus bookstore resulted in earlier identification of textbooks and increased efficiency of Alternate Media Production

- Archiving of electron textbooks files was re-organized for greater efficiency of the Alternate Media Production program

- Documentation was updated to provide user-friendly instructions for all Alternate Media Production processes

- Cross-training of Alternate Media Production staff increased efficiency of delivery systems.

- Hardware and software in support of assistive technology programs was evaluated and upgraded as detailed in the Assistive Technology Plan

- Additional software/licenses were purchased to allow more students to receive assistance with reading and writing skills

- Additional software and hardware was purchased to meet the needs of hearing and visually impaired students

- Web pages for Disability Resource Center and Tutorial Services were updated to enable students with disabilities to more readily access needed information

- Early contact process was refined to enable newly admitted students who disclosed a disability to communicate more timely information about specific student needs

In DRC, we are aligned with the "teach, shape, and send" model in that students are encouraged to adopt a concept of "learning" that transcends their experience at the University. We maximize opportunities to engage student's strengths as opposed to their documented weaknesses. It is the goal of DRC to help students transfer their strengths and skills to their academic, career, and life choices.

In each student meeting, an intentional approach is used with the goal of: (1) being realistic about expectations (2) identifying and/or tapping strengths (3) encouraging responsibility and leadership and (4) providing spiritual awareness / guidance e.g. ending or starting the meeting with prayer or spiritual principle.

GROWTH AND DEVELOPMENT

- **Evaluation.** Online survey software will allow DRC to meet its goal of an online instrument to survey the needs of students with disabilities and an online instrument to survey faculty knowledge and understanding of academic accommodations as part of an evaluation process that will enable DRC to assess its effectiveness in service delivery

- DRC continues to develop methods to assess faculty use of technology and online resources such as Eclass in order to provide insight that will assist the DRC in program planning and goal setting for Universal Design

- **Strength Quest.** Incoming students take this assessment during New Student Orientation and Disability Resource Center uses assessment result in counseling and advising students with disabilities as a means of helping students plan for success and develop self-advocacy skills

- **LASSI (Learning and Study Strategies Inventory).** This study skills assessment is being explored as a tool to identify areas of strength and weakness, as well as a means of providing a program for development of needed skills. The information gathered will inform tutors and Alternate Media Production staff so they can collaborate more effectively with students on their study skill goals

- **Collaboration with Faculty.** DRC will continue to build a partnership with faculty for the purpose of serving students with special needs

STUDENT DEVELOPMENT COLLABORATION

As Student Development continues to support the quality of student experience regarding the core values of an intentional Christian community and the development of students as whole persons, the process of identifying and assessing collaborative programs is an important factor in determining impact and sustainability.

The programs that expand interaction of the Academic Support Center across the university are critical elements required to accomplish learning outcomes. These collaborative programs are jointly planned learning experiences between and within Student Development, and also include institutional resources, services and programs throughout the PLNU community (e.g., Academic Affairs, Admissions, Faculty, Information Technology Services Library, Student Financial Services, Study Abroad, etc.)

	Year Initiated	Academic Support Center Program	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation(s) for future interaction
Disability Resource Center (DRC)	2004/05	Accommodations Notification	DRC Director to Faculty	Multiple contacts throughout the semester as requested by student clients	Email/phone	Develop a short form allowing faculty to comment and interact with DRC regarding implementing accommodations
DRC	2004/05	DRC Academic Progress Reports	DRC Director to Faculty, or Faculty to DRC Director	Mid-semester (twice annually) followed by multiple contacts as needed	Email/campus mail	None at present
DRC	2006/07	Alternative Media Program	DRC Director to Faculty	Multiple contacts throughout the semester as requested by student clients	Email/campus mail	Develop a short form allowing faculty to comment or interact with DRC regarding faculty expectations for use of alternative media with regular textbooks
Tutorial Center	2005/06	Tutor Recruitment	DRC Director to Faculty, or Faculty to DRC Director	Mid-semester (twice annually) followed by multiple contacts in response to faculty requests	Email	Survey faculty to find out what they want the tutors and tutees to gain through tutoring. Build this information into the recruiting and training process.

	Year Initiated	Academic Support Center Program	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation(s) for future interaction
Tutorial Center	2005/06	Forecasting the need for tutors for Fall and Spring Courses	DRC Director to Faculty	Mid-semester (twice annually followed by multiple contacts to update faculty	Email/campus mail	Provide a means for faculty to comment on and evaluate the effectiveness of tutors for their courses each past semester
Tutorial Center	2007/08	Evaluating students for test-taking and learning skills	Student sent by faculty	As needed for consultation on student	In person, on phone, via email as needed	Provide a means for faculty to have better information about this service; currently being highly utilized by School of Nursing.
Tutorial Center	2008/09	Collecting faculty assessment of tutor effectiveness	DRC Director sends link to online survey	Twice annually, at end of each semester	Email link to faculty; consult via email, phone or in person as needed.	None at present
Disability Resource Center	2008/09	Three tiered note-taking assistance program	Student self-identifies with documentation; faculty consulted for best utilization.	As needed for consultation on student	In person with student; via email, phone or in person as needed with faculty	Provide a means for faculty to have better information about this service.
Disability Resource Center	2008/09	Voice activated transcriber program	Student self-identifies with documentation; faculty consulted for best utilization.	As needed for consultation on student	In person with student; via email, phone or in person as needed with faculty	Provide a means for faculty to have better information about this service
Disability Resource Center	2008/09	Presentations to classes	Director available as requested by faculty.	As needed to collaborate with faculty's lesson plans	In person, via email or phone as needed.	Provide a means for faculty to have better information about this service; currently utilized by Writer's Studio and sociology classes
Disability Resource Center	2008/09	Consultative role with Grad School	Director available as needed.	As needed to collaborate with creation of disability services for graduate students	In person, via email or phone as needed	None at present

	Year Initiated	Academic Support Center Program	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation(s) for future interaction
Academic Advising	2005 - 2011	Academic Intervention for Probationary and SAP students	Vice Provost for Academic Administration Student Financial Services	Committee meets once during summer to review appeals for students in academic jeopardy	Email, committee meetings, individual meetings with students as needed Develops and reviews academic improvement plan with students	None at present
LEAP	2005- 2011	Academic Advising Tutorial Center	Academic Advising Director and Vice Provost for Center for Teaching and Learning	Interaction begins with acceptance into PLNU and continues throughout the first LEAP year and towards graduation as needed	Collaborative partnership with: LEAP Faculty, Admissions, Residential Life, Wellness, Tutorial Center, Multicultural Student Services, Career Services, Student Employment, and Student Financial Services	None at present
LEAP	2009- 2011	Multicultural Student Services (MSS) Mentoring Program	MSS / Team Barnabas and LEAP Team	Begins at orientation with follow up once a week or as needed	Team Barnabas Mentors interact with 2-3 LEAPsters once per week or as needed throughout the semester with goal of increasing positive social, academic and spiritual interactions	Increase training for mentors with structured contact and follow up for mentoring interactions
Academic Advising	2008- 2011	Academic Advising	Dean, College of Social Sciences and Professional Studies	1-2 presentations to faculty during New Faculty Orientation	Consultative role in which new faculty are oriented to Advising practices at PLNU	Increased collaboration with Dean in order to maximize effectiveness of new faculty training in advising practices

	Year Initiated	Academic Support Center Program	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation(s) for future interaction
Academic Advising DRC	2007-2011	Disability Support Consultation for Grad Ed Programs	DRC, Academic Advising, Vice Provost For Graduate Studies	Individual and phone meeting	Consultative role in which DRC and Advising Directors provided consultation regarding the development of Graduate Disability Support	None
Academic Advising	2010/11	Academic Advising OSV/Student Employment	OSV/ Student Employment initiates contact	As needed	Identify and monitor potential summer student hires who drop below the threshold for normal academic status	None
LEAP	2010-2011	Academic Advising OSV	OSV initiates contact through PSY 101 and FST 100/101	Spring Semester as needed	FF students required to complete Strengths Quest assessment and coaching	None
Academic Advising	2010/11	Academic Advising Athletics	Athletics	Beginning of fall and spring semester and as needed	Partnership between athletics and academic advising to identify, monitor and support academically at-risk student athletes	None
Academic Advising	2010/11	Academic Advising Wellness Center Director Academic Affairs	Wellness Center Academic Affairs	As needed	Partnership with Wellness Center to provide counseling liaison services between academic affairs and students and families in crisis due to medical issues and/or psychosocial challenges	None

APPENDIX

APPENDIX A

TUTORIAL CENTER
DISABILITY RESOURCE CENTER
ALTERNATE MEDIA PRODUCTION PROGRAM

TUTORIAL CENTER

ACTIVITY SUMMARY 2010-2011			
Activity	**# Students**	**# Sign-ins**	**# Hours**
Art and Design	4	5	10
Biology	321	1226	1665
Chemistry	329	1154	1344
Comm. & Theatre	11	22	26.3
Family & Consumer Science	34	57	111
History & Political Science	54	89	117
Kinesiology	2	4	1.75
Lit. Journalism & Mod. Lang.	253	841	903
Math, Info and Computer Sci.	146	343	415
Music	21	32	26.1
Paper Editing	56	126	108
Physics & Engineering	77	226	252
Psychology	56	91	112
School of Theology & Chr. Min	53	133	161
School of Business	136	324	423
Sociology & Social Work	10	15	14.6
School of Nursing, Undergraduate	299	1320	1676
TOTALS	**1862**	**6008**	**7365.75**
Compared to 2009/10	**+8%**	**+15%**	**+12%**

TUTORIAL CENTER SUMMARY STATISTICS

	2009/10	Diff 2008/09	2010/11	Diff 2009/10
Days Tutorial Center Open	161	- 8%	162	+ 1%
Academic Courses Tutored	153	+72%	156	+ 2%
Total # students Tutored	1727	-108%	1785	+ 4%
Number of sign-ins	5255	+51%	8534	+ 62%
Total hours based on sign-ins	6641	-42%	10936.9	+ 65%
Number of walk-in visits	2613	-14%	5305	+ 103%
Total # Tutors Employed	75	+ 17%	88	+ 17%
Total # Review Sessions	108	+ 42%	126	+17%
Total # students attended review sessions	460	+44%	473	+ 3%
Total # courses with review sessions	10	- 23%	28	+ 108%%
Total # Proctored Exams	696	+ 85%	813	+ 17%
Total# Students Proctored	60	+ 58%	60	No change

DISABILITY RESOURCE CENTER

Proctored Exams and Meetings 2010/11			
	Exams	**Visitors/Meetings**	
July	4	13	
August	4	32	
September	72	57	
October	96	63	
November	95	51	
December	98	44	
January	28	43	
February	98	22	
March	99	41	
April	108	34	
May	111	18	
Totals	813	418	
Compared to 2009/10	**+117%**	**+92%**	

DISABILITY RESOUCE CENTER SUMMARY STATISTICS

General List of Types of Disability	Total (2009/10)	Male (2009/10)	Female (2009/10)	Total (2010/11)	Male (2010/11)	Female (2010/11)
	156	62 (40%)	94 (60%)	181	67 (37%)	114 (63%)
ADD/ADHD	37	19	18	48	23	25
Learning Disability or Dyslexia	39	19	20	33	11	22
Anxiety disorders	13	3	10	16	2	14
Arthritis	2	0	2	2	0	2
Aspergers, autism, NVLD	5	5	0	7	6	1
Asthma	4	1	3	1		1
Bipolar	6	3	3	4	2	2
Crohn's Disease	5	0	5	2	0	2
Cystic Fibrosis	1	0	1	0	0	0
Depression	2	0	2	6	1	5
Epilepsy	1	0	1	1	0	1
Head/Brain traumatic injury	1	0	1	1	0	1
Hearing Loss	4	2	2	3	1	2
Legally blind	0	0	0	0	0	0
Multiple Sclerosis	1	0	1	1	0	1
Muscular Dystrophy	1	0	1	1	0	1
Obsessive Compulsive Disorder	4	3	1	5	3	2
Paraplegic	2	1	1	1	1	0
Spinal Cord Injury	1	0	1	1	0	1
Tourette's	2	2	0	2	2	0
Various Medical	25	4	21	36	7	29
Visually Impaired	0	0	0	0	0	0

Most Common Accommodations

2009/10		2010/11
92	Extended Time & Separate Testing	126
47	Note-taking Assistance	49
20	Books on CD or other media	32
8	Housing requests	17
6	Foreign Language Waivers	8

ALTERNATE MEDIA PRODUCTION (AMP) SUMMARY REPORT

	FA2009	SP2010	FA2010	SP2011
# Students Served	7	11	11	6
Edited in Kurzweil	17	13	21	18
From CD File	4	8	17	1
Laptop Downloads	4	4	13	7
Students using RFBD	1	4	3	2
Books ordered from RFBD	8	13	14	6
RFBD requests, not available, MACs	0	4	0	0
Students using LIT CDs	1	2	1	0
Lit audio books used	5	11	3	0
Students using LIT cassettes	1	0	N/A	N/A
eClasses using LIT tapes	0	3	0	0
Professors making files available thru eClass	0	2	0	0
Books recorded for eClass	0	5	0	0
Books transfer tape to CD	0	0	93	14

APPENDIX C

AREAS OF IMPACT, STUDENT DEVELOPMENT STUDENT FOCUSED OUTCOMES DOMAINS, TYPES OF ASSESSMENT

AREAS OF IMPACT

The following rubric describes the programs offered in the Office of Academic Advising, the linkages between student development outcomes, and type of assessment used to collect data.

Program	Outcome Domain(s)	Type of Assessment Data
Undeclared Students Advising	2	Numerical student participation data CARS Student Confirmation Reports ASC Weekly Sign-IN Sheets
First Time Freshman Advising and Registration	2	Numerical student participation data CARS Student Confirmation Reports
Transfer and Readmitted Student Advising	2	Numerical student participation data CARS Student Confirmation Reports
Disability Resource Center for Learning Disabled Students	2	Student Disability Documentation Files Exam Proctoring Reservation Forms
Tutorial Services	2 7a 8	Numerical Student Participation Data AccuTrack Appointment Tracking

STUDENT DEVELOPMENT
STUDENT FOCUSED OUTCOME DOMAINS

1. Retention

       Pursues and completes a degree at PLNU

2. Engagement

       Develops a significant connection to relationships and participates in programs at PLNU which enhance personal development, facilitate learning, and result in retention

3. Social / Emotional
   a. Develops and maintains mutually rewarding relationships with friends and colleagues at PLNU
   b. Considers others' points of view and seeks involvement with others different from oneself
   c. Manages emotions in a manner which facilitates personal growth and relationships with others

4. Physical

       Chooses behaviors and environments that promote health

5. Spiritual
   a. Grapples with and clarifies personal faith
   b. Experiences multiple relationships and opportunities in which Christian values are explicit

6. Occupational/Career
   a. Maintains or exceeds academic standards necessary to achieve a degree at PLNU
   b. Utilizes campus resources as part of career exploration
   c. Makes connection between classroom and co-curricular learning
   d. Develops skills to seek employment or advanced education beyond graduation

7. Leadership
   a. Serves in a leadership capacity in a student organization
   b. Develops a personal leadership philosophy and style that is consistent with a Wesleyan perspective of service to others

8. Student Learning

       Participates in experiential programs such as student government, peer education, and resident advising, which facilitate experimentation, skill development, and multiple levels of learning

ASSESSSMENT INSTRUMENTS
USED FOR DATA COLLECTION

Type of Assessment	Examples in higher education settings
Program Data Collection	Numerical, budget and statistical data about program operations, student participations, costs etc.
Survey of Needs	Individual, Department, Division or Institution wide questionnaire identifying what students want/need from the college or department. [Note: Surveys may be administered on-line via student voting software and in Scantron format].
Survey of Expectations	Individual, Department, Division or Institution wide questionnaire identifying what students expected from the college or department.
Surveys of Satisfaction	Individual, Department, Division or Institutional questionnaires providing feedback on student expectations and satisfaction with services provided by the college or department.
Suggestions Boxes and Feedback Forms	Individual input as to program concerns and suggestions for changes; continually collected, usually anonymously.
Case Studies	Longitudinal study which covers a broad range of experiences of selected students.
Journals and e-Portfolios	Individual records of activities, experiences and feelings collected over a defined period of time.
Interviews	Responses from students who may be randomly or specifically selected covering specific areas of concern; can be given at selected times or on program exit.
Focus Groups	Small group feed back sessions about a limited set of specific topics. Feedback groups can also (further) discuss results of survey data.
Signed Agreements	Student acknowledgement of responsibilities and adherence to and/or understanding of program parameters.
Grades and Performance Tests	Demonstration of competency or learning based on satisfactory grades or other rating measures.
Observations	Recorded observation of behaviors or activities by trained observers using pre-determined criteria.
Pre and Post Testing	Standardized testing to confirm increase in competence or knowledge.
Embedded Learning	Demonstration of learning/competence based on performance of actual activity or task; completion of task inherently demonstrates skill (such as registering on-line etc.).

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