



POINT LOMA
NAZARENE
UNIVERSITY

STUDENT DEVELOPMENT

Student Success & Wellness ANNUAL REPORT

2012 - 2013

Introduction & Summary Page from the Associate Vice President

“...Student Success & Wellness exists to provide a seamless continuum of programs and services that support each student’s academic achievement and holistic growth.”

Student Development Learning Outcomes Key

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= Uses experience and other sources of information to create new insights
- 5= Seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Point Loma Nazarene University
Student Development
Student Success & Wellness Intended Learning Outcomes By Program
2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | Interpersonal & Intrapersonal Competence | | | | | | Practical Competence | | | | | | |
|---------------------------------------|----------------------|---|---|--|---|---|---|------------------------------------|---|----|--|----|----|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Student Success & Wellness | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Academic Advising | X | X | X | X | X | X | X | | | | | X | | | X | X | X | | X | X | X | X | X |
| Counseling Services | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | X | X | X | | | X | X |
| Disability Resource Center | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | | X | | X | X | X |
| Medical Services | X | X | X | X | X | | | | | | | X | X | X | X | X | X | | X | | X | X | X |
| LEAP | X | X | X | X | X | X | X | X | X | | | | | X | X | X | X | | X | X | X | | |
| Tutorial Services | X | X | X | X | X | | X | X | | | | X | X | | | X | | X | | | X | | X |

Student Success and Wellness Academic Advising Learning Outcomes 2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Academic Advising | X | X | X | X | X | X | X | | | | | X | | | X | X | X | | X | X | X | | |
| Undeclared Academic Advising | X | X | X | X | X | X | X | | | | | X | | | X | X | X | | X | X | X | | |

Mission Statement

Academic Advising at PLNU 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.

Program Overview

Students Success and Wellness implemented a cross collaborative model to provide a variety of advisory services through the Office of Academic Advising and Counseling Services. This unique partnership assisted undergraduate students across departments as well as Undeclared Students, with the development of meaningful educational plans consistent with their academic, career, personal, and spiritual goals.

Advising facilitates multiple engagement opportunities such as:

- Freshmen Forgiveness Academic Planning
- Incoming Freshmen Registration
- Satisfactory Academic Progress Appeal Academic Improvement Planning (Financial Aid Appeal)
- Probationary Student Advising
- Strengths Based Undeclared Advising
- Medical Leave of Absence Advising
- LEAP Academic Advising
- Transfer Coursework Planning and Community College Advising

SS&W Counseling Team and the Office of Academic Advising provided 198 advising contacts during the 2012/13 academic year (*Counseling Team = 148 contacts; Office of Academic Advising = 50 contacts*).

Developmental Advising, Life Skills Coaching and Strengths Based Advising strategies were implemented to facilitate the observation of learning outcomes through:

- 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
- Continual process of accumulated purposeful and directional personal contacts between advisor and student
- Declaration or change of major, minor (in collaboration with Records Office)
- Discussions exploring academic major and minor areas of interest with the goal of declaring a major
- Establishment of a caring human relationship in which the advisor must take primary responsibility for initial development
- Integration of services and expertise of academic, student, and spiritual development professionals across the university.
- Modeling and demonstrating behaviors for students to emulate that lead to holistic growth and development
- Online registration assistance
- Referrals between SS&W offices (i.e., Disability Resource Center, Wellness Medical Services) and on-campus resources (i.e., Offices of Strengths and Vocations, Student Financial Services, etc.)
- Student Portal Tutorials
- Strategies for efficient degree completion (i.e., Academic Plan and Academic Improvement Plan Development)

Academic Advising Learning Outcomes

Cognitive Complexity

1= Engage with others in constructive ways

2= Assess assumptions and considers alternative perspectives and solutions

3= Openness to new ideas and perspectives

Students participated in constructive engagement, consideration of alternative perspectives and solutions, and demonstrated openness to new ideas as they participated in the following activities:

- Academic major and minor advising (e.g., Strengths Based Advising)
- 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
- Referrals to on-campus resources (i.e., Offices of Strengths and Vocations, Student Financial Services, etc.)
- Strategies for efficient degree completion (i.e., Academic Plan and Academic Improvement Plan Development)

Knowledge Acquisition, Integration and Application

4= Uses experience and other sources of information to create new insights

5= Seeks new information to solve problems

6= Makes connections between curricular and co-curricular learning

7= Engages in experiential activities in preparation for the workforce

Students applied and integrated academic and co-curricular information to make connections, integrate and problem solve through the following activities:

- Declaration or change of major, minor
- Contacts with Disability Support
- Follow through on referrals to on-campus resources (i.e., Offices of Strengths and Vocations, Student Financial Services, etc.)
- Developing strategies for efficient degree completion (i.e., Academic Plan and Academic Improvement Plan Development)

Interpersonal/Intrapersonal

12= Pursuit of knowledge is integrated with beliefs, values, and action

15= Practices self-efficacy

16= Works collaboratively with others

17= Demonstrates civility when engaged in controversy

Students demonstrated the capacity to manage their personal affairs, self sufficiency and vocational competence through the following:

- Academic review and follow -up for Probationary (PB) and Satisfactory Academic Progress (SAP) students
- Career assessment and/or guidance counseling/coaching (StrengthsQuest Coaching, MBTI, Strong's Interest Inventory)
- Development of strategies for efficient degree completion (i.e., Academic Plan and Academic Improvement Plan Development)

Practical Competence

19= Sets and pursues individual goals

20= Speaks and writes coherently and effectively

21= Uses technology ethically and effectively

Students demonstrated effective written and verbal communication and the capacity to manage the academic planning process while effectively using technology through the following activities:

- Developing strategies for efficient degree completion (i.e., Academic Plan and Academic Improvement Plan Development) using online collaboration and forms
- Using the Student Portal System to monitor and manage academic decision making process
- Online registration (i.e., PLNU WebRegistration via my.pointloma.edu)
- Community college Catalog Review and Web Registration processes (i.e., e-Catalogs, online registration systems)

Student Success and Wellness Counseling Services Intended Learning Outcomes 2011-2012

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|---------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Counseling Services | X | X | X | X | X | X | | | | | | X | X | X | X | X | X | X | X | | | X | |
| Disability Life Skills Coaching | X | X | X | X | X | X | X | | | | | X | X | X | X | X | | X | X | | | | X |
| Outreach Education | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | | X | X | | | X | |
| Undeclared Academic Advising | X | X | X | X | X | X | X | | | | | X | | | X | X | X | | X | X | X | X | X |

Mission Statement

Student Success and Wellness Counseling Services at Point Loma Nazarene University are dedicated to providing services to students which address the whole person including emotional, academic, social, physical, intellectual and spiritual aspects.

Program Overview

Counseling staff members assist students in achieving their full academic potential, a sense of well-being, and an understanding of their personal identity. The Counseling Services program provides services to include Individual Counseling Services (Brief Therapy Model), Disability Life Skills Coaching, Advising for Undeclared Students and Outreach Education. Counseling services in fall 2012 was staffed by 3 full-time and 2 part-time counselors. Staffing for spring 2013 was comprised of 2 full-time and 2 part-time counselors.

Counseling Services Intended Learning Outcomes 2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | Knowledge Acquisition, Integration & Application | | | Humanitarianism & Civic Engagement | | | Interpersonal & Intrapersonal Competence | | | | | | Practical Competence | | | | | | | |
|----------------------------|----------------------|---|---|--|---|---|------------------------------------|---|---|--|----|----|----|----|----|----------------------|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Counseling Services | X | X | X | X | X | X | | | | | | X | X | X | X | X | X | X | | | | X | |

Program Overview

Student Success & Wellness provides brief counseling and crisis intervention to assist in identifying, preventing and processing the mental and emotional conditions which may impede a student's pursuit of academic achievement. Goals are collaboratively set and a plan is developed incorporating strategies and safe coping skills for successful goal achievement. Students enter into counseling services through self-referral or through a variety of referral sources. Campus and community referrals are given as needed.

Counseling Services Learning Outcomes

Cognitive Complexity

As students engage in the therapeutic process, they deepen their knowledge and awareness of a variety of issues and collaborate to develop strategies for personal growth and goal achievement.

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions:
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

Students observe positive communication and behavioral modeling through the therapeutic relationship. Through varied clinical interventions and experiential learning, students develop new approaches to problem solving and expand their awareness and use of campus co-curricular resources.

- 4= Uses experience and other sources of information to create new insights
- 5= Seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning

Interpersonal/Intrapersonal

Students integrate understanding about themselves with knowledge and experience gained through counseling in order to achieve their goals through self-advocacy and collaboration with others, while maintaining congruency with their personal belief systems in the midst of societal pressures common to campus life.

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

Students acknowledge valuing their personal growth and goal achievement and report referring their fellow students to counseling services to receive the same benefit.

19= Sets and pursues individual goals

22= Demonstrates leadership skills

Counseling Services Summary Statistics 2012 - 2013

| | | COUNSELING | COACHING | ADVISING | SASSI |
|------------------|------------|------------|-----------|-----------|----------|
| FALL 2012 | | | | | |
| COUNSELOR | VISITS | | | | |
| 1 | 17 | 17 | 0 | 0 | 0 |
| 2 | 96 | 76 | 0 | 18 | 2 |
| 3 | 177 | 109 | 31 | 32 | 5 |
| 4 | 205 | 170 | 9 | 25 | 1 |
| 5 | 188 | 133 | 32 | 23 | 0 |
| TOTAL | 683 | 505 | 72 | 98 | 8 |

| | | COUNSELING | COACHING | ADVISING | SASSI |
|--------------------|------------|------------|------------|-----------|-----------|
| SPRING 2013 | | | | | |
| COUNSELOR | VISITS | | | | |
| 1 | 77 | 76 | 1 | 0 | 0 |
| 2 | 82 | 55 | 17 | 8 | 2 |
| 3 | 212 | 112 | 58 | 26 | 16 |
| 4 | 71 | 61 | 1 | 3 | 6 |
| 5 | 238 | 163 | 56 | 13 | 6 |
| TOTAL | 680 | 467 | 133 | 50 | 30 |

| TOTALS 2012/13 | COUNSELING | COACHING | ADVISING | SASSI |
|----------------|------------|------------|------------|-----------|
| 1363 | 972 | 205 | 148 | 38 |

Disability Life Skills Coaching Learning Outcomes 2012 - 2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|---------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Disability Life Skills Coaching | X | X | X | X | X | X | X | | | | | X | X | X | X | X | X | | X | X | | | X |

Mission Statement

Disability Life Skills Coaching supports students with disabilities to maximize successful participation in curricular and co-curricular opportunities offered by the university.

Program Overview

Disability Life Skills Coaching provided 205 student visits in 2012-2013. Wellness Center Counseling Team worked in collaboratively with the Disability Resource Center to address students’ academic and spiritual needs and promote retention of students. Coaching emphasizes the importance of developing skills of self-advocacy, self-respect, and personal responsibility.

The coach helps the student develop internal and external structures to focus priorities and develop an action plan to address the areas of need. Coaches assist students by providing emotional support, behavioral strategies and resource options to facilitate their successful participation academically, emotionally, and socially at PLNU.

Disability Life Skills Coaching provided sessions to students who have learning, psychological, physical and/or medical disability. Students are referred from the Disability Resource Center or from the Counselors in SS&W for Life Skills Coaching in order to provide a seamless continuum of service. The coaching relationship is established to help guide the student’s self-exploration to identify areas of challenge and need personally and academically and to provide support and accountability.

Disability Life Skills Coaching Learning Outcomes

Cognitive Complexity

Students enlarged their understanding and increased their ability to navigate college life by engaging with Life Skills Coaches as needed throughout the year to receive information and discuss issues pertinent to their individual needs.

1= Engage with others in constructive ways

Coaching sessions as needed or on a weekly basis challenge assumptions, offer alternative perspectives and assist students with problem solving to implement solutions supporting a successful college experience.

2= Assess assumptions and considers alternative perspectives and solutions

Through these coaching sessions, students are encouraged to consider new ideas and perspectives that facilitate personal growth and academic success.

3= Openness to new ideas and perspectives

Students enlarge their understanding and increase their ability to navigate college life by engaging with Disability Life Skills Coaches as needed throughout the year to explore new techniques and new ways of thinking and behaving, as well as to expand their awareness of campus and community resources.

Knowledge Acquisition, Integration and Application

Students blend past experience with successful strategies with new approaches learned through life skills coaching sessions to create a personalized support plan.

4= Uses experience and other sources of information to create new insights

In meetings with the life skills coaches, students work on creative problem solving and practical application of new information in order to enhance their college experience and overall health.

5= Seeks new information to solve problems

Meaningful relationships with life skills coaches help students connect with co-curricular activities to learn to balance academic and social life.

6= Makes connections between curricular and co-curricular learning

Coaching sessions enlarge student perspectives concerning job/career choices, empowering them to engage in experiential activities through OSV.

7= Engages in experiential activities in preparation for the workforce

Coaching sessions enable students to increase their range of successful interpersonal and social interactions and involvement in campus and community life.

Interpersonal/Intrapersonal

Regular meetings with Disability Life Skills Coaches provide a safe environment for disclosure with accountability, allowing students to explore the congruence between their beliefs, values and actions in daily life.

12= Pursuit of knowledge is integrated with beliefs, values, and action

Strategies for conflict resolution are explored and practiced in coaching sessions.

13= Manages conflict constructively

Students grow emotionally, socially, intellectually and spiritually through multiple levels of interaction with Life Skills Coaches.

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual and spiritual)

Insights gained through accountability sessions with the Life Skills Coaches validate student successes and enable students to accept responsibility for failure with a constructive outlook. Students learn to self-correct and adjust their efforts to achieve personal goals.

15= Practices self-efficacy

Students practice collaboration in a supportive environment coaching sessions and assignments.

16= Works collaboratively with others

Accountability sessions with Life Skills Coaches encourage students to adopt healthy attitudes and habits to support living in community.

17= Demonstrates civility when engaged in controversy

Students learn to balance self-interest with social responsibility through their interactions with Life Skills Coaches.

Practical Competence

Students identify individual goals and develop a personalized plan to reach those goals, during coaching sessions.

19= Sets and pursues individual goals

Students gain personal knowledge, expand their decision-making abilities, and work on practical application of life skills through coaching sessions.

**Disability Life Skills Coaching
Summary Statistics
2012/13**

| Fall 2012 | |
|--------------------------|-----------------|
| Counselor | Coaching Visits |
| 1 | 0 |
| 2 | 0 |
| 3 | 31 |
| 4 | 9 |
| 5 | 32 |
| TOTAL | 72 |
| | |
| Spring 2013 | |
| Counselor | Coaching Visits |
| 1 | 1 |
| 2 | 17 |
| 3 | 58 |
| 4 | 1 |
| 5 | 56 |
| TOTAL | 133 |
| TOTAL 12/13 = 205 | |

Outreach Education Intended Learning Outcomes 2011-2012

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | Humanitarianism & Civic Engagement | | | Interpersonal & Intrapersonal Competence | | | | | | Practical Competence | | | | | | |
|----------------------------|----------------------|---|---|---|--|---|---|------------------------------------|---|----|--|----|----|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Outreach Education | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | | X | X | | | X | |

Mission Statement

Outreach Education promotes and delivers multiple prevention strategies to positively affect the campus environment.

Program Overview

Outreach Education is the promotion and delivery of multiple prevention strategies that positively affect the campus environment and thereby, have a large scale impact on the entire campus community. This approach represents a focus upon prevention and suggests leadership roles that postsecondary administrators, faculty, other campus officials, and students can play to reduce problems associated with a myriad of physical and emotional health issues and promote academic achievement.

These strategies include, but are not limited, to the following: National Depression Screening, Wellness Wednesdays, Alcohol Awareness Day, and Paws Awhile Stress Reduction outreach activities.

Approximately **450 students** participated in a variety of engagement activities that integrated academic learning and student development processes such as:

- *Wellness Wednesdays* - Weekly dining hall forums, displays, and delivery of materials designed to inform students about key issues in health care that currently impact their lives and often will have an impact on their quality of life in the future and decision-making processes related to health and wellness.
- *Depression Screenings* - In conjunction with National Depression Screening Day, the Wellness Center’s clinical and professional staff conducted two National Depression Screening Days by administering, interpreting, and sharing the results of a Depression, Anxiety, Bi-Polar, and PTSD screening tool to students who voluntarily participate in the screening events.
- *Alcohol Awareness Day* –SS&W Counseling Team in collaboration with PLNU Department of Public Safety, California Highway Patrol and Mothers Against Drunk Driving (MADD) conducted a one-day outdoor fair on Café Lane, which included informational booths, brochures, CHP Sobriety-Check activities, and the MADD “DUI Wrecked Car” display.

- *Paws Awhile Finals Stress Reduction Day*-Counseling Team conducted a fall and spring stress reduction event the week before finals. SS&W hosted the event in collaboration with OSV, ASB, SPCA, Therapy Animal Services, and other canine service agencies. Students visited Ryan Plaza during finals and spent an afternoon with therapy dogs while enjoying informational booth, cookies and lemonade.

Outreach Education Services Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= Uses experience and other sources of information to create new insights
- 5= Seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

- 19= Sets and pursues individual goals
- 22= Demonstrates leadership skills

Student Success and Wellness Disability Resource Center Learning Outcomes 2011-2012

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Disability Resource Center | X | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | | X | | X | | |
| Delta Alpha Pi Honor Society | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | | X | | X | | |

Mission Statement

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.

Program Overview

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.

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.

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.

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.”

Disability Resource Center Learning Outcomes

Cognitive Complexity

242 students received support from the DRC in 2012-2013. Students enlarged their understanding and increased their ability to navigate college life by engaging with DRC staff, other Student Development personnel and faculty at the beginning of each semester and as needed throughout the year to receive information and discuss issues pertinent to their individual needs.

1= Engage with others in constructive ways

Coaching and advising sessions with the Director as needed or on a weekly basis challenged assumptions, offered alternative perspectives and assisted students with problem solving to implement solutions supporting a successful college experience.

2= Assess assumptions and considers alternative perspectives and solutions

Through these meetings and topical workshops sponsored by the DRC, students were encouraged to consider new ideas and perspectives that facilitate developmental growth.

3= Openness to new ideas and perspectives

Students enlarged their understanding and increased their ability to navigate college life by engaging with DRC staff, other Student Development personnel and faculty at the beginning of each semester and as needed throughout the year to receive information and discuss issues pertinent to their individual needs.

Knowledge Acquisition, Integration and Application

Students blend past experience with successful strategies, with new approaches learned through academic coaching sessions to create a personalized support plan.

4= Uses experience and other sources of information to create new insights

Meetings with the director facilitate creative problem solving, and practical application of new information gained through college experiences.

5= Seeks new information to solve problems

Meaningful relationships with peer mentors help students connect with co-curricular activities to learn to balance academic and social life.

6= Makes connections between curricular and co-curricular learning

Coaching sessions enlarge student perspectives concerning job/career choices, empowering them to engage in experiential activities through OSV.

7= Engages in experiential activities in preparation for the workforce

Coaching sessions enlarge student perspectives concerning job/career choices, empowering them to engage in experiential activities through OSV.

Humanitarianism & Civic Engagement

Students grow in their willingness and ability to constructively engage with diverse groups of individuals through collaborative efforts of DRC and Residential Life to facilitate helpful relationships in and outside of the classroom.

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

DRC collaboration with Delta Alpha Pi provides community service opportunities on and off campus, allowing students to gain experience by participating in regular events each semester.

9= Demonstrates capacity to engage with the complexities of daily life in the global community
Delta Alpha Pi provides community service opportunities on and off campus, allowing students to gain experience by participating in regular events each semester.

10= Participation in service/volunteer activities
Delta Alpha Pi provides community service opportunities on and off campus, allowing students to gain experience by participating in regular events each semester.

Interpersonal/Intrapersonal

Regular meetings with the director and with peer mentors provide a safe environment for disclosure with accountability, allowing students to explore the congruence between their beliefs, values and actions in daily life.

12= Pursuit of knowledge is integrated with beliefs, values, and action
Strategies for conflict resolution are explored and practiced in coaching sessions with the director.

13= Manages conflict constructively
Students grow emotionally, socially, intellectually and spiritually through multiple levels of interaction with DRC staff, through workshops, meetings and proctoring of exams.

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
Insights gained through accountability sessions with the director validate student successes and enable students to accept responsibility for failure with a constructive outlook. Students learn to self-correct and adjust their efforts to achieve personal goals.

15= Practices self-efficacy
Students practice collaboration in a supportive environment through DRC sponsored workshops and activities.

16= Works collaboratively with others
Accountability sessions with the Director and engagement with DRC staff encourage students to adopt healthy attitudes and habits to support living in community.

17= Demonstrates civility when engaged in controversy
Students learn to balance self-interest with social responsibility through their interactions with other students in DRC workshops, support groups, peer mentoring, and tutoring.

Practical Competence

Students identify individual goals and develop a personalized plan to reach those goals, during coaching sessions with the director.

19= Sets and pursues individual goals
Students gain knowledge and experience with assistive software to support development of reading and writing skills.

21= Uses technology ethically and effectively
Training provided by DRC staff encourages students in the effective and ethical use of these tools.

Disability Resource Center 2012/13

| Disability Categories | | | |
|---------------------------------|----------------------|-------------|---------------|
| | Totals | Male | Female |
| ADD/ADHD | 86 (35.7% /total) | 43=50% | 43=50% |
| Learning Disability or Dyslexia | 41 (17% /total) | 20=49% | 21=51% |
| Anxiety disorders | 20 | 8 | 12 |
| Arthritis | 2 | | 2 |
| Aspergers, autism, NVLD | 6 | 5 | 1 |
| Bipolar | 5 | 2 | 3 |
| Cerebral Palsy | 4 | 1 | 3 |
| Crohn's Disease | 0 | | |
| Cystic Fibrosis | 0 | | |
| Depression | 2 | | 2 |
| Epilepsy | 5 | 1 | 4 |
| Head/Brain traumatic injury | 7 | 4 | 3 |
| Hearing Loss | 2 | 2 | |
| Legally blind | 0 | | |
| Multiple Sclerosis | 1 | | 1 |
| Muscular Dystrophy | 0 | | |
| Obsessive Compulsive Disorder | 3 | 2 | 1 |
| Palsy from stroke | 1 | | 1 |
| Paraplegic | 1 | 1 | |
| Spinal Cord Injury | 0 | | |
| Tourette's | 2 | 2 | |
| Various Medical | 48 | 13 | 35 |
| Visually Impaired | 0 | | |
| Various Physical | 5 | | 5 |
| Total | 241 | 104 | 137 |

| Accommodations | | | |
|----------------------------|-----|--|---|
| Extended Time & Separation | 120 | | |
| Note-taking Assistance | 38 | | |
| Books on CD or other media | 33 | | |
| Housing requests | 39 | | |
| Foreign Language Waivers | 2 | | |
| Meal Plan Waivers | 8 | | 8 |

Disability Resource Center 2012/13

| | Exams | Visitors/Meetings (not exams) |
|----------------------------|-------------|----------------------------------|
| June | 16 | 5 |
| July | 6 | 2 |
| August | 3 | 61 |
| September | 67 | 39 |
| October | 123 | 30 |
| November | 75 | 20 |
| December | 118 | 11 |
| January | 16 | 25 |
| February | 102 | 30 |
| March | 58 | 23 |
| April | 121 | 24 |
| May | 66 | 3 |
| Totals | 771 | 273 |
| Compared to 2011/12 | -16% | -39% |

Delta Alpha Pi International Honor Society

Delta Alpha Pi International Honor Society was established at PLNU to recognize the academic achievements and leadership abilities of students who qualify for academic accommodations under the ADA and Section 504 of the Rehabilitation Act. There are currently 76 Chapters in 28 states, on public and private university campuses. **35 members were registered for 2012/13 in the Point Loma Omega Chapter of Delta Alpha Pi.**

A primary goal of the society is to counteract negative stereotypes and advance the understanding of disability beyond a limited medical model, “where the disability is a problem that resides with the individual, is negative, and needs to be fixed, to an interactive model, where the disability occurs through the interaction between the individual and society. A disability is neutral, that is, neither negative nor positive, and it is the interaction between the individual and society, rather than the individual, which must be altered. Delta Alpha Pi Honor Society presents an opportunity to change that perception by recognizing students with disabilities for their academic accomplishments. In addition this honor society facilitates development of skills in leadership, advocacy and education for student participants.”

Delta Alpha Pi International Honor Society Learning Outcomes

Cognitive Complexity

Students with disabilities, who meet the academic criteria, engage with each other in regular chapter meetings, community outreach activities and sponsored workshops. Participation enlarges the students' understanding of themselves and others, encouraging them to become positive role models and practice leadership skills.

1= Engage with others in constructive ways

Chapter members gain knowledge and understanding about different disabilities, and endeavor to problem-solve and educate others about disability issues, with the goal of increasing accessibility to programs and facilities on campus.

2= Assess assumptions and considers alternative perspectives and solutions

Information gathering and participation in initiatives to increase accessibility encourages members to consider different perspectives and creative solutions.

3= Openness to new ideas and perspectives

Engagement in campus accessibility initiatives, as well as on and off campus service opportunities leads members to develop new insights into disability issues.

Knowledge Acquisition, Integration and Application

Engagement in campus accessibility initiatives, as well as on and off campus service opportunities leads members to develop new insights into disability issues.

4= Uses experience and other sources of information to create new insights

Members seek new information as they work to increase campus awareness and understanding of students with disabilities.

5= Seeks new information to solve problems

Involvement in DAP activities enhances both their academic and social life, supporting their growth as students and community members.

6= Makes connections between curricular and co-curricular learning

DAP sponsored meetings bringing speakers from different career fields, assists members in discovering a career goals and developing a plan to reach those goals.

7= Engages in experiential activities in preparation for the workforce

Coaching sessions enlarge student perspectives concerning job/career choices, empowering them to engage in experiential activities through OSV.

Humanitarianism & Civic Engagement

DAP engages members with a diverse group of people through many community service opportunities

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

Students grow in their willingness and ability to constructively engage with diverse groups of individuals through collaborative efforts of DRC and Residential Life to facilitate helpful relationships in and outside of the classroom.

10= Participation in service/volunteer activities

DRC collaboration with Delta Alpha Pi provides community service opportunities on and off campus, allowing students to gain experience by participating in regular events each semester. Members deepen their understanding and compassion for the more severely disabled through volunteering with Special Olympics, Down's Syndrome children, and individuals with spinal cord injuries.

11= Participates in relevant governance systems

DAP functions under the bylaws of the international, parent organization and the bylaws of ASB. Members elect council officers annually.

Interpersonal/Intrapersonal

DAP topical workshops, special speakers, and outreach opportunities help members to explore personal beliefs and values, and give them opportunity to translate them into action.

12= Pursuit of knowledge is integrated with beliefs, values, and action

Constructive problem-solving and conflict resolution is practiced in the process of working together on DAP initiatives.

13= Manages conflict constructively

Participation in meetings, workshops and community service through DAP stimulates holistic, personal growth by engaging students on multiple levels.

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

Recognition of their academic achievement and participation in DAP activities validates members' self-worth and empowers them as highly competent individuals who are contributing in meaningful ways to the community.

15= Practices self-efficacy

Members collaborate with other campus and community organizations through leadership and service opportunities.

16= Works collaboratively with others

DAP members integrate understanding about themselves and their disabilities, with knowledge and experience gained with others, motivating them to act in socially responsible ways as they engage in community.

17= Demonstrates civility when engaged in controversy

Students learn to balance self-interest with social responsibility through their interactions with other students in DRC workshops, support groups, peer mentoring, and tutoring.

18= Demonstrates that self-interest is balanced by a sense of social responsibility

DAP members integrate understanding about themselves and their disabilities, with knowledge and experience gained with others, motivating them to act in socially responsible ways as they engage in community.

Practical Competence

Students identify individual goals and develop a personalized plan to reach those goals, during coaching sessions with the director.

19= Sets and pursues individual goals

Students gain knowledge and experience with assistive software to support development of reading and writing skills.

DAP members identify goals for personal development as leaders on campus and with the disability community, and DAP activities become part of their plan for reaching those goals.

20= Knowledge Acquisition, Integration and Application

Engagement in campus accessibility initiatives, as well as on and off campus service opportunities leads members to develop new insights into disability issues.

21= Uses technology ethically and effectively

Training provided by DRC staff encourages students in the effective and ethical use of technology.

Student Success and Wellness LEAP Intended Learning Outcomes 2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|----------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| LEAP | X | X | X | X | X | X | X | X | X | | | | X | X | X | X | | | X | X | X | | |

Mission Statement

LEAP exists 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.

Program Description

LEAP aligns students for success by providing 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. The LEAP experience is designed to assist students with the transition from high school into a four-year residential environment by providing a network of educational, personal, social, and spiritual support for one academic year. Faculty members along with professionals from Academic Advising, Engagement and Retention, and Residential Life serve as advocates and facilitators to encourage students to achieve their educational goals. In addition to high performance expectations, LEAP places a significant emphasis on the collegiate writing and reasoning skills necessary to promote student learning. In both fall and spring semesters, students receive feedback regarding academic performance through faculty, Student Development staff, and weekly tutor interaction.

The Freshmen Studies Seminar (FST 100-101) focuses on strengthening academic foundations, such as time management and organization skills. In addition to curricular programming and academic enrichment, purposeful and holistic co-curricular opportunities are incorporated into the LEAP experience. Throughout the year, LEAP students receive guidance in how to balance their studies with collegiate activities and manage the challenges associated with university life. Due to the highly structured nature of the program students are admitted with conditional status and are on academic probation.

Expectancies for participation and continuation at the university are:

- Fourteen-unit limit for the first semester
- Designation as an undeclared major until the end of the freshman year
- Consistent participation in three hours per week of group study sessions
- Consistent participation in all academic and co-curricular LEAP activities
- Final grade of C- or above for the following courses:
 - FST 100 and FST 101
 - WRI 099

Grades below C- in FST 100, FST 101 or WRI 099 result in disqualification; students are not allowed to continue to the following semester. In addition to the academic requirement for course completion, LEAP students who complete fall semester at or below 1.799 GPA are not allowed to continue to spring semester at the university. Students with a first semester GPA 1.800 to 1.999 will continue the spring semester on academic probation. Failure to achieve normal academic status (GPA 2.000) at the conclusion of spring semester results in disqualification from the university.

The purpose of the LEAP program is to prepare students for successful engagement with academic life. LEAP students who engage in their courses, show a consistent ability to maintain focus, and produce work of the necessary quality will be offered opportunities to broaden their skill set of success-oriented behaviors. At the conclusion of fall semester, LEAP students with GPA 2.000 are removed from academic probation for the spring.

Students with GPA 2.800 are given permission to enroll in additional coursework (not to exceed a total of 17 units). Choosing to add extra coursework however, does not exempt students from participation in LEAP tutorial sessions. Students who undertake additional coursework are strongly encouraged to utilize faculty office hours, as well as additional tutoring at the onset of academic difficulty. Some academic majors may require a fifth year of college study due to course requirements for the major that cannot be taken during the first year. LEAP academic programming is non-negotiable; transfer credit from another college or university is not accepted as a substitute for the curriculum.

Evidence of Student Learning

ITS is currently working with the Office of Student Success & Wellness to develop a group query that will give data to assist in analyzing descriptive statistics. Statistics will be a measure of program effectiveness and co-curricular learning. Students will be tracked from the program's inception in 2005/06 by cohort and total number of participants to evaluate the following:

- ❖ Participants by cohort
- ❖ Total participants to date
- ❖ Mean cum GPA of entering cohort (by cohort)
- ❖ Mean GPA overall
- ❖ Retention to Year 2 by cohort
- ❖ Retention to Year 2 overall
- ❖ Graduation Rate (5-6 year) by cohort
- ❖ Graduation Rate (5-6 year) overall

LEAP Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= Uses experience and other sources of information to create new insights
- 5= Seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community

Interpersonal/Intrapersonal

- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively

Student Success and Wellness Medical Services Intended Learning Outcomes

2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|-----------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Medical Services | X | X | X | X | X | | | | | | | X | X | X | X | X | X | | X | | | | |
| Love Works Travel Medicine Clinic | X | X | X | X | X | | | | | | | X | X | X | X | X | X | | X | | | | |

Mission Statement

The purpose of the Wellness Center is to assist students in maintaining a high level of wellness so that they might achieve their academic goals. The goals of Medical Services component are to promote healthy living, provide primary clinical care and identify psychosocial issues that require further evaluation across Student Success & Wellness (i.e., Counseling/Mental Health Services, Disability Resource Center, Tutorial Services, and Academic Advising.).

Program Description

Medical Services for 2012/13 was comprised of 2 part-time Nurse Practitioners, a consulting physician, 1 Registered Nurse and a shared administrative assistant. The general student population served through Medical Services at PLNU is the traditional-aged undergraduate in whom going to college is usually their first experience living independently. Their primary reason for accessing the campus Health Services is for the acute symptoms of illness or injury, however many come with ongoing chronic health issues that may exacerbate while in school, and others have important health-related questions.

Acute health problems managed by the Nurse Practitioners at the Wellness Center include but are not limited to infectious diseases of the respiratory, ears/nose/throat, gastrointestinal, urologic, and integumentary systems, headaches, minor traumas, and musculoskeletal conditions. When more advanced assessment or treatment plans became necessary referrals were coordinated to urgent cares centers, emergency departments, or other primary or specialist care providers. Students were also referred to a network of medical providers within the community if their health concern was not responding to our preliminary plan of care. Process Protocols are used, and continually readdressed with our collaborating physician, to meet the ever-changing standards of care within medical practice.

Head counts for the academic year 2012/13 show approximately 1696 contacts in the Wellness Center. Implementing scheduled afternoon appointments continues to improve access to Health Services and improve student satisfaction. Morning 'walk-in' access to Wellness Center Health Services has increased since the addition of RN services, designating time for immunizations and tuberculosis skin testing in addition to our walk-in services.

Wellness collaborated with ITS, Admissions and Residential Life to implement a “paperless” system for receiving Health History forms and vaccination requirements for incoming students. In conjunction with Spiritual Development, the Registered Nurse and the Wellness Assistant researched and developed a plan to host Travel Clinics for students participating in Love Works mission trips. At our travel clinics students were educated and provided with necessary medications and immunizations for their upcoming travel. The Wellness Center Health Services also provided first-aid care for employees of PLNU who were injured while working. The medical providers in the Wellness Center are committed to life-long learning and participated in many continuing education programs outside of work. We were also able to accommodate the PLNU MSN program providing a clinical environment for one student to complete her clinical hours in the Wellness Center.

The primary impact of Health Services is health promotion and disease prevention. “Nursing actions directed towards health promotion include teaching, counseling, and motivating people to develop lifestyles that include the avoidance of risky behavior and good habits of self-care” (Butler, 2002, p. 147). Striving for optimal wellness for all, Health Services at PLNU adheres to the Healthy People 2020 goals: attain high-quality, longer lives free of preventable disease, disability, injury, and premature death. Achieve health equity, eliminate disparities, and improve the health of all groups. Create social and physical environments that promote good health for all. Promote quality of life, healthy development, and healthy behaviors across all life stages (CDC, 2013).

An essential component to all student-Nurse Practitioner interactions is education. Greater understanding of one's symptoms and treatment objectives leads to greater compliance and improved wellness. Optimal health outcomes are crucial to achieving the educational goals of the college system itself. Providing students with knowledge about their health concerns, how to care for themselves, and when to seek medical care equips and empowers them. Encouraging students to dialogue in order to gain understanding about their health concern is essential as they themselves become consumers of health care in the community.

Medical Services Learning Outcomes

Cognitive Complexity

1= Engage with others in constructive ways

Through Health Services with Student Success and Wellness, students were introduced to various elements of self-care which would enhance their interaction with others and support a successful college experience. These elements include but are not limited to rest, hygienic principles, medication usage, and parameters for which further care would be necessary (i.e. when to go to the ER).

2= Assess assumptions and considers alternative perspectives and solutions

With every encounter, students were given the opportunity to consider and discuss with the RN or NP their personal perspectives and solutions regarding their current condition. Students were

engaged in the development of each plan of care, as their perspectives and beliefs are necessary to fuel the implementation of any plan.

3= Openness to new ideas and perspectives

Holistic care with a compassionate approach inspired students to strongly consider the advice, based on best practice standards, provided by the Medical Service team.

Knowledge Acquisition, Integration and Application

4= Uses experience and other sources of information to create new insights

Students would often consider their personal past experiences, the experiences or advice from a parent, teacher or peer, and information gained from various modalities (including the internet) to form opinions and conclusions about their condition. As medical professionals we would encourage students to include evidence-based care principles, which we would provide, in that equation.

5= Seeks new information to solve problems

Engaging with services provided at Student Success and Wellness is a noteworthy outcome in itself. Awareness of one's need for assistance is foundational in seeking new information and asking for help. Health Services provides a safe and confidential environment to encourage students to voice problems and students are affirmed for taking the appropriate steps to find solutions.

Interpersonal/Intrapersonal

12= Pursuit of knowledge is integrated with beliefs, values, and action

Health Services acknowledges that there are multiple approaches to health care. We see our role as providing objective information so that students can make well-informed decisions with consideration of their personal beliefs and values.

13= Manages conflict constructively

In Health Services the "conflict" is usually the problem for which they are being seen. Seeking assistance through Health Services is a constructive approach to managing these types of conflicts and the support students receive through the Wellness Center affirms the benefit of this approach.

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

During times of illness, while physical complaints are often discussed it is also significant opportunity for eliciting students view on spiritual and emotional matters.

15= Practices self-efficacy

Students are equipped with knowledge and resources to promote self-efficacy. Health Services provides tools for self-care when students are ill or injured, and challenges the student to take initiative toward implementing these self-care practices.

16= Works collaboratively with others

Working collaboratively with others is often modeled for students as they experience Health Services engaging other services, interdepartmentally and campus-wide (i.e. counseling, DRC, Residential Life, Public Safety, etc.), to achieve optimal care in certain scenarios. As students observe positive results from open and efficient communication and the consideration of others, they may develop and apply similar practices among roommates, classmates, and faculty members for an enhanced college experience.

Practical Competence

19= Sets and pursues individual goals

Within Health Services a student’s individual goal is inherently to 'feel better.' Students are engaged in the process of care plan development with every encounter. Consideration of the individual's current location along the Wellness Continuum provides important information to navigate the care plan process.

**Medical Services
Summary Statistics
2012/13**

| Medical Visits | | | Travel Clinic Visits | | |
|-----------------------------|---|-----|----------------------|---|-----|
| FA 2012 | = | 843 | FA 2012 | = | N/A |
| SP 2013 | = | 853 | SP 2013 | = | 45 |
| Total Visits 2012/13 = 1741 | | | | | |

| MEDICAL VISITS BY CLASS | | |
|-------------------------|-----------|-------------|
| | FALL 2012 | SPRING 2013 |
| FR | 265 | 252 |
| SO | 177 | 177 |
| JR | 190 | 210 |
| SR | 193 | 207 |
| GRAD | 15 | 5 |
| STAFF | 2 | 2 |
| TOTALS | 843 | 852 |

Student Success and Wellness Tutorial Services Intended Learning Outcomes 2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|----------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Tutorial Center | X | X | X | X | X | | | X | | | | X | X | | X | X | | X | | | | | |
| Alternate Media Production (AMP) | X | X | X | X | X | | X | X | | | | | | | | X | | | | | | X | |

Mission Statement

The Tutorial Center provides academic enrichment resources to assist all students as they manage the demands of multiple course requirements.

Program Overview

The Tutorial Center also employs a staff of student tutors and alternate media student workers. Tutors are certified for academic excellence in one or a variety of subjects, alternate media techs are trained using the program manual developed by the Academic Support Program Coordinator. Faculty members across departments collaborate with the Tutorial Center Director to recruit qualified tutors. Each year, the tutors attend tutorial training which addresses student learning style and theory and how to effectively tutor students.

Tutorial Center Learning Outcomes

Cognitive Complexity

During each tutoring session, these tutors and students engage with each other to build academic understanding and skills. **1160 students met with 89 tutors during 2012-2013.**

1= Engage with others in constructive ways

Students engage in subject matter for over 150 courses, deepening their knowledge by learning from one another.

2= Assess assumptions and considers alternative perspectives and solutions

Through one-on-one tutoring, group tutoring, and review sessions of up to 30 students, the Tutorial Center facilitates opportunities for students to collaborate and share varying ideas and viewpoints with one another

3= Openness to new ideas and perspectives

Tutors and students connect with people whose learning styles and opinions differed from theirs and are encouraged to be open to the new ideas that were generated

Knowledge Acquisition, Integration and Application

Tutors are trained to use a variety of materials and strategies.

4= Uses experience and other sources of information to create new insights

They model various ways of acquiring knowledge to students, teaching them how to become independent and motivated learners

5= Seeks new information to solve problems

Tutors are also encouraged to ask deep questions, draw applications from their subject matter, and encourage students to search for answers beyond the textbook and lectures

Humanitarianism & Civic Engagement

The Tutorial Center provides free services to all students, regardless of cognitive ability, ethnicity, culture, or socio-economic background. In keeping with this, receptionists meet all students with a welcoming attitude, and are encouraged to always do their utmost to provide good service.

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

Tutors also work with a wide variety of students, and are taught to differentiate their techniques to meet individual needs and learning styles. Finally, the tutoring relationship allows tutors and students to develop supportive and friendly relationships, building a broad sense of community and connection with others. 89 Tutorial Center employees connected with over 1160 students during 2012-2013

Interpersonal/Intrapersonal

We endeavor to create an atmosphere in the Tutorial Center where students remember that their academic efforts and growth can be an act of worship, and where they are supported holistically. During tutor and receptionist training, we emphasize our ultimate purpose to honor God through the pursuit of knowledge.

12= Pursuit of knowledge is integrated with beliefs, values, and action

During tutor and receptionist training, we emphasize our ultimate purpose to honor God through the pursuit of knowledge.

13= Manages conflict constructively

Tutors may dispel conflict between students and professors through mediation and refocusing student attention on learning and on better communication with the professor

15= Practices self-efficacy

A main goal of tutoring is to create active and independent learners from the student body. Tutors consistently address study habits, cognitive skills, and methods of building knowledge that students can practice on their own.

Tutors encourage students to accept where they are and build their knowledge and skills from there, focusing on what they can do and taking responsibility for their learning

16= Works collaboratively with others

We work in close collaboration with faculty to determine the best way to serve students' tutoring needs.

Tutors and students work collaboratively on a daily basis as they share knowledge. Receptionists work collaboratively with tutors to facilitate appointments and provide the best possible quality of service

18= Demonstrates that self-interest is balanced by a sense of social responsibility

We endeavor to create an atmosphere in the Tutorial Center where students remember that their academic efforts and growth can be an act of worship, and where they are supported holistically.

We encourage tutors to balance a realistic view of their own needs and capacity with their responsibility and commitment to students. Tutors should have a positive experience, learning their subject more deeply by teaching others and developing lasting skills and experience. Tutors also go out of their way to change their schedules and plans to meet the needs of students, recognizing their responsibility to help others succeed as they have

Practical Competence

Tutors pursue personal goals by keeping their minds sharp in their subject area and building collaboration and teaching skills.

19= Sets and pursues individual goals

They encourage students to set overall goals for what they will gain from a course and manageable weekly steps to attain those goals

20= Speaks and writes coherently and effectively

Students are encouraged to verbalize their knowledge and learn to express it to others.

Paper editors and writing tutors specifically teach writing skills and techniques that students can use on their own

21= Uses technology ethically and effectively

Tutors take plagiarism seriously and encourage students to work hard rather than take an easy way out, emphasizing moral choices in the use of the internet. The Tutorial Center provides a computer lab and software for educational use so students can utilize technology when building knowledge. Receptionists use AccuTrack, an appointment scheduling and tracking system, to effectively meet students' tutoring needs

22= Demonstrates leadership skills

Tutors show leadership skills throughout the year: by serving students at NSO, taking on extra job training, stepping up to lead review sessions, and working late or adding hours to help struggling students.

23= Demonstrates effective stewardship of resources

Tutors model how to use all available resources for learning, from the textbook, syllabus, & lectures to tutoring, study groups, professor assistance, time management and organization.

Receptionists use good judgment to allocate Tutorial resources (such as appointment times, space, and study materials) in the way that will best suit student needs

**Tutorial Center
Summary Statistics
2011 -2013**

| | 2011/12 | Diff 10/11 | 2012/13 | Diff 11/12 |
|--|----------------|---------------------------------|----------------|-------------------|
| Days Tutorial Center open | 146 | Down 10% (shorter semesters) | 140 | Down 4% |
| Academic courses tutored | 156 | No change | 143 | Down 9% |
| Total # of tutoring visits | 1902 | Up 6% | 2275 | Up 16% |
| Total # of visits that occurred outside of TC (Bond, library, etc.) | not counted | n/a | 93 | n/a |
| Total # of students tutored | 844 | Down 10% | 1160 | Up 27% |
| Number of sign-ins | 5986 | Down 1% | 7197 | Up 17% |
| Total hours based on sign-ins | 13,113 | Up 19% | 9127 | Down 44% |
| Number of walk-in visits | 5570 | Up 4.9% | 4378 | Down 27% |
| Total # tutors employed | 85 | Down 3% | 89 | Up 4% |
| Total # review sessions | 164 | Up 13% | 152 | Down 8% |
| Total # students attended review sessions | 410 | Down 13% | 596 | Up 31% |
| Total # courses with review sessions | 22 | Down 22% | 14 | Down 57% |

| ACTIVITY SUMMARY 2012-2013 | | | |
|--|-------------------|-------------------|----------------|
| Tutoring & Review Sessions by Academic Department | # Visitors | # Sign-ins | # Hours |
| Art and Design | 1 | 1 | 2 |
| Biology | 485 | 1959 | 2898 |
| Chemistry | 328 | 1125 | 1370 |
| Communication & Theatre | 17 | 22 | 36 |
| Family & Consumer Science | 11 | 22 | 40 |
| History & Political Science | 28 | 59 | 81 |
| Kinesiology | 2 | 2 | 3 |
| Lit. Journalism & Modern Language | 17 | 543 | 617 |
| Math, Information and Computer Science | 133 | 325 | 434 |
| Music | 23 | 34 | 42 |
| Paper Editing | 68 | 132 | 124 |
| Physics & Engineering | 41 | 97 | 126 |
| Psychology | 65 | 127 | 229 |
| School of Theology & Christian Ministry | 42 | 91 | 121 |
| School of Business | 151 | 309 | 422 |
| Sociology & Social Work | 8 | 24 | 27 |
| School of Nursing, Undergrad | 298 | 1055 | 1511 |
| School of Education, Undergrad | 1 | 1 | 1 |
| TOTALS 12/13 | 1718 | 5927 | 8083 |
| TOTALS 11/12 | 1902 | 5986 | 8078 |
| Compared to 11/12 | -1.5% | -.8% | .1% |

Alternate Media Production Intended Learning Outcomes 2012-2013

| Intended Learning Outcomes | Cognitive Complexity | | | | Knowledge Acquisition, Integration & Application | | | | Humanitarianism & Civic Engagement | | | | Interpersonal & Intrapersonal Competence | | | | Practical Competence | | | | | | |
|----------------------------------|----------------------|---|---|---|--|---|---|---|------------------------------------|----|----|----|--|----|----|----|----------------------|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Alternate Media Production (AMP) | X | X | X | X | X | | X | X | | | | | | | | X | | | | | X | | X |

Mission Statement

Alternate Media Production is committed to provide high quality digital media for students with disabilities at PLNU.

Program Overview

Services provided in the tutorial center include the Alternate Media Program in which student workers produce digital texts for qualified students with disabilities.

Research indicates that students who assist other student in the learning process 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. The resources include: peer tutoring, review sessions, paper editing, digital texts, and assistive technology. The tutorial center continues to provide tutoring to the entire student population at no cost.

Cognitive Complexity

1= Engage with others in constructive ways

AMP student workers provide input for goals and best practices for providing alternate media, sharing ideas and suggestions

2= Assess assumptions and considers alternative perspectives and solutions

Students with learning differences discuss what accommodations or strategies they have found helpful or not in the past, and problem solve with support to find the best solutions for their needs

3= Openness to new ideas and perspectives

In 2012-2013 the AMP student coordinator and assistants researched educational smartphone apps, external hard drives, and scanners, exploring new directions and goals for the AMP program

Knowledge Acquisition, Integration and Application

4= Uses experience and other sources of information to create new insights

AMP student assistants update training materials based on their work experiences and make suggestions for future goals and directions for the AMP program.

5= Seeks new information to solve problems

Students receiving Alternate Media are asked to reflect on their use of supports and evaluate whether it was successful or what other options they could try

7= Engages in experiential activities in preparation for the workforce

AMP student assistants research the best resources and methods for doing their work, seeking to expand the program and find the best ways to provide accommodations for students

Humanitarianism & Civic Engagement

The Academic Support Program Coordinator and Alternate Media student assistants work with students with learning differences in an effort to find and provide supports that will fit their needs.

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

The program exists to find ways for all students to be academically successful

Interpersonal/Intrapersonal

The Director of Disability Resources, Academic Support Coordinator and AMP student coordinator meet with qualifying students to discuss their learning styles and what technology or other supports best suit their needs, and build a relationship so the students feel comfortable checking in with AMP staff.

16= Works collaboratively with others

Alternate Media student assistants collaborate with the Director and Coordinators, then work as a team to provide quality audio textbooks in a timely manner

Practical Competence

The Coordinator and student assistants work with assistive software such as Kurzweil3000, Read and Write Gold, Zoom Text and Dragon Naturally Speaking in order to use technology to support students' learning.

21= Uses technology ethically and effectively

The Coordinator and student assistants work with assistive software such as Kurzweil3000, Read and Write Gold, ZoomText and Dragon Naturally Speaking in order to use technology to support student learning. The AMP Program successfully provided 37 audio textbooks to students & trained 22 students to use Read and Write Gold during 2012-2013

23= Demonstrates effective stewardship of resources

The AMP Program continued digitalization of the audio textbook library to an external hard drive, with the future goal of providing Alternate Media through a media server. Digitalization will help the AMP Program conserve space for CD storage, fit the future goals of ITS, and make providing Alternate Media more time efficient for students and AMP assistants

**Alternate Media Production (AMP)
Summary Report
2011- 2013**

| | FA11 | SP12 | FA12 | SP13 |
|---|-------------|-------------|-------------|-------------|
| Students Served | 11 | 8 | 10 | 7 |
| Books Edited in Kurzweil | 16 | 11 | 8 | 3 |
| Previous Books Used From File | 9 | 6 | 5 | 4 |
| Laptop Downloads | 19 | 12 | 35 | 30 |
| Students using Learning Ally | 7 | 4 | 8 | 5 |
| Books ordered Learning Ally | 19 | 13 | N/A | N/A |
| Literature audio books used | 0 | 2 | 0 | 0 |
| Books transferred CD to digital | 0 | 49 | 182 | 127 |
| Students trained to use Read & Write Gold software | 3 | 18 | 25 | 0 |