



Trinity Washington University
Disability Support Services

Assessment Project
May 15, 2015

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Disability Support Services: Assessment Project

Introduction

Trinity Washington University offers services to those students, faculty, staff, and visitors who require accommodations via accessibility or academic adjustments while at Trinity.

Mission: Disability Support Services (DSS) is committed to facilitating the development and attainment of educational goals for Trinity students with disabilities by ensuring equal access to University programs and services as well as promoting student self-advocacy and campus-wide disability awareness. As a matter of policy and practice, Trinity's DSS complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (1990 and 2008 Amendments).

Goals: Disability Support Services supports several of the university's strategic goals:

1. Strategic Goal 1: Enrollment Development
 - a. DSS assists in improving retention by working with the local school districts regarding paperwork (documentation) in which to enroll new students requiring accommodations
 - b. DSS devises plans in retaining students, especially those with extenuating medical conditions
2. Strategic Goal 3: Program development
 - a. DSS assists in improving retention, persistence, and timely degree completion to support students with disabilities
3. Strategic Goal 4: Technology
 - a. DSS assists in promoting the use of assistive technology in order to enhance instructional delivery and assignment completion
4. Strategic Goal 5: Human Resources Development
 - a. DSS aids in providing continuous education in providing ongoing professional workshops to faculty and staff regarding working with students with disabilities
5. Strategic Goal 8: Service to Students & Community
 - a. DSS aids in providing service delivery and effectiveness, as well as customer satisfaction, for current students with disabilities and community members who require services while on campus

Description of Assessment: Each month the DSS director submits data-driven reports that include raw data regarding the activities of the office. These numbers were then tallied as indicated below to present a comparison from August 2013 – April 2014.

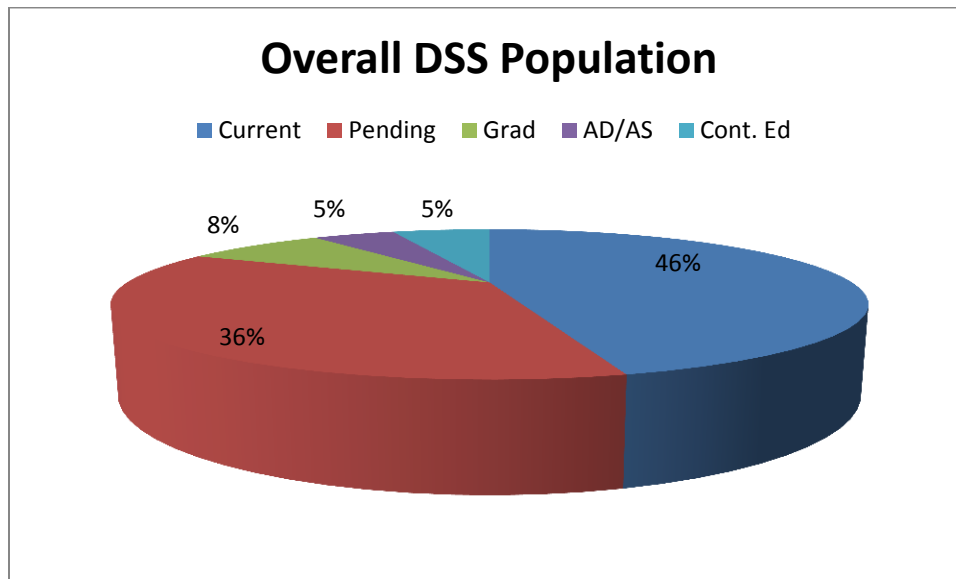
Activities of DSS: DSS currently has 99 active students. Since May 2014, 79 more students have self-identified, and they are in the process of securing current documentation. There were 24 students who self-identified prior to May 2014. This is a total number of 202 students who have self-identified as having a disability. Students with disabilities represent approximately 10.2% of the overall Trinity population, which was 2056 as of February 5, 2015.

Historically, Trinity has seen an increase in the number of students who self-identify as needing accommodations. For example, requests for accommodations rose from 11 students in 1998 to 55 students in 2005. In 2015, approximately ten (10) years later, the number of active students is 99. This is a 55.6% increase.

The new director was hired July 2013. Since that time, the overall amount of services delivered has increased by 48.7% when comparing data from August 2013 – April 2014 and August 2014 – April 2015.

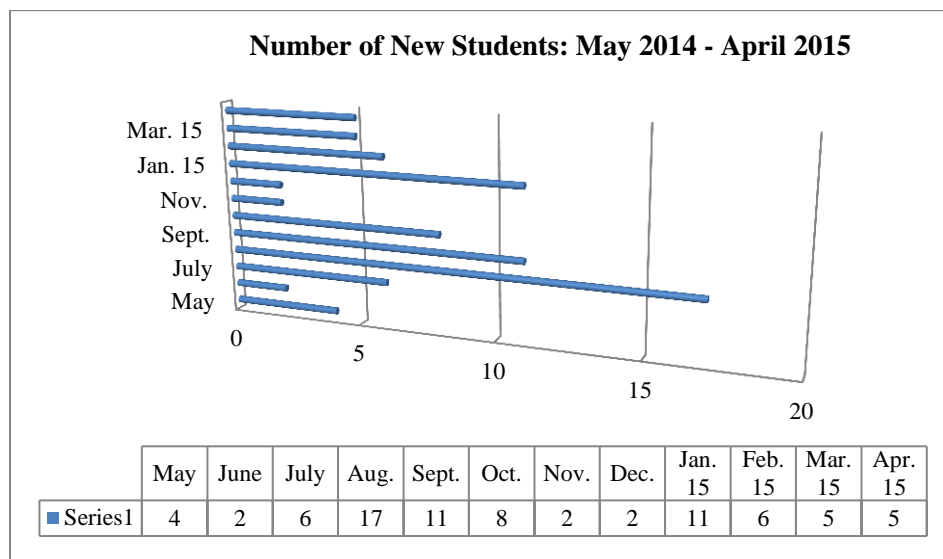
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From August - April	August 2013 – April 2014	August 2014 – April 2015
Student Meetings	776	1079
Exams Proctored	466	550
Faculty/Staff Meetings	209	302
Other contacts	4443	4987



*This chart represents 99 active students; 79 pending documentation; 17 recent graduates; 10 academic dismissals/suspensions; and 13 continuing education students.

Since 2013, there has been a steady increase in the number of students seeking accommodations. The following chart shows the number of students who are seeking services for the first time since May.



The promotion of students seeking services usually comes from instructors notifying the class of DSS. Some students are notified by counselors, Admissions staff, etc.

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Comparison Spring 2014 vs. Fall 2014 vs. Spring 2015

College	Active Sp 14	Active F 14	Active Sp 15	Inactive Sp 14	Inactive F 14	Inactive Sp 15
CAS	35	47	50	40	9	9
CED	2	4	7	0	14	13
EDU	11	11	17	5	4	2
NHP	3	3	2	0	0	0
SPS	10	19	22	15	3	0
BGS	0	1	1	0	7	0
Total	61	85	99	60	37	24

CAS = College of Arts & Sciences
NHP = Nursing & Health Sciences

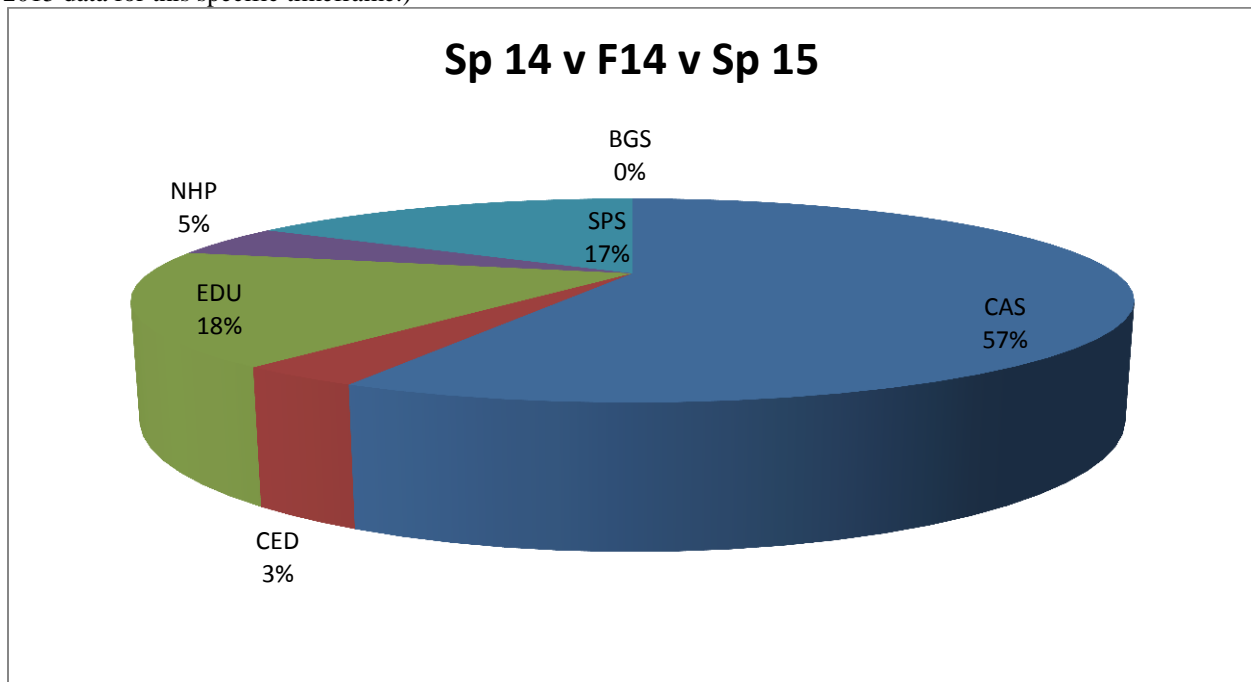
CED = Continuing Education
SPS = School of Professional Studies

EDU = Education
BGS = Business and Graduate Studies

*The inactive students are those students who are on campus but did not request services, except for CED. The CED students are the returning graduate students who request sign language interpreting service. At any time throughout the semester, a student can request service. (The total number of active students has increased from 61 (Spring 2014) to 85 (Fall 2014); as well, the total number of inactive has decreased from spring 2014 (60) to Fall 2014 (37). From fall 2014 to spring 2015, the total number of inactive has decreased again by 6.5%. The director attributes this to sending out several emails to students regarding requesting services for the semester and meeting with and being accessible to professors regarding accommodating students with disabilities.

During the spring semester 2014, only 50.4% of the students were active while 49.6 % were inactive. However, with a plethora of contacts (phone and email) and open office hours (no appointments needed), the percentage of active students increased to 69.7 or 70% where the number of active students decreased to 30.3 or 30%. Again, the CED students are graduate level students who request American Sign Language. Usually, the students request services during the summer or early winter months. [(99 active (81.15%) and 23 inactive (18.85 %))]

One accommodation that many students receive is extended time for testing. Since July 2013, 1081 exams have been given by DSS. From July 2013 – December 2013: 240 compared to July 2014 – December 2014: 319. This is an increase of 18.7%. (*This does not include 2015 data for this specific timeframe.)

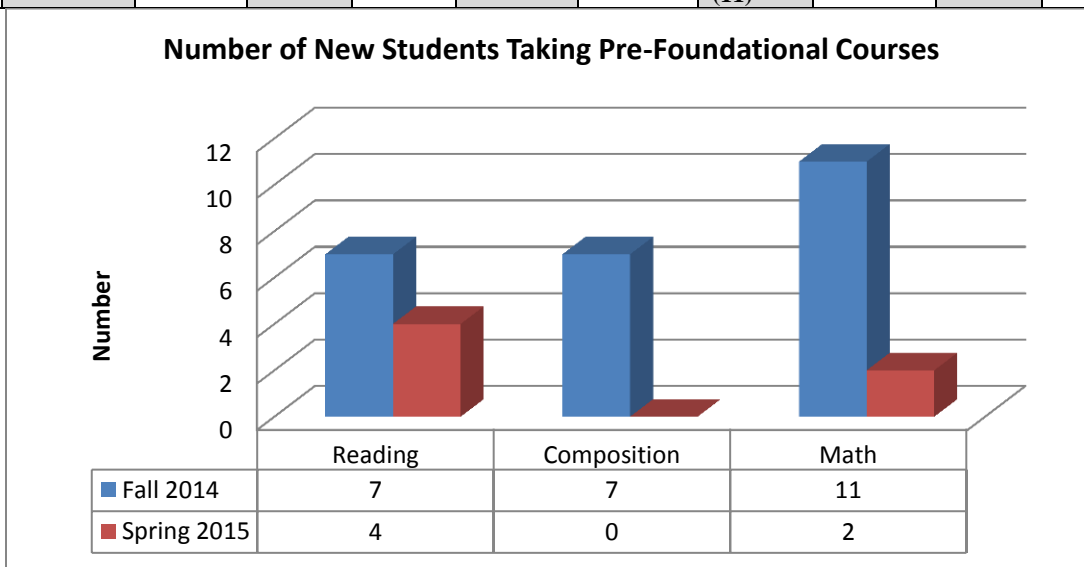


*The chart shows that the numbers are pretty consistent with the majority of the student population seeking accommodations are enrolled in College of Arts and Science (CAS).

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Projects: Pre-foundational courses have existed at Trinity since at least the early 1990s. These courses were designed to strengthen students’ basic collegiate-level skills as they begin their undergraduate studies. The current structure of pre-foundational courses occurred Fall 2009. There are thirteen (13) new students (Freshwomen) who are using DSS services as of fall 2014. Of the 13, two (2) transferred; one of those two (2) students still required pre-foundational courses here at Trinity.

Subjects	Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015
Reading	CRS 100S (7)	CRS 100S	CRS 101 (5)	CRS 101 (4)						
Composition	ENGL 030	ENGL 030	ENGL 060	ENGL 060	ENGL 103S	ENGL 103S	ENGL 105S (7)	ENGL 105S	ENGL 105 (4)	ENGL 105
Math	MATH 030	MATH 030	MATH 060	MATH 060	MATH 100S	MATH 100S	MATH 101S (11)	MATH 101S	MATH 102	MATH 102 (2)

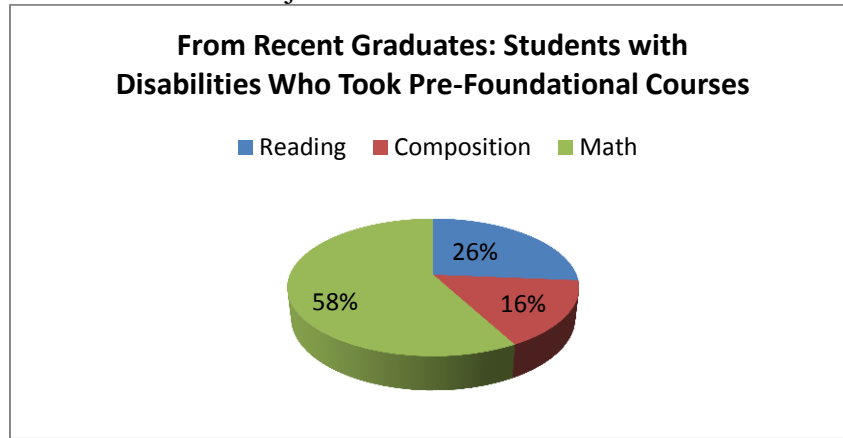


*This indicates that the majority of the new freshmen had to take pre-foundational courses, especially with 85% having to take MATH 101S fall 2014.

Pre-foundational courses have worked for those students who have disabilities as nine (9) recent grads took some type of pre-foundational course. During fall 2009, there were 746 new students. Out of the 746 students, there were nine (9) students who received accommodations who also needed to take pre-foundational courses. Even with needing to build their academic foundation, these students finished their degrees either by December 2013 or May 2014. Of those students who graduated in either December 2013 or May 2014, they took the following subjects:

Subjects	Course	Number	Course	Number	Course	Number	Course	Number	Course	Number
Reading	CRS 101/101S	5								
Composition	ENGL 105/105S	3								
Math	MATH 030	1	MATH 060	1	MATH 101/101S	5	MATH 102	3	MATH 105	1

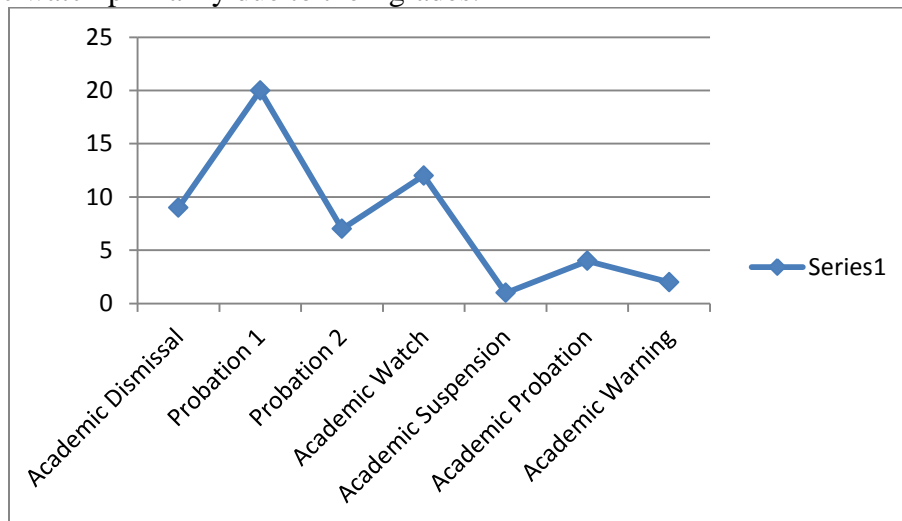
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Results: Many students with disabilities often come to Trinity requiring remedial work. Research indicates that students with disabilities tend to drop out of school due to absenteeism, tardiness, low grades, a history of failure, limited parental support, and low participation in extracurricular activities. As well, the level of services received, delivered, and provided also affect retention (Wagner, 1995). Thus, providing services that help students to improve their overall self-esteem prove beneficial for this population.

This is a small sample of the population. Since fall 2009, there has been an increase of four students who came in as new freshmen students who sought accommodations while taking pre-foundational classes. Many students have to take a pre-foundational math class. One student took MATH 102 two times. However, these students graduated. The average GPA of these graduates was 2.999 or 3.0. Only two of these students did not take pre-foundational courses here at Trinity. Both were transfer students to the university and had both been in the military; one had already successfully completed a four-year degree at a previous institution.

Projects: Recently, DSS looked into the number of students who receive accommodations who have been on any type of academic watch primarily due to their grades.



Out of 79 undergraduates, 59% of the current DSS population has never received any type of academic flags for their grades. However, 15% have received Probation 1; 9% (Acad. Watch); 7% (Acad. Dismissal); 5% (Prob. 2); 3% (Acad. Prob.); 1% (Acad. Warning); and 1% (Acad. Suspension). Some students are counted twice because they received both Prob. 1 and Prob. 2 somewhere in their academic career here. Only nine (9) or 10% out of 79 students have been academically dismissed because of their grades.

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Academic Dismissal: A student gets this for a) not making the GPA you need to make minimally or you have an academic honesty issue and you are found guilty and being dismissed for that

Academic Suspension: An academic honesty related item; not based on GPA. Had a AHRB hearing or had something like disciplinary and are being suspended from the college for a semester or two based on the hearing (never academic standing related)

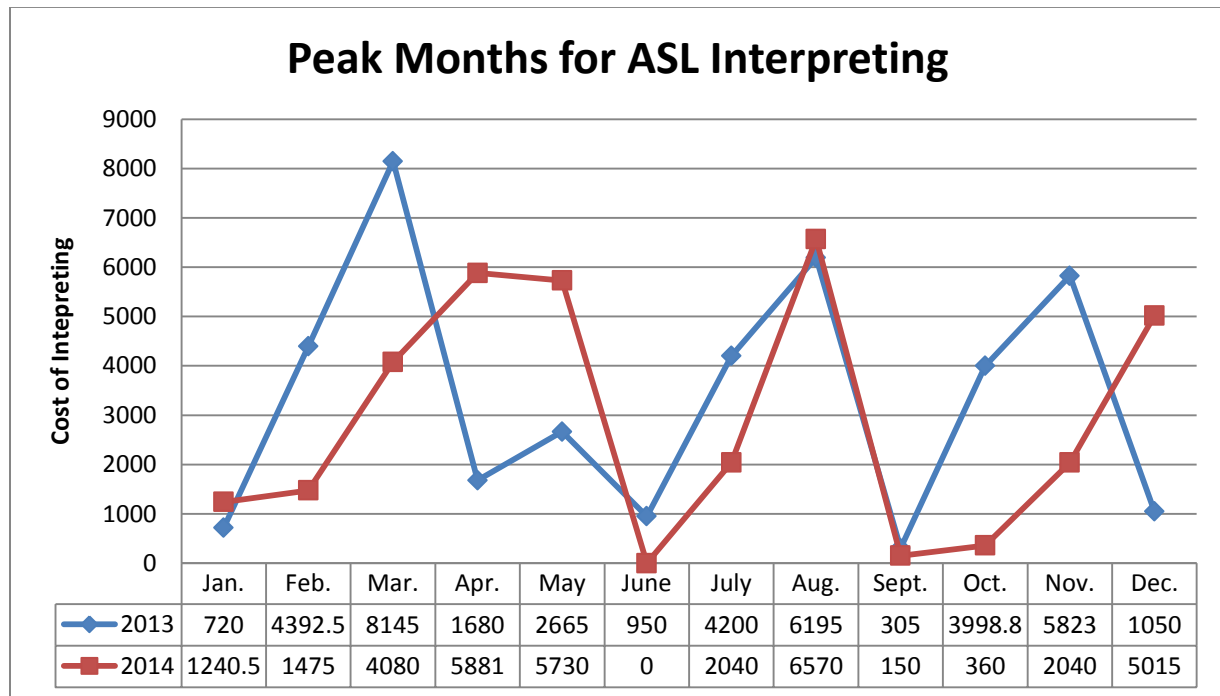
Academic Alert: Academic warning

Academic Watch/Warning: A student has a warning, now have a watch (Alerts to students to say you are not where you need to be if you don't make changes) Here is what you need to do to improve for next semester

Probation: Higher status where the student is not making minimal GPA, perhaps for semester and overall. If student doesn't improve, the student would end up being dismissed

Usually students get two semesters in CAS, so there might be probation 1 or probation 2 to improve their grades before dismissal.

Projects: Recently, DSS assessed the peak months for interpreting at Trinity Washington University. In 2013 only one undergraduate student requested ASL interpreting for her classes. However, beginning fall 2013, there has been no requests for undergraduate classes. The chart below shows the peak months for interpreting based on continuing education students requesting services. The months of March, April, May and August are high as many teachers are on spring break or during summer recess. They usually come to Trinity for recertification coursework.



*The numbers represent dollar amount in services provided.

Effectiveness: DSS works with undergraduate, graduate, and continuing education students. As well, DSS works with visitors who come on campus. As of Saturday, May 15, 2015, a visitor was very appreciative for the ASL interpreters that we provided for Commencement. The visitor alerted the DSS director that it can be hard for her and the other two visitors who are deaf or hard of hearing and find reputable interpreters who can relay the information so that they can not only understand but keep up with the pace of the event. Another student reported that being able to have a space to talk to the DSS director helps to calm her down as she often feels anxious during the day. Knowing that the DSS director has an open-door (walk-in) policy lets her know that she is free to come by and talk about some of her feelings. Further, another student reported that she was stressing

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over some personal situations in her family life that were preventing her from being able to finish the semester at Trinity. The DSS director worked with the Provost who was able to help keep the student at Trinity for the semester. Finally, another student is a non-traditional student who returned to Trinity after having retired. Unfortunately, she has had severe medical concerns during her entire academic program at Trinity. However, the student thanks both the DSS director and her faculty for coordinating a plan of completion so that she can stay on course and finish her degree at Trinity.

Upcoming Goals:

Goals: To continue to work with the students who are pending in order to help them get their documentation.

- Continue to reach out to students to see where they are in the process
- Continue to provide students with names of evaluators, RSA/DORS, etc. that can assist
- Continue to reach out to local schools and special education offices to assist with ease of process

Goals: To continue to promote other services on campus for students at the onset of the semester

- Discuss services with students during intake
- Send them reminders about services, especially tutoring and the Writing Center
- Remind them to utilize their faculty office hour times for assistance

Goals: To work with faculty who provide pre-foundational courses to students

- To assess the remaining students to see who began their journey at Trinity taking pre-foundational courses
- To develop courses specific to students with severe learning disabilities in reading and writing

Goals: To work with Health and Wellness

- To assess student needs regarding absenteeism, limited parental support, self-esteem and to offer workshops to facilitate growth

Discussion: DSS will continue to give workshops to faculty and staff regarding how to accommodate students with disabilities. DSS will continue to be a resource for faculty and staff when they have immediate questions regarding testing and accommodations. DSS will continue to be a liaison between faculty and students, as well.

Wagner, M. (1995). Outcomes for youths with serious emotional disturbance in secondary school and early adulthood. *Critical Issues for Children and Youth*, 5(2), 90-112.

Submitted May 15, 2015 K. McManus