University of Louisiana at Lafayette

Detailed Assessment Report
2015-2016 Student Support Services - Disabilities
As of: 11/21/2016 01:58 PM CENTRAL
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Student Support Services Disability Program (SSS-Disability) is designed to assist low-income students with disabilities with the success services needed to meet their ultimate goal of graduation. The mission is to assist the whole student - as many students with disabilities have various layers of need including but not limited to: academic, financial, career, disability management, and other persona needs.

Goals

G 1: US Dept of ED
The overall Goal of the SSS-Disability Program is to provide services and resources based on the original SSS-D Grant Proposal which was submitted and funded through the US Department of Education. Outcomes and Objectives are based on the guidelines from the US Dept of Education.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Retention Rate
Participants in the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.

Related Measures

M 1: Summer Component
The SSS-D program will implement a summer component for approximately five (5) program eligible students (up to $8,000). These students will be selected from the group of students who are admitted to the University as an Admission by Committee (those students who do not meet the regular admissions requirements). Students' expenses for housing, tuition, and books will be included.

Source of Evidence: Existing data

M 2: Financial Aid & Literacy

Financial aid and literacy is a major hurdle for low income students. Providing informational workshops and individual sessions regarding: 1) the process and procedure of the financial aid application process; 2) funds available to SWD at the local, state, and national levels in terms of grants, loans, and scholarships; 3) financial literacy like debt/financial management, credit cards, and budgeting; and 4) graduate school application process, admissions criteria, financial aid and scholarships available will all be implemented to help SWD meet their financial need to pursue post-secondary education.

Source of Evidence: Activity volume

M 3: Transition Program

There is a need at UL Lafayette to establish a Transition Program to better prepare SWD coming from high school and community colleges. Students admitted to the SSS-D program will be invited to attend The Transition Program. The Transition Program will discuss: how to alleviate college adjustment problems common to SWD; evaluate learning strategies; orient students to the library; review organizational techniques/time and stress management; explain financial aid eligibility; and review the campus layout.

Source of Evidence: Activity volume

M 7: Academic Year Retention
**67% of all participants served by the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.**

Source of Evidence: Existing data

Target:
**67% of all participants served by the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.**

Finding (2015-2016) - Target: Met
Objective was met with 89% of program participants retained from Fall 2014 to Fall 2015. Activities that assisted in achieving this goal were the following: financial aid and financial literacy information; individual counseling sessions to ensure students understand university policies and procedures, career counseling, course selection, on and off campus referrals; and group and electronic workshops on topics such as note-taking, growth mindset, persistence, speed reading and memory, college success, educational grit, career choices, and test anxiety.

Related Action Plans (by Established cycle, then alpha):

Retention Efforts 2014-15
Even though we met the target, we will continue retention efforts from one academic year to the next.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Academic Year Retention | **Outcome/Objective:** Retention Rate

2015-16 Retention Plan

Retention efforts are always of great importance. SSS-Disability will continue to provide services and resources in order to assist in student persistence.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Academic Year Retention | **Outcome/Objective:** Retention Rate

O/O 2: Good Academic Standing Rate

A certain percentage of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.

Related Measures

M 4: Academic Tutoring
The Program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and budget flexibility.

Source of Evidence: Evaluations

M 8: Academic Good Standing
70% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.

Source of Evidence: Existing data

Target:
70% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.

Finding (2015-2016) - Target: Met
At the end of 2014-2015 academic year, 100% of the active participants reported in the 2014-15 Annual Performance Report were in good academic standing. This was done by providing a variety of resources and services to students. Individualized academic tutoring; academic advice and course selection; workshops on topics like college success and academic/educational grit; extensive counseling in other areas like career, personal, graduate school and transfer issues all are important to maintaining a high percentage of students in good academic standing

Related Action Plans (by Established cycle, then alpha):

Good Standing 13-14
We will continue to serve the students in the many different ways listed in the results section. Providing different workshop topics will be considered.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Academic Good Standing | **Outcome/Objective:** Good Academic Standing Rate

Continue Good Standing Efforts
Even though we met the target, we will continue to provide multiple resources and efforts to assist students' academic standing.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Academic Good Standing | **Outcome/Objective:**

Good Academic Standing Rate

2015-16 Acad Good Standing

Even though 100% of our 2014-15 students were in good academic standing, SSS-Disability will continue our efforts to ensure that we meet the minimum goal requirements.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Academic Good Standing | **Outcome/Objective:** Good Academic Standing Rate

O/O 3: Graduation Rate
A certain percentage of new participants served each year will graduate within six (6) years.

Related Measures

M 5: Academic Advice & Assistance in Course Selection

Professional advisors/counselors will be available to advise students on these academic issues and offer options to students that they may have never considered or even knew existed. It is essential for SSS-D project students to understand not only the academic processes and procedures that exist, but also to understand the consequences students might face in academic decision making matters. It is also essential for SSS-D project students to feel a level of success in the early stages of their academic career in order for them to gain confidence in their ability and stay motivated to continue on to graduation.

Source of Evidence: Evaluations

M 6: Individualized Counseling for Personal, Career, & Academic Matters

The following activities will be provided to Project students:
1. Provide personal counseling as needed to students and providing appropriate referrals to on and off campus resources to meet students' needs.
2. A liaison will be established between SSS-D and key community organizations/agencies and campus departments to meet Project students' needs.
3. Provide career and major decision-making assistance with career referrals, and career software results.
4. A liaison will be established between SSS-D and UL Lafayette Career Services Center to aid in the referral process and the needs of Project students
5. Careful career guidance for Project students will improve chance of employment after graduation. Students will be referred to the University's Career Services Center to participate in a job readiness workshop to include topics such as resume writing and interview etiquette within their last thirty hours.
6. Students will be required to meet with Counselors on a regular basis (depending on level of need) to report academic progress. Topics including but not limited to GPA, withdrawals, resignations, incompletes, program requirements, academic calendar, and other academic issues and University rules and regulations will be discussed.

Source of Evidence: Activity volume

M 9: Grad Rates
_20%_ *of new participants served each year will graduate within six (6) years.*

Source of Evidence: Existing data

Target:
20% of new participants served each year will graduate within six (6) years.

Finding (2015-2016) - Target: Not Reported This Cycle
Even though the SSS-Disability Program has had students who have graduated, the Program has only been in existence five years; therefore, this objective cannot be reported. This statistic will be reported after the sixth year. Because our reporting is delayed by one year (currently reporting on 14-15 data), we will report this six year graduation rate next year after we submit our formal 2015-16 in November of 2016.

Related Action Plans (by Established cycle, then alpha):

Cannot Report Yet
The graduation rates will be reported after year six of grant program.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grad Rates | **Outcome/Objective:** Graduation Rate

Continue to Monitor 2014-15
We will continue to monitor however we cannot report until at least six years of implementation.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grad Rates | **Outcome/Objective:** Graduation Rate

2015-16 Graduation Rates
Again, we will continue to monitor graduation rates; however, we cannot report on six year graduation rates until next reporting cycle.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grad Rates | **Outcome/Objective:** Graduation Rate

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?
Assessment results are shared within the SSS-Disability unit and with the Department of Special Services. Because the objectives have been met, extreme or drastic changes are not warranted.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action

plan?

> Since we have consistently met our minimum objectives, all action plans have been centered around continuing to maintain the high levels of persistence and good academic standing. The action plans have been used in that we continue to provide required and optional services to students in order to meet these goals. The action plans were not considered measurable since we did not significantly change our plan of operation or services provided.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

> Assessment of our objectives have yielded information to conclude that we are providing the right kind of support to our population of students. We will continue to provide the services and support to students and change the kind or level to meet the growing needs of students with disabilities.