



Annual Assessment Report for 2006 - 2007

Mission

The Office of Access Services, Instruction & Support (OASIS) provides academic support to all students with disabilities, and students with reading and/or severe learning problems at The Citadel. This is accomplished through The Citadel's mission of preparing students for postgraduate positions of leadership through academic programs and a structured military environment. We assist the university in creating an environment, which supports the growth and development of the students academically, socially, and morally. Focus is given to students who, due to special needs, may require assistance in achieving the college's mission.

Purpose

The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is our purpose to assist, advocate for, coordinate, and support student's academic needs at The Citadel. In order to provide all our students with an opportunity to benefit from instruction, we are in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 regarding services to students with disabilities. Any necessary accommodations are coordinated through this office. We are also here to provide academic support/coaching to any student who is struggling with reading at the Citadel and/or who may suspect they have a disability.

Students are encouraged to understand their strengths and weaknesses, and invest their energies in their strengths. They are taught to take charge of their problems, and actively evaluate and modify their own behaviors. Coaching or mentoring by department staff is designed to lead each student, with or without a disability, towards a productive and successful academic career, self-awareness, and independence. Each step in the continuum of services offered is designed to lead towards a goal or goals articulated by the student.

Expected Results

We expect our students to use our services on a continual basis and not to just receive accommodations. We also expect that our services aid students in their academic success.

Finally, we will identify the sources of referrals to improve communication with non-referring departments. Results will be measured by the following:

- GPA
- satisfaction survey
- analysis of referrals

Assessment Tools

We will utilize the following assessment tools:

- detailed recording of student contacts
- OASIS curriculum based assessment
- satisfaction surveys
- Nelson-Denny Reading Test
- SPSS statistical analysis of referrals, relationships of GPA to services

Assessment Results/Actions Taken/Resources Needed

For OASIS

Assessment Results

- We served 1184 individual students this year.
- Our one-on-one contacts which last a minimum of 60 minutes for every student was 7498.
- Our student GPA average is 2.60 down from 2.75.
- The average number of visits per clients this academic year was 9.44 down from 9.67.
- Analysis of the satisfaction surveys indicated that users of our program were very satisfied. Comments were: "It helps tons!" "The OASIS is a perfect resource to use in our academic development while at The Citadel." "Diane gave me alternative methods of practicing" "I can do the same in my room or in the library" "Tutors were great and helpful. They were very knowledgeable." "more office hours, earlier" "Great job thank you" "I wouldn't still be here if it wasn't for the OASIS. Thank you so much for all your help!" "It is a great way to keep me on track b/c I have a set time every week." "They do a great job & this service is a very valuable asset to have in the school program." Comments on Are Hours Convenient? "no, open at 8:00 a.m." "no, not all of the times are convenient b/c their limited office hours" "yes and no- math hours could be better"

Actions Taken

- Sent email reminders to students and faculty regarding test proctoring during final exams.
- Sent email reminders to students regarding priority registration.
- Wrote procedures and conducted training on proctoring tests and exams.
- Created checklist, wrote procedures, and conducted intakes for incoming documentation of disabilities.

- Created and implemented training checklist for new hires in the position of academic coaches and reading coach.
- The Evening Office Staff hired for ESP was a retired school teacher and retired Office Manager in the school system instead of a cadet or Graduate Assistant.
- Spoke to freshman and sophomore classes during fall semester.

Resources Needed

- More space is needed to allow simultaneous testing and studying.
- Modified supplemental instruction type content area tutoring.
- Purchase of a computer program that allows staff and academic coaches to record visits, interventions, actions, and communications that will provide more accurate data.

For CSI

Assessment Results

Math 104/105 performance of CSI participants vs. Corps of Cadets

Fall Semester		Spring Semester	
Math 104/105 - CSI	Math 104/105 - C1	Math 104/105 - CSI	Math 104/105 - C1
2.200/*	2.517/2.000	2.333/*	2.514/2.297

* No CSI student took Math 105 during the fall or spring semester.

Retention rates of 90.2% for CSI participants throughout the entire school year.

Average GPA of CSI participants was 2.48 vs. Corps of Cadets of 2.66.

Actions Taken

- Our 2006 CSI Session 1 enrollment was 26.
- Our 2006 CSI Session 2 enrollment was 49.
- Training in CSI Philosophy and Mission provided to faculty and orientation faculty.
- Total CSI income generated \$317,880.00 in 2006.
- CSI costs incurred by OASIS \$71,710.30 in 2006.

Resources Needed

- Provide funding for CSI scholarships for qualified lower income students because when funding is not provided, diversity is compromised.

For Reading Enhancement

Assessment Results

We served 218 students this year with the additional night meeting about the Nelson Denny scores.

Actions Taken

- Administered Nelson-Denny Reading Test to incoming knobs.

- Improved turnaround time between testing and feedback to knobs.
- Provided more direct feedback about comprehension strengths and weaknesses to knobs.
- Provided reading strategies instruction to student athletes identified by the Athletic Department as at-risk.
- Provided group work focusing on flash cards for content area classes.
- Read assignments aloud followed by discussion for 4 students.

Resources Needed

- Adaptive technology to allow students with reading disabilities to scan textbooks, convert them to MP3 files, and use them instead of Books on Tape.
- Membership in International Reading Association to receive current research and instructional methods.
- Membership in Recording for the Blind and Learning Disabled.

For Tutoring

Assessment Results

- Our tutoring hours increased from 1718 to 1962.75.
- Our student tutoring contacts were 2,981. Even though, the student contacts were down the students who attended the tutoring sessions were staying longer for help.

Actions Taken

- Cut evening Math Lab hours to add extra hour during the day per results of cadet survey.

Resources Needed

- Space needed for all discipline areas.
- Budget to pay hard to fill positions more per hour to compete for quality tutors.
- Budget to expand subject area availability.
- Need to hire additional staff for subject areas that are in demand such as Physics and Chemistry.
- Need funding for high demand subjects during the summer months.

Major Actions and Issues

The most significant actions by service:

OASIS—Significant Actions

- re-formalized departmental procedures for handling incoming documentation
- re-formalized departmental procedures for handling testing and proctoring
- re-formalized departmental procedures for training new hires
- provided proper access to Masters and Doctoral candidates to student population for research purposes
- on going one-on-one intake meetings with OASIS director for every client
- on going one-on-one academic coaching for students with learning disabilities using the Orton-Gillingham approach

- on going one-on-one academic coaching for any student with a disability
- on going team approach to client management
- Developed (1) weekly freshman support groups for students with LD and/or ADHD.
- on going test/exam proctoring in accordance with federal guidelines
- informational meetings with faculty during their staff meetings
- analyzed documentation to determine accommodations for undergraduate and graduate students with physical disabilities (traumatic brain injury, diabetes, blindness, deafness, speech impediments, MS)
- maintained active membership on campus committees such as CASTLE committee, Human Affairs Training committee and Staff Council
- held individual and/or group meetings with parents during pre-knob and orientation weekends
- conducted database management and research
- helped faculty develop ways to teach individual students (upon request)
- maintained open, ongoing communication with the Office of Civil Rights (OCR) regarding students' rights and responsibilities
- created and maintained computerized appointment schedule for OASIS staff
- maintained computerized census database of over 783 active students
- maintained confidential files for each current and previous student

OASIS—Issues Encountered and Resolved

- Updating and reconfiguration of client database collection instrument

College Success Institute (CSI)—Significant Actions

- targeted early admission students working in conjunction with Admissions Office
- participated in pre-knob visits
- utilized new informational DVD to recruit students
- re-formalized instructional plan for Orientation course
- added critical thinking component to all coursework
- provided leadership training to all PT instructors and proctors
- Web-CT component added to CSI reading course

CSI—Issues Encountered and Resolved

- funding for minority scholarships acquired
- additional leadership training based on Krause Initiative conducted
- calculator workshop added to CSI Math Course

Reading Enhancement Program—Significant Actions

- merged client files into O.A.S.I.S. department files to provide continuity of services for all students
- created Computer Aided Instruction (CAI) for individual students utilizing existing software
- added new software to provide additional CAI
- added individualized instruction for student athletes

Reading Enhancement Program—Issues Encountered and Resolved

- insufficient availability of reading coaches was resolved with the addition of a reading graduate assistant during morning hours and the reading specialist during afternoon and evening hours

Tutoring—Significant Actions

- offered and advertised content area tutoring program
- interviewed and hired tutors
- administered and promoted on-campus Math Lab
- maintained math data base

Tutoring—Issues Encountered and Resolved

- finding professional tutors vis-à-vis cadet tutors
- finding rooms for tutoring
- scheduling supervisor for cadet math tutors

Goals and Objectives for 2007-2008

- Continue to promote OASIS programs among faculty
- maintain professionalism of content area tutors
- implement contract process with students on academic probation
- create and distribute newsletter to program participants who have signed release on file
- increase number of minority participants in CSI 2007
- maintain the retention rate for CSI 2006/2007 participants
- Develop fund raising initiative to provide future CSI students in financial need with scholarships for text books.
- Contract with publishing company to publish and sell in The Citadel Bookstore all three CSI class workbooks and texts.