Mission/Purpose
Retention and ADA Services provides individual and group tutoring to students experiencing academic difficulty or request extra tutelage in English, math and science. Likewise, accommodations and academic counsel are provided to students defined as disabled by the Rehabilitation Act of 1973 and the Americans with Disability Act that self-identify and provide support documentation from a qualified physician or agency.

I. Goals and Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and the area.

1. Objective: Increase retention of students labeled "at risk"
Increase retention of students labeled "at risk"

a. Measure: Provide tutorial services to the “at risk” population at UWA.
Provide tutorial services to the "at risk" population at UWA. Departmental records will be reviewed as evidence for this measure.

Source of Evidence: Administrative measure - other

1. Achievement Target:
Provide individualized schedules and assistance to all students requesting academic tutoring. Counsel each referral and provide customized tutorial schedules, answer questions and concerns of student, and provide flexible tutorial sessions as needed.

2. Findings (2010-2011) - Achievement Target: Met
Fall '10
Tutorial Request = 35
Students tutored = 28
No Shows = 7

Spring '11
Tutorial Requests = 16
Students tutored = 12
No Shows = 3
Referred to Asst. AD = 1

Summer '11
Tutorial Requests = 5
Students tutored = 4
Referred to Science Lab = 1

b. Measure: Coordinate peer tutorials in core subjects
Coordinate peer tutorials in core subjects to increase retention at UWA.
Source of Evidence: Administrative measure - other

1. **Achievement Target:**
   1. COR supervises all aspects of the peer tutorial program including interviews and the hiring of potential tutors (based on availability of jobship funds). 2. COR meets with SSS Director at least twice during each semester to discuss the effectiveness and efficiency of program

2. **Findings (2010-2011) - Achievement Target: Met**
   Each semester COR hires two students in English and math/Biology to accommodate the academic needs of UWA students seeking tutorial assistance. Tutors provided 53 sessions for Fall 2010, 56 sessions during Spring 11 and ten sessions for Summer 11.

2. **Objective: Provide support and Service-Learning contact information**
   Provide support and Service-Learning contact information to UWA 101 classes.

   a. **Measure: Teach UWA 101**
      COR will teach at least one section of UWA 101.

      Source of Evidence: Activity volume

      1. **Achievement Target:**
         At least one section of UWA 101 taught each semester.

      2. **Findings (2010-2011) - Achievement Target: Met**
         Taught UWA 101 fall, spring and summer semesters. Community volunteer brochures are included in the Freshman Seminar Manual.

   b. **Measure: Provide service-learning information to students and instructors**
      Provide service-learning information to students and instructors by disseminating service learning options to UWA 101 classes, acting as point of contact for instructors and site supervisors, and meeting with new instructors regarding service-learning requirements.

      Source of Evidence: Administrative measure - other

      1. **Achievement Target:**
         Addressed 5 sections and disseminated site brochures to instructors for distribution to students.

      2. **Findings (2010-2011) - Achievement Target: Met**
         Volunteer brochures have gone green. The community service listings are now included in the Freshman Seminar Manual. Address sections as requested by instructors.

3. **Objective: Provide information to students and faculty on reasonable accommodations entitled to students with disabilities**
   Provide information to students and faculty on reasonable accommodations entitled to students with disabilities

   a. **Measure: Ensure faculty and students have up-to-date information**
      Provide faculty and students with up-to-date information. Governance of accommodations by: 1. FAPE-Free and Appropriate Education 2. Rehabilitation

Source of Evidence: Administrative measure - other

1. **Achievement Target:**
   Disseminate accurate and current information to faculty, students and parents on individual basis. Distributed booklets from the U.S. Department of Education on Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities to twenty students. Provided web site and email addresses to students for the Office for Civil Rights (OCR) and Alabama Department of Rehabilitation Services (ADRS).

2. **Findings (2010-2011) - Achievement Target: Met**
   Communicated extensively with Allison Solomon at UAB to resolve academic issue in compliance with section 504 for two ADA students. Network with Star Hudson aided in securing funds for prospective student to receive testing and approval for ADA accommodations.

4. **Objective: Maintain involvement in UWA committees and professional organizations**
   Maintain involvement in UWA committees and professional organizations

   a. **Measure: Maintain involvement in UWA committees**
      COR and ADA Services appointed to the following committees: ADA Compliance, Black Faculty Staff Alliance, Freshman Studies, Service Learning Committee Attend meetings and aid in the implementation of committee goals.

      Source of Evidence: Administrative measure - other

1. **Achievement Target:**
   Appointed to the following committees: ADA Compliance and Freshman Studies.

2. **Findings (2010-2011) - Achievement Target: Met**
   Attend scheduled meetings for ADA Compliance and Freshman Studies committees to aid in the implementation of committee goals.

b. **Measure: Maintain involvement in professional organizations**
   Maintain involvement in professional organizations. The COADA Services holds membership in the following professional organizations: AL AHEAD- Alabama Association on Higher Education and Disability Alabama Poverty Project Learning Disabilities Association of Alabama Gulf-South Summit on Service Learning

   Source of Evidence: Administrative measure - other

1. **Achievement Target:**
   COADA Services holds membership in AL AHEAD, Alabama Poverty Project and Gulf South Summit.

2. **Findings (2010-2011) - Achievement Target: Met**
   Current membership in the following professional organizations: Alabama Poverty Project and AL AHEAD. Attended training workshop by APP on "Tornado Recovery Vulnerable Populations".
II. Other Plans for Improvement
   A. Evaluate Peer Tutorial program
      Evaluate Peer Tutorial program
      Established in Cycle: 2010-2011
      Implementation Status: In-Progress
      Priority: High
      Implementation Description: Use survey forms to determine the effectiveness of program. Provide comment/suggestion box for students, tutors, and faculty. Meet with DSS to evaluate program.
      Implementation Notes:
      9/13/2011 Use student evaluations and comments/suggestions from tutors to determine the effectiveness of the program. Meet with DSS for further evaluation of program.

   B. Provide workshops, audio conferences and counsel to faculty and staff
      Provide workshops, audio conferences and counsel to faculty and staff
      Established in Cycle: 2010-2011
      Implementation Status: In-Progress
      Priority: High
      Implementation Description: Foster insight and strategies to aide our students with disabilities.
      Implementation Notes:
      9/13/2011 The ADA Office is currently under reorganization to include relocation. Once these changes are completed the provision of workshops and audio conferences will occur. Counsel to faculty was provided on an as need basis, via emails and phone calls when questions are situations occurred.

III. Analysis Answers
   A. What specific strengths did your assessments show? (Strengths)
      The addition of the service project, PALS was an additional benefit to the freshman population's individual/group interest in the selection of projects. Maintaining regular contacts with ADA students proves beneficial in their relations of trust, comfortability and communication. Each semester the number of visits, emails, phone calls and positive outlook regarding their desire to request accommodations increases. From the ongoing actions (e.g. phone calls, and emails) of the faculty, the insight and suggested strategies were indeed beneficial to them. Instructors are becoming proactive in seeking ways to create positive academic opportunities in conjunction with the required accommodations. Spring and summer ’11 - English students performed above average on written assignments when attending weekly tutorial sessions. Summer ’11 math students had consistent passage on exams as a result of individualized and/or small group instruction.

   B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
      As the ADA office transitions into making the necessary additions (i.e. website, testing room, workshops and audio conferences) our ability to provide the standard accommodations as previously mentioned will occur at one location. Under new directives/changes to the program, the dissemination of surveys for the ADA population will provide us valuable insight as it directly relates to each student. Ongoing effort to increase awareness and attendance for the tutorial program. Continue to solicit suggestions from instructors, tutors and students.

   C. What plans were implemented?
      Currently, the office of ADA has been relocated to the SUB room 3. Plans are underway to renovate room 4 into the testing center for the ADA population. The website is in progress. The preliminary stages, what, when and how are underway; as well as, the facilitation of workshops to aid faculty in understanding their roles in the accommodation of ADA
students. The above mentioned plans are fostered by the Office of Student Affairs. Flexible evening hours for tutors upon request in the dormitories and the library. Tutors gave email address to tutees in case they needed to submit work for edit or make arrangements to meet.

D. What plans were not implemented?
The provision of workshops and audio conferences for the faculty and the dissemination of ADA student evaluations were not implemented. Student evaluations for this period and end of semester comments and/or suggestions of tutors not implemented.

E. How will assessment results be used for continuous improvement?
The data provided from results will be carefully analyzed and appropriate measures will be enacted. The assessment results must also comply with federal/state guidelines. Student evaluations and tutor comments/suggestions at the end of the semester will provide awareness to the needs of both student/tutor.

IV. Annual Reports
A. Key Achievements
Summer 2011, two separate academic situations occurred with online ADA students. Both events had the potential to have a negative impact. However, because of the staff’s rapport with students and faculty, the situations were resolved appropriately. Spring 2011, an first time occurrence for an online student also was resolved. The department staff takes pride in diffusing situations and being the liaison for this population of students.