



Disability Services Brief Persistence Achievement



STUDENT SUCCESS

Students who entered Southwestern in the Fall of 2009 as first-time freshman and received ADA services persisted from fall to fall at a rate of 65% compared to 47% for students who received no ADA services. The year-to-year persistence rate dropped for the Fall 2010 first-time freshman to just under 57% for students who received ADA services compared to 48% for students who received no ADA services.

SUCCESS GAPS

The focus of Disability Services staff is to provide services to students who receive ADA accommodations so that the students achieve success rates similar to students who do not receive ADA services. Persistence rates for students

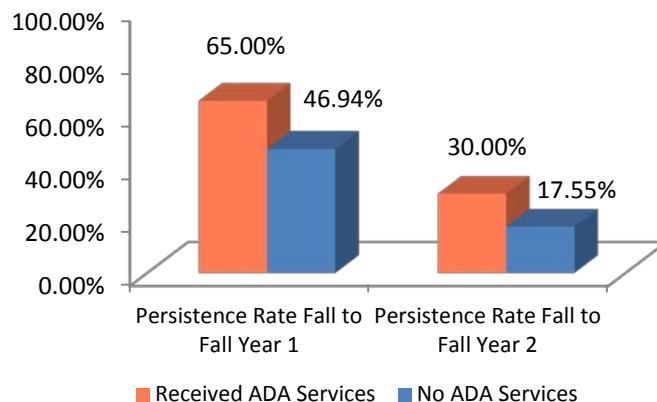
who

receive disability services are consistently higher than students who do not receive ADA services.

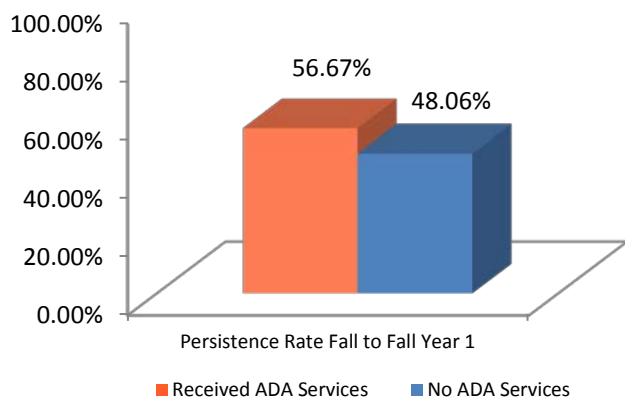
Further analysis is needed to determine these numbers. However, the DSS staff is very proactive by intervening early when students with disabilities are struggling in their classes.

A closer look at the term-to-term persistence rates revealed that while students were retained at nearly the same rates from fall to spring, the largest gap occurred as a result of students who did not return the following fall.

2009-2010 First Time Freshman Year to Year Persistence Rates



2010-2011 First Time Freshman Year to Year Persistence



BACKGROUND: Disability Services routinely measures student achievement through monitoring persistence rates on a term-to-term and year-to-year basis as one outcome of program review. It is the goal of DSS to support students to academically succeed and persistence is one of several measures.

MEASURES AND RESULTS: Disability Services measures year-to-year persistence each fall for the first-time freshman cohort with the expectation that students

with disabilities will be within 5% of students who receive no disability services. The target was achieved for the 2009-2010 and for the 2010-11 cohort groups.

IMPLICATIONS AND PLANNING

The DSS office is very concern about the lower persistent rate for SWD in the fall to fall of year 2. This can be improved by incorporating Universal Design into instruction along with the implementation of assistive technology.

DATA SOURCE: First-time freshman cohort (defined as all first-time freshman that entered Southwestern during the fall term) for Fall 2009 and for Fall 2010 enrollments were tracked from term to term and fall to fall within the Colleague/Datatel system.

DATA POSTED: Disability Services program review documentation within TracDat