

Achieving College Success Now: Enhancing Success Through Transition and Universal Instructional Design

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Introduction

The goal of *Achieving College Success Now!* project is to impact post-secondary academic success of students with disabilities by enhancing their classroom experience through faculty adoption and infusion of transition support information and UID strategies in a community college classroom.

The ACES project asks:

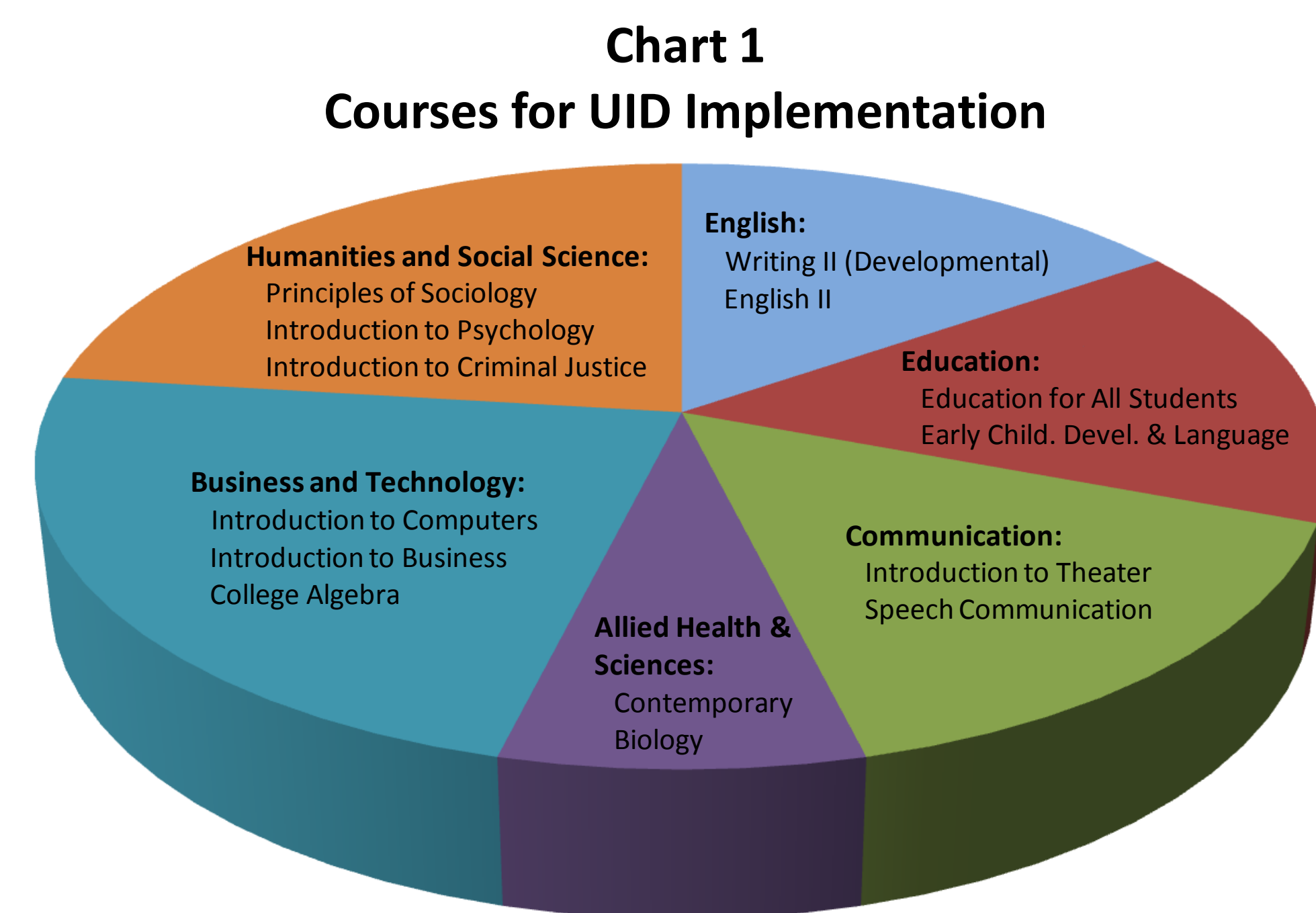
If post secondary educators understand:

- transition needs of students with disabilities
- concepts of Universal Instructional Design and use this knowledge to modify instructional practice:

1) Will the completion rates of students with disabilities improve?

2) Will the completion rates of students without disabilities improve?

Participants

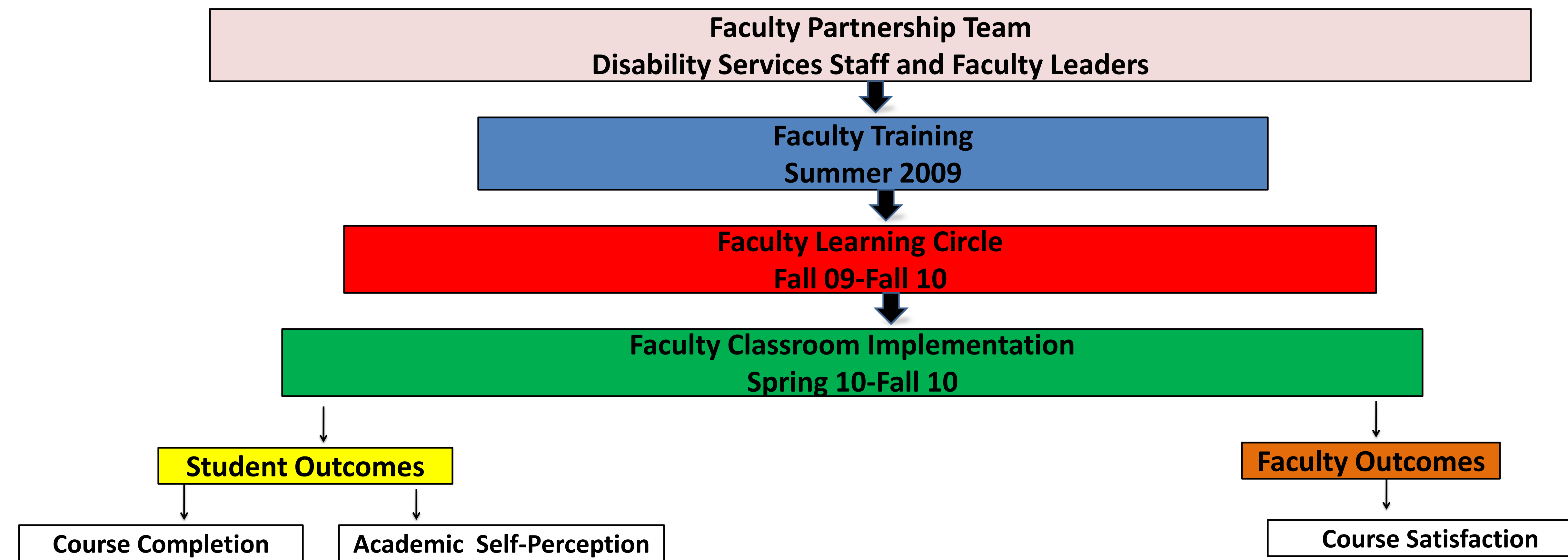


Faculty Participants

Age range: 30-64	
Full Time: 12; Part Time: 1	
Male: 2; Female: 11	

Years Experience	n
30-39	1
20-29	2
10-19	3
5-9	5
1-4	1
First Year	1

Race/Ethnicity	n
Black or African American, Non-Hispanic	3
White, Non-Hispanic	10
Rank	n
Professor	1
Associate Professor	4
Assistant Professor	7
Instructor	0
Other	1



Faculty Training Seminars

Two professional development seminars developed and delivered by Faculty Leadership Team:

- Understanding the Transition Needs of College Students with Disabilities
 - Differences between high school and post secondary experiences
 - Characteristics of students with disabilities
 - Needs of freshmen students with disabilities
- Universal Instructional Design in the College Classroom
 - Overview of UID philosophy
 - Analysis of eight UID principles
 - Application of principles to courses and materials

Faculty Learning Circle

Monthly collaborative forum for exchange of ideas, discussion, support, and training regarding:

- Needs of students with disabilities
- Application of UID strategies
- Modification of course materials and methods

Topics included:

- Syllabus design and presentation
- Creating a welcoming environment
- Selection of course materials
- Assessment
- Providing constructive feedback
- Using technology
- Considering diverse learning styles

Faculty Classroom Implementation

Faculty were asked to select strategies that reflected multiple principles of UID.

Faculty chose a minimum of five strategies for implementation in Spring 2010 target courses.

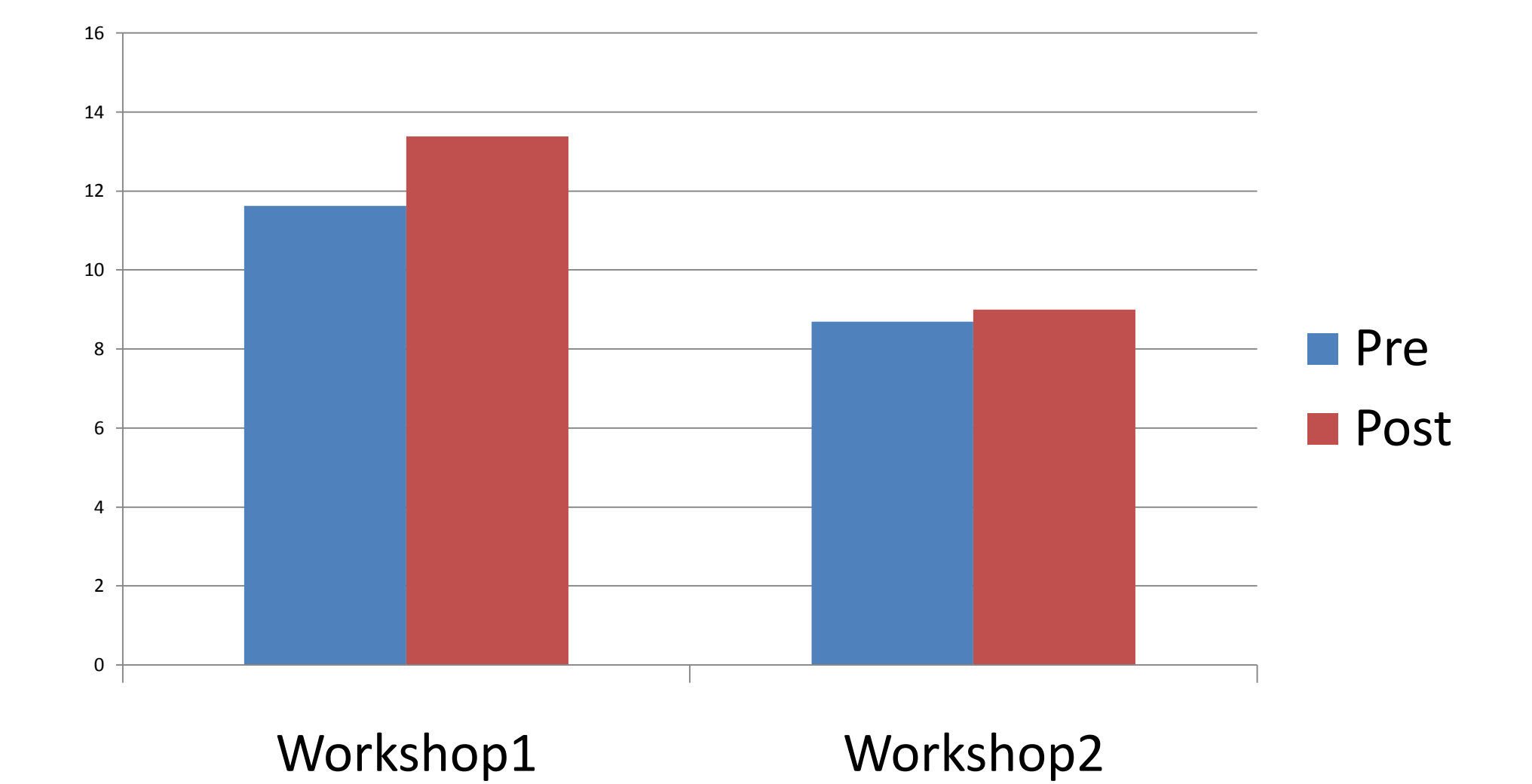
Strategies included:

- Syllabus design
 - Include table of contents
 - Student friendly language
 - Graphic organizers
 - Layout
- Welcoming environment
 - Use of student biography cards
 - Disability Services statement
- Course materials/technology
 - Narrated power point slides posted for review
 - Video taped directions for assignments and course artifacts
 - Work samples and anchor projects
- Assessment
 - Progress reports throughout the semester
 - Tests administered online or hard copy
 - Choice of alternate assessments
 - Frequent student self assessment
- Consider diverse learning styles
 - Conducted learning styles assessments
 - Developed assignments consistent with learning styles

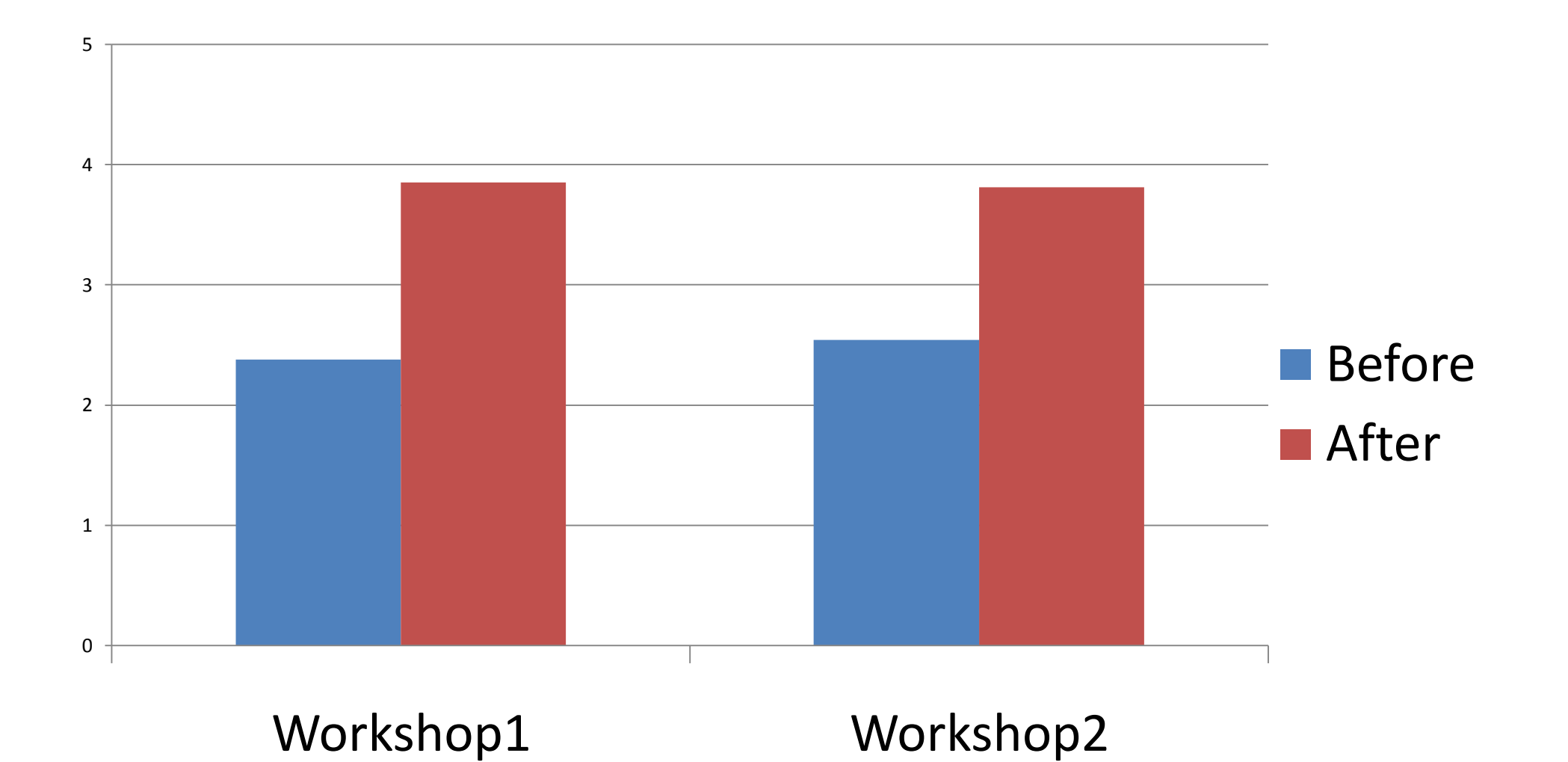
Results

Faculty Training Seminars

Knowledge Assessment



Faculty Self-Report of Knowledge Gained



Faculty Learning Circle

Faculty Learning Circle Survey Results

Question	Strongly Agree	Somewhat Agree	Neutral
Participating in FLC was a valuable experience	100%	0%	0%
My expectations were met for participating in the FLC	75%	25%	0%
Participating in FLC has helped me become more knowledgeable about the needs of students with disabilities	85%	8%	8%
Participating in the FLC has helped me to become more knowledgeable about UID	85%	15%	0%
Participating in the FLC will have a lasting impact on my teaching	92%	8%	0%

Student Outcomes

Course completion rate and academic self perception data are currently being collected