It Takes a Whole Campus to Educate a Student

The ACCESS Project, Colorado State University
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Julia Kothe - Assistant Director, Self-Advocacy Coordinator

Opening Activity
Instructions:
Draw a single straight line connecting the dots.

PRESENTATION OUTLINE:
- Opening Activity
- Background of ACCESS Project
- Theory of UDL and Self-Advocacy
- Need for Self-Advocacy
- Implementation at CSU
- Discussion/Questions
CORY’S STORY

Started with Cory’s Dream...

Universal Intervention – Flexible, Adaptable, Inclusive

No one size fits all

BACKGROUND OF ACCESS PROJECT

Holistic

Build Skills for Life Success

Improve Retention Rates

Meet Diverse Needs
DIVERSITY IS A DYNAMIC

Diversity – Is a dynamic – “...an ongoing and active pursuit of an ever-expanding awareness about how difference is perceived and valued.” (MacDonald & Bernardo, 2005)

ACCESS PROJECT

- Second project, funded by U.S. D.O.E., Office of Postsecondary Education #P333A08002
- Partners and collaborators: OT Dept. (CCP, ATRC), Student Affairs, The Institute for Learning and Teaching
- http://accessproject.colostate.edu/
- Implementation, Dissemination, Research
- Winner of 2008 N. Preston Davis Group Award for Instructional Innovation

ACCESS II PROJECT

ACCESS addresses the issue of low retention rates among institutions of higher education and the need for improved academic success for increasingly diverse student populations.
Today, more diverse students are coming to college than ever before (Snyder, Dillow, Hoffman, 2009; Belch, 2004).

Retention Rates: research data

Six Year Graduation Rates in Four-Year Colleges, 2007

Source: The Education Trust, 2009, College Results Online

Educational Success

OCCURS AT THE INTERSECTION OF GOOD TEACHING (UDL) AND STUDENTS’ OWNERSHIP OF AND RESPONSIBILITY FOR THEIR LEARNING (SELF-ADVOCACY).
Universal Design for Learning

Clicker Question:
What is an example of universal design?

A. NASA engineered space equipment
B. The evening gown of Miss Universe
C. A suitcase with wheels
D. Universal Studios
**Universal Design**

Ron Mace, North Carolina State University, 1980s

Consider needs of the broadest range of users. Plan for diversity from the outset!

No one size fits all. Provide alternatives.

- Curb cuts
- TV Closed-Captions
- Suitcase wheels
- Automatic door openers
- Text-to-Speech technology

**The Names of UDL**

- Universal Design for Learning (UDL)
- Universal Design for Instruction (UDI)
- A piece of the broader field of instructional design (ID) and learning theories
- Universal Instructional Design (UID)

**3 Broad Principles:**

- Present information and concepts in multiple ways and in a variety of formats.
- Allow students multiple ways to express their comprehension and mastery of a topic.
- Encourage students to engage with new ideas and information in multiple ways.
**Universal Design for Learning**

- Reach and engage the maximum number of learners

- Plan for diversity in the classroom (life experience, learning styles, language, culture, background, skills and abilities)

- Develop flexible and customizable curricula

- Address multiple modalities through presentation, expression, engagement

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**Self-Advocacy**

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**Clicker Question:** Select the definition that most accurately describes self-advocacy

A. Civil rights activism

B. Self-determination

C. Self empowerment

D. Knowing yourself and what you need
DEFINITIONS OF SELF-ADVOCACY

- Self-advocacy is a component of the advocacy movement that is directed toward increasing the knowledge and understanding of basic human and civil rights and responsibilities and is a precondition to a meaningful citizenship” (Walkins, Norsman, & Gar, 1977).

- "Self-advocacy includes the realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions" (Martin, Huber-Marshall, & Mason, 1993).

- "Self-advocacy is referred to as the ability to articulate one’s needs and make informed decisions about the supports necessary to meet those needs” (Hagen, 2004).

ACCESS SELF-ADVOCACY PRINCIPLES

Know yourself
- Personal history
- Values
- Strengths & Challenges
- Learning style

Know what you need and want
- How to maintain balance in life
- Vision for the future

Know how to get what you need and want
- Setting short and long term goals
- Accessing resources & people to help
- Learning effective skills

SELF-ADVOCACY RELATED TO EMPOWERMENT

Astramovich and Harris developed a self-advocacy model for minority students emphasizing:
- self-determination,
- empowerment, and
- social justice.

Arredondo and Vasquez define empowerment:

- Awareness
- Knowledge
- Skills
More Definitions of Self-Advocacy

Schlossberg’s transition theory targets:
- Self
- Support
- Strategies

Brinckerhoff defines self-advocacy as: “...identifying and meeting personal needs in ways that do not compromise the dignity of oneself or others.”

Self-Advocacy is a Function of Student Development

- Greater interdependence
- Stronger identity
- Interpersonal relationships

Knowledge of self physically, intellectually, emotionally

Development of greater autonomy

Greater purpose

Self-Determination
Empowerment
Student Development
Transition Theory
Self-Advocacy
A self-advocacy model consists of building blocks: awareness, knowledge, and skills. Each builds on the previous one, moving from awareness to interdependent, independent, to dependent advocacy.

**Need for Self-Advocacy**

Studies indicate that self-advocacy is a key predictor of student success. Good self-advocates (self-responsible learners) tend to experience greater academic satisfaction, higher grades, and have an increased level of ability to succeed in college and in life.

**Academic Persistence and Self-Advocacy: Why Promote Self-Advocacy?**

Contributing Student Characteristics

- Inadequate preparation for college
- Poor study skills
- Lack of direction
- Low motivation
- Lack of life skills

Attrition


Survey of Student Affairs Professionals (Disability Services): CO & WYO

Two Top Responses:
Incoming students do not have a strong sense of self.
They do not know their strengths and challenges.

College Success Survey, April 2008: Faculty (n=305)

In your experience, what are the three greatest challenges facing first-year students? (Top three responses)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing time-management skills.</td>
<td>78.5%</td>
<td>230</td>
</tr>
<tr>
<td>Developing in-class skills, such as listening, note-taking, participating and working with other students.</td>
<td>48.5%</td>
<td>142</td>
</tr>
<tr>
<td>Developing general life skills, facing new responsibilities.</td>
<td>38.9%</td>
<td>114</td>
</tr>
</tbody>
</table>
College Success Survey, April 2008: Faculty (n=305)

What strategies and skills do you feel are most needed for success in college and life?

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<tr>
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<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study and socialize with classmates.</td>
<td>37.4%</td>
<td>108</td>
</tr>
<tr>
<td>Limit yourself to socializing only on the weekends.</td>
<td>12.5%</td>
<td>36</td>
</tr>
<tr>
<td>Designate weekends for studying.</td>
<td>9.8%</td>
<td>15</td>
</tr>
</tbody>
</table>

Use a daily planner or calendar to prioritize

<table>
<thead>
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<th>Response Options</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Utilize alternate options that fit your schedule like taking online courses or weekend classes.</td>
<td>6.9%</td>
<td>20</td>
</tr>
<tr>
<td>Utilize instructors' office hours and review sessions.</td>
<td>58.5%</td>
<td>169</td>
</tr>
<tr>
<td>Other please specify</td>
<td>9.7%</td>
<td>28</td>
</tr>
</tbody>
</table>

Utilize resources available on campus

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Self-advocacy/learning communities and retention: research data

INVER HILLS COMMUNITY COLLEGE (Illinois) - Brenda S. Landes, IHCC Counselor

Beginning fall semester 2007, all full-time students enrolling in college for the first time were encouraged to participate in one of three new retention initiatives: 1) On Course – a one-credit freshmen year experience class based on the Skip Downing text, 2) a Learning Community comprised of 2 or more integrated courses, or 3) a Learning Community with the On Course class as one of the integrated courses.

Approximately 23% (392 out of 1697) of all new, full-time students were involved in one of these three retention strategies during this first semester, with a higher proportion of males, students of color, first generation and low-income students participating when compared to the general population of first time students.

Self-advocacy/learning communities and retention: research data

Retention Fall 07 to Spring 08
Full Time New Students

Note: results indicate that SA has a lasting impact.
The Mission College program linked eleven basic skills classes (English, Reading, ESL, and Mathematics) with On Course self-advocacy classes. Following are the retention and academic success data from the Fall, 2001, semester of this program.

### Retention Rates for Mission College Basic Skills Courses

<table>
<thead>
<tr>
<th></th>
<th>Retention of All Basic Skills Students NOT in the On Course Learning Community</th>
<th>Retention of All Basic Skills Students in the On Course Learning Community</th>
<th>Improved Retention in the On Course Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2001</td>
<td>65%</td>
<td>87%</td>
<td>+22%</td>
</tr>
</tbody>
</table>

Source: http://www.oncourseworkshop.com/Data.htm

### Academic Success Rates for Mission College Basic Skills Courses

<table>
<thead>
<tr>
<th></th>
<th>Academic Success Rate of All Basic Skills Students NOT in the On Course Learning Community</th>
<th>Academic Success Rate of All Basic Skills Students in the On Course Learning Community</th>
<th>Improved Academic Success in the On Course Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2001</td>
<td>45%</td>
<td>62%</td>
<td>+17%</td>
</tr>
</tbody>
</table>

Source: http://www.oncourseworkshop.com/Data.htm

### Implementation at CSU
UDL Implementation

- UDL modules online
- Instructor training
- Developed survey instrument
- Targeted “gateway” courses with persistence problems

The Institute for Learning and Teaching (TILT)

- Orientations for New Faculty and GTAs
- “Master Teacher Initiative” seminars in all 8 colleges
- “Teaching with Technology” workshops
- Annual campus-wide “Professional Development Institute”
- Provost Course Redesign Initiative
Self-Advocacy (SA) Implementation

- SA Handbook online (links)
- Developed survey instrument
- Student and mentor training
- Collaboration with the Center for Advising and Student Achievement (CASA) Key Learning Communities

ACCESS SELF-ADVOCACY HANDBOOK

- Section I - Transition to College
- Section II – Know Yourself
- Section III - Know What You Need and Want
- Section IV - Know How to Get What You Need and Want

SELF-ADVOCACY HANDBOOK

- Transition to College
  - Plan Ahead for College
  - Promote Self-Advocacy – How Your Parents Can Help
- Know Yourself
  - Know Your Strengths
  - Know Your Challenges
  - Know Your Life Right Now
- Know What You Want and Need
  - Develop a Vision
  - Know Your Rights and Responsibilities
  - Find Resources on Campus

- IV. Know How to Get What You Need and Want
  - Speak Up
  - Get Organized
  - Make Decisions
  - Solve Problems
  - Develop a Support Network
  - Set Goals
  - Plan for the Future – Career Development
PILOT PARTICIPANTS: SOPHOMORE STUDENTS IN THE KEY PLUS LEARNING COMMUNITY

- Participated in Key Academic/Service as Freshman.
- Currently sophomore students in Key Plus Learning Community.

KEY PLUS SELF-ADVOCACY
WHO WAS INVOLVED?

- A total of 36 students complete pre-surveys, and 33 completed post-survey.
- At community meetings students received training on Self-Advocacy skills.
- Each student was assigned to a graduate mentor.
- Each student had a portfolio.
- Collaborated with Key Plus class.

LOWEST MEANS FROM PRE-SURVEY (AREAS OF GREATEST NEED)

- Knowing strategies to help with challenges
- Managing stress in a healthy way
- Study skills
- Life balance
**Self-Advocacy Skills Targeted for Key Plus**

- Knowing self
- Life Balance
- Stress Management
- Communication
- Vision
- Time management

**Positive Change**

- I am aware of my values.
- I have an understanding of strategies that assist me in overcoming my challenges.
- I meet deadlines

**Clicker Question: Where Does Student Affairs Fit?**

A. Under Universal Design for Learning
B. Under Self-Advocacy
C. Both Areas
D. None of the Above
Future Project Goals

- Further analysis and revision of the pre and post SA Student Self-assessment Survey.
- Refine and revise SA training based on research indications.
- Provide UDL training opportunities for Student Affairs.
- Provide faculty training on self-advocacy
  - within the context of teaching (structure and style)
  - to make faculty aware of resources on campus
  - to educate faculty on how SA impacts student outcomes

Future Project Goals

- Continue developing deeper partnerships with service offices to institutionalize SA practices.
- Develop increased access to user-friendly web-based resources such as video clips, chat options, and training modules.
- Increase number of students receiving the intervention.
- Administer research that measures persistence and retention outcome comparisons between a control group, UDL, SA, and UDL/SA combined groups of students.

IN SUMMARY

- Self-advocacy is a critical component of academic and life success.
- By coming up with “out of the box” strategies we can expand access to academic success for all students.
- With a whole campus focus on combining UDL practices with student self-advocacy we can increase successful academic and life outcomes for diverse student populations.
Discussion/Questions

Tell us about you....

What are your successes and challenges in promoting self-advocacy?

Keep thinking outside of the box!

Thank you!

Visit us Online at http://accessproject.colostate.edu

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Cynthia Tate Research Associate, Disability Specialist
Julia Kothe Asst. Director, Self-Advocacy Coordinator
REFERENCES


