

# Enhancing Transition and Empowering Students with Disabilities

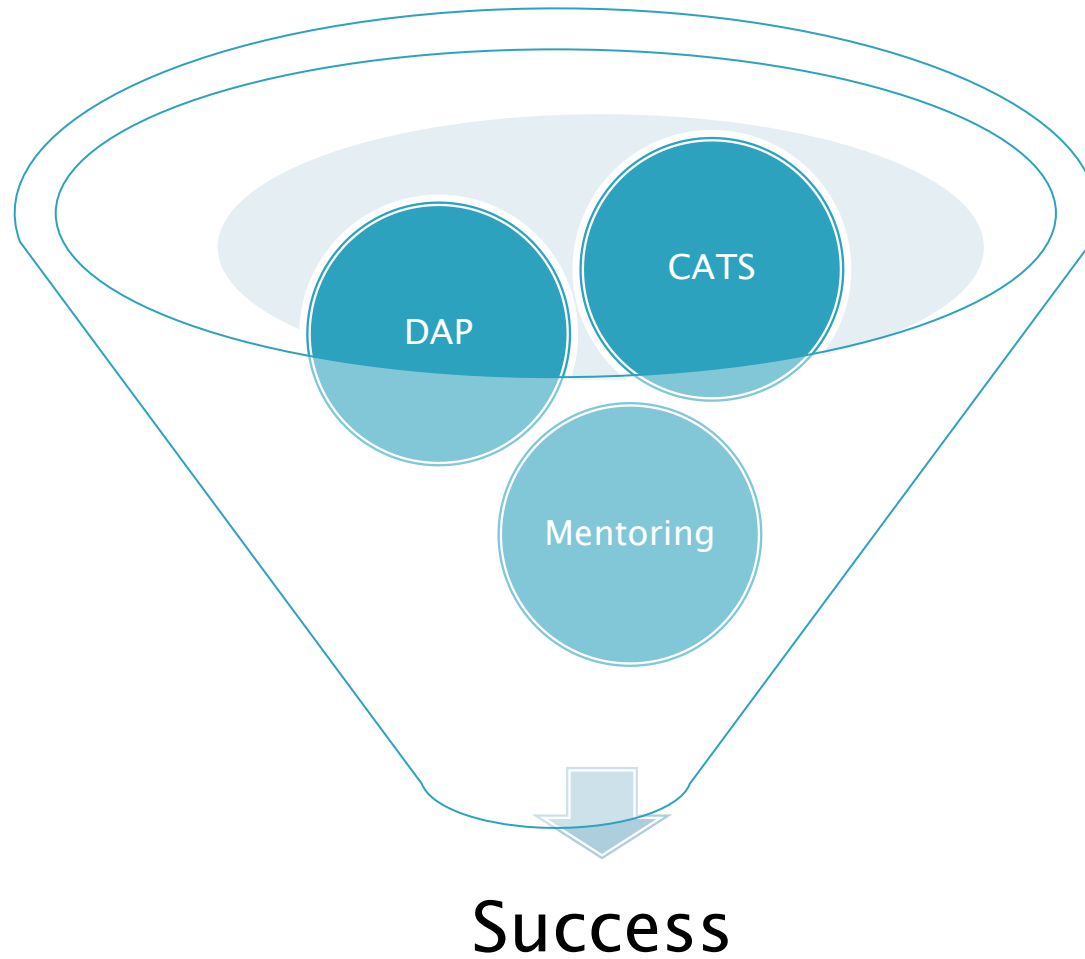
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# Transition and Retention



# Research

## Retention

- Vincent Tinto
- Richard C. Richardson, Jr.
- Elizabeth Fisk Skinner

## Self-Efficacy

- Albert Bandura

## Learning Strategies

- Jonathan Mooney
- David Cole

# Retention Factors

- ▶ Students **Connect** with at least one significant individual at the college or university.
- ▶ Students feel **Accepted** by their peer group.
- ▶ Students develop a level of **Trust** with their advisor and/or mentor.
- ▶ Students feel **Supported** in their academic endeavors.

# CATS

- ▶ *Connect* – with Disability Services (DS) advisor and peer mentor
- ▶ *Accepted* – by peer group participating in CATS
- ▶ *Trust* – developed by weekly involvement and interaction with DS advisor
- ▶ *Supported* – through advising and development of study and compensatory strategies

# CATS (College Achievement Training Seminars)



- ✓ Structured workshop series offered each week for 50 minutes
- ✓ Assists in metacognitive development, self-regulated learning, self-efficacy, and self-advocacy
- ✓ Focuses on learning strengths
- ✓ Develops study skills and compensatory strategies



**What Matters Most is How  
you See Yourself**

# CATS Topics include:

- Self-advocacy and requesting accommodations
- Learning styles and modality assessment
- Study strategies based on learning styles
- Assistive technology, readers and note takers
- Effective note taking from texts and in class
- Test taking strategies
- Efficient /effective textbook reading strategies
- Critical reasoning and problem-solving
- Stress proofing and test anxiety
- Research and plagiarism
- Vocabulary in context



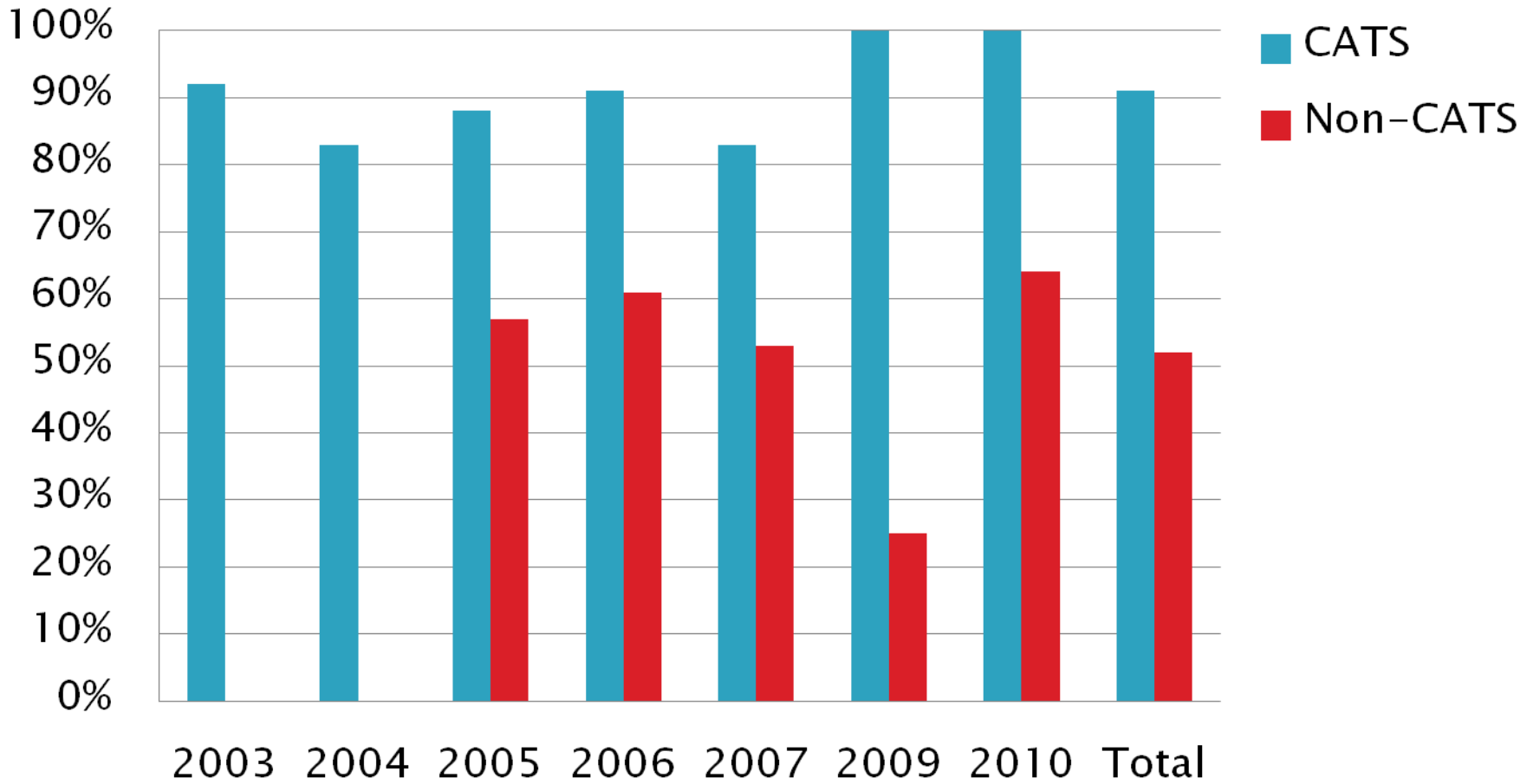
# Fall QPA Comparison: CATS and Non-CATS, 2009 & 2010

CATS		Non-CATS	
<u>Fall 2009 QPA Range</u>	<u>Fall 2010 QPA Range</u>	<u>Fall 2009 QPA Range</u>	<u>Fall 2010 QPA Range</u>
1.15–3.75	2.385–3.769	0.50–3.57	0.75–3.60
<u>Average QPA</u>	<u>Average QPA</u>	<u>Average QPA</u>	<u>Average QPA</u>
2.63	3.14	2.34	2.56
<u>% 2.0 or Higher</u>	<u>% 2.0 or Higher</u>	<u>% 2.0 or Higher</u>	<u>% 2.0 or Higher</u>
80%	100%	73%	90%
<u>% 3.0 or Higher</u>	<u>% 3.0 or Higher</u>	<u>% 3.0 or Higher</u>	<u>% 3.0 or Higher</u>
47%	70%	33%	35%

# CATS Retention Data: 1<sup>st</sup> – 2<sup>nd</sup> Year

Year Entered	CATS Retention Rate	Non-Cats Retention Rate
2003	92%	
2004	83%	
2005	88%	57%
2006	91%	61%
2007	83%	53%
2008	No Data	No Data
2009	100%	25%
2010	100%	64%
<b>MEAN</b>	<b>91%</b>	<b>52%</b>

# Retention Data



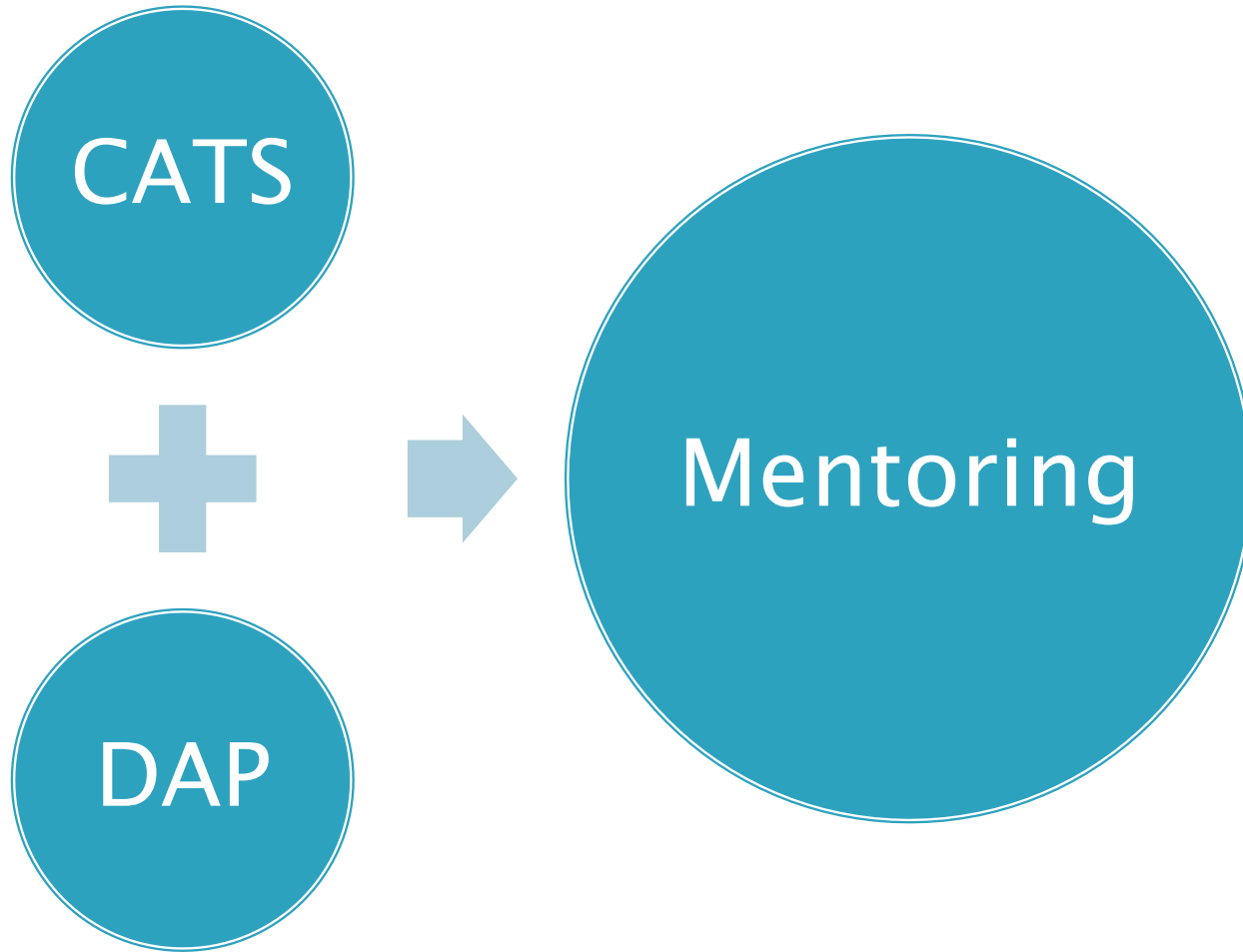
# Delta Alpha Pi (DAPi) Honor Society

- Delta Alpha Pi Honor Society was founded at East Stroudsburg University of Pennsylvania to recognize the accomplishments of high-achieving students with disabilities.
  - Delta – D for disability
  - Alpha – A for achievement
  - Pi – P for pride
- Members of the honor society have the opportunity to serve as mentors and role models for first-year students.

# DAPI Criteria

- All students must:
  - Present with a documented disability and work with one of the faculty or staff members in the Office of Disability Services.
  - Demonstrate an interest in disability issues.
- Undergraduate students must have:
  - Completed a minimum of 24 credits.
  - Earned an overall Quality Point Average of 3.10.
- Graduate student must have:
  - Completed a minimum of 18 credits.
  - Earned an overall Quality Point Average of 3.30.

# Synergy



# Mentoring

- DAPi members are eligible to apply to become mentors for first-year students who participate in CATS.
- Mentors share expertise in:
  - Negotiating campus life
  - Requesting and using academic accommodations
  - Developing appropriate study strategies
- DAPi mentors benefit by increasing skills in:
  - Leadership
  - Communication
  - Advocacy

# Mentoring Benefits

- First-year students with disabilities who participate in CATS and work with a mentor benefit from:
  - Interacting with a successful upper-class student who also has a disability
  - Learning strategies and developing skills through working with a peer
  - Receiving a positive message about success in a university setting
  - Developing a relationship with a positive role model



# Establishing a Chapter of DAPi

- ▶ Please check the brochure for contact information
- ▶ More information is available on our website:

<http://deltaalphahonorsociety.org>

Or via e-mail contact:

[dapihonor@msn.com](mailto:dapihonor@msn.com)



Established in 2004

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