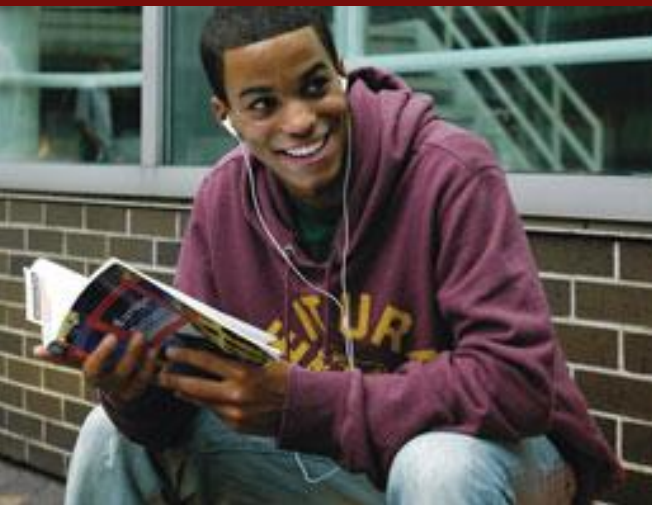




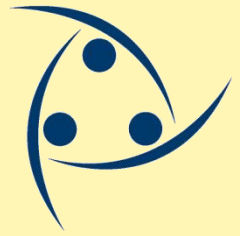
Incoming first-year students with learning disabilities: The academic challenge

Indiana University
Center for Postsecondary
Research



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Introduction

Every year thousands of new first-year students with cognitive, mental, or learning impairments enroll on our college campuses.

Estimates for undergraduate learning disabled (LD) students enrolled in higher education range from 1% to 7% (see DaDeppo, 2009; Sparks & Lovett, 2009).

- ❖ Enrollment at 4-year institutions are estimated at approximately 2.4% (American Council on Education, 2001).

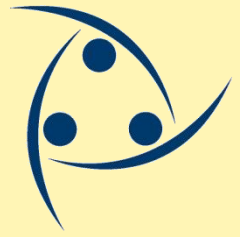


Introduction

Though the total numbers may be in question, there are many things we know about LD students compared to non-LD students. LD students tend to have:

- ❖ Lower rates of college enrollment
- ❖ Lower high school academic performance
- ❖ Difficulty with reading
- ❖ Difficulty managing time
- ❖ Difficulty focusing on academic tasks

It is also well-established that boys are more likely than girls to be diagnosed with a LD.



Introduction

This study compared LD and non-LD students by gender with regard to their:

- ❖ high school academic experiences
- ❖ potential impediments to a successful transition as a first-year student.



Data Source

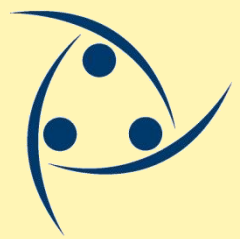
Beginning College Survey of Student Engagement (BCSSE) in the summer of 2009.

What is BCSSE?

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

BCSSE contains 3 sections: High School experiences, Expected FY Experiences, and Demographic/background data.

BCSSE administration usually takes place prior to start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on your campus.



Data Source

In addition to the core survey items, additional experimental items were added in 2009 to collect information regarding students self-reported learning disability, high school science courses completed, and passing one or more AP exams.

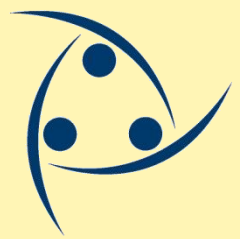
Students self-reported LD:

“Do you currently have a cognitive, mental, emotional, or learning impairment, such as ADHD, dyslexia, neurological injury, that has lasted for 6 months or more?”



Data Source

		Non-LD	LD
First generation	No	92%	8%
	Yes	95%	5%
EthnicityRace	Asian-Am	98%	2%
	Afr. Am/Black	97%	3%
	Caucasian	92%	8%
	Hispanic	96%	4%
	Other	91%	9%
Gender	Male	92%	8%
	Female	94%	6%
	TOTAL	93%	7%



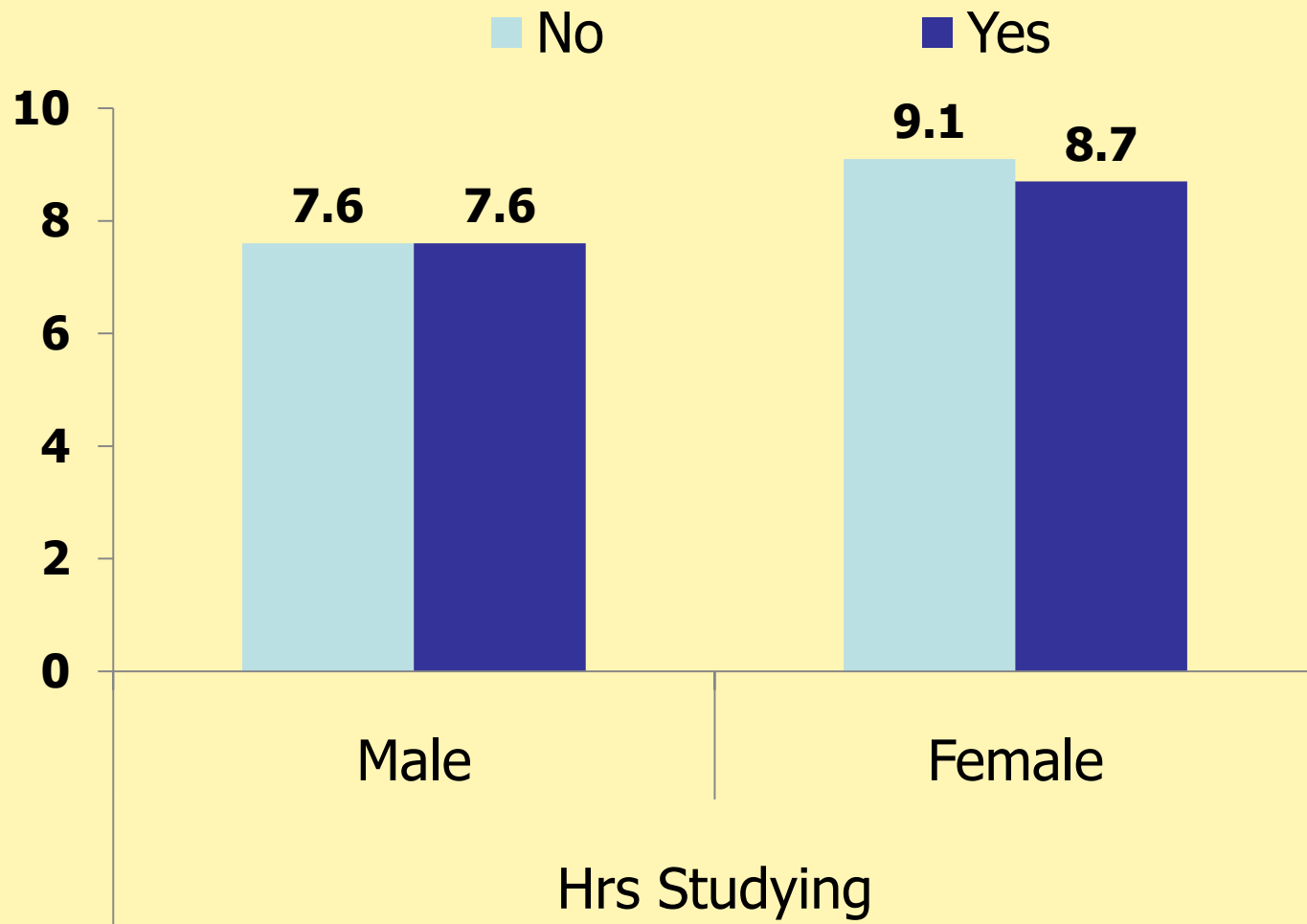
Data Source

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H.S. Academic Experiences

Hours studying per week in high school

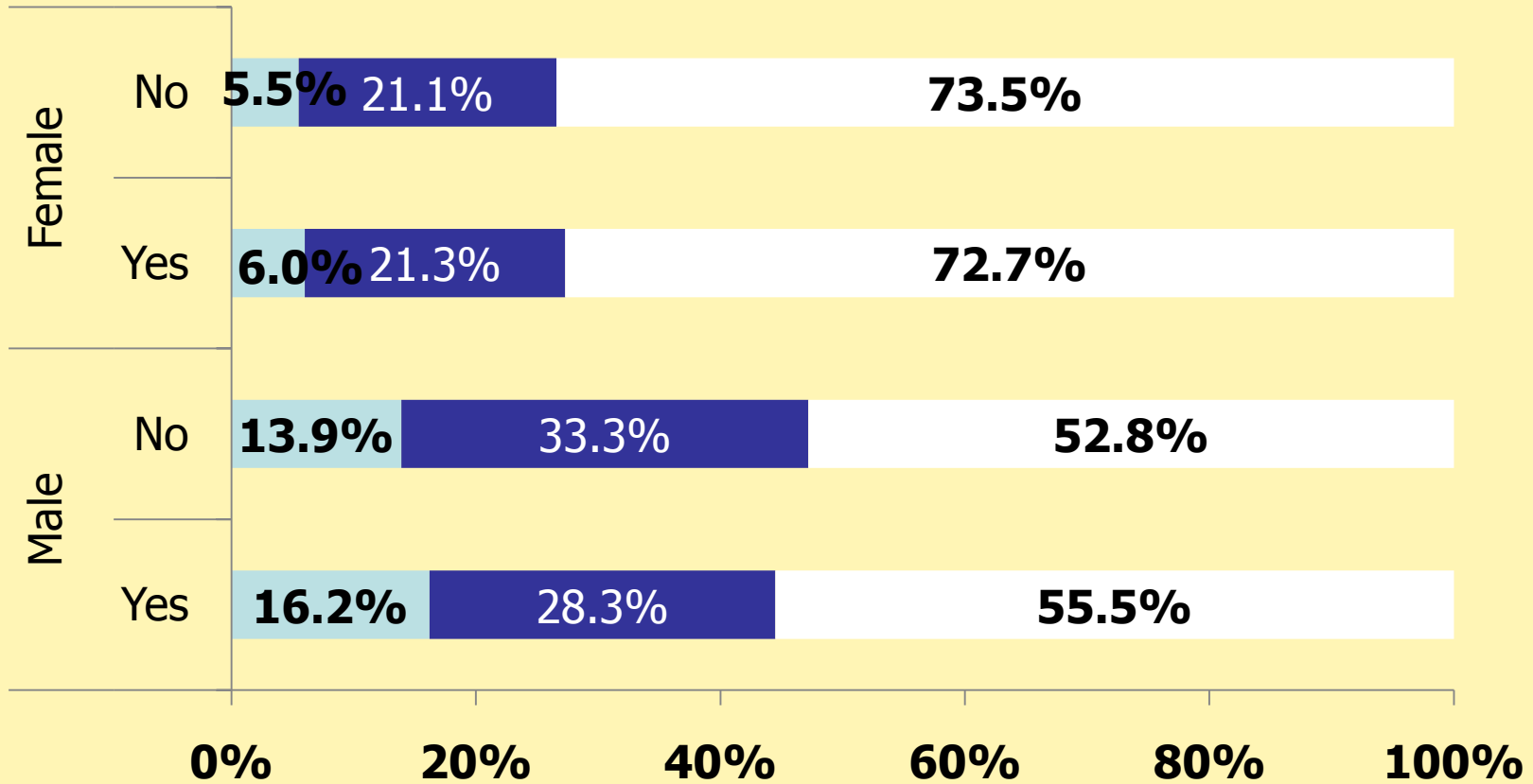




H.S. Academic Experiences

Reading for personal pleasure

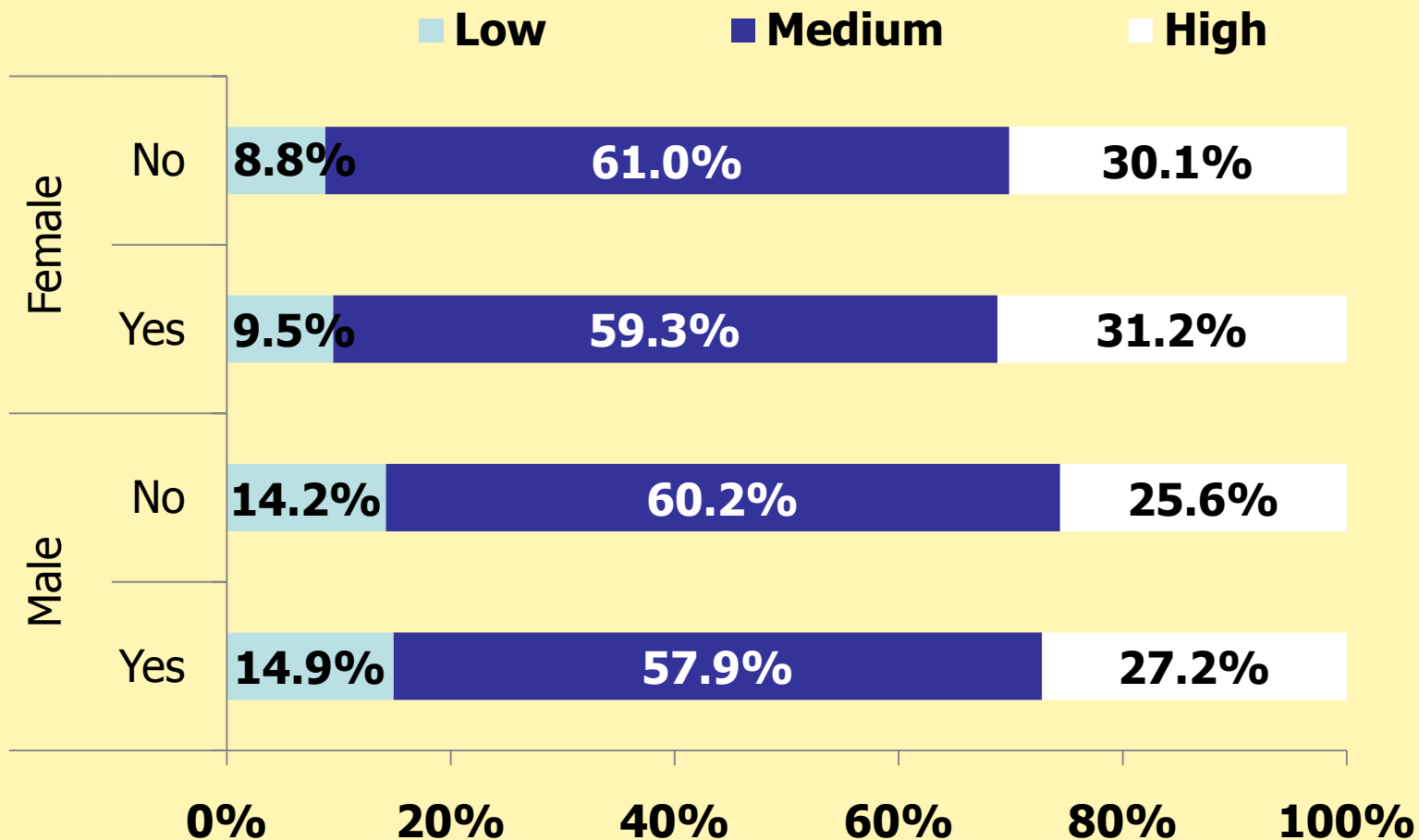
■ None ■ Very Little ■ Some or more





H.S. Academic Experiences

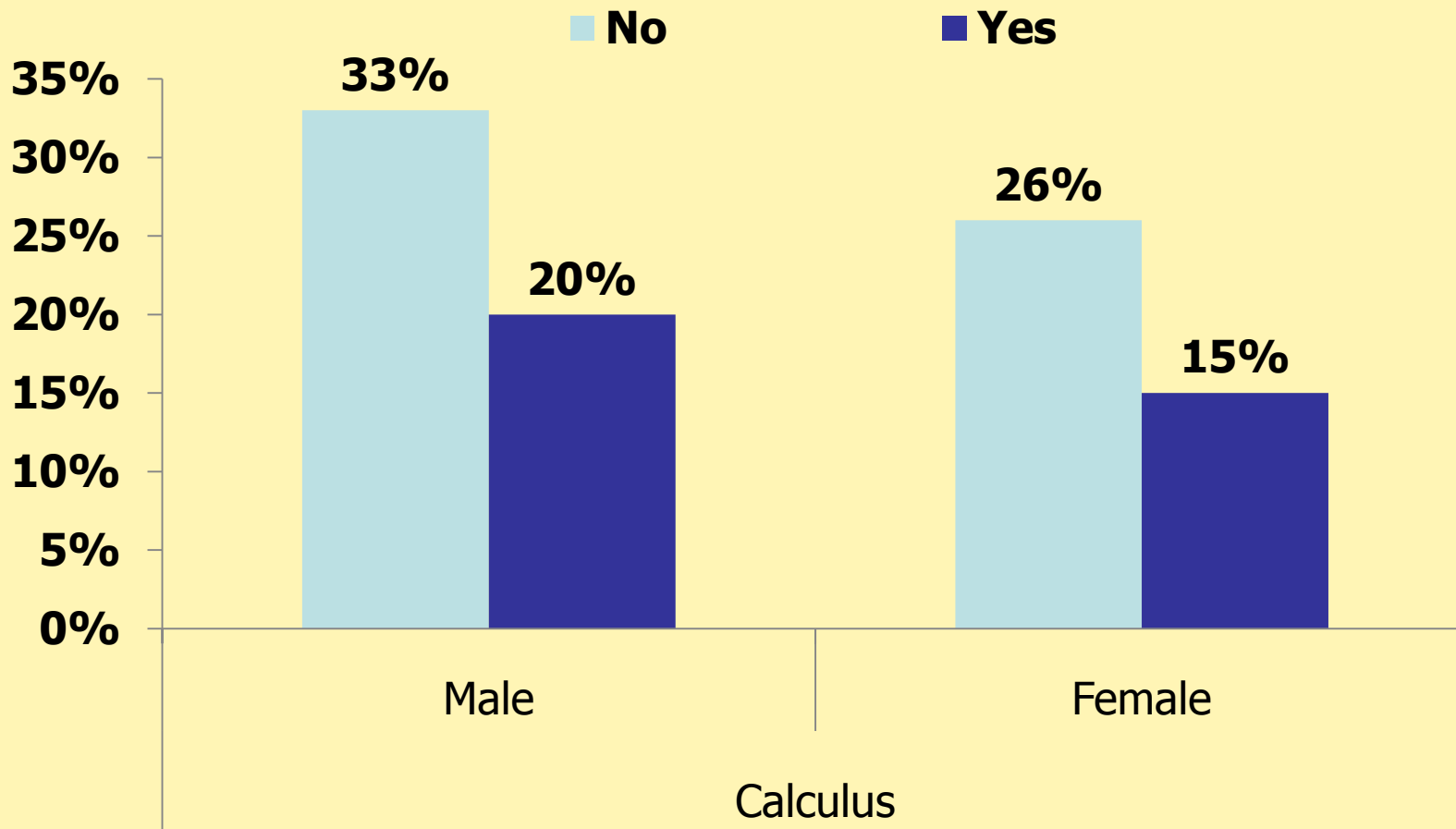
How challenging was the high school?

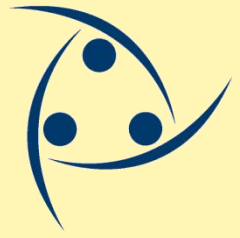




H.S. Academic Experiences

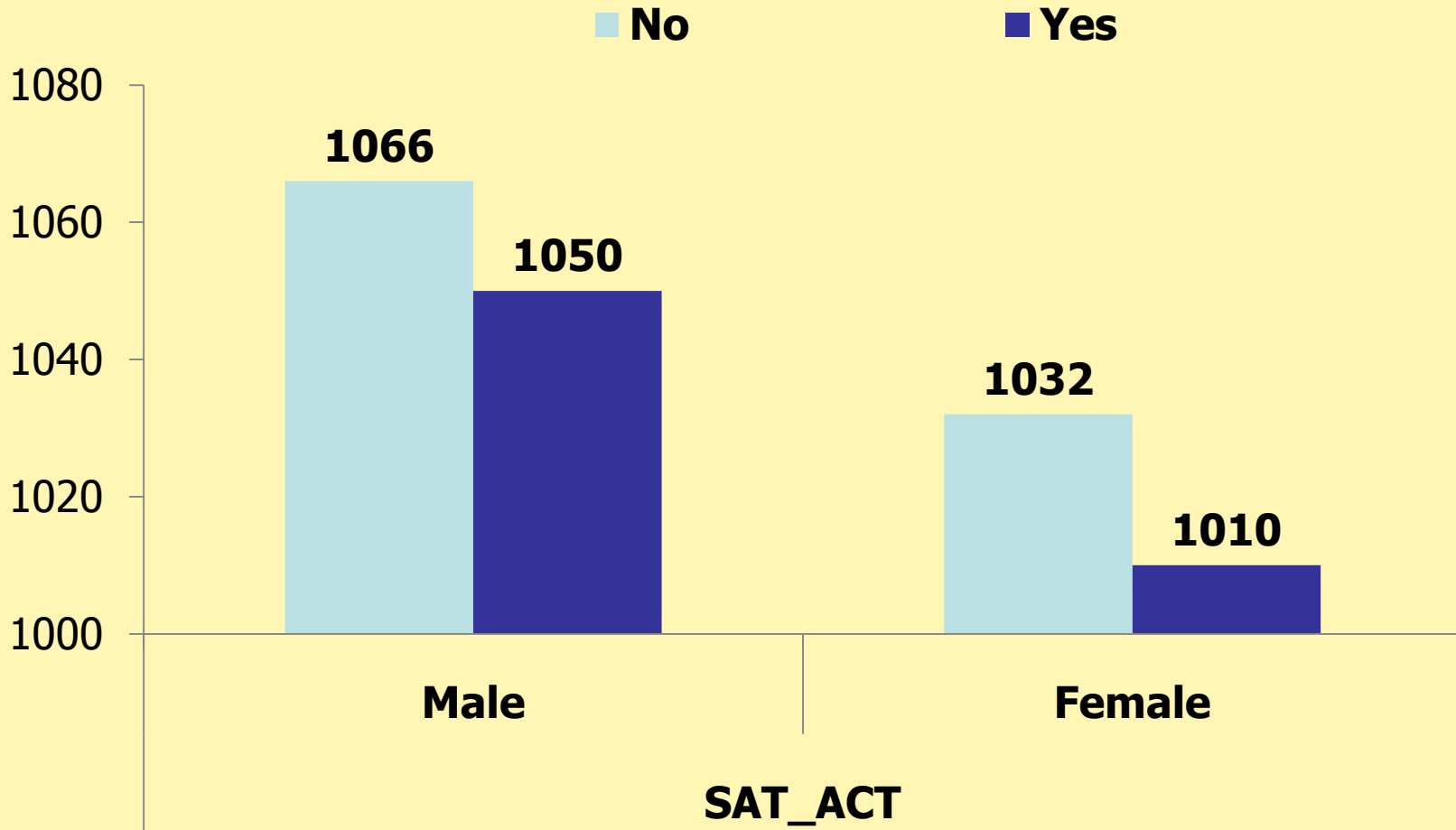
LD students were much less likely to have completed calculus in high school





H.S. Academic Experiences

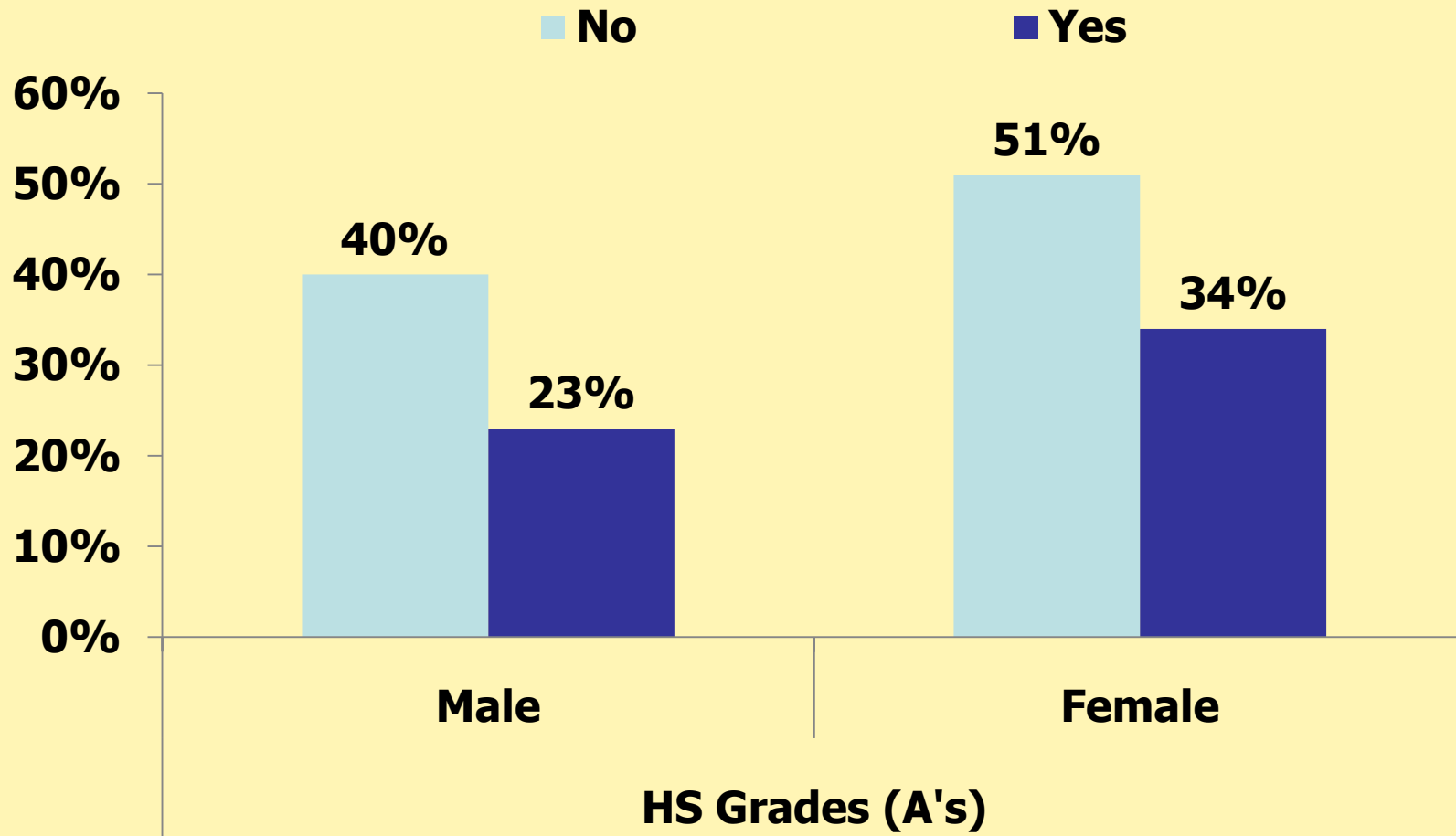
SAT/ACT scores

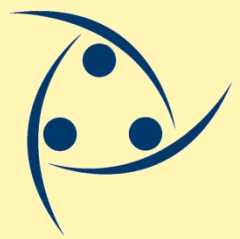




H.S. Academic Experiences

And much less likely to report being an 'A' student in HS





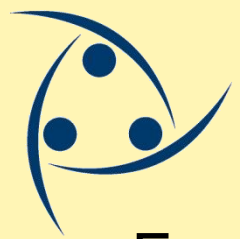
H.S. Academic Experiences

Overall, we see that sometimes the differences are gender differences, not LD differences.

For instance, males (LD and non-LD) spend similarly less time studying and reading for pleasure in high school compared to females (LD and non-LD)

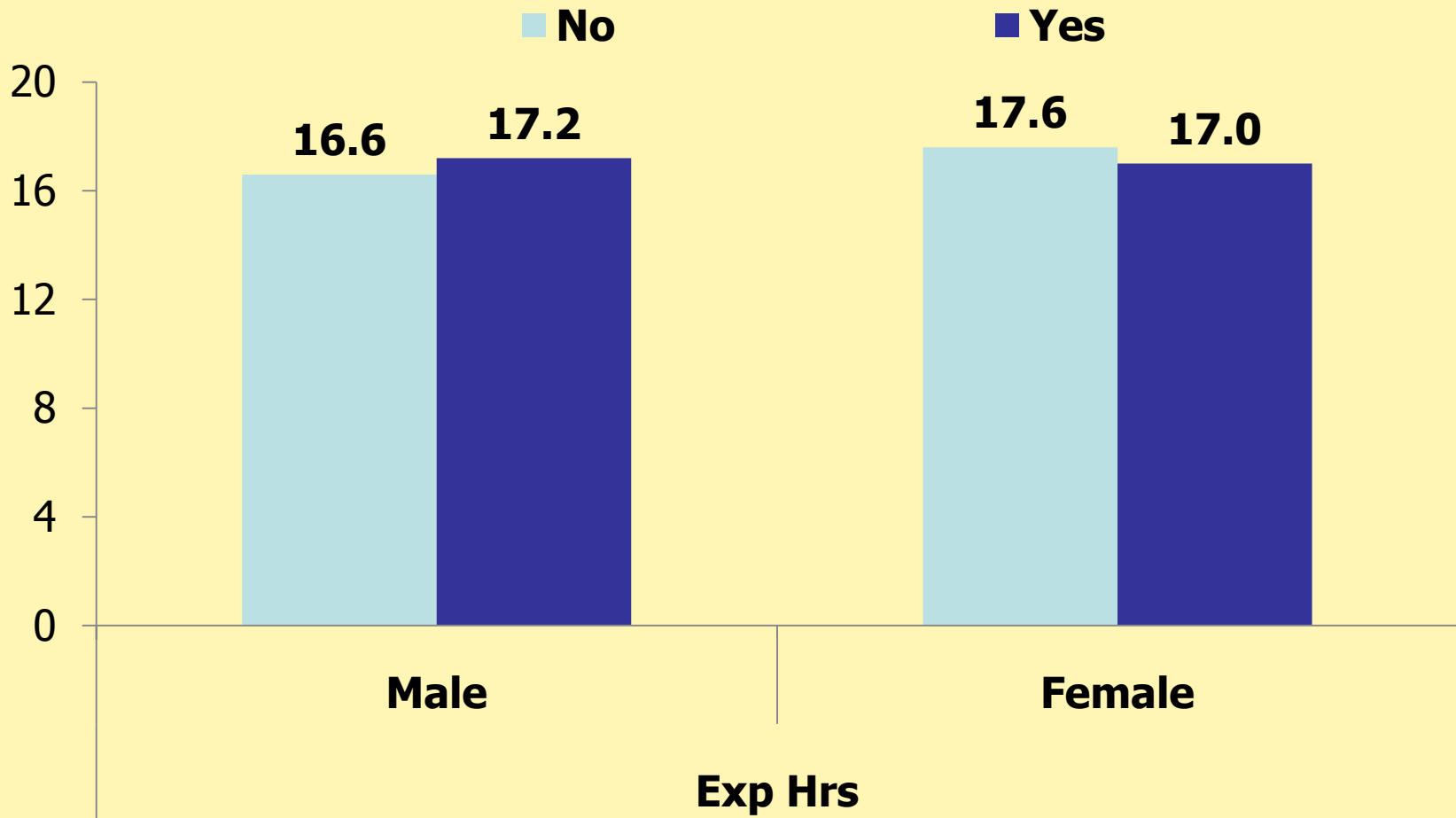
However, we see many differences between genders and LD students within the same gender

- Grades
- Calculus completion
- SAT/ACT scores



FY Expectations

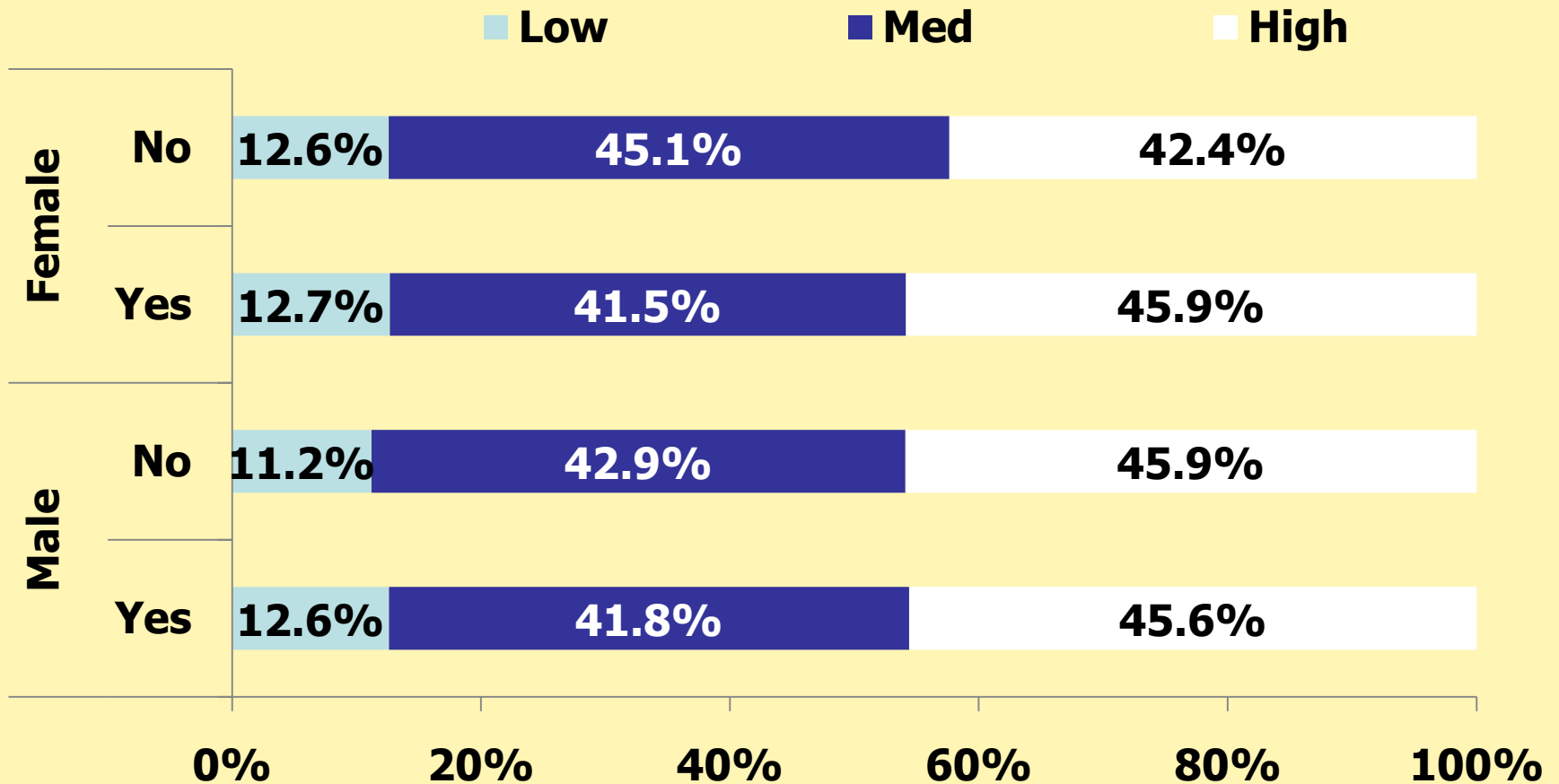
Expected hours studying during first-year





FY Expectations

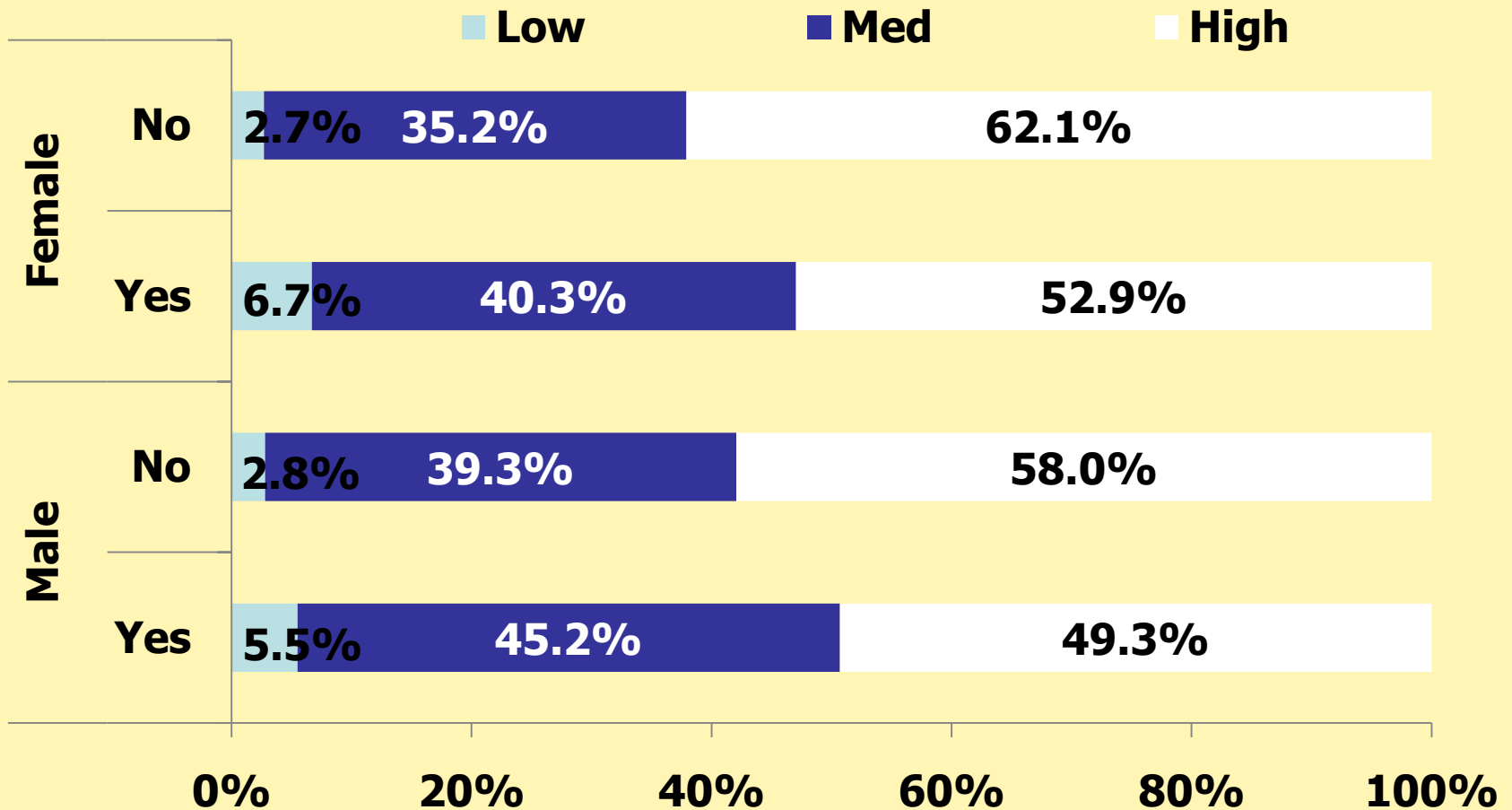
How difficult do you expect: Managing time





FY Expectations

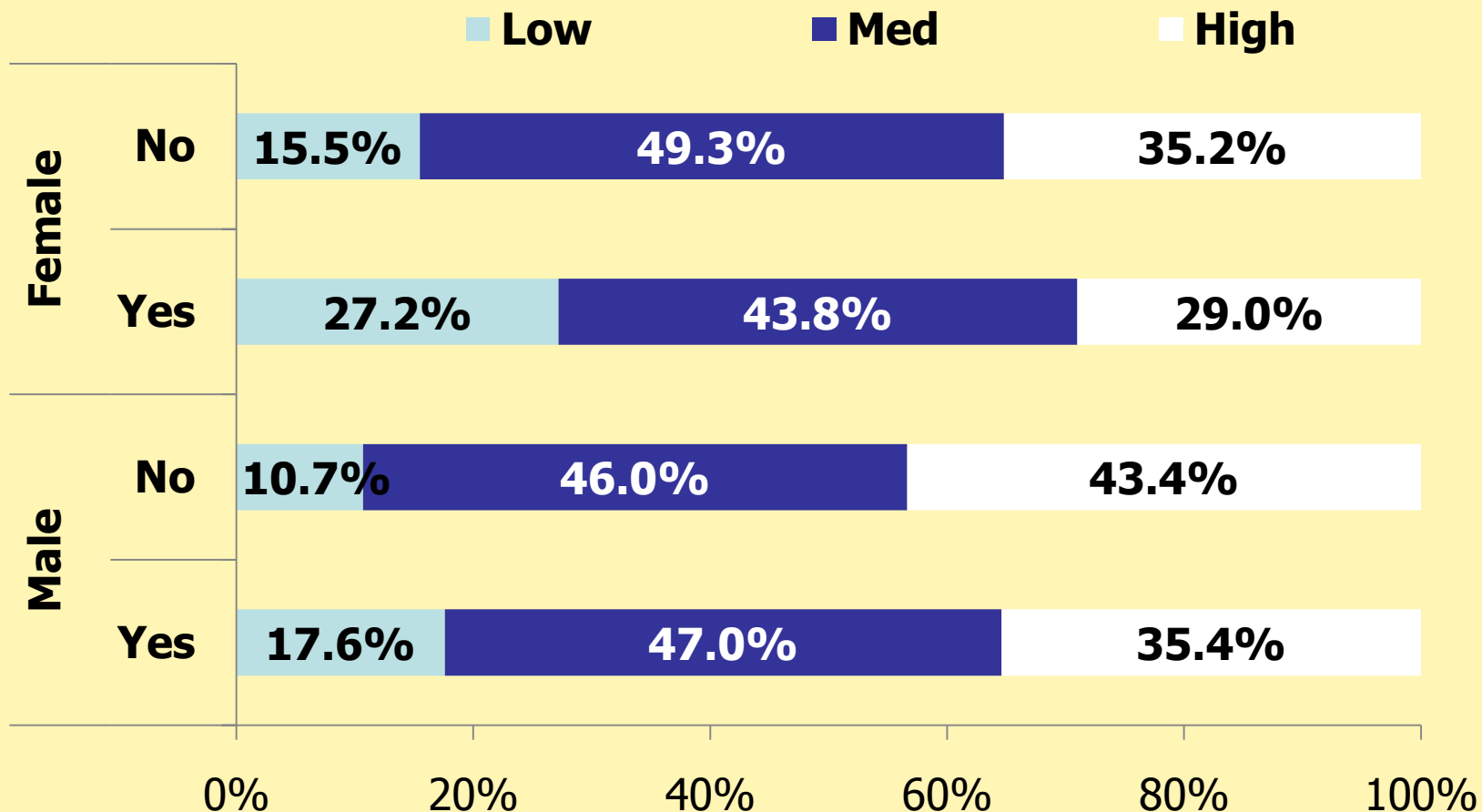
How prepared to learn effectively on your own





FY Expectations

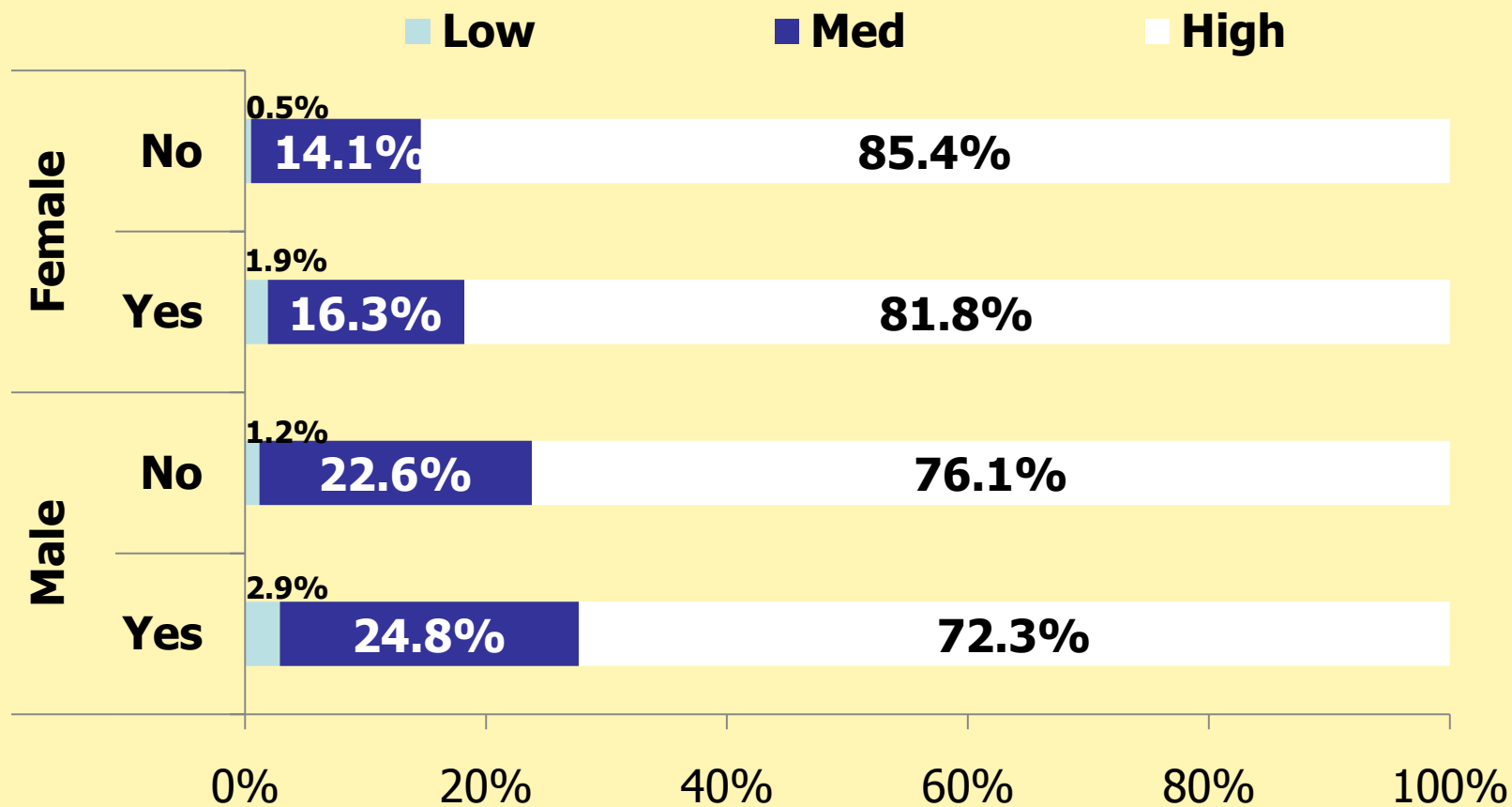
How prepared to analyze math/quant problems





FY Expectations

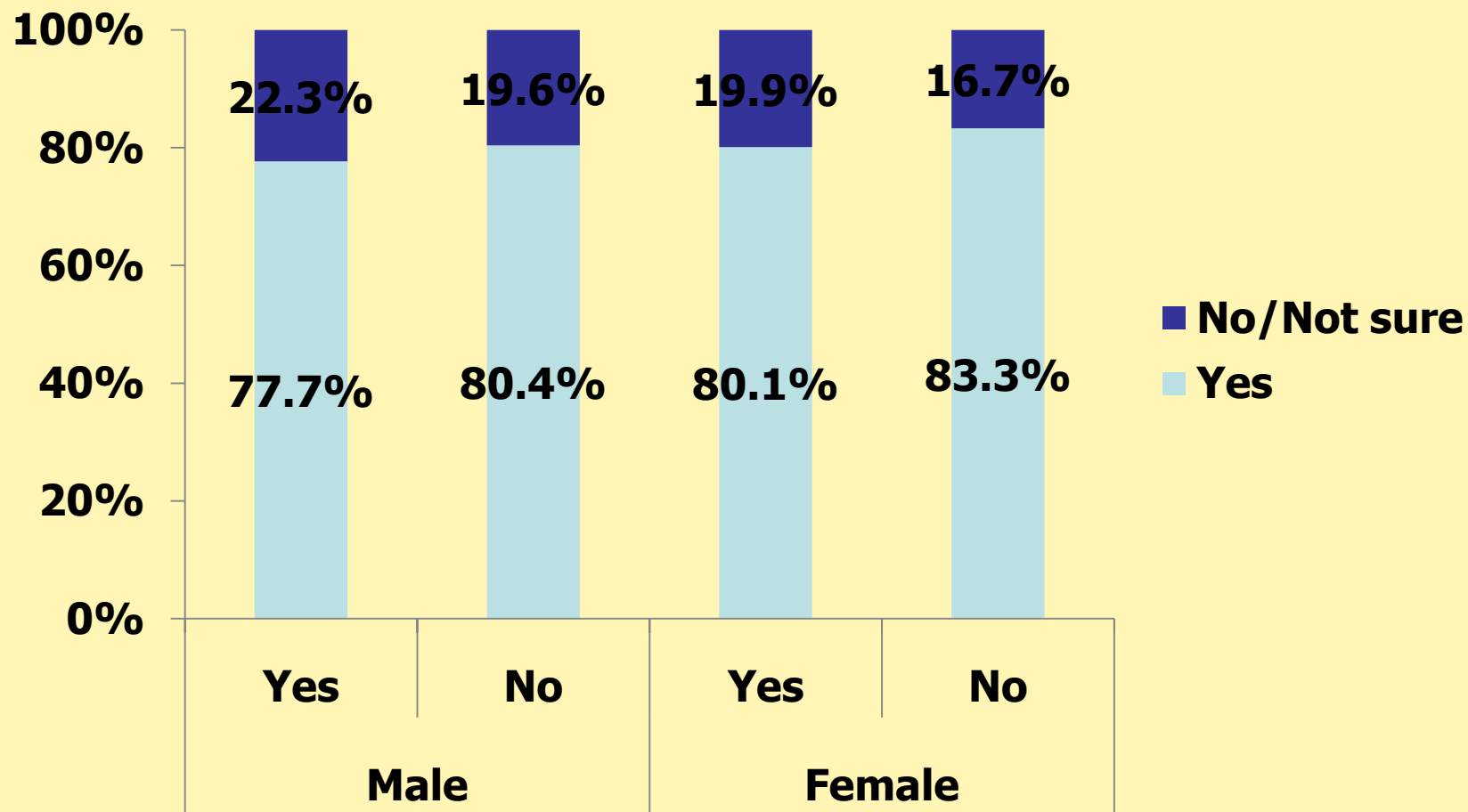
Support to help you succeed

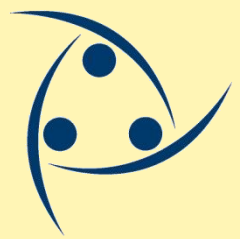




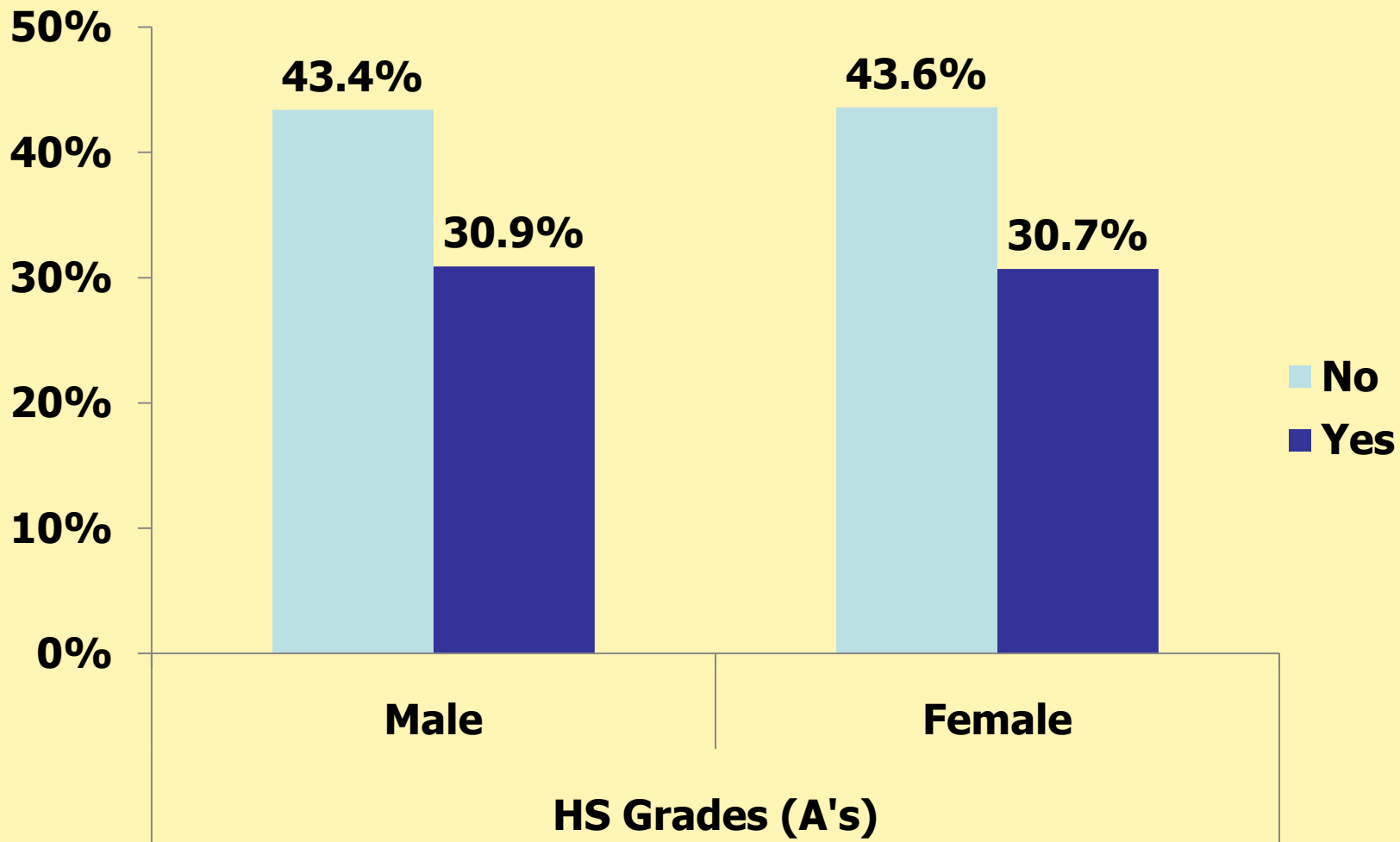
FY Expectations

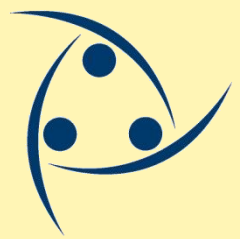
Intend to graduate





FY Expectations





Overall

Some similarities

- All students had high expectations (e.g., hrs studying)
- All students had similar expectations for difficulty regarding time management

Some differences

- LD males and females less likely to feel highly prepared and less likely to feel prepared for math/quant work
- LD males less likely to place high importance on feeling supported and less likely to intend to graduate
- LD males and females are much less likely to expect to earn A's in college

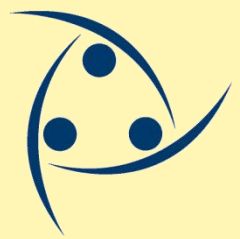


Discussion

Does any of this surprise you?

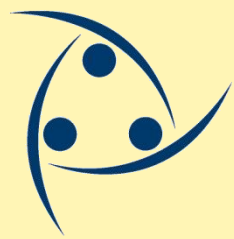
For those who work directly with LD students, do these numbers make sense?

What happens on your campus?



Other questions?





Thank You

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