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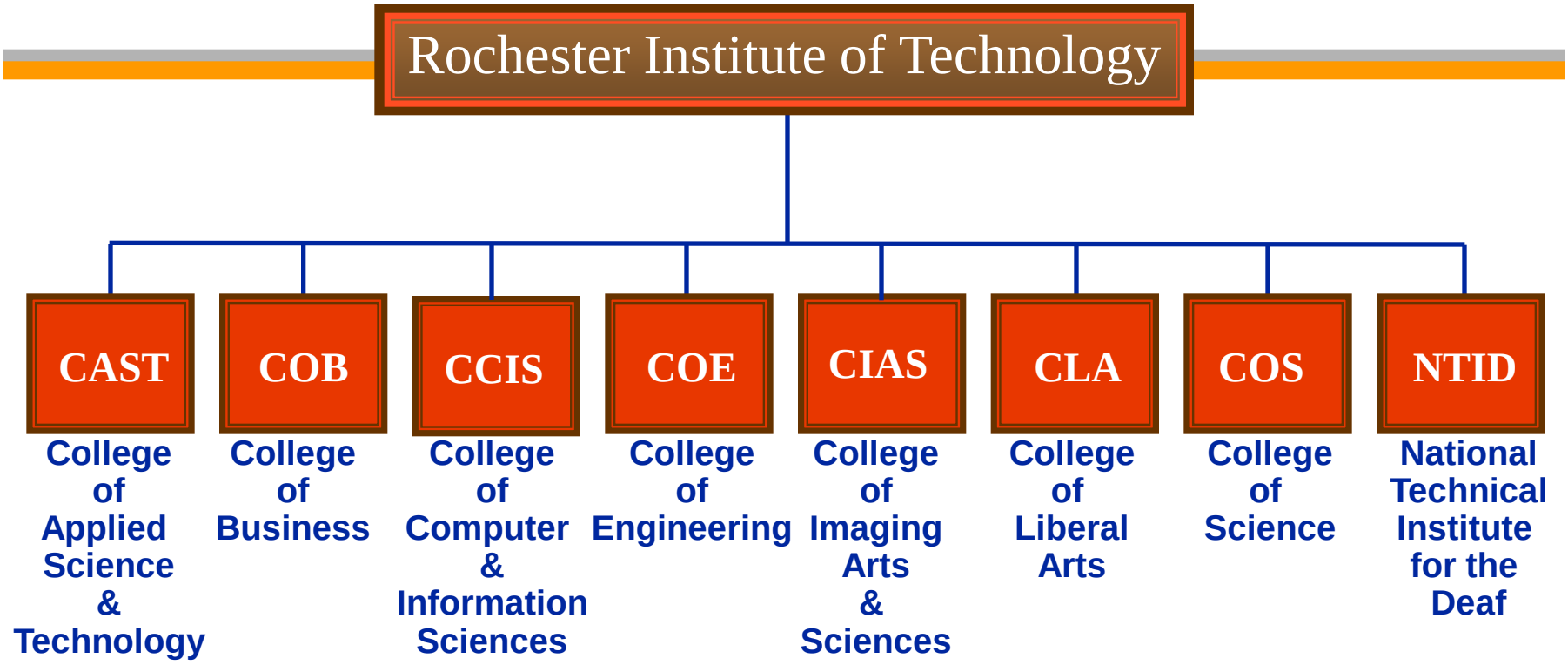
Program to Support Rochester Institute of Technology's Cross-Registered Students

Korea National College of Rehabilitation and Welfare
Wednesday, 3 February 2010

Peter A. Lalley
palbgs@rit.edu



The Eight Colleges of RIT

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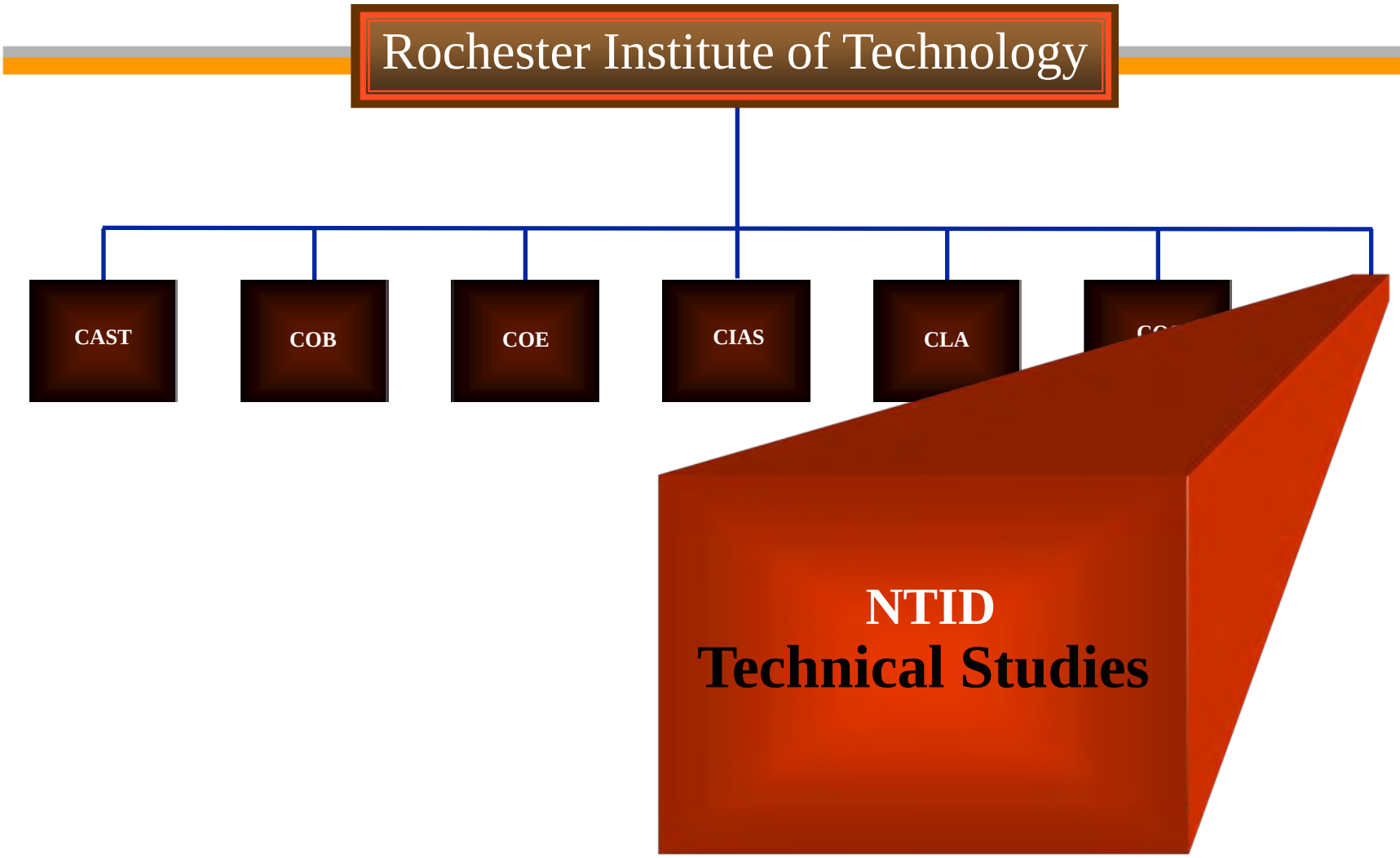
Rochester Institute of Technology
CAST
COB
COE
CIAS
CLA
NTID
Technical Studies

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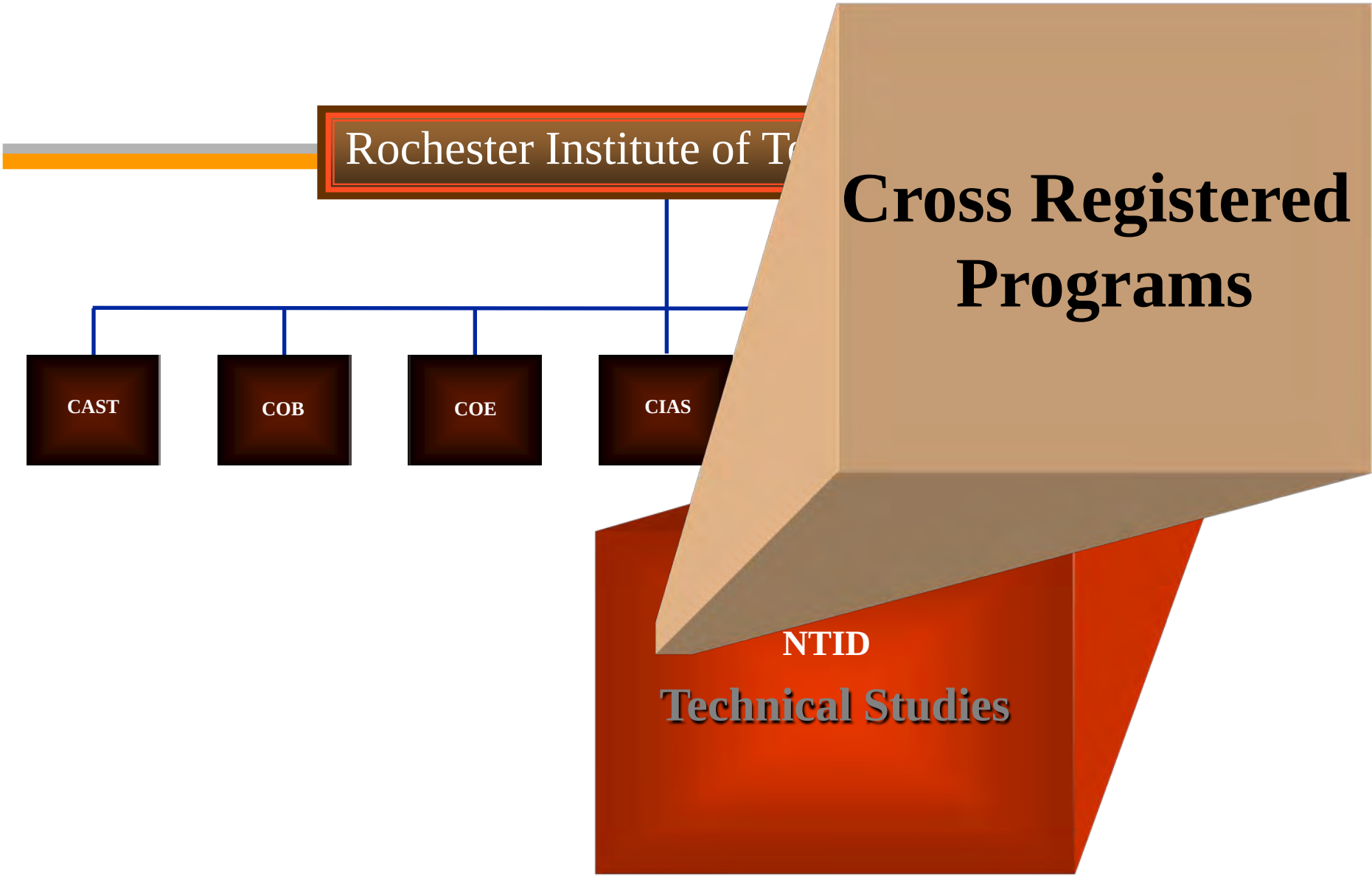
Rochester Institute of Te
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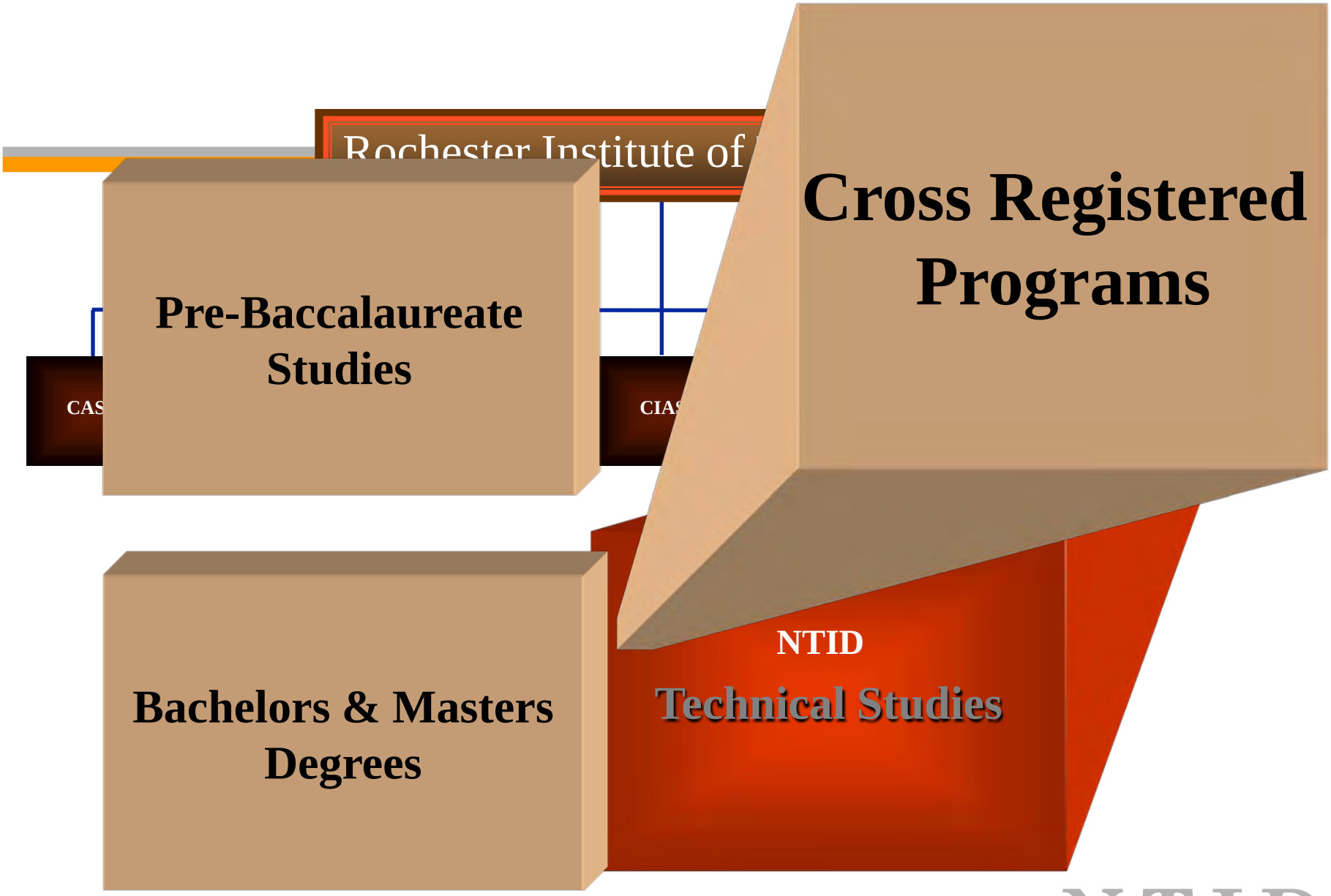
N·T·I·D


Rochester Institute of
CAS
CIA
Pre-Baccalaureate Studies
Cross Registered Programs
Bachelors & Masters Degrees
NTID
Technical Studies

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Goals

- Student-focused:
  - Facilitating the education of our diverse population of students
  - Providing effective access and support services
  - Meeting academic needs
- Institute-focused:
  - Shaping an academic environment that is conducive to student learning
  - Helping students reach their academic potential and career goals

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Current Status

- 514 Students now supported in Masters, Baccalaureate, and Pre-baccalaureate programs
- 200 AAS and AS degree students supported in completing the RIT Liberal Arts degree requirements
- Students matriculated in 77% of over 200 possible baccalaureate majors at RIT
- First year retention rate of 84-86%
- Program completion rate is over 64%

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Access Services

- Addresses the communication needs of students, faculty and staff in all aspects of the educational community.

- Focuses on providing a fully integrated learning environment for all.

Access Model (Cont.)

- Technological Solutions
  - Audiology Department Services
  - Captioned Media
  - Web Distribution of Notes
  - Myaccess.rit.edu
  - C-Print™
  - Automatic Speech Recognition

Academic Support Model

- An integrated system of multiple roles and strategies:
  - Direct instruction
  - Individual/Small group instruction
  - Advising/Counseling
  - Mentoring
  - Liaison – multiple relationships
  - “Multiple windows” to each student

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Evolving Model

- Focusing faculty resources on areas of greatest student needs. (ex. 1st and 2nd year students in LA)
- Enhanced shared responsibility with RIT colleges
  - Greater integration of faculty
  - Financial support for improving access
  - Provost Deaf Access Committee
  - Enhancing Access through Professional Development Opportunities for Faculty and Staff.

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Evolving Model (Cont.)

- Enhanced Use of Technology
  - Web Distribution of Notes
  - Online Service Requests
  - C-print, Tablet PC, ASR
- Improving Transfer Opportunities
  - Establishment of AS Degrees
  - Articulation Agreements

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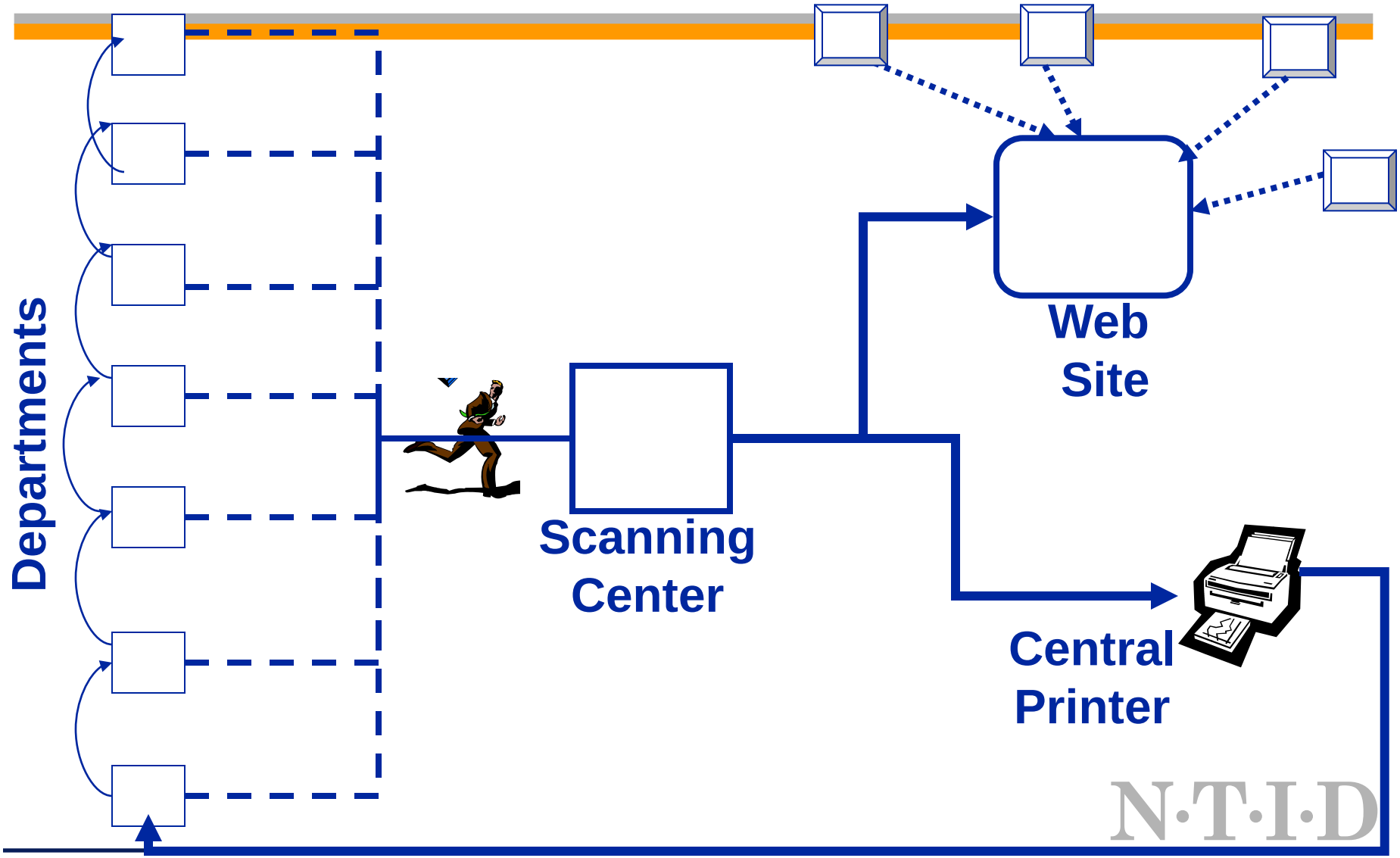
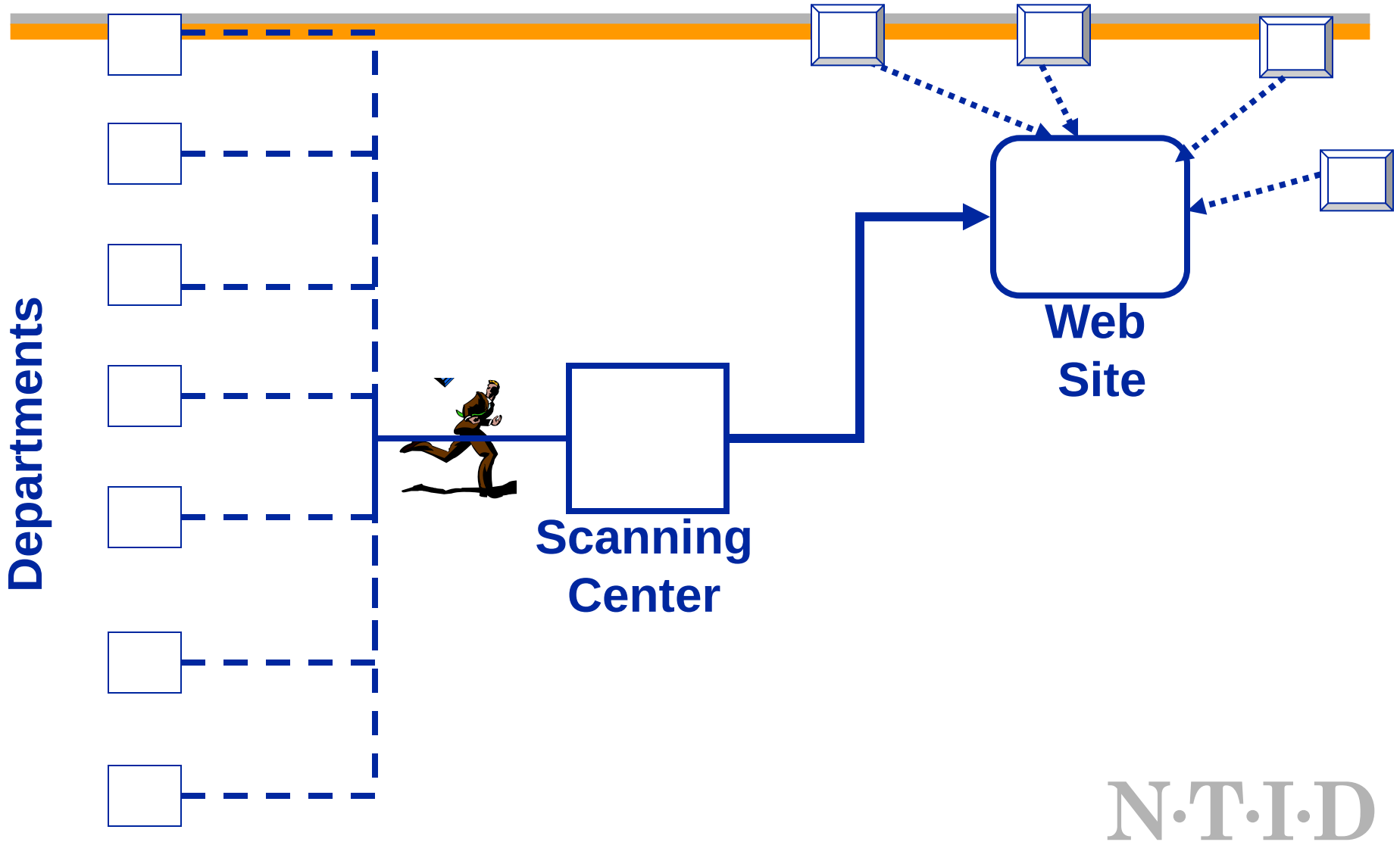
Web Distribution of Notes



Web Distribution of Notes



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Management Information System

- NTID in Cooperation with RIT provides an extensive amount of services to students, faculty, and staff
  - Provision and management is labor intensive
  - Requesting and receiving services is complex and time-consuming
  - Demand increases every year

Solution

A system that simplifies and automates the requesting, assigning, and managing the provision of support and access services across the Institute

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Present & Future Challenges

- Maintaining *quality* and *effectiveness* of services
- Increasing retention and graduation rates
- Expanding program offerings in RIT colleges
- Increasing diversity of student population
  - Primary mode of communication
  - Secondary disabilities
- Annual increases in demand for services
- Increasing demand for services in non-academic areas
- Meeting the challenges with declining resources

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Technological Advances

- Adopt and Adapt emerging technologies to improve student access in classrooms, labs, public places, work place
- Distance learning – learning independent of place and time with remote provision of services
- Participatory learning in Cyberspace
- Informal learning experiences

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Distance Learning

- Two Forms
- Asynchronous

- Synchronous – Videoconferencing

- Challenge: Accessibility for Deaf and Hard of Hearing Students

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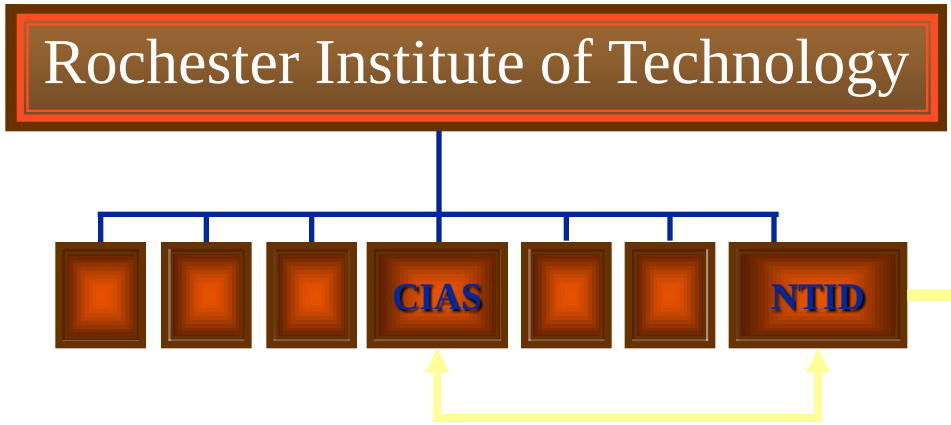
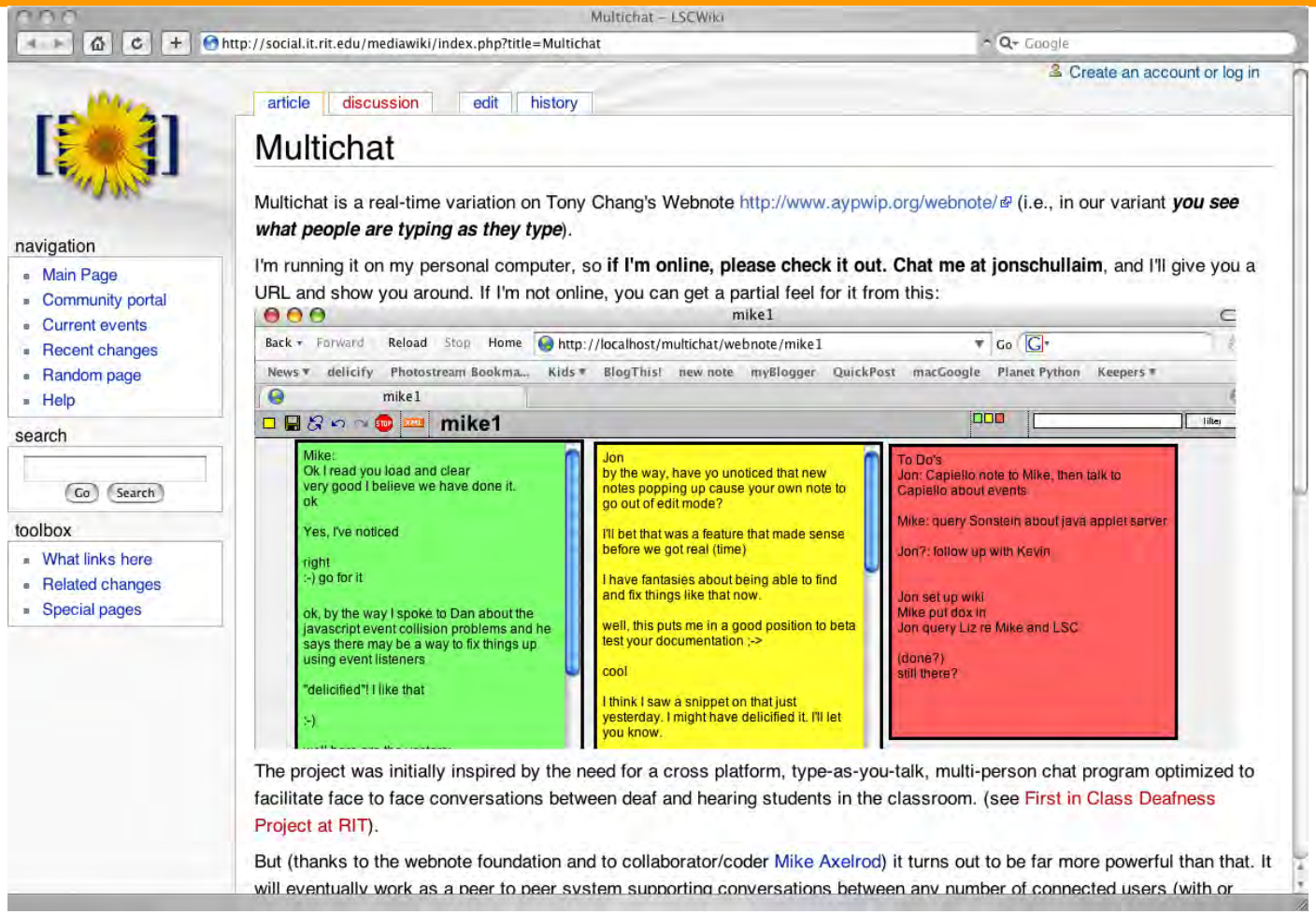
Videoconferncing



SPEOS

A French student attending RIT for a degree in fine arts connects with students and teachers in Paris at SPEOS for progress reports.

Shared Chatware



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Team Learning

- Shared chatware enables students
  - Take notes together
  - Comment on the notes
- Notes can be saved and posted for class viewing
- Professors can edit notes

Tablet PC and OneNote

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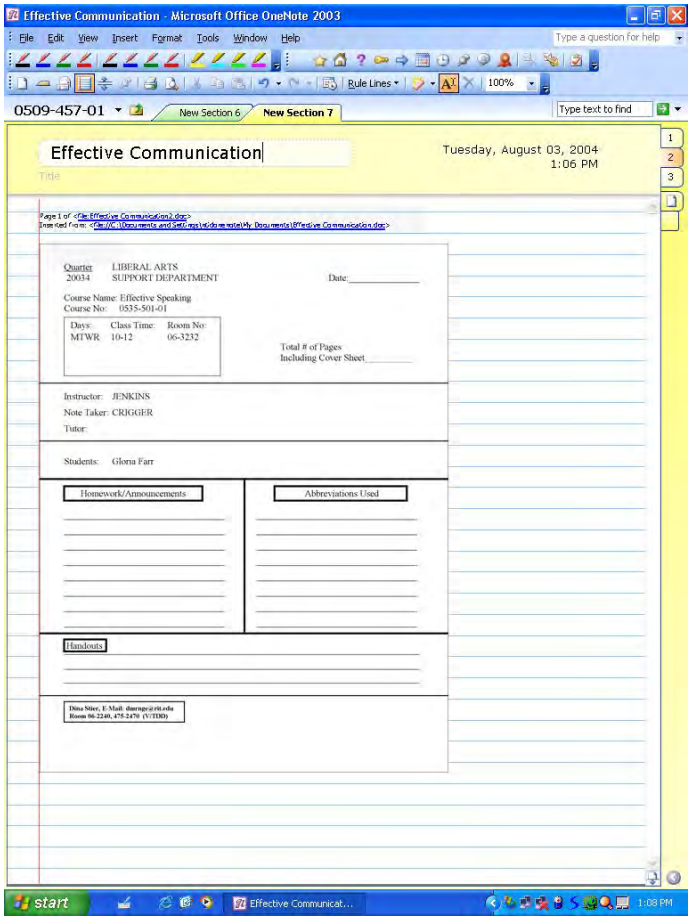
Page view



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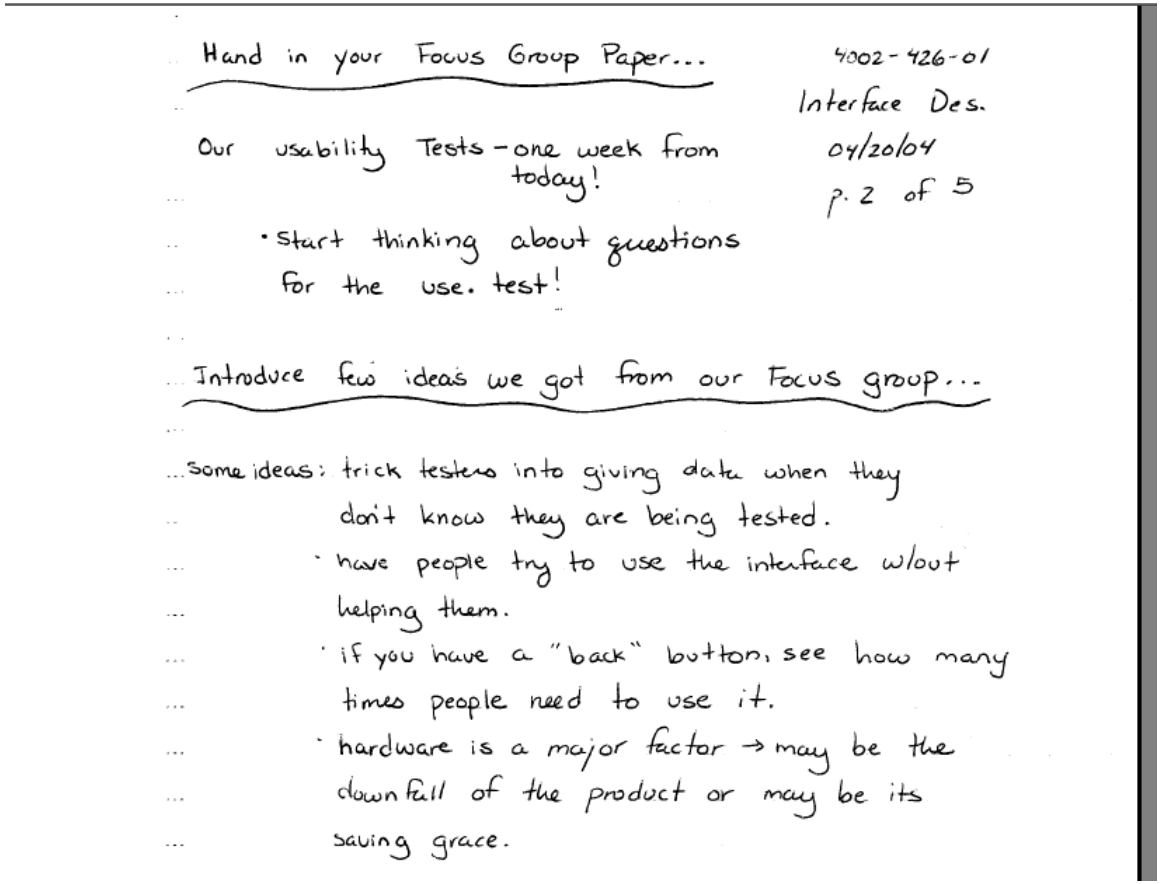
View

- Exam Info. (Ctrl+1)
- Important (Ctrl+2)
- Homework (Ctrl+3)
- Question (Ctrl+4)
- Answer (Ctrl+5)
- Definition (Ctrl+6)
- Date Change (Ctrl+7)
- Time Change (Ctrl+8)
- Refer To... (Ctrl+9)
- Guest Lecturer
- Good News



Hand in your Focus Group Paper...

4002-426-01
Interface Des.
04/20/04
p. 2 of 5

Our usability Tests - one week from today!

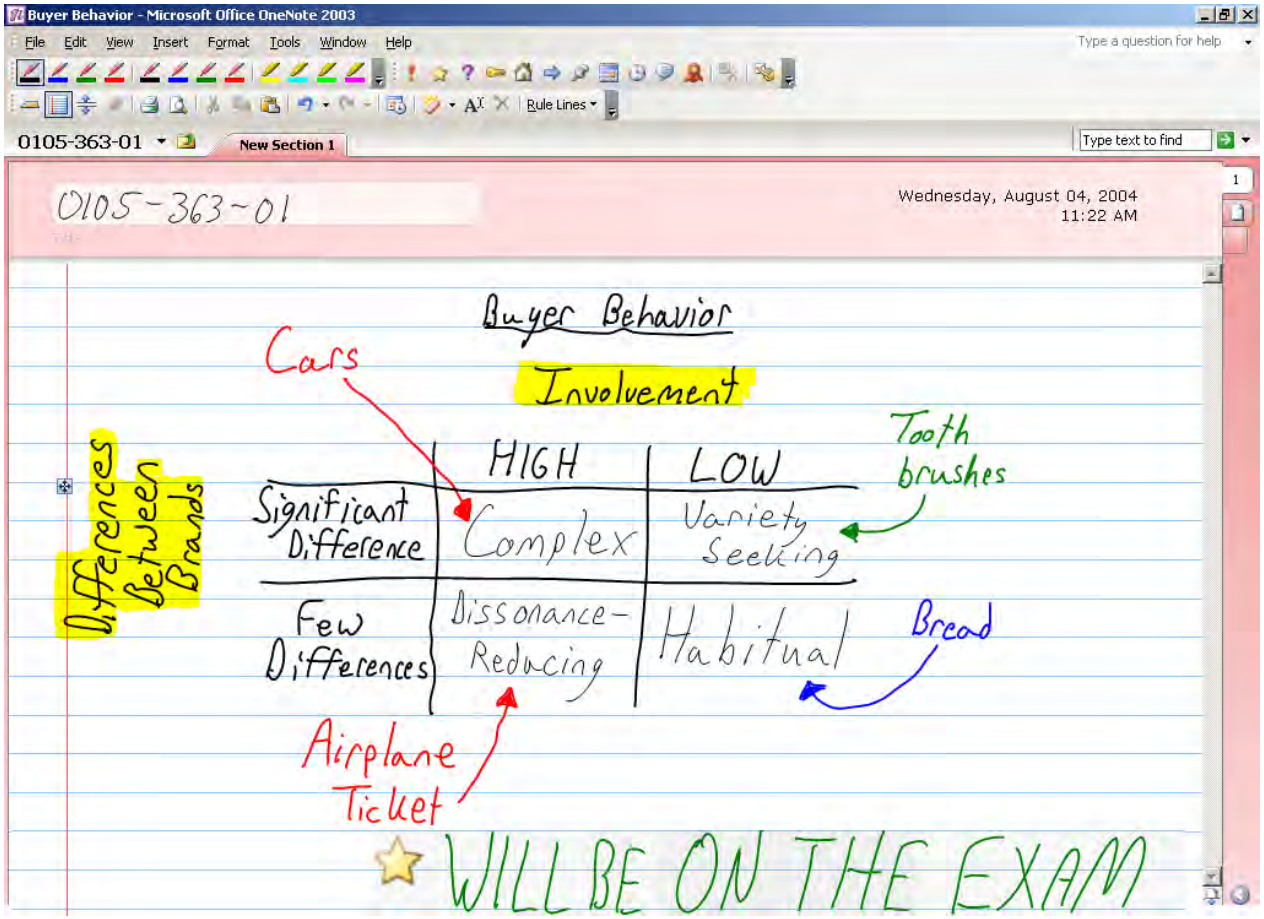
- Start thinking about questions for the use. test!

Introduce few ideas we got from our Focus group...

Some ideas: trick testers into giving data when they don't know they are being tested.

- have people try to use the interface w/out helping them.
- if you have a "back" button, see how many times people need to use it.
- hardware is a major factor → may be the downfall of the product or may be its saving grace.

Page View


Buyer Behavior - Microsoft Office OneNote 2003
File Edit View Insert Format Tools Window Help
Type a question for help
Rule Lines
0105-363-01
New Section 1
Type text to find
0105-363-01
Wednesday, August 04, 2004
11:22 AM
Buyer Behavior
Involvement
Cars
Differences Between Brands
HIGH
LOW
Significant Difference
Few Differences
Complex
Variety Seeking
Dissonance-Reducing
Habitual
Tooth brushes
Bread
Airplane Ticket
WILL BE ON THE EXAM

Tablet PC and New Technologies in Notetaking Services

- 1993: Pen and paper, Notes reviewed copied and distributed to students, Aprox. 1,000,000 per year.
- 1997: Notes scanned and uploaded to a web site, Students access notes electronically. Save 1,000,000 pieces of paper, faster distribution, edit and correct notes online.
- 2002: Tablet PC with OneNote software, Notes can be typed or hand written on the Tablet, Diagrams, equations easier to include, add color, highlight important concepts, notes are searchable electronically, increased flexibility

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Examples

- 05-03-482-01
- Thursday, September 09, 2004
- 8:49 AM
-
- **Kanji**
- - turn to the kanji pages in the book and take out your workbook
- - write these 10 times each
-
- - male 男 (おとこ) - combination of 田 "rice field" and kanji for "power"
- - female 女 (おんな)
- - child 子 (こ) as in 子供 (こども)
- - eye 目 (め) - looks like an eye

Is the NTID model portable?

- NTID/RIT is successful in educating students in postsecondary education
- Too expensive
- Can the model be made portable, cost effective, and implemented successfully in other educational environments?
- What are the most critical elements for success?

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