

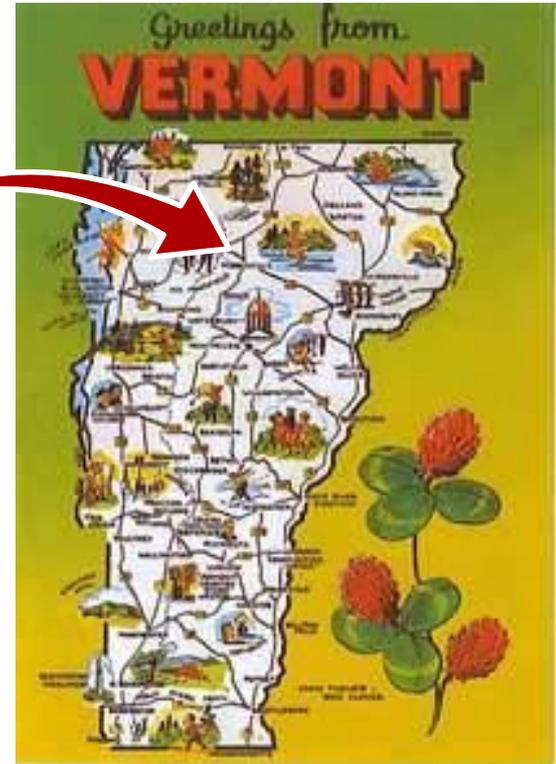
CHANGING PERSPECTIVES ON TRADITIONAL COLLEGE CAMPUSES

Perry LaRoque, Ph.D., Carrie Baker, Chris Kennedy, &
Aaron Rakow, Ph.D.

Johnson State College



Located
in Central
Vermont



JSC Facts



1803 students enrolled

Male/Female Percentage 45/57

88% White

1% Black, Hispanic, Asian, Native American

8% Other

Student/Faculty ratio: 19:1

THINK COLLEGE JOHNSON

Chris Kennedy

OVERVIEW OF THE CURRENT PROGRAM



Think College at Johnson State College

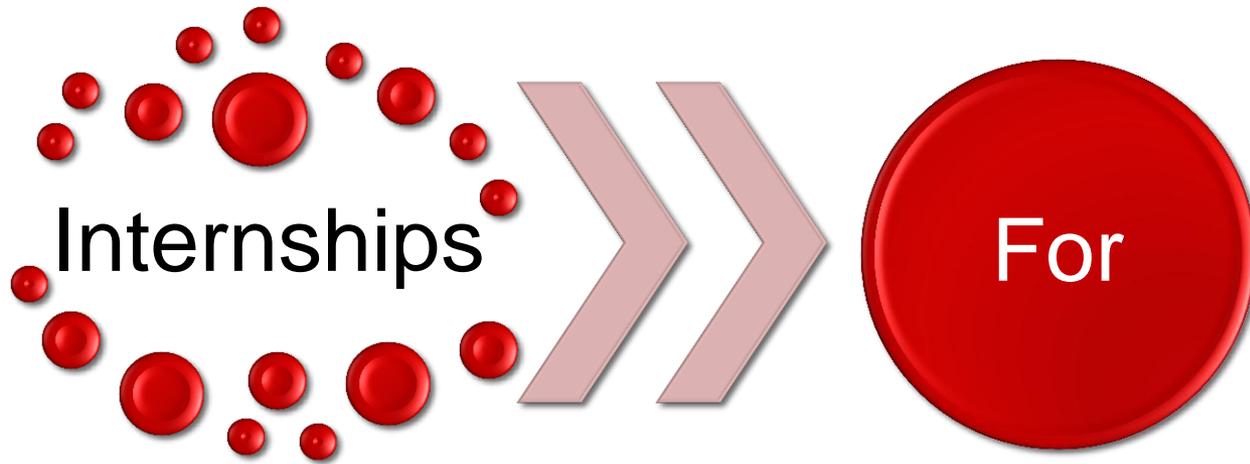


7 Students

11 Student
Mentors



Partnering with
Professors



Students

&

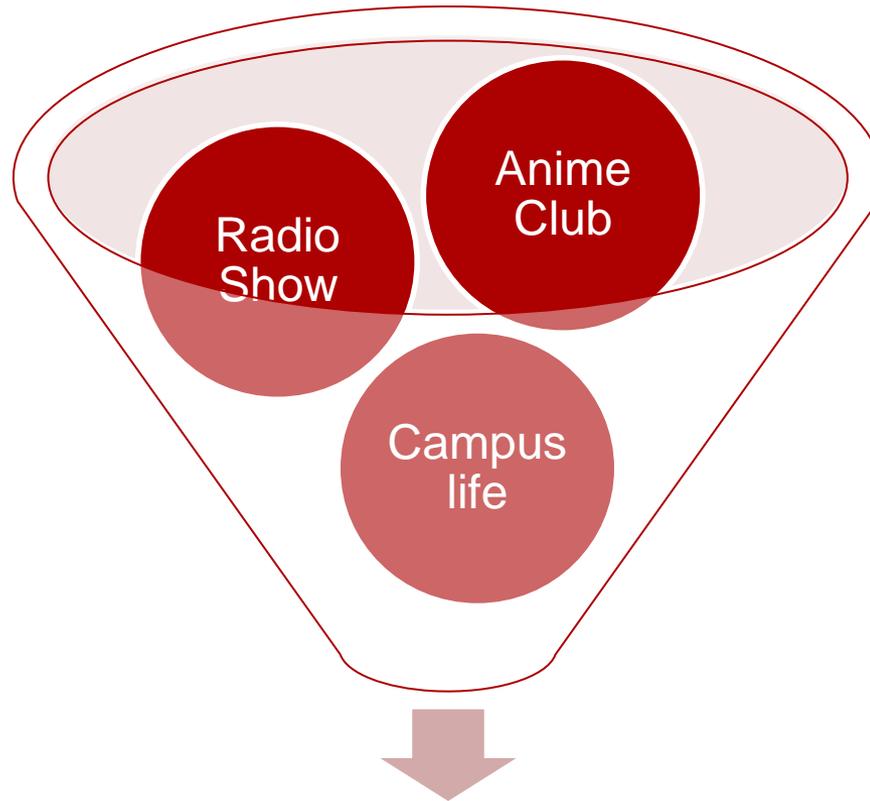
Student
Mentors



Team Meetings

Living For Giving

On Campus Activities



Students participate in extra-curricular activities outside of class and regular campus participation

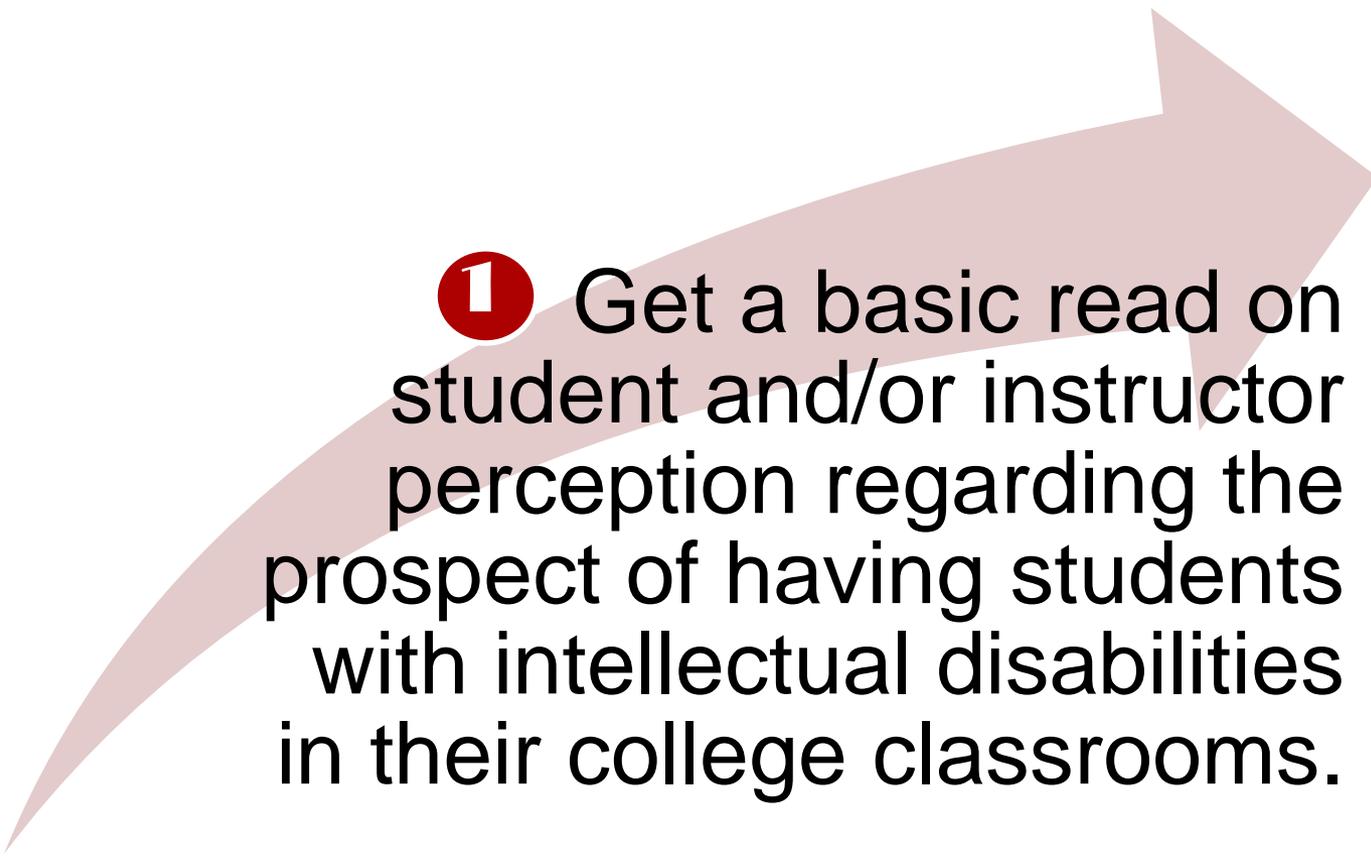
RESEARCH PROTOCOL

Carrie Baker

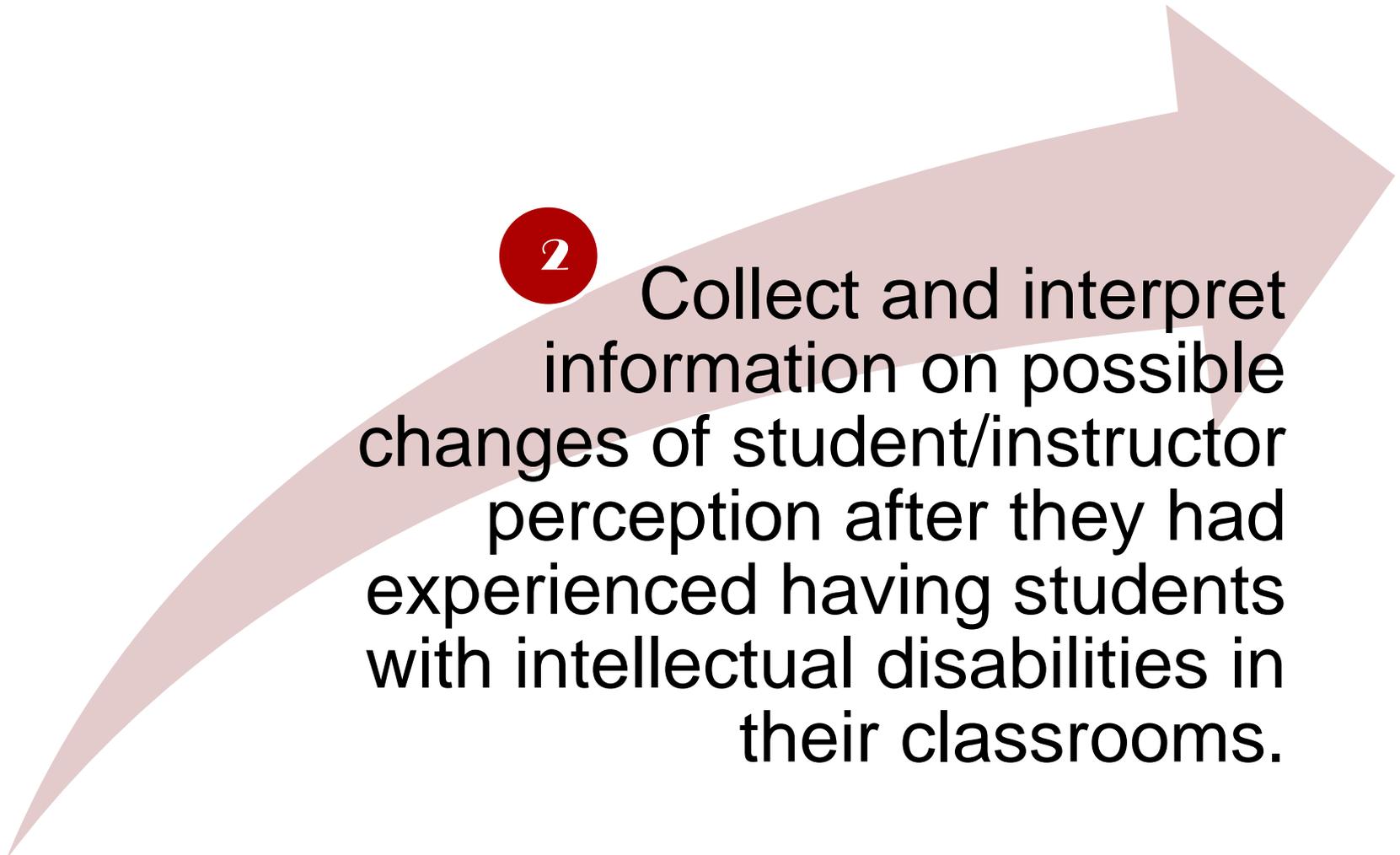


SPECIFIC AIMS OF STUDY

Goal number one

- 
- 1 Get a basic read on student and/or instructor perception regarding the prospect of having students with intellectual disabilities in their college classrooms.

Goal number two



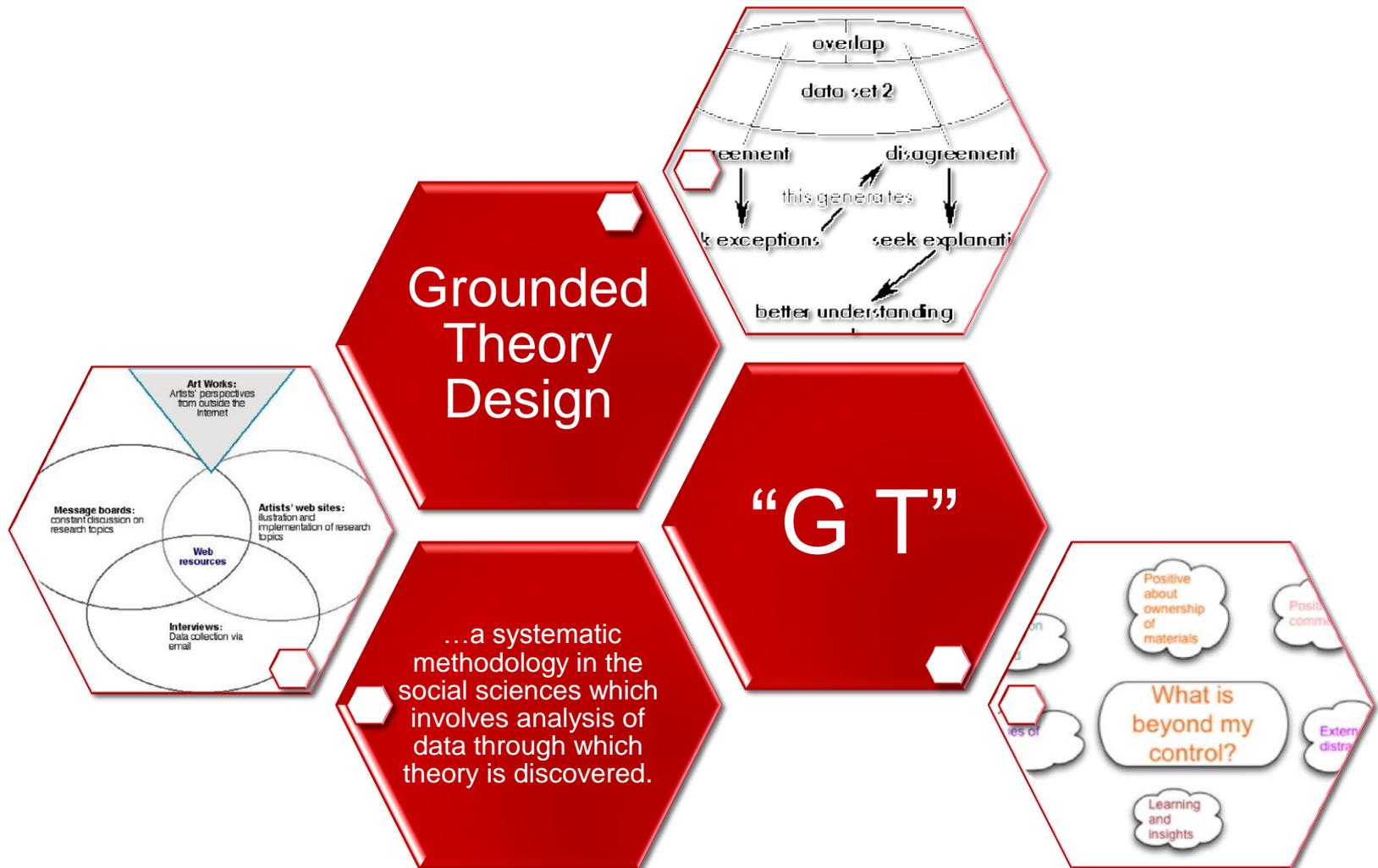
2

Collect and interpret information on possible changes of student/instructor perception after they had experienced having students with intellectual disabilities in their classrooms.

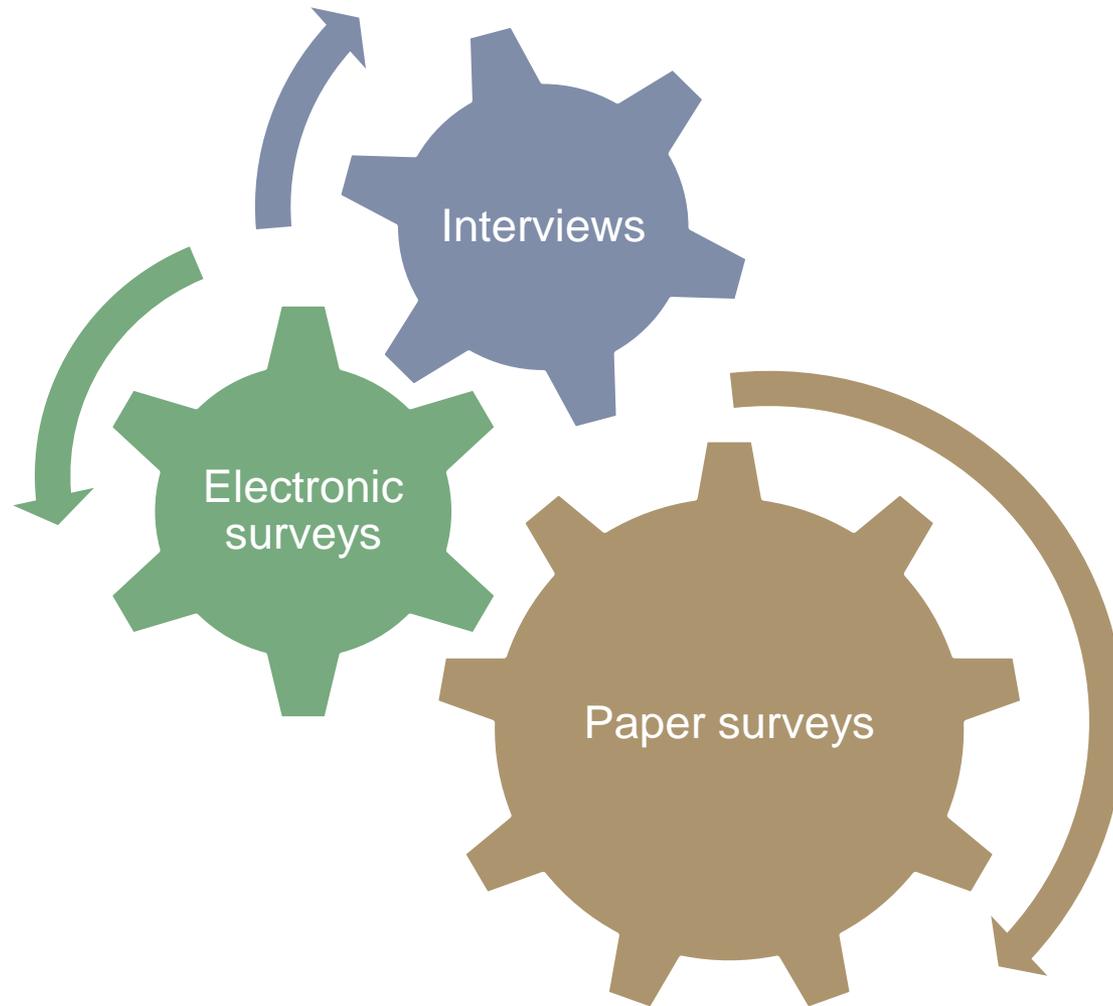
Primary research question

“How has the inclusion of students with Intellectual Disabilities on a college campus affected faculty, staff, and student perception about the integration of students with Intellectual Disabilities in post secondary education programs?”

Theoretical Methodology



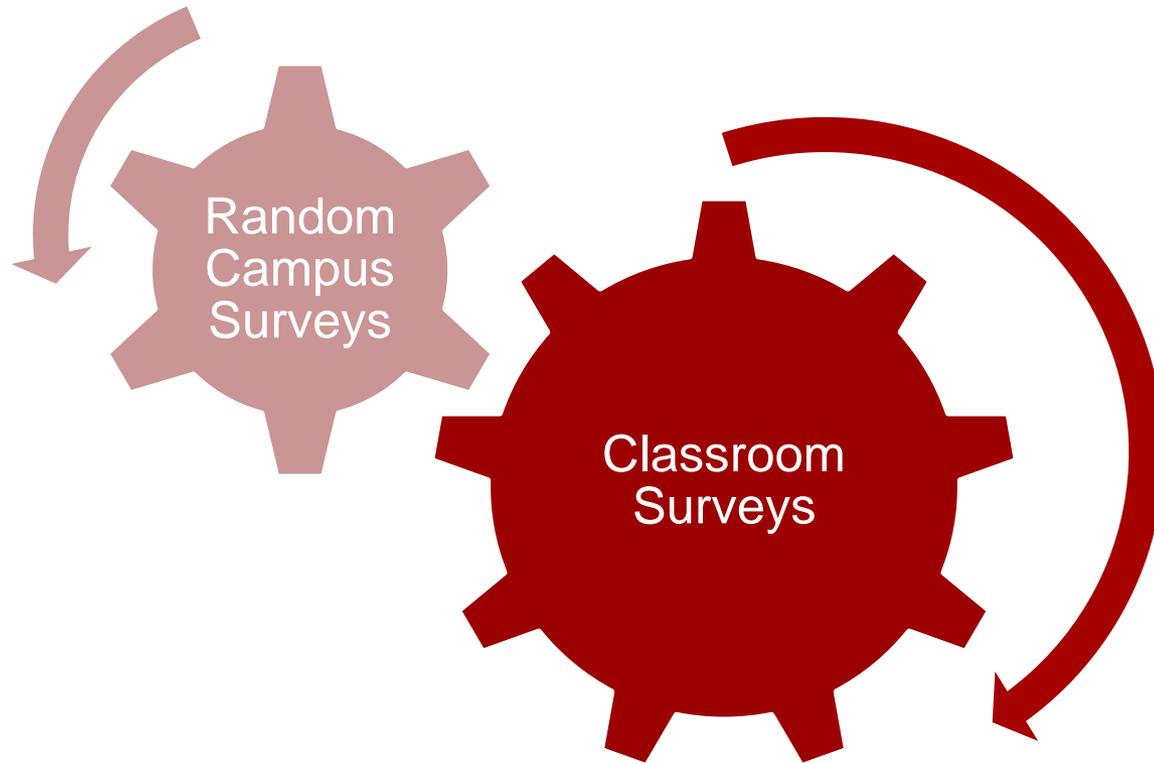
Research Methods



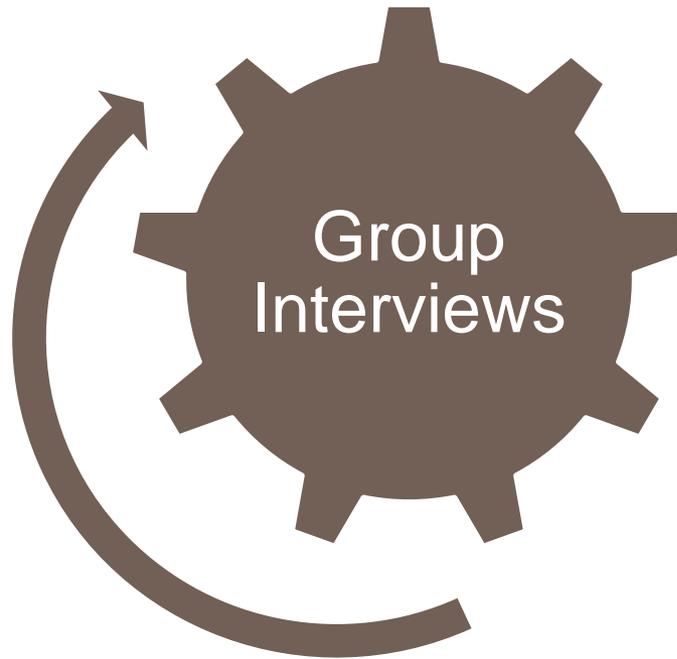
Electronic Surveys were sent campus wide.



Paper Surveys were administered in the classroom or by soliciting random individuals on campus.



Short group interviews took place in classrooms.



More formalized interviews were completed with student, faculty and staff volunteers.



INDIVIDUAL SELECTION

Johnson State College Community.



Individuals selected included

1

- Current/ Former classmates of Think College Students

2

- Current/ Former instructors of Think College Students

3

- Students who have not experienced having Think College students in their classes.

4

- Instructors who have not experienced having Think College students in their classes.

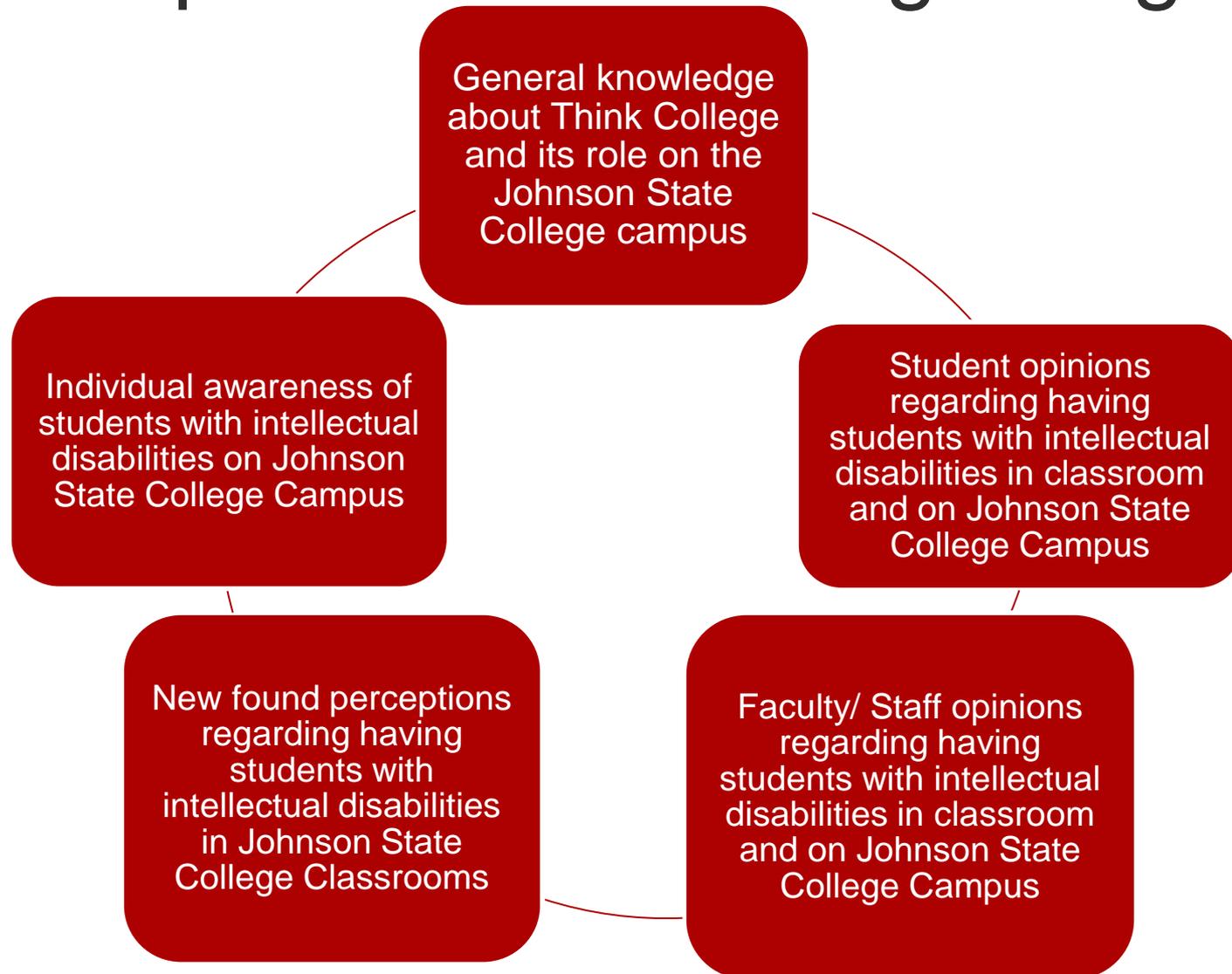
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- Staff and other members of the Johnson State College community

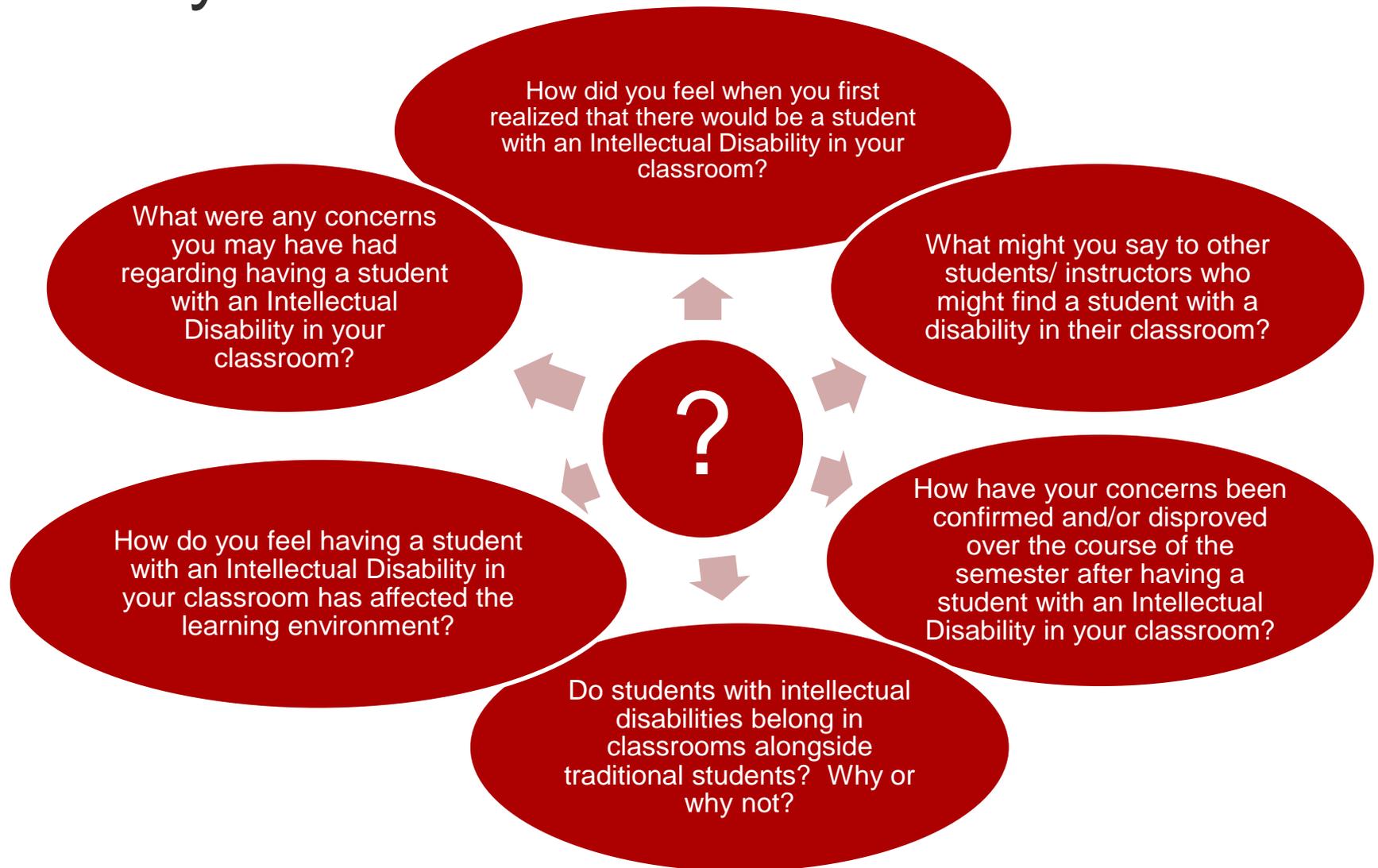
SURVEY QUESTIONS

Information collected via verbal and written inquiries.

Basic questions asked regarding:



Survey Questions:



Were you aware that there is or has been a student with an Intellectual Disability in your classroom?

How do you feel having a student with an Intellectual Disability in your classroom has caused issues within the learning environment?

?

How do you think you would now react differently to finding that you have a student with an Intellectual Disability in your classroom in the future?

RESEARCH FINDINGS

Perry LaRoque



The Road Less Traveled- Implementation



Moving in a
different direction

- “We’re trying to move away from the image this program may portray to the community.”

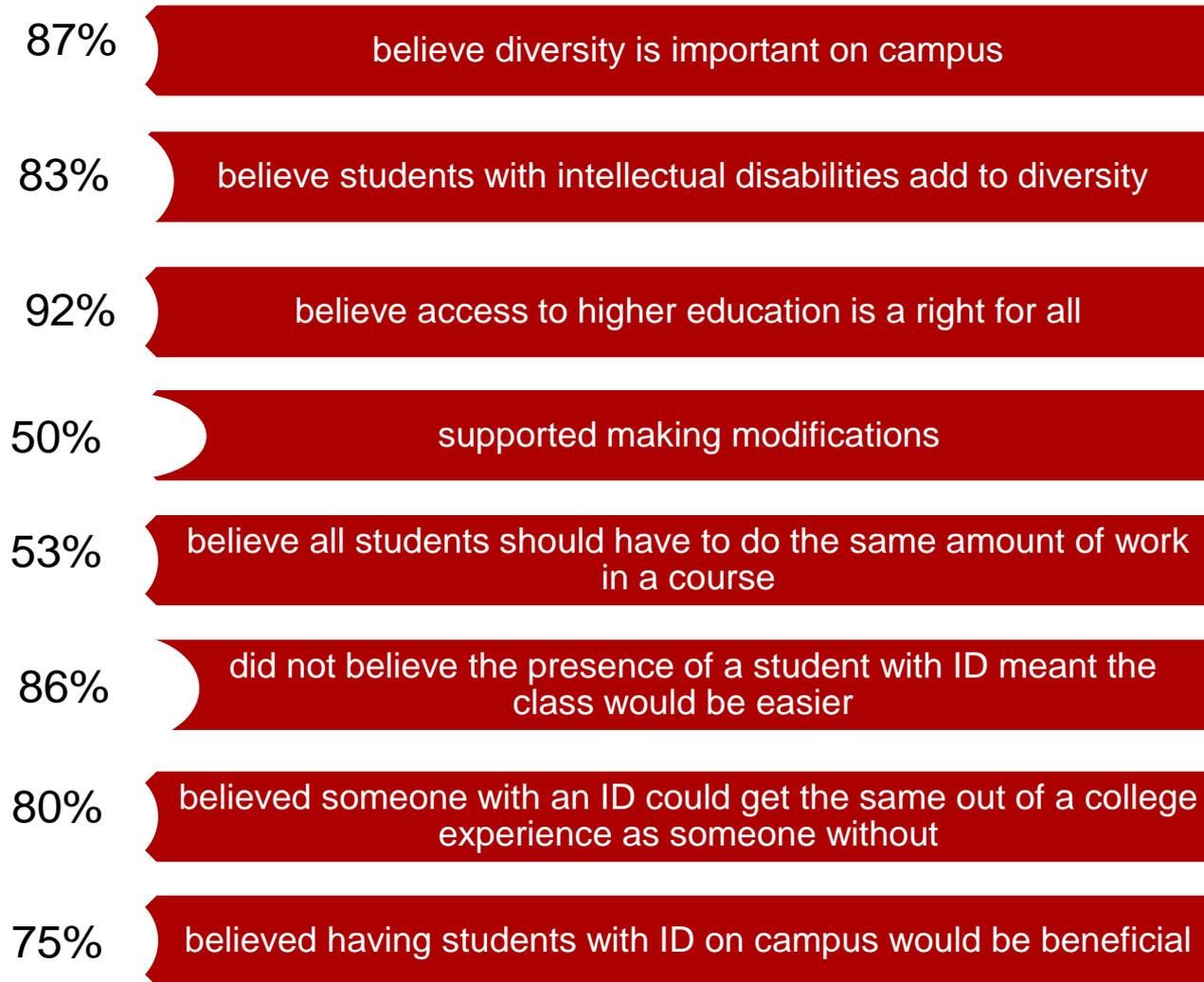
What about the
“Real” Students?

- Professor load and support
- Creating accommodations
- Equality-grading

How does this
define me?

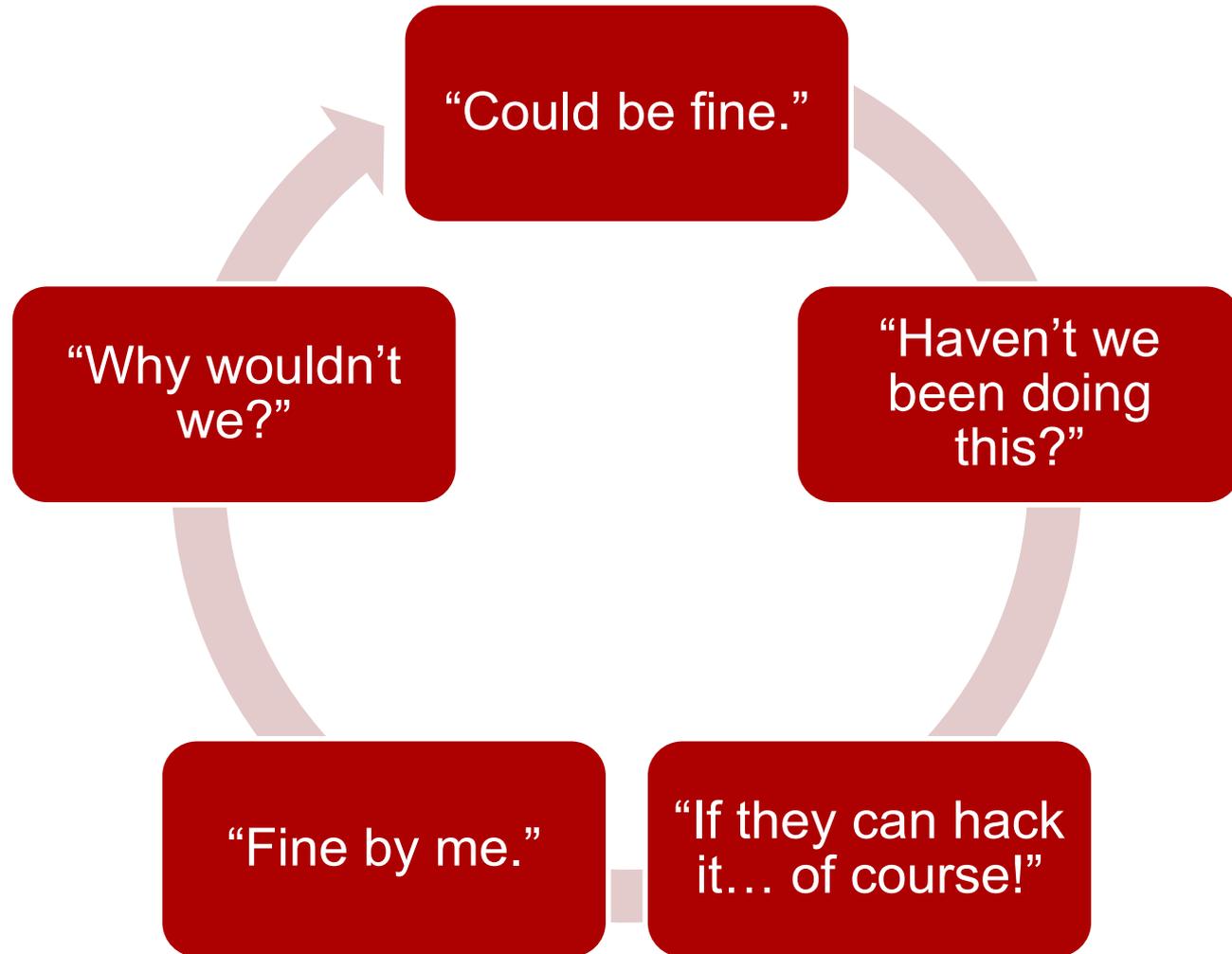
- Difficulty of classes
- Student self-perception
- Standards of the college admissions

Where were we?

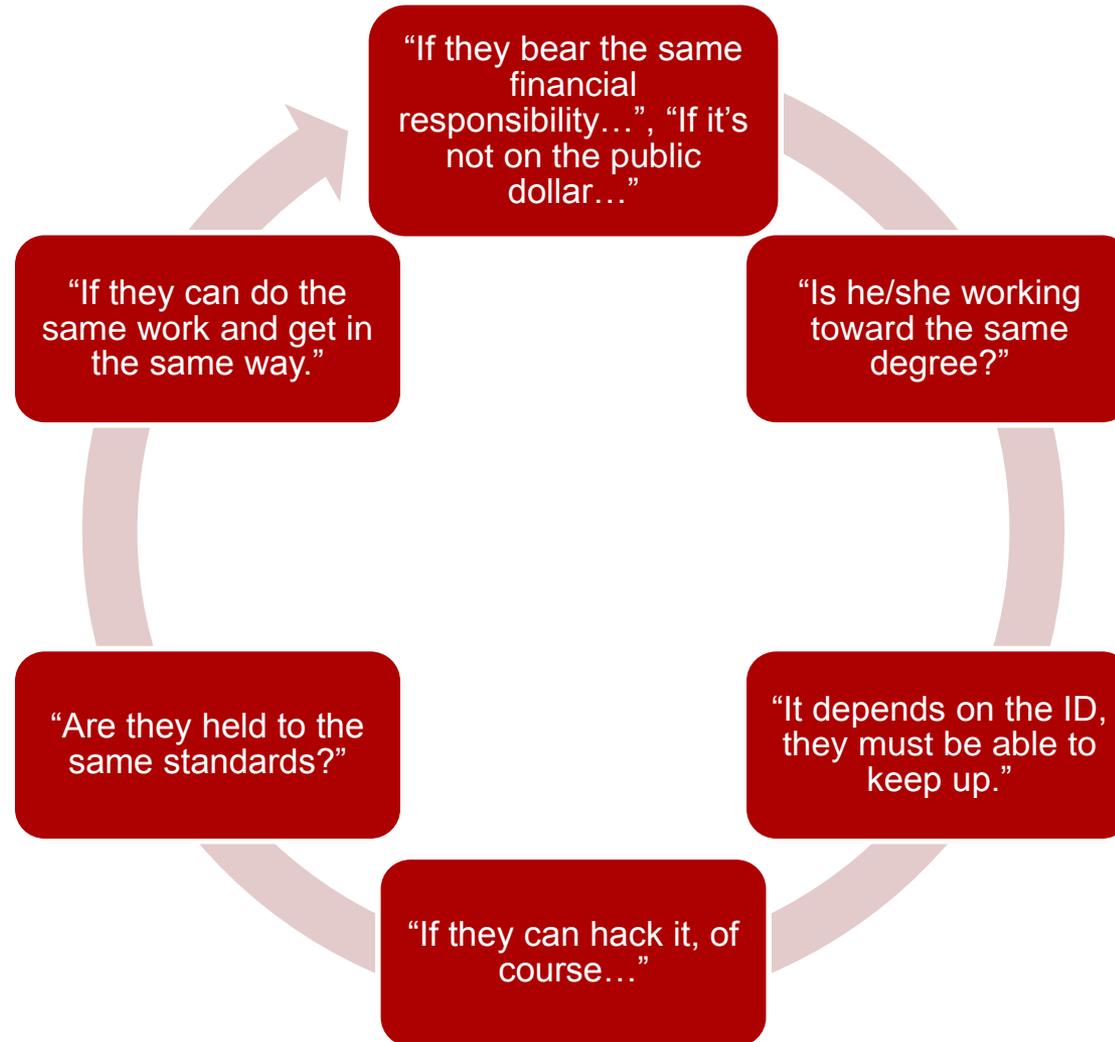


STUDENT PRE-PERCEPTION

Whatever



As long as it's equal



POST-FACULTY PERCEPTION

The Worst Never Came True

“I recall the first year this was implemented and the amount of conversation at a new student orientation meeting about how the Think College students would fit in, and what would the reactions be of other students and parents. This year, there was hardly even a mention of Think College in the orientation meeting. I'd say that was progress.”

The “Real” Students Benefited

“Benefits of such a program on campus flow(ed) as much to the college and its “general” student population as to Think College students.”

“My strongest observation is the pride and pleasure our JSC students take in working with TC students. Just yesterday, a student told me that serving as mentor is the best work she has ever had.”

“My initial idea was that a college environment was not appropriate for students with intellectual disabilities. After having Jon in my Social History of Rock and Roll class and experiencing the effect that a college experience has on these students, I have totally reversed my opinion! Students with intellectual disabilities definitely have a place in a college environment; in fact, their dedication and determination make them wonderful role models for other students!”

POST-STUDENT PERCEPTION

As Long as it is Equitable

“Yes but criteria for their needs and grading [must be considered].”

“Hope there is a grading system to accommodate.”

Increased Diversity

“Diversity.”

“...appreciate that JSC can actively embrace diversity.”

“...improved the learning environment by contributing to diversity.”

The Course Was Better

“Made the teacher articulate and be more coherent in lectures.”

“Nothing negative, if anything, we go over material more.”

“People have to think about how they articulate.”

“...help[ed] teachers and students think and teach more creatively.”

A Different Perspective

“They help other students think outside the box.”

“Gives different perspectives”

“Some different questions get asked than normal”

Discussion



Concerns weren't Confirmed

- General agreement that there was a positive impact



From Equality to Equity

- From concern about everything being equal to everyone getting what they needed



Expansion of Diversity

- Increased diversity in classrooms and on campus



Think College Benefits Me

- Benefit to instruction and classroom environment



Think College Benefits Me

- Students began to be more vocal for the rights of all students

WHAT WE HAVE DONE ?

As Think College Johnson State



We have provided professor support

We have made awareness of UDL practices on campus

We have use Think College as an authentic example in college courses

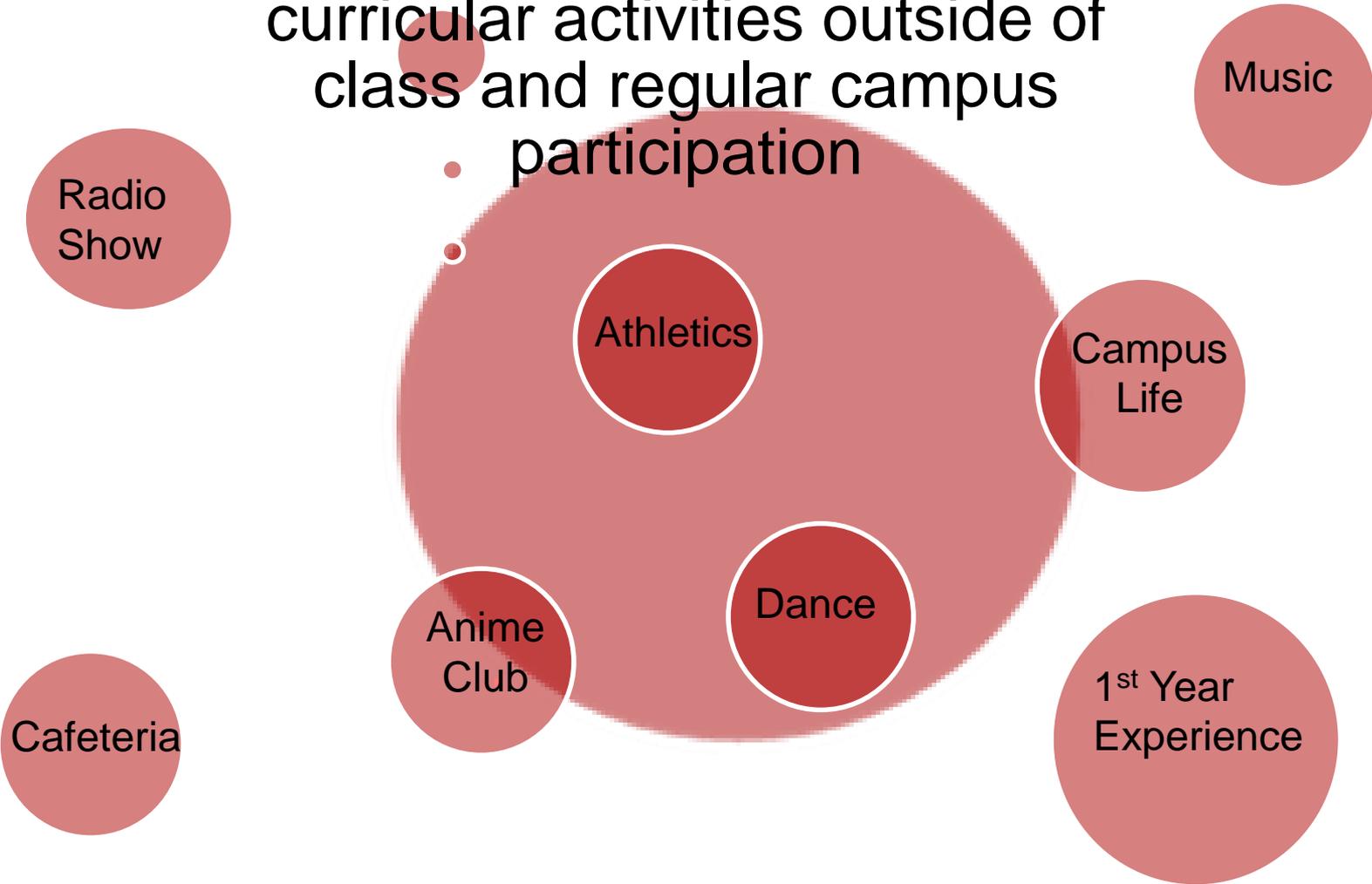
We utilize Mentors as ambassadors and advocates

- Provides positive contributions to campus and the community.
- Raises money for local charity organizations
- Is an officially recognized club that is open to all JSC students
- Is run by students

Living for Giving



Students participate in extra-curricular activities outside of class and regular campus participation



Small Group Discussions

1

- What were the pre-conceived notions about your program prior to implementation?

2

- How has your program impacted your campus?

3

- What did you do to influence campus perspectives?