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

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The Eight Colleges of RIT

CAST
College of Applied Science & Technology

COB
College of Business

CCIS
College of Computer & Information Sciences

COE
College of Engineering

CIAS
College of Imaging Arts & Sciences

CLA
College of Liberal Arts

COS
College of Science

NTID
National Technical Institute for the Deaf

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Cross Registered Programs

Pre-Baccalaureate Studies

Bachelors & Masters Degrees

Technical Studies

NTID
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
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%
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
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.
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
Web Distribution of Notes

Departments -> Scanning Center -> Web Site -> Central Printer

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Web Distribution of Notes

Scanning Center

Departments

Web Site

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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
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
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
Distance Learning

- Two Forms
  - Asynchronous
  - Synchronous – Videoconferencing

- Challenge: Accessibility for Deaf and Hard of Hearing Students
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

Multichat

Multichat is a real-time variation on Tony Chang’s Webnote http://www.aypwip.org/webnote/ (i.e., in our variant you see what people are typing as they type).

I’m running it on my personal computer, so if I’m online, please check it out. Chat me at jonschullaim, and I’ll give you a URL and show you around. If I’m not online, you can get a partial feel for it from this:

The project was initially inspired by the need for a cross platform, type-as-you-talk, multi-person chat program optimized to facilitate face to face conversations between deaf and hearing students in the classroom. (see First in Class Deafness Project at RIT).

But (thanks to the webnote foundation and to collaborator/coder Mike Axelrod) it turns out to be far more powerful than that. It will eventually work as a peer to peer system supporting conversations between any number of connected users (with or without a server).
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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Hand in your Focus Group Paper...

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.
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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
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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