

How **DEAF STUDENTS' PERSONAL FACTORS INFLUENCE**
Their First-Year Experience and Beyond: Data on Three Cohorts 2007, 2008, 2009

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R·I·T National Technical
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NTID: THE COLLEGE AND THE STUDENTS

Who are we, anyway?

- *RIT: Private technical university, 8 colleges, 16,450 hearing students*
- *NTID: Founded by Congress in 1965;
first class of 70 Deaf and Hard of Hearing (D/HH) students in 1968
1,266 deaf and hard-of-hearing students enrolled in 2009*
 - 59%** in 2-year Associates programs at NTID (direct instruction)
 - 41%** in Bachelors & graduate degree programs in another RIT college (with support services)
- *First-year D/HH persistence and graduation rates:*
 - 75%** in Associates and **52%** graduate
 - 86%** in Bachelors and **73%** graduate

top photo: NTID associate degree level students in lab (photo by Ben Liddle)

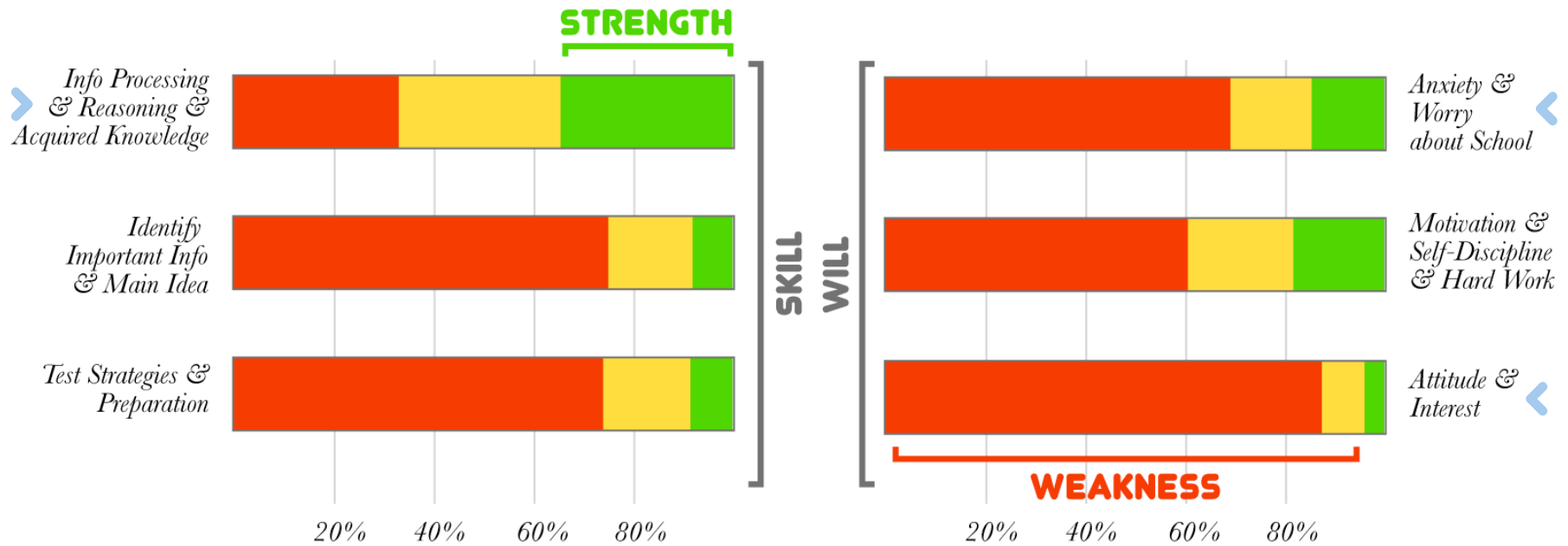
bottom photo: Cross-registered RIT deaf students supported by “Remote” C-Print real time speech-to-text & printed notes. (Photo by Mark Benjamin)



*The **GOAL** of this longitudinal study is to **IDENTIFY PERSONAL**
and **ACADEMIC** factors that contribute to **DEAF** students' **SUCCESS**
in the first-year and beyond in college.*

THE RESULTS: SKILL + WILL COMPONENTS

Do our students have the skill and drive to do it?



LASSI RESULTS: SKILL + WILL TOWARDS ACADEMICS

LASSI: IMPACT ON ACADEMIC PERFORMANCE

How do the LASSI results predict grades?

SELF-PERCEIVED ANALYSIS:

— *Will component reflects*

ATTITUDE and interest in academic topics

Motivation, **SELF-DISCIPLINE**, and hard work

— *Skill component reflects*

Information **PROCESSING**, reasoning, and

ACQUIRING knowledge

— *Self-regulation*

Time management

SUPPORT strategies & materials

Self-testing, review, and preparation for class



STRENGTHS ON LASSI

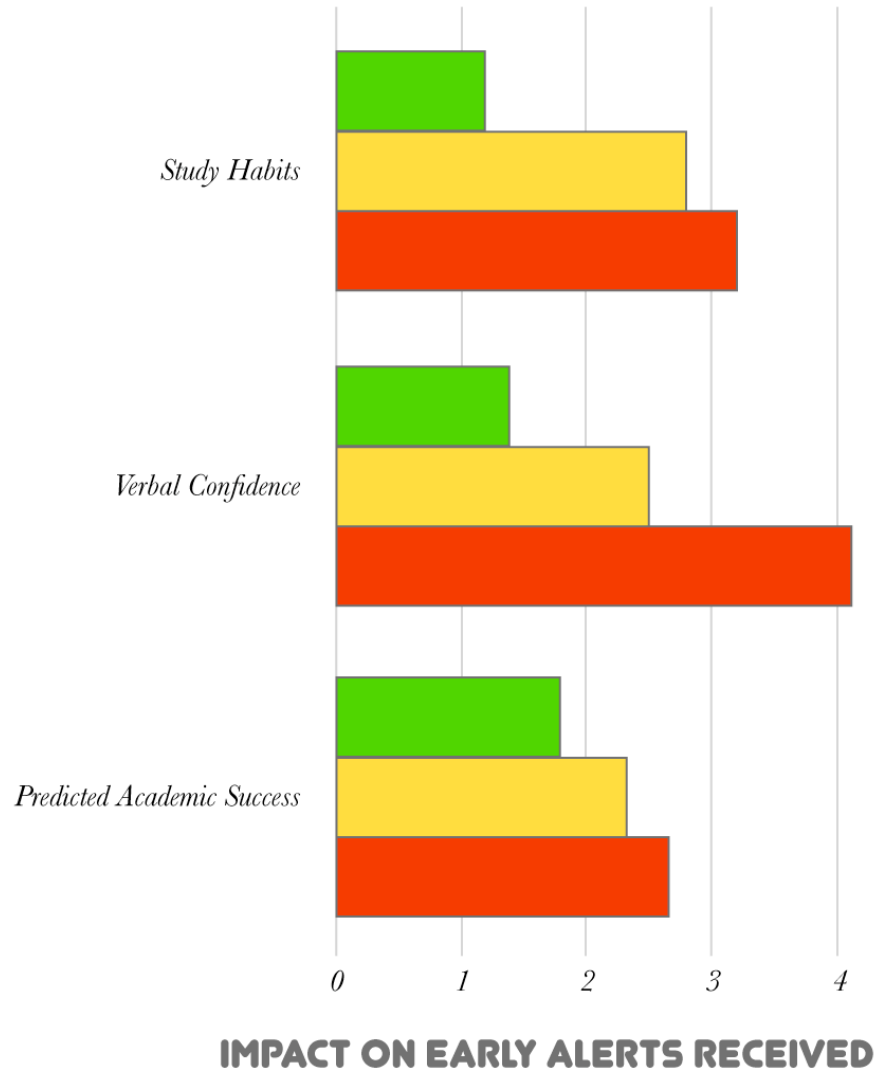
—> *Significantly higher GPA*

WEAKNESSES ON LASSI

—> *Significantly lower GPA*

IMPACT OF NOEL-LEVITZ FACTORS ON EARLY ALERTS

How do the scores relate to the academic warnings?



DEAF college students show a pattern **SIMILAR** to **HEARING** college students for how they **PERCEIVE** their own academic performance relative to their **ACTUAL** academic performance.

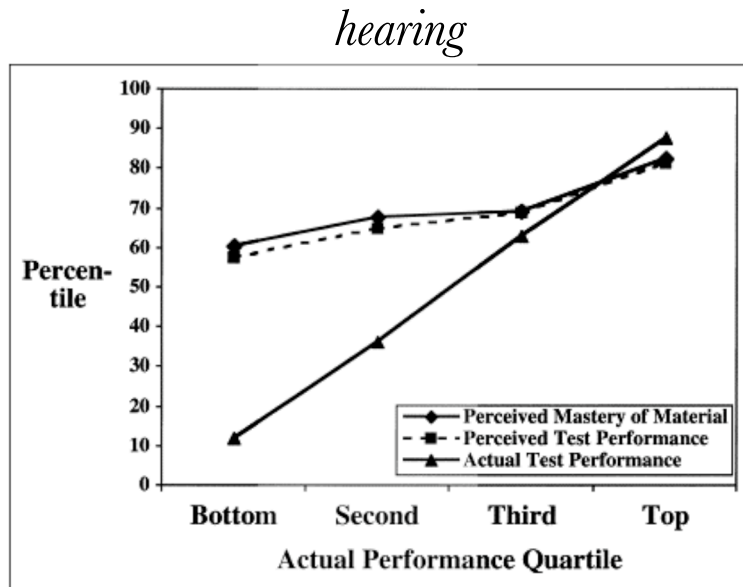
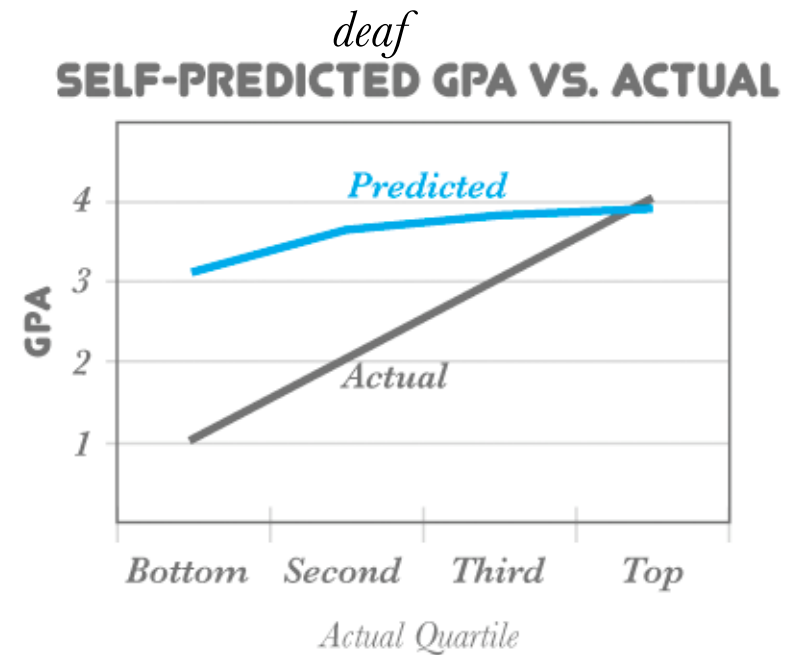
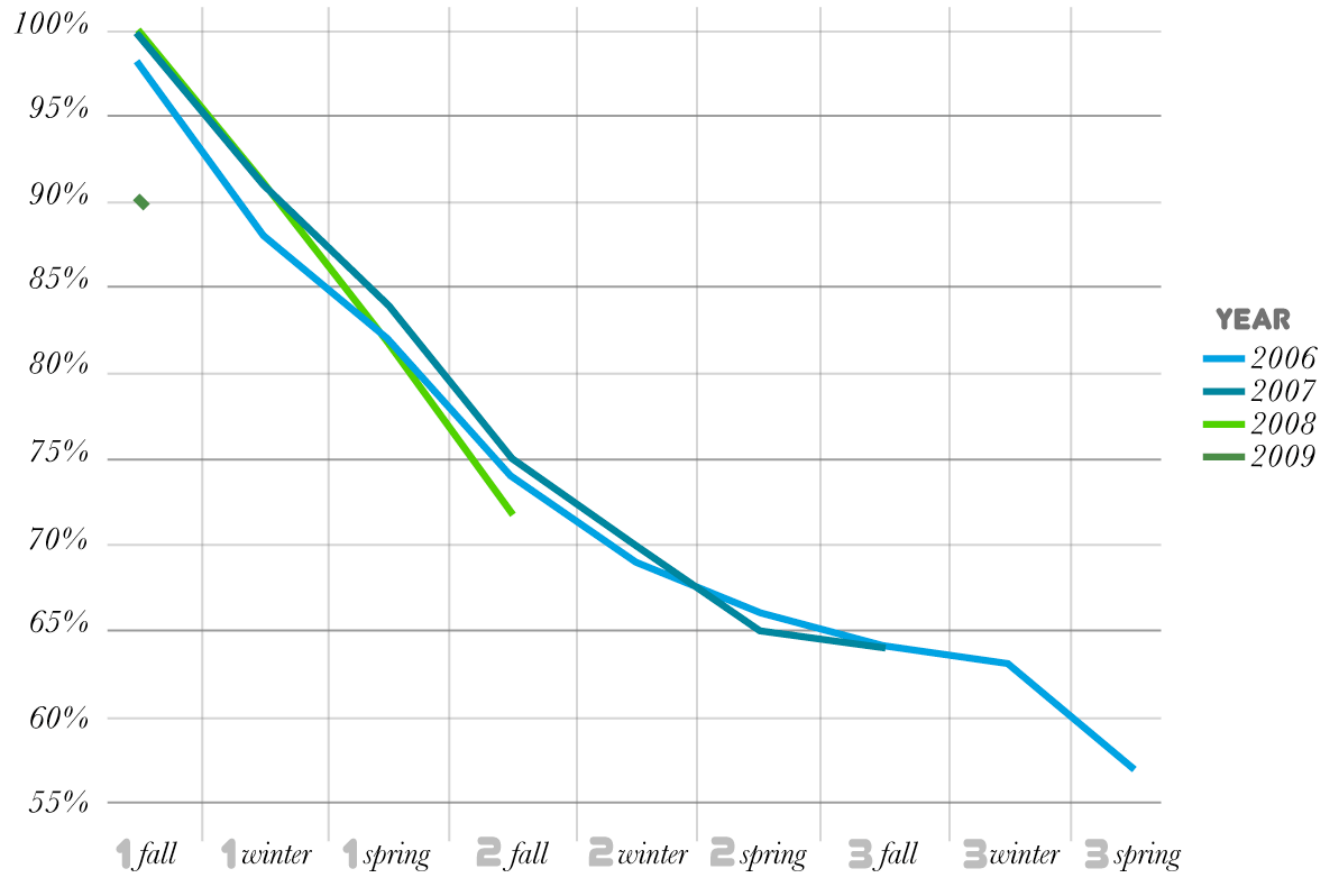


Fig. 1. Perceived percentile rankings for mastery of course material and test performance as a function of actual performance rank.



PERSISTENCE OF ALL NTID STUDENTS

What percentage of our students stay through the years?



PERSISTENCE OF ALL NTID ENTRY STUDENTS IN 2006 [CONTROL] AND 2007-09 ACROSS 3 YEARS

**DEAF STUDENTS' PERSONAL FACTORS
2007-2009 | RIT + NTID**

CONTACT INFORMATION

For a PDF of this presentation, please visit:

http://people.rit.edu/rrkncp/FirstYear_2010

*How Deaf Students Personal Factors Influence Their First-Year
Experience and Beyond: Data on Three Cohorts 2007, 2008, 2009*

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