Is College Prepared for You? What to do NOW

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Agenda

➢ What does Research Say?
➢ Deciding What You Want
➢ Deciding What You Need
➢ What Can Colleges Provide?
➢ Exploring Options
Let’s consider:

Is the college prepared for the student?

Instead of:

Is the student prepared for college?

"WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER."

Alexander den Heijer
Research Says: What Students Want

✓ Connection with other autistic and neurodivergent students
✓ Advocacy with instructors
✓ Instructors who are educated about autism and disability
✓ Clearly organized assignments & syllabi
✓ Clear communication
✓ Organizational support
Research Says: What Parents Want

- Campus awareness about Autism
- Support for:
  - Communicating with peers
  - Mentoring
  - Orientation & Transitioning
  - Trained Specialists
  - Parental Involvement
Research Says: What Works

- Starting at Community College
- Living at Home
- Transition or Orientation at Start
- Peer Mentoring
- Cohorts
- Education and Support in Self-Advocacy
- Parent Support
Why Community College?

- Typically “open admission” - no SAT or ACT, high school grades don’t matter
- Articulation agreements with many universities: transfer more easily
- Close to home, may or may not have residence halls
- Smaller class size
- Reduced course load available
- Lower tuition cost
- Comprehensive support services
- Provides scaffolding
We’ve Found Students Need Support With

1. Academics, including organization and study habits
2. Appointments, making, preparing for, and keeping
3. Self-regulation
4. Communication with others, including self-advocacy
5. Social involvement
We’ve Found Students Need Education In

1. Executive Functioning
2. Self-Advocacy
3. Self-regulation
4. Social Interaction (not Social Skills)
Deciding What You Want: PATH

<table>
<thead>
<tr>
<th>EXPLORING?</th>
<th>CAREER PATH DECIDED?</th>
</tr>
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<tbody>
<tr>
<td>Most students fit this category</td>
<td>Are you already taking career classes?</td>
</tr>
<tr>
<td>Do you want to find out more about different options?</td>
<td>Do you know for sure what career YOU want to pursue?</td>
</tr>
<tr>
<td>Are you unsure of your passions or how they fit into a career?</td>
<td>Do you have a passion you want to follow, and know how it will fit into a career?</td>
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<tr>
<td>Are your academic strengths uneven or are you uncertain or your strengths?</td>
<td>Do you have a particular academic strength or overall strengths?</td>
</tr>
<tr>
<td>Are you open to attending different college options?</td>
<td>Are you committed to attending a specific college?</td>
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</tbody>
</table>
Deciding What You Want: RESPONSIBILITY

ACADEMICS
By the time you go to college, will you be:

• Following a study schedule?
• Communicating with instructors?
• Completing assignments on time?
• Working with other students in class?
• Able to determine how much time you need to spend on assignments?
• Driving or using the bus?

LIVING ON CAMPUS
By the time you go to college, will you be:

• Waking up by yourself? Getting enough sleep without reminders?
• Getting your meals for yourself?
• Doing your own laundry?
• Cleaning the bathroom, dusting, vacuuming, mopping, taking out the trash?
• Making your own doctor appointments?
• Making social plans & staying connected
Deciding What You Need

ACADEMICS

Do you need support with:

• Following a study schedule?
• Communicating with instructors?
• Completing assignments on time?
• Working with other students in class?
• Determining how much time you need to spend on assignments?
• Driving or using the bus?

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What Can Colleges Provide?

**DISABILITY SERVICES**
- Classroom and testing accommodations
- Technology accommodations
- Advocacy with faculty
- Campus disability education

**ADDITIONAL SUPPORTS**
- Counseling Center
- Tutoring: drop-in, individual, online
- Library
- Internet Technology Services
- Multi-Cultural Services
- LGBTQIA Center or Club
- Autism or Neurodiversity Program
Exploring Options

➢ Make your lists!
  • Spreadsheet?
  • Negotiables, non-negotiables
  • Questions to ask
    ○ Be very specific

➢ Create a schedule
  • Make appointments
  • Go to Information Sessions
  • Campus Tours
  • Personal interviews

➢ Take Notes

➢ Decide – Pros and Cons list?

➢ Apply to college!
If you “like” our page, you will see updates and other fun and educational information. Be sure to share it with friends and family, too!

Neurodiversity Navigators: www.facebook.com/ASNavigators
Resources

**Neurodiversity Navigators**, email: asn@bellevuecollege.edu
web: [www.bellevuecollege.edu/autismspectrumnavigators/about/information-sessions/](www.bellevuecollege.edu/autismspectrumnavigators/about/information-sessions/)

Videos and Articles (not only STEM!) [https://www.stairwaytostem.org/](https://www.stairwaytostem.org/)

Accommodations and Support Facts [https://collegeautismnetwork.org/fastfact7/](https://collegeautismnetwork.org/fastfact7/)

Alliance for Autism College to Employment Programs (for Institutions only)
[https://lists.rit.edu/mailman/listinfo.mmcgi/allianceace](https://lists.rit.edu/mailman/listinfo.mmcgi/allianceace)
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White House Report: Increasing College Opportunity for Low-Income Students: Promising Models and a Call to Action

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www.educationalpolicy.org

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Collaborative Efforts to Improve Access to Postsecondary Education for Students with Disabilities:
Report to the Legislature Pursuant to Substitute Senate Bill 5180 (Washington Student Achievement Council)

Increasing the Number of African American PhDs in the Sciences and Engineering: A Strengths Based Approach
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Overview and Key Findings (Association of American Colleges & Universities – 2013)
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What Do Employers Want?