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A COLLECTIVE CASE STUDY OF LAND- GRANT UNIVERSITIES AND RETENTION OF STUDENTS WITH LEARNING DISABILITIES



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Discussion Points

Criticism colleges and universities face for low retention and graduation rates

Uptick in college students with hidden *so called* learning disabilities

How students with learning disabilities are characterized and addressed in higher ed strategic planning

A source to provide the best practices about leadership strategies and student self determination

Strategies and perspectives that emerged from my collective case study

Next steps for my research and practice



Introduction: Table SALT Group

- We serve non-profit organizations, government agencies, and institutions of higher education -- combining my research with his leadership experience -- to provide curriculum development, program management, and training as subject matter experts -- focusing on leadership and business development.





Framing the Issue: A Problem Statement

- Numerous studies revealed that underrepresented students, including students with learning disabilities are **enrolling in college are on an upward trend** since the enactment of several statutes relating to higher education in the United States (Ju, Zeng, & Landmark, 2017; Knight, Wessel, & Markle, 2018; Mitchell & Gansemer-Topf, 2016)
- Lovett, Nelson, and Lindstrom (2015) recognized **learning disabilities comprised most disability types** in higher education confirmed by National Center Education for Statistics (2019)
- Public institutions' performance in this focus area has not been clearly explained, particularly land grant universities with the specific **mission of providing access to education for all citizens** to promote teaching, research, and service in practical education.

Framing the Issue: A Problem Statement

Ensuring a more diverse, equitable, and inclusive society

- Profound lessons of marginalized people
 - The **institution of slavery** in America lasted 246 years using 1619 as the beginning and the 1865 Thirteenth Amendment as its end.
 - A unique segment of the U.S. land grant education system exists in pairs -- a **historically Black college and university and a predominately White institution** -- due to **historical segregation** in the United States' Southern region.
 - Driving Factor: **Self-determination**
- Framed inquiry assessing present status and future intent
 - How do administrators of **land-grant universities describe strategies** for students with learning disabilities **to be self-determined**, so they succeed in their academic progress, retention, and persistence?



Theory Supporting this Research: Self-Determination

- Lack of self-determination often results in passive integration into higher education, which leads to social awkwardness, academic challenges, and psychological stress impacting retention.
- Theory of Self-Determination (Weyhmeyer & Little, 2013)
 - combination of skills, knowledge, and beliefs that promote goal-directed, self-regulated, and autonomous behavior
 - involve problem-solving and making independent decisions about personal activities, choices about educational goals, and commands control of all aspects of one's life



Research Questions

- **Leadership Retention Strategies**
 - How do administrators of land-grant universities in the Southern region of the United States, where both HBCUs and PWIs exist, describe professed and documented strategies to increase persistence and retain students with learning disabilities?”
- **Theoretical Framework**
 - How do leaders explain their perspectives regarding self-determination in underrepresented students with learning disabilities, so they succeed in their academic progress?

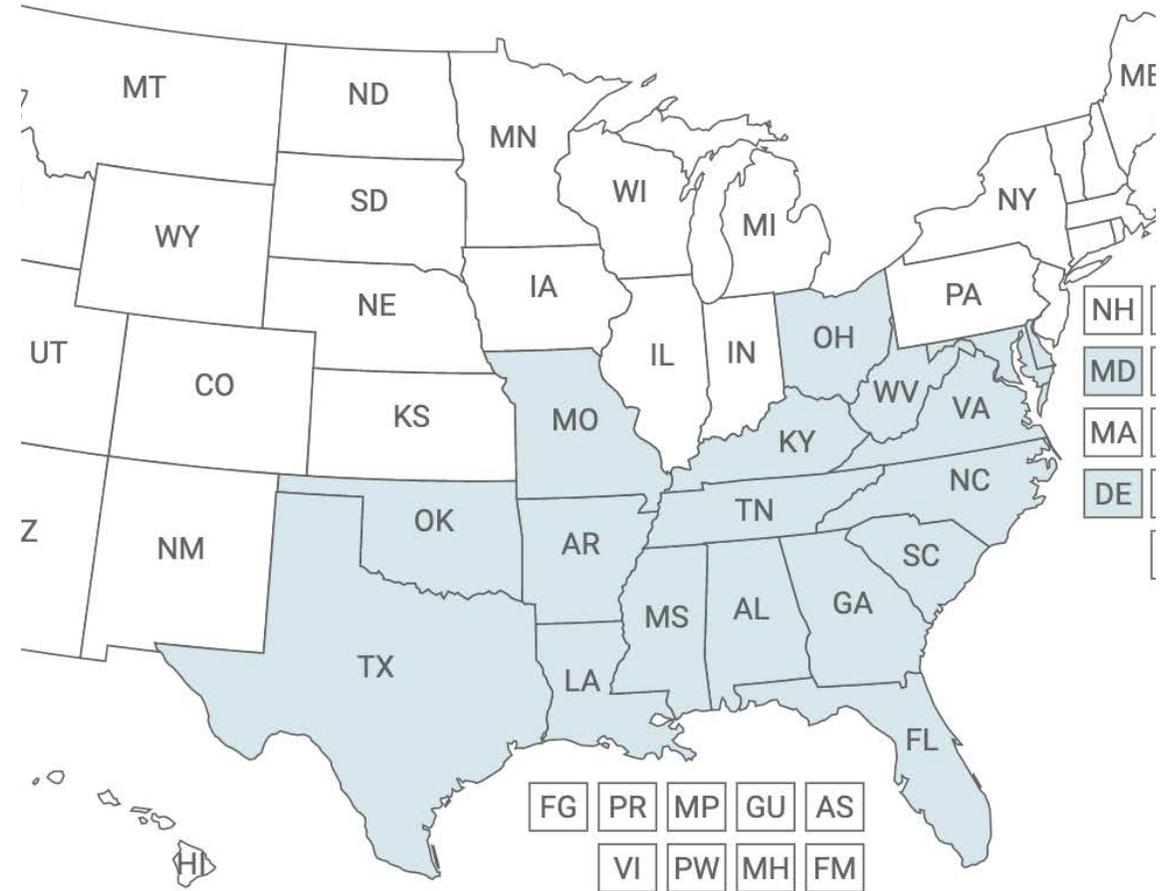


Application of the Qualitative Collective Case Study Method

Qualitative Collective Case Study Design

- Refines theory and provides insight on current and relevant lessons that are learned and offered by personal experiences (Merriam et al., 2016)
- An analysis bound within the Southern region of the land-grant system (Yin, 2016)
 - Guides the exploration through a deep dive into the historical, social and political context of educational segregation in the South
 - Compares multiple cases within the land-grant system in order to provide insight into the issue of diversity, equity, and inclusion

Note. From *Land-Grant University Website Directory* by United States Department of Agriculture, National Institute of Food and Agriculture, 2021 (<https://nifa.usda.gov/land-grant-colleges-and-universities-partner-website-directory?state=All&type=1890>). In the public domain. Adapted with permission.



Study
Findings:
Leadership
Strategies
for
Retention

Collective
Land-
Grant
Strategies

Delegate responsibilities

Build relationships

Embed success into the culture

Train and develop stakeholders

Plan strategically and tactically

Embrace diversity

Implement technology solutions

Study
Findings:
Leadership
Perspectives
on Self-
Determination

Collective
Land-Grant
Perspectives

Lead by example and
acknowledgment

Manage candid conversations

Create a safe zone of mentorship

Trust staff and students to make
decisions

Provide access to resources



Interpretation of the Findings

Historical and Cultural Factors

Bias and suppression persist in the education of Black students to the present day.

Certain aspects of past conditions are preeminent within the campus cultures.

Inequities persist between the PWI and the HBCU

Benefit policy development for diversity, equity, inclusion, and access to needed resources.

Implications

Reflections from the Literature

- Instructors and advisors are a major factor the success of persons with learning disabilities
 - Increase awareness
 - Honor discretion
 - Seek feedback
 - Show empathy
 - Nurture a sense of belonging
-





Next Steps

Recommendations From the Collective Case Study

Land-grant leaders receive leadership development in effective student retention strategies and implementation of self-determination principles.

Training secondary school administrators and collecting their input

- Adding a new dimension from 5 Texas school districts
- Preempt school administrators and prepare students for post-secondary education



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Next Steps

Recommendations From the Collective Case Study

Publishing a manuscript on Self-Determination based on Black Wall Street in the Greenwood District of Tulsa, OK

- New Curriculum Development: Black to the Future
- Seven principles from community leaders

Welcome to engage with you about these strategies and perspective to promote student academic progress and self-determination.



Seven Leadership Strategies
for Academic Progress

Five Leadership Perspectives
for Student Self-Determination

Using the Myers-Briggs Type
Indicator® instrument to connect
classroom learning to life skills

Next Steps

Recommendations From the Collective Case Study

Course Creation on Leadership Strategies for Academic Success for Students with Learning Disabilities

- New Curriculum Development: SPELLING for SPED
- Module 1: LEADERSHIP STRATEGIES FOR ACADEMIC PROGRESS
- Module 2: LEADERSHIP PERSPECTIVES FOR STUDENT SELF-DETERMINATION
- Myers Briggs Type Indicator

Welcome to engage with you about these strategies and perspective to promote student academic progress and self-determination.



Leadership Development
Course Description

Thank You

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