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FY'08 DEMONSTRATION PROGRAM

**INTERIM PERFORMANCE REPORT
10/1/2008 – 9/30/2011**

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PR/Award # P333A080027

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**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

PR/Award #: **P333A080027**

Overview: Interim Performance Report (April 16, 2010 through September 30, 2011)

Funded by the U.S. Department of Education, Office of Postsecondary Education, the mission of EnACT~PTD (<http://enact.sonoma.edu>) is to support students with disabilities within the California State University in attaining their postsecondary educational goals. Recognizing that faculty play a pivotal role in the success of all students, including students with disabilities, EnACT~PTD is designed to provide faculty within the CSU system the skills, support, and training necessary to ensure that students with disabilities are provided a high quality postsecondary education. To this end, we established three distinct yet interconnected goals:

1. *Partnerships* to Ensure Access to a Quality Postsecondary Education
2. *Technology* to Ensure Access to a Quality Postsecondary Education
3. *Dissemination* of EnACT~PTD Content and Processes

During this interim reporting period (April, 2010 through July, 2011), EnACT~PTD has made considerable progress in implementing our faculty development activities across all our Tier 1 and Tier 2 partner campuses which are noted below. In addition, we continued to work closely with our external project evaluators to collect and interpret project-specific data and partner with the Center for Distributed Learning for our varied dissemination activities. Our efforts have ensured timely completion of all anticipated project tasks during this performance period.

Goal 1: Summary Statement of Progress on *Partnerships*

As a multi-campus effort, EnACT~PTD activities were implemented at Sonoma State University, San Francisco State University, San José State University, CSU Sacramento, CSU Monterey Bay, CSU Stanislaus and Cal Poly San Luis Obispo – who represent our seven CSU partners. Specific collaborative accomplishments include:

- Continued support for our EnACT~PTD faculty on all Tier 1 and Tier 2 campuses as they implemented UDL course changes during the Fall 2010 term.
 - 38 faculty participated as EnACT~PTD faculty
- Implemented multi-campus data collection efforts including:
 - Tier 1 and Tier 2 faculty assessment of UDL course changes and FLC survey report
 - Tier 1 and Tier 2 student perception of UDL courses changes
 - Tier 1 and Tier 2 GPRA data examination on 1,811 individual student records
 - Tier 1 and Tier 2 faculty syllabus changes
- Successfully reported on all GPRA project objectives stipulated in our Year 2 Annual Report by all project partners.

Goal 2: Summary Statement of Progress on *Technology*

EnACT~PTD strengthens faculty development programs by enabling faculty to develop and utilize Accessible Instructional Multimedia (AIM) which address specific instructional issues through the use of current and emerging technologies. In addition, we developed and are hosting Coll@borATe, an online forum, which supports assistive technology use in higher education. Specific EnACT~PTD technology accomplishments during this reporting period include:

- Development and publication of six (6) AIM
- Collected data from EnACT~PTD faculty on the utility of AIM resources
- Examined general web-traffic data for the EnACT~PTD project and noted 671,404 hits

Goal 3: Summary Statement of Progress on *Dissemination*

In an effort to ensure that EnACT~PTD information and professional development resources are disseminated to a wide audience, we continue partnership with the California State University, Center for Distributed Learning (CSU-CDL). As well, EnACT~PTD was presented to numerous professional groups to garner greater awareness about our project and establish partnerships with individuals who maintain related research interests. Specific dissemination accomplishments include:

- Dissemination of EnACT~PTD materials by project personnel at 13 distinct professional meetings and conferences
- Dissemination of EnACT~PTD materials by Tier 1 faculty at 20 distinct professional meetings and conferences
- Project information presented at AHEAD, PACRIM and two different countries (Japan and Turkey)
- Continued partnership with the CSU Office of the Chancellor, Accessible Technology Initiative
- Continued collaboration with the Center for Applied Special Technology (CAST)

Summary Progress on ED and Project Specific Performance Measures

The Project Evaluation Matrix jointly established by EnACT~PTD and Gary Bess Associates served as a roadmap for our project evaluation procedures. Data collected during this performance period indicated a predominate number of our Program and Project Specific measures were met or exceeded. While form 524B offers specific details, key highlights include:

- Program Objectives (1.a.-1.b.): Course completion rates were improved for students with disabilities
- Program Objectives (2.a.-2.c.): Exceeded faculty implementation of project activities in targeted courses
- Project Objectives (3.a.-3.b.): Exceeded total number of project faculty and levels of satisfaction
- Project Objectives (4.a.-4.c.): Partially met AIM publication goals and technology applications
- Project Objectives (5.a.-5.b.): Exceeded expected dissemination activities

EnACT~PTD contributions to Research, Knowledge, Practice and/or Policy

EnACT~PTD has also made contributions in the following areas during this performance period:

- We continue to add to our professional knowledge base through ongoing research on faculty implementation of the UDL Syllabus Rubric.
- We have continue collaborating with CAST on implementing UDL in higher education
- We continue to expand our professional knowledgebase by facilitating research on how students with disabilities perceive their IHE experience in regard to UDL practices.
- We continue to influence policy and practice with our collaboration on the CSU Accessible Technology Initiative.
- Based upon project partner feedback, we have proposed the development of UDL-U as a professional development website that features our primary project resources.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

The difference between the rate at which students with documented disabilities complete courses taught by faculty trained in project activities, and the rate at which other students complete those courses.

1.a. Performance Measure	Measure Type	Quantitative Data					
Reduce the completion rate difference between students with documented disabilities and students without documented disabilities in courses taught by EnACT~PTD Faculty.	GPRA	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	92			93.1

1.b. Performance Measure	Measure Type	Quantitative Data					
Reduce the GPA difference between students with documented disabilities and students without disabilities in courses taught by EnACT~PTD Faculty. NOTE: Baseline data of 310 equals GPA 3.1 and Project data of 304 equals GPA 3.04	GPRA	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		310	/		304		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 1.a. examines the difference in course completion rates between SWD versus SWOD in courses taught by EnACT~PTD Tier 1 and Tier 2 Faculty. Course completion is defined as students having successfully passed a course with a letter grade between “A-D” while non-completion is defined as a letter grade of “F.” Baseline data for this measure were drawn from historical institutional data comparing the letter grades for SWOD versus SWD, across multiple classes that had not been influenced by specific project activities. It is evident within the professional literature that course completion rates for SWD are historically lower than SWOD and our initial exploratory data analysis confirmed this finding. Data collected from Year 2 indicated that SWD completed project targeted courses at a rate of 96%. This far exceeded our Year 1 target of 90%. In contrast to our original baseline data and related professional literature, the substantive increase in course completion rate for both students with and without disabilities offers a premise that UDL may serve as a promising pedagogical practice for all students. Given the high course completion rate for SWD noted during Year 2 (96%), as well as the fact that we will expand our project activities to seven campuses, we were cautious in predicting a similar success rate for the subsequent cycle. Ultimately, we proposed an increase of 2% from our Year 1 target of 90%. Thus, we anticipated that in Year 3 SWD would complete courses with a 92% passage rate.

Section A: 1. Project Objective

Data collected for this Interim Report demonstrate that our target for Performance Measure 1.a. was once again exceeded. Across our Tier 1 and Tier 2 partner campuses, EnACT~PTD Faculty identified the specific Fall 2010 courses that were directly impacted by our project activities. These courses represented 31 different disciplines (Table 1: EnACT~PTD FLC Faculty and Disciplines) and individual student performance was examined on 1,811 student records. Through student data analysis, we noted that the course completion rate for students with disabilities was 93.1%, which exceeded our target by 1.1%. In addition, the course completion rate for SWOD (93%) mirrored that of their peers with disabilities. Contrary to the literature, the variance in grade equivalent scores between SWD and SWOD were statistically not different when examining our projected targeted courses.

Performance Measure 1.b. examines Project Objective 1 using different data sources while remaining tied to the professional literature. Performance Measure 1.b. examines the Grade Point Average (GPA) difference between SWD and SWOD in courses taught by EnACT~PTD Faculty. Thus, we are attempting to examine the impact of specific letter grades on student performance by disability status. Baseline data collected in Year 1 were drawn from historical institutional data, which compared GPA differences between SWOD and SWD across multiple classes that had not been influenced by specific project activities. These historical data also concurred with the professional literature that SWD typically carry a lower GPA than SWOD. Our Year 2 target offered a .1 SWD GPA increase from our original baseline of 2.9, which would support reducing the GPA gap between SWD and SWOD. Data collected during Year 2 revealed a moderate increase in SWD GPA to 2.96. From these results, we established a new target (SWD GPA at 3.1) that reflected our commitment to increase SWD GPA and help shrink the historical SWOD versus SWD GPA difference.

Data collected for this Interim Report suggest that our target for Performance Measure 1.b. was once again partially met. These courses represented the same 31 different disciplines across our seven campuses and included an analysis of the 1,811 student records mentioned previously. In project-specified courses, the GPA for SWD across all partner campuses was calculated for an average of 3.04 which represents a clear increase of .14 from the original baseline of 2.9 but slightly below our Year 3 target of 3.1. Of note, when we disaggregated the data, we also found differences between our Tier 1 and Tier 2 campuses. Given that our Tier 1 campuses included the same faculty for over three years, an analysis of their GPA data revealed SWD GPA at 3.10 while at the Tier 2 campuses the SWD GPA was noted at 2.96.

As evidenced by both Performance Measures 1.a. and 1.b., EnACT~PTD is clearly making progress in increasing the rate at which students with documented disabilities complete courses taught by faculty trained in project activities, as compared to students without disabilities. Data collected from our Tier 2 partner campuses provided a much larger student sample yet the results continue to reflect that when examining our project-influenced courses, SWD perform similarly to their peers without disabilities. While a myriad of factors may account for these findings, it remains clear that SWD and SWOD course completion and GPA differences were not statistically different.

Notes:

1.a. Course completion rate is defined as: Completed Course = Grades of “A-D;” Non-completed Course = Grade of “F.”

1.b. Mean GPA differences based on letter grades were compared between students with documented disabilities and students without disabilities.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

The percentage of faculty trained in project activities that incorporate elements of training into their classroom teaching.

2.a. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of EnACT~PTD Tier 1 and Tier 2 Faculty who incorporate a minimum of two (2) distinct UDL changes into their classroom teaching.	GPRA	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			32/35	90		37/38	97

2.b. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of EnACT~PTD Tier 1 and Tier 2 Faculty who rate one course syllabus as having at least five (5) of eleven (11) elements at the “Enhanced” level utilizing the principles of UDL.	GPRA	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			32/35	90		38/38	100

2.c. Performance Measure	Measure Type	Quantitative Data					
Increase the number of EnACT~PTD Faculty who “agree or strongly agree” that participation in the UDL+FLC process enhances their expertise in implementing the principles of UDL in their classroom teaching.	GPRA	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			29/35	85		38/38	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In alignment with Project Objective 2, Performance Measure 2.a. examines the percentage of faculty who we anticipate will incorporate project training activities into their classroom teaching. Data analyzed during Year 2 suggested that our target for Performance Measure 2.a. was exceeded. Our Tier 1 campuses submitted a total of 16 courses for review, which yielded 42 distinct UDL changes. Thus, the average number of UDL

course changes was 3.8, significantly surpassing our anticipated target of 2.0 per class. From this data set, we established a new target that incorporated our Tier 2 partner campuses and expected 90% of all project faculty to incorporate a minimum of two UDL course changes.

Data collected for this Interim Report suggest that our target for Performance Measure 2.a. was once again exceeded. Of the 38 Tier 1 and Tier 2 Faculty participants, 97% made two or more changes to their courses. Notably, when comparing our Tier 1 and Tier 2 campuses, our Tier 1 Faculty made the most course changes. Sixty-four percent of faculty from these campuses made four or more courses changes compared to 38% of the Tier 2 Faculty. In addition, faculty reported that UDL course changes were not limited to the target course identified for project purposes. For Tier 1 Faculty, 58% of the faculty reported that they made courses changes to at least two or more non-target courses and 61% of Tier 2 Faculty reported course changes to two or more courses beyond those identified for project purposes.

Performance Measure 2.b. examines the percentage of faculty we anticipated would incorporate project training activities into the development of their syllabus. Baseline data for this measure could not be calculated given that our UDL Syllabus Rubric is a newer tool established for this project and thus project faculty had not formally received our full support to utilize this tool. During Year 2, emerging data from our Tier 1 campuses offered an initial impression of how faculty used the tool in support of their UDL efforts. Nine of fifteen (60%) faculty submitted syllabi for review. A content analysis was conducted of the syllabi submitted in an effort to reliably measure syllabi changes. Of the syllabi examined, 100% were classified by our external project evaluators as having elements at the “Enhanced” (55.6%) or “Exemplary” (44.4%) levels. Therefore, of the syllabi submitted for review, 100% had all 11 elements at or above the “Enhanced” level. From this initial report, we proposed a new target that all Tier 1 and Tier 2 Faculty would submit syllabi for content analysis and that 90 % of these syllabi will reflect elements at or above the “Enhanced” level.

Data collected for this Interim Report suggest that our target for Performance Measure 2.b. was met. An analysis of Tier 1 and Tier 2 Faculty syllabi revealed that 100% of the faculty submitted a syllabus for review. Across the 11 distinct elements reflected in the UDL Syllabus Rubric, a content analysis indicated that all syllabi (100%) were deemed to include a majority of elements at the “Enhanced” or “Exemplary” level exceeding our target by 10%. A disaggregated look across individual UDL Syllabus Rubric elements indicated a low (combined “enhanced/exemplary”) score of 60% on “providing examples of assignments” to a high (combined “enhanced/exemplary”) score of 100% for “providing multiple forms of instructor contact information.”

From this analysis, it appears that our UDL training and FLC support, combined with the UDL Syllabus Rubric, serve as critical tools in helping faculty modify their syllabus in support of UDL principles. We are very pleased that all faculty submitted syllabi for review and that an external content analysis revealed higher than anticipated elements at the “Enhanced” or “Exemplary” level.

Performance Measure 2.c. examined faculty perceptions of how the full complement of our project activities provided them with the knowledge to successfully implement UDL practices into their teaching. Baseline data for this measure could not be calculated given that project faculty had not formally received our full set of training activities and support. During Year 2 project faculty were asked to rate the extent to which participation in the EnACT~PTD project activities (UDL+FLC) enhanced their ability to implement UDL strategies in their classroom. Sixty-five percent of the respondents indicated that they “strongly agreed” with this statement and 20% of the respondents indicated that they “agreed” with this statement. Thus, a combined 85% of Tier 1 Faculty “agreed or strongly agreed” that participation in the UDL+FLC process enhanced their efficacy in implementing UDL strategies. Thus, we exceeded our anticipated initial target of 80% for our Tier 1 Faculty. We subsequently established a new target that 85% of our Tier 1 and Tier 2 Faculty will find similar benefit to our faculty development model.

Data collected for this Interim Report suggest that our target for Performance Measure 2.c. was exceeded. From our Tier 1 and Tier 2 campuses, project faculty were asked to rate the extent to which participation in the EnACT~PTD project activities (UDL+FLC) enhanced their ability in implementing UDL strategies in their classroom. Notably, 100% of the Tier 1 and Tier 2 Faculty reported that the UDL+FLC model enhanced their efficacy in implementing UDL. In examining their overall (summative) experience with the project, 100% of the Tier 1 Faculty reported that, *“Overall, as a result of my project participation, my efficacy as an educator has increased.”* Similarly, 95% of Tier 2 Faculty reported similar high value benefits.

New data also reveal an important finding. EnACT~PTD faculty were asked to report the extent to which their targeted UDL course changes were directly related to student grades. When given the prompt, *“What percentage of the final course grade was impacted by these UDL changes?”* 6% of the faculty indicated that these changes had a 75-100% impact on grades and 17% indicated that 50-75% of the changes were connected to student grades. Thus, it appears that 23% of the faculty selected UDL course changes that over 50% of the time were directly related to course grades. This remains a key area of investigation for future research, namely, what specific activities are faculty targeting for UDL changes and to what extent are these activities directly related to key student outcomes including course grades.

Qualitative information from Tier 1 and Tier 2 Faculty provided further insight into faculty perceptions regarding the UDL+FLC processes on their respective campuses. Key findings from a qualitative analysis revealed that project participation was valued as a tool to improve the quality and effectiveness of teaching. One faculty member stated, *“I now consider UDL issues as I prepare my courses, evaluate assignments, and consider material I post etc. I really have changed how I prepare to teach.”* As well, faculty praised the UDL process as a way to reach everyone regardless of learning style and that the overall format was valued by the participants given that they clearly see the benefits to student learning. Another faculty member stated, *“I have become even more thoughtful in the choices that I make with regard to teaching and learning. Whenever I consider something new, I immediately explore the ramifications for all students.”* These data continue to reinforce our supposition that UDL training coupled with FLC participation offers a strong model that supports faculty in making distinct and important UDL course changes that are connected to student success.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # : **P333A080027**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

Partnerships to Ensure Access to a Quality Postsecondary Education

3.a. Performance Measure	Measure Type	Quantitative Data					
Increase the number of EnACT~PTD Faculty who will participate in UDL+FLC project activities.	PROJ	Target			Final Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		35	/		38		

3.b. Performance Measure	Measure Type	Quantitative Data					
Increase the number of faculty who would “likely” or “very likely” make changes to their courses as a result of their participation in a UDL workshop. NOTE: 470 equals 4.70 on the five-point scale.	PROJ	Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4.50	/		4.70		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 3.a. examines our ability to develop and promote a model of faculty development that can be successfully implemented across multiple California State University (CSU) campuses. In our original project proposal, we stipulated that during Year 1 we would involve three campuses that collectively would include 15 Tier 1 Faculty. Thus, we established a faculty participation rate of 15 as our original baseline for this measure. Subsequently, anticipating the successful expansion to four additional CSU partner campuses during Year 2, we proposed a new target of 35 EnACT~PTD Faculty to receive our full complement of project activities.

Data collected for this Interim Report suggest that our target for Performance Measure 3.a. was exceeded. We were pleased to continue partnerships with our Tier 1 Research campuses (San Francisco State University, San José State University) and incorporate our new Tier 2 partners (CSU Monterey Bay, CSU Sacramento, Cal Poly San Luis Obispo, CSU Stanislaus). As a result of these partnerships, our final Tier 1 and Tier 2 campuses list 38 faculty as EnACT~PTD participants (Table 1: EnACT~PTD FLC Faculty and Disciplines). Thus, during the 2009-2010 term, 38 faculty received UDL training and participated as FLC members. Of note, all campuses met the minimum number of formal faculty participants (five per

campus) and two exceeded their quota, reflecting broader faculty interest in our project activities. We are also pleased to note that faculty participants represent a wide range of disciplines, rank, status, and years of teaching. Our original intent was to develop and implement a faculty development model that could be disseminated across multiple CSU campuses and included 35 faculty participants. This Performance Measure was achieved during Year 2 as planned.

Given that faculty development serves as an underpinning for our project, Performance Measure 3.b. examines the extent to which we successfully provided meaningful training activities for our faculty during Year 1 and Year 2. Initially, Tier 1 Faculty participating in the Universal Design for Learning (UDL) in Higher Education training were asked to complete a post-training evaluation to assess the likelihood that they would *incorporate* elements of UDL in subsequent teaching materials. For each of the UDL elements listed one-half of participants (50.0%) in attendance reported that they had NOT incorporated any of the 14 UDL elements into their instruction. A composite grand mean score was produced by adding the mean scores of each of the elements for those participants reporting they had NOT incorporated UDL elements and dividing by the 14 elements to produce an overall score for the likelihood of incorporation of UDL into instruction.

With a grand mean score of 4.41 on the five-point scale, it appears that these Tier 1 Faculty had NOT already incorporated UDL elements into their instruction were now “likely” to incorporate the UDL elements in the future. This mean score also establishes a Year 2 baseline for item 3.b. Thus, we anticipated that post-UDL evaluations from our Tier 2 Faculty would yield a composite mean score of at least 4.50, advancing a strong “likelihood” of incorporation in the future.

Data provided in our prior Year 2 Annual Report suggested that our target for Performance Measure 3.b. was exceeded. During our Year 2 performance period, 154 faculty attended UDL trainings. Post-UDL Training workshop evaluations concurred with prior (Year 1) data. On average, 59% of the Tier 2 Faculty indicated that they had not incorporated various UDL elements in their teaching. For this group, they reported that as a result of their participation in our UDL training, they would “likely” incorporate these elements (4.70), which exceeded our target by .20. In addition, they “strongly agreed” that the training met or exceeded their expectations (4.43); they “strongly agreed” that the material covered important information on teaching and learning (4.50); they “strongly agreed” that the training provided them with useful UDL information (4.57); and they plan to seek further UDL information (4.71).

Our original intent for this Performance Measure was to develop and assess our UDL training to ensure that participants valued the information and that it would likely lead them to incorporate UDL changes. This measure was successfully achieved in both Years 1 and 2.



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Grant Performance Report (ED 524B)
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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.

Technology to Ensure Access to a Quality Postsecondary Education

4.a. Performance Measure	Measure Type	Quantitative Data					
Produce and publish Accessible Instructional Media (AIM) that address specific instructional or accessibility issues in support of teaching and learning through the use of current/emerging technologies.	PROJ	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		7	/		6		

4.b. Performance Measure	Measure Type	Quantitative Data					
Increase the number of faculty who “agree” or “strongly agree” that one or more AIM “provide useful information that can be applied in their classroom teaching.”	PROJ	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			29/35	85		28/38	75

4.c. Performance Measure	Measure Type	Quantitative Data					
Increase the monthly usage of Coll@borATe, an online assistive technology forum, in support of addressing assistive technology questions in higher education.	PROJ	Year 3 Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		60	/		112		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4.a. A central element of our project focused on our ability to prepare materials for sharing with the broader professional community. To this end, we proposed the support, development and publication of ten Accessible Instructional Media (AIM). Specifically, we elicited support from our Tier 1 Research Faculty so that they may “capture” UDL course changes they made and publish these on our website. To date, our project has supported the publication of nine Accessible Instructional Media (Table 2). These published resources mirror the high quality of materials that are reflected in our

Section A: 4. Project Objective

project dissemination activities. Incorporating mixed media yet adhering to accessibility standards, these online resources assist other faculty in examining how their peers have successfully incorporated UDL principles into different disciplines. Of particular note, the student perspective is also shared, offering validity to the positive impact that UDL changes can have on student outcomes. As noted in our no-cost extension proposal, we anticipate successful publication of the final AIM to our project website by June 30, 2012.

Data collected during our second year indicated that our target for Performance Measure 4.b. was firmly exceeded. Faculty from our Tier 1 and Tier 2 campuses were asked to evaluate two published AIM. Results from AIM exemplar #1 (B. Wilson Case Story), indicated that 88.5% of the faculty “agreed” or “strongly agreed” that this resource offers useful information that can be applied to their teaching. Similar results (80.8%) were noted for AIM exemplar # 2 (N. Lindeman Case Story). Thus, on average, 84.6% of the faculty agreed that the resources were of value, exceeding our anticipated target of 80% by 4.6%. In addition, faculty noted that after viewing these resources, 90.4% would likely explore other examples to learn more about how faculty have implemented UDL and 82.5% “agreed” or “strongly agreed” that they would refer colleagues to similar examples.

Data collected for this Interim Report offer a different profile than Year 2. When asked to consider the AIM posted to our website, 60% of the Tier 1 faculty and 80% of the Tier 2 Faculty reported that they “agreed” or “strongly agreed” that this resource offers useful information that can be applied to their classroom teaching. While not meeting our anticipated target of 85%, it appears that AIM may serve a greater value to faculty who are nescient in their UDL efforts while faculty who have participated in structured UDL efforts feel they are already somewhat informed. Given that this is a relatively new area of investigation, further examination of these differences is warranted.

As noted in our prior annual report, the development and publication of Coll@borATe was successfully accomplished. Coll@borATe is an online searchable database of assistive technology information for students with disabilities, assistive technology professionals, and others interested in this arena. Between March 1, 2010, to April 27, 2010, Coll@borATe was visited 110 times and a total of 653 pages were viewed. Interestingly, during our initial analysis of the data, this site was visited by individuals from 12 distinct countries, including repeated visits by the United Kingdom, India, and Canada. In addition, several students with disabilities offered qualitative feedback on the utility of Coll@borATe as an important tool in support of their use of assistive technology. In particular, students noted that Coll@borATe is easy to use and encourages independence in seeking solutions to common assistive technology questions. Given this wide interest, we estimated that on average Coll@borATe was visited 54 times per month as a baseline. Based on this initial analysis, we proposed a target of 60 unique visitors per month during the next reporting period.

Data collected for this Interim Report indicate that during the current reporting period (May 2010 through September 2011) our EnACT~PTD website received 671,404 hits. On average, our website was explored by approximately 900 unique visitors each month. In examining the Coll@borATe site for this reporting period, 1,904 views were recorded. Thus, on average, Coll@borATe was visited 112 times monthly, which exceeded our proposed objective. Interestingly, the web-traffic pattern seemed to indicate that visitors viewed the Coll@borATe site but did not post information or commentary. Further analysis revealed that there were 12,286 views for Dragon and Kurzweil but again, no further posts or commentaries were provided. Thus, while EnACT~PTD visitors did not specifically seek to access our Coll@borATe feature, it does appear that greater interest remains for accessibility-related issues that were not prompted by the EnACT~PTD project website. Thus, we believe that the 12,286 visitors seeking information on Dragon or Kurzweil may have located our site via a more general web search (e.g. Google).



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5. Project Objective Check if this is a status update for the previous budget period.

Dissemination to Ensure Access to a Quality Postsecondary Education

5.a. Performance Measure	Measure Type	Quantitative Data					
Increase usage of our professional development resources ensuring broad-based dissemination across The California State University.	PROJ	Target			Final Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		7	/		7		

5.b. Performance Measure	Measure Type	Quantitative Data					
Disseminate related research, accomplishments, and activities through professional presentations at state and national meetings and/or conferences.	PROJ	Target			Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		13		

5.c. Performance Measure	Measure Type	Quantitative Data					
Increase the number of disseminated professional development activities by Tier 1 Research Faculty.	PROJ	Target			Final Project Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		15	/		22		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 5.a. examines our ability to develop and promote a model faculty development program that can be successfully implemented across multiple CSU campuses. In our original project proposal, we stipulated that during Year 1 of our project we would include three campuses. Our successfully-established relationships with San Francisco State University and San José State University ensured that we met this performance target.

For Year 2, we proposed expanding our partner campuses to include four new Implementation Partners (Tier 2) which extended our activities across seven different campuses. Data presented in our Year 2 Annual Report indicated that our target for Performance Measure 5.a. was met. During the Spring of 2009, we issued a call to all CSU campuses informing them of our desire to acquire four new Tier 2 Implementation Partners. Interested campuses were required to submit the following documentation:

Introductory letter of interest from your campus to include:

1. Reason for interest in project participation
2. Desired or expected outcomes for participation
3. Identification of individual who would serve as Campus Coordinator
4. Assurance of five faculty participants during the 2009-2010 project cycle (Fall 2009 through Fall term of 2010 for implementation and data collection)
5. Availability of three individuals (minimum of one faculty member) for project training in San Diego on 10/18/2009
6. Formal letters of support from campus-based offices or individuals

We received inquiries from 13 CSU campuses and formally received nine complete applications. From these applications, we assessed their relative strengths and capacity in light of our commitment to widely distribute EnACT~PTD activities across the CSU. We were pleased to report formal partnerships were established with CSU Monterey Bay, CSU Sacramento, Cal Poly San Luis Obispo and CSU Stanislaus. These campuses varied in size, focus, student and faculty diversity, geography, and resource allocations and broadly represent campuses across the CSU.

Given our proposed model of implementation and dissemination, a new target for this measure was not required for Year 3. Our original intent was to develop and implement a faculty development model that could be disseminated across seven different CSU campuses. This Performance Measure was achieved in Year 2 as noted in Table 3: Participants by Campus.

Performance Measure 5.b. offered the opportunity for EnACT~PTD information to be disseminated to other professional groups that have a vested interest in supporting postsecondary students with disabilities and their educational success. Table 4 represents the Presentations, Workshops, and Seminars supported by our project from October 2008 through September 2011.

In our original project proposal, during Year 1 we proposed dissemination of our project information at nine different events or conferences. As noted in Table 4, we successfully met this performance measure during Year 1 and offered a new target of 10 events scheduled to occur during our Year 2 performance period. During that reporting period, EnACT~PTD key personnel formally presented project information, research and resources on 12 different occasions at state and national conferences. Thus, we exceeded our Year 2 target by 2 events and accomplished this without exceeding our Year 2 travel funds. Presentation highlights included various invited addresses (National UDL Capacity Building Institute, CAPED full-day pre-conference workshop and keynote) as well as accepted presentations at noted professional conferences including EDUCAUSE, PAC RIM and HICE. Subsequently, we proposed that EnACT~PTD key personnel will offer ten (10) additional presentations at state and national conferences during Year 3.

Data collected for this Interim Report highlight information pertaining to EnACT~PTD was presented by key project personnel at 13 different conferences/venues during this current reporting period. This accomplishment exceeded our target by three conferences yet we are pleased to note that we did not exceed our estimated travel expenses.

Given our strong emphasis on dissemination activities during Year 3, we also proposed a new Project Measure (5.c.) that established a target of 15 additional Dissemination Activities by our Tier 1 Faculty. Thus, we proposed that in addition to ten (10) presentations by key project personnel expected in Year 3, Tier 1 Faculty would also promote their UDL course changes (reflecting their FLC work during the past two (2) years) via varied dissemination avenues which might include presentations, publications and/or the development of web-based resources. Data collected for this Interim Report noted that Tier 1 Research Faculty presented at 20 additional conferences than was reported in Project Objective 5.b. Thus, between April 2010 and July 2011, EnACT~PTD was represented at 33 conferences which included both our Tier 1 Faculty and our project key personnel. Of note, several of these were invited international conferences (Japan and Turkey) although no project funds were used to support this international travel.

Section B: Expenditure Summary
October 1, 2008 - September 30, 2011

		Table B-1 Year 1	Table B-2 Year 2	Table B-3 Year 3	
		Oct. 1, 2008 thru Sept. 30, 2009	Oct. 1, 2009 thru Sept. 30, 2010	Oct. 1, 2010 thru Sept. 30, 2011	TOTAL EXPENSES
1	Personnel	79,542.35	120,701.05	134,817.72	335,061.12
2	Fringe Benefits	19,991.20	30,993.16	31,893.65	82,878.01
3	Travel	3,592.59	16,250.58	19,589.41	39,432.58
4	Equipment	0.00	0.00	0.00	0.00
5	Supplies	11,351.87	11,670.48	2,519.20	25,541.55
6	Contractual	37,567.44	71,111.64	123,520.85	232,199.93
7	Construction	0.00	0.00	0.00	0.00
8	Other	181.75	518.21	1,796.25	2,496.21
9	Total Direct Costs (lines 1-8)	152,227.20	251,245.12	314,137.08	717,609.40
10	Indirect Costs	12,178.17	20,099.62	18,699.21	50,977.00
11	Training Stipends	0.00	0.00	0.00	0.00
12	Total Costs (lines 9-11)	164,405.37	271,344.74	332,836.29	768,586.40

Report on drawn down from G5 System:

As of September 30, 2011, Sonoma State University has drawn down \$733,208.03 for expenditures posted to the general ledger through September 30, 2011. The remaining balance was drawn within 30 days.

Explanation of funds not expended at the expected rate during the reporting period:

As of September 30, 2011, we still had \$98,862.34 encumbered for Contractual Services. We did not receive final invoices from San Francisco State University and San Jose State University until after September 30, 2011. These expenses will be included in the no-cost extension Final Performance Report.

Sonoma State University Research Faculty and Research Associate submitted their payroll forms after the deadline to meet the September 30, 2011, close date. Therefore, their payments could not be processed by September 30, 2011. These payments have been processed and EnACT~PTD participants have been paid. These expenses will be included in the no-cost extension Final Performance Report.

There have been no significant changes to our budget resulting from modification of project activities.

No changes to the budget have affected our ability to achieve our approved project activities and/or project objectives.

At this time, I do not anticipate changes in our budget that require prior approval from the Department.

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #:
P333A080027

SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

1. EnACT~PTD Partners:

San Francisco State University
San José State University
California State University, Monterey Bay
California State University, Sacramento
California Polytechnic State University, San Luis Obispo
California State University, Stanislaus
The California State University, Center for Distributed Learning
The California State University, Academic Technology Services, Accessible
Technology Initiative
The California State University, Office of the Chancellor,
Institute for Teaching and Learning
Multimedia Educational Resource for Learning and Online Teaching
(MERLOT)

2. Describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope and objectives of your approved application.

Goal 1: Promoting and Sustaining of Partnerships

In order to encourage the ongoing use of our project materials, we propose continued collaboration with our multiple partners that have expressed high interest and need in accessing and using our project resources. Representing various stakeholders interested in supporting postsecondary students with disabilities, these partners include the CSU Accessible Technology Initiative, the CSU Faculty Development Council, our six partner campuses (including their respective offices of disability services), the CSU Center for Distributed Learning, CSU Community of Academic Technology Staff, and MERLOT. To this end, we envision a redesign of our project website that will provide the above noted partners, the additional sixteen CSU campuses (Tier 3 dissemination campuses), and other institutions of higher education direct access to our project materials. In a recent survey completed by our current partners, this was highlighted as a critical area when focusing on sustainability.

Goal 2: Continued Development/Refinement on Technology.

EnACT~PTD strengthens faculty development programs by enabling faculty to develop and utilize Accessible Instructional Multimedia (AIM) which address specific instructional issues through the use of current and emerging technologies; and develop and host Coll@borATe, an online assistive technology forum, in support of addressing assistive technology needs in higher education.

In a recent study conducted by our project evaluators, one area of focus that requires greater attention and refinement is the utilization of our AIM. This call has been repeatedly expressed by attendees at state and national conferences where EnACT~PTD has been featured. To this end, as we redesign the project website, we propose a modification of several AIM that will further promote the implementation of UDL in higher education. The refinement and sustained availability of our project materials offered by this no-cost extension supports a cost-benefit model that ensures greater access at a reduced cost. Finally, given that Coll@borATe has not received significant use by our project partners or the broader professional community, we will direct our attention to the enhancement of our project website redesign. As noted in our No Cost Extension proposal, we will continue to develop and refine UDL-U, an online professional development portal that offers institutions of higher education our project-developed resources and related materials.

Goal 3: Continued Dissemination Activities

In an effort to ensure that EnACT~PTD information and professional development resources are disseminated to a wide audience, we partnered with the CSU Center for Distributed Learning in the development and refinement of our project materials with a web-based presence. As well, EnACT~PTD has presented to various professional groups to garner greater awareness about our project and establish partnerships with individuals who maintain related research interests.

Our success in developing and promoting EnACT~PTD materials in support of postsecondary students with disabilities has received state, national, and international attention. Given our success to date and repeated calls by various stakeholders for EnACT~PTD presentations and access to our project resources, our website redesign coupled with ongoing professional development presentations will support continued, expanded, and sustained use and impact of our materials. Given that EnACT~PTD maintains dissemination as a central project activity, our concerted effort to reconceptualize, refine, and present our project materials is well justified during this no-cost extension.

3. Changes in Key Personnel

We do not anticipate any changes in approved key personnel for the next budget period.

4. Other unanticipated outcomes or benefits from your project

During this performance period, EnACT~PTD has been fortunate to receive considerable attention from various professional organizations and institutions including:

California State University

Invited presentations at the following CSU campuses: CSU Long Beach, CSU Fresno, San José State University, San Diego State University, and San Francisco State University.

National Interest

- In August 2010, Emiliano Ayala and Brett Christie were invited presenters at the 2010 Teaching & Learning Conference at State University of New York at Fredonia, NY. Plenary Session Title: “UDL and Technology: Successes, Challenges, and Future Directions.” General Session Title: “Applying UDL to Course Redesign and Technology.”

International Interest

- In July 2010, Emiliano Ayala was an invited presenter at the Preparing Future Faculty Conference, at Hokkaido University, Sapporo, Japan. Presentation Title: “Universal Design for Learning in Higher Education.
- During February 2011, Emiliano Ayala and Brett Christie were invited speakers at the UDL Lectures and Workshop for Beginners at Hokkaido University Sapporo, Japan. Lectures presented: “The Fundamental Principles of UDL,” “UDL Practices,” and “Applying UDL at the Elementary and Secondary Levels.”
- In April 2010, Brett Christie was the invited Professor at the Fellowships for Visiting Scientists Program at Middle East Technical University, Ankara, Turkey. He presented the following faculty seminars and workshops: “Low-Effort, Low-Cost, High-Gain Technologies for Teaching and Learning,” “Teaching and Technology Horizons: Looking at the Future,” “Next Generation Presentation Tools,” “UDL: A Framework for Supporting Diverse Learners,” and “Open Educational Resources: Greater Affordability, Access and Engagement.”

Also during this performance period, EnACT~PTD received the following awards and recognitions:

Emiliano Ayala continues to serve on the Advisory Council for The National Center on Universal Design for Learning, representing Instruction and Assessment.

In May 2010, Emiliano Ayala received a Certificate of Recognition from Disability Services for Students at Sonoma State University “for his continued support as an advocate for students with disabilities as well as his continued efforts to educate others on disability-related issues.

2010 Excellence in Practice Citation (Universal Design in Learning) in Workplace Learning & Performance from the American Society for Training & Development (ASTD).

Classic Award (Collaborative) from the MERLOT Faculty Development Editorial Board, Multimedia Educational Research for Learning and Online Teaching. Presented to MERLOT ELIXR, Sonoma State University, and EnACT~PTD Faculty Developers.

**Table 1:
EnACT~ PTD FLC Faculty and Disciplines**

Campus	FLC Faculty	Discipline
Sonoma State	Denny Bozman-Moss	Philosophy
	Kirsten Ely	Business
	Cathy Kroll	English
	Suzanne Revoire	Computer Science
	Brian Wilson	Music
San Francisco State	Paul Beckman	Information Systems
	John Blando	Counseling
	Hsiao-Yun Chu	Design & Industry
	Robert Collins	American Indian Studies
	Susan Courey	Special Education
	Ryan Howell	Psychology
San Jose State	Hilary Nixon	Urban & Regional Planning
	Jennifer Anderson	Anthropology
	Frances Edwards	Public Administration
	Katya Karathanos	Secondary Education
	Dolores Mena	Counselor Education
	James Morgan	Art & Design
CSU Monterey Bay	Carl Ferguson	Teacher Education
	Scott Waltz	Liberal Studies
	Pat Tinsley	Business
	Natalie Zayas	Science & Environmental Policy
	Kathryn England-Aytes	Social, Behavioral & Global Studies
CSU Sacramento	Frank Lily	Teacher Education
	Daniel Orey	Teacher Education
	Carmen Stitt	Communication Studies
	Dennis Dahlquist	Electrical & Electronic Engineering
	Lisa Bohon	Psychology
CSU Cal Poly SLO	Tanu Bose	Food Science & Nutrition
	Li Dang	Accounting
	Todd Grundemeier	Mathematics
	Tracy Thatcher	Civil & Environmental Engineering
	Paul Marchbanks	English
	Joe Grimes	Computer Science

**Table 1:
EnACT~ PTD FLC Faculty and Disciplines**

Campus	FLC Faculty	Discipline
CSU Stanislaus	Betsy Eudey	Gender Studies
	Jessica Gomula	Art
	Stuart Wooley	Biology
	Marina Gerson	Biology
	Caroline Mercier	Theater

Table 2: Accessible Instructional Media

Nelson Graff, San Francisco State University, “Think-Aloud to Teach Problem Solving”

Instructing all students means not only making the content of our disciplines accessible but also teaching students how to engage with the processes of our disciplines. This case study describes a teaching technique – thinking aloud – that can help us prepare students to solve problems in multiple disciplines. It also describes three kinds of knowledge necessary for students to become strategic problem solvers – declarative knowledge, procedural knowledge, and conditional knowledge. When teachers think aloud in front of their students as they solve problems in their discipline, teachers model strategies and help students develop all three kinds of knowledge.

Brian Wilson, Sonoma State University, “Teaching Music Theory: Universal Design for Learning (UDL) in Music Theory”

Professor Brian Wilson learned about UDL and found it to be a perfect opportunity to help him reconsider his teaching style. Through his involvement in a UDL Faculty Learning Community, he was able to gain peer input and support toward enhancing his teaching through UDL. Professor Wilson and students share their experience with UDL in their Music Theory course.

Kim Uhlik, San Jose State University, “Name It, Xplain It, Frame It, Game It: A Teaching Method Accommodating Styles within a UDL Context”

Traditionally, disability has been defined explicitly by laws such as the ADA (now the ADAAAA). UDL embraces ability, and promotes proactive approaches that emphasize accessibility for all, in contrast to reactive accommodation for some. This conception of inclusion, then, encompasses relative ability schemes such as learning styles, which are variably distributed among people who must discover and attempt to mesh their own styles with those of their instructors. This presentation incorporates UDL’s ability focus by presenting a learning styles-based andragogy that also incorporates typical AIM objectives.

Tara Lockhart, San Francisco State University, “Sustained Peer Response for Active Engagement”

Teachers know that active students are engaged students who willingly participate in and drive their own learning. This case study discusses how to use peer response – in a range of formats and throughout the semester – to create those engaged students. In this case study, you will learn how and why sustained peer response can help create multiple ways for students to be engaged in order to produce ongoing learning and more successful writing. You will meet three students who describe their perspectives on peer response; you’ll see them at work and hear about their experiences using peer response both in class and online. This resource is thus useful for any class where writing occurs and where the instructor wants to help students be more invested in writing and revision.

Table 2: Accessible Instructional Media

Hsiao-Yun Chu, San Francisco State University, “Multiple Means of Representation: Understanding the Properties of Materials Work Hardening”

Introduction to UDL: How can we use multiple means of representation to teach students about the properties of materials? In this example, Hsiao-Yun Chu, Assistant Professor, Department of Design and Industry, shows how abstract concepts such as work hardening can be made concrete using simple physical examples. The segment also contains student feedback and concluding remarks.

Frances Edwards and Hilary Nixon, San Jose State University, “Navigating City Hall: A Guide for Students in Public Administration, Government and Planning”

A key element of this project is that it utilizes principles of UDL to ensure that all students have the opportunity to learn in a manner that best suits them. Our video “tour” is fully captioned so that individuals with a hearing impairment can assess the narration. In addition, this feature can be beneficial for other individuals who prefer to read the text directly to improve their understanding of the material. Finally, by providing students with a video “tour” those unable to participate in a physical tour are able to access the same information. This project uses one of the three key components of UDL: Multiple Means of Representation.

Suzanne Rivoire, Sonoma State University, “Universal Design for Learning: Teaching Computer Science”

Dr. Rivoire saw the potential of UDL to better meet the needs of all her Computer Science students, particularly those who may struggle to meet the outcomes of her Introduction to Programming course. In addition, UDL is an important part of making the course accessible to all students, including those with disabilities.

Weimin Zhang, San Francisco State University, “Integrating Online Multimedia Resource to Support Teaching and Learning in Cinematography and Lighting Class”

Weimin Zhang, Assistant Professor in the Cinema Department, she teaches film production courses such as Cinematography and Lighting, Documentary Production, and Filmmaking Workshop. She understands that her students have different learning styles; as a result, she uses multiple representations to give learners various ways of acquiring information and knowledge. Her class integrates with a combination of lectures, film screenings, hands-on demonstrations, and student practices. She utilizes a multimedia PowerPoint and online site to support her teaching and student learning, which her students can refer to anytime and where they want.

Robert Keith Collins, San Francisco State University, “. . .And Captions for All: A Case Study”

Many professors – like their fellow Americans – talk about the use of closed captions as if they are only for the hearing impaired, foreign films, or learners of English as a second language. Can the use of closed captioned video materials in the classroom be effective in increasing student success? And, what roles can a professor play in enabling student success by the simple use of closed captioned for video material shown in the classroom? To address these questions, this case study examines the infrequent recognition that captioned video materials can be quite effective in increasing student achievement.



Table 3: Participants by Campus

Sonoma State University

Emiliano Ayala, Project Director
Brett Christie, Project Coordinator
Janet Hardcastle, Administrative Specialist
Scott Severson, Research Associate
Denny Bozman-Moss, Research Faculty
Kirsten Ely, Research Faculty
Catherine Kroll, Research Faculty
Suzanne Rivoire, Research Faculty
Brian Wilson, Research Faculty
Brent Boyer, Director, Disability Services for Students
Lisa Wyatt, Director, Counseling and Psychological Services
Jack Nguyen, Alternative Media/Assistive Technology Specialist
Scott Kupferman, Alternative Media/Assistive Technology Specialist

San Francisco State University

Pamela Vaughn, Campus Coordinator
*Eugene Chelberg, Associate Vice President for Planning & Strategic Initiatives and
Director, Disability Programs and Resource Center*
Jeannie Cheng, Associate Dean, Center for Teaching & Faculty Development
Meg Gorzycki, Faculty Development Consultant
Paul Beckman, Research Associate
John Blando, Research Faculty
Hsiao-Yun Chu, Research Faculty
Robert Keith Collins, Research Faculty
Susan Courey, Research Faculty
Ryan Howell, Research Faculty

San Jose State University

Mary Fran Breiling, Campus Coordinator
Hilary Nixon, Campus Coordinator
Shauna Moriarty, Retention Service Coordinator, Disability Resource Center
Kim Uhlik, Research Associate
Hilary Nixon, Research Associate
Jennifer Anderson, Research Faculty
Frances Edwards, Research Faculty
Katya Karathanos, Research Faculty
Dolores Mena, Research Faculty

Table 3: Participants by Campus

CSU Monterey Bay

Becky Rosenberg, Campus Coordinator
Marc Oehlman, Interim Director, Center for Academic Technology
Margaret Keith, Coordinator, Student Disability Resources
Cindy Compean, Assistive Technology Consultant
Kathryn England-Ayres, FLC Member
Carl Ferguson, FLC Member
Patricia Tinsley, FLC Member
Scott Waltz, FLC Member
Natalie Zayas, FLC Member

CSU Sacramento

Cryssel Vera, Campus Coordinator
Kim Ah Yun, Director, Center for Teaching and Learning
Melissa Repa, Co-Director, Services to Students with Disabilities
Mark Stoner, Professor, Communications Studies
Judy Dean, Co-Director, Services to Students with Disabilities
Lisa Bohon, FLC Member
Daniel Clark Orey, FLC Member
Dennis Dahlquist, FLC Member
Frank Lilly, FLC Member
Carmen Stitt, FLC Member

Cal Poly State University, San Luis Obispo

Joe Grimes, Campus Coordinator
Walt Bremer, Director, Center for Teaching and Learning
Trey Duffy, Director, Disability Resource Center
Tanu Bose, FLC Member
Li Dang, FLC Member
Todd Grundemeier, FLC Member
Paul Marchbanks, FLC Member

CSU Stanislaus

Betsy Eudey, Campus Coordinator
Jodie Deutsch, Advisor, Disability Services
Marina Gerson, FLC Member
Jessica Gomula, FLC Member
Caroline Mercier, FLC Member
Stuart Wooley, FLC Member

Table 4: Presentations, Workshops, and Seminars

<i>Conference/Meeting Title, Location, Name of Presenter, CSU Campus, Title of Presentation</i>	
October 2008 - September 2009	Date(s)
Conference on Excellence in Learning and Teaching (CELT), CSU Chico, CA. Brett Christie, Sonoma State University (SSU) "Shall We Engage? Eyes, Ears and Hands On"	Oct. 7-8, 2008
CSU Teaching for Student Success Train-the-Trainer Workshop, Long Beach, CA. Emiliano Ayala & Brett Christie, SSU, "Universal Design for Learning"	Nov. 6-7, 2008
America Conference on Information Systems (AMCIS) 2009O Proceedings, Association for Information Systems Electronic Library (AISeL), Paul Beckman, San Francisco State University (SFSU), "Universal Design for Learning: A Field Experiment Comparing Specific Classroom Actions"	Jan. 1, 2009
Annual International Technology & Persons with Disabilities Conference, Long Beach, CA, Mary Fran Breiling and Hilary Nixon, San Jose State University (SJSU), "The Accessibility Challenge: A Professional Development Program that Works" and accommodations to Accessibility: How Faculty Have Changed"	March 20, 2009
Joining EnACT~PTD, Cal Poly San Luis Obispo, CA, Emiliano Ayala and Brett Christie, "Orientation for Implementation/Tier 2 Campus Partners." Participants: Cal Poly San Luis Obispo; CSU Sacramento, CSU Monterey Bay, CSU Stanislaus	April 1, 2009
Educause Western Regional Conference in San Francisco, CA, Brett Christie, Kathy Fernandes, Jess Gold, Jim Julius, Kevin Kelly, "Enhancing Teaching and Learning: Transforming Teaching and Learning Challenges" and "Vision, Mission, and Execution: Accessibility, Faculty Development, and Engaging Learning"	April 13-16, 2009
CSU San Marcos, CA, Brett Christie, SSU, "UDL and Instructional Materials Accessibility"	April 28, 2009
Annual Conference of the Southwestern Anthropological Association, Las Vegas, NV, Jennifer Anderson, SJSU, "The Culture of Disability at California State University"	May 2, 2009
National Capacity Building Institute, Honolulu, HI, Emiliano Ayala, SSU, Invited Speaker, "UDL and Hands-on Workshop"	May 6, 2009
Center for Academic Technologies Summer Institute on Engagement and Excellence, CSU Monterey Bay, CA, Brett Christie, SSU, "Universal Design" Keynote Presentation and two Workshops	May 19-20, 2009
CSU Sacramento, CA, Emiliano Ayala and Brett Christie, SSU, "UDL in Higher Education"	May 28, 2009
New Media Consortium Conference (NMC), Monterey Bay, CA. Brett Christie, SSU, and Peter DiFalco, CSU Chico, "UDL: Rubric for Online Instruction"	June 8-12, 2009
Annual MERLOT International Conference, San Jose, CA, Brett Christie, SSU, and Lou Zweier, California State University Center for Distributed Learning, "Digital Storytelling for Enhanced Faculty Development"	August 8-11, 2009
CSU Monterey Bay, CA Emiliano Ayala and Brett Christie. SSU, "Workshop: Universal Design for Learning" and "Workshop: Faculty Learning Community"	Sept. 18, 2009
CSU Stanislaus, CA, Emiliano Ayala, SSU, "Workshop: Universal Design for Learning" and "Workshop: Faculty Learning Community"	Sept. 24, 2009

Table 4: Presentations, Workshops, and Seminars

<i>Conference/Meeting Title, Location, Name of Presenter, CSU Campus, Title of Presentation</i>	
<i>October 2009 - June 2010</i>	<i>Date(s)</i>
California Association for Postsecondary Education and Disability, San Diego, CA. Emiliano Ayala and Brett Christie. "Mission Possible: Universal Design and Faculty Development" (One-day workshop) Emiliano Ayala. "UDL in Higher Education: Successes, Challenges, and Future Directions" (Keynote Address)	Oct. 20-22, 2009
Educause National Conference, Denver CO, Brett Christie, SSU, and K. Fernandes, CSU Chico, "Universal Design for Learning and Online Instruction"	Nov. 3-6, 2009
Hawaii International Conference on Education, Honolulu, HI, Brett Christie, SSU, "Workshop: Universal Design for Learning for Inclusive Excellence"	Jan. 6-11, 2010
Pamela Vaughn, Paul Beckman, Jeannie Cheng, and Meg Gorzycki, San Francisco State University (SFSU), hosted a Consortium of Universities in Kyoto, Japan, to discuss Universal Design for Learning. Ten professors and administrators were presented information about online UDL training and the links that SFSU had developed through their work with EnACT~PTD and the work SFSU had done with infusing UDL across all faculty development programs at SFSU. The guests were especially interested in learning about SFSU's work on accessibility issues in higher education.	Feb. 12, 2010
Disability and Diversity Project's Scholar Program, Interwork Institute, San Diego State University, CA. Brett Christie, SSU, "Universal Design for Learning in Higher Education" (Interactive One-day Workshop)	March 19, 2010
Mira Coasta Community College, Oceanside, CA, Brett Christie, SSU, "Universal Design for Learning in Higher Education" (Interactive One-day Workshop)	March 20, 2010
25th Annual International Technology & Persons with Disabilities Conference, San Diego, CA, Kim Uhlik, San Jose State University (SJSU), "Universal Design for Learning (UDL) from Concept to Classroom"	March 27, 2010
25th Annual International Technology & Persons with Disabilities Conference, San Diego, CA, Mary Fran Breiling and Kim Uhlik, SJSU, "What?! 2,566 Incidences of Participation in Accessibility Sessions since January 2007! How?"	March 27, 2010
American Society of Public Administration, San Jose, CA, Kim Uhlik, SJSU, "UDL from Concept to Classroom"	April 9-13, 2010
Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Emiliano Ayala, SSU, "Universal Design for Learning: Ensuring Access through Technology and Collaboration"	April 12-14, 2010
Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Hsiao-Yun Chu, SFSU, "Universal Design for Learning in Higher Education"	April 12-13, 2010
Reach More Without Doing More Conference, presenter/sponsor, Paul Beckman, Institute for Inclusive Media, SFSU, Faculty from northern regional CSU campuses were invited to share teaching strategies that incorporated UDL and made efficient use of faculty time, by utilizing appropriate technological support.	April 30, 2010
Southwestern Anthropological Association Conference, Reno NV, Jennifer Anderson, SJSU, "Anthropology for Everybody: Using Computer Technology to Meet Forthcoming Accessibility Standards"	May 1, 2010
American Educational Research Association, Annual Conference, Denver, CO, Susan Courey, "Changing Learning Ecologies to Increase Teacher Efficacy"	May 2, 2010

Table 4: Presentations, Workshops, and Seminars

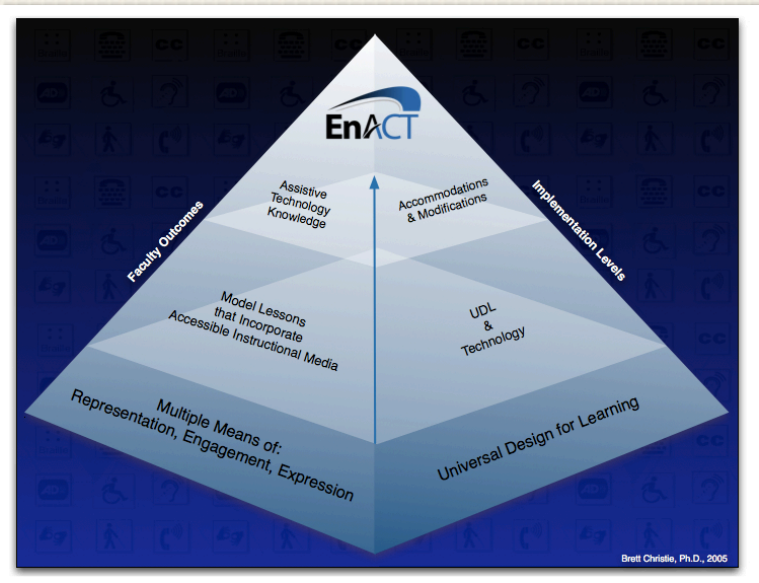
<i>Conference/Meeting Title, Location, Name of Presenter, CSU Campus, Title of Presentation</i>	
<i>July 2010 - September 2011</i>	<i>Date(s)</i>
2010 Association on Higher Education and Disability (AHEAD) Conference, Denver, CO, Brett Christie and Janet Hardcastle, Sonoma State University (SSU), U.S. Department of Education (DoE), "Demonstration Project Grant Poster Session, Universal Design for Learning (UDL): Ensuring Access through Collaboration and Technology"	July 12-17, 2010
Polytechnic Summit, Menomonie, WI, Joe Grimes, Cal Poly San Luis Obispo, "UDL and Faculty Learning Community (FLC) at Cal Poly San Luis Obispo"	July 12-18 2010
International Symposium on Emerging Technologies for Online Learning, Sloan Consortium, San Jose, CA, Brett Christie, SSU, "Encouraging Innovation via Open Educational Resources of Faculty Experiences with Exemplary Teaching Practice." Brett Christie, SSU; Kathy Fernandes, CSU Chico; Marc Oehlman, CSU Monterey Bay, "CSU Faculty Development Efforts in UDL." Tom Carey, CSU Office of the Chancellor; Lou Zweier, CSU Center for Distributed Learning; Brett Christie SSU, "ELIXR Case Stories for Faculty Development (including UDL)."	July 20-23, 2010
Preparing Future Faculty, Hokkaido University, Sapporo, Japan, Emiliano Ayala (Invited Presenter) Title of Presentation: "Universal Design for Learning in Higher Education"	July 24-29, 2010
2010 Teaching & Learning Conference, SUNY Fredonia, NY, Emiliano Ayala and Brett Christie (Invited Presenters) Plenary Session Title: "Universal Design for Learning & Technology: Successes, Challenges, and Future Directions." General Session Title: "Applying Universal Design for Learning to Course Redesign and Technology"	Aug. 16, 2010
National Women's Studies Association 2010 Annual Conference, Denver, CO., Betsy Eudey, CSU Stanislaus, "Creative Course Assignments using UDL"	Nov. 10-14, 2010
2011 Hawaii International Conference on Arts & Humanities, Honolulu, HI, Brian Wilson, SSU, "Chroma Harmonia: Multimodal Arts Education through UDL"	Jan. 10-12, 2011
Winter Teaching Institute, CSU Long Beach, CA, Brett Christie, SSU, "UDL in Higher Education"	Jan. 20, 2011
CSU Fresno, Brett Christie, (Invited Presenter), SSU, "UDL: An Effective Framework for Teacher and Student Success"	Feb. 11, 2011
National Council of Teachers of English: Assembly for Research Midwinter Conference, Madison, WI, Cathy Kroll, SSU, "Thirteen Ways of Looking at a Sentence: Embodied Grammar in Time and Space"	Feb. 17-21, 2011
National Assoc. of Bilingual Education, Spring 2011 Conference, New Orleans, LA, Katya Karathanos and Dolores Mena, San Jose State University, "Integrating UDL Principles to Support English Learners' in University-Level Courses"	Feb. 16-19, 2011
UDL Lectures and Workshop for Beginners, Hokkaido University, Sapporo, Japan, Emiliano Ayala and Brett Christie (Invited Speakers) Lectures Presented: "The Fundamental Principles of UDL", "UDL Practices", Panel Discussion on UDL", "Applying UDL at the Elementary and Secondary Levels"	Feb. 23-Mar. 1, 2011
Association for Computing Machinery: Technical Symposium on Computer Science Education, Dallas, TX, Suzanne Rivoire, SSU, SIGCS2011 "UDL in Computer Science 1"	March 9-12, 2011
23rd Annual Lilly Conference on College & University Teaching, Pomona, CA, Scott Severson, SSU, "A Multiyear FLC Focused on UDL"	March 11-12, 2011
26th Annual International Technology & Persons w/Disabilities Conference, San Diego, CA, EnACT~PTD Participants: Jack Nguyen, Alternative Media Assistant & Technology Specialist, SSU; Frank Lilly, Assoc. Professor, CSU Sacramento	March 13-19, 2011

Table 4: Presentations, Workshops, and Seminars

<i>Conference/Meeting Title, Location, Name of Presenter, CSU Campus, Title of Presentation</i>	
<i>July 2010 - September 2011 (continued)</i>	<i>Date(s)</i>
The Advisory Commission on Accessible Instructional Materials (AIM) in Postsecondary Education for Students with Disabilities Teleconference, Washington DC, Emiliano Ayala, Invited Presenter to represent UDL for the Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education	April 1, 2011
27th Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Emiliano Ayala, SSU, "UDL in Higher Education: Implementation and Evaluation of a UDL Syllabus Rubric"	April 18-19, 2011
27th Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Hsiao-Yun, Chu, San Francisco State University, "UDL in Higher Education"	April 18-19, 2011
27th Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Hilary Nixon, San Jose State University, "UDL: How Duplos are Engaging Students in Urban Planning"	April 18-19, 2011
27th Annual Pacific Rim International Conference on Disabilities, Honolulu, HI, Susan Courey, San Francisco State University, "Improved Lesson Planning with UDL Training"	April 18-19, 2011
Middle East Technical University, Ankara, Turkey, Brett Christie, SSU, Invited Professor to participate in their Fellowships for Visiting Scientists Program. Faculty Seminars Presented: "Low-Effort, Low-Cost, High-Gain Technologies for Teaching and Learning," "Teaching and Technology Horizons: Looking to the Future," "Next Generation Presentation Tools," "UDL: A Framework for Supporting Diverse Learners," and "Open Educational Resources: Greater Affordability, Access and Engagement"	April 18-24, 2011
Reach More Without Doing More, Second Annual Conference, hosted by Paul Beckman, Institute for Inclusive Media, SFSU, EnACT~PTD Participants and/or Presenters: Emiliano Ayala, Janet Hardcastle, Scott Severson, Denny Bozeman-Moss and Kirsten Ely from SSU. Pamela Vaughn, John Blando and Hsiao-Yun Chu from San Francisco State University	April 29, 2011
2010 Annual Meeting of the American Educational Research Association, Denver, CO, Susan Courey, San Francisco State University, "Research Approaches to Curriculum Development and Design: Incorporating UDL in Teaching Designs"	April 30-May 2, 2011
Southwestern Anthropological Association Conference, Reno, NV, Jennifer Anderson, San Jose State University, "Designing a 'Veteran-Friendly' Culture of Learning using UDL"	May 5-8, 2011
Hawaii International Conference on Business, Honolulu, HI, Paul Beckman, San Francisco State University, "Comparing Learning Outcomes Between Paper Textbooks and Electronic Textbooks"	May 25-31, 2011
FEMA Higher Education Conference, Emmitsburg, MD, Frances Edwards, San Jose State University, "Teaching Emergency Management to Adults: Andragogy and UDL"	June 4-11, 2011
National Capacity Building Institute: Enhancing Faculty Knowledge and Practices Related to Students with Disabilities in Higher Education, sponsored by the University of Hawai'i at Maona and the Society for Disability Studies, San Jose, CA, Emiliano Ayala, Participant.	June 15, 2011
23rd Annual Conference, Society for Disability Studies, Jennifer Anderson, San Jose State University, "Using Computer Technology and UDL for Learning to Meet Forthcoming Accessibility Standards for College Students"	June 15-18, 2011
2011 Association on Higher Education and Disability (AHEAD) Conference, Seattle, WA, Emiliano Ayala and Brett Christie, SSU, "Supporting All Students via Faculty Development: UDL"	July 12-16, 2011

Table 4: Presentations, Workshops, and Seminars

UDL UNIVERSE



FURTHER INFORMATION @
WWW.UDLUNIVERSE.COM

UDL Faculty Development Site to Launch, Fall 2011

UDL-U supports postsecondary faculty and staff by providing resources and examples to improve postsecondary educational outcomes for all students, including those with disabilities. UDL-U is designed to be useful for inquiries related to individual UDL topics, issues, or problems, as well as scalable to larger course redesign efforts (e.g., Faculty Learning Communities, accessible instructional media).

UDL-U is designed as a three-tier professional development process:

1. Application of UDL principles for increased teaching effectiveness and improved student learning outcomes
2. Online repository of UDL-based Accessible Instructional Media and Video Case Stories
3. Resources for increased awareness of assistive technology enablers and barriers

This work is the result of EnACT~PTD efforts since 2005, recognizing the pivotal role faculty play in student success. Further, UDL-U provides the skills, support, and training necessary to ensure that students, with and without disabilities, are provided a high quality education.

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