

ABSTRACT

DISSERTATION PROJECT: Self-Determination in Transitioning First-Year College Students with and without Disabilities: Using MAP-Works for Assessment

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This research project explored levels of self-determination in transitioning first-year college students using the MAP-Works Fall Transition Survey. Competency in self-determination skills has been called the most important element for students' successful postsecondary experiences. The purpose of this research was to investigate whether there were statistically significant differences in levels of self-determined behavior between students with and without disabilities; and within the students with disabilities (SWD) grouping, whether there were meaningful differences in levels of self-determined behavior between students who had and had not registered with the Disability Services office and sought assistance. Comparisons of levels of self-determination were also made among students with varying demographic and student characteristics (i.e., gender, race, and GPA) as well as between SWD with visible and non-apparent disabilities. Gaining an understanding of how levels of self-determination differ among different incoming student groups can help success and retention strategists directly target interventions to students at risk and most likely to benefit. Recommendations for practice and future research are provided.