

Applying a Standards-Based Conceptual Framework to the Evaluation of an Inclusive Postsecondary Education Program for Individuals with Intellectual Disabilities

Kathleen Bodisch Lynch, Ph.D.

Partnership for People with Disabilities



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Three Questions

- i. What are the Think College Standards?**
- ii. What is ACE-IT in College at VCU?**
- iii. How do the Think College Standards serve program evaluation?**

Three Questions

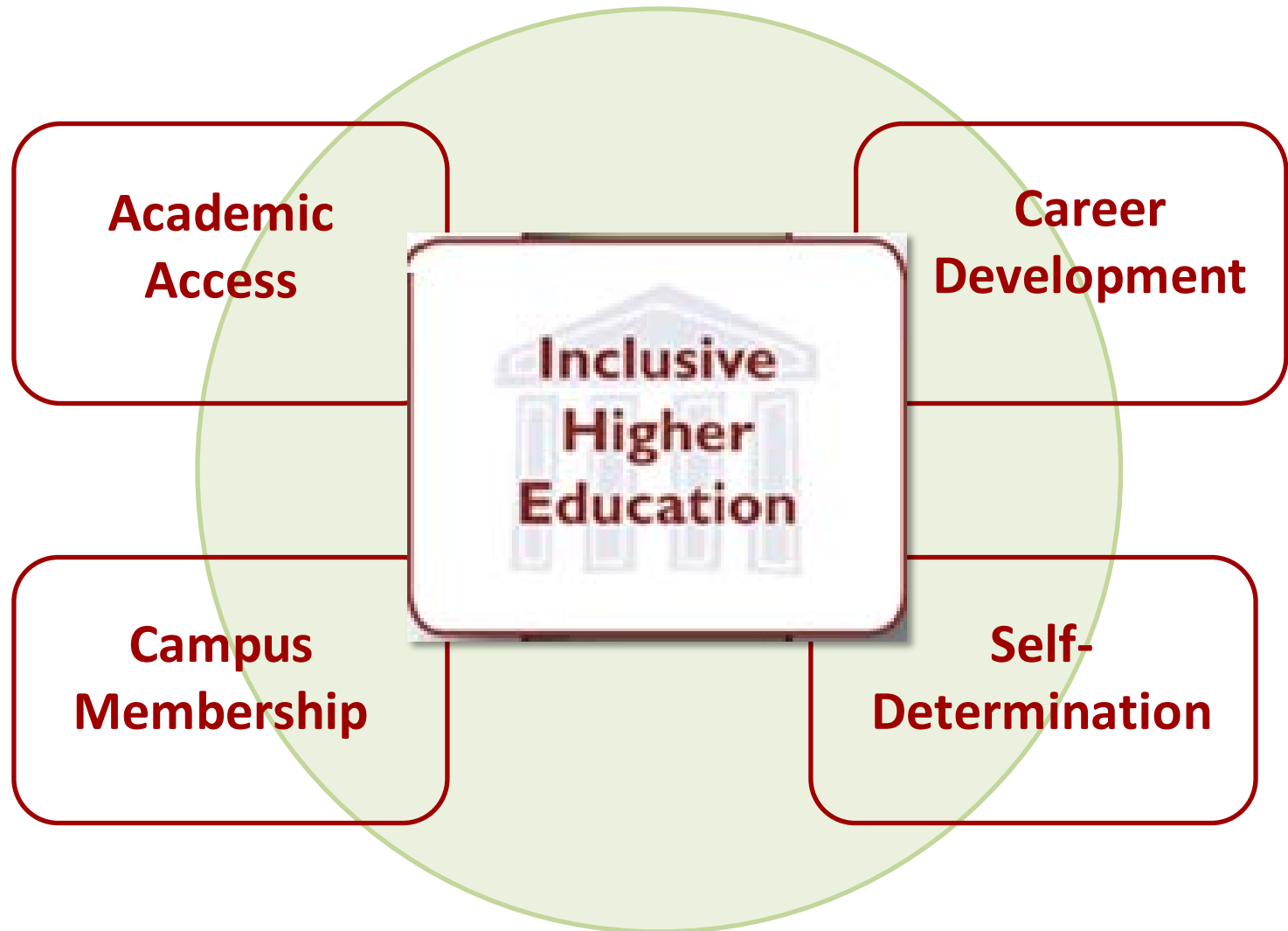
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www.thinkcollege.net/for-professionals/think-college-standards

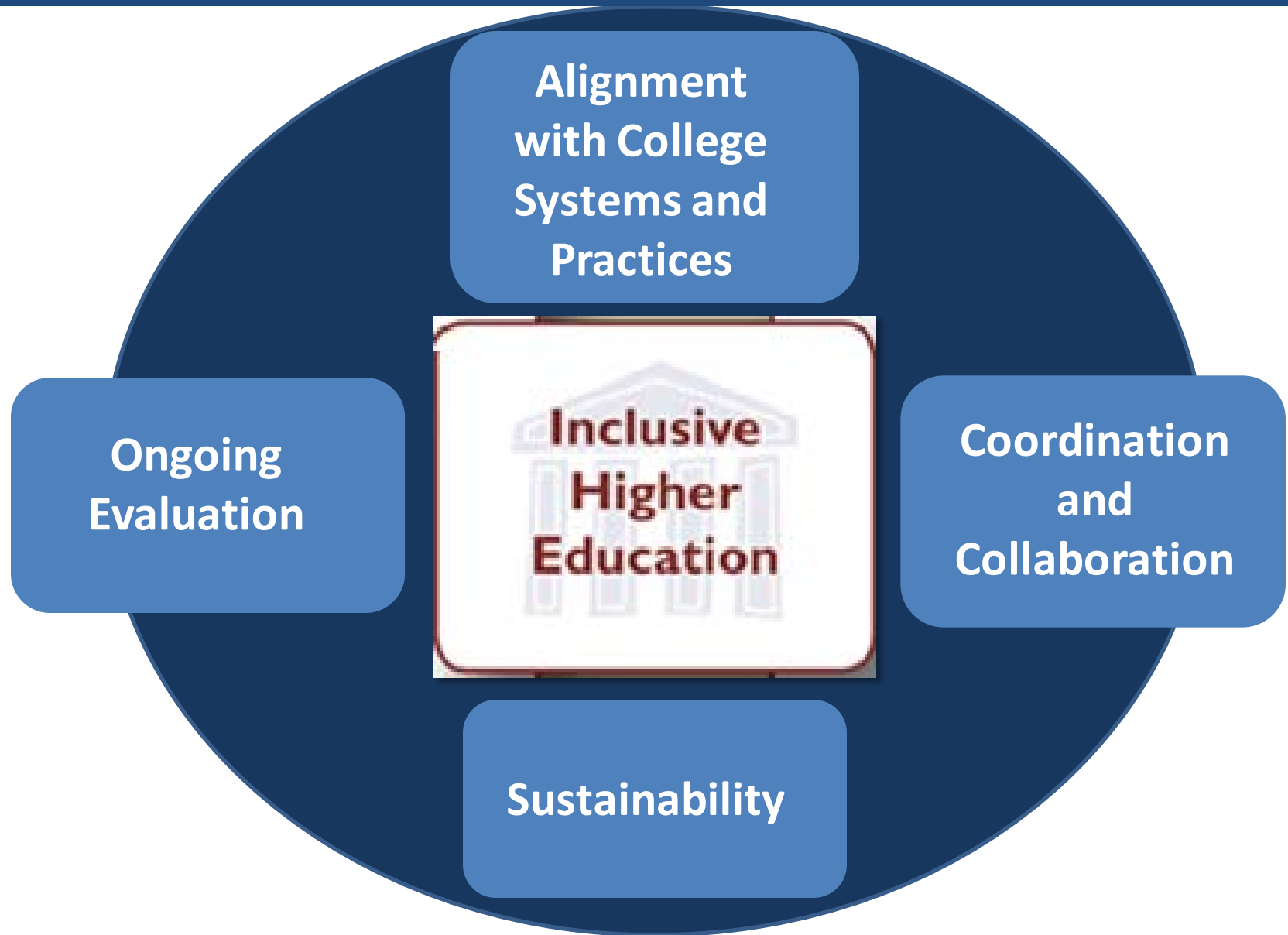


**College Options for People
with Intellectual Disabilities**

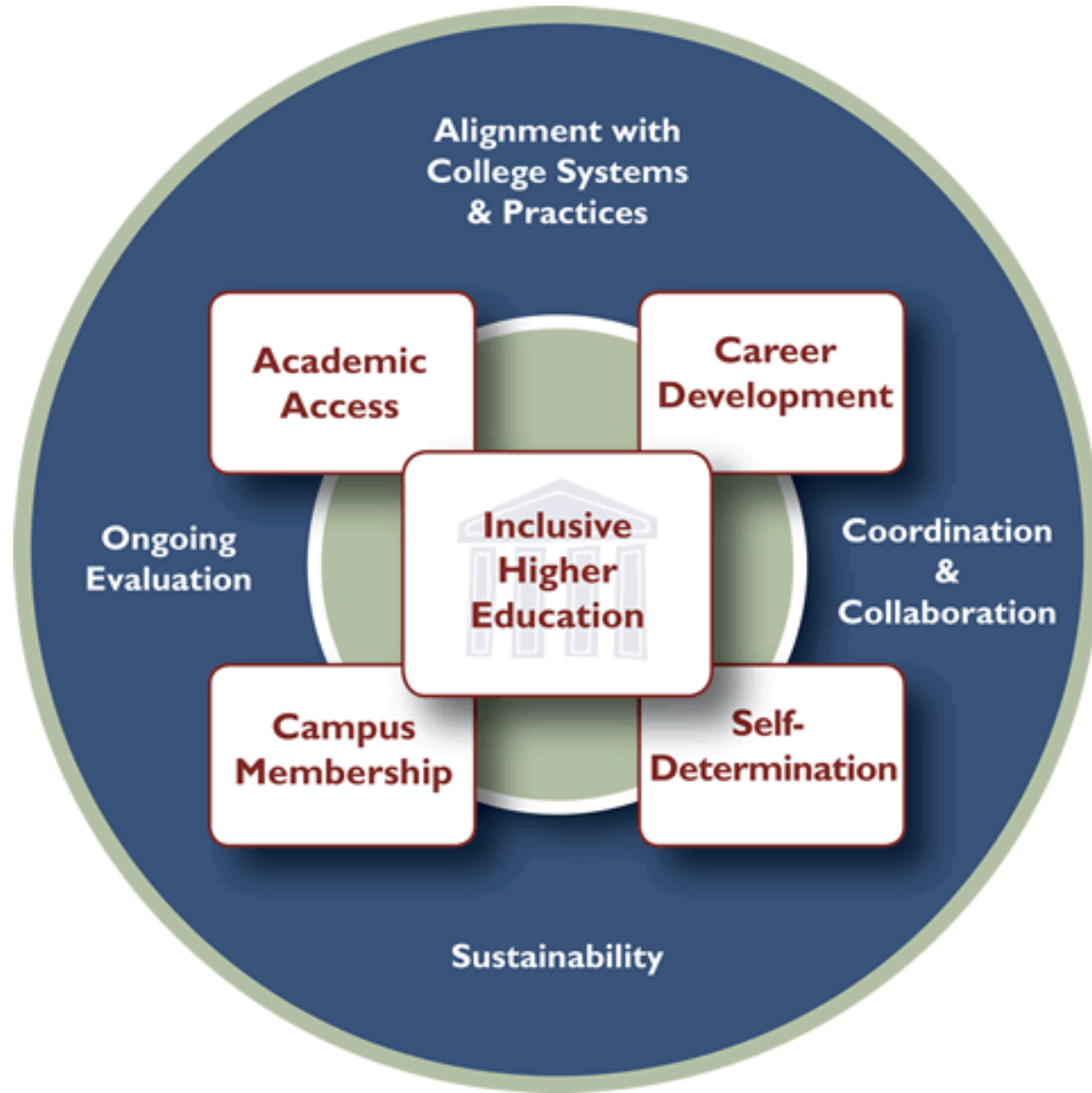
Four Practice Standards



Programmatic Infrastructure Standards



The Think College Standards



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Virginia Commonwealth University



We are the VCU Rams!

Transition and Postsecondary Programs for Students with ID



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Collaboration is Key



Partnership for People
with Disabilities

Linking people. Changing lives.

www.partnership.vcu.edu

VCU Rehabilitation Research and Training Center

Worksupport.com

Information, resources and research about work and disability issues

VIRGINIA COMMONWEALTH UNIVERSITY



VCU School of Education

Make it real.

ACE-IT in College



Person-Centered Plans

Undergraduate Courses

Education Coaches

Disability Support Services

Career Exploration

Campus Life

Competitive Employment

**ACE-IT
in College**

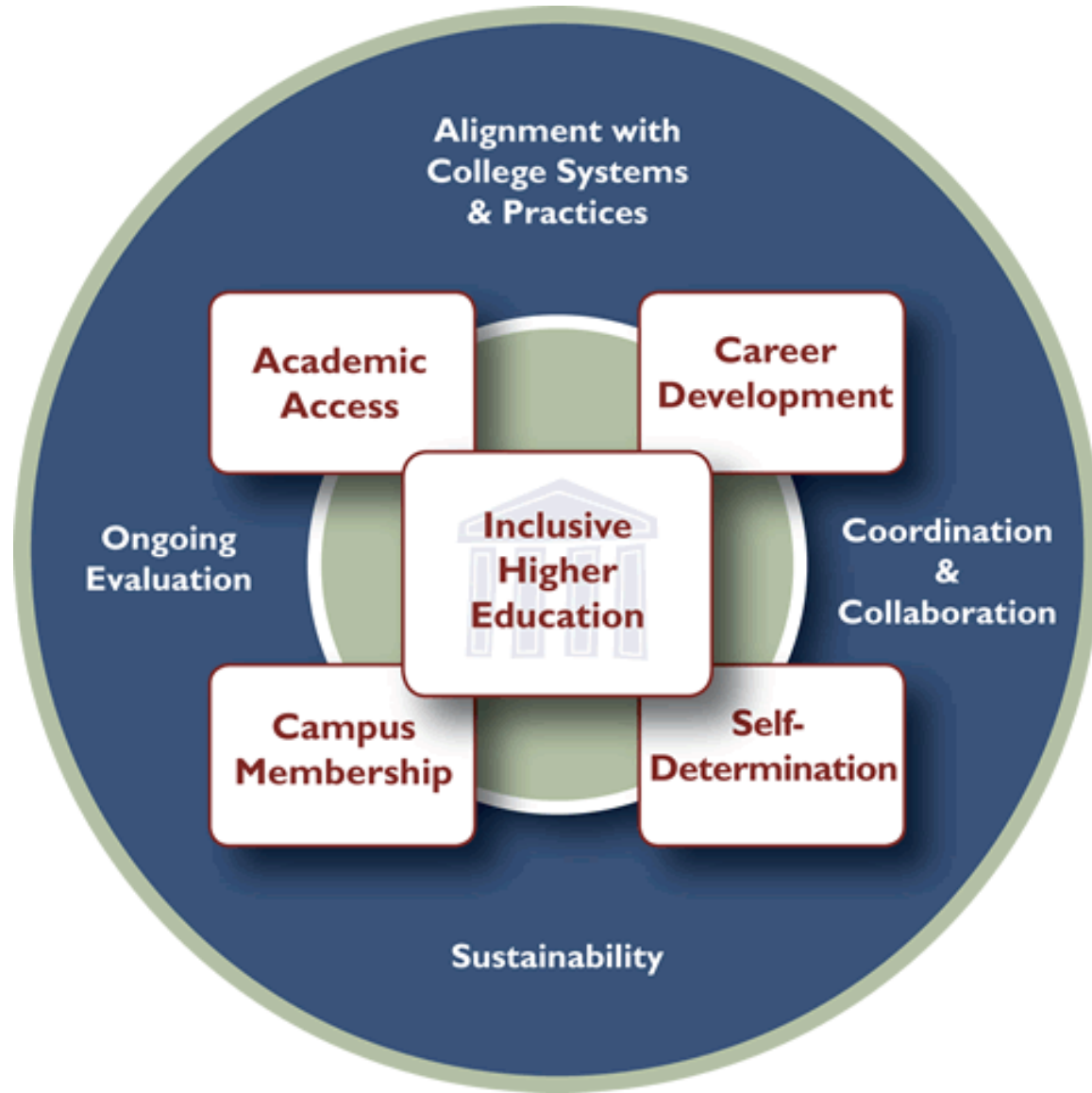


School of Education Certificate

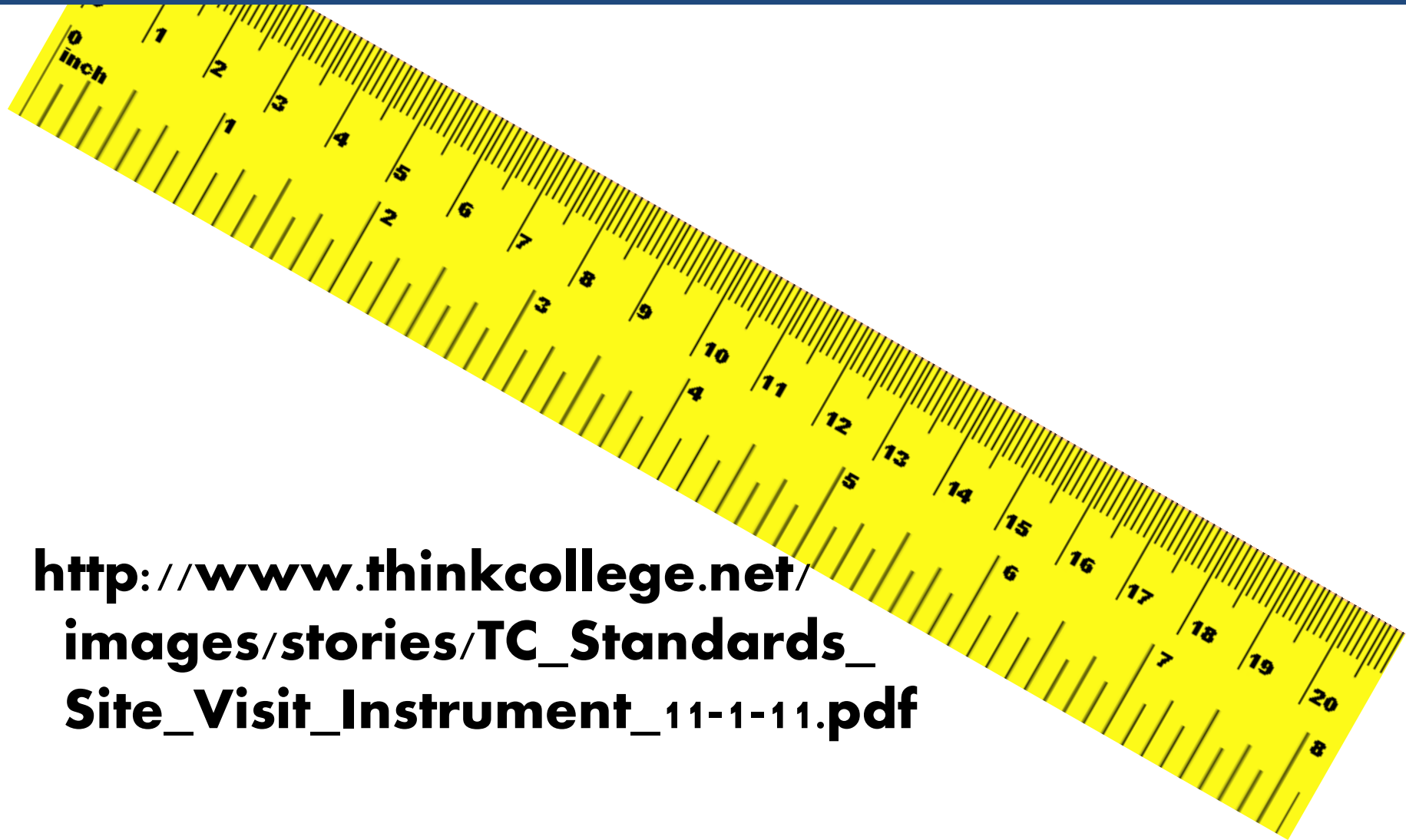
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The Think College Standards



Think College Standards Level of Implementation Scale



**[http://www.thinkcollege.net/
images/stories/TC_Standards_
Site_Visit_Instrument_11-1-11.pdf](http://www.thinkcollege.net/images/stories/TC_Standards_Site_Visit_Instrument_11-1-11.pdf)**

Applying the TC Standards



THINK-COLLEGE STANDARDS, QUALITY INDICATORS and BENCHMARKS
FOR INCLUSIVE HIGHER EDUCATION

Implementation Scale

Instructions: Complete the following grid by indicating a level of implementation score for each benchmark.

STANDARD 1 INCLUSIVE ACADEMIC ACCESS: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:					
Quality Indicator 1.1 Provide access to a wide array of college course types that are attended by students without disabilities, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
1.1A: Enrollment in non credit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.				X	
1.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.	X				
1.1C: Enrollment in credit-bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.	X				
1.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.	X				
1.1E: College course access that is not limited to a pre-determined list.	X				
1.1F: Participation in courses that relate to their personal, academic, and career goals as established through person-centered planning.	X				
1.1G: Collection of objective evaluation data on college course participation.		X			Attendance? Grades on assignments? Final course grades?
Quality Indicator 1.2 Address issues that may impact college course participation, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
1.2A: College policies regarding placement tests, ability to benefit testing and prerequisites that negatively impact college course participation access.		X			Working on issue of pre-requisites at the administrative level
1.2B: Access to and instruction in the use of needed public or personal transportation, such as public buses, taxis, para-transit, ride-sharing with other students and other naturally occurring transportation options.		X			Working w/ L
1.2C: Access to college Disability Services for accommodations typically provided by that office.	X				
1.2D: Access to and instruction in the use of needed technology.	X				Cell phones, computer,

Applying the TC Standards



THINK-COLLEGE-STANDARDS, QUALITY INDICATORS and BENCHMARKS
FOR INCLUSIVE HIGHER EDUCATION

04/06/2012

Implementation Scale

Instructions: Complete the following grid by indicating a level of implementation score for each benchmark.



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1.1C: Enrollment in credit-bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.	X				
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1.1E: College course access that is not limited to a pre-determined list.	X				
1.1F: Participation in courses that relate to their personal, academic and career goals as established through person-centered planning.	X				
1.1G: Collection of objective evaluation data on college course participation.		X			Attendance? Grades on assignments? Final course grades?

Quality Indicator 1.2 Address issues that may impact college course participation, including:



Data Sources

ACE-IT in College Employer Feedback Survey

Please answer the following questions to help us evaluate the ACE-IT program. We'd like to know about your experiences as an employer of an ACE-IT participant.

If you have any questions about this survey, or would like to speak with the ACE-IT project evaluator, please contact Kathleen Lynch at the Partnership for People with Disabilities at 804-628-6560 or klynch@vcu.edu.

Thank you!

Response was edited on 05/06/2012 4:53pm.

1) Date: 05/06/2012 (Month/Year)

2) Student Name: (If you employed more than one student this semester, please list all names.)

3) Semester: Fall Spring

4) What were the most positive things about having an ACE-IT student worker at your site?

5) What problems were encountered, and how, or to what extent, were they resolved?

6) What suggestions do you have for improving the work study component of the ACE-IT program?

7) Would you be interested in having an ACE-IT student worker in the future?

8) Anything else you think we should know?

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Feedback Surveys



Interviews

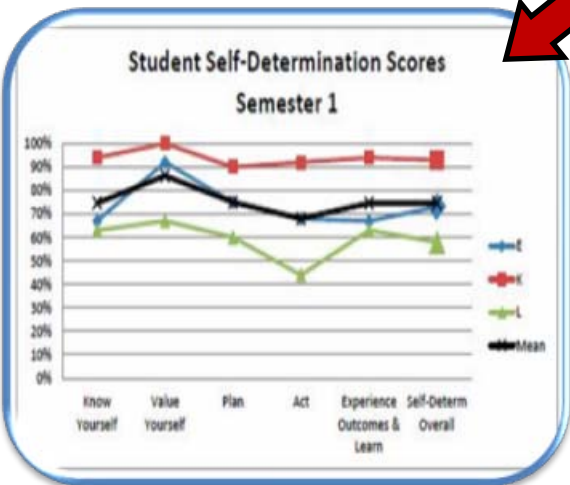
Education Coach Weekly Summary

Coach: _____ Student: _____

Week of: 8/29 - 9/3 Total Hours: 7.5

Area of Focus	Summary and example of specific support provided:
1) Class Support eg. Repetitive assignments, prompts for group interaction, note-taking	8/29 • Practiced using Uspad (Uspad) paper • Student used an audio recorder during class • Used a notebook to take notes during Uspad (Uspad) presentation 9/3 • Small group work: Kathryn used her audio recorder and took notes with a traditional notebook
2) Communication with Faculty eg. Learning assignments, understanding with student	8/29 • Introduced ourselves to professor for TSDU 101, presented accommodation letter 9/3 • Emailled both instructors to ask if could be granted access to blackboard
3) Campus Life eg. Learning to campus, go to class alone, explore study/learning options, attend campus events, career support/meal lunch	9/3 • Lunch at Subway in the student commons
4) Outside Class Support eg. transfer class requests, transfer credit situations, Repetitive completion of assignments	8/29 • Reviewed chapters for TSDU 101 before class (reality) • Reviewed VCU folder and discussed using the calendar to keep track of class meetings and assignments 9/3 • Reviewed chapters for TSDU 101, wrote brief points to summarize main points • Reviewed notes & main concepts from TSDU 101 lecture (from yesterday) • Logged onto blackboard, Kathryn will print up papers for TSDU 101 to have them for next class to enhance note-taking

Education Coaches Weekly Reports



Self-Determination Scale



Project Documents



VCU Documents

Data Analysis

ACE_IT_080812_rev - ATLAS.ti

Project Edit Documents Quotations Codes Memos Networks Analysis Tools Views Windows Help

P-Docs P 1: 01Kath_Ar Quotes >1:2 Presente Codes *1-1 Wide Col Memos Don't code at the level of the

P 1: 01Kath_Amy_2011_0822.pdf

Education Coach Weekly Summary

Coach: Student:

Week of: 8/22- 8/26

Total Hours: 12.5

Area of Focus	Summary and example of specific support provided
In Class Supports <i>i.e. Rephrase directions, prompts for group interaction, note taking</i>	8/25 <ul style="list-style-type: none">First class for UNIV 101: Icebreaker involved introducing yourself and Kathryn participated without hesitation.
Communication with Faculty <i>i.e. clarifying assignments, model interaction with student</i>	8/25 <ul style="list-style-type: none">Introduced ourselves to Mrs. Moriarty (UNIV 101)Presented accommodation letter
Campus Life <i>i.e. orient to campus,</i>	8/23 <ul style="list-style-type: none">Attended SOE pizza party; Met Dr. Davis

1.1C: Enrollment in credit bearing courses
1.1D: Access to existing courses rather than

1.2C: Access to college Disability Services f
1:7 <continued by>

Code Manager [HU: ACE_IT_080812_rev]

Codes Edit Miscellaneous Output View

<Search>

- *1-1 Wide Course Participation_All {*-0}~
- *1-2 Issues Bearing on Participation_All {*-0}~
- *1-3 Adult Learning_All {*-0}~
- *2-1 Competitive Employment_All {*-0}~
- *3-1 Participation in Existing Programs_All {*-0}~
- *4-1 Personal Goals_All {*-0}~
- *4-2 Self-Determination Skills_All {*-0}~
- *4-3 Family Involvement Process_All {*-0}~
- *5-1 Educational Credential_All {*-0}~
- *5-2 Academic Advising_All {*-0}~
- *5-3 Campus Resources_All {*-0}~
- *5-4 Collaborate w/ Faculty & Staff_All {*-0}~
- *5-5 Adherence to College Policies_All {*-0}~
- *6-1 Connections w/Key Depts_All {*-0}~
- *6-2 Designated Program Coordinator_All {*-0}~
- *7-1 Diverse Funding Sources_All {*-0}~
- *7-2 Planning and Advisory Team_All {*-0}~
- *8-1 Evaluation_All {*-0}~
- 1-0 Inclusive Academic Access {0-3}~
- 1-1 wide course participation {0-1}~
- 1-2 issues bearing on participation {0-1}~
- 1-3 adult learning {0-1}~
- 1.1A: Enrollment in noncredit-bearing, non-degree courses
- 1.1B: Auditing or participating in college courses attended
- 1.1C: Enrollment in credit bearing courses offered by the in
- 1.1D: Access to existing courses rather than separate cours

S1Q1.1B1.1c,d

Evidence



S2Q2.1B2.1c

Evidence



S4Q4.2.1B4.2b,d,f

Evidence

“ACE-IT in College is an example of our commitment to educating students from diverse populations...We have a diversity plan [and] we value what [the ACE-IT students] bring to the institution...it is simply the right thing to do.”



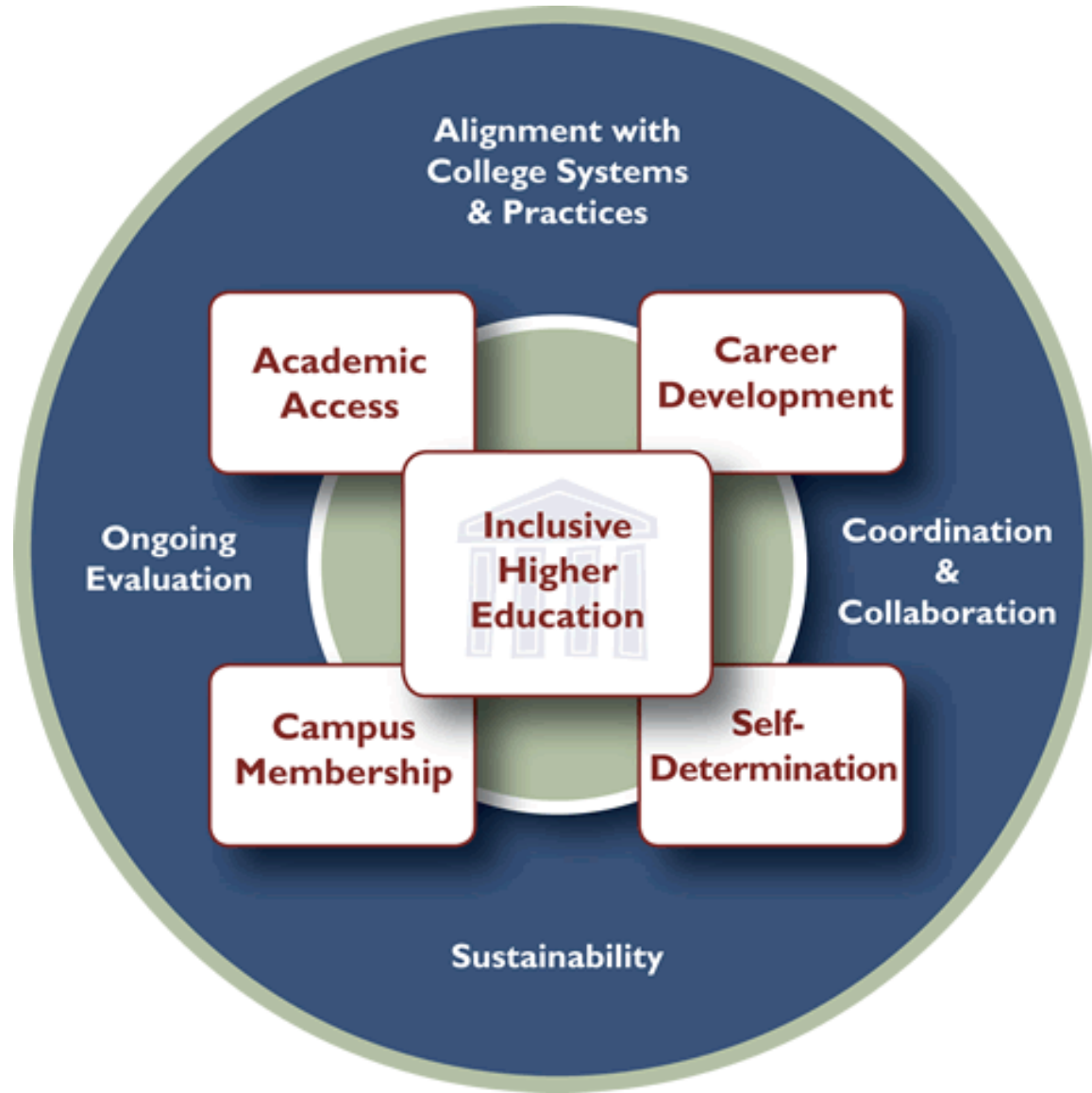
S5Q5.5B5.5e,f

**Reach
for the
sky!**



S8Q8.1B8.1a

The Think College Standards



References

- Field, S. & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17(2), p. 165.**
- Grigal, M., Hart, D. & Weir, C. (2011). *Framing the future: A standards-based conceptual framework for research and practice in inclusive higher education*. Think College Insight Brief, Issue No. 10. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.**
- Wehmeyer, M. L., Lopez, S. J., Little, T., & Shogren, K. A. (2011). *Adolescent Self-Determination Assessment-Short Form*.**

Contact Information

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**Partnership for People with Disabilities at
Virginia Commonwealth University**

<http://www.partnership.vcu.edu/>

ACE-IT in College

[http://www.partnership.vcu.edu/ACE IT.html](http://www.partnership.vcu.edu/ACE_IT.html)

Questions?

