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Designing and Implementing Assessment to Support Development of Post-Secondary Inclusive Education Programs

Workshop Overview

This presentation will enable participants to learn more about the development of inclusive postsecondary programs at institutions of higher education and how these programs support inclusive movements on college campuses through the enrollment of students with intellectual and developmental disabilities (IDD).

The presentation will focus on assessment projects developed through the Pennsylvania Inclusive Higher Education Consortium that have included evaluation of multi-campus program infrastructures and supports as well as a comparative study determining differences in campus perception/climate surveys of an emergent program versus an established program.

Workshop Structure

The workshop will provide context as to:

- How a consortium model serves as a framework by which inclusive post-secondary programs can be supported on a state level.
- Understand programmatic assessments meant to evaluate program structures on individual campuses.
- Understand trends, dispositions and practices shaping the landscape of IPSE programs in Pennsylvania.
- Understand how these initial assessment steps promote opportunities for benchmarking, peer-evaluations and support implementing the Think College Standards (2011) for post-secondary inclusive education programs.
- Explore a comparative study of PA programs that determined differences in campus perception/climate surveys of an emergent IPSE versus an established IPSE.

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Developing Consortia to Support Inclusive Post-Secondary Education Programs
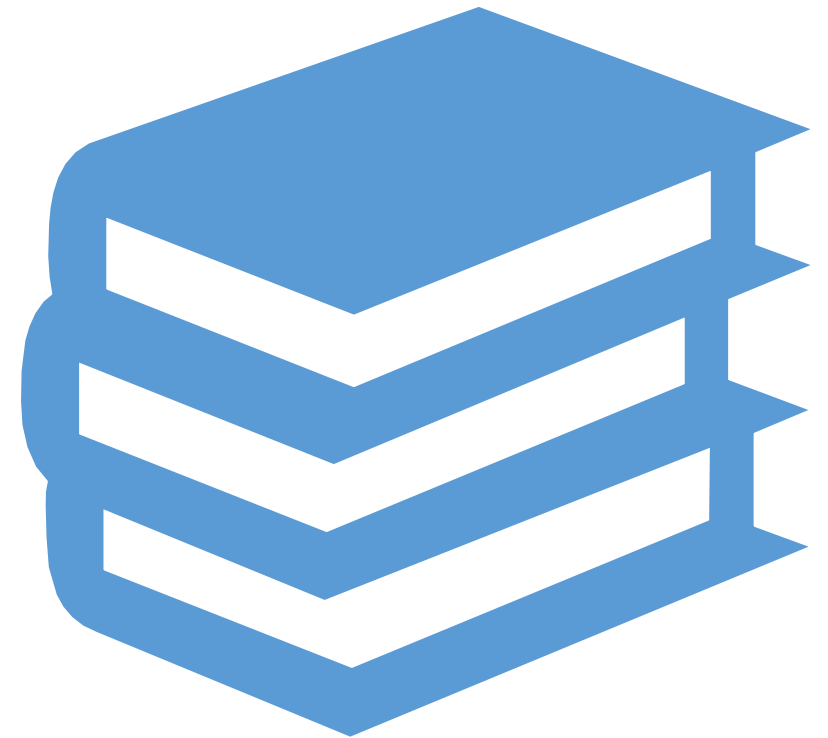
PIHEC Members– October 1, 2015
Pennsylvania Inclusive Higher Education Consortium

MERCYHURST UNIVERSITY

PennState Harrisburg

Millersville University

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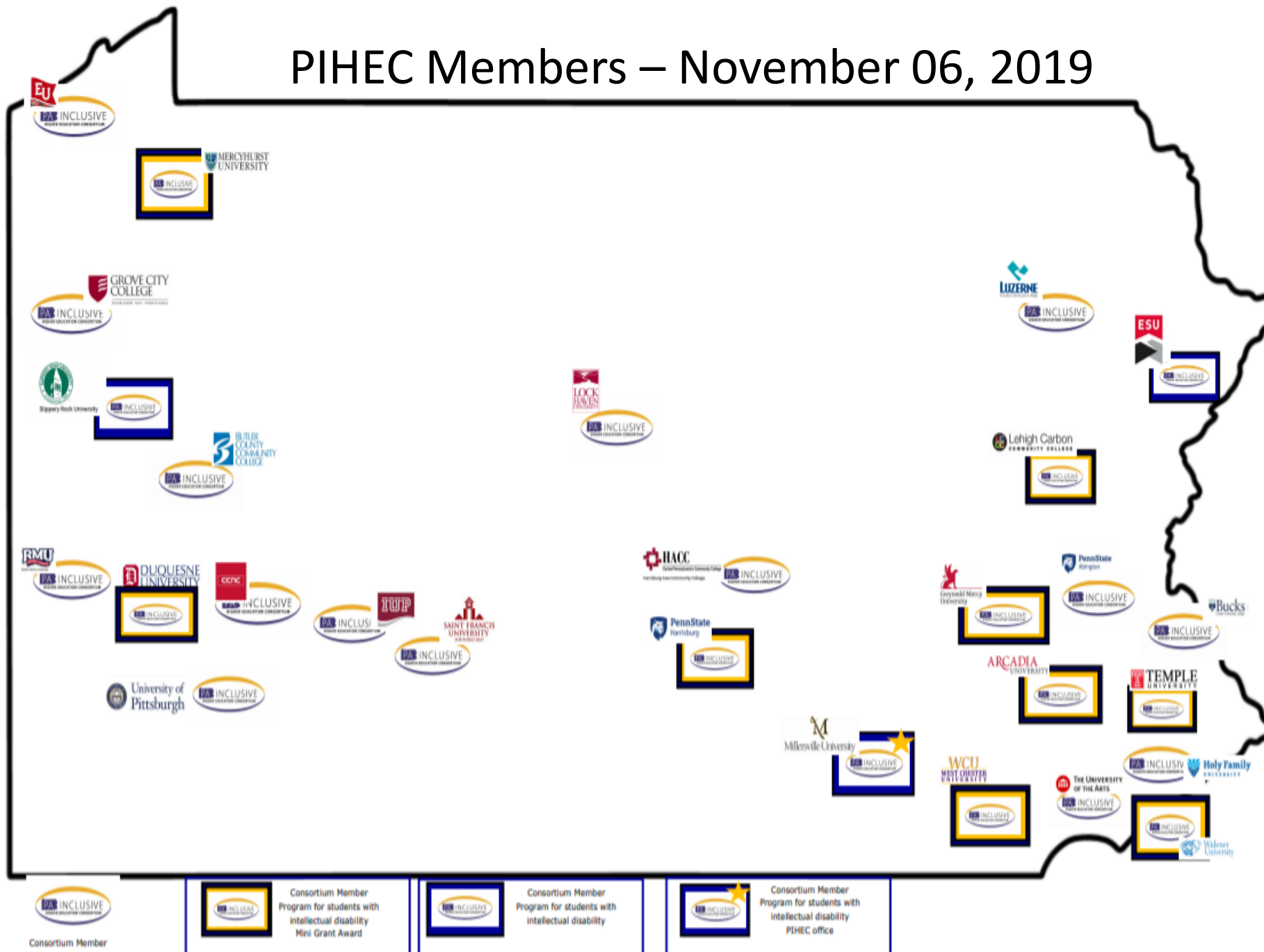# TPSID Model Program—Millersville University Integrated Studies

- Non-degree seeking

- Ages 18-26

- Earn a University Certificate upon completion (2 or 4 years)

- Liberal Arts Curriculum

- Diagnosis of Intellectual Disability

- Like a "matriculating" College Student experience

- Coach support

- Live on campus

PIHEC Members – November 06, 2019

- **27 Members**
- Varying levels of inclusivity
- Varying levels of program implementation
- TPSID supported sites include:
  - Arcadia
  - Duquesne
  - Gwynedd Mercy
  - Lehigh Carbon Community College
  - Mercyhurst
  - Millersville
  - Penn State Harrisburg
  - Temple
  - West Chester
  - Widener

Consortium Member

Consortium Member
Program for students with intellectual disability
Mini Grant Award

Consortium Member
Program for students with intellectual disability

Consortium Member
Program for students with intellectual disability
PIHEC office

27 IHE Members of the PIHEC Consortium

Arcadia University #	Edinboro University	**Lehigh Carbon Community College * #**	**Penn State Harrisburg #**	The University of Pittsburgh
Bucks County Community College	Grove City College	Lockhaven University	Robert Morris University	**West Chester University**
Butler County Community College	**Gwynedd * Mercy University**	Luzerne County Community College	Saint Francis University	**Widener University**
Community College of Allegheny County	Harrisburg Area Community College	**Mercyhurst University #**	Slippery Rock University #	
Duquesne * University	Holy Family University	**Millersville University #**	**Temple University #**	
East Stroudsburg University	Indiana University of Pennsylvania	Penn State Abington	The University of the Arts	

6 Community Colleges

14 Programs in Operation

10 Programs *TPSID* supported

7 are CTPs #

3 Opening in 2019-2020 AY *

Consortium Programs
in Pennsylvania

TPSID Funded

- Arcadia University
- Duquesne University
- Gwynedd Mercy University
- Lehigh Carbon Community College
- Mercyhurst University
- Millersville University
- Penn State Harrisburg
- Slippery Rock
- Temple University
- West Chester University
- Widener University

NON – TPSID Funded

- Bucks County Community College (Transition)
- Community College of Allegheny County (Transition)
- East Stroudsburg University

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PIHEC Studies Background

- 800 transition age-students with intellectual and developmental disabilities (IDD) graduated from Pennsylvania public schools in 2017-2018; 800 expected to graduate in 2019 (Pennsylvania Office of Developmental Programs, 2018).

- Key educational and employment disparities exist among youth with IDD when compared to peers without disabilities:

  o **69.7%** of young adults without IDD attend 7,000 colleges and universities.

  o **28.7%** of young adults with IDD enroll in college post-high school.

  o Only 270 inclusive higher education options currently available (National Center for Education Statistics, 2016; Newman et al., 2011; Think College, 2019).

  o Only 8-10% of young adults with IDD are employed (Erickson, Lee, & von Schrader, 2017).

- In the past five years, 13 inclusive post-secondary programs have been developed throughout PA in an attempt to meet current demand with additional programs under development (Think College, 2019). Programs have been challenged:

  o To fit within organizational structures of IHE.

  o Bring stakeholders into cultural alignment to educate population.

  o Adequately prepare staff and faculty to interface and make course accommodations for students with IDD.

- The **Pennsylvania Inclusive Higher Education Consortium (PIHEC)**, works to unify IHE's through promotion and support of authentic inclusive education opportunities (PIHEC, 2018). While twenty-seven schools belong to PIHEC, little formal assessment had been conducted on respective campuses to understand current and emerging inclusive practices.

Purpose

PIHEC has developed infrastructural understanding of current and emerging PA programs through the dissemination of an Infrastructure Survey as well as an Admissions Survey sent to all participating campuses.

Findings from this study prompted the use of the Texas A&M Perceptions of Inclusion and Diversity Survey for administration at an emergent (Duquesne University) and existing (Millersville University) program to understand student, faculty and staff perceptions of inclusion.

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Methods

- The 35-item PIHEC infrastructure survey identified program processes and capacities. This survey was administered to nineteen participating PIHEC schools in Fall 2018.

- The 16-item PIHEC admission survey identified program admissions processes and programmatic data. The survey was administered to twenty participating PIHEC schools in Spring 2019.

- The 42-item Texas A&M Perceptions of Inclusion and Diversity Survey was designed utilizing the framework for inclusion of students with IDD (Gilson et al., in press). This instrument was sent to randomized samples of Duquesne University and Millersville University students, faculty and staff in Spring 2019.

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PIHEC Infrastructure Study

- 14 Institutions of Higher Education (IHE's) participated:

    - 2 Semi-Public Universities
    - 5 Public Universities
    - 6 Private Universities (including faith traditioned)
    - 1 Community College

Departmental Alignment

- 92% of departments are rooted administratively in academic units

- 59% of programs are not-stand alone departments (i.e., they are anchored within an institute, academic unit, or department)

- 29% report being stand-alone programs

*Most noted strong relationships with departments of education and/or campus education programs

(TC S.1: Inclusive Academic Access; TC S.3: Campus Membership; TC.5: Alignment with College Systems and Practices; TC.6 Coordination and Collaboration; TC. 7: Sustainability)

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Program Planning and/or Operational Teams

- Staff (82%)
- Faculty (71%)
- Students (41%)
- Office of Disability Service (or campus equivalent) (41%)
- Registrar's Office (35%)
- University Admissions (29%)
- Financial Aid (29%)
- Academic Success Office (24%)
- Deans and/or Academic program chairs (24%)
- Office of Student Life (or equivalent) (18%)
- Office of Residence Life (18%)

(TC S.1: Inclusive Academic Access; TC S.3: Campus Membership; TC.5: Alignment with College Systems and Practices; TC.6 Coordination and Collaboration; TC. 7: Sustainability)

Staffing Model

- 70% of programs report having FT Directors
  - 18% of the program directors are dual-faculty appointments
  - 29% of programs report faculty are "tied" to program
- 41% of programs report staff lines
  - 7 programs staff with Coordinators and/or Assistant Directors
  - 3 programs have Administrative Supports
  - 1 program notes a Counselor
- Additional staffing supports:
- Volunteers
  - AmeriCorps*VISTA
- Graduate assistants
- University compensated student aides/Federal Work Study Student Aides and/or paid or for-credit interns
- External Supports
  - Coaches from regional agencies (as appropriate)

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Programmatic Data

64% OF PROGRAMS OFFER INTERNSHIPS— THE MAJORITY OFFERING FOUR OR MORE THROUGHOUT PROGRAM
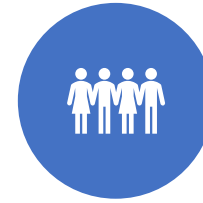
35% OF STUDENTS ARE ELIGIBLE TO PARTICIPATE IN FEDERAL WORK STUDY

50% OF STUDENTS RECEIVE PART-TIME WORK OPPORTUNITIES [BUT MOST CAMPUSES DO NOT REQUIRE]

57% OF PROGRAMS OFFER TUTORING TO PROGRAM PARTICIPANTS [WITH MANY BEING PAID]

64% OF PROGRAMS OFFER MENTORING TO PROGRAM PARTICIPANTS

57% OF STUDENTS RECEIVE WAIVER FUNDING

(TC S.1: Inclusive Academic Access; TC.2: Career Development; TC S.3: Campus Membership; TC.5: Alignment with College Systems and Practices; TC.6 Coordination and Collaboration; TC. 7: Sustainability)

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Other Interesting Data

36% of IPSE programs are tuition funded

Alignment with disability services:

- Only 9 programs note working with offices of disability services (or comparable offices].

On-campus housing option:

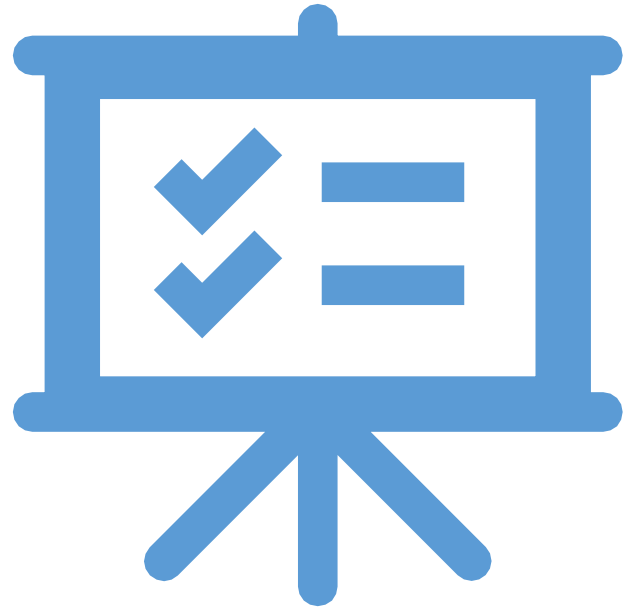- Only 7 of the 14 programs have on-campus housing.

Inclusive educational training for faculty and staff:

- 42% of programs reported doing training. 21% report they do not train faculty and staff.

(TC S.1: Inclusive Academic Access; TC S.3: Campus Membership; TC.5: Alignment with College Systems and Practices; TC.6 Coordination and Collaboration; TC. 7: Sustainability)

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PIHEC Admissions Survey

- 9 IHE's participated.

- More than Half of the programs incorporate a university office of admissions in the intake process.

- Current operating programs have enrollments ranging from 2 to 29 students.

- Credits for programs range between 24 to 120 credits (2 and 4 year respective programs).

(TC S.3: Campus Membership; TC.5: Alignment with College Systems and Practices; TC.6 Coordination and Collaboration; TC. 7: Sustainability)

PIHEC Admissions Survey

- 50% are exclusively 2-year programs

- 14% are exclusively 4-year programs

- >50% of programs incorporate a University Office of Admissions in the intake process
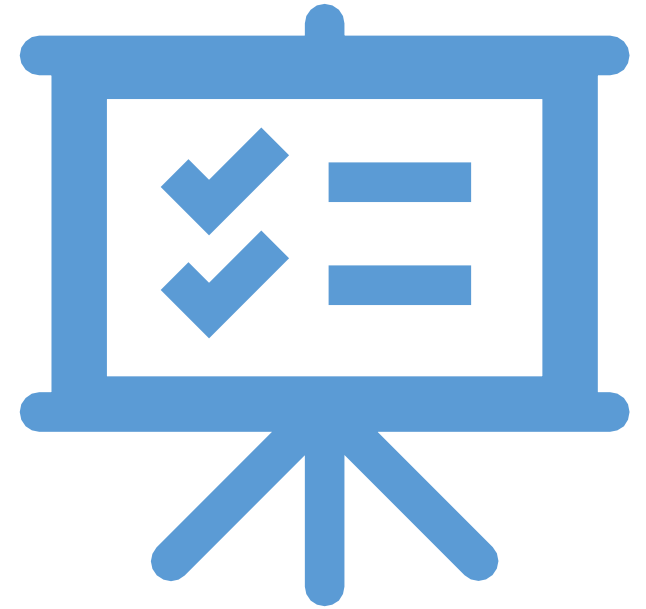
Semesters to Complete Program

2 semesters—18%

3 semesters—9%

4 semesters—44%

8 semesters—44%

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Program Costs

Currently the Pennsylvania programs have two structure fees:

- 55% of schools are Tuition Based (e.g., calculated by the total costs of credits as dictated by IHE, will also include specific academic/student fees).

- 44% are Individual program cost based (e.g., as dictated by total costs assumed in individual supports, housing, food stipends, technology, academic supplies, university student fees, mentoring fees, individual program administration costs).

Development of Applicant Base

Parents (15%)

Family Referrals (13%)

Post-Secondary/Transition Fairs (13%)

Intermediate Units (13%)

High School Visits (11%)

High School Guidance Departments (9%)

Social Media (9%)

Websites (9%)

Other: Word of Mouth, Support Service Agencies

Cohort Participants

42% of participants come from in state—within the city and/or county of IHE

31% of participants come from in state, in counties outside of location of IHE

26% of participants come from out of state

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Perceptions of IHE Survey Results

DUQUESNE UNIVERSITY RESPONDENTS

- Duquesne University students (n=199), faculty (n=77) and staff (n=71) responded

- Students were mostly white (86%), female (84%) undergraduates (66%), *with both* parents having attended college (53%) from the:
    - School of Liberal Arts (20%)
    - School of Business (16%)

- Faculty were mostly white (80%), female (60%) tenured professors (47%) from the:
    - School of Education (21%)
    - School of Liberal Arts (20%)

MILLERSVILLE UNIVERSITY RESPONDENTS

- Millersville University students (n=108) and faculty (n=9) responded

- Students were mostly white (82%), female (75%) undergraduates (94%), *without* parents who attended college (42%) from the School of Liberal Arts (64%)

- Faculty were mostly white (78%), female (56%) tenure-track professors (33%) from the School of Liberal Arts (78%) and School of Education (22%)

Legend: **Millersville Students** · **DU Students** · **Millersville Faculty** · **DU Faculty**

I think people with IDD can obtain the job of their choice.
- Millersville Students: 2.72
- DU Students: 2.84
- Millersville Faculty: 3.22
- DU Faculty: 2.53

I think people with IDD should be offered the same educational opportunities as those without disabilities.
- Millersville Students: 3.54
- DU Students: 3.49
- Millersville Faculty: 3.67
- DU Faculty: 3.21

I think students with IDD should continue their education at special schools.
- Millersville Students: 2.16
- DU Students: 2.39
- Millersville Faculty: 2.00
- DU Faculty: 2.10

I think students with IDD can succeed at a four-year college or university.
- Millersville Students: 3.28
- DU Students: 3.26
- Millersville Faculty: 3.25
- DU Faculty: 3.03

I think students with IDD should have the opportunity to advance their education through an inclusive higher education program on campus.
- Millersville Students: 3.41
- DU Students: 3.43
- Millersville Faculty: 3.56
- DU Faculty: 3.25

If students with IDD attend university classes, I think they will require more of the instructor's attention.
- Millersville Students: 2.76
- DU Students: 3.13
- Millersville Faculty: 2.89
- DU Faculty: 2.97

I think students with IDD should be able to take part in all aspects of university life.
- Millersville Students: 3.53
- DU Students: 3.56
- Millersville Faculty: 3.78
- DU Faculty: 3.38

I think students with IDD will have a positive influence on other students at the university.
- Millersville Students: 3.23
- DU Students: 3.37
- Millersville Faculty: 3.56
- DU Faculty: 3.29

Strongly Disagree --> Strongly Agree

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Perceptions of IHE Survey Results

- **LOGISTIC REGRESSION RESULTS**

**68% of students were willing to provide peer support to students with IDD**
Millersville students were more willing than Duquesne students (p=.06)
Males more willing than females (p=.002)
Students whose parents did not attend college were less willing than those who had one parent who went to college (p=.04)

72% of faculty were willing to offer their course to students with IDD
Tenured faculty were more willing to offer their course than non-tenured professors (p=.06)
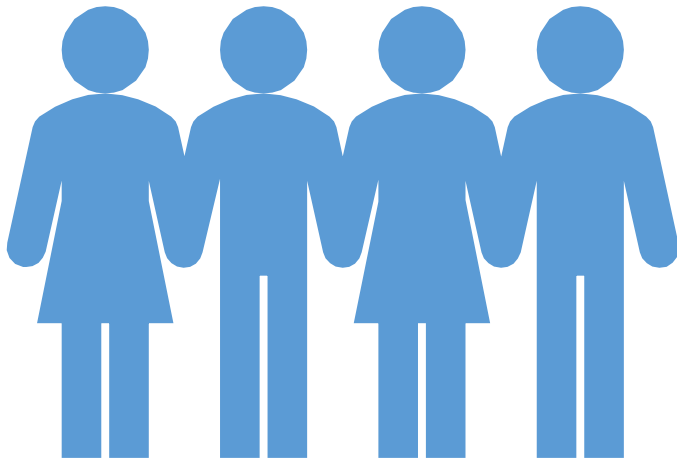
Perceptions of IHE Survey Results

QUALITATIVE RESULTS

- 178 open-ended comments related to the Think College definition of inclusion (2015) were data coded for salient themes.

- Coding revealed positive correlations of inclusion on a college campus that included:
  - Alignment with institutional mission,
  - Opportunities for individuals with IDD to gain increased vocational exposure,
  - Inclusion promotes universal opportunities

- Negative comments or concerns related to inclusion included:
  - Fear of diminished institutional selectivity or academic rigor of coursework,
  - Concerns that individuals with IDD might "disrupt" peers without IDD in courses,
  - Perceptions that campuses are already representative of diversity (e.g., race, gender, religion, sexual orientation, disabilities) and that programs would create pronounced "difference."

Study Findings

- The study has demonstrated that there are discernable differences of perceptions of inclusion for a campus that has inclusive post-secondary education programs and one that has an emergent program.

- Data demonstrates that faculty and students exhibit willingness to support inclusive practices when offered trainings to support IDD populations on campus.

- These findings provide further opportunities for PIHEC to provide both training to campuses as well as help to establish best practices for on-boarding IPSE programs throughout Pennsylvania.

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Questions?

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Abbreviated References

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