



Standards, Quality Indicators, & Benchmarks

TASH Tech

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Agenda

- Introductions
- Current Practice Overview
- Overview of the Standards
- Jigsaw Activity: Reviewing the Standards, QI and Benchmarks
- Group Discussion/Wrap-Up

Introductions

- Who are you?
- Why did you choose this session?
- What do you hope to learn today?

The National Landscape

- In 2009, Think College conducted a national survey of 262 postsecondary programs in 37 states
- 149 programs responded

The National Landscape

49% offer courses specifically for students with ID	75% offer other instruction or social events specifically for students with ID
38% located at 2 year colleges	51% located at 4 year colleges
10% located at tech/trade schools	71% do not require students to take placement tests
39% offer residential options	56% have special entrance criteria
49% provide person centered planning	58% involve the college disability services office

<http://www.youtube.com/watch?v=U6M8FpIFCnw>



Development of Standards

- Review of existing standards related to transition, postsecondary education, inclusion, employment, and self determination (e.g., NASET, Guideposts, AHEAD Standards)

Growing Need

- No existing standards for postsecondary education
- Programs and initiatives proliferating with no standards for practice
- Families and students requesting guidance on how to select colleges
- Changes to the Higher Education Act

Validation Process

- Initial review by key stakeholders
- Revised draft standards
 - Expanded to include benchmarks
 - Aligned with HEOA
- Nominations sought for expert panel
- Three round Delphi process conducted via web

Expert Panelists

- Nominated by leaders in higher education, special education, and transition
- Minimum of 2 years of experience (personal or professional) in postsecondary education for students with intellectual disabilities

The Delphi Process

- Round 1: Initial online review of document for feedback on content & identification of gaps
- 5-point Likert scale on importance
 - Level of agreement —mean of 4.0 on this scale
- Suggested new S, QI, B
- Think College response:
 - Added missing S, QI, B
 - Created Round 2 document of additions and items that did not meet consensus on importance

Round 2

- Experts reviewed revised document that reflected feedback from Expert Reviewers captured by Round 1
 - Re-rate level of importance of items that scored below 4.0
 - Rate new items
- 5-point Likert scale on importance

Round 3

- Review revised document including feedback from Expert Reviewers captured in Round 2
- Approve removal of low scoring benchmarks
- Approve revisions in language

Themes

- Need for academic access options
- Concern about requiring access to existing college services which are not prepared to adequately support students with ID
- Inconsistent support for emphasizing paid employment
- Less agreement on HEOA requirements

Standards

1. Academic Access
2. Career Development
3. Social Networks
4. Fostering Self-Determination
5. Integration with College Systems & Practices
6. Coordination & Collaboration
7. Sustainability
8. Evaluation

Quality Indicators and Benchmarks

- Under each Standard, indicators of quality and benchmarks to measure where a program was in practice were created

STANDARD 1: ACADEMIC ACCESS

Quality Indicator 1.1: Wide array of college course types with students without disabilities

Quality Indicator 1.2: Address issues that impact course participation

Quality Indicator 1.3: On-going adult learning opportunities

STANDARD 2: CAREER DEVELOPMENT

Quality Indicator 2.1: Integrated employment tied to course participation



STANDARD 3: SOCIAL NETWORKS

Quality Indicator 3.1: Inclusive Social Activities with natural supports from peers

STANDARD 4: FOSTERING SELF-DETERMINATION

**Quality Indicator 4.1: Assure student involvement in/
control of personal goals**

**Quality Indicator 4.2: Development of self-
determination skills**

**Quality Indicator 4.3: Have a stated process for family
involvement**

STANDARD 5: INTEGRATION WITH COLLEGE SYSTEMS AND PRACTICES

Quality Indicator 5.1: Identify outcomes/offer educational credential

Quality Indicator 5.2: Academic advising

Quality Indicator 5.3: Provide access to college campus resources

Quality Indicator 5.4: Collaborate with faculty and staff

Quality Indicator 5.5: Adhere to the college's schedules, policies and procedures, public relations and communications

STANDARD 6: COORDINATION AND COLLABORATION

Quality Indicator 6.1: Connections and relationships with key college/university departments,

Quality Indicator 6.2: Have a designated person to coordinate program-specific services

STANDARD 7: SUSTAINABILITY

Quality Indicator 7.1 Diverse sources of funding

Quality Indicator 7.2 : Planning and advisory team



Standard 8 EVALUATION

Quality Indicator 8.1: Conduct evaluation on services and outcomes

Future Steps

- OPE approval
- Scalable online and print format
- Implementation with model demonstration projects
- Modify to reflect usage (planning, implementation, evaluation)
- Document process/outcomes in literature
- Integrate on website (evaluation, self assessment)

Jigsaw Activity

- Break into three groups
- Handout in packet with instructions
- 45 minutes for discussion
- 15 minute break
- Report out to the whole group

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