Evaluation from a Postsecondary Program for Individuals with Intellectual Disabilities

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Evaluation Objectives

- Understand components of a model demonstration postsecondary project in North Carolina
- Determine the impact of the program on:
  - Participants
  - Typical students
  - Faculty
- Evaluate the effectiveness of the program

What is the UP Program?

- Pilot program in 2007
- Provides a two year, fully inclusive on-campus living and learning experience for college-aged individuals with intellectual disabilities
- 8 participants attending
- Model demonstration site in NC and one of 27 national TPSID projects
- Starting satellite programs throughout NC
Five UP Program Components

• Personal Development
• Community Participation
• Vocational Preparation
• Social Participation and Learning
• Course Auditing (e.g. auditing 3 to 4 courses per semester)
• Participants must pay current university fees for auditing courses.

UP Certificate Requirements

• Complete of 1800 hours of learning activities over a four semester period
• Achieve at least 80% of the objectives per semester in their Individual Plan for College Participation (IPCP)
• Recommended for UP Certificate of Accomplishment by the UP coordinator and UP Program Steering Committee based on satisfactory academic progress

Evaluation Components

• Individual interviews with participants
• Focus groups with family members
• Survey of faculty
• Focus groups of students
**Policies and Procedures**
- Recruitment
- Public awareness/communication
- Cost
- Academic inclusion and support
- Residential and campus life
- Vocational opportunities
- Values
- Outcomes

**Participant Interviews**
- Why college?
- Adjustment: challenges; positives
- Academic experiences
- Work experiences
- Support
- Changes: self; family
- Expectations
- Goals

**Family Focus Groups**
- Throughout the focus group, there were two consistent themes related to families’ goals and dreams for students:
  - Independence
  - Inclusion
Student Focus Groups

- Student volunteers: most as class requirement but continuing by choice
- Training & support for their roles
- Support of UP students intensive, then fades
- Expectations vs. experience
- Strong commitment to the program
  “People are more mindful now. It’s changed this university.”

Faculty Survey

- Many students with intellectual/developmental disabilities (I/DD) can benefit from a college experience with adequate supports.

Faculty Survey

- Typical college students can benefit from a college experience that includes students with I/DD.
Review of Systems

- Specific criteria for admission
- Consistent application of values
- Inclusive opportunities in all of campus life
- Integration of work-based learning and transition to employment
- Administrative support of program development
- Support from student volunteers

Integrating Evaluation with Program Development

- Setting initial goals
- Objective assessment of progress
- Specific criteria
- Ongoing input and exchange of ideas
- Measurable outcomes
- Collaborative efforts

WCU students:

- "I've learned not to make assumptions about what they can or cannot do."
- "Everyone deserves a chance to learn and to have a job."
- "As much as they learn, we also learn. If we could translate that into the community, the world would be a better place."