THINK COLLEGE PROGRAM REVIEW REPORT

University of Nevada Reno Path to Independence (P2I)

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Introduction

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that were provided include: agreements with

with an Education Coach working on homework. P2I informed the students and employers/instructors that an observer would visit. During classroom visits, the observer did not engage with the student, other students or the instructor before, during or after class. At employment observations, the observer watched the student perform his/her job and asked the student a few questions about different aspects of the job that were not immediately observable.

<div align="center">Program Evaluation</div>

Program Overview

Path to Independence (P2I) at the University of Nevada Reno is a collaborative effort of the Nevada Center for Excellence in Disabilities (NCED), the University of Nevada Reno Extended Studies Department, the Bureau of Vocational Rehabilitation (BVR), local Regional C

Academic Access

Students in P2I have access to the full UNR undergraduate catalog to fulfill the coursework requirements of the P2I program of study. They are full-fledged UNR students who are categorized as non-degree seeking, part-time students. They pay the same tuition and fees as other UNR students in this category, and spend four semesters working toward a certificate through UNR Extended Studies (continuing education). P2I has a general program of study that requires students to take 1 course in each general area each semester: a) math/science/environment; b) literature/art/language; c) social studies/civilization; and, d) physical fitness. The students' pick courses that are of interest to them personally or that help them work toward their career/employment interests identified through their person-centered planning process that is reviewed and updated each semester.

Courses can be taken for credit or audit, and staff reported most students take courses for audit rather than credit. Students can work with an ed coach whether or not a course is taken for credit or audit. It was reported that the course content and expectations are not "watered down" – P2I students are expected to attend class, complete assignments, take tests, complete projects, etc. even if they are auditing (no grade). Coursework can only be modified/adapted if the course is being audited. Students taking courses for credit receive accommodations only.

In addition, students take two courses each semester that are not inclusive: an independent living course, and a technology lab. These courses are not in the UNR course catalog and are specialized for students in P2I. However, some coaches and social mentors participate in the IL course, and it is frequently taught by community members in fields related to the topic (e.g. sexuality/dating taught by Planned Parenthood personnel, chef taught cooking, etc.) instead of P2I staff. Most recently, the Academic Coordinator (a relatively new staff person) identified that students in the program did not have skills/experience using computers for the variety of tasks typically developing UNR students use them for. Therefore, she created a technology course 1x/week in a UNR computer lab. It is not a credit bearing course. It was developed to address students' limited technology skills and very few students have or use their own computer for their college work.

Education coaches are identified to work with each student to support them in class, take notes, proctor exams, coordinate accommodations with the instructors, implement adaptations, and support students to complete homework and course projects. Education coaches also attend the physical education classes with students to support them to engage in the activity, increase their endurance, and model classroom participation. The Academic Coordinator provides initial orientation and training for education coaches and meets with them on a monthly basis as much as schedules allow. In addition, education coaches are expected to complete notes in Cognitopia, however, having them complete their notes consistently has been challenging.

TC Indicator

<u>Campus Membership</u>

The results from the previsit survey staff indicate that program staff have implemented some

TC Indicator	Strengths	Areas for Growth
Ensure student involvement in and control of the establishment of personal goals that, reflect student interests/desires from person centered planning are reviewed regularly and modified as needed to reflect changes in interests/preferences, address accommodations and technology needs, lead to outcomes desired by the student, reflect family input as desired by student	Students have a person-centered plan that is updated each semester and is used to guide their coursework, employment experiences and student life experiences.	A stronger focus on technology supports that will allow students to be more independent and self reliant.
Ensure development and promotion of self-determination skills for students with intellectual disabilities as evidenced by students monitoring own progress toward goals, directing choice of courses, activities and employment, involvement in course registration, accommodation requests, and tuition payment, involved in all aspects of employment (e.g. resume creating, job interviews, follow up calls, negotiating job change) interacting directly with faculty and		

non-degree students, they are unable to participate in NJU graduation ceremonies and activities, so they have a separate small ceremony.

TC Indicator   Strengths   Areas for

are completed as anticipated seems to occur naturally. P2I staff are a resource to UNR units, diversity initiatives, and employers and their expertise is values and utilized by the campus community for the UNR inclusion and diversity summit, presentations to faculty and classes, and partici)-0.7 (a6l)-3.3(i)-3.3 (o)-9.6

<u>Ongoing Evaluation</u>

P2I staff conduct fairly extensive evaluation activities. Each semester multiple stakeholders are surveyed regarding their experience with individual aspects of P2I including students, instructors, parents and education coaches. Rating scales and open-ended items are included in the instructor survey. The Employment Coordinator meets with students' work supervisors each month to collect information about the work site. Finally, P2I conducts follow-up calls for every P2I graduate each year using the Think College follow-up instrument with a few more questions/items added. The only evaluation instrument reviewed by the program evaluator was the instructor survey. A content and process review of all P2I data collection methods, instruments, and recent aggregated data should be reviewed

barrier to self determination, much in the way paraprofessionals are a barrier to academic access and socialization of students in public school.

APPENDIX A

Summary of abbreviated Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education survey results.

APPENDIX B

UNR P2I Site Visit Protocol

Site Visit schedule

APPENDIX C

Interview Questions