

*Developing a Taxonomy for Postsecondary
Education Programs that Serve Students with
Intellectual Disabilities*

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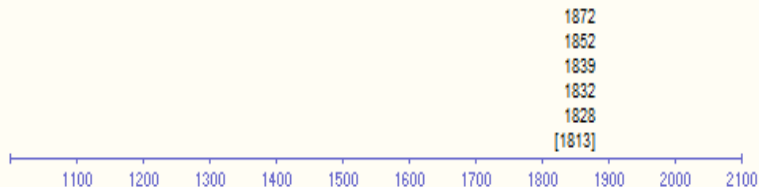
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Driven to DiscoverSM

taxonomy

Pronunciation Etymology Quotations Date chart

1. Classification, esp. in relation to its general laws or principles; that department of science, or of a particular science or subject, which consists in or relates to classification; *esp.* the systematic classification of living organisms.



[1813 DE CANDOLLE *Theor. Elem. de la Botanique.*] 1828 in WEBSTER. 1832 *Encycl. Brit.* (ed. 7) V. 70/2 Taxonomy is that branch of botany which has for its object the combination of all our observations on plants, so as to form a system or classification. 1839 G. ROBERTS *Dict. Geol., Taxonomy*, the classification or putting things in their proper order. 1852 DANA *Crust.* I. 59 The long posterior legs of certain Maioid species have been allowed to have the same value in Taxonomy. 1872 COUES *N. Amer. Birds* 49.

2. (With *a* and *pl.*) A classification of anything.



- taxocrinid
- taxodium
- taxodont, *a.*
- taxogen
- taxol, *n.*
- taxology
- taxon
- taxonomic, *a.*
- taxonomize, *v.*
- taxonomy**
- taxpayer, tax-payer
- tax-taker
- taxus
- taxwax
- taxy
- tay, tey
- Tayacian, *a.*
- tayassu, tayaçu
- tayberry
- Taylor
- Taylorian, *a.* and *n.*
- Taylorism
- taylorite
- Taylorize, *v.*
- tayra

More on Taxonomy

- “Initially, taxonomy was seen as a simple process of identifying new species and placing them in the correct position on a hierarchical tree of life based on their physical characteristics. Over time, however, it has become clear that the process of categorizing organisms is quite complex.”
- **Phenotype:** Observable Characteristics
- **Genotype:** Genetic Constitution of an Organism
- **Cladogram:** A mathematical diagram that shows the similarity between two organisms (using biology, behavior, molecular profile and fossil record)

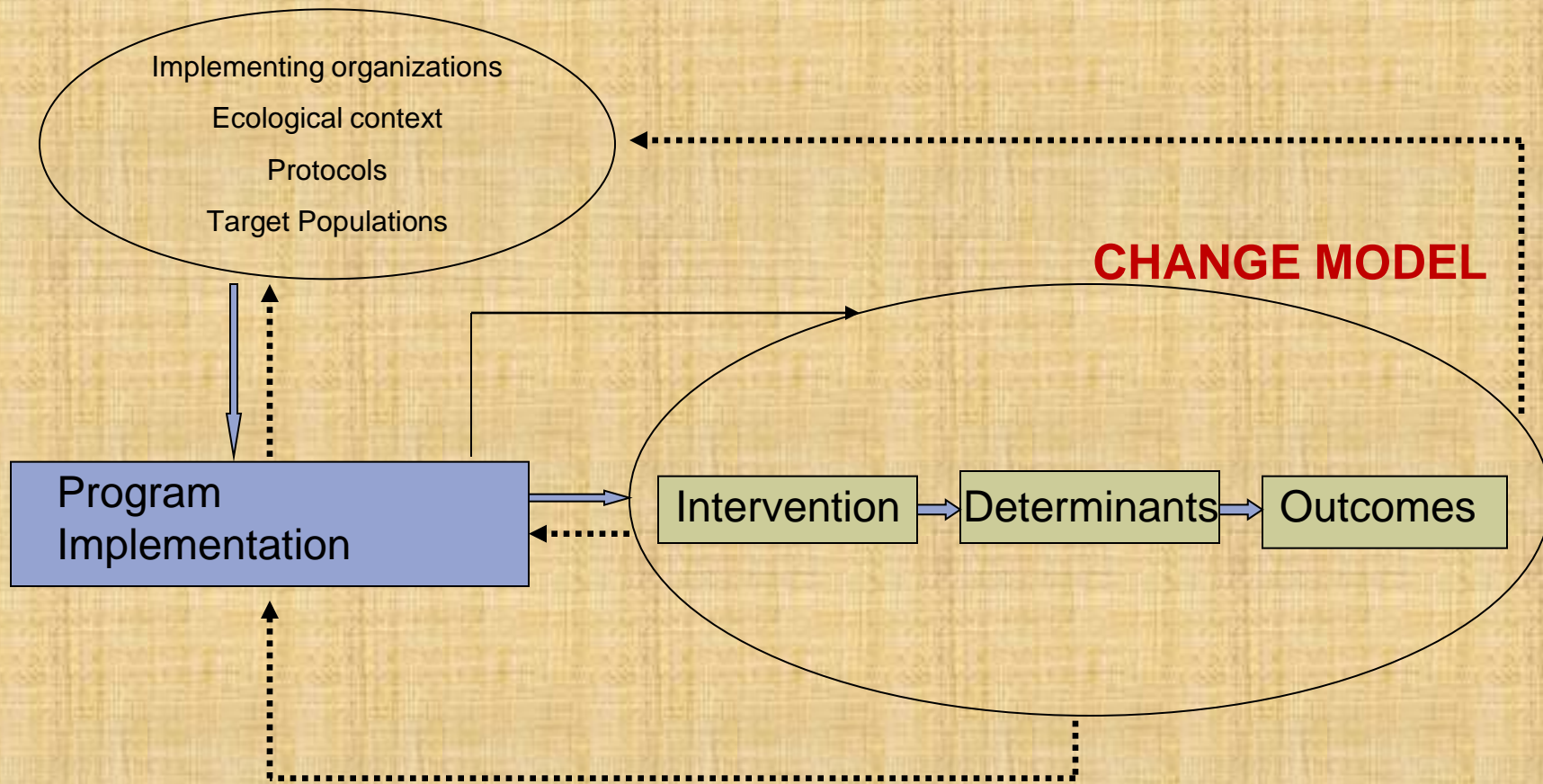
Freedman, J. (2005). Application and Limitations of Taxonomy

Postsecondary Education Program Dimensions: The Phenotype

- Type of institution (2-year college, 4-year college, or technical school)
- Nature of curriculum (regular, modified, alternative)
- Level of instructional integration (full-time, part-time, parallel)
- Degree of social and/or residential inclusion
- Available student supports
- Enrollment of student (dual enrolled, graduated/exited from high school, or both)
- Characteristics of enrolled students (disabilities/developmental disabilities/intellectual disabilities, entry level academic requirements)

Theory-Driven Evaluation & Chen's Logic Model: The Genotype

ACTION MODEL



2009 Conference Transcripts

Coding Node	Number of References
❖ Admissions and Enrollment of Student	10
❖ Awareness	6
❖ Characteristics of Students	37
❖ College Readiness Issues	8
❖ Outcomes	42
❖ Program Component Integration	15
❖ Retention Issues	1
❖ Staff Teacher Parent Preparation and Expectation	16
❖ Stakeholders	6
❖ Student Supports	23
❖ System or Environmental Factors	76
❖ Type of Institution	9
❖ Type of Program	8

Expanded Coding Tree for Outcomes

Coding Node	Number of References
❖ Outcomes	42
➤ Factors that Confound What We Know	
▪ Issues with Connection to Goals or Activities	11
▪ Need for Data on Long Term Outcomes	7
▪ Need for Data on Negative Outcomes	1
▪ Variability of Programs and Students	2
➤ Instruments to Measure and What	6
➤ Changes in Other Students	5
➤ Return on Investment	1
➤ Student Outcomes	
▪ Employment	3
▪ How to Assess Academics	1
▪ Higher Education Act	1
▪ Improved Reasoning	1
▪ Improved Social Skills and Capital	8
▪ Independent Living	3
▪ Satisfactory Academic Progress	1
▪ Student Personal Goals vs. Program Goals	2

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