

PASSing College: A Taxonomy for Students with Disabilities in Postsecondary Education

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Abstract

The study of postsecondary students with disabilities has a relatively short history that largely began with descriptions of programs designed for returning World War II veterans with disabilities and expanded in the 1970s with the advent of Section 504 of the Rehabilitation Act of 1973. Currently, the literature about postsecondary-level students with disabilities is principally descriptive, is published in professional journals reflecting a range of disciplines, and lacks a guiding organizational taxonomy. A taxonomy is particularly useful when organizing, discussing, and conducting research and practice efforts. This article presents a four-domain taxonomy that was developed based upon a comprehensive analysis of the body of literature about postsecondary education and students with disability.

Keywords: College, students with disabilities, taxonomy, postsecondary disability literature

Recent publications on the history of scholarship about postsecondary students with disabilities pursuing postsecondary education report the literature base has neither meaningful breadth nor sufficient depth, particularly in top tier journals (Madaus et al., in press; Peña, 2014). There are an abundance of reasons why the scarcity of evidence-based research is surprising. These include: (a) the improved academic preparation available to secondary-level students with disabilities (Madaus, Shaw, & Dukes, 2010); (b) the growing number of students with disabilities entering postsecondary education (Newman et al., 2011); (c) the significance and impact of federal legislation that has promoted access and opportunity in postsecondary education settings (Shaw & Dukes, 2013); (d) the growth and increasing sophistication of services in college to serve the population (Shaw, Madaus, & Dukes, 2010); and (e) the birth of the student disability services (SDS) profession, as well as a professional organization, journal, and standards and ethical guidelines specific to SDS and matriculating students (Association on Higher Education and Disability,

2014; Dukes, 2011). Indeed, students and families have made important progress in collaboration with the scholarly community, policy makers, and secondary and postsecondary personnel. Hence, taken at face value, it is challenging to reconcile the divide between the lack of sufficient scholarly evidence and improved student opportunity, participation, and outcomes. In response, the current authors deliberated the following two questions:

- How do we frame scholarly efforts in the field of postsecondary education and disability?
- Do we know what works for students with disabilities in postsecondary education?

The gap in translating research to practice and validating what works is a persistent challenge, both at the secondary and postsecondary level (Shaw & Dukes, 2013; Test et al., 2009). The current literature mapping project, which was inspired by the notable work on the identification of transition-relevant evidence-based practices in secondary educational set-

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tings conducted by the National Secondary Transition Technical Assistance Center ([NSTTAC]; Test et al., 2009), arose from the second of the previously noted questions: Do we know what works for students with disabilities in *postsecondary* education? In short, the answer is no; at this time we cannot say with sufficient confidence we know what works (Madaus, Faggella-Luby, & Dukes, 2011b). However, there is certainly enough scholarly evidence to advance the discussion regarding what *may* work and, furthermore, how we might also utilize the extant and future professional literature to effectively address the aforementioned critical questions.

Published scholarly work has the potential to shape professional practice (Peña, 2014). Peña noted that both the language used and the topics discussed have the power to “construct” our reality (p. 31). Given these tenets, Peña examined the published research on college students with disabilities in four top tier journals in higher education since the passage of the Americans with Disabilities Act in 1990. Peña was particularly interested in whether top tier higher education journal publications have kept pace with the growth in the population of students with disabilities in postsecondary education. Across a twenty-year period the four journals examined included a total of 2,308 published articles. The periodicals included in the analysis were *The Journal of Higher Education*, *Research in Higher Education*, *The Review of Higher Education*, and *The Journal of College Student Development*. Only 25 of the 2,308 (1.08%) specifically addressed students with disabilities. Further, twenty-one of these 25 articles (84%) were published solely in *The Journal of College Student Development*.

In a similar exploration of published research, Madaus and colleagues (in press) examined all relevant literature specific to college students with disabilities spanning the years 1951 to 2012. The investigation included 1,036 articles across 233 different journals. As in the Peña study, a paucity of research was found. Of the 233 journals, 221 (95%) published ten or fewer articles, and 158 (68%) included only one or two articles. Conversely, 347 articles on disability in postsecondary education (33.5% of the total) have been issued by two journals: *The Journal of Learning Disabilities (JLD)* and *The Journal of Postsecondary Education and Disability ([JPED]*; formerly *The AHSSPPE Bulletin*). *JLD* focuses specifically on learning disabilities and includes research across a number of fields, disciplines, and education levels (e.g., K-12 and postsec-

ondary education). From 1980 to 2012, *JLD* published 64 articles (6.2% of the total examined) on disability in higher education. However, the greatest number of articles (n=283, 27.3%) was published in *JPED*, the official journal of the Association on Higher Education and Disability (AHEAD). *JPED*'s near singular focus is the publication of literature highlighting disability and postsecondary education. Because publications on disability have been concentrated within a few specialized journals logic suggests that, as a result, exposure to it beyond disability specialists has likely been limited. In fact, of the eight journals that published the most articles on disability and postsecondary education, only two were higher education professional journals other than *JPED*, including the *Journal of College Student Development* and *College Student Journal*. The remaining journals were intended for special education researchers and practitioners who primarily focus on K-12 education, transition to postsecondary education, and vocational rehabilitation.

Madaus and colleagues (in press) also analyzed the postsecondary disability literature for topics, methodologies, samples, publication venues, and trends over time. The majority of articles were about students with disabilities followed by articles on disability-related student support programming. Additionally, most of the publications were data based and descriptive in nature. Of particular import, the authors developed a structure for organizing the extant and future postsecondary disability literature base in order to conduct these analyses. This structure, which, going forward will be referred to as a taxonomy, is the focus of this article.

What is a Taxonomy?

The origins of the term taxonomy date back to Aristotle, and can be defined as a scheme for classification. Historically, taxonomies have been particularly utilized in the classification of organisms. Over time, the term has evolved and is employed in multiple disciplines. The use of taxonomies in education has a rich history, with Bloom's taxonomy (Bloom, 1956) perhaps the most well known. In special education, scholars have also directly applied (Kohler, 1996) or implied (e.g., Halpern, 1994; Will, 1984) various taxonomies as a means of organizing, discussing, and researching secondary-level transition intervention services (Cobb & Alwell, 2009).

Taxonomy for Secondary Education

The taxonomy has proven to be especially useful in the field of secondary special education and transition. Eichelberger (1989) noted that an organizational model or taxonomy “would be important in describing the various theoretical and practical phenomena in a way that makes sense to the end-user, be they educators, policy-makers, service providers, researchers, or families” (Kohler, 1996, p. 5). For example, Kohler developed the Taxonomy for Transition Programming (TTP), also colloquially referred to as the “Kohler Taxonomy,” which is a tool for codifying secondary-level transition practices. It provides end-users a medium for organizing, discussing, and conducting research and practice efforts.

The TTP was designed to be a model of secondary-level transition practices that result in positive post-school outcomes for students with disabilities. It was developed as part of a four-study process whose overarching goal was the identification of evidence-based transition-focused educational practices (Kohler, 1996). The first three studies included a review of relevant transition literature, an examination of transition programs that had been identified as exemplary, and a meta-evaluation of model demonstration transition program activities and outcomes, while the final study resulted in a model, or concept map, of the identified practices. The result was the TTP, which includes the following five domains: Student-Focused Planning, Student Development, Interagency Collaboration, Family Involvement, and Program Structure. Moreover, it has become a commonly referenced framework for the planning, implementation, and evaluation of transition programming at the secondary-level (Family Empowerment Disability Council, 2011).

McEathron, Beuhring, Maynard, and Mavis (2013) recently developed a taxonomy that spells out the postsecondary education program options for students with intellectual and developmental disabilities (IDD). Its emphasis is on what program characteristics can be observed. These programs, in some cases, result in participating students being dually enrolled in both a secondary school and a postsecondary education program. A two-phase process was employed to develop the taxonomy. First, the authors employed a case study approach that included interviewing SDS staff and directors with the results being used to develop a pilot taxonomy. Next, the findings were validated using an online survey in which respondents addressed whether elements of the taxonomy applied to their particular program for students with IDD. The

outcome was the Postsecondary Education for IDD taxonomy made up of the following 4 domains: the Organizational domain, the Admissions domain, the Support domain, and the Pedagogical domain. According to the authors, it is intended to outline the characteristics of postsecondary programs for students with IDD in order to promote program understanding and to elucidate the similarities and differences among the many programs nationwide.

The field of postsecondary education and disability does not have a similar organizing structure that can be applied to practices for and research about traditionally matriculating college students with all types of disabilities. As the field continues to evolve, both in regard to research and practice, an “organizing heuristic” (Kohler & Field, 2003) around which researchers and practitioners can better communicate about and link their efforts will facilitate more clarity in research, more effective postsecondary professional practice and ideally, also promote student success.

Method

In order to map the literature on postsecondary education and students with disabilities (Madaus et al., in press), a means of organizing the study topics and themes was necessary. The study team, made up of the five current authors and two students in a higher education and disability doctoral program, began by reviewing more than 80 *JPED* publications, the primary scholarly outlet for research on postsecondary education and disability, spanning the years 2000 to 2010. These publications were chosen as they broadly reflect the literature base on college programming and students with disabilities. Based upon this review, the work group generated an initial set of broad content domain titles, and corresponding subdomain sets judged to be appropriately reflective of the literature investigated. Subsequently, the domains and subdomains were submitted to two recent *JPED* editors for review with the goal of capitalizing on their detailed and extensive knowledge of the relevant literature.

Next, the work group examined 10 issues of *JPED*, followed by a group debriefing, in order to determine how well each discrete publication fit the draft domains and subdomains. This process resulted in a number of revisions including collapsing domains, domain name revisions, and the modification of sub-domain categories, which resulted in greater topical specificity within the framework.

To authenticate the modified framework, the research team again evaluated the draft taxonomy by mapping an additional five issues of *JPED*. Further refinement of the four domains and corresponding subdomains and their definitions followed. At this time, criteria were also refined to clarify precisely what literature was eligible for inclusion and what literature was to be excluded. Upon completion, inter-rater agreement among the work group reviewers was 100%. Concurrently, an additional 500 articles were collected from sources other than *JPED*. These articles were collected from an initial Boolean search, were published from 1980-2012 and were from a variety of journals including *Exceptional Children*, *Journal of Learning Disabilities*, *Journal of Vocational Rehabilitation*, *Journal of College Student Development*, and *Journal of College Student Counseling*. This literature allowed the work group to broaden its perspective of postsecondary education for students with disabilities, and subsequently led to additional refinement of the sub-domains.

Finally, in order to validate the content of the resulting four domains, the domain definitions, and corresponding subdomains, the draft taxonomy was reviewed by a panel of eight former editors or co-editors of *JPED*. Panel members were asked to do the following: Using a 4-point Likert scale, the panel rated the extent to which the definitions were clear, the extent to which the subdomains were sorted into the appropriate domain, and they also provided qualitative comments regarding whether additional domains or subdomains were necessary. The panel either “agreed” or “strongly agreed” with both the domain definitions and domain/subdomain correspondence. A number of suggestions were made regarding missing sub-domain content and sub-domain term clarification (e.g., should legal compliance be defined as a program or institutional charge) and were reviewed by the work group.

Next, a systematic literature search was conducted by the study team (see Madaus et al, in press). The inclusion criteria for this review were that the article be about postsecondary education for students with disabilities (broadly considered to include students, faculty, disability services programs and personnel, and emerging constructs and models related to service delivery or assessment). In addition, the article had to address: (a) programs and services for accepted students into degree-granting programs at a two- or four-year college or university, (b) programs, ser-

vices, or experiences of matriculated students, or (c) the experiences of students who had withdrawn from or graduated from a degree granting program at a two- or four-year college or university. Articles about secondary students in transition, transition-aged programs, and non-matriculated students were excluded. The results of this review are reported elsewhere, but it is important to note that 1013 of the 1036 articles fit into the taxonomy (97.8%). Articles that did not align with the taxonomy (2.2%, or $n=23$) included topics such as disability and higher education testing agencies, interviews with researchers studying disability and higher education, or descriptions of disability-studies programs.

The *PASS* Taxonomy

The *Postsecondary Access and Student Success (PASS)* taxonomy for postsecondary education and students with disabilities is a tool for organizing and examining the extant and future literature base on postsecondary level students with disabilities. The resulting taxonomy has a four-domain structure, with corresponding subdomains, that holistically reflect topics addressed in the current literature base. The *PASS* taxonomy is provided in Figure 2 and further described below. Over the project duration, the titles of the four domains have changed slightly to reflect the evolving nature of the taxonomy development. While both the current and former domain titles reference the identical literature base, the names have been altered to clarify related research and further distinguish among domains. The domain titles presented in this section are the current names with reference to the former titles included as well.

Domain 1: Student-Focused Support

The Student-Focused Support domain (initially titled “Student-Level Studies”) addresses the experiences and/or perceptions at the level or unit of analysis of students with disabilities in (and after) higher education. Student-focused articles made up 42.5% of all published articles, and included twelve subdomains, which serve the purpose of defining the domain in greater detail and to also allow end-users of the taxonomy to aggregate their practices or research into the various subdomain categories. Examples of topical areas that fall under the domain include the perceptions and experiences of students with disabilities in postsecondary education, student demograph-

ic profiles, the teaching and application of learning strategies or assistive technology, career readiness, and use of accommodations. It is worthwhile to specifically highlight the self-determination subdomain given that the responsibility for disability disclosure and request for services at the postsecondary level rests entirely with the postsecondary student (Madaus, 2010). While secondary-level special educators and corresponding research certainly highlight the significant importance of self-determination practices (Kellems & Morningstar, 2010), professionals at the postsecondary-level should continue to promote the development and use of such student-focused skill sets as problem-solving, goal setting, self-regulation, and self-advocacy (Dukes & Shaw, 2008; Madaus, Faggella-Luby, & Dukes, 2011a). Other specific subdomain titles are provided in Table 1.

Domain 2: Program and Institutional-Focused Support

The Program and Institutional Support domain (initially titled “Program or Institution Level Studies”) addresses service provision by the SDS in a higher education institution and also includes institutional policies and procedures that pertain to college students with disabilities. Slightly more than 28% of all published articles were categorized in this domain. Its fourteen subdomains include topical areas such as SDS policies and procedures, both general and student cohort specific program development, legal compliance, program evaluation, and SDS collaboration with other campus services, faculty, and academic programs (See Table 1 for additional subdomain areas). SDS program evaluation is a Program and Institutional Support subdomain that has received significant attention among disability service experts (Dukes, McGuire, Parker, Refsland, & Reustle, 2007). Evaluation of college and university divisions and departments has become increasingly prevalent in more recent years. Typically, program evaluation results are used to make decisions about budget allocation and the growth or contraction of campus programs (Dukes, 2011). For example, literature on the Council for the Advancement of Standards program evaluation standards and guidelines (Dean, 2006) and the iEvaluate Office for Students with Disabilities guidelines and exemplars (Dukes, 2011) are categorized within the evaluation subdomain and available for use as an SDS assessment tool. Postsecondary professionals leading SDS programs are encouraged to make note of the importance of the evaluation subdomain.

Domain 3: Faculty and Staff-Focused Support

The Faculty and Staff -Focused Support domain (initially titled “Faculty/Non-Disability Support Staff-Level Studies”) addresses the knowledge, attitudes, and beliefs of faculty and non-disability services personnel (e.g., student affairs generalists) to enhance access to higher education for students with disabilities. Thirteen percent of published articles were categorized within this domain. It includes education and support for faculty and staff and its subdomains include campus staff practices, development and training, and knowledge, attitudes and beliefs; and faculty teaching practices, development and training, and knowledge, attitudes, and beliefs. As student success metrics have increased in importance on college campuses nationwide, campus staff attitudes, knowledge, and practices about students with disabilities have taken on increased importance. With improved knowledge and use of effective practices, personnel campus-wide can better promote student retention and graduation. For example, tools for assessing faculty and staff awareness (e.g., Inclusive Teaching Strategies Inventory [ITSI]; Lombardi, Murray, & Gerdes, 2011) are a component of this subdomain and professionals are encouraged to make use of practices of this nature.

Domain 4: Concept and Systems Development

The Concept and Systems Development domain (initially titled “Construct Development”), addresses the development, evaluation, or validation of a variable. To be included in this domain, the variable must be under proposal, in development, or being used in practice to gather empirical evidence. Its subdomains include assessment instruments, conceptual models/discussion of issues in disability services, conceptual models of service delivery, conceptual models of instruction/assessment of learning, evaluation metrics or methods, and standards of practice, performance, or ethics (See Table 1). It is important to point out that systems or concepts included within this domain may eventually be appropriate for placement in another domain once the variable under development or study reaches a point at which there is a reasonable amount of evaluative evidence of their efficacy. For example, literature on the use of universal design practices in higher education proliferates. However, the vast majority of the publications are descriptive in nature, not evaluative (Madaus et al., in press; McGuire, 2014; Roberts, Park, Brown, & Cook, 2011). While such practices have been encouraged in the literature, until

such time that consistent evaluative evidence exists for their efficacy, the practice will remain categorized within the Systems and Concept Development domain. Thirteen percent of all manuscripts were categorized in this domain. An overview of the *PASS* domains and corresponding subdomains is provided in Table 1.

Discussion

PASS is the product of an extensive literature mapping process conducted with the input of a range of experts on research on students with disabilities and postsecondary education. As noted earlier, the *PASS* taxonomy is intended as an “organizing heuristic” (Kohler & Field, 2003) around which we can organize, discuss, and research topical areas relevant to college students with disabilities pursuing postsecondary education. Its four domains include *Student-Focused Support*, *Program and Institutional-Focused Support*, *Faculty and Staff-Focused Support*, and *Concept and Systems Development*. The subdomains allow for the categorization of specific practices relevant to promoting student participation and matriculation in college for students with disabilities. We believe that having a model around which to organize should allow for the continuation of the field’s movement beyond theory toward enhanced articulation and application. Next, let us consider the two aforementioned questions that led to the development of the *PASS* taxonomy.

How do we frame scholarly efforts in the field of postsecondary education and disability?

Currently, there is no formal method by which our scholarly efforts are organized. However, a conceptual tool for organizing the development and delivery of practices for students with disabilities, and in this case, college students, would serve a number of constructive purposes (Kohler & Field, 2003). As noted, the existing research base on postsecondary education and students with disabilities is wide ranging and has been published in hundreds of journals. Even so, the majority of these publications have primarily been published in specialty journals designed for professionals that specifically serve students with disabilities. This reality presents a challenge to many end-users while also demonstrating that there is an array of professionals who have an interest in higher education for students with disabilities. An organi-

zational tool should help to direct attention to practices designed to promote participation in and completion of college for students with disabilities. That is, it has the potential to better communicate specific practitioner and institutional practices that have the greatest potential for promoting student degree completion. Moreover, it can highlight areas in which practices have been studied and proven to be effective and areas in which more research is merited. Perhaps, in time, the use of proven practices can become the standard by which instruction, services, and supports are selected and employed in postsecondary settings to promote matriculation.

As the TTP (Kohler, 1996) has demonstrated, a framework for structuring research and practice efforts in K-12 special education can have a profound impact. As noted, it has become a tool for end-users as well as scholars conducting research. A number of significant studies have since employed the TTP. For example, Kellems and Morningstar (2010) documented effective and evidence-based secondary-level transition practices, or tips, structured around TTP, with the intent of sharing concepts with practitioners. Cobb and Alwell (2009) conducted a systematic review of secondary-level transition practices using TTP as a framework for organizing the findings of their evaluation. Recently, NSTTAC (Test et al., 2009) conducted a set of systematic literature reviews and Haber et al. (2016) conducted a meta-analysis to identify evidence-based practices for secondary transition. Again, their results employed use of the TTP. *PASS* may serve as a similar organizational tool for the field of postsecondary education and disability.

Do we know what works for students with disabilities in postsecondary education?

Shaw and Dukes (2013) recently called for the development and use of evidence-based practices in the transition to postsecondary education. This call must now be extended *into* the postsecondary education setting. That is, the development and use of evidence-based practices that best promote successful college completion are warranted. Given the current focus in higher education on accountability metrics tied to institutional funding that include improving institutional graduation rates, timeliness to graduation, and, in some cases, average earned salaries by recent graduates, personnel campus-wide have a responsibility in assisting all students in meeting their college objectives (Lombardi et al., 2016).

Madaus et al. (in press) comprehensively evaluated the literature on higher education and disability and came to a number of significant conclusions. First, 60% of articles presented original data, however, the vast majority only presented descriptive data. In fact, just 6% examined interventions that tested causality. Additionally, Madaus et al. noted concerns with sample descriptions. Less than 20% of studies about students clearly reported race/ethnicity data and 25% of studies about students with disabilities did not provide data regarding disability type. Without a substantial increase in empirical studies employing rigorous methods the postsecondary education and disability field will remain limited in its ability to move toward the development and application of empirically validated practices.

Preliminary findings¹ associated with the *PASS* Taxonomy indicate substantial disparity in the research literature on postsecondary education for students with disabilities. Consider, for example, that the largest number of articles (42.5%) is associated with the Student-Focused Support domain. At face value, this may appear encouraging; the corpus of studies should reflect a significant unit of analysis associated with students with disabilities. However, the taxonomy subdomains reveal that the breakdown of studies within the domain ($n=440$) is comprised mainly of student experiences ($n=260$) and descriptive student profiles or statistics ($n=147$). In fact, the Student-Focused Support domain includes a relatively small number of studies related to areas associated with supporting student outcomes (including access) ($n=89$), learning and study skills ($n=50$), self-determination ($n=35$), and technology ($n=33$). Clearly, one of the benefits of the taxonomy is the illumination of a paucity of significant research associated with these critical skills and strategies. Moreover, this is cause for significant concern if the field's goal is the use of evidence-based practices in postsecondary education for students with disabilities.

With respect to the Program and Institutional-Focused Support articles ($n=297$), the largest number describes disability service programs ($n=128$) or policies and procedures ($n=78$). This domain is perhaps the single largest variable in the success or failure of students with disabilities in postsecondary education and the Madaus et al. (in press) subdomain coding clearly illustrates a lack of necessary evaluation or rigorously designed empirical studies to measure the impact of program and institutional support structures on student outcomes.

Finally, within the Faculty and Staff-Focused Support literature ($n=139$) that addresses service delivery provided for students beyond the SDS or program and institution-level and instead through other institutional supports (e.g., academic advising, student housing) there are only 49 total studies focused upon institutional staff. Further, studies of faculty are predominantly concerned with little beyond their reported knowledge of disability-relevant topics ($n=105$). While studies of knowledge can have benefit in that they may highlight understanding of disability-relevant legislation or spotlight faculty training needs, they do not necessarily translate into enhanced faculty use of pedagogically appropriate practices that meet the needs of all postsecondary students, including students with disabilities.

While few, if any, evidence-based practices exist in the postsecondary education and disability literature, there are a few promising practices of note. Some evidence of promise was noted across a few studies that examined learning and study skills, self-determination, assistive technology, mentor programs, and faculty training models. Examination of these practices is beyond the scope of the current manuscript and are being addressed in future publications. However, it is again reasonable to conclude that researchers must employ rigorous study designs, and frankly, conduct significantly more empirically-based research if we are going to begin to scientifically determine what works for students with disabilities in postsecondary education.

Yet again, our K-12 counterparts might serve as a model for the development, identification, and use of evidence-based practices. While the current authors do not advocate passage of legislation mandating the use of evidence-based practices in higher education, federal grant initiatives of the type that funded the What Works Clearinghouse (WWC) as a means of documenting K-12 level scientifically validated practices could serve as a significant step forward. The U.S. Department of Education recently funded the National Center for Information and Technical Support for Postsecondary Students with Disabilities. The program is designed to provide technical support regarding promising practices for students with disabilities entering or completing postsecondary education. It remains to be determined what impact the program may have, however its very existence is recognition of the interest in identifying and employing promising practices in higher education. Finally, as has been

done in secondary settings, the *PASS* taxonomy can serve as a means of organizing, discussing, and researching potential scientifically valid practices.

Limitations

Results of any investigation should be considered in light of potential limitations, and the current examination is no exception. Participant knowledge of the concept being developed significantly enhances the likelihood of content validity. The development, structure, and labeling of taxonomy domains and subdomains was completed by the research panel and with input from a panel of former *JPED* editors. The research panel was made up of persons with considerable expertise regarding postsecondary education and disability. Additionally, the eight-member *JPED* panel, while not randomly selected, was also comprised of experts on the relevant topical areas. The *PASS* domains and corresponding subdomains should be considered the result of the entire group's perception of their importance and comprehensiveness.

Clarity and comprehensiveness can also be a potential limitation in an examination of this nature. Every effort was made to ensure the taxonomy reflects the universe of content. It was developed as part of a comprehensive study of literature relevant to the matriculation of college students with disabilities spanning more than 50 years. It is possible some publications on the topic were not found in the search and screening process, however, every attempt was made to minimize this possibility. A range of databases and a comprehensive set of search terms were employed. Additionally, an iterative process was used when developing and naming the both the domains and subdomains that make up *PASS*.

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Footnote

¹ The number of subdomain articles can be greater than the domain article total because articles could be coded in more than one subdomain.

Table 1

PASS Domains and Subdomains

Domain	<i>Student-Focused Support</i>
<i>Subdomains</i>	<ul style="list-style-type: none"> • Access (physical, cognitive, attitudinal) • Assistive technology use • Career development • Experiences, perceptions, knowledge, attitudes, or beliefs of students with disabilities • Learning/using study skills, learning strategies • Mainstream technology use • Meeting institutional requirements • Post-undergraduate program experiences and/or outcomes • Profiles of students • Requesting or using accommodations • Self-determination skills • Statistics on students with disabilities
Domain	<i>Program and Institutional-Focused Support</i>
<i>Subdomains</i>	<ul style="list-style-type: none"> • Collaboration with faculty or academic departments • Collaboration with other campus services • General or specific descriptions of disability programs or components • Institutional Policies/Procedures • Experiences, perceptions, knowledge, attitudes, or beliefs of disability service providers • Legal Compliance • Program development • Programs for incoming students • Programs for students transitioning to graduate school or employment • Programs for specific cohorts of students • Policies and procedures • Professional development/training for disability services staff • Program evaluation • Program fit within the institution
Domain	<i>Faculty and Staff-Focused Support</i>
<i>Subdomains</i>	<ul style="list-style-type: none"> • Campus staff development and training • Campus staff knowledge, attitudes and beliefs • Campus staff practices • Faculty development and training • Faculty knowledge, attitudes and beliefs • Faculty teaching practices
Domain	<i>Concept and Systems Development</i>
<i>Subdomains</i>	<ul style="list-style-type: none"> • Assessment instruments • Conceptual models or discussion of issues in disability services • Conceptual models of service delivery (e.g., Universal Design) • Conceptual models of instruction/assessment of learning • Evaluation metrics or methods • Standards of practice, performance or ethics

Figure 1. Article Selection Flow

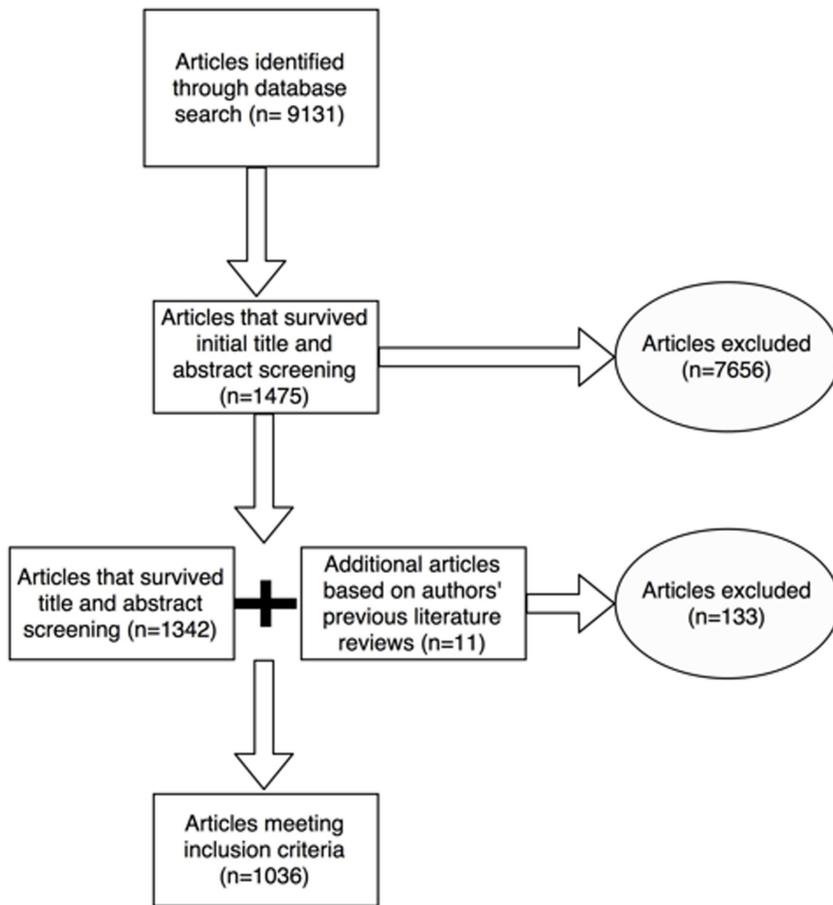


Figure 2. Taxonomy for Postsecondary Access and Student Success (PASS)

