



Disability Resource Center Barriers to Utilizing Accommodations Assessment Report

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Choose One: Needs Assessment

Date of Assessment Implementation: October 2017-May 2018

Date of Report: July 2018

Purpose of Assessment

To study the impact of outreach and intervention efforts with DRC students who are not using their approved accommodations and have a cumulative GPA of 2.89 and under.

Division Learning Outcome Intellectual & Practical Competencies

Targeted Learning Outcome

To identify the barriers encountered by 15% of DRC students who did not request their approved accommodations during the 2017-2018 academic year.

Assessment Methodology

9-item open-ended survey was developed which asked targeted students demographic information, which accommodations they are approved for, and reasons for not using accommodations with any additional barriers they have experienced. Mass emails were sent to students who were registered with the DRC who are not using any of their approved accommodations and have a cumulative GPA of 2.89 and under in order to solicit their participation to complete the online survey. The response rate was 36 out of 122 students, or 30% .

Results

Demographics. The majority of the respondents (44%) were STEM majors, followed by Liberal Studies (20%), Business Administration (16%), and Hospitality Management (8%) majors.

Types of Disabilities and Accommodations. With regards to the type of disabilities represented, survey participants identified as having one or more of the following impairments: 36% said they have a Mental Health Disability, 24% said they have ADD/ADHD, 24% said they have a neuro-cognitive or learning disability, 8% said they have Autism/Asperger, and 12% said they have a Sensory or Mobility Disability. With regards to approved accommodations, survey participants identified as having one or more of the following services: 100% said they had been approved for Extended Testing Time, 88% Reduced-Distraction Testing Room, 52% Peer Notetaking Services, 28% Livescribe Smartpen, and 12% Alternate Media Services (E-Text, Kurzweil, PDF).

Reasons for not using accommodations/Barriers.

Extended Testing Time: 25% of the respondents said they the accommodation was not needed for a specific class, 16% said they had enough time in class or the professor accommodated in the classroom setting, 12% said the class was a project-based class with little to no test components, 8% said they did not want to be singled out or embarrassed for having a disability,

8% were on a leave of absence, and 4% said they were being accommodated in the classroom by their professor.

Reduced-Distraction Testing Room: 30% of the respondents said the classroom testing environment was quiet, 20% said the accommodation was not needed at this time, 15% said their class was a project-based class with little to no test components, 13% said they are on a leave of absence, and 10% said they do not feel comfortable leaving the classroom to take the test in the DRC.

Peer Notetaking Services: 59% of the respondents said they have learned to take better notes and do not need the services, 20% said the professors post notes or PowerPoint slides onto Blackboard, 7% said they have not received adequate notes, and 7% said they are on a leave of absence.

Livescribe Smartpen. 45% of the respondents said they are planning on using this accommodation in the future, 45% said the smartpen is not needed or useful, 10% said they lost the smartpen.

Alternate Media Services (E-Text, Kurzweil, PDF). 33% of respondents said they are planning on using this accommodation in the future, 33% said the accommodation is not needed at this time, and 33% said the teacher does not allow computers in the classroom and the student does not want to be embarrassed.

Conclusion

The majority of the participant's responses indicated their approved accommodations were not needed, or they have learned classroom material without the use of the accommodations, or they were accommodated in the classroom. 8% of the participants also indicated that they experience stigma of having a disability and feel embarrassed using their accommodations.

Implications for Practice

The results of the survey will be used to critically analyze and develop improvements and/or modifications to existing disability management and academic support workshops, as well as information presented in the DRC intake process.

- Support services for students with disabilities should regularly integrate information about DRC services available, the student's approved accommodations, and how to effectively utilize accommodations in the classroom setting

Closing the Loop

- Additional information/survey should be administered to additional students to gather further information on this topic. This will be implemented during the 2018-2019 academic year.
- Increase awareness with faculty about stigma of utilizing accommodations.