



Disability Resource Center **DRC Student Needs** Assessment Report

DRC Staff

Choose One: Needs Assessment

Date of Assessment Implementation: May 2018

Date of Report: June 2019

Purpose of Assessment

DRC conducted a student needs assessment to ascertain the services that DRC-registered students are most interested in receiving from DRC. The purpose of the assessment was two-fold: 1) to gather data in advance of the TRiO grant cycle for DRC's ARCHES program; and 2) to inform DRC's program offerings during the 2019-2020 academic year and beyond.

Division Learning Outcome Model Leaders - intentional learning

Targeted Program Outcomes

Students with disabilities will graduate at the same rate as students without reported disabilities.
Students with disabilities will experience equitable access to CPP curricular and co-curricular programs.

Assessment Methodology

The student needs assessment consisted of a survey administered online via CampusLabs. The survey was administered to 317 DRC-registered students between May and December 2018. The majority of respondents were newly registered students surveyed at their intake appointments. The survey link was also emailed to all DRC-registered students on four occasions.

The survey covered each of the following areas, and included two to five questions as well as a free response field for each area:

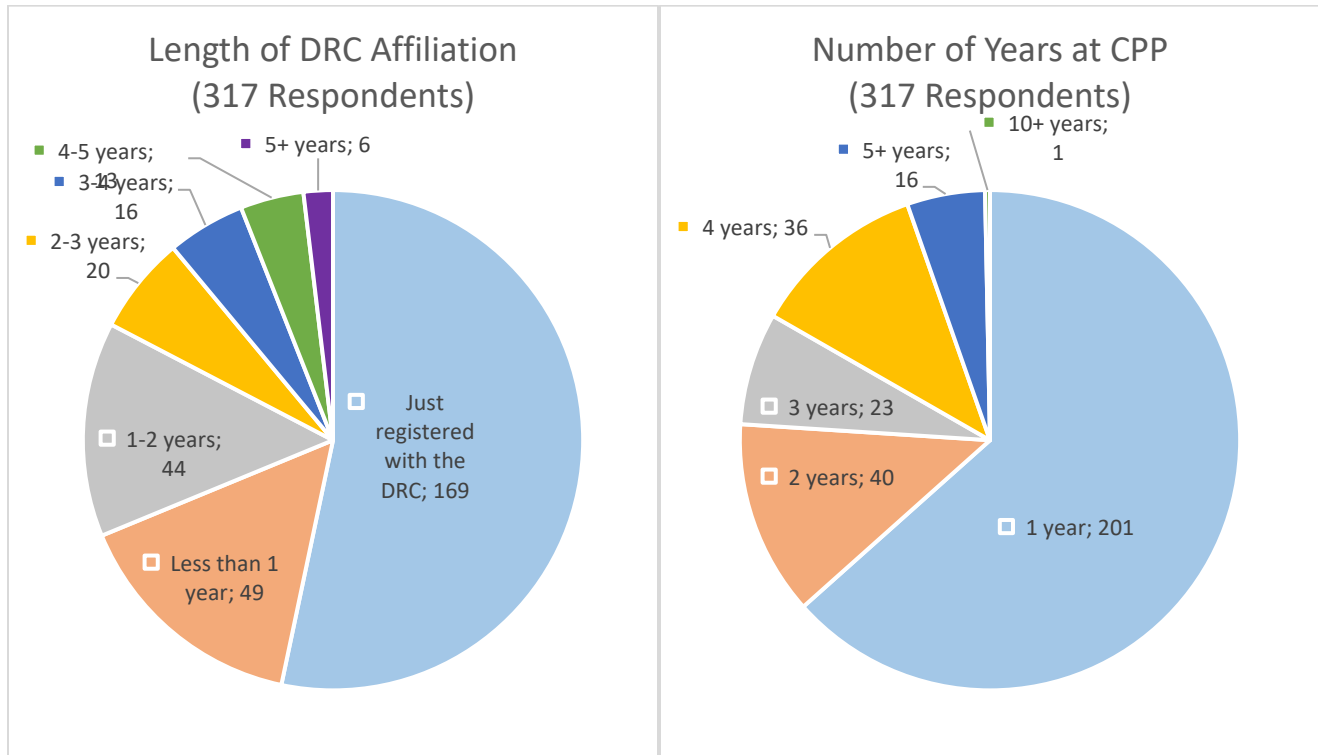
- Demographics
- Academic Advising
- Career Counseling
- Financial Aid
- Money Management
- Campus Life
- Peer Relations
- Disability Rights and Responsibilities
- Tutoring
- Study Skills & Strategies
- Personal Organization & Time Management
- Mental Health Counseling
- Common Space
- Peer Mentoring
- Skill-Building Workshops
- Assistive Technology

The survey concluded with a free response field where students could indicate areas of need that were not covered elsewhere in the survey.

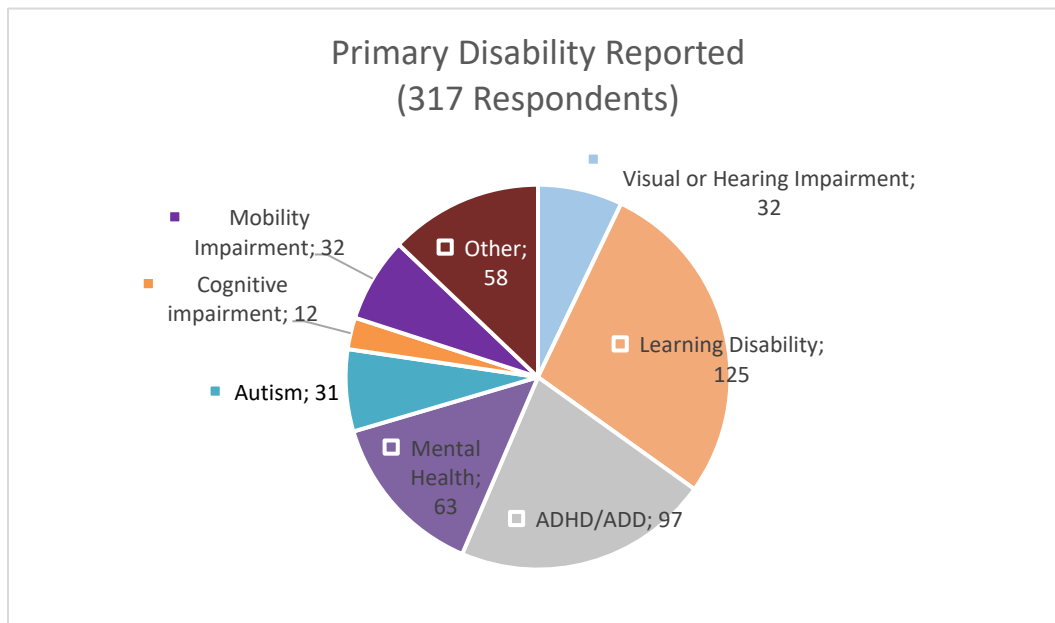
Results

Respondent Demographics

The length of time respondents have been registered with both DRC and DRC are presented below.



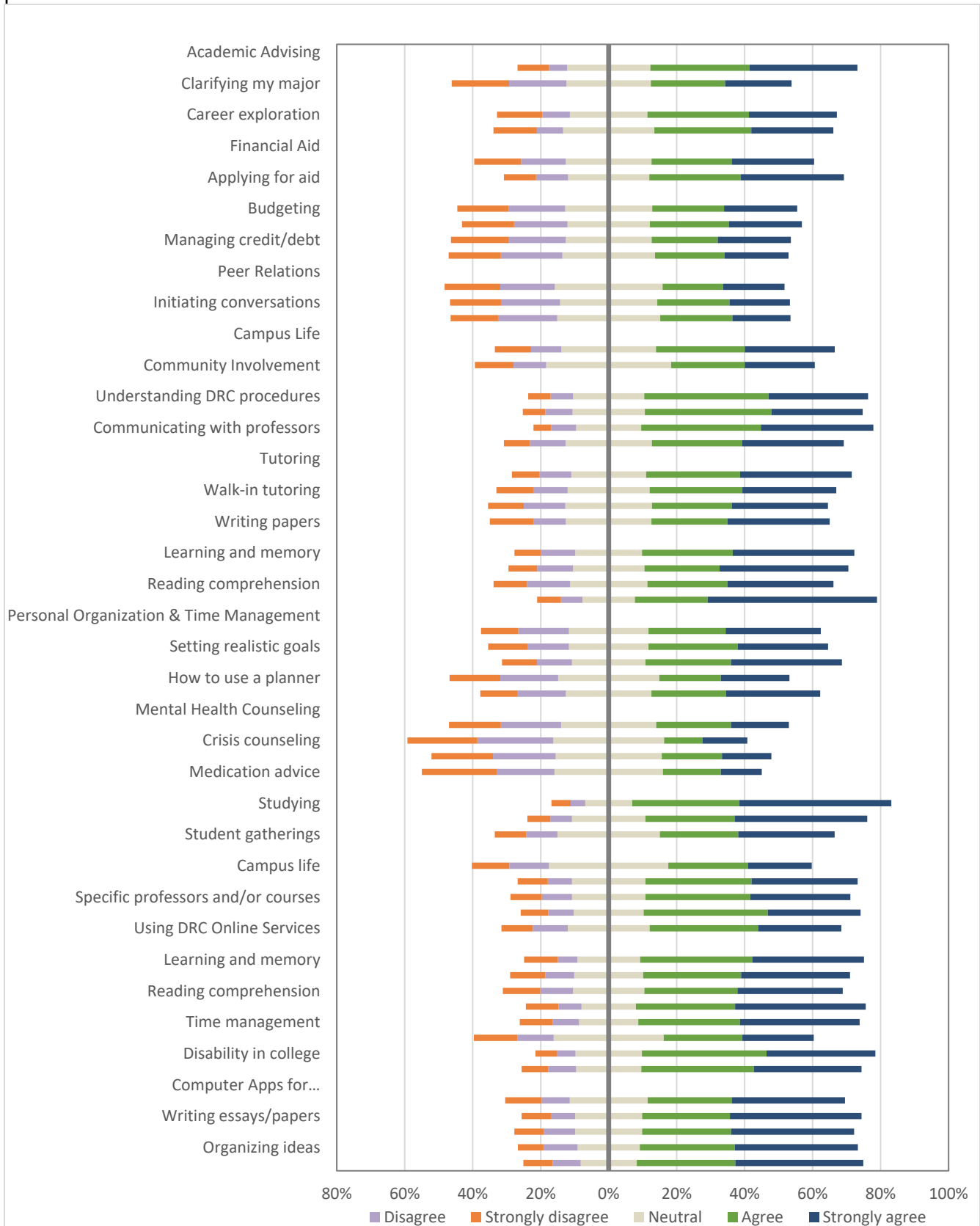
As noted in the assessment methodology section, most of the respondents were new to both CPP and DRC. The breakdown of respondents by reported disability is shown below.



This breakdown is roughly consistent with the breakdown of disabilities within the broader DRC student population.

Survey Responses - Quantitative

For a visual indication of areas of greater student need, the results from each Likert scale question are presented below:



Results for each Likert scale question were also used for ranking purposes. Categories and topics near the top of the table below received more agree and strongly agree responses than those toward the bottom of the table.

Category	Topic	Weighted Response
Common Spaces for...	Studying	1.03
Study Skills & Strategies	Test-taking	0.99
Skill-Building Workshop Topics	Test-taking	0.83
Computer Apps for...	Time management	0.80
Computer Apps for...	Writing essays/papers	0.76
Common Spaces for...	Computer workstations	0.76
Skill-Building Workshop Topics	Disability in college	0.76
Skill-Building Workshop Topics	Time management	0.75
Disability Rights and Responsibilities	Communicating with professors	0.75
Skill-Building Workshop Topics	Learning and memory	0.74
Computer Apps for...	Organizing ideas	0.72
Computer Apps for...	Note-taking	0.70
Skill-Building Workshop Topics	Disability in the workplace	0.69
Study Skills & Strategies	Learning and memory	0.68
Disability Rights and Responsibilities	Understanding DRC procedures	0.68
Study Skills & Strategies	Note-taking	0.66
Peer Mentoring for help learning about...	Completing an academic plan	0.65
Skill-Building Workshop Topics	Note-taking	0.64
Peer Mentoring for help learning about...	DRC accommodation procedures	0.63
Academic Advising	Choosing Courses	0.63
Tutoring	One-on-one tutoring	0.62
Disability Rights and Responsibilities	Communicating with DRC staff	0.62
Computer Apps for...	Reading comprehension	0.60
Peer Mentoring for help learning about...	Specific professors and/or courses	0.59
Skill-Building Workshop Topics	Reading comprehension	0.59
Personal Organization & Time Management	Breaking down tasks	0.59
Financial Aid	Applying for aid	0.54
Career Counseling	Career exploration	0.51
Disability Rights and Responsibilities	Communicating in the workplace	0.51
Study Skills & Strategies	Reading comprehension	0.51
Tutoring	Walk-in tutoring	0.48
Tutoring	Writing papers	0.48
Peer Mentoring for help learning about...	Using DRC Online Services	0.46
Personal Organization & Time Management	Setting realistic goals	0.44
Tutoring	Regular or weekly tutoring	0.42
Career Counseling	Graduate school exploration	0.42
Campus Life	Campus Involvement	0.42
Personal Organization & Time Management	Identifying priorities	0.40
Common Spaces for...	Student gatherings	0.40
Personal Organization & Time Management	Creating a schedule	0.38
Financial Aid	Understanding Financial Aid	0.34
Money Management	Saving	0.26
Skill-Building Workshop Topics	Peer relations	0.22
Money Management	Budgeting	0.22
Money Management	Managing credit/debt	0.20
Academic Advising	Clarifying my major	0.19
Campus Life	Community Involvement	0.17
Peer Mentoring for help learning about...	Campus life	0.14
Money Management	Planning for retirement	0.13
Personal Organization & Time Management	How to use a planner	0.12
Peer Relations	Initiating conversations	0.11
Mental Health Counseling	Routine counseling	0.10
Peer Relations	Others with disabilities	0.08
Peer Relations	Making friends	0.06
Mental Health Counseling	Support Groups	-0.03
Mental Health Counseling	Medication advice	-0.08
Mental Health Counseling	Crisis counseling	-0.17

Survey Responses - Qualitative

The free responses were also analyzed on a qualitative basis. The responses for all sections of the survey were aggregated and non-relevant responses (e.g., none, N/A, etc.) were excluded. The remaining 256 responses were reviewed for common themes. Fifteen (15) free response codes were developed and one code was assigned to each free response, as follows:

Free Response Codes	Count
Advising/Class Schedule	32
Advocacy	8
Career	11
Executive Functioning	20
Financial Aid	15
General Accommodations	51
Interaction	16
Kudos	13
Notetaking	9
Space	9
Specialized Accommodations	6
Technology	18
Testing	22
Transportation	9
Tutoring	17

While the majority of the free responses pertained to accommodations offered by DRC, there were also quite a few free responses pertaining to services not currently offered by DRC, such as advising/class scheduling and tutoring assistance.

Conclusion

The areas of greatest need as indicated by students are the following:

- Common space for studying and computer use;
- Skill-building workshops focusing on testing, time-management, and learning and memory;
- Assistance with academic planning and choosing classes;
- Greater understanding of disability rights and responsibilities, including DRC procedures and how to communicate their needs with faculty; and
- Computer programs/mobile apps to support students' academics (writing essays, notetaking, etc.) and executive functioning (time management, organization, etc.).

On the whole, students were less interested in receiving services relating to money management, peer relations, and mental health counseling. It is important to note, however, that because not all DRC students identify as having a mental health disability, this category may not have been applicable to all students. Thus, the indicated need for mental health may skew low relative to the categories that are applicable to a wider range of DRC students.

Implications for Practice

Due to the limited sample size and skew of the sample population toward students who are new to both CPP and DRC, the implications for practice from this needs assessment are limited to the CPP Disability Resource Center Operations. Broader application of this information is

Closing the Loop

The student needs assessment results are being used to inform DRC programmatic offerings during the 2019-2020 academic year and beyond. We are exploring options for additional space and adding assistive technology applications for student use. We are also looking to expand our coaching efforts in support of executive functioning skills, and expand our offerings of skill-building workshops focusing on both academic skills and disability-related communication and self-advocacy. Assessment projects in 2019-2020 will focus on these programs and DRC's continuing efforts to align our offerings with student needs.