Disability Services at Selective Public Research Institutions

Custom Research Brief

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I. Research Methodology

Project Challenge  
Leadership at a member institution approached the Forum with the following questions:

- **Organizational Structure and Physical Location:** What is the formal title of the Office of Disability Services at other institutions? Have administrators at other institutions considered alternative titles? Where is the office of disability services physically located at other institutions? In what department (e.g., Student Affairs, Auxiliary Services, etc.) does the supervisor of the office of disability services reside?

- **Staffing:** What is the title of the person primarily responsible for disability services? What are the titles of staff members within the unit/department of disability services? What are the positions of the persons who work within the office of disability services?

- **Populations Served:** Among all students, how many have registered themselves with the office of disability services? What types of disabilities do students report having?

- **Services Provided for Students with Disabilities:** What, if anything, do other institutions do to help ease the transition to college for incoming students with disabilities? Do other institutions conduct diagnostic assessment on campus or at centers throughout the state? What kinds of services are provided to students with disabilities? What disability-related services, if any, do other institutions provide to faculty and staff? In addition to housing accommodations required by law, do other institutions offer special housing accommodations to students with disabilities? Do other institutions offer special transportation accommodations to students with disabilities?

- **Assessment:** How do other institutions measure the effectiveness of disability services?

Project Sources

- Education Advisory Board’s internal and online (www.educationadvisoryboard.com) research libraries

- Institutional websites


- National Center for Education Statistics [NCES] (http://nces.ed.gov/)

Research Parameters

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Type</th>
<th>Approximate Enrollment (Total/Undergraduate)</th>
<th>Classification</th>
<th>Formal Title of the Office of Disability Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purdue University</td>
<td>Midwest</td>
<td>Public</td>
<td>41,063 (32,173 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Disability Resource Center</td>
</tr>
<tr>
<td>SUNY University at Buffalo</td>
<td>Northeast</td>
<td>Public</td>
<td>29,117 (19,397 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Accessibility Resources</td>
</tr>
</tbody>
</table>
### Definitions of Terms and Acronyms

Throughout this brief, the term *office of disabilities services* refers to that or the equivalent office at profiled institutions which include accessibility resources and services as well as disabled students’ programs, equity, and inclusion.

- **ADA**: Americans with Disability Act
- **ADD**: Attention Deficit Disorder
- **ADHD**: Attention Deficit Hyperactivity Disorder
- **ASD**: Autism spectrum disorder
- **D/HOH**: Deafness and Hard-of-Hearing
- **LD**: Learning Disability
- **TBI**: Traumatic Brain Injury

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<table>
<thead>
<tr>
<th>University of Arizona</th>
<th>Mountain West</th>
<th>Public</th>
<th>39,086 (30,592 undergraduate)</th>
<th>Research Universities (very high research activity)</th>
<th>Disability Resources Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-Berkeley</td>
<td>Pacific West</td>
<td>Public</td>
<td>35,833 (25,540 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Disabled Students’ Programs, Equity, and Inclusion</td>
</tr>
<tr>
<td>University of California-Irvine</td>
<td>Pacific West</td>
<td>Public</td>
<td>26,994 (21,976 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Disability Service Center</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>Midwest</td>
<td>Public</td>
<td>32,341 (24,834 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Office of Disability Services</td>
</tr>
<tr>
<td>University of North Carolina-Chapel Hill</td>
<td>South</td>
<td>Public</td>
<td>29,390 (18,579 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>Accessibility Resources and Services</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Midwest</td>
<td>Public</td>
<td>42,180 (30,170 undergraduate)</td>
<td>Research Universities (very high research activity)</td>
<td>McBurney Disability Resource Center</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics
II. Executive Overview

Key Observations

Most contact institutions use the term “disability services” in the formal title of the office. While some contacts report that the term “disability” is stigmatizing and recommend using the term “accessibility” instead, others report that most students use the term “disability” to search for the office. Administrators should also consider the term “services” when naming the office; some contacts suggest that the term “resources” is more comprehensive and better describes the office.

Directors of disability services at all contact institutions except the University of California-Berkeley report to a dean or vice president of student affairs; the Director of Disability Services at the University of California-Berkeley reports to the Vice Chancellor for Equity and Inclusion. Disability services staff at most contact institutions include accommodations and auxiliary services staff; staff typically specialize in disabilities to coordinate and provide resources specific to each disability. However, Purdue University employs a case management approach through which counselors oversee students according to their last name. This allows students with multiple disabilities to consult with the same counselor or advisor. Alternatively, at the University of Arizona, students can select or request to meet with any of the access coordinators (counselors).

Contacts recommend collaborating with staff in the health center and information technology unit to provide psychological counseling and oversee information technology functions (e.g., adaptive learning or alternative formats), respectively. At some institutions, psychologists from the counseling center work part-time in the office of disability services to provide direct services to students. In addition, some institutions employ media or information technology specialists who work specifically on media accommodations for students with disabilities.

Although contacts report that students with mobility, systemic, and sensory disorders register with the office of disability services, administrators most frequently assist students with psychological disorders, Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, Asperger’s, and mobility disorders. Across contact institutions, the office of disability services serves between 600 and 1,900 students. However, most contact institutions do not provide services to employees. This allows staff in the office of disability services to focus on students and provide services specific to that constituency.

All contact institutions provide accommodations and resources required by the Americans with Disability Act (ADA); offices offer academic resources (e.g., alternative media or extended time on tests), provide assistive technologies, and maintain handicap accessible buildings and housing. Most institutions also organize peer mentoring programs that pair students with Asperger’s and learning disabilities with non-disabled students to encourage social development. While all institutions provide housing accommodations required by law, the University of California-Berkeley also offers a comprehensive residential program for students with disabilities. Students with mobility disorders can live in on-campus, accessible housing with 24-hour attendant care. Unlike other contact institutions, the University of Arizona maintains an athletic program for students with mobility disorders.

Across contact institutions, administrators assess the effectiveness of programs through student surveys, student learning outcomes, and retention measures. Administrators track student enrollment in programs and students’ use of resources to assess the impact of services provided. Some contacts also recommend recording anecdotal feedback from students to determine if programs and accommodations meet students’ needs. To assess the effectiveness of individual services, administrators measure learning outcomes specific to each service.
III. Organizational Structure and Physical Location

**Formal Title of the Office of Disability Services**

*Considerations for Using the Term “Disability”*

While most contact institutions use the term “disability” in the formal office title, a few institutions include the term “accessibility services” or “resources” to avoid the stigmatization associated with the term “disability.” Some contacts observe that students and faculty generally use the term “disability” to search on the website for the office and thus recommend including the word “disability” in the formal title of the office. All contacts note that some students, particularly veterans, do not identify as “disabled” and thus may not register with the office. Contacts at the University of Wisconsin-Madison suggest that the term “accessibility” attracts a broader population of students who may not identify as “disabled.”

*Considerations for Using the Term “Resources”*

Some contact institutions use the term “resources” instead of “services” to accurately describe their office and capture all of the resources provided. Contacts at SUNY University at Buffalo explain that the term “service,” similar to “disability,” can imply that students require or need assistance, whereas the term “resource” does not necessarily indicate this.

Administrators should locate the office of disability services in the center of campus and ensure that the office is handicap accessible. Contacts also suggest that administrators protect the identity of students accessing the office by constructing a back entrance.

**Physical Location on Campus**

*Considerations for Locating an Office of Disability Services*

- **Centrally Located**: The University of Missouri and the University of California, Berkeley locate the office of disability services in the main student center to encourage students to visit the office and ensure that students with mobility disorders can easily access the facility. Although the center at University of North Carolina-Chapel Hill is not centrally located, contacts explain that the location does not pose significant challenges because many services are also accessible online.

- **Handicap Accessible**: Offices must be handicap accessible to adhere with the Americans with Disability Act (ADA). Contacts recommend locating the office on the ground level because elevators cannot always accommodate students during peak hours. A ground-level office also allows students to exit the building without elevator use or assistance in an emergency. Offices should also include doorways and hallways of extended width to accommodate wheelchairs.

- **Allows for Student Anonymity**: To protect the anonymity of students, administrators should locate the office of disability services in a building that includes other offices that students might visit (e.g., the admissions office). This allows students to enter a building without others identifying that they are visiting the office of disability services. In addition, administrators at the University of California-Berkeley added a back door to the office to allow students to enter and exit the office anonymously.

**Institutional Organization**

Directors of disability services at all contact institutions except the University of California-Berkeley report to a dean of students or vice president of student affairs. The director of disability services at the University of California-Berkeley reports to the Vice Chancellor for Equity and Inclusion. Contacts at the University of North Carolina-Chapel Hill explain that the organizational structure grants the office authority to support elements outside the classroom.
## IV. Office Staffing

### Staffing and Organizational Structure of the Office of Disability Services

<table>
<thead>
<tr>
<th>Institution</th>
<th>Disability Services Staff</th>
<th>Number of Students Served</th>
</tr>
</thead>
</table>
| Purdue University            | 12.5 FTE  
  - Associate Director, Dean  
  - Assistant Dean, Auxiliary Services  
  - Alternative Text Coordinators (2.5 FTE)  
  - Assistant Dean, Academic Adjustments  
  - Accommodations Specialists (3 FTE)  
  - Secretary, Auxiliary Services  
  - Secretary for Academic Adjustments  
  - Academic Services Specialists (Testing and Services Provider) (2 FTE) | 858                       |
| SUNY University at Buffalo   | 7 FTE: 5 professional staff and 2 clerical staff, typically part-time graduate assistant and 20 percent time occupational therapist  
  - Director  
  - Assistant Director for Participation Consultation and Research  
  - Assistant Director of Academic Support  
  - Testing Services Coordinator and Student Assistant Supervisor  
  - Auxiliary Aids and Services Coordinator  
  - Administrative Assistant (2 FTE)  
  - Director, Client Service, Center for Assistive Technology (CAT) | 635                       |
| University of Arizona        | 33 FTE  
  - Administration (5 FTE)  
  - Employee & Supervisor Resources (2 FTE)  
  - Student & Faculty Resources (11 FTE)  
  - Staff interpreters (5 FTE)  
  - Physical Access Consultation (1 FTE)  
  - Veterans Reintegration and Education Project (2 FTE)  
  - Adaptive Athletics / Fitness (7 FTE) | 1,915                     |
| University of California-Berkeley | 36 employees (19 or 20 FTE)  
  - Counselors/specialists (7 FTE)  
  - Auxiliary Services staff (10 to 11 FTE, 2 note takers) to deliver accommodations  
  - Employees for residential program and employment program  
  - Psychologist from counseling center works 4 days a week in office | 1,200                     |
| University of California-Irvine | 10.5 FTE  
  - Director  
  - Assistant Director (Asperger’s)  
  - 1 FTE counselor (ADHD, psychological disorders, deaf)  
  - 1 FTE grad student (psychological disorders)  
  - 50 percent FTE (psychological disorders)  
  - 2 accommodations coordinators (1 note taker and 1 focus on temp disorders)  
  - Media specialist  
  - IT Assistant Technician  
  - Part time interpreter and captioner | 950 (650 with permanent disabilities, 300 with temporary disabilities) |
| University of Missouri       | 8 FTE  
  - 4 coordinators/specialists  
  - Director  
  - Exam coordinator  
  - 2 support staff | 755                       |
| University of North Carolina-Chapel Hill | 15 FTE  
  - Director  
  - Assistant director  
  - Office administrator  
  - Work student students (1.5 FTE) | 600 to 650 |
| University of Wisconsin-Madison | 15 FTE  
  - Administrative: Director, Assistant director, office manager  
  - Accommodations team (3 FTE): 1 focused on students with learning disabilities, 1 with mental health disabilities, and 1 with chronic disabilities | 969                       |
Disability services offices at most institutions employ accommodations and auxiliary services staff, typically including specialists in various disabilities (e.g., learning or physical disabilities). Most contact institutions organize the office of disability services by the populations they serve and the accommodations and services provided (i.e., a specialist for learning disabilities and for mobility disorders). However, Purdue University recently transitioned to a case management approach: instead of specializing in specific disabilities, counselors at Purdue University oversee a group of students by last name. Alternatively, at the University of Arizona, students can select any of the access coordinators (counselors). Access coordinators are not responsible for a predetermined group of students based on last name or disability. Outlined below are three organizational models employed at offices of disability services across contact institutions:

**Staffing and Organizational Models for the Office of Disability Services**

<table>
<thead>
<tr>
<th>Staff serve as specialists to provide students with services specific to their disability.</th>
<th>Staff serve as case managers and provide wrap-around services for students with various disabilities.</th>
<th>Staff serve as “access consultants,” and students select consultants based on their preference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-Berkeley; University of California-Irvine; University of Missouri; University of Wisconsin-Madison</td>
<td>Purdue University</td>
<td>University of Arizona</td>
</tr>
</tbody>
</table>

**Advantages**

- **Leverages Expertise**: Staff specialize in various disabilities and coordinate resources specific to each disability.
- **Accommodates students with multiple disabilities**: Case managers are assigned students according to last name and coordinate all accommodations for students with multiple disorders; this streamlines processes for students with multiple disorders.
- **Acquires vast skill-set**: Contacts at Purdue University explain that serving students with a variety of disabilities helps staff members develop a broad professional skill set.
- **Aligns with disability resource center philosophy**: Contacts at the University of Arizona refer to staff as “access consultants.” This removes the focus from a clinical or medical approach to an environmental approach that addresses barriers students face such as class design or access to buildings.

**Disadvantages**

- **Confuses students with multiple disabilities**: Students with multiple disabilities consult with multiple specialists according to their various needs.
- **Decreases level of expertise and specialization**: Counselors assist student with a variety of disabilities and are not always experts on each disability (e.g., mobility disorders and learning disabilities).

**Collaboration with Other Departments**

Disability offices either employ staff directly or coordinate with staff in the health center and information technology office to provide psychological counseling and oversee information technology functions (e.g., adaptive learning or alternative formats), respectively. Contacts emphasize the importance of collaborating with psychologists, information technology specialists, and librarians to identify the appropriate services (e.g., counseling, alternative media, or books in Braille) for students.
Partner with Psychologists in the Counseling Center

A psychologist from the counseling center at the University of California-Berkeley works four days a week in disabilities services and a psychologist from the counseling center at the University of Wisconsin-Madison works 75 percent of the time in disabilities services; alternatively, staff in Accessibility Resources and Services at the University of North Carolina-Chapel Hill refer students to physiologists in the counseling center. Details of these two options are described below:

- Assign psychologists from the counseling center to work directly in the office of disability services: Some contacts recommend that a psychologist work directly in the office of disability services to encourage students to seek counseling if necessary; contacts observe that students are more likely to speak with a physiologist if he or she is located in the office than if they are required to visit the counseling center separately.
- Or, refer students to physiologists within the counseling center: At some institutions, the office of disability services serves as a resources and nexus for various other services. Office staff refer students to centers, specialists, and services throughout campus to address students’ individual needs and leverage expertise and resources (i.e., personnel and finances) from other offices or departments.

Leverage the Expertise of Information Technology Specialists

All contacts acknowledge the importance of technology to provide classroom and note-taking accommodations, create alternative formats (e.g., books with large print), and simplify communication and registration with the office of disability services. Contact institutions take one of the following approaches to collaboration:

- Leverage the specialized knowledge and resources (i.e., personnel and finances) of staff in information technology offices: Staff if the office of disability services collaborate with staff in information technology (IT) to improve technology, media, and resources for students with disabilities. Staff in information technology can apply knowledge and expertise specific to computing and technology to improve services and accommodations for disabled students.
- Or, employ an IT specialist in the office of disability services to address specific issues relevant to students with disabilities: For example, the University of California-Irvine employs a media specialist and an IT assistant technician in the Disability Service Center.

Collaborate with Library Services to Create Accessible Materials

Staff and administrators in the office of disability services collaborate with staff in the library to ensure that materials are accessible to students with disabilities. For example, staff in the office of disability services, the library, and information technology coordinate to create alternative media for students with vision, hearing, and learning disabilities.

Communicate with Facilities Personnel

Contacts recommend that disability services staff collaborate with facilities personnel to ensure that buildings (e.g., residence halls, academic buildings, etc.) are handicap accessible.
Oversight Committees

Some contact institutions maintain committees to review students registered with the office of disability services, assess campus issues, or review campus infrastructure for accessibility.

<table>
<thead>
<tr>
<th>Committees Convene to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>...Review students registered with disabilities to coordinate assistance strategies</td>
</tr>
<tr>
<td>At the <strong>University of North Carolina-Chapel Hill</strong>, the Director of the Office of Disability Services, a clinician from the counseling center, and representatives from the learning center meet once a week to review students registered as “disabled.” The committee reviews students’ impact statements to determine which offices (e.g., the learning center or the office of disability services) are best suited to assist each student.</td>
</tr>
<tr>
<td>...Review services and accessibility</td>
</tr>
<tr>
<td>At the <strong>University of Wisconsin-Madison</strong>, a faculty governance committee examines climate issues and oversees assessment. Faculty members, the Director of the Office of Disability Services, and other administrators who serve as ex officio representatives comprise a governance committee.</td>
</tr>
<tr>
<td>An advisory committee at the <strong>University of Wisconsin-Madison</strong> focuses specifically on campus infrastructure and access. The committee includes representatives from disability services, information technology, athletics, library services, and the Office of Diversity and Equity. Students and faculty as well as employees with disabilities serve on the committee.</td>
</tr>
</tbody>
</table>
V. Services Provided to Students with Disabilities

**Populations Served**

Although contacts report that students with mobility, systemic, and sensory disorders register with the office of disability services, administrators most frequently assist students with psychological disorders, Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, Asperger’s, and mobility disorders.

**Students Registered with the Office of Disability Services across Contact Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students Served</th>
<th>Composition of Students Served (largest populations served in descending order)</th>
</tr>
</thead>
</table>
| Purdue University | 858 | 1. ADD/ADHD (296 students)  
2. Learning disability (192 students)  
3. Psychological condition (104 students)  
4. Chronic medical condition (99 students)  
5. ASD (34 students)  
6. Neurological disorder (26 students)  
7. Hard of hearing (22 students)  
8. TBI (21 students)  
9. Visual impairment (16 students)  
10. Mobility impairment (12 students)  
11. Temporary disability (12 students)  
12. Communication disorder (10 students)  
13. Deaf (8 students)  
14. Blind (6 students) |
| SUNY University at Buffalo | 635 | Not available; contacts report that the office aims to make the entire campus accessible and thus, does not categorize students by disability. |
| University of Arizona | 1,915 (991 male; 924 female) | 2010 to 2011 data:  
1. Learning disabilities (689 students)  
2. ADD (582 students)  
3. Psychological disabilities (151 students)  
4. Other (146 students)  
5. Chronic health condition (132 students)  
6. Mobility disorders (63 students)  
7. Blind or low vision (51 students)  
8. Deaf or hard of hearing (39 students)  
9. TBI (35 students)  
10. ASD (27 students) |
| University of California-Berkeley | 1,200 | 1. Psychological disorders (30 to 35% of students)  
2. Learning disabilities (ADD, ADHD)  
3. Mobility disorders  
4. Deaf  
5. Vision |
| University of California-Irvine | 950 (650 with permanent, 300 with temporary disabilities) | 1. Psychological disorders (one third of students)  
2. ADHD  
3. Learning disabilities  
4. ASD  
5. Mobility disorders |
| University of Missouri | 755 | 1. ADD (309 students)  
2. Learning disabilities (153 students)  
3. Psychological disorders (126 students)  
4. Health related disorders (78 students)  
5. Vision (22 students)  
6. Hearing (12 students)  
7. Developmental disorders/ASD (11 students)  
8. Speech impairments (3 students)  
9. Neurological conditions (1 student) |
| University of North Carolina-Chapel Hill | 600 to 650 | Not available; contacts report that the office aims to make the entire campus accessible and thus, does not categorize students by disability. |
| University of Wisconsin-Madison | 969 | 2009 to 10 data:  
1. Learning Disorders (444 students): ADD/ADHD (213 students), LD (202 students), TBI (18 students), ASD (11 students)  
2. Psychiatric (257 students)  
3. Physical/Health/Sensory (256 students): Health (172 students), Mobility disorders (40 students, D/HOH (29 students), Visual (15 students) |
Most Institutions Maintain Separate Offices for Students and Employees with Disabilities

The office of disability services at all contact institutions except the University of Arizona only serves students; disabled staff or faculty members typically receive services through the human resources office or the assistant provost for disability compliance.

Models for Serving Employees with Disabilities

<table>
<thead>
<tr>
<th>The office of disability services only serves students</th>
<th>The office of disability services provide services to both students and employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td>+ Focuses on each constituency: Contacts explain that this division of services allows each office to concentrate on and provide services specific to each population.</td>
<td>+ Increases efficiency and standardizes services: By serving both students and employees with disabilities, staff in the Disability Resource Center at the University of Arizona leverage expertise and resources to provide consistent care to all constituents with disabilities.</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>- Confuses students who are also employees: Some contacts report that this results in a duplication of services, as some students are also university employees (e.g., work study students) and must consult with both offices.</td>
<td>- Decreases level of expertise and specialization: Counselors assist various constituencies with different disabilities rather than specialize in one constituency (i.e., students or staff). For example, a counselor may not be able to focus on how a learning disability impacts students when he or she must serve students, faculty, and staff.</td>
</tr>
</tbody>
</table>

Services Provided to Students with Disabilities

Institutions Adhere to the Americans with Disability Act

All contact institutions provide academic resources (e.g., alternative media or extended time on tests), offer assistive technology, and maintain handicap accessible buildings and housing in accordance with the Americans with Disability Act (ADA). Under the ADA, higher education institutions must convert older buildings and construct new buildings to be handicap accessible. Institutions must provide students with disabilities access to educational programs, housing comparable to housing for non-disabled students, and services to ensure effective communication. Services may include interpreters and alternative media formats (e.g., recordings, Braille materials, and captioning). Staff may also relocate a class or provide extended testing to accommodate students. The ADA requires institutions to provide testing accommodations such as extended time or alternative test formats. While all contact institutions provide services that adhere with the ADA, some institutions offer accommodations and services beyond those required by law.  

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1 Leuchovius, Deborah. “ADA Q&A: Section 504 and Postsecondary Education.” Pacer Center, Champions for Children with Disabilities. (http://www.pacer.org/publications/adaqa/504.asp)
Transition to College

Although staff within the disability services are available during orientation and prior to the beginning of the academic year to assist students transitioning to college, most contacts do not report organizing a formal transition or orientation programs. Directors of disability services at some institutions give presentations at local high schools to introduce students to the university’s program and services. However, the McBurney Disability Resource Center at the University of Wisconsin-Madison maintains a formal orientation program for first-year students:

Orientation and Transition for New First-Year Students at the University of Wisconsin-Madison

Contacts explain that staff in the Office of Disability Services provides support for students entering college, during their first year at college, and transitioning to professional life. Upon matriculation, the office provides orientation for students and parents to review services and accommodations available. Staff provide training for students with approved accommodations (e.g., document conversion services or “smart pens”). In Fall 2011, the office also offered a one-credit course that assisted students with the transition to college by reviewing self-advocacy and wellness skills.

Social Programs

Some contact institutions organize peer mentor programs to engage students with disabilities, particularly Autism and Asperger’s, with non-disabled students. This helps engage students with disabilities in conversations and dinners which exposes them to typical social interactions. At the University of California-Irvine, staff organize a weekly social club for students with Asperger’s as well as non-disabled students. Attendees participate in typical social activities to increase Asperger’s students’ comfort in social situations and away from home. The Director of Disability Services at the University of California-Irvine gives presentations across campus to engage students in the peer mentor program; psychology majors, members of Greek life organizations, and other students volunteer for at least one semester.

“Project Eye to Eye” at Purdue University

The Director of Disability Services at Purdue University is establishing a chapter of the national organization “Project Eye to Eye.” Students with learning disabilities will mentor disabled middle school students to create art projects based on advocacy and self-awareness (e.g., projects that demonstrate an understanding of the students’ disability). Contacts explain that this program will help Purdue University students to acknowledge the progress they have made with their disability.

Athletic Programs at the University of Arizona

The University of Arizona organizes an adaptive athletic program to provide disabled students with the opportunity to participate in athletic competition, including basketball, quad rugby, and track. Dedicated staff in the Disability Resource Center oversee the athletic program, which is composed of five teams. Contacts observe that the program attracts prospective students and demonstrates the university’s commitment to equality and accessibility for disabled students.
Diagnostic Assessments on Campus

Most contact institutions provide diagnostic assessment on campus as well as refer students to diagnostic centers in the surrounding area. Contacts explain that on-campus diagnostic assessment ensures that assessments are physically and financially accessible to students. Contacts at the University of California-Irvine estimate that assessments conducted at the institution cost approximately $100, whereas external assessments range from $300 to $5,000; approximately half of students requiring assessment submit an internal diagnostic assessment. At the University of Missouri, the Office of Financial Aid include these assessments conducted internally in a student’s financial aid package. Contact institutions offer diagnostic assessment through the following offices:

- **Clinic within the College of Education**: At the University of Missouri, the on-campus clinic offers diagnostic assessment for students.
- **Office of Disability Services, Physiologist Interns**: Psychology PhD candidates work in the Disability Service Center at the University of California-Irvine. Candidates must complete 1000 hours in 12 months of practicum and conduct diagnostic assessment as part of their requirement.
- **Psychological Services on Campus**

Testing and Classroom Accommodations: Use of New Technology

Contacts recommend leveraging technology to increase accessibility of services and reduce administrative impediments for students with disabilities. Most institutions provide smart pens to record lectures and students’ written notes. Several institutions provide the option for students to register for alternative testing accommodations online.

Physical Accommodations: Housing

All contact institutions adhere with the ADA in providing handicap accessible buildings and facilities as well as housing accommodations. Most contact institutions only provide housing accommodations required by law. Contacts suggest including handicap accessible rooms in main housing facilities to integrate all students and avoid segregating disabled students.

Disabled Students Residence Program at the University of California-Berkeley

Administrators provide priority housing that includes modified residence hall rooms to accommodate students with mobility disorders or hearing or vision impairments. For example, rooms include larger rooms and doorways to accommodate wheelchairs. The residence program provides 24-hour attendant care. Students with pervasive developmental disorders (e.g., Autism) can also participate in the program; residential life staff integrate these students in dorms but the students attend frequent meetings with support staff to address concerns and ensure students’ acclimation.
VI. Assessing Services and Programs

Measures of Effectiveness

Across contact institutions, administrators assess the effectiveness of programs through student feedback, student learning outcomes, and retention measures. Although some contacts explain that surveys and anecdotal feedback may highlight the strengths and weaknesses of a program, administrators should also examine the impact on retention to quantitatively evaluate disability services success.

**Administrators Assess Services By Reviewing...**

<table>
<thead>
<tr>
<th>...Use of services</th>
<th>Record student enrollment in programs and use of resources: Some contacts suggest recording the number of students who enroll in programs or who use services (e.g., note takers).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administer surveys: Across contact institutions, staff in offices of disability services administer satisfaction surveys to assess students’ experience with services, programs, and support. At the University of Missouri, staff survey students registered with the office every spring and solicit faculty feedback every other year; contacts explain that it is advantageous to understand how faculty perceive disability services, particularly testing and classroom accommodations.</td>
</tr>
<tr>
<td>...Student feedback</td>
<td>Solicit anecdotal feedback: Students typically provide verbal feedback about services or accommodations received. Contacts explain that students candidly describe the effectiveness of services to staff in the Office of Disability Services in order to ensure that surveys fit students’ needs. Contacts at Purdue University also report that staff plan to administer exit interviews in the coming year to gather candid student feedback.</td>
</tr>
<tr>
<td></td>
<td>Conduct focus groups: At Purdue University, staff organize focus groups to gain student feedback about the peer mentoring program.</td>
</tr>
<tr>
<td>...Learning outcomes</td>
<td>Measure learning outcomes specific to each service or program: Some contacts recommend developing learning outcomes designed to outline the goal of each service or program. Learning outcomes can help staff examine the program’s impact on a student’s performance. Administrators at the University of California-Irvine measure the following skills.</td>
</tr>
<tr>
<td></td>
<td>• Self-advocacy</td>
</tr>
<tr>
<td></td>
<td>• Time management</td>
</tr>
<tr>
<td></td>
<td>• Organization</td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td>• Understanding of social responsibility</td>
</tr>
<tr>
<td>...Retention figures</td>
<td>Examine graduation rates of students accessing disability services: Administrators compare graduation rates of students registered with the office to the aggregate retention rates and track how many students registered with the office withdraw or take a semester of leave. At Purdue University, administrators also examine retention of students with disabilities between their first and second years.</td>
</tr>
</tbody>
</table>
Publicize Results through Presentations and Annual Reports

Although all institutions measure the effectiveness of services, only contacts at a few institutions report formal processes for communicating metrics to other administrators. At some contact institutions, directors of disability services occasionally present services and assessment to members of the campus community and academic departments. Several institutions publish annual reports outlining services provided the previous year; administrators at the University of Arizona publish annual reports documenting the number of students served as well as the number of students using services such as testing accommodations or document conversion. Similarly, the University of California-Irvine publishes annual reports, which the Vice Chancellor subsequently publishes in a public management report.

Documenting Cost of Services at the University of California-Berkeley

The Director of Disability Services documented the cost of each service and the number of students served. The director presented this data to administrators to demonstrate that the office requires a flexible budget, as they cannot withhold services due to financial limitations.
### Appendix: Inventory of Office Titles

#### Offices of Disability Services or Equivalent Offices at Peer and AAU Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of Office</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Institute of Technology</td>
<td>Accommodations for employees and students with disabilities are handled through three campus offices: Human Resources for employees, the Provost's Office for faculty, and the Associate Dean of Students.</td>
<td></td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>Disability Resources</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Student Disability Services</td>
<td>Not available</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Office of Disability Services for Students</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>Student Disability Resources Office</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Office of Student Disability Services</td>
<td>Not available</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>Student Disabilities Services</td>
<td>Office of Undergraduate Advising and Academic Programming</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>Resource Center for Persons with Disabilities</td>
<td>Not available</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>Disability Services Office</td>
<td>Not available</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>Office of Services for Students with Disabilities</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Office for Disability Services</td>
<td>Office of Student Life</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>Office for Disability Services</td>
<td>Office of the Vice Provost for Educational Equity</td>
</tr>
<tr>
<td>Purdue University</td>
<td>Disability Resource Center</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Rutgers, The State University of New Jersey</td>
<td>Office for Disability Services for Students</td>
<td>Not available</td>
</tr>
<tr>
<td>Stanford University</td>
<td>Office of Accessible Education</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>University Name</td>
<td>Services Provided</td>
<td>Office Name</td>
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<tr>
<td>-----------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Stony Brook University-State University of New York</td>
<td>Disability Support Services</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>Center on Disability and Development</td>
<td>Not available</td>
</tr>
<tr>
<td>University at Buffalo, The State University of New York</td>
<td>Accessibility Resources</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Disability Resource Center</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Disabled Students’ Program</td>
<td>Office of the Vice Chancellor – Division of Equity &amp; Inclusion</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>Student Disability Center</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>Disability Services Center</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Office for Students with Disabilities</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>Office for Students with Disabilities</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>Disability Resources</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>Disability Services</td>
<td>Office of Diversity, Equity &amp; Community Engagement</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Disability Resource Center</td>
<td>Dean of Students Office – Division of Student Affairs</td>
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<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>The Division of Disability Resources &amp; Educational Services</td>
<td>College of Applied Health Sciences</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Center for Disabilities and Development</td>
<td>University of Iowa Hospitals and Clinics</td>
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<tr>
<td>University of Kansas</td>
<td>Accessibility Resources</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Maryland at College Park</td>
<td>Disability Support Service</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Services for Students with Disabilities</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Disability Services</td>
<td>Office for Equity and Diversity</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>Disability Services</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>Accessibility Resources and Services</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Accessible Education Center</td>
<td>Undergraduate Studies Division of Academic Affairs</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Disability Services</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>Disability Resources</td>
<td>Not available</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Learning Needs and Evaluation Center (LNEC)/Disability Services Office</td>
<td>Division of Student Affairs</td>
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<tr>
<td>University of Washington</td>
<td>Disability Services Office</td>
<td>Not available</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>McBurney Disability Resource Center</td>
<td>Division of Student Life</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Services for Students with Disabilities</td>
<td>Student Affairs</td>
</tr>
</tbody>
</table>
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