

SHEEO Information Request
Students with disabilities' access to higher education
September 10, 2014

To Academic Officers:

I would like to know whether any states have done studies on students with disabilities' access to postsecondary education, broadly construed. The kinds of questions I'd be interested in would be: rates at which students with disabilities enter postsecondary education compared to non-disabled students; rates at which they succeed in postsecondary education compared to non-disabled students; variability of services among higher ed institutions within a state; effectiveness of transition services for students as they leave the K-12 system for higher ed; estimation of costs involved in providing current level of services and/or estimate of increased costs entailed by improving services; recommendations for state policy development to improve rates of access and success for students with disabilities.

Basically, I'd like to know of any state efforts to examine any and/or all of these and similar questions.

State Responses

<p>Alabama</p>	<p>While the Alabama Commission On Higher Education (ACHE) does not specifically collect the data you request, below are some suggested useful resources/leads:</p> <p>In The chronicle of Higher Education - A New Obstacle for Students With Disabilities, By Kyle Shachmut http://chronicle.com/article/A-New-Obstacle-for-Students/148795/?cid=pm&utm_source=pm&utm_medium=en</p> <p>National Center for Education Statistics - Institute for Education Statistics:</p> <p>Students with Disabilities – Fast Facts http://nces.ed.gov/fastfacts/display.asp?id=60</p> <p>Students with Disabilities at Degree-Granting Postsecondary Institutions http://nces.ed.gov/pubs2011/2011018.pdf</p> <p>ACHE does have information on remedial students as found in the Institutional Enrollment Summary Reports</p> <p>http://www.ache.state.al.us/Content/StudentDB/SDBReports.aspx</p> <p>http://www.ache.state.al.us/Content/Abstract1314/Student-DB/ACHE_SP14_TermSum.pdf</p>
<p>Colorado</p>	<p>We have not done a study on students with disabilities.</p>
<p>Florida</p>	<p><u>Data related to Students with Disabilities in Comparison to Data Related to Students Without a Disability</u></p> <p>The State University System of Florida does not identify students with disabilities in the state data files. This decision was made decades ago, in part to the recognition that not all students with disabilities would need to self identify in any data collection activity.</p> <p><u>Various Services</u></p> <p>Our universities range in size from just under 500 students to over 60,000. Services will vary depending upon the number of students and the accommodations needed. For specific information, individual university student disability resource center websites may be found at the link below: http://www.flbog.edu/forstudents/ati/disabilities.php. For specific information on university programs and services, it is suggested that you contact individual institution student disability coordinators.</p>

	<p><u>Transition</u> The State of Florida is fortunate to have as a resource the Project 10 transition education network that assists secondary and postsecondary staff (and thereby students) with transition concerns. The program’s website is: http://www.project10.info/</p> <p><u>Estimation of Costs</u> In 2007, a System cost study was done. At that time, 8,401 students with disabilities were being served by student disability resource centers. During this study, the university resource centers estimated a 2008-2009 combined need of \$2,298,007 for auxiliary learning aids and services. There has been no System survey regarding the cost to cover the need to serve approximately 10,000 students with disabilities that are currently enrolled in the State University System.</p>
Hawai`i	We do not have anything to offer on this request
Louisiana	Louisiana has not done such a study.
Minnesota	<p>I wasn’t able to find anything in the way of research specifically done by states on your question but I thought I would share some of the research I’ve used in the past to start getting a sense of the scope of the existing research out there on access and outcomes for disabled students. I don’t know if this will speak to your needs but wanted to pass it on as a possible starting place!</p> <ol style="list-style-type: none"> 1. “Students with Disabilities at 2-Year Institutions in the United States: Factors Related to Success” by Mamiseishvili and Koch in the Community College Review (Oct. 2012, Vol.40, Issue 4). <ol style="list-style-type: none"> a. Uses data from Beginning Postsecondary Student Longitudinal Study b. Students with disabilities enter higher education at lower rates than peers without disabilities and are still underrepresented in higher education though rates of enrollment are increasing c. About half of students with disabilities enrolled in higher education are at community colleges d. Found that 25% of students with disabilities did not persist past their first year e. 51% left without return by the end of their third year f. Non-persistence was most associated with depression, physical and/or orthopedic conditions and other conditions not specified g. Full-time enrollment, high GPAs, high degree aspirations and meetings with academic advisors were positively related to persistence 2. “The Success of College Students with Learning Disabilities: Factors Related to Educational Attainment” by Vogel and Adelman in the Journal of Learning Disabilities (1992, Vol. 25) <ol style="list-style-type: none"> a. Historically graduation rates for disabled students are about 20% lower than the national average for graduation b. ACT scores are a better predictor of college success than high school GPA for disabled students though not as predictive as ACT scores are for non-disabled students. 3. “Integration Factors related to the Academic Success and Intent to Persist of College Students with Learning Disabilities” by Dadeppo in Learning Disabilities Research& Practice (Aug. 2009, Vol. 24 (3) <ol style="list-style-type: none"> a. The gap in attendance and degree completion for students who have disabilities

	<p>versus non-disabled peers is wider at four-year institutions than it is a community colleges</p> <p>4. “Academic Support and College Success for Postsecondary Students with Learning Disabilities” by Troiano, Liefeld and Trachtenberg</p> <ul style="list-style-type: none"> a. Students with learning disabilities who attend learning support centers regularly are more likely to have higher grades and to graduate than those who do not attend these centers b. The following supports have been identified to be critical to success for disabled students: testing accommodations, priority registration, counseling and self-advocacy training along with assistance with social and academic integration
Ohio	Ohio doesn't have any statewide information in these areas and hasn't conducted such studies.
Utah	<p>We do not collect disability data on students in our office and most banner systems will not contain that information due to HIPA regulations and liability issues. Student disability data is typically kept separate from the student's academic record and is only shared under very limited and restricted circumstances.</p> <p>Since student records do not include this data, it is not possible at this time to conduct studies regarding participation or completion rates of students with disabilities. Cost for programs offered on campuses would need to be address by the individual institutions.</p>