

Students with Disabilities at Degree-Granting Postsecondary Institutions

First Look



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June 2011

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Contents

	Page
Acknowledgments	iii
List of Tables	vi
List of Appendix A Tables	viii
List of Appendix B Tables	x
First Look Summary	1
Introduction	1
Selected Findings	2
Tables	5
References	19
Appendix A: Standard Error Tables	A-1
Appendix B: Technical Notes	B-1
Appendix C: Questionnaire	C-1

List of Tables

Table	Page	
1	Number of 2-year and 4-year degree-granting postsecondary institutions, and number and percent that enrolled students with disabilities, by institutional characteristics: 2008–09	5
2	Number of students with disabilities and the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by the type of count used by the institution for the number of students with disabilities and institutional characteristics: 2008–09	6
3	Percent of 2-year and 4-year degree-granting postsecondary institutions enrolling any students in each disability category, by institutional characteristics: 2008–09 ...	7
4	Percentage distribution of disabilities reported by 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by disability category and institutional characteristics: 2008–09	8
5	Percentage distribution of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities indicating the basis for their counts of the total number of students with disabilities, by institutional characteristics: 2008–09	9
6	Percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09	10
7	Percent of 2-year and 4-year degree-granting postsecondary institutions that require verification of student disabilities, and what those institutions accept as sufficient, stand-alone verification, by institutional characteristics: 2009	12
8	Percentage distribution of 2-year and 4-year degree-granting postsecondary institutions indicating the extent to which the person or office responsible for providing support services to students with disabilities worked, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities, by institutional characteristics: 2009	13
9	Percent of 2-year and 4-year degree-granting postsecondary institutions that distribute materials designed to encourage students with disabilities to identify themselves to the institution, and the percent that provide various kinds of education materials or activities designed to assist faculty and staff in working with students with disabilities, by institutional characteristics: 2009	14

List of Tables (Continued)

Table		Page
10	Percent of 2-year and 4-year degree-granting postsecondary institutions that use a main website, and the percentage distribution of the extent to which those institutions' main websites follow established accessibility guidelines or recommendations for users with disabilities, by institutional characteristics: 2009 ..	15
11	Percent of 2-year and 4-year degree-granting postsecondary institutions indicating that their institution conducts various activities related to accessibility and provides various services and accommodations to the general public, by institutional characteristics: 2009	16
12	Percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009	17

List of Appendix A Tables

Table	Page	
1a	Standard errors for the number of 2-year and 4-year degree-granting postsecondary institutions, and number and percent that enrolled students with disabilities, by institutional characteristics: 2008–09	A-3
2a	Standard errors for the number of students with disabilities and the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by the type of count used by the institution for the number of students with disabilities and institutional characteristics: 2008–09 ..	A-4
3a	Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions enrolling any students in each disability category, by institutional characteristics: 2008–09	A-5
4a	Standard errors for the percentage distribution of disabilities reported by 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by disability category and institutional characteristics: 2008–09	A-6
5a	Standard errors for the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities indicating the basis for their counts of the total number of students with disabilities, by institutional characteristics: 2008–09	A-7
6a	Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09	A-8
7a	Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that require verification of student disabilities, and what those institutions accept as sufficient, stand-alone verification, by institutional characteristics: 2009	A-10
8a	Standard errors for the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions indicating the extent to which the person or office responsible for providing support services to students with disabilities worked, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities, by institutional characteristics: 2009	A-11

List of Appendix A Tables (Continued)

Table	Page
9a Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that distribute materials designed to encourage students with disabilities to identify themselves to the institution, and the percent that provide various kinds of education materials or activities designed to assist faculty and staff in working with students with disabilities, by institutional characteristics: 2009	A-12
10a Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that use a main website, and percentage distribution of the extent to which those institutions' main websites follow established accessibility guidelines or recommendations for users with disabilities, by institutional characteristics: 2009	A-13
11a Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions indicating that their institution conducts various activities related to accessibility and provides various services and accommodations to the general public, by institutional characteristics: 2009	A-14
12a Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009	A-15

List of Appendix B Tables

Table		Page
B-1	Number and percent of degree-granting postsecondary institutions in study, and estimated number and percent in the nation, for the total sample and for institutions that enrolled students with disabilities, by institutional characteristics: 2008–09	B-4
B-2	Percent of cases with imputed data in the respondent sample, and percent of cases with imputed data the sample represents, by questionnaire items: 2008–09	B-5

First Look Summary

Introduction

Growing enrollments of students with disabilities in postsecondary education (Newman et al. 2010; Snyder and Dillow 2010), along with recent key legislation such as the Americans with Disabilities Act Amendments Act of 2008 and the 2008 Higher Education Opportunity Act,¹ have generated considerable interest in research on accessibility of higher education for students with disabilities. This report provides national data collected from degree-granting postsecondary institutions about students with disabilities, the services and accommodations provided to these students, and various aspects of institutional accessibility. The National Center for Education Statistics (NCES) previously reported results from a similar survey conducted in 1998 (Lewis and Farris 1999).² The estimates presented in the current report are based on a survey of 2-year and 4-year degree-granting postsecondary institutions conducted during the 2009–10 academic year. For the current study, a disability was defined as a physical or mental condition that causes functional limitations that substantially limit one or more major life activities, including mobility, communication (seeing, hearing, speaking), and learning. Information in this report about students with disabilities represents only those students who had identified themselves in some way to the institution as having a disability, since these are the only students about whom the institutions could report. The survey also included questions about institutional practices and accessibility that were completed by all institutions regardless of whether they enrolled any students with disabilities.

This study, requested by the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education, collected information from postsecondary institutions in the United States on the enrollment of students with disabilities, services and accommodations provided, documentation accepted as verification of a disability, educational and accessibility materials and activities provided, and Universal Design.³ Specifically, the survey covered the following:

- Whether institutions had any students enrolled who identified themselves to the institution as having a disability during the 12-month 2008–09 academic year, and if so, the total number of students with disabilities enrolled at the institution and the number of students in each of 11 specific disability categories;⁴
- Whether enrollments provided by institutions were unduplicated (each student with a disability was counted only once regardless of the number of disabilities he or she has) or duplicated (students with multiple disabilities were counted multiple times) to reflect differences in institutions' record-keeping practices;
- Whether the enrollment counts included students who identified themselves as having a disability to the institution, received services and accommodations, and/or whose disabilities were verified;

¹ The Americans with Disabilities Act Amendments Act of 2008 broadened the interpretation of disability relative to the original law. More information can be found at <http://www.access-board.gov/about/laws/ada-amendments.htm>. The 2008 Higher Education Opportunity Act reauthorized the Higher Education Act of 1965 and included financial assistance for individuals with intellectual disabilities and the creation of new programs for students with disabilities. More information can be found at <http://www2.ed.gov/policy/highered/leg/hea08/index.html>.

² While some items across the surveys are comparable, the specific disability categories are different. Only data from the current survey are included in this report.

³ Universal Design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation.

⁴ Disability categories used in the survey were developed in consultation with NCES and OSERS and are based on categories established in the Individuals with Disabilities Education Act (IDEA).

- Types of support services and accommodations provided to students with disabilities during the 12-month 2008–09 academic year;
- Types of documentation institutions accept as sufficient, stand-alone verification of a disability;
- Extent to which institutions work with a state vocational rehabilitation agency;
- Institutional materials and activities designed to assist students with disabilities, including materials designed to encourage students with disabilities to identify themselves to institutions, and materials and activities to assist faculty and staff in working with these students;
- Extent to which institutions’ main websites follow accessibility guidelines for users with disabilities;
- Whether institutions conduct various activities related to accessibility and provide various services and accommodations to the general public; and
- Barriers to Universal Design, an approach that integrates accessibility features into the overall design of products and environments.

The survey was conducted for NCES during the 2009–10 academic year using the Postsecondary Education Quick Information System (PEQIS). PEQIS is a survey system designed to collect small amounts of issue-oriented data from a previously recruited, nationally representative sample of institutions with minimal burden on respondents and within a relatively short period of time. Questionnaires were mailed to approximately 1,600 Title IV eligible, degree-granting postsecondary institutions in the 50 states and the District of Columbia.⁵ The unweighted survey response rate was 91 percent and the weighted response rate was 89 percent. Data were adjusted for questionnaire nonresponse and weighted to yield national estimates that represent the estimated 4,200 2-year and 4-year Title IV eligible degree-granting postsecondary institutions in the United States (see appendix B for more information about weighting and response rates).

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the PEQIS study rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue. The findings are based on self-reported data from postsecondary institutions. Respondents were asked to report counts of students with disabilities, and the services and accommodations provided to students with disabilities, for the 2008–09 12-month academic year. For the remaining questions, respondents were asked without reference to a specific time frame. Some of the survey response categories (e.g., minor, moderate, and major extent) were not defined for respondents. Tables of standard error estimates are provided in appendix A. Detailed information about the survey methodology is provided in appendix B, and the questionnaire can be found in appendix C. Appendix B also includes definitions of the analysis variables (e.g., institutional type) and terms used in the report.

Selected Findings

This section presents key findings on students with disabilities at 2-year and 4-year Title IV eligible degree-granting postsecondary institutions.

⁵ Institutions participating in Title IV federal student financial aid programs (such as Pell grants or Stafford loans) are accredited by an agency or organization recognized by the U.S. Department of Education, have a program of more than 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education. Degree-granting institutions are those that offer an associate’s, bachelor’s, master’s, doctor’s, or first-professional degree (Knapp et al. 2001).

- During the 12-month 2008–09 academic year, 88 percent of 2-year and 4-year Title IV degree-granting postsecondary institutions reported enrolling students with disabilities (table 1). Almost all public 2-year and 4-year institutions (99 percent) and medium and large institutions⁶ (100 percent) reported enrolling students with disabilities.
- Institutions reported enrolling approximately 707,000 students with disabilities in the 12-month 2008–09 academic year, with about half of these students reported enrolled in public 2-year institutions (table 2). While the reported number of students with disabilities is overestimated due to duplicated student counts, this estimate largely reflects unduplicated counts of students with disabilities; most institutions (94 percent) provided an unduplicated count of the total number of students with disabilities at their institution.⁷
- A large percentage of institutions that enrolled students with disabilities during the 12-month 2008–09 academic year reported enrolling students with specific learning disabilities (86 percent), Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) (79 percent), mobility limitations or orthopedic impairments (76 percent), or mental illness/psychological or psychiatric conditions (76 percent) (table 3).
- Regarding the types of student disabilities reported by institutions, about one-third of disabilities reported by institutions were specific learning disabilities (31 percent) (table 4). Eighteen percent of disabilities reported by institutions were for students with ADD/ADHD, 15 percent of disabilities were mental illness/psychological or psychiatric conditions, and 11 percent of disabilities were a health impairment/condition. For the institutions reporting duplicated counts, students with more than one disability were counted more than once.
- About half (55 percent) of institutions reported that the counts of enrollments they provided included students who provided verification of their disabilities, regardless of whether services and accommodations were provided in the 2008–09 academic year (table 5).
- Among institutions that enrolled students with disabilities during the 2008–09 academic year, 93 percent provided additional exam time as an accommodation to students with disabilities (table 6). Large percentages of institutions also provided classroom notetakers (77 percent), faculty-provided written course notes or assignments (72 percent), help with learning strategies or study skills (72 percent), alternative exam formats (71 percent), and adaptive equipment and technology (70 percent).
- When asked about the types of documentation that institutions accept as sufficient, stand-alone verification of student disabilities, 92 percent of institutions reported that they require verification of student disabilities for some purpose, although the specific purpose of the verification was not requested (table 7). Of these institutions, 44 percent accepted an Individualized Education Program (IEP) and 40 percent accepted a 504 Plan from a secondary school as sufficient, stand-alone verification,⁸ while 80 percent accepted a comprehensive vocational rehabilitation agency evaluation.
- About one-third (37 percent) of institutions reported working, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities to a minor extent (table 8).

⁶ Small institutions were those that enrolled less than 3,000 students; medium institutions enrolled 3,000 to 9,999 students; and large institutions enrolled 10,000 or more students.

⁷ During development of the questionnaire, respondents indicated that not all institutions are able to provide unduplicated counts of enrollments of students with disabilities. Thus, the questionnaire was structured to allow institutions to provide duplicated, unduplicated, or some other types of counts of their institutions' students with disabilities depending on their record-keeping system. Reported enrollments include all types of counts and therefore are overestimates of the number of students with disabilities due to duplicated student counts.

⁸ An Individualized Education Program (IEP) is a written plan that is designed for any student who receives special education and related services. A 504 Plan is developed for each student who meets the eligibility guidelines under Section 504 of the Rehabilitation Act of 1973 and specifies the nature of the impairment and the accommodations necessary to meet the student's needs. More information can be found in appendix B in the section on definitions of terms used in the report.

An additional 26 percent reported working with the state vocational rehabilitation agency to a moderate extent.

- About three-quarters (79 percent) of institutions reported distributing materials designed to encourage students with disabilities to identify themselves to the institution (table 9). Most institutions (92 percent) provided one-on-one discussions when requested to assist faculty and staff in working with students with disabilities.
- Almost all institutions (93 percent) reported using a main website to post information about the institution (table 10). Of those institutions, 24 percent reported that the institution's main website follows established accessibility guidelines⁹ or recommendations for users with disabilities to a major extent.
- Many institutions reported integrating accessibility features during major renovation and new construction projects (89 percent); offering students, faculty, and staff the opportunity to provide input on accessibility features during project planning stages (65 percent); and conducting needs assessments pertaining to accessibility (64 percent) (table 11). About a third of institutions reported providing various services and accommodations to the general public, for example, publicizing the availability of adaptive equipment, technology, or services at institution-sponsored events open to the public (35 percent).
- A few of the barriers cited by institutions as hindering implementation of Universal Design to a moderate or major extent were limited staff resources to provide faculty and staff training on accessibility issues (52 percent), costs associated with purchasing appropriate technology (46 percent), and other institutional priorities (45 percent) (table 12).

⁹ One example of accessibility guidelines is provided by the World Wide Web Consortium at <http://www.w3.org/WAI/WCAG20/versions/guidelines/wcag20-guidelines-20081211-letter.pdf>.

Table 1. Number of 2-year and 4-year degree-granting postsecondary institutions, and number and percent that enrolled students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Total number of institutions	Institutions enrolling students with disabilities	
		Number	Percent
All institutions	4,170	3,680	88
Institutional type			
Public 2-year	1,040	1,040	99
Private not-for-profit 2-year	110	90	76
Private for-profit 2-year	480	310	63
Public 4-year	630	620	99
Private not-for-profit 4-year	1,510	1,340	88
Private for-profit 4-year	390	290	74
Size of institution			
Less than 3,000	2,720	2,230	82
3,000 to 9,999	960	960	100 ¹
10,000 or more	490	490	100

¹ Rounds to 100 percent.

NOTE: Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. Data are for the 12-month 2008–09 academic year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 2. Number of students with disabilities and the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by the type of count used by the institution for the number of students with disabilities and institutional characteristics: 2008–09

Institutional characteristic	Maximum number of students with any disability ¹	Type of count used by the institution for the number of students with disabilities					
		Number of students with disabilities reported by institutions using this type of count			Percentage distribution of institutions using this type of count		
		Unduplicated	Duplicated	Other ²	Unduplicated	Duplicated	Other ²
All institutions	707,000	645,700	46,500	14,800	94	5	1
Institutional type							
Public 2-year	354,200	317,500	25,400	11,300	92	7	1
Private not-for-profit 2-year	1,400	1,400	‡	#	97	3!	#
Private for-profit 2-year	9,500	9,500	‡	#	100	#	#
Public 4-year	215,000	202,200	9,400	3,400	96	3	1
Private not-for-profit 4-year	116,400	105,600	10,800	#	95	5	#
Private for-profit 4-year	10,400	9,500	‡	#	93	7!	#
Size of institution							
Less than 3,000	109,400	98,700	10,600	#	96	4	#
3,000 to 9,999	230,400	209,100	17,900	3,500	92	7	1
10,000 or more	367,200	337,900	18,000	11,300	94	5	2

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

‡ Reporting standards not met.

¹Enrollments provided by institutions were unduplicated (each student with a disability was counted only once regardless of the number of disabilities he or she has), duplicated (students with multiple disabilities were counted multiple times), or another type of count. Reported enrollments include all types of counts and therefore are overestimates of the number of students with disabilities due to duplicated student counts.

² A small number of institutions reported student counts that did not meet the survey definitions of unduplicated or duplicated. Most commonly, these institutions reported counts in which students were duplicated by semester rather than by disability (i.e., students with disabilities were counted for each semester that they were enrolled during the 2008–09 12-month academic year).

NOTE: Percentages are based on the 88 percent of institutions that enrolled students with disabilities in the 12-month 2008–09 academic year. Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 3. Percent of 2-year and 4-year degree-granting postsecondary institutions enrolling any students in each disability category, by institutional characteristics: 2008–09

Institutional characteristic	Difficulty hearing ¹	Difficulty seeing ²	Difficulty speaking or language impairment	Mobility limitation/orthopedic impairment	Traumatic brain injury	Specific learning disabilities	ADD or ADHD ³	Autism Spectrum Disorders ⁴	Cognitive difficulties or intellectual disability	Health impairment/condition, including chronic conditions	Mental illness/psychological or psychiatric condition ⁵	Other
All institutions	73	67	35	76	56	86	79	56	41	73	76	17
Institutional type												
Public 2-year	90	84	53	90	74	94	87	70	71	80	87	26
Private not-for-profit 2-year	29	26	18	35	26	67	53	36	30	56	76	7!
Private for-profit 2-year	32	35	18	70	25	60	40	18	26	47	53	3!
Public 4-year	92	90	46	93	84	97	94	78	39	95	94	30
Private not-for-profit 4-year	65	59	25	68	47	84	78	49	26	72	69	11
Private for-profit 4-year	60	37	16	46	19	72	64	34	27	39	52	8
Size of institution												
Less than 3,000	57	47	22	63	37	78	69	38	31	61	62	8
3,000 to 9,999	96	95	51	96	84	98	94	82	58	92	97	26
10,000 or more	100 ⁶	100 ⁶	63	98	91	99	92	84	57	93	98	41

¹ Interpret data with caution; the coefficient of variation is greater than 50 percent.

¹ Difficulty hearing includes deaf and hard of hearing.

² Difficulty seeing includes blindness or visual impairment that cannot be corrected by wearing glasses or contact lenses.

³ ADD or ADHD stands for Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder respectively.

⁴ Autism Spectrum Disorders includes Asperger Syndrome.

⁵ Mental illness/psychological or psychiatric condition includes depression, anxiety, and Post-Traumatic Stress Disorder (PTSD).

⁶ Rounds to 100 percent.

NOTE: Percentages are based on the 88 percent of institutions that enrolled students with disabilities in the 12-month 2008–09 academic year. Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 4. Percentage distribution of disabilities reported by 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by disability category and institutional characteristics: 2008–09

Institutional characteristic	Difficulty hearing ¹	Difficulty seeing ²	Difficulty speaking or language impairment	Mobility limitation/orthopedic impairment	Traumatic brain injury	Specific learning disabilities	ADD or ADHD ³	Autism Spectrum Disorders ⁴	Cognitive difficulties or intellectual disability	Health impairment/condition, including chronic conditions	Mental illness/psychological or psychiatric condition ⁵	Other
All institutions	4	3	1	7	2	31	18	2	3	11	15	3
Institutional type												
Public 2-year	4	3	1	8	3	31	13	2	5	10	15	5
Private not-for-profit 2-year	4!	4	2	4	3	28	13	5!	16!	9	11	2!
Private for-profit 2-year	2	1	1	8	1	46	13!	1!	8!	5	11	2!
Public 4-year	3	3	1	7	2	29	23	2	1	11	16	3
Private not-for-profit 4-year	3	2	1	3	1	36	26	2	1	11	13	2
Private for-profit 4-year	4	2	1	4	2	29	22	4	8	9	14	1!
Size of institution												
Less than 3,000	3	2	1	5	2	36	22	2	3	10	13	2
3,000 to 9,999	3	3	1	7	2	33	17	2	3	11	15	3
10,000 or more	4	3	1	8	3	29	18	2	3	10	16	4

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

¹ Difficulty hearing includes deaf and hard of hearing.

² Difficulty seeing includes blindness or visual impairment that cannot be corrected by wearing glasses or contact lenses.

³ ADD or ADHD stands for Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder respectively.

⁴ Autism Spectrum Disorders includes Asperger Syndrome.

⁵ Mental illness/psychological or psychiatric condition includes depression, anxiety, and Post-Traumatic Stress Disorder (PTSD).

NOTE: Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. Enrollments provided by institutions were unduplicated (each student with a disability was counted only once regardless of the number of disabilities he or she has), duplicated (students with multiple disabilities were counted multiple times), or another type of count (e.g., counts in which students with disabilities were counted for each semester that they were enrolled during the 2008–09 12-month academic year). The percentage distribution of disabilities reported by the institutions was computed by dividing the number of enrollments in a particular disability category by the sum of the number of enrollments in all the disability categories. Data are for the 12-month 2008–09 academic year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 5. Percentage distribution of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities indicating the basis for their counts of the total number of students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Only students to whom services/accommodations were provided, regardless of whether disabilities were verified	Students who provided verification of their disabilities, regardless of whether services/accommodations were provided	Students who identified themselves to the school office as having a disability, regardless of whether disabilities were verified or services/accommodations were provided	Students who have been reported to the school office as having identified themselves as having a disability, regardless of whether the office had any contact with them ¹	Other
All institutions	20	55	18	5	2
Institutional type					
Public 2-year	21	54	16	8	1
Private not-for-profit 2-year	6 [!]	42	38	14 [!]	‡
Private for-profit 2-year	13	48	31	3 [!]	4 [!]
Public 4-year	20	65	11	1	2
Private not-for-profit 4-year	19	56	19	4	2
Private for-profit 4-year	29	38	24	10	‡
Size of institution					
Less than 3,000	19	49	23	6	2
3,000 to 9,999	21	61	12	5	1
10,000 or more	19	67	9	2	3

[!] Interpret data with caution; the coefficient of variation is greater than 50 percent.

[‡] Reporting standards not met.

¹ This includes information provided to the responding office about students with disabilities by other offices (e.g., the admissions or registrar's office), even if the responding office had no contact with them.

NOTE: Percentages are based on the 88 percent of institutions that enrolled students with disabilities in the 12-month 2008–09 academic year. Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 6. Percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Sign language interpreters/trans-literators	Real-time captioning	Oral interpreters/trans-literators	Readers	Classroom notetakers or scribes	Faculty-provided written course notes or assignments	Adaptive equipment and technology ¹	Physical adaptations to classrooms	Paratransit for on-campus mobility	Personal attendants	Independent living skills training	Audio textbooks/digitally recorded texts
All institutions	48	25	22	62	77	72	70	58	14	7	4	66
Institutional type												
Public 2-year	70	29	33	81	90	81	86	75	11	9	7	82
Private not-for-profit 2-year	‡	‡	12!	46	56	50	52	20!	12!	6!	‡	40
Private for-profit 2-year	29	10!	13	31	41	47	26	50	3!	10!	‡	19
Public 4-year	69	43	28	79	92	79	87	74	30	4	7	88
Private not-for-profit 4-year	29	15	12	51	74	67	62	49	13	8	3	61
Private for-profit 4-year	52	35	31	48	54	74	61	28	5!	‡	3!	48
Size of institution												
Less than 3,000	27	12	15	47	64	65	54	45	8	8	2	49
3,000 to 9,999	75	31	27	84	95	82	93	76	17	6	7	92
10,000 or more	96	67	45	91	99	80	98	86	34	4	9	97

See notes at end of table.

Table 6. Percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09—Continued

Institutional characteristic	Large print or Braille materials	Help with learning strategies or study skills	Tutors to assist with ongoing coursework	Alternative exam formats ²	Additional exam time	Course substitution or waiver	Priority class registration	Disability resource handbook	Career or placement services targeted for students with disabilities	Disability benefits counseling ³	Counseling about vocational rehabilitation services	Moving classes to a more accessible location	Other
All institutions	51	72	58	71	93	35	42	38	26	11	44	46	16
Institutional type													
Public 2-year	67	83	68	85	97	39	52	53	34	18	70	48	18
Private not-for-profit 2-year	12 [†]	83	83	26	73	11 [†]	22 [†]	42	11 [†]	21 [†]	46	32	17 [†]
Private for-profit 2-year	20	53	56	34	84	10 [†]	9	7 [†]	25	13	38	12	7 [†]
Public 4-year	73	76	50	89	99	61	70	52	37	14	58	67	21
Private not-for-profit 4-year	41	68	57	67	93	34	36	28	21	6	23	51	16
Private for-profit 4-year	40	56	43	55	77	8	21	32	7 [†]	3 [†]	18	7 [†]	14
Size of institution													
Less than 3,000	33	66	57	56	88	20	26	27	18	8	31	33	14
3,000 to 9,999	74	82	65	92	99	51	62	50	34	16	62	60	18
10,000 or more	92	76	49	98	100	74	78	64	48	16	66	76	23

[†] Interpret data with caution; the coefficient of variation is greater than 50 percent.

[‡] Reporting standards not met.

¹ Adaptive equipment and technology includes assistive listening devices and talking computers.

² Alternative exam formats include large print, Braille, and audio formats.

³ Disability benefits counseling includes Supplemental Security Income (SSI), Social Security Disability Income (SSDI), Medicare, and Medicaid.

NOTE: Percentages are based on the 88 percent of institutions that enrolled students with disabilities in the 12-month 2008–09 academic year. Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. The accommodations in the table are not an exhaustive list of either the accommodations a student may need or the accommodations an institution may provide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 7. Percent of 2-year and 4-year degree-granting postsecondary institutions that require verification of student disabilities, and what those institutions accept as sufficient, stand-alone verification, by institutional characteristics: 2009

Institutional characteristic	Require verification	Accepted as sufficient, stand-alone verification ¹		
		Comprehensive vocational rehabilitation agency evaluation	Individualized Education Program (IEP) from a secondary school	504 Plan from a secondary school
All institutions	92	80	44	40
Institutional type				
Public 2-year	99	92	48	43
Private not-for-profit 2-year	87	81	59	45
Private for-profit 2-year	82	81	66	60
Public 4-year	98	86	27	27
Private not-for-profit 4-year	87	67	39	38
Private for-profit 4-year	100	85	50	41
Size of institution				
Less than 3,000	89	77	50	45
3,000 to 9,999	100 ²	89	37	36
10,000 or more	100	83	28	25

¹ Based on the 92 percent of institutions that require verification of student disabilities.

² Rounds to 100 percent.

NOTE: An Individualized Education Program (IEP) is a written plan that is designed for any student who receives special education and related services. A 504 Plan is developed for each student who meets the eligibility guidelines under Section 504 of the Rehabilitation Act of 1973 and specifies the nature of the impairment and the accommodations necessary to meet the student's needs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 8. Percentage distribution of 2-year and 4-year degree-granting postsecondary institutions indicating the extent to which the person or office responsible for providing support services to students with disabilities worked, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities, by institutional characteristics: 2009

Institutional characteristic	Extent person or office responsible for students with disabilities worked with state vocational rehabilitation agency				
	Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	17	37	26	15	5
Institutional type					
Public 2-year	2	24	41	33	1
Private not-for-profit 2-year	8!	47	29	8!	8!
Private for-profit 2-year	17	38	35	5!	6!
Public 4-year	7	31	38	22	1
Private not-for-profit 4-year	33	40	13	5	9
Private for-profit 4-year	11	64	9!	7!	9!
Size of institution					
Less than 3,000	23	40	21	9	8
3,000 to 9,999	6	31	35	26	2
10,000 or more	3	31	40	25	#

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

NOTE: Percentages are based on all institutions, regardless of whether they enrolled students with disabilities. These categories (i.e., not at all, minor extent, moderate extent, etc.) were not defined in the questionnaire. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 9. Percent of 2-year and 4-year degree-granting postsecondary institutions that distribute materials designed to encourage students with disabilities to identify themselves to the institution, and the percent that provide various kinds of education materials or activities designed to assist faculty and staff in working with students with disabilities, by institutional characteristics: 2009

Institutional characteristic	Distribute materials designed to encourage students with disabilities to identify themselves	Education materials or activities designed to assist faculty and staff						Other
		One-on-one discussions with faculty/staff who request information or assistance	Workshops and presentations to faculty groups	Faculty/staff handbook	Information resources (e.g., books, videos) available for faculty/staff use	Annual mailings or e-mails to faculty/staff	Collection of resources available on institution's website	
All institutions	79	92	64	58	54	46	40	12
Institutional type								
Public 2-year	90	98	79	69	69	63	55	15
Private not-for-profit 2-year .	59	83	52	44	36	38	16!	8!
Private for-profit 2-year	56	91	44	53	45	12	19	3!
Public 4-year	92	97	84	58	68	62	68	15
Private not-for-profit 4-year .	76	89	51	48	44	44	31	13
Private for-profit 4-year	69	87	70	72	43	21	15	3!
Size of institution								
Less than 3,000	71	89	52	54	45	36	24	9
3,000 to 9,999	93	99	84	66	69	65	61	13
10,000 or more	92	99	94	65	73	62	83	20

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 10. Percent of 2-year and 4-year degree-granting postsecondary institutions that use a main website, and the percentage distribution of the extent to which those institutions' main websites follow established accessibility guidelines or recommendations for users with disabilities, by institutional characteristics: 2009

Institutional characteristic	Main website used	Extent main website follows established accessibility guidelines ¹				
		Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	93	11	15	23	24	27
Institutional type						
Public 2-year	98	4	15	32	36	13
Private not-for-profit 2-year	84	51	11!	5!	‡	33
Private for-profit 2-year	89	24	15	‡	9	51
Public 4-year	96	4	12	29	40	15
Private not-for-profit 4-year	90	15	17	23	12	33
Private for-profit 4-year	91	6!	12!	20	30	33
Size of institution						
Less than 3,000	89	17	17	17	15	34
3,000 to 9,999	99	3	12	34	33	17
10,000 or more	100 ²	#	6	31	52	11

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

‡ Reporting standards not met.

¹ Based on the 93 percent of institutions that use a main website. Web Content Accessibility Guidelines from the World Wide Web Consortium can be found at <http://www.w3.org/WAI/WCAG20/versions/guidelines/wcag20-guidelines-20081211-letter.pdf>.

² Rounds to 100 percent.

NOTE: Categories (i.e., not at all, minor extent, moderate extent, and major extent) were not defined in the questionnaire. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 11. Percent of 2-year and 4-year degree-granting postsecondary institutions indicating that their institution conducts various activities related to accessibility and provides various services and accommodations to the general public, by institutional characteristics: 2009

Institutional characteristic	Activities related to accessibility conducted by the institution					Services and accommodations provided to the general public			
	Integrate accessibility features during major renovation and new construction projects	Offer students, faculty, and staff the opportunity to provide input on accessibility features during project planning stages	Conduct needs assessments pertaining to accessibility	Have procurement policies that promote the purchase of accessible products (e.g., technology)	Provide regular training opportunities to faculty about ways to make instruction more accessible to all students	Publicize the availability of adaptive equipment, technology, or services ¹ at institution-sponsored events open to the public	Offer printed materials in alternate formats	Provide outreach to community members with disabilities	
All institutions	89	65	64	53	46	35	33	29	
Institutional type									
Public 2-year	95	75	70	65	56	56	48	53	
Private not-for-profit 2-year	91	56	59	43	44	15!	20	17!	
Private for-profit 2-year	88	57	58	42	52	6!	13	9	
Public 4-year	96	73	72	61	49	61	57	43	
Private not-for-profit 4-year	84	63	57	42	35	27	22	19	
Private for-profit 4-year	86	43	64	66	52	11	24	6	
Size of institution									
Less than 3,000	86	60	58	47	42	19	22	18	
3,000 to 9,999	94	70	71	63	50	60	48	43	
10,000 or more	95	80	79	64	60	73	64	57	

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

¹ Adaptive equipment, technology, or services include assistive listening devices and sign language interpreters.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 12. Percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009

Institutional characteristic	Limited staff resources to provide faculty and staff with training on accessibility issues	Costs associated with purchasing appropriate technology	Other institutional priorities	Lack of incentives for faculty to change their instructional practices	Costs associated with incorporating Universal Design features into major renovation and new construction projects
All institutions	52	46	45	41	41
Institutional type					
Public 2-year	59	54	47	49	47
Private not-for-profit 2-year	55	43	47	43	34
Private for-profit 2-year	25	30	27	14	30
Public 4-year	70	50	58	62	44
Private not-for-profit 4-year	55	49	47	40	44
Private for-profit 4-year	27	29	29	23	27
Size of institution					
Less than 3,000	46	44	39	33	39
3,000 to 9,999	63	52	52	53	47
10,000 or more	66	47	61	65	42

See notes at end of table.

Table 12. Percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009—Continued

Institutional characteristic	Limited ability to adapt or retrofit existing facilities (e.g., historical considerations)	Limited availability or interest on the part of faculty to participate in training opportunities related to accessibility issues	Lack of information and resources on Universal Design	Lack of perceived need for services and accommodations	A focus on minimal legal requirements for accessibility and accommodations	Questions about the usefulness of Universal Design
All institutions	39	38	38	35	30	25
Institutional type						
Public 2-year	33	49	41	33	33	30
Private not-for-profit 2-year	43	43	46	44	42	28
Private for-profit 2-year	23	12	18	20	12	19
Public 4-year	39	61	46	40	43	34
Private not-for-profit 4-year	50	35	40	39	30	24
Private for-profit 4-year	31	17	33	29	18	9!
Size of institution						
Less than 3,000	40	30	35	34	25	21
3,000 to 9,999	37	49	44	35	37	30
10,000 or more	38	65	46	40	41	35

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

NOTE: Universal Design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Other terms for Universal Design include Design For All, Inclusive Design, and Barrier-Free Design. Universal Design can be distinguished from meeting accessibility standards in the way that the accessible features have been integrated into the overall design (from Universal Design Education Online project: <http://www.udeducation.org>).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

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Appendix A
Standard Error Tables

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Table 1a. Standard errors for the number of 2-year and 4-year degree-granting postsecondary institutions, and number and percent that enrolled students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Total number of institutions	Institutions enrolling students with disabilities	
		Number	Percent
All institutions	28	54	1.4
Institutional type			
Public 2-year	12	14	0.6
Private not-for-profit 2-year	16	17	11.8
Private for-profit 2-year	22	31	5.4
Public 4-year	9	10	0.5
Private not-for-profit 4-year	17	35	2.4
Private for-profit 4-year	15	31	7.1
Size of institution			
Less than 3,000	35	54	2.1
3,000 to 9,999	15	15	0.1
10,000 or more	2	2	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 2a. Standard errors for the number of students with disabilities and the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by the type of count used by the institution for the number of students with disabilities and institutional characteristics: 2008–09

Institutional characteristic	Maximum number of students with any disability	Type of count used by the institution for the number of students with disabilities					
		Number of students with disabilities reported by institutions using this type of count			Percentage distribution of institutions using this type of count		
		Unduplicated	Duplicated	Other	Unduplicated	Duplicated	Other
All institutions	10,860	10,230	3,320	1,150	0.6	0.6	0.1
Institutional type							
Public 2-year	4,850	4,870	2,480	1,090	0.9	0.9	0.2
Private not-for-profit 2-year	460	460	†	†	2.9	2.9	†
Private for-profit 2-year	3,570	3,570	†	†	†	†	†
Public 4-year	2,700	2,230	860	480	0.5	0.5	0.2
Private not-for-profit 4-year	5,740	5,520	2,090	†	1.2	1.2	†
Private for-profit 4-year	2,150	2,140	†	†	4.9	4.9	†
Size of institution							
Less than 3,000	10,090	9,430	2,910	†	1.0	1.0	†
3,000 to 9,999	4,780	4,840	1,800	1,150	0.7	0.7	0.3
10,000 or more	370	370	0.0	0.0	0.0	0.0	0.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 3a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions enrolling any students in each disability category, by institutional characteristics: 2008–09

Institutional characteristic	Difficulty hearing	Difficulty seeing	Difficulty speaking or language impairment	Mobility limitation/orthopedic impairment	Traumatic brain injury	Specific learning disabilities	ADD or ADHD	Autism Spectrum Disorders	Cognitive difficulties or intellectual disability	Health impairment/condition, including chronic conditions	Mental illness/psychological or psychiatric condition	Other
All institutions	1.7	1.7	1.1	1.6	2.2	1.5	1.9	1.9	1.4	1.5	1.4	0.9
Institutional type												
Public 2-year	1.6	1.7	1.7	1.4	1.9	1.3	1.5	1.8	1.6	2.0	1.8	1.3
Private not-for-profit 2-year	12.4	12.3	7.4	12.6	12.3	14.4	15.2	14.5	8.1	15.2	8.1	4.1
Private for-profit 2-year	7.0	9.7	6.3	7.7	11.2	9.8	10.1	8.8	8.0	9.9	10.0	2.8
Public 4-year	1.8	1.9	2.3	1.6	1.6	0.8	1.3	2.2	2.4	1.3	1.7	1.5
Private not-for-profit 4-year	3.8	3.0	2.4	2.3	2.8	3.0	3.1	2.8	2.0	3.0	2.6	1.8
Private for-profit 4-year	9.1	8.4	4.8	8.4	5.5	5.8	10.8	8.1	8.7	8.6	8.5	3.9
Size of institution												
Less than 3,000	2.7	2.8	1.7	2.5	3.4	2.5	3.0	3.2	1.9	2.2	2.3	1.3
3,000 to 9,999	0.9	1.2	1.6	0.6	1.6	0.5	1.1	1.3	1.8	1.3	0.6	1.6
10,000 or more	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.3	0.0	0.0	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 4a. Standard errors for the percentage distribution of disabilities reported by 2-year and 4-year degree-granting postsecondary institutions that enrolled students with disabilities, by disability category and institutional characteristics: 2008–09

Institutional characteristic	Difficulty hearing	Difficulty seeing	Difficulty speaking or language impairment	Mobility limitation/orthopedic impairment	Traumatic brain injury	Specific learning disabilities	ADD or ADHD	Autism Spectrum Disorders	Cognitive difficulties or intellectual disability	Health impairment/condition, including chronic conditions	Mental illness/psychological or psychiatric condition	Other
All institutions	0.0	0.0	0.0	0.2	0.0	0.2	0.4	0.0	0.2	0.2	0.2	0.1
Institutional type												
Public 2-year	0.1	0.1	0.1	0.4	0.1	0.3	0.2	0.1	0.2	0.3	0.3	0.3
Private not-for-profit 2-year	2.3	1.7	0.7	0.9	1.1	9.0	3.5	3.0	9.9	3.4	2.3	1.4
Private for-profit 2-year	0.8	0.4	0.2	2.9	0.5	10.8	8.9	0.3	6.1	2.7	2.9	2.0
Public 4-year	0.0	0.0	0.0	0.1	0.0	0.3	0.2	0.0	0.1	0.1	0.2	0.1
Private not-for-profit 4-year	0.1	0.1	0.1	0.2	0.1	0.7	0.9	0.1	0.1	0.5	0.7	0.1
Private for-profit 4-year	0.9	0.6	0.5	1.1	0.8	4.5	4.3	0.8	2.8	0.9	1.3	0.4
Size of institution												
Less than 3,000	0.1	0.2	0.1	0.5	0.1	1.0	2.0	0.2	0.6	0.6	0.9	0.7
3,000 to 9,999	0.1	0.1	0.1	0.5	0.1	0.5	0.4	0.1	0.3	0.4	0.4	0.2
10,000 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 5a. Standard errors for the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities indicating the basis for their counts of the total number of students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Only students to whom services/accommodations were provided, regardless of whether disabilities were verified	Students who provided verification of their disabilities, regardless of whether services/accommodations were provided	Students who identified themselves to the school office as having a disability, regardless of whether disabilities were verified or services/accommodations were provided	Students who have been reported to the school office as having identified themselves as disability, regardless of whether your office had any contact with them	Other
All institutions	1.4	1.3	1.3	0.7	0.5
Institutional type					
Public 2-year	1.7	2.2	1.9	1.2	0.4
Private not-for-profit 2-year	5.2	14.6	14.9	10.7	†
Private for-profit 2-year	6.1	8.7	8.3	1.6	4.3
Public 4-year	1.8	2.4	1.7	0.4	0.5
Private not-for-profit 4-year	2.4	2.6	2.1	1.2	1.0
Private for-profit 4-year	7.4	9.1	9.4	4.8	†
Size of institution					
Less than 3,000	2.2	2.2	2.2	1.1	0.8
3,000 to 9,999	1.4	1.9	1.2	0.7	0.2
10,000 or more	0.1	0.2	0.0	0.0	0.0

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 6a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Sign language interpreters/trans-literators	Real-time captioning	Oral interpreters/trans-literators	Readers	Classroom notetakers or scribes	Faculty-provided written course notes or assignments	Adaptive equipment and technology	Physical adaptations to classrooms	Paratransit for on-campus mobility	Personal attendants	Independent living skills training	Audio textbooks/digitally recorded texts
All institutions	1.7	1.2	0.9	1.5	1.5	1.3	1.9	1.8	0.8	0.9	0.4	1.4
Institutional type												
Public 2-year	1.9	1.5	1.8	1.9	1.6	1.6	2.0	1.8	1.4	1.5	1.0	1.6
Private not-for-profit 2-year	†	†	6.8	14.6	15.2	15.3	14.4	11.7	6.8	5.2	†	14.6
Private for-profit 2-year	8.2	5.3	6.5	8.8	10.5	8.6	7.2	11.0	2.8	5.2	†	7.3
Public 4-year	1.8	1.7	1.3	1.9	1.9	2.0	2.0	1.8	1.5	0.7	0.9	1.8
Private not-for-profit 4-year	2.2	1.7	1.7	3.3	3.1	3.2	3.1	2.4	1.4	1.5	0.6	3.3
Private for-profit 4-year	9.7	7.8	8.8	8.3	6.6	7.2	6.2	7.8	3.5	†	2.6	7.3
Size of institution												
Less than 3,000	2.7	1.7	1.5	2.4	2.5	2.1	3.1	2.9	1.1	1.4	0.5	2.1
3,000 to 9,999	1.5	1.4	1.6	1.5	1.2	1.6	0.7	1.6	1.5	0.9	1.2	1.0
10,000 or more	0.0	0.2	0.2	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.0	0.0

See notes at end of table.

Table 6a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions enrolling students with disabilities that provided various services or accommodations to students with disabilities, by institutional characteristics: 2008–09—Continued

Institutional characteristic	Large print or Braille materials	Help with learning strategies or study skills	Tutors to assist with ongoing coursework	Alternative exam formats	Additional exam time	Course substitution or waiver	Priority class registration	Disability resource handbook	Career or placement services targeted for students with disabilities	Disability benefits counseling	Counseling about vocational rehabilitation services	Moving classes to a more accessible location	Other
All institutions	1.4	1.6	2.0	1.5	1.2	1.1	1.2	1.5	1.5	0.9	1.4	1.0	1.0
Institutional type													
Public 2-year	1.7	1.6	2.3	1.9	1.1	1.7	2.0	2.2	2.1	1.4	2.0	1.8	1.3
Private not-for-profit 2-year	6.8	11.4	11.4	12.3	14.0	10.4	12.1	14.6	10.4	13.3	14.6	12.5	11.4
Private for-profit 2-year	7.4	8.2	10.0	9.1	6.7	5.2	4.3	4.2	7.4	6.6	7.9	5.7	3.9
Public 4-year	1.7	1.8	1.8	2.0	0.4	2.3	2.3	2.3	1.3	0.9	1.6	1.8	1.4
Private not-for-profit 4-year	3.4	2.6	3.6	3.1	2.1	2.4	2.3	2.4	1.9	0.9	2.8	2.8	2.1
Private for-profit 4-year	7.3	7.9	7.8	6.8	6.4	3.9	5.5	6.2	4.8	2.6	5.3	5.1	6.3
Size of institution													
Less than 3,000	2.3	2.5	3.2	2.5	2.0	1.6	1.7	2.2	2.3	1.4	2.3	1.7	1.7
3,000 to 9,999	1.6	1.4	2.3	1.1	0.3	1.9	1.8	2.1	1.6	1.1	1.8	1.7	1.3
10,000 or more	0.0	0.1	0.2	0.0	†	0.1	0.1	0.3	0.2	0.4	0.2	0.4	0.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Table 7a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that require verification of student disabilities, and what those institutions accept as sufficient, stand-alone verification, by institutional characteristics: 2009

Institutional characteristic	Require verification	Accepted as sufficient, stand-alone verification		
		Comprehensive vocational rehabilitation agency evaluation	Individualized Education Program (IEP) from a secondary school	504 Plan from a secondary school
All institutions	0.9	1.4	1.3	1.6
Institutional type				
Public 2-year	0.6	0.8	2.3	2.3
Private not-for-profit 2-year	8.6	10.5	14.0	14.3
Private for-profit 2-year	4.7	5.4	9.0	8.8
Public 4-year	0.9	1.3	1.7	1.7
Private not-for-profit 4-year	2.5	4.0	2.7	3.1
Private for-profit 4-year	0.0	4.8	6.7	6.1
Size of institution				
Less than 3,000	1.4	2.1	1.9	2.5
3,000 to 9,999	0.1	0.8	1.7	1.9
10,000 or more	†	0.1	0.3	0.4

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 8a. Standard errors for the percentage distribution of 2-year and 4-year degree-granting postsecondary institutions indicating the extent to which the person or office responsible for providing support services to students with disabilities worked, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities, by institutional characteristics: 2009

Institutional characteristic	Extent person or office responsible for students with disabilities worked with state vocational rehabilitation agency				
	Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	1.5	1.5	1.1	0.9	1.1
Institutional type					
Public 2-year	0.7	2.1	2.1	1.9	0.4
Private not-for-profit 2-year	7.8	13.1	9.4	7.8	7.8
Private for-profit 2-year	4.9	8.3	6.4	2.9	5.4
Public 4-year	1.5	1.9	1.6	1.6	0.3
Private not-for-profit 4-year	3.1	2.1	1.2	0.8	2.5
Private for-profit 4-year	4.6	9.2	4.8	3.9	5.6
Size of institution					
Less than 3,000	2.4	2.3	1.7	1.1	1.7
3,000 to 9,999	1.0	1.9	1.6	1.8	0.4
10,000 or more	0.0	0.1	0.3	0.1	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 9a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that distribute materials designed to encourage students with disabilities to identify themselves to the institution, and the percent that provide various kinds of education materials or activities designed to assist faculty and staff in working with students with disabilities, by institutional characteristics: 2009

Institutional characteristic	Distribute materials designed to encourage students with disabilities to identify themselves	Education materials or activities designed to assist faculty and staff						
		One-on-one discussions with faculty/staff who request information or assistance	Workshops and presentations to faculty groups	Faculty/staff handbook	Information resources (e.g., books, videos) available for faculty/staff use	Annual mailings or e-mails to faculty/staff	Collection of resources available on your institution's website	Other
All institutions	1.5	0.9	1.6	1.9	1.2	1.1	1.3	1.2
Institutional type								
Public 2-year	1.4	0.7	1.8	1.7	1.9	1.9	2.1	1.3
Private not-for-profit 2-year .	13.2	9.2	13.2	13.2	12.6	12.7	10.3	7.8
Private for-profit 2-year	6.5	4.7	9.4	7.2	5.2	4.2	5.5	1.9
Public 4-year	1.1	1.1	2.0	2.3	2.1	2.4	2.3	0.9
Private not-for-profit 4-year .	2.2	2.5	3.0	3.6	1.7	2.7	2.0	2.4
Private for-profit 4-year	8.6	6.0	8.3	7.9	6.6	6.3	5.8	3.2
Size of institution								
Less than 3,000	2.2	1.3	2.5	2.9	1.7	1.6	1.8	1.9
3,000 to 9,999	1.0	0.2	1.3	1.6	2.0	2.0	1.9	0.9
10,000 or more	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 10a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions that use a main website, and percentage distribution of the extent to which those institutions' main websites follow established accessibility guidelines or recommendations for users with disabilities, by institutional characteristics: 2009

Institutional characteristic	Website used	Extent main website follows established accessibility guidelines				
		Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	1.2	1.6	1.3	1.0	1.2	1.5
Institutional type						
Public 2-year	0.8	1.0	1.8	1.9	1.6	1.6
Private not-for-profit 2-year	10.3	13.0	6.1	4.6	†	13.3
Private for-profit 2-year	6.2	8.5	5.5	†	3.9	10.5
Public 4-year	1.4	1.1	1.4	1.7	1.8	1.4
Private not-for-profit 4-year	2.3	2.5	2.5	1.4	2.0	2.4
Private for-profit 4-year	4.5	3.8	6.3	6.8	6.7	7.0
Size of institution						
Less than 3,000	1.8	2.4	2.0	1.3	1.9	2.3
3,000 to 9,999	0.3	0.9	1.0	1.8	1.4	1.7
10,000 or more	0.0	†	0.0	0.1	0.2	0.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 11a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions indicating that their institution conducts various activities related to accessibility and provides various services and accommodations to the general public, by institutional characteristics: 2009

Institutional characteristic	Activities related to accessibility conducted by the institution					Services and accommodations provided to the general public			
	Integrate accessibility features during major renovation and new construction projects	Offer students, faculty, and staff the opportunity to provide input on accessibility features during project planning stages	Conduct needs assessments pertaining to accessibility	Have procurement policies that promote the purchase of accessible products (e.g., technology)	Provide regular training opportunities to faculty about ways to make instruction more accessible to all students	Publicize the availability of adaptive equipment, technology, or services at institution-sponsored events open to the public	Offer printed materials in alternate formats	Provide outreach to community members with disabilities	
All institutions	1.1	2.0	1.8	1.6	1.8	1.0	1.4	1.0	
Institutional type									
Public 2-year	1.0	1.6	1.7	1.8	2.0	1.7	2.2	1.9	
Private not-for-profit 2-year	5.0	13.2	13.2	12.6	13.2	8.8	9.2	9.2	
Private for-profit 2-year	5.8	7.7	7.3	8.3	6.4	3.7	4.1	4.1	
Public 4-year	1.0	1.9	1.7	1.9	2.1	1.9	2.0	1.7	
Private not-for-profit 4-year	2.1	3.6	2.6	2.5	3.1	1.8	2.2	1.5	
Private for-profit 4-year	5.5	5.8	7.4	7.1	7.1	4.8	5.3	3.0	
Size of institution									
Less than 3,000	1.7	3.0	2.8	2.4	2.7	1.4	2.1	1.4	
3,000 to 9,999	0.6	1.9	1.7	1.9	1.9	2.0	1.9	1.7	
10,000 or more	0.0	0.1	0.1	0.2	0.2	0.1	0.2	0.2	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Table 12a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009

Institutional characteristic	Limited staff resources to provide faculty and staff with training on accessibility issues	Costs associated with purchasing appropriate technology	Other institutional priorities	Lack of incentives for faculty to change their instructional practices	Costs associated with incorporating Universal Design features into major renovation and new construction projects
All institutions	1.6	1.8	1.8	1.4	1.4
Institutional type					
Public 2-year	1.9	1.8	2.1	1.9	1.5
Private not-for-profit 2-year	13.0	12.6	12.4	12.6	12.5
Private for-profit 2-year	6.1	8.3	7.8	5.5	7.4
Public 4-year	1.8	2.3	2.3	2.0	2.0
Private not-for-profit 4-year	3.5	3.5	3.5	3.4	3.3
Private for-profit 4-year	8.8	7.0	9.3	7.1	5.4
Size of institution					
Less than 3,000	2.4	2.7	2.6	2.2	2.1
3,000 to 9,999	1.8	2.0	2.0	1.8	1.6
10,000 or more	0.2	0.3	0.2	0.2	0.2

See notes at end of table.

Table 12a. Standard errors for the percent of 2-year and 4-year degree-granting postsecondary institutions indicating that various barriers hinder the implementation of Universal Design features at their institution to a moderate or major extent, by institutional characteristics: 2009—Continued

Institutional characteristic	Limited ability to adapt or retrofit existing facilities (e.g., historical considerations)	Limited availability or interest on the part of faculty to participate in training opportunities related to accessibility issues	Lack of information and resources on Universal Design	Lack of perceived need for services and accommodations	A focus on minimal legal requirements for accessibility and accommodations	Questions about the usefulness of Universal Design
All institutions	1.5	1.6	1.4	1.6	1.5	1.3
Institutional type						
Public 2-year	2.0	1.7	2.0	1.6	1.7	1.7
Private not-for-profit 2-year	12.6	12.6	13.2	13.2	13.1	11.4
Private for-profit 2-year	6.9	6.0	5.2	7.0	4.4	4.8
Public 4-year	2.1	2.0	1.9	2.0	1.9	2.0
Private not-for-profit 4-year	3.0	3.9	3.1	4.0	2.7	2.5
Private for-profit 4-year	7.7	5.7	8.1	6.7	6.6	5.3
Size of institution						
Less than 3,000	2.2	2.6	2.0	2.4	2.2	2.0
3,000 to 9,999	1.7	1.5	2.3	1.6	1.7	1.5
10,000 or more	0.2	0.2	0.3	0.2	0.2	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Appendix B
Technical Notes

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Technical Notes

Postsecondary Education Quick Information System

The Postsecondary Education Quick Information System (PEQIS) was established in 1991 by the National Center for Education Statistics (NCES), U.S. Department of Education (ED). PEQIS is designed to conduct brief surveys of postsecondary institutions or state higher education agencies on postsecondary education topics of national importance. Surveys are generally limited to three pages of questions, with a response burden of 30 to 45 minutes per respondent. Most PEQIS institutional surveys use a previously recruited, nationally representative panel of institutions. The PEQIS panel was originally selected and recruited in 1991–92. In 1996, 2002, and 2006, the PEQIS panel was reselected to reflect changes in the postsecondary education universe that had occurred since the original panel was selected. A modified Keyfitz approach was used to maximize overlap between the panels for each reselection. This approach resulted in about 80 percent of the institutions overlapping for each reselection of the panel (Brick, Morganstein, and Wolters 1987).

The 2009 PEQIS survey on students with disabilities used the sampling frame for the 2006 PEQIS panel, which was constructed from the 2005 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file. Institutions eligible for the 2006 PEQIS frame included 2-year and 4-year (including graduate-level) institutions that are both Title IV eligible and degree granting, and are located in the 50 states and the District of Columbia: a total of 4,265 institutions. The 2006 PEQIS sampling frame was stratified by instructional level (4-year, 2-year), control (public, private not-for-profit, private for-profit), highest level of offering (doctor's/first-professional, master's, bachelor's, less than bachelor's), and total enrollment. Within each of the strata, institutions were sorted by region (Northeast, Southeast, Central, West) and by whether the institution had a relatively high combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students. The sample of 1,627 institutions was allocated to the strata in proportion to the aggregate square root of total enrollment. Institutions within a stratum were sampled with equal probabilities of selection. Panel recruitment was conducted with the 339 institutions that were selected for the 2006 panel that were not part of the 2002 panel.

Each institution in the PEQIS panel was asked to identify a campus representative to serve as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and forwarding the questionnaire to that person. Data are weighted to produce national estimates, and the sample size allows for limited breakouts by classification variables. However, as the number of categories within a classification variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

Sample Selection and Response Rates

The sample for the survey on students with disabilities consisted of the 1,558 institutions in the PEQIS panel in the fall of 2009. Questionnaires (see appendix C) were mailed to the PEQIS coordinators at the institutions in November 2009. Coordinators were told that the survey was designed to be completed by the person at the institution most knowledgeable about the institution's students with disabilities and the services provided to these students by the institution. Respondents had the option of completing the survey online. Telephone follow-up of nonrespondents was initiated in January 2010; data collection and clarification were completed in June 2010. During data collection, six institutions were determined to be

ineligible for the PEQIS survey on students with disabilities— four U.S. service academies to which students with disabilities are not admitted due to the requirement to serve as commissioned officers after graduation, and two institutions whose data were combined with other campuses of the same institution for reporting purposes by the institution. For the eligible institutions, an unweighted response rate of 91 percent was obtained (1,417 responding institutions divided by the 1,552 eligible institutions in the sample for this survey). The weighted response rate for this survey was 89 percent. Of the institutions that completed the survey, 68 percent completed it online, 25 percent completed it by mail, 7 percent completed it by fax, and less than 1 percent completed it by telephone or e-mail. The weighted number of eligible institutions in the survey represents the estimated universe of eligible postsecondary institutions in the 50 states and the District of Columbia (see table B-1).

Table B-1. Number and percent of degree-granting postsecondary institutions in study, and estimated number and percent in the nation, for the total sample and for institutions that enrolled students with disabilities, by institutional characteristics: 2008–09

Institutional characteristic	Total sample				Enrolled students with disabilities during the 12-month 2008–09 academic year			
	Responding institutions (unweighted)		National estimate (weighted)		Responding institutions (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	1,420	100	4,170	100	1,370	100	3,680	100
Institutional type								
Public 2-year	500	35	1,040	25	500	37	1,040	28
Private not-for-profit 2-year	20	1	110	3	10	1	90	2
Private for-profit 2-year	50	3	480	12	30	2	310	8
Public 4-year	400	29	630	15	400	29	620	17
Private not-for-profit 4-year	410	29	1,510	36	390	29	1,330	36
Private for-profit 4-year	40	3	390	9	30	2	290	8
Size of institution								
Less than 3,000	480	34	2,720	65	430	32	2,230	61
3,000 to 9,999	480	34	960	23	480	35	960	26
10,000 or more	460	33	490	12	460	34	490	13

NOTE: Information about students with disabilities represents only those students who identified themselves to their institution as having a disability, since these are the only students about whom the institutions could report. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Students With Disabilities at Postsecondary Education Institutions,” 2009.

Imputation for Item Nonresponse

Data were imputed for all questionnaire items with missing data. The response rates for those 67 items are listed in table B-2. The missing items included both numerical data such as counts of total numbers of students with disabilities enrolled at institutions, as well as categorical data such as whether institutions provided various services and accommodations to students with disabilities. Fifty-four of the missing data items were imputed using a “hot-deck” approach to obtain a “donor” institution from which the imputed values were derived. Under the hot-deck approach, a donor institution that matched selected characteristics of the institution with missing data (the recipient institution) was identified. The matching characteristics included PEQIS stratum (defined by sector, highest level of offering, and enrollment size) and whether the institution enrolled any students with disabilities. In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to derive the imputed values for the institution with missing data. For categorical items, the imputed value was simply the corresponding value from the donor institution. For the total number of students with disabilities (a numerical item), the imputed value was calculated by taking the donor’s response for that

item and dividing that number by the total number of students enrolled in the donor institution. This ratio was then multiplied by the total number of students enrolled in the recipient institution to provide an imputed value. Missing items for a given institution were imputed from the same donor whenever possible.

Imputation of missing counts of students with certain types of disability (Q4a-Q4l) did not use a hot-deck approach because of the relationships between questions 2 and 4 and the items within question 4. Instead, the total number of students with a disability (Q2) was compared to the total number of students assigned to a disability type, taking into account duplicated and unduplicated counts, and the difference was apportioned to the missing items, based on the average distribution across the items within the stratum. This distribution was calculated only for institutions with no missing Q4 items. In addition, where appropriate, the counts in the “Other” category were redistributed to the missing items. Information contained in the text field for the “Other” category often provided information as to how this redistribution should be done.

Table B-2. Percent of cases with imputed data in the respondent sample, and percent of cases with imputed data the sample represents, by questionnaire items: 2008–09

Questionnaire item	Description	Responding institutions (unweighted)	National estimate (weighted)
Q2	Total number of students with disabilities	0.21	0.17
Q3	Type of count: total number of students with disabilities	0.07	0.03
Q4A	How many students had: difficulty hearing	2.19	2.46
Q4B	How many students had: difficulty seeing	2.33	2.51
Q4C	How many students had: difficulty speaking	3.46	2.96
Q4D	How many students had: mobility limitation	3.03	2.88
Q4E	How many students had: Traumatic Brain Injury	3.39	3.34
Q4F	How many students had: specific learning disabilities	3.53	3.74
Q4G	How many students had: ADD/ADHD	6.28	4.83
Q4H	How many students had: Autism Spectrum Disorders	6.35	4.30
Q4I	How many students had: intellectual disability	3.53	3.21
Q4J	How many students had: health impairment	5.58	4.31
Q4K	How many students had: psychological condition	3.39	3.64
Q4L	How many students had: other functional limitation	7.13	5.11
Q5	Type of count: specific disability categories	1.13	0.58
Q6	Type of students represented in total count	0.07	0.04
Q7B	Institution provided: real-time captioning	0.42	0.23
Q7C	Institution provided: oral interpreters/transliterators	0.42	0.31
Q7D	Institution provided: readers	0.07	0.04
Q7E	Institution provided: classroom notetakers/scribes	0.14	0.21
Q7F	Institution provided: faculty-provided written notes/assignments	0.28	0.28
Q7G	Institution provided: adaptive equipment/technology	0.07	0.04
Q7H	Institution provided: physical adaptations to classrooms	0.28	0.10
Q7I	Institution provided: paratransit	0.28	0.14
Q7J	Institution provided: personal attendants	0.07	0.02
Q7K	Institution provided: independent living skills training	0.07	0.02
Q7L	Institution provided: audio textbooks/digitally recorded texts	0.14	0.17
Q7M	Institution provided: large print/Braille materials	0.21	0.29
Q7N	Institution provided: help with learning strategies/study skills	0.28	0.16

See notes at end of table.

**Table B-2. Percent of cases with imputed data in the respondent sample, and percent of cases with imputed data the sample represents, by questionnaire items: 2008–09—
Continued**

Questionnaire item	Description	Responding institutions (unweighted)	National estimate (weighted)
Q7O	Institution provided: tutors	0.49	0.40
Q7S	Institution provided: priority class registration	0.14	0.15
Q7T	Institution provided: disability resource handbook	0.21	0.40
Q7U	Institution provided: targeted career/placement services	0.28	0.49
Q7V	Institution provided: disability benefits counseling	0.49	0.26
Q7W	Institution provided: counseling about voc rehab	0.28	0.16
Q7X	Institution provided: moving classes to accessible location	0.21	0.14
Q8A	Institution accepts: IEP	0.21	0.38
Q8B	Institution accepts: 504 Plan	0.21	0.38
Q8C	Institution accepts: voc rehab evaluation	0.42	0.20
Q10	Materials distributed to encourage students with disabilities to self-identify	0.21	0.26
Q11A	Institution provides: faculty or staff handbook	0.21	0.62
Q11B	Institution provides: annual mailings/e-mails to faculty/staff	0.21	0.32
Q11C	Institution provides: workshops/presentations to faculty	0.07	0.21
Q11D	Institution provides: one-on-one discussions with faculty/staff	0.07	0.21
Q11E	Institution provides: information resources to faculty/staff	0.07	0.21
Q11F	Institution provides: faculty/staff with web resources	0.14	0.29
Q11G	Institution provides: faculty/staff other materials/activities	0.07	0.21
Q14	Extent institution's main website follows accessibility guidelines	0.07	0.07
Q15A	Accessibility activities: needs assessments	0.71	0.77
Q15B	Accessibility activities: opportunity for student/faculty/staff input	0.71	0.78
Q15C	Accessibility activities: procurement policies of accessible products	1.27	0.92
Q15D	Accessibility activities: integrates accessibility features during renovation/ construction	0.35	0.44
Q15E	Accessibility activities: regular training opportunities for faculty	0.35	0.35
Q16A	Provides general public: printed materials in alternate formats	0.21	0.15
Q16B	Provides general public: publicizes availability of adaptive equipment/technology/ services	0.14	0.05
Q16C	Provides general public: outreach to community members with disabilities	0.21	0.37
Q17A	Barriers to Universal Design: lack of perceived need for services	0.35	0.20
Q17B	Barriers to Universal Design: focus on minimal legal requirements	0.42	0.57
Q17C	Barriers to Universal Design: other institutional priorities	0.49	0.32
Q17D	Barriers to Universal Design: lack of information/resources	0.49	0.46
Q17E	Barriers to Universal Design: questions about usefulness	0.42	0.27
Q17F	Barriers to Universal Design: lack of incentives for faculty to change instruction	0.42	0.29
Q17G	Barriers to Universal Design: limited staff resources to provide faculty/staff training	0.42	0.29
Q17H	Barriers to Universal Design: limited faculty availability or interest to participate in training	0.35	0.25
Q17I	Barriers to Universal Design: costs of Universal Design in renovation and construction	0.28	0.15
Q17J	Barriers to Universal Design: costs of appropriate technology	0.35	0.18
Q17K	Barriers to Universal Design: limited ability to adapt facilities	0.35	0.25

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Data Reliability

While the “Students With Disabilities at Postsecondary Education Institutions” survey was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (see table B-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates (Levy and Lemeshow 1991).

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of degree-granting postsecondary institutions that enrolled students with disabilities is 88 percent and the standard error is 1.4 percent (see tables 1 and 1a). The 95 percent confidence interval for the statistic extends from $[88 - (1.4 \times 1.96)]$ to $[88 + (1.4 \times 1.96)]$, or from 85.3 to 90.7 percent. The 1.96 is the *critical value* for a statistical test at the 0.05 significance level (where 0.05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the PEQIS survey on students with disabilities were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates (Kish 1965). To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication (Levy and Lemeshow 1991). As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 51 stratified subsamples of the full sample were created and then dropped 1 at a time to define 51 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.¹⁰

No adjustments were made to the standard errors to account for the variability introduced by the imputation process. Imputed values were treated in the same way as observed values. The standard errors will therefore be underestimated (Levy and Lemeshow 1991). However, due to the very small number of missing values that required imputation (see table B-2), and the hot-deck imputation method which used

¹⁰The WesVar program and documentation is available for download at http://www.westat.com/Westat/expertise/information_systems/WesVar/index.cfm.

variables correlated to the imputed variables to create imputation classes from which a donor was chosen, this bias is expected to be small for this study.

Specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student's *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Student's *t* values were computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with individuals at postsecondary institutions deemed by their institutions to be the most knowledgeable about students with disabilities at their institutions, and the services provided to these students by the institution. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES and the data requester at the Office of Special Education and Rehabilitative Services. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data entered for all surveys received by mail, fax, or telephone were verified to ensure accuracy.

Definitions of Analysis Variables

- **Institutional type:** public 2-year, private not-for-profit 2-year, private for-profit 2-year, public 4-year, private not-for-profit 4-year, private for-profit 4-year. Type was created from a combination of level (2-year, 4-year) and control (public, private not-for-profit, private for-profit). Two-year institutions are defined as institutions at which the highest level of offering is at least 2 but less than 4 years (below the baccalaureate degree); 4-year institutions are those at which the highest level of offering is 4 or more years (baccalaureate or higher degree).¹¹

¹¹Definitions for level are from the data file documentation for the Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file, U.S. Department of Education, National Center for Education Statistics.

- **Institution size:** less than 3,000 students (small); 3,000 to 9,999 students (medium); and 10,000 or more students (large). The institution size categories were specified for PEQIS starting with the first PEQIS report in 1994 (Lewis and Farris 1994). They reflect the enrollment categories used to determine an approximately optimum allocation of the sample and provide roughly equal numbers of sample institutions for each of the three broad size categories for robust statistical reporting.

Definitions of Terms Used in This Report

Definitions for the following terms were not included on the questionnaire.

- **Individualized Education Program (IEP):** An Individualized Education Program (IEP) is a written plan that is designed for any student who receives special education and related services. IEPs are required for every special education student under the federal Individuals with Disabilities Education Act (IDEA). The IEP describes the goals that are set for the student over the course of the school year and spells out any special supports needed to help achieve those goals.
- **504 Plan:** Section 504 of the Rehabilitation Act of 1973 is a federal law that protects the civil rights of persons with disabilities. The Act prohibits any organization that receives federal funds from discriminating against otherwise qualified individuals because of a disability. Each student who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 Plan developed for him/her to use in school. The plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to meet the student's needs, and the person(s) responsible for implementing the accommodations.

Contact Information

For more information about the Postsecondary Education Quick Information System or the Survey on Students with Disabilities at Postsecondary Education Institutions, contact Jared Coopersmith, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street, NW, Washington, DC 20006; e-mail: jared.coopersmith@ed.gov; telephone (202) 219-7106.

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Appendix C
Questionnaire

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. No.: 1850-0733
EXPIRATION DATE: 06/2012

**STUDENTS WITH DISABILITIES AT
POSTSECONDARY EDUCATION INSTITUTIONS**

POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. (Public Law 107-279, Education Sciences Reform Act, Section 183.)

Definition and Instructions

Disability: a physical or mental condition that causes functional limitations that substantially limit one or more major life activities, including mobility, communication (seeing, hearing, speaking), and learning.

The survey is designed to be completed by the person or office at your institution most knowledgeable about students with disabilities, and the services provided to these students by your institution. In most cases, this will be the disability support services office or coordinator. Please feel free to collaborate with colleagues at your institution who may be able to assist you in completing the survey.

IF ABOVE INSTITUTION INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____

Title/Position: _____

Telephone Number: _____ Email: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:
Mail: Kimberley Raue (8096.18.03) Westat 1600 Research Boulevard Rockville, Maryland 20850-3129	Kimberley Raue at Westat 800-937-8281, Ext. 3865 or 301-294-3865 Email:disabilitysurvey@westat.com
Fax: 800-254-0984	

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Before you answer the questions, please carefully read the definition and instructions on the cover.

1. In 2008–09 (12-month academic year), were there any students enrolled at your institution who identified themselves to your institution as having a disability?
 Yes..... 1 (*Continue with question 2.*) No..... 2 (*Skip to question 8.*)

2. What is the **total number** of students enrolled at your institution in 2008–09 (12-month academic year) who identified themselves to your institution as having a disability? _____

3. Which *one* of the following best describes the **total number** of students with disabilities that you provided in **question 2?** (*Circle only one number.*)
 Each student with a disability is counted only once in the total, regardless of the number of disabilities he or she has (i.e., an unduplicated count) 1
 Students with multiple disabilities are counted multiple times in the total (i.e., a duplicated count) 2
 Other (*please describe*): _____ 3

4. Please provide the number of students enrolled at your institution in 2008–09 (12-month academic year) who identified themselves to your institution as having a functional limitation, disability, or condition causing functional limitation. Please report the number of students using the categories listed below. *Enter "0" if there were no students in a particular limitation, disability, or condition category.*
 - a. Difficulty hearing (i.e., deaf or hard of hearing) _____
 - b. Difficulty seeing (i.e., blind or visual impairment that cannot be corrected by wearing glasses or contact lenses) _____
 - c. Difficulty speaking or language impairment _____
 - d. Mobility limitation/orthopedic impairment _____
 - e. Traumatic Brain Injury _____
 - f. Specific learning disabilities _____
 - g. Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD) _____
 - h. Autism Spectrum Disorders, including Asperger Syndrome _____
 - i. Cognitive difficulties, intellectual disability, or mental retardation _____
 - j. Health impairment/condition, including chronic conditions _____
 - k. Depression, anxiety, or other mental illness/psychological or psychiatric condition, including Post-Traumatic Stress Disorder (PTSD) _____
 - l. Other (*specify*): _____ _____

5. Which *one* of the following best describes the counts of the number of students in the **specific categories** that you provided in **question 4?** (*Circle only one number.*)
 Each student with a disability is counted only once in the specific categories, by their only or primary disability (i.e., unduplicated counts of students) 1
 Students with multiple disabilities are counted multiple times in the specific categories (i.e., duplicated counts of students across disability categories) 2
 Other (*please describe*): _____ 3

6. Which *one* of the following *best describes* which students with disabilities are represented in the count that you provided in **question 2?** (*Circle the one option that best applies.*)
 Only students to whom services/accommodations were provided, regardless of whether disabilities were verified 1
 Students who provided verification of their disabilities, regardless of whether services/ accommodations were provided 2
 Students who identified themselves to your office as having a disability, regardless of whether disabilities were verified or services/accommodations were provided 3
 Students who have been reported to your office as having identified themselves as having a disability, regardless of whether your office had any contact with them. This includes information provided to your office about students with disabilities by other offices (e.g., the admissions or registrar's office), even if your office had no contact with them 4
 Other (*please describe*): _____ 5

7. Listed below are support services or accommodations **designed for** students with disabilities. Please indicate whether your institution provided that service or accommodation to a student with disabilities **in 2008–09** (12-month academic year). Include only services and accommodations designed for students with disabilities. Do not include services or accommodations available to all students, regardless of disability status. *(Circle one on each line.)*

	Yes	No
a. Sign language interpreters/transliterators.....	1	2
b. Real-time captioning	1	2
c. Oral interpreters/transliterators	1	2
d. Readers	1	2
e. Classroom notetakers or scribes	1	2
f. Faculty-provided written course notes or assignments	1	2
g. Adaptive equipment and technology (e.g., assistive listening devices, talking computers)	1	2
h. Physical adaptations to classrooms.....	1	2
i. Paratransit for on-campus mobility	1	2
j. Personal attendants	1	2
k. Independent living skills training	1	2
l. Audio textbooks/digitally recorded texts	1	2
m. Large print or Braille materials	1	2
n. Help with learning strategies or study skills	1	2
o. Tutors to assist with ongoing coursework.....	1	2
p. Alternative exam formats (e.g., large print, Braille, audio formats)	1	2
q. Additional exam time.....	1	2
r. Course substitution or waiver	1	2
s. Priority class registration.....	1	2
t. Disability resource handbook.....	1	2
u. Career or placement services targeted for students with disabilities	1	2
v. Disability benefits counseling (e.g., SSI, SSDI, Medicare, Medicaid)	1	2
w. Counseling about vocational rehabilitation services.....	1	2
x. Moving classes to a more accessible location.....	1	2
y. Other (<i>specify</i>): _____	1	2

8. Does your institution accept the following types of documentation as sufficient, stand-alone verification of student disabilities? *(Circle one on each line.)*

If your institution does not require verification of student disabilities, check here and go to question 9.

	Yes	No
a. IEP from a secondary school	1	2
b. 504 Plan from a secondary school.....	1	2
c. Vocational rehabilitation agency evaluation (if comprehensive)	1	2

9. To what extent does the person or office responsible for providing support services to students with disabilities work, either formally or informally, with the state vocational rehabilitation agency regarding students with disabilities? *(Circle one.)*

Not at all..... 1 Minor extent..... 2 Moderate extent..... 3 Major extent..... 4 Don't know 5

10. Does your institution distribute any materials designed to encourage students with disabilities to identify themselves to the institution?

Yes 1 No 2

11. Which of the following kinds of education materials or activities, if any, does your institution provide for faculty and staff designed to assist them in working with students with disabilities? *(Circle one on each line.)*

	Yes	No
a. Faculty/staff handbook.....	1	2
b. Annual mailings or emails to faculty/staff	1	2
c. Workshops and presentations to faculty groups	1	2
d. One-on-one discussions with faculty/staff who request information or assistance	1	2
e. Information resources (e.g., books, videos) available for faculty/staff use.....	1	2
f. Collection of resources available on your institution's website.....	1	2
g. Other (<i>specify</i>): _____	1	2

12. During the current academic year (2009–10), does your institution have any programs designed specifically for postsecondary students with cognitive difficulties, intellectual disabilities, or mental retardation?
 Yes..... 1 (Continue with question 13.) No..... 2 (Skip to question 14.)
13. As of October 1, 2009, how many students were enrolled in your institution's programs designed specifically for postsecondary students with cognitive difficulties, intellectual disabilities, or mental retardation? _____
14. To what extent does your institution's main website follow established accessibility guidelines or recommendations for users with disabilities (e.g., guidelines/recommendations from the World Wide Web Consortium)? (Circle one.)
 If no website is used, check here and go to question 15.
 Not at all..... 1 Minor extent..... 2 Moderate extent..... 3 Major extent..... 4 Don't know..... 5
15. Does your institution conduct any of the following activities related to accessibility? (Circle one on each line.)
- | | Yes | No |
|--|-----|----|
| a. Conduct needs assessments pertaining to accessibility..... | 1 | 2 |
| b. Offer students, faculty, and staff the opportunity to provide input on accessibility features during project planning stages..... | 1 | 2 |
| c. Have procurement policies that promote the purchase of accessible products (e.g., technology) | 1 | 2 |
| d. Integrate accessibility features during major renovation and new construction projects..... | 1 | 2 |
| e. Provide regular training opportunities to faculty about ways to make instruction more accessible to all students..... | 1 | 2 |
16. Does your institution provide the following services and accommodations to the general public? (Circle one on each line.)
- | | Yes | No |
|--|-----|----|
| a. Offer printed materials in alternate formats..... | 1 | 2 |
| b. Publicize the availability of adaptive equipment, technology, or services (e.g., assistive listening devices, sign language interpreters) at institution-sponsored events open to the public..... | 1 | 2 |
| c. Provide outreach to community members with disabilities..... | 1 | 2 |

Use this definition in your response to question 17. Universal Design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Other terms for Universal Design include Design For All, Inclusive Design, and Barrier-Free Design. Universal Design can be distinguished from meeting accessibility standards in the way that the accessible features have been integrated into the overall design (from *Universal Design Education Online project*).

17. To what extent are the following barriers to implementing Universal Design features at your institution? (Circle one on each line.)
- | | Not at all | Minor extent | Moderate extent | Major extent | Don't know |
|--|------------|--------------|-----------------|--------------|------------|
| a. Lack of perceived need for services and accommodations..... | 1 | 2 | 3 | 4 | 5 |
| b. A focus on minimal legal requirements for accessibility and accommodations..... | 1 | 2 | 3 | 4 | 5 |
| c. Other institutional priorities..... | 1 | 2 | 3 | 4 | 5 |
| d. Lack of information and resources on Universal Design..... | 1 | 2 | 3 | 4 | 5 |
| e. Questions about the usefulness of Universal Design..... | 1 | 2 | 3 | 4 | 5 |
| f. Lack of incentives for faculty to change their instructional practices..... | 1 | 2 | 3 | 4 | 5 |
| g. Limited staff resources to provide faculty and staff with training on accessibility issues..... | 1 | 2 | 3 | 4 | 5 |
| h. Limited availability or interest on the part of faculty to participate in training opportunities related to accessibility issues..... | 1 | 2 | 3 | 4 | 5 |
| i. Costs associated with incorporating Universal Design features into major renovation and new construction projects..... | 1 | 2 | 3 | 4 | 5 |
| j. Costs associated with purchasing appropriate technology..... | 1 | 2 | 3 | 4 | 5 |
| k. Limited ability to adapt or retrofit existing facilities (e.g., historical considerations)..... | 1 | 2 | 3 | 4 | 5 |