The Big Shift: Student Experiences with Virtual Transition and Disability Services Offices during the COVID-19 Pandemic

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Sarah Young, Ed.D. About Me

Doctorate in Higher Education Administration from GWU

Experience working in student/academic affairs (disability services, career services, dean of students, provost); experience lecturing English composition and literature in traditional, online, and hybrid modalities.

Research interests include disability studies; experiences of students with disabilities and DS providers in higher ed. Also, pedagogical practices/approaches to english learning; faculty experiences; women in academia.

Personal: engaged to be married this December (COVID bride from last year!); two dogs (Ziggy the Frenchton and Yoshi the Shiba Inu); loves brunch and wine; hobbies include reading and avoiding cicadas!
Presentation Objectives

- To learn about barriers faced by students with disabilities during the spring 2020 semester and their interaction with disability service offices (DSOs)
- To engage in collaborative discussion to determine any universality among barriers students faced and experiences of DSOs
- To consider recommendations for future research, practice, and/or policy
Introduction & Background

- COVID-19 Pandemic in Spring 2020
- Online Learning and Students with Disabilities
- Barriers to Success
Purpose of the Study

- To investigate student experiences
- To investigate the role of disability services
- To reflect on disability services involvement
- To provide recommendations for future
Methods & Framework

- General Qualitative Approach
  - Interviews
  - Coding
  - Data analysis

- Tinto’s student departure theory
Participants

- 4-year private postsecondary institution in Mid-Atlantic region
- 10 student participants registered with disability service office during Spring 2020 semester
Findings

- Barriers
- Positive Experiences
- Long-term or future virtual outlook
Think/Pair/Share

- Did students with disabilities at your institution experience these same barriers?
- Were there others for students with different disabilities (not represented in this study)?
- What were some of the same and/or different issues faced?
Engagement with Disability Services Office

- Positive Experiences
- Negative Experiences
- Communication
- Support and Outlook
Think/Pair/Share

- Did students engage with your DSO during spring 2020?
- What changed in your service, if anything?
- How was communication impacted?
Significance and Moving Forward

- Institutional Preparedness and Communication
- Formatting and Faculty
- DSO Advocacy
- Kindness and Empathy
Questions or Comments?

My information for further contact:

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References
Available Upon Request