

How Are Student Affairs and Student Services Impacting the Experience of Students with Disabilities in Higher Education?

A Review of the Literature

Ivan Noe, Chapman University

We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Research questions

- How do students with disabilities perceive their experience with receiving support from student services/student affairs?
- Are student service support units working together to communicate effectively in order to assist students with disabilities? What can they do to improve their services for students with disabilities?
- Do one-stop student service center models present additional or fewer barriers for students with disabilities?

Keywords Searched

- Students with Disabilities
- Student Affairs
- Student Services
- Higher Education
- Disability Services
- *One-stop student services*

Criteria for inclusion/exclusion

- Studies that directly surveyed individuals who identified as having one or more disabilities and were enrolled in postsecondary education
- Studies that measure perceptions of student service/student affairs professionals and faculty who work with targeted population
- No restriction on methodologies

Literature selected

- 22 articles included in literature review
 - 9 articles surveying students only
 - 2 articles surveying staff/faculty only
 - 6 articles surveying students and staff/faculty
 - 4 articles supporting taxonomy of disability support services
- Participants ranging from n=4 to n=761; average = 192.3
- Postsecondary institutions in the United States, United Kingdom, and Australia
- Multiple institution types were included, including 2-year public community colleges, 4-year private colleges, and 4-year public colleges

Themes across literature

- Implementation of Universal Design
- Student's negative experience regarding campus resources
- Support staff lacking training/knowledge of disabilities
- Negative Perception and Stigma

1. Implementation of Universal Design
2. Student's negative experience regarding campus resources
3. Support staff lacking training/knowledge of disabilities
4. Negative Perception and Stigma

X = inclusion of theme within article

	1	2	3	4
Baker et al. (2012)		X	X	X
Beck et al. (2014)	X		X	X
Burgstahler & Moore (2009)	X	X	X	X
Cawthon & Cole (2010)		X	X	X
Cory (2011)	X		X	
Dukes et al. (2016)				X
Fleming et al. (2017) (1)		X	X	X
Fleming et al. (2017) (2)		X	X	X
Fossey et al. (2017)		X	X	
Harbour (2009)		X	X	
Hong (2015)		X	X	X
Kendall (2016)			X	
Kimball et al. (2016)	X	X	X	X
Koca-Atabey (2017)			X	
Leake & Stodden (2014)	X		X	
Lyman et al. (2016)	X		X	
Meyers (2009)	X			X
O'Shea & Meyer (2017)		X	X	X
Reed et al. (2015)		X		X
Thornton & Downs (2011)			X	X
West (1993)		X	X	X
Ysell (2016)	X	X	X	X

Implementation of Universal Design

- Directly and indirectly referenced by students with disabilities as well as staff and faculty of colleges and universities as a means of improving the overall experience of all enrolled students (Beck et al., 2014; Burgstahler 2009; Kimball et al., 2016).
- Establishes the idea that learning about disabilities should be a campus-wide endeavor (Myers, 2009).
- An example of a co-curricular implementation of UD is the installation of large screens through college to promote events, deadlines, and general services.

Student's negative experience regarding campus resources

- Issues regarding the understanding of how, when, and where to disclose disabilities (Burgstahler et al., 2009; Fleming et al., 2017; Leake et al., 2014)
- The complexities associated with understanding and advocating for specific accommodations
- Lack of available resources – specifically, need for increased access to counseling and other types of support service, enhanced testing accommodations (increased numbers of testing centers), and increased attention from staff and faculty across campus (Lyman et al., 2016).

Support staff lacking training/knowledge of disabilities

- Wanting to feel safe and comfortable with college support staff – not always the case.
- Reported feeling burdensome when pursuing support, discouraged from revisiting (Lyman et al., 2016; Yssel et al., 2016).
- Support staff were unhelpful, lacked individualization, and failed to comprehend/assist with students with varying types of disabilities.

Negative Perception and Stigma

- Students reported a concern with the perception of being identified as a student with a disability.
- Judgment from peers, including lack of understanding, lack of respect, ridicule, rejection, and exclusion (Lyman, Beecher, Griner, Brooks, Call & Jackson, 2016; Kendall 2016; Yssel et al., 2016).
- Reported a fear of adverse impact towards future career opportunities as a direct consequence of disclosing their disabilities to their college or university

Discussion

- Mixed to negative reviews – but many suggestions for improvement to services!
- A centralized location such as a one-stop student service center can provide a campus-wide location for assistance
 - Universal Design to reduce need for individualization
- Increased level of staff understanding and larger availability of resources more will improve sense of community and confidence of students with disabilities

Conclusions

- Additional research should be completed measuring the experiences of students with disabilities utilizing one-stop student service centers
 - Also additional research on Student Affairs/Student Services outside of Disability Services at institutions that do not have one-stops
- Inclusion of a more diverse group of students in future studies (especially students of color)

Session Evaluation

- Your feedback helps shape future programming.
- Thank you for attending!