

TAKE-HOME THOUGHT EXPERIMENT:

Below is a sample population at a community college. The sample body consists of active students who are currently enrolled in classes with a declared major.

Let's examine how this information can help Administration and Faculty better support Students with disabilities

STEP 1. Understanding Data & Institutional Roles

| Sample body Demographic | Total Students | Total Students % | CSA-Autism Registered | CSA-Autism Registered % |
|--------------------------------|-----------------------|-------------------------|------------------------------|--------------------------------|
| Architecture | 15 | 0.56% | 0 | 0.00% |
| Art/Design | 187 | 6.94% | 5 | 0.18% |
| Bio/Chem/Environmental | 105 | 3.90% | 1 | 0.04% |
| Business | 428 | 15.89% | 2 | 0.07% |
| Computer Programming | 405 | 15.04% | 5 | 0.18% |
| Education | 102 | 3.79% | 0 | 0.00% |
| Health Science | 858 | 31.86% | 1 | 0.04% |
| Human Services | 290 | 10.77% | 3 | 0.11% |
| Mechanical Engineering | 107 | 3.97% | 0 | 0.00% |
| Paralegal | 117 | 4.34% | 0 | 0.00% |
| Motion Picture | 79 | 2.93% | 7 | 0.25% |
| Information Technology | 97 | 3.60% | 2 | 0.07% |

Institutional Roles & Responsibilities:

1. **IRE/IRB Office** – Custodians of all Institutional student data.
2. **CSA** – Implement all student disability accommodations
3. **Administration** – Directs priorities to Deans & Assoc Deans.
4. **Deans & Assoc. Deans** – Coordinates to departments.
5. **Department Chairs** – Disseminate policy to faculty.
6. **Faculty** – Engage with and instruct Students.

STEP 2. Creating Value of This Data

Question - For Each Position at an Institution – Can you consider how this sample data may be helpful in supporting students with Autism?

| Position | What can personnel in each position accomplish with the data? |
|-------------------------|---|
| IRE | |
| Accessibilities | |
| Administration | |
| Deans & Assoc. Deans | |
| Department Chair | |
| Faculty | |
| Other | |

STEP 3. Create Additional Value With More Data:

Question - What other de-identified and aggregated variables might help Administration and Faculty better support students with hidden disabilities? (i.e. course completion rate, etc.)

1. _____
2. _____
3. _____