Students With Disabilities at Degree-Granting  
Postsecondary Institutions

First Look

**June 2011**

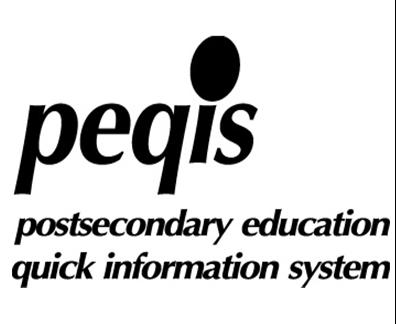
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First Look Summary

# 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]](#footnote-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]](#footnote-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]](#footnote-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]](#footnote-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;
* 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]](#footnote-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.

* 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 institutions[[6]](#footnote-6) (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]](#footnote-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]](#footnote-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). 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 guidelines[[9]](#footnote-9) 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).

**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 | 1001 |
| 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 disability1 | 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 | Other2 | Unduplicated | Duplicated | Other2 |
| 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.

1 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. 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 hearing1 | Difficulty seeing2 | Difficulty speaking  or language impairment | Mobility limitation/  orthopedic  impairment | Traumatic  brain injury | Specific  learning disabilities | ADD or ADHD3 | Autism Spectrum Disorders4 | Cognitive difficulties or intellectual disability | Health impairment/ condition, including chronic conditions | Mental  illness/ psychological or psychiatric condition5 | 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 | 1006 | 1006 | 63 | 98 | 91 | 99 | 92 | 84 | 57 | 93 | 98 | 41 |

! 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 Disordersincludes 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 hearing1 | Difficulty seeing2 | Difficulty speaking  or language impairment | Mobility limitation/  orthopedic  impairment | Traumatic  brain injury | Specific  learning disabilities | ADD or ADHD3 | Autism Spectrum Disorders4 | Cognitive difficulties or intellectual disability | Health impair-ment/ condition, including chronic conditions | Mental  illness/ psycho-logical or psychiatric condition5 | 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 Disordersincludes 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 them1 | 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 assign-ments | Adaptive equipment and technology1 | 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 formats2 | Additional exam time | Course substitution or waiver | Priority  class registration | Disability resource handbook | Career or placement services targeted for students  with disabilities | Disability benefits counseling3 | 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 verification1 | | |
| 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 | 1002 | 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 | | | | | | |
| One-on-one discussions with faculty/ staff who request information or assistance | Workshops and presen-tations 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 | Other |
| 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 guidelines1 | | | | |
| 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 | 1002 | # | 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](http://www.w3.org/WAI/WCAG20/%20versions/guidelines/wcag20-guidelines-20081211-letter.pdf).

2 Rounds to 100 percent.

NOTE: Categories (i.e., not at all, minor extent, moderate extent, and major extant) 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 services1  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 impair-ment/ condition, including chronic conditions | Mental  illness/ psycho-logical 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 impair-ment/ condition, including chronic conditions | Mental  illness/ psycho-logical 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 having a  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 assign-ments | 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 presen-tations 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 4 | 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 x 1.96)] to [88 + (1.4 x 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]](#footnote-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 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:

**

where *E1* and *E2* are the estimates to be compared and *se1* and *se2* 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]](#footnote-11)
* **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 FORM APPROVED

NATIONAL CENTER FOR EDUCATION STATISTICS O.M.B. No.: 1850-0733

WASHINGTON, D.C. 20208–5651 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) Kimberley Raue at Westat

Westat 800-937-8281, Ext. 3865 or 301-294-3865

1600 Research Boulevard Email:disabilitysurvey@westat.com  
 Rockville, Maryland 20850-3129

**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.

PEQIS Form No.17, 11/09

**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 *(specify):* 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 *(specify):* 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** |
| 1. Lack of perceived need for services and accommodations | 1 | 2 | 3 | 4 | 5 |
| 1. A focus on minimal legal requirements for accessibility and accommodations | 1 | 2 | 3 | 4 | 5 |
| 1. Other institutional priorities | 1 | 2 | 3 | 4 | 5 |
| 1. Lack of information and resources on Universal Design | 1 | 2 | 3 | 4 | 5 |
| 1. Questions about the usefulness of Universal Design | 1 | 2 | 3 | 4 | 5 |
| 1. Lack of incentives for faculty to change their instructional practices | 1 | 2 | 3 | 4 | 5 |
| 1. Limited staff resources to provide faculty and staff with training on accessibility issues | 1 | 2 | 3 | 4 | 5 |
| 1. Limited availability or interest on the part of faculty to participate in training opportunities related to accessibility issues | 1 | 2 | 3 | 4 | 5 |
| 1. Costs associated with incorporating Universal Design features into major renovation and new construction projects | 1 | 2 | 3 | 4 | 5 |
| 1. Costs associated with purchasing appropriate technology | 1 | 2 | 3 | 4 | 5 |
| 1. Limited ability to adapt or retrofit existing facilities  (e.g., historical considerations) | 1 | 2 | 3 | 4 | 5 |

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>. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)
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). [↑](#footnote-ref-4)
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). [↑](#footnote-ref-5)
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. [↑](#footnote-ref-6)
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. [↑](#footnote-ref-7)
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. [↑](#footnote-ref-8)
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>. [↑](#footnote-ref-9)
10. The WesVar program and documentation is available for download at <http://www.westat.com/Westat/expertise/information_systems/WesVar/index.cfm>. [↑](#footnote-ref-10)
11. Definitions 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. [↑](#footnote-ref-11)