

## Using Data to Inform Practice: Disability at PCC

Inequity exists. Implicit bias is real. As educators this is critical. As educators, if we want to be effective, we need to not only know our content – but also know our learners – and the complexity they bring into our classrooms each day.

### Population Characteristics – An Imperfect View

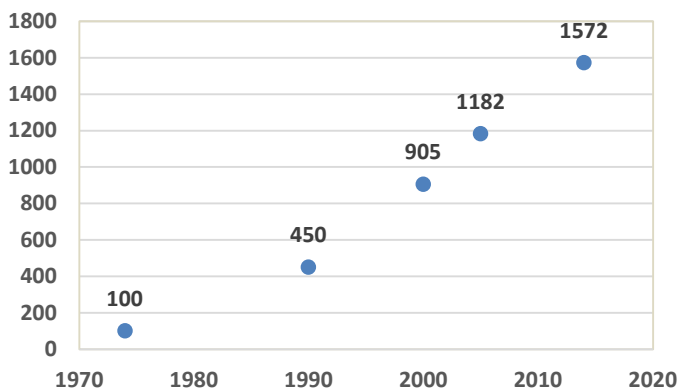
According to the US Census, 57 Million people living in the United States in 2010 experienced disability. This represented 19% of the population.

According to the US Government Accountability Office, Students with disabilities represented nearly 11 percent of all postsecondary students in 2008.

At PCC, less than 5% of students have tended to disclose and document disability with DS and only 2-3% of the total student population requests accommodation each term.



Students with DS over Time



	Fall 2013	Fall 2014	Fall 2015
<i>Total Credit Headcount</i>	32,474	30,946	28,658
<i>Enrolled and Eligible</i>	1,364	1,537	1,463
<i>Enrolled, Eligible, &amp; Accommodated</i>	839	875	836
<i>% Disclosing</i>	4.20%	4.97%	5.11%
<i>% Accommodated</i>	2.58%	2.83%	2.92%

Student Fact Sheet data from [pcc.edu/ir](http://pcc.edu/ir)

## Question for Consideration

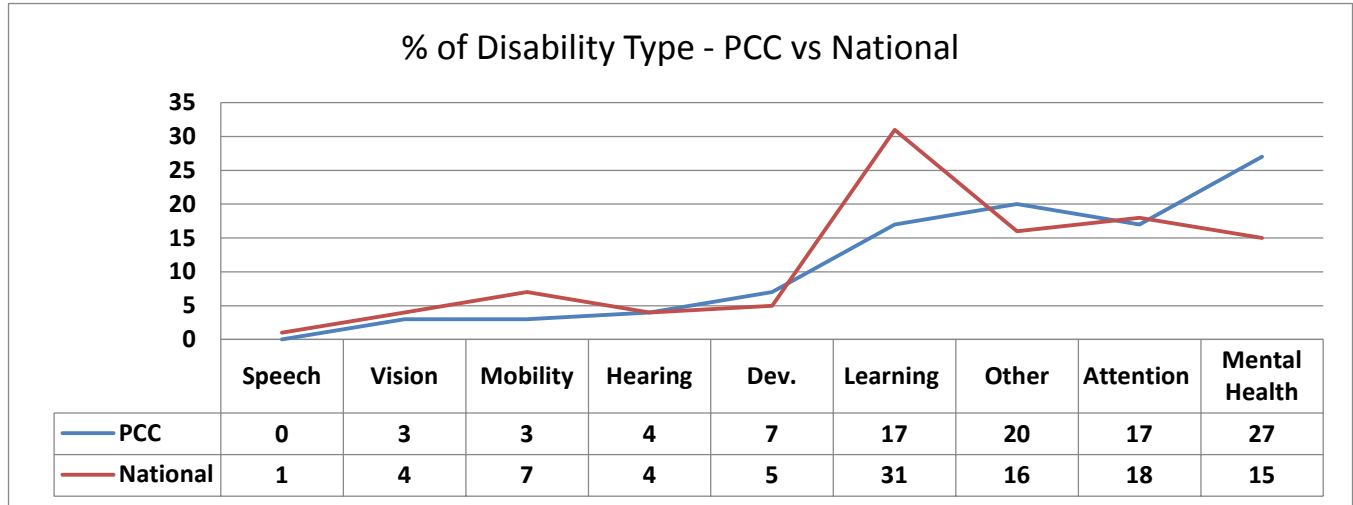
Given that there are many students who are eligible for accommodation but not using it, and many more than who would be eligible if they got connected, can we consider the role attitudes and stereotypes might play?

### Explore the Disability Services Professional Development Series:

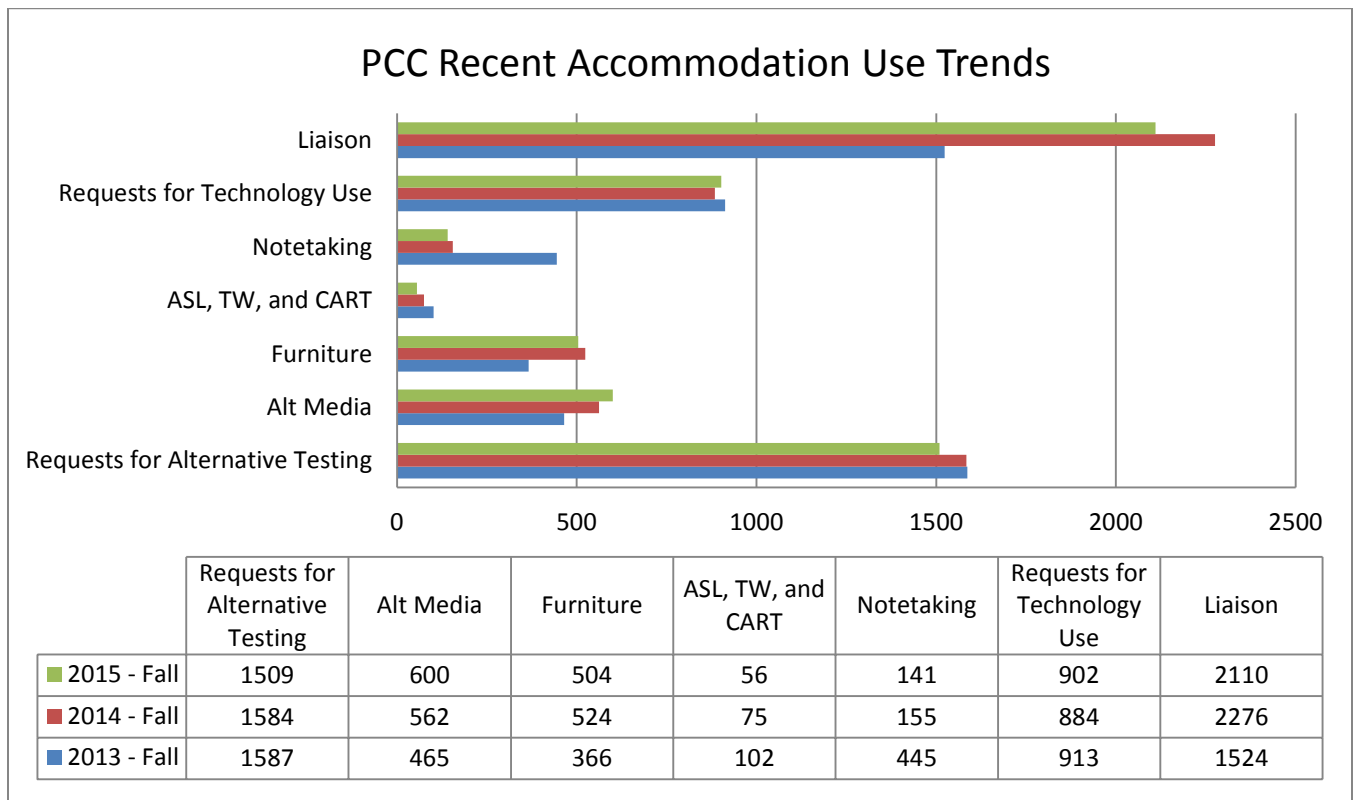
- Access and Inclusion
- Accessibility 101
- Assistive Technology 101
- Disability Cultural Competency
- Inclusive Teaching and Universal Design
- Understanding Service Animals
- Understanding Students on the Spectrum
- What to do when you don't know what to do

## Quick stats related to disability type and accommodation usage

The chart below displays how the type and nature of disability reported by students attending Portland Community College compares to national norms.



This chart depicts trends in the type and nature of accommodation requests in Fall of 2013, 2014, and 2015



## Portland Community College - Disability Related Data – 2016 Edition

This section contains highlights (very brief synopses) of several areas.

### Noel Levitz Survey Highlights

In 2016, Institutional Effectiveness ran the Noel Levitz Student Satisfaction Instrument. This is a nationally normed survey that allows institutions to learn how samples of students feel about particular items. Students are asked to consider a list of items. For each, they are asked to rate both how important the item is, and their level of satisfaction. The difference between importance and satisfaction produces a gap. We can look at both the items that are most important, and the areas in which we have the biggest gaps. We can do this for both the population as a whole, and for subpopulations. In the case of the 2016 survey, there were 1,065 students who responded. Of those, 146 indicated they experienced a disability, representing 14% of the population.

- In general, students with disabilities:
  - Assigned a higher level of importance to the items in the instrument
  - Reported a lower level of satisfaction
- In particular, students who experience disability:
  - Had the biggest gaps between importance and satisfaction in regard to the following items:
    - Student parking space on campus is adequate
    - Students notified early if doing poorly
    - Internships/practical experience provided
    - Channels to express students' complaints are available
    - Classes are scheduled at convenient times
  - Had largest difference in satisfaction ratings (compared to the general population) for items:
    - Students who experience disability are treated with respect
    - Student parking space on campus is adequate
    - Support services for displaced homemakers
    - Students notified early if doing poorly
    - Child care facilities available on campus

### Campus Climate Survey

In 2015 the Office of Equity and Inclusion commissioned a campus climate survey that included both quantitative and qualitative elements directed at both students and employees. Unfortunately, neither the final report nor the addendum included any recommendations specific to disability. However, the descriptive statistics and disaggregated data that were released did contain some important elements, such as:

- 52% of the 1,554 participants identified as experiencing disability:
  - 526 out of 903 students
  - 285 out of 651 employees
- Students were asked if they personally experienced discrimination and/or harassment at PCC. The responses were compared across characteristics, such as age, gender, etc.
  - Disability was the characteristic that had the highest percentage of “yes” responses
  - Even the category of disability with the lowest rate of “yes” responses was above average

## Retention and Course Completion Data

While the more granular data on student accommodation usage is housed within Disability Services, there is some information that can be gleaned from looking at institutional data sources.

### *Fall 2015 to Winter 2016 Retention Rates*

In general, retention rates tend to be higher for students with documented disabilities. However, it is important to note that only a fraction of the students who experience disability choose to document that status, and of those who do provide documentation, only a fraction actually notify their faculty of their eligibility for accommodation. Thus the data does not actually reflect retention for students who experience disability; it reflects retention for students who are savvy enough to have completed the process of documenting their status and becoming eligible for services. That said, the following table details the differences in rates at which students were retained from Fall 2015 to Winter 2016 compared across disability status (source = SWRRET1):

	General Population	Students working with Disability Services	Difference between General Population and Students with DS
Full-Time	83.80%	87.70%	3.9%
Half-Time	71.60%	77.90%	6.3%
Part-Time	51.20%	60.00%	8.8%
Distance Learning	58.40%	66.70%	8.3%

As noted, students who are working with Disability Services are retained at higher levels than students in the general population, but the benefit is especially noticeable in regard to the populations most at risk for not being retained, which are students who are attending part-time and students engaged in distance learning.

### *Course Completion Data*

Student grade distributions provide another angle through which we can examine the experiences of students with disabilities. Especially compelling is the comparison of grades earned by students who do and do not request or use the accommodation they are eligible for. These are patterns that could be better understood through further inquiry, but here are a few examples:

- Fall 2014, Math 111 students with disabilities who were eligible but did not use accommodation, performed much more poorly than peers. Less than 18% earned an A or B grade, compared to over 44% of the general population and 48% of those who did use the accommodation they were eligible for.
- Fall 2015, Math 60 students with disabilities who were eligible but did not use accommodation, had pass rates that were nearly half those of the general population.

There is much nuance to these patterns, but published research suggests students with disabilities who don't use the accommodation they are eligible for, most frequently cite attitudinal barriers, stigma, and fear of being judged or treated differently as the rationale for forgoing accommodation.

For additional detail around retention, grade distributions, as well as demographic and accommodation usage data from Disability Services please see the [Disability Services Program Review from 2015](#).