



Promoting Excellence for All

FINDINGS REPORT

Fall 2008 Survey of New Jersey Campus Programs for Students with Disabilities

January 2010

Introduction

The State of New Jersey, in collaboration with New Jersey colleges and universities, has a long track record of commitment to serving students with disabilities. The New Jersey Commission on Higher Education plays an important role in supporting the state's higher education institutions and the students with disabilities who enroll in them. Under the Higher Education Services for Visually Impaired, Auditory Impaired, and Learning Disabled Students Act (P.L. 1985, C.493; 18A: 72H), the Commission administers a \$1.1 million grant known as the Special Needs Grant Program. For fiscal 2009, the grant provided funding to support eight regional centers offering direct services for students at their institutions, and technical assistance and outreach to other colleges and universities in the state. Five centers that served students with learning disabilities; they are located at Cumberland County College, Fairleigh Dickinson University, Middlesex County College, New Jersey City University, and Ocean County College. The centers serving students who are deaf or hard of hearing were housed at Bergen Community College and Camden County College. The Adaptive Technology Center, located at The College of New Jersey, provided loans of assistive technology as well as technical support and training for faculty, staff, and students at New Jersey institutions.

This biennial survey, issued to all New Jersey postsecondary institutions, provides the Commission on Higher Education with current information about both the population of college students with disabilities in the state as well as the extent to which this population is served by the state-funded regional centers. New for Fall 2008, the Commission issued the survey electronically and collected responses via an online instrument. The survey was sent to all senior public institutions, community colleges, and independent institutions. [Refer to Appendix A for a copy of the survey instrument.] A 95.6 percent response rate, 43 out of 45 institutions, was achieved, although not all the surveys were completed in its entirety.

The survey was sent to the person identified as the special needs service provider for the college. As the person responsible for coordinating accommodations for college students with disabilities, service providers generally have the greatest level of contact with these students. The data and opinions they have provided present an invaluable picture about the population of students with disabilities attending college in this state and the emerging trends and needs in this area. The information reported by survey participants form the basis of this report. Information reflects students who have self-identified as having a disability and/or who have benefited from accommodations.

Number of Students with Disabilities Enrolled Fall 2008

Since the previous survey, conducted in fall 2006, the total number of students served has remained relatively level; overall change was a decrease of less than 2 percent. More interesting is that difference in change between undergraduate and graduate students. The total number of undergraduates dropped slightly but the number of graduate students increased by more than three times the previous survey. Refer to Appendix B for a list of institutions and student numbers.

	<u>TOTAL STUDENTS</u>	<u>UNDERGRADUATE</u>	<u>GRADUATE</u>
Fall 2006	12,938	12,661	277
Fall 2008	12,732	11,578	1,154

The percentage of New Jersey colleges serving 100 or more students increased; over 77 percent compared to only 68 percent for the previous survey. Eight institutions served 501 or more students with disabilities, an increase of one institution from the previous survey. For these 40 institutions, students with disabilities represented 3.7 percent of the fall 2008 enrollment, a slight increase compared to fall 2006 (3.3%). Based

on the total number of students with disabilities reported by survey respondents, the community college sector continues to serve the largest number of these students but the percentage has dropped compared to the previous survey from 64.9 to 51.4 percent. For fall 2008, the percentages of students with disabilities served by the other sectors were as follows: independent institutions (22.8%), state colleges and universities (17.7%), and public research universities (8.1%). The independent sector reflected the most notable change increasing from 12.9 to 22.8 percent.

The following table highlights enrollments of students with disabilities by sector:

Sector	Adjusted Total Student Enrollment	Total Enrollment of Students with Disabilities	Percentage of Students with Disabilities	Number of Schools with < 100 Enrolled Students with Disabilities	Number of Schools with 101-250 Enrolled Students with Disabilities	Number of Schools with 251-500 Enrolled Students with Disabilities	Number of Schools with > 501 Enrolled Students with Disabilities
Community Colleges	141,946	6,546	4.6%	2	4	6	5
State Colleges and Universities	87,571	2,250	2.6%	1	3	3	1
Public Research Universities	66,775	1,037	1.6%	1	1	0	1
Independent Institutions	50,561	2,899	5.7%	4	4	2	2
Total	346,853	12,732	3.7%	9	12	11	8

Based on the figures reported, student with learning disabilities including those who have attention deficit disorder, continues to represent the largest segment of students with disabilities; almost 64 percent at the undergraduate level (a slight decrease from the previous survey figure of 71 percent) and over 48 percent at the graduate level (a 10 percent increase). As for the other categories the percentages increase slightly but the rank order remained the same. The following is information for the other categories:

- psychological disorders (11.7% undergraduate, 19.8% graduate)
- chronic illness (9.6% undergraduate, 11.7% graduate)
- neurological disorders (5.8% undergraduate, 3.4% graduate)
- orthopedic/mobility disabilities (5.2% undergraduate, 6.7% graduate)
- hearing impairment/deafness (2% undergraduate, 3% graduate) and
- visual impairment/blindness (1.9% undergraduate, 7% graduate)

Under the Other category of disabilities the most common responses (all less than 1%) were chemical dependence, attention deficit disorder/attention deficit hyperactivity disorder, speech/communication impaired, cognitively impaired, and autism. For this survey, the percentage of students with multiple disabilities decreased; only about 12.8 percent (1,635 out of 12,732) compared to 22 percent (2,834 out of 12,938) in fall 2006.

Results from the question about the number of FTE staff working with students with disabilities were mixed; 35 institutions provided data. Although significantly more students with disabilities have been reported, the majority of institutions, 51 percent, have 1.49 or fewer FTE staff serving these students. Of

this group, three of these institutions reported having 500 or more students with disabilities. On the other hand, a greater number of institutions fall into the category of having 5 or greater FTE staff, almost 25 percent compared to only 10 percent in the previous survey.

Campus Concerns/Issues

Institutions were also asked about their level of concern about specific disability issues. Some of the survey respondents did not complete this section or did not respond to all the concerns listed. Following the trend of the past two surveys, unqualified students and students with psychiatric issues continue to be the top two concerns ranked among respondents. These two issues not only ranked the highest but were cited as a concern by a greater percentage of institutions--unqualified students increased from 36 to 56 percent and psychiatric issues increased from 38 to 53 percent of the respondents. For the other issues, the percentages remained relatively the same.

CONCERNS/ISSUES	VERY CONCERNED	MILDLY CONCERNED	NOT A CONCERN CURRENTLY
Assistive technology	21%	50%	29%
Documentation	18%	44%	38%
Faculty cooperation/training	12%	62%	27%
Finding/hiring qualified disability support staff	24%	24%	53%
Parental issues	15%	49%	36%
Providing sign language interpreters	29%	12%	59%
Real-time captioning	15%	27%	59%
Students with psychiatric issues	53%	38%	9%
Unqualified students (i.e., unable to handle college even with support)	56%	38%	6%
Class related: foreign language courses	6%	24%	71%
Class related: math substitutions/waivers	18%	47%	35%
Class related: online issues	9%	41%	50%

**NOTE: Percentage may not total 100% because figures have been rounded.*

Awareness and Use of Regional Center Resources

Responses from the survey participants about the regional centers were predominately positive. Not including the institutions housing the regional centers, almost 83 percent of the respondents (29 out of 35) had some awareness of one or more of the regional centers. In addition, over 71 percent reported having been assisted in some way by a regional center and almost 63 percent had attended a workshop presented by a regional center. On a five-point scale with one equaling poor and five equaling excellent the overall average rating for each center ranged between 3.9 and 4.5. Refer to Appendix C.

Not including those housing regional centers, all institutions (31) that responded to the question about diagnostic assessments were familiar with the service for students with learning disabilities. Of these institutions, almost 84 percent had actually referred students for testing. For the institutions who provided a rating for the diagnostic service, almost 76 percent were either highly or very satisfied.

Suggested Areas for Improvement

There were a variety of responses to the question about improvements related to the regional centers and/or for the general delivery of services for postsecondary students with disabilities. Similar to the previous survey, many of the responses centered on the diagnostic assessment service and the need for more testing slots, increased funding, and better notification/advertisement of services. Some other suggestions included the following:

- Help guiding colleges towards available grants to cover ADA costs.
- More workshops in the Southern region.
- The need to provide transition services and alternatives for students who are not successful in college programs.
- Workshops for professors on strategies for working with students with Asperger Syndrome

There were a variety of suggestions for future conference/workshop topics. The following are the more commonly identified issues: strategies for working with students with Asperger Syndrome and/or autism, new developments in assistive technology, training for faculty and/or senior administrators, students with psychiatric disorders, documentation and accommodations for students with disabilities, changes in the ADA, and other legal concerns. The issue of serving returning veterans and residence life issues were also cited.

Summary and Implications

The results from this survey showed that the total number of students with disabilities attending college in New Jersey was relatively level compared to fall 2006. A closer inspection showed a significant increase in the number of graduate students as well as a larger percentage of students being served by independent institutions. Since the initial survey conducted fall 1995, the population of college students with disabilities has almost doubled in number.

For the community colleges that provided information about staff, and not including the five housing regional centers, two-thirds (8 out of 12) have less than two FTE staff serving students with disabilities. Of these eight institutions, four are serving 255 to 674 students with disabilities. The encouraging news is that this percentage of institutions with two or less FTE staff has dropped since the last survey when it was over 83 percent (10 out of 12).

Public school data from the New Jersey Department of Education for students age 6 to 21 reinforces the survey findings. From 2002 to 2007, the number of students classified with multiple disabilities has increased by 16 percent while the number of students with autism has doubled. For students who are classified, those with a specific learning disability still account for the largest portion in 2007, 41.5 percent (89,510 students).

With the current economical situation, New Jersey colleges are more likely to see enrollment increases as students choose to attend colleges in the state. The likelihood is that institutions will continue to see a steady increase in the number of students with disabilities attending college and seeking services.

NOTE: Additional data resulting from the survey may be obtained by contacting Ms. Iris Duffield at the New Jersey Commission on Higher Education, 609-292-2955.

Special Needs Survey 2008

1. Survey Respondent Information

This is the biennial survey conducted by the New Jersey Commission on Higher Education. The purpose of this survey is to collect information about the number of students with disabilities served by New Jersey colleges and universities and the services they receive and/or need. Information reported for this survey should be based on Fall 2008 semester.

Please enter your information below:

Name (greeting, first, last)

Institution:

Title:

Email:

Phone #:

Special Needs Survey 2008

2. Student Information

Please provide the number of students with disabilities enrolled at your institution in the Fall 2008 semester.

****REMINDER: Check that part-time and full-time figures equal the total.****

Undergraduate Students:

Full-Time

Part-Time

Total

Graduate Students:

Full-Time

Part-Time

Total

Please provide the number of students by their PRIMARY disability in the Fall 2008.

NOTE: Please add up the number of disabilities and verify that the figure is the same as total provided above for number of students with disabilities enrolled at the institution.

Undergraduate Students:

Limited vision

Blindness

Hard-of-hearing

Deafness

Learning disabilities

LD with AD/ADHD

Neurological disorders (head injuries, seizure disorders, Asperger's Syndrome)

Psychological/Psychiatric disorders

Orthopedic/Mobility disabilities

Chronic illness

Other

Special Needs Survey 2008

Graduate Students:

Limited vision	<input type="text"/>
Blindness	<input type="text"/>
Hard-of-hearing	<input type="text"/>
Deafness	<input type="text"/>
Learning disabilities	<input type="text"/>
LD with AD/ADHD	<input type="text"/>
Neurological disorders (head injuries, seizure disorders, Asperger's Syndrome)	<input type="text"/>
Psychological/Psychiatric disorders	<input type="text"/>
Orthopedic/Mobility disabilities	<input type="text"/>
Chronic illness	<input type="text"/>
Other	<input type="text"/>

If OTHER, indicate the type of disability and the number of students (undergraduate and graduate).

Indicate the number of students who have multiple disabilities:

Undergraduate	<input type="text"/>
Graduate	<input type="text"/>

REMINDER: Print screen to save this section of the completed survey for your records.

Special Needs Survey 2008

3. Institutional Information

How many FTE staff do you have at your institution dedicated to providing services for students with disabilities?

- | | |
|--|---|
| <input type="checkbox"/> Less than .50 | <input type="checkbox"/> 2.00 to 2.99 |
| <input type="checkbox"/> .50 to .99 | <input type="checkbox"/> 3.00 to 3.99 |
| <input type="checkbox"/> 1.00 to 1.49 | <input type="checkbox"/> 4.00 to 4.99 |
| <input type="checkbox"/> 1.50 to 1.99 | <input type="checkbox"/> 5.0 or greater |

Indicate the level of concern about services available for students with disabilities on your campus:

	Very Concerned	Mildly Concerned	Not a Concern Currently
Assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty cooperation/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding/Hiring qualified disability support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing sign language interpreters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real-time captioning (C-Print, CART)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with psychiatric issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unqualified students (i.e., unable to handle college even with support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class related: foreign language courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class related: math substitutions/waivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class related: online course issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Other (please specify)

Please identify the person at your institution who is the ADA compliance officer:

Name:

Title:

REMINDER: Print screen to save this section of the completed survey for your records.

Special Needs Survey 2008

4. Diagnostic Assessment

As part of the Special Needs Grant Program, the regional centers for students with learning disabilities provide diagnostic assessments for New Jersey undergraduate students. Please indicate your experience with this service.

Are you aware of this diagnostic assessment service?

Yes

No

Have you referred students for this service?

Yes

No

If yes, please rate your experience with the service:

Highly satisfied

Very satisfied

Satisfied

Would not use in the future [Please indicate reason(s) below.]

REMINDER: Print screen to save this section of the completed survey for your records.

Special Needs Survey 2008

5. Regional Centers

New Jersey has eight regional centers that provide comprehensive services for college students with disabilities and technical assistance to other colleges and universities in the state.

Please indicate your awareness and experience with each center in the table below.

For a YES response, check the box; leave blank for NO a response.

	Are you aware of this center?	Have you referred students to this center?	Have you been assisted in any way by this center?	Have you attended any workshops or events held by this center?
Center for Collegiate Deaf Education @ Bergen Community College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MidAtlantic Postsecondary Center for Deaf and Hard of Hearing @ Camden County College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Assist @ Cumberland County College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional Center @ Fairleigh Dickinson University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Regional Connections @ Middlesex County College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Mentor @ New Jersey City University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Academic Skills Support (PASS) @ Ocean County College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Adaptive Technology Center @ The College of New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your overall experience with each of the regional centers. Click on drop-down arrow for choices.

[Rating: 1=poor / 5=excellent; or Unknown.]

Center for Collegiate Deaf Education @ Bergen Community College	<input type="text"/>
MidAtlantic Postsecondary Center for Deaf and Hard of Hearing @ Camden County College	<input type="text"/>
Project Assist @ Cumberland County College	<input type="text"/>
Regional Center @ Fairleigh Dickinson University	<input type="text"/>
Central Regional Connections @ Middlesex County College	<input type="text"/>
Project Mentor @ New Jersey City University	<input type="text"/>
Project Academic Skills Support (PASS) @ Ocean County College	<input type="text"/>
The Adaptive Technology Center @ The College of New Jersey	<input type="text"/>

Special Needs Survey 2008

If you have received assistance from a regional center(s), please describe the nature and quality.

What improvements would you recommend for the regional centers or for the general delivery of services for postsecondary students with disabilities in New Jersey?

REMINDER: Print screen to save this section of the completed survey for your records.

Special Needs Survey 2008

6. Professional Development

The Commission on Higher Education and the regional centers sponsor conferences and workshops on topics related to services for students with disabilities.

Please identify topics (and, if possible, speakers) who would be of interest to you for such events.

Topic

(1)

Topic

(2)

Topic

(3)

Preference for event formats. [Rank from most preferred to least preferred.]

	Most preferred		Neutral		Least preferred
All-day conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-day workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seminar series	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teleconference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If Other (please specify)

Please note any additional comments that you would like to share with the Commission below:

REMINDER: Print screen to save this section of the completed survey for your records.

INSTITUTIONS		UNDERGRADUATE			GRADUATE		
		FT	PT	TOTAL	FT	PT	TOTAL
COMMUNITY/COUNTY COLLEGES	Brookdale Community College	1031	-	1031	0	0	0
	Burlington County College	254	181	435	0	0	0
	Camden County College	155	225	380	0	0	0
	County College of Morris	*	*	759	0	0	0
	Cumberland County College	85	28	113	0	0	0
	Essex County College	*	*	674	0	0	0
	Gloucester County College	268	56	324	0	0	0
	Hudson County Community College	75	58	133	0	0	0
	Mercer County Community College [▲]	400	114	514	0	0	0
	Middlesex County College	*	*	689	0	0	0
	Ocean County College	212	229	441	0	0	0
	Passaic County Community College	84	125	209	0	0	0
	Raritan Valley Community College [▲]	*	*	347	0	0	0
	Salem Community College	14	9	23	0	0	0
	Sussex County Community College	107	50	157	0	0	0
Union County College	222	33	255	0	0	0	
Warren County Community College	43	19	62	0	0	0	
INDEPENDENT INSTITUTIONS	Bloomfield College	43	1	44	-	-	0
	Caldwell College	122	0	122	0	3	3
	Centenary College	176	8	184	4	2	6
	College of Saint Elizabeth	563	46	609	212	643	855
	Drew University	128	-	128	3	-	3
	Fairleigh Dickinson University (Teaneck)	82	0	82	1	0	1
	Felician College	86	3	89	-	2	2
	Georgian Court University	128	-	128	-	-	-
	Rider University	225	26	251	4	13	17
	Saint Peter's College	31	0	31		1	1
	Seton Hall University	230	22	252	46	0	46
Stevens Institute of Technology [▲]	45	0	45	-	-	-	
PUBLIC RESEARCH	New Jersey Institute of Technology	96	6	102	3	4	7
	Rutgers, The State University of NJ	678	97	775	44	21	65
	UMDNJ	11	-	11	74	3	77
STATE COLLEGES & UNIVERSITIES	Kean University	177	14	191	-	11	11
	Montclair State University	522	53	575	18	20	38
	New Jersey City University	115	16	131	0	3	3
	Ramapo College of NJ	264	17	281	2	-	2
	Richard Stockton College	284	-	284	-	9	9
	Rowan University	410	10	420	3	1	4
	The College of New Jersey	226	-	226	7	-	-
	Thomas Edison State College	-	71	71	-	4	4
TOTALS		7592	1517	11578	421	740	1154

**Some institutions did not specify students by part-time or full-time status*

▲Information was updated after initial survey data was submitted

REGIONAL CENTERS	N Value*	AWARENESS OF CENTER		REFERRED STUDENT TO CENTER		RECEIVED ASSISTANCE FROM CENTER		ATTENDED A CENTER WORKSHOP		RATE EXPERIENCE WITH THE CENTER**	
		responses	%	responses	%	responses	%	responses	%	responses	avg. rating
Center for Collegiate Deaf Education at Bergen Community College	28	28	100.0%	7	25.0%	14	50.0%	10	35.7%	20	4.4
MidAtlantic Postsecondary Center for Deaf & Hard of Hearing at Camden County College	26	25	96.2%	5	19.2%	6	23.1%	8	30.8%	15	3.9
Project Assist at Cumberland County College	26	26	100.0%	6	23.1%	7	26.9%	7	26.9%	10	4.1
Regional Center at Fairleigh Dickinson University	30	30	100.0%	6	20.0%	13	43.3%	10	33.3%	22	4.0
Central Regional Connections at Middlesex County College	31	31	100.0%	10	32.3%	18	58.1%	13	41.9%	21	4.5
Project Mentor at New Jersey City University	29	27	93.1%	11	37.9%	14	48.3%	10	34.5%	22	4.5
Project Academic Skills Success at Ocean County College	28	28	100.0%	9	32.1%	12	42.9%	12	42.9%	19	4.5
The Adaptive Technology Center at The College of New Jersey	37	35	94.6%	18	48.6%	27	73.0%	22	59.5%	35	4.5

NOTES:

* **N value** column reflects the total number of replies to the question asked about the regional center.

** The '**avg. rating**' column reflects the total of the rating scores divided by the number of responses. The range for a rating score was 1(poor) to 5(excellent).