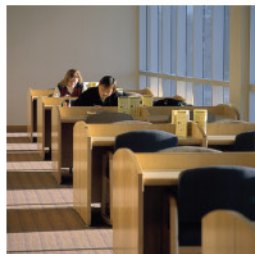


2016

A REPORT TO THE LEGISLATURE

DISABILITY SERVICES TRANSFER WORK GROUP



WASHINGTON STATE
Council of
Presidents

www.councilofpresidents.org

DECEMBER 2016

The Council of Presidents (COP) is an association of Washington's six public baccalaureate degree granting college and universities. Located in Olympia, Washington, COP strives to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. COP serves a coordinating role for a number of initiatives and activities common to the public baccalaureate institutions, fostering coordination and collaboration among the public baccalaureates as well as with other educational partners, both in Washington and nationally.

This report is also available online at <http://www.councilofpresidents.org>

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Introduction

In accordance with [Senate Bill 6466](#) the Council of Presidents (COP) convened the Disability Services Transfer (DST) Work Group in order to explore areas for improving the transfer of students with disabilities between institutions of higher education in the state of Washington. College students face many day to day challenges, and while Washington has one of the best transfer systems in the nation, transferring from one institution to another can still be disruptive to a student's educational experience. Transfer can be an additional challenge for students with a disability who wish to transfer disability services. The DST Work Group worked diligently over the 2016 interim to engage, collaborate, and find solutions that best address the needs of transfer students with disabilities. This report discusses the work of the DST Work Group including the status of disability service transfer, the progress in improving transfer for students with disabilities, and recommendations for the future.

Disability Services Background

Federal Disability Laws

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds. Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance.

- ◆ [The Americans with Disabilities Act \(ADA\)](#)
- ◆ [Section 504 of the Rehabilitation Act of 1973](#)
- ◆ [Comparison of IDEA, Section 504 and the ADA \(Wrights Law\)](#)
- ◆ [Comparison of IDEA, Section 504 and the ADA \(Office for Civil Rights\)](#)
- ◆ [US Department of Housing and Urban Development's Fair Housing Act](#)

State Disability Laws

In 1973, the Washington State legislature passed [House Bill \(HB\) 445](#) defining persons with disabilities as a protected class under Washington's non-discrimination laws. HB 445, however, was vetoed by the Governor. Anti-discrimination laws would not apply to persons with disabilities until 1979 with the passage of [House Bill \(HB\) 480](#). In 1979, Washington State added persons with sensory, mental, and physical disabilities as a protected class within the state's existing anti-discrimination laws. Fifteen years later, in 1994, the Washington state Legislature passed [House Bill \(HB\) 2327](#) which ensured a minimum level of service was provided to students with disabilities.

- ◆ [Washington State Core Services Act](#)
- ◆ [Washington State Anti-Discrimination Law](#)
- ◆ [Washington State Human Rights Commission](#)

In 2016, the Washington Office of the Chief Information Officer implemented a new policy concerning digital accessibility. [Policy #188](#) requires that the technology and content that Washington state services are built on and use are accessible, requiring all services to meet an established and testable standard.

Washington State Higher Education Disability service Associations

There are a number of disability service entities in Washington state that work on coordinating postsecondary institutions in a collaborative manner.

- ◆ **Council of Presidents, Interinstitutional Committee of Disability service Officers (ICDSO)**-ICDSO is an ad-hoc group of the disability services departments of the public four-year colleges and universities developed to address issues relating to the provision of disability support services at Washington's public four-year college and universities.
- ◆ **State Board of Community and Technical Colleges, Disability Support Service Council (DSSC)**-The DSSC reports to the Washington State Student Services Commission (WSSSC). The Council brings together professionals who serve students with disabilities in postsecondary education to facilitate information exchange, encourage coordinated efforts among postsecondary institutions for inclusion of persons with disabilities in programs and services, and communicate and coordinate with other organizations and agencies involved in education- and rehabilitation-related efforts for persons with disabilities.
- ◆ **Washington Association on Postsecondary Education and Disability (WAPED)**-Consisting of 165 members representing 51 institutions of higher education across Washington and Idaho, WAPED members are committed to access, inclusivity, and the creation of disability positive environments for students with disabilities in higher education. As a private non-profit professional association, WAPED strives to provide high quality professional development opportunities that allow professionals to stay abreast of emerging trends and best practices while cultivating the next generation of service providers.

Work Group Background

Legislation

During the 2016 legislative session, Senator Cyrus Habib and Representative Noel Frame introduced legislation to address the specific issue of the provision of disability accommodations required under the ADA, when a student transfers from one institution to another ([HB 2825](#) / [SB 6466](#) 2016). This legislation stemmed from student concerns about the difficulty in reapplying for disability accommodations. The result was the creation of the DST Work Group through SB 6466, which passed both the House and Senate unanimously. The final legislation, Chapter 22, 2016 Laws 1st Special Session, was effective on June 28, 2016.

→ **To see the full text of SB 6466, see appendix A.**

Work Group Charge

The Disability Services Transfer Work Group is charged with creating a plan for removing obstacles for students with disabilities transferring between institutions of higher education.

Work Group Make-up

Led by the COP, the DST Work Group is a collaboration between students, students with disabilities, the Washington Student Association (WSA), the public four-year college and universities, the community and technical college system, and the Washington Student Achievement Council (WSAC). Acknowledging the need for a wide range of stakeholder perspectives, the legislature created the Work Group with a broad range of stakeholders. The convening organization named in statute is the Council of Presidents, an association of the public baccalaureate college and universities. Work group members include representatives from all six public

baccalaureate college and universities, one community college, one technical college, a representative of the State Board for Community and Technical Colleges (SBCTC), the WSAC, two students with disabilities, and two representatives from WSA. In addition, Representative Frame and a graduate student assistant from the University of Washington also participated. The meetings were open to the public and regularly attended by legislative staff from both the House and the Senate.

The DST Work Group was a member-led process. This was accomplished by the election of one student and one college/university representative as co-chairs. There were leadership phone meetings to set the meeting agenda, which included the student and university co-chairs, the SBCTC representative, and the COP lead.

→ To see a full list of work group members, see appendix B.

Work Group Meetings

The DST Work Group met six times between June and December 2016. Given the time constraints for the work, the Work Group focused on three high-level goals: (1) Obtain a baseline assessment of student needs on campus, (2) Develop a set of best practices and tools that would facilitate the transfer process, and (3) Identify areas for future work. Due to the short work period, these three items were explored with the understanding that the work process would be flexible to accommodate new information and that much of this work would continue past the Work Group's official end date.

→ To see a full list meeting dates, see appendix C.

Work Group Process and Identification of Need

The Work Group focused on gaining a broad understanding of student need before they commenced their work. The Work Group requested students and disability service practitioners, including both Work Group members and non-work group members, to assess the needs both on- and off-college campuses. The assessment was implemented through three major activities: 1) The development and implementation of a statewide student survey, 2) The identification of need from the disability service provider's perspective through Work Group members and sector and statewide organizations, and 3) The identification of need from the perspective of student Work Group members and WSA leadership.

It was determined early on that the implementation of a student survey would need to occur during October and November. Survey implementation was based on the time needed to develop a survey, the start of the academic year, and the time required to interpret results.

In order to gain the perspective of both service providers and students, the Work Group looked at best practices from both the student perspective and the practitioner perspective. Disability service providers developed a list of areas for exploration that included issues around documentation, communication with students, communication between institutions, and process improvement. The student work group members focused on the stages of transfer: preparing to transfer, during the transfer process, and arriving at college post-transfer. The Work Group also asked its members to identify needs based on their experience in the field and solicited input from statewide groups including WSA, COP's ICDSO, and SBCTC's DSSC. These perspectives informed the development of a best practices document.

Student Survey

Taking into consideration the feedback from the four student work group members, the DST Work Group developed a student survey in order to gain insight into the student transfer experience. The survey was developed by the DST Work Group with Heather Evans, an University of Washington graduate student assistant. The survey was administered through Catalyst and hosted by the Disability Resources for Students Office at the University of Washington. Responses were collected anonymously and analyzed by Heather Evans.

It is important to note that this was a non-scientific survey and not meant to meet the standards for academic research. The purpose of the survey was to identify and raise issues for consideration by the DST Work Group and other stakeholders. Work group members had a short time period to develop and implement a survey in order to obtain results to review in November. The form of the survey allowed the DST Work Group to quickly implement the survey, as non-academic surveys are not subject to Institutional Research Board approval. The survey should not be relied on as conclusive evidence of systemic issues; however, the survey highlights areas for exploration and provides students the ability to speak directly to the DST Work Group.

Development and Implementation

The survey was shared with Washington transfer students through email invitation during the period of October 2 through November 17, 2016. The survey was sent out to 15,560 students; a total of 519 Washington transfer students began the survey; and 118 met the inclusion criteria. The final 118 respondents were at least 18 years old; comfortable in completing a survey in English; did not identify as a Running Start student; and is a currently enrolled, matriculated student as of Fall 2016 with at least 30 college credits who experiences a health condition, impairment or disability that impacts academic success.

Quantitative Data

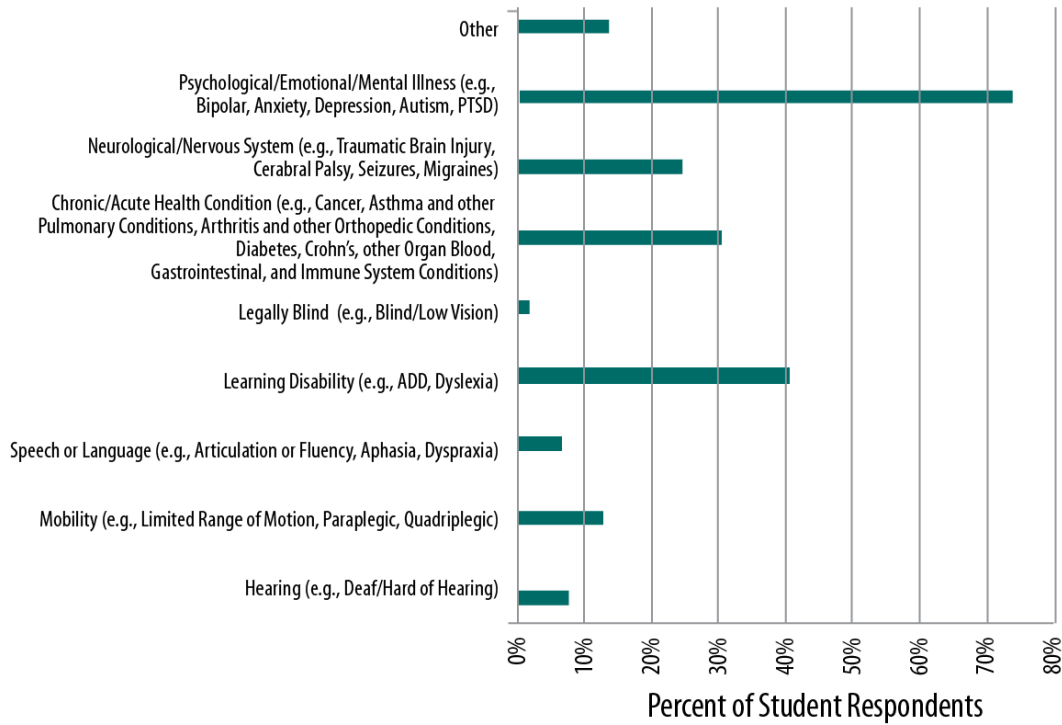
A summary of the quantitative data and key findings are outlined below. While not conclusive evidence of issues, the survey responses highlight areas for exploration by the DST Work Group.

Population Description

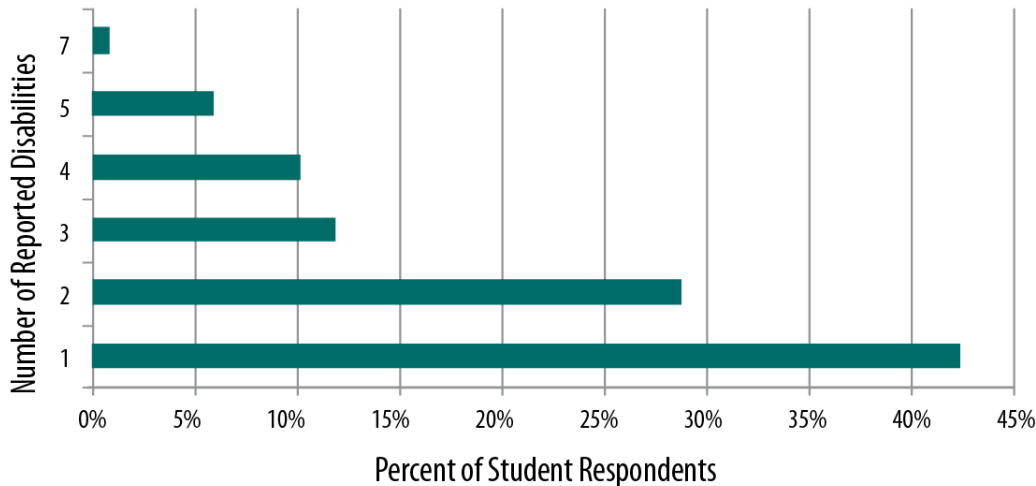
Students were asked questions about the nature of their disabilities and the survey provided a snapshot of the population of respondents. The findings show the increasing relevance of non-physical disabilities and illustrate the prevalence of students that are affected by more than one condition. Nearly three-quarters (73.7%) of students who identified as having a disability reported experiencing mental illness or psychological or emotional impairments that impacts their academic success. Learning disabilities were the second largest disability identified (40.8%). Further findings showed that almost one-third (30.5%) of students reported having a chronic illness or acute health condition and 57% of students identified as having two or more disabilities/disabling conditions.

The majority of the transfers were from two-year college to four-year college or university. Almost eighty-one percent (80.9%) of respondents were transferring from a 2-year institution of higher education and 95.7% of students were transferring to a four-year institution of higher education.

Reported Disabilities by Type



Number of Disabilities Reported by Individual Students



Student Experience

The survey looked at utilization of disability services before and after transfer. The survey results indicate that a higher proportion of respondents request and receive accommodations after transfer. Roughly one-half of respondents reported requesting disability accommodations at the institution from which they transferred and one-half also indicated they had received accommodations at that institution. A slightly smaller proportion (40.7%) reported receiving “effective” accommodations. By contrast, 73% reported requesting accommodations at the institution to which they transferred (referred to as “current institution”) and 62.9% of students reported receiving accommodations at their current institution. One-half (50.8%) of respondents reported receiving “effective” disability accommodations at their current institution. These responses indicate increased utilization of disability services post-transfer.

Students were asked if they would benefit from an accommodation and the reasons why they have not requested accommodation. Among students who indicated they may benefit from disability accommodations at their current institution to which they transferred, only 70% have requested accommodation. Nearly one-fifth of those students indicated they have not requested disability services because they do not currently need accommodations, and 10% have not requested accommodations because they were unaware that they may be eligible. Among those reporting experiencing impairments, 15 students (13%) were not aware that these impairments potentially qualify them for disability accommodations. These findings illustrate two things: the fluid nature of some disabilities and the need for outreach to students who may not know their disabilities may warrant an accommodation.

Disability Services Offices

In order to identify gaps in services, students were asked to rate their experiences with the disability services office.

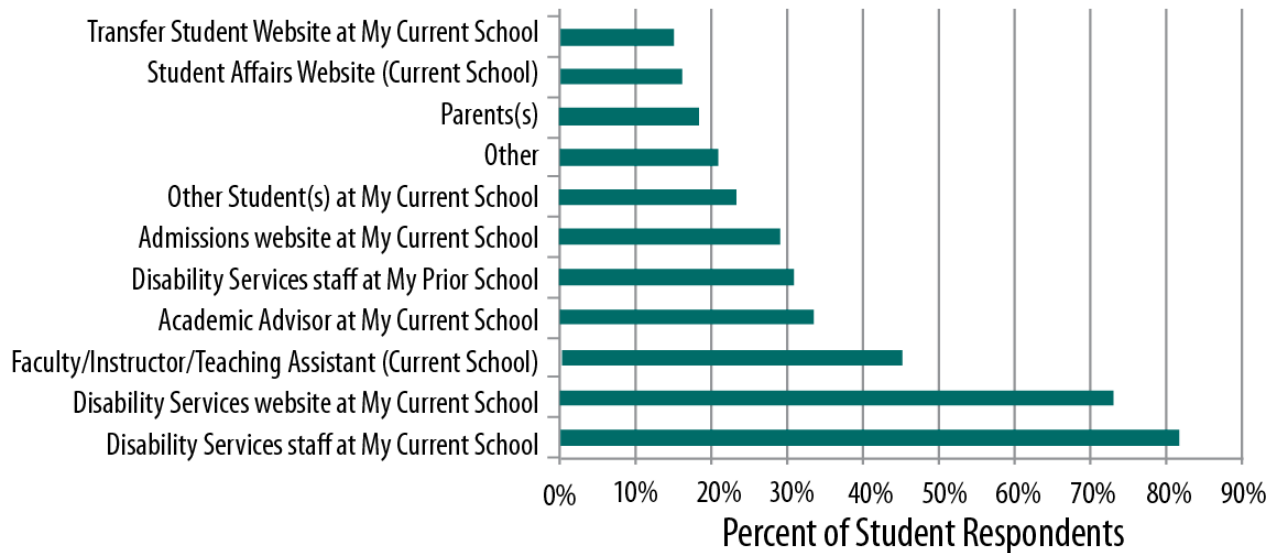
In general, students did not have a problem accessing information about disability services. 76% of respondents strongly agreed that it was easy to find the disability services office website at their current institution. However, a smaller percentage of the respondents (59.5%) found the website easy to navigate and clearly indicating steps to secure service. Only 12.6% of students did not agree that it was easy to find information on how to secure accommodations and only 9.6% of students did not agree that it was easy to schedule a meeting with a disability services office.

One gap was the transition from one institution to another. 64% of students indicated they were not instructed by an advisor to contact the disability services office of their current institution as soon as they transferred. Additionally, 77.6% of respondents indicated an advisor at their prior institution did not provide the contact information of the disability services office at their current institution. This indicates a need to increase communication to students before transfer.

Once students arrive at their new institution, 31.4% of students agreed with the statement that arranging for accommodation at their current institution was more of a hassle than they expected based on their experience at their prior institution and 17.1% slightly agreed. Forty-four percent (44%) of students thought the process for obtaining accommodation at their current institution was clearer and less difficult to understand compared to the process at their prior institution. Over forty-five percent (45.6%) of respondents agreed they were asked for additional documentation once they transferred institutions; however, only 18.5% agreed that they had out of pocket expenses. 47% stated they were able to use the same documentation. 26% reported a difference in accommodations due to differences in documentation requirements.

Students “Strongly Agree” that disability services offices provided services in a timely manner (78.3%) and provided a check list of items the student needed to secure an accommodation (75.3%). 64% of respondents strongly agreed they were confident that the disability services office would help them secure adequate accommodations. Fifty percent (50%) of students who received different accommodations from their prior institution strongly agreed the reason for the change was adequately explained. While access to disability service offices was rated highly, increased communication is needed when accommodations are different from those provided in the past.

How Students Secure Disability Accommodations



How Students Secure Accommodations

Students were asked how they secure disability services. The primary methods students identified were the disability services staff (81.6%) and the disability services website (73%). Three areas that were less frequent were academic advisor (33.3%) and disability service staff at their prior institution (30.6%), and admissions website at their current institution (28.9%). The DST Work Group looked at how to prepare students for transfer using the disability services staff at the student’s prior institution. This led to work on a transfer checklist in order to better prepare students to enter their new institution. Further exploration is needed to identify specific ways disability services and other student services can better integrate.

Barriers

Students were asked to identify barriers to receiving academic accommodations. The two barriers most often identified by respondents were obtaining different or additional documentation and paying for new documentation. Access to healthcare and documentation for disabilities plays a major barrier for many students. 44% of respondents identified obtaining different or additional documentation as a barrier or a great barrier (20.5% and 24.1% respectively). Almost thirty-nine percent (38.9%) of students identified paying for new documentation as a barrier or a great barrier (15.3% and 23.6% respectively).

Other barriers included finding information on important dates and timelines for securing accommodations through the disability services offices (27.4% identifying as a barrier or great barrier) and lack of clear communication or explanation regarding different accommodation provisions (33% identifying as a barrier or great barrier). This finding supports the DST Work Group’s efforts to create a transfer checklist and best practices document.

Notably, a majority of students found that making an appointment (77.9%), finding information (76.1%), and transferring paperwork (71.9%) were not significant barriers to transfer.

Thirty-three students identified other barriers, and 16 provided a specific response. A major theme of these free form “other” responses were professors’ engagement on the issue of student disabilities and the concept of the “invisible disability,” representing 4 of the 16 “other” responses. The free form “other” response below, is very representative of many of the responses:

“[Don’t be a]fraid [to] do it because some teachers are intimidating and in the past I’ve had issues with teachers, so I’ve learned to try to avoid issues of at all possible. Sometimes people look at me like I don’t have a disability.”

Other free form answers duplicated the multiple choice options in the barriers section.

Student Insights—Open Questions

In the survey students were asked to provide answers to two open ended questions related to advice to other students and disability staff. Students provided free form answers. The DST Work Group reviewed the responses to pull out themes and identify potential areas for improvement.

Two notable themes that were consistent throughout responses to all three questions was the lack of resources at disability service offices and a lack of awareness among students and faculty of mental and emotional health disabilities.

Advice to Others

Students were asked to provide advice to other students seeking disability services. In response to the “advice to other students” question, early communication, lack of resources for disability service offices, and a lack of guidance for students were major themes.

The following responses highlight the issue of the need for self-advocacy from a student population that may be hesitant to ask for help or may feel stigmatized.

“Ask for help as soon as you can . . . I wasn’t aware of the services available to me as a student and suffered through my first couple of years without the services and only got to utilize them during my final 3 quarters at my current school.”

“I had no idea accommodations were a real thing. I was used to people telling me that depression, ADHD, anxiety were MY problem.”

“Don’t feel guilty for taking accommodations, also don’t feel like there is something wrong with you for seeking out accommodations. . . Reaching out is incredibly difficult when you believe that you’re not worth it, and unfortunately, society often makes people with disabilities feel as though they aren’t worth it, but I promise you that you are.”

Compounding the issue of a need for student advocacy is the lack of resources. When students do request help from a disability services office, a lack of resources can further hinder their ability to obtain an accommodation. Many comments praised disability service staff while also commenting that the disability service office needed more staff.

These words of advice to other students highlight the need to increase the understanding of disabilities and disability accommodations, increase resources for disability service offices, and increase early communication efforts.

Advice to Staff

Students were asked to provide advice to disability services staff. Responses focused on early communication, student advocacy with other faculty and staff, and a lack of resources. Many of the responses focused on the lack of resources at institutions. “Get more staff” or “You need more staff” were common comments.

Other comments focused on early outreach and communication. Comments about student communication include “Reach out to transfer students on social media or student emails,” and “Having more information presented to transfer students regarding the process for requesting accommodations”

While some comments focused on communication to students, others focused on communication to other higher education service providers. One comment in particular spoke both to the need for advocates and the need to communicate to other higher education service providers:

*“I wish I had accommodations *for* getting accommodations, like getting reminders about what’s due, making sure there clear communication between me/teachers/disability staff, and being walked through the paperwork step-by-step.”*

Another comment that highlights communication issues focused on timing for putting into place accommodations:

“Recommend and make it possible for students to have everything sorted out and ready to get accommodations before the first day of school.”

Timely accommodations require coordination between students, professors, and disability services staff. This leads to the issue of disability services staff working to educate others about disability services. Some respondents were concerned about the treatment by non-disability services staff:

“Continue to advocate strongly for students facing discrimination from professors regarding their disability accommodation.”

While there were plenty of comments applauding disability services staff, they were mixed with concerns about a lack of resources, the need for greater communication, and the need for greater coordination.

Development of Best Practices and Practitioner Tools

Through the needs assessment, the Work Group developed a set of best practices. These best practices combined the perspectives of Work Group members, the polling of practitioners, and the results of the student survey. The latest draft of the best practices document focused on the three stages of transfer identified by students: preparing to transfer, during the transfer process, and arrival at college post transfer. Work Group members felt that the best practices should be categorized based on the student transfer experience: preparing to transfer, during the transfer process, and arriving at college post transfer. These stages require distinct efforts by students and service providers.

Disability Services Transfer Best Practices

Preparing to Transfer

- ◆ Be available, either in person or by phone, to prospective students to answer questions about specific accommodations and delivery of services on campus.
- ◆ Communicate clear steps needed to transfer between institutions as a student with a disability.
- ◆ Communicate information outlining process.
- ◆ Use a common Transfer of Documentation Form to streamline accommodation documentation sharing between disability services offices.

- ◆ Share a transfer checklist that includes an overview of timelines and deadlines related to transfer including information about transferring accommodation and documentation information.
- ◆ Partner with admissions and advising offices on best ways to share disability services contacts and information with students once admitted.

During the Transfer Process

- ◆ Partner with admissions, registration and/or orientation offices on campus to determine best avenues to reach and connect students with the disability services office for timely accommodations.

Arrival at College Post Transfer

- ◆ Engage with students in the interactive process to determine accessibility needs, including the consideration of provisional and/or temporary accommodations if enough information is present to start the process.
- ◆ Work with faculty and students to ensure effective implementation of approved accommodation while also maintaining academic standards of courses and programs.
- ◆ Share college disability accommodation statements with faculty for placement into their syllabus.
- ◆ Communicate broadly college grievance procedures, both on the web and in print, and share again with the student if an accommodation is denied by the disability services office along with next step options.
- ◆ Establish annual outreach and training plans focused on educating faculty about the accommodation process and working with students with disabilities. Consider training that reaches faculty across multiple modalities.
- ◆ Include students with disabilities in administrative committees related to accessibility.

Transfer Checklist

In order to address timing issues with the transfer for disability services, the DST Work Group identified key checkpoints for student transfer and created a tool to help guide students and practitioners through the transfer process. Through the needs assessment process, timing and information processing was identified as a barrier to students. The discussion of this subject involved both the timeliness of information and delayed requests for transfer documentation.

The transfer checklist offers a timeline for submitting and requesting information during a student's last year before transfer and gives the student and practitioner a tool for tracking progress toward transfer readiness. This document serves the dual purpose of communicating the necessary steps toward transfer and holding students and practitioners accountable for those actions.

→ **To see transfer checklist, see appendix D.**

Common 4-Year Release of Information

The DST Work Group developed a potential model for increasing student accessibility to their disability service records held at a college or university. One issue area considered by the Work Group was barriers to the release of student records. Students may not always be able to travel to their prior college or university to sign a release of information form will allow communication about the transfer of disability services. Due to The Family Educational Rights and Privacy Act (FERPA) restrictions, a college or university cannot discuss student records without the students' signed and verified consent.

A new model of signing release of information forms could allow a student to sign a common consent form at any public college or university for the release of records at any other public college or university. Verification of student identity would be confirmed and signed off on through any disability services office. That consent form would identify both the institution holding the student records and the institution receiving the records. This process would allow the student greater flexibility and timeliness in signing the release of information form.

Example: A student attended one of the Seattle Colleges, and then transferred to EWU in Cheney; they currently live with a relative in Spokane and will be commuting to Cheney. The student needs to provide EWU with their disability services records from Seattle Colleges but does not have time to go to Seattle to fill out the form. In this case, the student could go to the disability services office at Spokane Community College, sign the standard release of information form to give Seattle Colleges the authority to send information to EWU. Spokane Community College would then verify the student's identity, sign the form, and send it Seattle Colleges for their records.

While this concept would still need to be vetted by the colleges and universities, DSSC, and the Attorney General's office, the DST Work Group has developed a draft form and distributed it to practitioners for feedback. The Work Group should continue through 2017.

→ **See common release form in appendix E.**

Recommendations and Future work

The work of improving services to students with disabilities is an ongoing and evolving process that warrants the continued attention of stakeholders including students, college and university providers, and college and university administrators. While the DST Work Group members will continue the work they started, the DST Work Group has identified a number of areas for continued consideration as well as actionable recommendations.

Work Group Recommendations

- 1. Continued Collaboration Between Higher Education Partners**—While the DST Work Group has made substantial progress in identifying the needs of transfer students with disabilities, the Work Group has identified a number of areas that warrant further development. To this end, the Work Group recommends the continued collaboration between the community and technical college system, the public four-year colleges and universities, and students. The DST Work Group would focus their continued work in the following areas.
 - a. Implement a Common Release of Information Form**—The public-four year colleges and universities and the SBCTC should implement a common release form for disability services records. The implementation of a common release form as outlined in this report would help reduce barriers for students applying for disability services and increase student access to their records. While individualized processes for students are necessary for proper evaluation, this portion of the application and transfer process would be improved through greater uniformity. As noted in this report, the implementation of a common release form should involve review by the necessary stakeholder groups at colleges and universities and their attorney generals.

- b. Increase Awareness of Disability Services During Admissions and Transfer Processes**—Future conversation regarding process improvement would include collaboration with admissions personnel and counselors. The Work Group identified early communication as a key way to ensure students and disability service providers can identify the needs of students and ensure a timely provision of services. Working with advisors and with the help of a transfer checklist, students would be better prepared to transfer their disability services.
 - c. Develop a Framework for Creating a Student Advocate to Guide Students with Disabilities and Advocate on Their Behalf**—Student Advocates would help students navigate the disabilities services process in the event students feel they are not being adequately served. The student advocate would know and understand the process and any remedies. The student advocate should be housed outside of the disability service office to avoid any appearance of a conflict of interest and ideally would be funded through service and activity fees in order to keep the position independent from the institution. This position could be combined with other student advocate positions, such as those serving veteran navigators or equal opportunity ombuds. Student advocates could also take the form of peer-to-peer mentoring by creating a student position.
 - d. Develop a State Standard for Disability Service Caseloads**—Caseload standards for disability service offices would help colleges and universities quantify campus needs. While every campus has unique student needs, a common caseload measurement would allow benchmarking between institutions.
 - e. Continue to Develop Documentation Guidelines**—WAPED is in the process of developing documentation guidelines. The DST Work Group should collaborate in these efforts to provide better documentation guidelines for disability service staff.
- 2. Increase Resources for Disability Services Offices.** Inadequate funding was identified as a major barrier in both the student survey and stakeholder outreach. While larger colleges and universities may have adequate resources, many colleges' disability service offices consist of one person. This structure can present unintentional barriers to students when student needs are at their highest. Unless basic service levels are met, disability service offices will not have the capacity to address more structural issues identified in this report.

Appendices

Appendix A: Legislation

CERTIFICATION OF ENROLLMENT

SUBSTITUTE SENATE BILL 6466

Chapter 22, Laws of 2016

64th Legislature

Veto Override 2016 1st Special Session

STUDENTS WITH DISABILITIES--WORK GROUP

EFFECTIVE DATE: 6/28/2016

SUBSTITUTE SENATE BILL 6466

Passed Legislature - Veto Override 2016 1st Special Session

State of Washington

64th Legislature

2016 Regular Session

By Senate Higher Education (originally sponsored by Senators Habib, Dammeier, Darneille, Liias, Roach, Keiser, Frockt, Becker, Hasegawa, Conway, and McAuliffe)

READ FIRST TIME 02/05/16.

AN ACT Relating to student services for students with disabilities; creating new sections; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. It is the intent of the legislature to retain individualized provisions of core services and accommodations at different institutions of higher education for students with disabilities while providing services to disabled students faster and more efficiently. The elimination of redundancy and streamlining of data gathering and sharing among institutions of higher education will ensure that students receive the services they need with minimal burden to the student.

NEW SECTION. Sec. 2. (1) The council of presidents shall convene a work group to develop a plan for removing obstacles for students with disabilities. The work group shall include:

(a) Representatives from the state board for community and technical colleges; the state college, regional universities, and state universities, each as defined in [RCW 28B.10.016](#); the student achievement council; and statewide student associations; and

(b) At least two students with disabilities selected by statewide student associations.

(2) The plan shall focus on removing obstacles for students with disabilities transferring between institutions of higher education, including but not limited to: Standardizing medical documentation requirements, standardizing intake and review procedures, and developing best practices for institutions to provide outreach to and help prepare students for transmitting accommodations information and documentation to their next institution of higher education.

(3) The council of presidents shall provide the plan developed in subsection (2) of this section to the higher education committees of the legislature no later than December 31, 2016.

(4) This section expires August 1, 2017.

Passed by the Senate February 16, 2016.

Passed by the House March 2, 2016.

Vetoed by the Governor March 10, 2016.

Filed in Office of Secretary of State March 30, 2016.

--- END ---

Appendix B: Workgroup Members

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Rep. Noel Frame, Washington State House of Representatives– noel.frame@leg.wa.gov

Appendix C: Meeting Schedule

Thursday, June 9, 2016

1:30 PM–2:00 PM

Teleconference

Tuesday, June 28, 2016

12:00 PM–4:00 PM

University of Washington Tacoma

Thursday, July 28, 2016

12:00 PM–4:00 PM

University of Washington Tacoma

Tuesday, August 30, 2016

12:00 PM–4:00 PM

Seattle Central College, Seattle

Friday, September 30, 2016

10:00 AM–2:00 PM

Council of Presidents Office, Olympia

Thursday, October 27, 2016

10:00 AM–2:00 PM

Clover Park Technical College

Tuesday, November 29, 2016

10:00 AM–2:00 PM

Council of Presidents, Olympia

Wednesday, December 14, 2016

1:00 PM–2:00 PM

Teleconference

Appendix D: Transfer Checklist

Timeline to Transfer Between Disability Services Office

Transferring to another college? Thinking about using academic accommodations at another college? Below is a guide to help you plan your transfer and pursue accommodations at your new college. This is a general guide of the process so make sure to inquire about specific deadlines and/or timelines at the college you are transferring to. This checklist is in addition to any general transfer guide or process needed at your new college. Inquire with admissions or the transfer office on general transfer information.

Some starting questions:

- Do you have a current copy of your healthcare/disability information? Is it the most up to date regarding your health condition(s) or disability(ies) and impacts in college?
- Have you contacted the new college to understand the steps to get accommodations?
- Will you need to take any placement exams with accommodations during your transfer process?
- Are you transferring to a semester or quarter institution?
- Are you transferring into your major directly at your new institution? Are you also seeking on-campus housing accommodations?

It can take 1-5 weeks to get completely set up with accommodations based on different variables so students are encouraged to connect as early as possible with the disability services office.

Checklist for students transferring from a 2 year college to another 2 year college:

Suggested start time for this transfer is 6 weeks prior to a quarter or as soon as are eligible to register for classes

- Contact future college disability services office to inquire about the getting started process
- Request disability documentation to be transferred from current institution, if appropriate, to new institution or Provide copy of health care/disability diagnosis documentation
- If appropriate, share a Letter of Accommodation from prior institutions that outlines approved accommodations from previous institution as a starting point for conversation with new college
- Submit request for accommodations, and meet with staff of new colleges disability services office

Checklist for students transferring from a 2 year college to a 4 year college:

Suggested start time for this transfer ranges from 3-6 months based on the request

Beginning 2 quarters or 1 semester in advance or upon acceptance to a 4 year college if later

- Contact future college disability services office to inquire about their getting started process. View office website for next steps and review advise on transferring into the college
- If necessary review and update your healthcare information to address the impacts of the temporary and/or chronic condition(s) if your future college will need updated information
- Request disability documentation to be transferred from current institution, if appropriate, to new institution or Provide copy of health care/disability diagnosis documentation
- If appropriate, share a Letter of Accommodation from prior institutions that outlines approved accommodations from previous institution as a starting point for conversation with new college
- Submit request for accommodations, and meet with staff of new colleges disability services office

Housing specific accommodations

- 3-4 months prior to Fall start review housing application and request process. Check various institutions housing deadlines as they are likely on a different timeline than academic accommodations

Appendix E: Common Release Form

TRANSFER of DOCUMENTATION FORM

Student Name:	Date of Birth:	Student ID:
Address:	City, State, Zip:	Phone:

Acknowledgement

The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34CFR Part 99) is a federal law that protects the privacy of student education records. This includes your records maintained for the purposes of providing disability resources for students. The release or disclosure of your records or any personally identifiable information from your records can only be done in accordance with state and federal laws and the college or university policies regarding student records.

This transfer of documentation form provides your written consent to authorize the college or university to disclose and release your records to persons to whom the college or university may not otherwise be authorized to disclose or release your records without your consent. You are under no obligation to sign this form.

Release of Information

I voluntarily give my consent to the sending institution listed below to release my education records and information in the possession of its disability resource office for the purposes of the receiving institution's disability resource office to evaluate my request for accommodations and/or to provide reasonable accommodation related to my disability.

This release includes the following information:

Documentation related to my diagnosis Accommodation plan

Authorized Institutions. This release of information applies to education records held by the following institutions maintained for the purposes outlined above.

Sending institution:	Receiving institution:
-----------------------------	------------------------

Revocation. I understand that this release shall remain in effect for 90 days and may be revoked by me at any time. Revocation must be in writing and delivered to the college or university disability resource office. The revocation will not apply to disclosures made prior to the disability resource offices receipt of the written revocation.

By signing below, I acknowledge that I have read this form and I voluntarily give my consent for college or university to release my education records in accordance with the terms outlined above release of information.

Student Signature	Date
Access Service Staff	Date
Name:	Title:
College or Institution:	Phone number:

Appendix F: Student Survey Results

Academic Accommodations for Transfer Students Survey

Data Sheet

This survey was shared with Washington state college transfer students through email invitation during the period of October 2nd through November 17th, 2016. The survey was administered through Catalyst and hosted by the Disability Resources for Students Office at the University of Washington. Responses were collected anonymously and analyzed by Heather Evans, a graduate student assistant. Below is a list of Washington Colleges that participated in this survey:

Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University
Bellingham Technical College

Cascadia College
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Green River College
Lake Washington Institute of Technology
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
Spokane Falls Community College
Walla Walla Community College
Yakima Valley College

A total of 519 Washington State transfer students participated in the survey. Of those 519 students, 118 met the inclusion criteria of: being at least 18 years old; feeling comfortable completing a survey in English; not a Running Start student; who is a currently enrolled, matriculated student as Fall 2016 with at least 30 college credits who experiences a health condition, impairment or disability that impacts academic success.

Table 1. Participants Who Met Inclusion Criteria

	Number	Percent	Total
At least 18 years old and comfortable completing a survey in English	517	99.60%	519
WA Transfer Student	400	77.40%	519
Enrolled as of Fall 2016	389	97.30%	400
Matriculated Student	310	79.70%	389
Completed at least 30 college credits	302	97.40%	310
Running Start Student	299	99.00%	302
Experience a health condition, mental illness, impaired functioning or disability	118	39.50%	299

Students reported an array of impairments. Nearly three-quarters (73.7%) of students reported experiencing mental illness or psychological or emotional impairments that impacts their academic success; 40% reported having a learning disability and almost one-third (30.5%) reported having a chronic illness or acute health condition.

Table 2. Number and Type of Impairments Reported by Survey Participants

	Number	Percent	Total
Hearing (e.g., Deaf / Hard of hearing)	9	7.60%	118
Mobility (e.g., limited range of motion, paraplegic, quadriplegic)	15	12.70%	118
Speech or Language (e.g., Articulation or Fluency, Aphasia, Dyspraxia)	8	6.80%	118
Learning Disability (e.g., ADD, Dyslexia)	48	40.70%	118
Legally Blind (e.g., Blind / Low Vision)	2	1.70%	118
Chronic / Acute Health Condition (e.g., Cancer, Asthma and other pulmonary conditions, Arthritis and other Orthopedic conditions, Diabetes, Crohn's, other Organ, Blood, Gastrointestinal, and Immune System conditions)	36	30.50%	118
Neurological / Nervous System (e.g., Traumatic Brain Injury, Cerebral Palsy, Seizures, Migraines)	29	24.60%	118
Psychological / Emotional / Mental Illness (e.g., Bipolar, Anxiety, Depression, Autism, PTSD)	87	73.70%	118
Other	16	13.60%	118

More than half (57.6%) of the student respondents indicated they experience more than one type of impairment that impacts their academic success.

Table 3. Number of Types of Impairments Reported by Participants

Number of Types of Impairments /Disabilities Indicated	Number	Percent	Cumulative Percent
1	50	42.4	42.4
2	34	28.8	71.2
3	14	11.9	83.1
4	12	10.2	93.2
5	7	5.9	99.2
7	1	0.8	100.0
Total	118	100.0	
Missing	401		
Total	519		

Among those reporting experiencing impairments, 15 students or 13% were not aware that these impairments potentially qualify them for disability accommodations.

Roughly one-half of respondents reported requesting disability accommodation at the institution from which they transferred (referred to as their “prior institution”) and one-half also indicated they had received accommodations at that institution. A slightly smaller proportion (40.7%) reported receiving “effective” accommodations.

By contrast, 73% reported requesting accommodation at the institution to which they transferred (referred to as “current institution”) and fewer students (62.9%) report receiving accommodations at their current institution. One-half (50.8%) report receiving “effective” disability accommodations at their current institution.

Table 4. Student Disability Accommodations at Prior and Current Institutions

Prior Institution	Number	Percent	Total
Requested accommodation	58	49.2	118
Received accommodation	58	49.2	118
Received effective accommodation	48	40.7	118
Current Institution	Number	Percent	Total
Requested accommodation	86	72.9	118
Receive accommodation	73	62.9	116
Receive effective accommodation	60	50.8	118

Among students who indicated they may benefit from disability accommodations at their current institution (to which they transferred), only 70% have requested accommodation. Nearly one-fifth of those students indicated they have not requested disability services because they do not currently need accommodations, and 10% have not requested accommodation because they were unaware that they may be eligible.

This amounts to 94 students who are the target participants of this survey: those transfer students who have actively requested and/or are receiving disability accommodations at their transfer institution.

Table 5. Reasons for Not Requesting Disability Accommodations

Not Requested Accommodation Because...	Number	Percent
N/A, I have requested accommodation.	82	69.5
I do not currently need accommodation.	24	20.3
I would benefit from accommodation, but have not formally requested it because I was unaware that I was eligible for accommodation.	12	10.2
Total	118	100.0
Missing	401	
Total	519	

Of the 94 student participants of interest, just over eighty percent (80.9%) transferred from 2-year institutions of higher education and 96% transferred to 4-year institutions of higher education.

Table 6. Type of Institution Transfer

Prior Institution (Transferred From)	Number	Percent	Total
2-year institution of higher education	76	80.9	94
4-year institution of higher education	18	19.1	94
Current Institution (Transferred to)	Number	Percent	Total
2-year institution of higher education	4	4.3	94
4-year institution of higher education	90	95.7	94

Roughly forty percent (41.3%) of students transferred with 90 college credits or less. The largest group of students (33.7%) transferred with between 91-120 credits and three-quarters of students transferred with 120 credits or less. Roughly 4% of students reported not knowing how many credits they had earned at time of transfer.

Table 7. Number of College Credits Earned at Time of Transfer

College Credits at Time of Transfer	Number	Percent	Cumulative Percent
1-30 credits	3	3.3	3.3
31-60 credits	6	6.5	9.8
61-90 credits	29	31.5	41.3
91-120 credits	31	33.7	75.0
121-150 credits	10	10.9	85.9
151-180 credits	7	7.6	93.5
181 or more credits	2	2.2	95.7
Don't know	4	4.3	100.0
Total	92	100.0	
Total missing	427		
Total	519		

Students were asked to think of the transfer process from their prior institution to their current institution and indicate how closely each of the following statements described their experience. Table 8 below shows their responses. Four metrics averaged a score indicating they represented students experiences “approximately” to “very much”: that it was easy to find information on securing accommodations (mean score 2.34); that it was easy to schedule an appointment with disability services (mean score 2.57); they were asked to obtain different and therefore additional documentation (mean score 2.02); and were able to use the same documentation at prior institution as current institution to secure accommodation (mean score 2.09). Three-quarters of students indicated they did not have to pay for additional documentation in order to secure accommodation. The majority (64.1%) reported that advisors did not instruct them to contact disability services at their transfer institution and just over three-quarters (77.6%) indicated their advisor at their prior institution did not provide them contact info for the disability services office.

Table 8. Students Responses to How Well Each Statement Matches Their Transfer Experience

	Not at All (%)	Approximately (%)	Very Much (%)	Total Number	Mean Score* (1-3)
It was easy to find information on what I needed to do to secure accommodations at my current institution.	12.6%	40.2%	47.1%	87	2.34
It was easy to schedule a meeting with a representative of the disability services office at my current institution.	9.6%	24.1%	66.3%	83	2.57
Arranging for accommodation at my current institution was more of a hassle than I expected based on my experience at my prior institution.	51.4%	17.1%	31.4%	70	1.80
The process for obtaining accommodation at my current institution was clearer and less difficult to understand compared to the process at my prior institution.	44.6%	20.0%	35.4%	65	1.91
Due to differences in required documentation, I received different accommodations at my current institution than I did at my prior institution.	53.1%	20.4%	26.5%	49	1.73
I was asked for different documentation and thus had to obtain additional documentation for accommodation for my current institution.	43.9%	10.5%	45.6%	57	2.02
I, or someone close to me, had to pay out of pocket to obtain additional documentation for my current institution.	75.4%	6.2%	18.5%	65	1.43
I was able to use the same documentation for accommodation at my current institution as I used for accommodation at my prior institution.	38.2%	14.5%	47.3%	55	2.09
I was instructed by an advisor to contact the disability services office of my current institution as soon as my transfer was accepted.	64.1%	17.2%	18.8%	64	1.55
An advisor at my prior institution provided me with the contact information of the disability services office at my current institution.	77.6%	6.9%	15.5%	58	1.38

*Score: Not at All=1; Approximately=2; Very Much=3

Table 9 below breaks these same data down into two groups: 1) those transferring to 2-year institutions (4 students) and 2) those transferring to 4-year institutions (90 students) and compares these scores to the mean scores of the combined group.

Table 9. Comparing Mean Scores According to Type of Institution Transferred To

	2-Year Institution	4-Year Institution	All Institutions
	Mean Score	Mean Score	Mean Score
CurrEasyFindInfoNum	2.00	2.36	2.34
CurrEasyGetApptNum	2.75	2.56	2.57
CurrHassleNum	1.50	1.81	1.80
CurrMoreClearNum	2.67	1.87	1.91
DifDocDifAccomNum	2.50	1.70	1.73
DifDocAddDocNum	2.33	2.00	2.02
AddDocCostNum	1.50	1.43	1.43
SameDocNum	1.67	2.12	2.09
AdvProvContactNum	2.00	1.35	1.55
AdvInstructContactNum	2.50	1.52	1.38

*Score: Not at All=1 ; Approximately=2; Very Much=3

Students were also asked to determine how strongly they agreed with a series of statements about the process of securing disability accommodations at their transfer institution. Table 10 summarizes these responses. This table lists the mean score for each metric (ranging 1-5) and shows the proportion of responses collapsed into two categories: 1) Agree Not at All and Slightly Agree, and 2) Agree, Completely Agree, and Strongly Agree.

Four metrics received a mean score above 3.0 (out of 5): the disability services office responded in a timely manner (mean score 3.43); the disability services office directed student to a checklist necessary for securing accommodation (mean score 3.28); that it was easy to find the disability services website (mean score 3.26); and that student is confident the disability service office will help them secure adequate accommodation for future courses (mean score 3.19). Of the students who received different accommodations at their transfer institution from the accommodations provided at their prior institution, exactly one-half (50%) felt the reason they received different accommodations was clearly explained to them. 41% of respondents indicated that the disability service website at their current institution is not easy to navigate and/or does not list the necessary steps to acquiring accommodations.

Table 10. Student Agreement with Statements Regarding Transfer Experience

	Agree Not at All or Slightly Agree	Agree -Strongly Agree	Total	Mean Score* (1-5)
It was easy to find the disability services office website at my current institution.	23.8%	76.2%	84	3.26
The disability services office at my current institution has a website that is easy to navigate and lists the necessary steps to securing accommodations.	40.5%	59.5%	84	2.99
The disability services office responds in a timely manner (3-5 business days) to my inquiries.	21.7%	78.3%	83	3.43
The disability services office provided me with or directed me to a checklist of items I would need to provide in order to secure accommodations.	24.7%	75.3%	81	3.28
I am confident that the disability services office will help me secure adequate accommodations for my future courses.	36.0%	64.0%	89	3.19
If I received different accommodations at my current institution from those I received at my prior institution, the reason for the difference was clearly explained to me.	50.0%	50.0%	38	2.68

*Score: 1=Agree Not at All ; 2=Slightly Agree; 3=Agree; 4=Completely Agree; 5= Strongly Agree

Table 11. Comparing Mean Scores According to Type of Institution Transferred To

	2-Year Institution	4-Year Institution	All Institutions
	Mean Score	Mean Score	Mean Score
CurrEasyFindWebSiteNum	3.00	3.27	3.26
CurrEasyUseWebSiteNum	2.00	3.02	2.99
DRSQuickRespNum	3.25	3.44	3.43
DRSprovCheckListNum	3.00	3.30	3.28
ConfFutureAccomNum	4.00	3.15	3.19
DiffExplainedNum	3.00	2.67	2.68

*Score: 1=Agree Not at All ; 2=Slightly Agree; 3=Agree; 4=Completely Agree; 5= Strongly Agree

Students were provided a list of resources and asked to indicate if they relied upon the those sources of information to determine how to secure accommodation at their transfer (current) institution. Table 12 presents that list in the order of prevalence that students relied upon them for information.

A large majority (81.6%) of students relied on the disability services staff of their transfer institution to obtain necessary information for securing accommodations; and nearly three-quarters (73%) students relied on the disability services website for obtaining that information. Just under one-half (44.6%) reported relying on a faculty member, instructor, or teaching assistant at the transfer institution for getting information on obtaining accommodations. Only 31% of students report obtaining information from the disability services staff at the institution from which they transferred. A very small proportion of students (14.8%) indicated obtaining information on disability accommodations from their current institution’s Transfer Student Website.

Table 12. Resources Used to Secure Accommodations at Transfer Institution

	Yes	No	Total
Disability services staff at my current institution	81.6%	18.4%	87
Disability services website at my current institution	73.0%	27.0%	89
Faculty / Instructor / Teaching Assistant at my current institution	44.6%	55.4%	83
Academic Advisor at my current institution	33.3%	66.7%	84
Disability services staff at my prior institution	30.6%	69.4%	72
Admissions website at my current institution	28.9%	71.1%	83
Other student(s) at my current institution	23.1%	76.9%	78
Other	20.7%	79.3%	58
Parent(s)	18.2%	81.8%	77
Student Life / Student Affairs website at my current institution	16.0%	84.0%	81
Transfer Student website at my current institution	14.8%	85.2%	81

35% of respondents (33 students) reported that “other barriers” exist but were not included on this list. Those students were invited to write-in the barriers they believe make it difficult for transfer students to obtain disability accommodations. Those comments are compiled at the end of the Data Sheet.

Table 13. Barriers to Securing Accommodations at Transfer Institution

	Not a Barrier	Slight Barrier	Barrier	Strong Barrier	Total	Mean Score* (1-4)
Getting an appointment with disability services in a timely manner (3-5 business days) to initiate accommodation process	53.5%	24.4%	10.5%	11.6%	86	1.80
Finding information of what is needed to secure accommodation through the disability services office	42.0%	34.1%	13.6%	10.2%	88	1.92
Other barriers	66.7%	3.0%	0.0%	30.3%	33	1.94
Difficulty transferring paperwork regarding accommodation from prior institution to current institution	49.1%	22.8%	12.3%	15.8%	57	1.95
Finding information on the important dates and timeline for securing accommodation through the disability services office	36.4%	35.2%	17.0%	11.4%	88	2.03
Lack of clear communication or explanation regarding different accommodation provisions	48.1%	19.0%	12.7%	20.3%	79	2.05
Late admission/acceptance dates for transfer students	50.7%	15.5%	8.5%	25.4%	71	2.08
Paying for new documentation of your impairment or health condition	45.8%	15.3%	15.3%	23.6%	72	2.17
Obtaining different or additional document of your impairment or health condition	27.7%	27.7%	20.5%	24.1%	83	2.41

*Score: 1=Not a Barrier; 2=Slight Barrier; 3=Barrier; 4=Strong Barrier

At the end of the survey, transfer students were asked a handful of demographic information. Their responses are below.

Table 14. Gender Identification

Woman	58.50%
Trans*	7.40%
Man	7.40%
Preferred not to answer	26.60%
Total	94

Table 15. Identify as Latino/a

Yes	9.6%
No	78.7%
Preferred not to answer	11.7%
Total	94.0%

Table 16. Racial Identification

Asian	6.5%
Black / African American	3.2%
Hawaiian / Pacific Islander	1.1%
Multiple Races	11.8%
Native American / First Nation	5.4%
White / Caucasian	27.0%
Prefer not to answer	15.1%
Total	100.0%
Missing	
Total	

Students were encouraged to share their comments on barriers, provide advice to other transfer students, and advice to disability services staff.

Appendix G: Student Survey

Sample Email introduction:

Dear Student,

Please take the time to complete this short survey aimed to identify barriers to college transfer students. This survey is being administered by a legislative work group created for the purpose of identifying and resolving barriers to transfer students who receive or may benefit from academic accommodations. Your participation in this survey is entirely voluntary and your responses will remain anonymous. To complete the survey, click this link:

<https://catalyst.uw.edu/webq/survey/hdevans/311144>

If, after completing the survey, you would like to share your personal story regarding pursuing accommodation as a transfer student, go to:

<https://docs.google.com/a/wastudents.org/forms/d/e/1FAIpQLSc8sds0nWzEK7RVL9fc2pQDEcSVugVLRnxh1ytuAhNrF2jZMQ/viewform?c=0&w=1> hosted by the Washington Student Association. For more information about the Washington Student Association, go to: <http://www.wastudents.org/>

Thank you for your assistance making Washington State colleges more accessible!

Survey Questions

Academic Accommodations for Transfer Students Survey

This survey is being administered by a legislative work group created for the purpose of identifying and resolving barriers to transfer students who receive or may benefit from academic accommodations. Your participation in this survey is entirely voluntary and your responses will remain anonymous. The results of this survey will be used to identify barriers to transfer students and will inform steps toward resolving those barriers moving forward.

For more information on this work group, please see the Washington State Council of Presidents web page at: http://www.councilofpresidents.org/DST_WG.html

Question 1.

Are you at least 18 years old and comfortable completing a survey in English?

- Yes
- No

Question 2.

A Washington State transfer student means you have transferred from a two or four year institution of higher education in Washington State to a different two or four year institution of higher education in Washington. Are you a Washington State transfer student?

- Yes
- No

Question 3.

Are you enrolled as a student as of Fall 2016?

- Yes
- No

Question 4.

A matriculated student is one who has been admitted into a department, college or institution as a pre-major or declared major. Are you enrolled as a matriculated student?

- Yes
- No

Question 5.

As of Fall 2016, have you already completed at least 30 college credits?

- Yes
- No

Question 6.

As of Fall 2016, are you currently a Running Start student?

- Yes
- No

Question 7.

Do you experience a health condition, mental illness, impaired functioning or disability that impacts (intermittently or consistently) your ability to be academically successful?

- Yes
- No

Question 8.

Please indicate if you experience impairment or disability in the following areas.

	Yes	No
Hearing (e.g., Deaf / Hard of hearing)		
Mobility (e.g., limited range of motion, paraplegic, quadriplegic)		
Speech or Language (e.g., Articulation or Fluency, Aphasia, Dyspraxia)		
Learning Disability (e.g., ADD, Dyslexia)		
Legally Blind (e.g., Blind / Low Vision)		
Chronic / Acute Health Condition (e.g., Cancer, Asthma and other pulmonary conditions, Arthritis and other Orthopedic conditions, Diabetes, Crohn's, other Organ, Blood, Gastrointestinal, and Immune System conditions)		
Neurological / Nervous System (e.g., Traumatic Brain Injury, Cerebral Palsy, Seizures, Migraines)		
Psychological / Emotional / Mental Illness (e.g., Bipolar, Anxiety, Depression,, Autism, PTSD)		
Other		

Question 9.

Were you aware that if you selected any of the previous categories, you may be eligible for academic accommodations?

- Yes
- No

Question 10.

Thinking of the institution you most recently transferred from (your prior institution), did you:

	Yes	No
Request accommodation for your health condition, disability, or impairment?		
Receive accommodation for your health condition, disability, or impairment?		
Receive what you felt to be effective accommodation for your health condition, disability, or impairment?		

Question 11.

Thinking of the institution you most recently transferred to (your current institution), have you:

	Yes	No
Requested accommodation for your health condition, disability, or impairment?		
Received accommodation for your health condition, disability, or impairment?		
Received what you felt to be effective accommodation for your health condition, disability, or impairment?		

Question 12.

If you have NOT requested accommodation for your health condition, disability, or impairment at your current institution, which of the following best describes your situation:

- N/A, I have requested accommodation.
- I do not currently need accommodation.
- I would benefit from accommodation, but have not formally requested it because I was unaware that I was eligible for accommodation.

TRANSFER EXPERIENCE

Question 13.

Which best describes the institution you most recently transferred from (prior institution)?

- 2-year institution of higher education
- 4-year institution of higher education

Question 14.

Which best describes the institution you most recently transferred to (current institution)?

- 2-year institution of higher education
- 4-year institution of higher education

Question 15.

How many college credits had you already accumulated when you transferred to your current institution? (E.g., how many credits had you completed at the time you transferred?)

- 1-30 credits
- 31-60 credits
- 61-90 credits
- 91-120 credits
- 121-150 credits
- 151-180 credits
- 181 or more credits
- Don't know

Question 16.

Thinking of the transfer process from your prior institution to your current institution, how closely do the following statements describe your experience?

	Not at All	Approximately	Very Much	N/A
It was easy to find information on what I needed to do to secure accommodations at my current institution.				
It was easy to schedule a meeting with a representative of the disability services office at my current institution.				
Arranging for accommodation at my current institution was more of a hassle than I expected based on my experience at my prior institution.				
The process for obtaining accommodation at my current institution was clearer and less difficult to understand compared to the process at my prior institution.				
Due to differences in required documentation, I received different accommodations at my current institution than I did at my prior institution.				
I was asked for different documentation and thus had to obtain additional documentation for accommodation for my current institution.				
I, or someone close to me, had to pay out of pocket to obtain additional documentation for my current institution.				
I was able to use the same documentation for accommodation at my current institution as I used for accommodation at my prior institution.				
I was instructed by an advisor to contact the disability services office of my current institution as soon as my transfer was accepted.				
An advisor at my prior institution provided me with the contact information of the disability services office at my current institution.				

DISABILITY SERVICES TRANSFER WORK GROUP REPORT TO THE LEGISLATURE

Question 17.

Thinking of the institution you most recently transferred to (current institution), how strongly do you agree with the following statements?

	Agree Not at All	Slightly Agree	Agree	Strongly Agree	Completely Agree	N/A
It was easy to find the disability services office website at my current institution.						
The disability services office at my current institution has a website that is easy to navigate and lists the necessary steps to securing accommodations.						
The disability services office responds in a timely manner (3-5 business days) to my inquiries.						
The disability services office provided me with or directed me to a checklist of items I would need to provide in order to secure accommodations.						
I am confident that the disability services office will help me secure adequate accommodations for my future courses.						
If I received different accommodations at my current institution from those I received at my prior institution, the reason for the difference was clearly explained to me.						

Question 18.

Please indicate if you relied upon the following sources of information to determine how to secure accommodation through the disability services office at your current institution.

	Yes	No	N/A
Disability services staff at my prior institution			
Disability services staff at my current institution			
Disability services website at my current institution			
Transfer student website at my current institution			
Student Life / Student Affairs website at my current institution			
Admissions website at my current institution			
Academic Advisor at my current institution			
Faculty / Instructor / Teaching Assistant at my current institution			
Other student(s) at my current institution			
Parent(s)			
Other			

Question 19.

If there are other sources of information you relied upon to secure accommodation at your current institution, please write them in below. (If not, leave blank.)

Other:

Question 20.

As a transfer student, which of the following do you see as a barrier to securing disability accommodation?

	Strong Barrier		Slight Barrier	Not a Barrier	N/A
Finding information of what is needed to secure accommodation through the disability services office					
Finding information on the important dates and timeline for securing accommodation through the disability services office					
Getting an appointment with disability services in a timely manner (3-5 business days) to initiate accommodation process					
Obtaining different or additional document of your impairment or health condition					
Paying for new documentation of your impairment or health condition					
Lack of clear communication or explanation regarding different accommodation provisions					
Difficulty transferring paperwork regarding accommodation from prior institution to current institution					
Late admission/acceptance dates for transfer students					
Other					

Question 21.


If there were other barriers to you as a transfer student in securing accommodations at your current institution, please list them below. (If not, leave blank.)

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Question 22.


ADVICE TO OTHERS

What, if any, advice would you give to a fellow transfer student on securing accommodations through the disability services office? (If none, leave blank.)

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Question 23.

Do you have any additional suggestions for disability services staff for assisting transfer students in securing accommodations? (If none, leave blank.)

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Question 24.

DEMOGRAPHIC INFORMATION

Which of the following best describes your gender identity?

- Woman
- Trans*
- Man
- Prefer not answer

Question 25.

Do you identify as Latino/Latina?

- Yes
- No
- Prefer not to answer

Question 26.

Which of the following best describes your racial identity?

- Asian
- Hawaiian / Pacific Islander
- Black / African American
- Native American / First Nation
- White / Caucasian
- Multiple Races
- Prefer not to answer

Question 27.

Which of the following best describes your financial status?

- Do not have enough monthly income to meet basic living needs (adequate food, housing, bills)
- Have just enough monthly income to meet basic living needs
- Have enough savings to cover basic living needs for up to two months
- Prefer not to answer

DO YOU HAVE A STORY TO SHARE?

If you would like to share your story regarding pursuing accommodation through the Disability Services office as a transfer student, please submit this survey and then return to the email with the survey invitation and click the link to a google doc form. That link will take you to a separate survey portal where you can enter your contact information. A member of the DST Work Group will follow up with you. Note that if you choose to provide personal information, there will be no way to match your responses to this survey to your name or personal information, meaning your responses to this survey will remain completely anonymous.

THANK YOU for participating in this survey!

Your time and effort is greatly appreciated.