The following is a brief narrative summary of the results from the faculty survey administered by Disability Support Services in December, 2010. A complete summary of individual item responses is available by contacting the DSS office at 520-4832 or hassej@iusb.edu.

- Ninety-three (93) faculty members completed the survey.

- Of those responding, 25% said that they had not accessed DSS services in the past year. Although there may have been differing interpretations of what was meant by using DSS services, it was encouraging to see that many individuals responded to the survey even though they had little contact with the office. The most common reason (72%) why services were not used was simply that there was no perceived need.

- Thirty-five (35%) percent of those respondents who indicated that they had utilized DSS services reported that it was for student test-taking purposes. Thirty-four percent (34%) reported that they contacted DSS because they thought a student had a learning disability.

- Sixty-eight percent (68%) of respondents indicated that they had referred students to DSS.

- Question #8 asked faculty to rate the DSS staff and/or services on various factors.
  - In some cases, a lack of respondent knowledge about the particular question resulted in a high “No Opinion” response rate. For example, 44% of the 78 respondents indicated “no Opinion” to the question as to whether the DSS staff responds to student in a timely manner. This is not surprising. This was also the case with respect to knowledge as to whether DSS offers various types of services. This is an indication, however, that the DSS office needs to do a better job of communicating the range of services available to students.

  - Sixty-six percent (66%) of the respondents strongly agree or agree with the item “Staff works closely with faculty to assist with their students’ needs”. Sixteen percent (16%) had no opinion.

  - The item “Staff gets back to faculty within a reasonable amount of time” had a 73% strongly agree or agree response, with 17% having no opinion.
• Information from the comments and suggestion portions of the survey address various important issues.

  o Numerous respondents indicated that they include DSS information on their course syllabus and mention it at the start of the semester. This is one of the most important ways in which the student is informed of the availability of services.

  o Faculty comments indicate that most students who approach them during the semester are aware of DSS and available services.

  o One misunderstanding reflected in a respondent’s comments pertains to the provision of testing accommodations. DSS approves testing accommodations and is available to administer tests, but we do not require faculty to have their tests administered here. If a faculty member is able to provide the approved accommodations and prefers to do so, he/she does not need to use DSS. DSS would only get involved if the student raises a concern that the accommodations are not being provided.

  o DSS does not assist in the diagnosis of a student’s disability, nor provide the type of testing necessary to support a disability diagnosis. It is the student’s responsibility to provide the appropriate disability documentation. DSS does, however, frequently refer students to external resources that may be able to assist with obtaining a disability assessment.

  o Several faculty members commented on the fact that the services a student with a disability receives in college are different from those received in high school. There also was some feeling that we might not be doing enough for students in this respect. There is considerable difference between high school and college disability services. There is no “special education” in college. Students, with or without a disability, are held to the same academic performance standards. Appropriate accommodations are provided to ensure that the student has the equal access they need to meet those standards. It is often the case, however, that we are able to offer a student more resources than they had available in high school. This is particularly true with respect to technology resources.

  o The DSS office needs to make faculty more aware of the range of services provided to students with disabilities. A faculty member isn’t expected to inform students of all available services, but this information would certainly be useful to faculty as they seek to address the educational needs of their students.