
Final Report

The 2008 Biennial *AHEAD* Survey of Disability Services and Resource Professionals in Higher Education

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Part One



Introduction and Methods

INTRODUCTION

As this report goes to press, a significant number of changes are taking place in the legislation related to disability services (DS) in the United States. The Higher Education Act reauthorization calls for increased federal support of postsecondary disability initiatives. The Americans with Disabilities Act (ADA) Amendments Act of 2008 (formerly known as the ADA Restoration Act) attempts to expand the definition of who is disabled and entitled to accommodations and protection from discrimination under the law. The “21st Century G.I. Bill” of 2008 improves education benefits for the increasing number of veterans returning home, many of whom have sustained disabilities in the line of duty. Even K-12 special education is evolving, as the 2004 Individuals with Disabilities Act reauthorization changes the way learning disabilities are diagnosed and accommodated in special education. All of these legislative changes may affect the diversity of postsecondary students, faculty, and staff with disabilities. The impact may be even more pronounced when combined with the growth of disability studies, expansion of the Internet and technology, a potentially world-wide economic recession, and popular support for radical changes in health care and health insurance.

In response to these changes, the *AHEAD* Board recognized the importance of once again conducting research with DS providers, to better understand how professionals, DS offices, and the population of students with disabilities may be changing. In 2004, *AHEAD* had conducted the first international survey of DS providers, producing some of the first detailed information about who DS staff are, their professional backgrounds and salaries, where they work, and their professional development needs (Harbour, 2004). The 2004 and 2008 surveys complemented previous research of DS services and students with disabilities (e.g., *AHEAD*, 1995; Blosser, 1984; Henderson, 1995, 2001; Madaus 1996; Sergent, Sedlececk, Carter, & Scales 1987; Stodden, Roberts, Picklesimer, Jackson, & Chang, 2006; Tagayuna, Stodden, Chang, Zeleznik, & Whelley, 2005). It differed from these studies by surveying all DS staff (not only DS administrators), including four-year and two-year campuses, and attempting to reach out to DS providers outside of the United States.

There continues to be a lack of federal data collection related to disability services and postsecondary students with disabilities. The *AHEAD* Board therefore decided to repeat the 2004 survey, modifying the survey instrument slightly based on feedback from *AHEAD*

members and emerging research. The Board also decided to make the survey biennial, with the hopes of eventually having two surveys: a survey for DS administrators, focused on DS offices and programming; and a second survey in alternate years for all DS professionals, regarding their work, salary, and professional development needs. In many ways, the 2008 survey is functioning as a “bridge” between the 2004 survey and future versions of *AHEAD*'s programmatic and professional surveys, because it includes information about both topics.

Like the 2004 *AHEAD* survey, the e-mail recruiting participants went out internationally to DS staff in all English-speaking countries. Unfortunately, like the 2004 survey, this report was ultimately unsuccessful in recruiting respondents from countries outside of the United States and therefore focused solely on findings for participants in the United States (please see the Methods section for further discussion).

The *AHEAD* Board created the survey instrument with goals that were identical to those of the 2004 survey:

- **Collect demographic information** about a wide variety of DS office staff, including personal statistics (e.g., age, ethnicity), professional backgrounds, and salary ranges.
- **Learn more details about the administration of DS offices**, including the number of students and staff served, the decentralization or centralization of services, and the institutional units (e.g., academic affairs, student affairs) overseeing DS operations.
- **Find practical information to guide administrators** in DS offices and at *AHEAD*, including which types of compensation, resources, and professional development opportunities would be most beneficial for DS staff.

AHEAD hired Dr. Wendy Harbour to analyze the data and report findings, including a free preliminary report that is available on the *AHEAD* website at www.ahead.org. The information in this final report, however, is more complete and updated than the preliminary report, although both focus solely on descriptive analysis of the data and assume no prior background in statistics. Additional information about the raw data, the data analysis, or the survey reports is available by contacting *AHEAD*.

METHODS

Recruitment of Participants

AHEAD recruited all participants through e-mails to the *AHEAD* Board of Directors, affiliate chapters, and general membership. With permission of listserv owners, *AHEAD* staff also made contact with members of various listservs in Canada and the United States. Listservs were primarily for professionals working on disability issues in higher education (e.g. DSSHE and PEPNet-list); more information about these listservs is available in Appendix A. In addition, *AHEAD* contacted individuals and organizations in Canada, the United Kingdom and Australia, asking for assistance in spreading the e-mail to DS staff in those countries. *AHEAD* used what is generally called a “snowball” sampling technique, asking everyone receiving the recruitment e-mail to forward it to other colleagues working in the DS field. Appendix B includes a copy of the e-mail used to recruit participants.

Data Collection

A copy of the final survey text is available in Appendix B. This survey was created by the *AHEAD* Board of Directors, and was based on the survey instrument from 2004. The survey was in English only and available through the *AHEAD* website, which included information about how to access the survey and update web browsers, as needed. Respondents were not required to be *AHEAD* members.

The survey had five parts, focused on different types of information about disability services providers:

1. **Personal and professional information** such as age, gender, ethnicity, and education.
2. **Details about current staff positions**, including job titles and degree requirements for the position.
3. **Salary and compensation information**, including non-monetary forms of compensation like flexible work hours.

4. **Campus and DS office information**, including setting, type of campus, statistics about DS consumers, and administrative features of the DS office. This section was only intended for respondents who were DS office administrators.
5. **Perspectives on disability services**, including professional development needs, identification of critical knowledge for staff to do their job, and underlying philosophy of DS service provision.

At the end of the survey, participants could exit or be redirected to a separate website where they could register to receive a free executive report of the survey and a discount when purchasing this final report. They could also volunteer to participate in any phone interviews *AHEAD* may do to follow-up on survey results.

The survey itself was anonymous. No data from any participant could be linked to their IP address, e-mail address or other identifying information. The final optional part of the survey (where participants were redirected to a separate website) was confidential, but not anonymous, since respondents shared their name, address and phone number. This information was not used by *AHEAD* for any purpose other than research.

Two password-protected systems within the *AHEAD* database and survey delivery system ensured security of the data and protected its integrity. Various *AHEAD* members with disabilities tested disability access to the survey before its implementation. Members tested the survey on Macintosh and PC computers, as well.

Data Analysis

The *AHEAD* Executive Director, Stephan Hamlin-Smith, downloaded the database responses into Excel, and then Dr. Wendy Harbour used SPSS software to conduct data analyses. When questions arose about coding data, conflicting answers, or extreme answers (e.g. one person reported their annual salary as \$555,555), every effort was made to use an individual's other responses to guide decision-making for coding. For example, several respondents said they lived in a US state and a Canadian territory, but they reported their salary and budget in US dollars, indicating that they most likely lived in the US. In other cases, when it was not possible to interpret responses, even after consultation with *AHEAD* staff, these responses were deleted from the database.

The purpose of this survey was to collect and report descriptive information in a style that would be accessible to people without any statistics background. As such, this report does not include such measures as multiple regression analysis, which are more complex and predictive in nature; this is simply beyond the scope of this report and better suited for academic journals. Statistics included in this report are sample sizes (n), Means/averages (M), standard deviations (SD), quartiles, Pearson correlations, chi-square tests, and p-values. Some types of data were not linear, and had to be transformed using natural log (ln). In one section, Cronbach's alpha is used, as well. All tests were conducted at alpha level of .05 or greater. Whenever possible, brief explanations or clarifications of statistics are included.

Validity and Reliability of the Survey

As with any survey involving self-selected participants (instead of randomly selected participants), there are concerns about the validity and reliability of the data. This survey also revealed one problem with data collection, several cross-cultural issues, and a few concerns that are unique to the field of disability services. This section examines each of these issues in detail, and discusses potential ways to address them.

First, there was one notable problem with data collection. When participants were asked to select their state, some respondents skipped the question and the survey coded this as a missing response. In other cases, respondents may have looked at the list of states, tried to delete their response, or otherwise somehow selected the default state (the first state on the list), which was Alabama. The preliminary report notes that a high number of respondents were from the South (50 percent), but since there were several plausible reasons for this (e.g., the *AHEAD* headquarters recently moved to the South), it did not seem unreasonable. However, when calculating administrators' average salaries by state, the number of responses from Alabama was improbably high. After checking the survey database, *AHEAD* staff realized that Alabama was the default response to the question, skewing the analysis for the state and Southern region. As a result, data from Alabama is unreliable and was not included in this report.

A second concern is that participants were self-selected. Because they voluntarily decided whether or not to participate (i.e. self-selected to participate) instead of being randomly selected, the findings in this report may not be truly representative of DS staff. For example, DS providers who are unusually helpful, savvy with the Internet, interested in research, or

strong supporters of *AHEAD* may have had greater motivation or skill in responding to the survey. Random selection would have also increased participation from those in the UK, Canada and Australia, because a specific proportion of DS providers in those countries would have received the survey, and *AHEAD* would have been able to follow-up with those who did not respond to initial requests for participation. Because participation is self-selected, generalization of the results is limited, and caution is due in making broad assumptions based on the survey's findings. When appropriate, this is discussed within the text to help readers use the statistics responsibly.

Cross-cultural concerns also arose with this survey, and these were identical to the issues of the 2004 survey. In both cases, *AHEAD* deliberately attempted to reach DS staff in all English-speaking countries, since English is the official language used by *AHEAD*. The use of English limited responses to a few Western countries, and the online nature of the survey also precluded participation from professionals working in countries where the Internet is not widely available (especially developing countries). Future surveys may have to include other languages and alternative formats in order to be more inclusive and to encourage broader participation. Another interesting cross-cultural problem occurred because *AHEAD* developed this survey and then requested recruiting assistance from international organizations and listservs. Involving these groups from the onset may have improved participation from DS staff outside of the US, and may have changed some of the survey questions to better reflect DS practices in other countries. In addition, after the 2004 survey did not report results for DS providers outside of the United States, their motivation for and interest in completing the survey was undoubtedly low. Again, involvement of these groups from the beginning of survey development would have minimized these types of concerns.

In the 2004 survey, there were concerns about some of the questions also excluding DS offices, simply because the field is so diverse. While the survey instrument for the 2008 survey considered the fact that some offices are quite small (or not even offices *per se*), it is possible that some DS providers still had difficulty responding to questions that were designed for a "typical" DS office. At the 2008 *AHEAD* conference, there was a concurrent session about the 2008 survey, and attendees suggested that the survey was also difficult for some staff members who were not involved in direct service or administration of DS offices (like sign language interpreters, student workers, and administrative support staff). This may be the reason for low responses from staff with these job titles, and future versions of this research may need to adapt the survey instrument to be more inclusive.

As with the 2004 survey, it also became apparent that a lack of centralized information about disability services created validity issues. For example, there are no US organizations that currently collect statistics about all disabled students in higher education. Unlike elementary and secondary school systems, which have mandated reporting and standardized disability categories under IDEA, higher education service providers usually only collect statistics for their immediate supervisors. Because there are no agreed-upon standards, many statistics vary by office. For example, some administrators may count deaf, deaf-blind and hard-of-hearing students as having three different types of disabilities. Other campuses may count these students with blind and visually impaired students, reporting them all under a category of students with sensory disabilities. Similarly, many DS staff were confused when *AHEAD* asked for the number of staff working in their DS office (e.g. the number of people, whether or not they were full-time or part-time). The survey explained that *AHEAD* was not asking for the number of full-time equivalent staff, but several administrators sent e-mails asking for clarification and whether or not to include part-time staff members, especially work study students and sign language interpreters. It is difficult to know how to remedy these problems and the true effect these issues had on the validity and reliability of survey results.

Despite these issues and concerns, this survey is an important “snapshot” of the profession at this moment in time. As the field continues to evolve, documentation of DS work is critical, not only for understanding how things are done, but how they may evolve over time. The results may also suggest areas where the field of disability services can continue to improve. As an organization supporting disability professionals in higher education, *AHEAD* looks forward to being a part of these ongoing conversations and changes.

Part Two

Demographic Information about Respondents

SUMMARY OF DEMOGRAPHIC INFORMATION ABOUT RESPONDENTS

A total of 662 people completed the 2008 *AHEAD* survey. Of these, 606 were from the United States, 15 were from Canada, and 6 were from countries outside of North America. Origins of the remaining 35 respondents could not be determined. Therefore, this entire report, will focus on responses on the 606 professionals in the United States, because sample sizes for other countries were too small to be reliable.

While several postsecondary associations in the United States divide their members into geographical regions, these categories are usually based on membership statistics and can be arbitrary. As with the 2004 survey, this report will categorize regions using four geographical areas created by the United States Department of Education and the Postsecondary Education Programs Network (PEPNet) (see www.pepnet.org for more information). These areas are: the South, the Midwest, the Northeast, and the West, including Alaska and Hawaii (shown in Figure 1). Table 1 shows the percentages of 2008 survey respondents from each area of the United States, as well as the states included in each region.

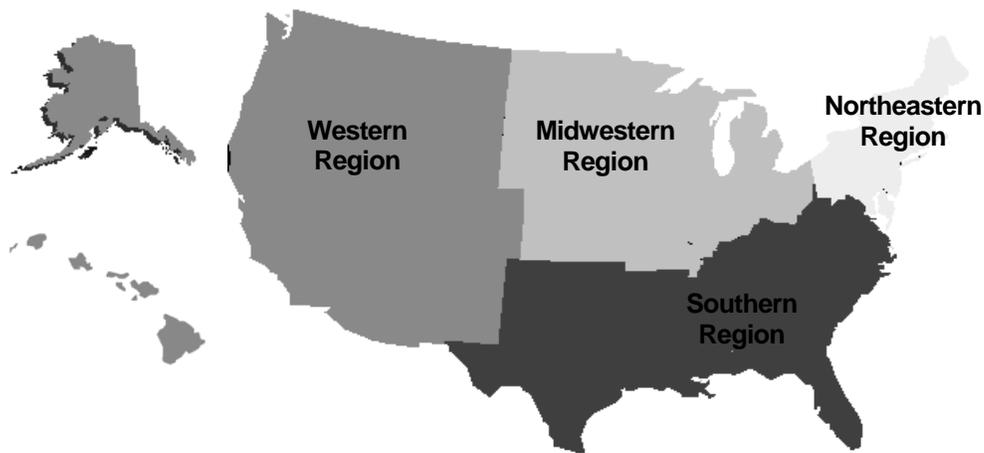


Figure 1. Pictorial representation of the four regions of the United States.

<u>Region</u>	<u>Frequency (Percent)</u>
Southern Region* (AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV)	132 (30.3%)
Midwestern Region (IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI)	121 (27.8%)
Northeastern Region (CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT)	103 (23.7%)
Western Region, Alaska and Hawaii (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)	79 (18.2%)
	<u>Total = 435 (100%)</u>

* Due to an error with the *AHEAD* database, the number and percentage of people from the Southern region is higher than what is reported here. For more information see page 9 and the text below.

Table 1. Percentage of responses from Southern, Midwestern, Northeastern and Western regions of the United States, with lists of states in each region (n=435).

Due to an error with the *AHEAD* database (described in the Methods section on page 9), 171 respondents accidentally indicated their state of origin as Alabama. Due to this error, all 171 had to be deleted from the sample when calculating regions, even though it is likely that some of them were actually from Alabama. Thus, the percentages in Table 1 are only estimates, to show that all four regions of the United States were well represented.

Table 2 shows the gender, disability status, *AHEAD* membership status, and ethnicity of all survey respondents from the United States. The typical survey respondent was female, nondisabled, a member of *AHEAD*, and Caucasian. A total of 13.8 percent of all survey participants were people of color or those who chose “other” as a way to describe their ethnicity.

<u>Characteristic of Survey Respondents</u>	<u>Frequency (Percent)*</u>
Gender	
Female	466 (79.0%)
Male	122 (20.7%)
Otherwise Identified	1 (0.2%)
Prefer Not to Say	1 (0.2%)
Disability Status	
Nondisabled	301 (62.3%)
Disabled	160 (33.1%)
Prefer Not to Say	22 (4.6%)
AHEAD Membership	
Member	512 (87.8%)
Not a Member	71 (12.2%)
Ethnicity	
White or Caucasian	505 (86.3%)
African-American or Black	29 (5.0%)
Hispanic, Latino, Chicano, or Mexican	22 (3.8%)
Multi-Ethnic or Biracial	7 (1.2%)
American Indian or Alaskan Native	7 (1.2%)
Asian-American, Asian, or Indian	6 (1.0%)
Other	5 (0.9%)
Middle-Eastern	3 (0.5%)
Native Hawaiian or Pacific Islander	1 (0.2%)

Table 2. Frequencies and percentage of survey respondents' gender, disability status, *AHEAD* affiliation and ethnicity, for participants from the United States (n=606).

Slightly more than one-third of all staff reported having a disability. The *AHEAD* survey asked them to specify the type of disability, in categories shown in Figure 2, and each respondent could select more than one type of disability. The most common disabilities were those affecting mobility and chronic health conditions (or health conditions not included in other categories). No staff reported having a disability that affected their speaking. Categories of disabilities did not include examples, so it is possible that some overlap or different interpretations may have occurred with the categories of "Motor Activity" and "Mobility"; while both are physical disabilities, it is possible to have a disability which affects motor activity but not mobility (e.g., arthritis in hands but not elsewhere).

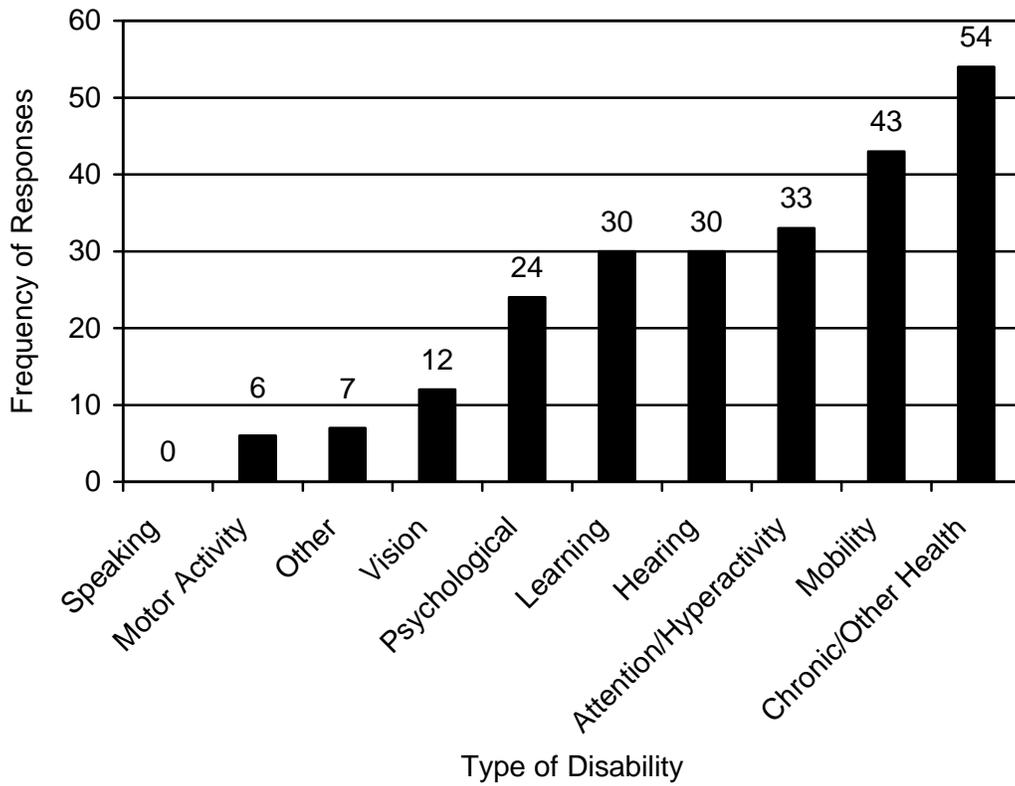


Figure 2. Types of disabilities reported by survey respondents' with disabilities (n=160).

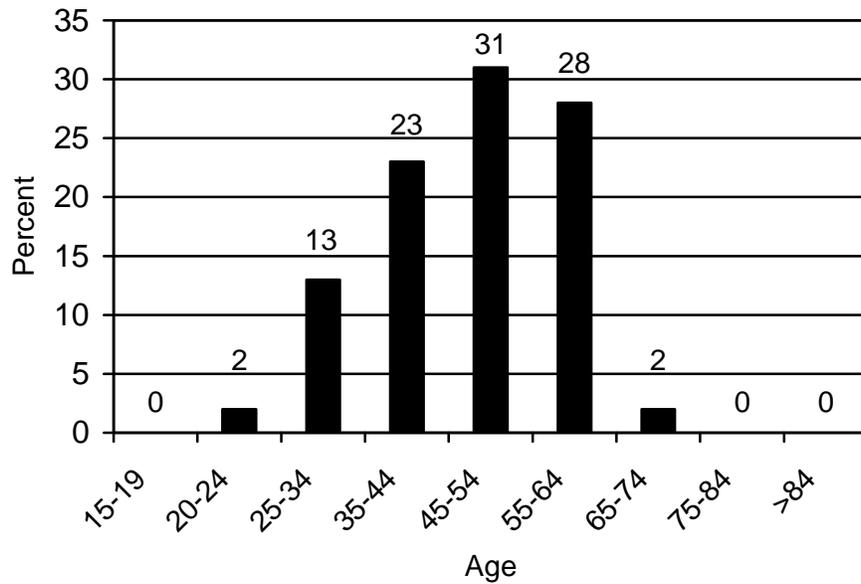


Figure 3. Ages by category for all survey respondents from the United States, by percentage of sample (n=590), excluding one percent who selected response of "prefer not to say."

The 2008 survey also asked DS staff about their ages, using categories from 15 years to above 84 years. As shown in Figure 3, one-third of the respondents were between the ages of 45-54 years, and approximately half of all survey participants' ages clustered around this age category, reporting their ages as 35-44 or 55-64 years. No staff reported being under age 20 or over age 74.

EDUCATION AND WORK BACKGROUND

This section contains information about the educational and professional backgrounds of DS staff in the United States, by job title. The survey questions allowed people to identify more than one title for their work position. For instance, an Office Manager responding to the survey may also be a Project Manager, and could select both titles. Due to validity concerns with overlapping categories, no statistical comparisons (i.e., t-tests) were performed between job categories. Some caution is due, therefore, in interpreting what may appear to be similarities or differences between positions within DS offices.

In addition to the types of jobs discussed below, the survey also included questions for those with the following titles: Consultant; Sign Language Interpreter; Administrative Assistant or Executive Secretary; Secretary or Receptionist; and Student Worker. There was also an open-response question regarding "other" job titles, where people identified themselves as an "assistant dean," "testing coordinator," or by other descriptions. However, for each of these job titles (e.g., Interpreter, Administrative Assistant, and "Other" titles) there were less than 20 responses, so information about these titles was not included in this section.

Lastly, the survey listed job titles of "Diagnostician" and "Counselor, Psychologist, or Diagnostician" as separate categories. Because the job titles overlapped, responses for these categories were combined for this report.

Administrators

The broad category of "administrators" includes four different titles of those most likely to be supervising or administrating DS offices: Office Director, Coordinator or Manager; Project or Program Director, Coordinator or Manager; Associate or Assistant Director, Coordinator or Manager; and ADA or Section 504 Coordinators. For each of the four job titles, Table 3 shows the highest degree earned and average years of experience in their current job

position, in the field of disability services, and in higher education. At least 75 percent of all respondents in each category had graduate degrees, and administrators had an average of over 6 years of experience in their current position, as well as in the fields of disability services and higher education. The majority of all administrators reported that their position did not require a graduate degree; 75.9 percent said that a bachelor's degree was the highest degree required for their position.

	<u>Highest Degree Earned (Percent)*</u>		<u>Years of Experience</u>					
	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
			<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Office Directors (n=269)	74%	16%	7.00	5.83	12.29	10.35	11.53	9.14
Project or Program Directors (n=91)	82%	9%	6.88	6.62	8.75	6.18	11.88	6.58
Assistant or Associate Directors (n=78)	77%	13%	6.22	5.04	6.00	5.39	13.00	8.82
ADA/504 Coordinators (n=77)	69%	16%	8.67	5.69	6.33	7.77	11.67	6.66

* Degree categories include all degrees at that level (e.g., "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 3. Highest degree earned for administrative positions in DS offices in the United States: office directors, coordinators and managers; project or program directors, coordinators and managers; assistant or associate directors, coordinators, and managers; and ADA or 504 Coordinators. Includes Mean number of years of experience in current position, the field of disability services, and in higher education.

Direct Service Staff

The category of direct service staff includes an array of staff members who are primarily providing direct services to students with disabilities, including specialists of any type (e.g., Computer Specialists or Disability Specialists), Academic Advisors, and Academic

Counselors. Specialists and Coordinators of Assistive or Adaptive Technology (AT) are also included here, although they could easily fit into the administrators or professionals' categories, depending on qualifications of individuals in the position. Table 4 reports degrees and years of experience for each job type.

As with the administrative positions, at least 80 percent of all personnel in direct service positions reported having a graduate-level degree. For most positions, however, only a bachelor's degree was required; this was the case for 73.9 percent of specialists, 74.0 percent of Advisors and 57.1 percent of AT professionals. While average years of experience in their current positions and in the field of disability services varied (by average, and also as indicated by the standard deviations), professionals in these job categories averaged over 10 years of experience in the field of higher education.

	<u>Highest Degree Earned (Percent)*</u>		<u>Years of Experience</u>					
	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
			<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Specialists (n=131)	81%	7%	6.83	6.12	8.67	5.38	10.33	6.27
Academic Advisors or Counselors (n=87)	83%	8%	12.25	11.59	14.50	9.33	14.50	9.33
Assistive or Adaptive Technology Coordinator (n=45)	71%	9%	4.00	4.12	5.80	4.44	10.20	6.50

* Degree categories include all degrees at that level (e.g., "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 4. Highest degree earned for direct service positions in DS offices in the United States: specialists; academic advisors and counselors; and assistive or adaptive technology coordinators. Includes Mean number of years of experience in current position, the field of disability services, and in higher education.

Professional Positions

The category of professional positions includes those with jobs requiring highly specialized training, licensure, certification, or advanced degrees. Titles in this category include: Counselors, Psychologists, and Diagnosticians; and Professors, Lecturers and Instructors. As with other job titles, it is possible for DS staff to have these titles and other titles simultaneously (e.g., someone could be directing a DS office and teaching college courses part-time). Table 5 shows degrees and years of experience for these job types.

	<u>Highest Degree Earned (Percent)*</u>		<u>Years of Experience</u>					
	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
			<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Counselors Psychologists, and Diagnosticians (n=68)	90%	10%	13.40	9.29	13.40	9.29	14.60	8.08
Professors and Instructors (n=32)	63%	38%**	2.50	2.12	2.50	2.12	11.50	10.61

* Degree categories include all degrees at that level (e.g., “M.A.” includes M.Ed., M.S. and M.S.W. degrees).

** Percentages may total over 100 percent due to rounding.

Table 5. Highest degree earned for professional positions in DS offices in the United States: counselors, psychologists, and diagnosticians; and professors, lecturers and instructors. Includes Mean number of years of experience in current position, in the field of disability services, and in higher education.

As expected based on their job titles, 100 percent of all DS staff in these positions have graduate degrees. For the majority of these professionals, graduate degrees were not required for their position. For Counselors, Psychologists, and Diagnosticians, 88.5 percent said a bachelor’s degree was the highest degree required. For Professors and Instructors, 66.7 percent said their job also only required a bachelor's degree. The two groups had similar educational backgrounds, but diverged in years of experience. Counselors, Psychologists, and Diagnosticians reported an average of 13 years experience in their current position and in the field of disability services. However, Professors and Instructors

averaged only 3 years of experience in their current position and in disability services. Staff in both job categories reported similar experience in the field of higher education, averaging over 11 years of experience.

Other Work Experience

The survey asked all respondents to report their work experiences in fields related to disability services. Very few survey respondents reported work experience in vocational rehabilitation, health and medical fields, business or law. However, many staff members had experience in teaching or lecturing in higher education; doing counseling, psychological services, social work, or other work related to the mental health field; working in K-12 general or special education; and working in student affairs or academic affairs in higher education. Table 6 shows these fields and each job title. For each type of work experience, if at least one-third of staff with that job title reported working in a specific field (e.g., special education), then the average (Mean) number of years of experience and standard deviations are listed. If columns in Table 6 are empty, it means less than one-third of respondents reported work experience in that category. For example, at least one-third of Office Directors had taught in higher education or worked in counseling or mental health fields. Less than one-third had experience in K-12 special education, K-12 general education, student or academic affairs, and other fields.

While it is difficult to make comparisons across job titles because sample sizes vary considerably, there are still noteworthy similarities in prior work experiences, regardless of job title. For example, at least-one third of personnel in all job categories have taught in higher education. At least one year working in counseling or mental health fields is also common across nearly all job categories. The variability in average years of experience for these fields, however, is also important to note. For example, while staff with different job titles reported experience in counseling or mental health fields, the average years of experience varied from only 1 year (for Office Directors) to nearly 12 years (for Academic Advisors and Counselors).

<u>Other Fields of Work Experience</u>					
<u>Average/Mean Number of Years (Standard Deviations)</u>					
<u>Job Title</u>	<u>Teaching in Higher Ed</u>	<u>Counseling or Mental Health</u>	<u>K-12 Special Education</u>	<u>K-12 General Education</u>	<u>Student or Academic Affairs</u>
Office Directors (n=269)	4.35 (5.65)	1.12 (1.97)	--	--	--
Project or Program Directors (n=91)	2.75 (2.44)	2.00 (4.04)	4.88 (6.36)	4.50 (4.78)	--
Assistant or Associate Directors (n=78)	--	2.00 (4.33)	6.11 (9.92)	5.33 (10.25)	--
ADA/504 Coordinators (n=77)	3.00 (2.65)	--	5.00 (8.66)	1.67 (2.887)	1.33 (2.31)
Specialists (n=131)	4.63 (6.65)	5.00 (9.04)	4.92 (5.98)	3.42 (4.25)	--
Academic Advisors or Counselors (n=87)	6.75 (7.81)	11.50 (14.11)	--	--	--
Assistive or Adaptive Technology Coordinators (n=45)	4.63 (6.65)	5.00 (9.04)	4.92 (5.98)	3.42 (4.25)	--
Counselors, Psychologists, and Diagnosticians (n=68)	5.60 (7.23)	7.20 (12.91)	6.20 (6.50)	--	--
Professors and Instructors (n=32)	3.00 (1.41)	--	7.50 (10.61)	6.00 (1.41)	--

Table 6. Fields of related experience, if at least one-third of respondents for each job title had worked in that field. Includes Mean (average) number of years of experience and standard deviations.

SUMMARY AND COMPARISON WITH 2004 SURVEY FINDINGS

A total of 606 DS staff from the United States participated in the 2008 *AHEAD* survey, and all regions of the United States were well represented. Due to a small number of responses from outside of the United States, this report focused solely on results for DS staff from the United States.

The typical DS staff member was female, nondisabled, an *AHEAD* member, Caucasian, and between 45 and 54 years of age. A majority of staff members in all fields had graduate degrees, even though most reported that only a bachelor's degree was required for their position. DS administrators had an average of 6 to 9 years experience in their current positions. Across all job categories the most common fields of prior work experience were in higher education and mental health. Several job categories (e.g., Consultants, Sign Language Interpreters) had a very small number of respondents and could not be included in this report.

It is difficult to compare the 2004 and 2008 surveys because some questions (e.g., categories for types of ethnicity) in the survey instrument were changed in 2008, the sample sizes were different, and the category of "administrators" expanded in 2008 to include ADA and 504 Coordinators in 2008. Compared with the 2004 survey report, this report excluded statistics on Consultants and Sign Language Interpreters (because there were too few responses in each category), but was able to include information about ADA and 504 Coordinators and AT Coordinators. As in 2004, the 2008 survey had difficulty recruiting participants from outside of the United States, and the sample size also decreased by almost 40 percent (from 963 to 606).

The "typical" respondent in 2004 and 2008 were very similar in terms of age, gender, and ethnicity. The percentage of staff with disabilities increased from 23 percent in 2004 to 33 percent in 2008. The percentage of people of color also increased – from 11 percent to 14 percent. In 2004, most DS staff had prior work experience in social work, student affairs, health and medical fields, and K-12 education. In 2008, the most common fields of prior experience were higher education and mental health.

In both years, DS Directors reported being in their current position for an average of 7 years (indicating no increase or decrease in turnover rates for people with that job title). However,

Academic Advisors and Counselors showed an increased average number of years in their current position (12.25 years compared with 6.05 years in 2004), and Counselors, Psychologists, and Diagnosticians showed similar results (13.40 years in their current position, compared with 7.61 in 2004). Professors and Instructors had an average of 8.65 years experience in their current position in 2004, but in 2008 they reported only 2.50 years in their job. These changes may indicate some random fluctuations or be indicative of changes in specific job categories. Continuing collection of data over time will help to clarify whether these are trends or not.

Part Three

Salary and Compensation Information

INTRODUCTION

This section includes information about salary and non-monetary forms of compensation. Data collection about these two variables was the original purpose of the *AHEAD* survey, and a primary concern for *AHEAD* members. Readers are advised to read these sections carefully, as this data is descriptive and not meant to imply causality or to predict salary ranges.

SALARIES OF DS STAFF

Salary information in this section is based on data from full-time DS staff in the United States. Limiting the analysis to full-time staff increases validity and reliability of the results by eliminating excessive variation in salary ranges. Table 7 shows salaries for all job titles with at least 20 respondents, from highest to lowest average salary.

Professors and instructors reported the highest average salaries, and specialists (including disability specialists) reported the lowest average salaries. Table 7 shows the middle quartile range, excluding the upper and lower extremes in salary and reporting only the middle 50 percent. As seen in the table, there is considerable overlap between all salaries when comparing this middle range, showing how Mean salaries may be affected by extremely high or low salaries in each job title.

As with other statistics in this report, it is very important to exercise caution when interpreting or utilizing this information. Not only do the job categories overlap because DS staff were able to report more than one job title, but some sample sizes are small and therefore unlikely to be representative of all those in the United States with the same title. Furthermore, salaries alone do not reflect entire compensation packages, which may include benefits that are worth a sizeable proportion of the average salary.

In reality, salaries vary according to staff members' backgrounds, experiences, specialized skills, education, and other factors. In addition, job markets vary considerably in urban and rural areas or between small and large campuses. In larger offices, salaries of staff in similar positions may influence salary ranges, and direct service positions may require supervisory skills, which can also affect individual earnings. Thus, this information is purely descriptive;

although it may be a valuable supplement to other research about budgets or incomes, this table should not be used as a single tool for predicting salaries or justifying salary increases.

<u>Job Title</u>	<u>Average Salary (M)</u>	<u>Standard Deviation (SD)</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Middle Range (25th – 75th Quartile)</u>
Professor or Instructor (n=22)	\$64,010	\$21,952	\$35,000	\$130,000	\$49,750-74,250
Office Director (n=237)	\$56,338	\$16,552	\$26,250	\$130,000	\$44,500-63,000
ADA/504 Coordinator (n=61)	\$55,748	\$16,732	\$25,500	\$105,000	\$43,000-65,500
Counselor, Psychologist, or Diagnostician (n=81)	\$52,985	\$14,353	\$30,281	\$94,000	\$42,000-\$50,000
Project or Program Director (n=73)	\$52,070	\$17,611	\$30,000	\$110,000	\$41,481-58,750
Associate or Assistant Director (n=64)	\$50,032	\$12,000	\$31,500	\$93,000	\$42,000-\$56,553
Academic Advisor or Counselor (n=67)	\$48,587	\$15,797	\$26,250	\$100,000	\$37,185-56,738
Assistive or Adaptive Technology Coordinator (n=34)	\$46,759	\$11,421	\$27,500	\$78,000	\$38,546-53,361
Specialist (n=107))	\$46,326	\$13,463	\$26,000	\$100,000	\$37,000-51,000

Table 7. Salary ranges of full-time DS staff in the United States, by job title, including average salary, minimum and maximum salaries, and the middle quartile for reported salaries.

Administrators who want to use this information when calculating reasonable salaries for staff should consider other office, campus, and regional factors before making their determinations. Other sources of information about salary ranges include annual reports on salaries from *The Chronicle of Higher Education*, salary surveys by NASPA–Student Affairs in Higher Administration, and annual Occupational Outlook handbooks from the U.S.

Department of Labor. Campus human resources departments are reliable sources of advice for salary ranges at individual campuses. Less than 20 postsecondary sign language interpreters responded to the 2008 *AHEAD* survey, so their salary information is not included in this report, but details about sign language interpreter salaries are available from state or local interpreter referral agencies and the Postsecondary Education Programs Network (PEPNet). (Websites for these agencies are listed in Appendix A of this report.)

CORRELATIONAL ANALYSIS

Even though there is overlap between job titles of survey respondents (i.e., each person could have more than one job title), this section presents results of correlation analyses using salary information from all full-time United States personnel. Correlations are helpful in seeing associations between variables, but they do not imply a causal relationship. As an example, staff with advanced degrees may tend to earn more money than those with associate or bachelor's degrees, but getting a master's degree will not necessarily lead to an individual receiving a higher salary. Simple correlations may also overlook other important information. For example, staff with advanced degrees may tend to earn more money, but they may also have more years of experience or more skills and knowledge about disability services. These distinctions may seem obvious, but it is important to note that correlations are only descriptive and not predictive.

As is typical with salaries, the data was not linear (i.e., when plotted, it had a curvilinear appearance) when salary was plotted as the outcome (i.e., dependent) variable. Transforming salaries using natural log created a linear graph and allowed for further regression analyses, which will be published in the final report for this study or in related journal articles. These types of transformations are typical for regression analyses in salary-related studies. A few other variables (e.g., budgets) also required transformation (these are indicated in the tables or text); natural log (ln) was used in these situations, as well.

Some variables were associated with differences in salaries by job title, and these are summarized (without statistics) in Table 8. For example, more years of experience in the field of disability services were associated with higher salaries (ln) for Office Directors ($r=.473$; $p<.001$), Program Directors ($r=.524$; $p<.001$), ADA/504 Coordinators ($r=.521$; $p<.001$),

<u>Job Title</u>	<u>Variables Associated with Higher Salaries</u>
Office director	<ul style="list-style-type: none"> • More years of experience • Larger budgets • Higher numbers of students served by the DS office
Program director	<ul style="list-style-type: none"> • More years of experience • Larger budgets • Working at a public college or university
Assistant or associate director	<ul style="list-style-type: none"> • Larger budgets • Higher numbers of students served by the DS office • Higher numbers of staff working in the DS office
ADA/504 coordinators	<ul style="list-style-type: none"> • More years of experience • Higher numbers of students served by the DS office
Assistive or adaptive technology coordinators	<ul style="list-style-type: none"> • More years of experience • More years of experience as a supervisor
Professors and instructors	<ul style="list-style-type: none"> • More years of experience • More years of experience as a supervisor • Higher numbers of staff working in the DS office

Table 8. Variables associated with higher salaries, by job title, as determined by correlation analyses and t-tests.

Instructors in higher education ($r=.500$; $p<.05$), and Assistive or Adaptive technology (AT) Coordinators ($r=.518$; $p<.01$). More years of experience as a supervisor were positively correlated with increases in salary (\ln) for Professors in higher education ($r=.595$; $p<.05$) and AT Coordinators ($r=.579$; $p<.05$).

The size of DS offices may also be a factor in understanding differences in salaries. For example, positive statistically significant correlations existed between higher salaries (\ln) and larger DS office budgets (\ln), mainly for staff in management positions of Office Director ($r=.433$; $p<.001$), Program and Project Director ($r=.421$; $p<.05$), and Assistant or Associate Director ($r=.717$; $p<.05$). Higher numbers of students served by DS offices were positively associated with higher salaries (\ln) for Office Directors ($r=.440$; $p<.001$), Assistant and Associate Directors ($r=.445$; $p<.05$), and ADA/504 Coordinators ($r=.593$; $p<.001$). Larger numbers of total DS staff working in a office were positively associated with higher salaries for

Assistant and Associate directors ($r=.551$; $p<.001$) and Professors and Instructors in higher education ($r=.649$; $p<.01$).

Average salaries in all job categories were compared using t-tests, examining differences based on gender, ethnicity, disability status, *AHEAD* membership, public versus private campus, whether staff had graduate-level degrees, whether the DS office was centralized or not, and whether the DS office was in student or academic affairs. In most cases, differences were not statistically significant, or they became negligible when controlling for public versus private institution. In some cases, sample sizes were so small ($n<10$) that differences in Means were not reliable.

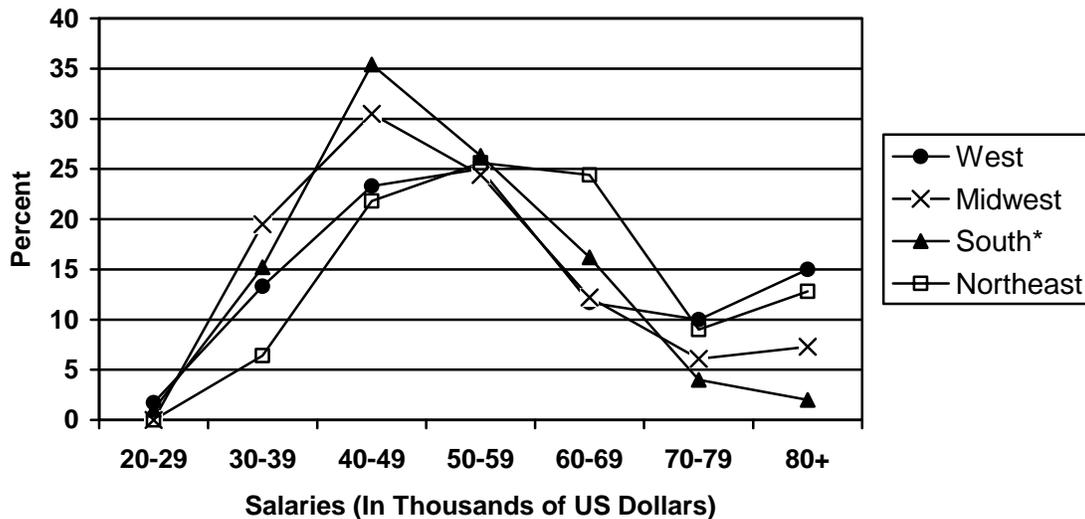
However, salaries at public and private universities were statistically different for DS Program and Project Directors, with those at public universities having an average salary of \$57,521 ($SD=\$19,574$), and private universities having an average salary of \$43,740 ($SD=\$9,695$) ($t(62)=3.266$, $p<.01$). This seems reasonable, however, given that program administrators at public universities also reported having an average of 9 staff members ($SD=14$) in their offices, compared to program administrators at private universities with an average of 3 staff members in their DS office ($SD=3$) ($t(64)=2.110$, $p<.05$). Likewise, Program Directors at public universities also had significantly higher numbers of total student enrollments ($M=9,713$; $SD=11,754$) compared to colleagues at private colleges and universities ($M=2,435$; $SD=1,555$) ($t(37)=2.528$, $p<.05$).

GEOGRAPHICAL DIFFERENCES IN SALARY

This section reports on salaries of full-time DS administrators in the United States, by region and state. The purpose of this section is simply to provide some basis of comparison between geographical areas of the United States. Salaries of administrators are used because they were the largest group of respondents.

Figure 4 divides salaries of full-time DS administrators into categories by tens of thousands of dollars, showing the percentage of staff in each salary range by geographical region. Of the 373 full-time administrators answering questions about salary and geographic location, approximately 40 to 50 percent earned salaries between \$40,000 and \$59,000. There were little regional differences in low salaries of \$20,000-

29,000, mid-range salaries of \$50,000-59,000, and higher salaries of \$70,000-79,000. Annual salaries above \$79,000 occurred with greater frequency among administrators in the West and Northeast regions.



* Statistics on administrators from the Southern region do not include administrators from Alabama, due to an error in the survey database (described on page 9 of this report).

Table 4. Percentage of full-time DS administrators reporting salaries of \$20,000 or more, by geographical region (n=373).

While it is useful to compare administrators' salaries by region, a state-by-state comparison can provide better insights into regional and state variability. Table 9 shows the annual salaries of DS administrators, by state. Earnings are arranged in order by median and then Mean (from highest to lowest), because median salaries (the salary at the 50th percentile) are less likely to be affected by extremely low or high salaries. Note that the number of responses (n) for each state also varied considerably, and could have an effect on these findings; a state with 20 respondents will demonstrate better representation of actual administrators' salaries.

<u>State*</u>	<u>n</u>	<u>Median</u>	<u>Mean</u> (<u>Standard Deviation</u>)	<u>Minimum to Maximum</u>
DC	4	\$70,500	\$73,375 (11,485)	\$68,000-92,500
CA	17	\$70,000	\$70,716 (25,967)	\$28,000-115,193
AZ	4	\$70,000	\$67,125 (15,035)	\$47,000-81,500
NJ	6	\$65,500	\$70,333 (14,665)	\$55,000-89,000
MA	16	\$59,500	\$55,663 (9,005)	\$36,000-68,000
WA	3	\$59,000	\$49,667 (17,039)	\$30,000-60,000
MN	8	\$58,750	\$59,938 (14,394)	\$36,000-82,000
MD	7	\$57,000	\$55,523 (6,247)	\$47,000-65,000
NE	4	\$56,000	\$55,000 (17,870)	\$33,000-75,000
PA	19	\$55,000	\$60,703 (23,601)	\$32,000-130,000
VA	15	\$54,000	\$54,831 (9,713)	\$39,000-75,000
NY	20	\$53,600	\$59,706 (18,153)	\$30,000-95,000
ME	3	\$52,000	\$53,000 (3,528)	\$40,000-67,000
OR	12	\$51,015	\$54,159 (14,924)	\$32,000-77,500
CO	6	\$51,000	\$52,000 (7,457)	\$43,000-63,000
SC	4	\$50,250	\$52,875 (15,569)	\$37,000-74,000
IL	13	\$50,000	\$58,645 (26,488)	\$38,000-124,000
WI	13	\$50,000	\$52,640 (13,745)	\$36,000-80,000
AL	54	\$50,000	\$51,763 (14,838)	\$25,500-93,000
GA	11	\$50,000	\$51,236 (11,643)	\$30,000-68,000
FL	6	\$50,000	\$50,167 (7,387)	\$42,000-58,000
NC	10	\$49,000	\$52,600 (21,914)	\$31,500-107,500
MS	3	\$48,000	\$52,833 (8,372)	\$48,000-62,500
TX	21	\$48,000	\$49,901 (10,329)	\$32,000-72,100
IA	5	\$48,000	\$46,470 (11,031)	\$30,750-60,000
OK	4	\$47,500	\$49,325 (4,860)	\$46,000-56,300
MI	10	\$47,000	\$47,840 (11,042)	\$35,900-68,000
TN	10	\$47,000	\$46,575 (13,808)	\$26,250-68,500
AR	4	\$46,500	\$54,500 (18,448)	\$43,000-82,000
OH	12	\$46,000	\$52,602 (16,079)	\$35,000-85,000
NM	7	\$45,640	\$47,931 (10,949)	\$31,374-62,000
MO	6	\$43,000	\$50,000 (16,149)	\$34,000-78,000
ID	5	\$42,000	\$42,645 (5,180)	\$36,000-49,000
KS	5	\$40,000	\$45,760 (13,964)	\$36,000-70,000
KY	9	\$39,700	\$44,822 (12,385)	\$31,000-62,000

* Results are shown for states with more than two respondents. No results are shown for Alabama due to a data collection error (see page 9 of this report for full details).

Table 9. Median annual salaries of full-time DS administrators in the United States, by state, with Mean salaries and standard deviations, and minimum and maximum salaries for each state with more than two respondents (n=373).

Administrators from the District of Columbia, California, and Arizona reported the highest median salaries of \$70,000 or more. DS administrators from Idaho, Kansas, and Kentucky reported the lowest median salaries of \$39,700 to \$42,000. Minimum and maximum salaries varied considerably, however, with administrators from some of the

states with the lowest Median salaries (e.g., Missouri, Kansas) still reporting salaries above \$70,000. This illustrates that cost of living and geographic location alone cannot account for much of the variability of salaries.

NON-SALARY COMPENSATION INFORMATION

The *AHEAD* survey also collected data about non-monetary forms of compensation (not including vacation and sick time), and allowed open-ended responses if other forms of compensation were not listed in the survey. These results are reported below in Table 10, where open-ended responses are listed as “other forms of compensation.”

For the 544 full-time staff members in the United States who answered these survey questions, the most common type of compensation was medical or dental insurance, with 86.9 percent of survey participants receiving this benefit for themselves, and 76.7 percent also receiving this benefit for their family members. Slightly more than three quarters of survey participants (75.2 percent) also received tuition waivers at their college or university. There was considerable variation in the non-monetary forms of compensation reported by DS staff.

<u>Type of Non-Monetary Compensation</u>	<u>Number of Responses</u>	<u>Percentage of Respondents (n=544)</u>
Medical and/or dental insurance for yourself	473	86.9
Medical and/or dental insurance for family members	417	76.7
Tuition waivers or reduced tuition fees for yourself	409	75.2
Mandatory retirement plan or pension	367	67.5
Professional development funding	346	63.6
Optional retirement plan	325	59.7
Tuition waivers or reduced tuition fees for family members, including your children	313	57.5
Flexible hours	133	24.4

Reduced or waived transportation or parking expenses	55	1.0
Daycare services, reduced childcare, or access to on-campus child care	76	1.4
Other forms of compensation and frequency of responses:	Disability insurance (12)	
	Life insurance (10)	
	Vision or optical insurance (9)	
	Flexible spending account (4)	
	Rec. center membership (4)	
	Wellness leave (2)	
	Free city bus passes (2)	
	Longevity pay (2)	
	Bonuses and/or merit pay (2)	
	Medical reimbursement account (2)	
	Reimbursement for mileage (1)	
	Access to campus health services (1)	
	Tuition exchange with other colleges (1)	
	Housing grant (1)	
	Cell phone stipend (1)	
	Employee assistance program (1)	
	Local store discounts (1)	
	Educational leave to pursue advanced degrees (1)	
	Discounts to purchase computer software (1)	
	Free meals in campus dining hall (1)	
	Free admission to all campus events (1)	
	Long-term care insurance (1)	
	Time-sharing job with another staff member (1)*	
	Free chiropractic care (1)	
	Allow honorariums from outside companies (1)	
	Health club discounts (1)	

Table 10. Non-monetary forms of compensation reported by full-time United States staff in DS offices.

SUMMARY AND COMPARISON WITH 2004 SURVEY FINDINGS

Average (Mean) salaries for nearly all DS positions seemed to increase between 2004 and 2008. However, when adjusted for inflation and cost of living (for more information, see the Federal Reserve Bank website at <http://www.minneapolisfed.org>), differences are more modest (except for professors and instructors), with some job categories even showing a decrease in average salary when adjusted for cost of living. Table 11 shows the average salary for each DS job title, as reported in 2004 and 2008, with the percentage change over time after adjusting for increases in the consumer price index (i.e., inflation and cost of living). The table only includes job categories that were reported in both the 2004 and 2008 surveys.

<u>Job Title</u> <u>(2004/2008</u> <u>Sample Sizes (n))</u>	<u>2004</u> <u>Average/Mean</u> <u>Salary</u> <u>(Standard</u> <u>Deviation)</u>	<u>2004 Salary in</u> <u>2008 Dollars*</u>	<u>2008</u> <u>Average/Mean</u> <u>Salary</u> <u>(Standard</u> <u>Deviation)</u>	<u>Percent Change**</u>
Office Director, Coordinator, or Manager (n=280, 237)	\$49,030 (\$14,960)	\$55,960	\$56,338 (\$16,552)	+0.68%
Professor, Lecturer, or Instructor (n=55, 22)	\$48,705 (\$19,666)	\$55,589	\$64,010 (\$21,952)	+15.15%
Counselor, Psychologist, or Psychometrician (n=81, 81)***	\$48,547 (\$16,379)	\$55,409	\$52,985 (\$14,353)	-4.37%
Project or Program Director, Coordinator, or Manager (n=129, 73)	\$43,482 (\$11,645)	\$49,628	\$52,070 (\$17,611)	+4.92%
Academic Advisor or Counselor (n=105, 67)	\$43,052 (\$11,132)	\$49,137	\$48,587 (\$15,797)	-1.12%
Associate or Assistant Director (n=71, 64)	\$41,800 (\$13,357)	\$47,708	\$50,032 (\$12,000)	+4.87%
Specialist (n=164, 107)	\$41,655 (\$12,226)	\$47,543	\$46,326 (\$13,463)	-2.56%

* Uses the consumer price index (i.e., inflation and cost of living adjustments as reported by the United States Federal Reserve for 2004 and 2008, with \$1.00 in 2004 equivalent to \$1.14 in 2008. Adjusted salaries are rounded to the nearest dollar.

** Percent change was calculated by finding the difference between the adjusted 2004 average salary and the 2008 average salary, and then calculating the percent increase or decrease in the adjusted 2004 salary $((2008\text{salary}-2004\text{salary})/2004\text{salary}=\%\text{difference})$.

** In 2008, this category also included diagnosticians.

Table 11. Comparison of Mean salaries (and standard deviations) for job titles in 2004 and 2008 AHEAD surveys, with percent change in salary over time after adjusting for cost of living.

The actual average percent change in salary was an increase of 2.51 percent. Three types of DS jobs had percent increases of over four percent: Project and Program Directors; Associate or Assistant Directors; and Professors, Instructors, or Lecturers. Professors and Lecturers reported the highest increase in average salary, at 15.15 percent. DS staff with titles of Counselors and Psychologists, Academic Advisors and Counselors, and Specialists had over one percent decrease in average salary between 2004 and 2008. This may warrant further investigation, as these categories (except specialists) tended to also report a higher average number of years in their current position. For example, it is possible that staff who change jobs ask for higher salary increases than their counterparts who stay in jobs long-term, with annual pay increases based on merit and experience. These statistics also do not reflect changes in benefits packages, which balance out any positive or negative changes in salary.

In 2004, larger salaries were associated with more years of experience, having a graduate degree, and gender (with men earning more than women). In 2008, correlational analyses showed that factors associated with increases in salaries varied depending on job title. In general, years of experience, the size of the DS office, and being at a public institution were positively associated with higher salaries, especially for administrative positions. In 2008, educational background and gender were no longer correlated with salary. The 2008 salary data also suggests that although there are only moderate differences between median salaries of DS administrators by region, there are noticeable differences between states.

Unlike salaries, DS staff did not report significant changes in their non-salary compensation. In 2004, at least 40 percent of all DS staff received insurance benefits, retirement plans, and professional development funding. In 2008, at least 40 percent of DS staff still reported receiving these benefits. Over half also reported having tuition waivers as compensation.

The 2004 and 2008 data suggest that future research on salaries and compensation of DS staff should continue to examine data at the level of job title. Changes in salaries over time (and factors affecting the magnitude of those changes) may be quite different for administrators, direct service providers, and support staff. The 2004 and 2008 surveys also show the complex nature of DS salaries, and the difficulty in making broad generalizations about compensation of DS staff.

Part Four

Characteristics of DS Offices and Students with Disabilities

INTRODUCTION

This section of the report examines the offices and campuses where DS staff work, the services and programs offered, and information about students with disabilities who use these services. For this section of the report, most analyses were limited to information from full-time administrators in the United States, to increase the reliability of the statistics and to eliminate overlap between multiple staff working at the same campus.

CHARACTERISTICS OF DS OFFICES

This portion of the report is based on data from 407 full-time DS administrators in the United States. As in previous sections of this report, the term “administrator” includes several job titles: Office Director, Coordinator or Manager; Project or Program Director, Coordinator or Manager; Assistant or Associate Director; and ADA or Section 504 Coordinator. It is likely that some of the data from larger campuses overlaps. In other words, a Director, a Project Manager and an Assistant Director from the same office could have responded to the survey, duplicating responses for one campus. Including all of these job titles, however, is one way to help ensure inclusion of administrators from DS offices that are programs or projects (rather than offices or departments). It also includes smaller or decentralized offices, where the administrator may have a title of Assistant or Associate Director.

Titles of DS offices varied considerably, as shown in Figure 5. The majority of DS offices (41 percent) are called “Disability Services” and 35 percent of the offices have “other” titles, or are included under other offices (e.g., counseling services or a learning resource center). DS administrators could type in the title of their office if it did not match any of the titles in the survey. Other office titles reported by at least five administrators were “Academic Support Center” (8 administrators), “Disability Support Services” (5 administrators), and “Special Services” (5 administrators).

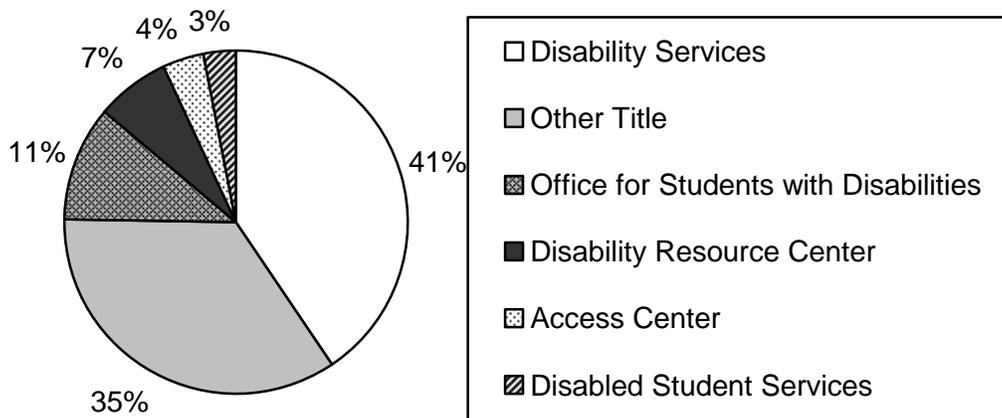


Figure 5. Titles of DS offices in the United States, as reported by full-time administrators (n=353). (Percentages may total over 100 percent due to rounding.)

To illustrate the variety of titles for DS offices, other titles (not listed in Figure 5) were analyzed by word. Figure 6 lists these words, from highest to lowest frequency. For example, if an office title was “Academic and Disability Resources,” this would be tallied as one response for each word in the title: “Academic,” “Disability,” and “Resources.” The purpose of this analysis is two-fold: first, to show the variability in titles for offices that are dedicated to disability services (compared with offices with titles like “Student Affairs” that can be remarkably uniform across the United States); and second, to suggest that titles may also show the diversity of attitudes and philosophies about disabilities and disability services. For example, the titles of DS offices may include words ranging from “Academic” to “Career” and “Support,” or they may be focused on “Counseling,” “Assistance,” or “Accessibility.” Students or their disabilities may be described as “Disabled,” “Special,” or by a particular disability (e.g., services for deaf students). Note that for this study, “Learning Disabled” is separated and counted as “Learning” and “Disabled” because the level of analysis was by word. Also, some “DS office” titles are actually titles of personnel (e.g., “Coordinator”) because the “office” is a single staff member. Some respondents also noted that the title of their office may not have “disability” in it because the office serves nondisabled students, as well.

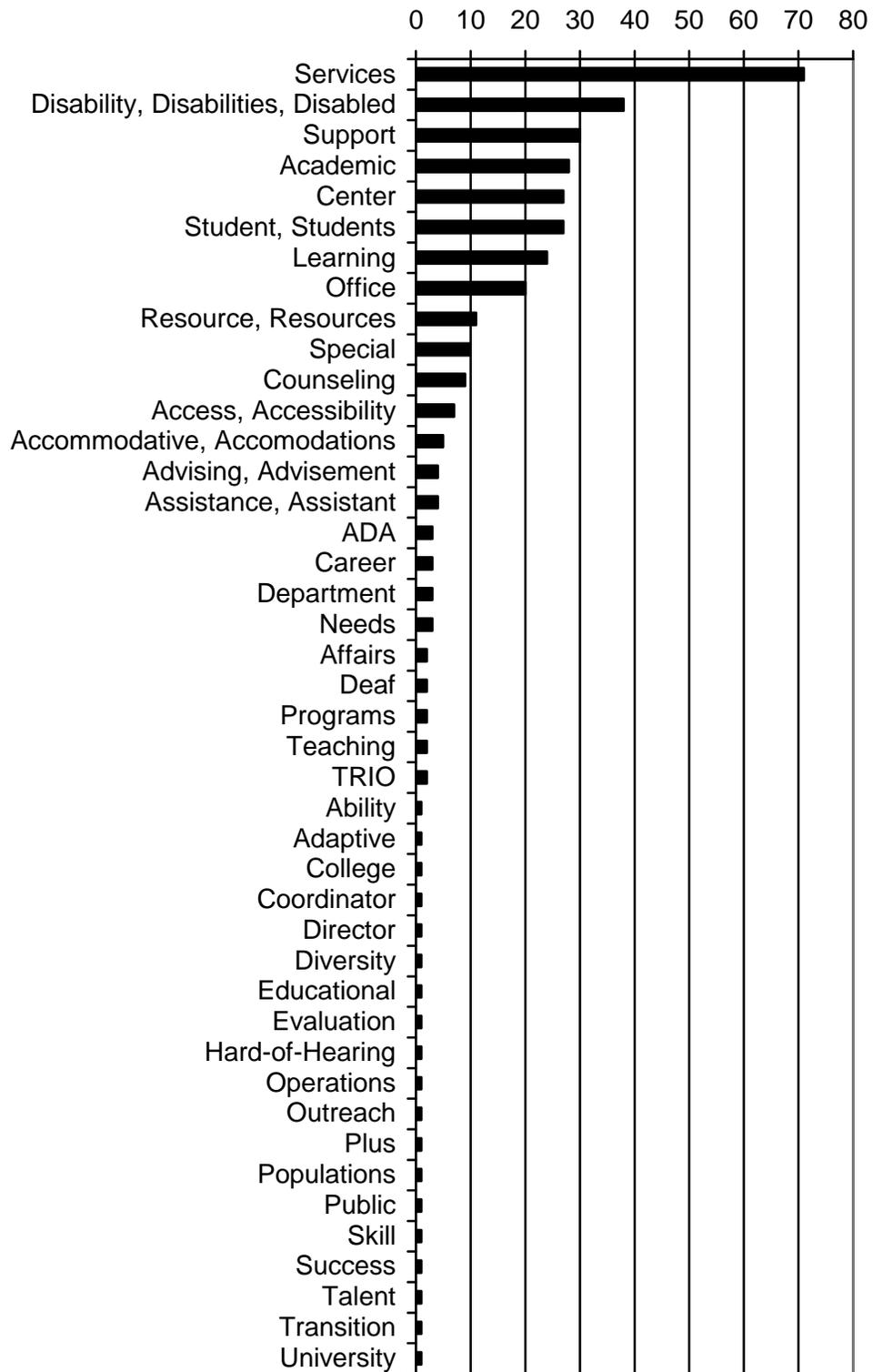


Figure 6. Words in “other” titles of DS offices, by frequency, as reported by full-time administrators in the United States.

Half of DS offices had 0-3 staff members, even though the average (Mean) number of staff members was 7 (SD=10). The number of staff in DS offices ranged from 0 to 69. For data analysis, using the statistical Mean and divisions by quartiles, offices with 1-2 staff members were categorized as "Small" offices, offices with 3-6 employees were categorized as "Medium," and any offices with 7 or more staff were identified as "Large." There was a nearly even split between the three categories, with 117 administrators from Small offices, 111 from Medium-sized offices, and 102 from Large offices. There were no statistically significant differences in the size of offices (i.e., number of staff members) by institutional type (four-year or two-year campuses), whether the DS office was centralized or not, or by Carnegie Foundation classifications for size of total enrollment. There were, however, differences based on whether the campus was private or public, with public universities tending to have medium or large numbers of staff, and private campuses tending to have small offices (χ^2 (3, N=330) = 25.612, $p < .001$).

The average annual DS office budget was \$257,289 (SD=\$306,471). The large standard deviation reflects the remarkable variability in budgets, with administrators reporting annual budgets between \$0 and \$2,000,000. The middle range of budgets (between the 25th and 75th percentile) was \$36,000-350,000, and the median budget (at the 50th percentile) was \$162,000.

In comparing budgets based on office or institutional characteristics, there were no significant differences in the average budgets of four-year and two-year colleges and universities, or campuses in urban or rural areas. Comparisons between centralized and decentralized offices were not possible, because only one respondent from decentralized campuses also reported information about annual budget.

However, statistically significant differences existed between the \$295,340 (SD=\$327,998) average budget of DS offices at public colleges (n=142) and the \$149,650 (SD=\$191,352) average budget of private colleges (n=50) ($t(190) = 2.965$, $p < .01$). This difference, however, did not exist when comparing public and private four-year and two-year campuses, or when comparing public and private colleges where the DS office was under student affairs versus academic affairs. Thus, the difference between DS office budgets at public and private universities is likely to be spurious (i.e., it does not actually exist).

There were also statistically significant differences between the budgets of DS offices under student affairs or academic affairs (the two most common units administrative unit supervising DS offices) ($t(184) = 2.848, p < .01$). The average budget for offices in student affairs ($n=135$) was \$297,861 ($SD=\$300,199$) and the average budget for offices in academic affairs ($n=51$) was \$156,682 ($SD=\$305,477$). As shown in Table 12, this statistical difference persisted for private and four-year campuses (where $p < .05$), but not for public or two-year campuses. This seems to indicate that placement in student affairs or academic affairs is a factor at private colleges and at four-year institutions, but because the statistical difference was not consistent when controlling for other factors, the differences in budget may still be due to other variables unrelated to institutional placement.

<u>Control Variable</u>	<u>Student Affairs</u>		<u>Academic Affairs</u>		<u>df</u>	<u>t</u>	<u>p</u>
	<u>n</u>	<u>M (SD)</u>	<u>n</u>	<u>M (SD)</u>			
Private	25	\$191,928 (\$220,711)	21	\$83,062 (\$72,317)	44	2.162	.036
Public	108	\$317,726 (\$307,082)	27	\$225,179 (\$406,153)	133	1.308	.193
Four-Year	76	\$312,485 (\$308,524)	36	\$162,498 (\$327,147)	110	2.357	.020
Two-Year	52	\$296,989 (\$302,317)	6	\$112,855 (\$123,763)	56	1.468	.148

Table 12. Budgets of DS offices in student affairs and academic affairs, controlling for public and private institutions, and four-year or two-year campuses.

In addition to controlling for institutional factors, t-tests were used to investigate whether the average annual DS budget differed based on demographic characteristics. For gender, differences in budget were found, with men ($n=46$) managing average budgets of \$387,617 ($SD=\$449,269$), and women ($n=147$) managing average budgets of \$217,591 ($SD=\$236,065$) ($t(191) = 3.352, p < .001$). When controlling for private and public institutions, or for four-year and two-year institutions, results (shown in Table 13) had inconsistencies

similar to those reported in Table 12). There were statistical differences in budgets of male and female administrators at public institutions and four-year institutions, but not at private or two-year institutions. In addition, the difference between average budgets of male and female administrators also held when controlling for administrative unit in student affairs or academic affairs. Male and female administrators had no significant differences in the number of years of supervisory experience, years in their current position, or years in the field of disability services.

<u>Control Variable</u>	Male DS Administrator		Female DS Administrator		<u>df</u>	<u>t</u>	<u>p</u>
	<u>n</u>	<u>M (SD)</u>	<u>n</u>	<u>M (SD)</u>			
Private	9	\$159,778 (\$238,595)	41	\$147,427 (\$182,868)	48	.174	.863
Public	36	\$428,182 (\$470,645)	102	\$251,510 (\$251,331)	136	2.826	.000
Four-Year	29	\$440,276 (\$481,111)	88	\$199,452 (\$214,393)	115	3.726	.000
Two-Year	14	\$337,098 (\$410,547)	46	\$267,270 (\$262,730)	58	.757	.452
Student Affairs	39	\$391,804 (\$395,047)	93	\$258,722 (\$245,636)	130	2.347	.020
Academic Affairs	6	\$423,333 (\$774,810)	44	\$123,881 (\$164,646)	48	2.335	.024

Table 13. Budgets of DS offices with male and female administrators, controlling for public and private institutions, four-year or two-year campuses, and DS offices in student affairs or academic affairs.

There were, however, other factors which may explain the differences related to gender. DS offices with male administrators had an average of 10 staff members (SD=13), and female administrators had an average of 7 staff members (SD=10) in their offices ($t(342) = 2.390$, $p < .05$). Male administrators' offices also served a higher average number of students in their DS offices (365 students, SD=329), as compared with female administrators' offices (averaging 280 students, SD=290) ($t(295) = 2.015$, $p < .05$). Male administrators also tended to work on larger campuses, with an average total enrollment of 11,886 (SD=12,897), compared with female administrators, working on campuses where the average enrollment was 6,031 (SD=7,843) ($t(195) = 3.683$, $p < .001$). Thus, even though men and women in management positions had similar work experience, men tended to be working in larger offices on bigger campuses, and their budgets are likely to be reflecting this difference.

In an effort to further investigate office or institutional characteristics that may affect budget size, a correlational analysis was performed with annual budgets and other variables of interest. As with salaries, when plotting budgets as an outcome (i.e., dependent) variable, the data is usually not linear, and must be transformed using natural log (ln) (LNBGT). Total number of staff working in the DS office (STAFF), total students served by the DS office (TOTSTD), and total campus enrollment (ENROL) were also transformed with natural log. Dummy variables with categorical data included: whether the office was in student affairs (coded as "1") or academic affairs (2) (SAAA); whether the campus was a four-year (1) or two-year institution (2) (4OR2YR); public (1) or private (2) (PUBPR); and having a male (1) or female (2) DS administrator (GEND). Results of the correlational analysis are presented in Table 14.

There is a substantial positive correlation between budget and the number of staff in the DS office ($r = .622$, $p < .001$), which means that offices with higher numbers of staff members is associated with larger budgets. Moderate positive correlations exist between annual budgets and the total number of students served by the DS office ($r = .430$, $p < .001$), as well as between budgets and total campus enrollment ($r = .432$, $p < .001$). The number of students registered with DS is also moderately correlated with total campus enrollment ($r = .546$, $p < .001$), suggesting that larger campuses tend to have more students with disabilities. Correlational relationships are descriptive and not causal; for example, hiring more staff members in a DS office will not necessarily result in a larger annual budget. In addition to the variables listed in Table 14, correlational analyses were also performed based on whether the

office was centralized or decentralized, as well as using other demographic characteristics of staff (e.g., ethnicity), but no relationships existed between these factors and the DS annual budgets.

	LNBGT	STAFF	TOTSTD	ENROL	SAAA	4OR2YR	PUBPR	GEND
LNBGT	1.00	.622*** .000 188	.430*** .000 170	.432*** .000 98	.192** .009 182	-.024 756 178	-.152* .037 188	-.129 .077 190
STAFF		1.00	.440*** .000 292	.495*** .000 193	-.124* .030 306	.037 .523 302	-.291*** .000 330	-.128* .017 344
TOTSTD			1.00	.546*** .000 170	-.124* .041 271	.019 .752 271	-.202*** .000 294	-.084 .148 297
ENROL				1.00	-.223** .003 178	-.162* .032 175	-.465*** .000 193	-.257*** .000 197
SAAA					1.00	-.231*** .000 274	.326*** .000 304	.140* .014 308
4OR2YR						1.00	-.392*** .000 305	.054 .354 304
PUBPR							1.00	.052 .342 333
CENT								1.00

Key: *p < .05, **p < .01, ***p < .001

Table 14. Pearson correlations and p-values for annual budgets of DS offices (transformed by natural log(ln)), number of office staff in DS offices (transformed by ln), number of students with disabilities served annually (transformed by ln), number of students on campus (transformed by ln), campus unit (student affairs or academic affairs), whether four-year or two-year college or university, whether public or private, and whether DS office is centralized or decentralized.

In addition to direct services required by local, state, or federal law, DS offices may offer other services or programs. These services are free at some offices, and at others there may be a fee-for-service system in place. Table 15 lists a variety of services and programs, and whether DS offices do not offer the services, whether they are free to all eligible users, or whether eligible users must pay any kind of fee. The *AHEAD* survey asked respondents to only consider services and programs offered by the DS office, and not those offered by the campus or other departments (e.g., the campus may provide counseling services for students, but respondents selected “not offered” unless the DS office also provided counseling). Table 15 only includes services and programs in DS offices, listed by the combined percentage of offices providing the service or program (for free or for an additional fee).

Over 90 percent of DS administrators reported having an adaptive technology or computer center, training for campus faculty and staff, and document conversion services. At least half of the offices also provided transition services or orientation to new students, workshops or seminars, and tutoring. The least common services provided by DS offices were psychometric testing, equipment repair services, and physical therapy. Most assistance, training, or programs were offered for free if the DS office provided them to eligible users. The two services that were most likely to require an additional fee were psychometric and diagnostic testing and tutoring services, for which 5.1 and 4.5 percent of offices charged a fee, respectively.

<u>Service or Program</u>	<u>Number of Responses (n)</u>	<u>Offered by DS Office</u>		
		<u>Free</u>	<u>For Fee</u>	<u>Not Offered*</u>
Adaptive technology and/or computer center.	353	325 (92.1%)	4 (1.1%)	24 (6.8%)
Training for campus faculty and/or staff.	350	322 (92.0%)	4 (1.1%)	24 (6.9%)
Document conversion (e.g., print to tape, large print, digital, or Braille).	349	314 (90.0%)	4 (1.1%)	31 (8.9%)
Transition services or orientation for new students.	349	269 (77.1%)	8 (2.3%)	72 (20.6%)
Workshops, seminars, or institutes of any kind.	341	226 (66.3%)	8 (2.3%)	107 (31.4%)

<u>Service or Program</u>	<u>Number of Responses (n)</u>	<u>Free</u>	<u>For Fee</u>	<u>Not Offered</u>
Tutoring or assistance with math, reading, or other subjects.	334	185 (55.4%)	15 (4.5%)	134 (40.1%)
Resource library.	337	184 (54.6%)	3 (0.9%)	150 (44.5%)
Assistance identifying or hiring personal care attendants, tutors, typists, or other personal services for disability-related needs.	334	147 (44.0%)	8 (2.4%)	179 (53.6%)
Career counseling or job placement assistance.	335	148 (44.2%)	4 (1.2%)	183 (54.6%)
Clubs, cultural groups, or student organizations.	335	142 (42.4%)	4 (1.2%)	189 (56.4%)
Psychological counseling or therapy.	331	115 (34.7%)	4 (1.2%)	212 (64.0%)
Lounge or leisure area.	333	110 (33.0%)	4 (1.2%)	219 (65.8%)
Study abroad/international student exchange counseling.	329	94 (28.6%)	8 (2.4%)	227 (69.0%)
Online educational services or training (Example: online training for faculty about students with disabilities or online orientation for new students). Do not include an office website.	334	98 (29.3%)	3 (0.9%)	233 (69.8%)
Gym, athletic facilities, or sports teams for disabled students.	330	62 (18.8%)	1 (0.3%)	267 (80.9%)
Complete psychometric testing, learning disability assessments, and/or other diagnostic testing.	334	26 (7.8%)	17 (5.1%)	291 (87.1%)
Wheelchair, hearing aid, or other equipment repair service.	330	14 (4.2%)	6 (1.8%)	310 (94.0%)
Physical therapy.	327	5 (1.6%)	7 (2.1%)	315 (96.3%)

*Totals may not add up to 100 percent, due to rounding.

Table 15. Programs and services offered by US DS offices, by percentage of respondents offering the services, for free, on a fee-for-service basis.

For the first time, the *AHEAD* survey asked DS staff a question related to the underlying philosophy of DS offices' service provision. The question was worded in the following way:

“Which of these is closest to the definition of disability your office uses to frame its work on campus? (Select one): a) a physical or mental impairment that substantially limits one or more major life activities; b) the result of an interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation on an equal basis with others.

The *AHEAD* Board of Directors designed the question so the first answer would reflect what is commonly known as the “Medical Model” of disability, and the second answer would reflect what is commonly known as the “Social Model” of disability. The Medical Model of disability explains disability as an inherently negative trait of individuals, where disability-related barriers must be remedied by fixing the individual with a disability (usually through working with a professional). The Social Model of disability explains disability as a socially constructed concept defined by society, where the impact of the disability increases or decreases depending on the accessibility of the environment. In the Social Model, the goal is to change the environment (not the individual) to reduce disability barriers, and having a disability is a neutral characteristic (like eye color). (For more information about the models of disability, see e.g., Devlieger, Rusch, & Pfeiffer (2003) and McDermott & Varenne (1996).)

More than three-quarters (79.50 percent) of respondents (n=600) said their office frames its work by defining disability as a physical or mental impairment limiting major life activities. The percentage of respondents selecting this response was relatively uniform across job descriptions (79.95 percent of administrators, 78.76 percent of direct service providers, and 80.46 percent of counselors and professors). Further analysis (with Chi Square tests) showed no significant differences in the percentages of responses for staff from private and public campuses or four-year and two-year campuses. There were also no significant differences in responses from offices under student affairs and academic affairs, or from respondents in centralized or decentralized DS offices. Results must be interpreted with caution since the wording of the question may have inadvertently invalidated the responses. For example, disability services tend to rely heavily on medical documentation, and the first part of the question is the only part that mentions anything related to medicine. Also, the question asks staff members about the philosophy of their offices, not their personal philosophies; it is possible that staff members try to follow a model of disability that is different than their office's overall approach to disability. Finally, the question did not elaborate on

when or how the philosophy is used; it is possible that staff members believe their offices use both models in different situations. The summary of this section contains further discussion of this survey question and implications for future *AHEAD* surveys.

INSTITUTIONAL CONTEXTS OF DS OFFICES

DS administrators report that a majority of DS offices (87.5 percent) are centralized, with one office serving the entire campus. A minority (0.6 percent) of DS offices are completely decentralized, with each college or department having its own disability services contact or office. Some offices (8.2 percent) are partially centralized and partially decentralized, with most students going to one DS office, and the remainder having their own office (e.g., an office for deaf students or a center for students with learning disabilities). For some campuses (3.7 percent), administrators reported not having any DS office, with accommodations provided by someone doing the job part-time as part of other responsibilities, or through academic or services offices.

DS offices may be housed within a variety of academic units. As shown in Figure 7, almost two-thirds (63 percent) of DS offices report to student affairs units, and 26 percent are part of academic affairs. Counseling or advising services supervises 5 percent of DS offices, with an additional 6 percent of offices reporting to diverse units including Affirmative Action/Equal Employment Opportunity offices, human resources, multicultural affairs, admissions, the provost's office, enrollment services, student services, and health services.

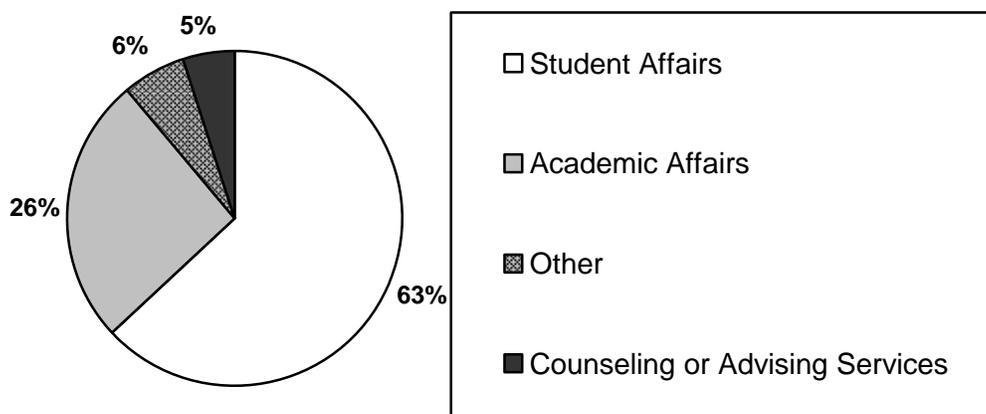


Figure 7. Campus units supervising DS offices, by percent (n=352). (Percentages may total over 100 percent due to rounding.)

Almost half (47.8 percent) of DS administrators were working in a suburban setting or a small town. The other offices were on campuses located in an urban setting of a big city (35.0 percent) or in a rural area that was not near a major city (17.2 percent) (n=297).

All types of higher education institutions were well represented, as shown in Figure 8. The majority of administrators were from research universities (30 percent), two-year colleges (29 percent), or comprehensive universities (23 percent). Other administrators were from baccalaureate colleges, technical and vocational colleges, or other types of colleges and universities.

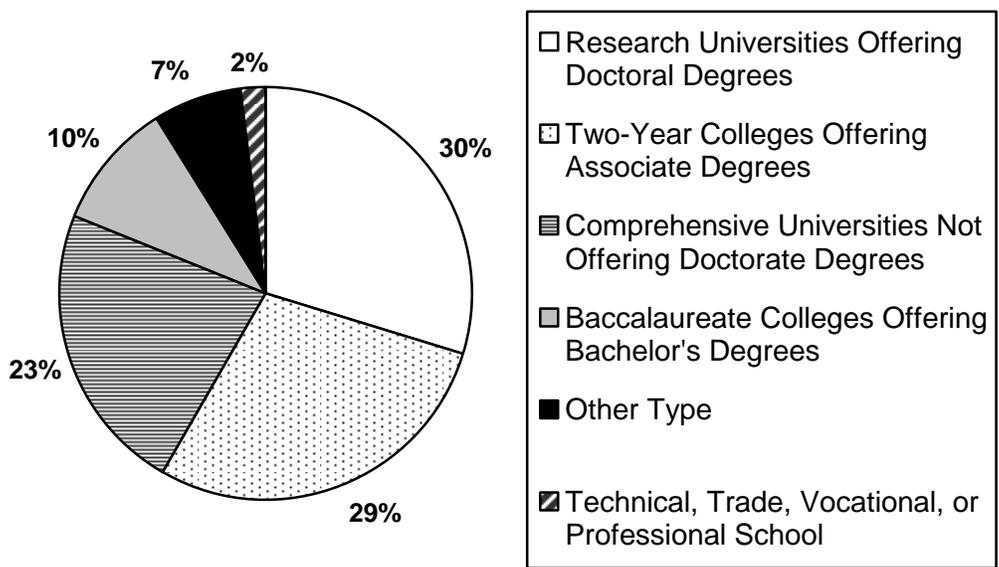


Figure 8. Type of postsecondary educational institution, as reported by full-time DS administrators in the United States (n=353). (Percentages may total over 100 percent due to rounding.)

The majority of DS administrators (n=351) were from public or state-sponsored campuses (66.1 percent), with the remainder from private or independent schools, including those affiliated with a religion (31.3 percent) and church-sponsored colleges or universities (1.1 percent). A small minority (1.4 percent) were from other campuses not described by the above categories. While only one administrator (n=345) was from a tribal college (0.3 percent) and two administrators were from Historically Black Colleges and Universities (0.6

percent), 14 administrators were affiliated with traditionally Hispanic-serving institutions (4.1 percent).

Two-year and four-year colleges and universities were categorized according to total enrollment reported by DS administrators, using classifications developed by the Carnegie Foundation for the Advancement of Teaching (for more information, see <http://www.carnegiefoundation.org/classifications/>). For two-year colleges, these categories include: “Very Small” (less than 500 students); “Small” (500-1,999 students); “Medium” (2,000-4,999 students); “Large” (5,000-9,999 students); and “Very Large” (more than 10,000 students). For four-year colleges and universities, categories are: “Very Small” (less than 1,000 students); “Small” (1,000-2,999 students); “Medium” (3,000-9,999 students); and “Large” (over 10,000 students). Figure 9 shows the percentage of DS administrators from each category (e.g., 3 percent of administrators from two-year colleges were from “Very Small” campuses). All types of campuses are represented by survey respondents, with a major percentage of DS administrators at two-year colleges (85 percent) evenly divided between medium-sized colleges (43 percent) and large or very large colleges (42 percent). Slightly more than two-thirds of administrators from four-year colleges and universities represented small campuses (30 percent) or medium-sized campuses (39 percent).

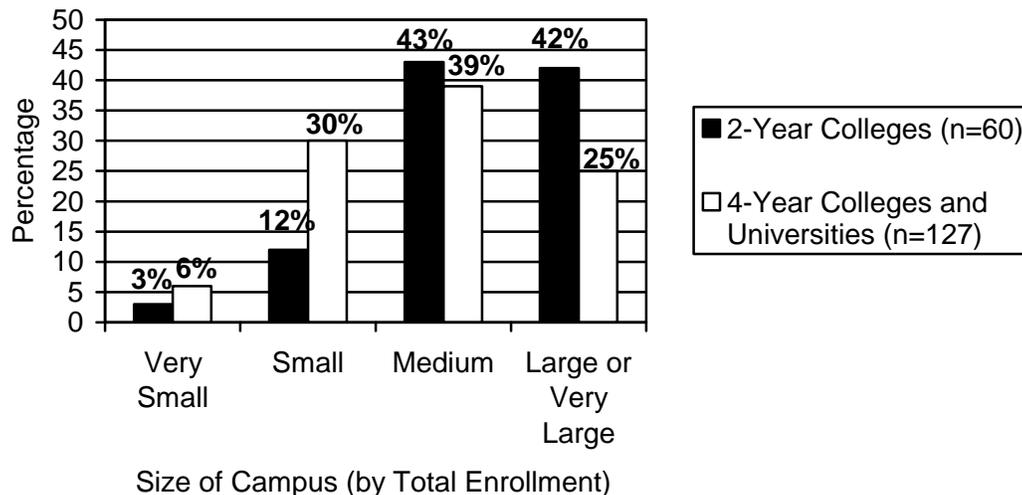


Figure 9. Size of campus by enrollment, by percentage of administrators in two-year and four-year college sample (using classifications from the Carnegie Foundation for the Advancement of Teaching).

STUDENTS WITH DISABILITIES

This section complements the findings related to DS offices, by also reporting characteristics of students with disabilities who are registered with DS offices. As with other statistics based on reports from full-time administrators in the United States, there may be validity issues with these figures because of potential overlap between administrators and campuses (i.e., more than one administrator from the same campus may have responded to the survey).

Researchers in the field of higher education and disability have used a variety of disability categories to report statistics about disabilities. For better comparison with other disability-related statistics in education, the *AHEAD* survey used categories that are similar to regulations for federal special education law in the Individuals with Disabilities Education Act (IDEA). As mentioned in the first section of this report, the unfamiliarity with these categories may have created difficulty for some administrators who are not used to separating out certain disability groups. For example, some campuses may count students with learning disabilities and students with attention deficit disorders in the same category, while others may count them separately. Nevertheless, this data may be of interest to higher education professionals, since few national or international statistics exist about disabled students in higher education.

DS administrators reported that an average of 5.37 percent ($SD=8.04$) of students on campus have disabilities, an approximation calculated by dividing the total number of students served by DS offices by the total enrollment on campus. Half of the campuses have students with disabilities comprising 2.24 to 6.44 percent of the total enrollment. There were no significant differences in the Mean percentages reported by four-year and two-year colleges. DS offices worked with an average of 303 students ($SD=298$), with a median of 188 students. The number of students with disabilities varied considerably, with campuses reporting 2 to 1,827 students registered with the DS offices. Half of all offices worked with 88 to 409 students annually.

To calculate the approximate ratio of DS staff to students, the number of students with disabilities was divided by the total number of staff in the DS office. The ratio was one staff member per 80 students ($SD=89$). However, most DS offices serve the entire campus by working across departments and academic units. As a result, it may be more accurate to

divide the total enrollment of the campus by the number of DS staff. This calculation yields one DS staff member for every 1,977 students (SD=2090).

Of course, the numbers and needs of students with disabilities vary greatly on an individual level, and by disability category. Using data from DS administrators, Table 16 presents average numbers of students with disabilities, by type of disability. The table shows three different ways of presenting the “average” number of students: the median, which is not sensitive to extreme scores; the Mean (i.e., average) with standard deviations; and the mid-quartile range, which shows what 50 percent (the 25th to 75th percentiles) of DS administrators reported. Table 16 also shows the percentage of students with specific disabilities as a proportion of the total number of students with disabilities and as a proportion of the total campus enrollment. For example, approximately 33 percent of all students with disabilities have learning disabilities, but students with learning disabilities are only about 2 percent of all students on campus.

From this data, the most common types of disabilities are learning disabilities, Attention Deficit Disorder (ADD and ADHD), and psychiatric disabilities. The least common disabilities are intellectual or developmental disabilities, speech and language disabilities, or deaf-blindness. Nearly all students with disabilities were included in the disability categories of the survey, with an average of only 4 students per campus who had disabilities not listed in the survey.

Of particular interest is the difference in variability among types of disabilities. For example, the Mean number of students with learning disabilities is 100, but the standard deviation is 108. Assuming this data is representative of the larger population of colleges and universities, that means 68 percent of DS offices would have somewhere between 0 and 200 students with learning disabilities. Obviously, this information is impractical for discussing “average” DS offices, so the mid-quartile range is more useful, with 50 percent of campuses having between 25 and 143 students. This still indicates considerable variability, and campuses may have little experience with learning disabilities, or primarily serve students with learning disabilities. Because there is so much variability among populations of students with disabilities at different campuses, knowing whether DS staff are experienced with a specific disability requires research into individual campuses of interest.

<u>Disability Category</u>	<u>Students served by DS offices*</u>			<u>Mean Percentage of Total Number of Students with Disabilities (SD)</u>	<u>Mean Percentage of Total Enrollment on Campus (SD)</u>
	<u>Median</u>	<u>Mean (SD)</u>	<u>Mid-Quartile Range (25th – 75th Percentile)</u>		
Learning Disabilities (All Types) (n=308)	64	100 (108)	25-143	32.74% (15.65)	1.81% (3.05)
Attention Deficit Disorders (ADD or ADHD) (n=306)	31	60 (76)	12-77	19.39% (12.38)	1.15% (3.22)
Psychiatric (n=308)	20	40 (52)	8-50	12.99% (9.25)	0.63% (0.74)
Health and Medical Conditions (n=307)	15	29 (44)	4-35	9.64% (8.50)	0.45% (0.70)
Mobility-Related or Orthopedic (n=308)	7	18 (65)	2-20	5.29% (5.91)	0.18% (0.30)
Hard-of-Hearing, Hearing Impaired, or Deaf (n=441)	5	8 (10)	2-10	4.83% (13.13)	0.12% (0.24)
Visual Impairments and Blindness (n=308)	4	8 (10)	2-10	3.17% (7.27)	0.09% (0.11)
Temporary Disabilities (e.g., broken arm or leg, short-term illness)** (n=308)	2	6 (17)	0-5	2.41% (4.58)	0.09% (0.25)
Autism or Asperger's (n=308)	3	6 (14)	1-6	2.72% (6.58)	0.12% (0.23)
Traumatic Brain Injuries (n=308)	3	6 (9)	0-7	1.88% (2.18)	0.08% (0.15)
Intellectual, Cognitive, and/or Developmental (n=307)	0	7 (18)	0-5	2.10% (5.40)	0.11% (0.57)

<u>Disability Category</u>	<u>Students served by DS offices*</u>			<u>Mean Percentage of Total Number of Students with Disabilities (SD)</u>	<u>Mean Percentage of Total Enrollment on Campus (SD)</u>
	<u>Median</u>	<u>Mean (SD)</u>	<u>Mid-Quartile Range (25th – 75th Percentile)</u>		
Other Disabilities Not Listed (n=308)	0	4 (14)	0-0	1.50% (4.10)	0.03% (0.15)
Speech and Language (n=308)	0	2 (7)	0-2	0.82% (1.91)	0.04% (0.17)
Deaf-Blindness (n=307)	0	0 (2)	0-0	0.03% (1.88)	0.01% (0.03)

* The medians, Means, and standard deviations are presented as whole numbers, because numbers of students are reported without decimals.

** In the survey, this question did not include the example of broken arm or leg and short-term illness. All other disabilities in this table use the same wording as the survey.

Table 16. Means, standard deviations, and mid-quartile range for students served by DS offices (by type of disability), as reported by US administrators of DS offices, with Mean percentages of all students with disabilities and percentage of total enrollment (by type of disability).

In addition to asking about the numbers of students with specific disabilities, the *AHEAD* survey also asked DS administrators about retention rates (for the most recently completed academic year) and graduation rates on campus. Average retention rates for students with disabilities registered with DS offices was 75.60 percent (SD=17.00), while the average retention rates for all students was slightly lower at 68.10 percent (SD=18.34). DS administrators reported that students with disabilities had an average graduation rate of 59.92 percent (SD=29.24), while the average campus graduation rate was very similar at 58.57 percent (SD=24.72). According to these reports from DS administrators, students with disabilities are faring at a rate equal or better than peers on campus.

SUMMARY AND COMPARISON WITH 2004 SURVEY FINDINGS

As in 2004, this section of the report focused on DS offices, using data from 407 DS administrators. The category of administrators included Office Directors, Project and Program Directors, and Assistant or Associate Directors. Unlike the 2004 survey (when $n=483$ for administrators), the category also included ADA and 504 Coordinators.

The structure and administration of DS offices seems relatively consistent between 2004 and 2008. The average number of staff in DS offices remains at 7 ($SD=10$ for 2008), and 50 percent of offices had three staff or fewer. Over 80 percent of offices continue to be decentralized, and over two-thirds of offices are in student affairs.

The average annual budget for a DS office was \$257,289 ($SD=\$306,471$), with a median of \$162,000. After adjusting for inflation and cost of living, the average annual budget of DS offices have actually decreased by 3.52 percent since the 2004 survey, but the median budget has increased by 28.30 percent. The median is less influenced by extremely low and high budgets, and is likely to be a better indicator of how budgets have changed since the 2004 survey. As in 2004, larger budgets were positively correlated to larger offices (i.e., offices with more staff members), higher numbers of students with disabilities on campus, and higher total enrollments on campus.

The 2008 data also showed differences in budgets based on gender, especially at public campuses and four-year campuses, with men reporting larger budgets than women. Further investigation suggested the difference may be related to men tending to manage DS offices that are larger, with higher numbers of students with disabilities, on larger campuses (three factors all correlated to the size of annual DS budgets). This warrants further investigation, especially since the associations between salary and gender (with men tending to earn more than women in 2004) were not significant in 2008. Since the number of female administrators outnumber male administrators, and their reported educational backgrounds and work experiences are the same, further research could investigate the basis for differences in where female and male administrators are working.

In terms of students with disabilities, there were some contradictions in the 2004 and 2008 data. The estimated percentage of students with disabilities on campus decreased from 6.13

percent in 2004 to 5.37 percent in 2008, but the numbers of students in each disability category stayed roughly the same, with very slight increases in the numbers of students with developmental disabilities and autism or Asperger's Syndrome. Learning disabilities, attention deficit disorders, and psychiatric disabilities were still the most common types of disabilities on campuses. In 2008, the number of students with disabilities registered with DS offices ranged from 2 to 1,827, with an average of 303 students total (SD=298). The proportion of staff to students is approximately 1:80, and the proportion of DS staff to total campus enrollment is approximately 1:1,977. For the first time, the 2008 survey asked about retention and graduation rates for students with disabilities. Administrators reported that both rates were the same or better than the average for all students on campus.

For the first time, the 2008 survey asked staff about the overall philosophy that seems to frame the work of DS offices. More than three-quarters of all survey respondents in the United States (n=600) said their office frames its work by defining disability as a physical or mental impairment limiting major life activities. This question represents a significant departure from past *AHEAD* surveys, in that it investigates the underlying philosophies and models of disability (the "why" of services) instead of simply asking facts about services themselves (the "what" of services). However, it is important to note that there is some disagreement about definitions of the models of disability and whether they are mutually exclusive to the degree these survey questions suggest (see, e.g., Corker, 1999; Forness & Kavale, 2001; Jenks, 2005; Linton, 1998). Thus, responses to this question must be interpreted cautiously.

Taken together, the 2004 and 2008 surveys suggest that DS offices have remained relatively stable over time. Data related to administration of DS offices, campuses, budgets, and student populations were very similar in both datasets. The *AHEAD* survey continues to evolve in its efforts to understand the field of disability services. Some questions were added in 2008 (e.g., questions about philosophy of service) and some questions were eliminated (e.g., questions about whether DS offices served faculty and staff with disabilities). With each survey, *AHEAD* continues to learn more about the field and strategies for increasing our understanding of this complex and relatively new profession.



Part Five



Professional Needs of DS Staff

INTRODUCTION

To investigate professional development needs of staff, the *AHEAD* survey asked all DS staff to report professional knowledge they use and need, as well as campus changes that could help them do their jobs better. *AHEAD* Board of Directors hoped to use this information to guide *AHEAD* professional development initiatives on the national level. The Board also hoped that findings could assist DS administrators or campus administrators in making decisions about training for staff on their campuses, as well. As with the section on demographics, this section is based on all survey respondents in the United States, regardless of job title.

PROFESSIONAL NEEDS

The *AHEAD* survey asked the following questions related to professional development:

- “What professional knowledge would help you do your job better?” (Question 38)
- “How important is the following information in the successful performance of your job?” (Question 40)

Both of these questions allowed responses on a Likert scale of 1-5, although the scales had slightly different responses. For question 38, “1” was “Would not help me at all” and “5” was “This would help me do my job significantly better.” For question 40, “1” was “Unnecessary” and “5” was “It is essential that I have this information.” In each case, “3” indicated “Neutral/No opinion” (for the exact survey text, see Appendix B).

Both questions asked about knowledge or information that would help staff do their jobs better. The questions were designed to solicit which information staff needed (question 38) and which information staff are already using (question 40). The majority of items (i.e., types of knowledge or information) listed under each question were basically identical, with few differences in wording, and one extra item about race and disability in question 38. Correlational analyses and reliability testing (i.e., Cronbach’s alpha) were used to determine whether responses to questions 38 and 40 were essentially similar enough that the items could be grouped together (i.e., a new construct could be created). The sample included all full-time and part-time DS staff in the United States, regardless of job title. Results are presented in Table 17.

<u>Topic and Wording of Item in Questions</u>	<u>n</u>	<u>Correlation (r)*</u>	<u>Cronbach's Alpha</u>
Administrative Skills Question 38: More information on administrative skills: budgeting, negotiating, supervision, etc. Question 40: Information on administrative skills: budgeting, negotiating, supervision, etc.	586	.71	.83
Law Question 38: More information about legal regulations and case law Question 40: Information about legal regulations and case law	586	.63	.77
Educational Impact of Disabilities Question 38: More information on the educational impacts of various disabling conditions Question 40: Information on the educational impacts of various disabling conditions	557	.57	.73
Service Provision Question 38: More information on best practices in service provision Question 40: Information on best practices in service provision	585	.58	.73
Disability Community Question 38: More information on disability communities Question 40: Information on disability communities/culture	587	.56	.71

<u>Topic and Wording of Item in Questions</u>	<u>n</u>	<u>Correlation (r)*</u>	<u>Cronbach's Alpha</u>
Collaboration Question 38: More information on developing collaborations on my campus Question 40: Information on developing collaborations on my campus	576	.53	.69
Technology and Technical Information Question 38: More information on technology/assistive technology Question 40: Technical skills (e.g., technology, Sign Language, etc.)	581	.41	.58
Faculty Development Question 38: More information on faculty development activities Question 40: More information on faculty development activities	583	.41	.58
Race and Diversity Information Question 38: Specific information about race and disability and cultural competence Question 40: (None)	--	--	--

* All correlations were significant at $p < .001$.

Table 17. Correlations and Cronbach's alpha for items in Questions 38 and 40.

When Cronbach's alpha is at least .70 (as with many items in Table 17), responses to items are generally considered consistent with each other, and researchers may combine the items into a single score (Nunnally & Bernstein, 1994; Streiner & Norman, 2003). Typically, however, when using these statistical tests, the items or questions are different even though responses are similar across questions. For example, these statistical tests are often performed with psychometric tests (e.g., IQ tests), to see if different questions can be scaled

together and reported as one score under a broader category. The difficulty with the *AHEAD* survey is that the questions and possible responses are worded so similarly, it is possible they are essentially asking the same thing in slightly different ways. Another possibility is that the items are different, but DS staff responded to them both in identical ways. Full regression analysis or factor analysis is beyond the scope of this report.

For the purposes of this report and to help readers make an informed interpretation of the findings, results will be reported in two ways. In Table 18, responses for all respondents in the United States (regardless of full-time status or job title) are reported in percentages of staff saying an item would significantly help them do their job well (a rating of “4” or “5” for each question). For each item, percentages are reported for question 38, question 40, and the two items combined (an average of scores for 38 and 40).

<u>Question and Broader Category</u>	<u>n</u>	<u>Percent Responding between “4” and “5”</u>
Administrative Skills		
Combined Score	586	42.66%
Question 38 (What would help you do your job better?)	593	44.18%
Question 40 (How important is this information?)	590	51.53%
Law		
Combined Score	586	83.11%
Question 38 (What would help you do your job better?)	593	82.80%
Question 40 (How important is this information?)	591	88.16%
Educational Impact of Disabilities		
Combined Score	557	80.07%
Question 38 (What would help you do your job better?)	592	74.66%
Question 40 (How important is this information?)	592	84.12%
Best Practices in Service Provision		
Combined Score	585	87.01%
Question 38 (What would help you do your job better?)	590	87.46%
Question 40 (How important is this information?)	592	89.70%
Disability Community		
Combined Score	587	37.14%
Question 38 (What would help you do your job better?)	590	43.22%
Question 40 (How important is this information?)	595	50.59%

<u>Question and Broader Category</u>	<u>n</u>	<u>Percent Responding between "4" and "5"</u>
Collaboration		
Combined Score	576	65.10%
Question 38 (What would help you do your job better?)	585	70.77%
Question 40 (How important is this information?)	588	70.24%
Technology and Technical Information		
Combined Score	--	--
Question 38 (What would help you do your job better?)	588	81.80%
Question 40 (How important is this information?)	591	76.14%
Faculty Development		
Combined Score	583	67.24%
Question 38 (What would help you do your job better?)	590	76.10%
Question 40 (How important is this information?)	591	69.88%
Race and Diversity Information		
Combined Score	--	--
Question 38 (What would help you do your job better?)	590	49.83%
Question 40 (How important is this information?)	--	--

Table 18. Types of information that would help DS staff do their job better, reported as percentage of respondents with answers between “4” and “5” on Likert scales of 1-5 for items on questions 38 and 40 of the *AHEAD* survey. Percentage of responses between 4 and 5 on a combined scale of each item are also reported.

Roughly 80 percent of all DS staff reported that more information about the law, the educational impact of various disabilities, best practices in service provision, technology, and technical aspects of DS services would help them do their job better. Approximately half of all DS staff or less thought that information about administrative skills, the disability community, or race and diversity would help them do their job better.

An additional survey question asked DS staff how campus changes would help them do their job better. Responses were on a five-point Likert scale, with “1” being “Would not help me at all,” “3” being “Neutral/no opinion,” and “5” being “This would help me do my job significantly better.” Frequencies and percentages of “4” and “5” responses for each item are listed in Table 19.

At least half of all DS staff thought that type of campus change listed could help them do their jobs better. Over three-quarters of staff (77 percent) believed that more resources or money for resources would be the most helpful, although increased communications and collaborations with others received nearly the same number of responses (71 percent).

<u>Item</u>	<u>Responses of "4" or "5"</u>	
	<u>Frequency</u>	<u>Percent</u>
More resources or money for resources available to my office	457	77%
Increased communication and collaborations with colleagues on my campus	418	71%
Increased commitment to access from my institution's administration	392	66%
Reduced bureaucracy at my institution	322	54%

Table 19. Campus changes that would help DS staff do their job better, reported as frequency and percentage of respondents with answers of "4" or "5" on Likert scales of 1-5 (n=591).

SUMMARY

Unlike previous sections of this report, it is difficult to make a comparison between DS staff's professional development needs reported in 2004 and 2008. The pertinent questions in the two surveys are significantly different, and there were some difficulties with the wording of 2008 professional development survey questions (as explained previously in this section), which may have led to validity and reliability issues with the questions themselves.

In general, DS staff thought information about the law, the educational impact of disabilities, best practices for service provision, and technology helps them do their job better. *AHEAD* and DS administrators hoping to use this information face a difficult task: while these topics may be important to DS staff, it does not mean that information about administrative skills, the disability community, race, or diversity are truly less helpful because they received a lower percentage of "4" and "5" ratings from DS staff. Until the profession establishes essential

knowledge bases for DS staff, the survey can only report staff opinions about their individual professional development needs.

Likewise, the survey asked staff about campus changes that could help them do their job better. All items related to campus change met with a positive response from at least half of the survey respondents. These included more money and resources, increased communication and collaborations, increased institutional commitment to access, and reduced bureaucracy.

While the professional development section of the 2008 survey may have created more questions than answers, it may help clarify areas of further research as *AHEAD* moves forward with future surveys.



Part Six



Conclusion

The 2004 *AHEAD* survey marked a turning point for the organization. The field of disability services continued to grow, and students with disabilities were increasing in number and diversity. Yet there were no federal or educational agencies systematically collecting data about disability services and students with disabilities. As the only professional organization for DS providers in the United States, *AHEAD* had access to contact information for DS staff across the country and in other countries as well. Up until that point, *AHEAD* had shared its database with researchers on occasion, but had not conducted any of its own large-scale surveys of all DS staff, regardless of job title. After analysis of the 2004 data was complete, results were used by *AHEAD*, individual DS professionals, legislators, professors, and researchers. *AHEAD* members and affiliates reported that the survey inspired them to get advanced degrees, to make changes in the way their DS offices were organized, or to request funding for more staff or higher salaries. The survey became a starting point for additional studies by researchers across the country, hoping to clarify or confirm findings. The survey and its results also opened up many discussions, critiques, and questions about how *AHEAD* should conduct future research. It was clear that the *AHEAD* surveys filled an important need in the field.

The 2008 survey instrument differed slightly from the 2004 survey, but asked essentially the same research questions. Findings suggest that during the four years between surveys, the basic administration and structures of DS offices remained fairly stable, even while there were small changes in salaries or services for students with disabilities. Some information (e.g., data about the number of students with disabilities) remains unclear. In other cases, what is missing (e.g., information about ethnicity of students, or questions about employees with disabilities) or what is unreliable (e.g., professional development information) suggests that *AHEAD* itself is still trying to determine which questions to ask and how to elicit the answers. The *AHEAD* survey, like the field, continues to evolve over time. While the nickname for the 2004 and 2008 surveys may be “The Salary Surveys,” they provided far more than data about pay scales.

Each section of this report contains a summary of findings and suggestions for further research. In general, DS offices and their basic administration remain comparable to 2004, but differences between types of jobs (by title) seem to be increasing. The median DS budget has increased by 28 percent (after adjustment for cost of living), but extremes in DS budgets (ranging from \$0 to \$2,000,000) make it difficult to generalize with any confidence,

and the Mean DS budget actually decreased by 3.52 percent between 2004 and 2008 (when adjusted for cost of living). Statistically, there were no clear inequities in pay or job positions for staff with disabilities and people of color; with increases in both populations between 2004 and 2008, this is encouraging news. Also encouraging is that statistically significant gender salary inequities (favoring men) no longer exist. However, larger offices and bigger campuses tend to have male administrators, even though female administrators outnumber males and have nearly identical educational and work histories. Future research by *AHEAD* or independent researchers will need to explore whether this difference is of consequence, advantages or disadvantages of managing larger offices, and implications for individual administrators, women in the profession, and the field as a whole.

2008 data on students with disabilities is less clear. It is uncertain whether the numbers or diversity of students with disabilities are increasing. The estimated percentage of students with disabilities on campus decreased from 6.13 percent to 5.37 percent since 2004, but these estimates do not include students with disabilities who choose to not use DS offices, and the figures are not triangulated with enrollment data for campuses, which would increase reliability of the statistics. While the proportion of students with disabilities to the general student body may seem to be decreasing, the total numbers of students with disabilities remained relatively stable between 2004 and 2008 (with only slight increases in students with autism, Asperger's syndrome, and developmental disabilities). These statistics, however, may not reflect subtle changes in the population of students, including increases or changes in the number of students who have multiple disabilities, students who are English language learners, students of color, and nontraditional students (including older students and veterans).

The 2008 survey began to probe other directions of research as well, inquiring about philosophy underlying service provision, new types of services and programs, and potential effects of campus change on individual DS professionals. These questions may reflect broader discussions occurring within the field, as disability studies theories (e.g., universal design) increasingly influence DS research and practice. As *AHEAD* creates its research agenda beyond 2008, the organization may need to expand its investigation of underlying theories of practice and professional orientations toward disability and people with disabilities; these questions of "why" and "how" professionals do their work typically require qualitative

approaches (e.g., interviews and other ethnographic methods) and may signal new directions for *AHEAD* research in the future.

In fact, *AHEAD* has already changed the direction of its research, hoping to put forth two different surveys after 2008: one survey of programmatic and administrative features of DS offices, and the other survey of professionals who work in DS offices, as well as their professional development needs. The *AHEAD* surveys offer vital “snapshots” of current practices and potential trends within the dynamic field of disability services, and above all other findings, it is clear that DS offices continue to be as diverse as the campuses they serve. *AHEAD* is proud to conduct research that contributes to our understanding of that diversity and its evolution.

Part Seven

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Appendices

Appendix A:
Additional Resources

Appendix B:
Recruitment E-Mail for the Survey
The Survey Instrument

Appendix A

Additional Resources

ADDITIONAL RESOURCES

Association on Higher Education And Disability (*AHEAD*)
<http://www.ahead.org>

The Carnegie Foundation for the Advancement of Teaching
<http://www.carnegiefoundation.org/index.asp>

The Chronicle of Higher Education
<http://chronicle.com/>

DSSHE: Disabled Student Services in Higher Education Listserv
<http://listserv.buffalo.edu/cgi-bin/wa?A0=DSSHE-L>

Federal Reserve Bank of Minneapolis
<http://www.minneapolisfed.org>

NASPA – Student Affairs Administrators in Higher Education
<http://www.naspa.org/>

Occupational Outlook Handbook (2008-2009)
U.S. Department of Labor, Bureau of Labor Statistics
<http://www.bls.gov/oco/>

PEPNET-LIST
<http://www.pepnet.org/reslistserv.asp>

Postsecondary Education Programs Network (PEPNet)
<http://www.pepnet.org>

Appendix B

Recruitment E-Mail for the Survey

The Survey Instrument

RECRUITMENT E-MAIL FOR THE SURVEY

Good afternoon,

We are writing today to request your participation in a very important research initiative being undertaken by *AHEAD* on behalf of disability service and resource professionals.

Building on the important work initiated by Wendy Harbour in 2004, *AHEAD* is implementing a research project to create and maintain baseline and longitudinal information on our profession. This project begins with a five-part questionnaire that will gather critical data on the following characteristics of disability service and resource professionals in higher education:

- (section one): personal and professional background;
- (section two): details regarding position structure;
- (section three): salary, benefits, and other compensation;
- (section four): general departmental/office characteristics and activities; and
- (section five): perspectives on disability services.

This data will be collected every other year to chart the evolution of our field and assure currency of the data. The strength, importance, and reliability of this work will be greatly enhanced by collecting information from a large sample of individuals working with disabled students in postsecondary education. Therefore, if every member of *AHEAD* would take 10 - 15 minutes in the next 30 days to complete the questionnaire online we would begin to build a rich data set. Additionally, we strongly encourage you to share this survey with colleagues in the field, as well as staff in your office, including students and hourly workers. Employees do not need to be members of *AHEAD* to complete this survey.

Completing sections one through three, and section five of the questionnaire will likely not require any reference materials. Section four, intended primarily for department coordinators, managers, and directors, addresses departmental/office characteristics and activities. If you will be completing this section, you may find it helpful to have a copy of your most recent annual report or departmental statistics summary handy to reference, particularly for numbers of students served, services offered by your office, and the like.

The survey is available online at: <http://ahead.org/survey/member/p1.php>
Please plan to take time between now and February 22 to complete the survey.

****Confidentiality and anonymity****

We recognize the sensitive nature of the questions included in this survey. Researchers and other staff at *AHEAD* will not be able to identify respondents by name, institutional affiliation, computer (IP) address, or e-mail address. Your answers to this survey will be completely anonymous.

At the end of the survey is a final optional question that is not anonymous. Responding to this question will allow you to sign up for a free executive summary of the survey

results. Responses to this single question will be voluntary and will be recorded in a separate database, completely separate from survey data. Responses to the final question will not be linked in any way to survey responses. Information provided in response to the final question will be used only by *AHEAD* to forward the executive summary and will not be available to the *AHEAD* staff or Board or to the public. Additionally, your personal contact information, provided in the final question, will not be shared with vendors or used for solicitations. This question is clearly marked so you will recognize it as being separate from the rest of the survey.

Survey results will be used in aggregate form. Raw data will not be available to any members of the public, members of *AHEAD*, or members of the *AHEAD* Board of Directors. It will only be available to the five members of the research team at *AHEAD* and will be stored in a secure computer database accessible only by password. Hard copies of data will be kept in a locked file for a period of ten years, at which time it will be destroyed.

****Voluntary Participation****

Your participation in this survey is entirely voluntary, and you may exit the online survey at any time and for any reason. You may also skip any question in the survey, for any reason. Your decision whether or not to participate will not affect relationships that you have with *AHEAD* in any way.

Thank you in advance for your investment of time in this important research endeavor.

Sincerely,

Carol Funckes
President

and

Stephan Hamlin-Smith
Executive Director

SURVEY INSTRUMENT

Part 1 of 5

In this part of the survey, you will answer some questions about your personal and professional background.

1. How many years of experience do you have in your current position?

Number of Years: _____

2. How many years of experience do you have working in the field of Disability Services at the college level?

Number of Years: _____

3. How many years of experience do you have working in higher education (colleges and universities)? Include your years of experience working in DS offices.

Number of Years: _____

4. Besides your current job, do you have other work experience in these fields? If so, please indicate years of experience. If a job was a combination of two or more categories, please choose the category that best fits.

Have you worked in these fields?

If so, how many years of work experience do you have in this field?

- Elementary/primary or secondary (K-12). Number of Years: _____
- Elementary/primary or secondary (K-12) education with disabled children. Number of Years: _____
- Vocational or rehabilitation services. Number of Years: _____
- Counseling, psychological services, social work or other mental health services. Number of Years: _____
- Allied health services and medical professions. Number of Years: _____
- Student affairs or academic affairs in higher education. Number of Years: _____
- Teaching in higher education. Number of Years: _____

- Business. Number of Years: _____
- Law or legal services. Number of Years: _____

5. Do you currently supervise professional staff?

- Yes
- No

5a. If “yes,” enter the number of years of supervisory experience you have: _____

6. Are you currently a member of the Association on Higher Education And Disability (AHEAD)?

- Yes
- No

7. What is the highest (most advanced) degree you have completed at this time? Do not include degrees that are in progress.

- High School Diploma, G.E.D. or other certificate for completion of secondary level education
- A.A., A.A.S. or other Associate’s degree
- B.S., B.A., B.I. or other Bachelor’s degree
- M.A., M.S., M.S.W, M.Ed. or other Master’s degree
- Ph.D., Ed.D., J.D. or other Doctorate degree
- Other: (Please specify degree) _____

8. Which certifications do you currently hold? List up to five professional certifications for your field and the certifying agency.

Certification (Example: L.P.C.)

Certifying Agency (Example: American Psychological Association)

Certification	Certifying Agency

9. Please provide the following demographic information about yourself. (This questionnaire is both anonymous and confidential.)

Gender:

- Male
- Female
- Otherwise identified
- Prefer not to say

Current Age:

- 15-19 years
- 20-24 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- 65-74 years
- 75-84 years
- 85 years and older
- Prefer not to say

Disability related to:

- Attention/hyperactivity
- Chronic/Other Health
- Hearing
- Learning
- Mobility
- Motor activity
- Psychological/Psychiatric
- Speaking
- Vision

- Another area of life
- Non-Disabled
- Prefer not to say

Race and/or Ethnicity: (From 2000 US Federal Census)

- American Indian and Alaska Native
- Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, other Asian)
- Black (African American, African, Atlantic Islander, Indian Islander)
- Hispanic or Latino (Mexican, Puerto Rican, Cuban, other Hispanic or Latin descent)
- Middle-Eastern
- Native Hawaiian and Other Pacific Islander
- South-central Asian
- White (Anglo, European descent)
- In terms of race and/or ethnicity, I categorize myself differently from those offered above.
I refer to myself as _____
- Prefer not to say

Part 2 of 5

In this part of the survey, we will ask you questions about your current position.

10. What is the job title(s) you use to describe your job? Choose the title(s) you use for your current position, whether or not it is the title used by your campus administration for job classification purposes. Select all titles that apply to you.

- Office or Departmental Director, Coordinator or Manager
- Project or Program Director, Coordinator or Manager
- Associate or Assistant Director, Coordinator or Manager
- ADA/504 Coordinator
- Specialist (including Disability Specialist, Accessibility Specialist, etc.)
- Assistive/Adaptive Technology Coordinator/Specialist
- Diagnostician
- Advisor or Academic Counselor
- Consultant
- Counselor, Psychologist or Diagnostician
- Professor, Associate Professor or Lecturer
- Sign Language Interpreter
- Administrative Assistant or Executive Secretary
- Secretary or Receptionist
- Student Worker
- Other: _____

11. Are you employed full-time or part-time?

- Full-time (100%) – 40 hours per week
- Part-time (75%) – approximately 30 hours per week
- Part-time (50%) – approximately 20 hours per week
- Less than half time – less than 20 hours per week

12. What is the minimum educational level required for your job as indicated on your current job description?

- No degree is required
- High School Diploma, G.E.D. or other certificate for completion of secondary level education
- A.A., A.A.S. or other Associate's degree
- B.S., B.A., B.I. or other Bachelor's degree
- M.A., M.S., M.S.W, M.Ed. or other Master's degree
- Ph.D., Ed.D., J.D. or other Doctorate degree
- Other: (Please specify degree) _____

13. What percentage of your FTE (full time equivalent) is devoted to Disability Services/Resources? _____

Part 3 of 5

In this part of the survey, we will ask about your salary and other compensation you receive for your work.

14. Is your position funded through permanent funding (hard money) or through grants and other limited funding sources (soft money)? Select one response.

- Permanent institutionally supplied funding
- Grants and/or other limited sources
- My position is funded through a mix of both funding types

15. Is your position for the academic year (usually 9-10 months), year-round (12 months), or on a temporary basis?

- Academic year (with the option of working during the summer)
- Academic year (I cannot work during the summer)
- Year-round 12-month position
- Temporary position

16. Are you paid on salary, an hourly wage, or on a contract/temporary basis?

- Salary
- Hourly wage
- Contract/temporary basis (e.g. freelance interpreters, consultants)

17. What is your gross annual earnings?

If you are a temporary or part-time employee, enter the amount you will be paid in your current Disability Services position this year.

Annual earnings: _____

18. In what monetary units are you paid?

- US Dollars
- Canadian Dollars
- British Pounds
- Australian Dollars
- Euros
- Other: _____

19. What other forms of compensation are you eligible to receive? Select all that apply.

- Medical and/or dental insurance for yourself
- Medical and/or dental insurance for family members
- Mandatory retirement plan or pension
- Optional retirement plan
- Professional development funding
- Daycare services, reduced rate childcare, or access to on-campus child care
- Flexible hours
- Time-sharing your job with another staff member
- Tuition waivers or reduced tuition fees for yourself
- Tuition waivers or reduced tuition fees for family members, including your children
- Reduced or waived transportation or parking expenses
- Other (please list up to three forms of compensation here):

Part 4 of 5

In this part of the survey, we will ask about your office and campus.

This section is intended for response from Directors, Program Coordinators, Program Managers and other individuals who serve in the overall supervisory capacity of their office. If you are not the highest level staff person in your office, you are welcome to skip Part 4, and proceed directly to Part 5 of this questionnaire.

20. What is the title of your office? Please choose the title that best matches your office's title.

- Disability Services
- Office for Students with Disabilities
- Disabled Student Services
- Disability Resource Center
- Access Center
- None of these resemble the title of my department. (if so, please enter the name of your office/department) _____

21. Broken down by the following categories, how many staff members work in your office?

Do not identify full-time equivalent (FTE) hours – your answer should indicate the number of people working in your office.

Full-time employees: _____

Part-time employees: _____

Contract employees: _____

Student employees: _____

Volunteers: _____

22. How many students does your office serve with the following disabilities, regardless of whether they are formally registered with your office? If some students have multiple disabilities, please count them in what you consider to be their "primary" disability as it pertains to the services you provide.

- Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD): #_____
- Autism or Asperger’s Syndrome: #_____
- Deaf-Blind (do not include these students under other categories) : #_____
- Hard-of-Hearing/Hearing Impaired or Deaf: #_____
- Health and Medical Conditions (e.g. Diabetes, Epilepsy, AIDS) : #_____
- Learning Disabilities (including all types) : #_____
- Intellectual, Cognitive and/or Developmental Disabilities: #_____
- Mobility-Related/Orthopedic Disabilities: #_____
- Psychiatric Disabilities: #_____
- Speech and Language Disabilities: #_____
- Traumatic Brain Injuries: #_____
- Visual Impairments or Blindness: #_____
- Temporary Disabilities: #_____
- Other disabilities (in total) not listed here? : #_____
- **Total** (*this field will auto-populate as a result of entries in the above fields resulting in total number of students served.*)

23. What is the graduation rate of students served by your office? (drop down with % values including “data not available)

What is the graduation rate for all students at your institution? (drop down with % values including “data not available)

24. What is the retention rate (most recent completed academic year) of students served by your office? (drop down with % values)

What is the retention rate (most recent completed academic year) of all students at your institution? (drop down with % values)

25. What are some programs and services offered by your office?

Check all that apply and indicate whether that service is offered free of charge or for a fee.

IMPORTANT: Do not include services offered by other departments on campus. Include only

those offered directly through your office.

Service/Activity	My office does not offer any of these services.	At least one of these services is available and free to eligible users.	These services are available and eligible users must pay an additional fee.
Transition services or orientation for new students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive technology and/or computer center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document conversion (e.g. print to tape, large print, digital or Braille).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs, cultural groups or student organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete psychometric testing, learning disability assessments and/or other diagnostic testing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career counseling or job placement assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheelchair, hearing aid or other equipment repair service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance identifying or hiring personal care attendants, tutors, typists or other personal services for disability-related needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training for campus faculty and/or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online educational services or training (Example: online training for faculty about students with disabilities or online orientation for new students; do not include an office website).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gym, athletic facilities or sports teams for disabled students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lounge or leisure area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological counseling or therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops, seminars or institutes of any kind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad/ international student exchange counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring or assistance with math, reading or other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. What is the annual budget for your office including all sources of funding? If you are not sure, leave this blank.

Annual budget for office: _____

In what monetary units?

- US Dollars
- Canadian Dollars
- British Pounds
- Australian Dollars
- Euros
- Other: _____

27. Is your office located in the United States? If no, please continue with question 30. If yes, please indicate the state or territory where your office is located.

PULL-DOWN MENU OF STATES

28. Is your office located in Canada? If no, please continue with question 31. If yes, please indicate the territory where your office is located.

PULL-DOWN MENU OF CANADIAN TERRITORIES

29. If your office is not located in the US or Canada, please indicate the country where your office is located.

PULL-DOWN MENU OF ALL COUNTRIES

30. Which category best describes the type of setting where your campus is located?

- Urban – located in a large city

- Suburban or Small Town
- Rural – not located near a major city

31. How many students (undergraduate, graduate and extension) attend your campus?

Number of students: _____

32. Please choose the category which best describes the type of campus where you work:

- Research university offering doctorate degrees.
- Comprehensive university not offering doctorate degrees.
- Baccalaureate offering bachelor's degrees but not graduate degrees.
- Two-year college offering associate degrees.
- Technical/trade/vocational/professional school.
- Other.

33. If your institution is in the United States, is it a Historically Black College, Tribal College, a Traditionally Hispanic Serving Institution, or college for one type of disability (e.g. primarily for students who are deaf or students with learning disabilities)?

- No
- Yes, it is a Historically Black College
- Yes, it is a Tribal College
- Yes, it is a Traditionally Hispanic Serving Institution
- Yes, it is a college primarily serving students with a specific type of disability.

34. Is your institution public, private or church-sponsored?

- Public or state-sponsored
- Private/Independent, including private schools affiliated with a religion
- Church sponsored (e.g. theological seminaries)
- None of the above

35. Where does your office fit within the institutional organization?

Please choose the one answer which best fits your office.

- Student affairs
- Academic affairs
- General Administration
- Multicultural affairs
- Health services
- Human resources
- Counseling or Advising Services
- Affirmative Action/ Equal Employment Opportunity
- General Counsel/University legal department
- Other _____

36. How is your office structured?

- My office is **centralized** – there is one disability services office for the whole campus and everyone uses it, regardless of disability.
- My office is **decentralized** – each college or department has its own disability resource contact or disability services office.
- My office is **partially centralized and partially decentralized**. Most students with disabilities go to one office, but there is a separate office or program for some students (e.g. deaf students or learning disabled students have their own program).
- My campus **does not have a disability services office** – accommodations are provided by someone who does the job part-time (e.g. someone in the student affairs office or an academic department also provides accommodations to individual students as needed).

Part 5 of 5

In this part of the survey, we will ask you questions about your perspectives on disability services in postsecondary education

37. Which of these is closest to the definition of disability your office uses to frame its work on campus?

(select one):

- a physical or mental impairment that substantially limits one or more of major life activities
- the result of an interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation on an equal basis with others

38. What professional knowledge would help you do your job better?

- Scale:
- 1 – Would not help me at all.
 - 2
 - 3 – Neutral/No opinion.
 - 4
 - 5 – This would help me do my job significantly better.

More information on the educational impacts of various disabling conditions	1	2	3	4	5
More information on disability communities	1	2	3	4	5
More information on best practices in service provision	1	2	3	4	5
More information about legal regulations and case law	1	2	3	4	5
More information on developing collaborations on my campus	1	2	3	4	5
More information on technology/assistive technology	1	2	3	4	5
More information on faculty development activities	1	2	3	4	5

More information on administrative skills: budgeting, negotiating, supervision, etc.	1	2	3	4	5
Specific information about race and disability and cultural competence	1	2	3	4	5

39. What campus changes would help you do your job better?

- Scale: 1 – Would not help me at all.
 2
 3 – Neutral/No opinion.
 4
 5 – This would help me do my job significantly better.

Increased commitment to access from my institution's administration	1	2	3	4	5
Increased communication and collaborations with colleagues on my campus.	1	2	3	4	5
More resources or money for resources available to my office	1	2	3	4	5
Reduced bureaucracy at my institution	1	2	3	4	5

40. How important is the following information in the successful performance of your job?

- Scale: 1 – Unnecessary
 2
 3 – Neutral/No opinion.
 4
 5 – It is essential that I have this information

Information on the educational impacts of various disabling conditions	1	2	3	4	5
Information on disability communities/culture	1	2	3	4	5
Information on best practices in service provision	1	2	3	4	5
Information about legal regulations and case law	1	2	3	4	5
Information on developing collaborations on my campus	1	2	3	4	5
Technical skills (technology, Sign Language, etc.)	1	2	3	4	5
More information on faculty development activities	1	2	3	4	5
Information on administrative skills:	1	2	3	4	5

budgeting, negotiating, supervision, etc.	
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At this point, participants may choose to exit, or they can go to a separate server where they can give contact information if they wish to:

- * Receive a free executive summary of the results
- * Receive a discount on publication of the research results
- * Volunteer to participate in a follow-up phone survey from *AHEAD*