

# Quality Indicators for Assistive Technology for Post-Secondary Education

The Quality Indicators for Assistive Technology in Post-Secondary project (QIAT-PS), sponsored by the Great Lakes ADA Center and the Southwest ADA Center, offers tools and resources on quality implementation of assistive technology in the Post-Secondary environment. QIAT-PS is a collaborative effort of hundreds of professionals from a wide variety of higher education and K-12 schools.

The following survey was distributed to students with disabilities in Post-Secondary institutions nationally; the results were compiled June 30, 2015.

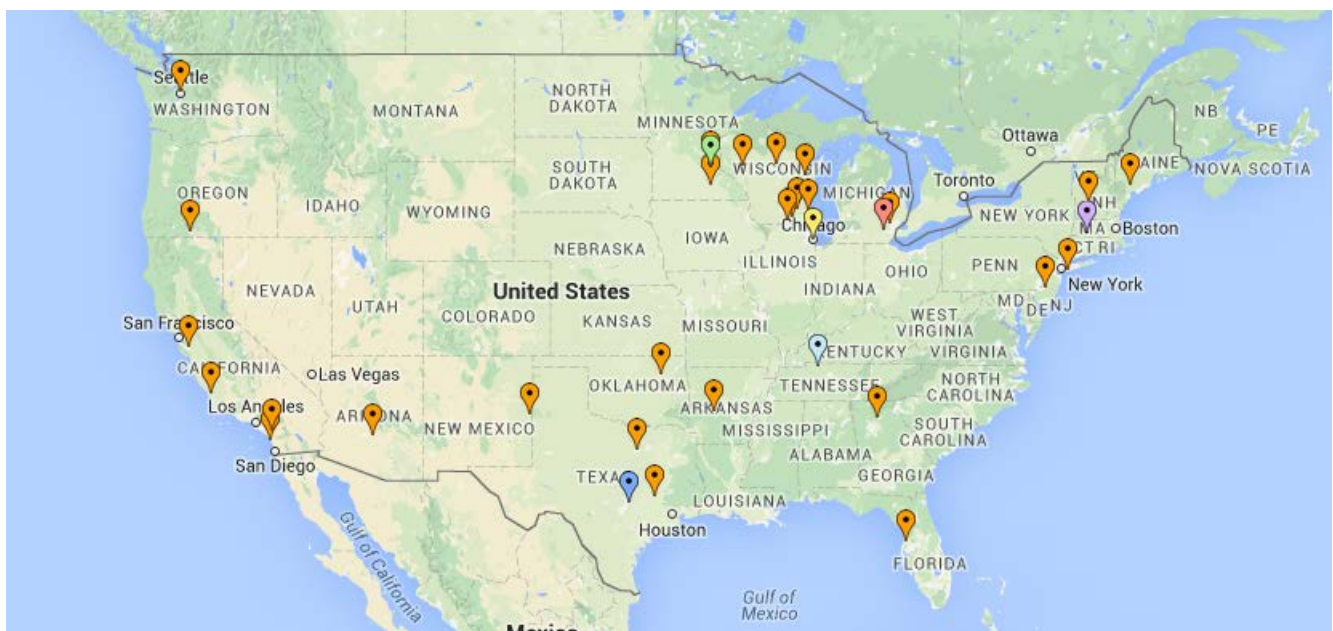
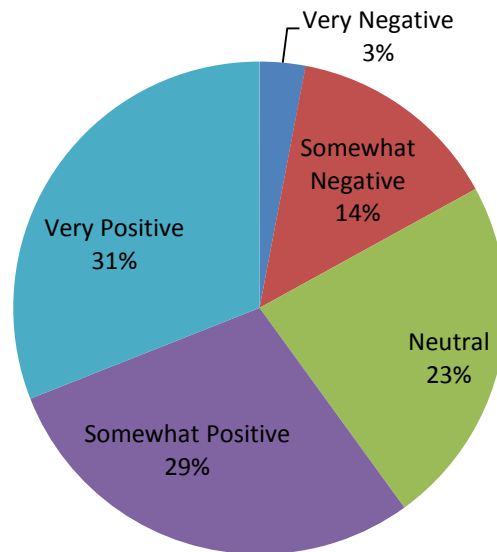


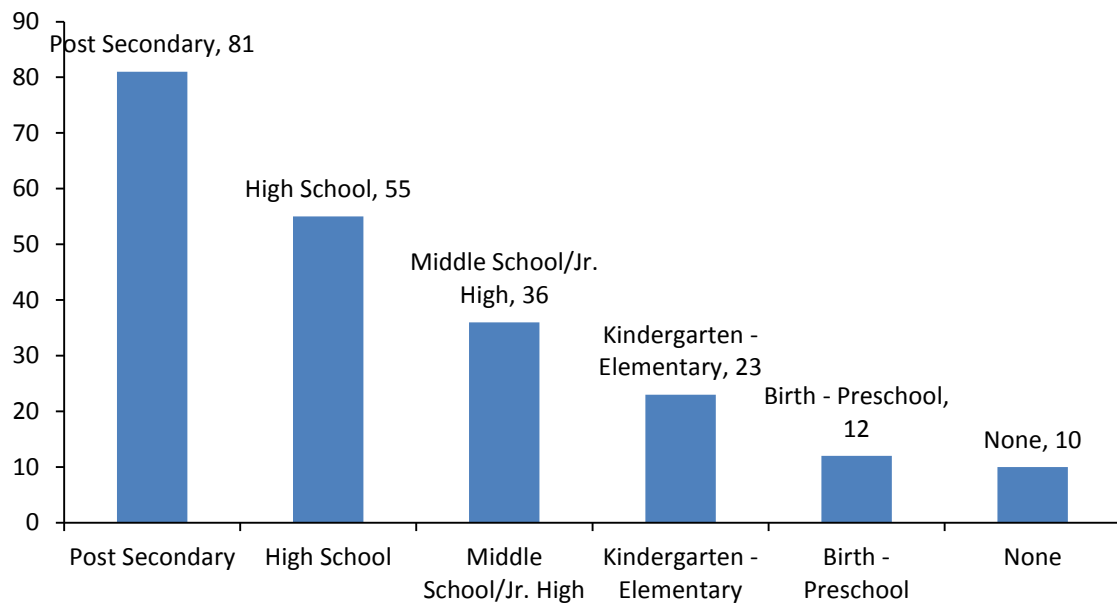
Figure 1 - Map of Survey Respondents

**1. How would you rate your overall transition experience from high school to post-secondary education?**



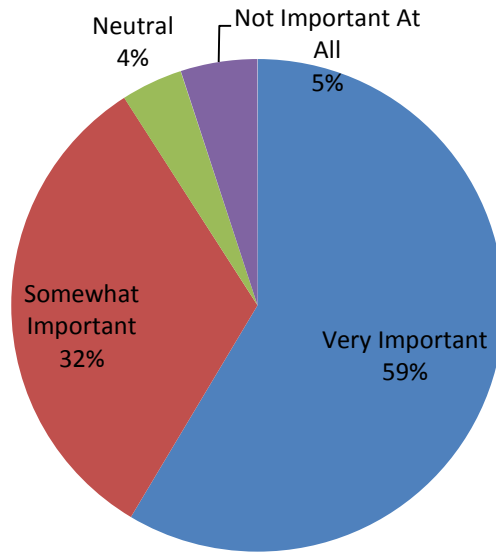
Value	Percent
Very Negative	2.6%
Somewhat Negative	14.3%
Neutral	23.4%
Somewhat Positive	28.6%
Very Positive	31.2%

**2. In which of the following school environments have you used assistive technology? (Check all that apply)**



Value	Percent
Post Secondary	80.8%
High School	55.1%
Middle School/Jr. High	35.9%
Kindergarten - Elementary	23.1%
Birth - Preschool	11.5%
None	10.3%

**3. How important has access to assistive technology been for you in regard to your ability to complete tasks successfully and independently?**



Value	Percent
Very Important	58.4%
Somewhat Important	32.5%
Neutral	3.9%
Somewhat Not Important	0.0%
Not Important At All	5.2%

**4. Please describe the types of assistive technology you regularly use.**

**Response**

A Livescribe pen to record each lecture I go to

A planner calendar

AAC, switches, enlarger, TapIt

Adjustable desks.

Alternate book format, voice to text programs

Clara-reads for Laptop Recording reading & writing pen Text books in PDF's

Clipboards and desks that allow me to stand and write.

Computer

Computer software and accessibility apps

Dragon

Driving aides and Kurzweil

Email and the tcc app

I consider my phone to be assistive technology, as it holds my schedule and helps me communicate.

I don't believe I use any

I have my text books converted to PDF format.

I use an ECO two communication device to communicate my needs and my wants

I-Pad

Interact-AS Captioning Software

Internet Computer

Kurzweil

Kurzweil

Kurzweil 3000

Kurzweil 3000 and the smart pen

Kurzweil and Hawknotes/smart pen

Kurzweil, dragon speak, livescribe

Kurzweill 3000, Dragon Naturally Speaking.

Laptop - recording

Laptop with word prediction software

Laptop, ipads

LiveScribe digital voice recorder

Livescribe Pen, iPhone

Monocular to read the board/screen. Large print texts.

My Smart pen and everything else

One for grammar and checking papers.

Organizers, productivity software

Read aloud software for textbooks. Notetaking software for laptop.

Screen magnification CCTV magnifier

Screen reader, braille display, OCR, braille translation software, audiobooks

Segway, smart pen, audionotetaker, iPad

Smart pen and one note plus a lap top and phone which I use for note cards.

SmartPen

Smartpen, dragon.

Splints and OT assistive devices, Computer programs and assistive note taking technology.

Tablet Stylus Word Excel Cloud

Text to speech technology.

The computer to do assignments.

Typing assistance technology.

Walker and an Aide

ZoomText & ZoomReader, Audio recorder, OpenBook, Dragon

audio recording/Livescribe, multiple reader programs (text to audio)

computer for notes and assignments

e-books

metronomes and tuners!!

none

reader

tape recorder for lecture review and longer testing times

transcription pdf to word. books changed to E-reader, hearing aids

I've used various types of assistance technology in my school years. Currently, the technology I use regularly is Dragon NaturallySpeaking (a voice-recognition program) and Audio Notetaker (a program used for recording, especially for lectures). Other programs I've used in the past but no longer use include tape recorders, Cowritter (a program to speed up typing), Audacity, and Sound Recorder (both recording programs inferior to Audio Notetaker).

Transportation services, audio textbooks, textbooks on iPad/MacBook, digital recording of class lectures.

iPhone, computer with joystick and raised keyboard, power wheelchair, straws, lever door handles, etc

I regularly use Dragon Dictate with a touchscreen tablet computer. I am trying to learn to use Dragon Dictate for French speakers as well.

middle school to mid high school I had a full to part time aide who took notes for me, and dictated typed papers. Post secondary I use the Center for Students with Disabilities. I receive rides to and from class during the winter so I do not have to push my wheelchair in the snow and cold. I also have the options for extended time for exams, the option for a note taker and an audio recorder.



Text to speech speech to text Audio text books Spell check Smart pen for notes Extended time on exams

Kurzweil scan and read software, Dragon NaturallySpeaking for speech to text conversion, Snap and Read to read anything on my computer

voice recognition: Dragon NaturallySpeaking 12.5 Pro, alternative pointing device: RollerMouse Free 2, touchscreen and stylus: Surface Pro 3

I use a computer with Microsoft Office, Zoom Text, Kurzweil and Dragon Voice Dictation Software, a CCTV and a Video Magnifier, a dome magnifier, a monocular, an accessible graphing calculator, electronic text and ebooks and audio books

I don't use assistive technology. But, I have used a recording application on my computer in an art history night class I was in. I used this because taking notes sucked in that class I had no idea what was important so that helped a lot. It was so boring too.

I use a smartpen recording device and hearing aids, I also have a T-coil and an M-coil with my hearing aids.

I use an iPad to record class lectures and I use Kurzweil on my laptop to read my textbooks. I also have a Smartpen that another student in my class sometimes uses to take notes for me.

JAWS, OpenBook, VoiceOver for iOS, Pac Mate Omni, Victor Reader Stream, the Seeing Eye GPS iOS app

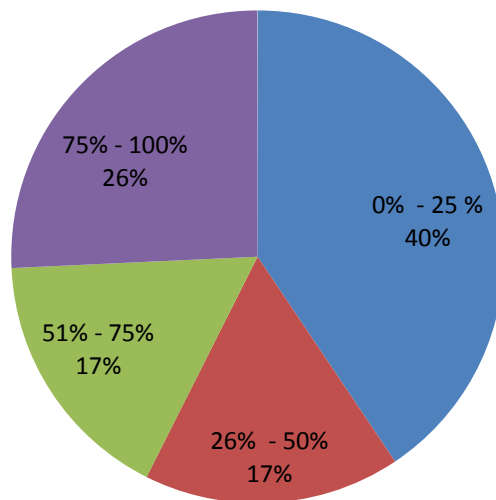
Kurzweil! I love this technical support... I like that I was taught and retaught several times and I know the tech support at CSD will teach me again if I so need! Its quite comforting to know this.

Using a calculator for math. Given simple instructions when homework is given or when done on a computer, and using a recorder when listening to lectures.

Timer on a smart watch with silent alarm, sleep tracker, pedometer... to redirect attentiveness. Ear

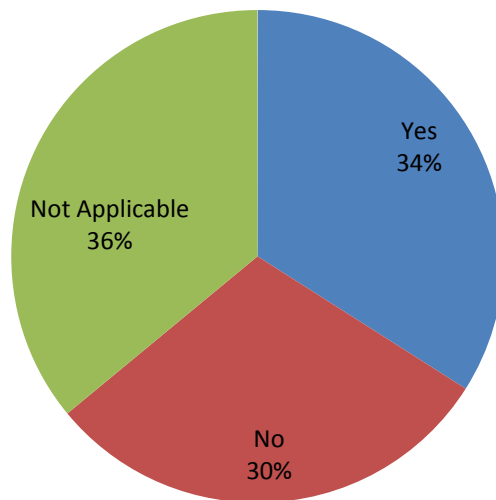
plugs during testing or quiz times. Musical technology, iPod, similar to earplugs to direct attentiveness and remove distractions during exams.

**5. Approximately what percentage of your technology was purchased by you personally? (compared to the technology provided to you by an agency or the school)**



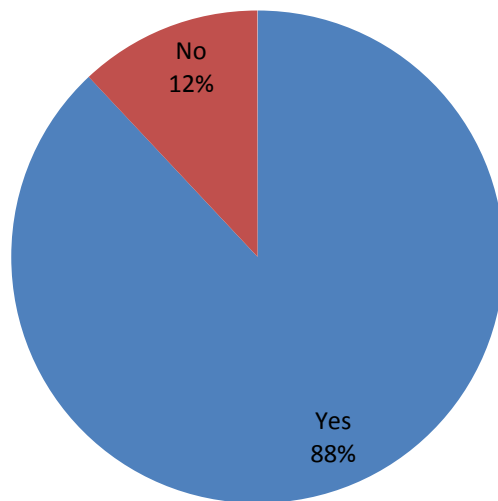
Value	Percent
0% - 25 %	41.0%
26% - 50%	16.7%
51% - 75%	16.7%
75% - 100%	25.6%

6. Are you currently using any of the same assistive technology you were using in high school? (in other words, did you get to keep your technology in the transition process?)



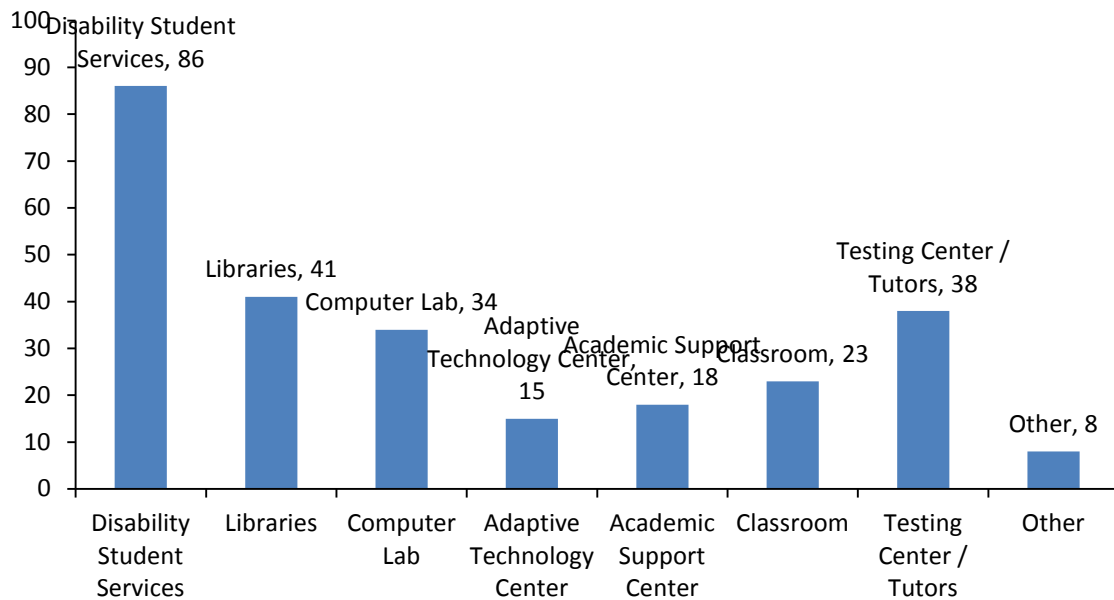
Value	Percent
Yes	33.8%
No	29.9%
Not Applicable	36.4%

7. Aside from the technology you use personally, are you aware of technology available for you to use on campus in the computer lab, library, testing services centers, disability center, or elsewhere?



Value	Percent
Yes	88.5%
No	11.5%

## 8. Specifically, which departments or centers provide technology for you to use? (Check all that apply)

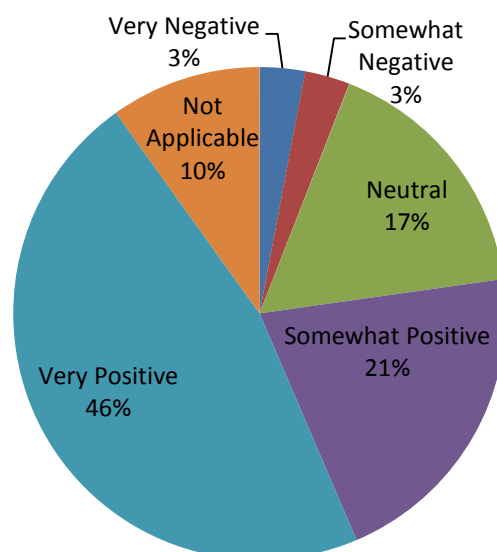


Value	Percent
Disability Student Services	86.3%
Libraries	41.1%
Computer Lab	34.3%
Adaptive Technology Center	15.1%
Academic Support Center	17.8%
Classroom	23.3%
Testing Center / Tutors	38.4%
Other	8.2%

## If you checked other, please list the center/department

Response
Computer lab in Haas
My job, which is also on campus: DO-IT
State Dept of Rehabilitation, Visual Services
My high school still supports me but I need to make the transition to my university because I will be traveling abroad and I need to rely on their support rather than my high school's.
I had the help of health insurance to cover the cost of my hearing aids, DVR will be purchasing a smartpen and computer programs that go with it for me in the near future.

## 9. How would you rate your experience when you used school provided technology?



Value	Percent
Very Negative	2.6%
Somewhat Negative	2.6%
Neutral	16.9%
Somewhat Positive	20.8%
Very Positive	46.8%
Not Applicable	10.4%

**10. Please describe any training you received on the use of specific assistive technology at your post secondary institution.**

Response
A little, from the aides
A lot. With help from the person who know more about it
A/N
Brief training on how to work Kurzweil
Dragon but not enough, Audio recorder
Google chrome voice search

How to use the text to audio software and available alternative programs for assistance

I took a class that helped me a little on the subject

I trained the professors on how to use the system.

I was showed the wide array of programs available to me and how to use said programs.

I was shown how to use book up loading and now trying to access changing pdf to word program.

I was shown how to use my Macbook air to read sentences to me.

Just to set it up and load books.

Kurzweil, during summer transition program

Kurzweil 3000

Kurzweil 3000 Training

N/A

NA

No training

None

None - university did not have anything other than digital recorders

None.

Not applicable



Orientation

Pretty much nothing. It was self discovery.

Smartpen training (through the Courage Center).

kurzweil

none

none

noon4

nope.

not applicable

one on one training at the disability center

training on Livescribe, computer software for statistics in classroom and tutoring

Training is offered by my post secondary institution but because they do not support me (except for test taking) I do not use their training for Kurzweil and Dragon NaturallySpeaking

I did not receive any assistive technology training through my post-secondary institution, but I did receive training from blindness agencies like the Chicago Lighthouse on how to use OpenBook, the Trekker Breeze, and the Victor Reader Stream.

Most of the devices I use are computers which are not really explained because most people just know how to use them but if you do require help you can ask library workers

If I needed assistance with the textbooks on my iPad or MacBook, the Help Desk in the 'Old Library'

was the most helpful, but they were still unable to get my textbooks to download. This was extremely disappointing and not helpful for me.

This training is for High School - I have received training for Screen Readers (Zoom Text) and Text editing software with Kurzweil. I taught myself Dragon and different Math teachers have worked with me on the Accessible Graphing and Scientific Calculators. I have taught myself the CCTVS.

I was actually introduced to Audio Notetaker on campus by a new head of technology. Then, I received a tutorial and the temporary license for using it. After the license ran out, I purchased it myself.

How to use audionotetaker (PowerPoint feature) and Kurzweil (highlighting feature and extracting them )

I learned how to read Kurzweil to read my books when I started at Augsburg. I also learned about the Smartpen.

For the SmartPen I had to go through some training on how to use it like how to record each lecture and put it on my computer.

Several lessons on how to use and customize the livescribe pen and notebooks. I also can email the DRC to ask questions or set up more meetings whenever I need them

**11. Looking back to your high school experience, list at least 3 particular technology skills which you feel prepared you for handling the demands of the post secondary environment.**

Response
-File Organization -Choosing relevant technology
0
1. Word processing and content creation with AT. 2. Keyboarding skills. 3. Braille instruction.
1. studying for test 2. reading help 3. longer time on test
Calendar planner iPhone
Computer skills
Computer usage. Not much was done in high school
Computers Word Power Point
Etext and Ebooks Screen Enlargement Software and Strategies Dragon Voice Dictation Software
Good computer skills, note taking, and English skills.
Google scholars, how to use word and excel, different research databases
I did not have a disability in high school.

I did not receive any technology help in high school at all.

I don't know.

Keyboarding and advocating for assistance in other tasks as needed

Keyboarding class

Keyboarding skills, recognized with using word, powerpoint, and excel, and time management.

Learning how to use my iPad and my computer for school.

N/A

N/a

NA

No

Not Applicable

Not applicable

Note-taking, Typing, & Computer Usage Skills

SMART Pen

Same

This isn't really applicable.

Typing skills, Microsoft, PowerPoint, Excel

Typing, composing emails, accessing resources online

Typing/keyboarding General computer use

computer skills keyboarding math

kurzweil, typing and thats about it

n/a

none

self-purchased, self-taught Livescribe Pen

writing assignments on time, printing them off, computer skills

SMART Boards Document creators (excel, word, Powerpoint) Operations of technology;  
(Basic computer, tv and other electronic device set up and configuration.)

Using a mobile planner, Dragon voice recognition, smartpen for note taking and using my  
smartphone to better stay organized.

1) Awareness of software 2) Ability to adapt 3) Basic computer knowledge that has allowed  
me to learn the programs on my own

Use of voice to text for essay writing. Ability to have open dialog with people about my needs  
(self-advocacy) mostly over email The use of sticky keys

Learning the basics of JAWS in high school helped me tremendously in preparing for the post-  
secondary environment because as I quickly discovered, it is virtually impossible to succeed in  
college without access to Internet and e-mail. Additionally, my experiences using the Braille  
Light 40 and later the Braille Light Millennium 20 paved the road to a smooth transition to the  
Pac Mate Omni, the braille note taker on which I relied heavily in college for taking class notes.

The ability to type proficiently above 20WPM. Proficiently with in windows os. Being able to adapt to different programs that have similar functions.

Splints to help with pain and fatigue during the school day. Time management techniques. Anxiety control techniques.

Trying out everything before going away Being assessed, and knowing what I needed before I went to college Using the tools

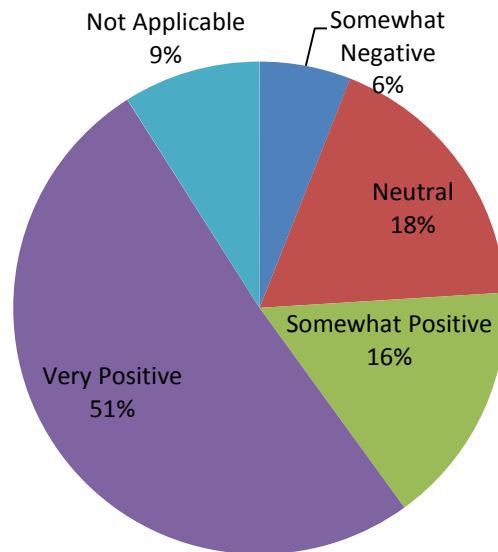
Dragon NaturallySpeaking was the only technology that truly carried over to my postsecondary experience, so it is the only thing I can list here.

1. I feel very fortunate that I adapted easily listening to a mechanical voice read to me rather than a human voice. Initially, I was most comfortable with hearing a human voice but adapting to a mechanical voice is very important because you never know how your textbooks will be presented to you. 2. Getting comfortable with Dragon naturally speaking to convey thoughts was essential and being able to modify the text if it didn't pick up my dictation correctly. 3. I am very comfortable using Kurzweil and have been so since junior high

Use of computer technology and one-on-one repeated opportunities for (non-judgemental) assistance and training was most useful.

1. Learning how to use a computer. 2. Using Easybib for citing your sources. 3. Knowing I can always use the internet for help.

## 12. How did the faculty respond overall to your use of assistive technology or other accommodations requested?



Value	Percent
Very Negative	0.0%
Somewhat Negative	6.5%
Neutral	18.2%
Somewhat Positive	15.6%
Very Positive	50.7%
Not Applicable	9.1%

**13. Please describe a situation while you were in high school where you received accessible materials and the steps that were taken in order for these materials to be provided to you.**

<b>Response</b>
All the time
Books on cassette provided via support counselor
DVR and ATR
During computer class or if we were able to use the ipads for class
Group meeting with Spec-ed coordinator, all my teachers for the year, aide, and mother.
I had to buy Dragon
I needed a computer for something and they gave me one
Math worksheets were provided in digital format for me instead of on paper
My high school did not provide accommodations
N/A
N/a
NA
NONE



None.

Not Applicable

Not applicable

Not applicable.

Notes were posted online.

Record lectures and use segway: through board made up of psychologist and teachers

SMART Pen

Teachers copied their overhead transparencies for me.

The school provided me with a Specialist who helped me

They bought the software (Interact-AS) and a tablet and a wireless FM system for me.

n/a

not applicable

The staff showed me some really cool google aposto help with school work it was great to learn new things

In high school, I received all of my course materials in Braille. As soon as I knew which courses I would be taking next year, my TVI contacted the teachers and ordered all of my textbooks. As for class handouts, teachers submitted them to my TVI in advance, who then converted them into Braille and returned the Braille copy to the teacher. The teachers then gave me the Braille handouts in class when they passed them out to the rest of the class.

My guidance counselor and special-education Coordinator along with others at the school had to work with ACT so that I could use Kurzweil and Dragon NaturallySpeaking for my ACT exam. It took quite a bit of effort on their part but they did get it arranged. It was easier for them to work with the College Board so that I could take AP tests using Kurzweil and Dragon

With a learning disability at a young age I was given more one on one time with a tutor or teacher with time extended on test.

In high school in my bio class we could not find the book in an audio format. We scanned the book and processed it in text to speech software so that I could listen to the book.

I spoke to my case manager that I needed an adjustable desk, and she talked to the facilities management about it.

I needed handicap parking, so I went to my advisor, and from there she took the necessary steps to make it happen.

Sometimes it helped if I were able to do an exam and type up my essay as opposed to writing it. Teachers in general are pretty flexible.

Nothing was provided in high school. Everything was done on my own which created problems because it often took a long time to receive audio versions of books or computer software

I could not keep up with the notes in class. I talked to the teacher, they printed them off and gave them to me before class.

For AP tests, I received the print size and amount of time that I needed to be successful on the exam.

Two sets of textbooks, They let a set of books stay in the room and I took some home so I didn't have to carry them. It was a bit difficult for them to find somewhere to put my extra books and they often acted like it was a huge distraction for other students.

If I had trouble, I could go into the office in the same building and the situation was placed on a board which I could see and check on during the day, that showed progress everytime the person working on it did something on it.

Textbooks and handouts were often converted to braille during HS. My school used Duxbury and a braille embosser to provide these materials.

I have always used assistive technology. When I needed a software program to write advanced math, I had an AT assessment done through my IEP.

There was not much of a process because I was the only disabled student in my school. I simply left my (school provided) laptop with the technology department and they installed the programs on there for me. However, the programs were actually mine, so I had to bring them to the department.

I got all my assistive technology in high school personally, until junior year, when an outside organization purchases things for me.

Each class is different. My vision teachers orders Large Print and electronic Text books for me, there is a Para or the classroom teacher enlarge Math for me, my Lit teachers emails me files, my Chemistry teacher emails me files and my Government teacher alternates between emailing files and enlarging some materials.

**14. Please describe a situation while you were in the post secondary setting where you received accessible materials and the steps that were taken in order for these materials to be provided to you.**

<b>Response</b>
A quiet room in the learning center
A scribe was there to help with my test.
CSD came to me and showed me all the resources I could use.
Communication was via email.
Each semester I request my textbooks be scanned using Kurzweil so they are made accessible.
Electronic copies of materials through disability office and professors
I am allowed to take all tests on my laptop
I am still a senior in high school.
I bought myself a PC
I brought Interact-AS with me.
I received exams in large print, and it usually worked best when done by drs.
I would attend the science tutoring center to use the computers or I would find a computer lab

N/A

N/a.

None.

Students with disability center

They were already at hand and ready for me to utilize if need be.

Took a semester to get a laptop from Dept of Rehab, Visual Services

University did not offer these services

Voice recording and meeting the eac and counselors.

Working on papers

coming to the Education Access Center on a daily basis greatly improves my situation.

meeting one on one with my key- contact. as well as my counselor at DVR.

not applicable

I needed my textbooks in an audio format for reading so I contacted our disability services and they provided me a learning ally account so that I may access all of my books in an audio format.

During my senior year at the University of Wisconsin Whitewater, I used Kurzweil 3000, which is a reading aid computer program and I had a tutor for 3 of my 4 classes.

It was easy in college. Simply go to disabilities office and ask them if they have a way to help in a particular area. They find a program, connect everything and teach you how to use it and you're on your way!

I came into college knowing what I needed. I generally am able to buy my tools or have my parents buy them. For medical stuff, (wheelchair repairs) I go through the medical insurance.

I had to ask someone if I could get the SmartPen and I just had to sign a piece of paper stating that it was mine for the semester.

I asked for a note taker before Fall quarter started in all of my classes, and I still hadn't received one by the time we were 3/4 of the way done with the quarter, so Disability Resources offered to let me borrow a Smart Pen

After I purchase text book I inform the Disability Resource office, and they obtain the book as a word selectable copy. I then can use my computer to read the book to me.

Recording lectures, use of computers and segway...through Key Contact person , emailing back and forth between professors, key contact person and me. Formal document of proof of need is helpful too

When appealing for college I went straight through the disability service and went over what was best for me and what I had trouble with. Ever since I had great help with getting through school.

I bring the receipt of the books I purchased to the DRS office and then the books are uploaded to Catalyst so I can download them.

When I first came to Augsburg, I was taught how to use Kurzweil on my computer in the CLASS Office.

I give my professor on the first day of class my notetaker packet. They make the announcement. I get a note taker. They scan them in to Hawknotes. I print them off.

E-books. request prior to the beginning of the semester and receive them from the disabilities office about two weeks into the semester.

I was able to check out a smartpen through disability services, and it has been wonderful to

have this technology provided as it is something that I cannot complete school without

I asked the Disabilities Resource Center and they gave me the livescribe pen along with lessons on how to use it

I predominantly only use computer which are used by all students and the public as well. There are always plenty to use

Many of my course materials were provided in alternative formats (large print, braille, e-text.) The school used Duxbury and a few modifications in Word to provide the materials. I used JAWS and a BrailleNote notetaker to read, review and respond.

The tutorial for Audio Notetaker was done because the head of the technology department asked me if I used audio recording devices. I suggest, and he asked me if I want to try out the program. I set up an appointment, and he showed me the tutorial. After that, the rest was history

The conveyance vehicle is very helpful for me, it was relatively simple to set up, all I had to do was call and set up times to be picked up and they show up and it works really well.

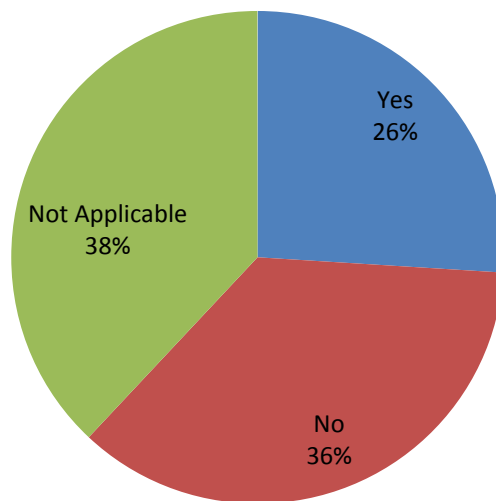
I receive electronic copies from my professors, which enable me to independently complete my assignments using my accessibility software.

Pretty much the same as above, except instead of a case manager, I went through a Disability Services worker.

Unlike high school, I received most of my course materials either electronically or in audio format. I was able to find and download the majority of my textbooks without the need for conversion through sources like LearningAlly and Bookshare.org. When I couldn't find a textbook in an accessible format, or when my instructors were unable to provide me with materials in a format that was compatible with JAWS, then I submitted such materials to the office for students with disabilities, which subsequently scanned/transcribed them for me and then e-mailed the accessible files to me directly. The disability office provided me with all

converted materials in Microsoft Word format.

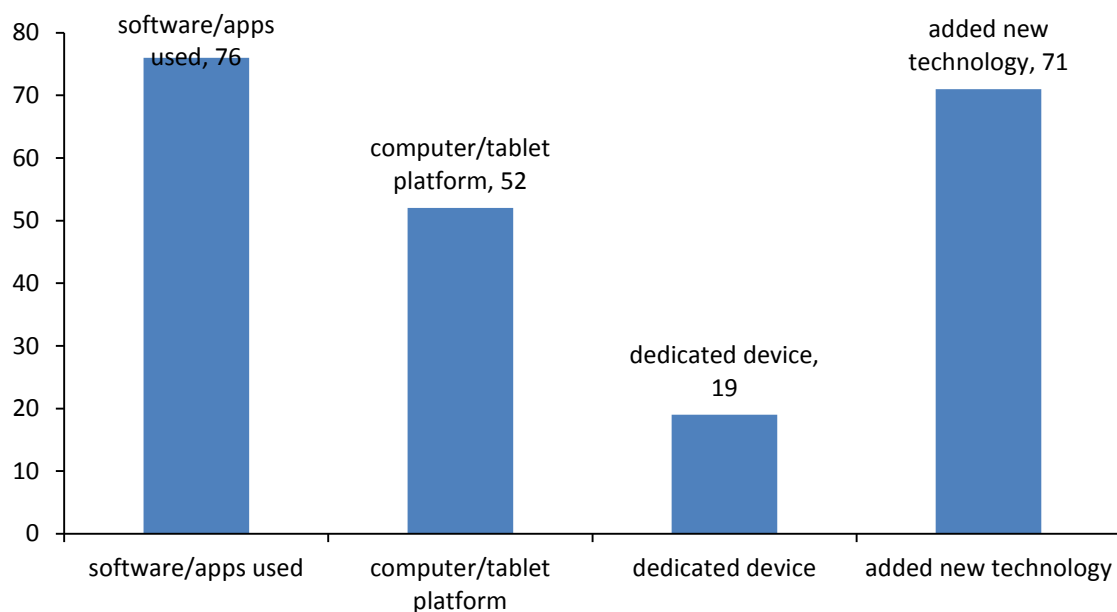
15. When you entered post secondary school, was it necessary for you to make a change from the technology you had been using in high school?



Value	Percent
Yes	26.3%
No	35.5%
Not Applicable	38.2%



## 16. If yes, what changed? (Check all that apply)



Value	Percent
software/apps used	76.2%
computer/tablet platform	52.4%
dedicated device	19.1%
added new technology	71.4%

## 17. Please describe the change in your technology.

<b>Response</b>
A voice recorder.
Added Co:Writer software for word prediction
Adding the Ebooks and the conveyance vehicle.
As stated above, my previous recording technology was upgraded to Audio Notetaker.
Didn't have iPad or MacBook in High School or before.
Kurzweil and Smartpen
Live scribe pulse to thr live scribe echo.
More helpful
Much more sophisticated
Much more specific and complex
My computer was damaged due to Coffee Spill
used recording devices
My disability has worsend over the years, which has required for the addition of more accessibility features in the technology that I use.
used audio that was compatible for lecture style classroom notes. More complex forms of software that can handle more complex problems.

Once I went to college, I found it hard to lug my huge laptop around, so I got one of a more manageable size. I also got a smart pen, which I hadn't used before.

I got an iPad when I graduated from high school. I also had Kurzweil installed on my computer so that my textbooks could be read to me. I also bought a Smartpen before I came to Augsburg for note-taking.

I changed from using wynn as my text to speech software and text editing platform to using natural reader and Microsoft word.

I have apps on my phone now that help me study and I have a laptop so I can do my work at home away from school.

## 18. Is there anything else you would like to share with us about your assistive technology use in high school?

### Response

Did not really use technology in high school.

Having captioning and the audio files of the lectures lets me review the classes on my own.

I had it, but I very rarely used it

I learned a lot more on my own through trial and error than I was actually taught by my TVI.

It was really helpful

It was very minimal, so nope!

N/A

NA

No

No the technology is really all the same from what I grown up with.

No.

None.

Not Applicable

Resources did not feel integrated into the system and their use draws unwanted attention.

Too much spending on hardware. Not enough teacher training

Wish there was more options

n/a

not applicable

u

In general, high school seems like a better, more accepting environment as far as assistive technology is in concerned.

Services in high school were often hard to get. Teachers thought it was a burden, you're a burden, and just work with a case manager to get you to a good college that knew how to handle a task that is very easy.

The hardest part was that the school staff didn't always know how to use the technology and I can't do it independently.

Yes, I have had one issue with having my textbooks converted. I did not get one of my books for the entire quarter. I was unable to carry that book to class, which made it difficult to fully participate.

I didn't use too much assistive technology because I did not need it. I use it now because I was in a car accident that resulted in a traumatic brain injury

The special ed department in my high school was very unsure about my technology and particularly apprehensive about testing situations. I was able to receive College Board and ACT accommodations easily and that seemed to help the Special Ed department get more comfortable. My academic teachers welcomed it as a way for me to excel in the classroom.

If you have a learning disability find tools that help you and use them. It makes a huge difference.

I had a great support from my high school and the single assistive technology support person still stays in touch with me. In fact she has some iPhone tools she wants to show me over spring break. Assistive technology saved me. I would not of been able to demonstrate in high school what I knew if I didn't have the means to convey it on exams by using assistive technology.

**19. Is there anything else you would like to share with us about your assistive technology use in post secondary education?**

Response
Again, it was very minimal, so nope!
As above
I don't use anything except for some occasional services based on unique circumstances.
I have not used and assistive technology from school
I'm sincerely grateful for this service. It has made my education much more accessible.
Little help
Much needed and appreciated.
N/A
NO
No
No all the same still
No.
None.
Nope.

Once provided it has helped tremendously and couldn't succeed w/o it

Sometimes there are glitches with Kurzweil and it makes accessing or understanding impossible.

Superior to K-12

Technology is great

Wifi is horrible

has been helpful to find that there are AT devices after a great deal of difficulty in PhD program

All of the assistive technology that I have used at the University of Wisconsin Whitewater has benefited myself in all of my classes.

Disability resources, at my school at least, seems to be pretty unhelpful. I don't know what I would have done if my work didn't but me a new computer.

Higher ed resources are barely adequate and departments are underfunded for updating equipment/providing resources for students.

Without independent access to a computer, I would not have survived college. I also would not be currently applying to top-ranked law schools.

I would like technology that would help take better notes instead of a note taker, who takes very bad notes.

I'm disappointed that I was told that my textbooks would be available to me on my iPad and MacBook, but out of 12 classes, only in one class did this happen. I realize that the publishers are at fault, not the university, but more pressure must be placed on the publishers to get this to happen! Does anyone from UWEC write to, call or otherwise and follow up repeatedly to see if the publishers are addressing this?

Outside several doors on campus there is a symbol of an ear for hearing impairment. This symbol is a universal symbol that tells people with hearing aids that there is a "loop" in the room. UWEC does not have this technology, just the advertisement for it. Instead, a basic FM system is in the classroom with this symbol outside. No one on campus seemed to understand the difference between these two technologies. To a student with a hearing loss, it is frustrating to see these signs, but not have the technology in place for me to use.

I still use my assistive technology every day. It makes a huge difference in my ability to perform in the classroom.

I was issued a LiveScribe. I recorded a my lectures, but I never had time to listen to the lecture over again. I liked the idea, but it was impossible for me to fit that extra time into my day. This is just feedback.