

## Quality Indicators for Assistive Technology for Post Secondary Education

The Quality Indicators for Assistive Technology in Post Secondary 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 and based on the successful implementations of assistive technology indicators in K-12 public schools. The Read More link is an introduction and history of the QIAT-PS project.

The following survey was distributed to students with disabilities in post secondary education nationally, results were compiled on June 22, 2009.

### Assistive Technology and Your College Experience Survey Results



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

Value	Count	Percent %
Very Positive	46	33.82%
Neutral	35	25.74%
Positive	35	25.74%
Negative	13	9.56%
Extremely Negative	7	5.15%

#### 2. Have you used assistive technology in the following school environments?

This survey was conducted as part of the *Quality Indicators for Assistive Technology Services in Post Secondary Education* project. For more information, visit the QIAT-PS web site at <http://www.qiat-ps.org>.

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
Post Secondary	84	77.06%
High School	57	52.29%
Middle School/Jr. High	34	31.19%
Kindergarten - Elementary	24	22.02%
Birth - Preschool	6	5.50%

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

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
Extremely Important	75	55.15%
Very Important	23	16.91%
Not Important	16	11.76%
Neutral	15	11.03%
Somewhat Important	7	5.15%

### **4. What types of assistive technology do you regularly use?**

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
electronic text	49	36.30%
computer with screen reader	40	29.63%
portable notetaker or PDA	32	23.70%
None	31	22.96%
mobility devices	28	20.74%
Other	28	20.74%
optical character recognition software	23	17.04%
voice recognition software	23	17.04%
computer with magnification	20	14.81%
durable medical equipment	13	9.63%
handheld magnifier and/or CCTV	13	9.63%
environmental controls	12	8.89%
computer with assistive hardware devices (ie switches, alternative keyboards, etc)	11	8.15%
braille display	10	7.41%
embosser	10	7.41%

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
augmentative communication devices	6	4.44%
TTY	3	2.22%
voice and/or speech amplifier	3	2.22%

**5. Approximately what percentage of your technology was purchased by you personally as compared to the technology provided for you by an agency?**

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
0	39	29.55%
100	32	24.24%
85	27	20.45%
20	13	9.85%
50	12	9.09%
35	9	6.82%

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

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
No	96	77.42%
Yes	28	22.58%

**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 center, Disability Services Center, etc?**

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
Yes	98	74.24%
No	34	25.76%

**8. Specifically, which university departments provided technology for you to use?**

<b>Value</b>	<b>Count</b>
Disability Student Services	35
Libraries	26

<b>Value</b>	<b>Count</b>
Computer Lab	11
Adaptive Technology Center	8
The Academic Support Center	6
Classroom	6
Testing Center / Tutors	4
Other	
- VR	
- Higher Ed Opportunity Office	4
- Office of Hard of Hearing	
- Business Office	

**9. In situations where you did utilize technology provided by the college rather than your own, how would you rate the experience?**

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
Extremely Positive	37	29.37%
Not Applicable	34	26.98%
Positive	32	25.40%
Neutral	13	10.32%
Negative	6	4.76%
Very Negative	4	3.17%

**10. How did the university faculty respond overall to your use of adaptive technology and any accommodations requested?**

<b>Value</b>	<b>Count</b>	<b>Percent %</b>
Extremely Positive	46	40.00%
Neutral	30	26.09%
Positive	29	25.22%
Negative	8	6.96%
Extremely Negative	2	1.74%

**11. Please describe any training you received on the use of specific software or hardware?**

<b>Value</b>	<b>Count</b>
No formal training	38

Dragon Naturally Speaking	7
Digital Text	25
JAWS	24
Braille Notes	8
Screen Enlarger	8
Screen Reader	2
Disability Resource Center	16
Kurzweil	13
FM System	1
Other	23

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

<b>Value</b>	<b>Count</b>
Digital Text	1
JAWS 1	3
Braille Notes	12
Screen Enlarger	3
Screen Reader	3
Disability Resource Center	1
Kurzweil	4
Hearing Aid	2
FM System	4
Basic Computer Skills	53
Other	33
None	19

**13. Please describe a situation (such as a particular class or testing environment) where you received accessible materials and the steps that were taken in order for these materials to be provided.**

<b>Value</b>	<b>Count</b>
Braille	10
Kurzweil	2
DRAGON 1	2
Disability Resource Center	14
JAWS 1	4
Large print	9
Screen Reader	1
Screen Enlarger	1

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FM System	1
Sign Language Interpreter	4
Basic Computer Skills	7
Other	32

Data

## Is there anything else you would like to share with us about assistive technology and your post secondary experience?

ACCESS. ACCESS. ACCESS. and also transportability and alternative financial resources.

As I was in the college of education, my experience was positive. I have heard, though, that many other departments viewed students requesting accommodations as malingerers.

I began working with computer TTS in 1996. It was legally required that US universities meet these needs then. In 2009 we've barely made any progress, unlike most EU nations. Students are being deprived of access to information and communication every day in every state.

The transition from high school was extremely difficult because the school first refused to provide the service I requested. Only after going through a lawyer did the school agree to provide CART. However my first term had already gone by and my grades clearly suffered that first term as a result.

The assistive technology offered at this university was a major factor as to why I chose to study here. My high school didn't have anything to offer me, and I am still finding out about new tools that can help me to succeed. I am using zoomext right now in order to fill out this survey.

Adaptive Technology Services has made it comfortable.

The computers should be upgraded more regularly to include the latest software. I have to keep switching between versions and switching is confusing.

I think the built in accessibility of Macintosh computers is being neglected at many levels, and it has made things much easier for me as a college student. All agencies provide people with expensive screen readers for Windows that don't even work that well, when there is a platform which is accessible as it is, with no need of additional software.

That my Commission that provided me with my assistive technology would give me updated equipment throughout the years I've been in college under the contract I have with using the technology.

There is no way I would have succeeded in college without this equipment. It is part of my daily life.

Assistive tech has made a tremendous difference in earning my second Master's as compared to the Bachelor's and first Master's earned in the late 60's-early 70's. I managed then with what was available.

I am still going to college and not all professors are receptive, some make life miserable and far more difficult than necessary

Some teachers are completely understanding and others don't understand or forget.

it would be impossible without it

When I first began college in 1992, I had no note taker and would record my classes and go back to my dorm and take notes on my Perkins Braille. The acquisition of a Braille & Speak in 1994 made all the difference.

In many situations, it would be nice to see more up-to-date options in public / student settings. Much technology that I experienced was out-of-date or very close to it, this made keeping up with my personal equipment a bit more difficult.

It's been important for me to be knowledgeable about format conversions/how to get things in to accessible formats--for instance, prof. posts inaccessible, image-based PDF as online handout, I must know to run that through OCR package, or, if necessary, print it out and scan it/adjust scanner settings to obtain an accessible version. Self-study has been critical in adapting technology instructions aimed at sighted users to AT terms--i.e., when prof. describes what

one needs to click to accomplish something in a programming/development environment/software package, I must experiment on my own and/or research how that is best accomplished with the keyboard and a screen reader. I've found these to be critical because I've found that no one at my college is too familiar with how blindness AT works beyond the very basics, though they are willing to learn if I share information with them; I've found that communicating information with profs about how my AT generally works and how I would specifically use it to complete a task makes them much more willing to be accommodating.

People like me who require assistive technology often need to move at a slower pace with loads of repetition. My saving grace was having an instructor who had faith in my ability to learn when I was doubtful and distrustful of my own capability.

My university is doing an awesome job of making my transition go smooth. They are getting cafeteria menus Brailled, picked out an easily accessible mailbox for my mail, and make all kinds of accommodations, especially with assistive technology.

I went through High School and College in what i call the "dark ages" I call those years this because we were in the pre-infancy period of Assistive Technology. My use of AT really didn't start until Graduate School & employment-Access & use to technology did help me perform 99% of all my job functions (and employers were reasonable about having me swap those responsibilities with another workers (it was worked out between myself, the co-worker and supervisor)

Assistive technology helped me a great deal more when I went back to college and got my second degree. It made writing papers a whole lot easier than when I got my first degree. I don't think I could live without it now.

Oh Yeah I would really give two thumbs up at the disability office. I was very apprehensive when I first joined. They made all the technology available for my success. The College even purchased a FM systems to use with my cochlear implant. I am very motivated and more confident about going to Graduate School.

It's an amazing advancement of technology for students with disabilities who are having a difficult time in college or a university trying to understand what's going on.

It's a great thing to have for students with disabilities to be able to have these services at their schools. It is extremely beneficial and well worthy.

My experience was much better when i attended graduate school than when I attended the same university as an under grad. When I attended as a graduate student, my university had a disabilities support services department which made my learning experience more enjoyable. As an undergrad, my university did not have a dedicated Disability Support Services department which made my learning experience more stressful and extremely difficult.

I am beyond grateful. I really thought that I was doomed to missing important information from my classes. Thank goodness for the technology and for the people who have the ability to provide these services.

Good Stuff is happening.

I've never used assistive technology

voice-recognition software is an invaluable tool for people with ADD/ADHD. It would be great if students could buy inexpensive licenses from the school's IT department (under \$50 -- I paid ~\$150 for my software, which was a real barrier to getting it). It would also be great if there were workshops to train students to use these tools.

Assistive technology is essential to my education. Without it, I would be unable to complete my education.

I wish we could take tests and write exams on a computer. Especially if we could use voice software, I orate far better than I type.

**THE DRC HAS BEEN WONDERFUL!**

Although I had an IEP and other support services related to my disability during high school, assistive technology was not considered justifiable for me, or was still being developed, in the early 1990s. I was getting good grades but at tremendous personal cost. During high school I was also taking classes at the community college, which was some relief as I had access to ASL interpreters (although I did not sign) or oral interpreters and some control over my schedule. I graduated from high school so exhausted that I was suicidal. The effort to keep up in school was part of that exhaustion. Returning to complete my BA more than 10 years later, and now working on my MA, I rely on real time captioning to make it through class sessions without exhaustion and am still amazed that class discussions are no longer a mystery of half-heard words. Having full access to the classroom through appropriate assistance is something I never experienced in high school. During high school, every assistance had to be justified and my good grades penalized me. Even now, off campus assistance even when directly a part of my studies is not up to the same



standard, but on campus assistance makes it possible not only to sustain my studies over time but also to live my life well.

It was often very hard for me to get text books early enough to get them in an accessible format. Not having access to materials beforehand often put me weeks behind my classmates.

I did not find out about the Adaptive Technology Center until my senior year - I wish that I had known about the Center much earlier in my academic career. If I am accepted into graduate school I will continue to use the Kurzweil 3000 program.

I wished that I could had my books in advance so that I could of taken advantage of that technology. If all DRC students would just be put into a system that has potential text books readily available to those students and the cost of the materials would come out of financial aid at a later time. I'm not saying that the school should use my system however a system needs to be developed to minimize the struggles that students with disabilities experience.