

Lindenwood University

Digital Commons@Lindenwood University

Dissertations

Theses & Dissertations

Fall 11-2018

Perceptions of Accommodation Enhancements on Student Academic Achievement in Higher Education

Cheryl Lynne Coleman
Lindenwood University

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/dissertations>



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Coleman, Cheryl Lynne, "Perceptions of Accommodation Enhancements on Student Academic Achievement in Higher Education" (2018). *Dissertations*. 160.
<https://digitalcommons.lindenwood.edu/dissertations/160>

This Dissertation is brought to you for free and open access by the Theses & Dissertations at Digital Commons@Lindenwood University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons@Lindenwood University. For more information, please contact phuffman@lindenwood.edu.

Perceptions of Accommodation Enhancements on Student Academic
Achievement in Higher Education

by

Cheryl Lynne Coleman

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

Degree of

Doctor of Education

School of Education

Perceptions of Accommodation Enhancements on Student Academic
Achievement in Higher Education

by

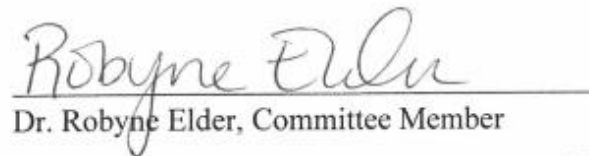
Cheryl Lynne Coleman

This dissertation has been approved in partial fulfillment of the requirements for the
Degree of Doctor of Education
at Lindenwood University by the School of Education



Dr. Roger "Mitch" Nasser, Jr., Dissertation Chair

11/30/18
Date



Dr. Robyne Elder, Committee Member

11/30/18
Date



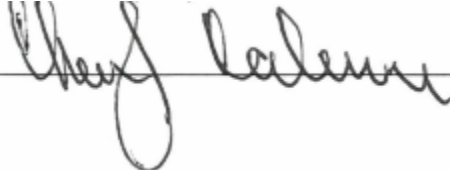
Dr. Carrie Schwierjohn, Committee Member

11/30/18
Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Cheryl Lynne Coleman

Signature:  Date: 11/30/2018

Acknowledgements

This exposition symbolizes an incredible summons on my pail list. Genuinely, it is an upgrade to my instructive and expert vocation. It has not been a simple excursion for me. The composition procedure had a few difficulties; however, I was inspired by my board individuals Dr. Roger "Mitch" Nasser, Dissertation Chair, Dr. Robyne Elder and Dr. Carrie Schwierjohn. I thank and welcome every one of my supporters who helped me in achieving the satisfaction of my own, proficient and scholarly objective to get my doctorate. Acknowledgment into the doctoral program gave me the chance to utilize my assets to assist people with handicaps access advanced education. As a matter of first importance I want to express gratitude toward God and the accompanying relatives who helped me in different approaches to finish the paper procedure: my mom Clara Z. Coleman, who passed away in 2017. While on earth, she was my managing light and started my longing to get my doctorate. My child, Robert Marcus Charles Coleman-Grayson, merits an abundance of thanks for whom amid the written work and advancement of the exposition procedure, filled in as my own IT aide. The last relative I want to thank and recognize is my sister Clarissa Cobb-Fritz; she propelled me to continue onward and offered to help me in any capacity she could. Trust and trust I approached my sister for help; I am not a quick typist. I acquired my sister's car to get to classes when my old car separated on numerous events and utilized her internet since I was not able bear the cost of it.

Others I want to thank are: my Academic Advisor, Dr. Terry Stewart, who brought me through the whole procedure and Dr. Wisdom, to whom I requested that she not overlook my name and face when I initially met her. I was so eager to meet Dr.

Wisdom out of the blue. Dr. Wisdom's useful tidbits to me were the accompanying: 'do not be suspicious of inspirations; individuals are attempting to draw out the best in you.' Subsequently with this reviving support, I proceeded with the procedure until finished.

Abstract

The researcher used a series of qualitative research techniques to gain a perceptual understanding of how the use of reasonable accommodations relates to academic achievement outcomes for postsecondary students with disabilities. In the research all student participants reflected on their personal experiences about the value of accommodations in the instructional setting at a small private Midwestern liberal arts university. The research captured the views of the target population to investigate this phenomenon. The use of an online survey and audiotaped focus group were the research tools used to conduct this qualitative study. The research included students' perceptions on an array of disability qualifying accommodations, ancillary aides, and/or instructional program modifications as these accommodation enhancements relate to academic outcomes. The reasonable accommodations are to produce an educational environment that enhances the domain of equal access for those who are disabled versus challenged with disabling conditions. The primary questions this research attempted to answer are the following: RQ1: What are the perceptions of students with disabilities receiving accommodations, students with disabilities not receiving accommodations, and students without disabilities regarding the impact of reasonable accommodations on educational outcomes? RQ2: How does perceptual experiences about accommodation enhancements in the classroom setting affect academic outcomes of disabled postsecondary students? RQ3: How do students with disabilities relate their campus experiences and the reasonable accommodations they receive from their institution of higher learning? The results found that students with disabilities had parity with their non-disabled peers in respect to academic outcomes with and without the use of accommodations.

Table of Contents

Acknowledgements.....	i
Abstract.....	iii
Table of Contents.....	iv
List of Tables.....	viii
List of Figures.....	ix
Chapter One: Introduction.....	1
Introduction.....	1
Background of the Study.....	2
Purpose of the Dissertation.....	4
Rationale.....	5
Research Questions.....	8
Research Question 1.....	8
Research Question 2.....	8
Research Question 3.....	8
Limitations.....	8
Definition of Terms.....	10
Accessible.....	10
Accommodation enhancement.....	10
Americans with Disabilities Act.....	10
Disability.....	11
Parity.....	11
Rehabilitation.....	11

Retention.....	11
Structural modifications.....	11
Superior advantage.....	11
Summary.....	12
Chapter Two: The Literature Review	14
Introduction.....	14
Theoretical Foundations.....	15
Self-Determination Motivational Theories	16
Background of Students with Disabilities.....	18
Developmental Motivational Theories	22
Disability Access Laws.....	27
Section 504 of the Rehabilitation Act.....	28
The Individuals with Disabilities Education Act	29
Americans with Disabilities Act	30
The Fair Housing Act.....	31
Accommodations	35
The emergence of various types of accommodations and instructional enhancements.....	37
Summary.....	41
Chapter Three: Methodology	43
Introduction.....	43
Qualitative Research Design Implications.....	44
Qualitative Research Approach	45

Description of the Process of Participant Recruitment	47
The Research Site	48
Research Instruments	49
Procedures for Participation.....	50
Likert Rating Scale to Analyze Survey Questions.....	51
Data Collection Procedures.....	53
Ethical Considerations	54
Summary.....	55
Chapter Four: Results	57
Introduction.....	57
Research Question 1	58
Research Question 2	58
Research Question 3	58
Findings.....	58
Positive endorsements.....	59
Application of accommodations	59
Experienced knowledge	59
Inclusion statements.....	59
Negative evaluations.....	60
Beneficial statements	60
Parity equilibrium	60
Analysis of Findings	60
General Tables and Figures Depicting Study Participation	61

Participant Demographics.....	62
Analysis of the Research Questions.....	66
Research Question 1	66
Research Question 2	70
Research Question 3	78
Summary.....	87
Chapter Five: Discussion and Reflection.....	89
Introduction.....	89
Research Question 1	90
Research Question 2	90
Research Question 3	90
Discussion.....	92
Implications for the Research	99
Study Limitations.....	100
Recommendations for Practice	102
Conclusion	106
Personal Reflections.....	108
References.....	110
Appendix A: External Online Survey Details.....	136
Appendix B: Survey Response Distribution.....	137
Vitae.....	139

List of Tables

Table 1. Highest Level of Education Completed.....	64
Table 2. Demographic Information - Students with Disabilities	65
Table 3. Table Report of Participant GPA's.....	67
Table 4. Rate Satisfaction with Course Outcomes with Accommodations	67
Table 5. Report of Rate Satisfaction with Course Outcomes without Accommodations.	71
Table 6. Appraisal Survey Questions Supporting Research Question.....	74
Table 7. Report of Research Question 3	80

List of Figures

Figure 1. Initial Response: Outcome of Volunteer Signup.....	61
Figure 2. Outcome of Volunteer Signup.....	62
Figure 3. Age Range of Participants	64
Figure 4. Educational Demographics of the Research Respondents	65

Chapter One: Introduction

Introduction

Decades previous to this writing have seen an enormous advancement in the enrollment of disabled individuals at the postsecondary level of education in America, as indicated by the U.S. Department of Education (2015). The increase in American students with disabilities in the previous few decades has seen an explosive enrollment increase at the postsecondary level of education. Students with disabilities represented approximately 1% in the 1970s to a phenomenal increase of 22% of the total student body. With the need to address deficiencies and failures within this underserved population, schools and universities must respond to the prerequisites of the students with handicapping disabilities. These institutions and associated entities must address the students with disabilities' needs. The laws that surrender access for students with disabilities were becoming more flexible, as to promote the rights of persons with disabilities. In addition, students with disabilities on campuses must use their self-advocacy skills to tread a path of understanding and initiate instructional methods. These students must join their voices to affect change and social care in an even more pivotal way than in the most recent past. They should to have lodging for self-support and educational access. This investigation aimed to advance this dialogue, as it inspected perceptions of students about accommodation enhancements relating to campus life and academic achievement outcomes.

At the time of this writing, students with disabilities had the legal mandated rights to have offices that provided such students with accommodation resources and insightful balance with their allies. Students with disabilities and their supporters needed

to appreciate the laws that were a safety net and served their enlightening needs. By the specified legal laws, for instance, the Americans with Disabilities Act (1990), The Fair Housing Act, and Section 504 of the Rehabilitation Act that permitted non-biased accessibility at the postsecondary level of education. These laws served to prohibit division and secured the social balance of various guaranteed classes of American inhabitants. In addition, these non-discrimination laws inherently gave access. Moreover, they assisted individuals with proportionate opportunity to contribute adequately in insightful educational programs or business-related opportunities (U.S. Department of Education, n.d.).

Background of the Study

Qualitatively, this research examined students' perceptions about their experiences as these related to acquisition and application of accommodation enhancements. Mastering successful academic achievement at the higher educational level could pose a challenge for many students, whether disabled or non-disabled (Meenu, 2016; Skinner, 2004; Timmerman & Mulvihill, 2015). Cawthon and Cole (2010) found that "knowledge about one's disability and educational needs are essential to a successful transition to a postsecondary setting" (p. 123).

It became apparent that students with disabilities wanted the opportunity to succeed in their college and university experiences, both academically and socially. Likewise, students with disabilities wanted to advance their professional and career training by taking advantage of all educational support available to them. Kim and Lee (2016) discussed in their research the necessity of having social skills to navigate the rigors of completing a degree academic program: problem solving, conflict resolution to

advocate for reasonable accommodations, and social skills necessary to facilitate a symbiotic conversational system.

The reason the researcher selected a qualitative design was to hear the participants' suggestions for substantial revisions of then-current policies. Likewise, the participants, through the focus group activity may communicate with their peers about pressing issues that were pervasive with the accommodations and academic achievement. Qualitative research in the context of this study captures the perceptions of the participants by collecting firsthand accounts about their academic experiences. In addition, the participants could communicate through survey responses and focus group settings. The qualitative experience of this research provided a functional analysis of what participants needed and wanted in relation to institutional service delivery, with regard to accommodations for disability.

The steps for focus group facilitation were designed to ease self-disclosure. Kranke, Jackson, Taylor, Anderson-Fye, and Floersch, (2013) found college students with non-apparent disabilities did have contextual circumstances that promoted the willingness to disclose to receive classroom accommodations, such as vulnerability to illness/stress. As a result, some of these participants disclosed to receive accommodations because their functioning was limited. (p. 48)

The procedures and steps were short and incremental in qualitative design. The duration of the focus group session in this study was 30 minutes. The surveys were provided online to allow for randomness and anonymity. This research used qualitative research methods aimed at providing a free flow of communications for the research

participants, so that they would truly express their perceptions about the topic. Likewise, the researcher wanted the participants to feel no apprehension about answering the questions honestly. Alternately, the procedures allowed the flexibility for revelation of effectiveness of the participants' reasonable accommodations and the impact on academic achievement outcomes. Therefore, the procedure of clearly identified steps of the research drove results and findings.

Purpose of the Dissertation

The specific purpose of this project was to examine college students' perceptions of the effects of accommodation enhancements in the instructional setting as they related to academic outcomes. In addition, the research explored reasons why students with disabilities might request accommodations (Johnson, Stodden, Emanuel, Luecking, & Mack, 2002; Katsiyannis, Zhang, Landmark, & Reber, 2009). Existing research demonstrated that individualized accommodations were a means for promoting academic achievement. McGregor et al. (2016) likewise found that having accommodations led to higher academic performance by students with disabilities in all strata of education.

This research investigated the perceptions of student participants involving academic outcomes at the postsecondary level of education, as these outcomes related to the use of reasonable accommodations. In addition, the results of this research aimed to help students with disabilities as they sought better educational opportunities to meet the challenges of a knowledge-based economy. Behling and Linder (2017) found "Continuing to explore the collaborative relationships within institutions of higher education regarding accessibility issues and concerns will be a fundamental component to successfully developing resources, structures, and policies that help all students learn" (p.

18). Disclosure of conditions was essential for obtaining adequate, effective, and necessary reasonable accommodations to promote academic outcomes and positive social integration.

Rationale

This research validated the assertion that students with disabilities could access and master the rigors of postsecondary education, if provided sufficient accommodation enhancements (Lombardi, Murray, & Gerdes, 2012). However, if the research study proved contrary to the previously mentioned presupposition, the research would provide continuous conversation about sustainability of accommodations at the postsecondary level of education. The gap this research addressed was the investigation concerning whether perceptions of using reasonable accommodations led to positive academic outcomes for postsecondary disabled student at the designated research site. The gap represented reflected three types of participants: students with disabilities receiving accommodations prior to the start of instruction, students with disabilities not receiving accommodations, and students without disabilities. Furthermore, this research used disabled and non-disabled participants to examine the effectiveness of accommodations on academic outcome productivity.

Existing research into attitudes and perceptions from students with disabilities' campus experiences was lacking. This research probed into the nature of feelings of students without disabilities towards their disabled peers. Previous research noted that discrimination occurred at institutions, affecting students' disclosure of possessing disabilities (Trammell, 2009). There was a need for new studies to investigate some of the negative attitudes and perceptions. In addition, new research could explore possible

options for making accommodations for students with disabilities more satisfactory (Sharpe, Johnson, Izzo, & Murray, 2005; Stodden, Galloway, & Stodden, 2003).

There were several psychosocial developmental theories underlying the topic of perceptual attitudes about academic outcomes for students with disabilities at the postsecondary level of education and reasonable accommodations. The theory of self-determination (Brackin, 2005; Guzman & Balcazar, 2010) asserted that postsecondary students with disabilities set goals for themselves and tended to have social awareness to obtain a degree. Likewise, psychosocial developmental theories reviewed perceptions in relationship to other psychosocial attributes, such as attitudes, cognitive ability, and associative reasoning. In addition, the theories gave insight to how students with disabilities advocated for themselves to clearly define their academic supports in the form of accommodations, to achieve successful academic outcomes.

Universities and colleges were facing increased enrollment of students with disabilities (Brackin, 2005; U.S. Department of Education, 2015). The motivation for students with disabilities to pursue higher education was essentially internally driven. Nonetheless, similarly to the general population, students with disabilities pursuing higher education wanted the same external rewards associated with receiving such education (Brennen, 2010; Deci & Ryan, 2000; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). With the increase of disabled veterans returning to America's shores desiring to utilize their GI Bill entitlements, and with the transformation of cultural values, disabled student enrollment was increasing at a phenomenal rate (Griffin & Gilbert, 2012; Madaus, Miller, & Vance, 2009). The postsecondary institutional systems in America and globally were examining innovative approaches to acclimatize this population of

students into campus life (Brown, Takahashi, & Roberts, 2010; Marshak, Van Wieren, Ferrell, Swiss, & Dugan, 2010). These institutions wanted to provide a positive climatic experience for students with disabilities (Collins & Mowbray, 2008).

Universities and colleges were challenging their staff and professors to enhance learning access for students. Murray, Flannery, and Wren (2008) illustrated this desire to challenge staff and professors by having them take professional development training. The researchers found that employees had progressive attitudes and perceptions concerning students with disabilities and were cooperative about making available accommodations. Likewise, the use of universal design features to provide instruction to all students whether disabled or not, increased in postsecondary classrooms (Burgstahler & Russo-Gleicher, 2015; Gibbons, Cihak, Mynatt, & Wilhoit, 2015). In addition, Burgstahler and Russo-Gleicher (2015), and Gibbons, Cihak, Mynatt, & Wilhoit (2015) found that universal design features, such as the provision of instructor-drafted Power Point notes, larger print visual presentations, and circular seating arrangements, enhanced the instructional environment for all students.

Disability service departments must be aware of technology advancements current at the time, revisions in anti-discrimination laws, and municipal statutes, and be able to formulate internal policies that contributed to advanced instructional methods, which aided access for students with disabilities (Erickson, Lee, & Von Schrader, 2010). Reviewing past literature on topics of students with disabilities and postsecondary education substantiated the notion that students with disabilities were less likely to seek avenues to obtain such education or to seek out such options (Dowrick, Anderson, Heyer, & Acosta, 2005; Quick, Lehmann, & Deniston, 2003). Earlier research indicated that

students with disabilities were increasing in enrollment at the postsecondary level. More reasonable accommodations and accessibility construction was necessary with universal design applications to create better campus environments for all students (Hadley, 2006).

Research Questions

The researcher identified the following research questions for this qualitative study:

Research Question 1: What are the perceptions of students with disabilities receiving accommodations, students with disabilities not receiving accommodations, and students without disabilities regarding the impact of reasonable accommodations on educational outcomes?

Research Question 2: How does perceptual experiences about accommodation enhancements in the classroom setting affect academic outcomes of disabled postsecondary students?

Research Question 3: How do students with disabilities relate their campus experiences and the reasonable accommodations they receive from their institution of higher learning?

Limitations

The limitations of this research related to the strategy of using the survey content in a way that would not to offend the sensitivities of the participant pool. The survey conducted online was intended to maximize the responses to the survey study. All the participants responding to the survey had an equal chance to participate in the focus group, if they desired to continue with the research.

The use of the university's existing participant pool contributed to a limitation, since the researcher did not know how many disabled students would be included in the study until the sample was established. Therefore, a variance in sample sizing resulted. With a diminished sample population, the researcher used the focus group participants as reliability indicators for the results of the survey. The focus group corroborated the perception responses indicated in the satisfaction survey. Thus, the research became valid. In addition, research relying on self-reported attitudes and behaviors by participants was a limitation. The participants' reports were subject to self-embellishment that could potentially limit truthfulness of perceptions. Similarly, the participants could view their academic performances and their reasonable accommodation scenarios from an idealistic perspective.

Confidentiality and the desire to stay anonymous by some participants placed limits on personal disclosure (Burgstahler & Russo-Gleicher, 2015). Some participants did not feel comfortable joining public discussion about how any perceived accommodations may advance their academic outcomes. Likewise, the participants were apprehensive about disclosing to unfamiliar facilitators, such as the identified researcher. The participants placed a high value on confidentiality. Thus, researchers must establish a rapport with potential participants. The participants were discrete about disclosing personal information relating to disabling conditions. To alleviate the effects of this limitation, the researcher is appealing to future researchers to continue investigating this topic restructuring the survey tool as not to offend the sensitivities of the participants.

Another drawback to this research related to self-disclosure of various participants' disabilities. Non-discrimination laws that provided disabled students with

an option not to disclose their disability protected some disabled college students. In addition, some postsecondary students might not have revealed their disabling condition, due to potential social stigmatization. This barrier to the research produced constraints in sample size that caused an inability to generalize to the larger population.

Similarly, with this research being heavily reliant on self-reporting and self-evaluations, there was difficulty determining the causal factors that explained the variations in academic performance. An array of determinants could be a causal factor for academic outcomes. In addition, the sensitivity of the qualitative research was out of the control of the researcher. The target population of students with disabilities receiving accommodations and using services provided by the institution valued being discreet. As a result, participation may have been lower than expected. The research indicated that the participants valued their personal confidentiality. The researcher had to modify the research to adjust for a smaller, intimate design tool for the focus group venue.

Definition of Terms

Accessible: The permitting of admission or admittance through removing disabling barrier to reach a stated goal (Kumara, 2015, para. 1).

Accommodation enhancement: refers to the adjustment or adaption of disabling condition to promote reasonable normalization of ability or to boost the outcome (Transweb Transtutors Global, Inc., 2007, para. 2).

Americans with Disabilities Act: A federal law prohibiting discrimination in employment, structural accommodations, and media based on one's sexual orientation, religion, race, national origin, and/or disability (U.S. Department of Justice, 1990, para. 1).

Disability: The mental or physical condition restricting normal ability to carry-out activities of daily living, studying, or social-emotional skills at a normal level.

According to the U.S. Department of Justice (1990), “An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities” (para. 3).

Parity: The comparable ability of one’s non-disabled peer, essentially like the normal ability with nominal risk (Transweb Transtutors Global, Inc., 2007, Equal Parity Section, para. 1).

Rehabilitation: The reintegration based on occupational training, instruction, or structural accessibility training of the disabled to function at a level considered reasonably equal to that of an individual of normal ability. It enables “society to benefit from the skills and talents of individuals with disabilities” (U.S. Department of Justice, 1990, para 1).

Retention: The retaining of students in the designated educational institution until the return of the students to the same institution for the next academic year (Patel, 2015, para. 1).

Structural modifications: The alteration of buildings to facilitate accessibility for disabled individuals (U.S. Department of Justice, 1990, para. 6).

Superior advantage: According to Transweb Transtutors Global, Inc. (2007), superior advantage means “an absolute responsiveness accepts to comparative advantage;” the placement of higher in one’s ability than the norm due to an accommodation enhancement” (para. 3).

Summary

This study intended to address the need to assist students with disabilities in developing collaborative partnerships to enhance their quality of reasonable accommodation experiences, academic achievement, and learning skills through self-advocacy, which is critical to success at the postsecondary level of education. Collaboration was an essential factor for developing data driven programs and effective services for students with disabilities. Likewise, being satisfied with the accommodations provided to students with disabilities was very important in the learning process. It takes the entire institution to educate all students of diverse backgrounds. Students were the customers for postsecondary educational institutions and the students must be satisfied to achieve successful academic outcomes. The collaboration included the integration of institutional departments, as well as the students themselves. There was an emphasis on existing knowledge and the integration of social context and transference in different situations. Learning was a developmental process that expanded through connections with the students' educational experiences.

Then-currently, due to increased enrollment of students with disabilities at the postsecondary level of education, awareness through research studies had increased. Research that focused on the topic of student satisfaction with the effectiveness of reasonable accommodations illustrated and explained the need to improve service delivery to propagate successful academic outcomes (Kim & Lee, 2016; Mamiseishvili & Koch, 2011; Timmerman & Mulvihill, 2015). Thus, this research sheds light on campus and instructional conditions that students with disabilities and their non-disabled cohorts expressed as necessary to have academic success. Chapter Two of this dissertation

presents a literature review of existing research on this topic including: laws of disability access and anti-discrimination, theories of motivation, and perceptions by students as to how reasonable accommodations affected academic outcomes at the postsecondary level of education.

Chapter Two: The Literature Review

Introduction

The comprehensive topic of this research was to examine enhancements on students with disabilities, as such accommodations effect academic achievement at the postsecondary level of education. This chapter explores existing scholarly studies that shed some light on how accommodation usage influences ones' academic performance. The following literature review focuses on the topics relating to accommodation enhancements provided to students with disabilities and their effect on said population's achievement in a higher education setting.

The information for the literature review includes the following. First, exploration of theoretical perspectives that motivated students with disabilities to seek higher education. Second, the examination of laws that allowed for the enhancement of resources needed for accessibility. Third, the review of barriers associated with access to accommodations. Fourth, historical events that affected disabled student engagement with institutions of higher learning. Fifth, the literature review investigates the impact generated from faculty and disabled student engagement. Finally, this review culminates with a critical analysis of the gaps in service delivery and the implications for enhancing service delivery for students with disabilities.

It is important that postsecondary institutions recognize the obligation to provide accommodations to students with disabilities, so they can access higher education to their fullest potential (Gibbons et al., 2015; Richman, Rademacher, & Maitland, 2014).

This literature review contributes in identifying gaps in existing research. Based on the gaps in research it enhances the topic that this qualitative research examined

students with disabilities' perceptions about accommodation satisfaction and educational access in the classroom environment as an effective agent for academic outcomes. This researcher used qualitative methods to gain understanding about the onset of accommodations, academic outcomes, and equal parity compared to non-disabled peers.

The literature review provides a comprehensive and informational interpretation of existing research conducted on the dissertation topic. This review explores interrelationships between support services and postsecondary students' satisfaction relating to their perceptions about accommodations designed for students with disabilities.

In addition, the literature review investigates postsecondary student perceptions between the effectiveness of disability accommodations and academic achievement. Based on this review of existing research, the task at hand for this study became an arduous journey of reflecting on the perceptions of disabled postsecondary students' feelings and attitudes towards how they assimilate into a positive campus culture that facilitates retention and high academic outcomes. The intent of this literature review is to help potential researchers find gaps that help facilitate further research on the topic of understanding the issues with accommodating students with disabilities in higher education.

Theoretical Foundations

There are several psychosocial developmental theories related to the trend of increased enrollment of students with disabilities at the postsecondary level of education. These theories came from investigations of various researchers (Brennen, 2010; Deci & Ryan 2000; Kuh et al., 2006). These types of studies were paramount to future research

because they investigated the motivational perspectives of why students with disabilities, similarly to the general population seek higher education.

Self-Determination Motivational Theories

The expression of the theory of self-determination by Brackin (2005) asserted that students with disabilities are previously fulfilling the tenets of the theory of self-determination by setting the goal to attend a postsecondary institution of their choosing. Predictably, these students persevere to extend their self-determination skills via problem solving complex issues on a day-to-day basis. Likewise, Guzman and Balcazar (2010) mentioned the theoretical tenets of self-determination, self-efficacy, and self-advocacy in their research.

The findings indicated that services delivered to students with disabilities needed additional impetus to enhance service delivery at the postsecondary level of education. Similarly, other researchers noted a need for comprehensive applications of services (Dymond, Renzaglia, & Chun, 2007; Izzo, Hertzfeld, & Aaron, 2001). Despite the significant growth of students with disabilities in higher education, these students continue to experience low rates of persistence, retention, and graduation. Self-determination wains when a lack of understanding and cooperation from college faculty poses the most common institutional barriers to the success of students with disabilities.

With self-advocacy strategies and self-determination, individuals with disabilities found themselves more academically equipped to attend postsecondary institutions with successful outcomes (Olney & Brockelman, 2005). This demographic group of college and university students were finding it necessary to figure out some of the intrinsic motivations for why they were seeking the option of higher education for professional

growth (Debrand & Salzberg, 2005). More citizens of diverse backgrounds are demonstrating a desire to take advantage of a college education. Like that of the general population of American citizens, students with disabilities shared the same desires and aspirations for higher education (Cowen, 1993).

The motivation originates from a desire to meet functional goals in life, to have lucrative employment opportunities, and to enhance financial security (Connor, 2012; Elkins, Braxton, & James, 2000; Mamiseishvili & Koch, 2011). Psychosocial theories by definition meant the ingenuity and independence of the individual motivated one to set goals that stimulated expression of mastering social struggles and scenarios relating to authentic life-challenging situations (McEwan & Downie, 2013; Woosley & Miller, 2009). The motivation to achieve higher education is intrinsic and comes from within the person seeking the opportunities higher education could provide.

It is not enough to have the social-psychological mind-set to want to have a postsecondary education. The need for functional skills and accommodations are necessary to truly access higher education. This research indicated that even though disability offices at postsecondary institutions give the cognizance of promoting self-determination, universal design and equality, the reality is the students with disabilities must advocate for resources independently. However, social, physical, and structural barriers still exist.

With a new commitment to educating students with disabilities and to create a positive campus climate for disabled students, some postsecondary institutions are offering training in self-determination skills (Turnbull & Turnbull, 2001; Wehmeyer, 2006). In addition, self-determination skills, such as decision-making, problem-solving,

aspiration to thrive in setting of objectives, self-monitoring of problematic behavior, and self-analysis are necessary to enhance success at the postsecondary level of education.

Why students have the desire to continue their education at the postsecondary level is postulated in many theoretical perspectives on self-determination. The function of self-determination involves several concepts such as actualizing autonomy, developing confidence, being able to self-advocate, being able to adapt to a cultural and campus climate that values independence in thought, self-efficacy, and being able to navigate social boundaries (Kipp & Amarose, 2008; Ryan & Deci, 2000b). Students with disabilities may encounter steeper challenges in mastering the rigors of higher education than their non-disabled peers, but the motivation and need for skill enhancement still exists for these students (Hui & Tsang, 2012; Ryan & Deci, 2000b; Wehmeyer, 2006). Furthermore, they proposed skills that reduce the interdependence of others and self-reliance in one's own abilities.

Background of Students with Disabilities

The research accomplished the following: First, gave insight in to the laws that protect the rights of disabled students at postsecondary institutions. Second, research explored accommodation satisfaction. Finally, d research discussed the effectiveness of institutions to address the needs of students with disabilities. The biggest gap noticed for future research was where some American postsecondary institutions' stand in providing equitable accommodations to students with disabilities. A more extensive review of research literature on this topic will advance the cause and lead to further research, recruitment, and retention of students with disabilities at postsecondary institutions.

The growth of this diverse group has shown tremendous increases in the past several decades (Madaus et al., 2009; Preus, 2009; Shaw, Keenan, Madaus, & Banerjee, 2010). Prior to 1978, the average population of students with disabilities in U.S. postsecondary institutions reflected a marginal student enrollment. At the time of this writing, however, individuals with disabilities were entering higher education institutions at phenomenal rates (Individuals with Disabilities Education Act [IDEA], 1997; National Center for Education Statistics, 2008). One must keep in mind that the percentages reflect the students with disabilities who have self-reported their disability, but it could be even larger, and a larger portion could come from the ranks of veterans.

With the onset of this tremendous growth of disabled individuals, in postsecondary education, colleges and universities must find ways to enhance and develop goods and services for this new diverse group (Downing & MacFarland, 2010; Timmerman & Mulvihill, 2015). To this end, the following paragraphs explored existing research concerning how instructions of higher learning can become more effective. Similarly, research by Wynants and Dennis (2017) found despite the significant growth of students with disabilities in higher education, these students continue to experience low rates of persistence, retention, and graduation. A lack of understanding and cooperation from college faculty has been identified as one of the most common institutional barriers to the success of students with disabilities. Universal design for instruction (UDI) has been proposed as a model for good teaching and for guiding faculty in being responsive to the needs of diverse learners (p. 43).

Similarly, Getzel, Briel, and McManus (2003) and Green and Van Dusen (2012) found in their research that the Office of Disability Services at American postsecondary

institutions offer services for the disabled. Postsecondary institutions are beginning to value this demographic group by offering services directed towards this growing segment of postsecondary students.

Similarly, to the purpose of this project, investigating students with disabilities' academic outcomes after the intervention of individualized accommodations are applied. Then the research investigates a contingency question that is the following: Can accommodations for disabled postsecondary students lead to equal parity in academic performance to that of their non-disabled peers? Existing research studies corroborated the fact that students with disabilities across all academic levels benefited academically commensurately to that of their non-disabled counterparts (Falkenstine, Collins, Schuster, & Kleinert, 2009; Wolanin & Steele, 2004).

In addition, this literature review explores the theoretical foundations of students with disabilities enrolled in postsecondary education. Next, the researcher examines laws both past and present that influenced the growth of students with disabilities attending postsecondary education. In addition, the presentation of research related to needed accommodations to increase accessibility for students with disabilities was included in this literature review.

In addition, the use of accommodations appeared to be optional according to this study's findings. However, not every student with a disability receives accommodations and other factors can play a role in academic achievement. Kim and Lee (2016) investigated the following; accommodations alone do not a service as a prerequisite but also "a voluntary choice determined through a decision-making process" (p. 47). Finally, a critical analysis looks at the implications of existing research about how to identify

existing gaps that need further investigation. This review was important to the sustainability of postsecondary institutions because they must embrace the new diversity groups that represent one fifth of the student body. These populations of students come from the ranks of individuals with disabilities. They are accessing higher education at a phenomenal rate (Hadley, 2006; Dowrick, et al., 2005; Quick et al., 2003). These students generate a substantial amount of revenue for postsecondary institutions across America.

At the time of this writing, students with disabilities are demanding access to higher education and they want to be an integral part of the campus community. To have some positive campus experiences, students with disabilities need a variety of individualized accommodations. Baker, Boland, and Nowik's (2012) research on perceptions about a welcoming campus climate for students with disabilities discovered that a positive classroom climate is necessary to facilitate success of students with disabilities in higher education. They further determined that faculty had more of a positive regard about progress made towards the issues of inclusion and accessibility than that of the prevailing views held by students with disabilities on campus. In retrospect, it is likely that there needs to be more research done to address the gap of perceptions and attitudes towards service delivery for students with disabilities at the postsecondary level.

This demographic group was becoming an influential sector of students that generate a vast percentage of the 90% of funds received from financial aid (Erickson et al., 2010; Marshak et al., 2010). Currently, there are a little less than some 4,000 four-year institutions of higher education in America (National Center for Education Statistics,

2008). Students with disabilities represent consumer groups that are demanding a voice, and the institutions of higher learning are attempting to listen.

The accommodations that disabled postsecondary students require are educational entitlements enforced by legislation that prohibits the discrimination of individuals with disabilities (Nelson & Reynolds, 2015). In addition, further legislation entitles students with disabilities to be educated until the age of 21 years in an appropriate way.

Furthermore, Boeltzig-Brown (2017) revealed that more recent legislative policy trends related to disability access and accommodations at the postsecondary level of education with enhancements to disability laws. “Private-sector companies have found it difficult to fill their quota of jobs with qualified individuals with disabilities, partly because of the small number of students with disabilities graduating with university degrees” (p. 87).

Likewise, universal design for instruction (UDI) proposes a model for good teaching and for guiding faculty in being responsive to the needs of diverse learners (Jameson, McDonnell, Polychronis, & Riesen, 2008; Westling & Fox, 2009). The enhanced services should include instructional planning which targets goals and evaluates educational outcomes for students with disabilities (Mytkowicz, Goss, & Steinberg, 2014; Street, Koff, Fields, Kuehne, Handlin, Getty, & Parker, 2012).

Developmental Motivational Theories

Studies proposed that individuals are motivated by developmental processes over their life span (Kroth, 2007; Matusovich, Streveler, & Miller, 2009; Thomas, Hudson, & Oliver, 2015). Individuals master challenges meet goals, and make decisions based on the adaptive process. These theories described performance tasks such as goal setting

independence, decision making and autonomy as becoming more fluent and mastered as an individual matures cognitively, intellectually, and physically.

Costello and English (2001) demonstrated that postsecondary students with disabilities self-report no differences in developing academic autonomy and mature interpersonal relationships. However, the research indicated that students with disabilities lag far behind their non-disabled peers in their social connections and networks that enhance academic success at the collegiate level of education.

Furthermore, students with disabilities tend to sacrifice social intimacy and connections to place an emphasis on academic performance. Developmental maturity can manifest in several forms cognitively, socially, intellectually, physically and behaviorally. Under normal circumstances an individual matures in all developmental components, however with many disabled individuals, maturation might be limited. Thus, accommodation enhancements might need to be prescribed to have parity to that of their normal ability peers (Hadley, Twale, & Evans, 2003).

Accommodations are meant to assist an individual mature and grow into positions of adequate functionality so that mastering more complex tasks become easy. However, with some students with disabilities, mastery is void or delayed in many instances. Thus, in particular situations the disabled individual requires transitional assistance to have parity with one's non-disabled peers. In many cases this is where accommodations are needed to enhance academic achievement (Elkins et al., 2000; Hadley et. al., 2003).

For students with disabilities, social emotional development also plays a role in seeking higher education. According to the research conducted by Sacco (2013), psychosocial theory is one example. It related to how persons develop social sexual

relationships during the age that students typically attend postsecondary institutions. Such students at this stage of development have established a sense of self-identity and self-confidence leading to a desire to attend higher education. In addition, during this developmental stage students attend postsecondary institutions as a beginning to set goals that lead to productive work. A sense of self-identity happens around the developmental stages of late adolescence to early adulthood.

Similarly, like anyone who falls into these developmental stages of life, the disabled individuals too have the same aspirations and desires to enhance their quality of life possible through obtaining a higher education degree. Likewise, students with disabilities are exploring career and educational paths that are used for future adult vocations. Also, young adult years are beginning to solidify social relationships that may last them a lifetime. This is for partnership and friendship social bonding. During this developmental stage, all students at the postsecondary level of education are integrating aspects of self-disclosure and developing self-advocacy skills. This is when postsecondary institutions find students with disabilities utilizing and requesting accommodations. As a result, many students with disabilities and parents have a transition individualized education plan that emphasizes attending some postsecondary institution of higher learning. Costello and English (2001) further stated the students with disabilities tended to develop dependent relationship with faculty and collegiate peers in order to survive the critical aspect of college life.

Students with disabilities may need additional assistance in test preparation and special projects. Findings indicated that many students with disabilities placed a higher priority on passing grades than developing personal relationships (Gaultney, 2014).

Similarly, this theoretical viewpoint was shared in other existing research (Dallas, Ramisch, & McGowan, 2015; Haeffel & Howard, 2010). The establishment of critical accommodation enhancements is the most important feature for students with disabilities in closing the academic gap and achieving high academic outcomes (Grieve, Webne-Behrman, Couillou, & Sieben-Schneider, 2014; Longtin, 2014).

Past research observed challenges that this population of students face. The researchers noted, however, that many non-disabled students face the same challenges, but have many more supports in place to cope and manage these challenges than their disabled counterparts (Lynch & Gussel, 1996; Mamiseishvili & Koch, 2011; Tiedemann, 2012). Some of the challenges mentioned are routine transitional issues and scheduling. This research further stated that exacerbating the challenges for the students with disabilities tended to be by dysfunctional social skills that lead to isolation. In order to remedy limitations in social skills the research suggested that it is important to have students with disabilities learn to develop self-advocacy and self-determination skills (Connor, 2012; Field, Sarver, & Shaw, 2003; McCarthy, 2007).

Additional research on this topic of disability access using accommodations in higher education showed there is a significant increase of academic success if students are satisfied with their campus experience. Consequently, previous research indicated that by having accommodations properly in place at the start of one's higher education journey can also increase academic outcomes (Timmerman & Mulvihill, 2015; Van Rheenen, 2016).

When reflecting on past research in this field, it is easy to draw on suggestions to improve a disabled student's plight with the struggle of keeping one's grades up and

having to learn how to enhance one's sociability (Alexis & Kaufman, 2010; Collins & Mowbray, 2008). This perception might draw skepticism by some students with disabilities that have sensory limitations (Levinson & Palmer, 2005). Academic success for all postsecondary students must be a primary focus for all institutions of higher learning.

To seek a more efficient means of facilitating academic success is a collaborative effort that must be embraced by all vested parties (Brown et al., 2010; Gladhart, 2010). The theoretical perspectives mentioned above are pertinent to the topic of students with disabilities and accommodations for postsecondary education in relationship to motivational desires. In addition, the above-mentioned researchers indicated that students with disabilities perceived that support offices such as the student services and the disability services offices were not located close to sites on campus that students with disabilities must utilize frequently.

However, much more is required than just motivation to provide access to higher education for disabled individuals accessibility and antidiscrimination laws are needed. Legislations that protected the rights of students with disabilities as they explore postsecondary educational options put the real force behind admissions and opportunities for this diverse group of students. When exploring existing research on motivational theories and legislation, one can understand some of the factors that drive empowerment and confidence building in individuals with disabilities as they seek higher educational opportunities.

Disability Access Laws

Students with disabilities must have legal protection based on their Constitutional rights. Institutions must collectively be familiar with all laws and statutes that govern institutional internal policies and procedures. These institutions must enhance the organization tactics that facilitate student academic success, retention, attrition and the financial solvency of the institutions (Burgstahler & Russo-Gleicher, 2015). For future sustainability of postsecondary education, the customers that are the students must have the perception that they are satisfied with the products that are the educational instruction and accommodations on campus.

Today the current U.S. Constitutional Laws are designed to benefit students with disabilities at the postsecondary level can be viewed as precarious. This breach is found in the matter of fact use in the interpretation of legislation. The arbitrary and potentially frivolous definitions and interpretation of what is considered qualifying as a disability brings no consistency to the table. Similarly, the interpretation of what is the consideration for the definition of 'reasonable' accommodations. As the existing research and case laws indicated the following legislation are potentially skewed. Are the laws placing a divide between jurisprudence, the institutions of higher learning and the students with disabilities (American Council on Education, 2017; Harrington, 2000; Shaw, 2012)?

Why are laws important to the topic of accessibility for students with disabilities at the postsecondary level of education? To answer this question, it is necessary to look at the numbers of students with disabilities enrolling at various colleges and universities across America (Barazandeh, 2005; Horn & Berktold, 1999). These students must be

provided the rights bestowed to all Americans under the U.S. Constitution (U.S. Department of Justice, (1990); National Center for Education Statistics, 2008; Individuals with Disabilities Education Act [IDEA], 1997). Disabled individuals must be provided due process, a non-discriminatory environment, reasonable accommodations and accessibility as provided to non-disabled citizenry (Dutta, Scguri-Geist, & Kundu, 2009; Eriksson & Granlund, 2004; Sachs & Schreuer, 2011).

These laws relate to access, anti-discrimination and the need for individualized accommodations. According to Madaus et al. (2009) the definition of disability has expanded. One must have a limitation in one or more life skill areas. These limitations must be debilitating enough to limit one's normal ability to function equal to that of a normal functioning individual. A licensed professional (Essex-Sorlie, 1994; Harrington, 2000) must certify a disability. This definition expands the latitude of who qualifies as disabled. With the increases in the number of students with disabilities attending postsecondary institutions, colleges and universities must act in good faith.

The new definition for a disabled person is "one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institutions programs and activities" (American Council on Education, 2017, para. 3). The following laws shaped the foundations of the legal parameters of disability access and accommodations on higher education campuses in the United States: 504 of the Rehabilitation Act, Individuals with Disabilities Education Act, Americans with Disabilities Act and the Fair Housing Act.

Section 504 of the Rehabilitation Act. Section 504 of the Rehabilitation Act of 1973 is Statues law. Pub. L. No. 93-112, 87 394 (1973), is based on U.S. legislation (U.S.

Department of Education, 2010). This statute certified certain rights to people with disabilities shall, exclusively be barred from “the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (U.S. Department of Education, 2010, para. 1). This act was one of the first U.S. federal civil rights laws that offered protection for people with disabilities as a civil rights act that prohibits discrimination (Zirkel, 2014).

The Individuals with Disabilities Education Act. The Individuals with Disabilities Education Act, better known as IDEA, this is a federal law: Public law PUB.L. 101-476, that administrates special education services for disabled youth in the United States (U.S. Department of Justice, 1990). This law provides that all disabled youth receive a public education that is both free and appropriate. The Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446 has amendments. This law protects and guarantees a free public education in the least restrictive environment for school aged disabled individuals from the ages of 3 to 21 years of age (Essex-Sorlie, 1994; Zirkel, 2014). When considering the original Individuals with Disabilities Education Act (IDEA) of 1997, is designated for students with disabilities, ages 3-21 years old utilizing pre-school to high school educational services which includes reasonable accommodations (Janiga & Costenbader, 2002).

A student remains eligible under IDEA for transition services and other remunerations until he or she graduates from high school (or reaches the age of 21 without having graduated). Essentially, the child remains in the jurisdiction of elementary and/or secondary education (IDEA, 1997; Zirkel, 2014). If a student is in postsecondary level of education, they are covered by the 504 Rehabilitation Act. Thus,

the Individualized Education Plan for students that have graduated from high school and want to continue their education to the postsecondary level may only use the document as it has relevance to their disability (U.S. Department of Justice, 2010).

Disability rights activists and scholars have rejected the Medical Model of Disability and embraced variations of the Social Model of Disability with the perspective that it is society's response to disability that is the real problem which profoundly impacts the lives of disabled people (Lynch & Gussel, 1996). In addition, Cawthon and Cole (2010) noted that there is an advantage to having existing knowledge of one's IEP to advocate for accommodations at the postsecondary level of education.

Participants in this study felt that students' lack of involvement in their transitional IEP may contribute to potentially lower levels of academic preparedness to enter their chosen postsecondary institution and, more relevant to this discussion, an unawareness of the accommodations they may need to succeed in such an institution. (p. 114)

Americans with Disabilities Act. The basis of the Americans with Disabilities Act (ADA) of 1990, (42_U.S.C._ 12101) is Public Law 101-336, is rooted in the U.S. Constitution (U.S. Department of Justice, 1990). The ADA also requires covered employers and institutions to provide for reasonable accommodations to employees with disabilities and implements provisions for access for public accommodations to all disabled individuals. In 2008, the definition of being disabled expanded (Essex-Sorlie, 1994; IDEA, 1997; U.S. Department of Justice, 1990). The U.S. Department of Justice; Division of Civil Rights governs this act. The Americans with Disabilities Act has five

titles; Employment, State and Local Government, Employment and Economic Opportunity Commission, and Telecommunications (U.S. Department of Justice, 2010).

The Fair Housing Act. The Fair Housing Act of 1990 Amended in 2011 is Public Law 90-284 [42 U.S.C.A. {3601 et seq.}], allows for the provision of emotional support and service animals on campuses. Service animals have access in all public and private structures. The U.S. Department of Housing and Urban Development governs this act. According to Grieve et al. (2014), reasonable accommodations supported emotional and service animals: These policies apply to any public or private higher education institution receiving federal financial support. No qualified individual is kept from full participation in the institution's programs or activities, including access to residence halls. The Fair Housing Act (1988) applies to virtually all forms of housing, whether for sale or rent, including residence halls. According to the FHA, colleges and universities must make reasonable accommodations for persons with disabilities requiring service animals or emotional support animals.

A noteworthy difference between the FHA and the ADA considers how service animals and emotional support animals are used in public settings compared with use in the home, i.e., providing mental and/or emotional support. The 1990 amendments to the ADA restrict the definition of a service animal, as mentioned above, and permit the use of a service animal in areas of public accommodation. This may entail modifications to institutional policy, practices, or procedures (paras. 4- 5).

In the research of Becker and Palladino (2016) the following was conducted research on faculty attitudes and perceptions about instructing students with disabilities. This is a qualitative method of research because it is dealing with variables relating to

feelings about adequate accommodations. The themes mentioned included conditions relating to extended time and quiet location. Furthermore, past research has found that their disabled student participants place their accommodation request to offices mandated by postsecondary institutions for servicing this diverse group of students under the statutes of the American's with Disabilities Act.

In the research of Becker and Palladino (2016) the following was conducted research on faculty attitudes and perceptions about instructing students with disabilities. This is a qualitative method of research because it is dealing with variables relating to feelings about adequate accommodations. The themes mentioned included conditions relating to extended time and quiet location. Furthermore, past research has found that their disabled student participants place their accommodation request to offices mandated by postsecondary institutions for servicing this diverse group of students under the statutes of the American's with Disabilities Act.

Part of the process of acquiring accommodations requires some form of documentation from a licensed professional certifying the student's disability. Federal policies and laws shape the definition of disability and one's ability. Shaw et al. (2010) stated "As prior to enactment of the ADA, appropriate use of documentation should always be required to identify functional impact in determining academic accommodations" (p. 146). Comparably, Graham-Smith and Lafayette (2004) noted that accommodations for qualified students with disabilities are necessary institutions of higher learning must develop programs, services and accommodations that meet the needs of students with disabilities.

Roessler, Brown, and Rumrill (1998) conducted research on self-advocacy. When students with disabilities need to request disability services at a postsecondary institution they need to strengthen their self-promotional abilities. According to this research, if the skills associated with self-advocacy learned then there is higher probability of positive outcome. Thus, students with disabilities who exhibit these skills at a mastery level avoid awkward moments. The skills associated with self-advocacy are appropriate timing, calm facial expression and explaining ones' situation in a calm manner. Furthermore, one needs not fear consultation with faculty and staff.

The most significant gap in research relating to access and accommodations at the postsecondary level of education as stated previously is the vagueness of the applications of the definitions of Qualified disabled and reasonable accommodations identified in the following laws Americans with Disabilities Act, Individuals with Disabilities Education Act and 540 Rehabilitation Act. According to the existing research, accountability by postsecondary institutions has come up short in standardizing the above-mentioned definitions in each law presented.

Litigation relating to disability law revealed that holdings of pertinent legal cases are arbitrary and inconsistent. Past litigation has put a dividing wall concerning relationship between students with disabilities and postsecondary institutions. This is evident in the Fair Housing Act litigations (*Alejandro v. Palm Beach State College*, 2011; *Michigan State University College of Law*, 2016).

The way these laws have been interpreted demonstrates an ineffectiveness in how favoring those in which the laws were designed to protect and serve. The ineffectiveness is represented in *Southeastern Community College v. Davis*, 1979. The Supreme Court

held that that Southeastern Community College could exclude Davis due to lacking reasonable physical disability. Similarly, *Jane Doe v. Hunter College of the City University of New York*, the U.S. Court of Appeals, 2nd; Circuit rule of law indicated that the university can make the determination that a disabled student does not qualify for admissions or readmission, based on the nature of the disabling condition (*Jane Doe v Hunter College*, 2006). This is significant if the disability is in a state of disintegration causing further prostration that would hinder one from completing their academic program and requirements. The court held that New York University had not violated Section 504, in denying Jane Doe admissions (*Jane Doe v Hunter College*, 2006).

Research into the considerations of educating disabled students, as exemplified by Katsiyannis, Zhang, Landmark, and Reber (2009), noted that sometimes there is ignorance by faculty regarding including and accommodating students with disabilities. That is why it is imperative to have a standardized system that gives knowledge to the novice institutional staff to assist in serving students with disabilities at the postsecondary level of education so that it becomes easy for students with disabilities to access services. Similarly, in research on disabilities, law schools, and law students: A proactive and holistic approach by Smith (1999) placed high importance on developing policies and procedures relating to reasonable accommodation. Postsecondary institutions must work collaboratively with disabled student in creating individualized, comprehensive accommodation program that considers the student's permanent educational, personal, and professional goals and objectives.

Subsequently, however, past research on the accessibility and anti-discrimination laws all have distorted. The uses of the laws have become in many cases a means to

favor the positions and policies of the postsecondary institutions. The arbitrary application of the above-mentioned laws is problematic because of nurturing inclusions this gap could potentially foster exclusion. The laws are continually adding amendments and sections to try to standardize and expand definitions of disability, discrimination and what is considered reasonable.

Likewise, Leyser, Vogel, Wyland, and Brulle (1998) noted the legal concepts about the 504 Rehabilitation Act of 1973 in the following: “Section 504 of the Rehabilitation Act of 1973, which mandated that any higher education institution receiving federal assistance had to make its campuses and programs accessible to qualified students with disabilities” (p. 1). Accommodations at the postsecondary level put students with disabilities in a more precarious position because to ascertain accommodations at that level requires extensive advocacy on their part. The provisions of the Individuals’ with Disabilities Education Act no longer cover students with disabilities. The following section of the literature review will discuss accessibility and accommodations for students with disabilities as they relate to inclusion and academic success at the postsecondary level.

Accommodations

Historical events supported students with disabilities. Gallaudet University was the first college in the world established for individuals with disabilities. Madaus et al. (2000) stated that Gallaudet University provided the first accommodation at the postsecondary level of education: Gallaudet granted university status with the passage of the Education of the Deaf Act (U.S. Department of Education, 2010). Ryan and Deci (2000a) noted that “among the many pioneering efforts of the University, Gallaudet

provided what was perhaps the first accommodation for postsecondary students when an astronomy lecture translated into sign language in 1865” (p. 5).

The GI Bill was another historical event that influenced how institutions of higher learning treat individuals with disabilities. With the influx of veterans, leading colleges and university are trying to find innovative solutions to promote academic success.

Grossman (2009) provided best practice information for institutions of higher learning to increase the accommodation needs of military veteran and students with disabilities.

Allow all students to use adaptive technology like the following:

calculators, spell-checkers, note-taking pens– Give tests with word rather than time limits – Make class notes available to all students– Post all class materials on accessible web sites– Move part of curriculum on line– Make all facilities mobility accessible– Bring all facilities up to the 2010 standards. (p. 25)

Similarly, in the research of Behling and Linder (2017) found that “Continuing to explore the collaborative relationships within institutions of higher education regarding accessibility issues and concerns will be a fundamental component to successfully developing resources, structures, and policies that help all students learn” (p. 18).

The viewing of veterans as revenue generators began after the GI Bill, because it is a way that postsecondary institutions obtain revenue outside the 90/10 rule. It is a different funding source than federal financial aid (Madaus et al., 2009). Many of the veterans enrolled having disabilities such as post-traumatic stress disorder, anxiety, depression, and substance abuse disorders. Thus, to address the growing need for mental health services on campuses around the country most postsecondary educational

institutions stated having site psychiatric service departments as well as developing new policies to establish guidelines for chronic decompensate issues.

The final significant historical event was during the 1960s, when students with disabilities enrolled in postsecondary institutions at increasingly higher rates. In the 1960s with the Civil Rights movement, the demand for equal rights flourished. The Civil Rights movement helped establish federal laws providing access to education for all its citizenry regardless race, creed, disability, or national origin. Thus, a more diverse cultural campus climate began to emerge on the campuses of colleges and universities across America. The world began to see an increase in enrollment of students with diverse ethnicity and cultural backgrounds including the disabled. Furthermore, institutions of higher learning began to see the power and influence these diverse groups of students held. It was during the 1960s that postsecondary institutions began to look at strategies to strengthen academic success for students with disabilities in the form of providing accommodations and ancillary aids to the instructional setting (Tiedemann, 2012).

The emergence of various types of accommodations and instructional enhancements. According to research, mental health issues led students to perceive faculty as judged them unfairly, but little is known about what faculty actually think of the disabled student (Gonzalez & Elliott, 2016; Phillips, Terras, Swinney, & Schneeweis, 2012). The research of Hill and Cohen (2005) found that faculty professional development improves teachers' knowledge of the subject matter that they are teaching, and it should enhance their understanding of students with disabilities and their need for

accommodations in the classroom environment. This research also examined perceptions about students' self-determination and accommodations.

Research inquired into how postsecondary students obtained the prerequisite information needed for acquiring accommodations in the higher education setting. Many universities across America require self-disclosure for providing accommodations to enrolled students. Most of the past research indicated that self-reporting has been a fortuitous challenge for students with disabilities (Gonzalez & Elliott, 2016; Kelley, Prohn, & Westling, 2016; O'Shea & Meyer, 2016).

Students with disabilities find themselves many times being apprehensive about self-reporting and disclosure (Gregg, Wolfe, Jones, Todd, Moon, & Langston, 2016; Richardson, 2016). Past research indicated that students with disabilities might be timorous about-facing negative stereotyping by the faculty and their non-disabled colleagues. The research articles of O'Shea and Meyer (2016) and Richardson (2016) asserted that services for students with disabilities at the postsecondary level can be enhanced if these students disclose that they are disabled. Likewise, staff must engage students with disabilities in all aspects of the college experience.

With a better state of mind, students with disabilities may experience the academic and social outcomes that the 21st century should offer. Griffin and Gilbert (2012) observed that institutions of higher learning must develop strategies to assist all students in the completion of college and enhancing self-reporting. Furthermore, faculties have a pregnable influence on the academic education of students with disabilities. Postsecondary institutional offices that assist students with disabilities must make themselves obtainable in the form of accommodations, financial aid, counseling,

academic tutoring, and employment services. Wynants and Dennis (2017) suggested in their research that faculty could benefit from professional development which emphasizes universal design and social integration of students with disabilities as it relates to the campus culture.

Several empirical studies presented information on accommodations for postsecondary students with disabilities (Atanasoff, McNaughton, Wolfe, & Light, 1998; Leyser, et. al. 1998). These articles used samples of how they conducted their research methods to enhance accommodations. Technics mentioned were universal instructional design and support groups to help strengthen self-advocacy skills among students with disabilities.

Likewise, McGuire, Scott, and Shaw (2003), Morse (2010), and Shaw and Scott (2003), in their research on new directions in faculty development and the paradigm its principles and products for enhancing instructional access, used qualitative methodology techniques to organize their examinations. Research suggested that polices relating to instruction of students with varying abilities have shifted from manufacturing industries to a workforce that requires technological skills be “able to communicate, share, and use information to solve complex problems . . . being able to command and expand the power of technology to create new knowledge” (Pacific Policy Research Center, 2010, p. 1).

What are the implications, and what does this mean for students with disabilities?

Several researchers suggested that a cultural climate must be created on postsecondary campuses to facilitate acceptance, graduate opportunities, and palatable accommodations for students with disabilities (Rohland, et al., 2003; Sowers & Smith, 2003).

The cultural shift for social justice prompted disability service professionals to reshape the delivery of services to effectively advocate for and facilitate social changes in higher education for students with disabilities. Loewen and Pollard (2010) mentioned the following, “This dialogue will provide the catalyst to inform and mobilize both disabled and non-disabled people, to develop allies among other disenfranchised groups, and explore the similarities in the struggle to achieve social justice” (p. 13). Brown et al. (2010), suggested “mentoring programs of all disabled postsecondary students including veterans are beneficial if available at their designated institution of higher learning” (p. 107). Furthermore, mentoring is a limited resource, but if available leads to higher academic outcomes and retention.

More recent research indicated that students with disabilities at any educational level require an extensive network of support to help facilitate successful academic outcomes (Dallas et al., 2015). In addition, a great deal of research concentrated on satisfaction perception about an overview of campus climate and exchange between students with disabilities and faculty interaction (Baker et al., 2012).

In addition, the respondents in this research continued to share the feelings that the campus culture and climate are still not hospitable to them as students. The disabled student body population must be able to self-advocate for accommodations and ancillary supports to facilitate a productive learning environment that enhances proficient academic outcomes (McCarthy, 2007).

Research suggested the importance of a positive campus climate for veterans and students with disabilities. Lokken, Pfeffer, McAuley, and Strong (2009) discussed this topic: “For colleges and universities to address the needs of their student veteran

population, effective resources in the form of financing, space, and equipment made available” (p. 52). Similarly, Hamrick (2009) suggested the following:

Establishing proactive and working partnerships to help create a more seamless environment for students who need to successfully navigate multiple agencies, organizations, and bureaucracies to help create or find supportive individuals and environments to facilitate the transitions of student veterans. ((p. 32))

In addition, the research of Cass and Hammond (2015) provided a perspective on using technology to enhance the academic success of students with disabilities by placing an emphasis on social integration. They found that if students with disabilities felt welcomed and part of the campus experience, these students had an easier transition experience and their academic outcomes were improved. Haney and Fisher (2017) explained in their research that students with disabilities are facilitated by having classes that expose them to field experiences. The social integration exposure associated with navigating community interactions, enhances the social skill set required to have a successful experience on campus.

Summary

In conclusion, Chapter Two highlighted previous research that examined descriptive themes that augmented the examination of the topic of the effects of reasonable accommodations as the use of such played a role in enhancing academic outcomes for post-secondary students with disabilities. Likewise, the past review of existing scholarly research articles helped give insight into perceptual views of what constitutes experiences that promote positive views of campus climate experiences. The overlying message of the research is that there is still more work to be done by

institutions of higher learning regarding providing acceptable reasonable accommodation to students with disabilities. The current research attempted to shed student focus input on what can be done to enhance academic outcomes, retention rates and campus climate satisfaction.

Willingham (2004) in Reframing the Mind: Howard Gardner and the Theory of Multiple Intelligence in his article that we must recognize that intelligence is “overlapping. Thus, in the 21st century we must recognize the diversity of all learning experiences, even that of the students with disabilities” (p. 5).

Chapter Three: Methodology

Introduction

This research study used qualitative methodology. The use of this type of analysis checked the participant's satisfaction of the standards of service delivery in the students' own words and expressed opinions. Likewise, qualitative research methods reviewed the perception of consequences associated with the use of reasonable accommodations, as related to students with disabilities' academic equity at the postsecondary level of education. Similarly, using qualitative research design enabled the study to get determinations between students' behaviors and their perceptions.

Burgstahler and Russo-Gleicher (2015) found that not revealing the need for accommodations led to difficulty in academic achievement. This research aimed to investigate this conjecture. Randomly selected student participants served as participants in the focus group, and the researcher used coded labeling to categorize students as disabled or non-disabled. The focus group, noted by Bailey (1978), offered a design option that included a wider perceptual spectrum, which was useful for assessing and sequestering effects between accommodation usefulness, as it related to academic achievement. The relationships between the focus group's evaluations strengthened the validity and reliability of the research.

The researcher had no personal relationship with the participants in the research and site. Therefore, no coercion was used, and the identities of the participants remained sealed and confidential. The researcher was an EdD student at the research site. The researcher did not interact with the target population. Thus, the researcher's relationship to the participants was anonymous in nature. In addition, all participants were free to

withdrawal from the study at any time. It was the objective of the research initially to target recruitment of an estimate of 30 to 50 participants for the study.

The final participation number was 104. Likewise, the targeted population consisted of all students who volunteered to participate in the study from the existing institutional participant pool. The university's research pool was the source of randomly selected participants. There was no monetary form of gratuity, although students may have received extra credit from instructors because they participated in a study. The aim of the study was to engage readers in the recognition for the need for reasonable accommodation for all disabled students, even at the postsecondary level of education, to enhance parity in academic outcomes with that of their non-disabled peers.

Qualitative Research Design Implications

The development of the selected research design required review of several articles. The research study that this literature review related to used a qualitative methods design. Therefore, it was an advantage to investigate existing research articles on accommodations at the postsecondary level of education and qualitative design. The implication for this type of design was that it provided intrinsic knowledge about the subject topic investigated.

In the research of Mertens et al. (2016), on international methods of research, they found, "The field of . . . methods research abounds with opportunities for creative development in terms of methodological advances and potential to contribute to important and complex societal problems" (p. 221). This research went on to state that the research design of qualitative methods complimented the data collection and synthesized social and educational data analysis to give complimentary results.

Likewise, Northrup (1997) supported the same conclusions; however, this type of research design relied heavily on self-reporting of the participants and could be subject to false or over-exaggerated reporting. Alternatively, the article by Wheeldon (2010) regarding mapping mixed methods research concluded that when qualitative methods research was compared to coded data-based documentation, it produced some contradictions to the hypotheses. One must be cautious about using investigative methods that could be unreliable at times. For example, self-reported grade point averages could be viewed as unreliable in terms valid data for a research study.

Critically reflecting on the topic of students with disabilities in higher education and the effects of accommodations on academic outcomes, past research seemed obscured by limited reliability. Previous research was strong, but lacked excellence in redefining events, such as social integration and developing confidence as a means of reinforcing the intrinsic rewards that promoted academic success (Brooks-Gunn, 2005; Cawthon & Cole, 2010). Prior research limited both qualitative and quantitative research design tools that shaped self-determination conditioning to increase academic success. Essentially, disabled postsecondary students' experiences and academic skills improved as these students continually navigated through the institutional system.

Qualitative Research Approach

The reason this research used qualitative design methods was that it provides sufficient background knowledge presented by the participants themselves to discover connections between the processes, unlike quantitative research which tries to determine relationships between variables. Thus, one could acquire strategies for resolution that

were uncovered by the process and information collected; in as much the research methods afforded a perceptual framework of knowledge about the topic researched.

The specific strategies of inquiry used for this study were online surveys and a focus group. The researcher found that with these types of qualitative research tools made the research climate more personal, to facilitate self-disclosure by the participants. Equivalently, the practice of using these applications assisted in providing a beneficial validity source to the research design. The function of the research process had a utilitarian value guiding the research towards affecting the nature of the desired outcomes; that is to have dialogue of how the participants viewed the benefits of reasonable accommodations in the instructional setting.

The design of the online survey was to target three populations: students with disabilities with no accommodation at start of semester, students with disabilities with accommodations in place at the start of the semester, and students without disabilities. All of the participants received the consent survey. The online external survey had qualifying questions that then made the participants eligible for candidacy for randomly selected designated in the focus group.

The focus group allowed further investigation into the feelings and attitudes displayed by the surveyed participants. Those participants selected for the focus group were provided with a written consent form. Also, it enabled the researcher to observe the participants as they responded to the inquiry. In addition, the focus group allowed the researcher to investigate how the participants interfaced with each other while commenting on the topic of analysis.

Description of the Process of Participant Recruitment

Participants were students at a medium-sized private liberal arts university located in the Midwest. There was no compulsion or coercion in this examination by the researcher towards the participants. Moreover, the Institutional Review Board looked into the study plan and gave its endorsement before the beginning of the research. This endorsement ensured that the examination was an approved arrangement with the assigned research site's approaches and systems for protection of human subjects during research (Morse, 2010). The researcher underscored that cooperation was not compulsory. The researcher emphasized that participation is not mandatory. The identities of the participants remained anonymous through use of pseudonyms when appropriate.

The study did not restrict anyone from participating. The participants who were part of the designated site's existing participant pool agreed to the consent statement at the beginning of the survey, indicating the participation was voluntary and informed. If potential students agreed by consent to participate, the researcher connected the participant to a link that directed the participants to the research survey. The link also included information regarding debriefing for participation in the focus group. Focus group participants were randomly chosen from online survey participants.

There were 104 participants who consented to take part in the study. Eight-nine participants completed the satisfaction survey. However, there were not 89 responses to every question. Some respondents left one or more questions blank on the satisfaction survey. Therefore, data results reported in Chapter Four indicate a varying number of total respondents to the survey questions. The random selection of portions of the

respondents from the survey process took part in the focus group and was voluntary in nature.

The focus group included a representative sampling of the participants. The entire primary participant pool had an equal chance to participate in the focus group. Both the survey and a questionnaire provided the participants an opportunity to leave their email addresses in order to become prospective candidates in the focus group

The Research Site

The research site was on the designated campus site. It was the desire of the researcher to make participating in the study convenient and easily accessible. In addition, the rooms made available to conduct the focus group were located on the designated campus site. The research site was a private, mid-western, liberal arts university. Participation was voluntary, as students were recruited through the university's pool. In order to use the institutional participation pool, all students had an opportunity to take part in the study. The university offered the possibility of extra credit in a class to students participating in the survey. The extra credit was given at the discretion of each participant's professor. Participation in the survey could earn a student one participation credit. In addition, the university offered three participation credits to students that participate in a focus group. The timeslot that qualified for three credits was in the 21 to 40-minutes range.

The research used qualitative methods and measures to examine the attributes of postsecondary students and the attitudes, views, and opinions about disabled students' use of accommodations, educational access, and academic achievement. Gibbons et al. (2015) found "Universal Design for Learning (UDL), a framework for instructors to

ensure that information is presented in a flexible manner that engages students and allows varied opportunities to demonstrate knowledge, skills, and competencies” (p. 159).

Particularly, the research explored reasonable accommodations and academic outcomes among disabled postsecondary students.

In order to encapsulate the voices of the participants into an integrated educational research, the best practice design came from the qualitative analysis methodology.

Because no one from the institution’s research participant pool could be excluded from participation in the study, more individuals than estimated participated. Thus, in order to randomly select focus group members, the targeted qualifiers came after the data were collected. All of the participants had an equal chance of being in the group.

Research Instruments

The study used two research tools to assist with validating the data analysis.

These instruments were the online external survey and focus group. As noted, due to the recruitment process using the institutional participation pool, the participation was open to all participants. The participation was on a voluntary basis per consent to sign up for the research. That was one factor that contributed to why recruitment numbers exceeded the expectations of the predicted number of 50 participants. This increased the number of participants to 104 respondents, which further validated the data analysis and was greatly appreciated by the principle investigator. Participants responded to a satisfaction survey and participated in a focus group. The focus group interviews were semi-structured to promote optimal communication by the participants. The session had some preset questions to facilitate discussion, but the researcher also allowed unstructured response dialogue to stimulate comfortable free-flowing thought by the participants.

Procedures for Participation

The participants had the option to participate in both the survey and focus group; however the events were mutually exclusive. The participants in the online survey had to electronically give consent before getting the link to the survey. A written notice was included on the survey that participation was strictly voluntary. The request for an electronic signature was required on the e-survey packet. The electronic consent form served as legal declaration that the individual signed up to participate in the research and represented legally binding acknowledgement of informed consent.

Because the study was open to all participant pool students and to maximize participation, the researcher listed no eligibility requirements in both research design systems. A time duration limit existed for the completion of the survey and the focus group. The duration provided was 30 minutes per survey completion per respondent and 30 minutes per group session for the focus group time slot. The study had to provide information on the institutional participant pool credit quantity. This focus group component was essential because this served as an institutional incentive to the prospective participants. This research provided the standard one participation credit for the external on-line survey. The focus group participants received three extra participation credit points.

The online perception survey (see Appendix A) formulated by the researcher provided preliminary information on demographics, disability, and reasonable accommodation viewpoints, with regard to satisfaction with accommodations. After collecting all of the surveys, the analysis of data took place through a process of coding and labeling for themes. Participants were randomly assigned to criteria based groups

depending on answers to separator questions. Participants either fell into the focus group by meeting the pre-existing criteria of being a disabled student with identified accommodation(s) or a non-disabled student.

Likert Rating Scale to Analyze Survey Questions

The methods used to analyze the 104 survey respondents were the following: first, all 13 field details of the survey were coded and labeled in the same themes as the focus group responses. This preliminary coding of the survey provided an orientation as to why the study was conducted. Likewise, coding of the survey's field details provided additional descriptions about the respondents' viewpoints. All of the self-identified information was voluntary and any participant could withdraw from the study at any time, without losing the site participation credits. The survey was used to gain reliability or consistency with the theme concepts, as proposed in both the focus group and survey research tools.

A Likert Rating Scale survey was used to analyze questions and to investigate in the survey if respondents were satisfied or dissatisfied with the effects of accommodation enhancements in the instructional setting, as they related to academic outcomes. In addition, the research explored reasons why students with disabilities might request accommodations. Similarly, the findings of the research aimed to assist all postsecondary students as they sought better educational opportunities to meet the challenges of a knowledge-based economy. There were 13 survey field details that received one of the analysis ratings to help with interpretation of the survey data. The percentage value was determined by dividing the total of the three largest response scores by the number of the overall participants responding to the survey details.

Each field detail on the online external survey was number coded according to the representation on the survey. Likewise, when analyzed, each field detail was represented by its designated number code. For example, field detail 1 was identified throughout this research report as FD1, so on and so forth (see Appendix A).

The other data collection tool was the focus group. Each member voluntarily responded to a progression of inquiries in the form of open-ended questions. The group session was audio-taped. The information gathered from the inquiries fortified discourse in the group gatherings. Both the external survey and the focus groups provided an overview and would provide data on individualized accommodations completed ahead of schedule or through a late beginning, and/or no accommodations. Also, the marking, coding, and translation of the data occurred during and after the focus group session.

This progression required translating the discoveries of the examination with the goal that the researcher's investigative findings led to comprehension about the subjective theme. Data about the focus group observations were presented, based on the participants' indication of existing interest. Finally, the research concluded with recognizing any gaps or potential inadequacies during data analysis. As expressed, this exploration may add to the themes' in the existing information base.

The focus group session was audio-recorded and transcribed, which allowed easier data analysis when coding for themes. Debriefing statements came as a stipulation for permission to use the participation pool when recruiting participants for the study. The debriefing statements informed participants that they could withdraw at any time without loss of institutional participation credits, and participants had to sign a written consent form to participate in the focus group. In addition, all of the potential

participants were informed that their participation was voluntary, prior to the start of the focus group session. In order to maintain confidentiality of the focus group participants, the researcher assigned P for participant and a number value, according to a counter-clockwise seating arrangement, with P-1 sitting directly to the left of the researcher as the first unidentified participant; then so on and so forth.

The next analyses were the coded responses of the focus group interviews, which the researcher coded through a division of communicative responses by the participants.

Data Collection Procedures

The steps involved in conducting this qualitative research were the following. Upon collecting all of the surveyed responses and completing the focus group, the transcription process began. The delegation of the transcribing was the sole function of the primary and only researcher. Due to having two sources of data, surveyed written responses and focus group auditory responses, data were contextually coded and labeled for analysis of quality of the data sources. The researcher gathered common themes that were pervasive in the discussions and written responses.

The use of transcription promoted a best practice. The speakers were identified by anonymous coded markers in the transcript and in the discussion of study results. In addition, the paragraphs were condensed to small phrases to idealize the communicate. Logging the phrases consisted of only topic-related material. Coded data identifiers were removed from the data set and exchanged for labels in the database to maintain anonymity of the participants. In addition, evaluation of responses were quoted, based on coded identifiers to control and strengthen the narrative process. The researcher reviewed the coded survey data for emerging themes.

Ethical Considerations

The researcher utilized responses to an external online survey. The analyst utilized open finished inquiries in the focus group session. Individual intrigue and interest was utilized as the spurring motivating force for the member to sign the adult consent form and to take an interest in completing the focus group activity. The researcher's ethics, in terms of beliefs, as far as convictions, sentiments, esteems, and gauges, insignificantly figured in to the examination, because of the plain idea of the exploration. The responses were shaped by the participants' personal experiences relating to the topic. The research aim was to form an autonomous quality view of the participants' personal viewpoints, with regard to accommodations and academic outcomes.

The ethical considerations of this research related to maintaining anonymity when randomly selecting the participant candidates for the focus group. Unlike the survey phase of the research, the focus group/interview was considered more intrusive in respect to research participation. This portion of the study immediately called into question of self-voluntary personal disclosure. To alleviate any issues with this ethical consideration during the recruitment process, the potential participants signed an adult consent form, which was included in the electronic online format. The survey software used to deliver the online survey was *Qualtrics*.

To alleviate bias or any preconceived notions, the qualitative research design focused on a setting impartial to what the participants said in the focus group. The transcriptions were solely based on audio recorded responses. Likewise, the coding and labeling of surveyed responses protected anonymity of the participants. The authenticity

of the questions used in the survey and developed for the focus group had soundness in how they were formulated by the researcher. The questions had content validity, because they directly represented the topic investigated.

Summary

This research utilized qualitative research design, tools, and methodology. The research tools included surveys and a focus group. The selection of this type of research design provided a stage for the participants to communicate their points of view about the study. In addition, qualitatively this design type appeared to be the best means to investigate the perceptual satisfaction of the targeted populations' attitudes about the phenomena; the use of reasonable accommodations as they affect postsecondary academic outcomes. The online surveys gave insight into the characteristics of the participants' past and future predictive perceptual attitudes about the research topics. Likewise, the focus group detailed validating personal perspectives, based on personal participants' evidence in the form of statements of direct quotes. Similarly, the research investigated the campus climate, which shaped the participants' postsecondary experiences. This research captured the personal commentaries of the participants about the use or those who used reasonable accommodations to enhance academic performance. Henceforth, the research took a substantial turn towards descriptive inquiry that provided evidence about disabled postsecondary student experiences about their academic outcomes. The research demonstrated and noted that limitations and challenges to the direction of the research existed in the form of context sensitivity and confidentiality. The evidence was directed by the pivotal point of the qualitative research by the

participants' self-disclosure. Chapter Four is dedicated to reporting the analyzed results of this qualitative research.

Chapter Four: Results

Introduction

The purpose of this study was to examine college students' perceptions of the effects of accommodation enhancements in the instructional setting, as they related to academic outcomes. Chapter Four is comprised of the qualitative results and/or findings of the research data accumulated and examined. In addition, the analysis and interpretation of the results of the study clarified the collection of all the data sources from the survey results and the dialogue from the focus group. Chapter Four links the data to research by the purpose, which was to examine college students' perceptions of the effects of accommodation enhancements in the instructional setting, as they related to academic outcomes. In addition, the research explored reasons why students might or might not request accommodations.

Chapter Four deals with the research questions through an analysis of descriptive characteristics of individualized accommodations as a means for promoting academic growth. This research investigated the interchange between perceptions relating to academic outcomes of postsecondary students with disabilities, along with those of their non-disabled cohorts. Together the data analysis culminated with a rich first-hand description by all of the student participants. The interpretation of the data acknowledged the voices of those who participated in the study and created the validation of the study. In addition, the results of this research aimed to help students with disabilities as they sought better educational opportunities to meet the challenges of a knowledge-based economy.

In brief, the rationale statement asserted that student participants could access and master the rigors of obtaining a postsecondary education if provided sufficient accommodation enhancements, if needed. Due to the qualitative design of this study, using an online survey and a focus group activity, which validated the data as it related to the study's rationale. In this research study, the following research questions were explored:

Research Question 1: What are the perceptions of disabled students receiving accommodations, disabled students not receiving accommodations, and non-disabled students regarding the impact of reasonable accommodations on educational outcomes?

Research Question 2: How does perceptual experiences about accommodation enhancements in the classroom setting effect academic outcomes of disabled postsecondary students?

Research Question 3: How do disabled students rate their campus experiences and the reasonable accommodations they receive from their institution of higher learning?

Findings

The data collected provided credence to the rationale, based on the communicative narratives presented by the student participants. Likewise, the following themes were used to assist in the analysis of the data associated with this research study. During analysis responses of the focus group interviews were coded by the researcher according to division of communicative responses by the participants: The immersion of phenomenological information from all qualitative measurement sources used the following preset classifications.

Positive endorsements. Positive Endorsements are the expressions of an affirmative confirmation about one's involvement. These types of theme labels form an optimistic and confidence-building endorsement in their responses. The research questions, RQ1, RQ2, and RQ3, tied into these theme labels. If participants had a perception that they made good use of accommodations and ancillary aides, then satisfaction ratings for educational outcomes, classroom use of accommodations, and campus experiences were viewed as more favorable.

Application of accommodations. For the purpose of this research study statements that reflected the use of reasonable changes and/or modification for students with disabilities were placed in this category. Like the code of Positive Endorsement, the research questions, RQ1, RQ2, and RQ3, tied into this theme label. If participants had a perception that they made good use of accommodations and ancillary aides, then satisfaction ratings for educational outcomes, classroom use of accommodations, and campus experiences were viewed as more favorable.

Experienced knowledge. This theme label is described as the participants' use of pre-existing information and understanding. Likewise, as focus group members, the participants were familiar with the topic and/or had existing information about the process. Based on RQ2, having essential pre-existing knowledge about the availability of services and legally mandated rights, based on the nondiscrimination laws, may help students be better self-advocates.

Inclusion statements. Inclusion Statements are assertions that promote the concepts of design and practices that allow all groups of students integrated into the instructional and campus life process. There was a perception that students with

disabilities valued and contributed fully to the academic venue, along with the feeling of being incorporated into the whole campus experience, as proposed in RQ3.

Negative evaluations. Negative Evaluations are declarative statements or appraisals that are associated with distressful perceptions or viewpoints about RQ1: sensible accommodation enhancements, instructional design and facilitation of learning, and academic outcomes associated with postsecondary experiences.

Beneficial statements. Beneficial Statements are advantageous and constructive declarations about a situation or enhancing the process of possessing accommodation enhancements and ancillary aides, as proposed in RQ1.

Parity equilibrium. Parity Equilibrium is a theme label that explores communicative exchanges that determine the respondents' views relating to the consistency of academic performance among all student demographic groups. The review of the quotes transcribed from the focus group delved into the respondent perceptions of parity balances. The aspects of parity related to RQ1. The label code of parity was important to demonstrate the progress of service delivery and functional standards analysis. In summary, the rating of this perceptual code gave credence to the abilities of the students with disabilities to demonstrate progress at comparable rates to that of non-disabled peers.

Analysis of Findings

The data gathered to answer the research questions reflected the descriptive characteristics of qualitative research analysis. The basic analysis involved the use of words included in participants' responses that provided information for the researcher's personal interpretation and viewpoints about the phenomenon, with regard to preset

themes. Special attention to the intermediary information from the survey and focus group respondents about issues relating to accumulating opinions assisted the researcher in interpreting the data. The information used to evaluate RQ1, originated from the survey rating field details and personal narratives of the focus group respondents. The following is a description of the subjective analysis of the data sources.

General Tables and Figures Depicting Study Participation

Figure 1 and Figure 2 represent the participant frequency of the surveyed responses. Figure 1 indicated that most participants responded to the early time slots for the Spring Semester, 2018, data collection period.

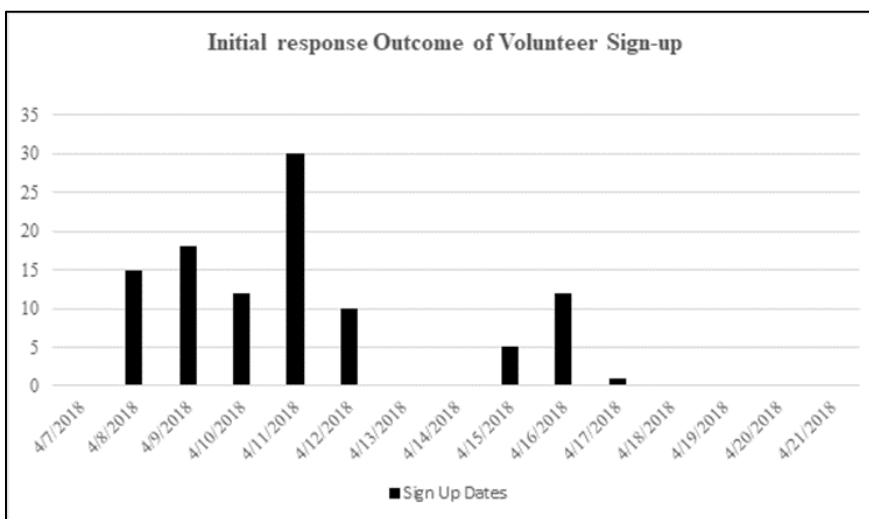


Figure 1. Initial response outcome of volunteer sign-up. The graph illustrates the initial sign-up to participate in the research study. The graph was adapted from *Qualtrics*, 2018.

Figure 2 is a graph illustrating the follow-up outcome of volunteer sign-ups to participate in the research study. Similar to Figure 1, Figure 2 shows that most respondents expressed interest in participating in the survey, as demonstrated in e-consent; the high acceptance rate of respondents to take the survey justified the sample size and selection criteria.

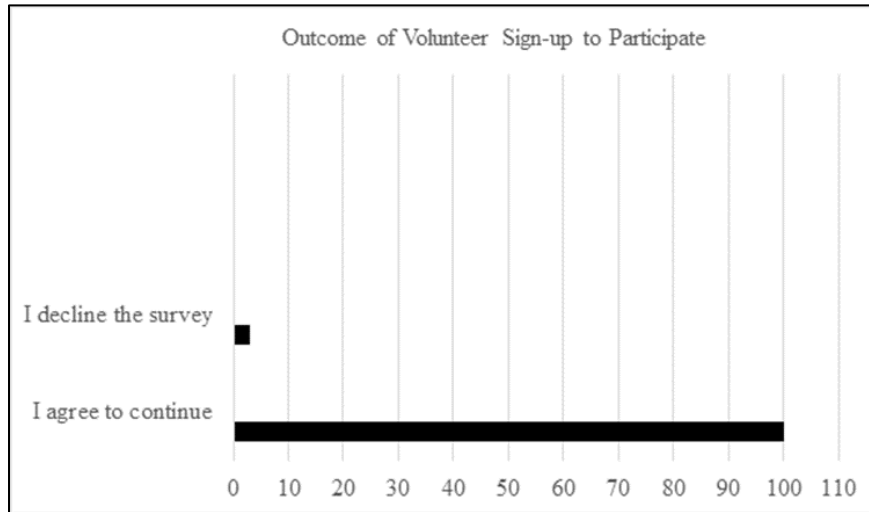


Figure 2. Outcome of Volunteer Sign-up to Participate.

Note: The graph illustrates the outcome of volunteer sign-up to participate in the research study. The graph was adapted from *Qualtrics*, 2018.

Creswell (2009) found that a sample size large enough to serve as a representative sampling of students that had disabilities helped sustain reliability and validity. Likewise, the sample size of 30 to 50 participants was large enough to find students who shared an interest in the topic. This research used maximum variation, purposeful sampling, because the variation in the focus group participation represented divergent, perceptual deliberations. In addition, the placement of participants into the focus group changed from the original plan, due the numbers in the selection pool, which exceeded expectations.

Participant Demographics

The last range of participants who took an interest in the survey segment of the investigation brought the total to 104 respondents. Those respondents that recognized themselves as male were 23.2%. The dominant part of the gender orientation was

female, at 74.4%. The others selected a non-determined gender, with a rate of 2.3% of the participants.

The on-line survey results were generated by 86 respondents. Amid the study period of the examination, an insignificant percent of the study members self-distinguished themselves as having a disability at a rate of 6.9%. Those reviewed members who indicted 'no' to the survey field of being a student with no disabling features were 93.0% of the 86 respondents.

The surveyed participants responded to the following age reveal field: What is your age? Figure 3 is a graph that indicates the age ranges of the respondents. The age range for the lowest-aged participants fell in the range from 26 to 34 years of age, at 5.88% of participants. The highest frequency of age range for participants was 18 to 25-year-old student participants, at a rate of 94.1%.

As Figure 3 displays, the demographic age attributed to most of the respondents fell in the range of 18 to 25-years-of-age. Thus, most of the respondents were in their young adult years of social and moral development. According to the research conducted by Morrow (2001), young adult experiences and views were shaped by "social experiences" (p. 266). Favorable perspectives with young adults formulated through social interactions.

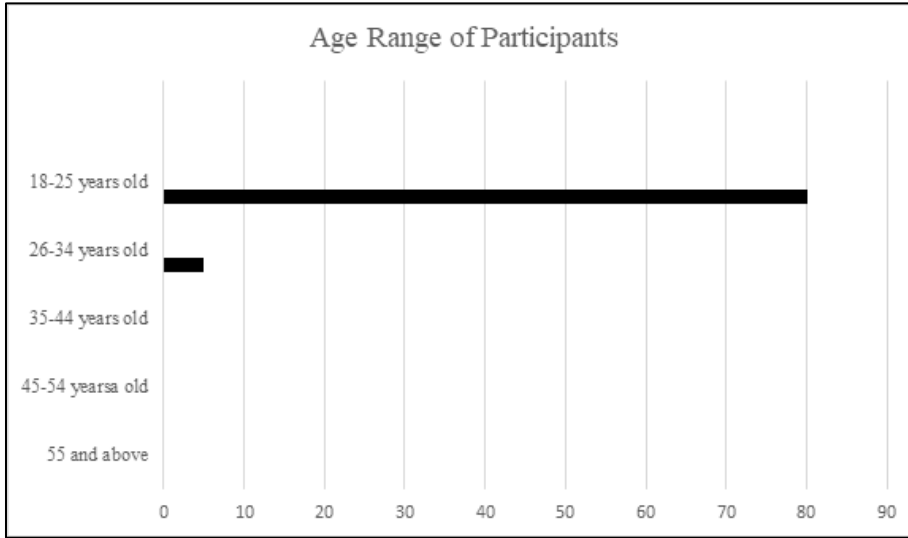


Figure 3. Age Ranges of the Respondents. Note: Figure 3, provides the age range of the external on-line survey respondents (Copyright 2018 by Qualtrics).

Table 1

Highest Level of Education Completed

What is the highest level of education you have completed?

1 High School 74.68%	59
2 Associates 13.92%	11
3 Bachelors 7.59%	6
4 Masters 1.27%	1
5 Doctorate 2.53%	2
Total Respondents	79

Note: Data for Table was obtained from related research and compiled through the institutional Qualtrics data system company, Copyright, 2018.

The demographic, educational background of the surveyed participants is indicated in Table 1 and Figure 4. The descriptive data illustrates that most of the research respondents marked their highest educational level completed as high school. Past research indicated that the educational level and ideology about a subject matter

clustered around social clicks that shared similar viewpoints. Likewise, the more educated one was, the more liberal was one’s thinking (Kelly-Woessner & Woessner, 2006). It was possible the education level of participants affected the satisfaction levels indicated on survey responses.

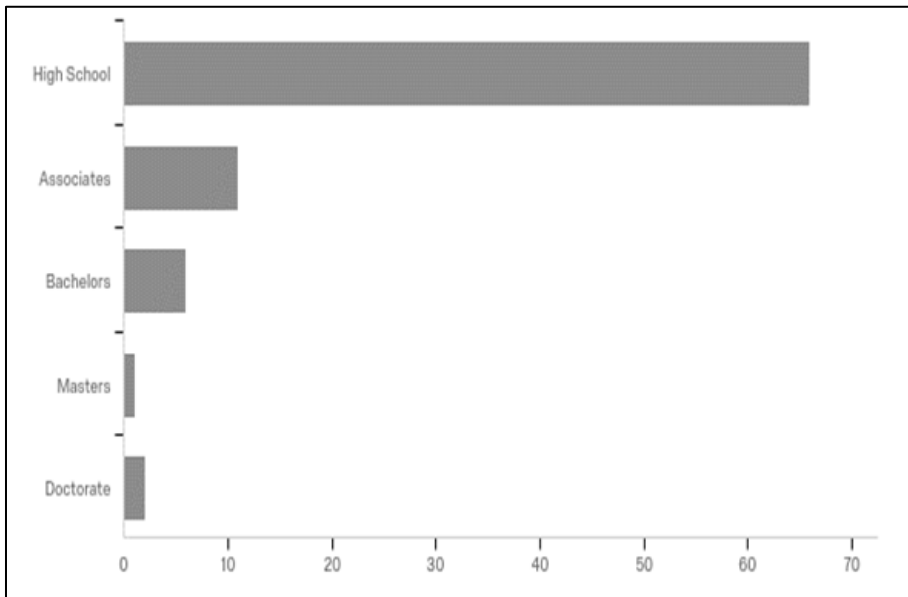


Figure 4. The Educational Demographics of the Research Respondents. Note: Figure 4 graph relating to this study is provided by Qualtrics (copyright 2018).

Table 2

Demographic Information - Students with Disabilities

	Yes	No	Did Not Respond	Does Not Apply to Me
Do you identify yourself as a person with a disability?	6	80	18	0
If you do identify yourself as a disabled student, do you use accommodations?	5	15	20	64

Note: Featured in Table 2 are response numbers of detail themes relating specifically to students with disabilities.

Based on Table 2, the participants' responses from each group surveyed shared consensus, with regard to perceptive thoughts, and feelings confirmed, relating to reasonable accommodations bolstering the academic educational outcomes for students with disabilities.

Analysis of the Research Questions

The reactions of the study participant members distinguishing themselves as non-disabled with regard to their observations on the utilitarian values of students with disabilities having accommodations, were reliably higher. Those members in this subgroup predominately evaluated a positive reaction. The middle reactions for the reviewed subgroup kept positive appraisals. The minority reactions for this subgroup were mellow in their ratings.

Research Question 1: What are the perceptions of disabled students receiving accommodations, disabled students not receiving accommodations, and non-disabled students regarding the impact of reasonable accommodations on educational outcomes?

To answer this research question, special attention was given to the information from the survey and focus group about issues relating to accumulating opinions, or views that change over time and experiences endured by the person. The information used to evaluate RQ1, originated from the survey rating field detail (see Appendix A), with the instruction, 'rate your satisfaction with course outcomes with accommodations.' These expressed opinions related to inclusion, parity, and social justice.

Table 3, illustrates the responses of the participants' self-reported grade point averages. The table gives insight into the themes of application of accommodations, inclusiveness, parity equilibrium, and positive endorsements.

Table 3

Table Report of Participant GPA's

Grade Point Average	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	Did Not Respond
Non-disabled Students	49.3%	29.1%	18.9%	0.25%	19%
Disabled Student	50.0%	16.6 %	33.3%	0	0

Note: The data analysis for research study was generated using *Qualtrics* software, Version Lindenwood University of *Qualtrics* (Copyright © 2018 *Qualtrics*).

The assessment of RQ1, by the surveyed responses and focus group comments constituted an overall result of ‘meets satisfaction.’ The descriptive results to RQ1, are revealed in Table 4. Responses from many of the participant groupings indicated a positive regard for, or satisfaction with, the statements. Likewise, many participants expressed views that academic achievement and outcomes met satisfaction ratings, with regard to RQ1, at 96.2%. This rate further strengthened the study theme of parity equilibrium.

Table 4

Rate Satisfaction with Course Outcomes with Accommodations.

Respondents	Not Satisfied	Moderate Satisfaction	Meets Satisfaction	Exceeds Satisfaction	Exceptional Satisfaction
104 at 17 not responding					
Students with disabilities not receiving accommodations	0	1	3	0	0
Students with disabilities receiving accommodations	1	0	0	1	0
Non- Disabled Students	4	16	41	9	4

Note. The numbers = participant responses by separator classification. The data analysis for research study was generated *Qualtrics* (Copyright © 2018).

To answer this question the researcher also looked at a couple of survey detailed fields, spotlighted to answer RQ 1. First detail field is rate your satisfaction with course outcomes with accommodations. The assessment of the designated detail, by the surveyed responses and focus group constituted the varied range of satisfaction levels. For students with disabilities that received accommodations who took the satisfaction survey, the Likert responses for satisfaction were at different ends of the rating spectrum.

Since respondents expressed opposing views, the theme of applications of accommodation emerged as the respondents described their personal experiences. The respondents that received accommodations reported having GPAs in the 3.6 to 4.0 level, although their satisfaction levels were at different ends of the spectrum. Responses from the overall participants with disabilities groupings experienced positive regard towards the academic achievement.

Most respondents that identified themselves as being disabled regardless of using accommodations or not, rated moderate to exceeds satisfaction, which corresponded with the theme of positive endorsement. This theme was found to be true even if the respondents had minimal grade point averages. Likewise, most participants with disabilities expressed views that accommodations met satisfaction-ratings, as covered in RQ1, at 66.6%. The aspects of parity related to RQ1.

The label code of parity was important to demonstrate the progress of service delivery and functional standards analysis. In summary, the rating of this perceptual code gave credence to the abilities of the students with disabilities to demonstrate progress at comparable rates to that of non-disabled peers

When asked the following question, members responded with inclusion and parity statements: Why did you want to participate in a research study relating to disability access and accommodations? Transcribed and coded explanations by the respondents in the focus group activity expressed their views about the question. Participant P-2 stated, 'I want to help those students that are disabled.' P-3 commented by saying the following, 'If accommodations will help students with disabilities do well in class, then why should they not have them.'

The second detail field referring to accommodations and academic outcomes gave the following instruction: 'Rate your satisfaction with course outcomes without accommodations.' The overall responses were 78, or 92.8%, of the respondents who identified as non-disabled; and 6 of the respondents, or 0.07 %, who identified as having a disability. Of those who self-identified themselves as students with disabilities, two reported using accommodation and four reported not using accommodations in the classroom setting. For those students with disabilities reporting not having accommodations in the classroom, 50% reported that satisfaction fell into the 'meets satisfaction' rating scale.

All participants in the focus group were asked to answer the following question: 'Do you feel that students with accommodations have equality in academic performance to that of non-disabled students with no enhancements?' All participants responded in the affirmative. The focus group explained their responses in the following transcribed quotes.

With regard to Question 7 on the satisfaction survey, P1 responded, 'Yes, since disabled students I know make good grades, I feel no difference between the abilities of

the non-disabled student' (Inclusion Statements, Positive Endorsements and Parity Equilibrium). P2 stated, 'Yes, I felt that they have the same abilities if they have accommodations even with studying to get grades' (Positive Endorsements and Parity Equilibrium). P3 answered, while shaking her head in agreement with respondents P1 and P2, 'Yes, Students that are disabled can do as well as anyone else' (Inclusion Statements, Positive Endorsements and Parity Equilibrium). And, P4 agreed, 'Yes, disabled students can get the same grade as non-disabled students. My friend with anxiety sometimes has issues with motivation when she has a lots going on then she is more likely to reveal her disabilities to others' (Inclusion Statements, Positive Endorsements and Parity Equilibrium).

Research Question 2: How does perceptual experiences about accommodation enhancements in the classroom setting effect academic outcomes of disabled postsecondary students? The descriptive results of RQ2, revealed feelings of overall positive endorsements by most participants, as displayed in Table 4 and Table 5. Table 4 indicated satisfaction rates by participations who operated with accommodations, while Table 5 indicates the satisfaction with course outcomes responses of the participants without accommodations. To answer this question the researcher also looked at a couple of survey detail fields, spotlighted to answer RQ 2. The first detail field was to rate satisfaction with course outcomes with accommodations. The second detail field was to rate satisfaction with course outcomes without accommodations.

Those student participants' responses, who reported being disabled but using accommodation, contributed to a rating of 'not satisfied' to 'moderately satisfied.' When the elements of sampling were examined, the experiences of the phenomenon were

subjective, meaning those who experienced disability may have varied views about accommodations provided. Those surveyed disabled participants who did not use accommodations pointed to the evidence that one was more likely to have perceptions of higher satisfaction. Similarly, non-disabled student participants had more favorable ratings for this question. As in Table 3, which illustrated the self-reported grade point averages of the surveyed participants, categorized by whether they were students with a disability, Table 5 indicates that students not receiving accommodations also were satisfied with course outcomes.

Table 5

Report of Rate Satisfaction with Course Outcomes without Accommodations.

Respondents	Not Satisfied	Moderate Satisfaction	Meets Satisfaction	Exceeds Satisfaction	Exceptional Satisfaction
104 at 17 not responding					
Students with disabilities not receiving accommodations	0	1	3	0	0
Students with disabilities receiving accommodations	1	1	0	0	0
Students without disabilities	8	15	39	14	3

Note. The numbers = participant responses by separator classification. The data analysis for research study was generated *Qualtrics* number responses to designated survey details (Copyright © 2018).

This information demonstrated that most of the participants or respondents with or without late semester start accommodations had lower satisfaction rates and were more likely to be disappointed with their accommodations. However, the information additionally demonstrates that a portion of the study respondents had self-reported grade point averages in the 3.6 to 4.0 range. With the dominant part finding as ‘meets

satisfaction,' the exploration could securely presume that there was some outflow of happiness about scholastic accomplishment and the utilization of facilities by students with disabilities, which agreed with Barazandeh (2005), Grieve (2014), and the U.S. Department of Justice (1990).

Those respondents that self-identified themselves as having an accommodating disability responded to the survey questions with mixed views. Specifically, some students with disabilities had less than favorable attitudes about satisfaction with accommodations.

Research question 2, was also answered by inductive meaning of the respondents' interpretations of the utilitarian value of reasonable accommodations at the postsecondary level of education and its impact on academic outcomes. Research question 2 specifically targeted a select group of the participants in the research study. The sub-target sample was those who identified themselves as disabled. Research question 2 made exceptions for the non-disabled participants, because it allowed them to express that the exceptions allowed them to compete with their nondisabled peers. The following themes emerged to answer RQ 2: application of accommodations, beneficial statements, experience knowledge, inclusion statements, and positive endorsements (see Table 5). Using selected survey questions and focus group responses, the following descriptive data were used to answer RQ 2.

Field detail question number one had a satisfaction rate of 49.2%. The respondents' satisfaction with knowledge about accommodations and disability services was below average. Based on the experiences of the respondents, more knowledge about disability services and reasonable accommodations processes needed to be publicized to

the general student body, based on FD 1. Likewise, surveyed field detail FD 2 indicated information regarding the structural location of the disability service location needed to be advertised to the student body at large. FD 2 rating for satisfaction was 58.1%. Field detail five, with a satisfaction rating of 79.0%, on Table 6 received moderately average satisfaction ratings by the respondents. The researcher found that respondents with disabilities had some apprehension about disclosing their disabilities to their postsecondary peers.

Table 6 shows the survey question in which most respondents demonstrated a specifically perceptual rating about accommodations approval rating. Surveyed field details and focus group responses provided answers concerning the satisfaction perceptions of RQ 2. First, FD 3 had an overall satisfaction rating of 88.0%, which rated the respondents' satisfaction with the university's initiative to accommodate students with disabilities. Based on results displayed in Table 6, FD 3 supported higher than average rates of satisfaction by the respondents. Therefore, there was a perceptual view by most respondents that the site institution was providing enough resources. Furthermore, to facilitate academic achievement through accommodations for students with disabilities, the respondents believed there was adequacy in the amount of disability student supports available. A limitation identified was that the targeted student population needed additional tools for accessing such services. In response to questions relating to the themes of parity and inclusion, members of the group made the following statements about the question, 'Do you have any concerns regarding the academic supports for all students whether disabled or non-disabled? Explain.'

Table 6

Appraisal Survey Questions Supporting Research Question 2

Detail Field Question	Not Satisfied	Moderately Satisfied	Meets Satisfaction	Exceeds Satisfaction	Exceptional Satisfaction	Overall Satisfaction Rating
FD1=Rate your basic knowledge about accommodations and disability services	13	25	36	9	4	85 0% of 87 respondents reporting
FD2=Please rate your satisfaction with finding the location of academic and disability supports on campus	20	21	37	5	4	89 6% of 87 respondents reporting
FD3=Rate your satisfaction with the university's initiative to accommodate students with disabilities	10	22	40	9	6	83 7% of 87 respondents reporting
FD4=Rate your knowledge of disabled accessibility and accommodation experience	15	21	37	9	5	83 9% of 87 respondents reporting
FD5=If you identify yourself as disabled, rate your satisfaction with acknowledging it to your postsecondary student peers	13	11	30	4	4	87 0% of 62 respondents reporting
FD9=Please rate your satisfaction with understanding process of getting accommodations	12	17	42	8	5	84.5% of 84 respondents reporting

Note: Some respondents left some questions blank, which caused a different number of participants for each field detail.

With regard to Question 5 on the satisfaction survey, P1 answered, saying, ‘Even non-disabled student[s] need support sometimes when they are struggling’ (Experienced Knowledge). There were no additional Question 5, responses.

When participants asked, ‘What do you consider as a reasonable accommodation?’ The Researcher explained for clarification, ‘Reasonable means causing no undue financial or bureaucratic hardship on the institution.’

With regard to Question 16 on the satisfaction survey, P1 answered, ‘There should be some limitations’ (Experience Knowledge). P2 stated, ‘More time to complete lessons is a reasonable accommodation. Thing like this do not cost a lot of money and all students could use this’ (Inclusion Statements). P3 agreed, ‘I agree that there should be some limitations on cost, but some accommodations relating to barriers need to be supported’ (Application Accommodation). And, P4 said, ‘There should be no limitations on accommodation because those students need them. I depend on your condition’ (Beneficial Statements).

The analysis of the in-person, focus group responses linked findings to validate what was found in the analysis of the external on-line survey. The qualitative implications of this research study pointed out that there was a coherent theme throughout the respondents’ experiences. The participants expressed a sense of inclusion, as well as a positive campus climate conducive to making students with disabilities comfortable and accepted, and those students had a right to have accommodations in order to have an equal footing in the classroom setting, as it related academic outcomes. In addition, the focus group analysis demonstrated the participants’ ability to process information about personal experiences and draw conclusive evidence that individual

experiences could shape group consensus, as supported by Sachs and Schreuer (2011) and Skinner (2004).

The second field detail with majority satisfaction rates was FD 4, which asked participants to rate their knowledge of disabled accessibility and accommodation experience. Descriptively, the overall rating for FD 4 was 82.7%. When FD 4 was examined, most of the survey and focus group respondents identified the themes of beneficial statements, experienced knowledge, inclusion statements, application of accommodations, and positive endorsements.

The theme of beneficial statements emerged as a core concept. The respondents with disabilities had experienced knowledge about the benefits of equalizing their education opportunities through the application of accommodations, if needed, and structural access to traverse the campus environment. Most of the respondents participating in the research study felt a sense of opportunity for all students to succeed, which valued inclusion. Likewise, the respondents expressed perceptions that they had enough experienced knowledge about accessibility and accommodations and how such services facilitated helping to expand the concept relating to inclusion and diversity for the global student body. In addition, with the majority satisfaction rating for FD 4, the researcher concluded that positive endorsement was a core observation for this detail, as it related to answering RQ 2.

Conversely, FD5, which was rated negatively, reflected whether students with disabilities desired to be discrete about signs of disabling conditions. Thus, a negative satisfaction evaluation could result in good proactive interventions. For example, some respondents may have felt comfortable with disclosing their disability only when

necessary. In addition, students with disabilities had a gateway to being discrete about their conditions, so neutrality was strength, conceivably; and entry into exposure for inclusion with non-disabled peers, as supported by Kelley, Prohn, and Westling (2016), Richardson (2016), And Van Rheenen (2016).

The final surveyed field detail that answers RQ 2 was FD 9, which was summarized in the following survey question: ‘Rate your satisfaction with understanding process of getting accommodations.’ The rating for FD 9 was 83.3% of the disabled participants who, regardless of receiving accommodations, found some satisfaction with FD 9. The analysis of RQ 2 led to the following observation: The institution was doing something to satisfy the targeted student consumers. In addition, the data summarized in the findings of the research made it evident that the respondents with disabilities were pleased with the understanding of how to ascertain reasonable accommodations within the campus setting. Similarly, the respondents with disabilities viewed elements of accommodation acquisition in relationship to the process as simple, which increased the themes of positive endorsement and experienced knowledge. Finally, the high satisfaction of FD 9 indicated that the site institution was making a connection with the needed services for most of the participants that self-identified themselves as having a disability, in order to effect successful academics, also were satisfied with course outcomes.

The personal experiences of using accommodations within the classroom by students with disabilities were subjective interpretations. If such reasonable accommodations aligned with the respondents’ schema as useful, as RQ 2 implies, then therefore, the respondents might have a higher propensity for viewing a positive

connection between perceptions of using accommodations within the classroom setting and high academic achievement. Thus, the personal interpretation of the benefits and application of accommodations, based on the data, indicated that the respondents with disabilities had higher ratings towards the positive endorsement scale of satisfaction.

In addition, the question asked in RQ 2, explores the uniqueness of each respondent's perceptual viewpoint. The effectiveness of accommodation and/or enhancements constituted a collection of feeling and experiences. The data from both the survey and focus group discovered that more logistic awareness respondents had, the more the respondents became directed in their motivation and self-efficacy skills. Thus, the theme of experienced knowledge emerged within the participants' responses. With regard to Question 9 on the satisfaction survey, P1 answered, 'There should be a system at time of enrollment in which disabled students may access to disability services' (Beneficial Statements). P2 stated, 'Have students with disabilities placed on the first tier for housing' (Beneficial Statements). P3 replied, 'Disabled students should have first preference in all things involving access and inclusion on campus. I feel emotional support dogs should be able to come into class' (Beneficial Statements). And, P4 said, 'I have a friend that came in with an early onset accommodation for anxiety. Sometimes athletes have a difficult time going to resources that may help them. More access is needed to see the psychologist' (Beneficial Statements).

Research Question 3: How do disabled students rate their campus experiences and the reasonable accommodations they receive from their institution of higher learning?

The answer to this specific research question was referenced by the responses on survey questions relating to satisfaction by students identified with disabilities, about the university's initiative to accommodate their disabling needs (Kim & Lee, 2016). The participants who asked for accommodations after the semester started, expressed inadequate enhancements to their accommodations. The early on-set respondents with disabilities found themselves more responsive to their accommodations, and the following themes emerged: positive endorsements, inclusion statements, parity equilibrium, and negative endorsement.

The responses regarding the question of satisfaction of accommodations provided at the institutional research site had high rates of perceived satisfaction. The respondents with disabilities who fell into the early onset of accommodations reported higher rates of satisfaction than those who later added accommodations. The impressions of satisfaction by late-onset respondents with disabilities were rated lower on the survey Likert scale. Table 7 illustrates satisfaction ratings of campus life experiences, as indicated by the research participants.

The findings suggested that the 'not satisfied' rating suggested that students with disabilities preferred to not disclose their disability, which placed the view in the theme of negative endorsement. The RQ 3 data suggested that disclosing one's disability might pose negative integration into postsecondary campus life. The following detail fields corresponded with the focus group themes of positive endorsements, inclusion statements, parity equilibrium, and negative endorsement.

Table 7

Report of Research Question 3

Respondents	Not Satisfied	Moderate Satisfaction	Meets Satisfaction	Exceeds Satisfaction	Exceptional Satisfaction
104 at 17 not responding					
Students with disabilities not receiving accommodations	28.5%	0	0	0	0
Students with disabilities receiving accommodations	0	14.2%	42.8%	14.2 %	0
Non- Disabled Students	10.0%	26.2%	46.2%	10.0%	7.60%

Two field details that particularly stand out to answer RQ 3 were FD 6 and FD 7. Both FD 6 and FD 7 emphasized themes of positive endorsement, inclusion and parity. Field detail six, required the respondents to rate satisfaction with one’s personal attributes being kept confidential within the campus academic support divisions. The respondents supported FD 6. The high rating for FD 6 meant that respondents did not want to stand out for their differences; but, discretely they wanted their abilities to be valued and recognized with a sense of equality. Thus, analyzing FD 6, neutrality was easily interpreted as a good alternative to letting an individual make decisions about issues of confidentiality. With regard to Question 3 on the satisfaction survey, P1 replied, ‘No, but I have a close friend that is disabled.’ P2 stated, ‘No, I am not disabled but I have a friend on my team that has a one leg.’ P3 answered, ‘I would say I do not have a disability. I see a lot of disabled students on campus.’ And, P4 indicated, ‘I do not have a disability, but I have a friend here at the school that has an emotional disability.’

FD10 rated satisfaction with quality of faculty in providing accommodations had a satisfaction rating that represented the majority, indicating that there was cohesion between respondents and faculty effort to meet the instructional needs of students with disabilities. FD11 required the respondents to rate satisfaction with providing access to higher education for students with disabilities. FD11 had an especially high rating of satisfaction and demonstrated an inclusive campus community environment, which was welcoming to diverse student groups. The researcher investigated the following focus group responses to a similar question. ‘Do you feel that the university is doing enough to accommodate students with disabilities in respect to structural access?’ Many of the respondents that the structural barriers were few and that most students with disabilities could maneuver around such barriers.

With regard to Question 3 on the satisfaction survey, P1 answered, ‘Even if the school puts in elevator and such, I still think that they are doing enough to allow access for disabled students. The school can place disabled students in classroom that are accessible’ (Application of Accommodations and Experienced Knowledge). P2 replied, ‘No, my friend needs a first-floor residence. My friend received a late onset accommodation.’ The researcher asked, ‘Do you know if you friend is satisfied?’ Answer: ‘I don’t know’ (Negative Evaluations). P3 agreed, ‘Yes, I see disabled students getting around campus’ (Parity Equilibrium and Negative Evaluations). P4 stated, ‘Yes, I know that disable[d] students' action to get through barriers whether structural or instructional. That sucks’ about certain buildings constructed before a certain date (Inclusive Statements and Negative Evaluations).

Similarly, FD12 required the respondent to rate satisfaction with course outcomes without accommodations. This detail satisfaction rate was 98.85%, an indication of comfortability with one's campus experience and an emphasis on the themes of inclusion, positive endorsement, and parity to that of non-disabled peers. The focus group supported the theme of parity of educational outcomes and opportunities, as indicated by the following comments:

FD10 asked student to rate satisfaction with quality of faculty in providing accommodations, and FD11 asked students to rate satisfaction with providing access to higher education for students with disabilities. Responses to both FD10 and FD11 suggested an inclusive statement coded in the focus group analysis. The neutral ratings suggested agreement among the respondents about a positive and welcoming social climate for all students at the postsecondary level of education. In support of this study's findings, Timmerman and Mulvihill (2015) found "when faculty understood the importance of accommodations for enhancing academic success, they were more comfortable in making accommodations and were willing to work with the student to make the learning experience valuable" (p. 1620).

The positivity of the respondents was illustrated in the rating in FD13 at a satisfaction rate of 94.0%. Field detail 13 required the respondents to rate their satisfaction with allowing accommodations to those students who needed them. The majority of participants connected the data as to indicate a viewpoint of inclusiveness. Similarly, the focus group participants communicated agreement that students with disabilities should have accommodations if they needed them. This was about students with disabilities having accommodation, and P2 of the focus group stated, 'They can't

help that they are disabled.’ In addition, P3 was in agreement with P2 and responded, ‘I agree disabled students need access to accommodation if they want them.’

In interpreting, the comments from the focus group were supported by the inclusion statement observed in the high satisfaction rating found in the survey’s FD 13. Likewise, the high satisfaction rate of FD 13 connected with the theme of the positive endorsement for provision of accommodations for students with disabilities. The consensus among most of the surveyed respondents was to advance the dynamics of higher education for all postsecondary students, the use of accommodation enhancements contributed to improved student retention, and positive academic achievement. Similarly, Gonzalez and Elliott (2016) asserted in their research, the greater contact led to more institutional support and collaborative understanding.

In concluding the analyses of the external on-line survey, data analysis demonstrated that the views of the participants promoted diversity. One question asked of participants was, ‘Do you feel that the site institution is doing enough to help disabled students received their accommodations, ancillary aids and modifications to ensure academic success?’ Although all of the respondents in the focus group answered the separator question as being students without disabilities, all of the responders answered this question with a labeled code of an inclusion statements. The responses to Question 2 on the satisfaction survey were: P1 answered, ‘Yes, I feel that the school is doing enough to help disabled students receive their accommodation. My friend who is disabled had her accommodation before spring semester started. All my professors are helpful in supporting disabled students. I feel that disabled students should get accommodated’ (Inclusion Statements).

The survey's results indicated that many respondents had doubts for allowing those students with disabilities to have access to accommodation enhancements. Likewise, with such accommodations, the survey outcomes elucidated that academic achievement was attributed to one's own natural abilities. The respondents' views of the determinants of academic achievement were based on one's own social construct. Similarly, in the findings reported by Timmerman and Mulvihill (2015), each of the participants relayed experiences of both positive and negative responses to their use of accommodations by other students and by their professors. As both types of participants were education majors, their classroom peers and their teachers were likely to be more familiar and comfortable working with students with disabilities and hold more favorable attitudes towards the abilities (p. 1620).

Half of the focus group respondents reported coming from different countries. The respondents discussed accommodation enhancements for students who speak English as a second language. All the respondents reported feeling that such accommodation enhancements would be helpful universally to any postsecondary student who struggled academically.

With regard to Question 8 on the satisfaction survey, P1 replied, 'I do feel that accommodations could help any student. All of us if we begin to struggle should have help/' All participants felt that accommodations could help in academic performance for all struggling students (Beneficial Statements, Inclusion Statements and Parity Equilibrium). P2 answered, 'Some people don't need it' (Application of Accommodations). P3 replied, 'Sure, it would help me to have accommodations

(Beneficial Statements). And, P4 stated, 'Yes, it is good for anybody. One has to see if it is right for them' (Beneficial Statements and Inclusion Statements).

In their research, Sutherland, Conroy, Abrams, and Vo (2010) revealed the following:

Analyses that model the interactions and influence of mediating factors such as quality and adherence can provide important information about the relationship between treatment fidelity and treatment outcomes, thus allowing researchers to develop more targeted and effective interventions. (p. 78)

Identified non-disabled students were asked, 'Do you have the perception that allowing disabled student accommodation enhancement gives you an unfair advantage over their non-disabled peers?' The participants expressed the feeling that students with disabilities were not provided any superior advantage or accommodation benefits that would give them a competitive edge over their non-disabled peers in instruction and/or grading.

With regard to Question 4 on the satisfaction survey, P1 replied, 'No, I don't feel that they are getting an unfair advantage. They need the accommodations' (Beneficial Statements and Parity Equilibrium). P2 answered, 'No, my disabled friend actually makes good grades. She needs the same chances' (Inclusion Statements). P3 stated, 'I agree, students with disabilities need accommodation to help them to work at a normal ability' (Parity Equilibrium). And, P4 indicated, 'Disabled students even with accommodations have the same ability as us' (Parity Equilibrium).

The participants' communicative reports reflected varied understanding about the reasonable accommodation, and how these enhancements either supported academic

achievement outcomes or did not have any, or had little, relevance to students with disabilities at the postsecondary level of education. The analysis presented direct quotes of the respondents to provide depth to the social experiences of the student participants. The qualitative data this research study explored gave viewpoints concerning the understanding and knowledge of self-advocacy forum as supported by findings of Gibbons et al. (2015) and Willem-Gorter (2009). The focus group respondents commented on why they volunteered to participate in the study. P1 answered, 'Well I really don't know much about the topic, but I like participating in in-person studies' (Negative Evaluations). And, P4 replied, 'I receive 3 participation credits, don't feel bad' (Beneficial Statements).

During the survey, those respondents identified as disabled but not receiving accommodations experienced an indifference to self-advocating for accommodations. The majority view held by the category of participants who did not have a disability was, they recognized there was a benefit of the utilization of accommodations to enhance academic outcomes. One perceptual view held by the focus group respondents was that there was a compelling attitude of disappointment that they had not ascertained accommodations prior to the start of the semester. When asked during the focus group session about having remorse about not requesting accommodations, participant P2, responded, 'Me too, my disabled friend needs more assistance in housing. She is on the third floor of our residence and she has disability with her leg, she needs to be on the first floor of our residence hall. It is hard for her to go up and down' (Inclusion Statements). P3 replied, 'I feel really good to know that the school has an office that disabled students

can go to get extra help' (Inclusion Statements). And, P4 said, 'The school is doing enough. More could be done to help disabled students (Inclusion Statements).

Summary

The data analysis in this study examined participant views about the topic of perceptions of the use of accommodation enhancements, with regard to academic achievement for postsecondary students with disabilities. Themes used to synthesize the data collected from the focus group and the external online survey were application of accommodations, beneficial statements, experienced knowledge, inclusion statements, negative evaluation, parity equilibrium, and positive endorsements. The themes were used to label consistent patterns discovered throughout the data collection process. Furthermore, the above-mentioned themes gave a descriptive quality to the respondents' perceptions about the phenomena and the specific research.

Based on the data results, all students could benefit from universally designed instructional strategies. Likewise, it became apparent that there was an atmosphere of social justice that was prevalent and pervasive in the research site campus climate that fostered diversity and inclusion. Moreover, the data provided insight into what a quality inclusive education climate needed, as participants expressed a need to know what accommodations were available and what the processes would be to attain them. The institutional needs identified were universal instructional design, as mentioned in the focus group responses. Faculty and staff that are open to accommodating the needs of diverse students to promote academic success for all should have professional development available. Finally, the data further indicated that students with disabilities

could achieve positive academic outcome when proper supports were in place to facilitate success and positive regard.

Chapter Five: Discussion and Reflection

Introduction

Chapter Five of this research study discusses the relevant findings relating to the qualitative investigation of the effects of accommodation enhancements on students with disabilities, as these accommodations relate to academic achievement and as supported by existing research (Dymond et al., 2007; Grieve et al., 2014; Timmerman & Mulvihill, 2015). The research tools used to conduct and gather data for this investigation were an external online survey and a focus group. Both research tools served to create validity and reliability of the research, as described in studies similar to this research, by authors such as Debrand and Salzberg (2005), DeVault (2015), and Thomas et al. (2015). The purpose, as mentioned throughout the dissertation was to examine college students' perceptions of the effects of accommodation enhancements in the instructional setting, as they relate to academic outcomes. In this chapter, the study's purpose served as a link between the data and the answers to the research questions. In addition, the purpose of the research study, as relevant to Chapter Five, helped the study retrieve then-existing research that synthesized the validity of results of this study.

Furthermore, Chapter Five expounds on the findings in the form of implications and study limitations. The findings and results of then-existing research supported implications and limitations and culminated in identifying related recommendations for future research. Finally, Chapter Five, ends with a summary and the researcher's personal reflection about the research process that was the impetus for this research study.

When the researcher examined the perceptions of the participants, common themes in the responses became clear to the researcher. The researcher found the responses to be strong, since they came from the voices of participants who experienced disability. To this end, this chapter concentrates its efforts to provide recommendations, based on study results. The study research questions were answered qualitatively. Several then-existing research studies found that satisfaction was greater if those who needed accommodations and ancillary services could articulate needs (Cole & Cawthon, 2015; Field et al., 2003; Kuh et al., 2006; McCarthy, 2007).

Research Question 1: What are the perceptions of students with disabilities receiving accommodations, students with disabilities not receiving accommodations, and students without disabilities regarding the impact of reasonable accommodations on educational outcomes?

Research Question 2: How does perceptual experiences about accommodation enhancements in the classroom setting affect academic outcomes of disabled postsecondary students?

Research Question 3: How do disabled students rate their campus experiences and the reasonable accommodations they receive from their institution of higher learning?

The research questions' examination led to the identification of several themes, based on the data collection and recommendations for future research, relating to the topics of inclusion, knowledge, parity, and positive endorsement. In addition to the above-mentioned investigative focus, this chapter discusses personal reflections of the researcher.

This qualitative research described in detail the result of the three Research Questions that guided the study, in Chapter Four. This was helpful when considering student perceptions of the use of reasonable accommodations, as they related to academic outcomes, which were perceived to be produced by the participants of the research. In as much, the comparison of attitudes by non-disabled and students with disabilities varied, based on data results. The setting was a postsecondary research site. The data were recorded at the observation site by audiotaped responses for the focus group and online for the survey.

Higher education institutions ought to perceive that the subject of confidentiality is a legitimate ideal for all students, including students with disabilities. Not exclusively, confidentiality was managing private undertakings and required tact, but it was especially necessary when obtaining accommodation services. Explicitly, discretion for many students with disabilities was a must, regarding disclosing sensitive matters. The research suggested that to function within the campus climate, confidentiality was an expectation. An extra topic that showed amid the examination of the exploration was the need by colleges and universities to figure out how to publicize accessible services to the entire campus community. Being made aware of service availability should propel scholarly achievement and retention for students with disabilities.

The research data demonstrated that the participants wanted to connect to services available to them as a student resource. Likewise, the theme of needing professional development by staff and professors on how to develop universal design of instructional techniques to enhance the quality of instruction for all students was reflected in the data.

Some of the research participants felt strongly that sensitivity by instructional staff widened the gap between cohesiveness of instruction to students with disabilities.

The theme of how to navigate through the procedures of ascertaining reasonable accommodation enhancements posed a dilemma for some of the participants. More knowledge of accommodations and awareness of their availability was necessary to allow students who wish, to be able to solidly advocate for having accommodations to allow students to master the rigors of a postsecondary education. The participants expressed difficulty in finding the correct accommodations to functionally carryout the operations of the demands.

Discussion

Through the application of the qualitative research tools, an external online survey and a focus group, the study found extensive perspectives about the uses of accommodation enhancements, as they related to academic achievement, and that it held a sense universality for students. This finding was especially significant for the respondents with disabilities. The instructional and structural benefits that accommodated students with disabilities, based on the research findings, similarly could benefit the student body at large. Therefore, institutions of higher learning could implement provisions that accommodate all students, so that optimal performance relating to academic tasks advances educational outcomes for the masses. This initiative could further promote a positive campus climate for all (Lewis, Yoder, Riley, So, & Yusufali, 2007; Mytkowicz et al., 2014; Richman et al., 2014; Skinner, 2004).

Then-existing studies supported the universality of providing instructional support for students who might struggle academically (Alexis & Kaufman, 2010; Cole &

Cawthon, 2015; Falkenstine et al, 2009; Woosley & Miller, 2009). In retrospect, this research objective was to expand the dialogue about reflecting ways to actively deliver services to postsecondary students with disabilities, with compassion and to promote successful academic outcomes, as proposed in then-existing research (Becker & Palladino, 2016; Boeltzig-Brown, 2017; Collins & Mowbray, 2008; Dutta et al., 2009; Green & Van Dusen, 2012).

The findings suggested, both with the online survey and with the focus group, zeitgeist nature by the participants to foster a spirit of inclusion and acceptance for students with disabilities. Similarly, the research of Willem-Gorter (2009) found “Advocates for inclusion education not only emphasize the benefits for the children with special needs, but also the opportunities for the other students to discover . . . their peers as friends” (p. 417).

Many of the participants were under the age of 26-years-old. The findings showed that over half of the survey respondents demonstrated positive affirmation about the effectiveness of accommodation enhancements as they fostered successful academic achievement. Likewise, Timmerman and Mulivhill (2015) in their research discussed the usefulness of accommodations in the college setting: “Both participants acknowledged that the accommodations they used helped them to succeed” (p. 1615). In addition, the research found that those students who identified themselves as receiving accommodations expressed an attitude that more enhancement of disability services was necessary.

In addition, perceptions towards the usefulness of accommodations among contemporary experiences were expressed by the majority as a necessity to have such

reasonable accommodations to function successfully at everyday responsibilities. Thus, accommodation was not necessarily viewed as advancing students with disabilities over their non-disabled counterparts, with regard to academic achievement. In the respondents' viewpoints, accommodations provided the essential apparatus to be able to master the conventional tasks associated with being able to do the required educational assignments (Baker, et al., 2012; Barazandeh, 2005; Deci & Ryan, 2000; Timmerman & Mulvihill 2015).

Correspondingly, Ford (2013) concluded with similar perceptual attitudes in research. "Therefore, schools must ensure that they are helping students with LD by using the resources they have at present, while developing their capacity to do more in the long run" (p. 13). In addition, findings varied when examining the attitudes expressed by those participants receiving accommodations; more than half expressed an attitude that their accommodations contributed to their positive academic achievement course results. Essentially, the respondents with disabilities expressed more confidence in their academic abilities if they perceived that they had more universal support provided by their institution (Akey, 2006; Meenu, 2016; Timmerman & Mulvihill, 2015). Overall, most of the respondents reported that they were 'moderately to exceptionally satisfied' with the university's initiative to accommodate students with disabilities. According to this finding, the institution had a favorable rating, based on the participants' perceptions (Ford, 2013). According to Shamberger Williamson-Henriques, Moffett, and Brownlee-Williams (2014), there were reasons why students perceived their collegiate environment as satisfying their basic student service needs. Their research found, "Providing required accommodations, necessary supplemental aids and services, and specially designed

differentiated instruction are to be put in place according to student need and eligibility. It's all about the students" (p. 7).

The student respondents identified the faculty as being amenable to providing accommodations and universal design supports to improve academic outcomes for all students in their classrooms, as eluded to in past research (Gladhart, 2010; Gonzalez & Elliot, 2010; Quick et al., 2003; Richardson, 2016). In this current study, the students made such comments as the following: P3 state, 'Yes, I see disabled students getting around campus.' Through the conversation of P3, the code labels of parity equilibrium, inclusion statement, and positive endorsing were applied, which contributed to the validation of RQ1, RQ2, and RQ3. Equally stated by P4, 'Yes, I know that disable students action to get through barriers whether structural or instructional. That sucks' about certain buildings constructed before a certain date. Likewise, P4's statement reflected the themes of inclusion and negative evaluation. However, the negativity was in response to a perceived wrong toward disabled peers and the failure of the institution to adequately address the issue.

The theme of the need to have helpful staff was shown in existing research (Atanasoff et al., 1998; Baker et al., 2012; Dutta et al., 2009; Timmerman & Mulvihill, 2015; Woosley & Miller, 2009). The online survey field, 'rate your satisfaction with quality of faculty in providing accommodations,' received one of the highest satisfaction ratings. Likewise, this pattern was reflected in the research of Klein-Collins and Patrick (2009). Institutions of higher learning were consistently attempting to find ways to improve instructional quality.

The research evidence suggested that the survey field of satisfaction with understanding the process of getting accommodations fell below the mean average of the responses, by almost all participants in each of the three participant classifications. Essentially, most of the respondents were unfamiliar with the actual site location and process of obtaining reasonable accommodations.

With universal instructional advancements, changing cultural values, and laws to protect the rights of students with disabilities, it became easier for the disabled to assimilate and mainstream into postsecondary education venues. At the time of this writing, we see disabled individuals employed in all types of professions. To gain entrance into sustainable professions, disabled individuals must be educated and trained at the highest levels. America must have postsecondary institutions that promote global diversity for all students including those with disabilities. This external online survey supports this venture, as well as the focus group statements relating to methods to help all students enhance learning.

The respondents who answered the survey, who identified themselves as disabled and receiving accommodations, rated locating and processing accommodations as half rated 'meets satisfaction' and half 'not satisfied.' Likewise, for those surveyed participants categorized as disabled and not receiving accommodations, again half as 'not satisfied' and half 'moderately satisfied.' Correspondingly, the non-disabled respondents had higher than normal ratings of 'non-satisfaction' with DF2 relating to location.

The strategic location and process were considered a limitation, due to most respondents reporting they were not disabled. This extrapolation could be interpreted as the respondents' need for additional information to allow a better understanding of the

process necessary to obtain accommodations within the institutional setting. Several of the non-disabled focus group members indicated not being familiar about the location and process. P1 stated, 'I am not sure where the office is located.' Likewise, P2-stated, 'Me too, where is the office located?'

The ratings of the respondent regarding DF2, and the dismal comments of the focus group participants, implied that more needed to be done by the site institution to get information out about location and processing of accommodation acquisition. Institutions need to make available information about the process and procedures to acquire reasonable accommodations.

Similarly, students need to be made aware of the requisites for processing and system usage at the time of recruitment and prior to enrollment. Likewise, institutions of higher learning must weigh the balance of the cost of what accommodations are reasonable. The research findings supported providing quality services for those students who genuinely required such services. Furthermore, the focus group responses and the majority answer to DF2, indicated that the communication link between all the constituents, students, faculty, and staff needed to flow smoothly.

The research data analysis findings further suggested that the study respondents rated the field of satisfaction with providing access to higher education for students with disabilities with high satisfaction values. Most of the responses rated this field 'Meets Satisfaction,' 'Exceeds Satisfaction,' and 'Exceptional Satisfaction;' the surveyed attitudes concluded a positive favorable rating. As for the focus group, an example of the typical highly favorable responses was represented by the following participant quotes: P1 stated, "Even non –disabled students need support sometimes when they are

struggling.” P3 stated, “I agree, students with disabilities need accommodations to help them to work at a normal ability.” This data response promoted the themes of positive endorsement, inclusive statement, and a beneficial statement. These themes were similarly expressed in then-existing research studies (Ford, 2013; Sachs & Schreuer, 2011). Although the ratings were low about knowledge of the process, the respondents did express positive attitudes of fairness toward students with disabilities.

These attitudes continued throughout the focus group session which reflected comments about social justice and inclusionary viewpoints about access and opportunities for all students (Burgstahler & Russo-Gleicher, 2015; Street et. al. 2012). Rembis (2010) found that attitudes were shifting towards greater social acceptance by society at large.

The current move toward universal design in everything from curriculum and instruction to new housing construction is a direct result of the work done by disabled activists, artists, and scholars, as well as their allies, to teach the value of difference and force themselves into the consciousness of the larger society. (pp. 22-23)

In the survey field about rating one’s satisfaction about locating the academic and disability supports on campus, the respondents overwhelmingly rated this field in the lower form ‘not satisfied’ to the middle range of ‘meets satisfaction.’ These ratings related to the coded theme of knowledge and awareness. Most of the respondents lacked awareness about the actual location of the support offices (Brown et al., 2010; Ford, 2013; Timmerman & Mulvihill, 2015). Based on the findings as articulated in the discussion, the following implications were identified.

Implications for the Research

Institutions of higher learning must hear the voices of students with disabilities who self-advocate to obtain proper accommodations. The research suggested that accommodations had a higher satisfaction rating if students with disabilities and their non-disabled peers had refined self-advocacy skills and displayed themes of inclusion. Likewise, this research proposed that evolution of productive service delivery and advertising the local student resources could address the needs of disabled students more efficiently. Also, this research data implied that hearing diverse voices was essential for program implementation.

Equivalently, this research proposed that there were potentially other factors that could have facilitated high academic achievement among students with disabilities, other than high rating of satisfaction with existing accommodations. Although positive endorsements about the use of accommodations played a role in academic outcomes, the research findings further implied that other influences had a dynamic effect, such as personal motivation and the perceptual relevancy of positive views about ones' campus climate experiences. To this end, the effects of accommodation enhancement improve the likelihood of having successful academic achievement, but more investigation needs to be conducted on legally-recognized change that is welcoming to all students of diverse backgrounds within the student population.

In addition, the research insinuated through the findings that high ratings of satisfaction with ones' campus experience effects perception of parity equilibrium with grade satisfaction, as demonstrated by higher perceptual satisfaction ratings. Similar results were found in the research of Johnson et al. (2002), Mamiseishvili and Koch

(2011), Olney and Brokelman (2005), and Skinner (2004). Thus, this finding meant that students with disabilities viewed themes of inclusion, parity equilibrium, and positive endorsement high when placed as equal footing to that of their non-disabled peers. Equity with one's campus experience also held true, as represented within the classroom setting with or without the use of accommodations, as referred to in the research of McGregor et al. (2016).

The final effect demonstrated the findings in the research study was that the high volume of non-disabled respondents signified an importance on placing an equal footing to that of their non-disabled peers and inclusion of social justice. Most of the non-disabled respondents highly rated survey details and communicated responses in the focus group setting that exemplified the core primus of social justice, equal parity, and inclusion. They perceived that most students could reach levels of academic proficiency through faculty addressing the learning needs of all who struggled, which could include some students with disabilities. As the research suggested, institutions emphasized universal design of instructional techniques that support advance learning practices for disabled and non-disabled students.

Study Limitations

There were several limitations to this study. The first limitation was the small representative number of volunteers that identified themselves as disabled. This led to an inability to categorize the designated members of the focus group. All the focus group participants possessed the same selector attribute, non-disabled. However, the research proceeded, because no recruit who applied through the research pool could be denied participation within the designated timeslot. To recruit study participants, the researcher

was required to abide by the institutional participant pool policy. Likewise, the same selector attribute identified most of the survey participants. To rectify this limitation, the researcher separated the attributes after the data were collected. By identifying the research target populations after the collecting the data, the researcher was able to identify the respondents by non-disabled, disabled but not receiving accommodation or late start, and disabled and receiving accommodations. This limitation led to similar findings as in the research of Willem-Gorter (2009).

The second limitation related to the research participant grouping that led to higher than expected participation in the survey and lower than desired turnout for the focus group. Participation for the focus group was voluntary in nature and time slotted late in the semester. The late scheduling probably contributed to the low rate of participation. As a result, the research ended up with 104 respondents, with most of the participants overwhelmingly representing non-disabled student population. Approximately, less than one-tenth of the respondents identified themselves as having a disability or being disabled.

The researcher viewed these limitations as threats to reliability of the study. Existing research pointed out some of the faultiness of small groups and self-reporting (Northrup, 1997; O'Shea & Meyer, 2016; Patton, 1999; Thomas et al., 2015). To address the limitations the researcher used the results of the findings and cross-referenced the data of both the survey and focus group as gauges for reliability and validity.

The third and final limitation related to low validity and sampling significance. Based on the reduction of validity, it became difficult to detect what caused the perceptual viewpoints. Because this was a qualitative research study, smallness of one

targeted focus group was not as damaging to study results than if the study were purely quantitative research. What made this study significantly impactful was the large number of respondents that took the survey to counter balance relevancy of the research.

The low percentage of students with disabilities participating in the research study initiated a challenge, but it was not impossible to rectify interpreting and associating the causal factors for this qualitative research. The high survey response significantly raised the confidence level of the study by introducing more credibility on the lower participation responses of the focus group (Creswell, 2009; Debrand & Salzberg, 2005; DeVault, 2015). The researcher used similar methods to resolve this limitation, as mentioned for the second limitation for validation and reliability measures.

Recommendations for Practice

The following recommendations provide both qualitative and quantitative information that could be used for future research. The first recommendation for future research is to include longitudinal, practice-based investigation about universal design strategies. Research should be advanced to examine how any student population could benefit from the use of accommodations or instructional enhancements and ancillary aids, regardless of student status. Some of the participants who identified themselves as not disabled still maintained that they had educational struggles that impeded their academic achievement outcomes. For this instance, strategies, such as universal design are essential to promote successful academic outcomes for all.

Likewise, faculty and staff training could be helpful in producing superior classroom instruction. In addition, training and in-services for faculty facilitates strong social and academic environment. Similarly, training and in-services for faculty and staff

fosters inclusion for not only students with disabilities, but makes it easier for the establishment of an institution of higher learning that supports retention for all students.

In addition, the objective of this research was to advance the topic and extend innovation in the field of effectiveness of accommodation enhancements through cognitive restructuring of postsecondary students with disabilities. The proposed recommendation would be to longitudinally review the success rates of developing self-advocacy, self-determination, and self-efficacy skills to better advance retention and academic outcomes, as referenced in the findings of previous researchers (Izzo et al., 2001; Kipp & Amarose, 2008; Lynch & Gussel, 1996; McCarthy, 2007).

The following areas need further exploration: program and service delivery, positive attitude formation that shapes behaviors for academic success, group and universal design instruction, and friendship bonding that effects attitudes of inclusion. Likewise, more research in programing and service delivery by postsecondary institutions is essential. In addition, research is needed to evaluate the effectiveness of current programs and services designed to assist students with disabilities as they seek higher education. Furthermore, the research in this area needs to be the genesis of new programs and services to better assist in institutional goal setting and enhance service delivery to all students in the form of academic supports. The development of programs and services should be student and academic quality driven.

The services and programs should emphasize faculty and staff training in how to instruct. Furthermore, trainings to increase student awareness and knowledge about how to access information about service resources that provide students with the supports they need are recommended. The trainings of students should be provided during new student

orientation sessions. Likewise, monitoring the perceptions of practicality of such programs is needed. Such research would examine the effectiveness of how such programs function within accordance with the non-discrimination laws, such as ADA and Section 504 Rehabilitation Act, as supported by existing research (Erickson et al., 2010; Guzman & Balcazar, 2010; McGregor, Langenfeld, Van Horne, Oleson, Anson, & Jacobson, 2016; Zirkel, 2014).

Furthermore, a strong path to disseminate knowledge of accommodations available for students with disabilities would enable students who need academic and accommodation enhancements to get an early start for such services, and enhance self-advocacy (Reaser, Prevatt, Petscher, and Proctor, 2007; Roessler, Brown, & Rumrill, 1998). Further research studies may evaluate the effectiveness of program service delivery, as such programs foster an institutional climate that promotes social justice and inclusion for all students, as proposed in the existing research of Rohland et al. (2003). Another recommendation for further research is to investigate the provisions for on-campus housing and structural barriers that might impede maneuvering within the campus setting. This study identified an expressed need for improving housing and eliminating barriers for students with disabilities, as was also shown in previous research (Griffin & Gilbert, 2012; Levinson & Palmer, 2005; Marshak et al., 2010; Phillips et al., 2012). The respondents recommended that students with disabilities have preferential assignment for housing accommodations. Further research could review the satisfaction levels of campuses' environmental settings by students with disabilities.

In addition, further research could investigate positive climatic attitude formation. This new research strongly recommended of how attitudes of students with disabilities

act as predictors of behaviors that shade motives to succeed in pursuing a postsecondary degree, as well as meets retention desires. Similarly, further research may investigate behavioral attitudes that facilitate positive affirmation or negative regard about one's college or university experiences. Many more topics relating to attitude formation deserve exploration, such as faculty and student interactions, classroom accommodation accessibility, and social inclusionary bond formation.

The data analysis associated with this research includes some insight into attitude predictors. The study's findings indicated that personal perceptions rated and expressed a more favorable context relating to social attitudes and interactions. This finding provided for an inclusionary attitude construct by the respondents towards disability issues and concerns (Ford, 2013; McEldowney-Jensen, McCrary, Krampe, & Cooper, 2004; Sachs & Schreuer, 2011; Wehmeyer, 2006).

The final recommendation for further research is to examine the significance of mentoring and how instructional learning groups play on social integration and positive campus climate for students with disabilities. Such research could explore the relationship between academic achievements and academic social groupings (Brennen, 2010; Klein-Collins & Patrick, 2009). If students with disabilities have the perception of full integration in every social aspect of campus life, then it might improve academic achievement. In addition, with investigating social bonding, further research may explore how such bonding may affect confidence and self-advocacy. In general, data from this research study found that having friendship bonds with students with disabilities by non-disabled students enhanced overall attitudes of advocacy and confidence to perform at high academic rates.

Conclusion

With the growth of individuals with disabilities enrolling at increased rates in postsecondary institutions, those institutions must seek ways to make this diverse group of students feel welcomed. To this end, postsecondary institutions must constantly devise collaborative ways to strengthen existing programs for students with disabilities. Likewise, these institutions of higher learning must find innovative ways to create new programs and services to assist individuals with disabilities in promoting recruitment efforts and to boost higher rates of retention. Furthermore, this research study gave some strategies that are important in facilitating accommodations perceived by the students as necessary for their successful academic achievement and eventual graduation, such as universal design and advertising how and where disability services are located (Akey, 2006; Graham-Smith & Lafayette, 2004; Hatch, Shelton, & Monk, 2009). This research study contributed to the bolstering of the topic of the effects of accommodation enhancements, as they influence academic achievement among students with disabilities.

A collaborative endeavor between higher educational departments that have a stake in teaching and learning expectations, such as the departments of Academic Affairs, Campus Housing, Student Affairs, and the Accessibility Services must develop quality services to assist students with disabilities. Faculty and staff must create an inclusive instructional environment as proposed in previous research (Elkins et al., 2000; Getzel, Briel, & McManus, 2003; Hill & Cohen, 2005; Longtin, 2014). The delivery of services must connect all students with appropriate and meaningful supports. Similarly, reasonable accommodations provide increased productivity (Baker et al., 2012; Becker & Palladino, 2016; Cass & Hammond, 2015; Kim & Lee, 2016).

In addition, instruction should include universal design to enhance learning for all students (Burgstahler & Russo-Gleicher, 2015). The research indicated that non-disabled students felt they struggle on occasion. Similarly, to the accommodation needs of students with disabilities, the research found elements of self-advocating comments by students with non-disabilities desiring access to instruction and learning tools that likewise could advance their academic achievement endeavors (Akey, 2006; Connor, 2012; Downing & MacFarland, 2010).

When the students' perspectives drive the data, it enhances new information that measures academic outcomes and enhances the skills of self-advocacy and self-efficacy, as this research found. Likewise, existing research supported the essential nature of developing postsecondary disabled students' skills of self-advocacy and self-efficacy; (Barazandeh, 2005; Cole & Cawthon, 2015; Gibbons et al., 2015; Lynch & Gussel, 1996; Rosesler et al., 1998).

In addition, this investigation found that observing participants' responses to satisfaction about accommodations in the higher education setting illuminated the distinct information on how the participants are affected by their collegiate experiences. In answering RQ3, the data supported the following positive endorsing theme; the higher satisfaction with ones' accommodation and GPA, the higher rating of satisfaction for inclusiveness relating to the campus climate experience (Akey, 2006; Barazandeh, 2005; Cawthon & Cole, 2010; Shaw & Scott, 2003). The research findings indicated that student respondents had higher satisfaction with the campus climate if such respondents were satisfied with their accommodation's academic achievement outcomes (Kim & Lee, 2016; Kipp & Amarose, 2008; Kuh et al., 2006; Lombardi et al., 2012).

Institutions of higher learning must promote a campus climate that values the contributions of students with disabilities. Equally, these institutions must continue to propagate a campus culture that will put the accommodations and needs as the highest priority levels in respect to services and acquisition (McCarthy, 2007).

Personal Reflections

The entire investigative process was exciting from beginning to end. Many times, I asked a novice researcher, why I am so determined to advance the cause of students with disabilities? It has always been my desire to make sure that students with disabilities have adequate tools to master successfully the rigors of higher education. With deep contemplation, I have empathy for those who struggle to learn at any educational level. In pursuant of my own educational endeavors, I found myself struggling to make up the educational gap. The research provided me and many other students with a stage to voice and to examine support systems necessary to promote successful learning outcomes. The research effectively created insight into the accommodations and campus climate those students with disabilities desire.

Introspectively, my journey took me into the unknown. However, as I became more familiar with the investigative process, I came into enlightenment that was very fulfilling. Each step of my journey was filled with the adventures of exploration that exposed me to very kind and helpful individuals. Every individual I encountered was so content, positive, and professionally energetic. As I proceeded through the journey, these same attributes fueled my passion to complete the research. Once the research was complete, I found through my results that the voices of postsecondary students speak as

one. This shared voice enriches the campus climate and promotes diversity and inclusion for all students regardless of ability.

References

- Akey, T. M. (2006). School context, student attitudes and behavior, and academic achievement: An exploratory analysis. *Manpower Demonstration Research Corporation, 1-52*. Retrieved from https://www.mdr.org/sites/default/files/full_519.pdf
- Alejandro v. Palm Beach State College. (2011). 843 F. Supp. 2d 1263. Retrieved from <https://casetext.com/case/alejandro-v-palm-beach-state-coll>
- Alexis, L., & Kaufman, J. (2010). A paradigm shift on providing alternative formats of textbooks. [Practice brief]. *Journal of Postsecondary Education and Disability, 22(3)*, 220-224. Retrieved from <http://files.eric.ed.gov/fulltext/EJ906691.pdf>
- American Council on Education. (2017). Section 504: The law and its impact on postsecondary education. *National Joint Committee of Learning*. Retrieved from [Idonline.org/article/6226](http://online.org/article/6226)
- Americans with Disabilities Act of 1990. (1990). Public Law 101-336. Washington, D.C.; Government of the United States. Retrieved From <http://www.usdoj.gov/crt/ada/adahom1.htm>
- Atanasoff, L. M., McNaughton, D., Wolfe, P. S., & Light, J. (1998). Communication demands of university settings for students using augmentative and alternative communication (AAC): *Journal of Postsecondary Education and Disability, 13(3)*. 31-47. Retrieved from <http://JPEDvol.13.No3.doc.pdf>
- Bailey, K. D. (1978): *Methods of social research*. New York, NY: Free Press; Macmillan Publishing Co. Inc.
- Baker, K. Q., Boland, K., & Nowik, C. M. (2012). A campus survey of faculty and

- student perceptions of persons with disabilities: *Journal of Postsecondary Education and Disability*, 25(4), 309 - 329. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped25_4/JPED25_4.pdf
- Barazandeh, G. (2005). Attitudes toward disabilities and reasonable accommodation at the university. *The Undergraduate Research Journal*, 7, 1-12. Retrieved from http://www.urop.uci.edu/journal/journal05/01_barazandeh.pdf
- Becker, S., & Palladino, J. (2016). Assessing faculty perspectives about teaching and working with students with disabilities: *Journal of Postsecondary Education and Disability*, 29(1), 91-111. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Behling, K., & Linder, K. E. (2017). Collaborations between centers for teaching and learning and offices of disability services: Current partnerships and perceived challenges. *Journal of Postsecondary Education*, 30(1), 8-21. Retrieved from https://www.ahead.org/publications/jped/vol_30
- Boeltzig-Brown, (2017). Disability and career services provision for students with disabilities at institutions of higher education in Japan: An overview of key legislation, policies, and practices. *Journal of Postsecondary Education*, 30(1), 82-107. Retrieved from https://www.ahead.org/publications/jped/vol_30
- Brackin, L. S. (2005). *Self-determination of students with disabilities in post-secondary Education*. [Doctoral dissertation]. Baton Rouge, LA: Louisiana State University and Agricultural and Mechanical College. Retrieved from http://etd.lsu.edu/docs/available/etd-04142005-152625/unrestricted/Brackin_dis.pdf

- Brennen, A. M. (2010). Enhancing students' motivation: Educational Administration and Supervision. Retrieved from <http://www.soencouragement.org/enhancing-students-motivation.htm>
- Brooks-Gunn, J. (2005). Early childhood education: Investing in quality makes sense: Research Points: *Essential Information for Education Policy*, 3(2), 1 - 4. Retrieved from <https://www.area.net/publications.pdf>
- Brown, S. E., Takahashi, K., & Roberts, K. D. (2010). Mentoring individuals with disabilities in postsecondary education: A review of the literature. *Journal of Postsecondary Education and Disability*, 23(2), 98 - 111. Retrieved from https://www.ahead.org/uploads/publications/JPED/JPED_232/JPED%2023_2_FU L%20DOCUMENT_FINAL.pdf
- Burgstahler, S., & Russo-Gleicher, R. J. (2015). Applying universal design to address the needs of postsecondary students on the autism spectrum: *Journal of Postsecondary Education and Disability*, 28(2), 199 - 212. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped28_2/JPED28_2_Full%20Document.pdf
- Cass D., & Hammond, S. (2015). Bridging the gap: technology and veteran academic success online learning. *Online Learning*, 19(1), 83-91. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1061485.pdf>
- Cawthon, S. W., & Cole, E. V. (2010). Postsecondary students who have a learning disability: Student perspectives on accommodations access and obstacles. *Journal of Postsecondary Education and Disability*, 23(2), 112 – 128. Retrieved

from https://www.ahead.org/uploads/publications/JPED/JPED_232/JPED%2023_2_FULL%20DOCUMENT_FINAL.pdf

Cole, E. V., & Cawthon, S. W. (2015). Self-disclosure decisions of university students with learning disabilities: *Journal of Postsecondary Education and Disability*, 28(2), 163 – 179. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped28_2/JPED28_2_Full%20Document.pdf

Collins, M. E., & Mowbray, C. T. (2008). Students with psychiatric disabilities on campus: Examining predictors of enrollment with disability support services. *Journal of Postsecondary Education and Disability*, 21(2), 91-104. Retrieved from http://jped_21_2export.doc.2008.pdf

Costello, J. J., & English, R. W. (2001). The psychosocial development of college students with and without learning disabilities. *Journal of Postsecondary Education and Disability*. 15(1), 21-33. Retrieved from https://www.ahead.org/uploads/publications/JPED/JPED_152/JPED%2015_2_FULL%20DOCUMENT_FINAL.pdf

Connor, D. J. (2012). Actively navigating the transition into college: Narratives of students with learning disabilities. *International Journal of Qualitative Studies in Education* 25, 1005-1036. Retrieved from doi: 10.1080/09518398.2011.590158

Cowen, S. (1993). Transition planning for LD college-bound students. In S. A. Vogel & P. B. Adelman (Eds.), *Success for college students with learning disabilities* (pp.39-56). New York, NY: Springer-Verlag. Retrieved from <https://www.nsuworks.nova.edu/tur/vol20/iss:10/5>

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods

- Approach. *Canadian Journal of University Continuing Education*, 35(1), 121 - 123. Retrieved from www.researchgate.net/file.PostFileLoader.html?id=55eb95f16307d984de8b4584&assetKey=AS%3A273846907670528%401442301598571
- Curran, G. M. (2017). The impact of the psychological sequela of trauma on veterans seeking higher education. *Journal of Postsecondary Education*, 30(1), 108-127. Retrieved from: https://www.ahead.org/publications/jped/vol_30
- Dallas, B. K., Ramisch, J. L., & McGowan, B. (2015). Northern students with autism spectrum disorder and the role of family in postsecondary settings: A Systematic review of the literature: *Journal of Postsecondary Education and Disability*, 28(2), 135 – 147. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped28_2/JPED28_2_Full%20Document.pdf
- Debrand, C. C., & Salzberg, C. L. (2005). A validated curriculum to provide training to faculty regarding students with disabilities in higher education: *Journal of Postsecondary Education and Disability*, 18(1) 49-62. Retrieved from https://www.ahead.org/publications/jped/vol_18_1
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. Retrieved from http://selfdeterminationtheory.org/SDT/documents/2000_DeciRyan_PiWhatWhy.pdf
- DeVault, G. (2015). How to use key drivers to analyze survey data: Advanced surveys research methods for client-facing reports. The Balance, Retrieved from <https://www.thebalance.com/surveys-research-choosing-mobile-survey-software-297095>
- Downing, J. E., & MacFarland, S. (2010). Severe disabilities: Education and

- individuals with severe disabilities: Promising practices. In J. H. Stone, *International Encyclopedia of Rehabilitation* (114). Retrieved from <http://cirrie.buffalo.edu/encyclopedia/en/article/114>
- Dowrick, P. W., Anderson, J., Heyer, K., & Acosta, J. (2005). Postsecondary education across the USA: experiences of adults with disabilities. *Journal of Vocational Rehabilitation, 22*(1), 41-47.
- Dutta, A., Scguri-Geist, C., & Kundu, M. (2009). Coordination of postsecondary transition services for students with disability. *Journal of Rehabilitation, 75*(1) 10-17.
- Dymond, S. K., Renzaglia, A., & Chun, E. (2007). Elements of effective high school service learning programs that include students with and without disabilities. *Remedial and Special Education 28*(4), 227-243. Retrieved from http://www.catea.gatech.edu/scitrain/kb/FullText_Articles/Dymond_Elements.pdf
- Elkins, S. A., Braxton, J. M., & James, G. W. (2000). Tinto separation stage and its influence on first-semester college student persistence. *Research in Higher Education, 41*, 251-268. Retrieved from <http://www.jstor.org/stable/40196366>
- Eriksson, L., & Granlund, M. (2004). Conceptions of participation in students with disabilities and persons in their close environment. *Journal of Developmental and Physical Disabilities, 16*(3), 229-245. Retrieved from <http://link.springer.com/article/10.1023/B:JODD.0000032299.31588.fd>
- Erickson, W., Lee, C., & Von Schrader, S. (2010). Disability statistics from the 2008 American Community Survey (ACS). Ithaca, NY: Cornell University.
- Essex-Sorlie, D. (1994). Americans with Disabilities Act: History, summary, and

key components. *American Medicine*, 69(7), 519-524. Retrieved from [///C:/Users/Owner/Downloads/The_Americans_with_Disabilities_Act__I__History,.1.pdf](#)

Falkenstine, K. J., Collins, B. C., Schuster, J. W., & Kleinert, H. (2009): Presenting chained and discrete tasks as non-targeted information when teaching discrete academic skills through small group instruction. *Education and Training in Developmental Disabilities*, 44(1):127-142. Retrieved from http://www.jstor.org/stable/24233469?seq=1#page_scan_tab_contents

Field, S., Sarver, M. D., & Shaw, S. F. (2003). Self-determination: A key to success in post-secondary education for students with learning disabilities. *Remedial and Special Education*, 24(6), 339-349. Retrieved from https://www.researchgate.net/publication/249835102_Self-Determination

Foorman, B. R. (2009). Ensuring literacy success: Research Points. *Essential Information for Education Policy*, 6(1), 1 - 4. Retrieved from <https://www.area.net/publications.pdf>

Ford, J. (2013). Educating students with learning disabilities in inclusive classrooms. *Electronic Journal for Inclusive Education*, 3(1), 1-20. Retrieved from <https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?referer=https://www.bing.com/&httpsredir=1&article=1154&context=ejie>

Gaultney, J. F. (2014). Students with ADHD at greater risk for sleep disorders. *Journal of Postsecondary Education and Disability*, 27(1), 5 - 18. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped27_1/JPED27_1_Full%20Document.pdf

- Getzel, E. E., Briel, L. W., & McManus, S. (2003). Strategies for implementing professional development activities on college campuses: Findings from the OPE-funded project sites (1999 – 2002). *Journal of Postsecondary Education and Disability*, 17(1), 59-78. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped17_1/JPED17_1_Full%20Document.pdf
- Gibbons, M. M., Cihak, D. F., Mynatt, B., & Wilhoit, B. E. (2015). Faculty and student attitudes towards postsecondary education for students with intellectual disabilities and autism. *Journal of Postsecondary Education and Disability*, 28(2), 149 – 162. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped28_2/JPED28_2_Full%20Document.pdf
- Gladhart, M. A. (2010). Determining faculty needs for delivering accessible electronically delivered instruction in higher education: *Journal of Postsecondary Education and Disability*, 22(3), 203-219. Retrieved from <http://files.eric.ed.gov/fulltext/EJ906691.pdf>
- Gonzalez, C. A., & Elliott, M. (2016). Faculty attitudes and behaviors towards student veterans: *Journal of Postsecondary Education and Disability*, 29(1), 50-66. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Graham-Smith, S., & Lafayette, S. (2004). Quality disability support for promoting belonging and academic success within the college community. *College Student Journal*, 38, 90-99. Retrieved from <https://eric.ed.gov/?id=EJ701986>
- Green, L., & Van Dusen, R. (2012). Welcome home: Understanding and serving veteran transition and identity development in college. Paper presented at the American Counseling Association (vol. 1, pp. 1-8), March 23, 2012, San

- Francisco, CA. Retrieved from https://www.counseling.org/resources/library/VISTAS/vistas12/Article_4.pdf
- Gregg, N., Wolfe, G. Jones, S., Todd, R., Moon, N., & Langston, C. (2016). STEM e-mentoring and community college students with disabilities: *Journal of Postsecondary Education and Disability*, 29(1), 67-90. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Grieve, A., Webne-Behrman, L. Couillou, R., & Sieben-Schneider, J. (2014). Self-report assessment of executive functioning in college students with disabilities: *Journal of Postsecondary Education and Disability*, 27(1), 19-32. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped27_1/JPED27_1_Full%20Document.pdf
- Grieve, K. A. (2014). Reasonable accommodations? The debate over service and emotional support animals on college campuses: *NASPA* Retrieved from [nd-emotional-support-animals](http://www.naspa.org/emotional-support-animals)
- Griffin, K., & Gilbert, C. (2012). *Easing the transition from combat to classroom: Preserving America's investment in higher education for military veterans through institutional assessment*. Center for American Progress, 1-26. Retrieved from https://www.americanprogress.org/wp-content/uploads/issues/2012/04/pdf/student_veterans.pdf
- Grossman, P. (2009). Forward with a challenge: Leading our campuses away from the perfect storm. *Journal of Postsecondary Education and Disability*, 22(1), 1-38. Retrieved from http://www.wiahead.org/PStorm9_for_Wisconsin_Web.pdf
- Guzman, A., & Balcazar, F. (2010). Disability services' standards and the worldviews

- guiding their implementation. *Journal of Postsecondary Education and Disability*, 23(1), 48-62. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped23_2/JPED23_1_Full%20Document.pdf
- Hadley, W. M. (2006). L. D. students access to higher education: Self-advocacy and support. *Journal of developmental Education*, 30(2), 10-16. Retrieved from <https://www.questia.com/library/journal/1P3-1231192401/l-d-students-access-to-higher-education-self-advocacy>
- Hadley, W. M., Twale, D. J., & Evans, J. H. (2003). First-year students with specific learning disabilities: Transition and adjustment to academic expectations. *Journal of College Orientation and Transition*, 11(1), 35-46. Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View>.
- Haefel, G., & Howard, G. (2010). Self-report: Psychology's four letter word: American *Journal of Psychology*, 20(10), 181-189. Retrieved from <https://www.nsuworks.nova.edu/tur/vol20/iss:10/5>
- Hamrick, F. A. (2009). Creating a veteran-friendly campus: Strategies for transition success. *New Directions for Student Services*, 2009(126), 1-94. Retrieved from <https://onlinelibrary.wiley.com/toc/15360695/2009/126>
- Haney, M. R., & Fisher, K. (2017). Student attitudes and perceptions about postsecondary education for people with intellectual disabilities [practice brief]. *Journal of Postsecondary Education and Disability*, 30(1), 97-104. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1144623.pdf>
- Harrington, C. M. (2000). The Americans with Disabilities Act: The new definition of

disability post: Sutton v. United Air Lines. *Marquette Law Review*, 84(1), 252-271. Retrieved from <http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1345&context=mulr>

Hatch, T., Shelton, T., & Monk, G. (2009). Making the invisible visible: School counselors empowering students with disabilities through self-advocacy training. *Journal of School Counseling*, 7(14). Retrieved from <http://www.jsc.montana.edu/v7n14.pdf>

Hill, H., & Cohen, D. (2005). Teaching teachers: Professional development to improve student achievement: Research Points. *Essential Information for Education Policy*, 3(1), 1 - 4. Retrieved from <https://www.area.net/publications.pdf>

Hitchings, W. E., Luzzo, D. A., Ristow, R., Horvath, M., Retish, P., & Tanners, A. (2001). The career development needs of college students with learning disabilities: In their own words. *Learning Disabilities Research & Practice*. 16(1), 8-17. Retrieved from doi:10.1111/0938-8982.00002

Horn, L., & Berkold, J. (1999). *Student with disabilities in post-secondary education: A profile of preparation, participation, and outcomes*. Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs99/1999187.pdf>

Hui, E. K. P., & Tsang, S. K. M. (2012). Self-determination as a psychological and positive youth development construct. *The Scientific World Journal*, 2012, 7-16. Retrieved from <http://dx.doi.org/10.1100/2012/759358>

Individuals with Disabilities Education Act. (1997). Retrieved from <http://www.ed.gov/offices/OSERS/Policy/IDEA/index.html>

- Izzo, M. V., Hertzfeld, J. E., & Aaron, J. H. (2001). Raising the bar: Student self-determination + good teaching = success. *Journal of Vocational Special Needs Education, 24*(1), 26-36. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.452.4435&rep=rep1&type=pdf>
- Jane Doe v. Hunter College. (2006). Retrieved from <http://www.bazelon.org/jane-doe-v-hunter-college/>
- Jameson, J. M., McDonnell, J., Polychronis, S., & Riesen, T. (2008). Embedded, constant time delay instruction by peers without disabilities in general education classrooms. *Journal of Intellectual and Developmental Disabilities, 46*(5), 346-363. Retrieved from <http://dx.doi.org/10.1352/2008.46:346-363>.
- Janiga, S. J., & Costenbader, V. (2002). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*, 462-468. Retrieved from <https://www.nsuworks.nova.edu/tur/vol20/iss:10/5>
- Johnson, D. R., Stodden, R. A., Emanuel, E. J., Luecking, R., & Mack, M. (2002). Current challenges facing secondary education and transition services: What research tells us. *Exceptional Children, 68*(4), 519-531. Retrieved from <http://journals.sagepub.com/loi/ecx>
- Katsiyannis, A., Zhang, D., Landmark, L., & Reber, A. (2009). Postsecondary education for individuals with disabilities: Legal and practice considerations. *Journal of Disability Policy Studies, 20*(1), 35-45. Retrieved from ProQuest Education Journals database.
- Kelley, K. R., Prohn, S. M., & Westling, D. L. (2016). Inclusive study abroad course for

- college students with and without intellectual disabilities [practice brief]. *Journal of Postsecondary Education and Disability*, 29(1), 123-135. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Kelly-Woessner, A., & Woessner, M. (2006). My professor is a partisan hack: How perceptions of a professor's political views affect student course evaluations. *Political Science and Politics*, 39(3), 495-501. Retrieved from https://www.beloit.edu/academicaffairs/assets/profs__political_views_on_evals_2006.pdf
- Kim, W. H., & Lee, J. (2016). The effect of accommodation on academic performance of college students with disabilities. *Rehabilitation Counseling Bulletin*, 60(1), 40–50. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0034355215605259>
- Kipp, L., & Amarose, A. (2008). Perceived motivational climate and self-determined motivation in female high school athletes. *Journal of Sport Behavior*, 31, 108-129. Retrieved from www.cabdirect.org/abstracts/20103087370.html
- Klein-Collins, B., & Patrick H. (2009). Prior learning assessment: How institutions use portfolio assessments. *The Journal of Continuing Higher Education*, 57(3), 187–189. Retrieved from DOI: 10.1080/07377360903263935
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). What matters to student success: A review of the literature. Commissioned report for the national symposium on postsecondary student success. Spearheading a dialog on student success: *National Postsecondary Education Cooperative*, July, 1-156. Retrieved from http://nces.ed.gov/npec/pdf/Kuh_Team_Report.pdf
- Kumara, S. (2015). *Important concepts and definitions* Transweb Transtutors Global,

Inc.: Retrieved from <http://www.transtutors.com/questions/consider-the-accessible-two-location-vacuum-world-under-murphy-s-law-show-that-forea-1516964.htm>

Kranke, D., Jackson, S. E., Taylor, D. A., Anderson-Fye, E., & Floersch, J. (2013).

College student disclosure of non-apparent disabilities to receive classroom accommodations. *Journal of Post-Secondary Education and Disability*, 26(1), 35-51. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1026808.pdf>

Kroth, M. (2007). Maslow—move aside! A heuristical motivation model for leaders in career and technical education. *Journal of Industrial Teacher Education*, 44(2), 5-36. Retrieved from scholar.lib.vt.edu/ejournals/JITE//v44n2pdfkroth.pdf

Levinson, E. D., & Palmer, E. J. (2005). Preparing students with disabilities for school to-work transition and post-school. National Association of School Psychologist. 17(1) 1-7. Retrieved from <http://www.nasponline.org/resources/principals/Transition%20Planning%20WEB.pdf>

Lewis, K., Yoder, D., Riley, E., So, Y., & Yusufali, S. (2007). Accessibility of instructional web sites in higher education: A collaborative program offers assessment and consultation to instructional Web site developers for Section 508 compliance. *Educause Quarterly*, 3, 29-35. Retrieved from <http://www.educause.edu/ir/library/pdf/EQM0734.pdf>

Leyser, Y., Vogel, S., Wyland, S., & Brulle, A. (1998). Faculty attitudes and practices regarding students with disabilities: Two decades after implementation of Section

504. *Journal of Post-Secondary Education and Disability*, 13(3), 5-19. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped13_1/JPED27_1_Full%20Document.pdf
- Loewen, G., & Pollard, W. (2010). The social justice perspective. *Journal of Post-Secondary Education and Disability*, 23(1), 5-18. Retrieved from https://www.ahead-archives.org/uploads/publications/JPED_23_1/JPED.82023-1-Full%20Document.pdf
- Lokken, J. M., Pfeffer, D. S., McAuley, J., & Strong, S. (2009). A statewide approach to creating veteran-friendly campuses. *New Directions for Student Services*, 2009(126), 45-54. Retrieved from DOI: 10.1002/ss.315
- Lombardi, A. R., Murray C., & Gerdes H. (2012). Academic performance of first-generation college students with disabilities. *Journal of College Student Development*, 53, 811–826. Retrieved from <https://muse.jhu.edu/article/490816/summary>
- Longtin, S. E. (2014). Using the college infrastructure to support students on the autism spectrum: *Journal of Postsecondary Education and Disability*, 27(1), 63–72. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped27_1/JPED27_1_Full%20Document.pdf
- Lynch, R., & Gussel, L. (1996). Disclosure and self-advocacy regarding disability-related needs: Strategies to maximize integration in postsecondary education. *Journal of Counseling and Development*, 72, 352. Retrieved from doi: 10.1002/j/1555-6676.1996.tb01879x
- Madaus, J. W., Miller, W. K., & Vance, M. L. (2009). Veterans with disabilities in

- postsecondary education, *Journal of Postsecondary Education and Disability*, 22(1), 10–17. Retrieved from www.ahead.org/uploads/docs/jped/journals/JPED%2022_1_Special%20Edition.doc
- Mamiseishvili, K., & Koch, L. (2011). First-to second year persistence of students with disabilities in postsecondary institutions in the United States. *Rehabilitation Counseling Bulletin*, 54, 93-105. Retrieved from doi 0.1177/0034355210382580
- Marshak, L., Van Wieren, T., Ferrell, D. R., Swiss, L., & Dugan C. (2010). Exploring barriers to college student use of disability services and accommodations. *Journal of Post-Secondary Education and Disability*, 22(3), 156-165. Retrieved from <http://files.eric.ed.gov/fulltext/EJ906691.pdf>
- Matusovich, H., Streveler, R., & Miller, R. (2009). *What does motivation really mean? An example from current engineering education research*. Palm Cove, QLD: Research in Engineering Education Symposium, 1-7. Retrieved from http://rees2009.pbworks.com/f/rees2009_submission_48.pdf
- McCarthy, D. (2007). Teaching self-advocacy to students with disabilities: About Campus, 12(5), 10 - 16. Retrieved from doi: 10.1002/abc.225
- McEldowney-Jensen, J., McCrary, N., Krampe, K., & Cooper, J. (2004). Trying to do the right thing: Faculty attitudes toward accommodating students with learning disabilities. *Journal of Postsecondary Education and Disability*, 17(2), 81-90. Retrieved from http://www.JPED_Vol_17_No_2_Doc.pdf
- McEwan, R. C., & Downie, D. (2013). College success of students with Psychiatric disabilities: Barriers of access and distraction. *Journal of Postsecondary Education and Disability*, 26(3), 233-248. Retrieved from nt.pdf

- McGregor, K. K., Langenfeld, N., Van Horne, S., Oleson, J., Anson, M., & Jacobson, W. (2016). The university experiences of students with learning disabilities. *Learning Disabilities Research and Practice, 31*(2), 90-102. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/ldrp.12102/abstract>
- McGuire, J. M., Scott, S. S., & Shaw, S. F. (2003). Universal design for instruction: The paradigm, its principles, and products for enhancing instructional access. *Journal of Postsecondary Education and Disabilities, 17*(1), 11-21. Retrieved from <https://files.eric.ed.gov/fulltext/EJ875999.pdf>
- Meenu, D. (2016). Factors affecting the academic achievement: A study of elementary school students of NCR Delhi, India. *Journal of Education and Practice, 7*(4), 70-74. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1092343.pdf>
- Mertens, D. M., Bazeley, P., Bowleg, L., Fielding, N., Maxwell, J., Molina-Azorin, J. F., & Niglas, K. (2016). Expanding thinking through a kaleidoscopic look into the future implications of the mixed methods International Research Association's task force report on the future of mixed methods. *Journal of Mixed Methods Research, 10*(3), 221-227.
- Michigan State University College of Law (2016). United States of America, v. University of Nebraska at Kearney. Retrieved from. <https://www.animallaw.info/case/united-states-v-univ-neb-kearney>
- Morrow, V. (2001). Using qualitative methods to elicit young people's perspective on their environments: Some ideas for community health initiatives. *Health Education Research, 16*(13). 255-268. Retrieved from https://www.crcresearch.org/files-crcresearch/File/morrow_01.pdf

- Morse, J. M. (2010). Simultaneous and sequential qualitative mixed method designs. *Qualitative Inquiry, 16*, 483–491. Retrieved from qix.sagepub.com/content/16/6/483.full.pdf+html
- Murray, C., Flannery, B. K., & Wren, C. (2008). University staff members' attitudes and knowledge about learning disabilities and disability support services. *Journal of Postsecondary Education and Disability 21*(2). 73-90. Retrieved from <https://eric.ed.gov/?id=EJ822095>
- Mytkowicz, P., Goss, D., & Steinberg, B. (2014). Assessing metacognition as a learning outcome in a postsecondary strategic learning course. *Journal of Postsecondary Education and Disability, 27*(1), 53–62. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped27_1/JPED27_1_Full%20Document.pdf
- National Center for Education Statistics. (2008). Postsecondary students with disabilities: College navigator. Retrieved from Ed.gov: <http://nces.ed.gov/collegenavigator/>
- Nelson, L. M., & Reynolds, T. W., Jr. (2015). Speech recognition, disability, and college composition: *Journal of Postsecondary Education and Disability, 28*(2), 181 – 197. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped28_2/JPED28_2_Full%20Document.pdf
- Northrup, D. A. (1997). The problem of self-report in survey research. York, PA: Institute for Social Research. Retrieved from <http://www.math.yorku.ca/ISR/self.htm>
- Olney, M. F., & Brockelman, K. F. (2005). The impact of visibility of disability and

- gender on the self-concept of university students with disabilities. *Journal of Postsecondary Education and Disability*, 18(1) 80-91. Retrieved from https://www.ahead.org/publications/jped/vol_18_1
- O'Shea, A., & Meyer, R. H. (2016). A qualitative investigation of the motivation of college students with nonvisible disabilities to utilize disability services: *Journal of Postsecondary Education and Disability*, 29(1), 8-34. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Pacific Policy Research Center. (2010). *21st Century skills for students and teachers*. Honolulu, Kamehameha Schools, Research and Evaluation Division. Retrieved from http://www.ksbe.edu/_assets/spi/pdfs/21_century_skills_full.pdf.
- Patel, M. (2015). *Important concepts and definitions*. Transweb Transtutors Global, Inc. Retrieved from <http://www.transtutors.com/questions/discuss-measures-to-increase-halcrow-s-retention-of-young-professionals-1251144.h>
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *HSR: Health Services Research*, 34(5), 1189-1208. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1089059/pdf/hsresearch00022-0112.pdf>
- Phillips, A., Terras, K., Swinney, L., & Schneweis, C. (2012). Online disability accommodations: Faculty experience at one public university. *Journal of Postsecondary Education and Disability*, 25(4), 331 - 344. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped25_4/JPED25_4.pdf
- Preus, B. (2009). Authentic instruction for 21st century learning: Higher order thinking in an inclusive school. *Journal of American Secondary Education*, 40(3), 59-79.
- Quick, D., Lehmann, J., & Deniston, T. (2003). Opening doors for students with

disabilities on community college campuses: What have we learned? What do we still need to know? *Community College Journal of Research and Practice*, 27, 815-828. Retrieved from https://www.journalofresearchpractice/publications/vol_27

Reaser, A., Prevatt, F., Petscher, Y., & Proctor, B. (2007). The learning and study strategies of college students with ADHD. *Psychology in the Schools*, 44, 627–638. Retrieved from doi: 10.1002/pits.20252.

Rembis, M. (2010). Yes we can change: Disabilities studies – Enabling equality. *Journal of Postsecondary Education and Disability*, 23(1), 20–27. Retrieved from <https://files.eric.ed.gov/fulltext/EJ888641.pdf>

Richardson, J. T. E. (2016). Face-to-face versus online tutorial support in distance education: Preference, performance, and pass rates in students with disabilities. *Journal of Postsecondary Education and Disability*, 29(1), 112-122. Retrieved from https://www.ahead.org/publications/jped/vol_29_1

Richman, E. L., Rademacher, K. N., & Maitland, T. L. (2014). Coaching and college success: *Journal of Postsecondary Education and Disability*, 27(1), 33-52. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped27_1/JPED27_1_Full%20Document.pdf

Roessler, R. T., Brown, P. L., & Rumrill, P. D. (1998). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. *Journal of Postsecondary Education and Disability*, 13(3). 19-30. Retrieved from <http://JPEDvol.13.No3.doc.pdf>

Rohland, P., Erickson, B., Mathews, D., Roush, S. E., Quinlan, K., & Smith, A. D.

- (2003). Changing the culture (CTC): A collaborative training model to create systemic change. *Journal of Postsecondary Education and Disability*, 17(1), 49-58. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped17_1/JPED17_1_Full%20Document.pdf
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions', *Contemporary Educational Psychology* 25, 4-67. Retrieved from <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being.' *American Psychologist* 55, 8-78. Retrieved from https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf
- Sacco, R. G. (2013). Re-envisaging the eight developmental stages of Erik Erikson: The Fibonacci life-chart method. *Journal of Educational and Developmental Psychology*, 3(1), 140-146.
- Sachs, D., & Schreuer, N. (2011). Inclusion of students with disabilities in higher education: Performance and participation in students' experience. *Disabilities Studies Quarterly*, 31(2), 13-27. Retrieved from <http://dsq-sds.org/issue/view/82>
- Shamberger, C., Williamson-Henriques, K., Moffett, N., & Brownlee-Williams, Y. (2014). Special educators speak out on co-teaching knowledge and skills. *Journal of Research Initiatives*, 1(2), 1-12. Retrieved from <http://digitalcommons.uncfsu.edu/jri/vol1/iss2/6>
- Sharpe, M. N., Johnson, D. R., Izzo, M., & Murray, A. (2005). An analysis of

instructional accommodations and assistive technologies used by postsecondary graduates with disabilities. *Journal of Vocational Rehabilitation*, 22, 3-11.

Retrieved from journals.sagepub.com/doi/10.1177/0022219414559648

Shaw, S. F. (2012). Disability documentation: Using all the data. *Journal of Postsecondary Education and Disability*, 25(4), 277 – 282. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped25_4/JPED25_4.pdf

Shaw, S. F., Keenan, W. R., Madaus, J. W., & Banerjee, M. (2010). Disability documentation, the Americans with Disabilities Act, and the summary of performance: How are they linked? *Journal of Postsecondary Education and Disability*, 20(3), 142-150. Retrieved from <http://files.eric.ed.gov/fulltext/EJ906687.pdf>

Skinner, M. E. (2004). College students with learning disabilities speak out: What it takes to be successful in postsecondary education. *Journal of Postsecondary Education and Disability*, 17(2), 91-104. Retrieved from <http://www.JPED Vol 17 No 2 Doc.pdf>

Southeastern Community College v. Davis (1979). 442 U. S. 397 Retrieved from https://www.leagle.com/decision/1979839442US397_1820/SOUTHEASTERN%20COMMUNITY%20COLLEGE%20v.%20DAVIS

Sowers, J., & Smith, M. R. (2003). A field-test of the impact of an in-service training program on health sciences education faculty. *Journal of Postsecondary Education and Disability*, 17(1), 33-48. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped17_1/JPED17_1_Full%20Document.pdf

Smith, K. (1999). Disabilities, law schools, and law students: A proactive and holistic

- approach. *University of Akron Law Review*, 32(1), 1-146. Retrieved from <https://www.uakron.edu/law/lawreview/volumes/v32/docs/issue1/lawreview-32-4-999.pdf>
- Street, C. D., Koff, R., Fields, H., Kuehne, L., Handlin, L., Getty, M., & Parker, D. R. (2012). Expanding access to STEM for at-risk learners: A new application of universal design for instruction. *Journal of Postsecondary Education and Disability*, 25(4), 363 - 375. Retrieved from https://www.ahead.org/uploads/publications/JPED/jped25_4/JPED25_4.pdf
- Stodden, R. A., Galloway, L. M., & Stodden, N. J. (2003). Secondary school curricula issues: Impact on postsecondary students with disabilities. *Exceptional Children*, 70(1), 9-25. Retrieved from <https://www.questia.com/library/p367/exceptional-children/i2620998/vol-70-no-1-fall>
- Thomas, L. B. Hudson, J., & Oliver, E. J. (2015). Development and validation of an implicit measure of meta-motivational states. *Journal of Motivation, Emotion, and Personality*, 4, 15-25. Retrieved from 2015-v4-03-Thomasetal.pdf
- Tiedemann, C. (2012). *College success for students with disabilities*. Waco, TX: Prufrock Press.
- Timmerman, L. C., & Mulvihill, T. M. (2015). Accommodations in the college setting: The perspectives of students living with disabilities. *The Qualitative Report*, 20(10), 1609-1625. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss10/5>
- Turnbull, A. P., & Turnbull, H. R. (2001). Self-determination for individuals with

significant cognitive disabilities and their families. *Journal of the Association for Persons with Severe Handicaps*, 26(1), 56-62. Retrieved from citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1016.6767&rep=rep1&type=pdf

Trammell, J. (2009). Red-shirted college students with disabilities. *The Learning Assistance Review*, 14(2), 21-31. Retrieved from https://www.researchgate.net/publication/283470328_Accommodations_in_the_college_setting_The_perspectives_of_students_living_with_disabilities

Transweb Transtutors Global, Inc. (2007). *Important concepts and definitions*.

Retrieved from <http://www.transtutors.com/homework-help/human-resource-management/compensation/benefit-options/accommodation-enhancement-benefits/>

U.S. Department of Education. (n.d.). Protecting students with disabilities. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

U.S. Department of Education. (2010). 504 Rehabilitation Act. Office for Civil Rights. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

U.S. Department of Education. (2015). *Digest of education statistics*. National Center for Educational Statistics. Retrieved from <https://www.nces.ed.gov/fastfacts/display.asp?id=60>

U.S. Department of Justice. (1990). Americans with Disabilities Act of 1990. Retrieved from <https://www.ada.gov/cguide.htm>

U.S. Department of Justice. (2010). Information and technical assistance on the Americans with Disabilities Act titles. Civil Rights Division. Retrieved from

<https://www.ada.gov/index.html>

- Wehmeyer, M. L. (2006). Beyond access: Ensuring progress in the general education curriculum for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 31*(4), 322-326.
- Westling, D. L., & Fox, L. (2009). Teaching students with severe disabilities, 4th ed. Upper Saddle River, NJ: Merrill/Pearson.
- Wheeldon, J. (2010). Mapping mixed methods research: Methods, measures, and meaning. *Journal of Mixed Methods Research, 4*(2), 87-102. Retrieved from mmr.sagepub.com/content/4/2/87.refs
- Willem Gorter, J. (2009). Determinants of students' attitudes towards peers with disabilities. *Developmental Medicine and Child Neurology, 51*, 417-418. Retrieved from <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1469-8749.2009.03286.x>
- Willingham, D. T. (2004). Reframing the mind: Howard Gardner and the theory of multiple intelligence. *Journal Education Next, 4*(3), 1-8. Retrieved from <http://educationnext.org/reframing-the-mind> Summer/
- Wolanin, T. R., & Steele, P. E. (2004). Higher education opportunities for students with disabilities: A primer for policymakers. *The Institute for Higher Education Policy, June*, 1-84. Retrieved from <https://www.ahead.org/uploads/docs/resources/ada/Opportunities%20for%20Students%20with%20Disabilities.pdf>
- Woosley, S. A., & Miller, A. L. (2009). Integration and institutional commitment as predictors of college student transition: Are third week indicators significant? *College Student Journal, 43*, 1260-1271. Retrieved from <http://goo.gl/Wp76b>

- Wynants, S. A., & Dennis, J. M. (2017). Embracing diversity and accessibility: A mixed methods study of the impact of an online disability awareness program. *Journal of Postsecondary Education*, 30(1), 44-65. Retrieved from https://www.ahead.org/publications/jped/vol_30
- Van Rheenen, D. (2016). The blind leading the blind: Goal ball as engaged scholarship. *Journal of Postsecondary Education and Disability*, 29(1), 35-49. Retrieved from https://www.ahead.org/publications/jped/vol_29_1
- Zirkel, P.A. (2014). A comprehensive comparison of the IDEA and Section 504/ADA. *West's Education Law Reporter*, 178, 1-25. Retrieved from <http://simplifmy.s3.amazonaws.com/c%2Falsde%2Fsched%2Ffiles%2Fmaterials%2FZirkel's%20Comprehensive%20IDEA-504%20Comparison-122%26269-1.pdf>

Appendices

Appendix A: External Online Survey Details

FD1= Rate your basic knowledge about accommodations and disability services.

FD2=Please rate your satisfaction with finding the location of academic and disability supports on campus.

FD3=Rate your satisfaction with the university's initiative to accommodate students with disabilities.

FD4=Rate your knowledge of disabled accessibility and accommodation experience.

FD5=If you identify yourself as disabled, rate your satisfaction with acknowledging it to your postsecondary student peers.

FD6=Do you feel satisfied that ones' personal attributes are kept confidential with in the campus academic support divisions.

FD7=If this statement applies to you, please rate your satisfaction with accommodations enhancements as they relate to your academic performance.

FD8=Rate your satisfaction with course outcomes with accommodations.

FD9=Please rate your satisfaction with understanding process of getting accommodations.

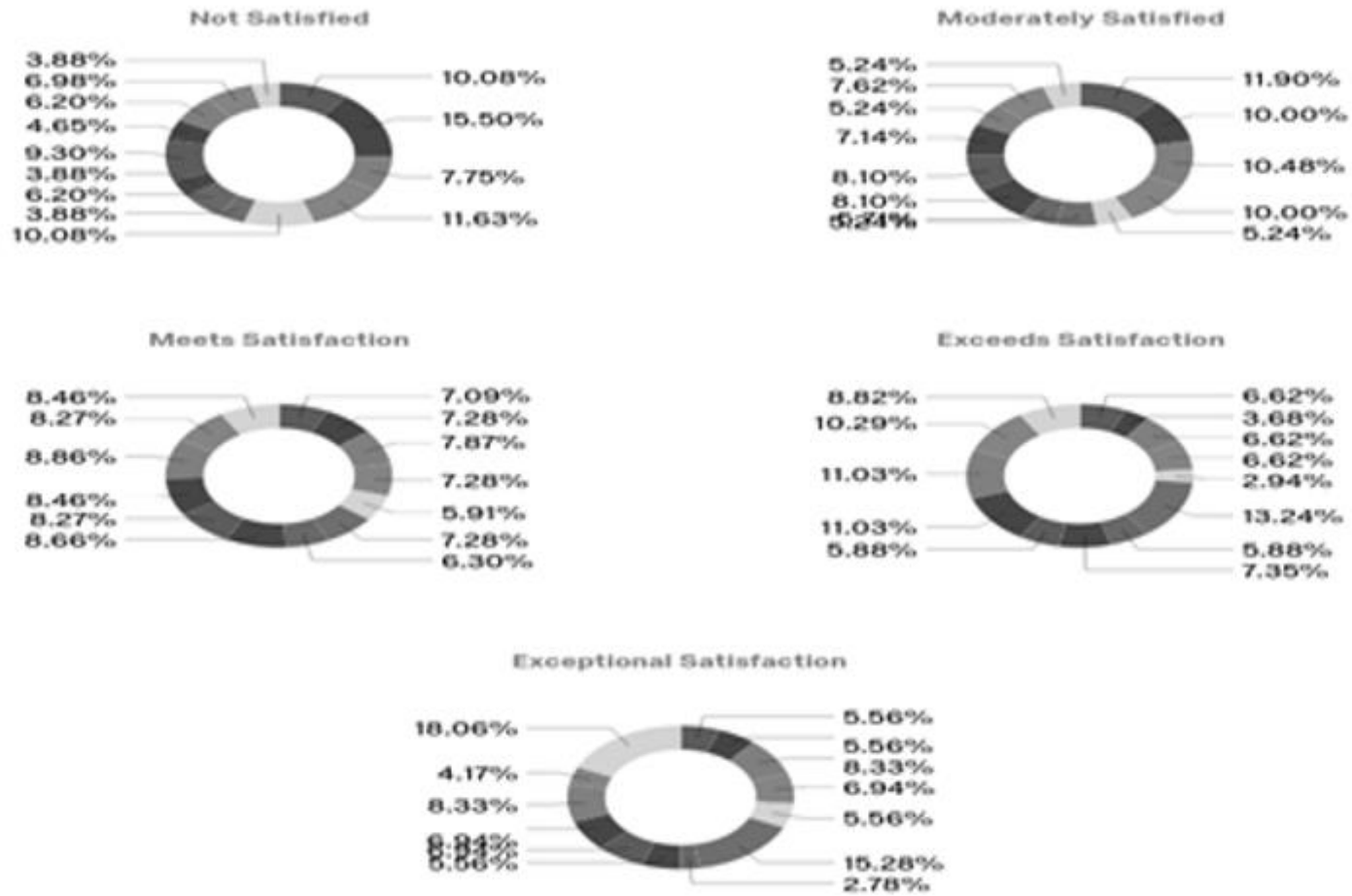
FD10=Rate your satisfaction with quality of faculty in providing accommodations.

FD11=Please rate your satisfaction with providing access to higher education for disabled students.

FD12=Please rate your satisfaction with course outcomes without accommodations.

FD13=Please rate your satisfaction with allowing accommodations to those students who need them.

Appendix B: Survey Response Distribution



- Rate your basic knowledge about accommodations and disability services
- Please rate your satisfaction with finding the location of academic and disability supports on campus
- Rate your satisfaction with the university's initiative to accommodate students with disabilities
- Rate your knowledge of disabled accessibility and accommodation experience
- If you identify yourself as disabled, rate your satisfaction with acknowledging it to your postsecondary student peers
- Do you feel satisfied that ones' personal attributes are kept confidential with in the campus academic support divisions.
- If this statement applies to you, please rate your satisfaction with accommodations enhancements as they relate to your academic performance.
- Rate your satisfaction with course outcomes with accommodations
- Please rate your satisfaction with understanding process of getting accommodations
- Rate your satisfaction with quality of faculty in providing accommodations.
- Please rate your satisfaction with providing access to higher education for disabled students
- Please rate your satisfaction with course outcomes without accommodations
- Please rate your satisfaction with allowing accommodations to those students who need them.

Vitae

Cheryl L. Coleman currently works as a Special Education teacher for District 189, East St. Louis Public Schools, at James Avant Elementary School, of Washington Park, Illinois. She earned her BA in Sociology from Lourdes University in Sylvania, Ohio. She earned her A.L.M. from Harvard University Extension School in Cambridge, Massachusetts. In addition, holds a MEd from Lynch Graduate School of Education of Boston College. She earned an EdD in Instructional Leadership from Lindenwood University in St. Charles, Missouri. Dr. Coleman's research interests focus on maximizing the opportunities for students with disabilities across all educational venues. Her work has taken her to several school districts in the Boston, Massachusetts, and St. Louis, Missouri, metropolitan regions, servicing students with disabilities. Throughout her professional career she has worked to uplift the training and educational aspirations of students with disabilities. She is Co-founder of ECF Counseling and Educational Service. She is a member of Pi Lambda Theta, national educational society.