

ANNUAL REPORT ON ACADEMIC SERVICES FOR STUDENTS WITH DISABILITIES 2012-2013

Report numbers of students served from **July 1, 2012 to June 30, 2013**. Count each student only once regardless of the number of semesters the student was served. Students served at more than one institution may be counted by each of those institutions. Students with more than one disability should be counted in each appropriate category. Each institution should submit only one report.

Institution	AMAC
Name of Person Completing the Survey	Totals
Phone Number	
Job Title	

Section 1A: Disability Groups Served

Numbers of students eligible to receive and/or actually receiving accommodations by disability category. Students may be counted multiple times for multiple disabilities.

Disability Groups	Number Eligible
Pervasive Developmental Disorders	382
Asperger's Disorder	307
Autistic Disorder	75
Acquired Brain Injury	286
Attention-Deficit/Hyperactivity Disorder	3581
Systemic Disorders	1768
Deaf & Hard of Hearing Students	349
Learning Disabilities	2366
Mobility Disorders	530
Psychological Disorder	2319
Visual Disorders	377
Other	220

Section 1B:

	Actual Number
Unduplicated Head Count	9876
DELFAV V/R Service Students	425
Veteran Students	107

Section 1C:

	Full-Time	Part-Time	Student Worker
Disability Services Specialists	85	25.5	61

Section 2: Testing and Course Accommodations

Indicate how many students were eligible to receive the following accommodations.

Testing Accommodations:

	Number Eligible
Distraction Reduced Environment	5851
Extended Time	6975
Reader/Text-to-Speech Software	815
Word Processor	1593
Word Bank	233
Scribe/Speech-to-Text Software	389
Spell Check	978
Non-programmable Calculator	965
Formula Sheet	217

Course Accommodations:

	Number Eligible
Books in Digital Format	2129
Note Taker	4565
Digital/Tape Recorder	4322
Priority Seating	2243
Priority Registration	5895
Reduced Course Load	400
Allowances for Class Participation	324
Disability Related Absences	928
Appeal for Course Accommodation in Foreign Language	227
Appeal for Course Accommodation in Math	35

Section 3: Accessible Material

Section 3A: Accessible Material Produced Internally

Please indicate the number of pages.

Material Estimated Number of Pages	Electronic Text	Braille	Audio	Large Print
Textbooks	177318	0	23673	1435
Exams/Tests	2887	7	403	4920
Other	1510	0	0	115

Section 3B: Accessible Material Outsourced

Adaptive materials obtained by the institution from AMAC, Learning Ally, Bookshare, publishers, or other sources.

Material Estimated Number of Pages	Electronic Text	Braille	Audio	Large Print
Textbooks	919003	4647	52402	199
Exams/Tests	0	513	2	0
Other	0	57	0	0

Section 4: Distance Learning

	Number Eligible
Students enrolled through E-Core	316

Section 5:

Section 5A:

Please indicate and/or discuss other support services provided for students with disabilities.

Section 5B:

Describe any special accommodations made for students in distance learning/on-line courses.

Section 5C:

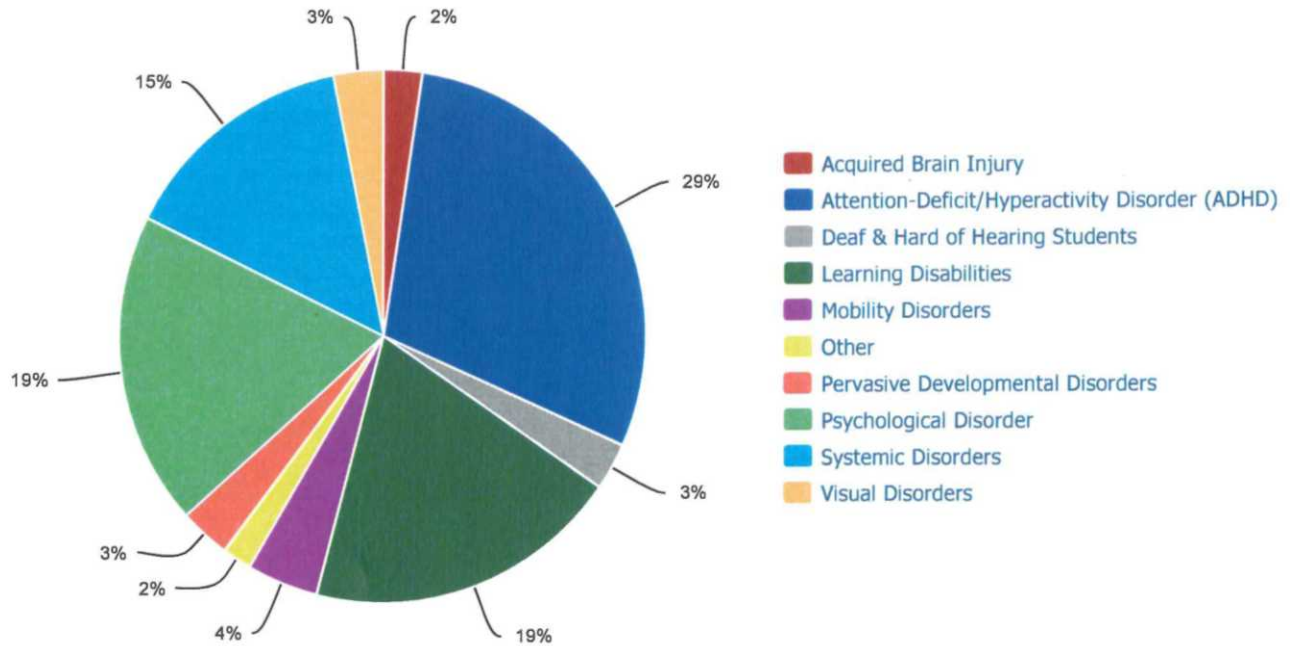
Describe and/or quantify any unusual, innovative, involved, or particularly expensive accommodations or services that were not adequately addressed above, if any.

Section 5D:

Discuss any general problems or successes, current or foreseen, that may affect services to students with disabilities. This may include changes in populations, technology, institutional delivery methods, or other issues. (What is operating particularly well? What needs improvement?)

USG-BOR Annual Report: Disability Group

Disability Groups Served



A text description of the above pie chart:

Disability Group	Percent of Students
Pervasive Developmental Disorders	3%
Acquired Brain Injury	2%
Attention-Deficit/Hyperactivity Disorder (ADHD)	29%
Systemic Disorders	15%
Deaf & Hard of Hearing Students	3%
Learning Disabilities	19%
Mobility Disorders	4%
Psychological Disorder	19%
Visual Disorders	3%
Other	2%

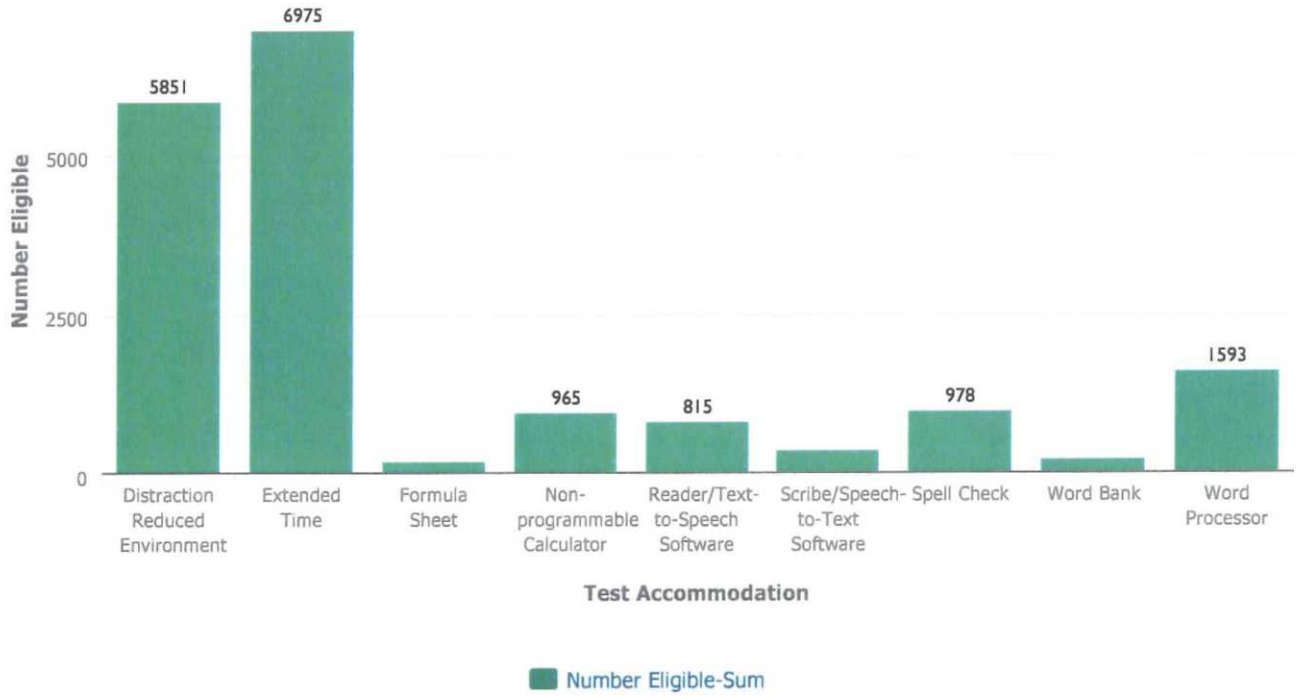
USG-BOR Annual Report: Disability Groups Served

Filtering: All List All

Disability Group	Number of Students
Pervasive Developmental Disorders	382
Acquired Brain Injury	286
Attention-Deficit/Hyperactivity Disorder (ADHD)	3581
Systemic Disorders	1768
Deaf & Hard of Hearing Students	349
Learning Disabilities	2366
Mobility Disorders	530
Psychological Disorder	2319
Visual Disorders	377
Other	220
TOT	12178

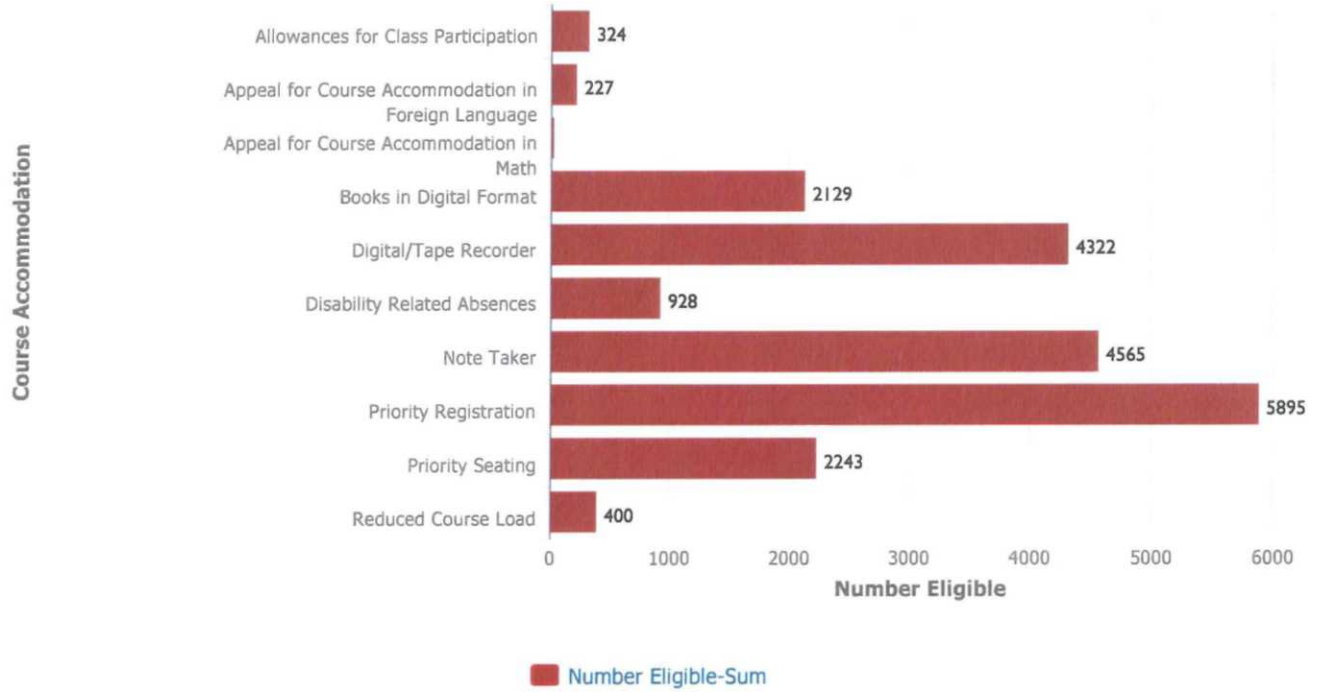
USG-BOR Annual Report: Testing Accommodation

Testing Accommodations



USG-BOR Annual Report: Course Accommodation

Course Accommodations





Annual Report on Academic Services for Students with Disabilities, 2012-2013

Executive Summary

The Annual Report on Academic Services for Students with Disabilities displays access services provided for students with disabilities from July 1, 2012 to June 30, 2013. The data reflect services provided by 29 of the 31 University System of Georgia institutions. The 2012-2013 report excludes data from Georgia Regents University and Atlanta Metropolitan State College. (The Georgia Regents University is the result of a merger, and only started operations in August of last year, and Atlanta Metropolitan State College is a new addition to the University System of Georgia). The report also does not contain data from the Georgia Public Library Services or the Georgia Archives, which are affiliates of the University System of Georgia. This report does not reflect any data from the Technical College System of Georgia (TCSG).

Disability Groups Served The total unduplicated head count of students with disabilities served was 9,876. The following report, broken down into three main sections, displays 1) the Disability Groups served, 2) Testing and Course Accommodations, 3) Accessible Materials utilized by USG students, and 4) Evaluation Services.

Testing and Course Accommodations The three largest disability groups served for the year were students with 1) Attention-Deficit/Hyperactivity Disorder (AD/HD) (3,581 students), 2) Learning Disorders (LD) (2,366 students), and 3) Systemic Disorders (1,768 students). (Systemic disorders are conditions affecting one or more of the body's systems, including the respiratory, immunological, neurological, circulatory, or digestive systems.)

The three largest testing accommodations made for students with disabilities include 1) Extended Time (6,975 students), 2) Distraction Reduced Environment (5,851 students), and 3) Word Processor (1,593 students). Other testing accommodations representing significant amounts include Reader/Speech-to-Text Software, Spell Check, and Non-Programmable Calculators. The three largest course accommodations for the year include providing students with 1) Priority Registration (5,895 students), 2) Note Taker (4,565 students), and 3) Digital/Tape Recorder (4,322 students).

Accessible Materials USG students with disabilities used a variety of adaptive course materials obtained from AMAC Accessibility Solutions, Learning Ally (formerly Recording for the Blind and Dyslexic), Bookshare, and many textbook publishers (often through AMAC's AccessText Network). Students used well over a million pages of accessible electronic text, and AMAC provided over 919,000 of these pages for the University System. Students also utilized Braille, Audio Books, and Large Print versions, of course textbooks and other learning materials.

Evaluation Services Not included in previous versions of the Annual Report on Academic Services for Students with Disabilities was data on evaluation services provided by the USG Regents' Centers for Learning Disorders (RCLDs). The RCLDs assist USG students seeking academic accommodations by providing comprehensive psychoeducational



assessments for students with potential learning disorders. The RCLDs assist USG disability service providers by providing expert review of outside disability documentation submitted by students for eligibility determinations.

During 2012-2013, the RCLDs provided psychoeducational evaluations for 290 USG students and conducted 967 outside documentation reviews. The diagnoses most often identified via an RCLD evaluation were Learning Disabilities (138), Attention- Deficit/Hyperactivity Disorder (ADHD; 116), and Psychological Disorders (105). The diagnoses most often confirmed via an RCLD review of outside documentation were ADHD (340), Psychological Disorders (185), and Learning Disabilities (174).

The greatest number of evaluations were provided to students from Georgia Southern University (54), the University of Georgia (41), and the University of North Georgia-Gainesville (32). The greatest number of outside documentation reviews were provided for Georgia Southern (166), Armstrong Atlantic State University (78), and Kennesaw State University (77).

The schools that most often availed themselves of RCLD services (i.e., the total of inside evaluations and outside documentation reviews) were GA Southern (220), Kennesaw State University (89), and Georgia College and State University (88). The schools that least often used RCLD services were Columbus State University (0), Atlanta Metropolitan College (2), and Georgia Southwestern State (2).

In 2012-2013, all USG institutions, but one (Columbus State University) used RCLD services.

Current and Future Annual Report Analysis

The data in this report are in some ways difficult to compare to previous reporting years based on the decision of the Academic Committee on Learning Disorders (ACLD) to condense the report. This decision was based on the incorporation of a new Web-based collection format as well as an urgency to meet a reduced timeline for distribution.

While the total number of students served is down slightly from the previous year, this is more likely a reflection of differences in reporting standards and practices by USG institution administrators, and also due to mergers and institutional changes within the University System of Georgia. The general trend over the last several years has been a steady *increase* in the number of students with disabilities attending USG institutions, which is also reflected nationwide. (According to a Government Accountability Office [report](#) from October 2009, the proportion of college students with any sort of disability has inched upward, to about 11% in 2008 from 9% in 2000.) Additionally, in order to obtain more accurate information, our new reporting application also includes useful descriptions of many categories present in the report that may be confusing to some users in the past. Moving forward, this will allow for much more accurate reporting and analysis of all disability groups served and the accommodations that are provided to them.

The 2012-2013 Annual Report on Academic Services for Students with Disabilities survey data was collected, stored, and analyzed through a Web-based application, which was designed, developed, and is hosted by the University System of Georgia | AMAC Accessibility Solutions and Research Center, located within the College of Architecture at the Georgia Institute of Technology. The data categories were abstracted from the 2011-2012 USG Annual Report on Academic Services for Students with Disabilities. The 2012-2013 report data is currently stored through a third party vendor, Intuit Quickbase. Intuit Quickbase maintains a data management facility with advanced firewall technology, data protection through daily backups, industry standard 128-bit secure sockets layer (SSL) protocol. This new annual report application was developed to meet Section 508 VPAT accessibility standards.



Through the revised Web-based annual report, we can now begin creating more detailed and accurate information regarding these academic services. As we are moving forward in the coming years, this report will be revised to provide more useful, accurate, and timely information regarding disability student services, institutions' disability policies and protocol, and accessibility challenges and standards within the University System of Georgia.