

Data in disability services in higher education

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Acknowledgement of country

ADCET is committed to the self-determination of First Nations people. We acknowledge the palawa/pakana peoples of lutruwita upon whose lands ADCET is hosted, and the Wadawurrung people from whose lands Kelly and I join you today.

We also acknowledge the traditional custodians of all the lands across Australia and pay our deep respect to Elders past and present, and to Aboriginal and Torres strait islanders who may be listening.

Introduction

A few things by way of introduction

- Drawing on Deakin experiences
- Feedback from the data use survey
- Focus on Higher Education data
- Identify issues and opportunities for further work as a sector

What we will cover

- Higher Education Statistics
- Service data
- Quality Indicators for Learning and Teaching (QILT) surveys
- Not the big national datasets

About data

- Why use our data?
- When is data good data?

Section 1 – Higher Education Statistics

What are they?

- The Australian Department of Education collects and disseminates statistics relating to the provision of higher education at all Australian institutions

How are they collected?

- Enrolment data
- Problems with data

How do we find and navigate the data sets?

- [Higher Education Statistics - Department of Education, Australian Government](#)
- [Selected Higher Education Statistics – 2020 Student data - Department of Education, Australian Government](#)

How can planning units assist?

The value of this data

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Section 2 – Disability service data

What are they?

- The information we collect from students who use our services
- Information about the services we provide
- Information about students study
- Not a direct overlap with Higher Education statistics

How are they collected?

- So much more our many and varied systems can do now
- Summary of survey responses on what systems can do (from responses from 15 universities)

What systems do we use to collect information?

- Simplicity (5)
- Service Now (2)
- Point and Click (2)
- Oracle (2)

Section 2 – Disability service data details

What do we collect?

- Number of students (15)
- Disability information and type, including multiple disability types (14)
- Number of access plans delivered (13)
- Types of accommodations/adjustments (12)
- Number of appointments (15)
- Hours of services provided (4)
- Costs per students (4)
- Ratio of students to advisors (10)

What else do we collect?

- Information about assistive technology and equipment
- Faculty and unit details
- Referral

Section 2 – Disability service data details

What works and what could be improved?

- Much improved, but systems can't do all we need of them
- Some not well supported by uni, or staff not well resourced to use them for reporting
- None that capture time spent indirectly on behalf of students

How can planning units assist?

- Help us with the time, knowledge and resources to make use of the data

The value of this data

- Standard functions re distribution of access plans, considering caseload and reporting to department
- Many other uses for research, planning, policy and telling the story of students with disability (more on this next session)

Section 3 – QILT surveys

What are they?

- Student Experience Survey (SES)
- Graduate Outcomes Survey (GOS)
- Graduate Outcomes Survey – Longitudinal (GOS-L)

How are they collected?

- National survey campaigns, contracted by the federal government and conducted by the Social Research Centre

How do we find and navigate the data sets?

- <https://www.qilt.edu.au/>

How can planning units assist?

- Looking for disability specific (and other intersections) results from surveys

The value of this data

- Planning and strategic level

Potential opportunities to explore further as a sector

Higher Education statistics

- Collecting the same enrolment data in the same way
- Working again with the department to improve definitions
- Explore problems with 2020 data and ensure it is accurate into the future

Improving correlation of Higher Ed and disability service user stats

- Develop consistent consent statements and practice
- Develop recommended practice

Improving our disability service data collection

- Develop a complete and growing wish list for our systems, and community of practice for reporting and support

Next week

Next week

- Examples of using the data for planning, research, mental health strategy, course reviews, estimating DSP funding etc.

Questions and comments? Other ideas?