

DS Annual Report Appendix: Disability Service KPIs and Statistics 2019-2020

Summary of Key Findings

While the below statistics comprehensively map 2019-20's activity against the previous year, some significant figures demand particular focus:

- The number of Trinity Students registered with a disability reached its highest ever total at 1777 students. 552 new registrations between August 2019 and May 2020 resulted in a 9% overall yearly increase in the total number of registrations for 2019-20.
- 41% of new students registering with the Disability Service chose a course within the Faculty of Arts, Humanities and Social Sciences. 24% of students engaged in a course within the Faculty of Engineering, Maths and Science whilst another 21% chose Health Sciences courses. Economic and Social Studies was the most popular undergraduate course amongst students with disabilities in 2019-20.
- Students with a Specific Learning Difficulty (374 to 381) and those who were Deaf/Hard of Hearing (34 to 32) were the only disability type to undergo small decreases in numbers from 2019-20 to 2019-20. The number of students with Mental Health Difficulties continues to increase significantly annually, from 361 students in 2017-18, to 396 students in 2018-19, to 471 in 2019-20.
- The number of students eligible for ESF funding has continued to grow annually, increasing from 1,356 in 2018-19 to 1,451 in 2019-20.

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Abbreviations

- DS: Disability Service
- RP: Required Points

Disability sub-groups

- ADD: Attention Deficit Disorder (including ADHD Attention Deficit Hyperactivity Disorder)
- ASD: Autistic Spectrum Disorder
- DCD: Developmental Coordination Disorder (Dyspraxia)
- Mental Health: Mental Health conditions including depression, anxiety, eating disorders, bi-polar disorders and OCD
- Neuro: Neurological disabilities including epilepsy, acquired brain injury, sleep disorders and stroke
- Phys: Physical disabilities including arthritis, cerebral palsy, spinal injuries and long-term injuries
- Sensory: Sensory disabilities including blind and visually impaired, deaf and hard of hearing
- SOI: Significant ongoing illnesses including diabetes, Crohn's disease, cancer, and chronic fatigue
- SpLD: Specific learning difficulties includes dyslexia, dysgraphia and dyscalculia

Disability Service Key Performance Indicators

The Key Performance Indicators developed by the DS capture the breath of work carried out by the service. Admissions KPIs capture entry numbers and routes; under service delivery we record the number and types of services offered. Individual activities and targets are measured and reflected through annual staff reviews, allowing the DS to measure set activities and targets.

KPI Indicator	Year 2019-2020
Number of new UG entrants with disabilities entering with the required points (RP) / DARE ³ / Mature Students (Age 23 – 61)	RP: 48 DARE: 167 Mature: 16 Total: 231
Number of new students with disabilities registering with DS – UG / PG / Foundation	UG: 498 PG: 60 Foundation: 9 Total: 567
Number of International students (non-Irish)	New in 19/20: 91 Total: 183
Number of students with disabilities in College / as a percentage of (total student population)	1,777 9.4 % (18,941)
Number of needs assessments carried out	582
Number of students in receipt of General Disability support	1142
Number of students supported / funded by ESF student disability fund	New in 19/20: 474 Total: 1,598
Number of students receiving exam accommodations	1,526
Number of Assistive Technology assessments	43
Number of Assistive Technology appointments	176
Number of Academic Support appointments	259
Number of students receiving Occupational Therapy supports	172
Number of Occupational Therapy appointments	772
Number of students availing of Professional Placement support	140

Number of students and/or parents supported pre-entry	140
Number of Student Ambassadors engaging annually	43
Number of students whose residential accommodations applications were supported	Semester 1: 34 Semester 2: 41 Total: 75
Number of DLO and departmental meetings	25
Number of students supported by ESW	25
Number of staff with disabilities supported	9
Number of student's referrals to Case Co-Ordinator across Counselling, Disability & Health	106

Student journey through Trinity

A key feature of the Disability Service’s strategy is the use of objective measures as part of the evidence base from which the service to students can be evaluated and improved. Keeping track of student registrations, disability types, and changes in the rates of progression, withdrawal, and completion allows the service to adapt to issues that may otherwise go unnoticed. The data in this section is presented to illustrate the main features of the student journey. The number of students registering with the Disability Service has risen significantly since 2001. The graph in **Figure 1** below illustrates steady increases in the years after the Service was established, with almost a doubling of registrations over 7 years from 222 in 2001-02, to 434 in 2007-08. In contrast, the rate of increase accelerated from 2007-08, with the numbers more than doubling in just 4 years to 911 in 2011-12, registrations have continued to increase up to 2019-20.

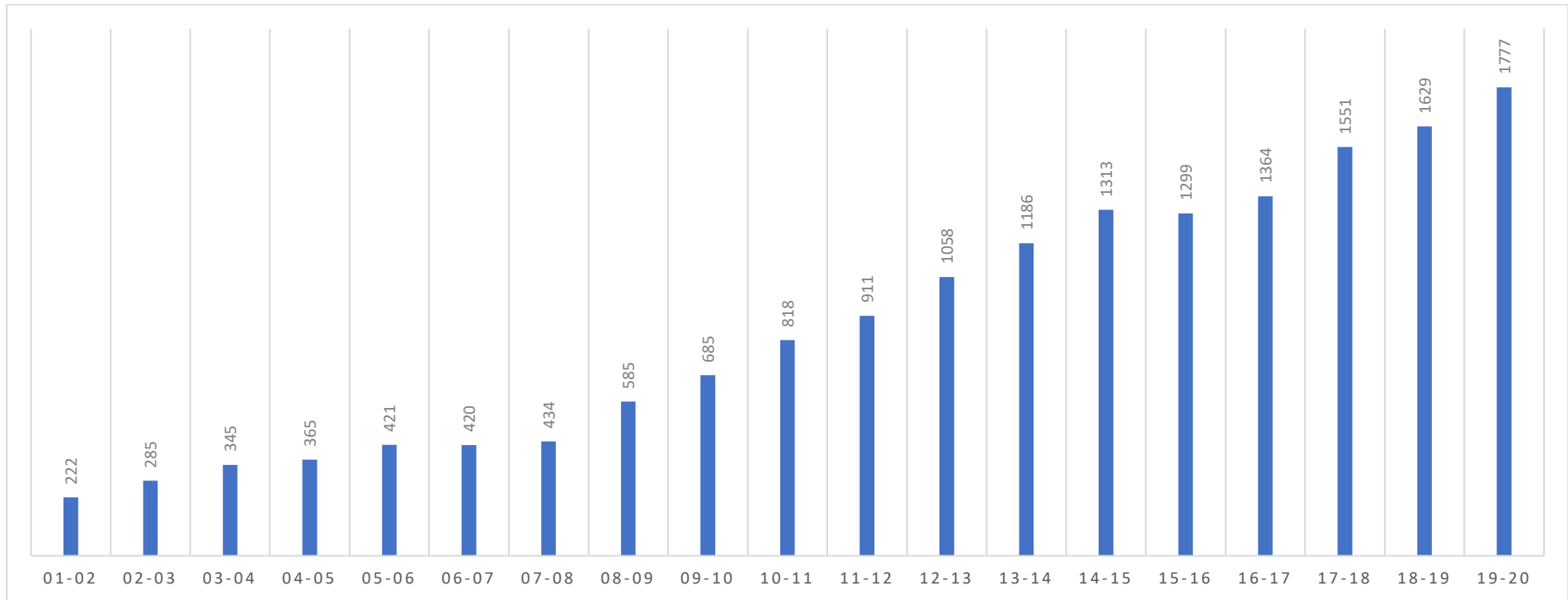


Figure 1: Cumulative Record of Student registrations 2001-02 to 2019-20.

While student numbers in general have increased in Trinity since 2001, the rate of registrations for students with disabilities has also increased proportionately. **Figure 2** below demonstrates proportionate increases approximately in line with the numbers above. In 2001-02, the proportion of TCD students registered with the DS was 1.5%, this had doubled to 3.2% by 2006-07. By 2019-20, the proportion of students registered with DS, as a percentage of the TCD student population, almost tripled to 9.4%. The number of postgraduates with disabilities was first recorded in 2010-11. The trend shows a steady rise in postgraduate students registered up to 2014-15 and an increase in 2017-2018. The proportion of postgraduate students registering with the DS has fallen in the past two years and remains less than the undergraduate level.

Year	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Total Students	818	911	1058	1186	1313	1299	1364	1551	1629	1777
Undergrad Students	731	809	940	993	1063	1088	1185	1327	1474	1613
% of Total Undergrad	6.2%	6.7%	7.7%	8.0%	8.4%	8.6%	9.3%	10%	11.1%	12.0%
Postgrad Students	87	102	118	193	250	211	179	199	155	164
% of Total Postgrad	1.8%	2.0%	2.7%	4.5%	5.6%	4.7%	3.7%	4%	3.0%	3.0%
% of All Students	4.9%	5.4%	6.4%	7.1%	7.7%	7.4%	7.7%	8.6%	8.8%	9.4%

Figure 2: Number and proportion of students registered 2010-11 to 2019-20

Registrations by Disability Type and Faculty

The figure below illustrates the number of registrations by disability type and Faculty during 2019-20. Students with disabilities tend to choose Arts, Humanities and Social Science courses above the other two faculties. However, in recent years there has been a relative rise in the numbers of students with disabilities in Health Sciences.

Disability Category	Total	Arts, Hum. & S. Science	Eng, Maths & Science	Health Sciences	Multi Faculty Multi School includes TSM
ADHD or ADD	147	75	31	20	21
Autistic Spectrum	129	44	61	2	22
Blind / Visual	31	11	9	7	4
Deaf / HoH	32	20	4	5	3
DCD / Dyspraxia	96	40	28	11	17
Intellectual Disability	8	8	0	0	0
Mental Health	471	202	92	92	85
Neurological	82	33	15	17	17
Physical Disability	112	61	12	26	13
Significant Ongoing Illness	281	103	60	86	32
Speech Language & Communication Disorders	14	4	5	4	1
Specific Learning Difficulty	374	130	99	107	38
Total	1777	731	416	377	253

Figure 3: Breakdown of Total Students registered with DS by Disability Category and Faculty in 2019-20

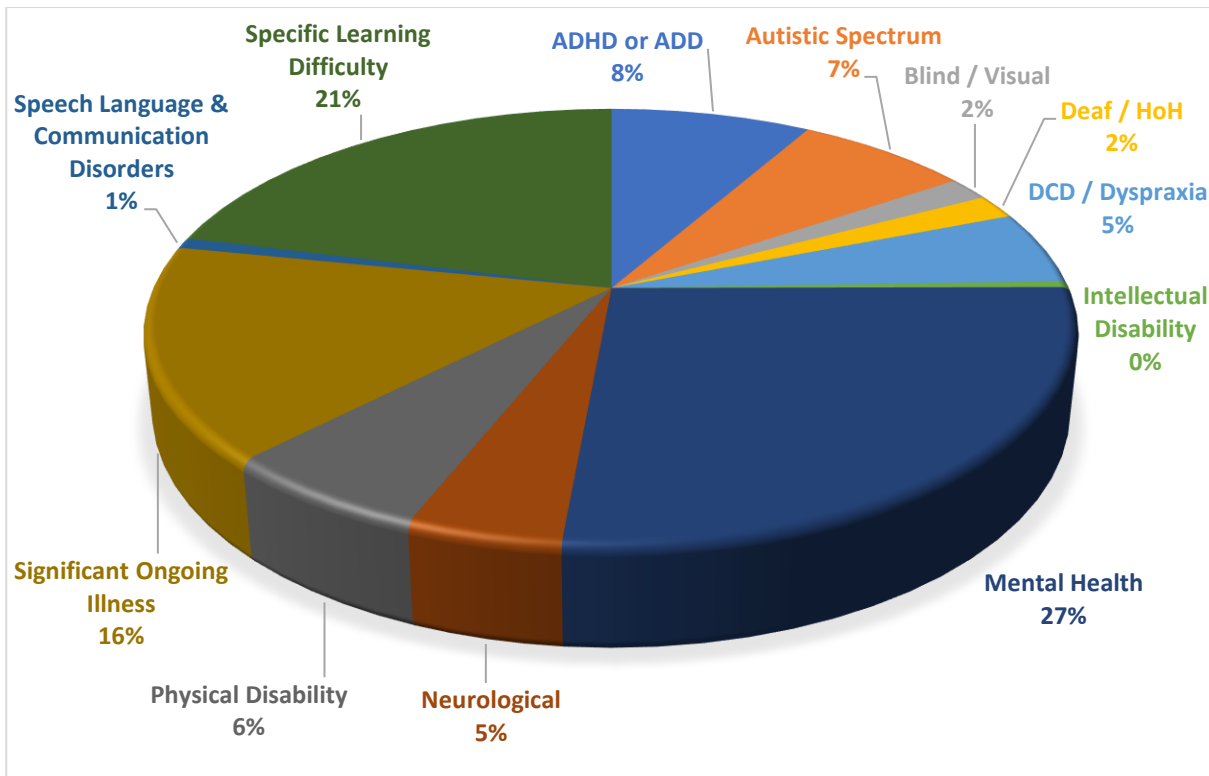


Figure 4: Breakdown of Total Students registered with DS by Category of Disability for 2019-20

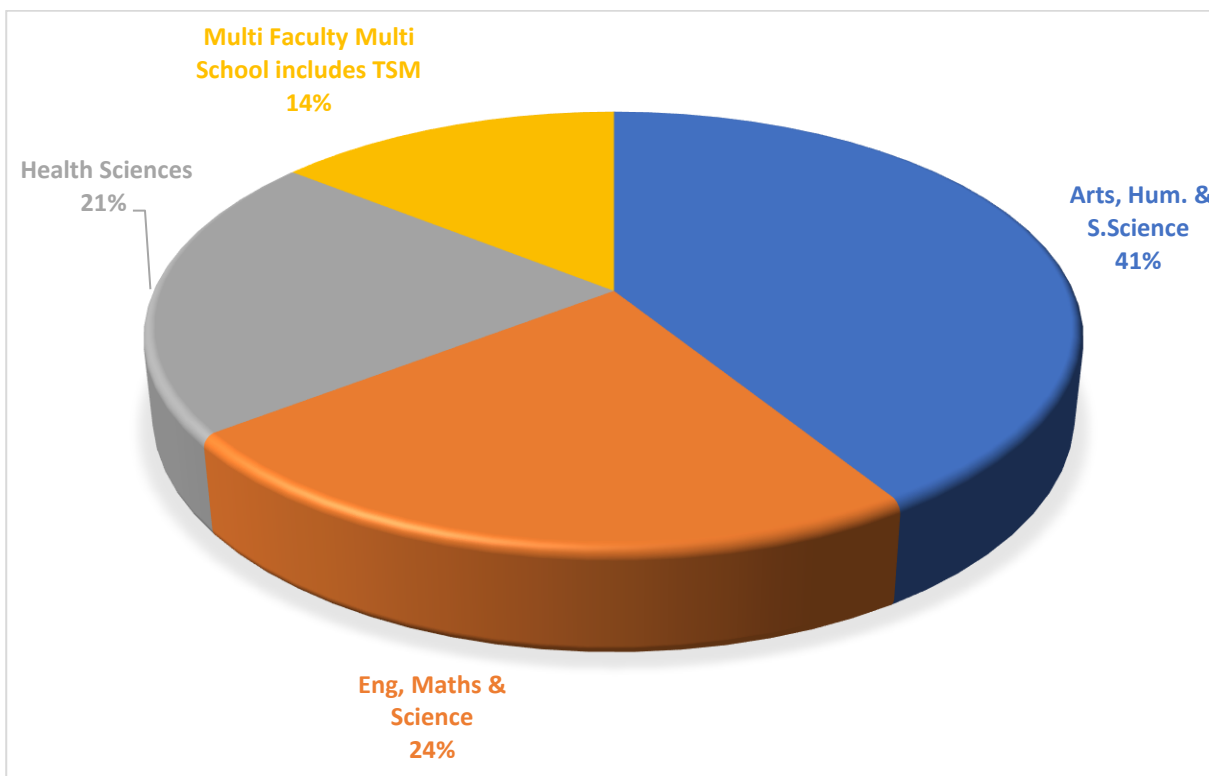


Figure 5: Breakdown of Total Students registered with DS by Faculty for 2019-20

Rate of increase or decrease of student registrations by disability type

The graphs below (**Figures 6 to 13**) illustrate the individual growth patterns of student registrations by disability type over a 10-year period: 2010-11 to 2019-20. The number of students with physical and sensory disabilities continues to remain low and under-represented compared with other disability types.

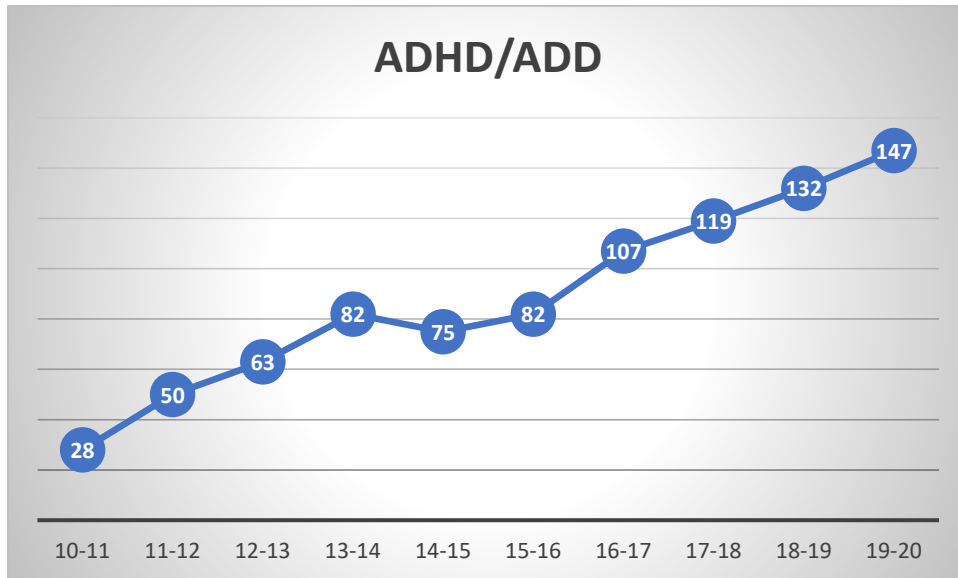


Figure 6: Students with ADD or ADHD 2010-11 to 2019-20

Students with ADD or ADHD are an emerging group since 2007-08. Like students with Autism and DCD prior to 2007-08, as a group they are more likely to be “hidden” among the general student population, or among those with Specific Learning Difficulties.

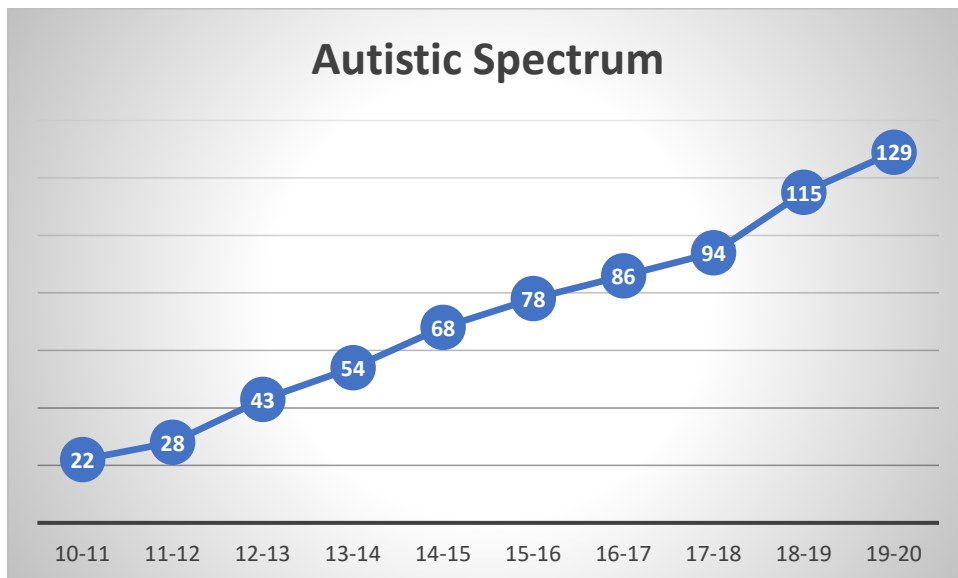


Figure 7: Students with Asperger's 2010-11 to 2019-20

The increase in students with Autism Spectrum Disorder attending Trinity is significant, albeit from a very low base, since 2007-08. Like the rationale for students with mental health difficulties, there was (and maybe still is), a legacy of under-diagnosis and under-disclosure to ‘catch up on’. Also, through the work of numerous staff and students in various

departments over the past decade, Trinity has gained a reputation for being a supportive environment for students with Autism.

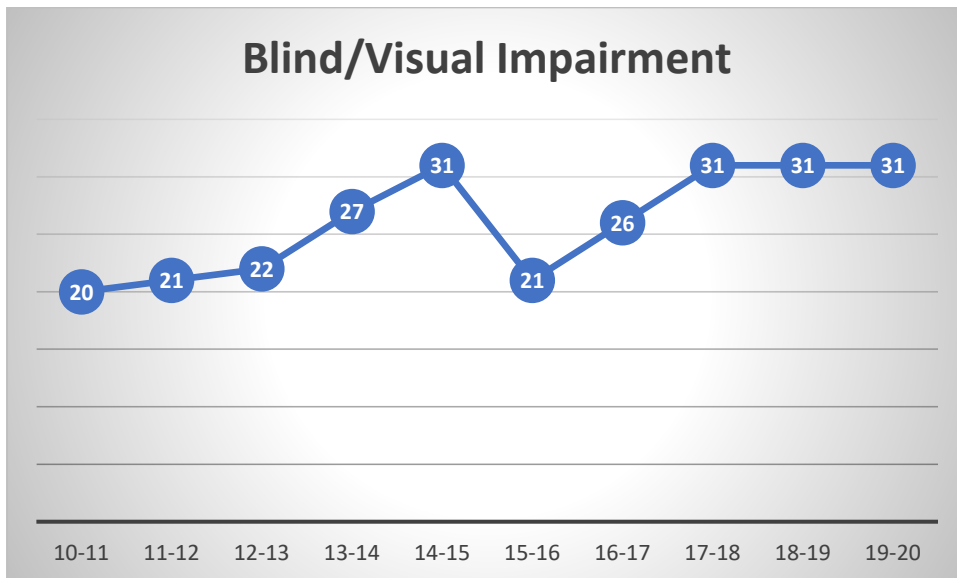


Figure 8: Blind/Visually Impaired students 2010-11 to 2019-20

Students who are blind or visually impaired, like those who are deaf or hard of hearing, enter Trinity in low numbers. In contrast to those who are deaf or hard of hearing, however, they are at low risk of withdrawal.

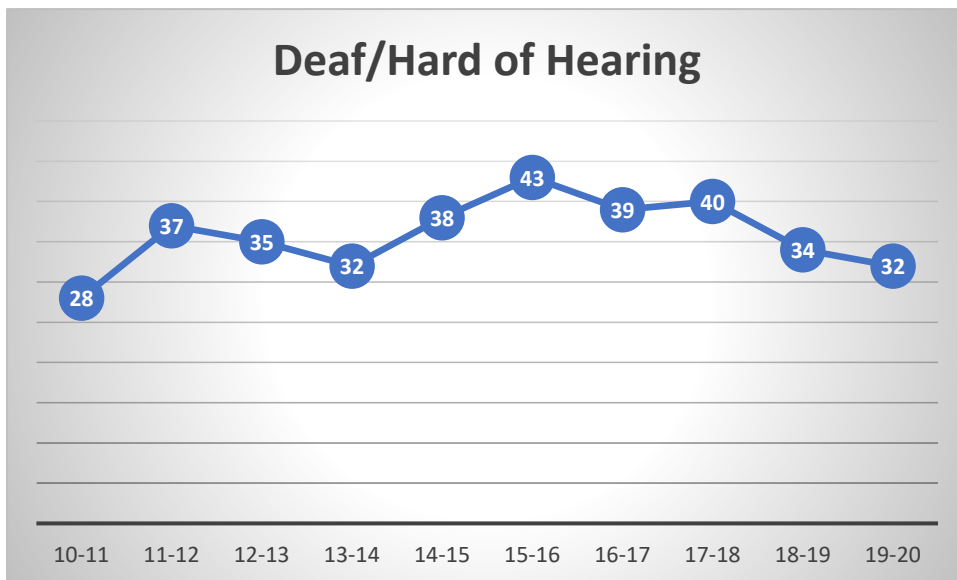


Figure 9: Deaf/Hard of Hearing students 2010-11 to 2019-20

As stated above, deaf or hard of hearing students enter Trinity in very low numbers. As a group, they face considerable difficulties in post-primary education, are less competitive at admissions, and are at higher risk of withdrawal from higher education than any other group by disability type.

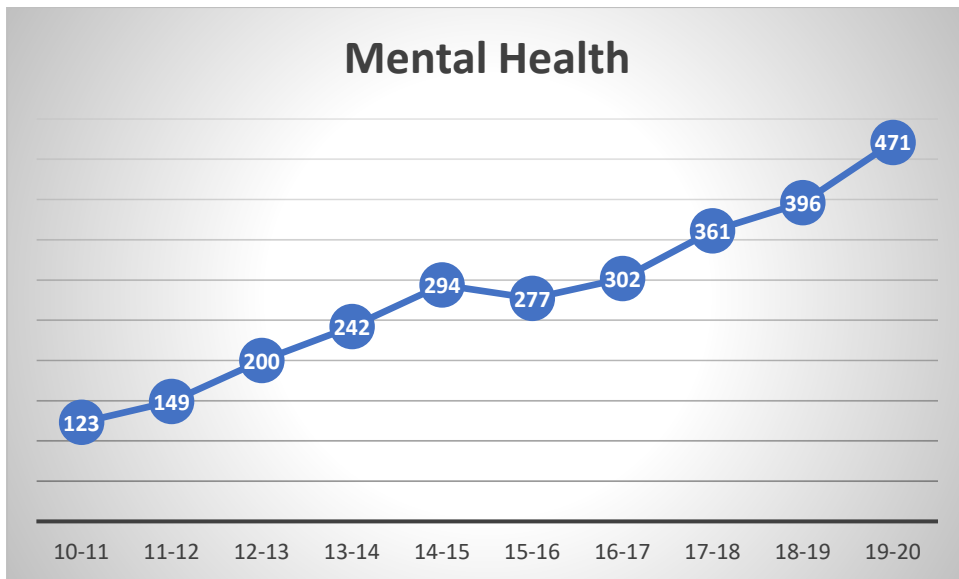


Figure 10: Students with mental health difficulties 2010-11 to 2019-20

Trinity has the highest number and the highest proportion of students with mental health difficulties of any HEI in Ireland (AHEAD surveys). Numerous factors have been suggested by way of explanation. Firstly, mental health conditions are regarded as the most prevalent of all disability types and therefore it is likely that they are simply under-diagnosed and under-disclosed in other HEIs. In Trinity, there are considerable resources available to diagnose and support students with mental health difficulties. The Health Centre provides a Psychiatric Service and the Disability Service provides Occupational Therapy support. There is also a College Counselling Service and a Tutorial service. It is suggested that collectively, these supports also attract a higher number of students with mental health difficulties among CAO applicants.

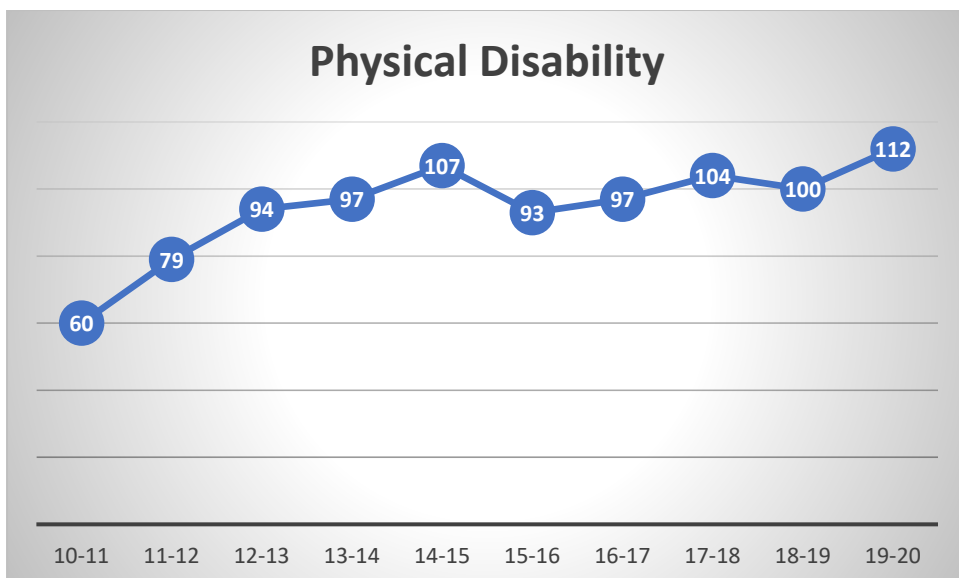


Figure 11: Students with physical disabilities 2010-11 to 2019-20

Students with physical disabilities are under-represented in Trinity and Higher Education nationally compared with other disability types. However, in recent years the numbers have increased somewhat compared to those with sensory disabilities.

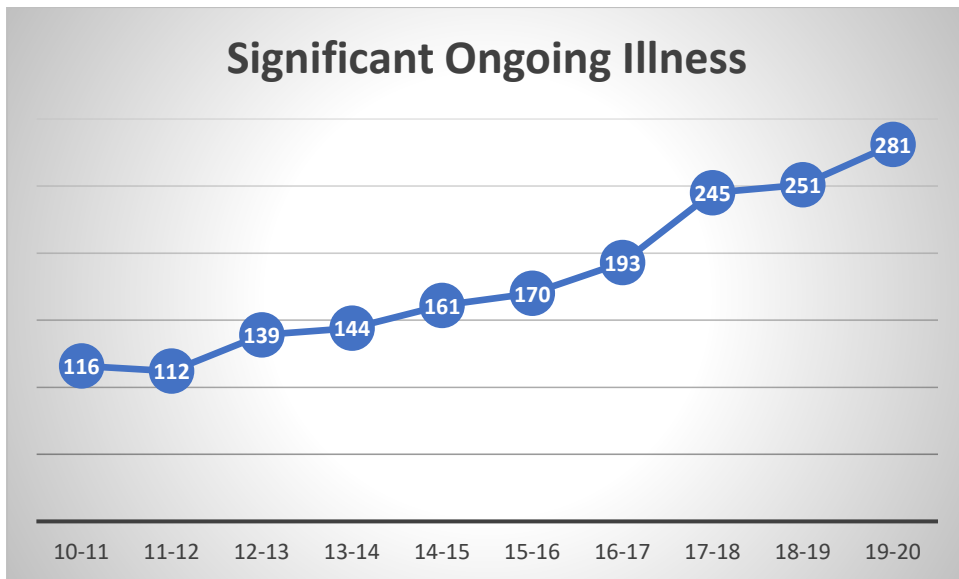


Figure 12: Students with significant ongoing illnesses 2010-11 to 2019-20

Students with significant ongoing illness (SOI) represent the most varied disability type as they are categorised by the broadest criteria. There is no definitive list of all the medical conditions that could be considered SOIs, but the most common conditions are: cancer, chronic fatigue syndrome, Crohn’s disease, diabetes, and multiple sclerosis. There is also an overlap between some SOIs and other categories of disability. For example, arthritic conditions vary and can be considered a physical disability due to the impact on mobility; epilepsy has more recently been considered a neurological condition, and mental health conditions can overlap with fatigue conditions. These discrepancies in categorisation make it difficult to think of the SOI group in clearly defined terms.

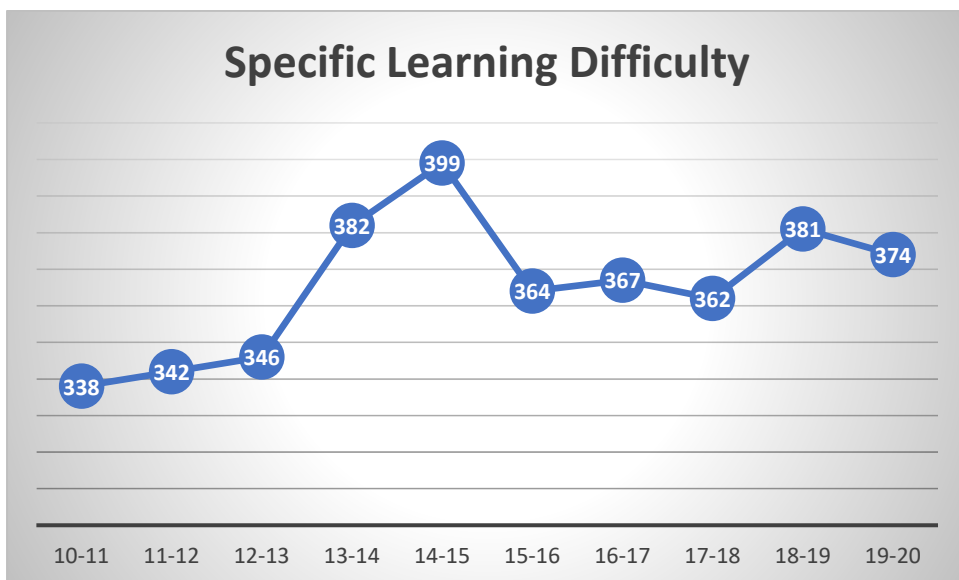


Figure 13: Students with specific learning difficulties 2010-11 to 2019-20

The number of students with specific learning difficulties, predominantly dyslexia, have decreased marginally over the past 8 years. These decreases due mainly to two factors: firstly, the increase in the diagnosis rates of ADHD, Autism, and DCD has lessened the numbers seeking a diagnosis specifically for dyslexia (there is a high comorbidity among

these conditions); secondly, the criteria for DARE ensures that only those with two or more literacy difficulties (at or below the 10th percentile) are eligible for a points reduction at admission.

When do students register with the Disability Service?

Knowing when students register with the Disability Service is useful because certain groups tend to register early and others later. It is also useful to consider how supports and resources are 'front loaded' at the start of the year. 73% of the students that registered with the Disability Service in 2019-20 registered in the months of August, September and October (403) while the remaining 149 students registered in comparatively low numbers in the other months of the year.

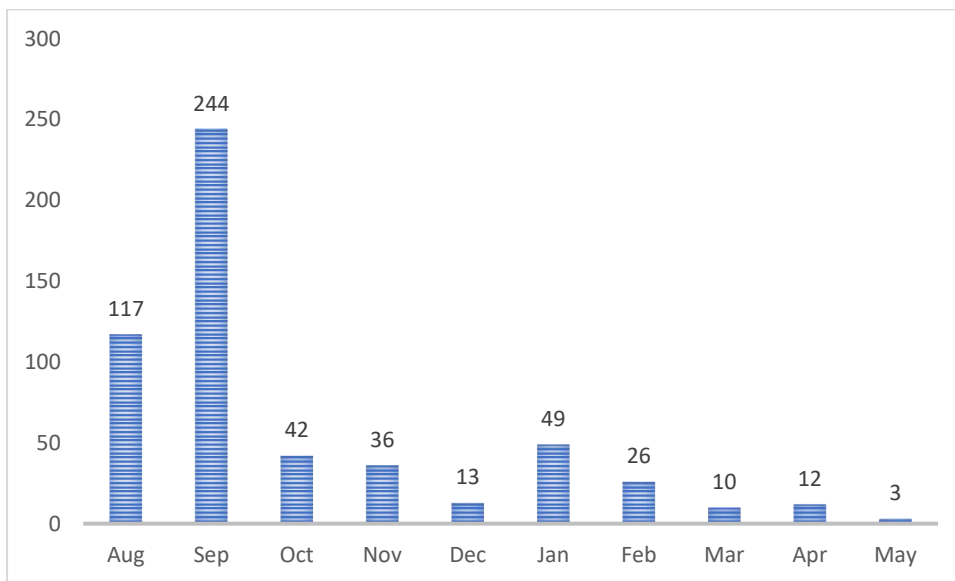


Figure 6: All New DS Registrations by Month August 2019 to May 2020

New first year undergraduate registrations

Most students registering in any one year are first year students. Between 2010-11 and 2014-15 the number of first year students registering with the DS averaged 193. In the past 5 years, 2015-16 to 2019-20, that average has increased by 53% to 295.

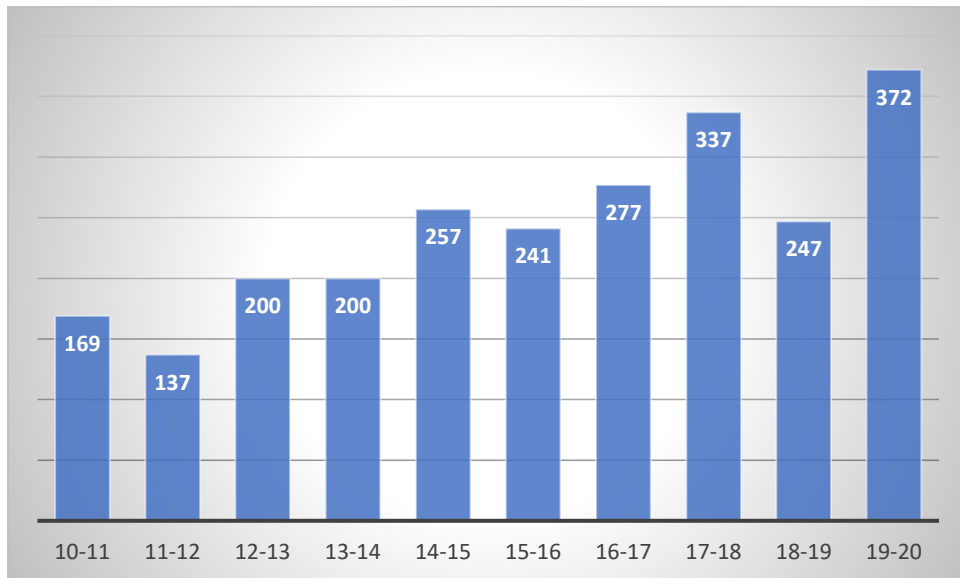


Figure 7: First year (Junior Freshmen) total registrations 200-05 to 2018-19

Figure 16 below illustrates the breakdown of new first year registrants by entry route: Merit or required points (48); DARE, supplemental (167); and Mature Students (16).

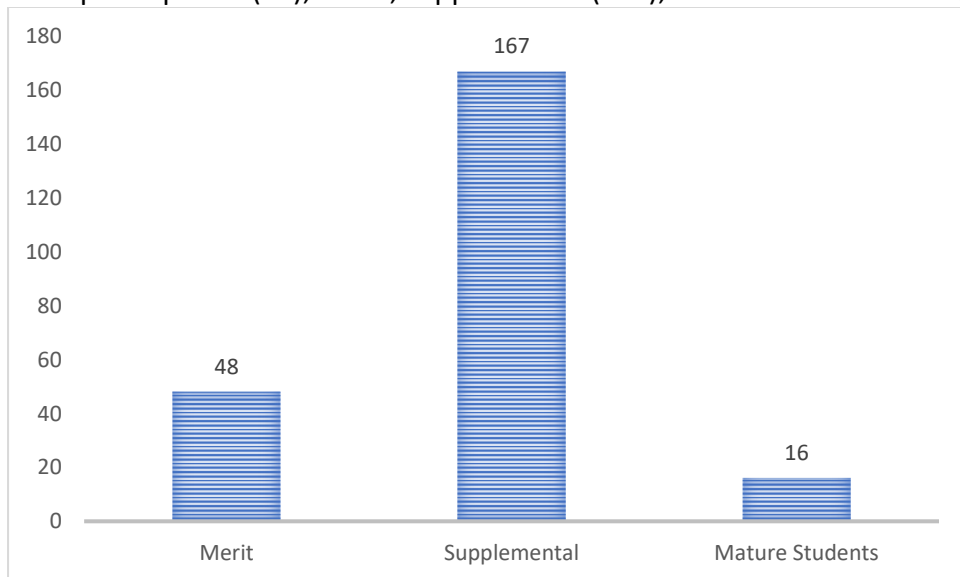


Figure 8: New first year undergraduate registrations by entry route 2019-20

Figure 17 below illustrates the number and cumulative record of new students registering with the DS by Academic Year 2010-11 to 2019-20. It shows an 18% increase in the number of new student registrations from April 2019 to April 2020.

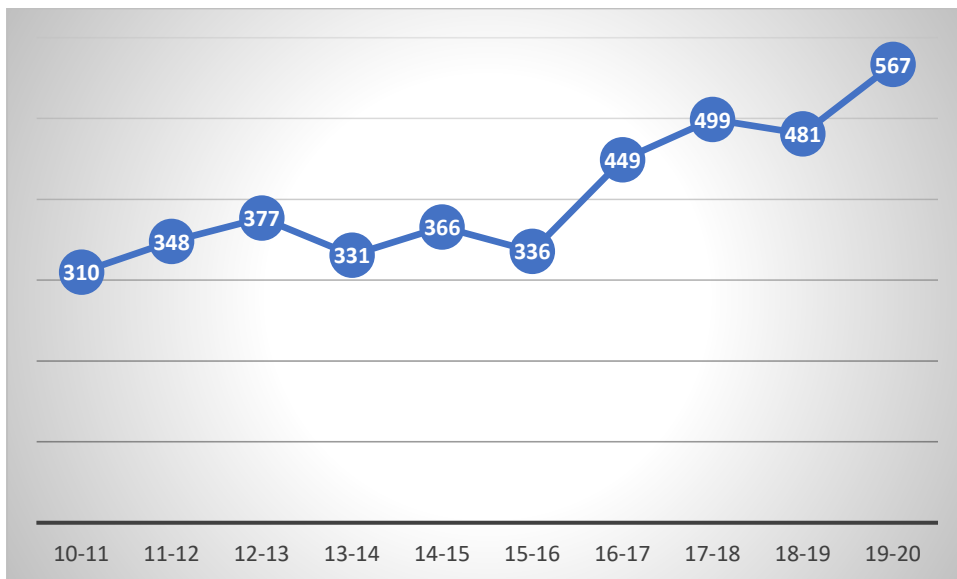


Figure 9: Number of new students' registrations from 2010-11 to 2019-20

The chart below illustrates the breakdown of newly registered students by disability type for the academic year 2019-20.

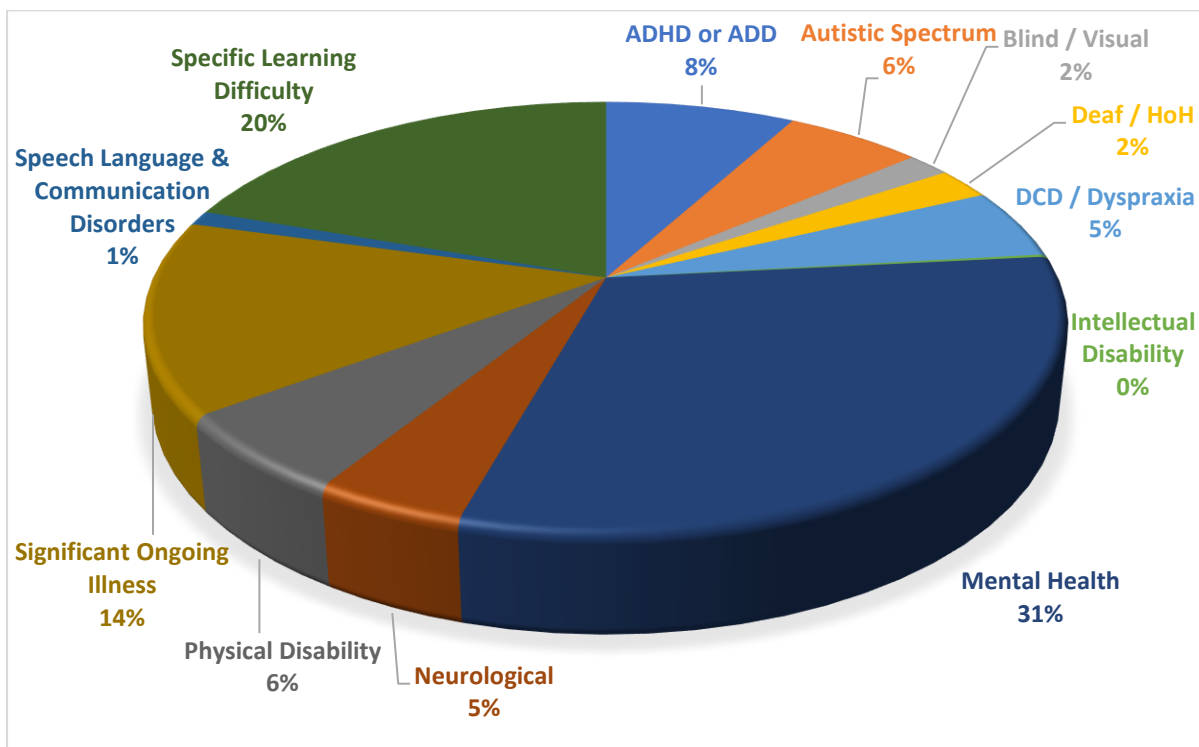


Figure 10: Illustrates the Category of Disability for all new student registrations 2019-20

The chart below illustrates the percentage breakdown of new registrants by Faculty for the academic year 2019-20. Students with disabilities tend to choose Arts, Humanities and Social Sciences courses above the other two Faculties. However, in recent years there has been a relative rise in the number of students with disabilities in Health Sciences.

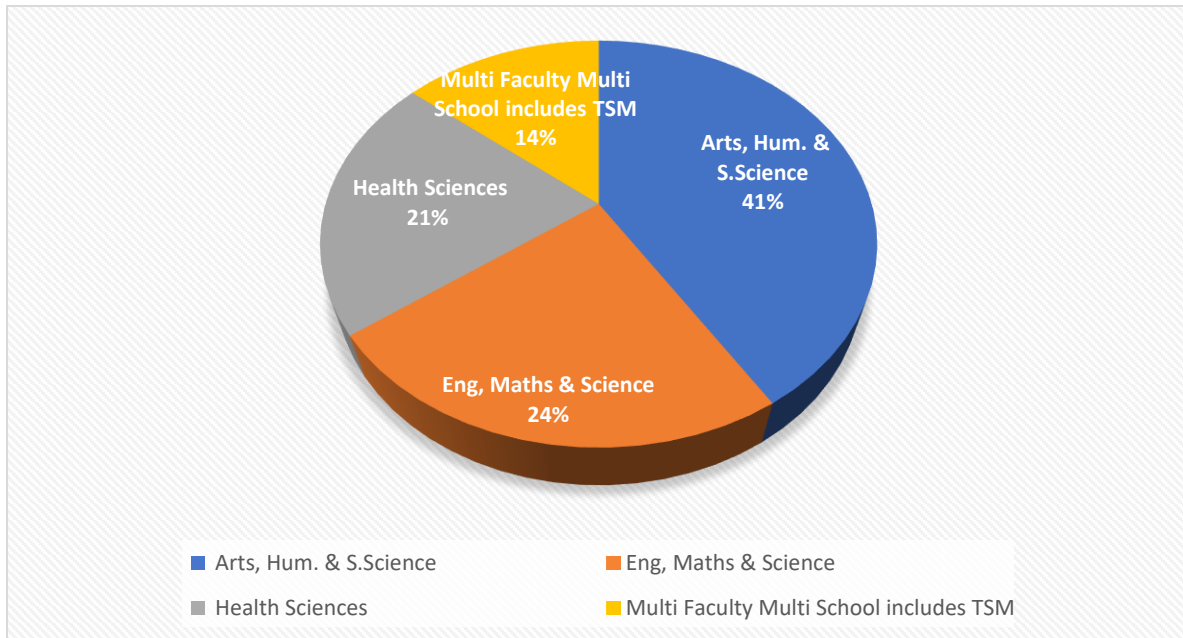


Figure 11: Percentage breakdown of new registered students by Faculty 2019-20

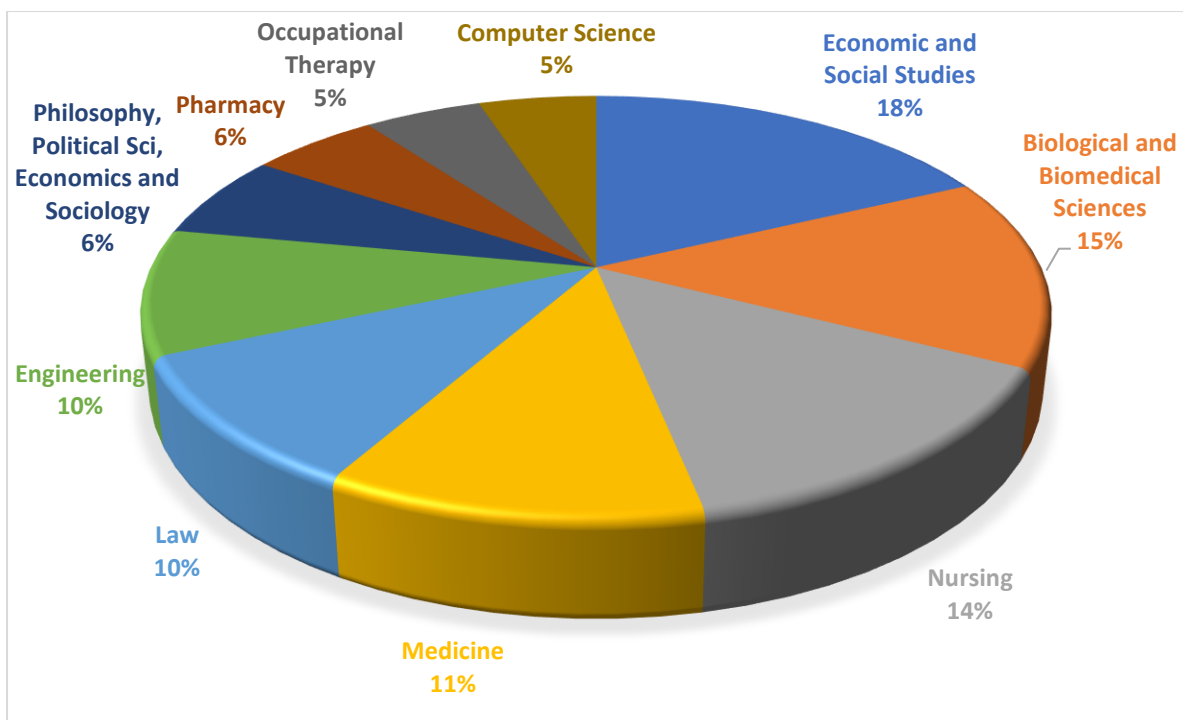


Figure 20: Top 10 Courses chosen by Undergrads registered with DS 2019-20

Disclosures through LENS reports

The table below shows the number of disclosures through the issuing of LENS reports in the year 2019-20. These are students registered with the Disability Service who agree to disclose their disability and reasonable accommodations to their school or department via their LENS report in SITS.

Faculty of Arts, Humanities and Social Sciences			700
Business	29	Linguistics, Speech and Communication Studies	37
Drama, Film and Music	19	Law	66
Education	14	Psychology	53
English	39	Religion	14
Histories and Humanities	51	Social Science and Philosophy	28
Languages, Literatures and Cultural Studies	20	Social Work and Social Policy	37
AHSS Multi School	293		
Faculty of Engineering, Maths and Science			406
Biochemistry and Immunology	3	Genetics and Microbiology	3
Chemistry	8	Mathematics	24
Computer Science and Statistics	63	Natural Sciences	8
Engineering	79	Physics	3
EMS Multi School	215		
Faculty of Health Sciences			365
Dental Science	14	Pharmacy	41
Medicine	95	Occupational Therapy	25
Radiation	13	Physiotherapy	41
Nursing and Midwifery	139	Human Nutrition and Dietetics	1
HS Multi School	17		
Trinity Multi Faculty			244
Total			1715

Figure 21: Disclosures through LENS

Examination Accommodations

The graph below illustrates the changes in the provision of exam accommodations over a three-year period from 2017-18 to 2019-20. The changes reflect increases in students registering with the Disability Service over the same period.

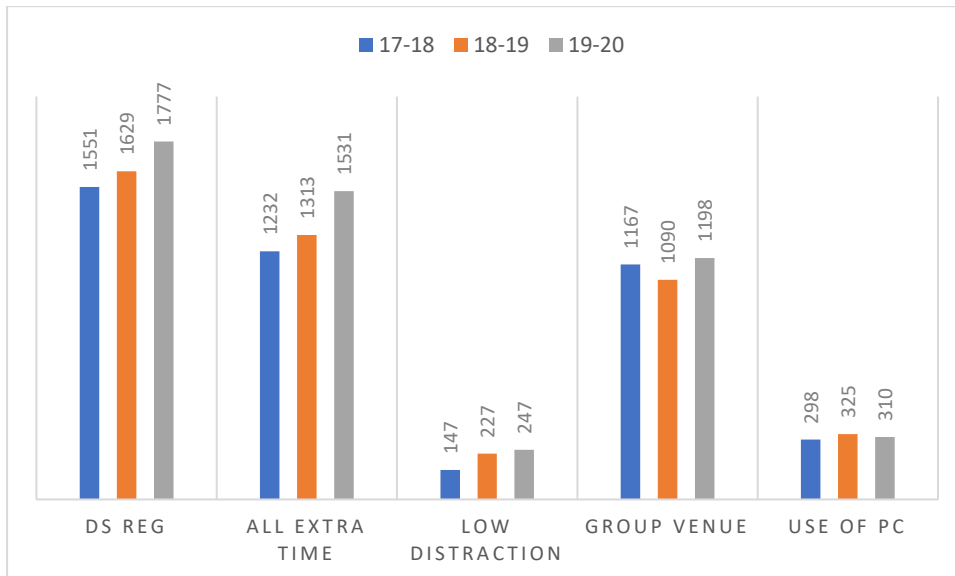


Figure 22: Increases in exam accommodations from 2016-17 to 2018-19

- DS reg: All students registered with the Disability Service
- All extra time: All students with extra exam time including 10, 15 and 20 minutes extra per hour
- Low distraction: All students who attend a low distraction venue
- Group venue: All students who attend a Group Venue (alternative to the main venues)
- Use of PC: All students who use a computer in exams

Changes in exam accommodations 2015-16 to 2019-20

The table below lists the changes in exam accommodations during the five-year period, 2015-16 to 2019-20. Most students registered are accommodated with extra time of 10 minutes per hour and a group venue. Additional supports beyond this 'baseline' are allocated in relatively small numbers. In semester 2 in 2019-20 most exams moved online and additional supports and services were required to ensure students were adequately supported.

	15-16	16-17	17-18	18-19	19-20
Students registered with DS	1299	1364	1551	1629	1777
Total with exam accommodations	1088	1109	1241	1400	1526
Total with no exam accommodations	211	255	310	229	251
10 mins per hour	855	1023	1192	1253	1443
15 mins per hour	25	28	29	42	38
20 mins per hour	3	6	10	15	23
Low distraction venue	71	122	148	227	247
Individual test centre – general	50	58	68	83	78
Group Test Centre	764	891	1019	1090	1198
Reader	7	2	2	4	0
Scribe	11	10	6	6	0
Use of computer	255	278	298	325	310

Table 23: Changes in exam accommodations 2015-16 to 2019-20