Registering for access services in college: A focus on immigrant students with disabilities

By Christine Vo, Evelyne Marcil, Mary Jorgensen and Catherine Fichten

Transition from high school to college can be stressful for everyone, but especially for students with disabilities. However, many students adapt and flourish in their new academic environment. The challenge is to assist those who struggle in college.

An Adaptech Research Network study found that, in general, students are satisfied with college life. Surprisingly, students with disabilities who had registered for access services at their college reported the lowest satisfaction with college life.

The goal is for all students to enjoy their time in college and to learn and grow from it. Who are these students with disabilities that do not register for campus-based disability-related services? How can they be assisted?

A partial answer to this question is provided by another Adaptech Research Network study. Here it was found that immigrant students were less likely to report having a disability than Canadian-born students and, thus, less likely to register with their college’s access center. Since registration for services is an important contributor to satisfaction with college life, it is necessary to make sure immigrant students with special needs register.

There are many reasons why few immigrant students with disabilities declare a disability. Disabilities as taboo is one reason that immigrant students may not seek assistance. In some cultures, a label related to disabilities is seen in a negative light. Others believe taking any action that makes someone “stand out” should be avoided. Some immigrant students may deny having a disability to prevent being a hindrance to their family. Another reason for not registering for access services is lack of knowledge about disabilities and available services. For example, a disability might be perceived as simply difficulty integrating into a new culture or environment. A disability might also be seen as a permanent sentence - without hope.

Making sure that all students, including immigrants with disabilities, feel comfortable and satisfied with their college experience is an ambitious but essential goal.

Christine Vo is a research assistant at Adaptech Research Network and student at Dawson College. Evelyne Marcil is a research assistant at Adaptech Research Network and a professor at Dawson College. Other contributors include Mary Jorgensen, research associate at Adaptech Research Network and at CRISPES, and Catherine Fichten, co-director of Adaptech Research Network and a professor at Dawson College.