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Emotional Support Animals:
Western Carolina University's Campus Preparedness

A disquisition presented to the faculty of the Graduate School of Western Carolina University in
partial fulfillment of the requirements of the degree of Doctor of Education

By

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DEDICATION

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Abstract

EMOTIONAL SUPPORT ANIMALS:

WESTERN CAROLINA UNIVERSITY'S CAMPUS PREPAREDNESS

BaShaun H. L. Smith

Western Carolina University (February 2020)

Chair: Dr. Kofi Lomotey

Emotional support animals (ESAs) are sprouting up on college campuses around the country. The purpose of this disquisition is to explore their impact on the students who need them and one university who have them on campus. Through this research, I found that there is not that much literature on ESAs on college campuses; however, there is much research on animal assistance. Additionally, I found that several schools faced litigation for not allowing ESAs on their campus due to a no-pet policy. Moreover, colleges are hesitant to have ESAs on campus due to a lack of understanding of mental disorders. Although there are some hesitations, ESAs have proven beneficial to students, given the rise of mental health issues across the nation. Despite the benefits and the laws such as the Fair Housing Act, colleges are still reluctant to accept the fact that some students require emotional assistance.

I addressed this challenge using improvement science. I used both qualitative (journal entries) and quantitative (Qualtrics surveys) research methods to analyze student, staff, and faculty knowledge on the topic of ESAs. I used Emotion Coding to see the trends in the journal entries using qualitative methods. For the quantitative methods, I sent the pre-survey to the research participants; then I sent the educational intervention module with the post-survey as well. Overall, the data analysis supported the fact that there was a change after participants took

the pre-survey, watched the educational intervention module, and then took the final post-survey.

There were some limitations in the research, but with improvement science, those limitations became a strength.

Chapter One: Introduction

There are many lenses through which we can view scholarly doctoral work. For this work, I ask readers to put on their scholar-practitioner or disquisition lens to immerse themselves in this work. A disquisition is different from a traditional dissertation because of the balancing act that a disquisition writer must perfect. In a traditional dissertation, a researcher's sole focus is on scholarly work. For a disquisition writer, they do not solely focus on scholarly work, but often are researching while also working in their research environments. The balancing act of being a researcher and a practitioner is crucial to keep in mind while reading this research. As a scholar-practitioner, I must be able to use all the knowledge from books, the field, and common sense to address any problems of practice (Perry, 2015). It is important to have a diverse perspective on the world while attempting to address problems of practice in the field; to avoid potential implicit bias. While researching problems of practice I must be aware of other identities outside of my own to have a fair and representative research process. As scholar-practitioners, I must have an appreciation of why equity and social justice are meaningful in the work that we do by using theories we learn to make a change in the work that we do (Perry, 2015).

The concept of scholar-practitioners in Western Carolina University's (WCU) educational doctoral program benefits from the research done by the Carnegie Project on the Education Doctorate (CPED). WCU's EdD program models CPEDs because its focus "is to prepare educators for the application of appropriate and specific practices, the generation of new knowledge and the stewardship of the profession" (Perry, 2012, p. 43). With this disquisition, I present new knowledge for colleges and universities throughout the country. The following pages will take the reader through a journey illustrating how I used the scholar-practitioner approach in my research.

I have been fortunate enough to spend most of my adult life living on a college campus while working in residence life. Through this experience, I could see firsthand how students have evolved. What I witnessed was that our students are coming into college with needs different from those of their predecessors. These needs include basic life skills training: laundry, cooking, cleaning, and talking to others. The simple reaction to this change is anger or frustration, but I prefer the response of adaptation. As higher education professionals, we must adjust our policies, procedures, and processes to align with the new wave of students. If we are unable or unwilling to do this, we could be setting up the students for failure. Of course, there still needs to be a challenge throughout the collegiate experience, but we must never forget to support our students as well. A form of support that I recognize that some students need on college campuses is an emotional support animal.

Problem of Practice

Every year, the month of August is a busy time for parents, recent high school graduates, and staff on college campuses. New college students and their parents go through their checklist of items they can and cannot bring to campus. Staff at colleges are eagerly preparing for the new students to arrive by making sure road signs are up, the facilities are clean, and any other last-minute preparations meet the standards of the incoming students. However, during this time, some families are looking at their lists and comparing them to the college's prohibited items list with despair. They are looking at it this way because their child currently has an emotional support animal (ESA), but the college states that no animals are allowed on campus. The family knows that they can petition the campus by providing paperwork, but they may not want to go through the tedious regulatory process that most campuses require. Many families will choose

not to bring their ESA to campus, and their students may struggle mentally, socially, and academically because of it.

If those students choose to not bring their ESA on campus because the perceived lack of support than I would argue this is a social justice issue. Equity and equality are important concepts as well but when there is little support or no clear guidelines for ESAs it turns into a social justice issue. I truly believe that ESAs are a social justice issue because there are current barriers in place at Western Carolina University that must be addressed. Decision makers preconceived notions on students with ESAs could impact whether the student is approved or not. These barriers are systemic and could be seen a deterrent for students who would like to apply for an ESA. This research will attempt to break down any systemic barriers to improve the overall student experience.

The college landscape is ever-changing, and students are entering college with diagnosed and undiagnosed mental impairments (emotional or mental illness). Depression and anxiety have been a leading diagnosis among college students for the past several years (Hoffman, 2015). It is not surprising to see the increased number of students requesting ESAs before their arrival on college campuses. What are ESAs? Many people are asking this question due to the media attention that ESAs are receiving. ESAs provide some companionship or support, such as calming a person with anxiety who is experiencing an episode of acute distress (Von Bergen, 2015). ESAs are different from service animals because service animals receive training to perform specific tasks for their owner who has some form of disability (Tedeschi, Pearson, Bayly, & Fine, 2015). Unlike service animals, ESAs do not need to have any formalized training before going out in public (Tedeschi et al., 2015). The primary responsibility of an ESA can

include acting as a motivator for students with mental impairments to get through troublesome episodes that may occur while on campus.

The National Alliance on Mental Illness (2013) found that “approximately 61.5 million Americans – one in four adults – experience a mental health impairment in any year and one in 17 – 13.6 million people – live with a serious mental illness” (as cited in Von Bergen, 2015, p. 16). These numbers are significant because the National Center for Education Statistics (NCES) found that in 2013, there were more than 20 million incoming college students, and one can make an inference that some of these Americans attending college could face mental impairments while enrolled. Having some support when they arrive would be beneficial for their academic and social success in college. For some students, this support could mean requesting an ESA before they arrive to campus. The incursion of students requesting ESAs due to mental impairments is a new phenomenon on college campuses but ESAs themselves are not new. It is a national problem; college campuses are just a microcosm of the current state of our society.

Considering the number of Americans experiencing mental health impairments each year, the benefits of ESAs on college campuses is something that colleges should keep in mind when developing policies. Souter and Miller’s (2007) meta-analysis found “that exposure to animal-assisted activities and animal-assisted therapy produces significant improvement in depression” (p.176). Additionally, therapy dogs were used to calm down students, enabling them to focus on their academics instead of worrying about their behavior (Geist, 2011). If college students could have ESAs on campus, one could make an argument that it would benefit the students’ academic progress on campus. Berget, Ekeberg, Pedersen, & Braastad (2011) found in their quantitative study that “patients who reported the highest degree of anxiety before the intervention profited

most from the animal-assisted therapy” (p. 59). The intervention of animal-assisted therapy was beneficial for those who participated in the study.

Another benefit of having an ESA is that it helps the owner with communication skills. Woods, Gles-Corti, and Bulsara (2005) used the phrase “*social capital* to describe the opportunities for increased communication and connections to others created by the presence of the dog” (as cited in Tedeschi et al., 2015, p. 326). If a student with a mental impairment such as anxiety has an ESA, he/she will likely have less anxiety, and he/she will feel more comfortable communicating with peers. Kurdek (2009) found that “on average, participants were more likely to turn to their pet dogs when they experienced emotional distress than they were to turn to mothers, fathers, brothers, sisters, best friends, and children” (as cited in Geist, 2011, p. 251). This study highlights the fact that some people have a closer relationship with animals than they do with people, and it is important to honor those relationships, especially for students on college campuses. Students with an ESA will more than likely have a better coping strategy for emotional distress while in college. The existence of ESAs on campus begs several questions:

- 1) How do we work with ESAs on campuses when we have a no-pet policy?
- 2) How do we create an environment that is welcoming to students who need ESAs without negatively impacting the other campus community members?
- 3) How do we educate students with ESAs about their responsibility to that ESA and the broader community?
- 4) How can we educate the broader campus community about the benefits of ESAs and their restrictions on campus?

At present, the lack of clear policies, practices, and communication about the ESA program has created unintended negative consequences for students with ESAs and the broader campus community. In this disquisition (DQ), I address all the above questions to better understand how the problem will help us find a solution through improvement science. The DQ also provides the reader with baseline information on the history of ESAs, how they are impacting students (positively and negatively), and what the campus community can do to address the issue on college campuses.

Chapter Two: The Local Context

History and Current State of the Problem

Animals, specifically dogs, have been used as assistance animals for the last 100 years. They were first used as runners during World War I and were then used as guide dogs for the blind (Tedeschi et al., 2015). The concept of using guide dogs for the blind was made possible by Dorothy Harrison Eustis when she introduced Americans to these dogs in 1927 and created the Seeing Eye organization in 1929 (Tedeschi et al., 2015). During the middle of the twentieth century, the concept of service dogs became the norm for assisting people with disabilities, and in 1975 the Canine Companions for Independence was established (Tedeschi et al., 2015). This organization focused pointedly on training dogs to help people with a wide variety of disabilities. Their tasks ranged from picking up clothes, pulling wheelchairs, or carrying items for their owners (Tedeschi et al., 2015). The concept of animal assistance is not new; however, it is new within the realm of higher education. ESAs are animals that provide some companionship or support, such as promoting relaxation for a person who has anxiety (Von Bergen, 2015). Unlike service animals, ESAs do not need to have any formalized training before going out in public (Tedeschi et al., 2015). This lack of training fuels the fears of college leaders impacting acceptance of ESAs on campus because of what could happen.

A policy that has impacted this problem of practice is the Fair Housing Act. The Fair Housing Act 1988 (FHA), also known as Title VIII of the Civil Rights Act, was enacted to provide fair housing and ban any form of discrimination based on national origin, race, or color in private and public housing (Powers, 2014). The FHA was amended in 1974 by Congress to include religion and gender as protected classes (Powers, 2014). The FHA was later updated to include protections around discriminating based on the type of family people have and if the

renter has a disability (Powers, 2014). These amendments laid the groundwork for people who suffer from mental impairments to have their animals stay with them while living in an apartment, house, or any other property. The U.S. Department of Housing and Urban Development (HUD) oversees the FHA Department. The funding for this policy comes directly from the federal government, and Congress approves the amount.

In 2013, HUD sent comments out to housing providers explaining how they could deny assistance animals from being allowed on their property (Nolan, Sears, & Caudle, 2019). HUD shared that denials could happen if the animal poses a significant threat to the broader community or if the assistance animal could cause an unbearable amount of damage to the property (Nolan, Sears, & Caudle, 2019). The 2013 guidance also mentioned that the housing provider could not put a limit on the type, size, or weight of the assistance animal (Nolan, Sears, & Caudle, 2019). The 2013 guidance is subjective and situational. For example, if a housing provider feels threatened by a 220-pound emotional support animal, how do they prove that their concerns align with how HUD interprets it? Additionally, the amount of damages can be viewed as subjective as well because any damage from the assistance animal could be significant to that housing provider.

These comments from HUD can be problematic for Western Carolina University's (WCU) campus because there is a limited amount of space in a residence hall room for both students. If a student decides to have a Great Dane or a miniature horse as their ESA it will take up more space in the room. The housing department at WCU would not be able to deny the student's request but it could negatively impact the other student in the room. Additionally, WCU's housing department would have to be strategic if the ESA were to cause damages to the room by filing it under general housing damages. Even if the ESA caused a significant amount of

damage to the student's room it would be difficult to ban that ESA from living on campus. The difficulty stems from the HUD 2013 comment because the student could sue for discrimination.

ESAs are not just popping up in residences, they are also showing up on airplanes. In 2017, a college student decided to board a flight with Spirit Airlines, and her dwarf hamster accompanied her (Foster, 2018). The college student called the airline multiple times and asked if it was okay if her dwarf hamster flew with her on the airplane (Foster, 2018). The airline told her that it would not be a problem, but when she arrived at the airport, they refused to let her on the flight (Foster, 2018). The airline allegedly told the college student that she could flush the dwarf hamster down the toilet, and then she could get on the flight (Foster, 2018). Of course, the college student thought this was unacceptable and was devastated that someone at the airline would suggest something like this. The college student and her lawyer at the time were thinking about suing the airline for this interaction (Foster, 2018). The fact that the college student and her lawyer thought about suing the airlines should serve as a clear warning sign of how important ESAs are to their owners. This warning sign should be motivation for policy makers to improve their practices on ESAs in all aspects of life.

Another instance that depicts that state of the problem is when a woman in 2018 tried to board a flight with an emotional support peacock (Foster, 2018). Peacocks, "both the males and females... have a wingspan of up to 5 feet across. They can grow up to 35 to 50 inches long and weight 8.75 to 13 lbs." (Peacock, 2019). This animal is massive, and someone was attempting to bring one on a plane. The peacock was not allowed on the plane even though the owner bought a ticket for the animal (Foster, 2018). The airline provided the following statement about the peacock incident, "the animal did not meet guidelines for several reasons, including its size and weight... We explained this to the customer on three separate occasions before they arrived at the

airport” (Nieto-Munoz, 2018). This incident is another example of how ESAs are becoming more prevalent in our everyday life, not just in residences, but airlines and other areas as well. As a society we need to recognize that we have a problem first then put clearer policies and guidelines in place to address these concerns directly.

Fast forward to the present, ESAs are becoming more known and visible inside and outside of the higher education community. Take, for example, the acknowledgment of ESAs by Senator Richard Burr of North Carolina while introducing airline legislation (Senator Burr, 2018). Senator Burr said, “one doesn’t have to look far to find rampant cases of abuse where even emotional support kangaroos have been allowed to fly on planes to the detriment of fellow travelers and handlers of trained service animals...” (Senator Burr, 2018). Although he may have been exaggerating with his ESA kangaroo comparison, it is still imperative to understand the popularity of ESAs over time. ESAs will continue to increase on and off college campuses, which is why my work is imperative for universities.

It is true that many Americans experience mental health impairments and assistance animals may help some of these Americans; however, not all assistance animals are treated equally. There is often more respect given to people who have service animals than those who have ESAs. For example, when President George H W Bush died in 2018, his service dog Sully stayed by his casket throughout the ceremony (Wlodarczyk, 2019). When this occurred, social media was praising Sully for staying with his master even after death (Wlodarczyk, 2019). ESAs currently do not receive the same respect as service animals because they are not seen to be on the same level. The lack of respect is even larger when an ESA is not a dog. This can be seen through various news stories on emotional support animals; especially those that are not dogs.

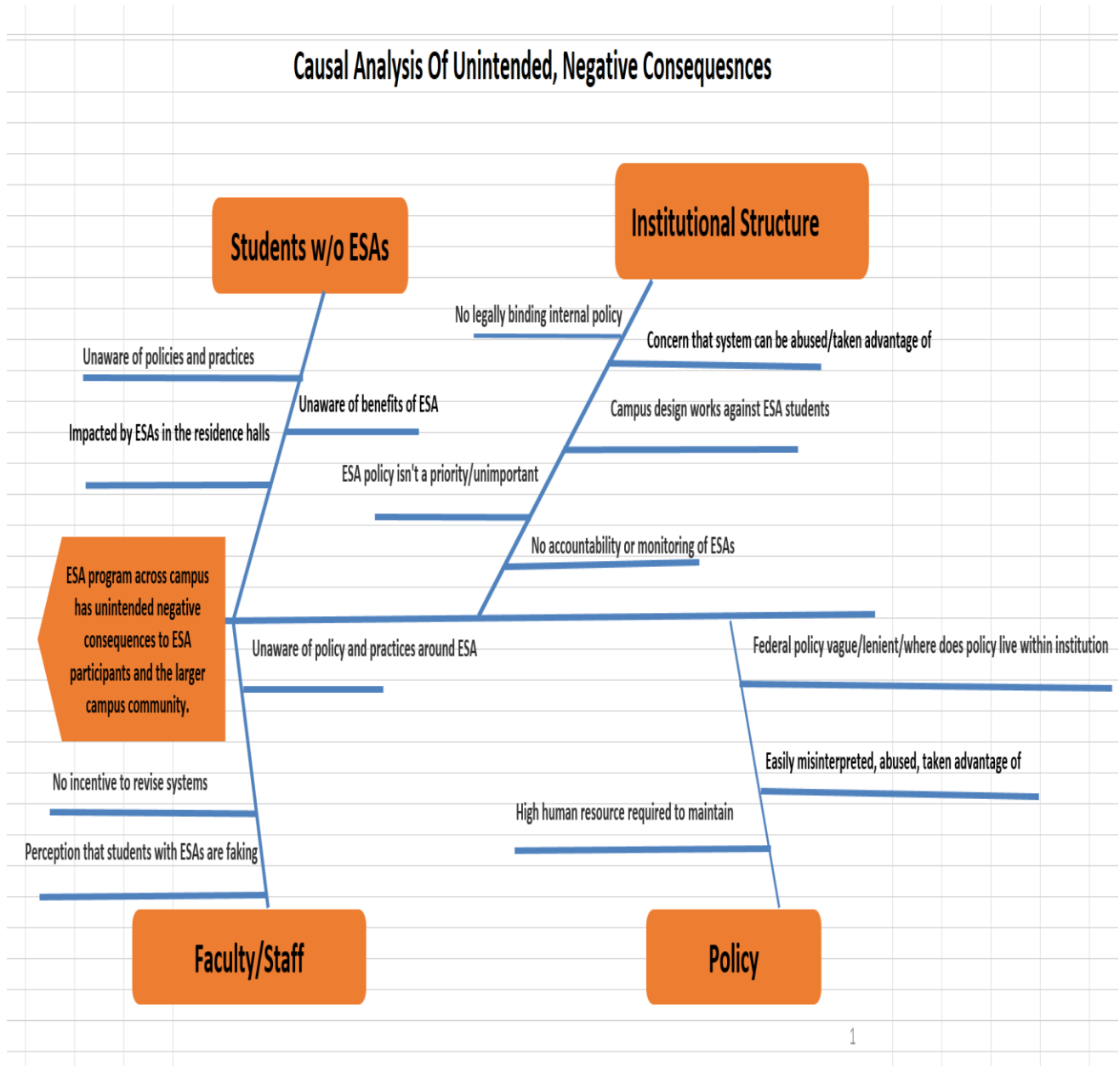
Typically, when the media is reporting on ESAs they use humor/satire in the heading to grasp the reader attention (Wlodarczyk, 2019). Not only does it get the readers' attention but it also plants a seed of doubt in the reader mind on if the person in the story really needs an ESA (Wlodarczyk, 2019). This may be a reason why there is some negative feelings towards people with ESAs in the larger community. This approach that some media outlets are taking is dangerous and inappropriate due to the potential harm it may cause. In 2018, the Chicago Tribune produce an article about ESA and called them "nothing more than an extension of our self-indulgent culture" (Wlodarczyk, 2019, p.85). Words are powerful, and I can make an argument on how these words by the Chicago Tribune hurt those people who truly need an ESA.

The current ESA program at WCU requires students to complete a housing contract if they wish to live on campus. Once they complete a housing contract, students then fill out a separate housing accommodations form, which asks the student what accommodation they are seeking. Accommodations can range from someone needing air conditioning, a private room, a handicap accessible room, and if they are requesting to have a service or emotional support animal. Students submit all available documentation confirming that they need an ESA to the Office of Accessibility Resource (OAR). OAR then informs The Department of Residential Living if the documentation is valid and if the student should be approved for an ESA or not. If the request is approved, Residential Living then contacts the student and lets them know that they accepted their request for said ESA and requests shot records of the animal that is coming into the residence hall. Through my research, I have found that the WCU ESA program has unintended negative consequences for the broader campus community. There are many reasons for the unintended negative consequences, and the fishbone diagram (See Figure 1) below shows

a few. I will discuss the following reasons further in the next sections: policy, faculty/staff, and students.

Figure 1

Fishbone Diagram



Policy

Colleges and universities hesitate to deny students who request an ESA due to several court cases where students have challenged universities regarding their right to have an ESA. Students challenged the institutions in court, and the judges ruled in the students' favor, as demonstrated in the *United States v. University of Nebraska at Kearney*:

In *United States v. University of Nebraska at Kearney*, Brittany Hamilton, a University of Nebraska at Kearney student, was prohibited from living with her emotional support dog. Hamilton had requested accommodation from the university and provided information to show she suffered from anxiety and depression, but was denied because her dorm, an off-campus apartment style unit, had a no-pets policy. The university argued that its dormitories, including the building of which Hamilton was a resident, should not be subject to the FHA because it is temporary and its primary purpose is to facilitate education. (Powers, 2014, p. 373)

The United States Court of Appeals for the Eighth Circuit ruled in the favor of Brittany Hamilton (Powers, 2014). This case was precedent-setting because of what it could potentially mean for students who are seeking some form of assistance animal on campus. Before this case, colleges were familiar with the American with Disabilities Act (ADA) that requires colleges to allow students with physical disabilities to have assistance animals [service animals] live with them in student housing (Hutchens, 2013). However, ADA does not provide any protection for ESAs (Tedeschi et al., 2015). This is where the Fair Housing Act becomes relevant. The original design of the Fair Housing Act focused on removing segregated housing and creating more desegregated living patterns across the country (Bauman, Davidson, Kotarski, & Sachs, 2014). The Fair Housing Act allows ESAs to live in various dwellings that housing providers have and

views college residence halls as dwelling places (Bauman et al., 2014). It is necessary for colleges to know the law and how it could impact them even though they still may have reservations about the emotional support animals living in the residence halls while they have a strict no-pet policy.

United States v. University of Nebraska at Kearney is just one case that has made an impact on colleges and universities throughout the United States. However, the concern is that some schools may think that this ruling is up for interpretation; it is not. This ruling set the groundwork for future cases like the case at the University of Nebraska at Kearney. Whether colleges and universities agree with the need for ESAs or not, ESAs impact will resonate on campus one way or another. We need further research on the topic of ESAs on college campuses in preparation for the changing demographics of college students; currently, the practice, the law, and the research on this topic are in three different places. Further research is needed to educate and prepare campus housing staff across the country for ESAs and their potential impact on college campuses. Once the research begins, programs around the country will need to examine their current policies and procedures and train their staffs on various ESA topics that may arise.

Faculty/Staff

Although students are doing their research about their right to have ESAs, colleges are still hesitant to fully accept ESAs on campus. Phillips (2016) stated proponents argue against the allowance of ESAs in housing, stating that (1) some diagnoses are treatable and (2) the need for an ESA is a personal preference (p. 97). Someone could view this statement as not being inclusive, given that some students surely need an ESA to function at a high level on college campuses. Some of the skepticism could be because the medical professionals who are

responsible for sending a letter of need to colleges for ESAs appear to be liberal with their approvals.

In a study by Bones, Younggren, and Frumkin (2017), the authors found that “nearly one third (31.4%) of the sample (87 mental health practitioner’s participants) made an ESA recommendation for one or more individuals. This survey result is concerning given that 35.7% of participants reported they do not feel qualified to make an ESA recommendation” (p. 220). This study adds increased scrutiny surrounding why colleges are hesitant to fully accept ESAs on campus. Even more disconcerting is that Bones et al. (2017) also found that “64.3% of the sample feel qualified to make an ESA recommendation” (p. 221). The fact that “64.3%” feel they can make an ESA judgement is alarming because there is no clear checklist or procedure on how to evaluate a person’s need for an ESA (Bones et al., 2017). If there was a formal evaluation of the need for an ESA, the creation of this checklist could fall on the medical professionals (psychologist). Upon creation of this form, it would be beneficial for those psychologists to share said checklist with colleges and universities.

There is an ethical conversation that needs to happen on the topic of emotional support animals; the conversation being should I see a patient that only wants an ESA and not treatment (Younggren, Bones, Bryant and Koocher, 2019). Students may ask their psychologist to write them a letter of support to have an ESA that may not be part of their treatment plan. The psychologist needs to decide on what they are willing to do in this moment. Students requesting ESAs will continue to rise but there needs to be clearer guidelines for colleges and those who encounter ESAs. (Younggren, Bones, Bryant and Koocher, 2019). If the guidelines are clear the confusion and frustration from all parties involved would mitigate because they have something to refer to when questions arise.

As of March 20, 2019, the American Counseling Association (ACA) wrote a formal position on ESAs (Stewart, et al., 2019). Although this is not a formal checklist document on how to approve an ESA, it does provide insight to professional counselors on ESAs (Stewart, et al., 2019). ACA warns professional counselors that they must be aware of all the risk associated with approving ESAs (Stewart, et al., 2019). These risks include: the patient, the ESA, the larger community and the counselor (Stewart, et al., 2019). ACA wants professional counselors to make an informed decision before granting someone a letter of support for an ESA. They also warn about fraudulent documentation located online which could further impede a person who truly needs an ESA because of negative perceptions people may have (Stewart, et al., 2019).

Another criticism is the assumption that people who need an ESA for mental impairments do not have the same struggle as individuals who utilize a wheelchair, individuals who are visually impaired, or other individuals with visible physical disabilities. Tedeschi et al. (2015) states that “in many ways, the lack of understanding related to the experience of coping with a chronic mental health condition, sometimes referred to as the ‘invisible disability,’ is found in these restrictive criteria of the ADA guideline” (p. 324). The authors feel as if the ADA guidelines could encourage scrutiny of people with nonphysical impairments. If the disability is not apparent and visible to the world, people tend to think that it is not an actual disability -- despite people are suffering and trying to balance their mental impairments. People can sometimes overlook invisible disabilities, but the community needs to understand the value of assistance animals and the relevant role they play in the lives of people who struggle with mental impairments daily (Tedeschi et al., 2015). Although concerns do persist on campuses, every day ESAs provide benefits for students who have an invisible disability.

While it is true that ESAs are appearing in residence halls and airlines, they are also starting to be more prevalent in the workplace. Employees are bringing assistance animals to work more often as “a 2015 Society for Human Resource Management survey found that 8% of Americans employers permitted employees to bring their pets to work, which was up from 5% in 2013 (Burden, Hansen and Nash, 2019, p.1). The influx of employees bringing their assistance animals to work made it apparent that employers were not ready for this request and potential new norm. If employers deny employees from having a service animal or ESA it could open them up for discrimination lawsuits (Burden, Hansen and Nash, 2019). Before employers deny anyone, they should understand the laws as they pertain to assistance animals in the work place (Burden, Hansen and Nash, 2019). While burdensome, this work is important in order to have a full understanding prior to deciding on an employee and their assistance animal.

Not only can this be burdensome for employers but it can also be difficult to figure out accommodations for employees. For example, if someone works in the fast food industry making sandwiches but they want their assistance animal with them at work, this could pose health hazards (Burden, Hansen and Nash, 2019). Does the employer have an obligation to the employee or to the customers who is buying the food? For this example, federal law would have a say on safety standards during food preparation (Burden, Hansen and Nash, 2019). Again, the presence of ESAs and other assistance animals is a national conversation.

Students

Although ESAs are an important component to some college students, it is critical to have a baseline knowledge on ESAs. Not all, but some students may choose to take advantage of systems in place for ESAs by trying to get a letter of support from an online website (Masinter, 2020). When this happens, colleges must understand Federal law and their own policies

surrounding ESAs. If colleges are unaware of the law or their policies some students might try to pass their ESA off as a service animal (Masinter, 2020). When this happens, colleges may want to respond to students by putting them through the student discipline process (Masinter, 2020). Colleges have every right to do this but they must be 100% sure that the student was untruthful because there is an anti-retaliation policy for the Fair Housing Act and Americans with Disabilities Act (Masinter, 2020). Colleges should focus more on supporting students who truly need an ESA rather than looking for those who are being untruthful.

When students transition into college from high school, everyone wants them to be as successful as possible. Some students would need to get involved quickly on campus to be successful. Some students need to call their parents twice a day to be successful. Each student needs something for them to be successful while in college; thus, it would be farfetched to think that some students may need an ESA to be successful. As previously stated, students are coming in with mental impairments that someone has helped them managed for years prior to college. Thus, they may have a need to care for an ESA instead of always being cared for by others which may help their sense of purpose (Fine, 2018). When you have purpose, it is easier for you to thrive in life, especially in a college setting.

ESAs do provide a tremendous service for students who need them for a variety of mental impairment reasons. However, they can also hurt the student experience within the residence halls. For example, if a student requests a dog as an ESA for mental health reasons, that dog will often live in a 12 x12 room with his/her owner and another student. Some unintended consequences of students being allowed to have a dog in a residence hall room include noise violations because the dog may bark when the student is in class or at work.

Additionally, the barking can occur because the owner is too busy with classes or work to go back to the residence hall to let the dog out. Not being present in their room is significant. The Bureau of Labor Statistics found that students spend about 8.2 hours on eating, education, and working; then, they spend an additional 8.8 hours sleeping (Bureau of Labor Statistics, 2016). That is a total of 17 hours they are out of the room or sleeping, which means during those times their ESA is not being cared for, as ESAs are not allowed in class, at work, or in food areas on campus.

Another unintended consequence that can occur with ESAs being allowed in the residence halls is the animal panicking when there are fire alarms. The fire alarm system in each hall can be piercing and a fire alarm can last anywhere from five to 60 minutes depending on the cause of the alarm. While this alarm is occurring, any ESAs that are in the building cannot exit if the owner is not present. The ESA being left in the room during fire alarms can create an uncomfortable environment for those ESAs who may be trapped in the room while the fire alarm is going off. Unfortunately, WCU cannot stop having fire alarms because of University Policy 12 that says each residence hall will have a fire drill during the first month of each semester (Policy 12, 2018). Policy 12 does not include fire alarms that happen because of burnt popcorn or student code of ethics violations. For example, in one of the residence halls on the WCU campus, we have had 23 fire alarms since August 2018 in a 12-month span (Fire Alarms, 2018). These fire alarms more than likely hurt both student and ESA in that community. It hurts the student because they cannot go get their ESA until the alarm is over and it hurts the ESA due to nonstop noise. Again, the unannounced alarms could negatively impact both student and ESA in that community.

Fear is another unintended consequence of having an ESA within a residence hall room. A roommate of a student with an ESA could fear dogs, but because the student with a mental health impairment needs an ESA, that student might suffer or be compelled to move out of the room. The student without an ESA would likely have to move out of the room because colleges and universities cannot isolate students with ESAs to one building or one part of campus (Von Bergen, 2015). The student with an ESA could try to find someone comfortable with animals in the room, but this is not mandated and could be tough to facilitate. Students can request a room change by looking at the online housing software, but they will not know if another student is an animal lover until they move in. They will not know their potential roommate feeling toward animals because the housing preference forms does not ask this question.

Residential Living staff members are frequently encountering students with ESAs that are not approved to be in the halls. These interactions happen when some students want to have pets with them on campus, or a student receives a denial email about their ESA, but they already brought the animal on campus before seeking approval. This poses a problem for staff whose primary responsibility is the safety and security of all students who live in the building. If an unapproved ESA is in the residence hall it could inhibit the Residential Living staff members from doing their primary job of facilitating the safety and security of the students. An example of this is an ESA that is not registered who then attacks a student who lives in the hall and causes bodily harm to that student.

Through a social justice lens, it is apparent that the current ESA program is in place to advocate for those students who may need emotional assistance in college. The issue that arises is when the university is advocating for students needing an ESA, students without ESAs can easily become negatively impacted because of allergies, the noise of the ESA, or fear of the

ESA. There is a current need for an improvement initiative that can benefit students with ESA needs *and* those students who do not need an ESA. Once the improvement initiative is implemented the issues with inequity of ESA and non-ESA students might be resolved.

Problem of Practice within the Local Context

WCU is a public university within the UNC system that primarily serves regional students. WCU currently has over 11,000 students enrolled with 4,500 students living on campus in residence halls (Fast Facts, 2018). Fourteen residence halls on campus offer a wide range of living options such as double, private, or suite-style living arrangements for students (Fast Facts, 2018). Within these residence halls, the Department of Residential Living has 42 known ESAs living in the halls that are either a dog, cat, Guinea pig, or a rabbit (Emotional Support Animals, 2018). Residential Living continually receives requests from students via the Office of Accessibility resources for ESAs in the halls. These requests occur because there is no start or end date when students can request an ESA; it is an open process. The open process is beneficial for students but can cause confusion for administrators, due to the potential of constant new ESA requests.

At WCU, many staff and faculty are not familiar with the rules and regulations as they pertain to ESAs and service animals. For example, a student attempted to bring their ESA in one of the dining halls and was promptly told: “there are no pets allowed in the dining hall” (Dining, 2017). The student asked about concessions for service animals, but the dining employees did not know the difference between service animals and ESAs. If they were trained on the difference between ESAs and service animals, the dining employee would have realized that ESAs are not allowed in buildings other than the student’s room, and service animals are allowed in any buildings. If the dining employee continued to receive pushback from the student, he/she could

ask the following questions: “(1) Is this a service animal that is required because of a disability? and (2) What work or tasks has the animal been trained to perform?” (Trasviña, 2013, p. 7).

However, since the dining employee was not aware of the differences between service animals and ESAs, they were not able to properly engage with the student on this topic. The broader campus community needs to know the difference between ESAs and service animals to improve the student experience.

The fact that WCU does not post the policy/procedure on how to get an ESA online is a cause for concern. Instead, the current process is on a case-by-case basis. Responsibility for this process currently resides in the Department of Residential Living and the Office of Accessibility Resources. Students may have a difficult time finding the policy, and some of them hear it via word of mouth from their resident assistants (RA). A student with an ESA shared that the only way she found out about how to obtain an ESA was by her RA telling her who to contact (Student, 2018). Both the Department of Residential Living and the Office of Accessibility Resources seemingly make a concerted effort to accommodate all reasonable requests; however, there is still work to be done if they do not follow policies, they run the risk of being noncompliant with state or federal government regulations/laws as they pertain to ESAs.

The number of students requesting ESAs is increasing as mental health challenges continue to rise on college campuses. Both small and large institutions could face a potential impact. This impact depends on how accommodating and flexible institutions are willing to be for students who need ESAs. In a 2015 article in *The New York Times*, two senior women who were roommates at St. Mary’s College of Maryland talked to the newspaper about their ESAs on campus (Hoffman, 2015a). During the interview, the two women mentioned that they were both very anxious people and, therefore, required ESAs (Hoffman, 2015a). One young lady has a 103-

pound German Shepherd, and the other young lady has a 1.5-pound Netherland Dwarf rabbit (Hoffman, 2015a). These women have a lot in common. They both have a diagnosed mental illness. They both have ESAs, and they both live in campus housing. In other words, the college made a reasonable accommodation for each of these students to have an ESA on campus. The college chose to support these students and their need for an ESA rather denying their request. St. Mary's College of Maryland understands the changing demographics of our students and the need to adjust old practices.

Depression and anxiety have been significant diagnoses among college students in the past several years (Hoffman, 2015a). It is not surprising to see the number of students requesting ESAs before their arrival on campus. Although students with diagnosed mental disorders see the benefit of having ESAs on college campuses, not everyone agrees with those students. In the same *New York Times* article, the disdain for ESAs was discussed by an Ohio State official:

“We use our code of conduct for animals as well as people,” said L. Scott Lissner, the Americans With Disabilities Act coordinator at Ohio State University. “We don't let our students walk across campus and lick people unless it's welcome, so we don't let the dogs do it. We don't let students howl all night.” And, he added, “they can't go to the bathroom wherever they want.” (Hoffman, 2015a)

It is evident that this Ohio State official is not enthusiastic about having ESAs on his campus and made it known that he will do everything in his power to hold both the student and the ESA accountable. When higher education professionals share their personal opinions, this can become problematic if the people in positions of authority are not supporting students and understanding their rights.

Others may feel the same way as the Ohio State official. In a second *New York Times* article from 2015, many readers had something to say about ESAs. For example, a doctor from Santa Barbara said, “life can be hard but, it’s easier now for the majority of us than it ever has been. Grow a spine and face life without pharmaceutical or furry crutches” (Hoffman, 2015b). The doctor was not the only one who felt this way. Another reader said, “our nation is raising a generation of over-coddled weaklings who are going to get eaten in the real world” (Hoffman, 2015b). This reader seems to feel that the whole conversation around ESAs will eventually make our nation weak and that students need to toughen up. Unfortunately, for some of our students, they cannot just *toughen up*. These opinions help to highlight the need for more education on our campuses and nationally around this topic.

Although the Ohio State official and some average Americans do not like the idea of ESAs on college campuses, it does not mean institutions can exclude students with ESAs from campus. The Americans with Disabilities Act 1990 covers service animals, but it does not mention ESAs. The Fair Housing Act 1988 comes into play regarding ESAs when it states, “housing providers [must] make reasonable accommodations to no-pets policies for people with disabilities to live with ESAs, regardless of the animal’s training as a service animal” (Powers, 2014, p. 364). This law tells colleges and universities that they must accommodate students who need an ESA regardless of no-pet policies.

ESAs will continue to be a contentious issue for colleges and universities to try to figure out how to manage this topic. There will be trial and error throughout this navigation process but ignoring the problem is not the answer. It would behoove college employees to collect more information around this topic and educate the masses in the process. This change must start from the outside, where people outside of college campuses understand that some students might have

a hard time dealing with life's stressors. If people outside the university can understand, they could become advocates for those students who have a legitimate need for an ESA.

Once there is education for those outside community members then the education for inside of higher education must continue and for some schools, it must start. Change can be a good thing for many colleges and universities, but change is hard and often uncomfortable. For colleges and universities to continue to be successful we should be able to adjust to the needs of our students. As I mentioned earlier, the college landscape is always changing and we must be willing and able to change with it or get left behind and considered to be stagnant by future students.

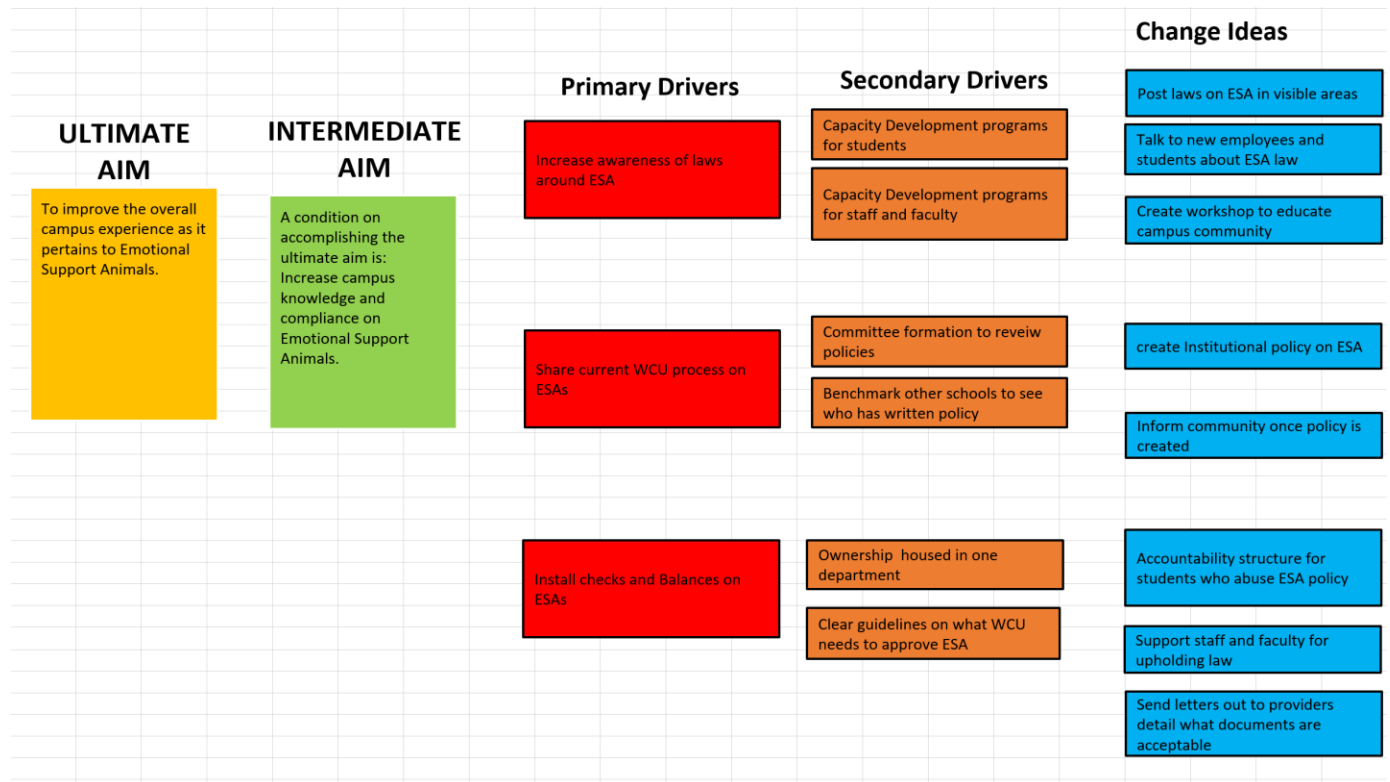
I am concerned about the state of higher education on the topic of ESAs on college campuses. My concern originates from old policies and procedures that we have across the nation on various topics. For example, on most campuses there is not gender neutral housing options for students who may want to live with the opposite sex. People have strong opinions about this example due to how their college experience was or their perception of how sexualize some students are on campus. My point is, it does not matter the topic if people are not willing to hear a different perspective than what they usually hear or experience. A paradigm shift needs to happen within higher education to make change more acceptable and easier to process.

Chapter Three: Theory of Improvement

To increase campus knowledge and compliance on ESAs at WCU, research, education, and planning are needed to improve the overall campus experience. If there is policy education [internal and external policies] on the topic of ESAs, in addition to ESA modules, there will likely be increased community knowledge of ESAs at WCU. The figure below is a driver diagram (See Figure 2) created to visualize what contributes to the desire to improve the overall campus experience as it pertains to ESAs. For this disquisition, my focus was the primary driver of increasing awareness of laws, policies, and procedures around ESAs. My theory of improvement holds that: *Providing ESA policy and program education to stakeholders within the WCU community will improve community member experiences with ESAs.*

Figure 2

Driver Diagram



While it is significant to reach as many people as possible, it may not be feasible to ensure that every student, staff, faculty, and external partner receives education on ESAs; this improvement initiative will hopefully become a staple at WCU moving forward. By reaching as many stakeholders as possible, the improvement is likely to have a stronger impact. If a college or university sees a problem with current policies but decides not to make any changes, the broader public should question the values of that institution (Brown & Shelly, 2017). To avoid being questioned by the public on our current policies, I acted on this problem through an improvement initiative that specifically addresses the issue of lack of education on this topic through a capacity-building initiative. This capacity-building initiative is addressed more in the next section.

Improvement Methodology

Upon review of the possible drivers in my driver diagram, I focused on increasing awareness of laws, policies, and procedures around ESAs through a capacity-building initiative. Focusing on this one driver helped with having an immediate and significant impact on the campus community. Through the improvement initiative, I found that the education of students, staff, and faculty increased around this topic; which has potential of mitigating the problem in the future. Although I had a small sample size I do believe I can use this initiative in other areas to increase capacity on a larger scale. I could increase capacity on this topic in the future by asking the human resource department to add the capacity-building initiative to new employee orientation. For the students, the capacity-building initiative could be added to the new student orientation to reach a broad audience. For the current population that is at WCU, this capacity initiative could be available for anyone who would like to educate themselves on this topic. The

improvement initiative will be implemented in the WCU campus community and possibly shared with other sister campuses.

Literature Review of Improvement Initiative

A review of the literature supports the improvement initiative of capacity building on WCU's campus on the topic of ESAs. In the review, I discuss successful modules, articles on capacity-building interventions, and take a brief look at policy development.

Modules

Foster, Shurtz, and Pepper (2014) focused on best practices as it pertained to the creation of online research-focused practice for instructional modules. One of the catalysts for this research was Texas A&M's Health Sciences Center's (HSC) need to select an overarching instructional goal for the required quality enhancement plan for their Southern Association of Colleges and Schools (SACS) reaccreditation (Foster, Shurtz, & Pepper, 2014). A finding of the study was that most, if not all, of the modules had great content, but lacked interactivity with the audience (Foster, Shurtz, & Pepper, 2014). Another finding indicated that, when creating modules, one should keep in mind instructional design (Foster, Shurtz, & Pepper, 2014). In addition, the purpose of learning outcomes must be clear for the audience at the beginning of the modules and content afterward should highlight those outcomes (Foster, Shurtz, & Pepper, 2014). One must consider the American with Disabilities Act 1990, as well as different learning styles when creating online modules (Foster, Shurtz, & Pepper, 2014).

Although this study was a strong depiction of how online modules work, it did have it did have one noticeable limitation. The limitation referred to who had access to review the online module before they went live. The faculty completed the evaluation of the online modules for this study, but it would have been beneficial for students also to give feedback because they

could have provided the student or user perspective in a way the faculty could not (Foster, Shurtz, & Pepper, 2014).

Capacity Building

Before capacity building can occur, there must be a discussion around the type of learners who will be receiving this information. Most of the learners who will be receiving this information identify as adult learners who are ages 25 and up. Knowles, Holton, and Swanson (2005) discuss how to properly support adult learners through various models. One model, andragogy, is defined as any intentional and professionally guided activity that aims at a change in adult persons (p. 60). Knowles, et al. (2005) discuss how andragogy is a core set of adult learning principles. The capacity-building program would fit perfectly into this description mentioned above for the adult learners as it focuses on changing behaviors. The six principles of andragogy are “(1) the learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn” (Knowles, et al, 2005, p. 149).

This capacity-building program focuses on the motivation for adults to learn. Knowles, Holton, and Swanson (2005) state that “adults are responsive to some external motivators, but the most potent motivators are internal pressures” (p. 68). For a capacity-building program to be effective, there must be a part in the program that entices adult learners’ internal motivators for them to be engaged. The internal motivation could be linked to fewer distractions in the workplace if they are educated and informed by the capacity building program for ESAs.

Marsh and Farrell (2015) discuss how capacity building could improve the work that leaders do. The authors share a comprehensive intervention model and discuss the different levels and what one should include during capacity building (Marsh & Farrell, 2015). Some main

components of capacity building include collecting data and acting on those data to improve. Marsh and Farrell (2015) discussed how everything that we do involves learning in some capacity; there must be a focus on how people participate in everyday events that could help with authentic capacity building. When capacity building happens, it moves away from mere knowledge attainment to understanding while making sense of the new knowledge learned. The authors also discuss the importance of artifacts in the capacity building process, such as worksheets and data cycles (Marsh & Farrell, 2015). Lastly, Marsh and Farrell (2015) discuss understanding the conditions or environment where capacity building would take place. For example, knowing the history of the school, culture, environment, and the overall readiness for change is extremely important in terms of genuine capacity building (Marsh & Farrell, 2015).

Leeman et al. (2015) discuss capacity building through a community-based model. The authors share that the most common settings for capacity building interventions are local communities, community organizations, and various schools (Leeman et al., 2015). These settings are the most common because of the natural communities that form therein. Leeman et al. (2015) went into the community and researched capacity-building interventions to see which were the most effective. The findings varied from community to community. One limitation identified by the authors was the possibility of unintended biases arising because the research was conducted and reviewed by the same individuals (Leeman et al. 2015). The authors shared that capacity building is different in every environment, potentially changing the outcomes (Leeman et al.,2015). There is a lack of research about the outcomes of using the same intervention in various environments.

Policy Development

Thompson, Oomen-Early, Armstrong, & Lalwani (2012) discuss various implications of policy development and implementation on a college campus. The authors suggest that for policy development to be successful, the charge must come from students, staff, and faculty impacted by a specific issue (Thompson et al., 2012). If there is community backing on policy development, more people will feel as if they are a part of said development instead of feeling that they do not have a voice on issues that they resonate with in the community (Thompson et al., 2012). Policy development will likely be more successful if one or more departments support the initiative.

Policy development is important on the topic of ESA because if there are only policies and procedures within the departments that oversee this issue, they have nothing to refer to. For example, a department could ask a person not smoke in the building because it makes them uncomfortable. If the person smoking challenges the department on smoking in the building, the department could refer them to a university policy that states “there is no smoking in buildings.” This example highlights why it is important to have a policy in place to keep people honest and to hold them accountable if they violate said policy.

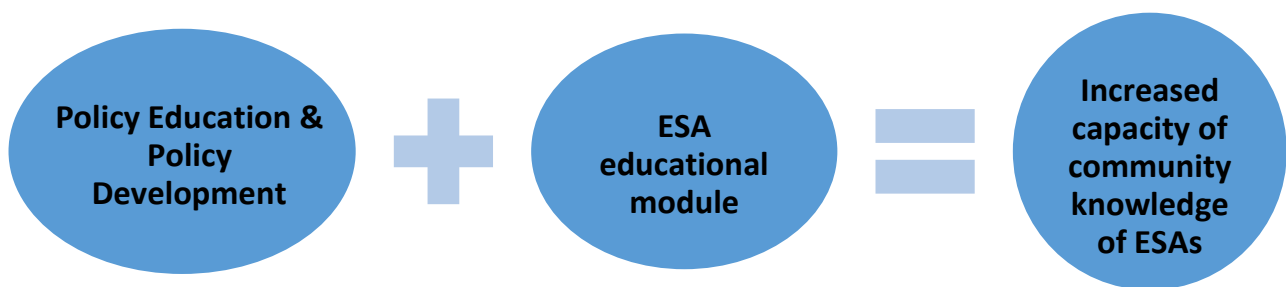
I truly believe that my improvement initiative will help influence the policy development of ESAs on WCU’s campus. This will be done by bringing awareness of this issue to constituents at WCU who have influence on policy development on campus. By making people aware of this issue I may be able to be brought in on conversations about ESAs on campus and how it is impacting our larger community. Through this initiative, I can show examples and proposed possible solutions when called upon by the decision makers at WCU.

Improvement Initiative Design

The improvement initiative is the implementation of a module (See Figure 3). This module focuses on students who request an ESA as well as faculty and staff who interact with students, in order to increase the overall community knowledge of ESAs.

Figure 3

Improvement Design



Before implementing the ESA module, a survey was sent out to the faculty and staff at WCU via a listserv. Instead of sending out a mass email (review of email can be found in Appendix C), a small scale of faculty and staff received it. For example, Donna Reynolds, the Executive Assistant to the Vice Chancellor of Student Affairs, helped me facilitate sending out the survey to the division of student affairs. I worked with the Aramark Director to send it out to his dining staff, and I randomly picked several faculty members and departments to do the same with the first survey. I chose these respondents based on the higher potential of encountering an ESA on campus. The Information Technology office staff and I administered the module. Incoming first-year students who requested an ESA received the email in August of 2019 after Residential Living received their request. Students who currently have an ESA received the

email requesting their participation at the same time as the first-year students. The reason I chose these student respondents is that if I sent the information out to all students, an unintentional consequence could be a rise in the ESA requests. The survey encompassed issues such as (1) what an ESA is, (2) the difference between ESA and service animals, and (3) their understanding of current policies related to ESAs (see Appendix A). The survey was administered via Qualtrics to compile the data electronically. This data collection tool was instrumental with the analysis of the pre-survey data about the subject matter and while comparing it to the post-survey data that I collected after the educational module.

Design Team

A team of WCU employees and students worked to implement this improvement initiative. The design team is made up of the Director of the Counseling and Psychological Service at WCU, Assignment Coordinator for the Department of Residential Living, a student who has an ESA, and the Director of Residence Life. Together the team worked to determine what the best approach is to reach our desired outcome of increased capacity. The design team reviewed and provided a significant amount of information for the educational module. The design team also reviewed the pre-and post-survey before the improvement initiative occurred (see Appendix A & B). This design team offered feedback throughout the process to ensure that any changes occurred in an appropriate time frame for the next PDSA cycle.

The Director of Counseling and Psychological Services has over 20 years of experience in counseling and has been at WCU for the last five years. Dr. Kim Gorman currently oversees all the counselors who meet with students at WCU. The Assignment Coordinator for the Department of Residential Living has over 15 years of experience in Residential Living and 25 years of experience at WCU. Lisa Surber is responsible for assigning all the 4,500 students who

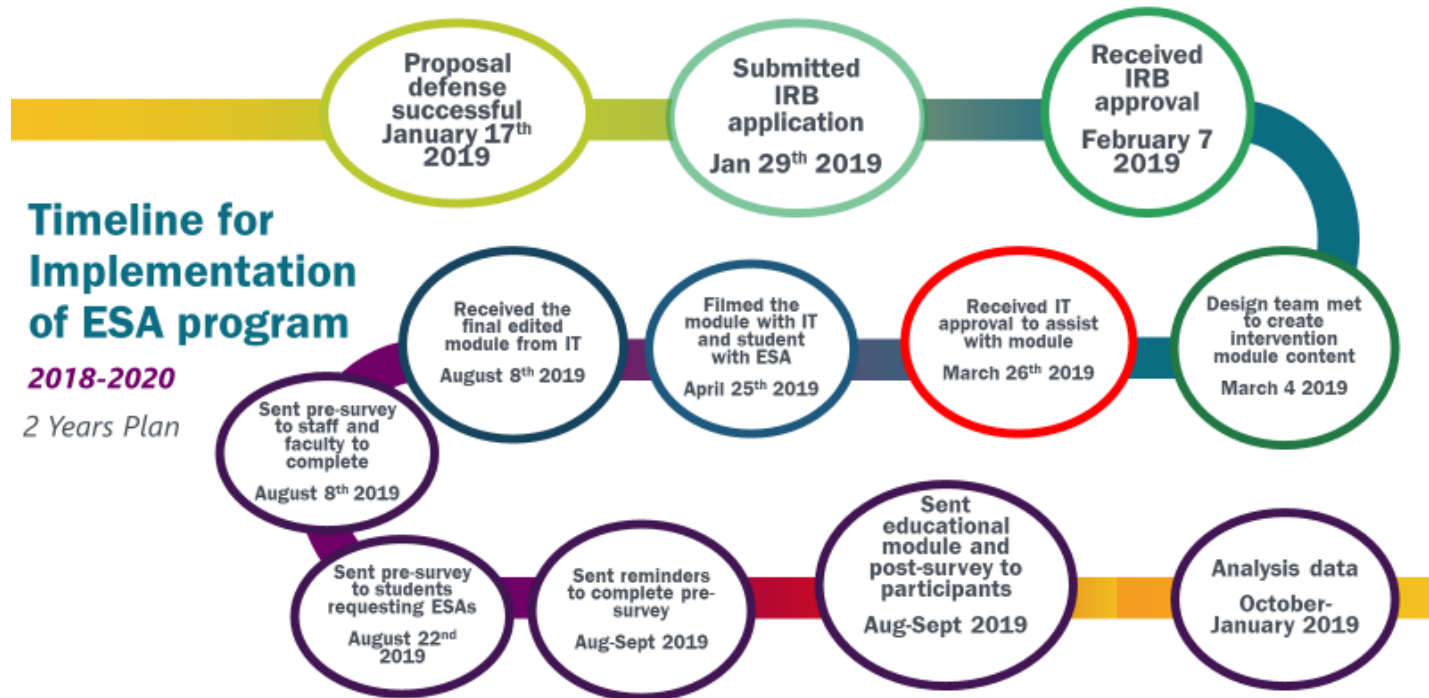
live on campus via the online software system, Mercury. With the help of the Office of Accessibility Resources, she collects information to approve or decline ESA requests for students who live on campus.

The student who assisted the design team is a rising senior and lives about two and a half hours away from WCU in Boone, NC. Barbara Gordon (pseudonym) chose to come to WCU because her sister attended the University and shared that she felt supported. Barbara has an ESA (German Shepherd/Husky) whose name is Gibson. She originally got him after getting out of an abusive relationship; her counselor then diagnosed her with anxiety and mild depression. She was selected for the design team because she has an ESA and can speak from a student perspective, which is vital for the work that needed to occur with the improvement initiative.

Before the implementation of the improvement initiative began, I needed to seek approval from the WCU Institutional Review Board (IRB). I received IRB approval on February 7, 2019. Before any implementation or meetings for my research, I signed all research forms that the IRB required. My hypothesis was, if my intervention is successful, the overall campus compliance of ESAs should increase, which should decrease the number of complaints from faculty, staff, and students.

Implementation Timeline

The timeline (See Figure 4) outlines the initial implementation process that started in January 2019 while I was waiting on the outcome of my pending proposal defense and IRB approval. All of the adjustments occurred before I sent the documents to the IRB for review.

Figure 4*Improvement Timeline*

Benchmark goals for the ESA module include:

1. Staff and faculty's overall knowledge of ESA policies will increase by 30% from pre-to post-survey.
2. The knowledge on policies of incoming first-year students who request an ESA, will increase by 50% from pre-to post-survey.
3. Staff and faculty's overall confidence to enforce ESA policies will increase by 40% from pre-to post-survey.
4. Short-term: Receiving approval from Information Technology (IT) to assist with the educational module production.

5. Long-term: By the Fall of 2021 the onboarding process for new staff and faculty will include the ESA module.

Figure 5

Improvement Timeline Comparison

Original Implementation Timeline		Actual Implementation Timeline	
<i>Date</i>	<i>Plan</i>	<i>Date</i>	<i>Plan</i>
<i>Jan-19</i>	Defend proposal in January 2019.	<i>17-Jan-19</i>	Proposal defense successful.
<i>Jan-19</i>	If defense is successful, submit application to IRB.	<i>29-Jan-19</i>	Submitted IRB application.
<i>Throughout process</i>	Design team will meet throughout the implementation period.	<i>7-Feb-19</i>	Received IRB approval.
<i>Jan-19</i>	Send out survey in January 2019 to current students, faculty and staff.	<i>4-Mar-19</i>	Design team met to create intervention module content.
<i>February, March, April and May 2019</i>	Design team working on modules/workshops in February, March, April and May 2019 to finalize the program.	<i>26-Mar-19</i>	Received IT approval to assist with module.
<i>Jul-19</i>	July 2019, send out survey to incoming First-year students.	<i>25-Apr-19</i>	Filmed the module with IT and student with ESA.
<i>August and September 2019</i>	August and September send out modules/workshop invites to faculty and staff.	<i>8-Aug-19</i>	Received the final edited module from IT.
<i>Throughout process</i>	Formal and informal feedback will be collected throughout the process to improves.	<i>8-Aug-19</i>	Sent pre-survey to staff and faculty to complete.
		<i>22-Aug-19</i>	Sent pre-survey to students requesting ESAs.
		<i>August-September 2019</i>	Sent reminders to complete pre-survey.
		<i>August-September 2019</i>	Sent educational module and post-survey to participants.
		<i>October-January 2020</i>	Analysis data.

Explanatory Narrative

The entire implementation process started and ended with receiving approval from the IRB. To ensure that I was following all the prescribed requirements, I reached out to Jennie Wyderko (Office of Research Administration) for feedback. I was fortunate to get an exempt status from the IRB, which helped push my research forward. Working with the design team was one of the most rewarding parts of the process, but it was also laborious. It was difficult because all my members are busy professionals at WCU, and my student representative was in the last year of her clinical. When we could meet in-person, it was productive and constructive. The information they provided not only guided my research but helped me think about perspectives that I was not able to think about at the time. Such as, how are ESAs impacting students without them and how much time does an ESA stay alone in the residence hall room without the owner.

Once I had an outline of what content to use in the module, I then reached out to IT to see if they could assist with the module. When I received approval from IT to assist with the module, I reached out to students in the film program to see if anyone wanted to be my actor. During this process, I found an actor, and she happened to have an ESA and lived on campus in the residence halls. The actor, IT, and I met in Balsam Hall to film the module that the design team had helped to develop. After completing the filming, the IT staff person who was helping shared that he had many films to edit before getting to mine. It was several months before I saw the first draft of the module and could provide feedback on said draft.

I sent IT several emails during the draft stages of the module to make edits or add content as appropriate. The final draft was completed and sent to me on August 8th, 2019. On that same day, I sent out the pre-survey to select faculty and staff members (see Appendix A). On August 22nd, 2019, I sent out the pre-survey to students requesting ESAs for the 2019-2020 academic

year and students who already have ESAs. I retrieved this list from one of my design team members, Lisa Surber. In the next couple of months, I sent out pre-survey reminders then later sent out the educational module and post-survey (see Appendix B) to those who took the pre-survey. Once I had completed data, I began to analyze the data by coding the pre-and post-survey in preparation to import it to the Statistical Package for the Social Sciences (SPSS).

The actual implementation timeline is quite different from the original implementation timeline due to the various changes that occurred during the research process. The main impetus for change was my ignorance of the research process. ¹In the original implementation timeline, I assumed that everything that I wrote down would happen that exact way. For example, in my original timeline, I wanted to send out the pre-survey to incoming first-year students in July 2019; however, I was not able to send it out until August 22nd, 2019. In addition to this, I was not aware of how long it can take to edit a video in the IT department. At first, I thought this was a process that would take a couple of hours, not many months. At the time, I did not take into consideration how long the video was and other competing priorities that the IT department had along with my project. As I became more knowledgeable about the research process, I understood that there might be unforeseen delays, but one must prepare for them, nonetheless.

¹ The impetus for change had nothing to do with the instructional work in my program. Instead, it had to do with my own preconceived notions on how the process would go.

Chapter Four: Formative & Summative Evaluation

Formative Evaluation of Improvement Methodology

During the ESA, educational program implementation, there was a need to formally assess the program to gauge its success within the broader campus community. In this program, I used quantitative and qualitative data collection approaches. I used both process measures and balancing measures (Langley et al., 2009). Process measures were used to ensure completion of the program while also completing the research on the highlighted schedule (Langley et al., 2009). Balance measures assist with determining if the improvement is successful; however, they can also highlight unintended impact in other areas. For example, balance measures might indicate increased compliance with ESA policies but decreased compliance with other policies (Langley et al., 2009).

One process measure that I used in this program is self-assessment of the staff, faculty, and student knowledge of ESAs. This self-assessment occurred via a Qualtrics link that asked baseline questions about ESAs, service animals, the difference between the two, policies, and overall attitudes toward ESAs. I adopted the self-assessment from Schoenfeld-Tacher, Hellyer, Cheung, and Kogan's 2017 article, "Public Perceptions of Service Dogs, Emotional Support Dogs, and Therapy Dogs." The survey asked demographic questions and then went directly into the self-assessment using a Likert scale (Appendix A). The self-assessment/survey data were analyzed through quantitative methods to see where student, staff, and faculty knowledge is as it pertains to ESAs. Additionally, this analysis occurred on a 90-day Plan Do Study Act (PDSA) cycle because purposeful improvements in large complex systems usually require one or more cycles (Langley et al., 2009).

Another process measure for the ESA improvement program was the use of a journal throughout the process. The journal assisted me in taking notes on what worked, what needed to be adjusted, and my overall feelings of the process through self-reflection and feedback from campus partners. The Emotion Coding model that Johnny Saldaña (2013) discusses in his book: *The Coding Manual for Qualitative Researchers* assisted me in analyzing the journal entry notes. Saldana (2013) states that Emotion Coding is “appropriate for virtually all qualitative studies, but particularly for those that explore intrapersonal and interpersonal participant experiences and actions” (p.105). I chose to use Emotion Coding as a process measure because I took an intrapersonal look at my experience throughout this research. Some of my stated emotions are raw due to the personal nature of journal entries. I also chose to use this Emotion Coding because when I sent out the pre-survey, educational module, and the post-survey, I started to receive verbal feedback on the process from participants. Thus, Emotion Coding was more than fitting for this approach.

A balancing measure for the ESA improvement program was informal feedback from students, staff, and faculty who completed the initial Qualtrics link that tests their knowledge on ESAs. This process provides a way for students, staff, and faculty who are completing the baseline Qualtrics survey to provide feedback on how to best improve the survey and the educational module. Most people provided this feedback via email, and some people told me in person how they felt the survey and educational module missed out on certain opportunities to educate the campus on certain topics. I collected this data either via email, or wrote it down via note taking while I was in a meeting or walking past someone.

Data Collection and Analysis

I used a journal or a learning log (see Appendix D) throughout the formative evaluation section process. I was able to write about my fears, concerns, and struggles related to this project. I started this journal on February 6th, 2019 and began recording my responses to what was occurring with my research weekly. I then decided to write about my research monthly because for some of my data collection I had to rely on others to work with me. The last journal entry that I wrote was on October 1st, 2019. This is the last entry because I turned off my pre-survey, intervention module, and post-survey in order to start analyzing the data. Although this was my last entry, the process of reviewing my notes and analyzing the data continued until I completed the entire project.

Through this journaling process, I had 10 different themes that emerged after I completed the coding process using the Emotion Coding method (see Appendix F). The 10 different themes were from 28 different journal entries (see Appendix E). These 10 themes are the following: tedious (3), excited (2), regretful (3), frustrated (3), overwhelmed (6), hopeful (3), passionate (1), shocked (2), exhausted (2) and nervous (3) as can be seen in Table 1 below.

Table 1

Emotion Coding

Code	Number of Occurrences
Tedious	3
Excited	2
Regret	3
Frustrated	3
Overwhelmed	3

Hopeful	3
Passionate	1
Shocked	2
Exhausted	2
Nervous	3

The parenthesis by each word indicates the number of times that particular theme came up throughout the journal. Before I coded the data, I had a few a priori codes that I knew I wanted to use. A priori codes are values that are typically determined before the coding process begins (Saldaña, 2013). The a priori codes that I already had ready were tedious, excited, frustrated, hopeful, passionate, shocked, and exhausted. All the other codes were emergent codes; emergent codes are codes that come from several readings of the data. They did not emerge at the beginning of the analysis (Saldana, 2013). These codes were beneficial in helping me reflect on the formative evaluation process.

Some codes and themes came up multiple times throughout my journals, and I will discuss why I believe these two codes, frustrated (3) and overwhelmed (6), were prevalent (more information can be found in Appendix E). The first time I felt frustrated was during the week of February 10, 2019. During this week, I was trying to get a meeting scheduled with the IT department, but it was becoming apparent that they are an extremely busy department. In my journal, I shared my reaction, and it was “frustrated and uncertain of how I will get a meeting to discuss my project” (Smith, 2019, p. 1). The frustration arose from not being able to schedule a meeting in a desirable time frame.

Another time that I felt frustrated was during August 2019. During this month, I was waiting for the IT department to send me the final edited version of my educational module. I was not frustrated because I had to wait on the module, but because of my lack of detail. I received the final version on August 8th, 2019, and I sent out the pre-survey, educational module, and post-survey. I then learned that the educational module was not working properly, and my participants were having a difficult time accessing it. My journal entry for that month was “frustrated that the module was not working when I was told it worked. I need to test out the module on multiple platforms in the future” (Smith, 2019, p. 3). I was frustrated because I already felt imposter syndrome while conducting this research, and this error was an apparent confirmation of that. However, I pulled it together and worked through the errors in order to get the project completed. My frustration should not have been directed at IT but myself. The IT staff was not getting paid for this project but rather assisting me out the kindness of their hearts. I learned that I need to be appreciative of my colleagues who are doing me a favor and to ask for updates instead of being frustrated.

Although I learned how to navigate my frustration I still felt overwhelmed by this improvement initiative. The first time I felt overwhelmed during this project was when I wrote my journal entry for the week of February 24, 2019; I was trying to set up meetings with my design team. In my journal, I wrote “that I needed to set up this meeting earlier because everyone’s schedule is extremely hectic now” (Smith, 2019, p. 1). I felt overwhelmed because I did not adequately take into consideration that people have things to do other than assist me in my research. The fact that I did not think about others may sound egocentric since I did not think about it, but I was more excited about getting the research started and suffered from tunnel vision by this fact.

This theme of feeling overwhelmed occurred four more times throughout my research, but I will only discuss one additional time where the overwhelmed feeling could have easily been seen as feeling defeated. The most significant time that I felt overwhelmed was when I was working on my quantitative data while using the software system, Statistical Package for Social Sciences (SPSS). SPSS is a user-friendly software system if you are familiar with it. However, it has been almost 10 years since I last used the software daily for research. In my journal entry, I wrote, “SPSS can be complicated if you are not familiar with the program. Time is ticking; I need to write more. I should have taken better notes in [the] research class because I am feeling stressed/overwhelmed (Smith, 2019, p. 3). This journal entry was collected on October 1st, 2019 and lasted until I completed all of my tasks as it relates to SPSS, which was early to mid-November 2019. Thus, the feeling of feeling overwhelmed lasted longer than I original anticipated.

As I had time to process and reflect on this project, I felt that the two themes/codes of overwhelmed and frustrated were the ones that stood out the most because of my insecurities. These insecurities are research-focused and came out quite often while I was working on my intervention. Although my journal entries depict a somewhat negative experience with researching, it was more balanced than I first realized. For example, my journal entry for April 4th through April 20th stated that I was “blessed that I have campus partners and students who are willing to help with this project” (Smith, 2019, p. 2). The purpose of the journal entries was to track my experience and write down any future edits that could assist in my research collection. This was a process measure that I decided to use it is important because it helps determine if the change was successful or not. Additionally, this process measure helps with future research on this topic to continue to make it better.

As you can see in Figure 6, a PDSA cycle was conducted to gauge our process with the research collected thus far. I assessed my progress for my improvement initiative throughout this formative process. Specifically, I collected data as soon as the surveys and educational module went out. This data collection occurred through face to face discussion with a variety of participants and via emails. During this formative process, I assessed the survey and educational modules to see if anything was missing from that process. These items were tested through a PDSA cycle to see if any changes needed to occur during the next cycle. Before the next PDSA cycle, I collected all the feedback from the participants and noted the changes that needed to occur. The participants shared that I did not discuss therapy animals in my intervention module, some of the survey questions wording was confusing, and I did not mention phobias as a possible reason why people are not engaging with ESAs on campus.

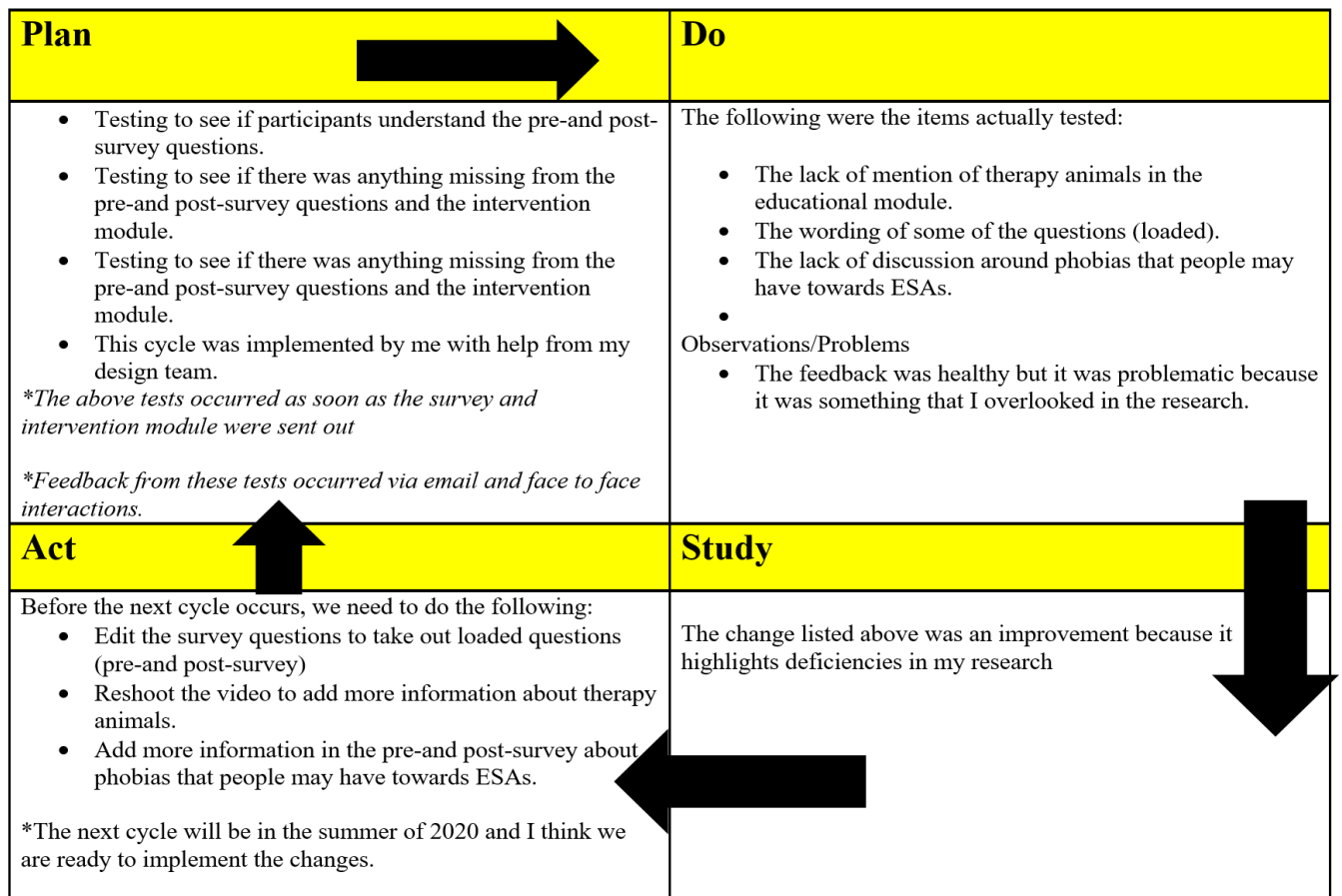
Although I did not have the opportunity to run another PDSA cycle for this intervention due to timing restraint, I do have enough formative data from the first PDSA cycle to make the appropriate changes to possibly improve the intervention. The next scheduled PDSA cycle will be post-disquisition during the summer of 2020 because the University will have a new incoming first-year class who may be requesting ESAs. Additionally, the University may have a new group of faculty and staff members who may benefit from this research, and who will be unbiased because they have not heard about my research yet. In other words, I will have an opportunity to expand upon my research participants in the upcoming academic year.

The threshold that I had during this research process that helped me decide if I was going to change or tweak the improvement initiative was how many participants commented on issues with the survey or educational module. These comments were the threshold because it is easy for a researcher to look over their research and think everything is going as scheduled. However, the

people who were taking surveys and watching the educational module had a fresh set of eyes. I appreciated their honesty throughout this process because it assisted me in identifying the changes that I should implement. In improvement science, we must always look to change in order to better the process and ourselves. Langley et al. (2009) states that “an inhibitor of real change is the search for the perfect change. It is believed that continued analysis and debate will eventually find it” (p. 7). Striving for perfection through constant edits, suggestions, and feedback will only improve the research that we are working on, and this should be the foundation for improvement science in education.

Figure 6

PDSA Cycle



Formative Evaluation Results and Responses

The critical information that I learned through my formative evaluation process was from the feedback from my participants about the research. I learned that several of my participants wanted to know more about therapy animals. They wanted to know more about therapy animals because I referenced therapy animals in the pre-survey and the post-survey, but I never mentioned it in the intervention module. It could be assumed since I asked them about their knowledge of therapy animals multiple times throughout the pre-and-post survey that I was going to give them an answer via the intervention module (see Appendix A& B). Knowing that I missed out on an opportunity to educate my participants on therapy animals, I decided to add this to my next 90-day cycle by implementing it in the intervention module. Although I was unable to make the change instantly, I did respond to this new information about my research and will make the necessary changes.

Another critical element that I learned through the formative evaluation part of my research was that I need to be aware of how I word the survey questions. This new information came from a couple of my participants after they took the pre-survey. Specifically, as it relates to question 14 in my pre-survey, which was, “I am really not sure of the difference between service dogs and emotional support and therapy dogs.” In hindsight, this question is quite confusing, and any participant would not be able to understand what I am asking them or how to respond. Furthermore, this lapse in judgment may have impacted my credibility as a researcher and the validity of this particular question. Once I received this feedback, I responded to the data by writing it down in my journal (learning log) for improvements during the next 90-day cycle of my research.

The learning did not stop there; I also learned through my formative evaluation process that I missed out on an opportunity through some of my survey questions due to the confusing

wording of the questions. Informally (via email), participants shared that they wished I would have had questions in my survey about phobias that people may have of ESAs. At the time, I was confused by this request, but when I reread the emails, I understood their point. The participants shared that the way that they treat an ESA may have nothing to do with whether or not they understand policies or procedures, but rather they may be afraid of certain animals. The comments and suggestions were more than appropriate and helped me with my own biases on the topic of ESAs (i.e., people are treating students differently because they do not know the policies and procedures, but the real reason for some is their phobias). This was an “aha” moment for me. This moment was so significant that I made notes for future research on this topic to include phobias in my list of survey questions. The formative evaluation process was rich with data that can help improve future research opportunities on this topic. If given the opportunity, I would want to conduct this research again by creating another 90-day cycle, making edits to my pre-and post-survey, and reshooting the intervention video. The reshoot of the video will add all the feedback gathered from the formative evaluation process.

The primary purpose of formative assessment is to make improvements in the moment when things are not working. With this formative assessment, I made my improvement program a living, breathing document because I can change things as needed. As Langley et al. (2009) stated, “change is a prerequisite for improvement, and people experience change as a time-related phenomenon” (p.106). Although change can sometimes be an improvement, it is imperative to understand that not all change is an improvement (Langley et al., 2009). I must lead change efforts in a way that shows everyone involved that the changes are a good thing whether the improvement is successful or not.

The leadership/implementation process did not instantly change because of the formative assessment data, but it rather changed over a period. The change will occur during my next 90-day PDSA cycle. The leadership/implementation process could not immediately change because I was still in my first PDSA cycle. However, all the information gained and improvements that participants suggested will help guide me in the next PDSA cycle, which will change the leadership/implementation process of my research. The changes that I mentioned earlier in the formative evaluation section will be a significant improvement to the data collection instruments, which will have a positive impact on the data.

Summative Evaluation of Improvement Methodology

I used quantitative methods for the evaluation of the improvement initiative. Summative evaluation allowed me to look at the product to determine if the improvement program was successful or not. If the program was not as successful as I intended, then we can start another PDSA cycle to correct the errors that occurred during the first cycle. This PDSA cycle would occur after the completion of the current data analysis. The next PDSA cycle would occur post disquisition during the summer of 2020.

The main goal for the improvement initiative was to educate and train the broader campus community on ESAs to avoid any unintended consequences of the ESA program. To evaluate the improvement initiative after the campus community goes through the educational module, I administered an electronic (Qualtrics) self-assessment. This self-assessment asked the participants if they are more knowledgeable about ESA policies and compliance after using the educational module. When using the self-assessment after the ESA program, I ensured that the questions were reliable and consistent, otherwise the results would not be valid (Kalayci &

Cimen, 2012). I compared the self-assessment data to the pre-survey data that participants took at the beginning of the program to see which benchmarks were met.

The main reason I chose the electronic self-assessment was to easily depict if the knowledge of my participants increased from the pre-survey to the post-survey. I was seeking a change in knowledge through my educational video, and because I was able to compare both pre- and post-survey results, the change was evident. The participants who assisted in collecting the data were my design team (they created the content for the module), the actor who starred in the video, and the IT department. Without any of these participants, I would not have had the opportunity to collect any useful research. I collected data from the beginning of August 2019 to the middle of October 2019. I sent multiple email reminders to the participants about both the pre- and post-survey (see Appendix A & B).

The participants in my research project were all community members within WCU, either as a staff, faculty, or student. The age of the participants ranged from 18 to 69 years old, and women mostly dominated at 74%. Participants who had some college to a graduate degree was 93.13%, and 87.79% of the participants were White. Although the gender and race of the participants were not as diverse as I would have wanted, the responses of each participant were. For the pre-survey, 149 people started the survey, and once it closed, about 127 completed all of the questions. For the post-survey, there was a total of 78 people who started the survey and when the survey closed 71 completed all the questions (number varied based on the question).

I will share the takeaways from the improvement initiative with the Department of Residential Living, Counseling and Psychological Services, and the Office of Accessibility Resources. I will talk with the staff and faculty senates to discuss sharing the takeaways through their email chains or newsletters. In June of 2020, the sharing of takeaways and discussions with

staff and faculty senates will occur. I chose this date because it will be after the completion of my degree and the submission of my final paper to the graduate school. I will make the information as public as possible for everyone who participated in my ESA research to review the results. Once the results are shared, I will also share what worked and what did not work during this project. Although the improvement initiative was conducted on a small scale, I can suggest policy recommendations at WCU and beyond because the content is generalizable enough to fit other institutions of higher education with the same problem of practice.

Summative Evaluation Results

Throughout the research, I was attempting to determine if my theory of improvement held firm. To reiterate, my theory of improvement holds that: *Providing ESA policy and program education to stakeholders within the WCU community will improve community member experiences with ESAs.* At this time, I would have to say that my theory is inconclusive given the small sample size and the short period in order to determine if my improvement has made an impact on the overall campus experience with ESAs. I would need more time to compare the impact of my intervention on the campus community. However, I can determine if I met my previously stated goals listed below:

Benchmark goals for the ESA module include:

1. Staff and faculty's overall knowledge of ESA policies will increase by 30% from pre-to post-survey.
2. The knowledge on policies of incoming first-year students who request an ESA, will increase by 50% from pre-to post-survey.
3. Staff and faculty's overall confidence to enforce ESA policies will increase by 40% from pre-to post-survey.

4. Short-term: Receiving approval from Information Technology (IT) to assist with the educational module production.
5. Long-term: By the Fall of 2021 the onboarding process for new staff and faculty will include the ESA module.

Goal one was that the staff and faculty's overall knowledge of ESA policies would increase by 30% from the pre-to post-survey. In the pre-survey, 47.62% of participants said that they either strongly or somewhat agreed that they are confident about the rules regarding ESAs. In the post-survey, 92.75% said that they either strongly or somewhat agree that they are confident about the rules regarding ESAs. The confidence level is an increase of 45.13% from the pre-to the post-survey, and the data support it, as seen in Table 2 below (for the more raw data see Appendix G). I conducted an independent sample t-test to compare how confident participants were about the rules regarding ESAs before (pre-survey) and after the intervention (post-survey and module). There was a significant difference in the scores for the pretest ($M=1.96$, $SD=1.572$) and posttest ($M=.51$, $SD=.720$); $t(193) = 7.267$, $p=.000$). The p-value states that this data set is statistically significant, or in other words, the likelihood of it being incorrect is extremely low ("Tests of Significance," n.d.).

Table 2*Confidence Level in the Rules Regarding ESAs T-Test*

		Independent Samples Test								
		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Answers	Equal variances assumed	90.335	0.000	7.267	193	0.000	1.453	0.200	1.059	1.847
	Equal variances not assumed			8.824	188.318	0.000	1.453	0.165	1.128	1.778

Unfortunately, goal number two, incoming first-year students who request knowledge of ESA policies, will increase by 50% from pre-to post-survey, was not met due to the low participant level. A total of 20 students started the pre-survey, but only eight watched the module and completed the post-survey. Although I had a low response rate with students for the first PDSA cycle, there will be opportunities to increase that participation in the next PDSA cycle.

Goal number three stated that the overall confidence to enforce ESA policies with faculty and staff would increase by 40% from pre-to-post-survey. Thirty-one percent of participants in the pre-survey shared that they were either somewhat to not confident at all in their ability to define what an ESA is. In the post-survey, only .04% of participants shared that they were either somewhat to not confident in their ability to define what is an ESA. This is not an increase of 40% as my previous goal stated, but the increase is still significant at 30%, as can be seen in Table 3 below. I conducted an independent sample t-test to compare how confident participants were in defining ESAs before (pre-survey) and after the intervention (post-survey and module). There was a significant difference in the scores for pretest ($M=3.29$, $SD=1.506$) and posttest ($M=71$, $SD=.881$); $t(198) = -5.102$, $p=.000$ (see Appendix G for additional data).

Table 3*Confidence Level in Defining ESAs T-Test*

Independent Samples Test										
		Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidenc e Interval of the Difference	
									Lower	Upper
Answers	Equal variances assumed	30.951	0.000	-5.102	198	0.000	-0.995	0.195	-1.379	-0.610
	Equal variances not assumed			-5.890	197.226	0.000	-0.995	0.169	-1.328	-0.662

Furthermore, I asked 129 faculty, staff, and students how confident they are in defining service animals in a pre-survey. Seventy-one faculty, staff, and students then were asked to take a post-survey after watching an intervention video to see if their confidence had increased. As seen in Table 4, I conducted an independent sample t-test to compare how confident people were with defining service animals before (pre-survey) and after the intervention (post-survey and module). There was a significant difference in the scores for the pre-test ($M=3.89$ $SD=1.154$) and post-test ($M=4.42$ $SD=.805$); $t(-3.442) = 198, p=.013$. Since the participants can define an ESA and a service animal with high confidence levels, they are more than likely able to enforce policies regarding said animals because of their increased knowledge of the topic.

Table 4*Confidence Level in Defining Service Animals T-test*

		Independent Samples Test									
		Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Answers	Equal variances assumed	6.233	0.013	-3.442	198	0.001	-0.531	0.154	-0.835	-0.227	
	Equal variances not assumed			-3.808	187.085	0.000	-0.531	0.139	-0.806	-0.256	

My short-term goal (number four) of receiving approval from IT to assist with the educational module was completed in early August of 2019 when they sent me the final cut of the module. Without IT's assistance, my project would have changed for the worse, but luckily, they were more than willing to assist with this project. With regards to my long-term goal (number five) by the Fall of 2021 the onboarding process for new staff and faculty will include the ESA module, I am still working toward that goal. Adding new information into the onboarding process will take some time and patience on my part, but this research will help me to move toward that goal.

Another significant result that occurred at the end of the research was the increased knowledge from pre-to post-survey as it relates to the participant's confidence level on how to obtain an ESA at WCU. In the pre-survey, 48.4% of the participants either somewhat disagreed or strongly disagreed that they felt comfortable on how to obtain an ESA at WCU. During the post-survey, that number shrunk to only 8.7% of participants who either somewhat disagreed or

strongly disagreed about their confidence level on how to obtain an ESA. I believe that this occurred because of the previously stated Improvement Design (Figure 3), which was: Education & Policy Development + ESA educational module = increased capacity of community knowledge of ESAs. After the participants established their current knowledge on ESA (pre-survey), they took the educational module and their overall capacity increased on this subject. The data also support this claim. I conducted an independent samples t-test to compare if participants knew how to obtain an ESA at WCU (pre-survey) and after the intervention (post-survey and module). There was a significant difference in the scores for pretest ($M=2.06$, $SD=1.636$) and posttest ($M=.68$, $SD=.915$); $t(193) = 6.443$, $p=.000$ as can be seen in Table 5 below.

Table 5

How to Obtain an ESA at WCU T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Answers	Equal variances assumed	82.566	0.000	6.443	193	0.000	1.374	0.213	0.954	1.795
	Equal variances not assumed			7.521	192.890	0.000	1.374	0.183	1.014	1.735

Some of the research questions ended up not being as significant as I originally thought. I asked the participants if ESA information is easily accessible online. I conducted an independent

samples t-test to compare if participants felt that ESA information was easily accessible online before (pre-survey) and after the intervention (post-survey and module). There was not a significant difference in the scores for the pre-test ($M= 1.77$. $SD=1.075$) and post-test ($M=1.28$. $SD=1.097$); $t(193) = 3.051$, $p=.437$. I originally thought that I would have found a significant difference with these questions due to some of my preconceived notions about the accessibility of ESA information online. There was not anything statistically significant that was disappointing, as Table 6 shows below (refer to Appendix G for additional data).

Table 6*ESA Information is Easily Accessible Online T-Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Answers	Equal variances assumed	0.607	0.437	3.051	193	0.003	0.494	0.162	0.175	0.814
	Equal variances not assumed			3.032	137.614	0.003	0.494	0.163	0.172	0.817

In a series of questions, I asked participants what they could legally ask about assistance dogs. One of the questions that I thought was going to be significant is, “What is your disability?” The data proved me wrong. I conducted an independent samples t-test to compare if participants could legally ask people what your disability is as it pertains to assistance animals before (presurvey) and after the intervention (module and posttest). There was not a significant difference in the scores for pretest ($M=1.05$. $SD= .417$) and posttest ($M=1.00$. $SD=.420$); $t(193)$

= .761, $p=.493$. Again, my assumptions were incorrect about this survey question having significance in my research, as seen in Table 7. This finding told me that I should be aware of my preconceived assumptions about my research. Additionally, the finding suggest that the educational module did not have any impact on posttest results.

Table 7

Can you legally ask What is your Disability?

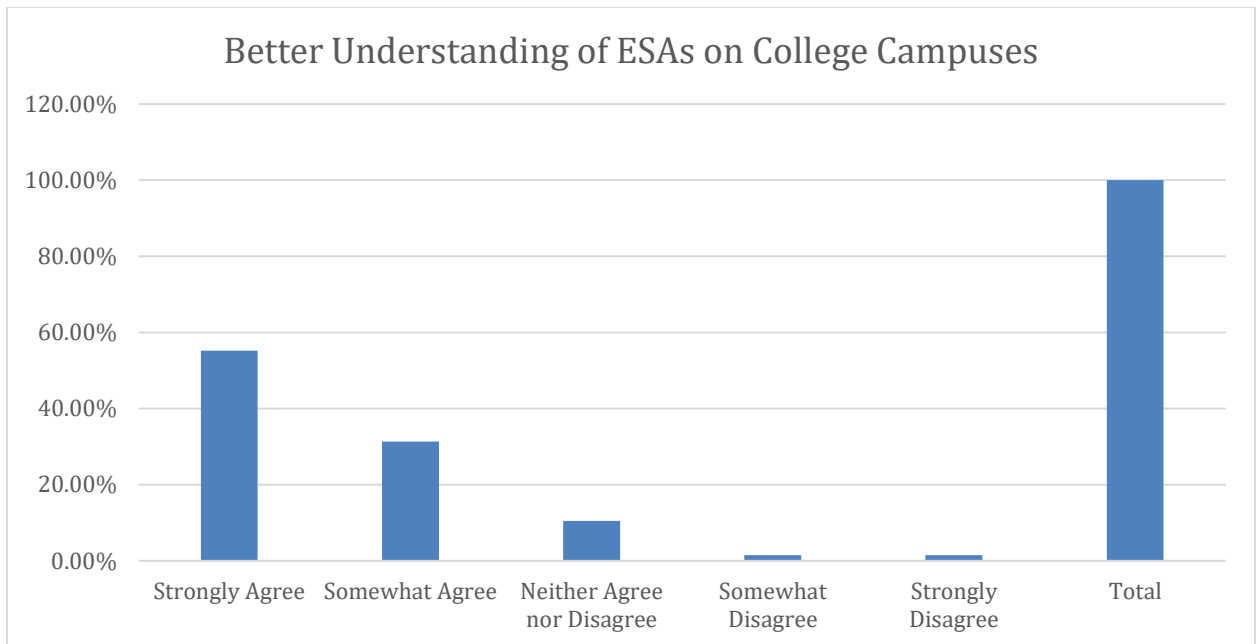
		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Answers	Equal variances assumed	0.471	0.493	0.761	193	0.448	0.048	0.063	-0.076	0.171
	Equal variances not assumed			0.759	139.086	0.449	0.048	0.063	-0.076	0.172

At the end of the post-survey, I asked respondents two summative questions about the ESA research as it pertained to increasing their overall capacity. The first question asked participants if the training they received helped them better understand ESA on college campuses. An overwhelming number of participants agreed that this improvement initiative helped them better understand. As seen in Figure 6 below, 86.6% of the participants either strongly agreed or somewhat agreed that the training/education helped them better understand said policies on ESAs. The 86.6% is affirming that the research that I conducted assisted participants - who may have come in with little or incomplete knowledge of ESAs – in understanding how they operate on a college campus. Additionally, this data also implies that future research on this topic would be beneficial for the broad campus community as it relates to

better understanding ESAs on college campuses. Although the sample size was small, I do believe the data shows that if this research was conducted on a larger scale more people would have a greater understanding of ESAs.

Figure 7

Training/Education Helped Better Understand ESAs

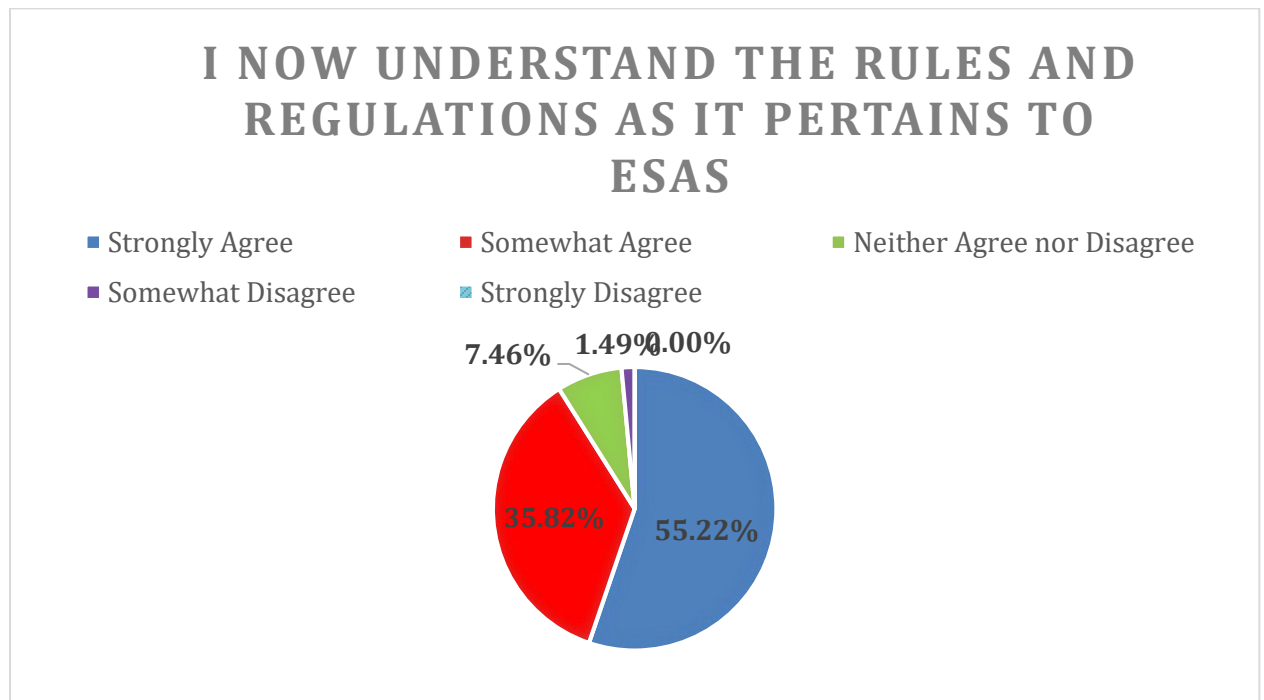


The second question that I asked in the post-survey was if the participants “now understand the rules and regulations as it pertains to ESA.” The response to this question was promising because 91% of the participants said that they either strongly or somewhat agree that they now understand the rules and regulations as it pertains to ESAs. As seen in Figure 5, these numbers are staggering and, as I mentioned before, promising as well. The overall research was a small sample size of WCU’s population (303 faculty, staff and students received the outreach email), but those who participated in the research feel as if they better understand the rules and regulations on ESAs, which will only assist in the enforcement of -- and compliance with -- those rules and regulations. If this research increases the number of participants over the next

several years, one could make an argument that the overall campus capacity will increase. The more staff, faculty, and students understand the rules and regulations on ESAs, the better equipped we will be because of the larger capacity on this topic. Additionally, we can ensure that students who are attempting to have an ESA on campus feel supported by all members of the campus community and not just those who are knowledgeable on the topic of ESAs on a college campus. In other words, these results will have a significant impact on WCU's campus for years to come when the program is implemented on a larger scale.

Figure 8

Rules and Regulations on ESAs



Impact

Those who experienced the improvement initiative process had mixed reactions that impacted the research. Most of the people who participated in the study had positive feedback, and a sense of curiosity throughout the process. Some students received their denial letters for an

ESA before I sent out the improvement initiative. These students negatively received the improvement initiative. These students felt that the sole purpose of my research was to make them feel dumb and build a case for students not to have an ESA on campus. The students were not happy with the process of applying for an ESA and may have thought that I was involved in the approval/denial process. Either way, some decided not to participate in the improvement initiative or participated just to share their feelings about being denied an ESA. I received this email via email and students telling me face-to-face about how they felt about my research.

An additional impact that this research had was that conversation around the topic of ESAs started to increase. Once I sent out the survey to the participants, people began discussing my research in various meetings that I attended. I felt that this was a positive impact because prior to the research people did not discuss ESAs with me during meetings. During these meetings people gave me feedback on my survey questions and the educational module (intervention); the dialogue helped me think of ways to improve future research. An unintended positive consequence of the various chatter that occurred was that the Director of the Office of Accessibility Resources asked me to assist in the program review of the Office of Accessibility Resources that will occur in the Spring of 2020. Additionally, I had the privilege of reviewing a draft version of a possible policy on ESAs on WCU's campus. This research positively impacted my influence throughout campus by giving me a voice at the table on this topic.

Success and Challenges

The design team experienced successes and challenges along the way. One of the biggest challenges was getting the design team to meet early in the process. The schedule of the initial meeting was quite difficult due to administrative and class schedules for all who were involved. However, when we came together, the information that was shared to create the intervention was

astonishing. One success that was unintended was that the overall research topic was gaining buzz from various departments on campus. This buzz was a success because when I sent out the surveys to faculty and staff, they seemed more willing to engage in the process.

A significant challenge that I faced throughout this research was when I sent out the educational module some of the respondents had difficulties accessing it. Not being able to access the educational module posed a problem because it may have had an impact on my response rate as it was not working correctly when I first sent it out. Researchers should try to do whatever they can to ease the response process. An inability to access the module also can come off as unprofessional to the people who are attempting to watch the educational module. This could have impacted the face validity of my research because the survey question was not easily accessible.

In addition to the module not working correctly when I first sent it out, I found no current research in the field that compares to what we were trying to do. The topic of ESAs is still relatively new when compared to other research topics such as retention rates in higher education or black faculty in higher education. As such, we were, in a way, starting from scratch because of the lack of research on capacity building on college campuses on the topic of ESAs. Starting from scratch is both exciting and challenging because you can help add to the field, but also you have little to no research to compare to yours.

Experience

A group that had positive experiences with the improvement initiative was the Residential Living staff. The Residential Living staff works and live in the residence halls with students and they are responsible for ensuring compliance with various rules under the Student Code of Conduct. The feedback that I received from the Residential Living staff was positive

because they understood that the more people understand the rules and regulations on ESAs, the easier it will be to do their jobs. I also believe that they had a positive experience with this topic because they truly want to support our students who need ESAs. If the staff is more informed on ESAs' dos and don'ts, they will be better equipped to work with and support those students with this need.

Another group that had a positive experience with this research is Counseling and Psychological Services (CAPS) on campus. I believe this to be true because, in my educational module, the actor tells the participants that they cannot go to CAPS to get a letter of support for an ESA. Typically, when students want or need an ESA, they would go to CAPS and ask for a letter of support to get an ESA. However, as I mentioned previously, CAPS does not provide this service. Thus, by putting this in the educational module, if students have watched the video, it will hopefully deter them from asking CAPS staff for letters. The feedback that I receive from CAPS was that this is an important element to have in the educational video because it helps answer a question that they get from students.

This chapter discussed the results of the improvement initiative. The next chapter will take those results and suggest recommendations for the ESA topic at WCU. These recommendations will hopefully be beneficial for WCU and future researchers on this topic.

Chapter Five: Recommendations

Recommendations for Leadership Practice and Continued Scholarship

This initiative could be used not only on WCU's campus but within the UNC System as well because of the potential impact that it could have on a college campus. This initiative, if used at other campuses, will inform not only the faculty and staff but also support the students who need an ESA. Each school has its policies and procedures, but one constant thing is that our students' needs are everchanging, and we must accommodate and meet them where they are. As the students' needs are changing, we must also educate the broader campus community on said changes such as ESAs on college campuses. My initiative should be considered by all college leaders, especially those within the UNC system because we are all under the same rules and regulations from the UNC System. If my initiative is considered throughout the UNC System, then we could possibly have information sharing occurring on a system level to improve and solve this problem.

Another reason why campus leaders should consider my initiative is that the cost of the training/education is inexpensive. It is essential to save money as a campus leader but also educate as many constituents as possible. The only cost to my initiative would be the time taken by the individuals who participate in the training/education on ESAs. A training/education that does not cost the campus but is extremely beneficial should be implemented on college campuses. Although the training that I am referring to is free, if colleges do not prepare for ESAs request it could potential cost colleges in the future. It could cost colleges in the future if they are sued by a student because their staff and faculty were not knowledgeable on ESAs which could impede student's rights. Thus, the training would not only be free but would save colleges money in future litigation because they are staying ahead of the trend. Additionally, the amount

of time and energy that would be saved. I truly believe that colleges would be motivated to educate their staff because of the financial implications and as I stated earlier, adult learners have to be intrinsically motivated to learn (Knowles, et al, 2005).

Lessons Learned

There were many lessons learned throughout my intervention, but one that was present, and that people commented on was the ESA educational module. Some participants in my project shared with me that they wished they would have learned more about therapy animals in the module. When I received this feedback, I went back and watched the educational module several times and noticed their point. In the educational module, the actor only mentioned ESAs and service animals but did not once mention therapy animals. However, in the pre-and post-survey, I asked participants if they knew what was a therapy animal. My future research on this topic will consider this and add therapy animal information to the educational module for more content.

The low student response rate to my research was also impactful and made me reflect on how I could get more student participation in the future. I sent the pre-survey to 36 students who requested an ESA. Of those 36 students, 18 received an email denying their ESA request before I sent out this information. Twenty students completed the pre-survey, and only eight watched the video and completed the post-survey. The numbers of participants were low, and I believe that it may have had something to do with half of the students receiving the denial email for their ESA request before I sent the survey to the students. Although this may have been the case, an alternate approach to get a higher response rate could have been to offer *material incentives*. Material incentives are not financial rewards for completing the survey, but it is more like sending a t-shirt or a WCU water bottle to students thanking them for thinking about completing

the survey (Laguilles, Williams, & Saunders, 2011). This material incentives approach helps eliminate the typical monetary exchange that participants may receive for completing a survey, by giving them the incentive before they decided to complete the survey (Laguilles, Williams, & Saunders, 2011). This approach quite possibly could have helped increase the number of student responses that I received in my research.

In addition to learning about incentive approaches to increase the response rate, I also learned the importance of solid survey questions. When I do this type of research again, I would make sure that my survey questions are not confusing to the participants. I received verbal feedback that a few of my survey questions were difficult to understand. The specific question that they addressed with me was, “I am really not sure of the difference between service dogs and emotional support and therapy dogs.” In hindsight, I should have separated these questions into three questions to avoid the *double-barreled* questions. Double-barreled is “a compound question containing two items that can be responded to even though the interrogative is about one of them” (Fadem, 2009, p. 188). These types of questions cannot only confuse the reader, but they complicate the data set because it is hard to determine what question the respondents are addressing with three questions therein.

Recommendation for Continued Scholarships

Further research focused on the impact of ESAs in the residence halls for students without ESAs

There needs to be research on students without ESA for colleges to make an informed decision on ESAs moving forward. In other words, although a student may be entitled to an ESA, colleges should also be aware of how ESAs could impact other students in the hall. For example, a student could be allergic to a dog, cat, or other approved ESAs and have a negative

experience because colleges are not aware of the unintended consequence for these students. This research could be collected by residence life professionals at the end of each semester, asking them about their experience living in the halls via an electronic survey. The data could help residence life professionals assign specific laundry machines to those students with ESAs for students who are allergic to avoid reacting poorly to animals in the hall. The survey is just an example of what the data might say, but it is paramount to have all perspectives on the research to make an informed decision. As of right now, there is not much data available to support any position.

Additional research on how ESAs have an unintended negative consequence on students, faculty, and staff who are allergic to these animals

Chan and Leung (2018) stated: “allergies to dogs and cats affect 10-20% of the population worldwide and is a growing public health concern as these rates increase” (p. 1). As more students request ESAs on college campuses, each school must figure out how to support all parties involved in the ESA process. If more research occurs on this topic, then there might be a way for colleges to address this concern through education. Every school is going to be different depending on the number of ESAs they have and the number of people who have allergies to those animals. By being proactive and expanding upon the current research, each college will be able to make an informed decision on appropriate policies as it pertains to ESAs.

More research on how ESAs impact students who have them on campus

The research question should be specific to the positive impacts that ESAs are having on these students mentally, academically, and socially. This research could include a longitudinal study throughout a student’s college career in college with a mixed methods approach. The study could compare the students with students without ESAs by looking at GPA, counseling

appointments, and involvement via campus organizations. There currently is not any research that focuses on the positive impacts that ESAs have on college students. If there is more research that focusses on the positive impacts of ESAs, the overall topic on college campuses will slowly become less stigmatized.

The topic of ESAs can become as normal as research on alcohol if given the opportunity. If one researches every school in the UNC System, one will find a different way of handling alcohol violations on each campus. The same is true for how each campus handles ESAs in the halls and throughout the larger community. A relevant future research opportunity is benchmarking every school in the UNC System to see how they are adjusting to ESAs. Adjusting in this context means, are they updating their literature, are they discussing ESAs during orientation, and are they hiring new staff to work with ESAs? Currently, there is no research on the topic of ESAs that covers every school within the UNC System. This knowledge will not only assist with the student's experience; it will also provide a support system for schools that are new to working with ESAs. This data could be stored on a shared site for all UNC System schools to update their data and review other schools' data as well. This data will help with showing what other schools are doing to address the topic of ESA education.

More research on why students apply for an ESA on college campuses

Some students need an ESA. Some students do not need an ESA but would like their pet to live in the residence hall while they attend classes. I think research is needed to understand better the students we are working with daily and to help our practice. The data collection would have to happen via an electronic survey instrument when students graduate or move off campus. Students would probably be more inclined to truthfully answer if they are no longer students at the institution. The purpose of this further research is to help residence life professionals

consider other programming methods in which to engage with students, such as therapy dogs during finals to help students who are stressed.

Recommendations for Western Carolina University

Create an appeals committee for those students who receive denial emails in response to their request for an ESA

Currently, if a student receives the denial email about their ESA request, he/she cannot appeal to anyone formally because Paul Perrotta is the final decision maker in the process. Paul's Office of Accessibility Resource is small, and the ESA program should provide a collective university response as it pertains to appeals. I propose removing the decision from Paul's office and creating a committee to review all incoming requests for ESAs by reviewing their medical documentation. Paul could serve as a guide to ensure that the committee is considering the correct information. Representatives from the Office of Accessibility Resource, Residence Life, and a student representative to ensure the student voice has a seat at the table should comprise this committee. All committee members would have to adhere to confidentiality in discussions of students' personal information, but this will make the process more transparent for students applying.

In addition to creating a committee for approval and denials of ESAs, it is important that WCU move documents online for accessibility concerns. Currently, if a student is applying for an ESA, they must get their doctor to complete certain paperwork. Typically, this is either mailed or faxed to the doctor's office for completion. However, if WCU utilizes a software program where students and doctors could complete their assigned parts electronically, it would be beneficial for both parties. WCU receiving more accurate and readable documentation, and the students receiving a quicker notice on the status of their request benefits all involved.

To add on to the above technology implementation, I propose students who request an ESA go through some form of training. This training could all be online and could cover the following: ESA basics (my education video), how to take care of your ESA, and reapplying for your ESA. I think educating students on these topics will better assist students who have ESAs on campus. Additionally, it would show that WCU truly cares about the welfare of the students and their ESA. With this being online, students will be able to access these trainings at any point that they need a refresher on specifics as it relates to ESAs. If my improvement initiative video is used their knowledge of ESAs, my increase like it did in my improvement initiative. Over, 90% of participants said that they now understand the rules and regulations as it pertains to ESAs.

In order to be as proactive as possible on the topic of ESAs at WCU, I recommend that the institution implement a formal policy on ESAs. Currently, there are over 100 policies at WCU to assist in the daily operation of the University. These policies are readily available online through our University's website for anyone to access and to be better informed (University Policies, 2019). However, without a current policy on ESAs, it may be difficult for students, staff, and faculty to understand said policies on ESAs (especially if they have not experienced this initiative). Policies not only assist universities, but they ensure that we are true to our mission in higher education, which is educating our students. George Boggs (2013), in an article in *Inside Higher Ed*, stated, "the mission of higher education is student learning, and all of our policies, procedures and practices must be aligned with that mission if our institutions are to remain relevant." I believe that WCU focusing on student learning and creating a policy on ESAs will not only add in educating our campus community but also help with the overall student experience. The policy would be written by the general counsel office at WCU and I would ask that an ESA appeal's committee is added into the policy.

Lastly, WCU has seen an increase in the number of student requesting ESAs and they will be more prevalent in the residence halls. With this said, I propose that Residential Living makes an amendment to their housing application to include a question that ask students if they would be comfortable living with an ESA. The addition of this question would do two things: 1) make students who truly need an ESA feel welcome and included and 2) assist with roommate matching to avoid future conflicts. Roommate disagreements will naturally happen in college but having someone that is a possible ally living with you could be extremely beneficial for the student with an ESA college success. Additionally, it will also benefit the student who does not have an ESA because we are giving them a choice on what environment they want to living in.

Conclusion

One of the main reasons that I picked ESAs as a topic was witnessing a young woman who clearly needed an ESA get denied because she did not know or understand the process. As a result of this, she struggled daily to focus on typical tasks and did not find a sense of community while she was in college. I do not want this to happen to any student at WCU, and it is our duty as higher education professionals to make our processes as socially just as possible. By educating the campus and future incoming students, there will hopefully be less of a stigma for those students who have a legitimate need for an ESA. This work focuses on helping students, staff, and faculty have a better experience and perception of ESAs on WCU's campus. There is still much work to be done, but this research has assisted with laying the foundation for future research on this topic.

Colleges are in a state of constant change because the needs of students are transforming so fast. We must adapt to these changes to stay current on what our students need. A current need for many students is the ESA. ESAs help students to thrive during their time in college.

However, with ESAs come some potentially unintended consequences, such as allergies, lack of compliance, and overall frustrations from community members. We must be vigilant and create a culture of shared responsibility for ESA and non-ESA community members. This shared responsibility can only happen through education and training on ESAs. With this improvement initiative, we have that education and training to better support our students at WCU. Although this was a small sample of the WCU population, the implemented improvement initiative can have a positive impact on campus. I believe that the overall campus compliance and knowledge of ESAs will increase over time, which should decrease the number of complaints from faculty, staff, and students.

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Appendix A

Emotional Support Animal Pre-Survey

Q1

Consent Form

The purpose of this research project is to increase capacity (knowledge) of Emotional Support Animals at Western Carolina University. This is a research project being conducted by BaShaun Smith, a Doctoral candidate at Western Carolina University.

You are invited to participate in this research project because you are a member of the Western Carolina University community. Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. You are asked to complete this online survey that will take approximately 20 minutes, watch a 30-minute video about the rules surrounding Emotional Support Animals, and complete a 20-minute post-survey. The video will be emailed to you two weeks after you complete this survey, and the post-survey will be distributed two weeks later. If you choose to participate, I will collect email addresses only to send you the online learning module and the post-survey; then your email will be deleted. Your responses will be confidential because I will delete your email address before I begin to analyze data. The survey questions will gauge your knowledge on assistance animals.

All data stored will be on a password protected device to which only I have access. The results of this study will be used for scholarly purposes only and may be shared with Western Carolina University and other higher education institutions. If you have any questions about the research study please feel free to email me at bashaunsmith@wcu.edu or email the principal investigator, Dr. Kofi Lomotey, at klomotey@email.wcu.edu. If you have questions or concerns about your treatment as a participant in this study, you may contact the chair of the Institutional Review Board through the Office of Research Administration by calling 828-227-7212 or emailing irb@wcu.edu. Thank you!

ELECTRONIC CONSENT: Please select your choice below.

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree (5)

Disagree (6)

Skip To: Q52 If Consent Form The purpose of this research project is to increase capacity (knowledge) of Emotio... = Agree

Skip To: End of Survey If Consent Form The purpose of this research project is to increase capacity (knowledge) of Emotio... = Disagree

Page Break

Q52 What is your Western Carolina University email address?

Q54 What is your position on Western Carolina University's campus?

Student (1)

Staff (2)

Faculty (3)

Other (please write in) (4) _____

Q13 Gender

Female (1)

Male (2)

Prefer not to answer (3)


Other (please write in) (5) _____

Q12 Race

- Hispanic (1)
 - White (2)
 - Black or African American (3)
 - Asian (5)
 - Other (please type in) (6) _____
-

Q2 Age

0 10 20 30 40 50 60 70 80 90 100

Age ()	
--------	---

Q3 Highest Educational Level

▼ High School (1) ... Graduate degree (4)

Q4 Own a Pet Dog

- No (1)
 - Yes (2)
-

Q5 Friends/Family Own a Service Dog

No (1)

Yes (2)

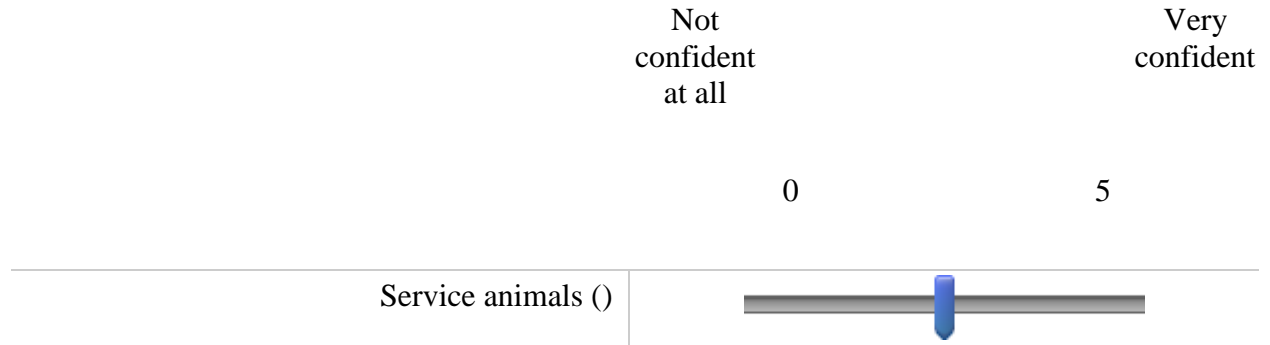
Q6 Friends/Family Own Emotional Support Dog

No (1)

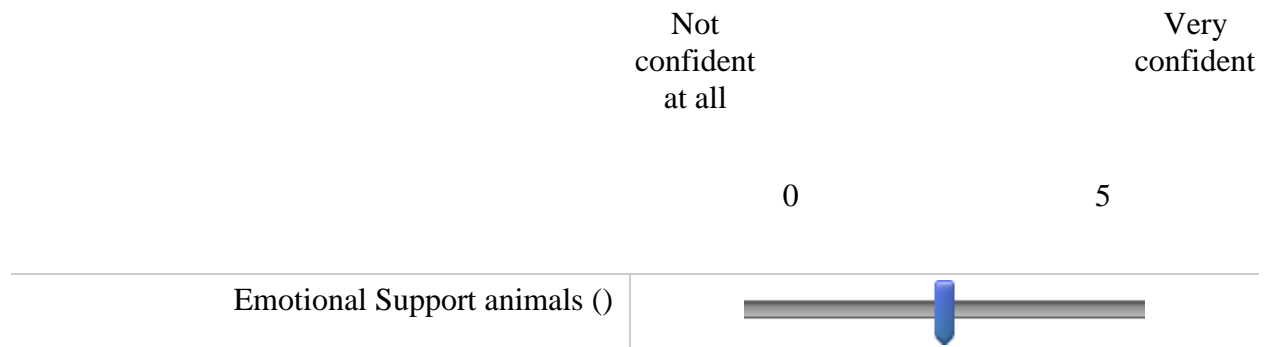
Yes (2)

Page Break

Q7 How confident are you in defining service animals?



Q32 How confident are you in defining Emotional Support Animals?



Q33 How confident are you in defining Therapy Dogs?



Therapy dogs ()



Q8

Attitudes toward assistance animals

Q37

I see nothing wrong with people having emotional support dogs if they think they are useful

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q19 I am really not sure of the difference between service dogs and emotional support and therapy dogs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q20 I think only guide dogs for the blind should be given special privileges, but not other types of service dogs or emotional support dogs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q21

Can you legally ask the below questions as it pertains to assistance dogs?

Q24 What is your disability?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q22 Is your dog providing a service that is required because of your disability?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q23 What task is your dog trained to perform?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q25 Can I see proof of your disability?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q26 Can I see proof of your dog's status (certification or ID card)?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Page Break

Q27

Accessibility at Western Carolina University

Q38 I am confident about how to obtain an ESA at WCU

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q30 I am confident about the rules in regard to ESAs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q31 ESA information is easily accessible online

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q32 I think Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 I think Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 I think Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 I think these types of dogs should be allowed to ride on the CAT TRAN

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 I think these types of animals should be allowed to ride on the CAT TRAN

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 I think these types of animals should be allowed to ride on the CAT TRAN

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q50

Accessibility at Western Carolina University Continued

Q41 I think these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 I think these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 I think these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 I think these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 I think these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 I think these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 I think these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 I think these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 I think these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block

Appendix B

Emotional Support Animal Post-Survey

Q1

Consent Form

The purpose of this research project is to increase capacity (knowledge) of Emotional Support Animals at Western Carolina University. This is a research project being conducted by BaShaun Smith, a Doctoral candidate at Western Carolina University.

You are invited to participate in this research project because you are a member of the Western Carolina University community. Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. The procedure involves completing this online survey that will take approximately 20 minutes. This survey will be linked to the pre-survey that you previously completed. If you choose to participate in this post survey, your responses will be confidential. The survey questions will gauge your knowledge of assistance animals. All data stored will be on a password protected device to which only I have access. The results of this study will be used for scholarly purposes only and may be shared in aggregate with Western Carolina University and other higher education institutions. If you have any questions about the research study please feel free to email me at bashaunsmith@wcu.edu or email the principal investigator, Dr. Kofi Lomotey, at klomotey@email.wcu.edu. If you have questions or concerns about your treatment as a participant in this study, you may contact the chair of the Institutional Review Board through the Office of Research Administration by calling 828-227-7212 or emailing irb@wcu.edu. Thank you! ELECTRONIC CONSENT: Please select your choice below.

By clicking agree you agree that you are at least 18 years old and voluntarily consent to participate. If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Agree (5)

Disagree (6)

Skip To: End of Survey If Consent Form = Disagree

Q52 What is your position on Western Carolina University's campus?

- Student (1)
- Staff (2)
- Faculty (3)
- Other (please write in) (4) _____
-

Q60 Gender

- Female (1)
- Male (2)
- Prefer not to answer (3)
- Other (please write in) (4) _____
-

Q12 Race

- Hispanic (1)
- White (2)
- Black or African American (3)
- Asian (5)
- Other (please type in) (6) _____

Q2 Age

0 10 20 30 40 50 60 70 80 90 100

Age ()



Q3 Highest Educational Level

▼ High School (1) ... Graduate degree (4)

Q4 Own a Pet Dog

No (1)

Yes (2)

Q5 Friends/Family Own a Service Dog

No (1)

Yes (2)

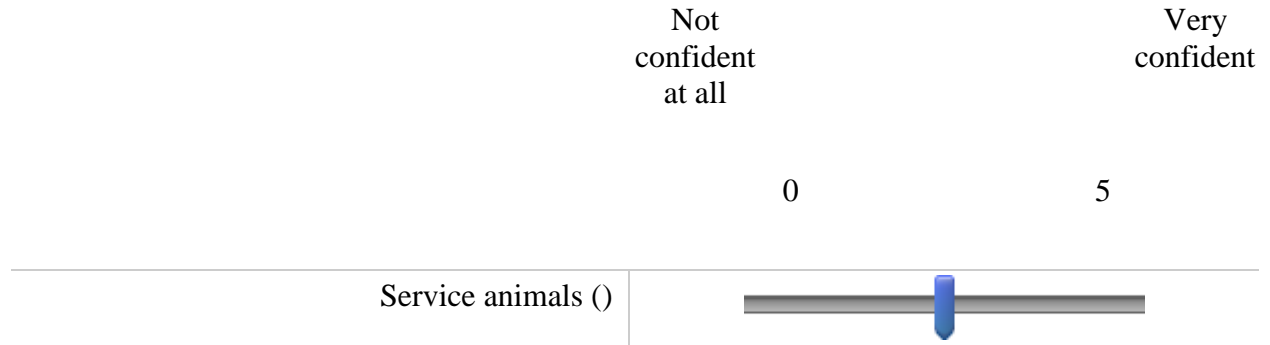
Q6 Friends/Family Own Emotional Support Dog

No (1)

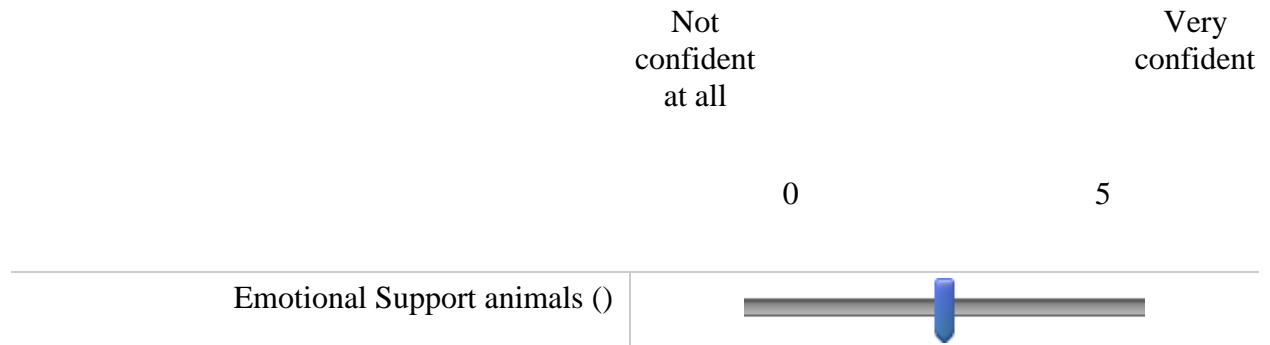
Yes (2)

Page Break

Q7 How confident are you in defining service animals?



Q32 How confident are you in defining Emotional Support Animals?



Q33 How confident are you in defining Therapy Dogs?



Therapy dogs ()



Q8

Attitudes toward assistance animals

Q37

I see nothing wrong with people having emotional support dogs if they think they are useful

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q19 I am really not sure the difference between service dogs and emotional support and therapy dogs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q20 I think only guide dogs for the blind should be given special privileges, but not other types of service dogs or emotional support dogs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (3)
 - Somewhat Disagree (4)
 - Strongly Disagree (5)
-

Q21

Can you legally ask the below questions as it pertains to assistance dogs?

Q24 What is your disability?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q22 Is your dog a service that is required because of your disability?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q23 What task is your dog trained to perform?

- Yes (1)
 - Uncertain (2)
 - No (6)
-

Q25 Can I see proof of your disability?

Yes (1)

Uncertain (2)

No (6)

Q26 Can I see proof of your dog's status (certification or ID card)?

Yes (1)

Uncertain (2)

No (6)

Page Break

Q27

Accessibility at Western Carolina University

Q38 I am confident about how to obtain an ESA at WCU

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q30 I am confident about the rules in regards to ESAs

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q31 ESA information is easily accessible online

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q32 According to federal policy, Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 According to federal policy, Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 According to federal policy, Residence Life should be able to refuse these types of assistance animals from living in the halls

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 According to federal policy, these types of dogs should be allowed to ride on the CAT TRAN

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 According to federal policy, these types of animals should be allowed to ride on the CAT TRAN

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 According to federal policy, these types of animals should be allowed to ride on the CAT
TRAN

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q50

Accessibility at Western Carolina University Continued

Q41 According to federal policy, these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 According to federal policy, these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 According to federal policy, these types of dogs should be allowed to reside in WCU residence halls

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 According to federal policy, these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 According to federal policy, these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 According to federal policy, these types of dogs should be allowed in classroom settings

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 According to federal policy, these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Service Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 According to federal policy, these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Emotional Support Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 According to federal policy, these types of dogs should be allowed in Dining facilities on campus

	Yes (6)	No (7)	Unsure (8)
Therapy Animals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53

Training/Education

Q56 The training/education I received helped better my understanding of ESAs on college campuses

- Strongly Agree (1)
 - Somewhat Agree (2)
 - Neither Agree nor Disagree (6)
 - Somewhat Disagree (7)
 - Strongly Disagree (8)
-

Q57 I now understand the rules and regulations as it pertains to ESAs

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (6)
- Somewhat Disagree (7)
- Strongly Disagree (8)

End of Block: Default Question Block

Appendix C

Recruitment Email

Dear [Recipient],

I hope this email finds you well. My name is BaShaun Smith and I am the Director of Residence Life here at Western Carolina University studying Emotional Support Animals to assess the University preparedness. I am emailing you to participate in a short survey asking you your knowledge on assistance animals. The survey will take less than 20 minutes to complete. If you have time I truly believe that the work I am attempting to do will increase the community's knowledge as it relates to Emotional Support Animals. Thank you again for your time and taking the survey.

BaShaun Smith

Director of Residence Life & Doctoral Candidate

Appendix D

Learning Log

Name _____ Date _____

Learning Log

Topic/Big Idea:

What I Learned
Illustration, highlights, or visual

My Reaction
Thoughts, connections or future questions

Appendix E

Journal Entries Raw Data (Qualitative)

Topic/Date: *IRB Approval, week of 02/04/2019*

What I learned: The IRB process is tedious, and you must make sure you review prior to submission.

My Reaction: Excited a weight was lifted off my shoulders but then again nervous about the next steps.

Topic/Date: *Setting up meeting to Discuss Educational Module, week of 02/10/2019*

What I learned: That the IT department is extremely busy on campus and I should have reached out sooner.

My Reaction: Frustrated and uncertain of how I will get a meeting to discuss my project.

Topic/Date: *Intervention Meeting with IT, week of 02/17/19*

What I learned: That there are many different platforms to show my video, such as Panopto, YouTube and OneDrive. Also, that I need to find an actor write a script and find a location for the video.

My Reaction: A little overwhelmed with the process and not really knowing where to start. Who could be the actor for the intervention video?

Topic/Date: *Setting up Design Team Meeting, week of 02/24/2019*

What I learned: That I needed to setup this meeting earlier because everyone's schedule is extremely hectic now.

My Reaction: Hopeful because even though it's difficult to get everyone scheduled this group has a lot of knowledge that will assist my research.

Topic/Date: *Design Team Meeting, week of 03/04/2019*

What I learned: All parties are passionate about the ESA topic. All parties have a perspective that I did not realize. Everybody provided great insight and direction for my project.

My Reaction: I have a lot of work to do to prepare the content for my educational video (intervention). Take it one step at a time, do not get too overwhelmed or stressed.

Topic/Date: *Content for Video, 03/10-03/31/2019*

What I learned: The writing out a script for a video was more complicated than I originally thought. Had to figure out what was most important information to add from the design team and research thus far. Emailed IT and asked when the best time is to start filming the video.

My Reaction: At least I am making some progress with the project. I need to find & interview actors for the ESA project.

Topic/Date: *Actors for ESA Video, week of 04/01/2019*

What I learned: That the film department here on campus has some talented students. The students I interviewed gave me their head shots and personal bios. The students were extremely professional.

My Reaction: Shocked and impressed with the people I interviewed for the role of on-screen actors in the ESA video.

Topic/Date: *Finalizing Script & Actor, 04/07-04/20/2019*

What I learned: Took a lot of edits to get the script down. I was lucky to find an actor that also had an ESA. There are a lot of moving pieces with film projects.

My Reaction: Blessed that I have campus partners and students who are willing to help with this project.

Topic/Date: *Filmed Project, week of 04/21/2019*

What I learned: That it takes a ton of equipment to properly film anything. That I needed to be more detailed in my script.

My Reaction: Exhausted from all of the takes and edits just for the filming.

Topic/Date: *Waiting on Edit, week of 04/28/2019*

What I learned: Even though the project is completed as it pertains to the filming part. There is still a lot of work to be done in the background. Also, depending on the importance of the project I could go on the back burner.

My Reaction: A little worried about the time but understanding that it takes time.

Topic/Date: *First Draft of Educational Module, 07/01-07/31/2019*

What I learned: There is a lot that goes into editing a video. It is time consuming for all that are involved.

My Reaction: Future research, if using a video, I may need to start earlier in the process.

Topic/Date: *Waiting on Final Edited Module, 08/01-08/31/2019*

What I learned: Received IT's final module on August 8th, 2019. However, I learned that just because it is the final edit does not mean there will not be errors with the module.

My Reaction: Frustrated that the module was not working when I was told it worked (I need to test out the module on multiple platforms in the future).

Topic/Date: *Reminders, 09/02-09/30/2019***What I learned:**

- That I need to talk more about therapy animals in the educational video (people shared this feedback)
- Be aware of the wording on some of my survey questions
- Talk more about phobias i.e. this may be the reason why people exclude ESAs or do not like them.

My Reaction:

- Thought the feedback on therapy animals was helpful
- Wish I would have had my methodologist go into more details with my research questions before I sent them out (this is on me).
- Kicking myself because I talked about phobias in the paper but did not discuss it in the module.

Topic/Date: *Analyze Data and Write, 10/01-Until I am completed*

What I learned: SPSS can be complicated if you are not familiar with the program. Time is ticking, I need to write more.

My Reaction: Should have taken better notes in research class because I am feeling stressed/overwhelmed. I am doing better than I thought but it has me second guessing myself.

Appendix F
Emotion Coding Used

Code	Number of Occurrences
Tedious	3
Excited	2
Regret	3
Frustrated	3
Overwhelmed	3
Hopeful	3
Passionate	1
Shocked	2
Exhausted	2
Nervous	3

Appendix G

SPSS Quantitative Data

GET DATA

/TYPE=XLSX

/FILE='C:\Users\bashaunsmith\Documents\Graduate School\DQ Final\Welch Test Data.xlsx'

/SHEET=name 'Sheet1'

/CELLRANGE=FULL

/READNAMES=ON

/DATATYPEMIN PERCENTAGE=95.0

/HIDDEN IGNORE=YES.

EXECUTE.

DATASET NAME DataSet1 WINDOW=FRONT.

T-TEST GROUPS=Q9(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_H

/CRITERIA=CI(.95).

T-Test**Notes**

Output Created		27-OCT-2019 12:15:30
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Q9(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_H /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1]

Group Statistics

	Q9	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	129	3.89	1.154	.102
	1	71	4.42	.805	.095

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	6.233	.013	-3.442	198					
	Equal variances not assumed			-3.808	187.8					

T-TEST GROUPS=Q10(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_I

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:17:08
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Q10(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_I /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.05

Group Statistics

	Q10	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	129	3.29	1.506	.133
	1	71	4.28	.881	.105

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	30.951	.000	-5.102	198					
	Equal variances not assumed			-5.890	197.0					

T-TEST GROUPS=Q11(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_J

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:18:09
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Q11(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_J /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.04

Group Statistics

	Q11	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	129	3.01	1.584	.139
	1	68	3.69	1.261	.153

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	6.921	.009	-3.080	195					
	Equal variances not assumed			-3.303	165.023					

T-TEST GROUPS=Q15(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_N

/CRITERIA=CI(.95).

T-Test

Notes

Output Created	27-OCT-2019 12:21:12	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q15(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_N /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.05

Group Statistics

	Q15	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	1.05	.417	.037
	1	69	1.00	.420	.051

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	.471	.493	.761	193					
	Equal variances not assumed			.759	139.086					

T-TEST GROUPS=Q16(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_O

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:21:58
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Q16(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_O /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.08

Group Statistics

	Q16	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	.87	.780	.069
	1	69	.28	.591	.071

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	11.757	.001	5.551	193					
	Equal variances not assumed			6.010	173.550					

T-TEST GROUPS=Q17(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_P

/CRITERIA=CI(.95).

T-Test

Notes

Output Created	27-OCT-2019 12:23:20	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q17(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_P /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Group Statistics

	Q17	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	.79	.835	.074
	1	69	.09	.373	.045

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	121.031	.000	6.592	193					
	Equal variances not assumed			8.038	187.072					

T-TEST GROUPS=Q18(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_Q

/CRITERIA=CI(.95).

T-Test

Notes

Output Created	27-OCT-2019 12:24:50	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q18(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_Q /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.13

Group Statistics

	Q18	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	1.10	.435	.039
	1	69	1.03	.382	.046

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	3.963	.048	1.187	193					
	Equal variances not assumed			1.233	155.3					

T-TEST GROUPS=Q19(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_R

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:25:26
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Q19(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_R /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Group Statistics

	Q19	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	.80	.810	.072
	1	69	.94	.539	.065

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	41.882	.000	-1.291	193					
	Equal variances not assumed			-1.447	185.683					

T-TEST GROUPS=Q20(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_S

/CRITERIA=CI(.95).

T-Test

Notes

Output Created	27-OCT-2019 12:26:28	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q20(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_S /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.14

Group Statistics

	Q20	N	Mean	Std. Deviation	Std. Error Mean
Answers	0	126	2.06	1.636	.146
	1	69	.68	.915	.110

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Ans wers	Equal variances assumed	82.566	.000	6.443	193					
	Equal variances not assumed			7.521	192.890					

T-TEST GROUPS=Q21(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_T

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:27:15
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q21(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_T /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.13

Group Statistics

Q21	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	126	1.96	1.572	.140
	1	69	.51	.720	.087

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Ans wers	Equal variances assumed	90.335	.000	7.267	193					
	Equal variances not assumed			8.824	188.318					

T-TEST GROUPS=Q22(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_U

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 12:29:00
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q22(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_U /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

Q22	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	126	1.77	1.075	.096
	1	69	1.28	1.097	.132

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Ans wers	Equal variances assumed	.607	.437	3.051	193					
	Equal variances not assumed			3.032	137.614					

T-TEST GROUPS=Q27(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_Z

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 13:13:36
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q27(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_Z /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Group Statistics

Q27	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	126	.97	.779	.069
	1	69	1.06	.379	.046

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Ans	Equal variances assumed	43.499	.000	-8.99	193					
wers	Equal variances not assumed			-1.08	190.860					

T-TEST GROUPS=Q31(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_AD

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 13:15:08
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q31(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_AD /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.10

Group Statistics

Q31	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	124	.85	.846	.076
	1	68	.38	.692	.084

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	10.380	.001	3.870	190					
	Equal variances not assumed			4.103	162.493					

T-TEST GROUPS=Q33(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_AF

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 13:15:57
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q33(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_AF /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

Q33	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	124	.98	.650	.058
	1	68	1.07	.315	.038

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	17.220	.000	-1.070	190					
	Equal variances not assumed			-1.286	187.666					

T-TEST GROUPS=Q36(0 1)

/MISSING=ANALYSIS

/VARIABLES=Answers_AI

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		27-OCT-2019 13:16:35
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Q36(0 1) /MISSING=ANALYSIS /VARIABLES=Answers_AI /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.07

Group Statistics

Q36	N	Mean	Std. Deviation	Std. Error Mean
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Answers	0	124	1.01	.548	.049
	1	68	1.09	.286	.035

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df					
Answers	Equal variances assumed	5.841	.017	-1.124	190					
	Equal variances not assumed			-1.331	189.616					

Notes

Output Created	27-OCT-2019 14:00:14	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	204

Syntax	<pre> GGRAPH /GRAPHDATASET NAME="graphdataset" VARIABLES=Answers_H Q9 MISSING=LISTWISE REPORTMISSING=NO /GRAPHSPEC SOURCE=INLINE. BEGIN GPL SOURCE: s=userSource(id("graphdatas et")) DATA: Answers_H=col(source(s), name("Answers_H"), unit.category()) DATA: Q9=col(source(s), name("Q9"), unit.category()) GUIDE: axis(dim(1), label("Answers")) GUIDE: axis(dim(2), label("Q9")) GUIDE: text.title(label("Simple Bar of Q9 by Answers")) ELEMENT: interval(position(Answers_H* Q9), shape.interior(shape.square)) END GPL. </pre>	
Resources	Processor Time	00:00:00.61
	Elapsed Time	00:00:00.58