



STUDENT DISABILITY SERVICES FACULTY SURVEY BRIEF REPORT
Student Disability Services | Student Life
 27 April 2018

General Information about the Survey

Purpose: The purpose of this survey is to assess faculty satisfaction with the services provided by Student Disability Services (SDS) and interest in training opportunities.

Originators: Shannon McCarthy | Student Disability Services

Data Collection

Sample: 219 University of San Francisco faculty

Instrument: Qualtrics

Period: April 3rd – 15th, 2018

Response Rate

	Full-time	Part-time	TOTAL
Contacted:	503	813	1,316
Responded:	129	90	219
Response Rate:	26%	11%	17%

Suggestions for Use

This report is recommended for distribution to the following stakeholders:

- Student Disability Services
- Student Life Leadership
- Office of the Provost

Included in this Report

- Quantitative data with accompanying figures
- Demographics

Not Included in this Report

- Qualitative data

SUMMARY

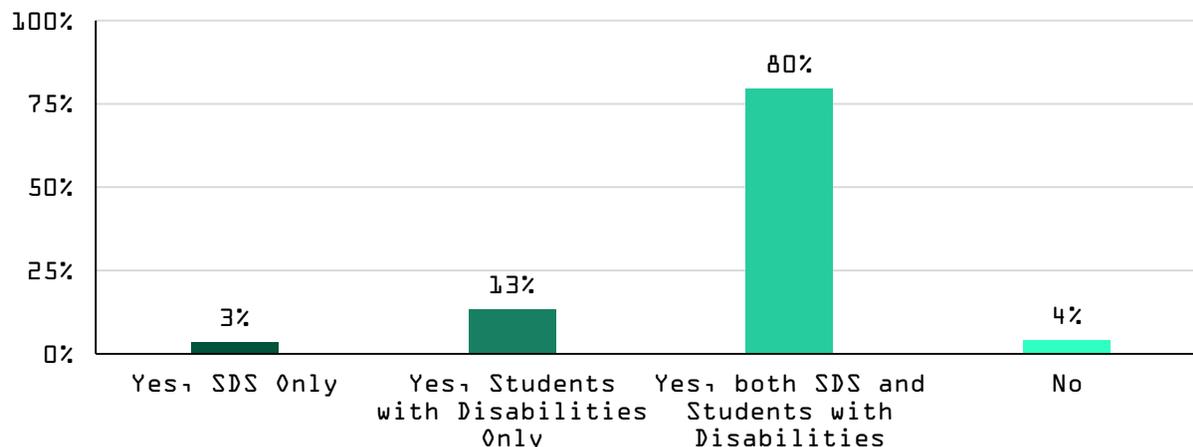
- **80%** of participants reported interactions with **both SDS and students with disabilities** in the 2017-18 academic year. As their primary experience working with people with disabilities, **83%** of participants reported **working with students with disabilities**. **59%** of participants reported feeling that it was **easy to work** with students with disabilities. The majority of participants (**91%**) indicated **they had a statement on their syllabus** about SDS. **28%** indicated they had a **student without SDS accommodations** in the 2017-18 academic year. **46%** of these participants recommended **contacting SDS as their first course of action**. **54%** of participants reported **1 – 5 students** in the 2017-18 academic year. **36%** indicated **difficulties working with students with disabilities** in the 2017-18 academic year.
- The majority of participants (**78%**) reported using **SDS Online Services**. Participants, on average, reported it being **moderately easy** to use SDS Online Services for **testing contracts** and **exam requests** and **very easy** to **upload exams**.
- **46%** of participants expressed an interest in training about **how to interact with or teach students with disabilities**. **45%** of participants want training to be delivered **online**. Nearly half of participants (**48%**) indicated they were not interested in a **year-long faculty mentorship program**.
- Participants, on average, reported **slight familiarity with UDL**, being **somewhat likely to employ UDL**, and perceive that it is **slightly easy to implement UDL**. **51%** of participants reported **interest in learning more about UDL**. Of those participants, **32%** expressed an interest in learning more about UDL through **in-person** workshops.
- **33%** of participants reported **no contact** with SDS in the 2017-18 academic year and **moderate satisfaction** with their **overall experience** with SDS, the **communication** received from SDS, and the **assistance** received from SDS. Participants, on average, **agreed** that they **understood SDS policies and procedures**, that **these policies and procedures made it easy for them to provide accommodations**, and that **SDS staff made it easier to provide accommodations**.
- Participants, on average, reported **satisfaction** with both front desk staff and Disability Specialists. Participants **agreed** that front desk staff were helpful and attentive and knowledgeable about SDS policies and procedures. In addition, participants **agreed** that Disability Specialists were **helpful, knowledgeable about SDS policies and procedures**, and **the ADA and the Rehabilitation Act**.
- Participants were offered an opportunity to provide additional feedback on how USF could better support students with disabilities. In general, participants reported satisfaction with SDS front desk staff and Disability Specialists. However, participants reported that SDS needed to be open to proctor exams for early morning, evening, and weekend courses. Faculty had questions about what constitutes “disability” and how students become eligible for accommodations. In addition, faculty requested additional information about student challenges, more communication and training from SDS, and opportunities to build relationships with SDS.

GENERAL

Interactions

Participants were asked if in their role as faculty, they had any interactions with either SDS or students with disabilities using the following response options: *Yes, with SDS only*, *Yes, with students with disabilities only*, *Yes, with both SDS and students with disabilities*, and *No*.

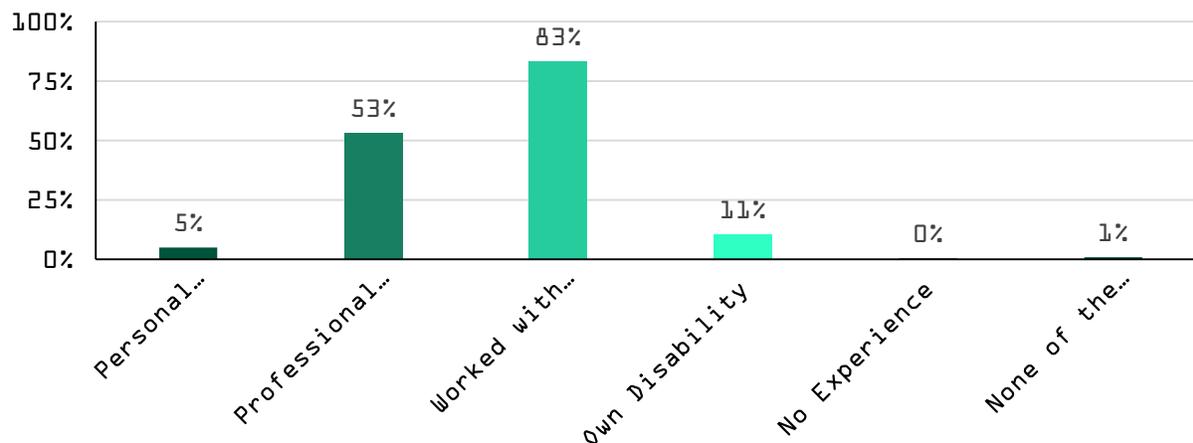
- The highest proportion of participants (**80%**) reported interactions with **both SDS and students with disabilities**.



Experience with People with Disabilities

Participants reported their experience with people with disabilities: *I have a personal relationship with someone with a disability*, *I have a professional relationship with someone with a disability*, *I have worked and/or work with students with disabilities*, *I have a disability*, *I have no experience with people with disabilities*, or *None of the above*. Participants were encouraged to select all that applied to them.

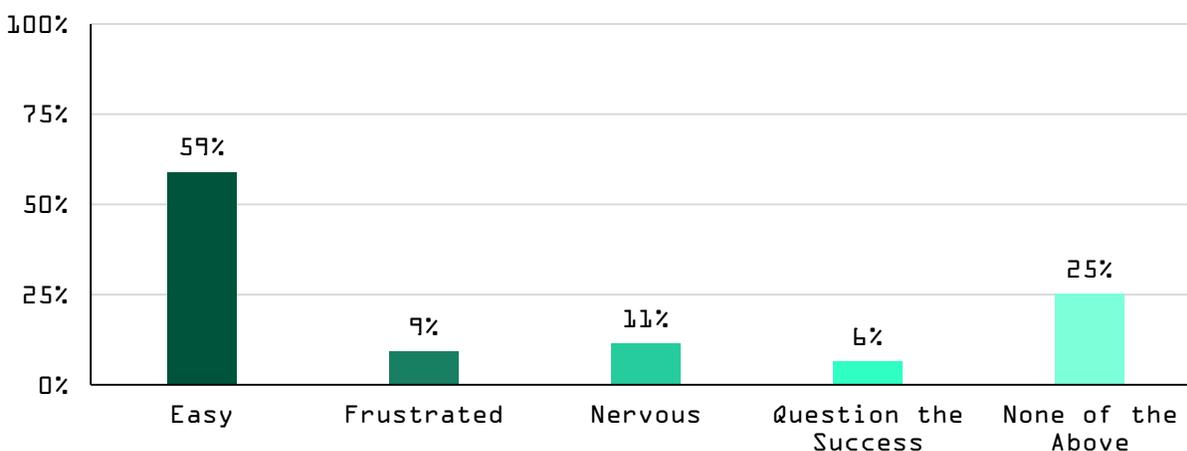
- The highest proportion of participants (**83%**) described their experience as **worked or working with students with disabilities**.



Working with Students with a Disability

Participants indicated their feelings when working with a student with a disability using the following response options: *I find it easy to work with students with disabilities*, *I get frustrated when working with students with disabilities*, *I am nervous about working with students with disabilities*, *I question whether students with disabilities can succeed at USF*, or *None of the above*. Participants were encouraged to select all that applied to them.

- The highest proportion of participants (**59%**) described their feelings as **easy**.



Syllabus Statement

Participants indicated whether or not they have a statement on their syllabus that informs students where to go if they need academic accommodations using the following response options: *Yes* or *No*.

- **91%** of participants indicated they have a statement on their syllabus that to inform students where to go if they need accommodations.

Accommodations for Students Not Registered with SDS

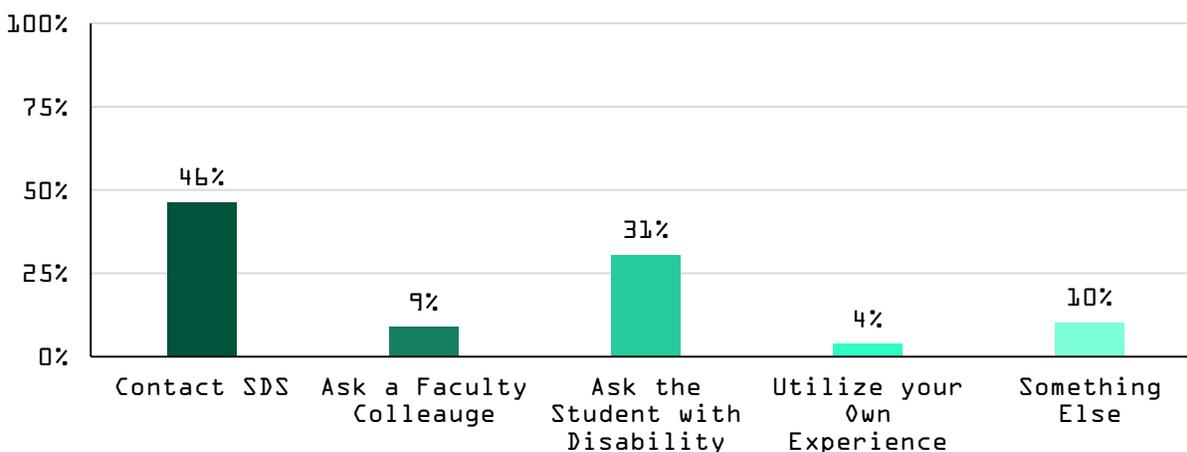
Participants indicated whether or not any student asked for accommodations who was not registered with SDS during the 2017-18 academic year using the following response options: *Yes* or *No*.

- **28%** of participants indicated they had a student ask for accommodations who was not registered with SDS.

First Course of Action

Participants reported their first course of action when a concern about accommodations for a student with disability arises using the following response options: *Contact SDS*, *Ask a faculty colleague*, *Ask the student with the disability*, *Utilize your own experience*, or *Something else*.

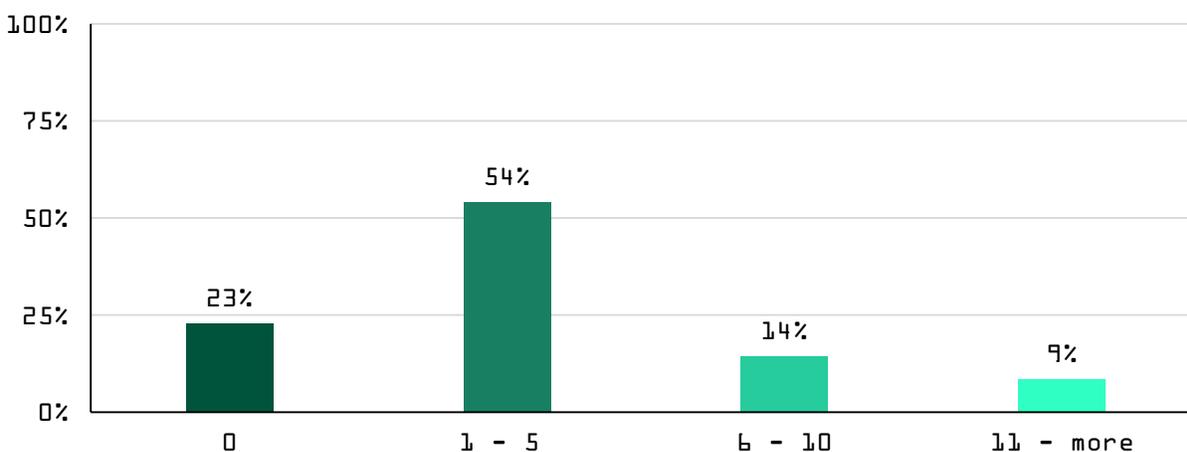
- The highest proportion of participants (**46%**) reported that their first course of action is to **contact SDS**.



Number of Students with Classroom Accommodations

Participants indicated the number of students for whom they provided classroom accommodations in the 2017-18 academic year using the following response options: *0*, *1 – 5*, *6 – 10*, or *11 or more*.

- The highest proportion of participants (**54%**) indicated they had **1 – 5** students with disabilities in the 2017-18 academic year.



Difficulty Accommodating Students with a Disability

Participants were asked if they had any difficulties accommodating students with disabilities in the 2017-18 academic year using the following response options: *Yes* or *No*.

- **36%** of participants indicated they had difficulties accommodating students with disabilities in the 2017-18 academic year.

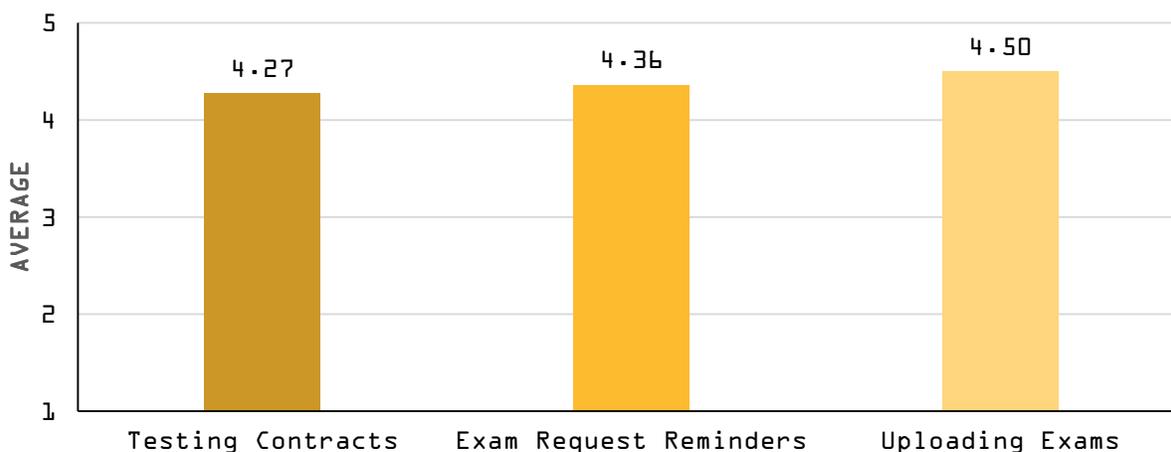
ONLINE SERVICES

Participants reported whether or not they use SDS Online Services using the following response options: *Yes* or *No*.

- **78%** of participants reported that they use SDS Online Services.

Participants indicated how easy the following aspects of SDS Online Services are to use: testing contracts, exam request reminders, and uploading exams. Participants responded to each of these items using a 5-pt. scale (1 = *Not at all easy*, 5 = *Very easy*).

- Participants, on average, indicated that testing contracts ($M = 4.27$, $SD = 1.08$) and exam request reminders ($M = 4.36$, $SD = 1.05$) were **moderately easy** and uploading exams was **very easy** ($M = 4.50$, $SD = .95$).



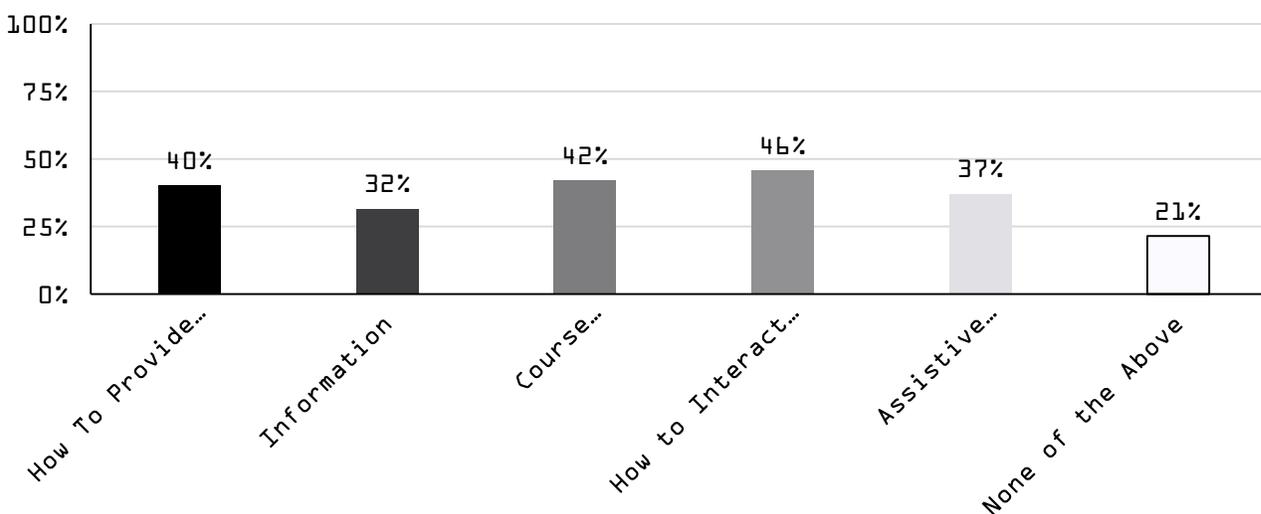
Participants were asked if they like an all-encompassing MyUSF tab where they could see SDS student in their class, complete or update their testing contract, and/or upload exams using the following response options: *Yes*, *No*, or *No Opinion*.

- **56%** of participants reported they would like a MyUSF tab where they could see the SDS students in their class, complete or update their testing contract, and/or upload exams.

EDUCATION & TRAINING

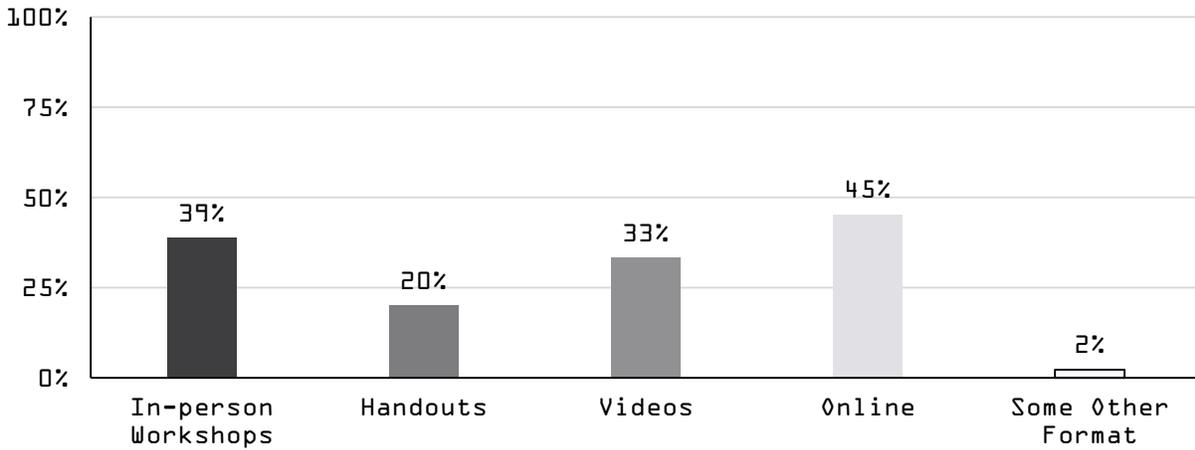
Participants were asked which of the following training opportunities were of interest to them using the following response options: *Information on how to provide accommodations, Information on students with disabilities at USF, Information on ensuring that my course is accessible, Information on how to interact with and/or teach students with disabilities, Information on assistive technology, or None of the above.* Participants were encouraged to select all that applied to them.

- The highest proportion of participants (**46%**) indicated they would like training opportunities on **how to interact with and/or teach students with disabilities**.



Participants were asked to report the format in which they would want to receive these trainings using the following response options: *In-person workshops, Handouts, Videos, Online, or Some other format.* Participants were encouraged to select all that applied to them.

- The highest proportion of participants (**45%**) indicated they would like training opportunities to be held **online**.



Participants indicated if they were interested in participating in a year-long faculty mentorship program for students with disabilities using the following response options: *Yes*, *No*, or *Not Sure*.

- **48%** of participants indicated they were not interested in participating in a year-long faculty mentorship program.

UNIVERSAL DESIGN FOR LEARNING

Participants reported how familiar they are with universal design for learning (UDL) using a 5-pt. scale (1 = *Not familiar at all*, 5 = *Very familiar*).

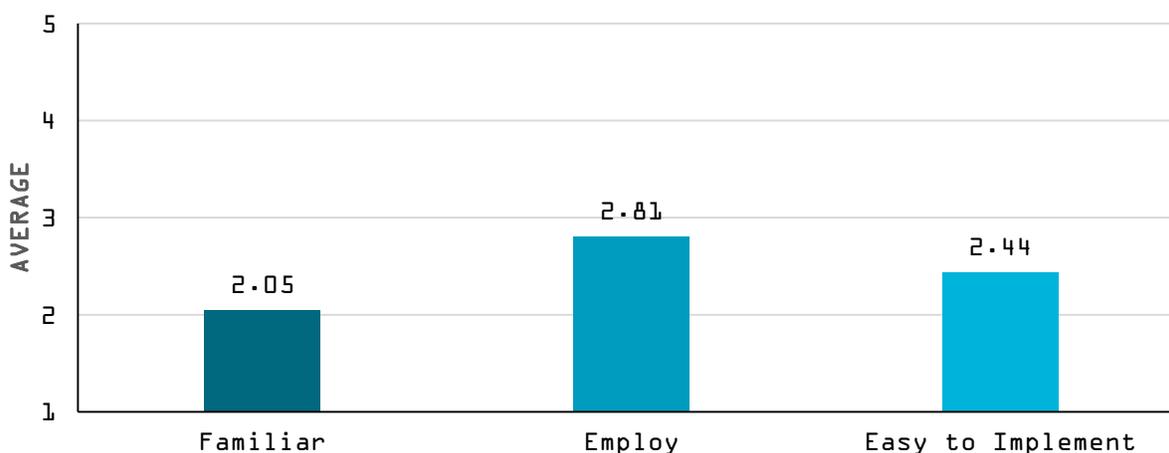
- Participants, on average, reported being **slightly familiar** with UDL ($M = 2.05$, $SD = 1.31$).

Participants reported how likely they are to employ UDL principles in their courses using a 5-pt. scale (1 = *Not at all likely*, 5 = *Very likely*).

- Participants, on average, reported being **somewhat likely** to employ UDL principles in their courses ($M = 2.81$, $SD = 1.49$).

Participants reported how easy they find UDL principles to implement using a 5-pt. scale (1 = *Not easy at all*, 5 = *Very easy*).

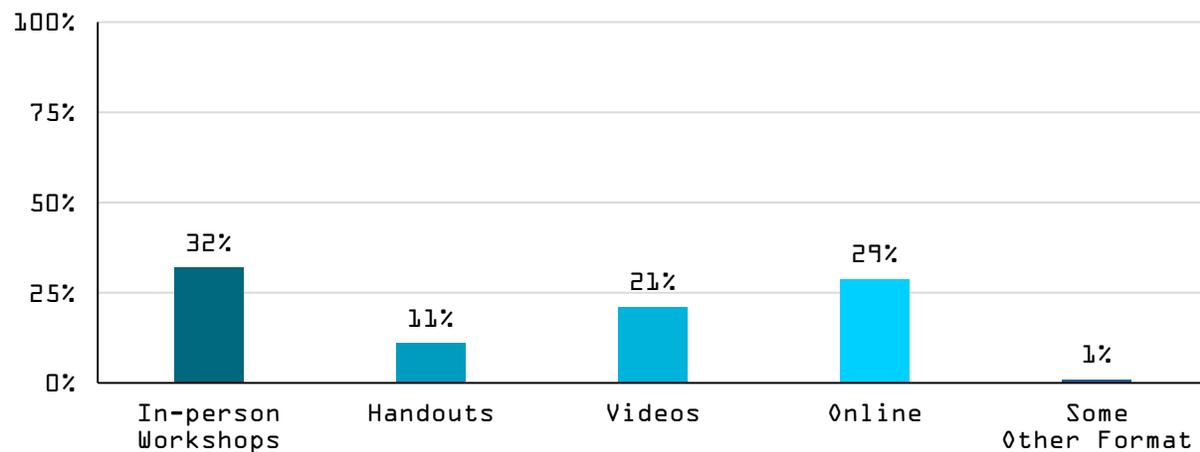
- Participants, on average, reported being **slightly easy** to implement UDL principles ($M = 2.44$, $SD = 1.23$).



Participants reported if they would be interested in participating in a training to learn about UDL principles using the following response options: *Yes*, *No*, or *Not Sure*.

- **51%** of participants indicated they were interested in training to learn about UDL principles.

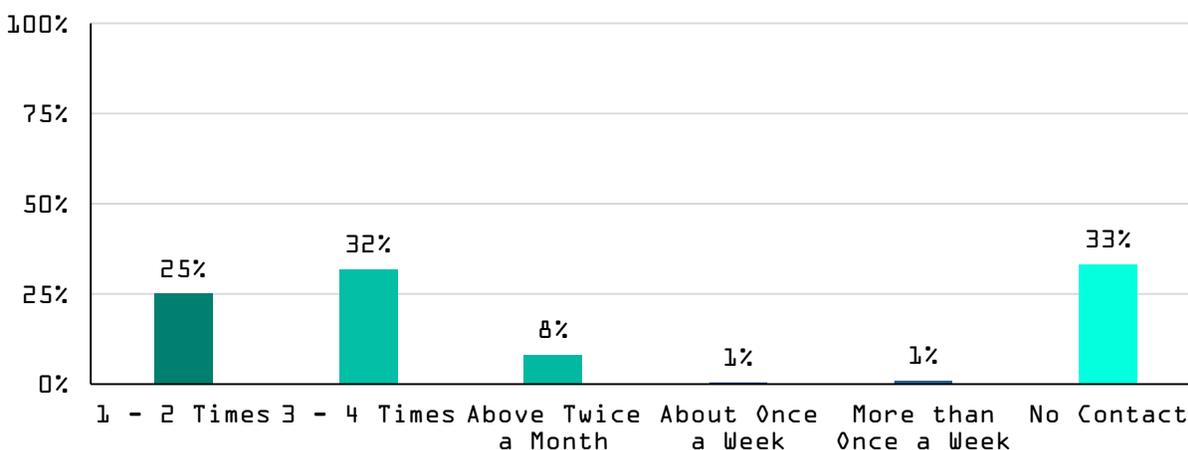
Participants who answered “yes” were asked to report the format in which they would like to receive this training using the following response options. *In-person workshops, Handouts, Videos, Online, or Some other format.*



EXPERIENCES WITH SDS

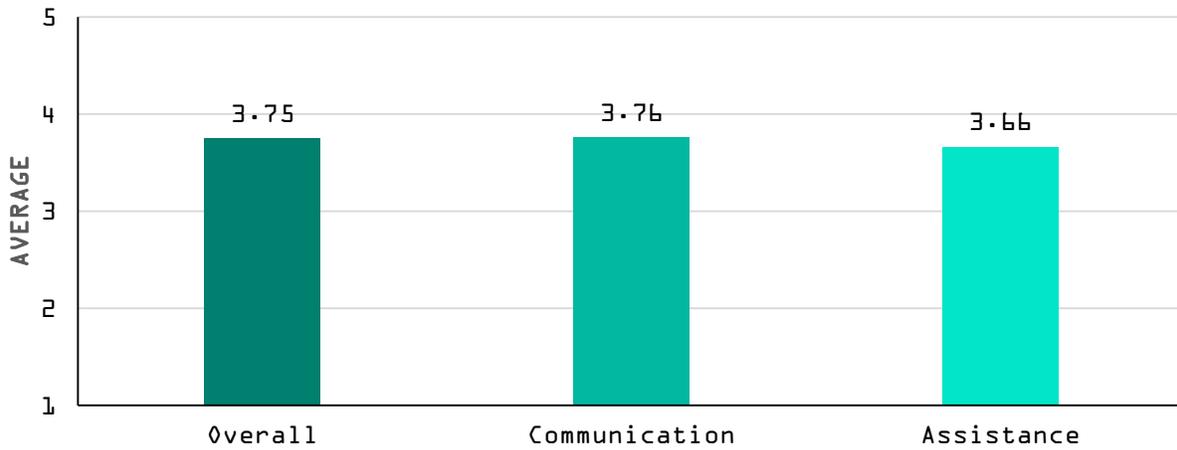
Participants reported the number of times they initiated contact with SDS in the 2017-18 academic year using the following response options: *1 -2 times, 3 – 4 times, About twice a month, About once a week, More than once a week, or I did not have any contact with SDS.*

- The highest proportion of participants (**33%**) reported that they had **no contact** with SDS during the 2017-18 academic year.



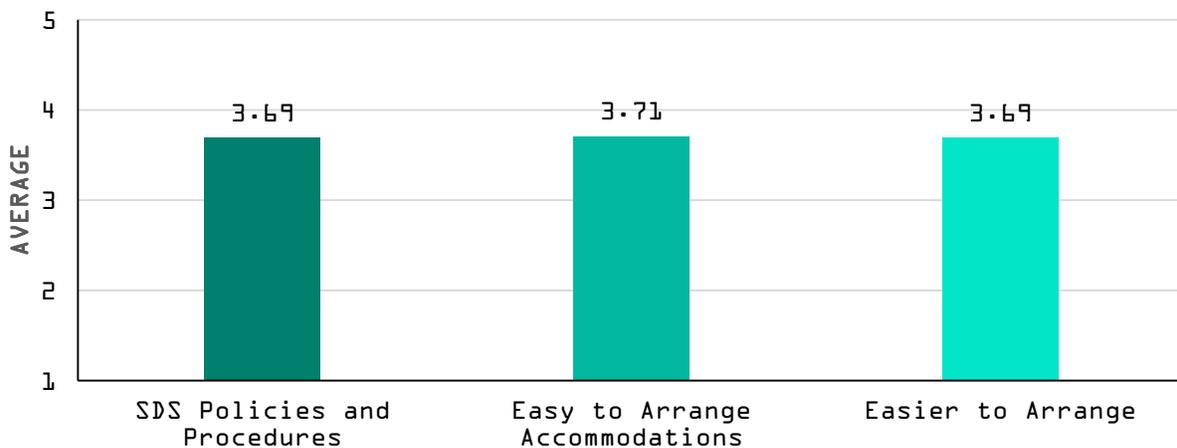
Participants reported their overall satisfaction, their satisfaction with the communication they received from SDS, and their satisfaction with the assistance received by SDS using a 5-pt. scale (1 = *Very dissatisfied*, 5 = *Very satisfied*)

- Participants, on average, reported being **moderately satisfied** with their overall experience with SDS ($M = 3.75$, $SD = 1.10$), the communication they receive from SDS ($M = 3.76$, $SD = 1.07$), and the assistance they receive from SDS ($M = 3.66$, $SD = 1.11$).



Participants indicated the extent to which they agreed or disagreed with each of the following statements: I understand SDS policies and procedures, SDS procedures make it easy for me to arrange accommodations for my students, and SDS staff make it easy for me to arrange accommodations for my students. Participants responded to these statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*)

- Participants, on average, **agreed** that they understand SDS policies and procedures ($M = 3.69$, $SD = .83$), these policies and procedures make it easy for them to arrange accommodations ($M = 3.71$, $SD = .89$), and SDS staff make is easy to arrange accommodations ($M = 3.69$, $SD = .84$).



EXPERIENCES WITH SDS STAFF

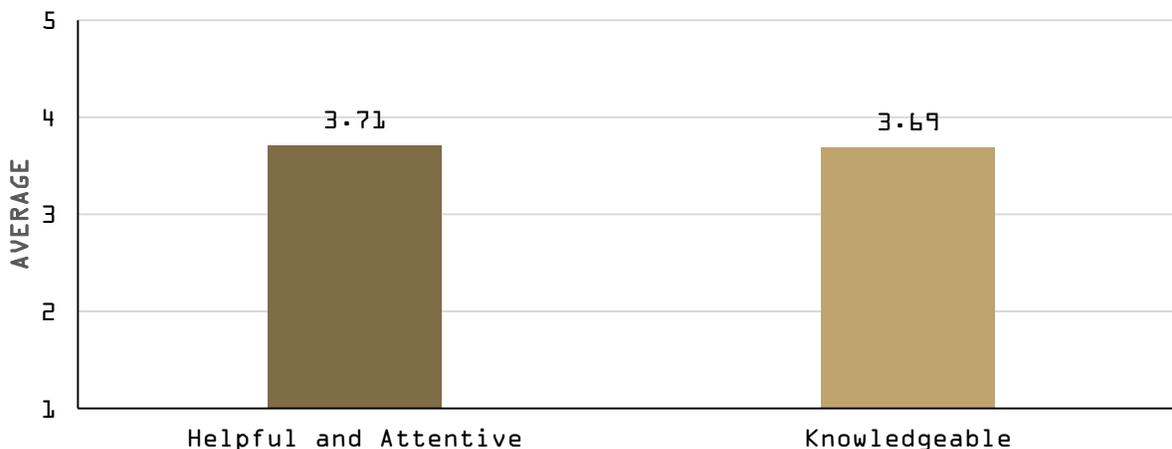
Front Desk Staff

Participants reported how satisfied they are with their experiences with SDS front desk staff using a 5-pt. scale (1 = *Very dissatisfied*, 5 = *Very satisfied*).

- Participants, on average, reported **satisfaction** with SDS front desk staff ($M = 3.71$, $SD = .89$)

Participants indicated the extent to which they agreed or disagreed with the following statements: SDS front desk staff are helpful and attentive to my needs and SDS front desk staff are knowledgeable about SDS policies and procedures. Participants responded to these items using 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*).

- Participants, on average, **agreed** that SDS front staff are helpful and attentive ($M = 3.71$, $SD = .89$) and knowledgeable about SDS policies and procedures ($M = 3.69$, $SD = .83$)



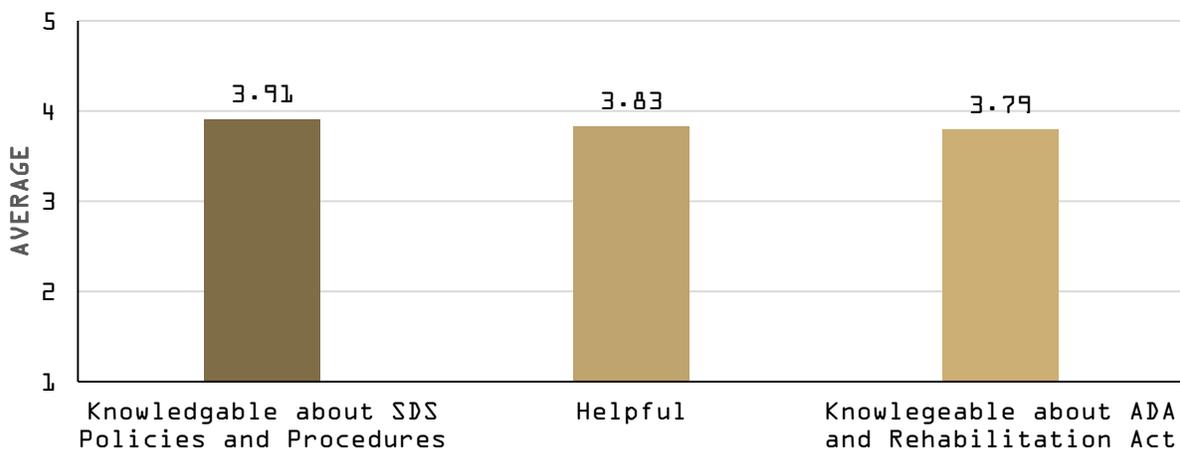
SDS Disability Specialist

Participants reported how satisfied they are with their experience with SDS Disability Specialists using a 5-pt. scale (1 = *Very dissatisfied*, 5 = *Very satisfied*).

- Participants, on average, reported **satisfaction** with SDS Disability Specialists ($M = 3.74$, $SD = .96$)

Participants indicated the extent to which they agreed or disagreed with the following statements: SDS Disability Specialists are knowledgeable about SDS policies and procedures, SDS Disability Specialists are helpful when I have questions about accommodations, academic adjustments, or equal access issues, and SDS Disability Specialists are knowledgeable about the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Participants responded to each of these statements using 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*)

- Participants, on average, **agreed** that SDS front staff are helpful and attentive ($M = 3.71$, $SD = .89$) and knowledgeable about SDS policies and procedures ($M = 3.69$, $SD = .83$)



DEMOGRAPHICS

In Which Capacity Do You Teach at USF?

	%
Part-time	40%
Full-time	60%

At Which Campus or Campuses Do You Work?

	%
Hilltop	91%
101 Howard	7%
Presidio	4%
Orange County	1%
Pleasanton	1%
Sacramento	3%
Santa Rosa	0%
San Jose	2%
Online	1%

In Which School/College Do You Primarily Teach?

	%
College of Arts & Sciences	61%
School of Education	10%
School of Law	3%
School of Management	10%

School of Nursing & Health Professions	16%
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How Long Have You Worked at USF?

	%
Less than 1 Year	8%
1 – 5 Years	25%
6 – 10 Years	23%
More than 10 Years	44%
