

2019 Student Survey Report

Highlights from Quantitative Results

Response rate: 26%.

25% of participants said they learned about SDS through our website

46% of participants were from the College of Arts and Sciences

13% of participants were from the School of Nursing and Health Professions

77% of participants are on the Hilltop

70% of participants were Undergraduate Students

70% of participants start services at SDS in the first two semesters they are at USF

60% of participants identified as Women

15% of participants identified as Men

5% of participants identified in additional gender categories

30% of participants identified their primary disability as a psychological disability

30% of participants identified their secondary disability as a psychological disability

These are the most commonly used accommodations, in ranked order.

1. Exam Accommodations.
2. Deadline Flexibility.
3. Attendance Modification.
4. Sonocent
5. General Advocacy
6. Housing Accommodations.
7. Shuttle
8. Other
9. Assistive Technology
10. Meal Plan Adjustment

88% of participants responded that campuses accessible

90% of participants felt that their materials were accessible

67% of participants felt that the environment is welcoming to students with disabilities

71% felt that USF takes positive steps in assuring the campuses accessible.

84% of participants felt that the SDS front desk staff was sensitive to their needs on the phone
82 to 83% of participants felt that SDS Front desk staff were sensitive to their needs, in person
86% of participants felt SDS front desk staff were knowledgeable of processes and procedures for SDS

85% of participants were satisfied or extremely satisfied with their Specialist
84% of participants were comfortable or extremely comfortable asking their Specialist questions
90% of participants were comfortable or extremely comfortable discussing their disability with their Specialist

67% of participants can easily advocate for themselves
87% of participants felt their personal role is extremely important, or very important when requesting accommodations
91% of participants see themselves as an active part in requesting accommodations

*Those last three figures are easily connected to our vision and value statement, which is part of our mission.



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

2019 STUDENT DISABILITY SERVICES STUDENT SURVEY

Completed January 21, 2020

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GENERAL INFORMATION ABOUT THE SURVEY

Purpose

The purpose of the Student Disability Services (SDS) Survey is to gather information about use of SDS services, needs, behaviors, and barriers to success for students registered with SDS.

Originators

Student Disability Services

Data Collection

Sample: 275 USF students registered with SDS

Instrument: Qualtrics

Period: October 23rd through November 14, 2019

Response rate

Contacted	1052
Responded	275
Response Rate	26%

KNOWLEDGE OF SDS

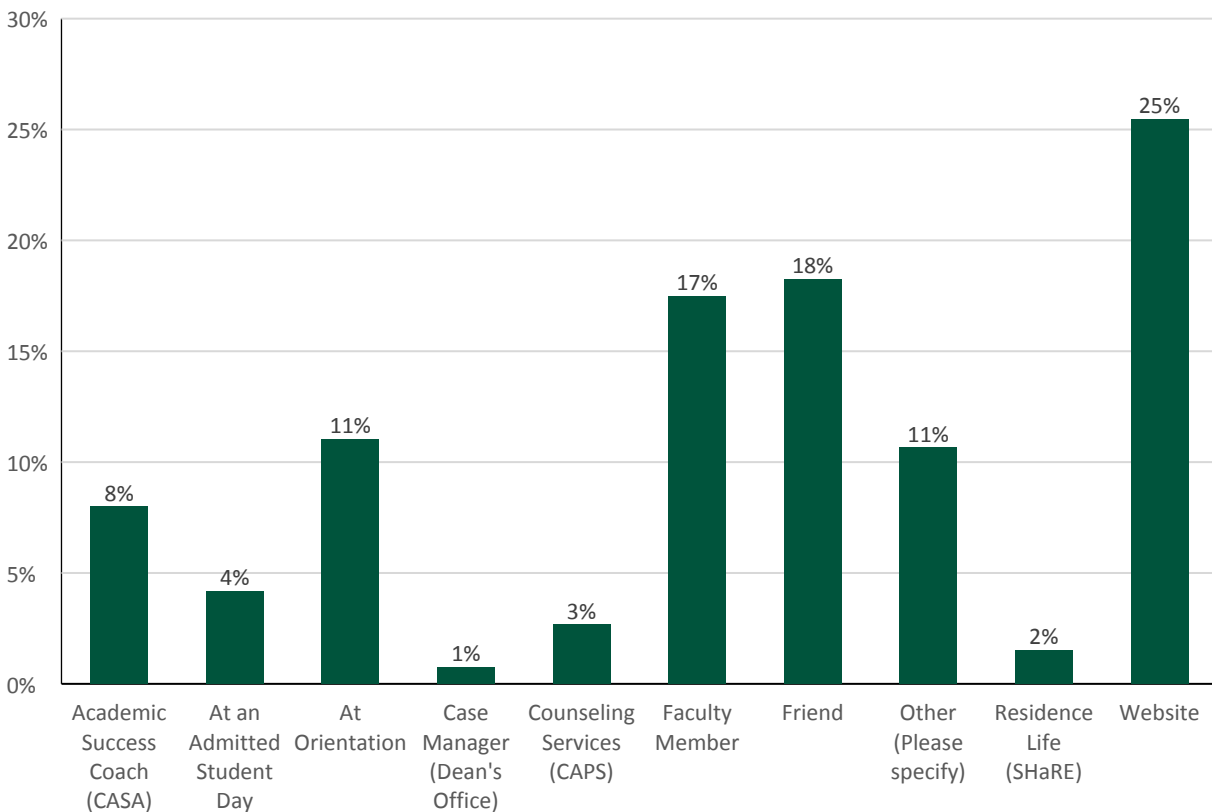
Participants were asked if they knew about USF’s student disability services prior to coming to USF.

- **52%** of participants **did not know** about SDS prior to coming to USF, **44%** **knew** about SDS prior to coming to USF, and **4%** **did not respond** to this question.

Participants were asked how they first learned about SDS from the following response options: *Academic Success Coach (CASA); At an Admitted Student Day; At Orientation; Case Manager (Dean’s Office); Counseling Services (CAPS); Faculty member; Friend; Residence Life (SHaRE); Website; and Other.*

- **4%** of participants did not respond to this question.
- Of those that responded, the highest proportion of participants (**25%**) **learned about SDS from the website.**

The figure below details the proportion of participants who selected each response option:



DEMOGRAPHICS

School/College and Campus Location

Participants identified which school/college they are enrolled in from the following response options: *College of Arts and Sciences*; *School of Education*; *School of Law*; *School of Management*; and *School of Nursing and Health Professions*.

- Nearly half (**46%**) of participants indicated they are enrolled in the **College of Arts and Sciences**.

The below chart indicates the percentage of participants who selected each response option:

College of Arts and Sciences	School of Nursing and Health Professions	School of Management	School of Law	School of Education	No Response
46%	13%	9%	8%	5%	18%

Participants identified which campus they attend from the following response options: *Hilltop Campus*; *Downtown campus*; *Orange County campus*; and *Sacramento campus*.

- The highest proportion of participants (**77%**) indicated they are enrolled at the **Hilltop campus**.

The below chart indicates the percentage of participants who selected each response option:

Downtown	Hilltop (main campus)	Orange County	Sacramento	No Response
3%	77%	1%	1%	18%

Class level and use of SDS services

Participants reported their current class level (Graduate or Undergraduate) and when they first began using SDS services.

- 70%** of participants indicated they are **undergraduate students** and **26%** indicated they are **graduate students**. 4% did not respond to this question.
- Of those participants who indicated they are **undergraduate students**, the highest proportion (**56%**) **began using SDS services in their Freshman Year** at USF.
- Of those participants who indicated they are **graduate students**, the highest proportion (**70%**) **began using SDS services in their first two (2) semesters** at USF.

The below chart indicates the percentage of participants who identified as undergraduates and began using SDS services in each year, based on the following response options: *Freshman Year*; *Sophomore Year*; *Junior Year*; and *Senior Year*.

Undergraduate			
Freshman Year	Sophomore Year	Junior Year	Senior Year
56%	21%	17%	6%

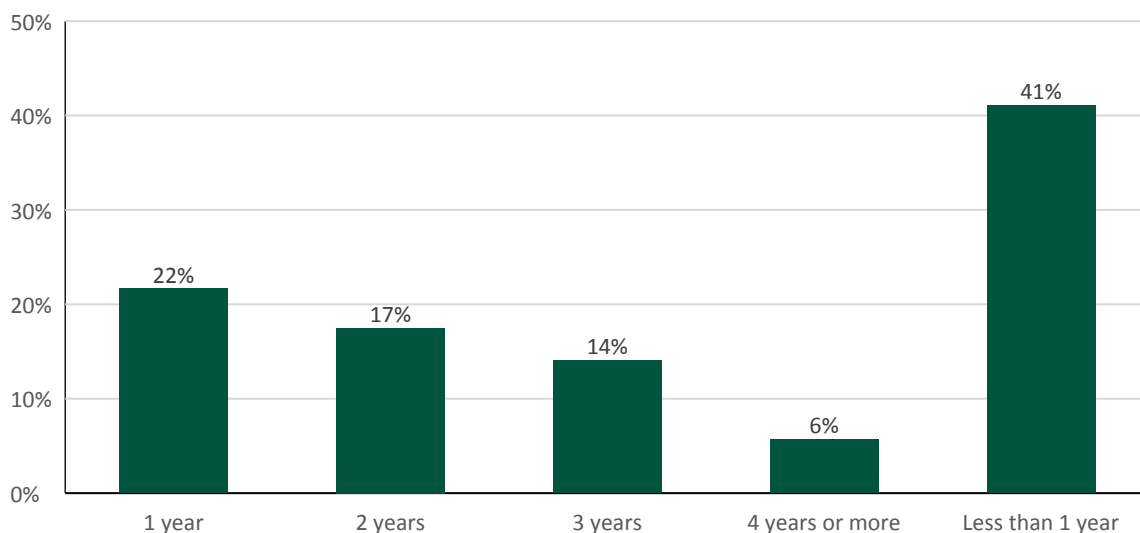
The below chart indicates the percentage of participants who identified as graduate students and began using SDS services in each year, based on the following response options: *Semesters 1-2; Semesters 3-4; Semesters 4+.*

Graduate			
Semesters 1-2	Semesters 3-4	Semesters 4+	No Response
70%	14%	14%	1%

Participants were asked how long they have been using SDS services from the following response options: *Less than 1 year; 1 year; 2 years; 3 years; and 4 years or more.*

- The highest proportion of participants (**39%**) indicated they have **used SDS services for less than one (1) year.**

The figure below details the proportion of participants who selected each response option:



Graduation date

Participants were asked their approximate graduation date. This was an open text field. Responses were recoded for consistency (e.g. Dec. 2019 was coded as Fall 2019).

- The highest proportion of participants (**13%**) responded that they will be graduating in **Spring of 2020.**
- **27%** did not respond to the question.

Gender

Participants indicated their gender identity from the following response options: *Woman; Man; Non-Binary; Gender Non-Conforming; Transgender Woman; Transgender Man; Prefer not to disclose; and Additional Gender.*

- The highest proportion of participants (**60%**) identified as women.

The below chart indicates the percentage of participants who selected each response option:

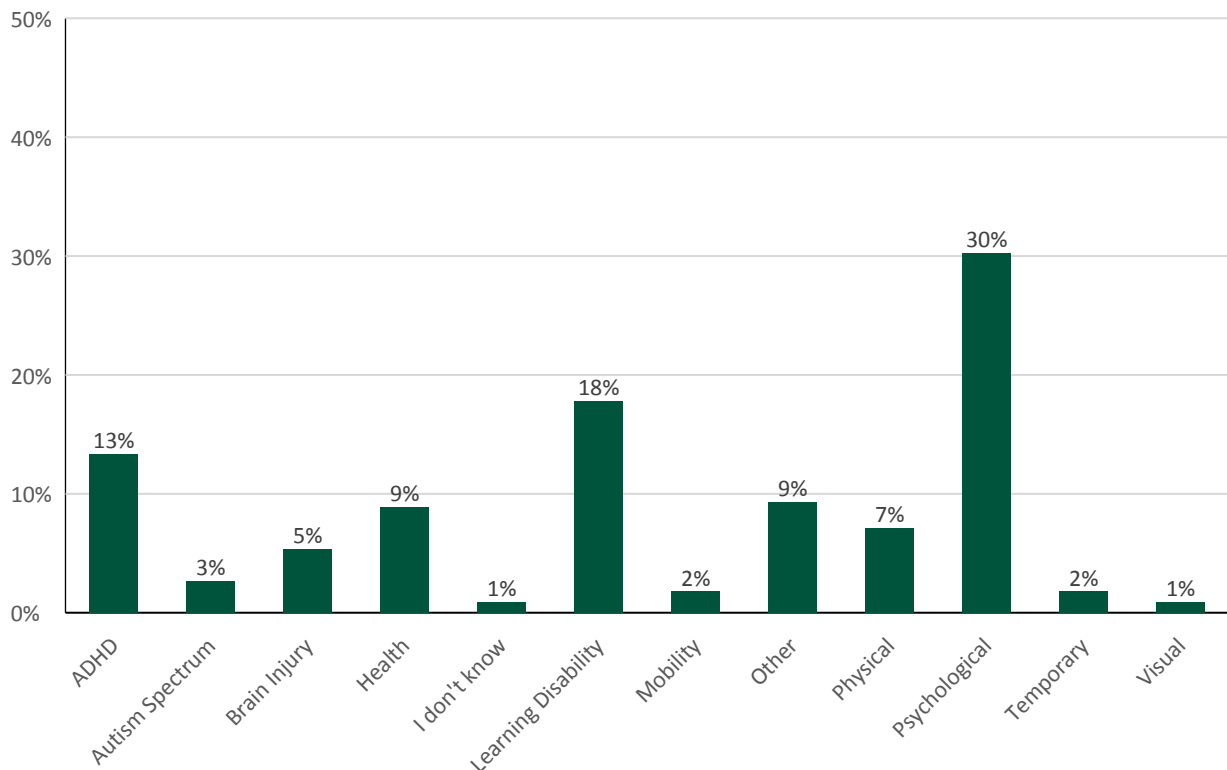
Women	Transgender Women	Men	Transgender Men	Gender Non-Conforming	Non-Binary	Prefer not to disclose	Additional Gender	No Response
60%	0%	15%	1%	1%	2%	2%	1%	18%

Primary and Secondary Disabilities

Participants reported their primary disability from the following response options: *ADHD; Autism Spectrum; Brain Injury; Health; I don't know; Learning Disability; Mobility; Physical; Psychological; Temporary; Visual; and Other.*

- **18%** of participants did not respond to this question.
- Of those that the responded, the highest proportion of participants (**30%**) indicated that their **primary disability type is psychological.**

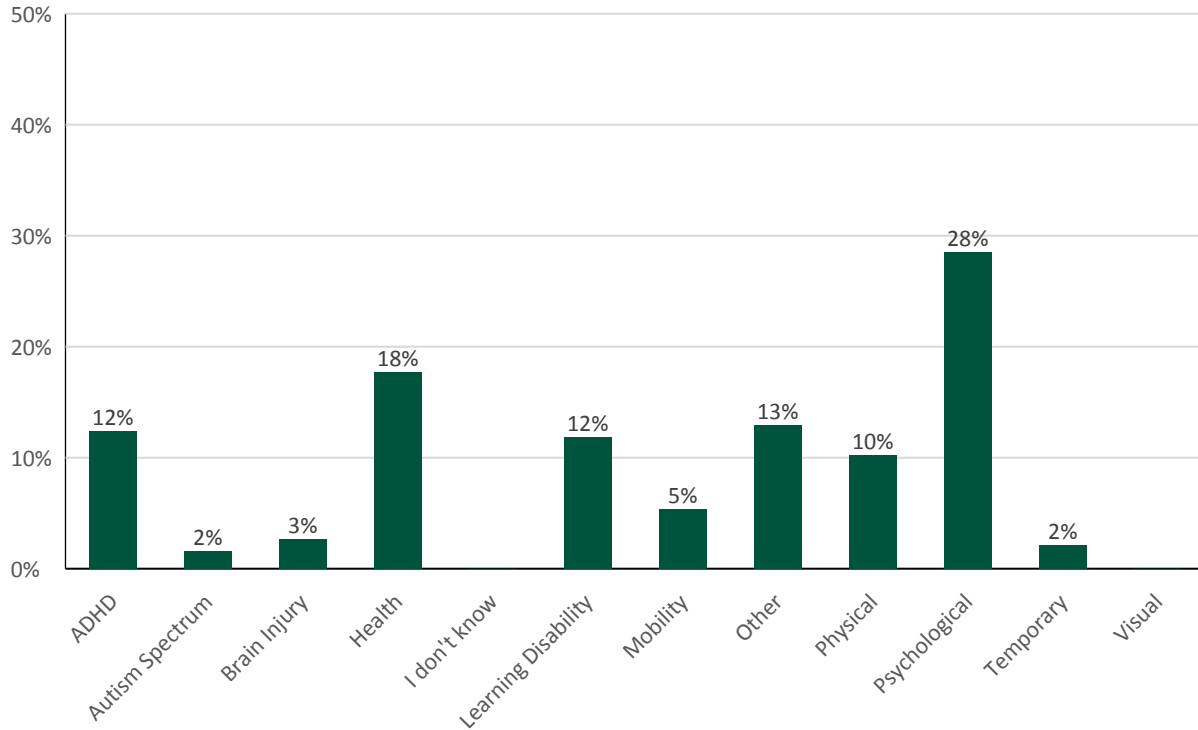
The figure below details the proportion of participants who selected each response option.



Participants were then asked to identify their secondary disabilities from the following options: *ADHD; Autism Spectrum; Brain Injury; Health; I don't know; Learning Disability; Mobility; Physical; Psychological; Temporary; Visual; and Other.*

- The highest percentage (**28%**) of participants indicated that their **secondary disability type is psychological.**

The figure below details the percentage of participants who selected each response option.



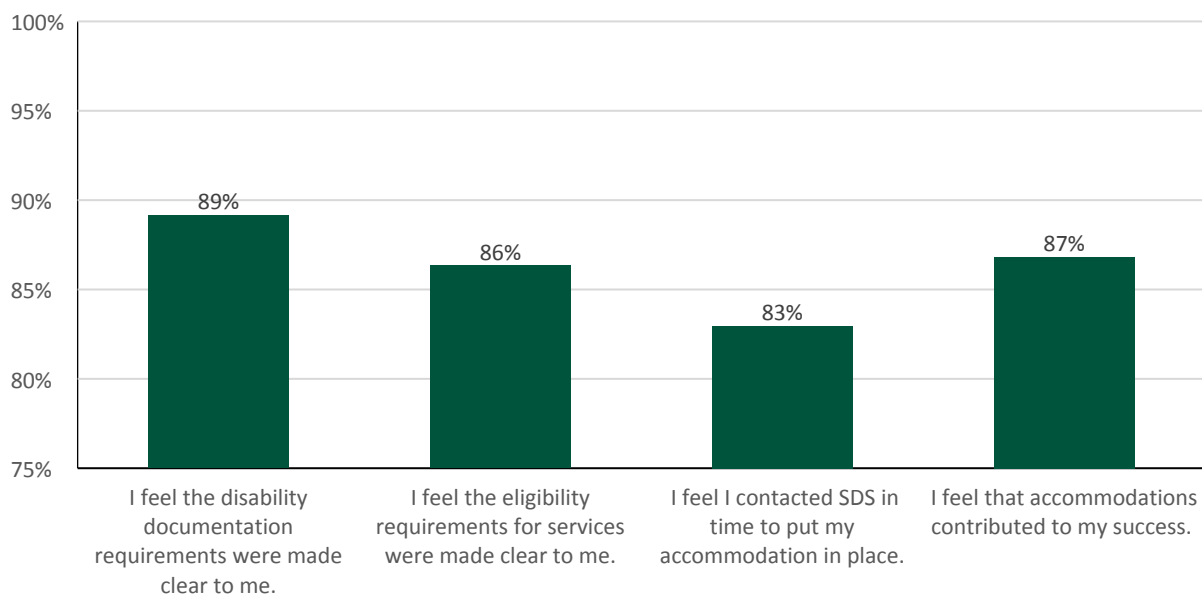
GENERAL EXPERIENCE WITH SDS

Participants were asked to indicate the extent to which they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I feel the disability documentation requirements were made clear to me; I feel the eligibility requirements for services were made clear to me; I feel I contacted SDS in time to put my accommodation in place; and I feel that accommodations contributed to my success.*

- The majority of participants agreed or strongly agreed with all statements.

D

The figure below details the percentage of participants who **agreed** or **strongly** agreed with the above statements:

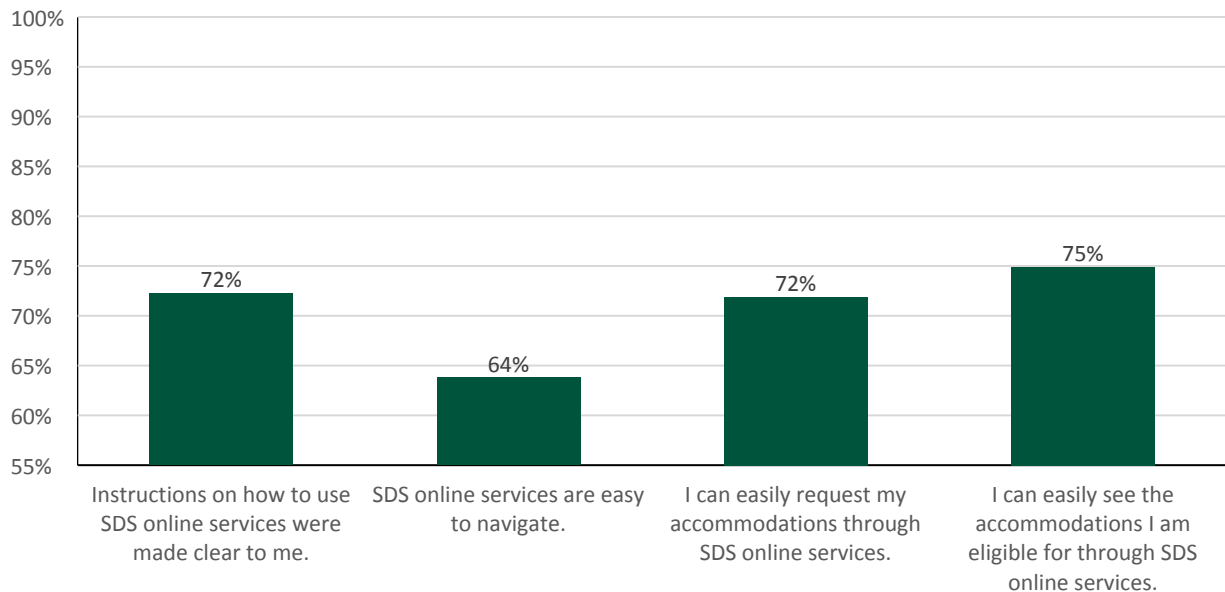


SDS ONLINE SERVICES

Participants were asked to indicate the extent to which they agreed or disagreed with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Instructions on how to use SDS online services were made clear to me*; *SDS online services are easy to navigate*; *I can easily request my accommodations through SDS online services*; and *I can easily see the accommodations I am eligible for through SDS online services*.

- Overall, the majority of participants agreed or strongly agreed with all statements; though **16%** of participants indicated that they **disagreed or strongly disagreed** and **20%** of participants **neither agreed nor disagreed** that **SDS online services are easy to navigate**.

The figure below details the percentage of participants who **agreed** or **strongly agreed** with the above statements:

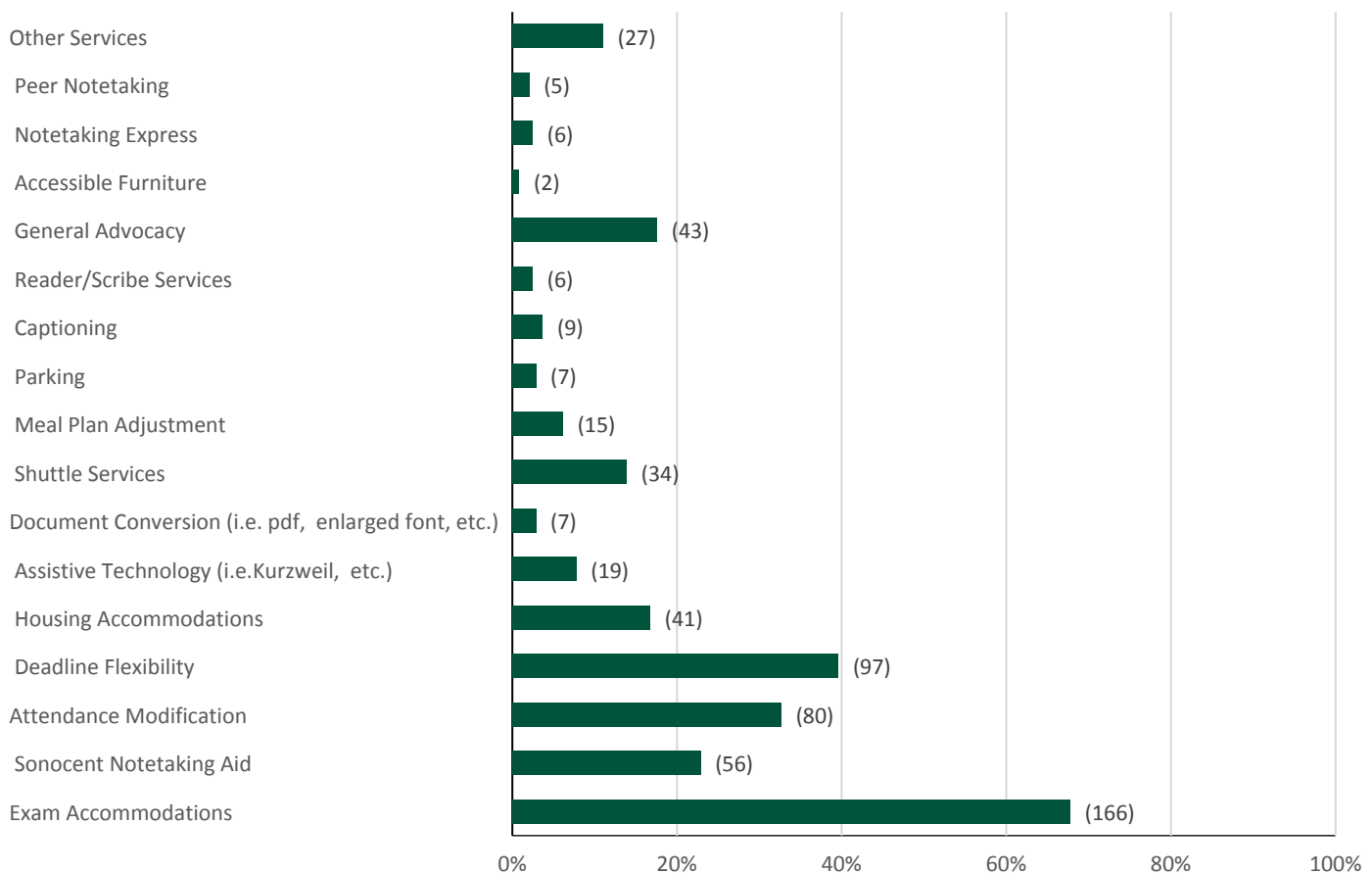


SERVICES USED

Participants were asked to select the SDS services they have used from the following response options: *Exam Accommodations, Sonocent Notetaking Aid, Attendance Modification; Deadline Flexibility; Housing Accommodations; Assistive Technology (i.e. Kurzweil, etc.); Document Conversion (i.e. pdf, enlarged font, etc.); Shuttle Services; Meal Plan Adjustment; Parking; Captioning; Reader/Scribe Services; General Advocacy; Accessible Furniture; Notetaking Express; Peer Notetaking; and Other Services.*

- The highest proportion of participants (**29%**) use **only one service**.
- **22%** of participants use **three (3) services**.
- **19%** of participants use **two (2) services**.
- **11%** of participants use **four (4) services**.
- **8%** of participants use **five (5) or more services**.
- **11%** of participants **did not respond** to this question.
- Of those participants who responded to this question, the highest percentage (**68%**) use **exam accommodations**.

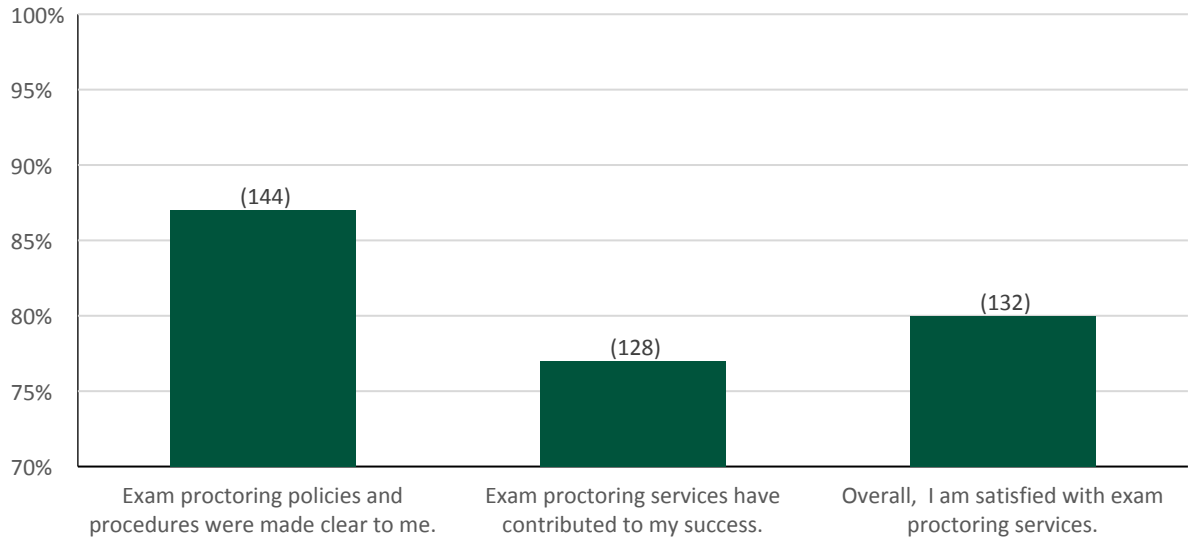
The figure below details the number and percentage of participants who selected each response option.



EXAM ACCOMMODATIONS

Participants who indicated that they use exam accommodations were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Exam proctoring policies and procedures were made clear to me*; *Exam proctoring services have contributed to my success*; and *Overall, I am satisfied with exam proctoring services*.

The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



- Of the 166 participants who indicated that they use exam accommodations, 145 participants indicated they are enrolled in schools/colleges other than the School of Law or did not indicate in which school they are enrolled and 21 participants indicated they are enrolled in the School of Law.

Requesting Exam Accommodations

Participants were asked to identify if they typically request exam accommodations at least 5 business days before the exam date from the following response options: *Yes*, *No*, *Sometimes*.

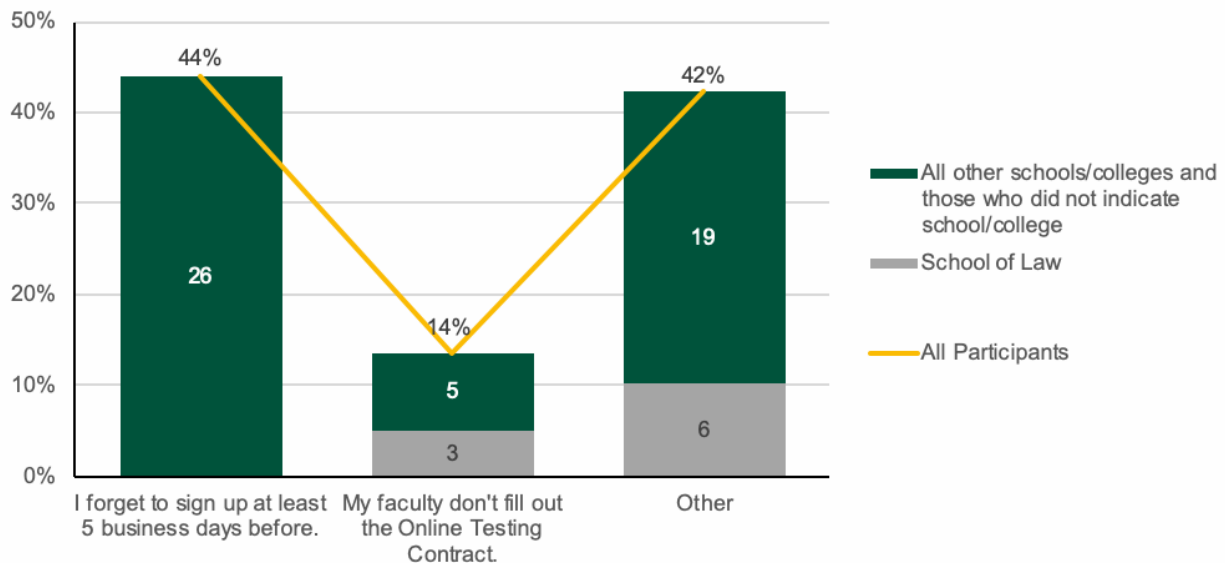
- **2%** of participants (4) did not respond to this question.
- **63%** of participants (102) indicated that they **typically request exam accommodations 5 business days before the exam date**.
- **20%** of participants (32) indicated that they **sometimes** request exam accommodations 5 business days before the exam date.
- **17%** of participants (28) indicated that they **do not** request exam accommodations 5 business days before the exam date.

The below chart indicates the number of participants who responded *Yes*, *Sometimes*, and *No* disaggregated by those who indicated they are enrolled in the School of Law and those who indicated they are enrolled in all other schools/colleges or did not indicate the school/college in which they are enrolled.

Response Choice	Number of responses from participants in the School of Law	Number of responses from participants in all other schools/colleges and those who did not indicate school/college	All Participants
Yes	12	90	102
Sometimes	0	32	32
No	9	19	28
TOTAL	21	141	162

Participants who responded “no” or “sometimes” to the previous question were then asked to indicate what barriers keep them from signing up for exam accommodations at least 5 business days before the exam date from the following response options: *I forget to sign up at least 5 business days before*; *My faculty don't fill out the Online Testing Contract*; and *Other*. Of the 60 participants who responded “no” or “sometimes” to the previous question, **2%** (1) did not respond to this question.

The figure below details the proportion of participants who responded to this question and selected each response option disaggregated by those who indicated they are enrolled in the School of Law and those who indicated they are enrolled in all other schools/colleges or did not indicate the school/college in which they are enrolled.



Exams in SDS Offices – Law School Excluded

The below questions were asked of all participants who responded that they use exam accommodations; however, because the School of Law has a unique exam accommodation process, the below data excludes those who indicated they are enrolled in the School of Law.

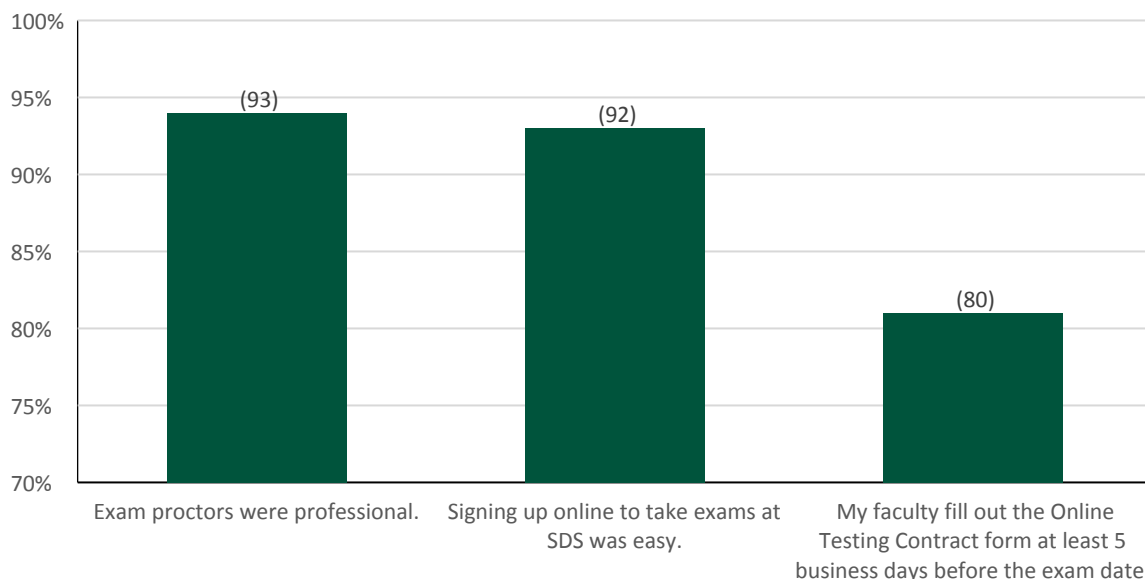
Participants who indicated they use exam accommodations were asked if they have taken exams in the SDS office.

- **2%** of participants (3) did not respond to this question.
- Of the 142 participants who responded to this question, **70%** (100) **have taken exams in the SDS office.**

Participants who responded that they have taken exams in the SDS office were then asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Exam proctors were professional*; *Signing up online to take exams at SDS was easy*; and *My faculty fill out the Online Testing Contract form at least 5 business days before the exam date*.

- Overall, the majority of participants agreed or strongly agreed with all statements; however, **8%** of participants (8) indicated that they **disagreed** or **strongly disagreed** that **their faculty fill out the Online Testing Contract form at least 5 business days before the exam date**.
- Of the 8% who disagreed or strongly disagreed that their faculty fill out the Online Testing Contract form at least 5 business days before the exam date, **5%** of participants (6) indicated **it is a barrier to their success**.

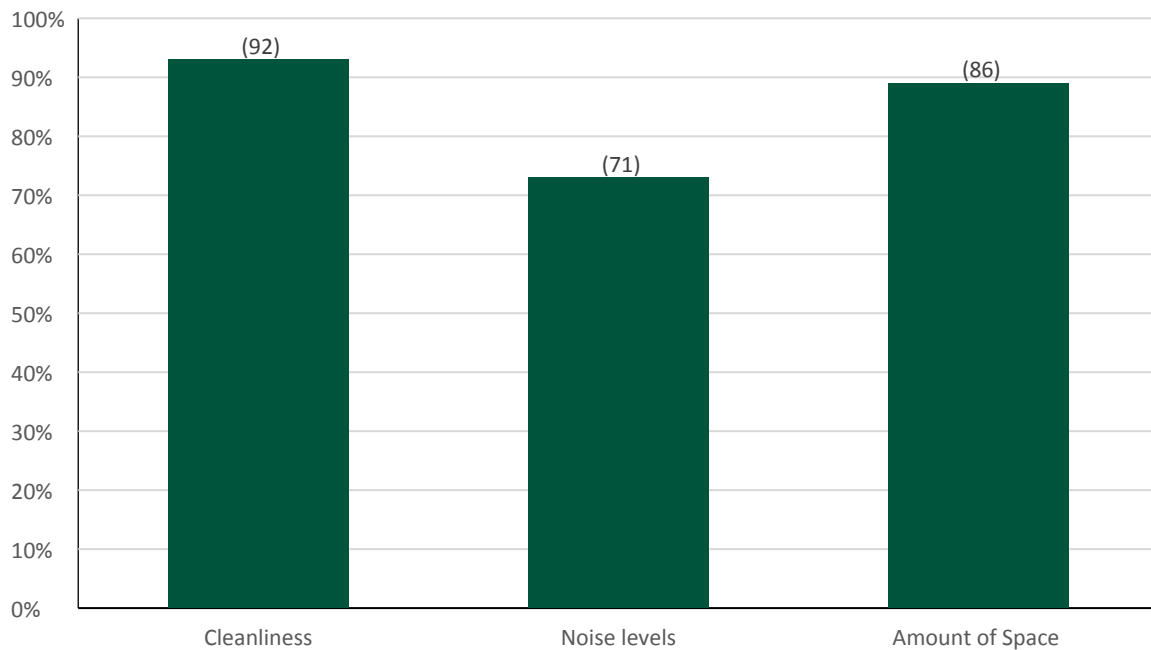
The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



Participants who indicated they have taken exams in the SDS office rated the Cleanliness, Noise Level, and Amount of Space of the exam rooms using a 5-pt. scale (1 = *Far Short of Expectations*, 5 = *Far Exceeds Expectations*).

- Overall, the majority of participants felt the Cleanliness, Noise levels, and Amount of Space were Equal to, Exceeded, or Far exceeded expectations; however, **27%** participants (26) indicated that the **Noise levels** were **Short of Expectations or Far Short of Expectations**.

The figure below indicates the percentage and number of participants who rated the above areas as **Equals, Exceeds, or Far Exceeds Expectations**:



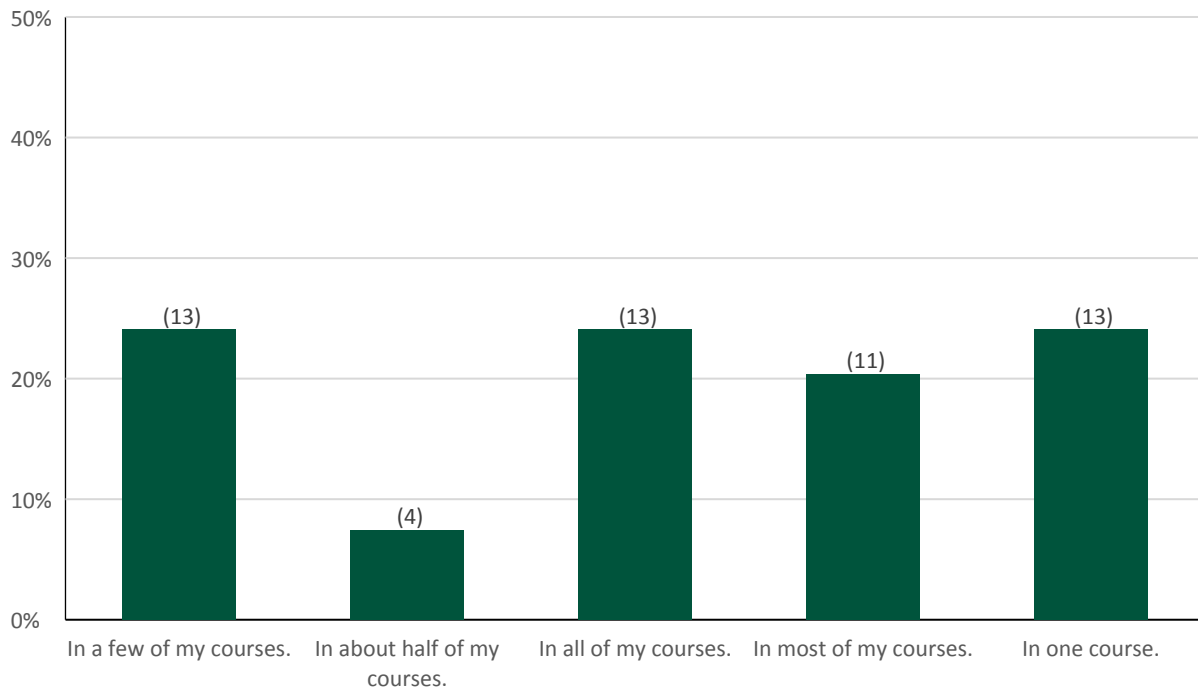
Participants who indicated they utilize exam accommodations were asked to describe their experience with exam accommodations they may have used outside of the SDS office.

SONOCENT NOTETAKING AID

Participants who reported they use Sonocent were asked to indicate how many courses they use Sonocent in from the following response options: *In all of my courses*; *In most of my courses*; *In about half of my courses*; *In a few of my courses*; and *In one course*.

- **4%** of participants (2) who use Sonocent did not respond to this question.

The below figure details the proportion of participants who selected each response option:



Participants who reported they use Sonocent reported how often they listen to lectures recorded through Sonocent from the following response options: *Always*; *Sometimes*; and *Never*.

- **4%** of participants (2) who use Sonocent did not respond to this question.

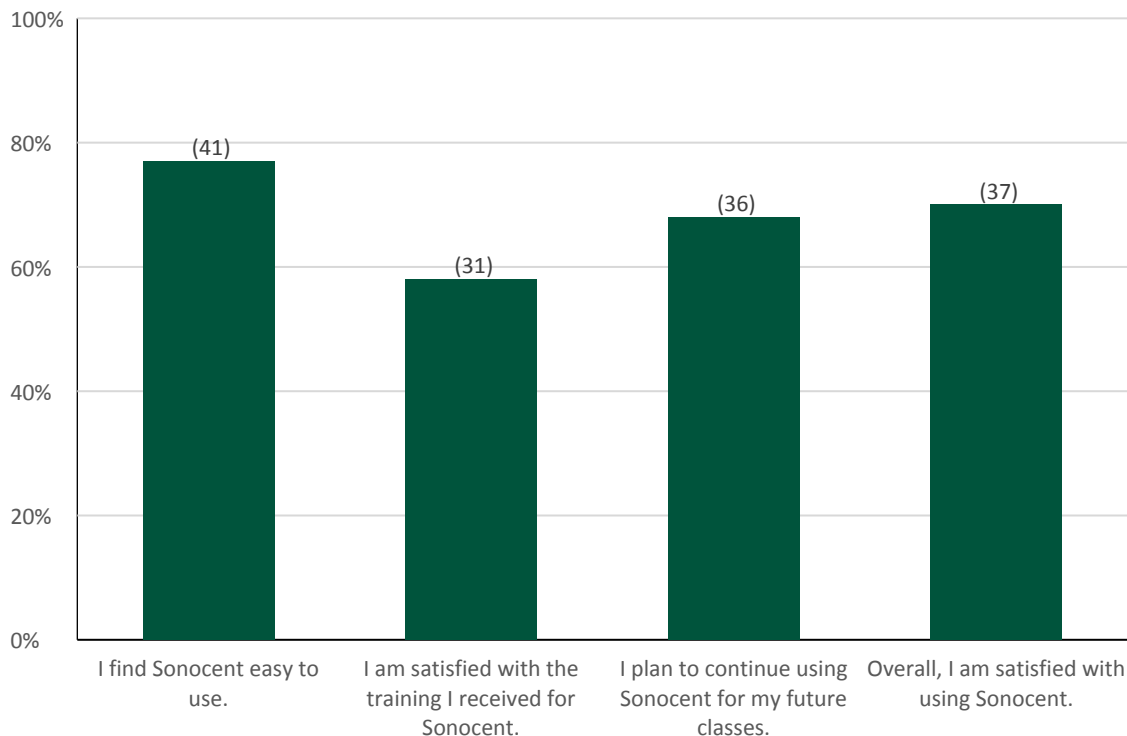
Of those who responded to this question:

- **28%** (15) indicated they **always** listen to lectures recorded through Sonocent.
- **59%** (32) indicated they **sometimes** listen to lectures recorded through Sonocent.
- **13%** (7) indicated they **never** listen to lectures recorded through Sonocent.

Participants who reported they use Sonocent were asked to indicate their level of agreement or disagreement with the following statements using a 5pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I find Sonocent easy to use*; *I am satisfied with the training I received for Sonocent*; *I plan to continue using Sonocent for my future classes*; and *Overall, I am satisfied with using Sonocent*.

- Overall, the majority of participants agreed or strongly agreed with all statements; however, **21%** of participants (11) indicated that they **disagreed or strongly disagreed that they are satisfied with the training they received for Sonocent.**

The figure below indicates the percentage of participants who responded to this question and **agreed or strongly agreed** with the above statements:



Participants who indicated they have used both Sonocent and Peer Notetaking accommodations were asked to select the choice they most agree with from the following response options: *I find Sonocent to be more effective than Peer Notetaking*; *I find Sonocent to be as effective as Peer Notetaking*; and *I find Sonocent to be less effective than Peer Notetaking*.

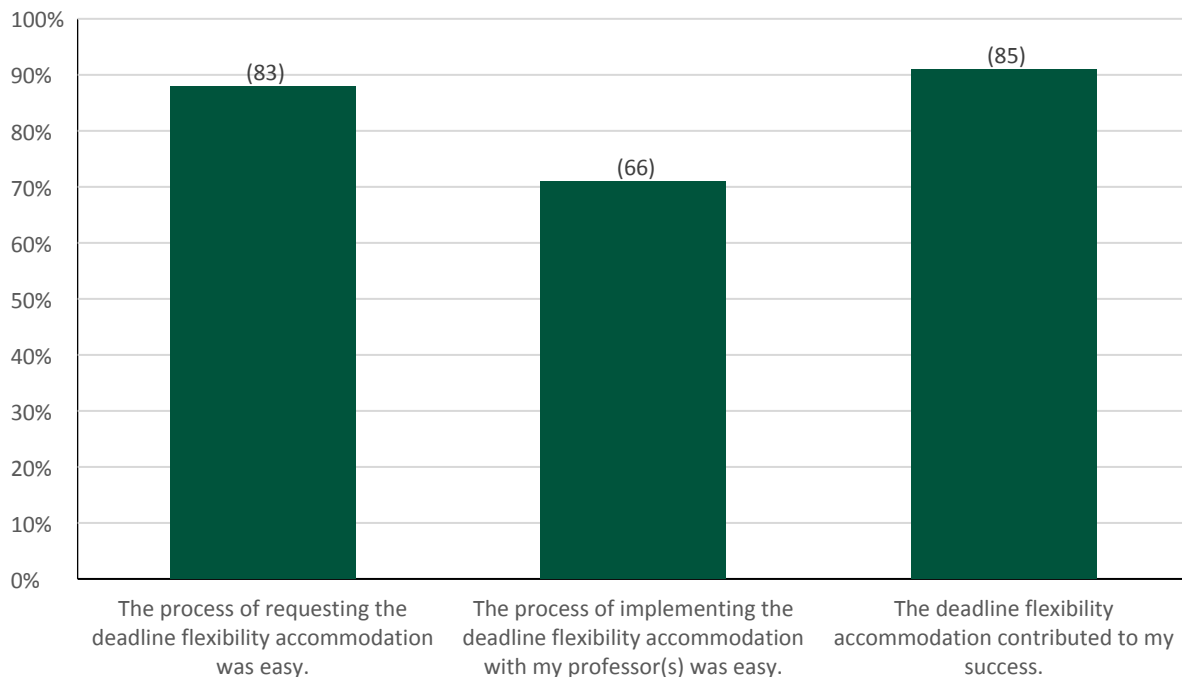
- Only **one (1) participant** indicated they use both Sonocent and Peer Notetaking accommodations. This participant indicated that Sonocent was **as effective as Peer Notetaking.**

DEADLINE FLEXIBILITY

Participants who indicated they use the Deadline Flexibility accommodation were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *The process of requesting the deadline flexibility accommodation was easy*; *The process of implementing the deadline flexibility accommodation with my professor(s) was easy*; and *The deadline flexibility accommodation contributed to my success*.

- Overall, the majority of participants agreed or strongly agreed with all statements; however, **14% of participants (13) indicated that they disagreed or strongly disagreed that implementing deadline flexibility with their professor was easy.**

The figure below details the percentage and number of participants who **agreed or strongly agreed** with the above statements:

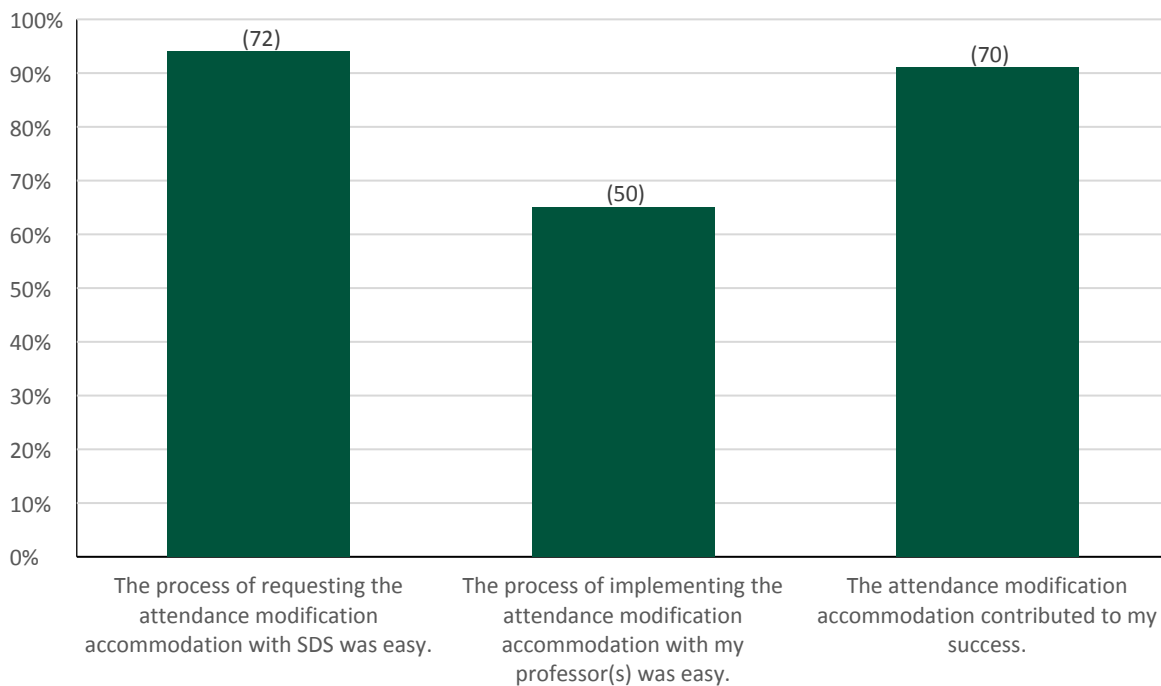


ATTENDANCE MODIFICATION

Participants who indicated they use the Attendance Modification accommodation were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *The process of requesting the attendance modification accommodation with SDS was easy*; *The process of implementing the attendance modification accommodation with my professor(s) was easy*; and *The attendance modification accommodation contributed to my success*.

- Overall, the majority of participants agreed or strongly agreed with all statements; however, **18%** of participants (14) indicated that they **disagree** or **strongly disagree** that **the process of implementing the attendance modification accommodation with my professor(s) was easy**.

The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:

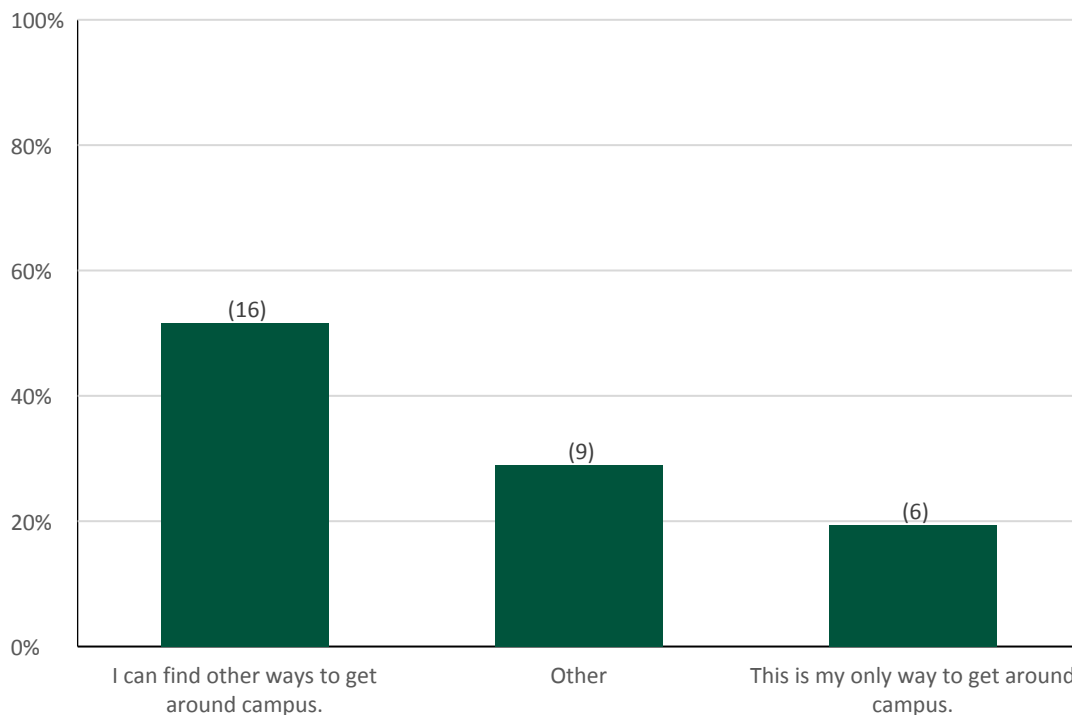


SHUTTLE SERVICES

Participants who indicated they use the Shuttle Services accommodation were asked to indicate the statement that best describes their need for the shuttle service from the following response options: *This is my only way to get around campus; I can find other ways to get around campus; and Other.*

- **9%** of participants (3) who use Shuttle Services did not respond to this question.

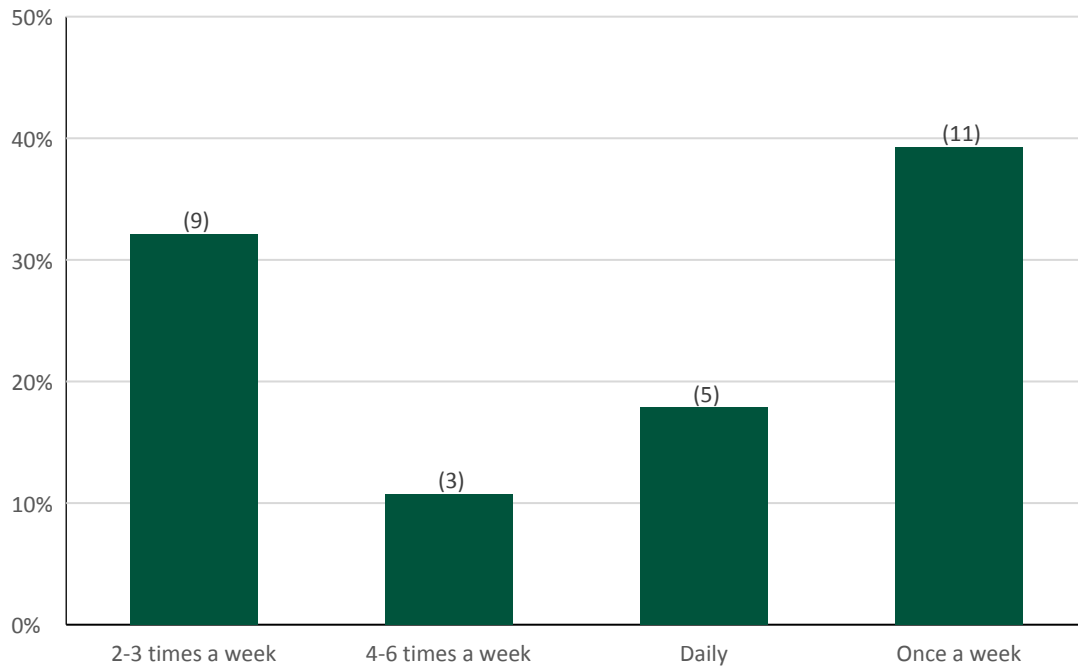
The below figure details the proportion of participants who responded to this question and selected each response option:



Participants who indicated they use the Shuttle Services accommodation reported how often they use the service from the following response options: *Daily; 4-6 times a week; 2-3 times a week; and Once a week.*

- **18%** of participants (6) who use the Shuttle Services accommodation did not respond to this question.

The figure on the following page details the proportion of participants who selected each response option:



Participants were then asked to indicate their satisfaction with the shuttle services from the following response options: *Extremely satisfied*; *Satisfied*; *Neither satisfied nor dissatisfied*; *Dissatisfied*; and *Extremely dissatisfied*.

- 9% of participants (3) who use the shuttle services accommodation did not respond to this question.

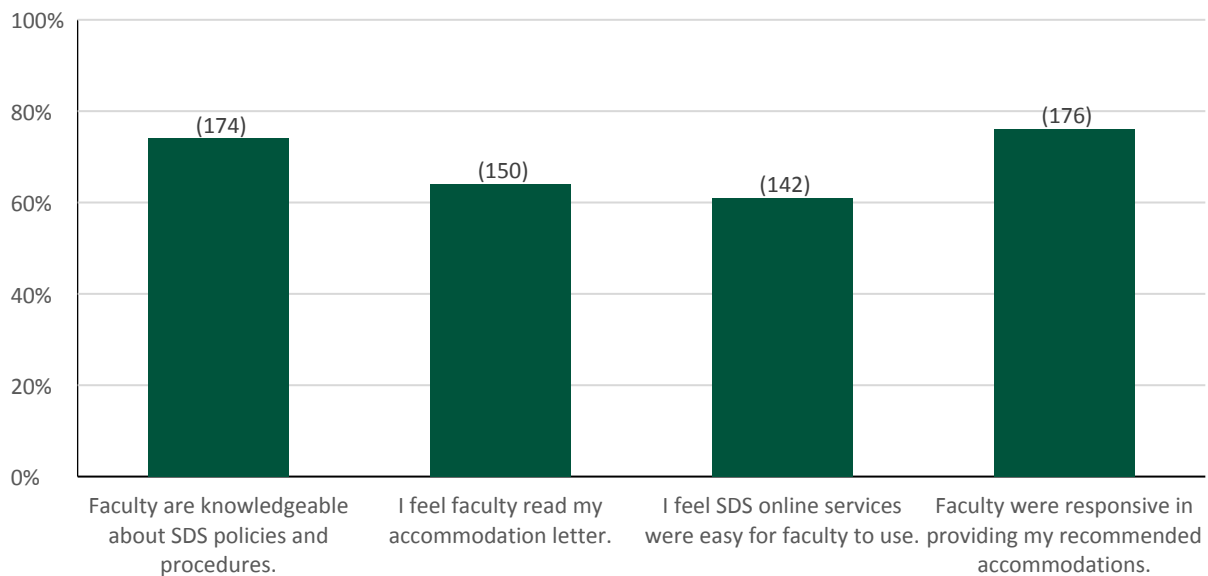
Of the participants who use shuttle services and responded to this question:

- 29% (9) were **extremely satisfied** with the shuttle services.
- 39% (12) were **satisfied** with the shuttle services.
- 16% (5) were **neither satisfied nor dissatisfied** with the shuttle services.
- 10% (3) were **dissatisfied** with the shuttle services.
- 6% (2) were **extremely dissatisfied** with the shuttle services.

FACULTY

Participants were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *Faculty are knowledgeable about SDS policies and procedures; I feel faculty read my accommodation letter; I feel SDS online services were easy for faculty to use; and Faculty were responsive in providing my recommended accommodations.*

The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



Participants were asked to indicate how comfortable they are with disclosing their disability to faculty from the following response options: *Extremely comfortable; Comfortable; Neither comfortable nor Uncomfortable; Uncomfortable; and Extremely uncomfortable.*

- **15%** of participants (41) did not respond to this question.

Of those who responded to this question:

- **68%** (158) are **comfortable** or **extremely comfortable** disclosing their disability to faculty.
- **18%** (42) are **uncomfortable** or **extremely uncomfortable** disclosing their disability to faculty.
- **15%** (34) are **neither comfortable nor uncomfortable** disclosing their disability to faculty.

Participants were asked to indicate how comfortable they are discussing their academic accommodations with their faculty from the following response options: *Extremely comfortable*; *Comfortable*; *Neither comfortable nor Uncomfortable*; *Uncomfortable*; and *Extremely uncomfortable*.

- **15%** of participants (41) did not respond to this question.

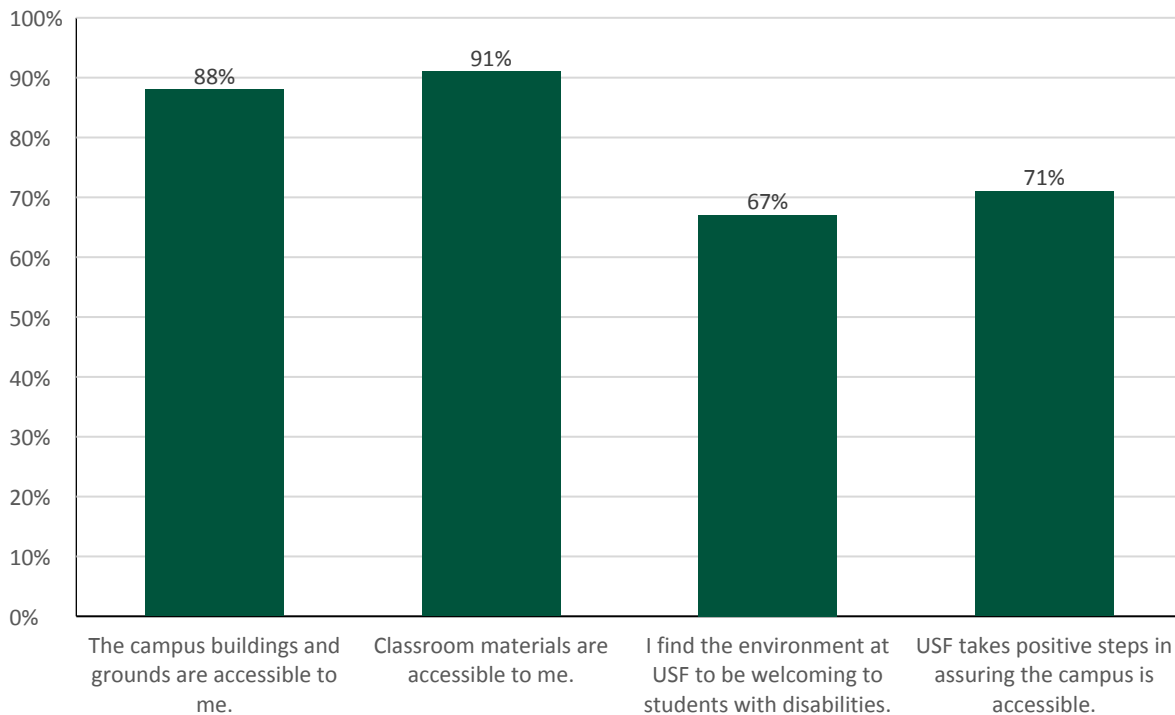
Of those who responded to this question:

- **70%** (164) are **comfortable** or **extremely comfortable** discussing their academic accommodations with their faculty
- **15%** (36) are **uncomfortable** or **extremely uncomfortable** discussing their academic accommodations with their faculty
- **15%** (34) are **neither comfortable nor uncomfortable** discussing their academic accommodations with their faculty

ENVIRONMENT AND FACILITIES

Participants were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *The campus buildings and grounds are accessible to me; Classroom materials are accessible to me; I find the environment at USF to be welcoming to students with disabilities; and USF takes positive steps in assuring the campus is accessible.*

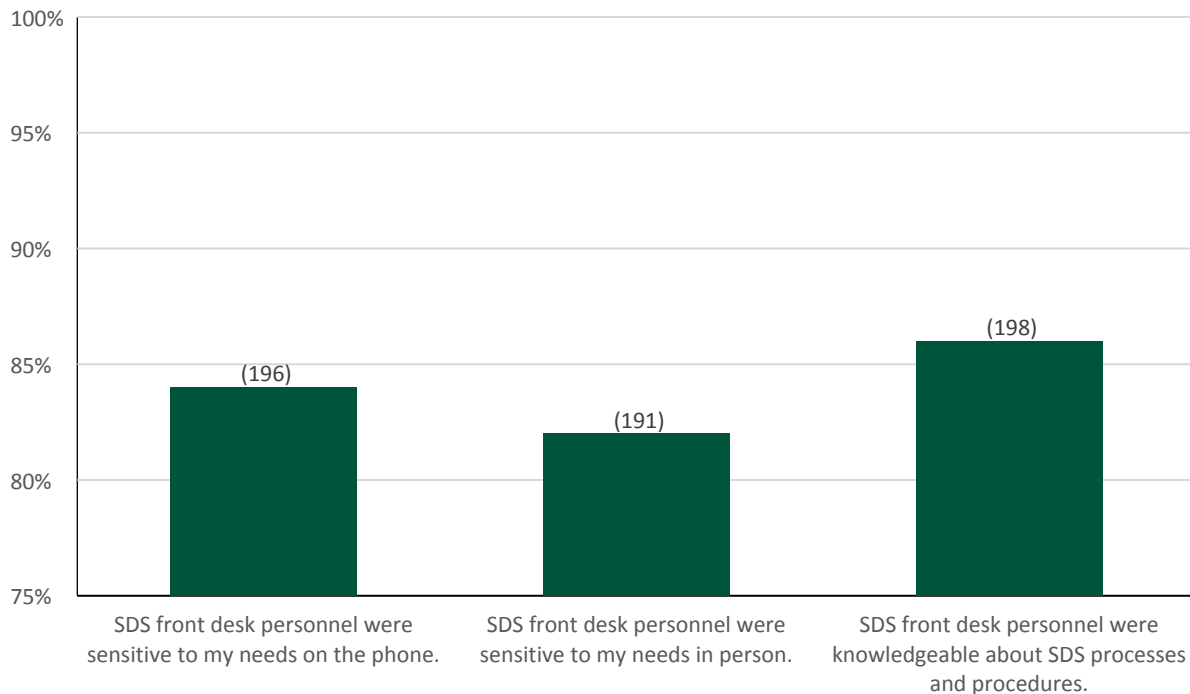
The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



EXPERIENCE WITH SDS OFFICE

Participants were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *SDS front desk personnel were sensitive to my needs on the phone*; *SDS front desk personnel were sensitive to my needs in person*; and *SDS front desk personnel were knowledgeable about SDS processes and procedures*.

The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



Participants were asked to provide any additional comments about the SDS front desk personnel.

Participants were asked to indicate how comfortable they are discussing their disability with their disability specialist from the following response options: *Extremely comfortable*; *Comfortable*; *Neither comfortable nor uncomfortable*; *Uncomfortable*; and *Extremely uncomfortable*.

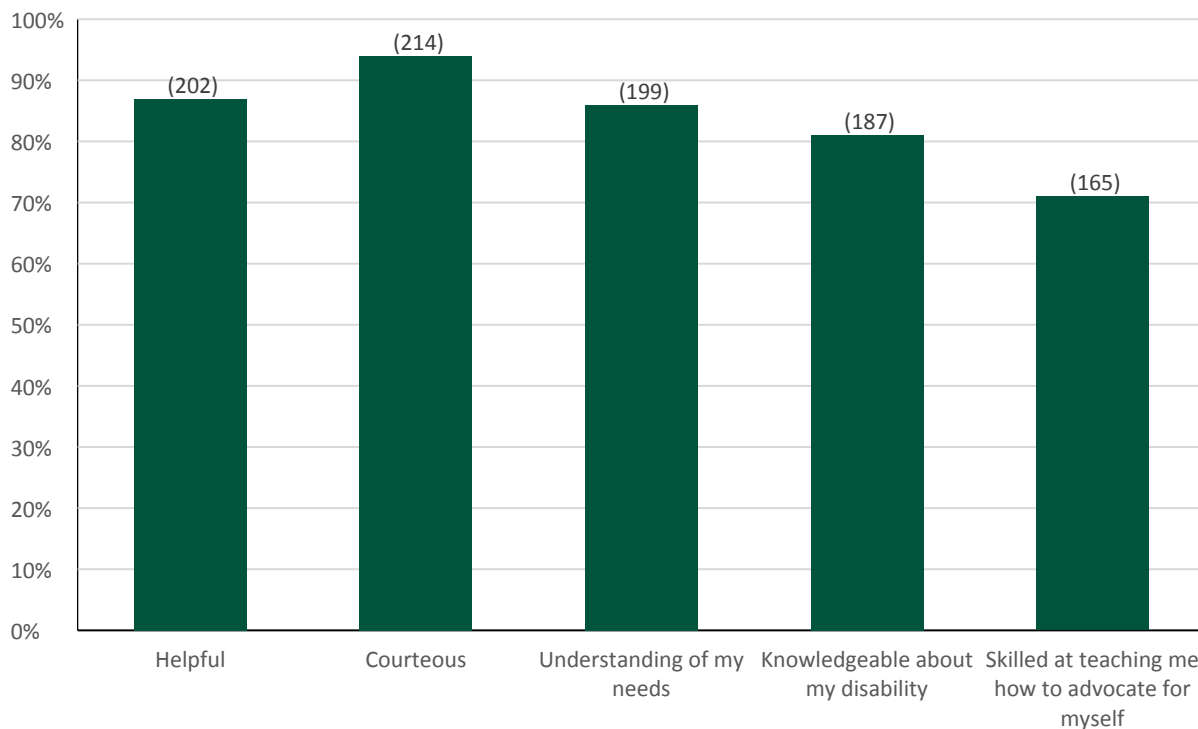
- **16%** of participants (44) did not respond to this question. All non-respondents were from schools/colleges other than the School of Law or did not indicate the school/college in which they were enrolled.
- Of those that responded, **90%** (208) were **comfortable** or **extremely comfortable** discussing their disability with their disability specialist.

Participants were asked to indicate how comfortable they are contacting their disability specialist with questions or concerns from the following response options: *Extremely comfortable*; *Comfortable*; *Neither comfortable nor uncomfortable*; *Uncomfortable*; and *Extremely uncomfortable*.

- **16%** of participants (45) did not respond to this question. All non-respondents were from schools/colleges other than the School of Law or did not indicate the school/college in which they were enrolled.
- Of those that responded, **84%** (194) were **comfortable** or **extremely comfortable** contacting their disability specialist with questions or concerns.

Participants were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *My current disability specialist is – Courteous*; *Understanding of my needs*; *Knowledgeable about my disability*; *Skilled at teaching me how to advocate for myself*; and *Able to effectively understand and interact with people across cultures*.

The figure below details the percentage and number of participants who **agreed** or **strongly agreed** with the above statements:



Participants rated how satisfied they are with their current disability specialist from the following response options: *Extremely satisfied*; *Satisfied*; *Neither satisfied nor dissatisfied*; *Dissatisfied*; and *Extremely dissatisfied*.

- **17%** of participants did not respond to this question.

Of those who responded:

- **85%** were either **satisfied** or **extremely satisfied** with their current disability specialist.

- 5% were either **dissatisfied** or **extremely dissatisfied**.
- 11% were **neither satisfied nor dissatisfied**.

Disability Awareness Week

Participants indicated the types of disability awareness week events they'd be interested in attending from the following response options: *Events with other campus student groups; Faculty awareness activities; Guest speakers; Movie night; Student panel; and Support groups.*

- 49% of participants did not respond to this question.

Of those who responded:

- 55% of participants selected **guest speakers**
- 52% selected **movie night**
- 50% selected **support groups**
- 45% selected **student panel**
- 38% selected **faculty awareness activities**
- 38% selected **Events with other campus student groups**

Participants were also asked to indicate any other events they'd like to see during Disability Awareness week.

SELF-ADVOCACY

Participants were asked if they felt, as students with disabilities, they can easily advocate for themselves and were provided with the following response options: *yes, sometimes; yes, always; and no, never.*

- 17% of participants (48) did not respond to this question.

Of those that responded:

- 67% (152) indicated **yes, sometimes** they can easily advocate for themselves.
- 29% (66) indicated that **yes**, they can **always** easily advocate for themselves.
- 4% (9) indicated that **no**, they can **never** easily advocate for themselves.

Participants were asked to rate how important their personal role is in requesting accommodation from the following response options: *Extremely important; Very important; Moderately important; Slightly important; and Not at all important.*

- 17% of participants (48) did not respond to this question.

Of those that responded:

- 52% (118) indicated that their personal role is **extremely important** in requesting accommodations.

- **35%** (79) indicated their personal role is **very important** in requesting accommodations.
- **9%** (20) indicated their personal role is **moderately important** in requesting accommodations.
- **2%** (4) indicated their personal role is **slightly important** in requesting accommodations.
- **3%** (6) indicated their personal role is **not at all important** in requesting accommodations.

Participants indicated whether or not they see themselves as an active part in requesting accommodations.

- 18% of participants (49) did not respond to this question.

Of those that responded:

- **91%** (205) indicated that they **do see themselves as an active part in requesting accommodations**
- **9%** (21) indicated that they **do not** see themselves as an active part in requesting accommodations.

Participants were asked to indicate their level of agreement or disagreement with the following statements using a 5-pt. scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*): *I believe it is my responsibility to request my accommodations early in the semester or as soon as I need them; I talk with my faculty members about my accommodations; and I meet with my disability specialist on a regular basis.*

- While the majority of participants agreed or strongly agreed that it is their responsibility to request accommodations early in the semester or as soon as needed and that they talk with their faculty members about their accommodations, participants largely **disagreed** or **strongly disagreed (43%)** that they **meet with their disability specialist on a regular basis.**

The figure below details the percentage of participants who responded to this question and **agreed** or **strongly agreed** with the above statements.

