



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Student Disability Services 2025 Student Survey Report

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General Information

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

Survey Population: 807 undergraduate and 326 graduate students registered with SDS.

Instrument: Qualtrics

Period: November 6, 2025 – December 17, 2025

Response Rate: 33% (370 respondents)

Key Findings

KNOWLEDGE OF HOW TO IMPLEMENT ACCOMMODATIONS

While the majority of respondents know how to request accommodations through SDS services (85%, $n = 257$) or through the Law Registrar (81%, $n = 44$), and the majority of those who have exam accommodations know how to sign up for exams through SDS online services (84%, $n = 183$), the proportion of respondents who know how to perform specific tasks related to attendance modification, E-text, or assistive technology was below 56%. Most notably, 45% ($n = 14$) of those using e-text accommodations do not know how to upload receipts to SDS online services.

ADVOCATING FOR & ARTICULATING ACCOMMODATIONS

The majority of respondents feel they can articulate their disability accommodation needs to SDS staff (83%, $n = 271$), and most feel they can sometimes or always advocate for themselves (96%, $n = 315$). Respondents also feel comfortable or extremely comfortable discussing their disability with their disability specialist respondent (88%, $n = 248$). However, when it comes to disclosing their disability and discussing their accommodations with faculty, a smaller percentage felt comfortable, with only 61% ($n = 171$) feeling comfortable disclosing and only 67% ($n = 189$) feeling comfortable discussing their accommodation.

ROLE IN ACCOMMODATION PROCESS

Respondents understand their role in the accommodation process; 93% ($n = 303$) agreed or strongly agreed that they believe it is their responsibility to request their accommodations early in the semester or as soon as they need them and 83% ($n = 268$) believe their personal role in the accommodation process is extremely or very important.

SDS ONLINE SERVICES

Respondents have a relatively good experience with SDS online services, with 69% - 76% of respondents agreeing or strongly agreeing that instructions for use were made clear and it's easy to navigate, request accommodations, and see eligible accommodations.

ACCOMMODATIONS EASE OF REQUESTING, IMPLEMENTATION & FACULTY INVOLVEMENT

Respondents generally found requesting and implementing accommodations for exam proctoring, Genio notetaking aid, 48-hour assignment extensions, and e-text easy; however, attendance modification and e-text were more difficult to implement with faculty with only 57% agreeing or strongly agreeing it was easy to implement attendance modification and only 68% agreeing or strongly agreeing it was easy to implement e-text. Additionally, 21% ($n = 16$) of respondents who use attendance modification reported that none of their faculty completed their flex plans.

Additionally, while the highest proportion of respondents agreed or strongly agreed that their faculty are knowledgeable about SDS policies and procedures and are responsive in providing recommended accommodations (74%, $n = 207$), 35% ($n = 96$) of respondents either didn't agree or disagree, or disagreed/strongly disagreed that most of their faculty read their accommodation letter.

HOUSING ACCOMMODATIONS

All aspects of requesting housing accommodations were generally positive — the majority (81% - 78%) of those who reported they use housing accommodations felt the process and documentation requirements were clearly explained and communication about their request was timely. Respondents also felt supported throughout the process (79%, $n = 41$) and satisfied with how their request was handled (83%, 43).

ENVIRONMENT & FACILITIES

Overall, respondents felt USF takes steps to assure the campus is accessible (78%, $n = 219$) and indicated they felt the campus buildings and grounds and classroom materials are accessible (87%, $n = 245$). Respondents also felt the environment at USF is welcoming to students with disabilities (76%, $n = 214$).

Demographics

Banner date was used to determine undergraduate/graduate level, year in program, campus location, and school/college. All other demographic information was self-reported.

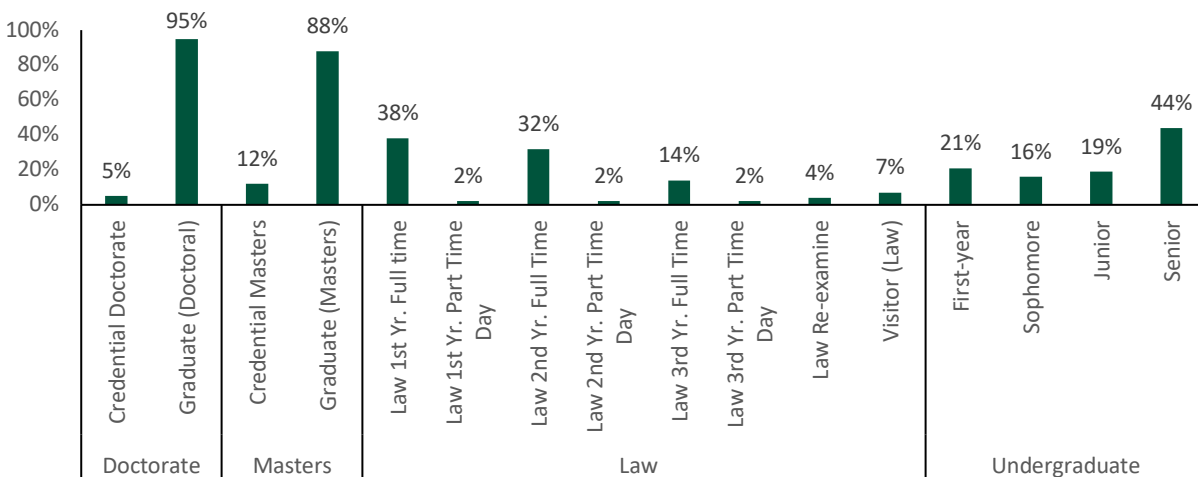
UNDERGRADUATE/GRADUATE STUDENT & YEAR IN PROGRAM

- The majority of respondents (64%, $n = 236$) were undergraduate students.

The table below details the proportion of respondents within each category.

Level	%	Count
Doctorate	5%	19
Masters	16%	59
Law	15%	56
Undergraduate	64%	236

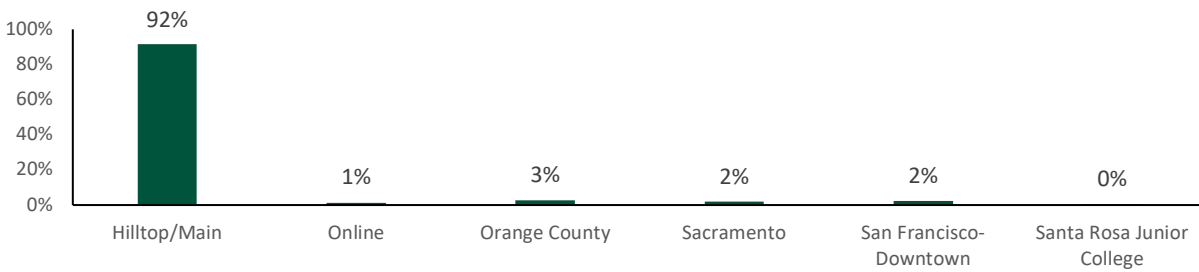
For Doctorate and Masters levels, the figure below details the proportion who were credential or graduate students. For Law, the figure details the proportion who were re-examine or visitor students, as well as those who were full-time or part-time 1st, 2nd, or 3rd year students. For undergraduate, the figure details the proportion who were first-year, sophomores, juniors, and seniors.



CAMPUS LOCATION

- The majority of respondents (92%, $n = 339$) were enrolled at the Hilltop campus.

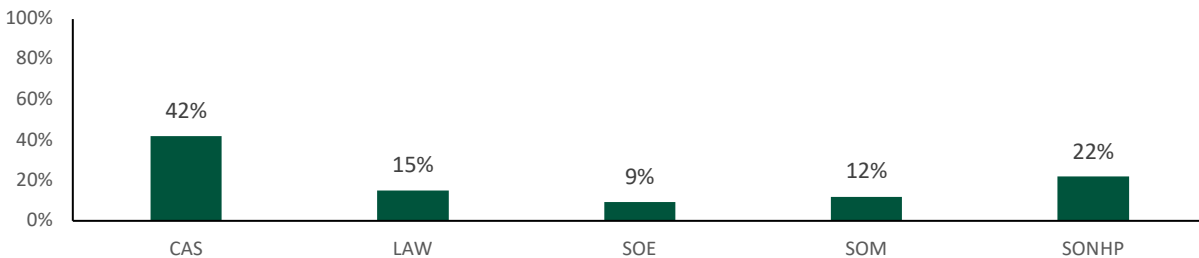
The following figure details the proportion of respondents who were enrolled at each location.



SCHOOL/COLLEGE OF ENROLLMENT

- The majority of respondents (42%, $n = 155$) were enrolled in the College of Arts & Sciences.

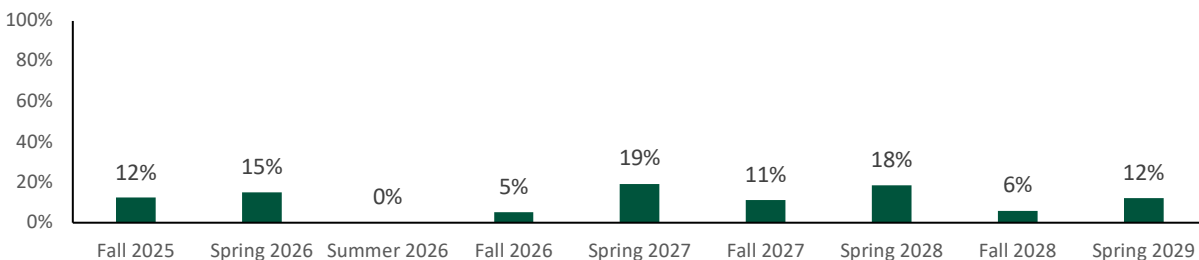
The following figure details the proportion of respondents who were enrolled in each school/college.



GRADUATION DATE

- The highest proportion of respondents (19%, $n = 71$) were expected to graduate in Spring 2027.

The following figure details the proportion of respondents who were expected to graduate between Fall 2025 and Spring 2029.

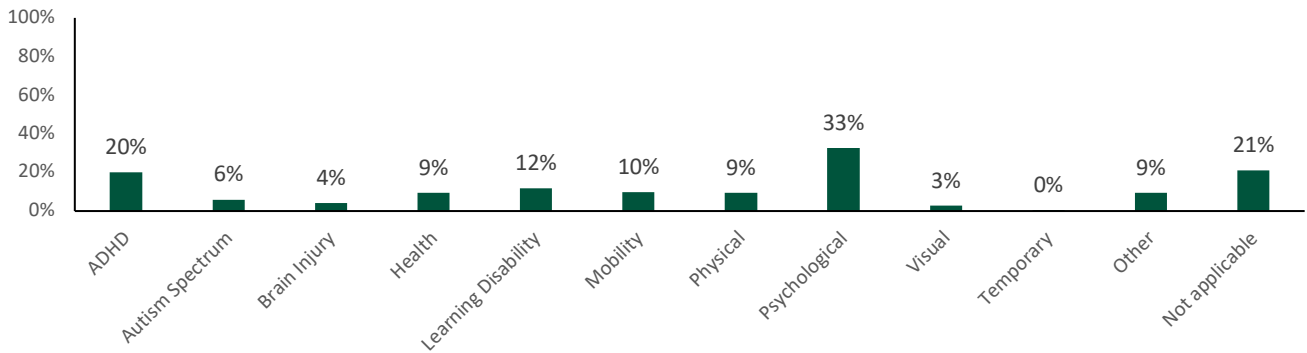
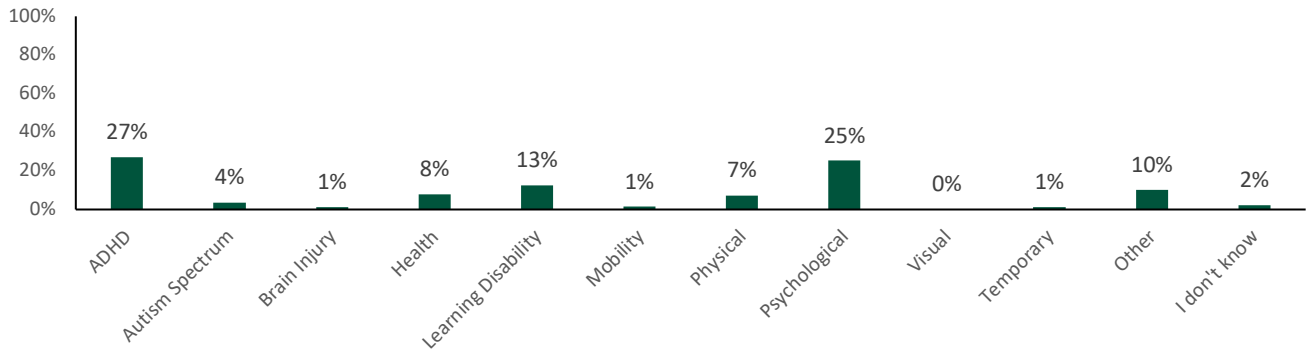


PRIMARY DISABILITY TYPE

Respondents reported their primary and secondary disability types using the following response options: *ADHD*; *Autism Spectrum*; *Brain injury*; *Health*; *Learning disability*; *Mobility*; *Physical*; *Psychological*; *Visual*; *Temporary*; *Other*; and *I don't know*. For their secondary disability type(s) participants could select all that apply.

- The highest proportion of respondents (27%, $n = 75$) reported their primary disability type is ADHD.
- The highest percentage of respondents (33%, $n = 73$) reported their secondary disability was psychological.

The following figures detail the percentage of respondents who selected each response option.

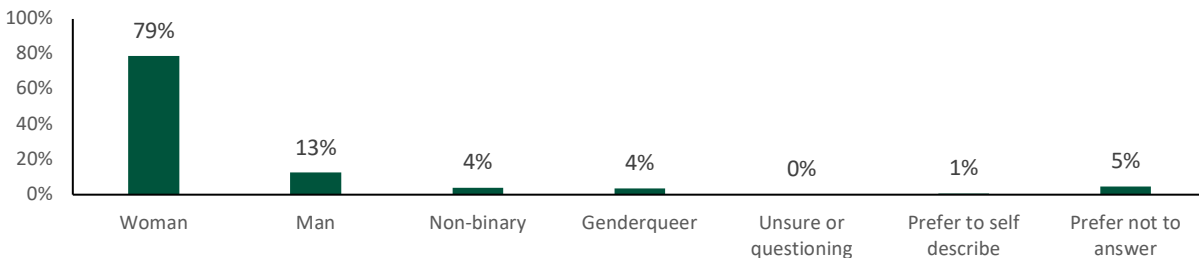


GENDER IDENTITY

Respondents reported their gender identity using the following response options: *Woman*; *Man*; *Non-binary*; *Genderqueer*; *Unsure or questioning*; *Prefer to self-describe*; and *Prefer not to answer*. Participants could select all that apply. Respondents further reported their gender identify using the following response options: *Cisgender*; *Transgender*; *Prefer to self-describe*; and *prefer not to answer*.

- The highest percentage of respondents (79%, $n = 213$) identified as women.
- The highest proportion of participants (79%, $n = 190$) identified as cisgender.

The following figure and table detail the percentage of respondents who selected each response option.



Question	%	Count
Cisgender	79%	190
Transgender	5%	13
Prefer to self-describe	3%	7
Prefer not to answer	13%	30

Knowledge of Services

DID THEY KNOW ABOUT SDS

Respondents reported whether they knew about USF's student disability services (SDS) prior to coming to USF using the following response options: *Yes* or *No*.

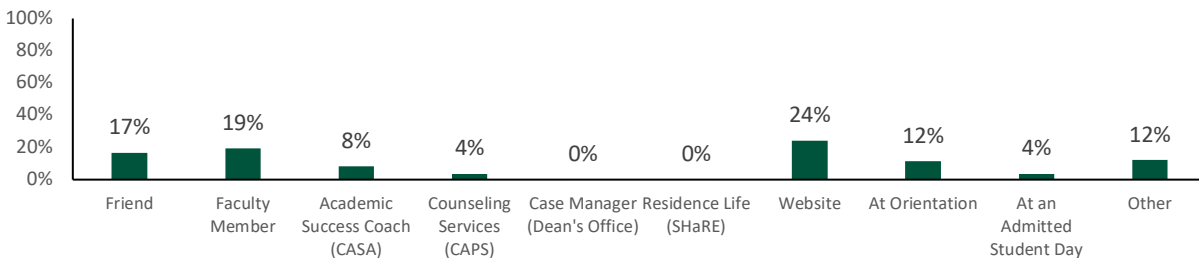
- 46% (n = 172) knew about SDS prior to coming to USF and 54% (n = 198) did not.

HOW THEY LEARNED ABOUT SDS

Respondents reported how they first learned about SDS using the following response options: *Friend*; *Faculty member*; *Academic Success Coach (CASA)*; *Counseling Services (CAPS)*; *Case Manager (Dean's Office)*; *Residence Life*; *Website*; *At orientation*; *At an admitted student day*; and *Other*. Those who selected *Other* were provided an opportunity to specify how they first learned about SDS. Responses can be found in Appendix B.

- The highest proportion of respondents (24%, n = 90) first learned about SDS from the website.

The following figure details the proportion of respondents who selected each response option.



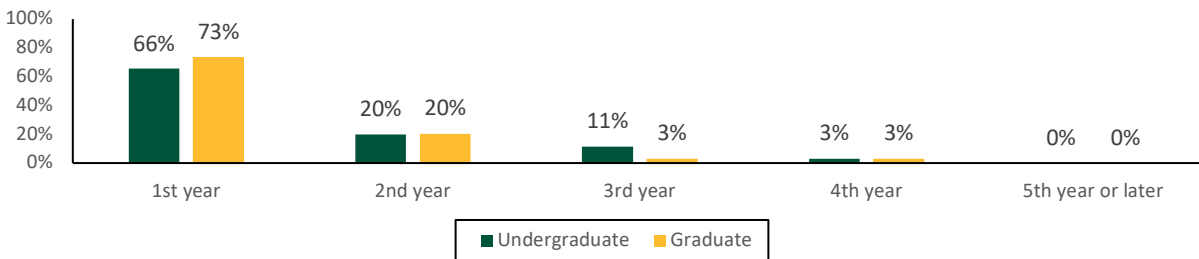
Use of SDS

WHEN FIRST USED SDS

Respondents reported the year they first began using SDS services using the following response options: *1st year*; *2nd year*; *3rd year*; *4th year*; and *5th year or later*.

- The highest proportion of undergraduate (66%, n = 154) and graduate (73%, n = 97) respondents first began using SDS services in their first year.

The figure below details the proportion of undergraduate and graduate respondents who selected each response option.

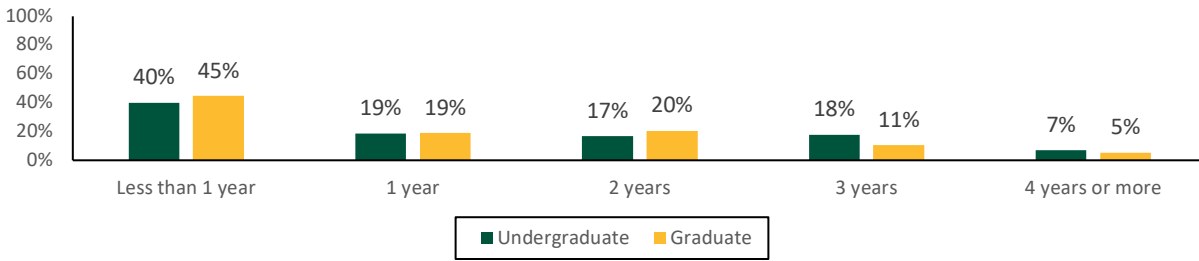


LENGTH OF USE

Respondents reported how long they have been using SDS services using the following response options: *Less than 1 year*; *1 year*; *2 years*; *3 years*; *4 or more years*.

- The highest proportion of undergraduate (40%, n = 94) and graduate (45%, n = 59) respondents have used SDS services for less than one year.

The following figure details the proportion of undergraduate and graduate respondents who selected each response option.



FREQUENCY OF USE – SENIORS

Senior respondents who began using SDS in their first year reported whether they use SDS services more, less, or about the same as they did as a first-year student.

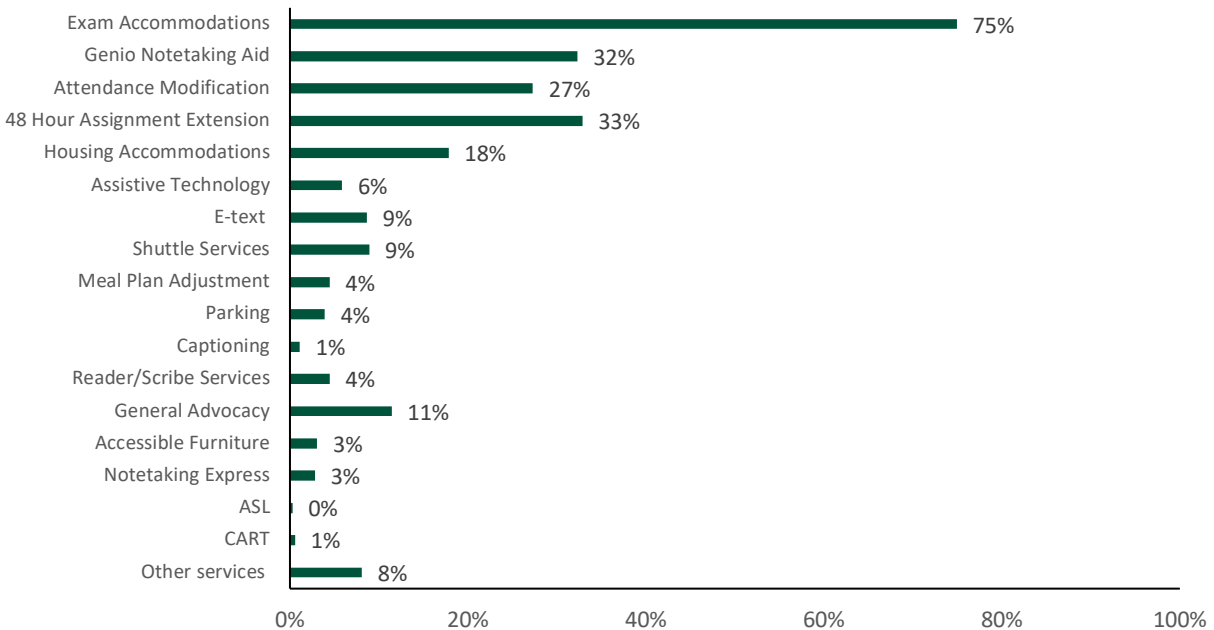
- 52% ($n = 26$) use SDS services about the same as they did as a first-year student, 30% ($n = 15$) more, and 18% ($n = 9$) use it less.

SERVICES USED

Respondents reported the SDS services used from the following response options: *Exam accommodations; Genio notetaking aid; Attendance modification; 48-hour assignment extension; Housing accommodations; Assistive technology; E-text; Shuttle services; Meal plan adjustment; Parking; Captioning; Reader/scribe services; General advocacy; Accessible furniture; Notetaking express; ASL (American Sign Language); CART (Communication Access Realtime Translation); and Other services.* Participants could select all that apply. Those who selected *Other services* were provided an opportunity to specify other services used. Responses can be found in Appendix B.

- The highest percentage of respondents (75%, $n = 269$) use exam accommodations.

The following figure details the percentage of respondents who selected each response option.



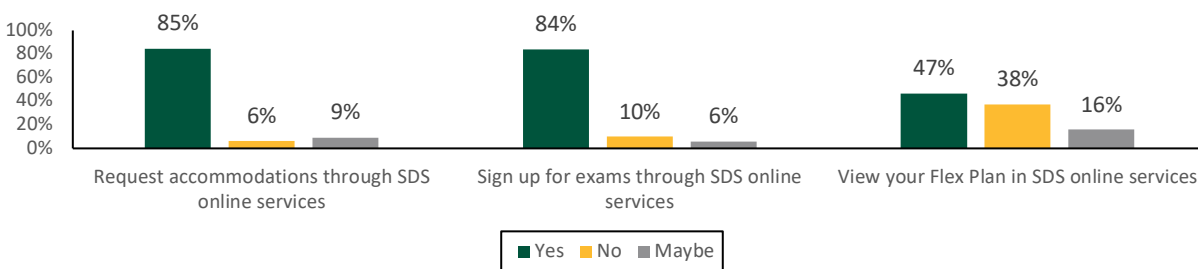
Knowledge of How to Implement Accommodations

CAS, SOE, SOM, & SONHP KNOWLEDGE OF HOW TO IMPLEMENT¹

Using *Yes*, *No*, and *Maybe* response options, respondents enrolled in CAS, SOE, SOM, and SONHP reported whether they knew how to request accommodations, sign up for exams in SDS online services (if applicable), and view their Flex Plan in SDS online services (if applicable).²

- The highest proportion of respondents reported they know how to request accommodations (85%, $n = 257$), sign up for exams through SDS online services (84%, $n = 183$), and view their Flex Plan in SDS online services (47%, $n = 41$). Though 38% ($n = 33$) do not know how to view their Flex Plan.

The following figure details the percentage of respondents who selected each response option.

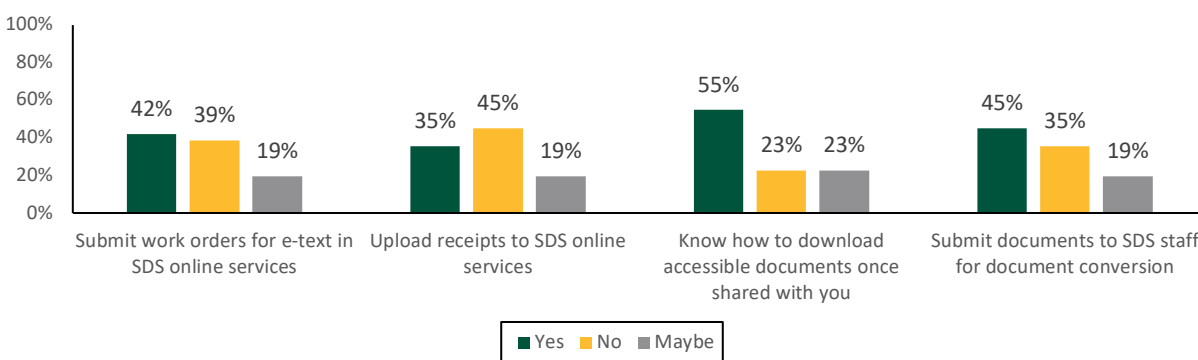


E-text

Respondents who reported they use e-text, reported whether they know how to submit work orders for e-text, upload receipts to SDS online services, download accessible documents once shared with them, and submit documents to SDS for document conversion using the following response options: *Yes*; *No*; and *Maybe*.

- The highest proportion of respondents reported they know how to submit work orders (42%, $n = 13$), download accessible documents (55%, $n = 17$), and submit documents to SDS for document conversion (45%, $n = 14$). However, only 35% ($n = 11$) of respondents know how to upload receipts to SDS online services.

The following figure details the proportion of respondents who selected each response option.



SCHOOL OF LAW KNOWLEDGE OF SERVICES

Using *Yes*, *No*, and *Maybe* response options, participants enrolled in the School of Law were asked if they know how to meet with the Law Registrar in order to implement their accommodations.

¹ The accommodation process in the law school differs from the process for all other schools and the college; therefore, these questions were not asked of those in the law school.

² Fewer than 8 participants indicated they use ASL or CART services; therefore, the data has not been disaggregated by whether participants know how to submit requests for ASL interpreters or CART.

- 81% ($n = 44$) selected *Yes*, 9% ($n = 5$) selected *No*, and 9% ($n = 5$) selected *Maybe*.

General Experience

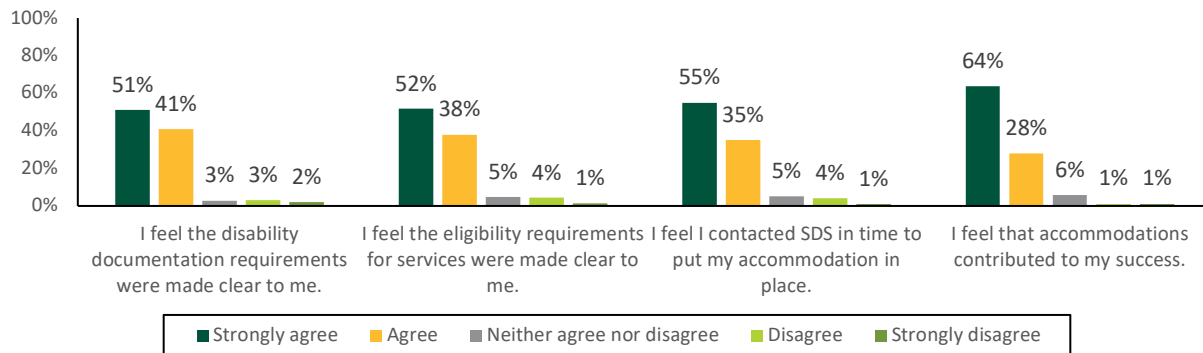
Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), respondents reported their level of agreement with the following statements: *I feel the disability documentation requirements were made clear to me*; *I feel the eligibility requirements for services were made clear to me*; *I feel I contacted SDS in time to put my accommodation in place*; and *I feel that accommodations contributed to my success*.

- 90% or more of all respondents agreed or strongly agreed with each statement.

The following table shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
I feel the disability documentation requirements were made clear to me.	93%	319
I feel the eligibility requirements for services were made clear to me.	90%	310
I feel I contacted SDS in time to put my accommodation in place.	90%	311
I feel that accommodations contributed to my success.	92%	318

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

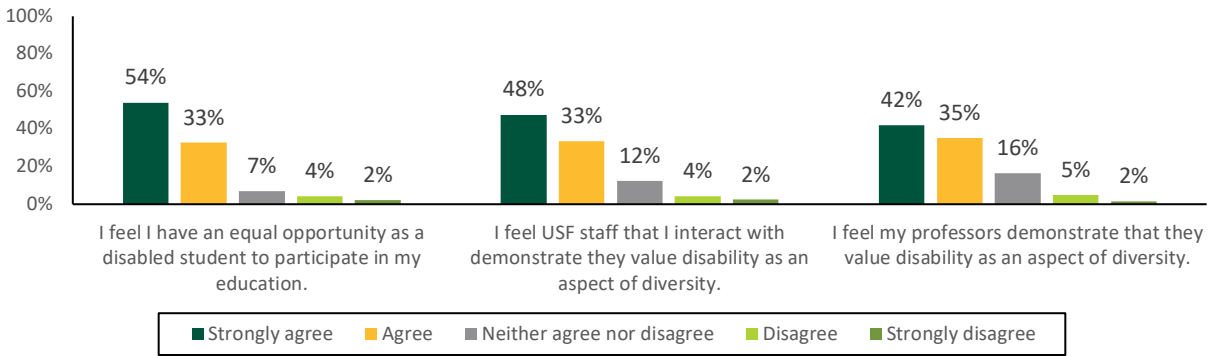


Equal Access & Inclusive Environment

Part of the SDS mission is to facilitate equal access and an inclusive environment for all students. With this in mind, respondents reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *I feel I have an equal opportunity as a disabled student to participate in my education*; *I feel USF staff that I interact with demonstrate they value disability as an aspect of diversity*; and *I feel my professors demonstrate that they value disability as an aspect of diversity*.

- The highest proportion of respondents (87%, $n = 289$) agreed or strongly agreed that they feel they have an equal opportunity as a disabled student to participate in their education and that USF staff (81%, $n = 269$) and faculty (77%, $n = 255$) they interact with demonstrate they value disability as an aspect of diversity.

The following figure details the proportion of respondents who selected each response option.



Using an open-text field, respondents reported what SDS could do to make the USF community a more inclusive environment. Responses can be found in Appendix B.

Self-advocacy & Responsibility

EASE OF SELF-ADVOVACACY

Respondents reported whether, as students with disabilities, they feel they can easily advocate for themselves using the following response options: *Yes, always*; *Yes, sometimes*; and *No, never*.

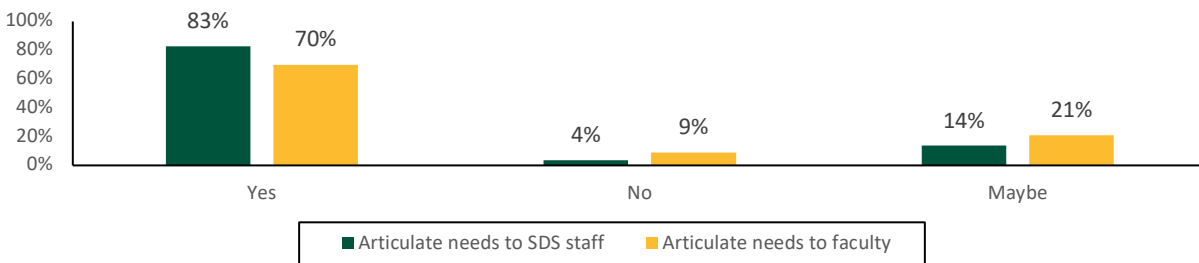
- 42% ($n = 138$) selected *Yes, always*; 54% ($n = 177$) selected *Yes, sometimes*; and 4% ($n = 14$) selected *No, never*.

ARTICULATING ACCOMMODATION

Respondents reported, as a student with a disability, whether they know how to articulate their accommodation needs to SDS staff and/or to faculty using the following response options: *Yes*; *No*; and *Maybe*.

- The highest proportion reported they know how to articulate their accommodation needs to SDS staff 83% ($n = 271$) and faculty 70% ($n = 231$).

The following figure details the proportion of respondents who selected each response option.



PARTICIPATION IN REQUESTING ACCOMMODATIONS

Respondents reported whether they see themselves as active participants in requesting accommodations using the following response options: *Yes* or *No*.

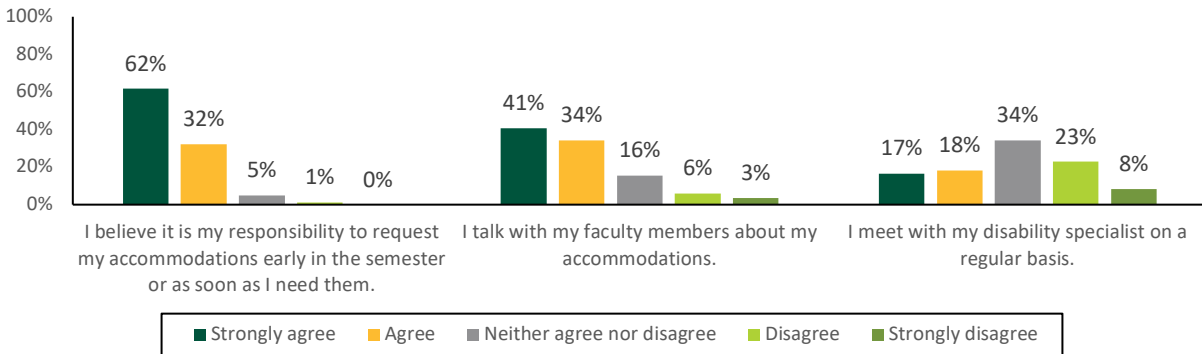
- 89% ($n = 277$) selected *Yes* and 11% ($n = 33$) selected *No*.

ROLE IN ACCOMMODATION PROCESS

Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), respondents reported their level of agreement with the following statements: *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*.

- The highest proportion of respondents agreed or strongly agreed that they believe it is their responsibility to request their accommodations early in the semester or as soon as they need them (94%, $n = 303$) and that they talk with their faculty members about their accommodations (75%, $n = 241$).
- About the same percentage of respondents agreed or strongly agreed (35%, $n = 111$), neither agreed nor disagreed (34%, $n = 109$), or disagreed or strongly disagreed (31%, $n = 99$) that they meet with their disability specialist on a regular basis.

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



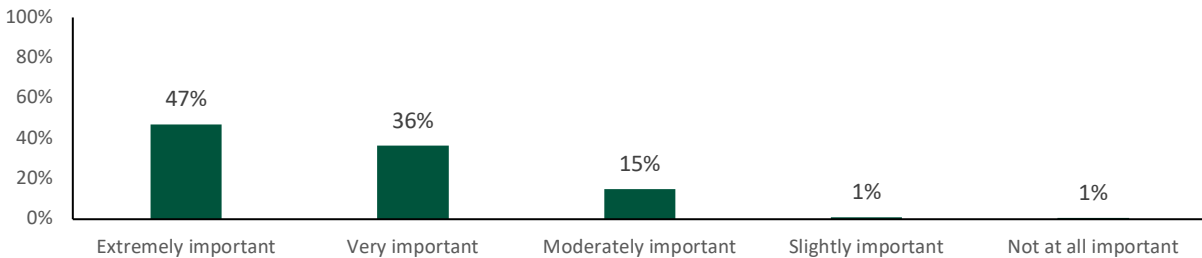
Respondents who selected *Neither agree nor disagree*, *Disagree* or *Strongly disagree* for any of the above statements were asked to describe their personal role in the accommodation process using an open-text field. Responses can be found in Appendix B.

Importance of Role in Accommodation Process

Respondents reported how important their personal role is in the accommodation process using a 5-pt. scale (5 = *Extremely important*, 1 = *Not at all important*).

- The highest proportion of respondents (83%, $n = 268$) reported their personal role in the accommodation process is extremely or very important.

The following figure details the proportion of respondents who selected each response option.



Access Barriers

Part of the SDS mission is to facilitate equal access for students with disabilities. SDS does this by removing barriers to the environment for students to access the college experience, and helping students recognize these barriers. With this in mind, respondents reported whether they feel they can recognize access barriers using the following response options: *Yes*; *No*; and *Maybe*.

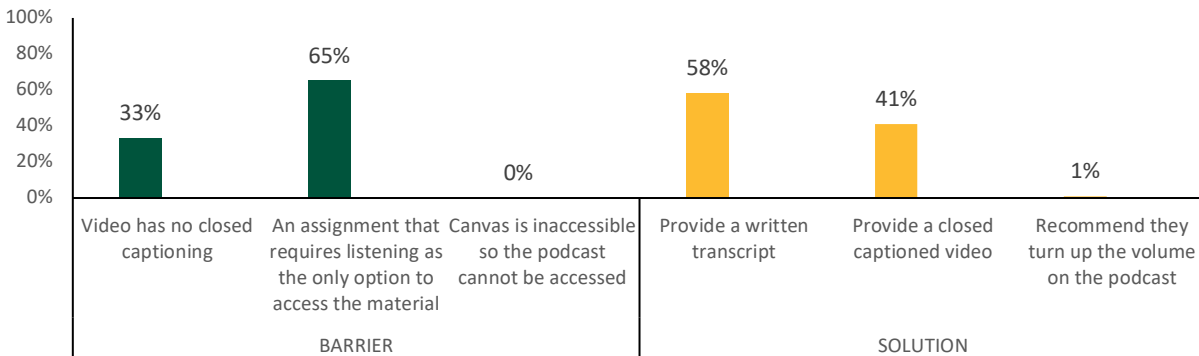
- 72% ($n = 230$) selected *Yes*; 8% ($n = 24$) selected *No*; and 20% ($n = 64$) selected *Maybe*.

Participants were then presented with the following scenarios and asked to identify the access barrier and the solution for equal access.

Scenario 1: A Deaf/hard of hearing student is enrolled in a class that requires students to listen to podcasts. Respondents identified the barrier using the following response options: *Video has no closed captioning*; *An assignment that requires listening as the only option to access the material*; or *Canvas is inaccessible so the podcast cannot be accessed*. They identified the solution for equal access using these response options: *Provide a written transcript*; *Provide a closed-captioned video*; or *Recommend they turn up the volume on the podcast*.

- The highest proportion of respondents selected the correct access barrier – *An assignment that requires listening as the only option to access the material* (65%, $n = 192$) and the correct solution to equal access – *Provide a written transcript* (58%, $n = 172$).

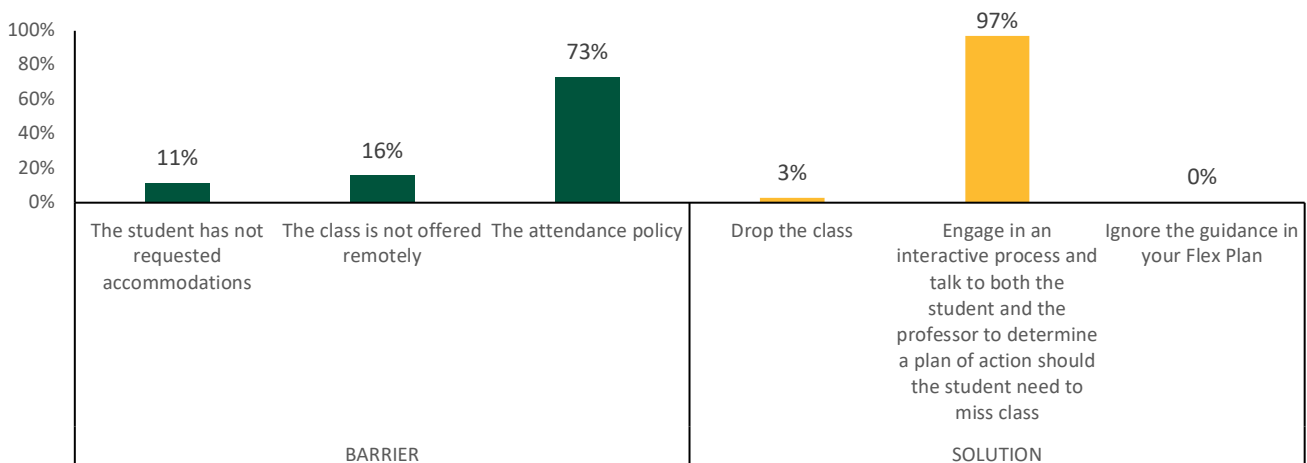
The following figure details the proportion of respondents who selected each response option.



Scenario 2: A student has a chronic condition that impairs their ability to attend class during flare up. They are enrolled in a class with a “Zero Tolerance” policy for missing class. Respondents identified the barrier using the following response options: *The student has not requested accommodations*; *The class is not offered remotely*; and *The attendance policy*. They identified the solution for equal access using these response options: *Drop the class*; *Engage in an interactive process and talk to both the student and the professor to determine a plan of action should the student need to miss class*; and *Ignore emails from SDS regarding the attendance policy*.

- The highest proportion of respondents selected the correct access barrier – *The attendance policy* (73%, $n = 218$) and the correct solution for equal access – *Engage in an interactive process and talk to both the student and the professor to determine a plan of action should the student need to miss class* (97%, $n = 287$).

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



SDS Online Services

UPDATES TO THE SDS ONLINE SERVICES DATABASE

In Fall 2025, SDS made changes to the SDS online services database. Participants who were not first-year or transfer students and were not enrolled in the law school were asked whether they noticed the changes.

- 47% ($n = 109$) of respondents did notice the changes and 53% ($n = 125$) did not.

Those that reported they noticed the changes to the SDS online services database reported how they like the look of the new version using the following response options: *I like it better than the previous version*; *I like it the same as the previous version*; or *I like it less than the previous version*.

- 60% ($n = 65$) like the new version of the SDS online services database the same as the previous version, 24% ($n = 26$) like it better, and 16% ($n = 17$) like it less.

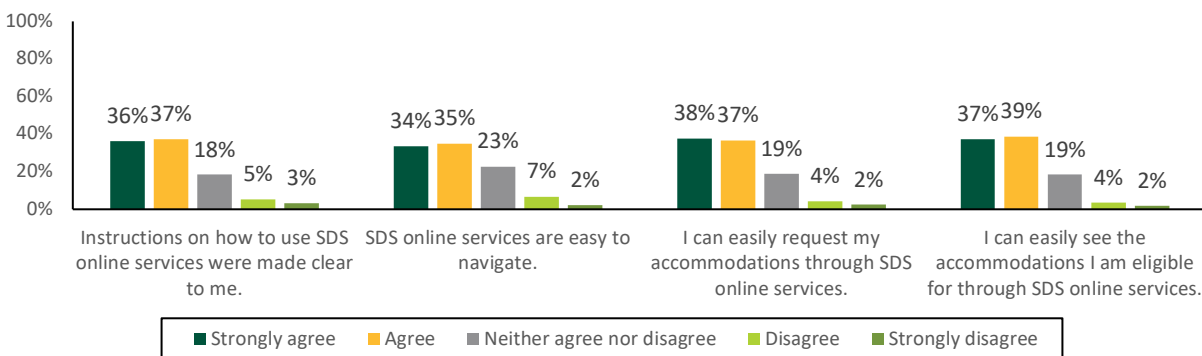
Respondents who reported they noticed the recent change to the SDS online services database were given the opportunity provide feedback about the new look. Responses can be found in Appendix B.

EXPERIENCE WITH SDS ONLINE SERVICES

Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), respondents reported their level of agreement with the following statements: *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*.

- The highest proportion of respondents agreed or strongly agreed that instructions on how to use SDS online services were made clear to them (73%, $n = 211$); SDS online services are easy to navigate (69%, $n = 196$); they can easily request their accommodations (74%, $n = 213$); and can easily see the accommodations they are eligible for (76%, $n = 218$) through SDS online services.

The following figure details the proportion of respondents who selected each response option.



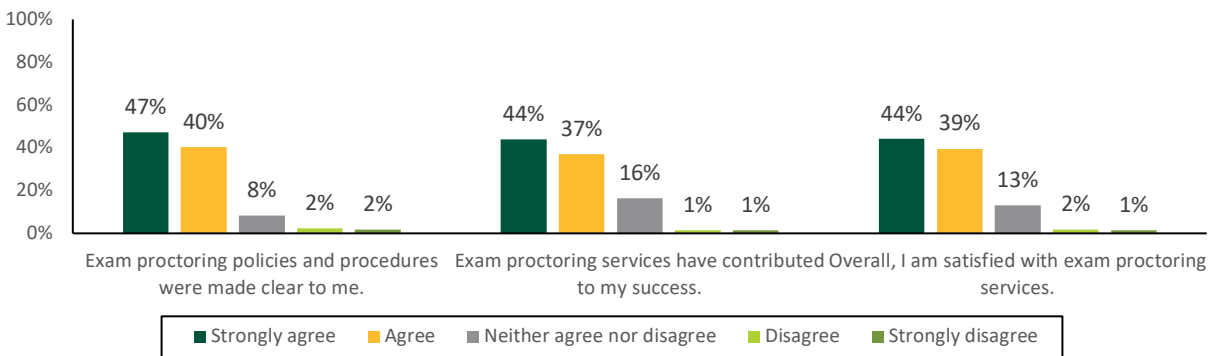
Exam Proctoring

GENERAL EXPERIENCE WITH EXAM ACCOMMODATIONS

Respondents who reported they use exam accommodations further indicated their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *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 highest proportion agreed or strongly agreed that exam proctoring policies and procedures were made clear to them (87%, $n = 187$); exam proctoring services contributed to their success (81%, $n = 173$) and, overall, they are satisfied with the exam proctoring services (84%, $n = 178$).

The following figure details the proportion of respondents who selected each response option.



REQUESTING EXAM ACCOMMODATIONS

Respondents who reported they use exam accommodations further indicated whether they typically request exam accommodations at least 5 days before the exam date using the following response options: *Yes*; *No*; or *Sometimes*.

- 59% ($n = 126$) selected *Yes*; 15% ($n = 33$) selected *No*; and 26% ($n = 55$) selected *Sometimes*.

Barriers to Requesting Exam Accommodations

Respondents who reported they do not or only sometimes request exam accommodations at least 5 days before the exam further indicated what barriers keep them from doing so using the following response options: *My faculty don't fill out the Online Testing Contract*; *I forget to sign up at least 5 days before*; and *Other*. Those who selected *Other* were provided an opportunity to specify additional barriers. Responses can be found in Appendix B.

- 60% ($n = 51$) indicated they forget to sign up at least 5 days before, 8% ($n = 7$) indicated some of their faculty don't fill out the Online Testing contract, and 32% ($n = 27$) selected other.

EXAMS IN THE SDS OFFICE

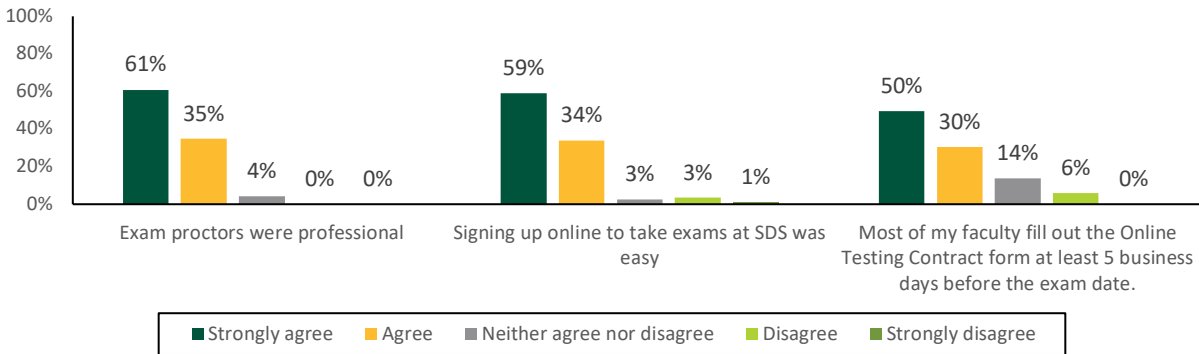
Respondents who reported they use exam accommodations further indicated whether they have taken exams in the SDS office using the following response options: *Yes* or *No*.

- 53% ($n = 116$) selected *Yes* and 47% ($n = 101$) selected *No*.

Those who reported they have taken exams in the SDS office further indicated their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *Exam proctors were professional*; *Signing up online to take exams at SDS was easy*; and *Most of my faculty fill out the Online Testing Contract form at least 5 days before the exam date*.

- The highest proportion agreed or strongly agreed that: exam proctors are professional (96%, $n = 110$); signing up online to take exams at SDS was easy (93%, $n = 107$); and most of their faculty fill out the Online Testing Contract form at least 5 business days before the exam date (80%, $n = 92$).

The following figure details the proportion of respondents who selected each response option.



Respondents who disagreed or strongly disagreed that their faculty fill out the Online Testing Contract form at least 5 days before the exam date indicated whether this was a barrier to their success using the following response options: *Yes* or *No*.

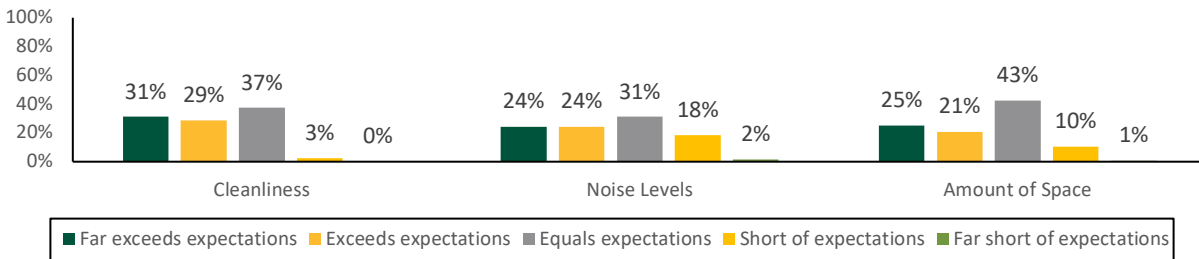
- 82% ($n = 9$) selected *Yes* and 18% ($n = 2$) selected *No*.

EXPERIENCE WITH EXAM ROOMS

Respondents who indicated they took exams in the SDS office rated their experience with the cleanliness, noise levels, and amount of space of the exam rooms using a 5-pt scale (5 = *Far exceeds expectations*, 1 = *Far short of expectations*).

- The highest proportion of respondents indicated cleanliness exceeds or far exceeds expectations (60%, $n = 69$) and noise levels (31%, $n = 43$) and amount of space (43%, $n = 49$) equals expectations.

The following figure details the proportion of respondents who selected each response option.



EXAM ACCOMODATIONS OUTSIDE OF SDS

Respondents who indicated they have not taken exams in the SDS office were asked to tell SDS about their experience using exam accommodations outside the SDS office. Responses can be found in Appendix B.

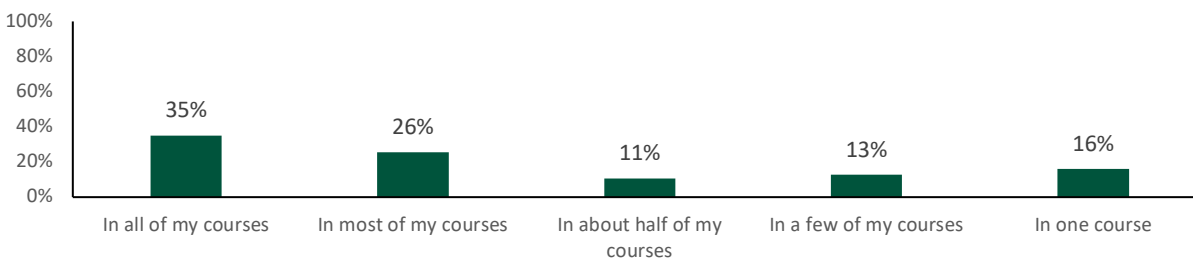
Genio Notetaking Aid

USE OF GENIO

Respondents who indicated they use the Genio Notetaking Aid accommodation further indicated the number of courses in which they have used Genio using 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*.

- The highest proportion (35%, $n = 33$) reported they use Genio in all of their courses.

The following figure details the proportion of respondents who selected each response option.

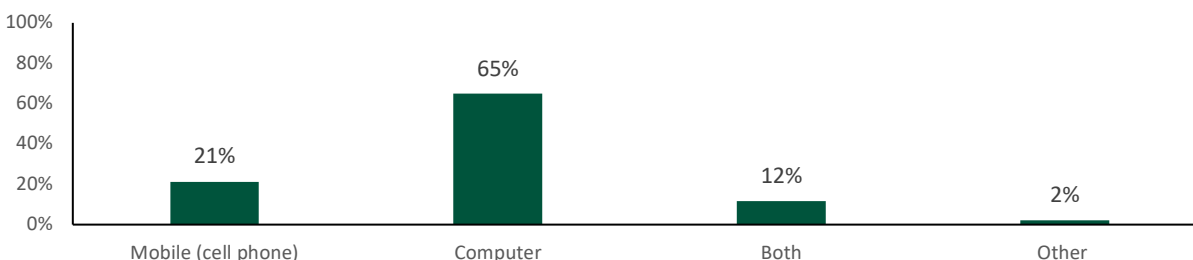


DEVICE USED

Respondents also indicated on what kind of device they primarily use Genio using the following response options: *Mobile (cell phone)*; *Computer*; *Both*; and *Other*. Those who selected other wrote in responses which included iPads.

- The highest proportion of respondents who use Genio, use it on their computers (65%, $n = 61$).

The following figure details the proportion of respondents who selected each response option.



HOW OFTEN PARTICIPANTS LISTEN TO RECORDED LECTURES

Those who use the Genio Notetaking Aid accommodation reported how often they listen to lectures recorded through Genio using the following response options: *Always*; *Sometimes*; and *Never*.

- 31% ($n = 29$) selected *Always*; 56% ($n = 52$) selected *Sometimes*; and 13% ($n = 12$) selected *Never*.

EXPERIENCE WITH GENIO

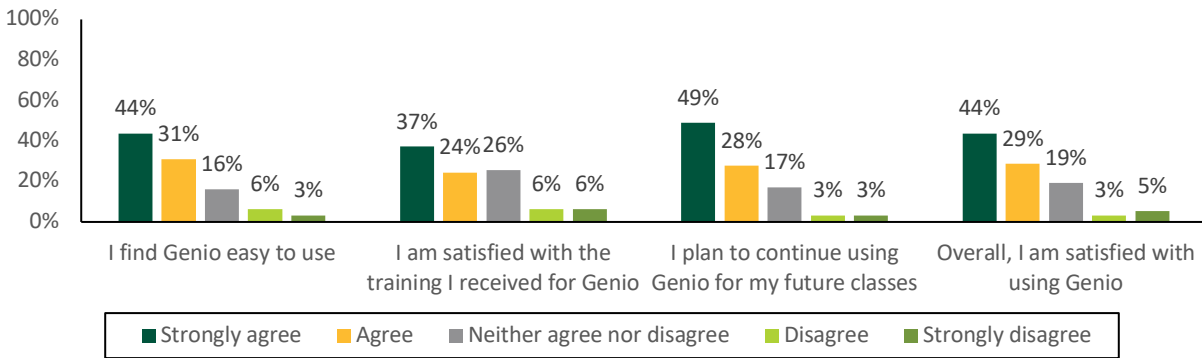
Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), respondents who use the Genio Notetaking Aid accommodation reported their level of agreement with the following statements: *I find Genio easy to use*; *I am satisfied with the training I received for Genio*; *I plan to continue using Genio for my future classes*; and *Overall, I am satisfied with using Genio*.

- The highest proportion agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
I find Genio easy to use.	74%	70
I am satisfied with the training I received for Genio.	62%	58
I plan to continue using Genio for my future classes.	77%	72
Overall, I am satisfied with using Genio.	72%	68

The following figure details the proportion of respondents who selected each response option.



TRANSCRIPTION OPTION

Respondents who reported they use the Genio Notetaking Aid accommodation further indicated whether they have used the transcription option in Genio using the following response options: *Yes* and *No*.

- 81% ($n = 76$) selected *Yes* and 19% ($n = 18$) selected *No*.

GENIO HELP OPTIONS

Those who use the Genio Notetaking Aid accommodation reported whether they have used the Genio “help” options located in the platform and, if so, which “help” resource they have used. Respondents who used the “help” option indicated they have used live zoom and video.

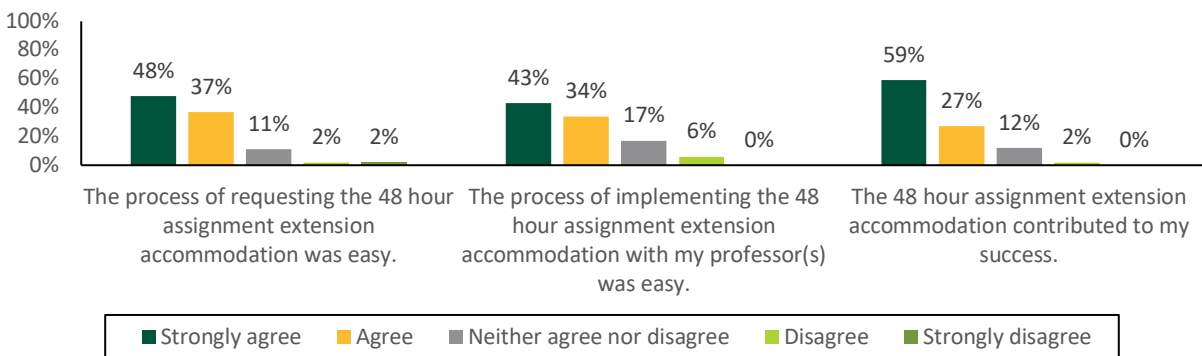
- 11% ($n = 10$) selected *Yes* and 89% ($n = 84$) selected *No*.

48 Hour Assignment Extension

Respondents who reported they use the 48-hour assignment extension accommodation further indicated their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *The process of requesting the 48-hour assignment extension accommodation was easy*; *The process of implementing the 48-hour assignment extension accommodation with my professor(s) was easy*; and *The 48-hour assignment extension accommodation contributed to my success*.

- The highest proportion agreed or strongly agreed that: The 48-hour assignment extension accommodation contributed to their success (86%, $n = 86$) and the process of requesting the accommodation (85%, $n = 85$) as well as implementing it with their professor(s) (77%, $n = 77$) was easy.

The following figure details the proportion of respondents who selected each response option.



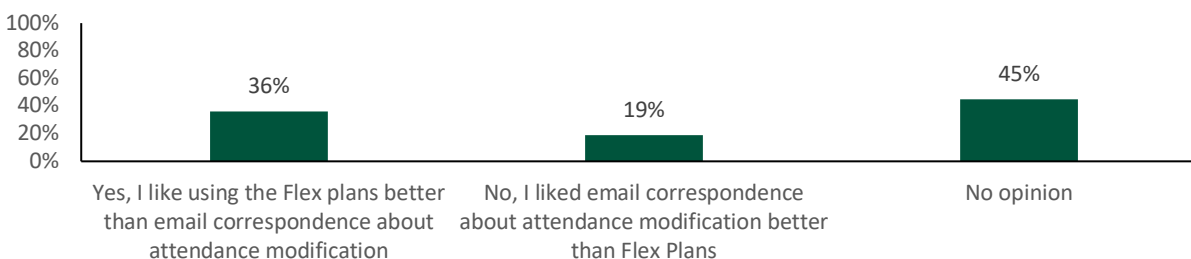
Attendance Modification

USE OF ATTENDANCE MODIFICATION

Those who were not first-year or transfer students reported whether they used attendance modification in the 2024-25 school year, and, if so, if they liked the new way SDS facilitates the attendance modification accommodations (Flex Plans vs. email correspondence and Google Form questionnaires) using the following response options: *Yes, I like using the Flex plans better than email correspondence about attendance modification*; *No, I liked email correspondence about attendance modification better than Flex Plans*; and *No opinion*.

- 76% ($n = 182$) of respondents did not use attendance modification in the 2024-25 school year.
- Of the 24% ($n = 58$) who did use attendance modification in the 2024-25 school year, the highest proportion (45%, $n = 26$) had no opinion on the new way SDS is facilitating attendance modification compared to how it was done in the 2024-25 school year.

The following figure details the proportion of respondents who selected each response option.



Those who did use attendance modification in the 2024-25 school year could provide additional thoughts about the Flex Plans compared to how attendance modifications were done in the 2024-25 using an open-text field. Responses can be found in Appendix B.

EXPERIENCE WITH ATTENDANCE MODIFICATION

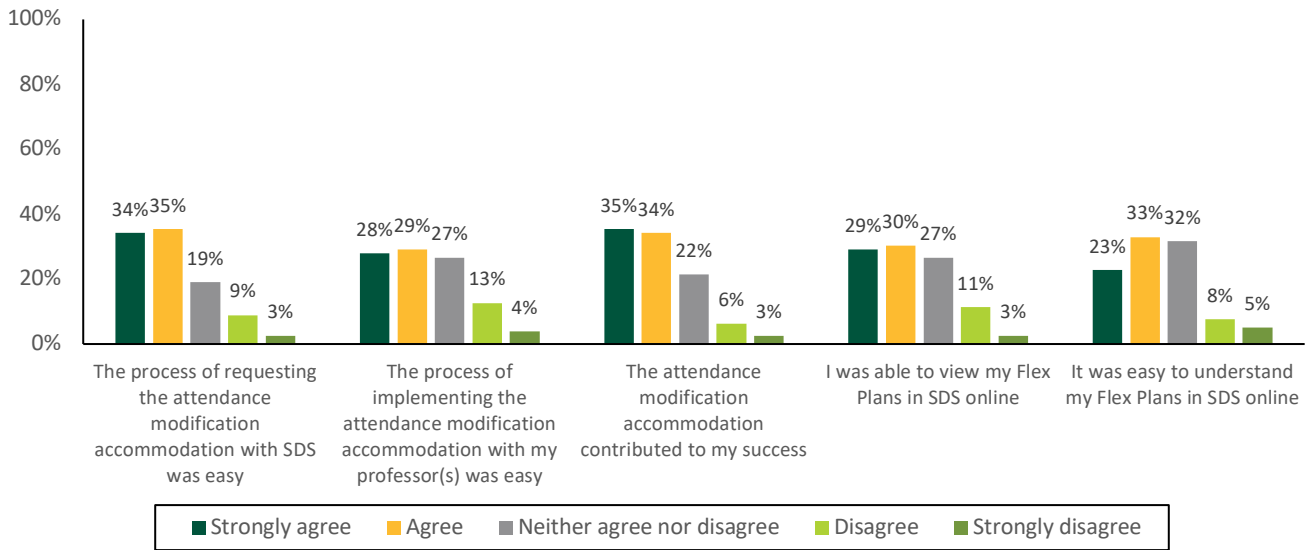
Those who indicated they use the attendance modification accommodation reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *The process of requesting the attendance modification accommodation with SDS was easy*; *The process of implementing the attendance modification accommodation with my professor(s) was easy*; *The attendance modification accommodation contributed to my success*; *I was able to view my Flex Plans in SDS online*; and *It was easy to understand my Flex Plans in SDS online*.

- The highest proportion agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
The process of requesting the attendance modification accommodation with SDS was easy.	70%	55
The process of implementing the attendance modification accommodation with my professor(s) was easy.	57%	45
The attendance modification accommodation contributed to my success.	70%	55
I was able to view my Flex Plans in SDS online.	59%	47
It was easy to understand my Flex Plans in SDS online.	56%	44

The following figure details the proportion of respondents who selected each response option.



PROFESSOR COMPLETION OF FLEX PLANS

Respondents also reported whether their professors completed the Flex plans using the following response options: *Yes, some of my professors completed the Flex plans*; *Yes, all of my professors completed the Flex plans*; and *None of my professors completed the Flex plans*.

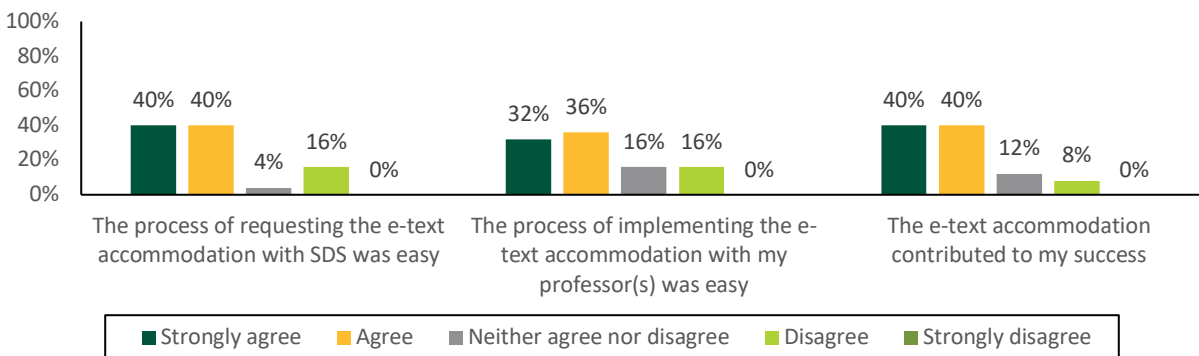
- The highest proportion (51%, $n = 40$) reported that some of their professors completed their Flex plans. 28% ($n = 22$) reported that all of their professors completed their flex plans, and 21% ($n = 16$) reported that none of their professors completed their flex plans.

E-Text

Respondents who indicated they use the e-text accommodation reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *The process of requesting the e-text accommodation with SDS was easy*; *The process of implementing the e-text accommodation with my professor(s) was easy*; and *The e-text accommodation contributed to my success*.

- The highest proportion agreed or strongly agreed that: the e-text accommodation contributed to their success (80%, $n = 20$) and the process of requesting the accommodation (80%, $n = 20$) as well as implementing it with their professor(s) (68%, $n = 17$) was easy.

The following figure details the proportion of respondents who selected each response option.



TECHNOLOGY USED

Respondents reported which e-text technology they have used using the following response options: *Speechify*; *Everway*; *both Speechify and Everway*; and *Other*. Participants could select all that applied. Those who selected other wrote in their response, which included: program from Department of Rehab; Online versions of class work books; Read&Write; and OrbitNotes.

- The highest percentage of respondents use Speechify (50%, $n = 12$), 8% ($n = 2$) use Everway, and 38% ($n = 9$) selected other.

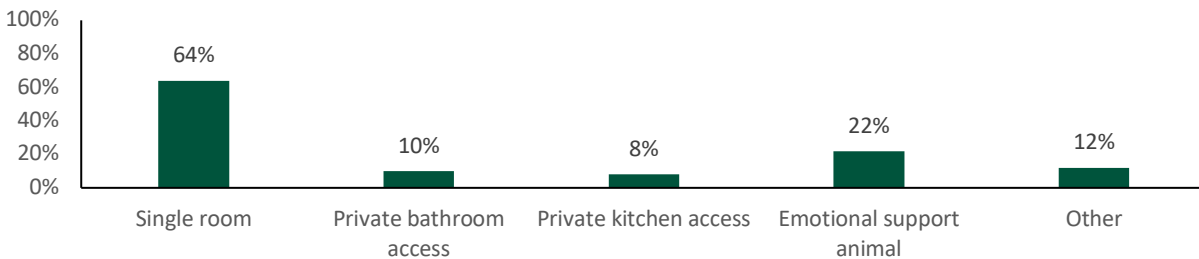
Housing

ACCOMMODATIONS ELIGIBLE FOR³

Respondents reported which accommodations they were eligible for using the following response options: *Single room*; *Private bathroom access*; *Private kitchen access*; *Emotional support animal*; and *Other*. Those who selected other wrote in their responses which included: early move in, refrigerator, and easily accessed room (minimal stairs).

- The highest proportion of respondents (64%, $n = 32$) were eligible for the single room accommodation.

The following figure details the percentage of respondents who selected each response option.



EXPERIENCE WITH HOUSING ACCOMMODATIONS

Respondents who indicated they use housing accommodations reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *The process for requesting housing accommodations were clearly explained to me*; *The documentation requirements were explained clearly to me*; *I received timely communication about my request*; *I felt supported by SDS staff throughout the process*; and *I was satisfied with how my housing accommodation request was handled*.

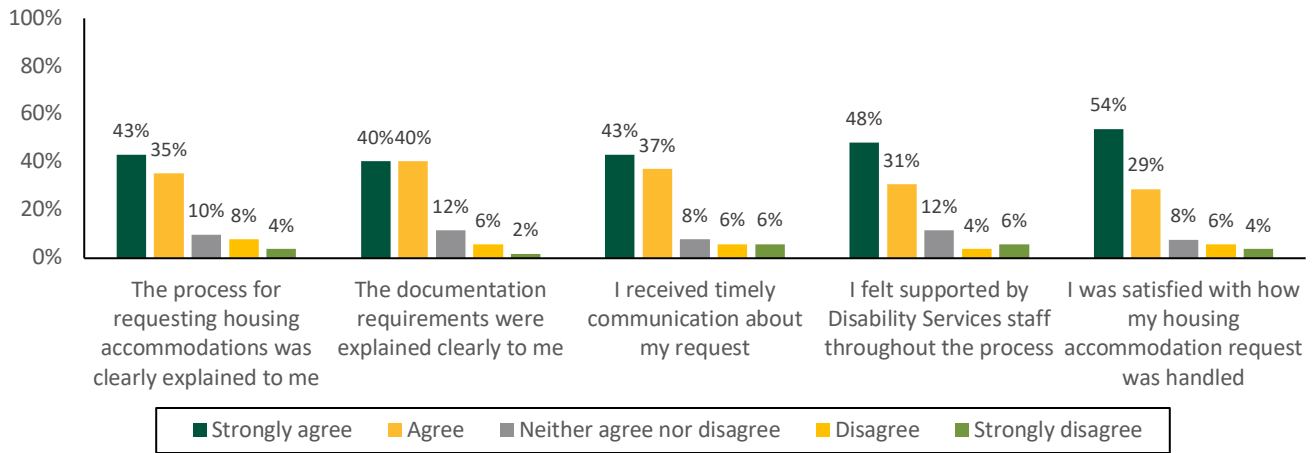
- The highest proportion agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
The process for requesting housing accommodations was clearly explained to me.	78%	53
The documentation requirements were explained clearly to me.	81%	42
I received timely communication about my request.	80%	41
I felt supported by Disability Services staff throughout the process.	79%	41
I was satisfied with how my housing accommodation request was handled.	83%	43

The following figure details the proportion of respondents who selected each response option.

³ While this question was not multiple choice, 5 of the 9 respondents who selected other, wrote in multiple response options indicating that they were eligible for multiple accommodations. Therefore, the percentages have been calculated by including those who wrote in *single room*, *private bathroom access*, *private kitchen access* and/or *emotional support animal* in the response option totals and removing these responses from the *other* response option total.



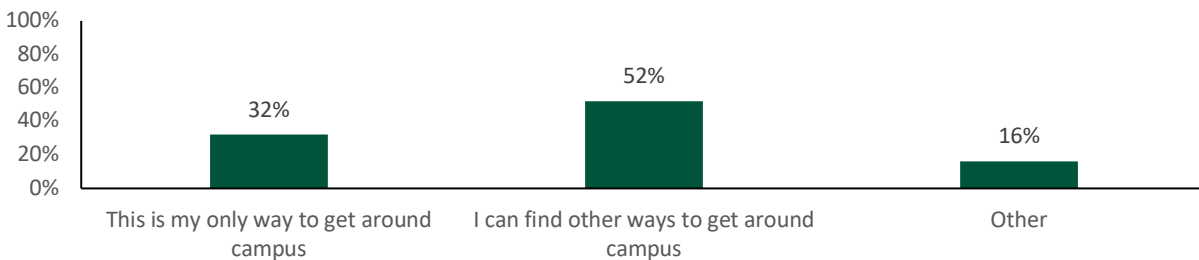
Shuttle Services

NEED FOR SHUTTLE SERVICES

Respondents who reported they use shuttle services selected the statement that best described their need using the following response options: *This is my only way to get around campus*; *I can find other ways to get around campus*; and *Other*. Other reasons for needing to use shuttle services were: when respondents have flare ups, when they are injured, or as needed.

- The highest proportion (52%, $n = 13$) reported they can find other ways to get around campus.

The following figure details the proportion of respondents who selected each response option.

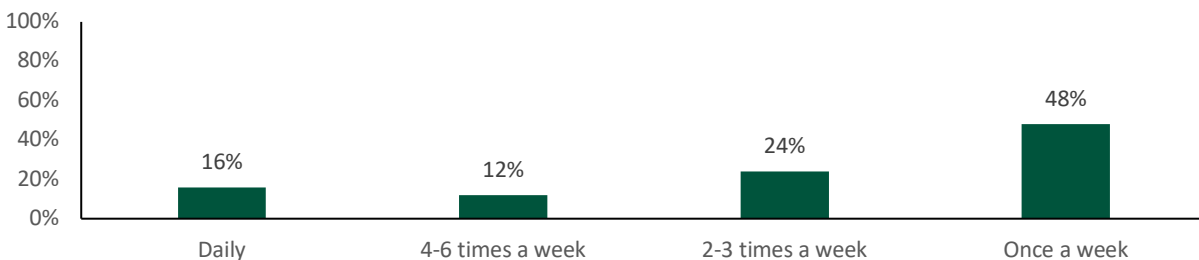


USE OF SHUTTLE SERVICES

Respondents who reported they use shuttle services further indicated how often they use shuttle services using the following response options: *Daily*; *4-6 times a week*; *2-3 times a week*; and *Once a week*.

- The highest proportion (48%, $n = 12$) indicated they use shuttle services once a week.

The following figure details the proportion of respondents who selected each response option.

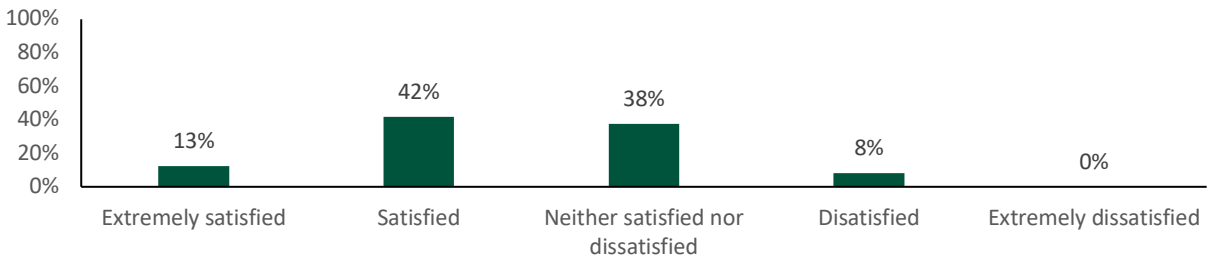


SATISFACTION WITH SHUTTLE SERVICES

Respondents who reported they use shuttle services further indicated their level of satisfaction with shuttle services using a 5-pt. scale (5 = *Extremely satisfied*, 1 = *Extremely dissatisfied*).

- The highest proportion (54%, $n = 13$) indicated they are satisfied or extremely satisfied with shuttle services.

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



Faculty

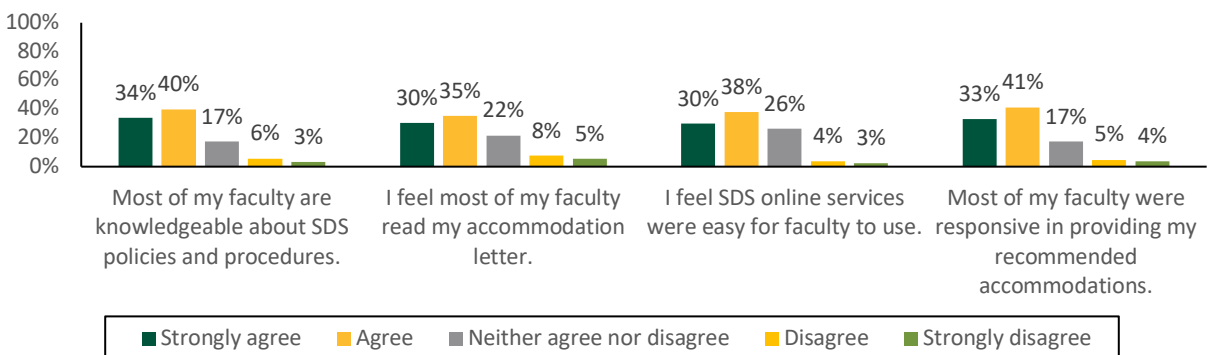
Respondents reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *Most of my faculty are knowledgeable about SDS policies and procedures*; *I feel most of my faculty read my accommodation letter*; *I feel SDS online services were easy for faculty to use*; and *Most of my faculty were responsive in providing my recommended accommodations*.

- The highest proportion of respondents agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
Most of my faculty are knowledgeable about SDS policies and procedures.	74%	207
I feel most of my faculty read my accommodation letter.	65%	182
I feel SDS online services were easy for faculty to use.	68%	188
Most of my faculty were responsive in providing my recommended accommodations.	74%	204

The following figure details the proportion of respondents who selected each response option.

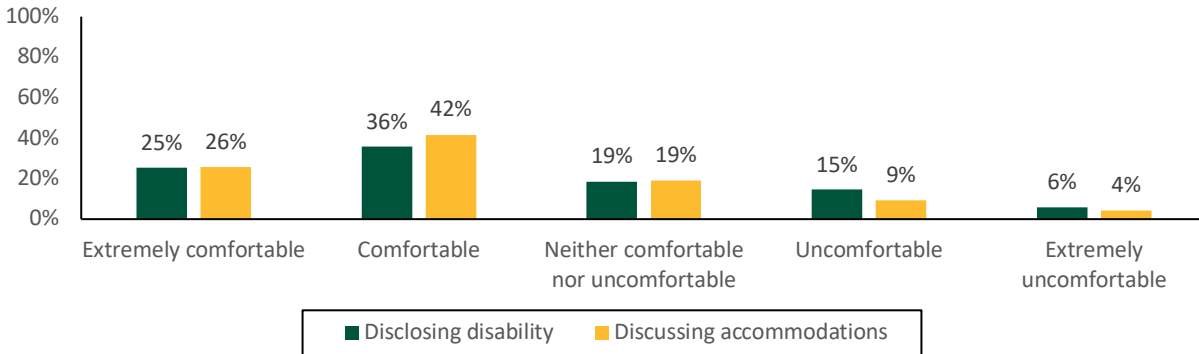


COMFORT DISCLOSING DISABILITY & DISCUSSING ACADEMIC ACCOMMODATIONS

Using a 5-pt. scale (5 = *Extremely comfortable*, 1 = *Extremely uncomfortable*), participants indicated their level of comfort disclosing their disability to and discussing their academic accommodations with faculty.

- The highest proportion of respondents reported they are comfortable or extremely comfortable disclosing their disability to their faculty (61%, $n = 171$) and discussing their academic accommodations with faculty (67%, $n = 189$).

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



Environment & Facilities

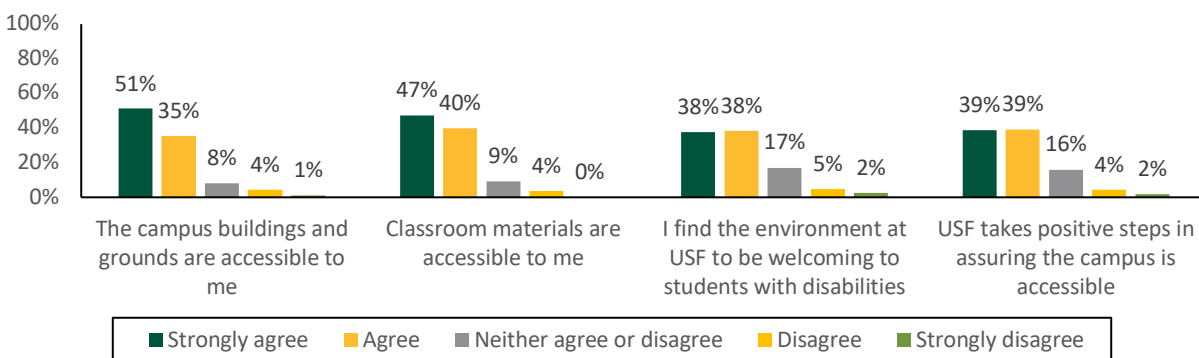
Respondents reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *The campus buildings and grounds are accessible to me*; *Classroom materials are accessible to me*; *I find the environment at USF to be welcoming to students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

- The highest proportion of respondents agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
The campus buildings and grounds are accessible to me	87%	245
Classroom materials are accessible to me	87%	247
I find the environment at USF to be welcoming to students with disabilities	76%	214
USF takes positive steps in assuring the campus is accessible	78%	219

The following figure details the proportion of respondents who selected each response option.



Experience with SDS Office

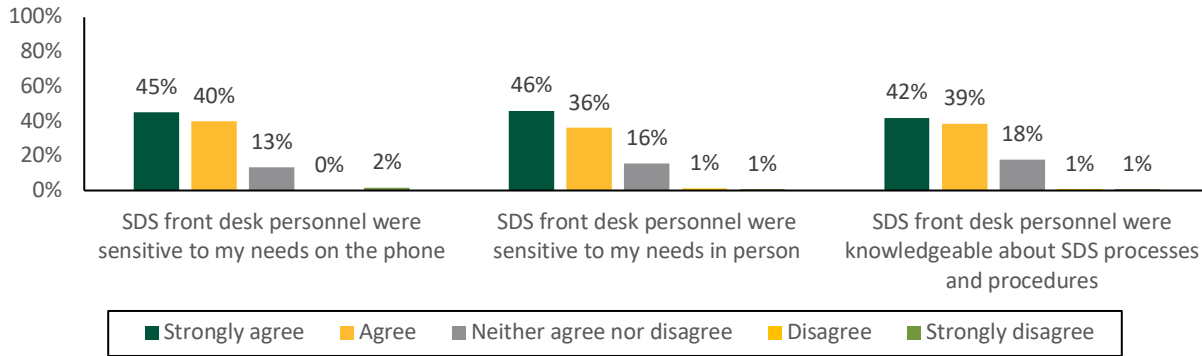
FRONT DESK PERSONNEL

Respondents reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *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. Respondents could also provide additional comments about SDS front desk personnel. Responses can be found in Appendix B.

- The highest proportion of respondents agreed or strongly agreed that SDS front desk personnel were sensitive to their needs over the phone (85%, $n = 215$) and in person (82%, $n = 204$) and were knowledgeable about SDS processes and procedures (81%, $n = 219$).

The following figure details the proportion of respondents who selected each response option.

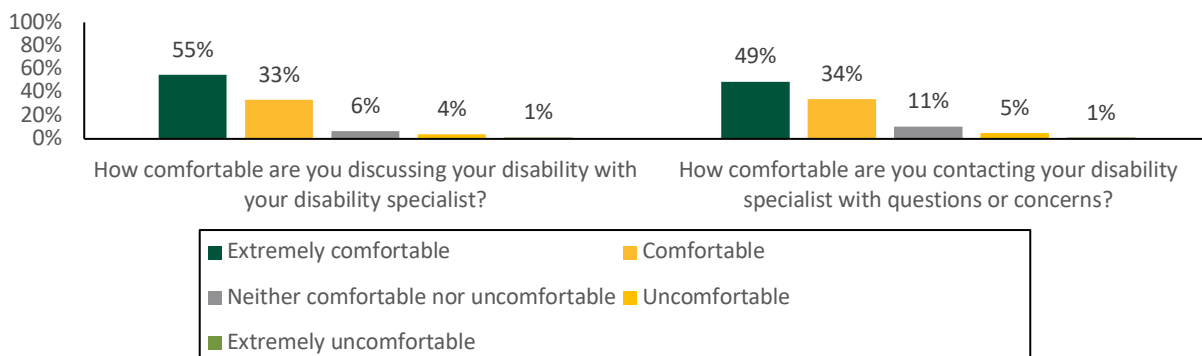


COMFORTABILITY DISCUSSING DISABILITY WITH & CONTACTING DISABILITY SPECIALIST

Using a 5-pt. scale (5 = *Extremely comfortable*, 1 = *Extremely uncomfortable*), respondents reported their level of comfort discussing their disability with their disability specialist and contacting their disability specialist with questions or concerns. Data disaggregated by disability specialist is available in Appendix A.

- The highest proportion of respondents felt comfortable or extremely comfortable discussing their disability with their specialist (88%, $n = 248$) and contacting their specialist (83%, $n = 234$).

The following figure details the proportion of respondents who selected each response option.



COMFORTABILITY WITH STUDENT WORKERS

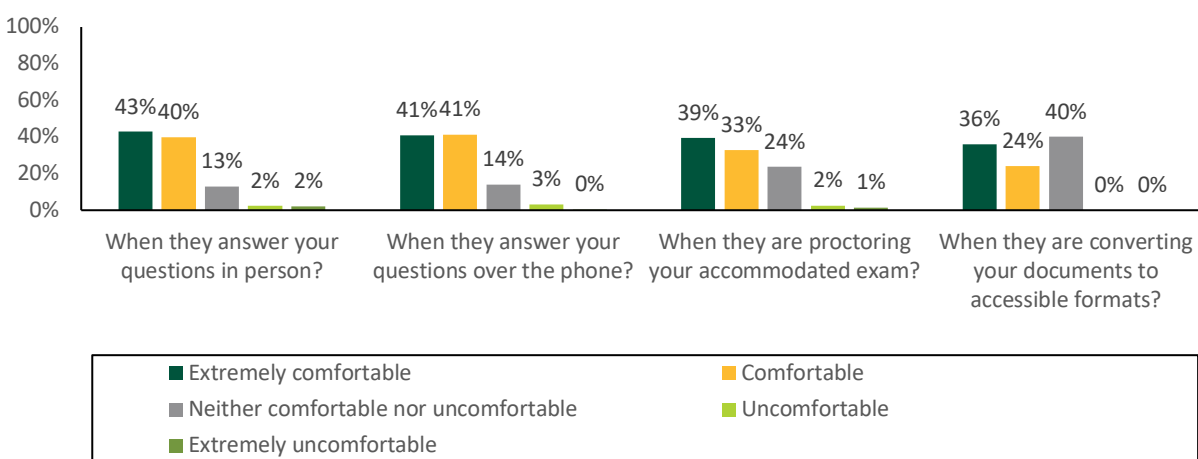
Using a 5-pt. scale (5 = *Extremely comfortable*, 1 = *Extremely uncomfortable*), respondents reported how comfortable they are interacting with student workers in the following situations: *When they answer your questions in person*; *When they answer your questions over the phone*; *When they are proctoring your accommodated exam* (asked only of those who use exam accommodations); and *When they are converting your documents to accessible formats* (asked only of those who use e-text). Respondents could also provide additional comments about interacting with student workers using an open-text field. Responses can be found in Appendix B.

- The highest proportion of respondents felt comfortable or extremely comfortable.

The table below shows the proportion of respondents who responded comfortable or extremely comfortable.

Question	%	Count
How comfortable are you interacting with student workers when they answer your questions in person?	83%	204
How comfortable are you interacting with student workers when they answer your questions over the phone?	82%	199
How comfortable are you interacting with student workers when they are proctoring your accommodated exam?	72%	147
How comfortable are you interacting with student workers when they are converting your documents to accessible formats?	60%	15

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



EXPERIENCE WITH DISABILITY SPECIALIST

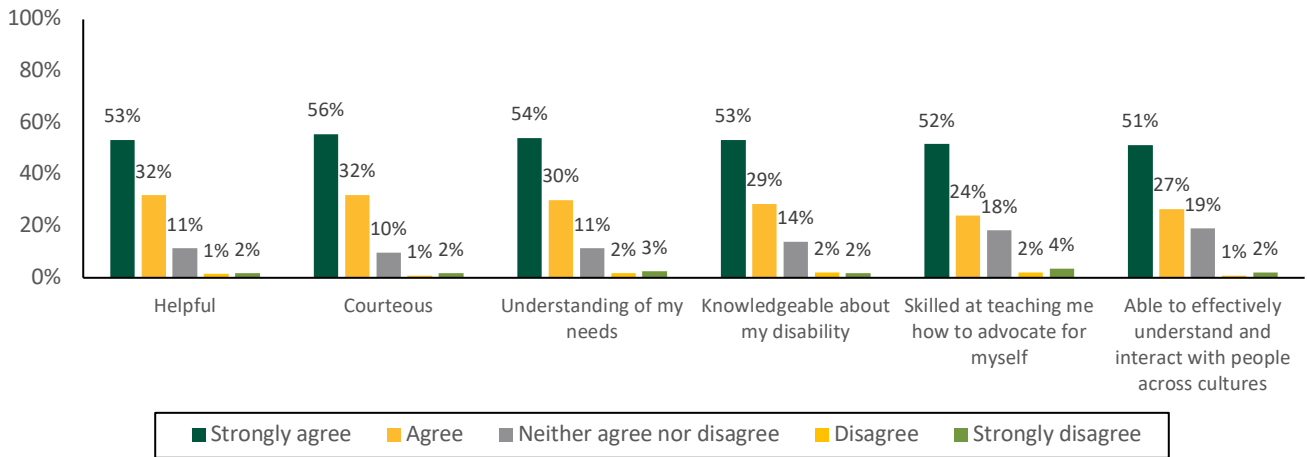
Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*) respondents reported the extent to which they agreed that their disability specialist is: *Helpful*; *Courteous*; *Understanding of their needs*; *Knowledgeable about their disability*; *Skilled at teaching them how to advocate for themselves*; and *Able to effectively understand and interact with people across cultures*.

- The highest proportion of respondents agreed or strongly agreed with each statement.

The table below shows the proportion of respondents who agreed or strongly agreed with each statement.

Question	%	Count
Helpful	85%	238
Courteous	88%	243
Understanding of my needs	84%	235
Knowledgeable about my disability	82%	229
Skilled at teaching me how to advocate for myself	76%	211
Able to effectively understand and interact with people across cultures	78%	217

The following figure details the proportion of respondents who selected each response option.

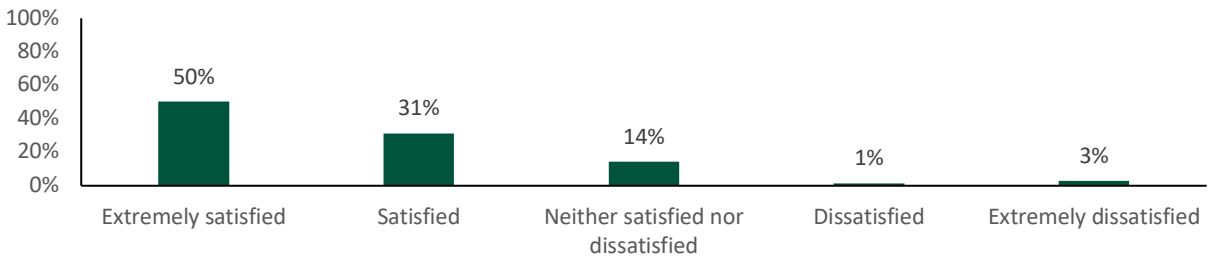


SATISFACTION WITH DISABILITY SPECIALIST

Using a 5-pt. scale (5 = *Extremely satisfied*, 1 = *Extremely dissatisfied*) respondents reported the extent to which they are satisfied with their disability specialist.

- The highest proportion of respondents (81%, $n = 229$) reported they are satisfied or extremely satisfied with their disability specialist.

The following figure details the proportion of respondents who selected each response option.



EXPERIENCE WITH SDS

Respondents were given an opportunity to comment on what has been the most and least helpful about their experience with SDS and what, if anything, SDS can do to improve services for students using an open-text field. Responses can be found in Appendix B.

CURRENT DISABILITY SPECIALIST

Respondents identified their disability specialist. The chart below details the percentage of respondents who selected each person as their disability specialist.

Disability Specialist Name	%	Count
Jessica Kench	18%	51
Kara Scanlon	14%	40
Rocelyn Evens	21%	58
Susana Thengvall	19%	52
Tom Merrell	10%	28
Not sure	13%	36
Prefer not to answer	5%	15

CONTACT WITH DISABILITY SPECIALIST

Respondents reported whether they feel they have sufficient contact with their disability specialist using the following response options: *Yes* or *No*.

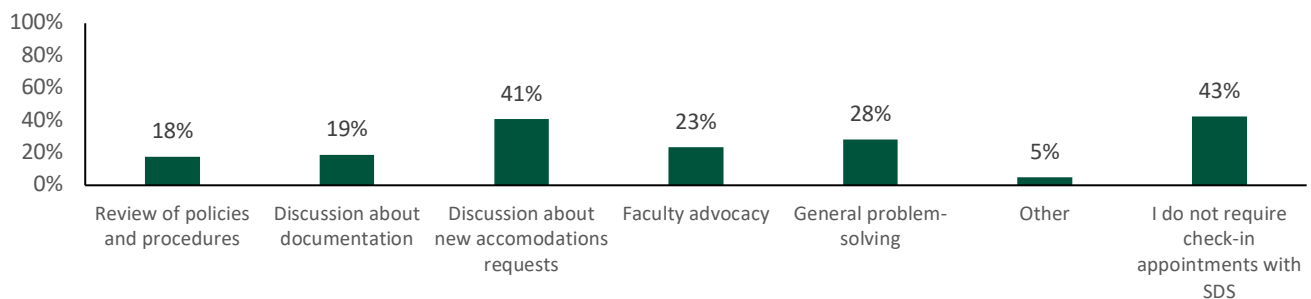
- 86% ($n = 237$) selected *Yes* and 14% ($n = 39$) selected *No*.

TYPE OF SUPPORT NEEDED

Respondents reported the kind of support they would need if they required a check-in with their disability specialist, using the following response options: *Review of policies and procedures*; *Discussion about documentation*; *Discussion about new accommodations requests*; *Faculty advocacy*; *General problem-solving*; *Other*; and *I do not require check-in appointments with SDS*. Participants could select all that apply. Those who selected *Other* were provided an opportunity to specify the type of support needed. Responses can be found in Appendix B.

- The highest percentage of respondents (41%, $n = 108$) indicated that, if they required a check-in with their disability specialist, they would need to discuss new accommodation requests.

The following figure details the percentage of respondents who selected each response option.

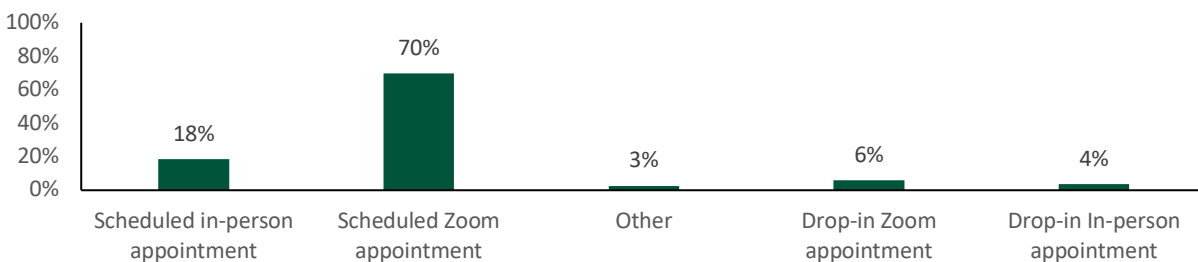


SDS APPOINTMENTS

Respondents reported the type of SDS appointments they prefer using the following response options: *Scheduled in-person appointment*; *Scheduled Zoom appointment*; *Drop-in Zoom appointment*; *Drop-in in-person appointment*; and *Other*. Responses of those who selected *Other* include: both email and text, both in-person and zoom, and in-person drop-in or scheduled drop-in.

- The highest proportion of respondents (70%, $n = 193$) indicated they prefer scheduled Zoom appointments.

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



COMMUNICATION FROM SDS

Respondents reported the type of communication they prefer using the following response options: *Email*; *Text*; and *Other*. Responses of those who selected *Other* indicated users did not have a preference.

- 84% ($n = 231$) selected *Email*; 16% ($n = 43$) selected *Text*; and 1% ($n = 2$) selected *Other*.

Mobile App

Respondents reported what type of reminders (push notifications) they would want, if SDS were to use a mobile app, using the following response options: *Appointment reminders*; *Exam reminders*; *Other*; and *I would not want reminders (push notifications)*. Those who selected *Other* were provided an opportunity to specify the type of reminders they would want. Responses can be found in Appendix B.

- 48% ($n = 213$) selected *Appointment reminders*; 40% ($n = 176$) selected *Exam reminders*; 2% ($n = 11$) selected *Other*; and 10% ($n = 43$) selected *I would not want reminders (push notifications)*.

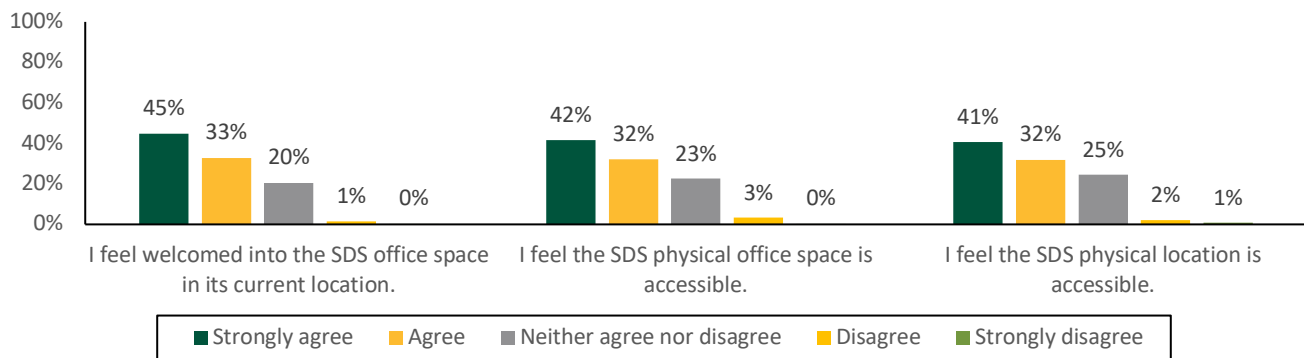
SDS Physical Office Space

WELCOMING & ACCESSIBLE SPACE

Respondents reported their level of agreement with the following statements using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*): *I feel welcomed into the SDS office space in its current location*; *I feel the SDS physical office space is accessible*; and *I feel the SDS physical location is accessible*.

- The highest proportion agreed or strongly agreed that they feel welcomed into the SDS office space in its current location (79%, $n = 213$) and feel the SDS physical office space (74%, $n = 202$) and location (73%, $n = 198$) are accessible.

The following figure details the proportion of respondents who selected each response option.

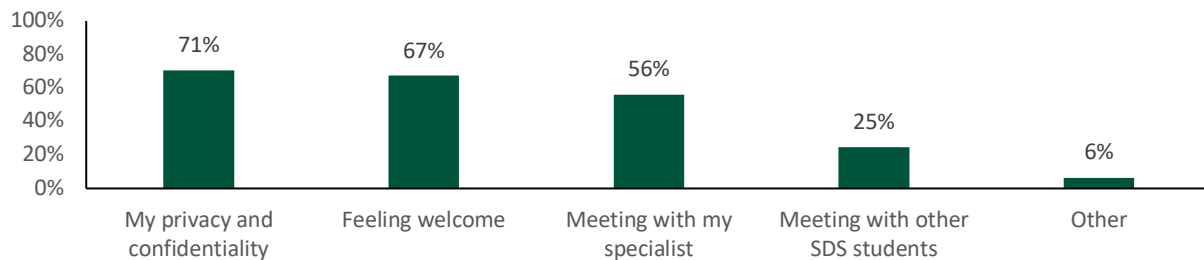


SDS PHYSICAL SPACE

Respondents reported whether they felt the SDS physical office space is conducive to the following: *My privacy and confidentiality*; *Feeling welcome*; *Meeting with my specialist*; *Meeting with other SDS students*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (71%, $n = 175$) reported that the SDS physical office space is conducive to their privacy and confidentiality.

The following figure represents the percentage of respondents who selected each response option.



Exam Accommodations Space

Respondents who reported they use exam accommodations were asked if they felt the SDS physical office space is conducive to taking exams and what kind of location they prefer to take exams in using the following response options: *Designated testing center* and *Integrated space with SDS offices and testing rooms*.

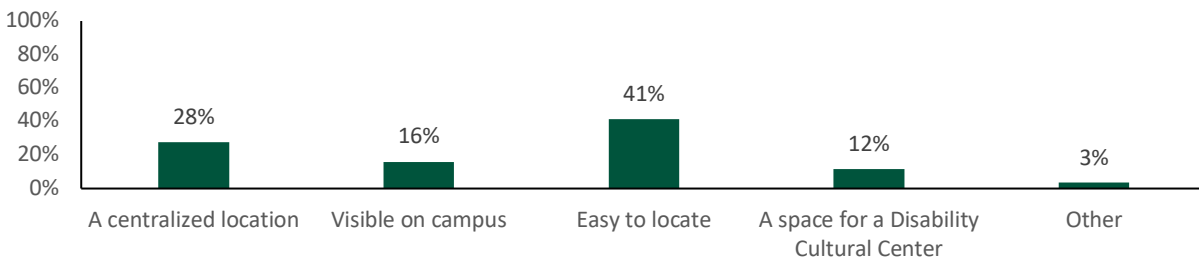
- 73% ($n = 135$) of those who use exam accommodations (and responded to this question) reported they felt the SDS physical office space is conducive to taking exams.
- 55% ($n = 106$) of those who use exam accommodations (and responded to this questions) indicated they prefer to take exams in an integrated space with SDS offices and testing rooms while 45% ($n = 86$) indicated they preferred a designated testing center.

SDS LOCATION

Respondents reported what would be important to them if the SDS office were to change location on campus using the following response options: *A centralized location*; *Visible on campus*; *Easy to locate*; *A space for a disability cultural center*; and *Other*. Participants could select all that apply. Those who selected *Other* were provided an opportunity to specify what would be important to them if SDS were to change location on campus. Responses can be found in Appendix B.

- The highest percentage (41%, $n = 204$) indicated that an easy to locate SDS office would be important to them if the SDS office were to change locations.

The following figure represents the percentage of respondents who selected each response option.



NAME OF SDS

Respondents reported whether they'd like to see the name of the SDS office change using the following response options: *Yes*; *No*; and *Maybe*. Those who selected *Yes* or *Maybe*, were then asked what they would like the name changed to. Responses can be found in Appendix B.

- 7% ($n = 19$) selected *Yes*; 75% ($n = 203$) selected *No*; and 18% ($n = 50$) selected *Maybe*.

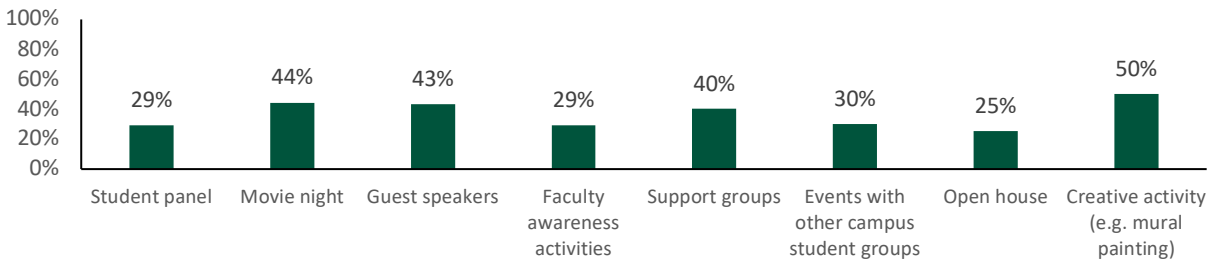
Events

DISABILITY AWARENESS WEEK EVENTS

Respondents reported which disability awareness week events they'd be interested in attending using the following response options: *Student panel*; *Movie night*; *Guest speakers*; *Faculty awareness activities*; *Support groups*; *Events with other campus student groups*; *Open house*; *Creative activity (e.g. mural painting)*. Participants could select all that apply.

- The highest percentage of respondents (50%, $n = 97$) indicated they'd be interested in attending a creative activity.

The following figure represents the percentage of respondents who selected each response option.



Participants were asked what other events they'd like to see at disability awareness week. Responses can be found in Appendix B.

Respondents reported whether they'd be interested in coordinating any disability awareness week events and, if so, were provided information about who to contact for volunteer opportunities.

- 18% ($n = 49$) were interested in coordinating events, 82% ($n = 219$) were not.

SDS BIPOC GROUP

Respondents were then asked if they were interested in leading the 2025-26 SDS BIPOC group.

- 15% ($n = 41$) were interested in leading the group, 85% ($n = 228$) were not.

Campus Partners

SDS was interested in understanding participants' understanding of the roles of different offices on campus. Participants were asked to identify if they would contact SDS, CASA, Title IX, or Other in the following scenarios: *Dropping a class; Course Scheduling; If they became pregnant and needed accommodations; and if they had migraines that impacted their ability to attend class.*

- The highest proportion of respondents indicated they would contact CASA about dropping a class (62%, $n = 146$) and about course scheduling (65%, $n = 151$).
- The highest proportion of respondents indicated they would contact SDS if they became pregnant and needed accommodations (60%, $n = 141$) and if they had migraines that impacted their ability to attend class (93%, $n = 217$).

The following figure represents the proportion of participants who selected each response option.

