



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Student Disability Services Faculty Survey 2024

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About the Survey¹

PURPOSE

The purpose of the survey was to gather faculty beliefs and attitudes on how the University of San Francisco and Student Disability Services (SDS) accommodate and support students with disabilities.

ORIGINATORS

Student Disability Services

DATA COLLECTION

Survey Population: The survey was sent to 1121 faculty. 31 emails were returned, therefore, the total population surveyed was 1090.

Instrument: Qualtrics

Period: October 16, 2024 – November 18, 2024

Response Rate: 26% (280 respondents)

General Information

TAUGHT IN 2023–24 ACADEMIC YEAR

91% of respondents taught in the 2023-24 academic year, 9% did not.

EMPLOYMENT STATUS

48% of respondents were full-time employees and 52% were part-time employees.

CAMPUSES

The following data represent the USF campus or campuses where respondents indicated they work.

| Campus | Percentage | Campus | Percentage |
|---------------|------------|------------|------------|
| Hilltop | 87.07% | Santa Rosa | 0.68% |
| 101 Howard | 4.08% | San Jose | 0.34% |
| Orange County | 1.70% | Remote | 3.40% |
| Sacramento | 2.72% | | |

SCHOOL/COLLEGE

The following data represent the school/college, in which respondents primarily teach.

| School/college | Percentage |
|--|------------|
| College of Arts & Sciences | 62% |
| School of Education | 11% |
| School of Law | 6% |
| School of Management | 5% |
| School of Nursing & Health Professions | 16% |

LENGTH OF TIME WORKED AT USF

The following data represent how long respondents have worked at USF.

¹ Notes: *Population* is the number of people the survey was sent to. *Participants* are those who participated in the survey (i.e. answered questions). *Respondents* are those who responded to a question. All percentages of multi-select questions (i.e. select all that apply) are calculated using the number of respondents as the denominator.

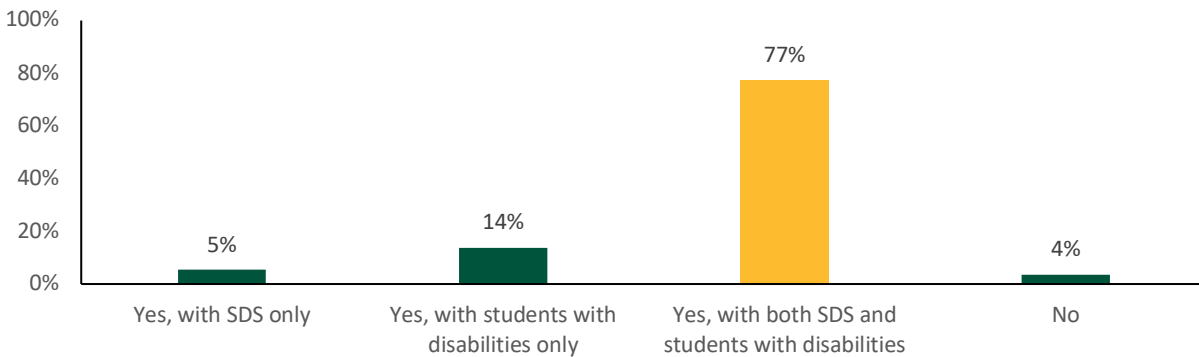
| Length of Time | Percentage |
|--------------------|------------|
| Less than one year | 8% |
| 1 - 5 years | 27% |
| 6 – 10 years | 17% |
| More than 10 years | 48% |

Interactions

Participants were asked if, in their role as faculty at USF, they had any interaction with Student Disability Services (SDS) or students with disabilities, using the following response options: *Yes, with SDS only; Yes, with students with disabilities only; Yes, with both SDS and students with disabilities; and No.*

- The highest proportion of respondents (**77%**, $n = 213$) reported interactions with **both SDS and students with disabilities**.

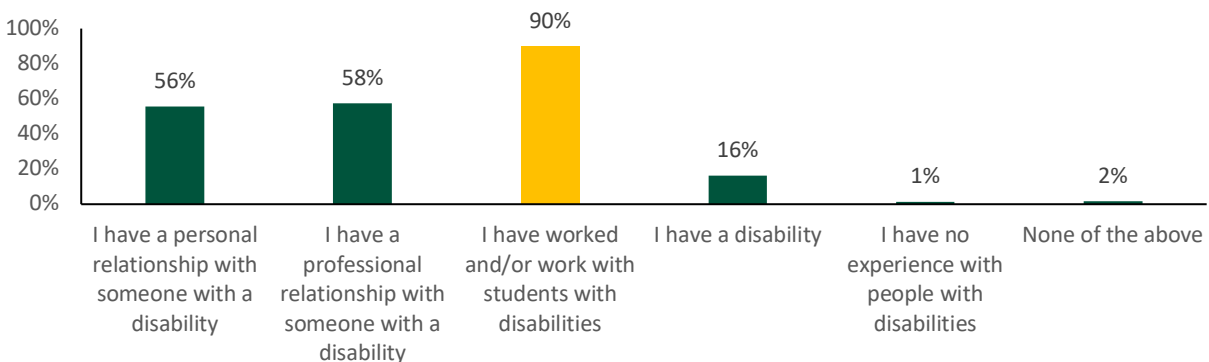
The following figure represents the percentage of respondents is selected each response option.



Participants were asked about their experience with people with disabilities, using the following response options: *I have a personal relationship with someone with a disability; I have a professional relationship with someone with a disability; I have worked and/or work with students with disabilities; I have a disability; I have no experience with people with disabilities; and None of the above.* Participants could select all that apply.

- The highest percentage of respondents (**90%**, $n = 248$) indicated they **have worked and/or work with students with disabilities**.

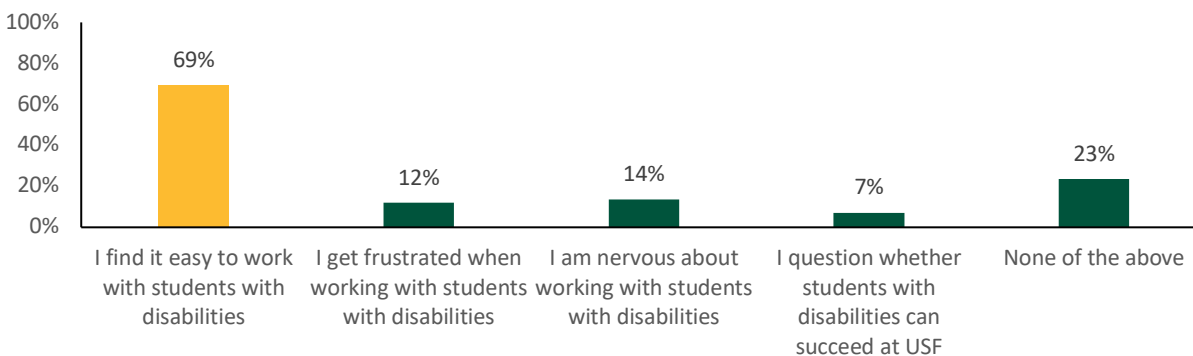
The following figure represents the percentage of respondents who selected each response option.



Those who indicated they have interacted with SDS and/or with students with disabilities described their feelings when working with student with disabilities, using the following response options: *I find it easy to work with students with disabilities*; *I get frustrated when working with students with disabilities*; *I am nervous about working with students with disabilities*; *I question whether students with disabilities can succeed at USF*; and *None of the above*. Participants could select all that apply.

- The highest percentage of respondents (**69%**, $n = 157$) reported they **find it easy to work with students with disabilities**.

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



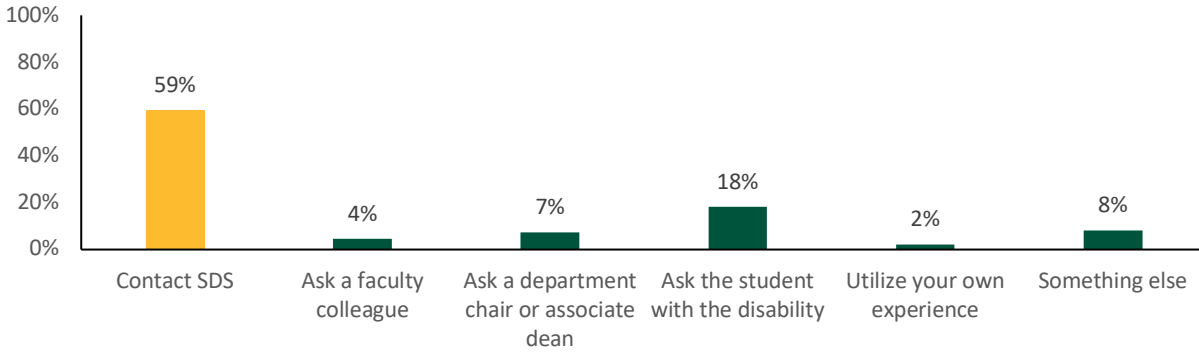
Facilitating Accommodations

Participants were asked if, during the 2023-24 academic year, any students asked them for disability related accommodations who were not registered with SDS, using the following response options: *Yes* or *No*. Respondents who selected *Yes* then explained how they handled the situation using. Please see the appendix for respondent comments.

- **51%** ($n = 160$) of respondents reported students **who were not registered with SDS asked them for disability related accommodations**.

Participants were asked what their first course of action would be if a concern about disability related accommodations for a student arose, using the following response options: *Contact SDS*; *Ask a faculty colleague*; *Ask a department chair or associate dean*; *Ask the student with the disability*; *Utilize your own experience*; and *Something else*. Please see the appendix for write-in responses to *Something else*.

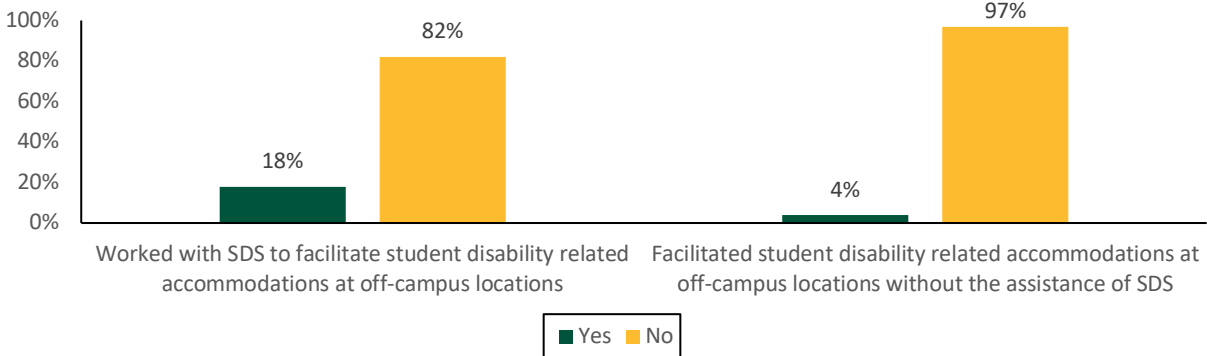
- The highest proportion of respondents (**59%**, $n = 160$) indicated they **would contact SDS** if a concern about a disability related accommodation for a student arose.



Those who indicated they have had interactions with both SDS and students with disabilities further indicated whether or not they have worked with SDS to facilitate student disability related accommodations at off-campus locations and whether or not they have facilitated student disability related accommodations at off-campus locations without the assistance of SDS, using the following response options: Yes or No. Those who selected Yes then provided information about the experience. Please see the appendix for respondent comments.

- The highest proportion of respondents indicated they **did not work with SDS** to facilitate student disability related accommodations at off-campus locations (**82%**, $n = 169$) **nor did they facilitate accommodations without the assistance of SDS** (**97%**, $n = 235$).

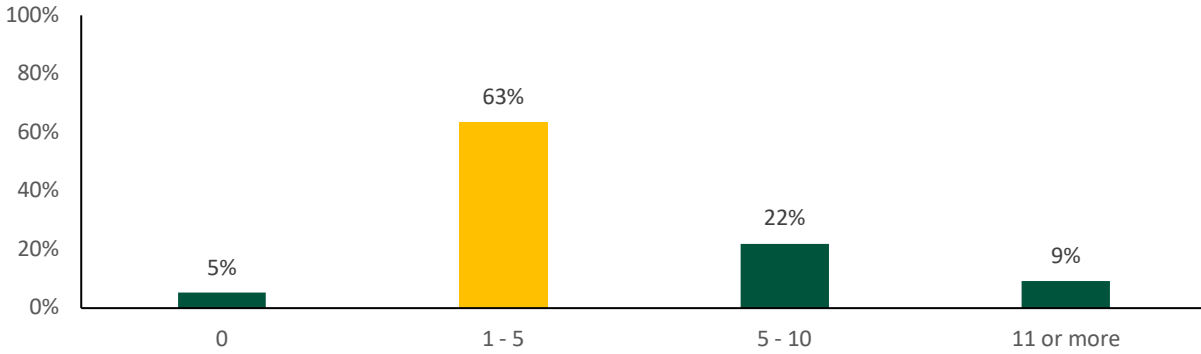
The following figure represents the proportion of respondents who selected each response option.



Those who indicated they have had interactions with students with disabilities only or with both SDS and students with disabilities, were asked how many students they provided with disability related accommodations in the 2023-24 academic year, using the following response options: 0; 1-5; 6-10; or 11 or more.

- The highest proportion of respondents (**63%**, $n = 144$) provided disability related accommodations in the 2023-24 academic year 1-5 times.

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



Those who indicated they provided disability related accommodations to students in the 2023-24 academic year were asked whether or not they had any challenges accommodating students with disabilities, and if so, what challenges they had and how they handled them.

- **31%** ($n = 66$) of respondents reported they **had challenges accommodating students** with disabilities while **69%** ($n = 148$) reported they **did not**.

SDS Online Services

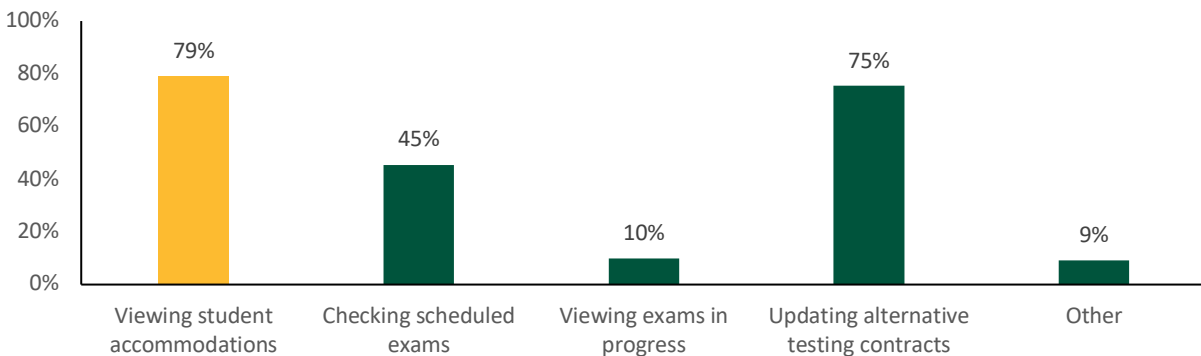
Participants were asked whether or not they use SDS online services, using the following response options: *Yes* or *No*.

- **48%** ($n = 116$) of respondents reported they **use SDS online services** and **52%** ($n = 126$) reported they **do not**.

Those who indicated they use SDS online services were asked what they use SDS Online Services for, using the following response options: *Viewing student accommodations*; *Checking scheduled exams*; *Viewing exams in progress*; *Updating alternative testing contracts*; and *Other*. Participants could select all that apply. Please see the appendix for write-in responses to *Other*.

- The highest percentage of respondents (**79%**, $n = 87$) indicated they use SDS online services for **viewing student accommodations**.

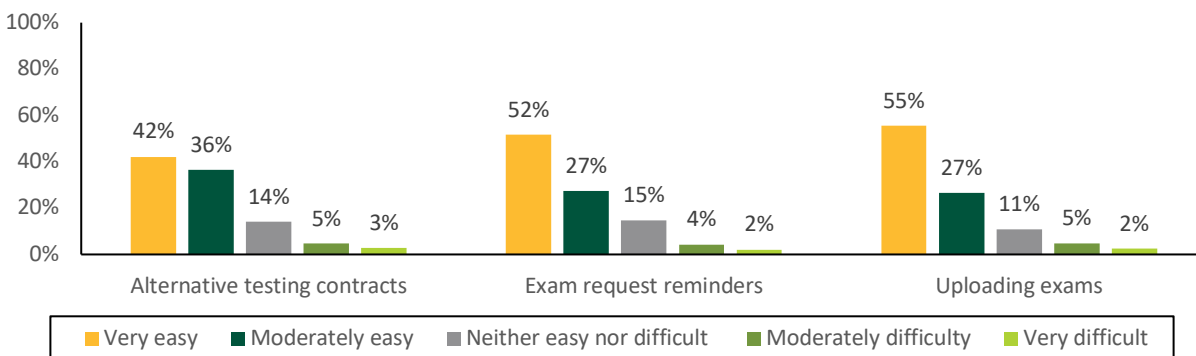
The following figure represents the percentage of respondents who selected each response option.



Those who indicated they use SDS online services were asked how easy it is to use alternative testing contracts, exam request reminders, and uploading exams, using the following response options: *Very easy*; *Moderately easy*; *Neither easy nor difficult*; *Moderately difficult*; *Very difficult*; and *Not applicable*.

- The highest proportion of respondents found using **alternative testing contracts** (42%, $n = 45$), **exam request reminders** (52%, $n = 49$) and **uploading exams** (55%, $n = 46$) to be **very easy**.

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



Those who indicated they use SDS online services were asked whether or not they use the faculty tab in SDS Online Services, using the following response options: *Yes* or *No*.

- **46%** ($n = 52$) of respondents reported they **use the faculty tab** in SDS Online Services, **54%** ($n = 60$) reported they **do not**.

Participants were asked whether or not they'd like a quick link to the faculty tab in SDS Online Services added to MyUSF, using the following response options: *Yes* or *No*.

- **71%** ($n = 186$) of respondents reported they **would like a quick link** to the faculty tab, **29%** reported they **do not want** a quick link.

Attendance Modification

Those who indicated they had worked with students with disabilities and taught in the 2023-24 academic year were asked whether or not they had a student who had attendance modification as an accommodation.

- **66%** ($n = 148$) of respondents reported they had **worked with students with disabilities who had attendance modification** as an accommodation in the 2023–24 academic year, **34%** ($n = 77$) reported they **did not**.

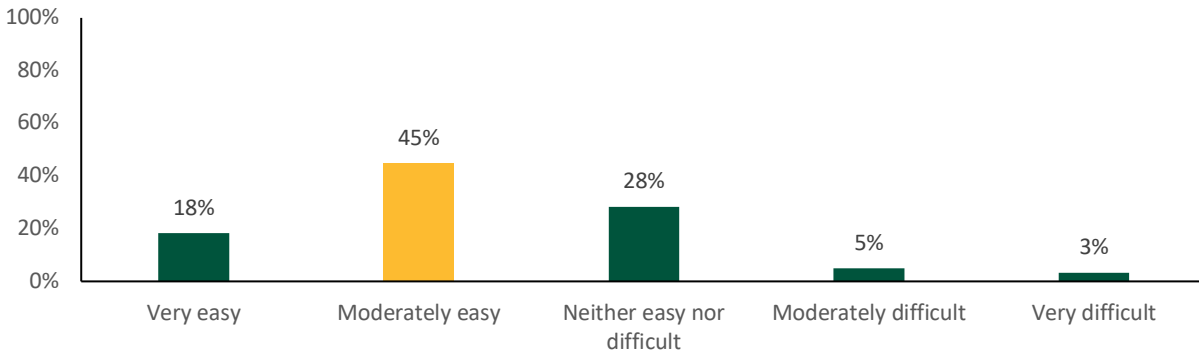
Those who indicated they had a student who had attendance modification were asked whether or not they completed the Attendance Modification Faculty Questionnaire, using the following response options: *Yes* or *No*.

- **43%** ($n = 63$) of respondents reported they had **completed the Attendance Modification Faculty Questionnaire**, **57%** ($n = 84$) reported they **had not**.

Using a 5-pt. scale (5 = *Very easy*, 1 = *Very Difficult*), those who reported they completed the Attendance Modification Faculty Questionnaire were asked how easy it is to use.

- The highest proportion of respondents (**45%**, $n = 27$) found using the Attendance Modification Faculty Questionnaire to be **moderately easy**.

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



Using Yes or No response options, those who previously completed the SDS Attendance Modification Faculty Questionnaire were asked how they responded to the following question on the questionnaire: *“If the student exceeds the agreed upon absences due to their disability, but is still demonstrating that they are learning the material at a passing grade level and adequate pace, will they still be allowed to make up their absences/participation?”*

- **78%** ($n = 110$) of respondents reported they **will allow** students to make up their absences/participation, **22%** ($n = 31$) reported they **will not**.

Those who indicated they do not allow students to make up their absences/participation if they exceed the agreed upon absences due to their disability, but are still demonstrating that they are learning the material at a passing grade level and adequate pace were asked why they do not allow this in an open-ended question. Please see the appendix for respondent comments.

Those who previously completed the SDS Attendance Modification Faculty Questionnaire were asked whether or not they would like SDS to save their answers to the questionnaire from year-to-year in order to streamline the process.

- **65%** ($n = 39$) reported they **want their answers** to the questionnaire **saved** from year to year, **35%** ($n = 21$) reported they **do not**.

Those who previously completed the SDS Attendance Modification Faculty Questionnaire were asked to provide feedback on any areas where SDS can improve the attendance modification process. This was an open-ended question. Please see the appendix for respondent comments.

Access Barriers

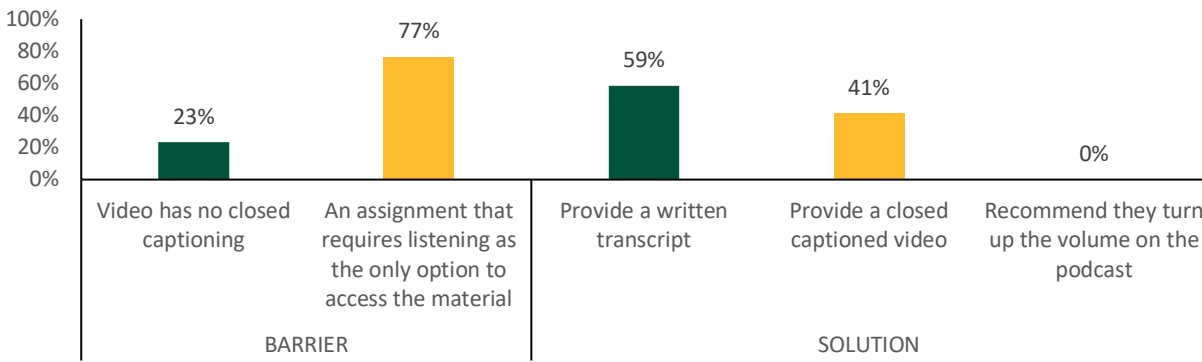
Part of the SDS mission is to facilitate equal access for students with disabilities. SDS does this by removing barriers to the environment for students to access the college experience, and helping students recognize these barriers. With this in mind, participants were presented with the following scenarios and asked to identify the access barriers and the solutions 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* and *An assignment that requires listening as the only option to access the material*; and the solution for equal access using the following response options: *Provide a written transcript*; *Provide a closed-captioned video*; and *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* (77%, n = 176) and the correct solution to equal access – *Provide a written transcript* (59%, n = 134).

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

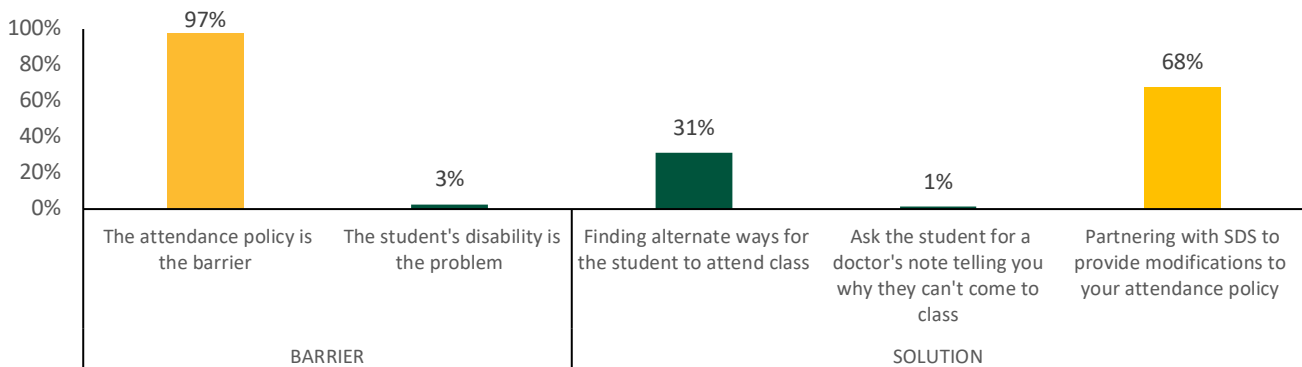


Scenario 2: A student in your class has an attendance modification accommodation. Your class only meets 1 time a week, therefore, you have a “Zero Tolerance” policy for missing class.

Respondents identified the barrier, using the following response options: *The attendance policy is the barrier* and *The student’s disability is the problem*; and the solution to equal access using the following response options: *Finding alternate ways for the student to attend class*; *Ask the student for a doctor’s note telling you why they can’t come to class*; and *Partnering with SDS to provide modifications to your attendance policy*.

- The highest proportion of respondents (97%, n = 219) selected the correct access barrier - *The attendance policy is the barrier* and the correct solution to equal access – *Partnering with SDS to provide modifications to your attendance policy* (68%, n = 152).

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

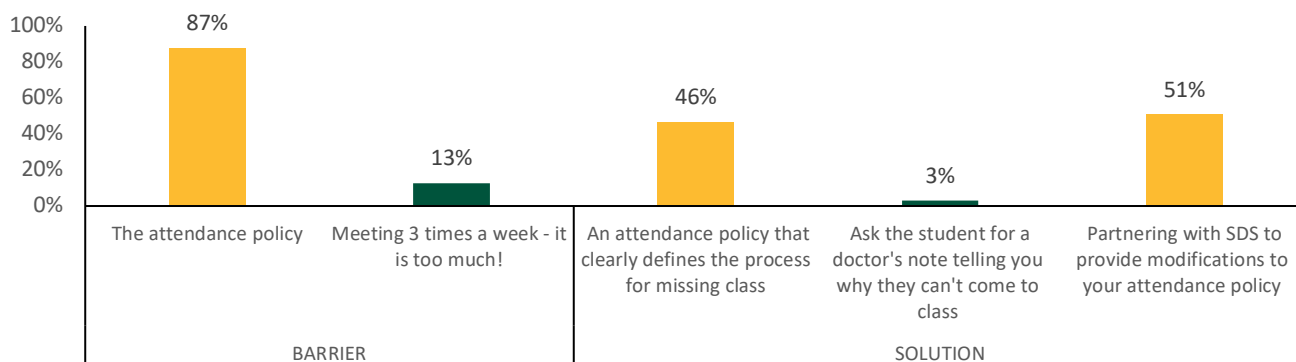


Scenario 3: A student in your class has an attendance modification accommodation. Your class meets 3 times a week, and you have stated on your syllabus that your attendance policy is "flexible."

Respondents identified the barrier, using the following response options: *The attendance policy* and *Meeting 3 times a week – it is too much*; and the solution to equal access using the following response options: *An attendance policy that clearly defines the process for missing class*; *Ask the student for a doctor’s note telling you why they can’t come to class*; and *Partnering with SDS to provide modifications to your attendance policy*.

- The highest proportion of respondents selected the correct access barrier - *The attendance policy is the barrier* (**87%** $n = 193$) and the correct solutions - *Partnering with SDS to provide modifications to your attendance policy* (**51%**, $n = 157$) and *An attendance policy that clearly defines the process for missing class* (**46%**, $n = 144$).

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

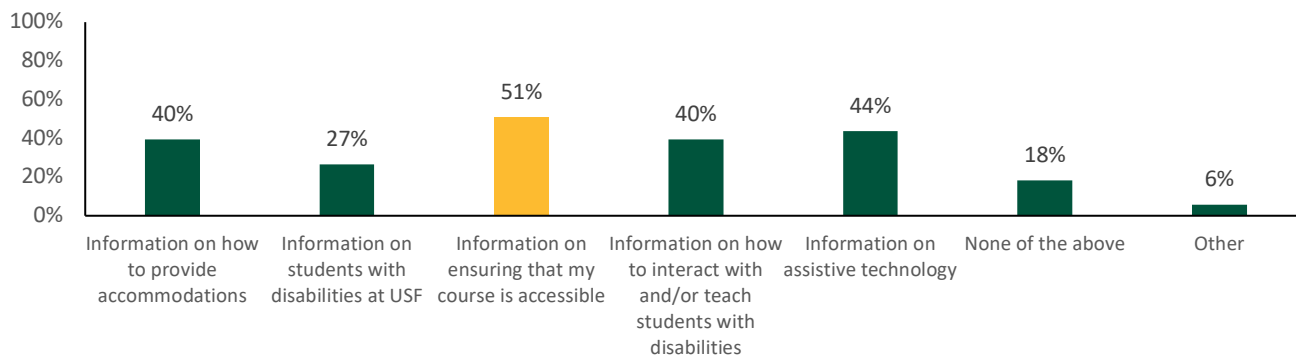


Training

Participants were asked what type of training opportunities interest them, using the following response options: *Information on how to provide accommodations*; *Information on students with disabilities at USF*; *Information on ensuring that my course is accessible*; *Information on how to interact with and/or teach students with disabilities*; *Information on assistive technology*; *None of the above*; and *Other*. Participants could select all that apply. Please see the appendix for write-in responses to *Other*.

- The highest percentage of respondents (**51%**, $n = 114$) indicated they would be interested in **training on ensuring their courses are accessible**.

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

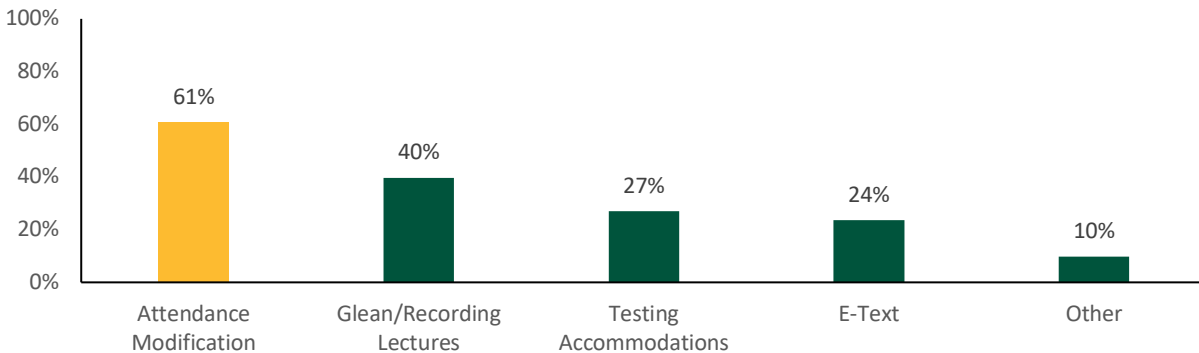


Those who selected *None of the above* were asked what training opportunities *would* interest them. This was an open-ended question. Please see the appendix for respondent comments.

Participants were asked the specific disability related accommodations they would like training on, using the following response options: *Attendance modification*; *Glean/recording lectures*; *Testing accommodations*; *E-text*; and *Other*. Participants could select all that apply. Please see the appendix for write-in responses to *Other*.

- The highest percentage of respondents (**61%**, $n = 106$) indicated they would like training on **attendance modification**.

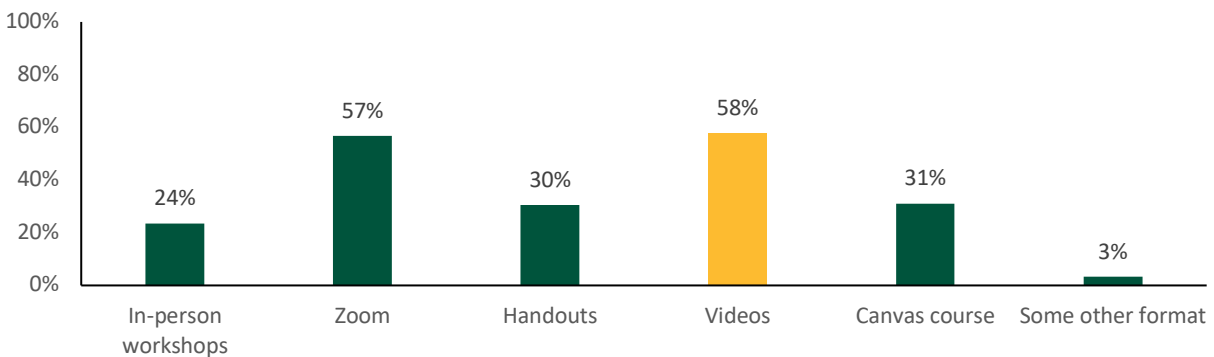
The following figure details the percentage of respondents who selected each response option.



Those who reported they are interested in training indicated were asked the formats in which they'd like to receive trainings, using the following response options: *in-person workshops*; *Zoom*; *Handouts*; *Videos*; *Canvas course*; and *Some other format*. Please see the appendix for write-in responses to *Some other format*.

- The highest percentage of respondents (**58%**, $n = 108$) indicated they would like to receive **training via videos**.

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



Participants were asked whether or not they are interested in a year-long faculty mentorship program for students with disabilities, using the following response options: *Yes*; *No*; and *Not sure*.

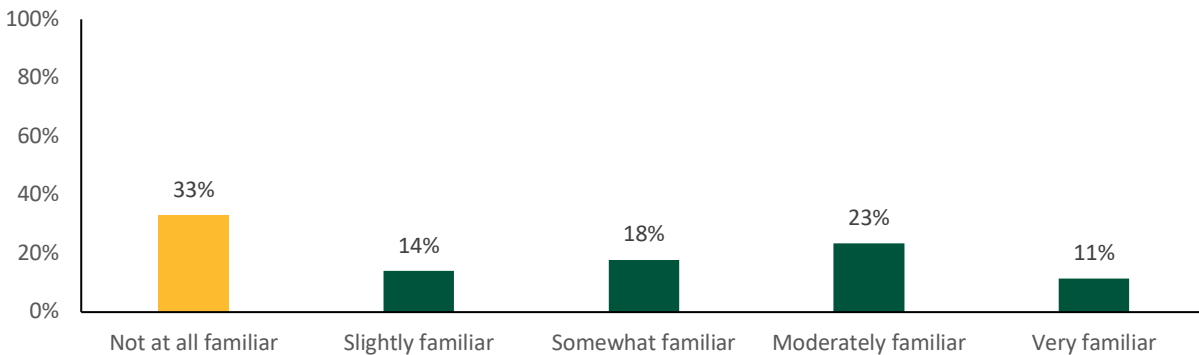
- **49%** ($n = 117$) of respondents reported they are **not interested** in a year-long faculty mentorship, **39%** ($n = 92$) are **not sure**, and **12%** ($n = 28$) are **interested**.

Universal Design for Learning (UDL)

Participants were asked their level of familiarity with the teaching concept of UDL, using the following response options: *Very familiar*; *Moderately familiar*; *Somewhat familiar*; *Slightly familiar*; and *Not at all familiar*.

- The highest proportion of respondents (**33%**, $n = 78$) reported they were **not at all familiar with UDL**.

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



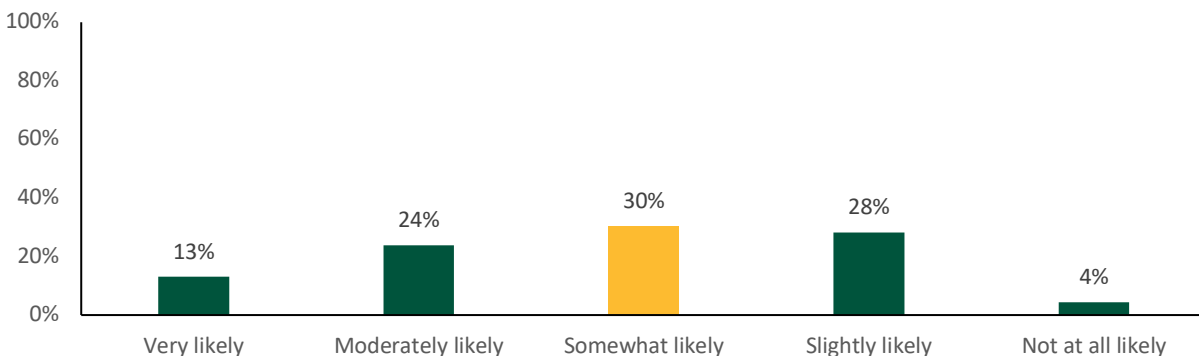
Those familiar with UDL were asked whether or not they use UDL strategies in their course(s), using the following response options: *Yes* or *No*.

- **67%** ($n = 103$) of respondents who have some level of familiarity with UDL reported they **use it in their courses**, **33%** ($n = 51$) **do not**.

Those familiar with UDL, but who had not incorporated it into their courses, were asked why they do not use UDL strategies (this was an open-ended question) and how likely they were to employ UDL strategies in future courses, using the following response options: *Very likely*; *Moderately likely*; *Somewhat likely*; *Slightly likely*; and *Not at all likely*. Please see the appendix for responses to the open-ended question.

- The highest proportion of respondents (**30%**, $n = 14$) reported they are **somewhat likely to employ UDL strategies in future courses**.

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

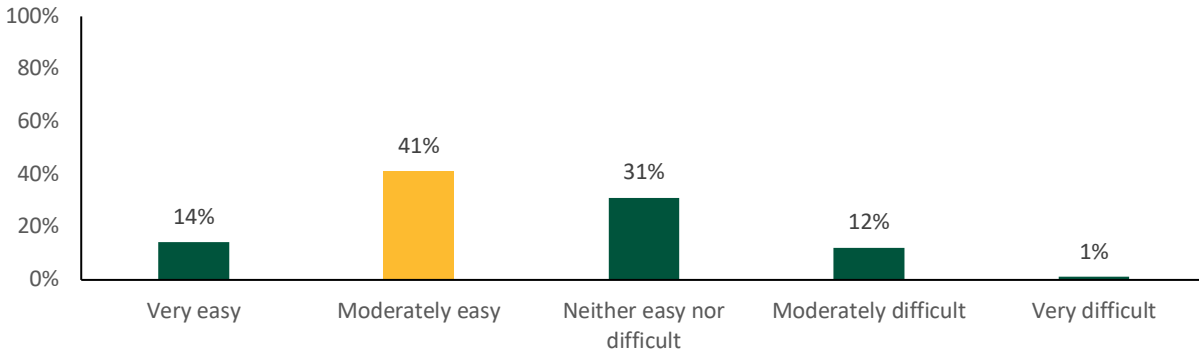


Those who reported they use UDL strategies in their course(s) were asked what strategies they use. This was an open-ended question. Please see the appendix for respondent comments.

Those who reported they use UDL strategies in their course(s) we asked how easy they find UDL strategies to implement, using the following response options: *Very easy*; *Moderately easy*; *Neither easy nor difficult*; *Moderately difficult*; and *Very difficult*.

- The highest proportion of respondents (**41%**, $n = 37$) find implementing UDL strategies moderately easy.

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

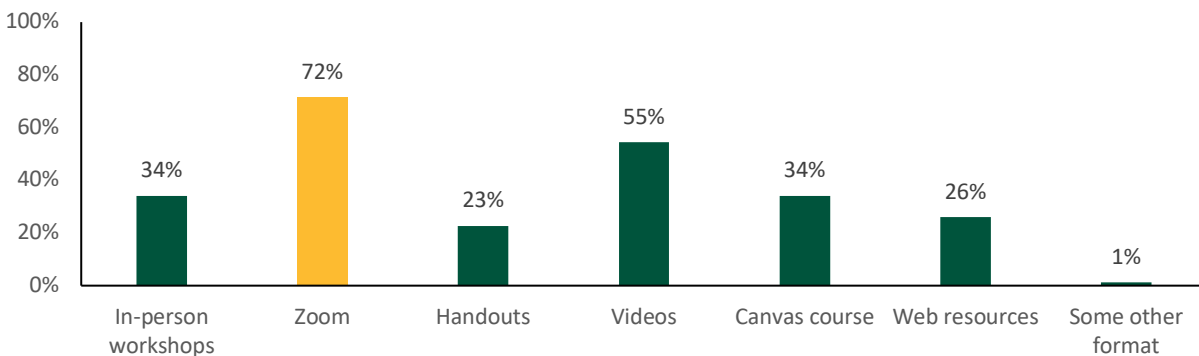


Participants were asked if they were interested in participating in a training to learn about UDL strategies, using the following response options: *Yes*; *No*; and *Unsure*.

- **39%** ($n = 88$) are interested in a training to learn about UDL, **37%** ($n = 83$) are unsure, and **24%** ($n = 55$) are not interested.

Those who indicated they would be interested in participating in a training to learn about UDL strategies were asked what format they would like to receive this training in, using the following response options: *In-person*; *Workshops*; *Handouts*; *Videos*; *Canvas course*; *Web resources*; and *Some other format*. Please see the appendix for write-in responses to *Some other format*.

- The highest proportion of respondents (**72%**, $n = 63$) would like to receive UDL training via Zoom.



Canvas & Syllabi

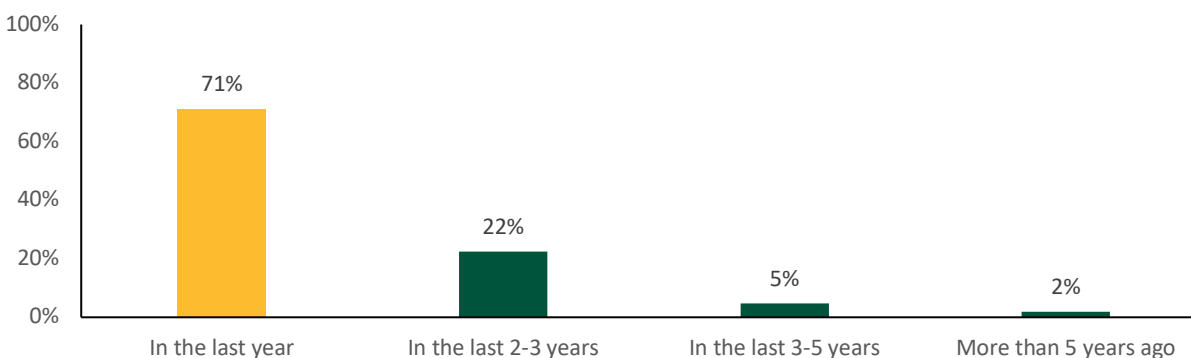
Participants were asked whether or not they knew about the Dons template for Canvas prior to taking the survey and, if so, whether or not they use the template. Those who indicated they do not use the template were asked to explain why not. This was an open-ended question. Please see the appendix for respondent comments.

- **62%** ($n = 141$) of respondents **did not know about the Dons template** for Canvas, **38%** ($n = 86$) **were aware** of the template.

Participants indicated whether or not they have a statement on their syllabus that informs students where to go if they need academic disability related accommodations and, if so, when they last updated the statement using the following response options: *In the last year*; *In the last 2 to 3 years*; *In the last 3 to 5 years*; and *More than five years ago*.

- **97%** ($n = 217$) of respondents **have a statement on their syllabus** that informs students where to go if they need academic disability related accommodations, **3%** ($n = 7$) **do not**.
- Of those who have a statement on their syllabus, the highest proportion of respondents **71%** ($n = 152$) updated the statement in the last year.

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

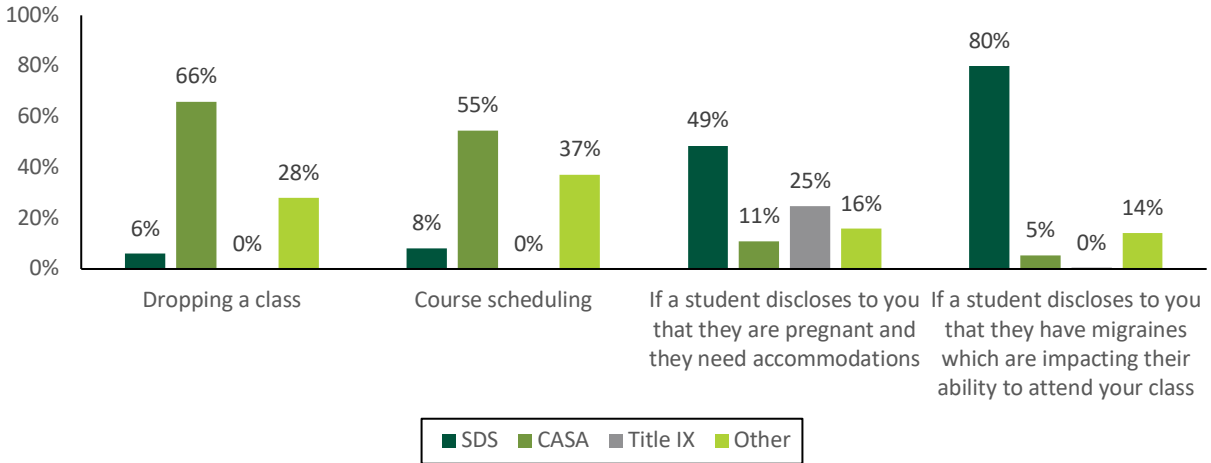


Campus Partners

Participants were asked if they would refer students to CASA, SDS, Title IX or another office if they needed assistance *Dropping a class* or with *Course scheduling* or if a student discloses to them *that they are pregnant and they need accommodations* or *that they have migraines, which are impacting their ability to attend class*.

- The highest proportion of respondents would refer students who needed assistance with **dropping a class** (**66%**, $n = 132$) to **CASA** as well as those who need assistance with **course scheduling** (**55%**, $n = 107$).
- The highest proportion of respondents would refer students who **disclose that they are pregnant and need accommodations** to **SDS** (**49%**, $n = 98$) as well as **those who have migraines** which are impacting their ability to attend class (**80%**, $n = 164$).

The following figure represents the proportion of respondents who selected SDS, CASA, Title IX, or Other for each scenario.

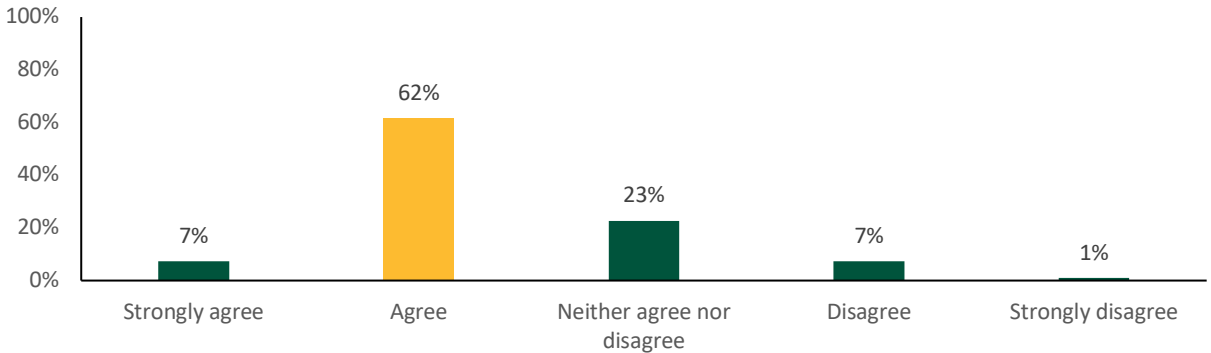


SDS Policies & Procedures

Using a 5-pt scale (5 = *Strongly agree*, 1 = *Strongly disagree*), participants were asked to indicate their level of agreement with the following statement: *I understand SDS policies and procedures.*

- The highest proportion of participants (**69%**, $n = 149$) **agreed** or **strongly agreed** they **understand SDS policies and procedures.**

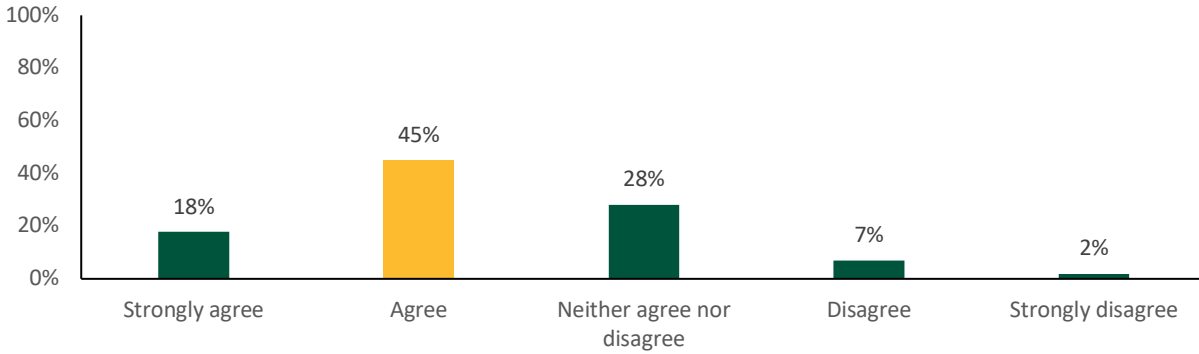
The following figure represents the proportion of respondents who selected each response option.



Using a 5-pt scale (5 = *Strongly agree*, 1 = *Strongly disagree*), participants were asked to indicate their level of agreement with the following statement: *SDS procedures make it easy for me to arrange accommodations for my students.*

- The highest proportion of respondents (**63%**, $n = 134$) **agreed** or **strongly agreed** that **SDS procedures make it easy for them to arrange accommodations** for their students.

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



Participants were asked to identify steps to ensure a student can take their exam in the SDS office, by putting them in the correct order: 1) Student requests their accommodations through MySDS Online services, 2) Faculty complete the Atl Testing Contract upon receipt of the Faculty notification letter, and 3) The student signs up to take the exam in SDS.

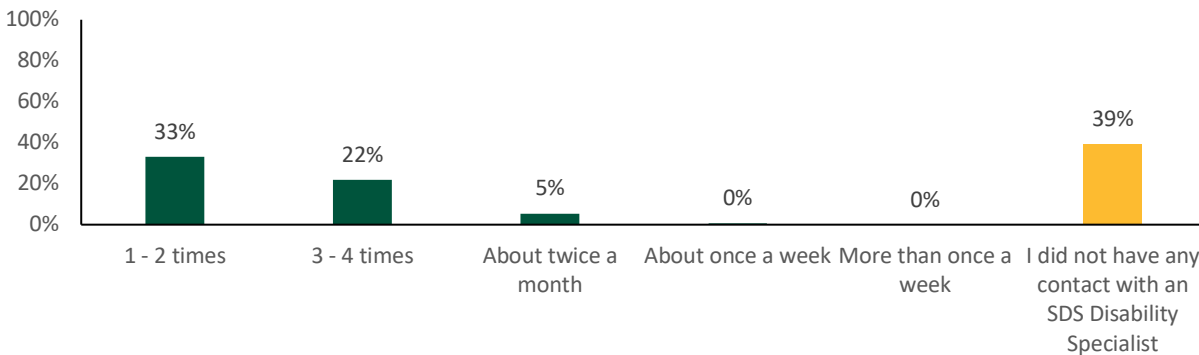
- 72% ($n = 135$) of respondents **identified the correct order** of all three steps, while **28%** ($n = 52$) **did not**.

SDS Disability Specialists

Participants who taught in the 2023–24 academic year were asked how many times they initiated contact with an SDS disability specialist using the following response options: *1-2 times*; *3-4 times*; *About twice a month*; *About once a week*; *More than once a week*; and *I did not have contact with an SDS Disability Specialist*.

- The highest proportion of respondents (**39%**, $n = 81$) indicated they **did not have any contact** with an SDS disability specialist during the 2023–24 academic year.

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

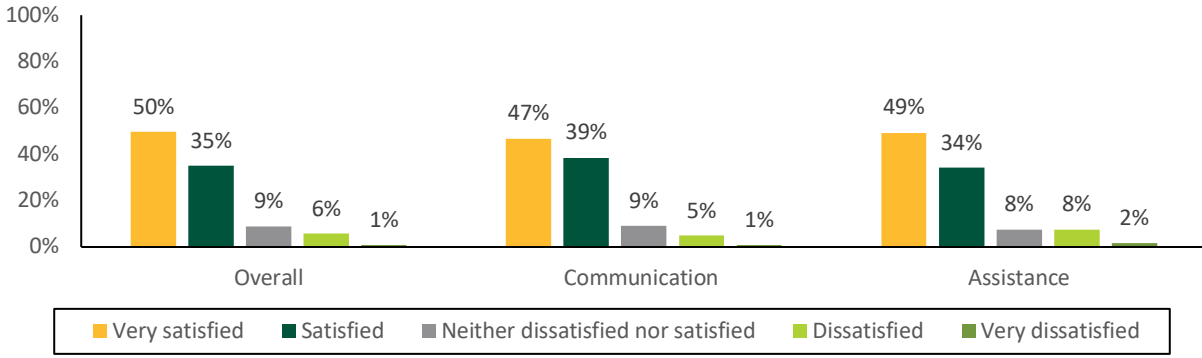


Those who initiated contact with SDS Disability Specialists were asked how satisfied they were with the communication and assistance they received and with the experience overall, using the following response options: *Very satisfied*; *Satisfied*; *Neither dissatisfied nor satisfied*; *Dissatisfied*; and *Very dissatisfied*. *Not applicable* was also available when asked about the assistance they received.

- The highest proportion of respondents were:
 - satisfied** or **very satisfied** (**86%**, $n = 104$) with their **overall experience** with SDS Disability Specialists.

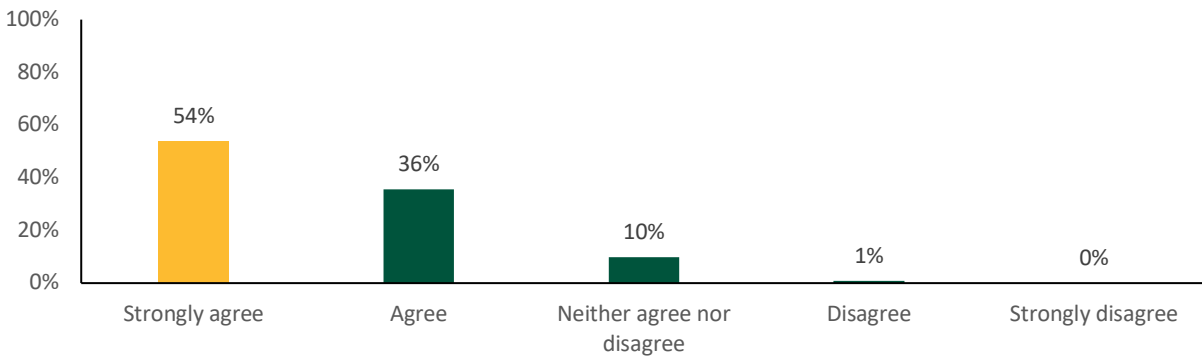
- **satisfied** or **very satisfied** (86%, $n = 104$) with the **communication they received** from SDS Disability Specialists.
- **satisfied** or **very satisfied** (83%, $n = 100$) with the **assistance they received** from SDS Disability Specialists.

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



Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), those who initiated contact with SDS Disability Specialists were asked to indicate their level of agreement with the following statement: *SDS Disability Specialists are knowledgeable about SDS policies and procedures.*

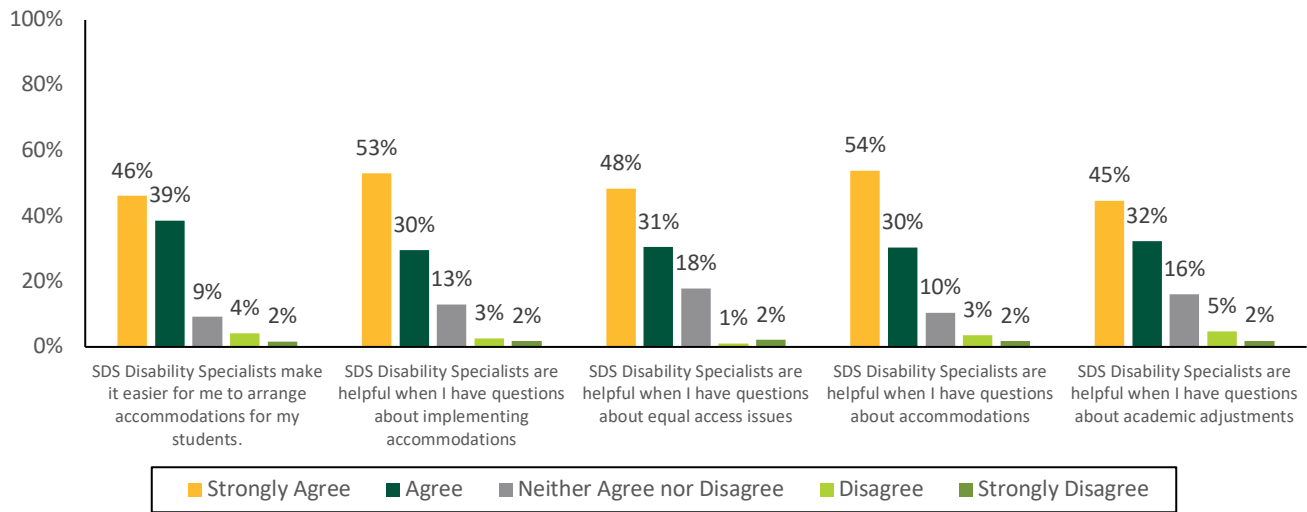
- The highest proportion of respondents (89%, $n = 108$) **agreed** or **strongly agreed** that **SDS Disability Specialists are knowledgeable** about SDS policies and procedures.



Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), those who initiated contact with SDS Disability Specialists indicated their level of agreement with the following statements: *SDS Disability Specialists make it easier for me to arrange accommodations for my students; SDS disability specialist are helpful when I have questions about accommodations; SDS disability specialist are helpful when I have questions about implementing accommodations; SDS disability specialist are helpful when I have questions about academic adjustments; and SDS disability specialists are helpful when I have questions about equal access issues.*

- The highest proportion of respondents **agreed** or **strongly agreed** that SDS Disability Specialists:
 - make it **easier for them to arrange accommodations** for their students (85%, $n = 101$).
 - **are helpful** when they have questions about: **accommodations** (84%, $n = 97$), **implementing accommodations** (83%, $n = 95$), **academic adjustments** (77%, $n = 81$), or **equal access issues** (79%, $n = 75$).

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

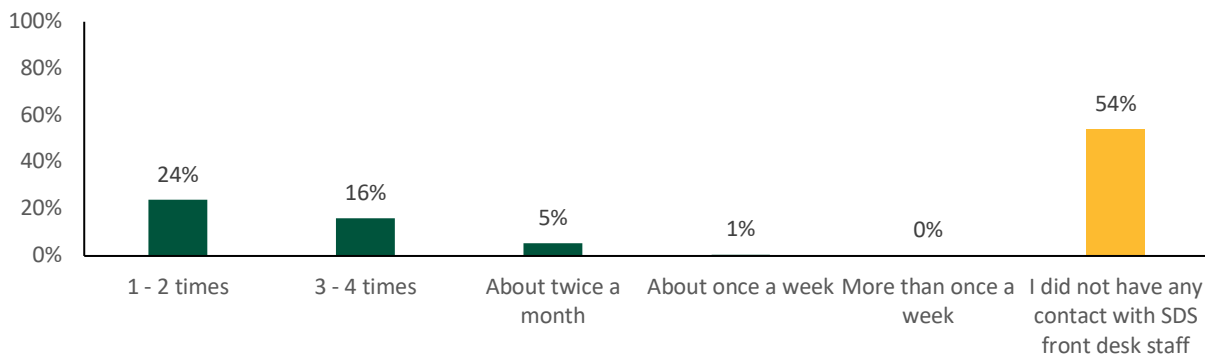


SDS front desk staff

Participants, who interacted with SDS and taught in the 2023–24 academic year, were asked to indicate approximately how many times they initiated contact with the SDS front desk staff, using the following response options: *1-2 times*; *3-4 times*; *About twice a month*; *About once a week*; *More than once a week*; and *I did not have contact with SDS front desk staff*.

- The highest proportion of respondents (**54%**, $n = 90$) did not have contact with SDS front desk staff during the 2023-24 academic year.

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

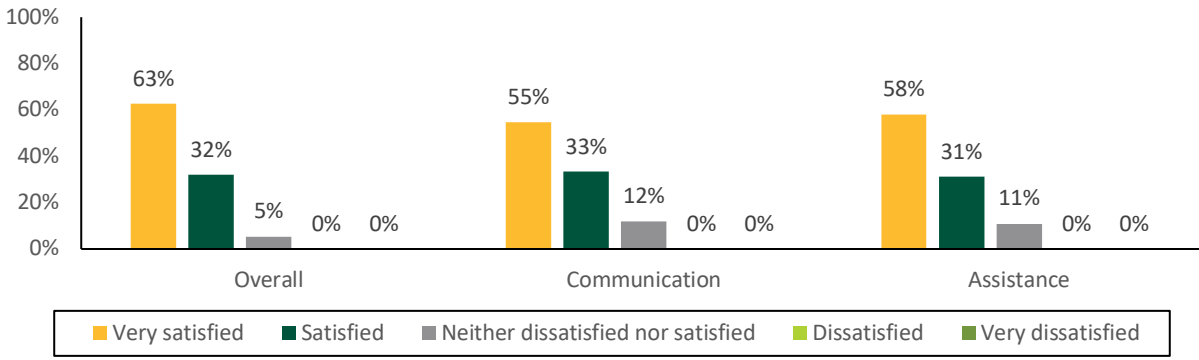


Those who initiated contact with SDS front desk staff were asked how satisfied they were with their experience and with the communication and assistance they received, using the following response options: *Very satisfied*; *Satisfied*; *Neither dissatisfied nor satisfied*; *Dissatisfied*; and *Very dissatisfied*. *Not applicable* was also available when asked about the assistance they received.

- The highest proportion of respondents were:
 - **satisfied or very satisfied (86%**, $n = 104$) with their **overall experience** with SDS front desk staff.

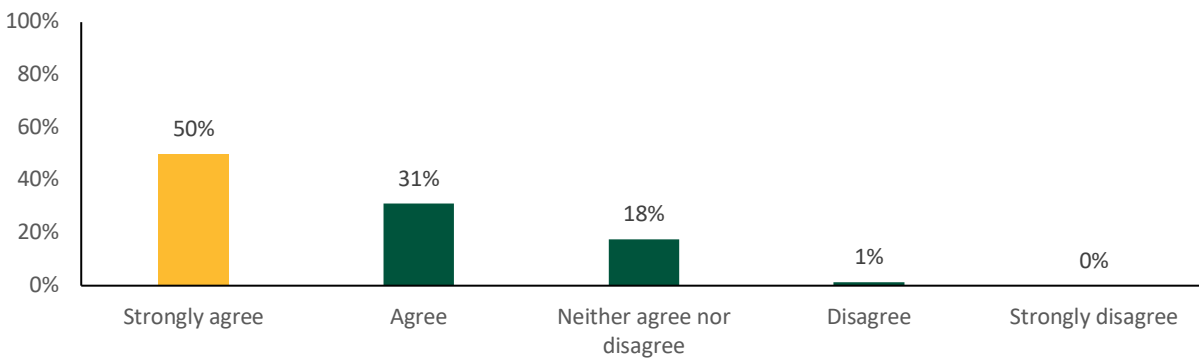
- **satisfied** or **very satisfied** (86%, $n = 104$) with the **communication they received** from SDS front desk staff.
- **satisfied** or **very satisfied** (83%, $n = 100$) with the **assistance they received** from SDS front desk staff.

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



Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), those who initiated contact with SDS front desk staff were asked to indicate their level of agreement with the following statement: *SDS front desk staff are knowledgeable about SDS policies and procedures.*

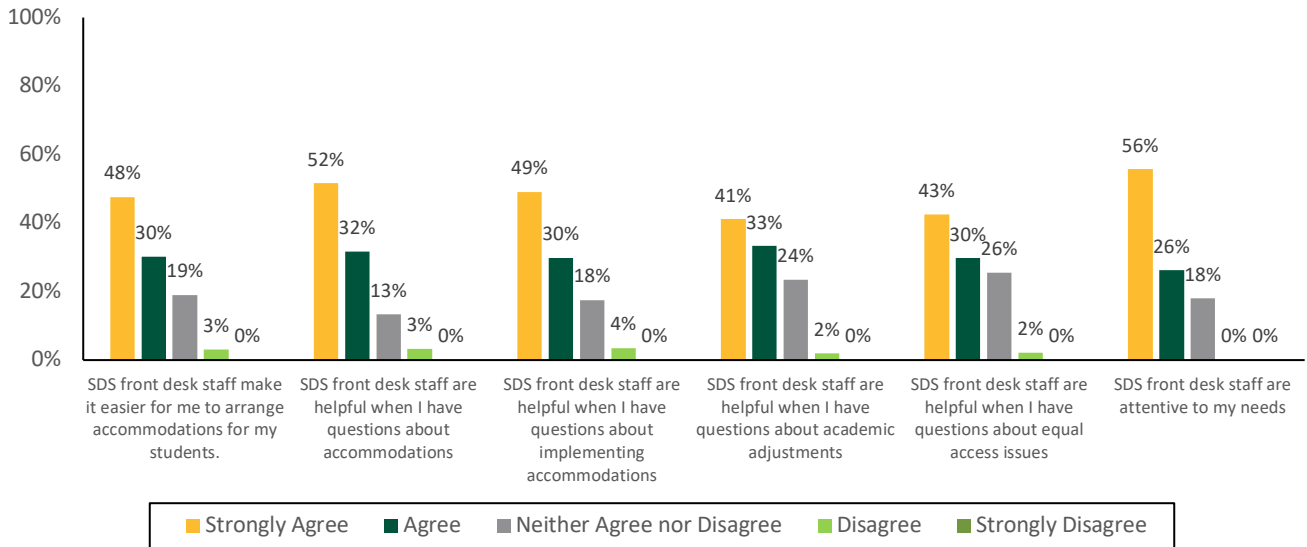
- The highest proportion of respondents (81%, $n = 60$) **agreed** or **strongly agreed** that SDS front desk staff **are knowledgeable** about SDS policies and procedures



Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), those who initiated contact with SDS front desk staff were asked to indicate their level of agreement with the following statements: *SDS front desk staff make it easier for me to arrange a accommodations for my students; SDS front desk staff are helpful when I have questions about accommodations, SDS front desk staff are helpful when I have questions about implementing accommodations; SDS front desk staff are helpful when I have questions about academic adjustments; SDS front desk staff are helpful when I have questions about equal access issues; and SDS front desk staff are attentive to my needs.*

- The highest proportion of respondents **agreed** or **strongly agreed** that SDS front desk staff:
 - make it **easier for them to arrange accommodations** for their students (78%, $n = 49$)
 - are **attentive to their needs** (82%, $n = 50$)

- **are helpful** when they have questions about **accommodations (83%, n = 50)**, **implementing accommodations (79%, n = 45)**, **academic adjustments (75%, n = 38)**, or **equal access issues (72%, n = 34)**.



Final Thoughts

Lastly, participants were provided an opportunity to provide any additional feedback on how USF can better support students with disabilities using an open-ended question.