



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Student Disability Services Survey 2023

April 2024

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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: 1093 undergraduate and graduate students registered with SDS. 3 emails were returned, therefore, the total population surveyed was 1090.

Instrument: Qualtrics

Period: October 18, 2023 – November 15, 2023

Response Rate: 35% (383 respondents)

Demographics

UNDERGRADUATE/GRADUATE STUDENT

Participants indicated whether or not they are an undergraduate or graduate student.

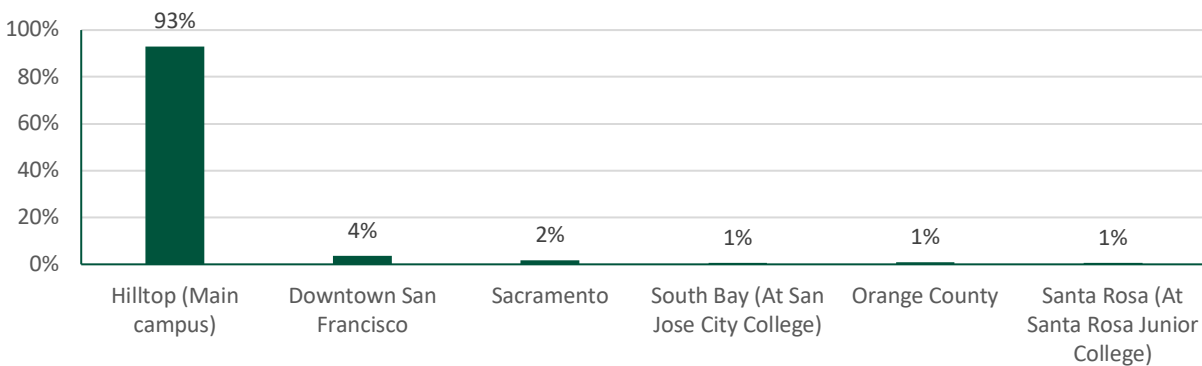
- Undergraduate students = 76%
- Graduate students = 24%

CAMPUS LOCATION

Participants indicated which campus they are enrolled at.

- The majority of participants (93%) are enrolled at the Hilltop campus.

The figure below details the proportion of participants who are enrolled at each location.

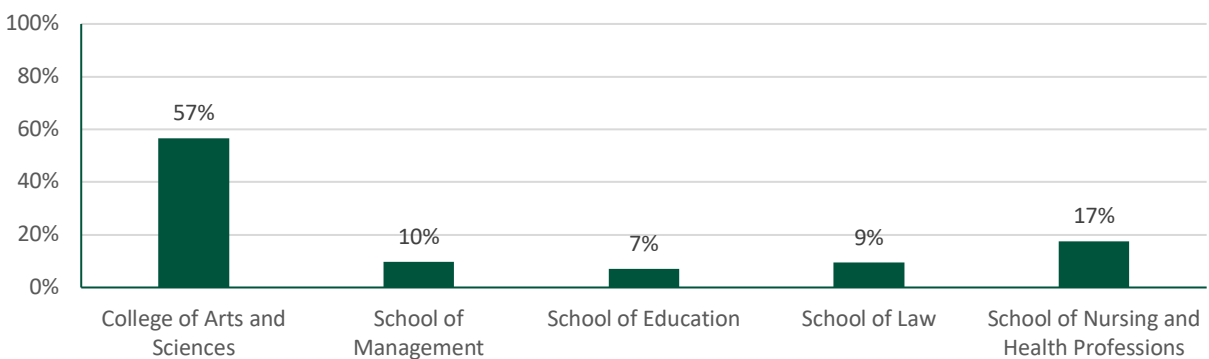


SCHOOL/COLLEGE OF ENROLLMENT

Participants indicated which school/college they are enrolled in.

- The majority of participants (57%) are enrolled in the College of Arts & Sciences.

The figure below details the proportion of participants who are enrolled in each school/college.

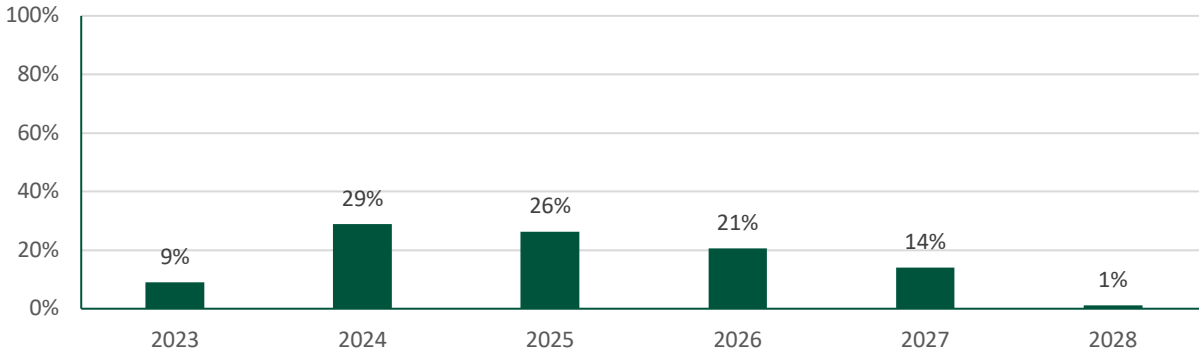


GRADUATION DATE

Participants indicated their approximate graduation date.

- The highest proportion of participants' approximate graduation date is 2024.

The following figure details participant responses.

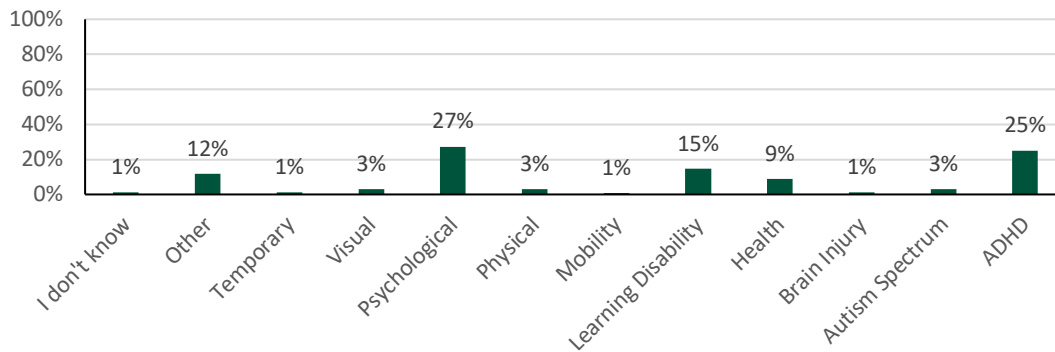


PRIMARY DISABILITY TYPE

Participants indicated their primary disability type using the following response options: *ADHD; Autism Spectrum; Brain injury; Health; Learning disability; Mobility; Physical; Psychological; Visual; Temporary; Other; and I don't know.*

- The highest proportion of participants (27%) indicated their primary disability type is psychological.

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

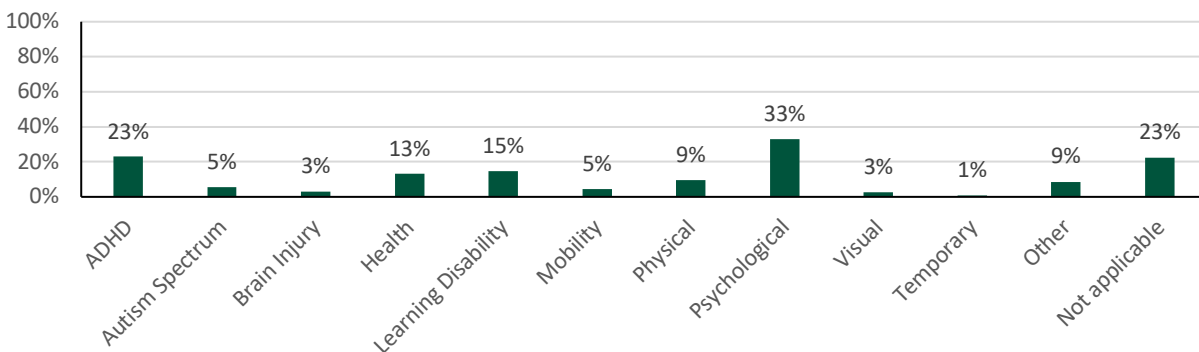


SECONDARY DISABILITY TYPE(S)

Participants indicated their primary disability type(s) using the following response options: *ADHD; Autism Spectrum; Brain injury; Health; Learning disability; Mobility; Physical; Psychological; Visual; Temporary; Other; and Not applicable.* Participants could select all that apply.

- The highest percentage of participants (33%) indicated their secondary disability was psychological.

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



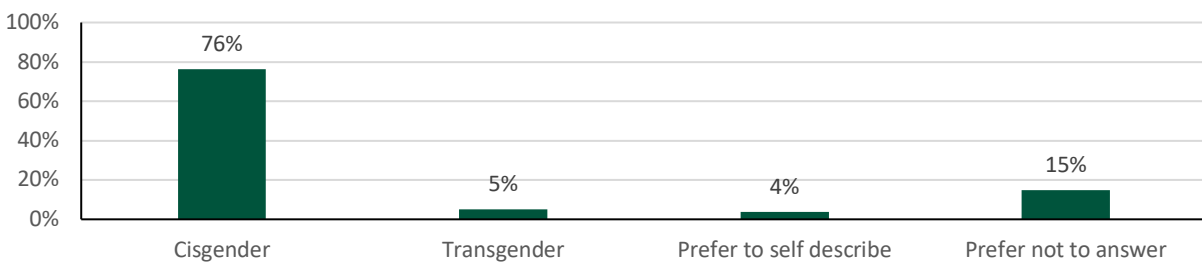
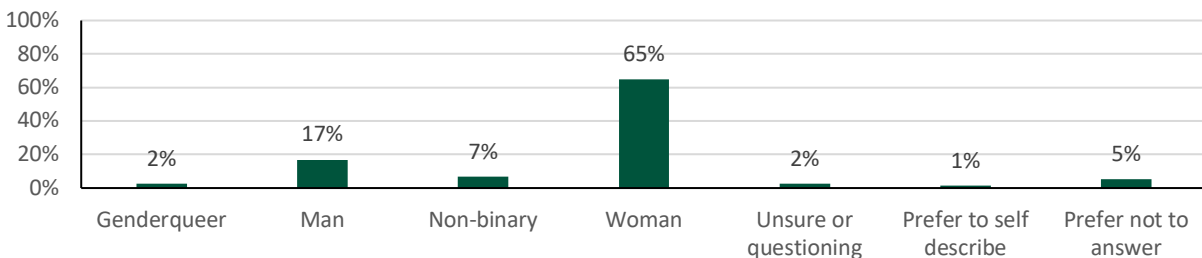
GENDER IDENTITY

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

Participants further indicated their gender identify using the following response options: *Cisgender*; *Transgender*; *Prefer to self-describe*; and *Prefer not to answer*.

- The highest percentage of participants (65%) identify as women.
- The highest proportion of participants (76%) identify as cisgender.

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



Knowledge of SDS

DID THEY KNOW ABOUT SDS

Participants indicated if they knew about USF's student disability services (SDS) prior to coming to USF using the following response options: *Yes* and *No*.

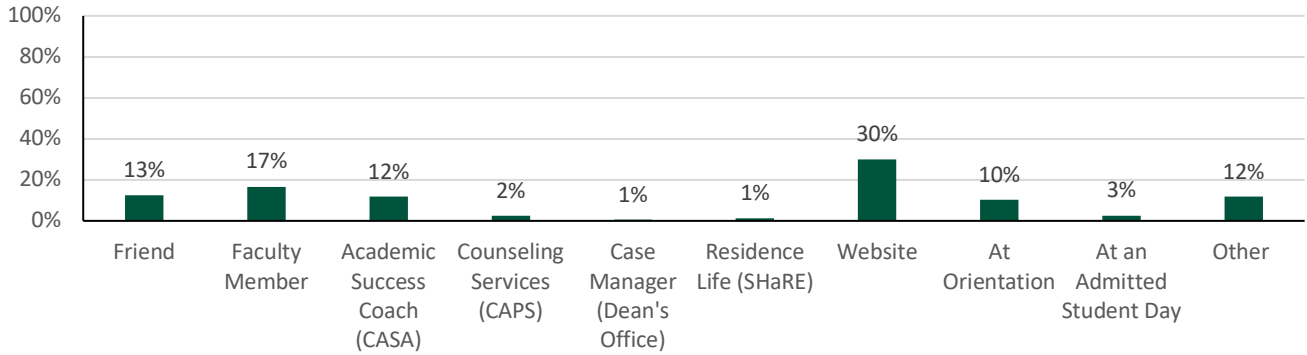
- 46% selected *Yes* and 54% selected *No*.

HOW THEY LEARNED ABOUT SDS

Participants indicated 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. Please see the appendix for participant responses.

- The highest proportion of participants (30%) indicated they first learned about SDS from the website.

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

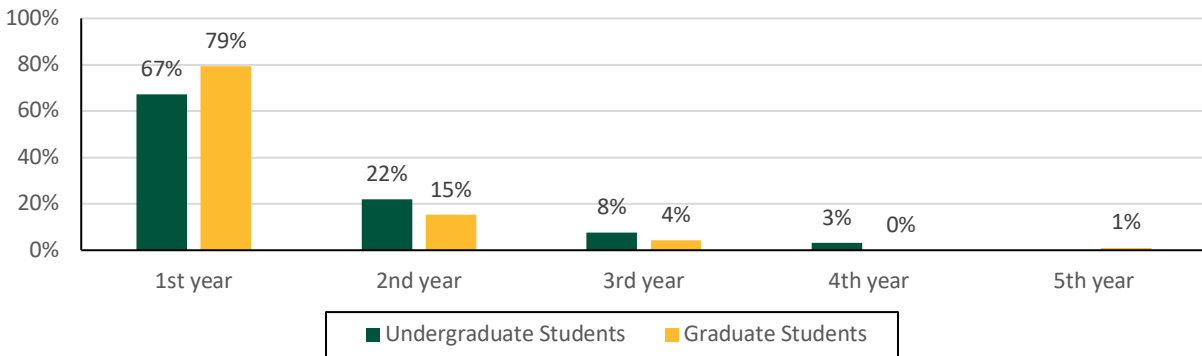


WHEN THEY FIRST USED SDS

Participants indicated in which year they first began using SDS services using the following response options: 1st year; 2nd year; 3rd year; 4th year; and 5th year.

- The highest proportion of undergraduate (67%) and graduate (79%) students first began using SDS services in their first year.

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

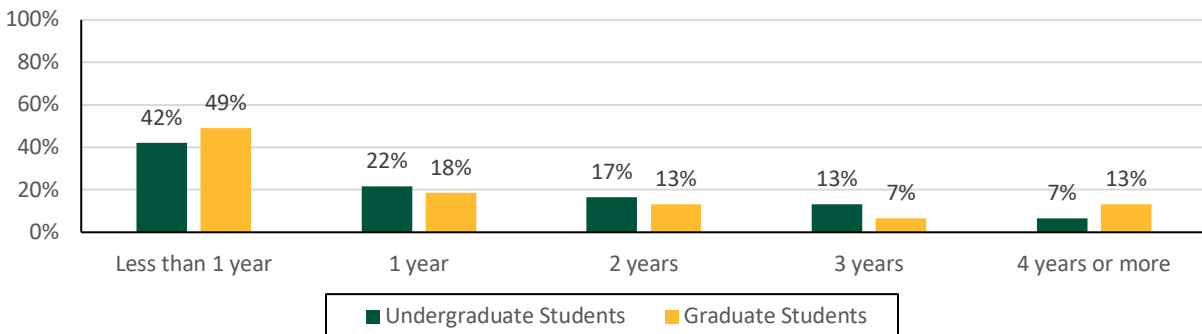


LENGTH OF USE

Participants indicated 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 (42%) and graduate (49%) students have been using SDS services for less than one year.

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

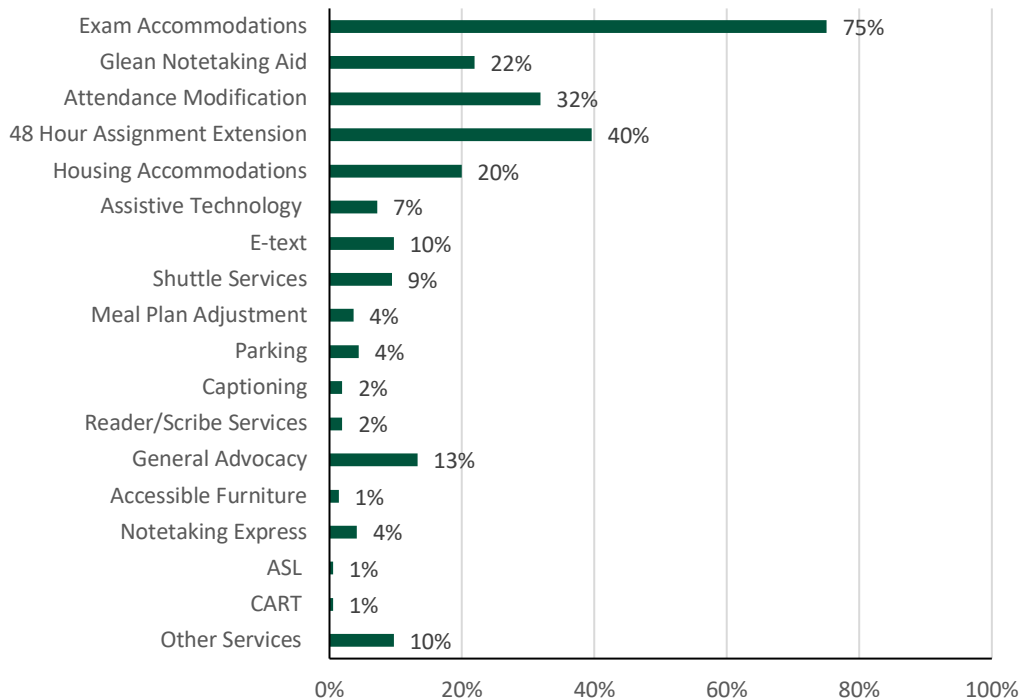


SDS Services Used

Participants indicated the SDS services used from the following response options: *Exam accommodations; Glean 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. Please see the appendix for participant responses.

- The highest percentage of participants (75%) use exam accommodations.

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



Knowledge of How to Implement Accommodations

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

Participants enrolled in CAS, SOE, SOM, and SONHP were asked various questions about their knowledge of how to implement their specific accommodations.¹ The accommodation process in the law school differs from the process for all other schools and the college; therefore, the following questions were not asked of those in the law school.

Requesting Accommodations

Participants not enrolled in the law school indicated whether or not they know how to request accommodations through SDS online services using the following response options: *Yes, No, and Maybe.*

- 86% of participants (not enrolled in the law school) selected Yes, 6% selected No, and 8% selected Maybe.

Signing up for Exams

Participants who indicated they use exam accommodations further indicated whether or not they know how to sign up for exams through SDS online services.

¹ Fewer than 8 participants indicated they use ASL or CART services; therefore, the data has not been disaggregated by whether or not participants know how to submit requests for ASL interpreters or CART.

- 84% of participants who use exam accommodations selected Yes, 8% selected No, and 9% selected Maybe.

Attendance Modification

Participants who indicated they use attendance modification further indicated whether or not they know how to complete the attendance modification questionnaire.

- 79% of participants who use attendance modification selected Yes, 14% selected No, and 7% selected Maybe.

E-text

Participants who indicated they use e-text, further indicated whether or not 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*.

Of those who indicated they use e-text:

- 47% selected Yes, they know how to submit work orders for e-text, 34% selected No, and 19% selected Maybe.
- 38% selected Yes, they know how to upload receipts to SDS online services, 47% selected No, and 16% selected Maybe.
- 63% selected Yes, they know how to download accessible documents, 25% selected No, and 13% selected Maybe.
- 59% selected Yes, they know how to submit documents to SDS staff for document conversion, 28% selected No, and 13% selected Maybe.

SCHOOL OF LAW KNOWLEDGE OF SERVICES

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.

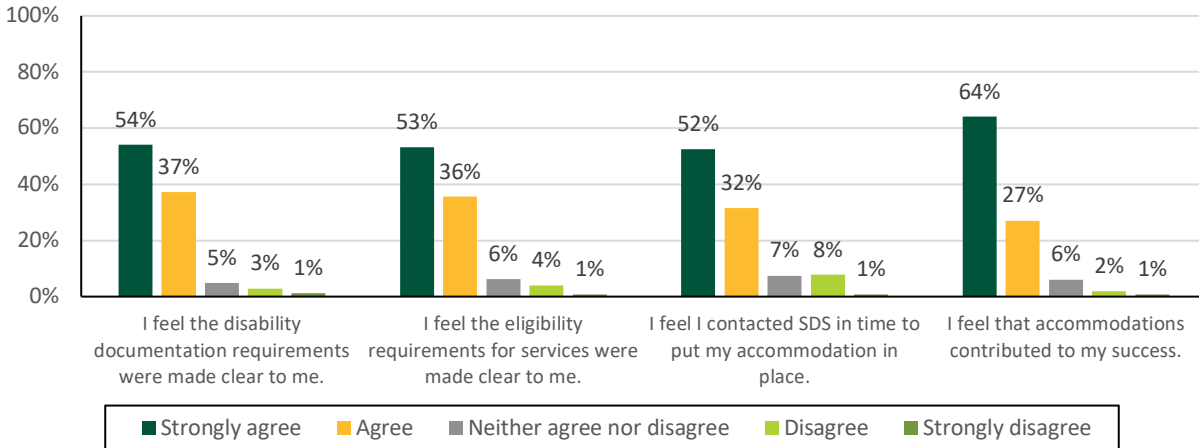
- 94% of participants in the School of Law selected Yes, 0% selected No, and 6% selected Maybe.

General Experience

Using a 5-pt. scale (*5 = Strongly agree*, *1 = Strongly disagree*), participants indicated 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*.

- The highest proportion of participants Agreed or Strongly agreed that: they feel the disability documentation requirements (91%) and eligibility requirements for services (89%) were made clear to them; they feel they contacted SDS in time to put their accommodation in place (84%); and their accommodations contributed to their success (91%).

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

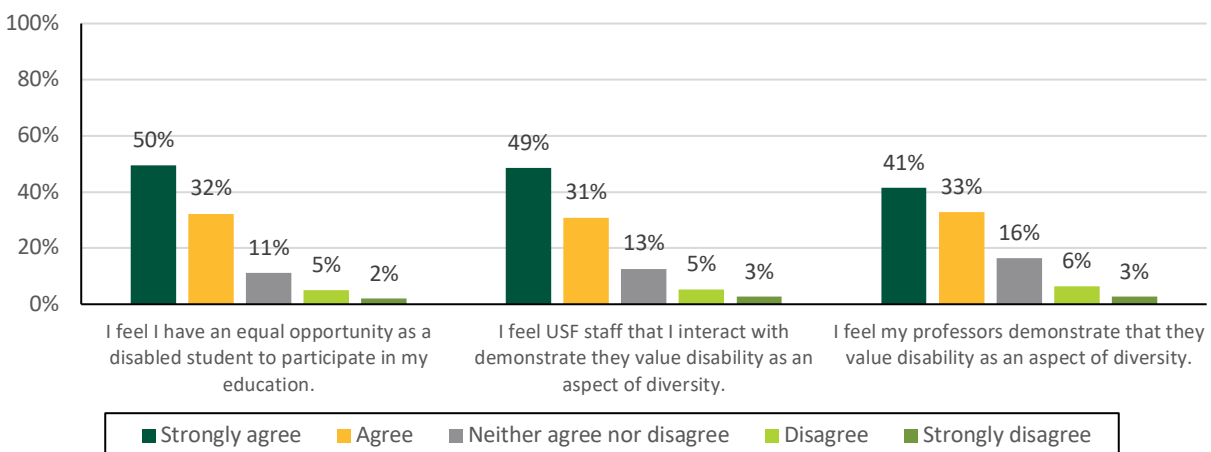


Equal Access & Inclusive Environment

Part of the SDS mission is to facilitate equal access and an inclusive environment for all students. With this in mind, participants indicated 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 participants (82%) Agreed or Strongly agreed that they feel they have an equal opportunity as a disabled student to participate in their education and USF staff (79%) and faculty (74%) they interact with demonstrate they value disability as an aspect of diversity.

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



Using an open-text field, participants indicated what SDS could do to make the USF community a more inclusive environment. Participant responses can be found in the appendix.

Self-advocacy & Responsibility

EASE OF SELF-ADVOVACY

Participants indicated whether or not, as a student with a disability, they feel they can easily advocate for themselves using the following response options: *Yes, always; Yes, sometimes; and No, never.*

- 38% selected Yes, always; 58% selected Yes, sometimes; and 4% selected No, never.

ARTICULATING ACCOMMODATION

Participants indicated, as a student with a disability, whether or not they know how to articulate their accommodation needs to SDS staff and/or to faculty using the following response options: *Yes*; *No*; and *Maybe*.

- 80% selected *Yes*, they know how to articulate their accommodation needs to SDS staff; 3% selected *No*; and 17% selected *Maybe*.
- 68% selected *Yes*, they know how to articulate their accommodation needs to faculty; 8% selected *No*; and 24% selected *Maybe*.

PARTICIPATION IN REQUESTING ACCOMMODATIONS

Participants indicated whether or not they see themselves as an active participant in requesting accommodations using the following response options: *Yes* and *No*.

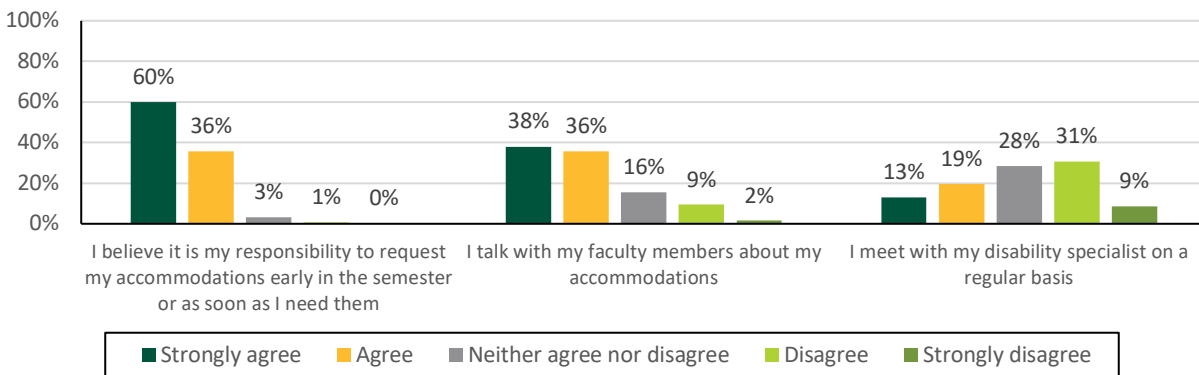
- 95% selected *Yes* and 5% selected *No*.

ROLE IN ACCOMMODATION PROCESS

Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), participants indicated 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 participants *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 (96%) and that they talk with their faculty members about their accommodations (74%).
- 40% of participants *Disagreed* or *Strongly disagreed* that they meet with their disability specialist on a regular basis.

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



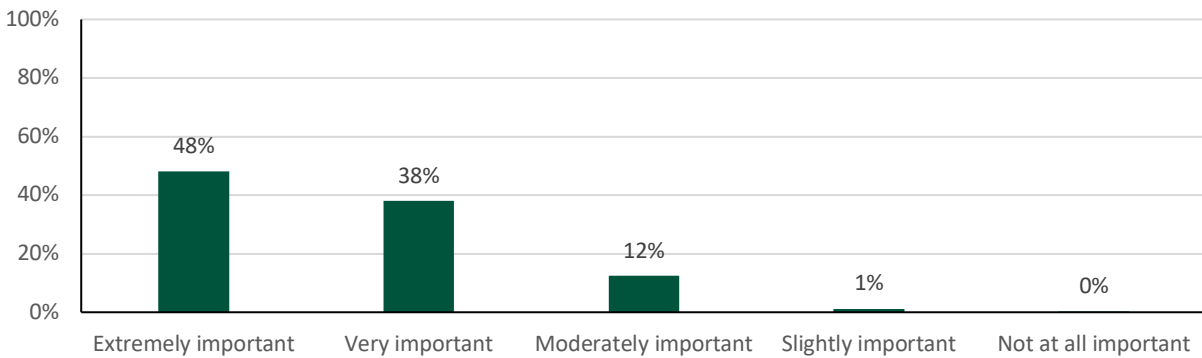
Participants who selected *Neither agree nor disagree*, *Disagree* or *Strongly disagree* for any of the above statements were asked to describe their personal role in the accommodation process using an open-text field. Participants' responses can be found in the appendix.

Importance of Role in Accommodation Process

Participants indicated 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 participants (86%) indicated their personal role in the accommodation process is *Extremely* or *Very important*.

The following figure details the proportion of participants 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 student recognize these barriers. With this in mind, participants indicated whether or not they feel they can recognize access barriers using the following response options: *Yes*; *No*; and *Maybe*.

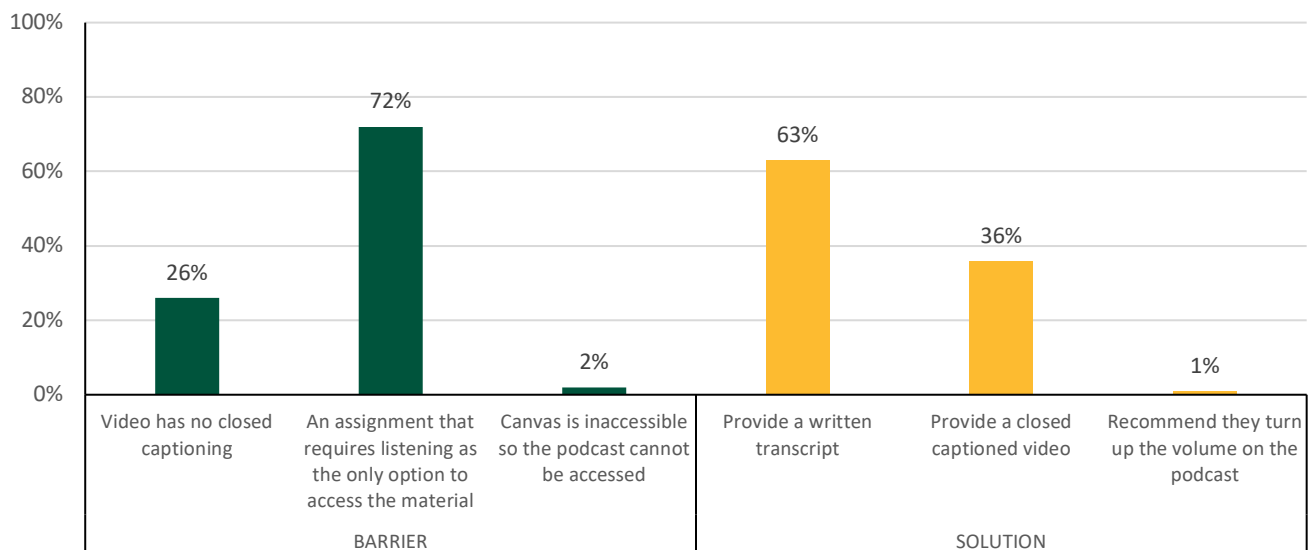
- 70% selected Yes; 7% selected No; and 23% selected Maybe.

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. Participants 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*; and *Canvas is inaccessible so the podcast cannot be accessed* 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 participants selected the correct access barrier – *An assignment that requires listening as the only option to access the material* (72%) and the correct solution to equal access – *Provide a written transcript* (63%).

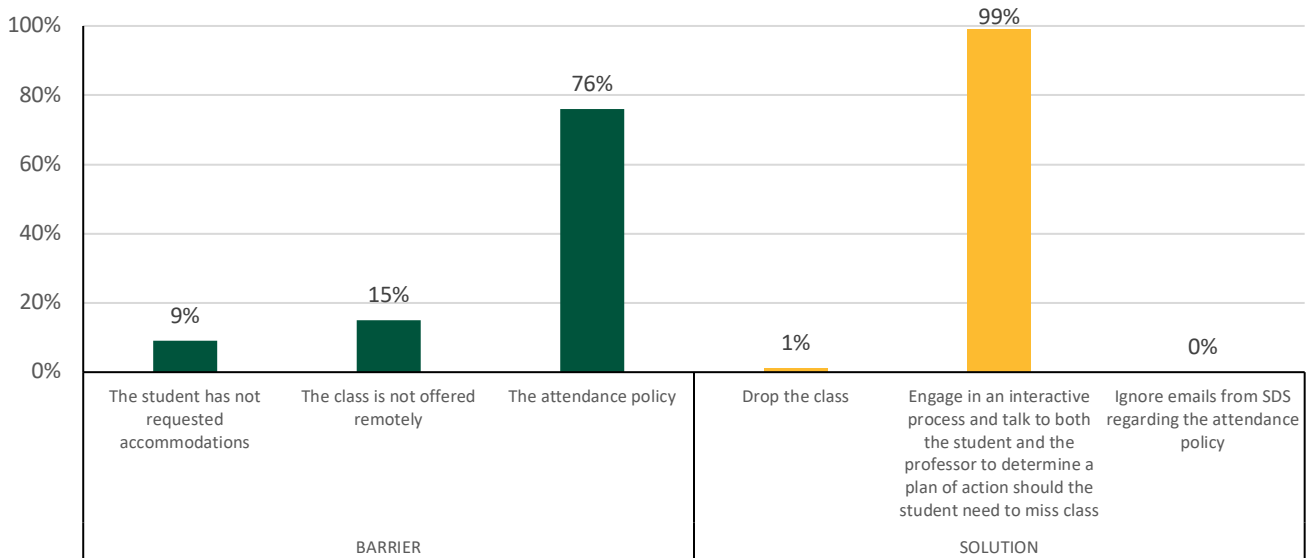
The following figure details the proportion of participants who selected each response option.



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. Participants identified the barrier using the following response options: *The student has not requested accommodations*; *The class is not offered remotely*; and *The attendance policy* and the solution for equal access using the following 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 participants selected the correct access barrier – *The attendance policy* (76%) 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* (99%).

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

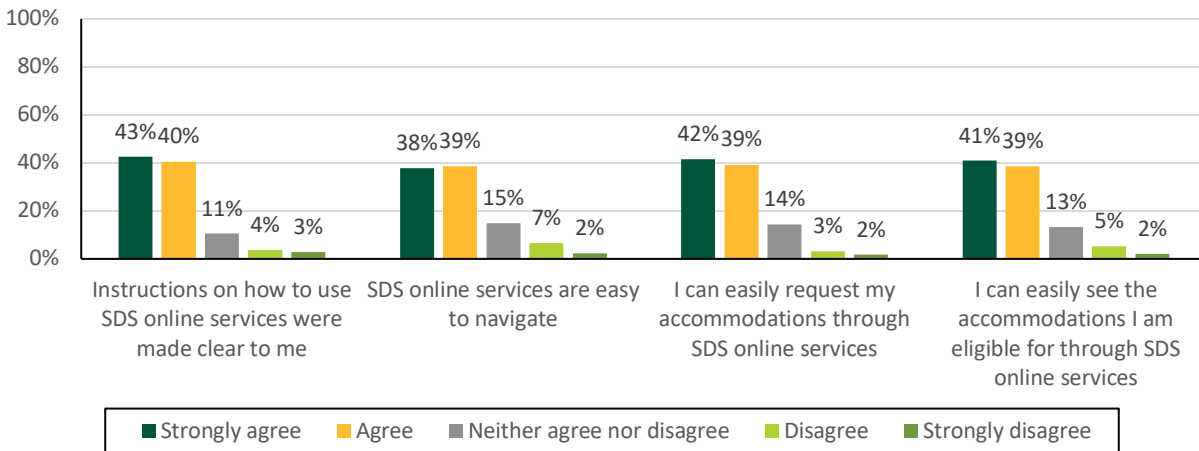


SDS Online Services

Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*), participants indicated 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 Agreed or Strongly agreed that instructions on how to use SDS online services were made clear to them (83%); SDS online services are easy to navigate (76%); they can easily request their accommodations (81%); and can easily see the accommodations they are eligible for (80%) through SDS online services.

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



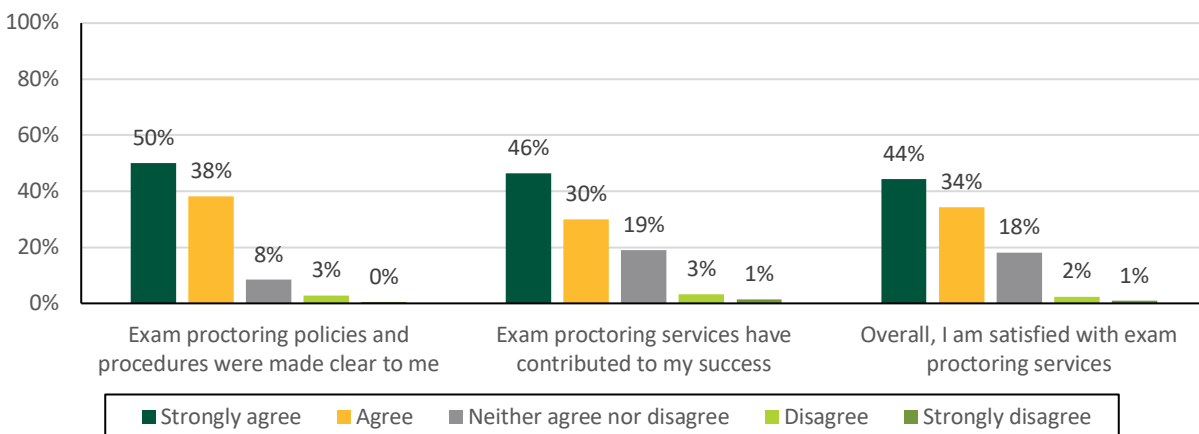
Exam Proctoring

GENERAL EXPERIENCE WITH EXAM ACCOMMODATIONS

Participants who indicated 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 (88%); exam proctoring services have contributed to their success (76%); and, overall, they are satisfied with the exam proctoring services (79%).

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



REQUESTING EXAM ACCOMMODATIONS

Participants who indicated they use exam accommodations further indicated whether or not they typically request exam accommodations at least 5 days before the exam date using the following response options: *Yes*; *No*; and *Sometimes*.

- 53% selected Yes; 13% selected No; and 24% selected Sometimes.

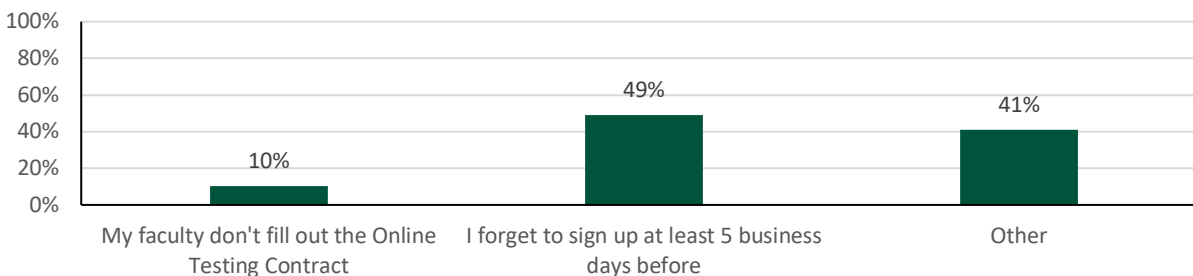
Barriers to Requesting Exam Accommodations

Participants who indicated 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. Please see the appendix for participant responses.

- The highest proportion (49%) indicated they forget to sign up at least 5 days before.

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



EXAMS IN THE SDS OFFICE

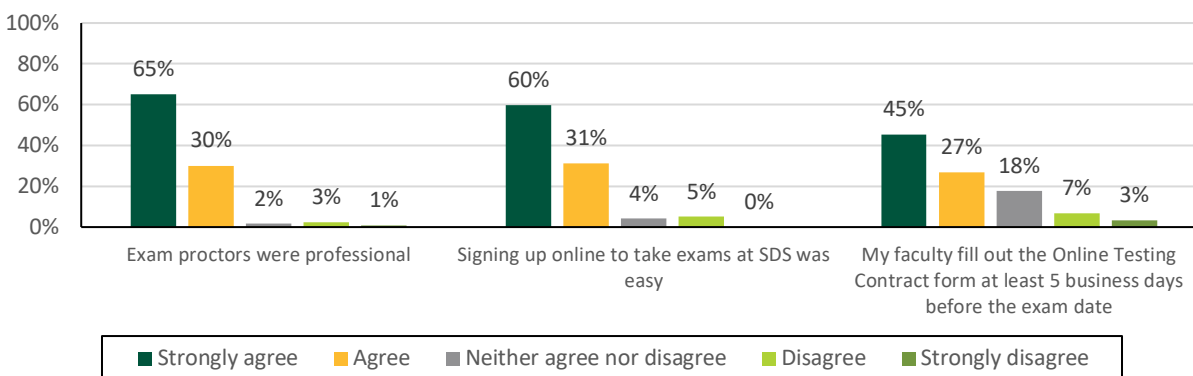
Participants who indicated they use exam accommodations further indicated whether or not they have taken exams in the SDS office using the following response options: *Yes* and *No*.

- 57% selected *Yes* and 43% selected *No*.

Those who indicated 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 *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 (95%); signing up online to take exams at SDS was easy (91%); and their faculty fill out the Online Testing Contract form at least 5 business days before the exam date (72%).

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



Participants 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 or not this was a barrier to their success using the following response options: *Yes* and *No*.

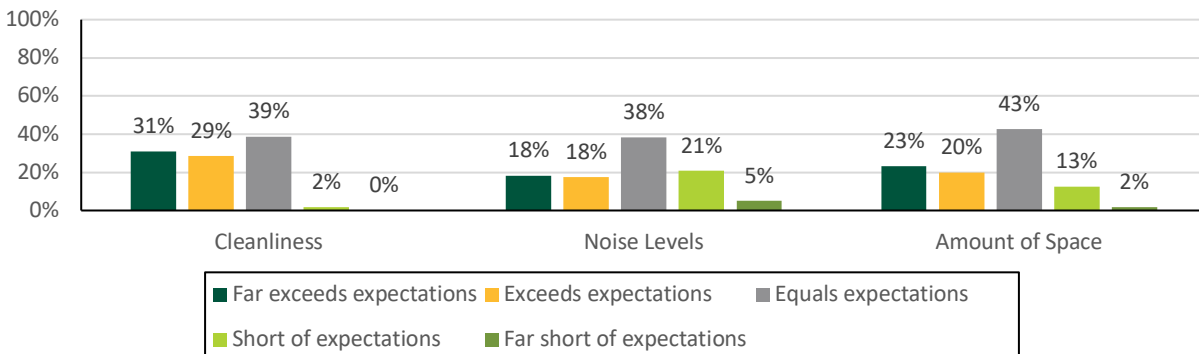
- 83% selected *Yes* and 17% selected *No*.

EXPERIENCE WITH EXAM ROOMS

Participants 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 participants (60%) indicated cleanliness Exceeds or Far exceeds expectations.
- The highest proportion of participants (38%) indicated noise levels Equals expectations.
- 43% of participants indicated the amount of space Exceeds or Far exceeds expectations while another 43% indicated the amount of space Equals expectations.

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



EXAM ACCOMODATIONS OUTSIDE OF SDS

Participants 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. Participant responses can be found in the appendix.

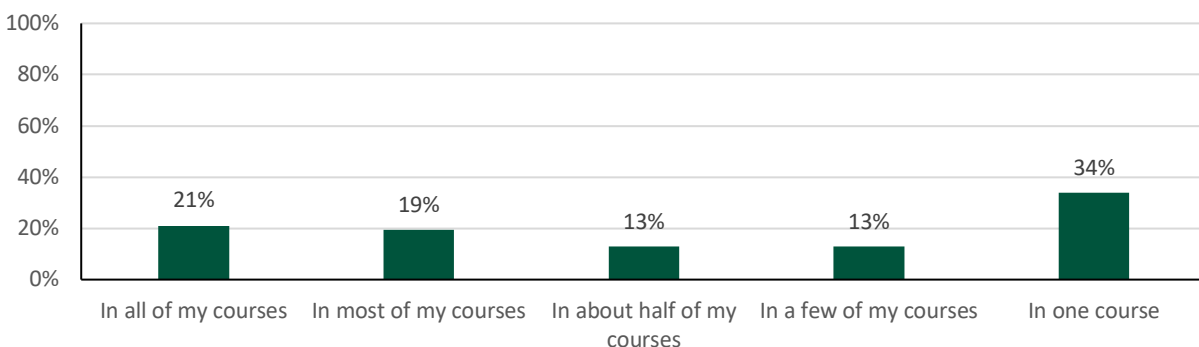
Glean Notetaking Aid

USE OF GLEAN

Participants who indicated they use the Glean Notetaking Aid accommodation further indicated how many courses they have used Glean in 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 (34%) indicated they have used Glean in one course.

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



HOW OFTEN PARTICIPANTS LISTEN TO RECORDED LECTURES

Participants who indicated they use the Glean Notetaking Aid accommodation further indicated how often they listen to lectures recorded through Glean using the following response options: *Always*; *Sometimes*; and *Never*.

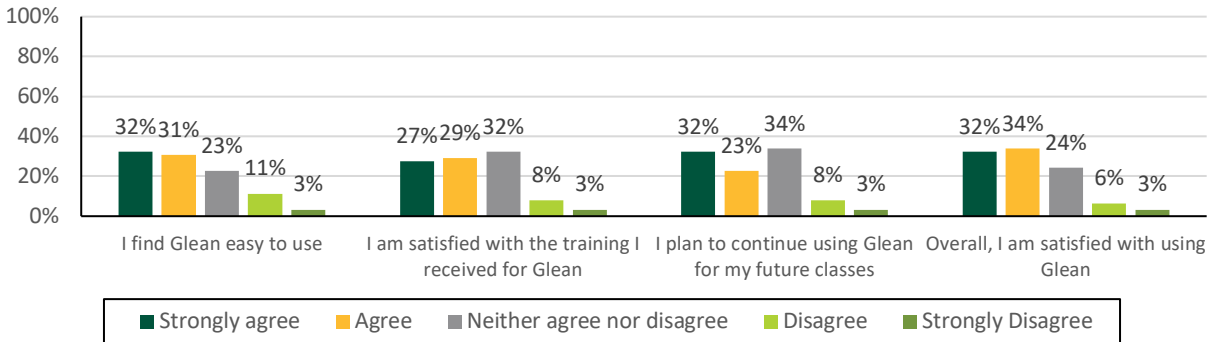
- Always = 19% selected Always; 56% selected Sometimes; and 24% selected Never.

EXPERIENCE WITH GLEAN

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

- The highest proportion Agreed or Strongly agreed that: they find Glean easy to use (63%); they are satisfied with the training they received for Glean (56%); they plan to continue using Glean for future classes (55%) and, overall, they are satisfied with using Glean (66%).

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



TRANSCRIPTION OPTION

Participants who indicated they use the Glean Notetaking Aid accommodation further indicated whether or not they have used the transcription option in Glean using the following response options: Yes and No.

- 56% selected Yes and 44% selected No.

GLEAN HELP OPTIONS

Participants who indicated they use the Glean Notetaking Aid accommodation further indicated whether or not they have used the Glean “help” options located in the platform and, if so, which “help” resource they have used. Responses from participants who indicated which “help” resource they have used can be found in the appendix.

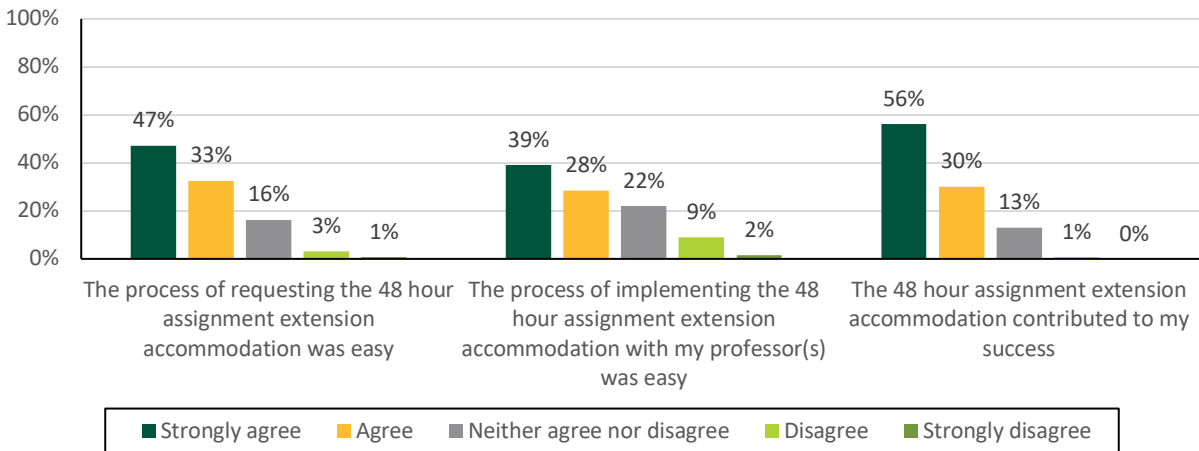
- 26% selected Yes and 74% selected No.

48 Hour Assignment Extension

Participants who indicated 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 process of requesting the 48-hour assignment extension was easy (80%); the process of implementing the 48-hour assignment extension accommodation with their professor(s) was easy (67%); and the 48-hour assignment extension accommodation contributed to their success (86%).

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

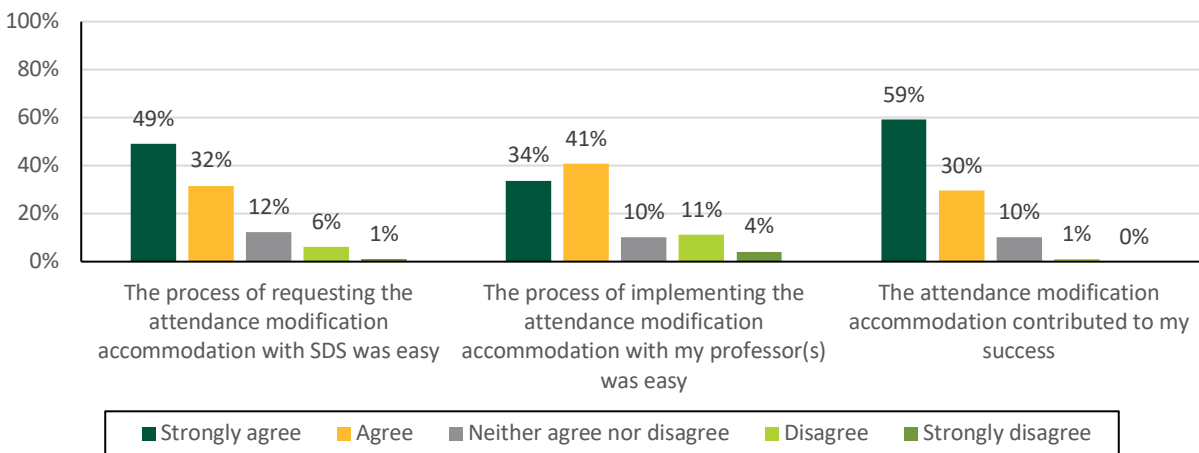


Attendance Modification

Participants who indicated they use the attendance modification 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 attendance modification accommodation with SDS was easy*; *The process of implementing the attendance modification accommodation with my professor(s) was easy*; and *The attendance modification accommodation contributed to my success*.

- The highest proportion of participants Agreed or Strongly agreed that: the process of requesting the attendance modification accommodation with SDS was easy (81%); the process of implementing the attendance modification accommodation with their professor(s) was easy (74%); and the attendance modification accommodation contributed to their success (89%).

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

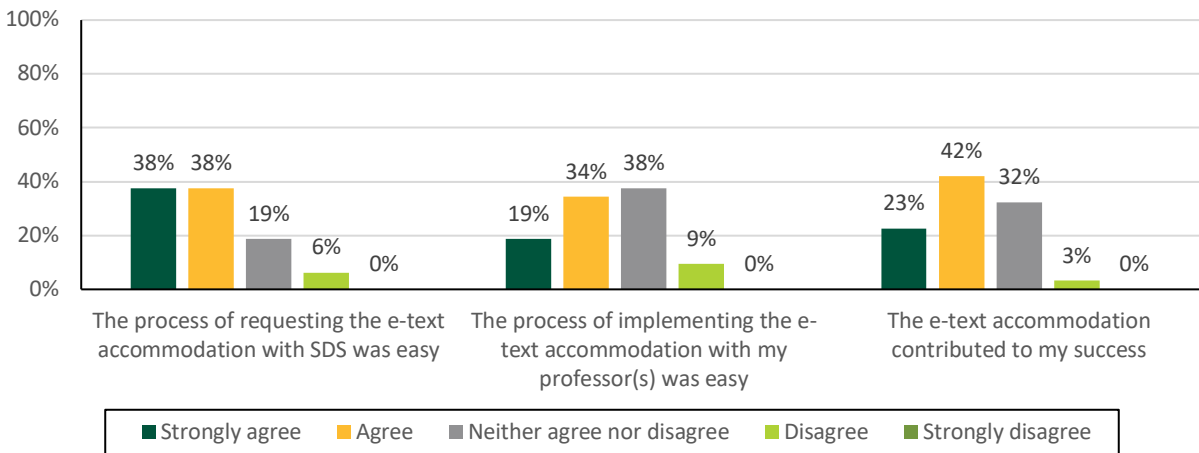


E-Text

Participants who indicated they use the e-text 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 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 process of requesting the e-text accommodation with SDS was easy (75%); the process of implementing the e-text accommodation with their professor(s) was easy (53%); and the e-text accommodation contributed to their success (65%).

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



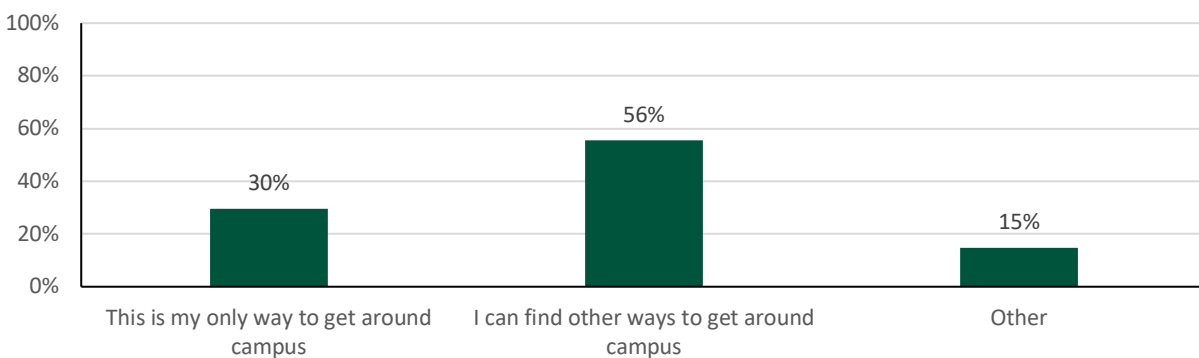
Shuttle Services

NEED FOR SHUTTLE SERVICES

Participants who indicated they use shuttle services selected the statement that best describe their need for shuttle services 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*. Those who selected *Other* were provided an opportunity to specify their need for shuttle services. Please see the appendix for participant responses.

- The highest proportion (56%) indicated they can find other ways to get around campus.

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

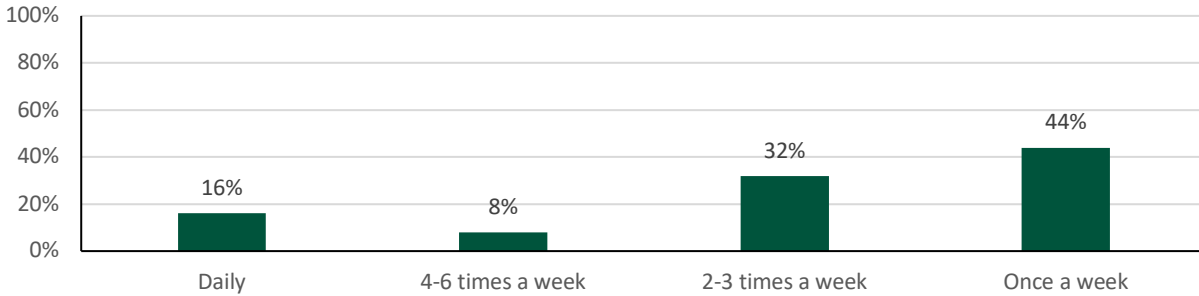


USE OF SHUTTLE SERVICES

Participants who indicated 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 (44%) indicated they use shuttle services once a week.

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

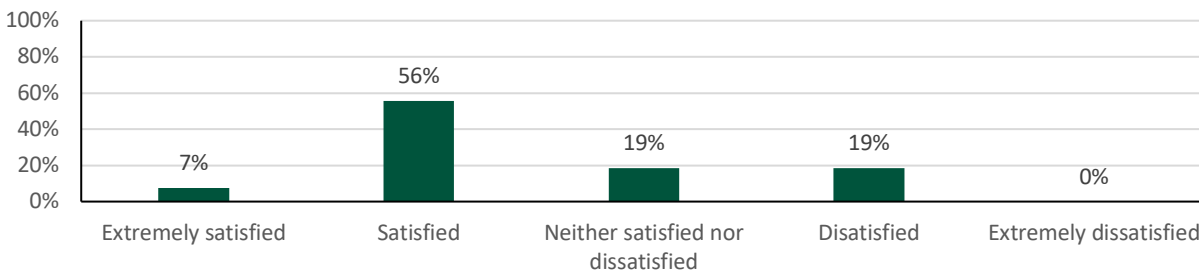


SATISFACTION WITH SHUTTLE SERVICES

Participants who indicated 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 (56%) indicated they are satisfied with shuttle services.

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

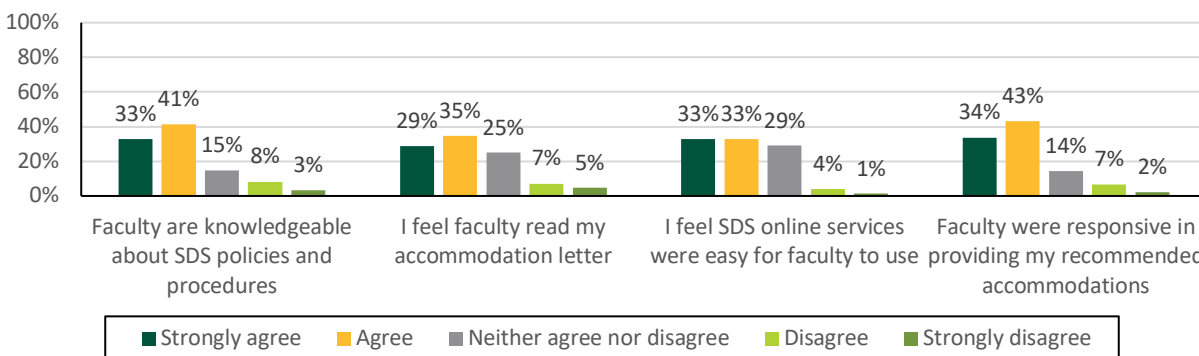


Faculty

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

- The highest proportion of participants Agreed or Strongly agreed that: faculty are knowledgeable about SDS policies and procedures (74%); faculty read their accommodation letter (63%); they feel SDS online services were easy for faculty to use (66%); and faculty were responsive in providing their recommended accommodations (77%).

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

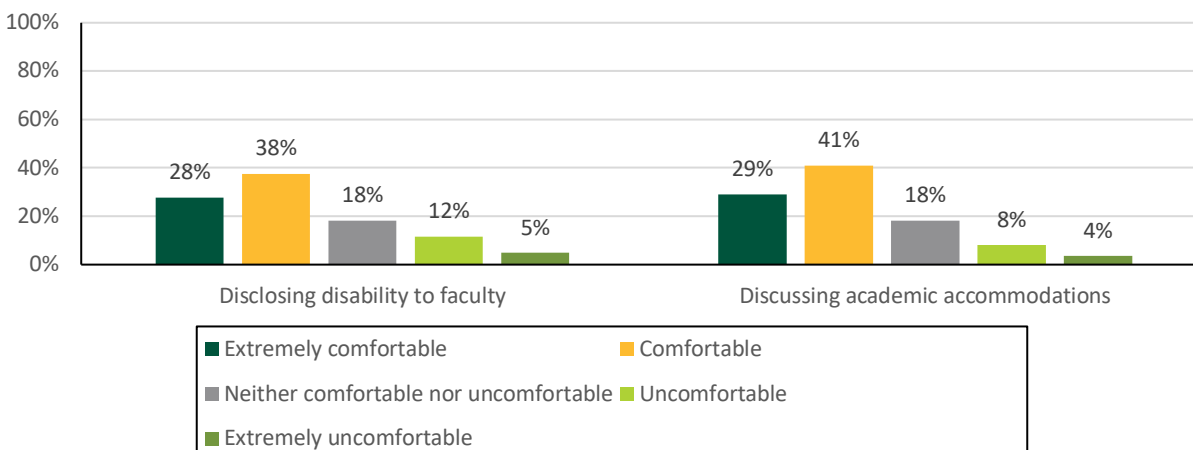


COMFORT DISCLOSING DISABILITY & DISCUSSING ACADEMIC ACCOMMODATIONS

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 participants felt Comfortable or Extremely comfortable disclosing their disability to their faculty (65%) and discussing their academic accommodations with faculty (70%).

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

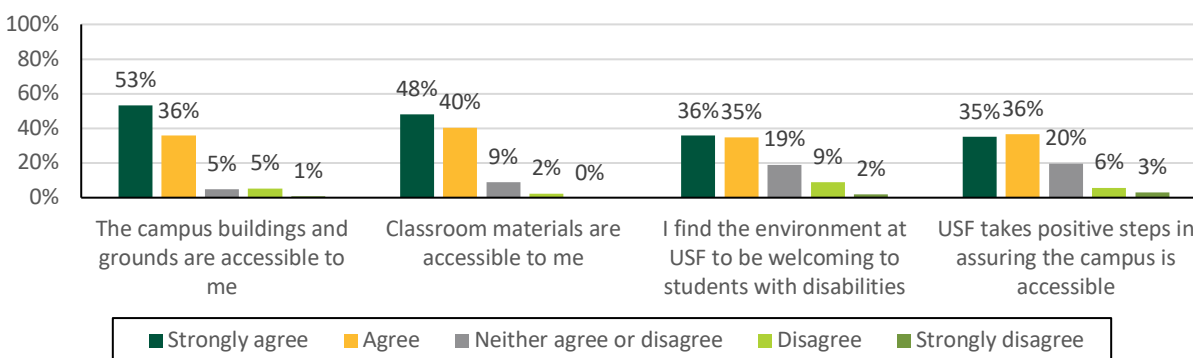


Environment & Facilities

Participants indicated 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 participants Agreed or Strongly agreed that: the campus buildings and grounds are accessible to them (89%); classroom materials are accessible to them (89%); they find the environment at USF to be welcoming to students with disabilities (71%); and USF takes positive steps in assuring the campus is accessible (72%).

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



Experience with SDS Office

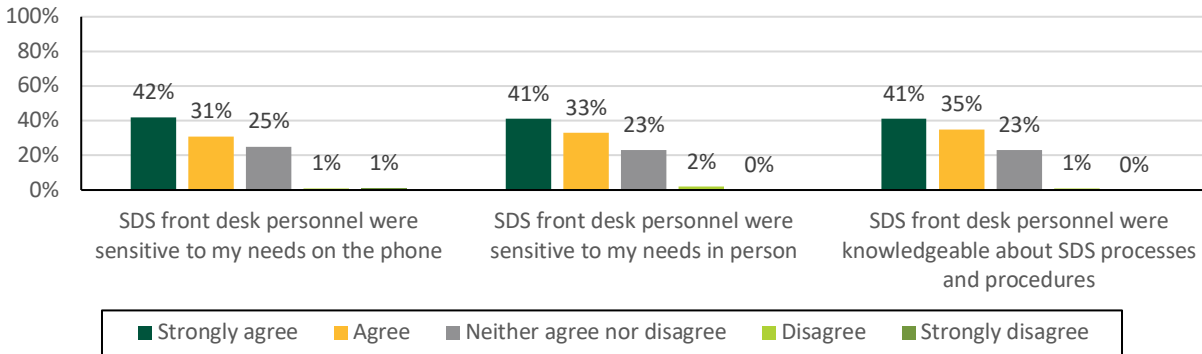
FRONT DESK PERSONNEL

Participants indicated 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. Participants were also provided the opportunity to provide additional comments about SDS front desk personnel, which can be found in the appendix.

- The highest proportion of participants Agreed or Strongly agreed that: SDS front desk personnel were sensitive to their needs on the phone (73%) and in person (74%), and SDS front desk personnel were knowledgeable about SDS processes and procedures (76%).

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

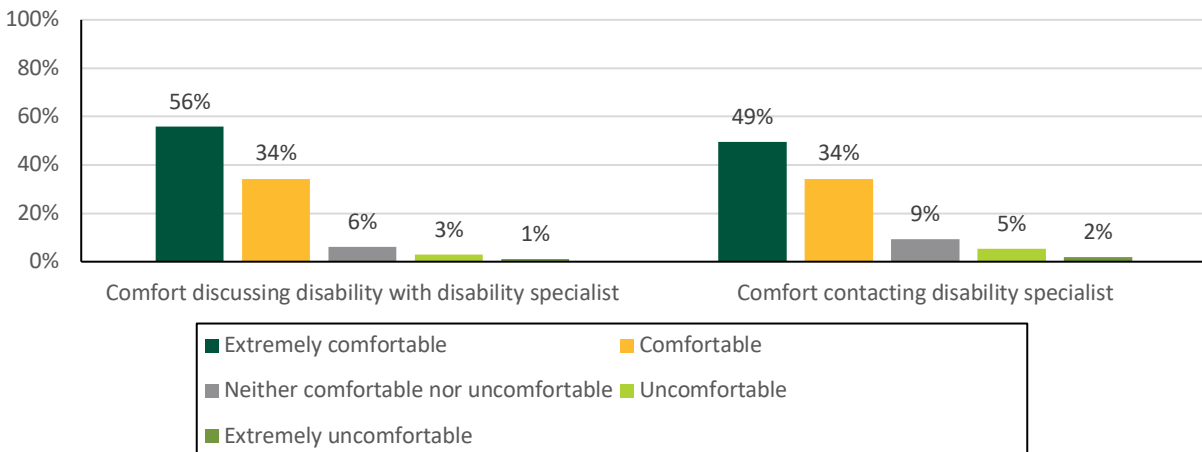


COMFORTABLY DISCUSSING DISABILITY WITH & CONTACTING DISABILITY SPECIALIST

Using a 5-pt. scale (5 = *Extremely comfortable*, 1 = *Extremely uncomfortable*), participants indicated their level of comfort discussing their disability with their disability specialist and contacting their disability specialist with questions or concerns.

- The highest proportion of participants felt Comfortable or Extremely comfortable discussing their disability with their disability specialist (90%) and contacting their disability specialist with questions or concerns (84%).

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

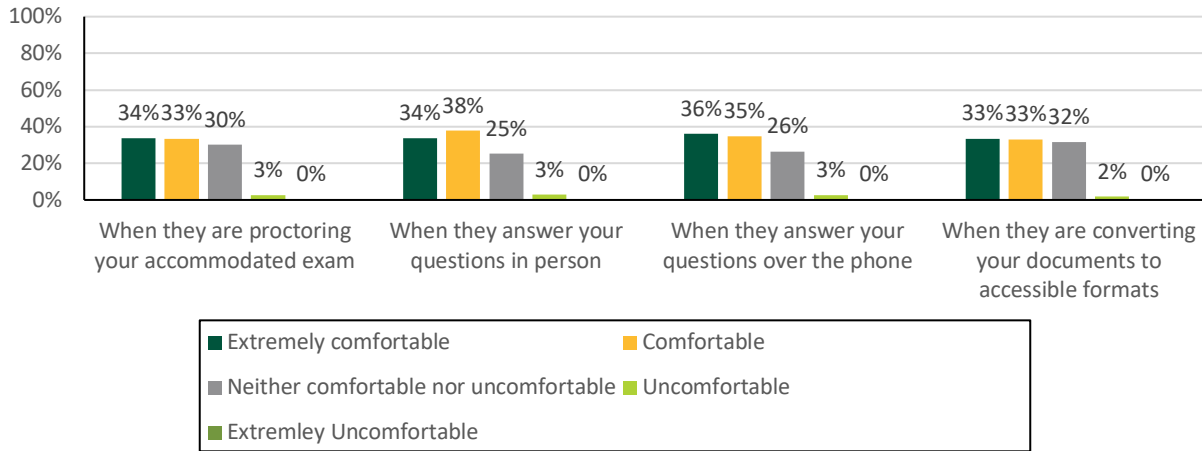


COMFORTABILITY WITH STUDENT WORKERS

Using a 5-pt. scale (5 = *Extremely comfortable*, 1 = *Extremely uncomfortable*), participants indicated how comfortable they are interacting with student workers in the following situations: *When they are proctoring your accommodated exam*; *When they answer your questions in person*; *When they answer your questions over the phone*; and *When they are converting your documents to accessible formats*. Participants were also provided the opportunity to provide additional comments about interacting with student workers, which can be found in the appendix.

- The highest proportion of participants felt Comfortable or Extremely comfortable interacting with student workers when they are proctoring their accommodated exam (67%); when they answer their questions in person (72%) and over the phone (71%); and when they are converting their documents to accessible formats (66%).

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

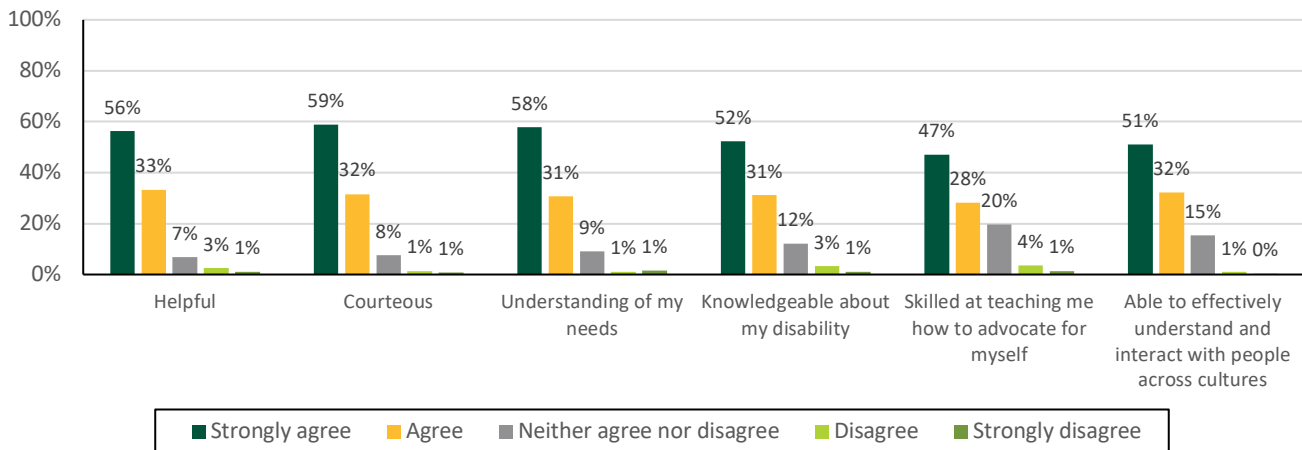


EXPERIENCE WITH DISABILITY SPECIALIST

Using a 5-pt. scale (5 = *Strongly agree*, 1 = *Strongly disagree*) participants indicated 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 participants Agreed or Strongly agreed that: their disability specialist is helpful and courteous (90%); understanding of their needs (88%); knowledgeable about their disability (84%); skilled at teaching them how to advocate for themselves (75%); and is able to effectively understand and interact with people across cultures (83%).

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

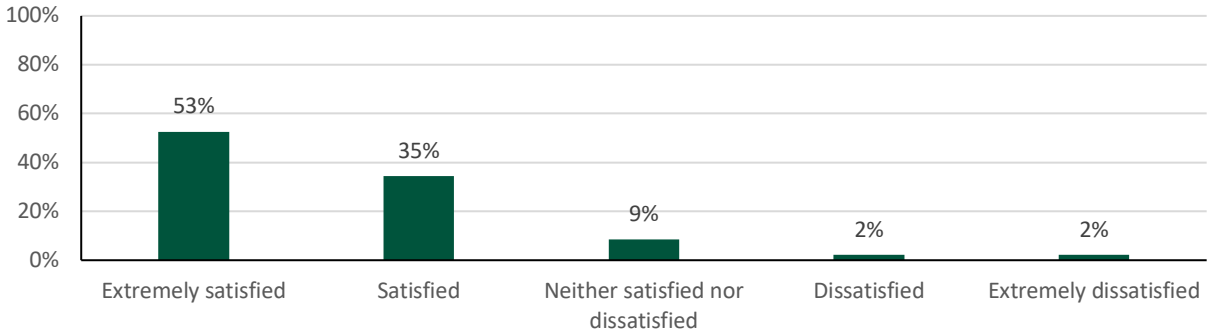


SATISFACTION WITH DISABILITY SPECIALIST

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

- The highest proportion of participants (87%) are Satisfied or Extremely satisfied with their disability specialist.

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



EXPERIENCE WITH SDS

Participants 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. Participant responses can be found in the appendix.

CURRENT DISABILITY SPECIALIST

Participants identified their disability specialist. The following data indicate the proportion of participants who identified each person as their disability specialist.

- Antonia DeMichiel = 33%
- Jessica Kench = 12%
- Tom Merrell = 8%
- Susana Pineda = 15%
- Rocelyn Dacre = 21%
- Not sure = 9%
- Prefer not to answer = 3%

CONTACT WITH DISABILITY SPECIALIST

Participants indicated whether or not they feel they have sufficient contact with their disability specialist using the following response options: *Yes* and *No*.

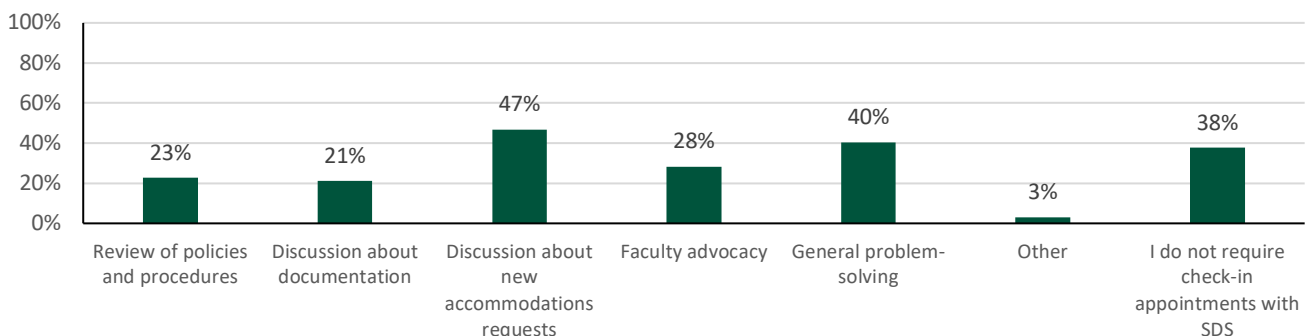
- 89% selected *Yes* and 11% selected *No*.

TYPE OF SUPPORT NEEDED

Participants indicated 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. Please see the appendix for participant responses

- The highest percentage of participants (47%) 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 participants who selected each response option.

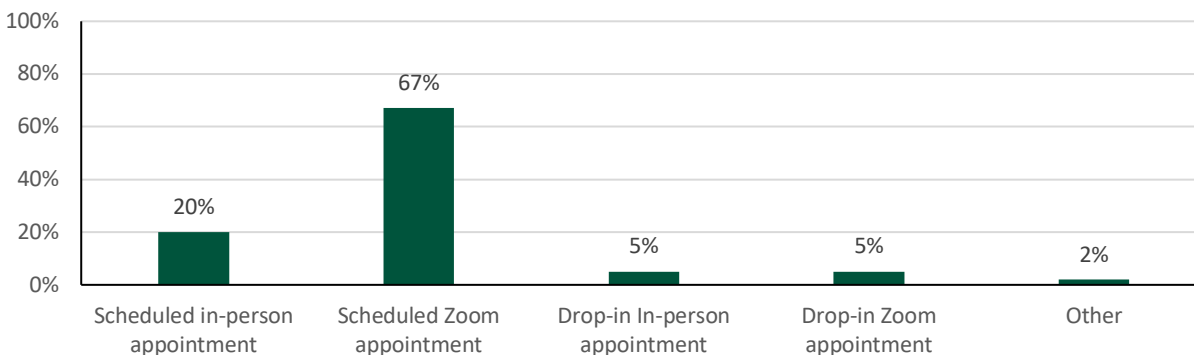


SDS APPOINTMENTS

Participants indicated 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*. Those who selected *Other* were provided an opportunity to specify the type of SDS appointments they prefer. Please see the appendix for participant responses

- The highest proportion of participants (67%) indicated they prefer scheduled Zoom appointments.

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



COMMUNICATION FROM SDS

Participants indicated the type of communication they prefer using the following response options: *Email*; *Text*; and *Other*. Those who selected *Other* were provided an opportunity to specify the type of communication they prefer. Please see the appendix for participant responses.

- 87% selected Email; 12% selected Text; and 1% selected Other.

Mobile App

Participants indicated 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. Please see the appendix for participant responses.

- 51% selected appointment reminders; 39% selected Exam reminders; 4% selected Other; and 6% selected I would not want reminders (push notifications).

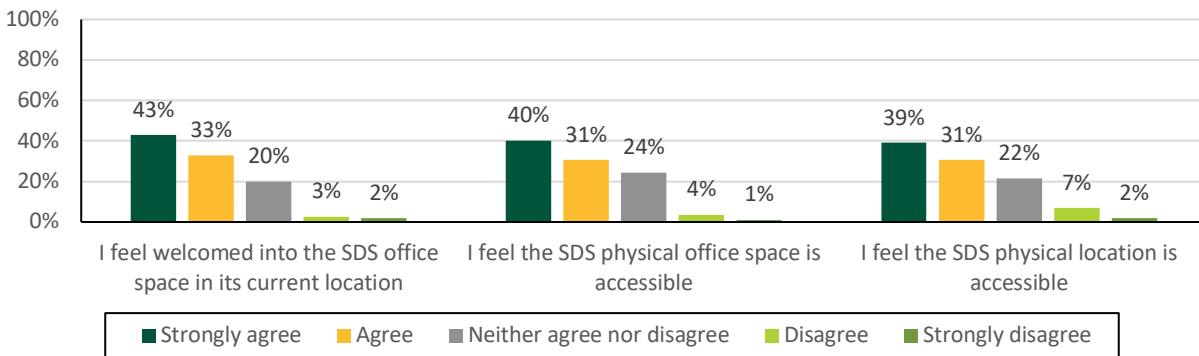
SDS Physical Office Space

WELCOMING & ACCESSIBLE SPACE

Participants indicated 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 of participants Agreed or Strongly agreed that: they feel welcomed into the SDS office space in its current location (76%); they feel the SDS physical office space is accessible (71%); and they feel the SDS physical location is accessible (70%).

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

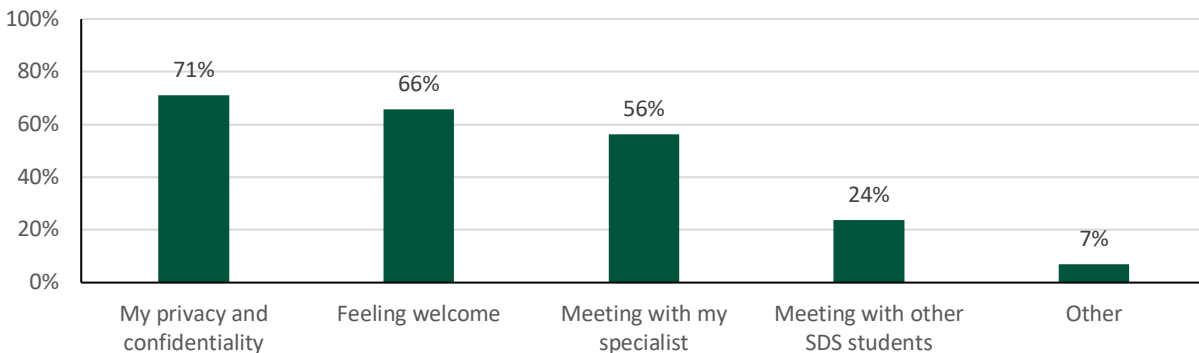


SDS PHYSICAL SPACE

Participants indicated if 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. Those who selected *Other* were provided an opportunity to specify what they believe the SDS office is conducive to. Please see the appendix for participant responses.

- The highest percentage of participants (71%) indicated that the SDS physical office space is conducive to their privacy and confidentiality.

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



Exam Accommodations Space

Participants who indicated they use exam accommodations further indicated 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: *SDS office*; *Designated testing center*; and *Integrated space with SDS offices and testing rooms*.

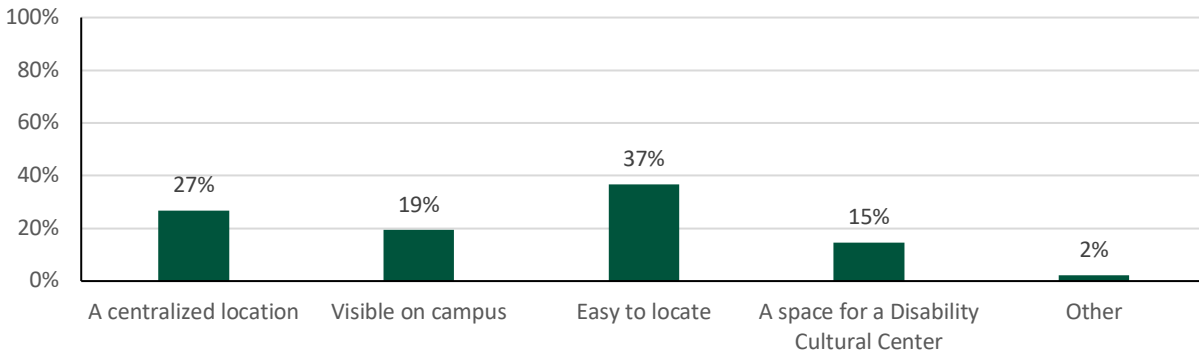
- 55% indicated they felt the SDS physical office space is conducive to taking exams.
- 40% indicated they prefer to take exams in an integrated space with SDS offices and testing rooms, 32% indicated they prefer the SDS office, and 28% indicated they preferred a designated testing center.

SDS LOCATION

Participants indicated 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. Please see the appendix for participant responses.

- The highest percentage of participants (37%) 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 participants who selected each response option.



NAME OF SDS

Participants indicated whether or not 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. Participant responses can be found in the appendix.

- 12% selected *Yes*; 66% Selected *No*; and 22% selected *Maybe*.

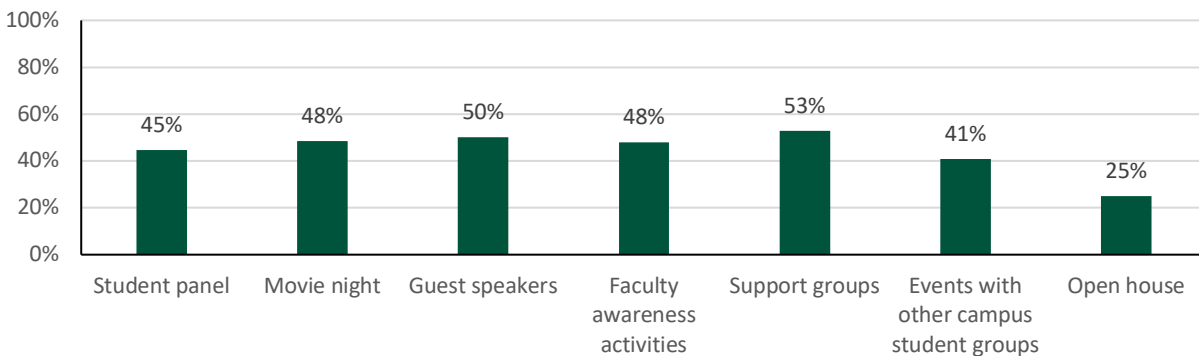
Events

DISABILITY AWARENESS WEEK EVENTS

Participants indicated 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*; and *Open house*. Participants could select all that apply.

- The highest percentage of participants (53%) indicated they'd be interested in attending support groups.

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



Participants were then asked what other events they'd like to see at disability awareness week. Participant responses can be found in the appendix.

Participants indicated whether or not they'd be interested in coordinating any disability awareness week events and, if so, were provided information about who to contact for volunteer opportunities.

- 21% were interested in coordinating events, 79% were not.

SDS BIPOC GROUP

Participants indicated whether or not they participated in 2022-23 SDS BIPOC group. Those who indicated they participated were then asked to indicate how helpful and how supportive the group was using a 5-pt. scale (5 = *Extremely helpful*, 1 = *Not at all helpful*)² and what they liked and didn't like about the group using open-text fields. Participant responses can be found in the appendix.

- 2% of participants indicated they did participate, 98% indicated they did not.

Participants were then asked if they were interested in leading the 2023-24 SDS BIPOC group.

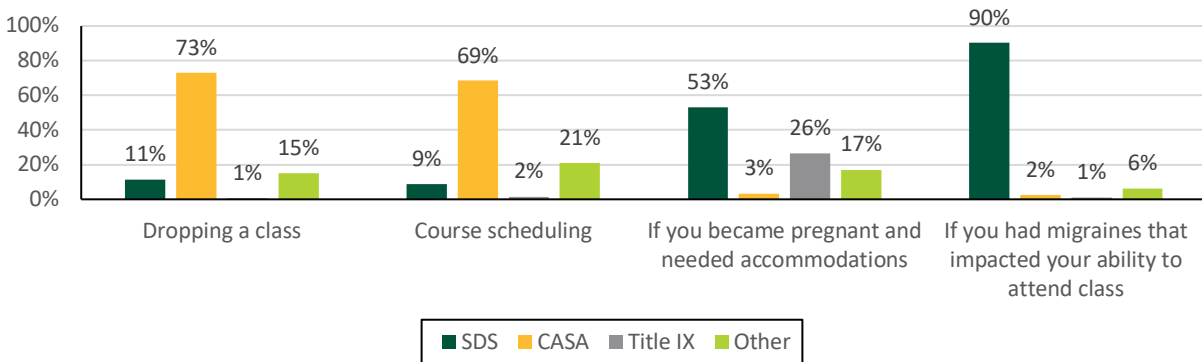
- 8% were interested in leading the group, 92% were not.

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 participants indicated they would contact CASA about dropping a class (73%) and about course scheduling (69%).
- The highest proportion of participants indicated they would contact SDS if they became pregnant and needed accommodations (53%) and if they had migraines that impacted their ability to attend class (90%).

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



² Fewer than 8 participants indicated they participated in the 2022-23 BIPOC group; therefore, data has not been disaggregated by how helpful or supportive the group was to participants.