AHEAD Survey Results | CALIFORNIA STATE UNIVERSITY

SYSTEMWIDE

Individuals with disabilities who attain higher levels of education experience more positive employment outcomes, including higher earnings, than their peers with less education. Research also shows that, while in college, students with disabilities often feel a lower sense of belonging and have more negative experiences with campus climate than other college students. Therefore, college campus experiences may influence important trajectories for individuals with disabilities and are particularly important to understand and address.

The Association on Higher Education and Disability (AHEAD) is the leading professional membership organization for individuals committed to equity for persons with disabilities in higher education. Part of the organization's efforts include offering program standards and stakeholder and self-assessment tools to provide disability resource professionals feedback from key stakeholder groups on campus. During the 2021-22 school year, the California State University (CSU) Chancellor's Office distributed AHEAD surveys to four stakeholder groups on all 23 CSU campuses to get feedback on the utility, quality, and effectiveness of services on campus to support students with disabilities. Online surveys were distributed to students with documented disabilities, faculty, administrators, and a self-assessment was sent to all directors of campus student disability services offices. This was the second time the CSU used the AHEAD suite of tools across all campuses, the first time being during the 2016-17 school year.

In total, during the 2021-22 school year, 2,055 students, 2,750 faculty, and 497 administrators across CSU campuses participated in the AHEAD surveys. In addition, all campuses but one (n=22) submitted a self-assessment of the student disability services office.

Disability Services in Higher Education

In higher education, students are seen as the arbiters of their own success, and the institution provides equal access to the curriculum. Per CSU Regulations, each CSU campus is responsible for determining how to accommodate a student with a disability. This can be a time-intensive process involving an interactive discussion with each student and a review of the disability documentation provided. There are times when faculty (and other administrators) must be included in discussions when a determination must be made if an accommodation can be provided without it resulting in a fundamental alteration to a course or program of study. Many CSUs experienced increased requests for accommodations provided for students in K-12 and state disabilities offices but could not be reasonably applied in a postsecondary setting.

Disability laws that apply to postsecondary institutions are different than those that apply to K-12 institutions. Postsecondary institutions are responsible for ensuring students with disabilities have *equal access*, which is often in direct contrast to the experiences of an incoming student from K-12 with an IEP developed to ensure their *academic success.* This difference in service delivery is usually not explained to students before they reach college. As a result, students often do not realize that the accommodations in their IEPs may not be provided in college. This often results in DSS Offices having a lot more difficult discussions with students and faculty to decide on the appropriateness of providing either an authorized accommodation or a requested one.

Similarly, students often do not understand that the accommodations they received in a community college may not be provided at a four-year institution. Every student seen for accommodation in the CSU receives an individualized assessment via an interactive process with the appropriate DSS staff. The staff and student work together to develop a plan of reasonable accommodation for the student.

Students reported an average of **2** disabilities

The Impact of the COVID-19 Pandemic

The COVID-19 pandemic caused unprecedented challenges for California State University students, especially those with disabilities. The onset of the pandemic created a shift to virtual learning, which resulted in a significant challenge for Disability Support Services (DSS) offices in providing accommodations to students that were both effective and timely. Many DSS programs experienced challenges in coordinating interpreting, real-time captioning, and notetaker services. Through a variety of challenges, DSS Offices throughout the CSU did their best to support students with disabilities as well as to remain compliant with applicable federal and state laws and CSU policy.

It is important to note that the AHEAD survey instruments for 2021-22 did not reference the COVID-19 pandemic or consider any changes to services or accommodations that may have happened on campuses because of COVID, including transitions to/from virtual and/or hybrid instruction. Respondents may have answered survey items differently this year than during the last implementation in 2016-17, as a result of COVID-related circumstances, yet there is no way to know this with certainty. The survey results presented here should be viewed with this limitation in mind as well as within the context of the challenges faced by CSU's DSS offices in supporting their students and faculty during a historically difficult time.

Characteristics of Students with Disabilities

According to the Enrollment Data by Campus and Services to Students with Disabilities Code, disability support services were provided to 20,889 students on CSU campuses with verified disabilities in the Fall of 2021, which accounted for 4.4% of the total student population. It is important to note, this is a point-in-time count and therefore an underre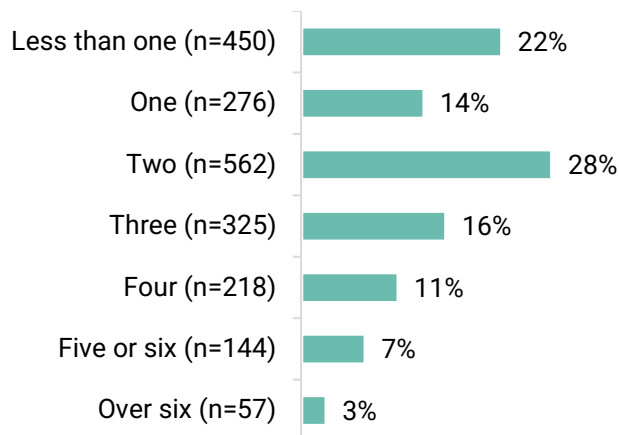presentation of the total number of students with disabilities served this school year across the CSU. A total of 2,055 students responded to the AHEAD student survey during the 2021-22 school year and their characteristics are displayed below.

Academic Standing (N=2,028)

Category	Percentage
Freshman (n=190)	9%
Sophomore (n=174)	9%
Junior (n=657)	32%
Senior (n=725)	36%
Masters (n=242)	12%
Professional (n=17)	1%
Doctoral (n=10)	0.5%
Non-degree seeking (n=13)	1%
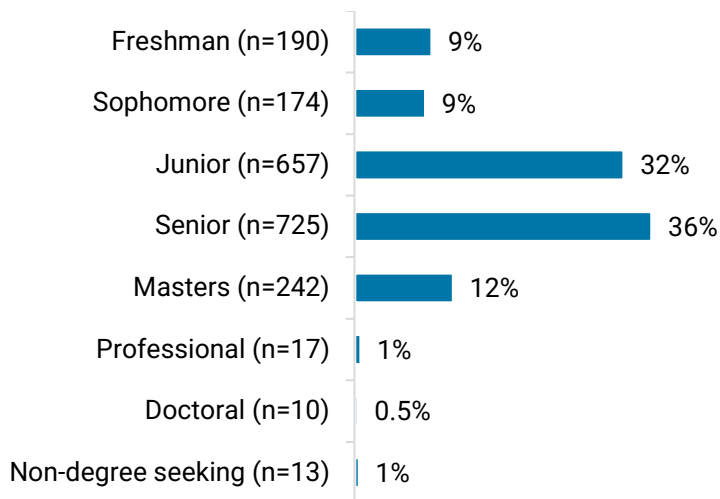
Years at this Institution (N=2,032)

Category	Percentage
Less than one (n=450)	22%
One (n=276)	14%
Two (n=562)	28%
Three (n=325)	16%
Four (n=218)	11%
Five or six (n=144)	7%
Over six (n=57)	3%

Gender (N= 1,939)

Female
64%
(n=1,232)

Male
32%
(n=614)

Nonbinary
5%
(n=93)

Race/Ethnicity (N= 1,895)

Category	Percentage
African-American or Black (n=127)	7%
Asian-American or Asian (n=173)	9%
Anglo or White (n=632)	33%
Hispanic or Latino (n=514)	27%
Middle Eastern (n=37)	2%
Native American or Alaskan Native (n=15)	1%
Native Hawaiian or Pacific Islander (n=6)	0.3%
Other (n=34)	2%
Multi-ethnic (n=357)	19%

Disability Types Reported* (N=1,912)

Disability Type	Percentage
Acquired brain injury (n=83)	4%
Attention deficit disorder (ADD or ADHD) (n=598)	31%
Autism/Asperger's (n=241)	13%
Blind or low vision (n=102)	5%
Chronic medical condition (n=419)	22%
Deaf or hard of hearing (n=129)	7%
Learning disability (LD) (n=587)	31%
Mental health disability (n=759)	40%
Mobility Impairment (n=215)	11%
Traumatic brain injury (n=115)	6%
Other (n=75)	4%
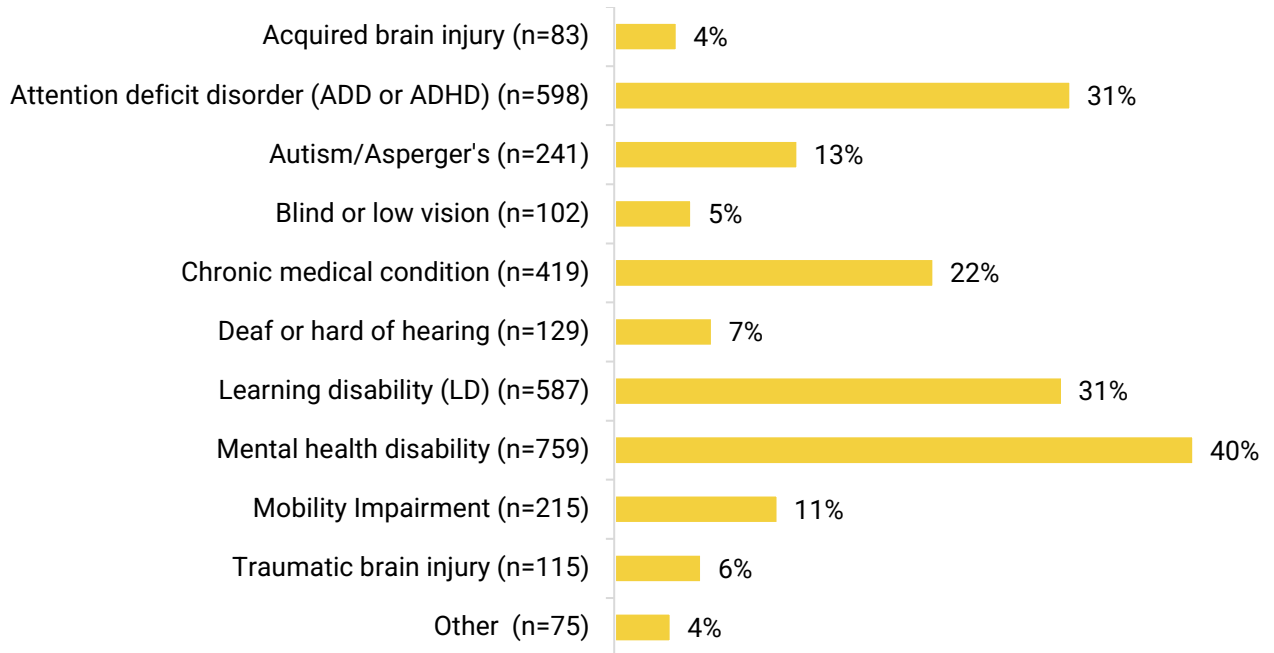
*Students could select multiple options. Percentages may add to more than 100.

Mean # Disabilities Reported (N= 1,912)

1.00	1.78	9.00
min	mean	max
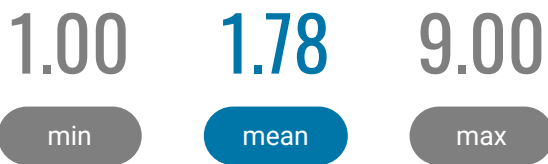
Use of Disability Resource Office* (N=1,986)
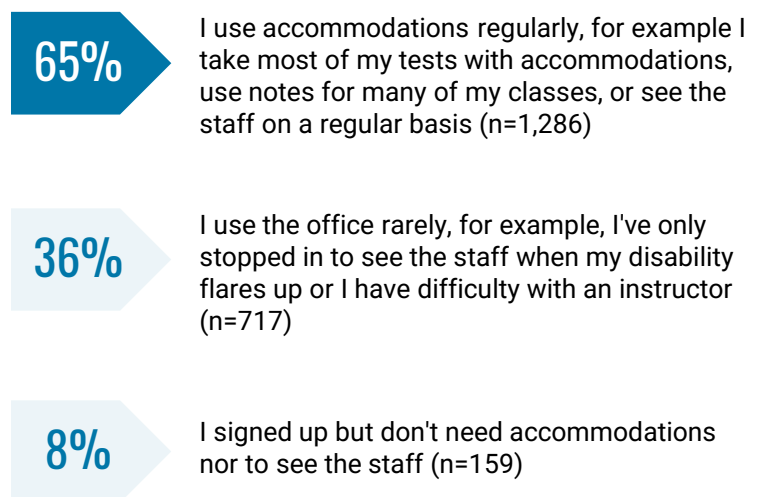
65% I use accommodations regularly, for example I take most of my tests with accommodations, use notes for many of my classes, or see the staff on a regular basis (n=1,286)

36% I use the office rarely, for example, I've only stopped in to see the staff when my disability flares up or I have difficulty with an instructor (n=717)

8% I signed up but don't need accommodations nor to see the staff (n=159)

*Students could select multiple options. Percentages may add to more than 100.

Students rated their experiences with campus accommodations and accessibility of campus offices, as well as their interactions with instructors and the student disabilities center. For each category of survey questions, the average score is shown for the category overall, as well as for each individual item in the category. The number (n) of students who responded to each set of questions is also shown.

Interactions with Disability Resource Office (N=2,052, Mean=3.29)

1= Strongly Disagree   4 = Strongly Agree

I feel welcome, respected, and understood in the disability resource office (n=1,962)
3.46

The staff members respond to my email questions and/or phone calls within a day or two (n=1,929)
3.46

The staff thoroughly answer my questions (n=1,984)
3.45

The staff have referred me to appropriate resources (n=1,824)
3.41

It is easy to make an appointment or speak with someone in the disability resource office (n=1,959)
3.34

The follows-up effectively with faculty or other campus personnel when I report a problem (n=1,577)
3.34

I felt I was an active participant in establishing disability-related accommodations (n=1,945)
3.32

The process for requesting accommodations was clear (n=2,022)
3.29

I found the disability resource office easily (n=1,809)
3.29

I can easily find answers to my questions on the disability resource website (n=1,811)
3.14

I understand what to do if an accommodation is ineffective or I need a different accommodation (n=1,917)
3.10

I understand what to do if I disagree with an accommodation decision (n=1,830)
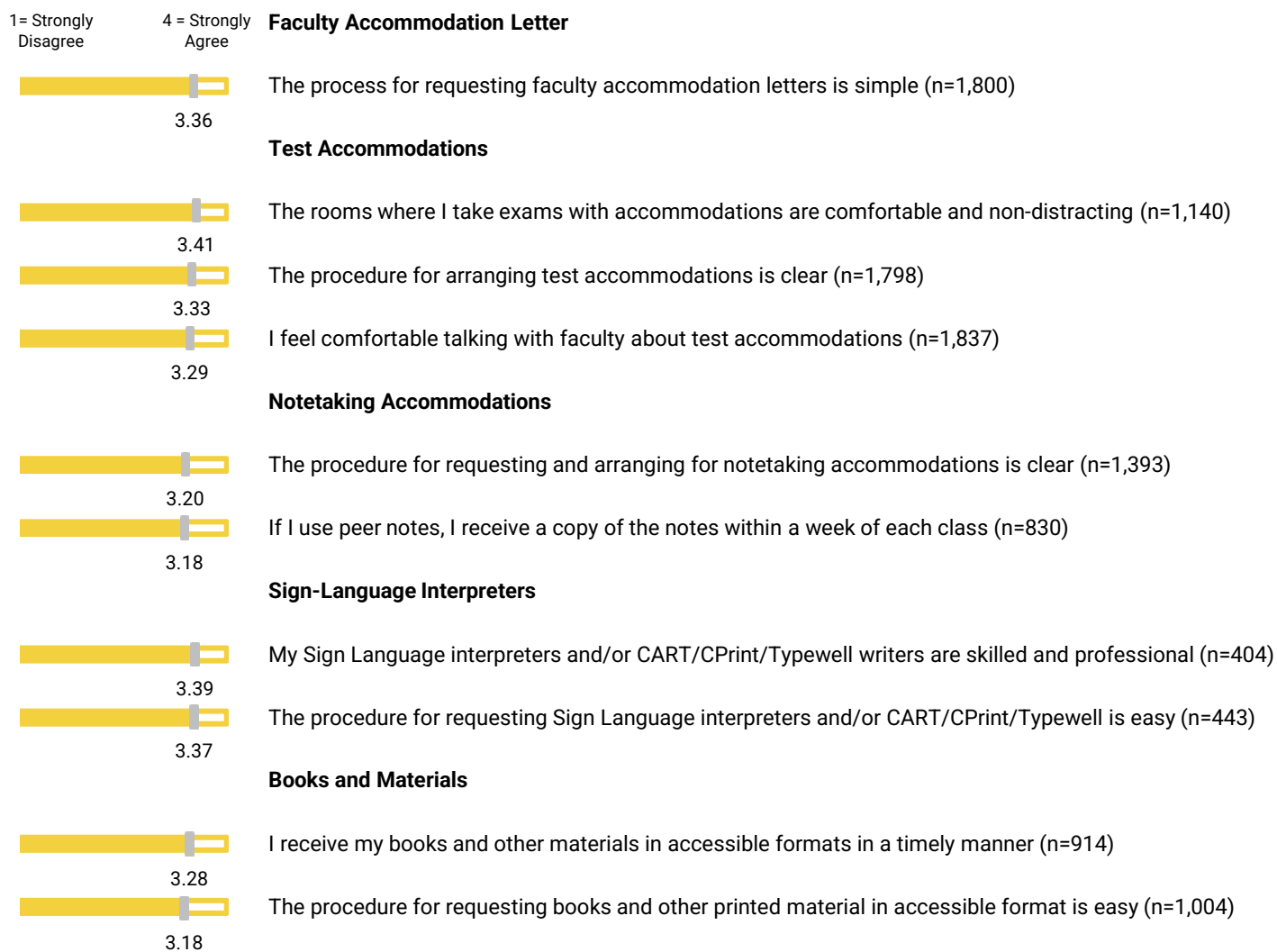**2.95**

Student ratings for interactions with campus DSS offices differed based on their gender identity, racial/ethnic identity, and disability type (see Appendix for detailed findings). Specifically, students who identified as non-binary, students with a mental health, ADD or ADHD and/or mobility disability, and students who identified as multi-ethnic rated their interactions with disability services offices lower than their peers.

The majority of qualitative feedback about interactions with disability services offices was positive, with students reported feeling welcomed and respected from staff and receiving the support and accommodations that they need to succeed. One student wrote, "All staff that have helped me have been very supportive of my success! They adequately guided me through my needs and questions in a timely and efficient manner." Despite the COVID-19 pandemic, students found the disability services offices essential for their distance learning needs. One student wrote, "They made accommodations easy considering the current situation of COVID-19. I appreciate all their help assisting me with my

accommodations." However, some students noted unresponsiveness or lag time in communication with staff, especially through e-mail. As one student wrote, "This one time I sent four emails to someone at the [Disability Resource Office], they never responded or redirected me to someone who could have helped me. I had to figure things out on my own." Students also found the web interface at their campuses outdated or confusing for submitting accommodations, especially for students with vision-related needs. Additional support that students reported needing from disability services staff included guidance on what to do if a faculty member denies accommodation(s) and additional hours for support services.

Accommodations and Services on Campus (N=1,992, Mean=3.27)

1= Strongly Disagree   4 = Strongly Agree

Faculty Accommodation Letter

The process for requesting faculty accommodation letters is simple (n=1,800)
3.36

Test Accommodations

The rooms where I take exams with accommodations are comfortable and non-distracting (n=1,140)
3.41

The procedure for arranging test accommodations is clear (n=1,798)
3.33

I feel comfortable talking with faculty about test accommodations (n=1,837)
3.29

Notetaking Accommodations

The procedure for requesting and arranging for notetaking accommodations is clear (n=1,393)
3.20

If I use peer notes, I receive a copy of the notes within a week of each class (n=830)
3.18

Sign-Language Interpreters

My Sign Language interpreters and/or CART/CPrint/Typewell writers are skilled and professional (n=404)
3.39

The procedure for requesting Sign Language interpreters and/or CART/CPrint/Typewell is easy (n=443)
3.37

Books and Materials

I receive my books and other materials in accessible formats in a timely manner (n=914)
3.28

The procedure for requesting books and other printed material in accessible format is easy (n=1,004)
3.18

Student ratings of accommodations differed based on their gender identity and type of disability (see Appendix for detailed findings). On average, individuals who identified as non-binary or female and those who identified as having a mental health disability and/or ADD or ADHD rated accommodations lower than their peers.
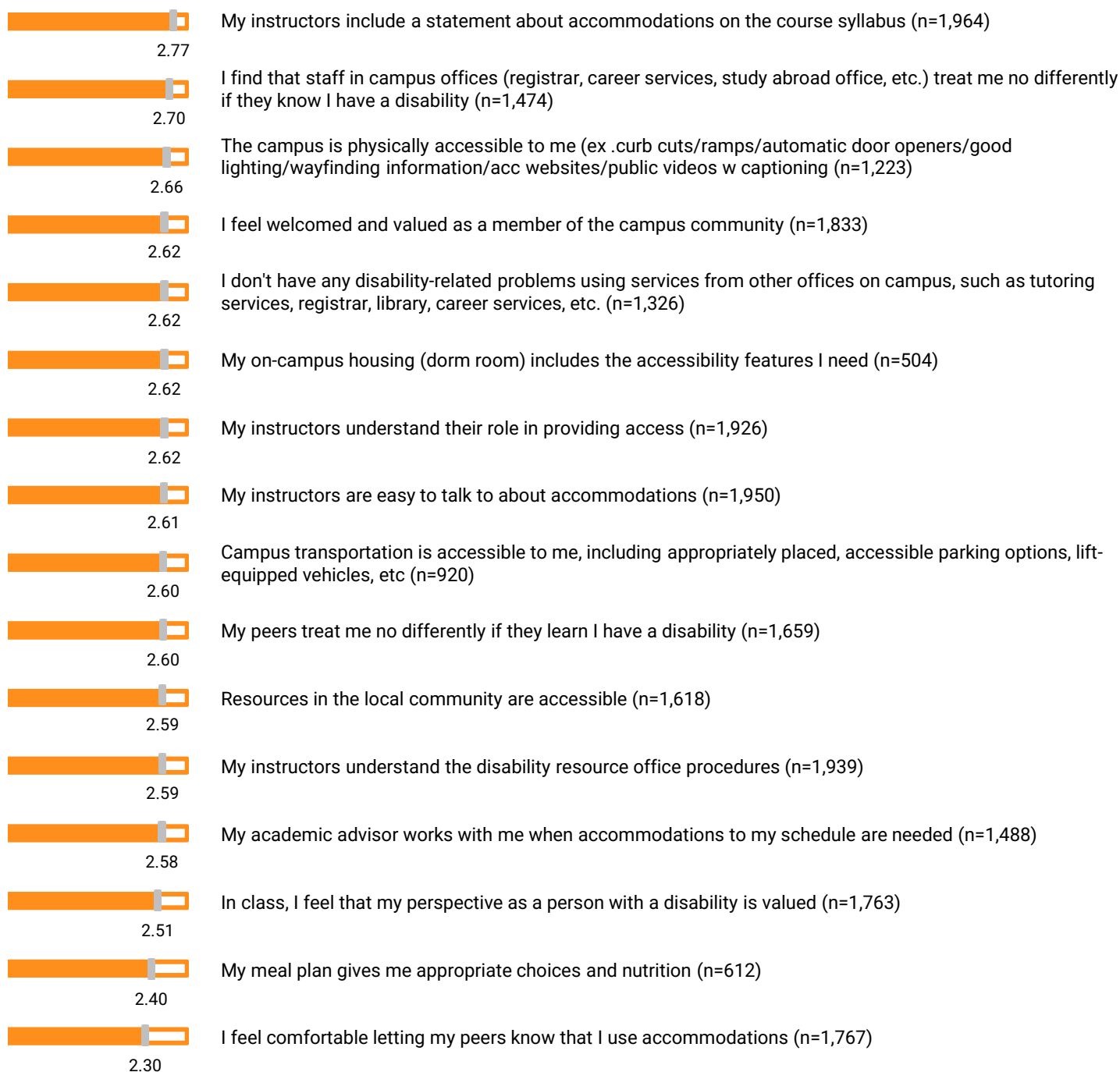
Students reported a range of experiences with the academic accommodations available on their campus in their open-ended responses. One student wrote, "I believe that I was offered the accommodations which fit my needs and are necessary to assist me with my class assignments. I also know that there are other accommodations that can be offered to assist me with my classwork." Other students reported difficulties with access and quality of notetaking and test accommodations. Some students described the process to find a notetaker as "confusing" and "difficult." In some cases, some students reported never receiving a notetaker due to limited interest from volunteer notetakers. For students who received a notetaker, some reported that the notes were illegible or uploaded late or that the notetaker dropped out of the class and no replacement was found. One student wrote, "Notetaking is not a helpful resource – the

notes often have tons of typos and don't make sense. It has been unreliable to obtain clear and consistent notes from my classmates." Students also experienced challenges with test-taking accommodations, including limited hours of availability, the need for scheduling far in advance, and noise and crowdedness of testing rooms. Some students felt that the room proctors were distracting by walking or talking too much. As one student wrote, "I was a bit disappointed when I took my first exam at the resource center. The staff were whispering, although I know it was not their intent, it was very distracting for me. I have not returned to test there since." Some students also found that receiving materials in an alternative format or media required long wait times, with some students not receiving their alternative books or audio materials until weeks after the class started.

Inclusive Campus Community (N=2,034, Mean=2.58)

1 = Rarely True   3 = Almost Always True

Score	Statement
2.77	My instructors include a statement about accommodations on the course syllabus (n=1,964)
2.70	I find that staff in campus offices (registrar, career services, study abroad office, etc.) treat me no differently if they know I have a disability (n=1,474)
2.66	The campus is physically accessible to me (ex .curb cuts/ramps/automatic door openers/good lighting/wayfinding information/acc websites/public videos w captioning (n=1,223)
2.62	I feel welcomed and valued as a member of the campus community (n=1,833)
2.62	I don't have any disability-related problems using services from other offices on campus, such as tutoring services, registrar, library, career services, etc. (n=1,326)
2.62	My on-campus housing (dorm room) includes the accessibility features I need (n=504)
2.62	My instructors understand their role in providing access (n=1,926)
2.61	My instructors are easy to talk to about accommodations (n=1,950)
2.60	Campus transportation is accessible to me, including appropriately placed, accessible parking options, lift-equipped vehicles, etc (n=920)
2.60	My peers treat me no differently if they learn I have a disability (n=1,659)
2.59	Resources in the local community are accessible (n=1,618)
2.59	My instructors understand the disability resource office procedures (n=1,939)
2.58	My academic advisor works with me when accommodations to my schedule are needed (n=1,488)
2.51	In class, I feel that my perspective as a person with a disability is valued (n=1,763)
2.40	My meal plan gives me appropriate choices and nutrition (n=612)
2.30	I feel comfortable letting my peers know that I use accommodations (n=1,767)

Students differed in their ratings of experiencing an inclusive campus community based on their gender identity, type of disability, and academic standing. On average, students who identified as non-binary, students with a mental health, ADD or ADHD, and/or a mobility disability, and underclass students rated their campus community as less inclusive than their peers.

In open-ended responses, students had a range of experiences at their campus. Students wrote about their experiences with peers and instructors. Some students expressed hesitation with disclosing their disability. One student wrote, "Sometimes it is difficult for me to be open about my disability and my accommodations because of the stigma that goes with my disability. So, it is hard to speak up when I need help with accommodations." For other students, they found their classmates and instructors supportive of their needs when they disclose their disability. One student wrote, "The campus was able to treat me fairly, even when I had told them I have a disability. The instructors understood me and were able to support me in their courses. I am treated by my peers fairly as they are careful on what to say towards me as they do not want to offend me, which made me feel like I was part of the community." On the other hand, some students had negative experiences when disclosing their disability, such as instructors not honoring their accommodations or classmates or instructors making inappropriate comments about their disability. One student wrote, "I've experienced one particular professor who seems unwilling to be accommodating with my special needs, and it's been really frustrating. I've voiced this concern to [the Disability Resource Office] during my last visit there but have not had anybody follow up. I do not feel comfortable bringing this up to the professor again, so I'm still very concerned." In order to create an inclusive campus community, students recommended instructors have trainings on how to accommodate students with disabilities and work with different types of disabilities.

Some students also reported challenges with physical access to resources and amenities on campus. For example, some students noted the limited number of disabled person parking spots and no access to or broken elevators on campus. One student wrote, "I noticed that students with physical disabilities have difficult time navigating a campus due to limited access to use elevators from parking lots." In addition, students described their campus' shuttle system as "unreliable" and "slow." One student wrote, "Transportation on campus should be considered a priority for disabled students because we cannot just get into a car and commute to the off-campus location…Making this an accommodation will allow for students with disability to have the same opportunity to get around campus in a timely manner to get to other classes on time."
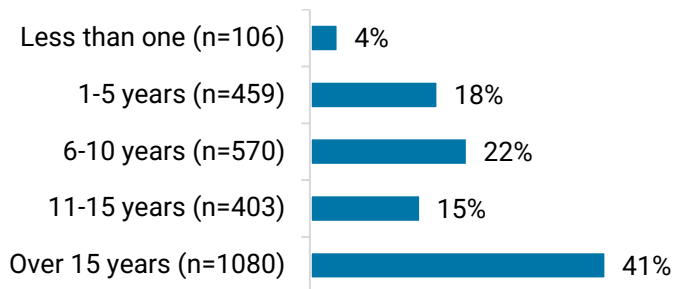
Faculty & Administrator Assessment of Campus Accommodations for Students with Disabilities

All CSU faculty were asked to respond to the AHEAD survey that assessed their experiences working with students with disabilities and their interactions with the DSS office on campus. Across CSU campuses, 41% of faculty who responded to the AHEAD survey reported having over 15 years of teaching experience, while 22% reported having 5 years or less.
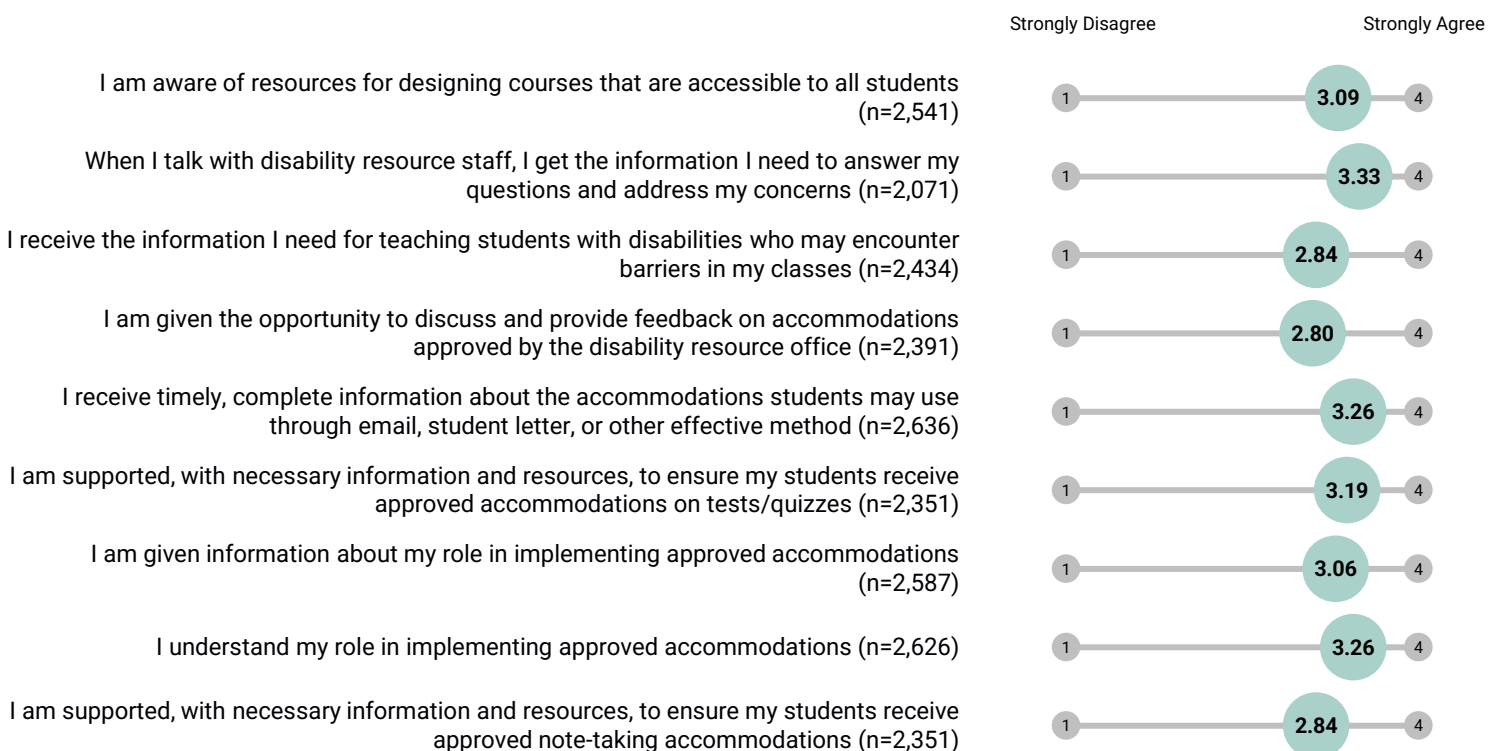
Faculty Perspectives

In the faculty survey, faculty reported on their experiences working with students with disabilities as well as their satisfaction with the support they receive from the student disability services office. For each category of survey questions, the average score is shown for the overall category as well as for each individual item in the category. The number (n) of faculty who responded to each set of questions is also shown.

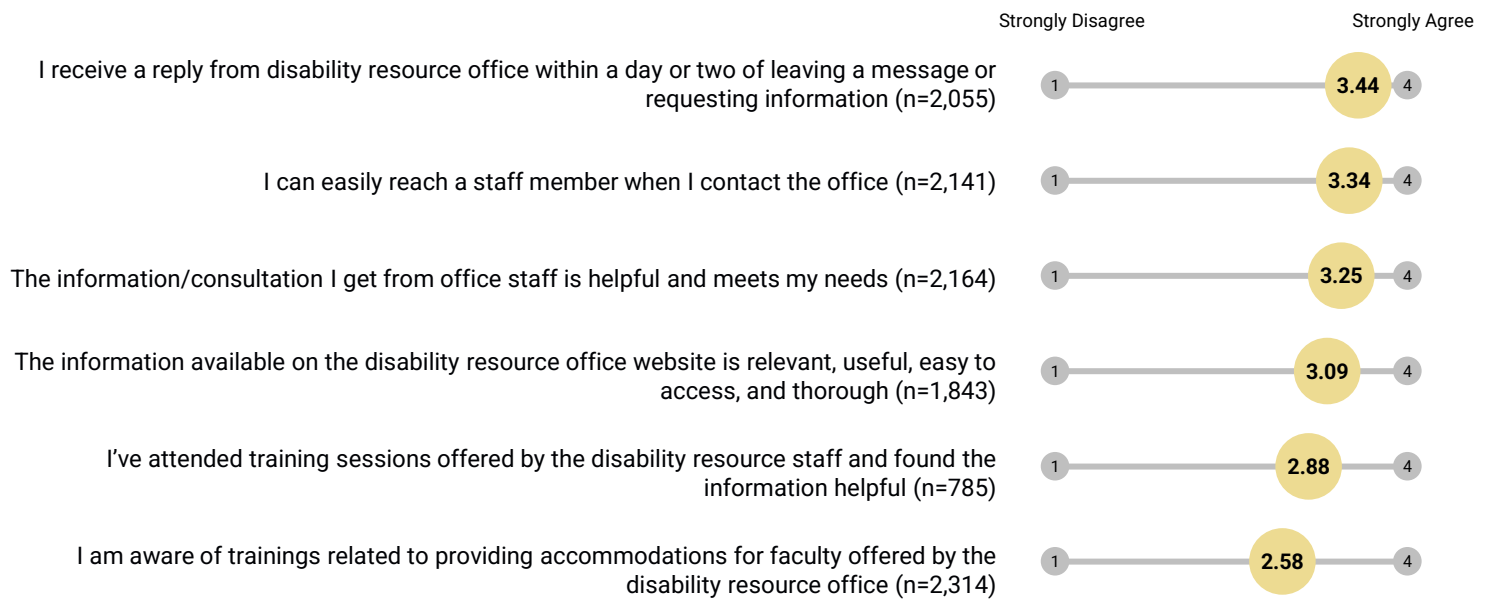## Years Teaching at This Institution and at Other Institutions (Including This Year) (N=2,618)

Category	Percentage
Less than one (n=106)	4%
1-5 years (n=459)	18%
6-10 years (n=570)	22%
11-15 years (n=403)	15%
Over 15 years (n=1080)	41%

Experience of Having Students with Disabilities in their Courses (N=2,677, Mean=3.08)

Strongly Disagree — Strongly Agree (scale 1 to 4)

Item	Score
I am aware of resources for designing courses that are accessible to all students (n=2,541)	3.09
When I talk with disability resource staff, I get the information I need to answer my questions and address my concerns (n=2,071)	3.33
I receive the information I need for teaching students with disabilities who may encounter barriers in my classes (n=2,434)	2.84
I am given the opportunity to discuss and provide feedback on accommodations approved by the disability resource office (n=2,391)	2.80
I receive timely, complete information about the accommodations students may use through email, student letter, or other effective method (n=2,636)	3.26
I am supported, with necessary information and resources, to ensure my students receive approved accommodations on tests/quizzes (n=2,351)	3.19
I am given information about my role in implementing approved accommodations (n=2,587)	3.06
I understand my role in implementing approved accommodations (n=2,626)	3.26
I am supported, with necessary information and resources, to ensure my students receive approved note-taking accommodations (n=2,351)	2.84

Interactions with the Disabilities Services Offices (N=2,569, Mean=3.06)

Strongly Disagree   Strongly Agree

Statement		Mean
I receive a reply from disability resource office within a day or two of leaving a message or requesting information (n=2,055)	1 — 4	3.44
I can easily reach a staff member when I contact the office (n=2,141)	1 — 4	3.34
The information/consultation I get from office staff is helpful and meets my needs (n=2,164)	1 — 4	3.25
The information available on the disability resource office website is relevant, useful, easy to access, and thorough (n=1,843)	1 — 4	3.09
I've attended training sessions offered by the disability resource staff and found the information helpful (n=785)	1 — 4	2.88
I am aware of trainings related to providing accommodations for faculty offered by the disability resource office (n=2,314)	1 — 4	2.58

Perceptions of Having Students with Disabilities in their Courses (N=2,650, Mean=3.14)

Strongly Disagree   Strongly Agree

Statement		Mean
I believe that students with disabilities enrich the classroom with the diversity of their experience (n=2,519)	1 — 4	3.58
I believe that accommodations help to provide an equitable experience for students with disabilities (n=2,610)	1 — 4	3.51
My department/division supports me in addressing requests for accommodations (n=2,111)	1 — 4	3.36
I feel confident in my ability to teach students with disabilities (n=2,650)	1 — 4	3.14
I have ready access to the resources I need to provide effective accommodations to students with disabilities (n=2,537)	1 — 4	2.90
Having students with disabilities in my classes requires very little extra time and energy from me (n=2,644)	1 — 4	2.71

Do you have a disability? (N=2,514)

74%

No, I do not have a disability

16%

Yes, I have a disability

11%

Yes, I have a family member with a disability

> The [disability services center] is not well-equipped to support students in learning experiences outside of classrooms. As we think about "high impact practices" this is an area for development.

Administrators' Perspectives

In the AHEAD administrator survey, administrators reported on the extent to which they believe the student disability services office provides support to their specific office/department in meeting the needs of students with disabilities, as well as an overall score of quality of services across campus. The average score is shown for the overall category as well as for each individual item in the category. The number (n) of administrators who responded to the questions is also shown.

From your perspective, overall, how well does the disability services office consult, collaborate and support your unit in its interactions with students with disabilities? (n=491)

1= poor   **4.17**   5 = excellent

From your perspective, overall, how well does the disability services office serve students with disabilities? (n=486)

1= poor   **4.31**   5 = excellent

> "There has been a marked increase in students requesting accommodations since returning to face-to-face class interactions. I feel that there is an assumption that because we have been doing hybrid teaching, that this method can be expanded to accommodate students who are uncomfortable or who struggle in the traditional class environment."
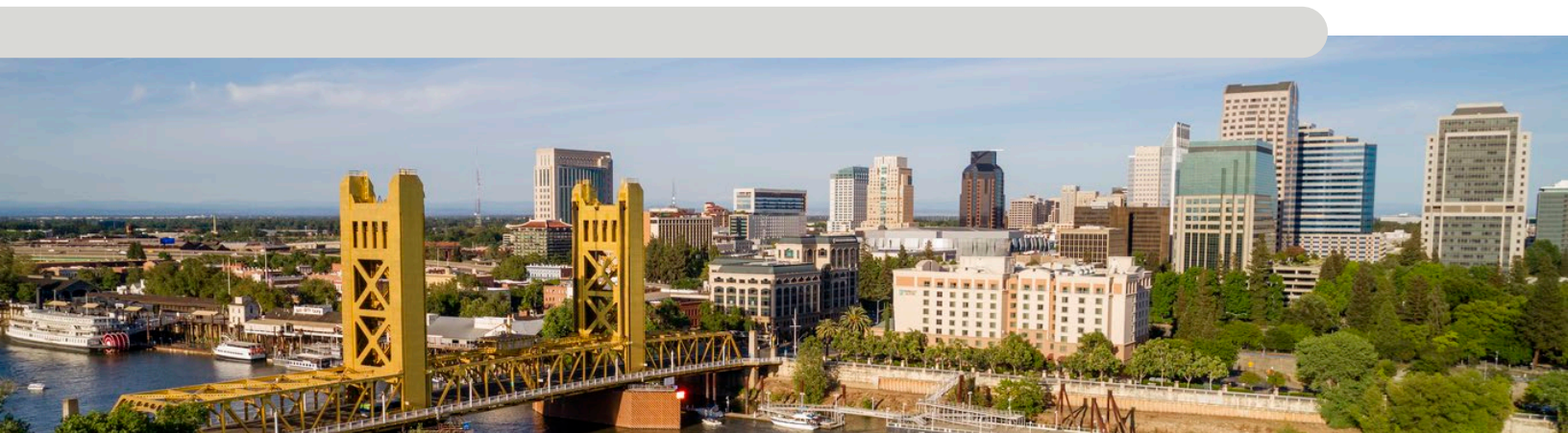
Self-Study

Directors of student disability services offices from 22 out of 23 CSU campuses completed the AHEAD self-study, which asked them to rate their programs across several standards that reflect aspirational goals for disability resource professionals in addressing systemic and individual barriers for disabled people in all aspects of higher education. The aggregated results from the 22 campuses are presented below.
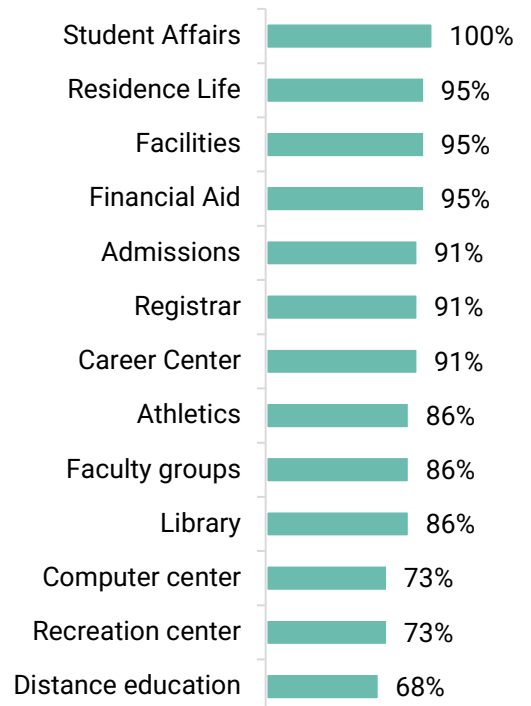
Leadership and Collaboration

Rate your **program's current success in serving as an advocate for issues** regarding students with disabilities to ensure equal access (n=21)

1= relative ineffectiveness   **3.76**   5 = exceptional performance

% that have established partnerships (n=22)

Student Affairs	100%
Residence Life	95%
Facilities	95%
Financial Aid	95%
Admissions	91%
Registrar	91%
Career Center	91%
Athletics	86%
Faculty groups	86%
Library	86%
Computer center	73%
Recreation center	73%
Distance education	68%

Partnerships were maintained through e-mails, meetings, consultations, liaison staff member, phone calls, and trainings.
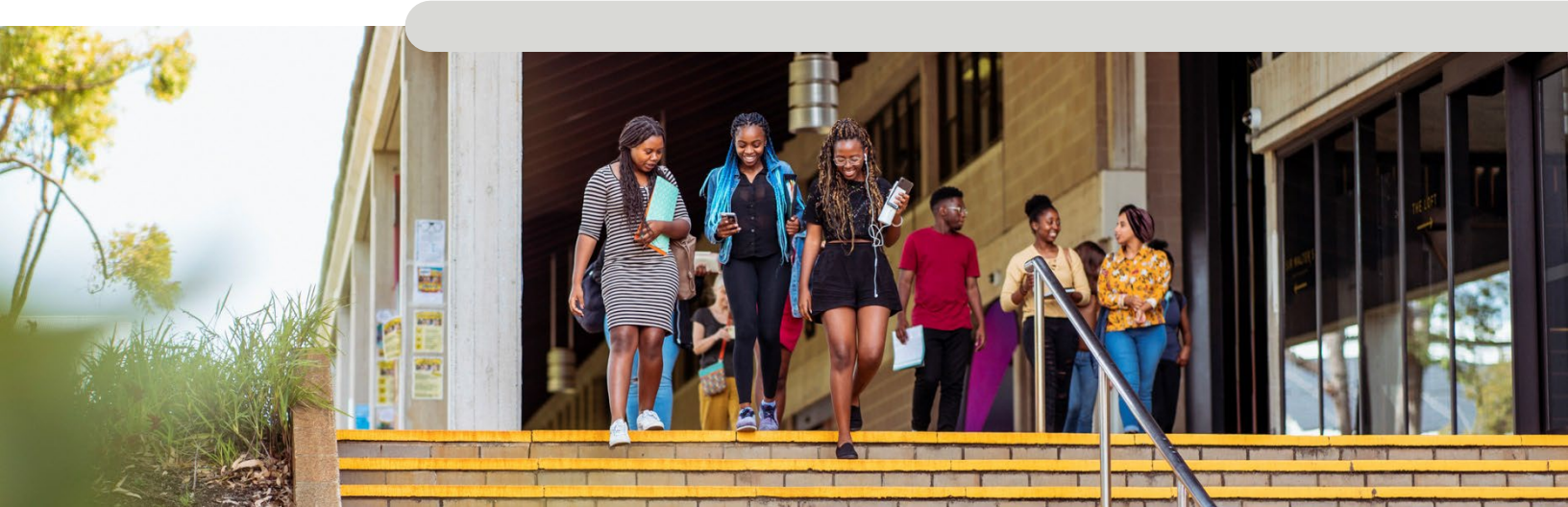
Consultation and Information Dissemination

Rate your program's current success in **disseminating information to students and the campus community** and promoting institution-wide access (n=20)

1= relative ineffectiveness
3.55
5 = exceptional performance

The institution's **main Web site includes a single page that pulls together all information on all disability-related resources**: student service office, information for faculty/staff with disabilities, physical accessibility and parking information, etc. (n=19)

No, 32%   Yes, 68%

Is that page linked to the homepage of the institution? (N=14)

Yes — 79%
No — 7%
Don't Know — 14%
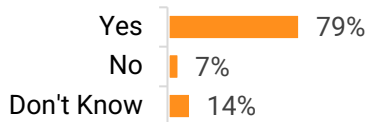
Given the availability of assistive technology and campus-wide relationships, which of the following descriptions best describes current status (n=20):

15%

The institution has appropriately integrated technologies that support access to printed and electronic communications, such as screen readers, screen magnification and Braille devices. Deaf and hard of hearing students have access to communication technologies, such as TTYs and video phones, available throughout the campus (n=20)

60%

While not all types of assistive technology used to support access to printed and electronic materials and provide ready communication access to deaf and hard of hearing individuals are available throughout the campus, the **technology requested by current students, faculty and staff are in place and appropriately accessible** (n=20)

25%

The institution has not adequately integrated assistive technology throughout the campus. Access to technologies that provide blind, low vision and learning-disabled individuals access to printed and electronic information and that provide communication access to deaf and hard of hearing individuals is not adequately available (n=20)

Which of the following referral resources are available from your office? (n=20)

Material from the campus **counseling center (100%)**
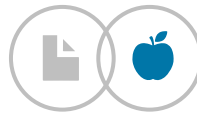
Material from the **academic support** programs on campus **(100%)**

Materials from **student affairs** offices **(85%)**

Links on the program's Web site to **campus-based resources** for students (tutoring center, recreation activities, housing, etc.) **(80%)**

Material from **community-based organizations** that provide information about local disabled-related community agencies/social activities **(80%)**

Links on the program's Web site to **community-based agencies/social activities** that provide resource to the disability community **(75%)**

Faculty/Staff Awareness

Rate your program's current success in **assuring faculty and staff members' awareness of issues** of disability, access, accommodation and inclusion (n=20)

1= relative ineffectiveness

3.25

5 = exceptional performance

Does your program have a faculty advisory committee? (N=20)

15% **said yes** (n=3)

85% **said no** (n=17)

How often does your office provide faculty training? (N=20)

Annually as part of faculty orientation/training in the fall
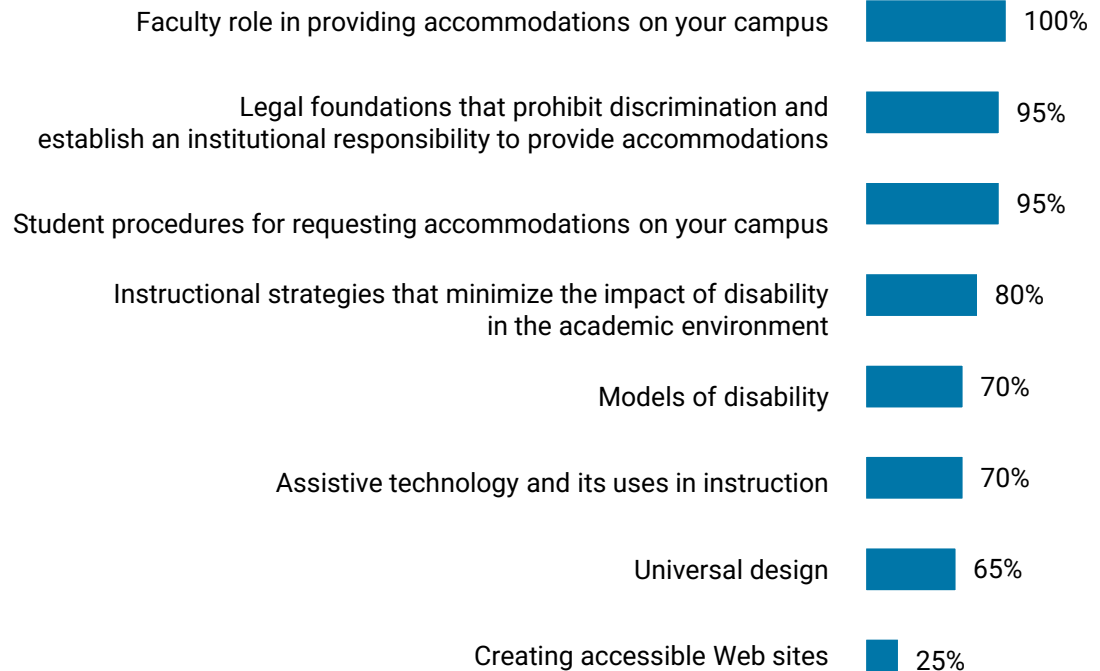**70%** (n=14)

Scheduled, workshops/trainings are offered at least once per term
65% (n=13)

Whenever requested
95% (n=19)

In what areas does your program provide faculty training? (n=20)

Faculty role in providing accommodations on your campus	100%
Legal foundations that prohibit discrimination and establish an institutional responsibility to provide accommodations	95%
Student procedures for requesting accommodations on your campus	95%
Instructional strategies that minimize the impact of disability in the academic environment	80%
Models of disability	70%
Assistive technology and its uses in instruction	70%
Universal design	65%
Creating accessible Web sites	25%

Academic Adjustments

Considering your reflections as you completed the above, rate your program's current success in **coordinating, providing and/or monitoring the availability of academic adjustments** for students with disabilities (n=20)

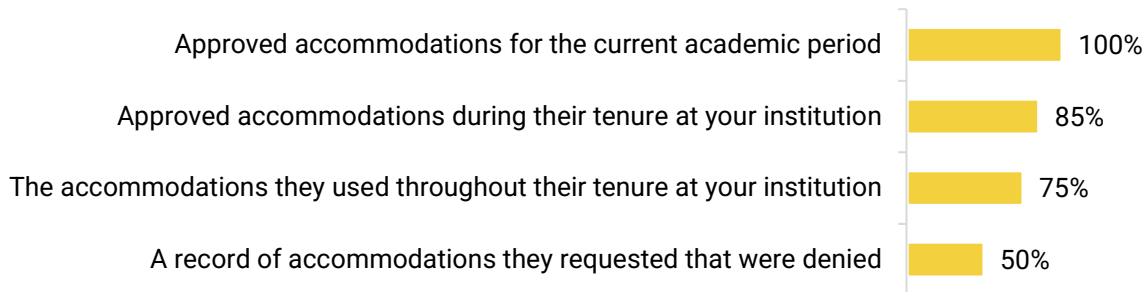1= relative ineffectiveness **4.05** 5 = exceptional performance

Are accommodation decisions available to students in writing upon request? (N=20)

95% said yes (n=19)   **5%** said no (n=1)

Which of the following information is readily available to students? (n=20)

Approved accommodations for the current academic period	100%
Approved accommodations during their tenure at your institution	85%
The accommodations they used throughout their tenure at your institution	75%
A record of accommodations they requested that were denied	50%

100% say staff engage in an interactive process with students in the determination of reasonable accommodations (n=20)

Counseling and Self-Determination

Rate your program's current success in **providing individual support to students** in a way that encourages self-determination and in facilitating student development (n=20)
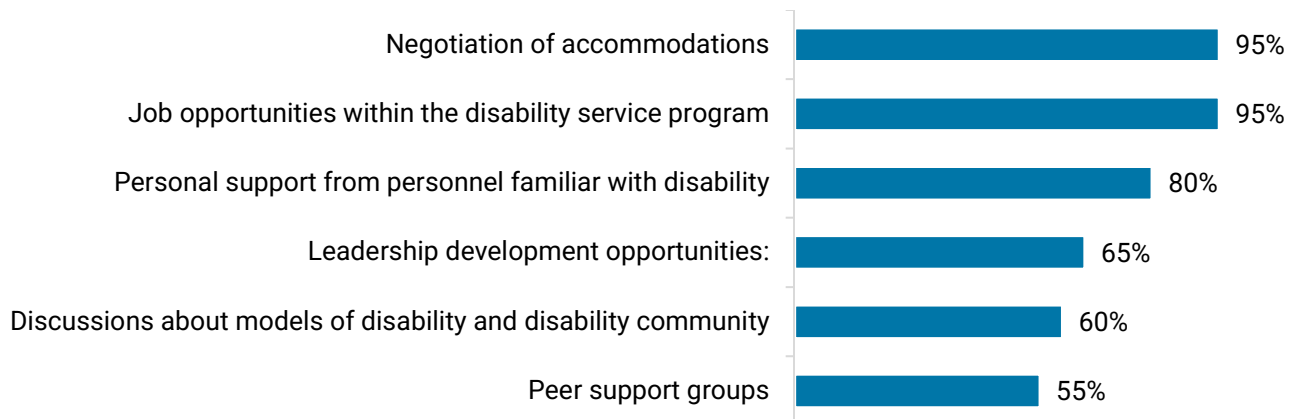
1= relative ineffectiveness   **3.75**   5 = exceptional performance

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Does your program provide opportunities for students to engage in the following? (n=20)

Negotiation of accommodations	95%
Job opportunities within the disability service program	95%
Personal support from personnel familiar with disability	80%
Leadership development opportunities:	65%
Discussions about models of disability and disability community	60%
Peer support groups	55%

Does your office or the campus have space set aside for the development of "community"? (n=20)

35% **Yes, we have an appropriate location** where students with disabilities can relax, study, visit, etc. in our office or in another location where similar space is available to other student populations/communities.

15% **Yes, there is a small space where we've noticed students come together**, but it's not a space designed to serve in this capacity.

50% **No,** we recognize that this would help to build community and be helpful to students in developing identity and self confidence, but **our space does not allow for such an area.**

0% **No, our students are not interested** in such a space.

Policies and Procedures

Rate your program's current status in regard to **having appropriate, clear, and consistent policies and procedures** for the provision of services (n=20)
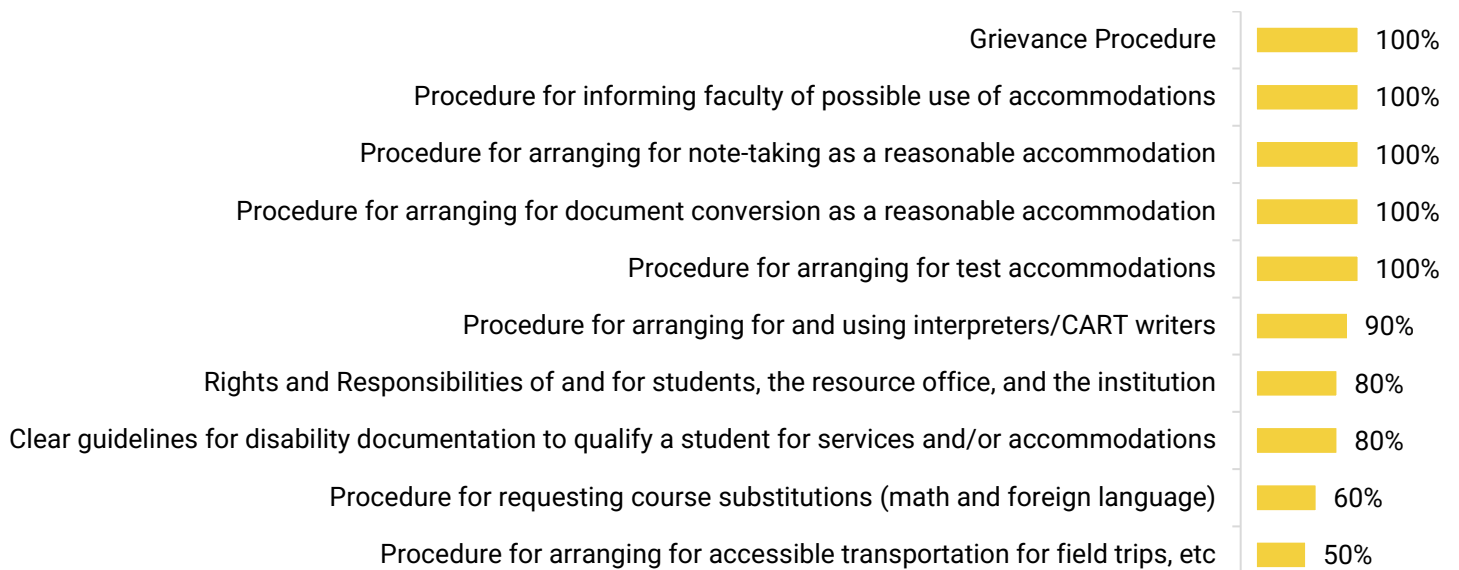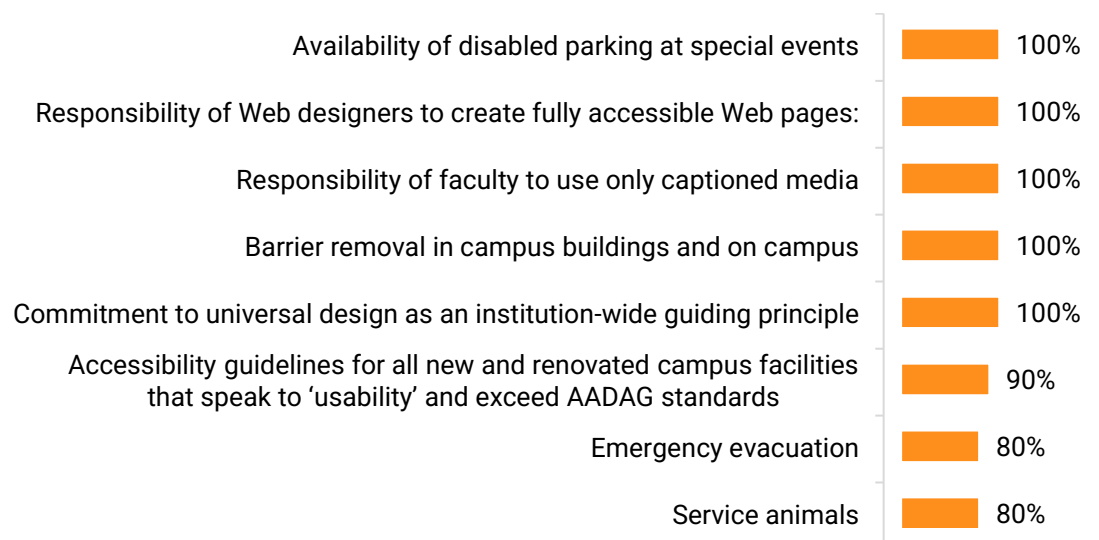
1= relative ineffectiveness   3.65   5 = exceptional performance

Does your program provide opportunities for students to engage in the following? (n=20)

Grievance Procedure	100%
Procedure for informing faculty of possible use of accommodations	100%
Procedure for arranging for note-taking as a reasonable accommodation	100%
Procedure for arranging for document conversion as a reasonable accommodation	100%
Procedure for arranging for test accommodations	100%
Procedure for arranging for and using interpreters/CART writers	90%
Rights and Responsibilities of and for students, the resource office, and the institution	80%
Clear guidelines for disability documentation to qualify a student for services and/or accommodations	80%
Procedure for requesting course substitutions (math and foreign language)	60%
Procedure for arranging for accessible transportation for field trips, etc	50%

Has your program assisted the institution in the development of the following procedures/guidelines? (n=19)

Availability of disabled parking at special events	100%
Responsibility of Web designers to create fully accessible Web pages:	100%
Responsibility of faculty to use only captioned media	100%
Barrier removal in campus buildings and on campus	100%
Commitment to universal design as an institution-wide guiding principle	100%
Accessibility guidelines for all new and renovated campus facilities that speak to 'usability' and exceed AADAG standards	90%
Emergency evacuation	80%
Service animals	80%

Program Admin and Evaluation

Rate the current success of your program's **administrative infrastructure and its evaluation activities and plan** (n=20)

1= relative ineffectiveness   3.30   5 = exceptional performance

95% said they **have full-time responsibilities to the disability service program** (n=19)

20% of respondents **believe they are currently adequately staffed** (n=4)

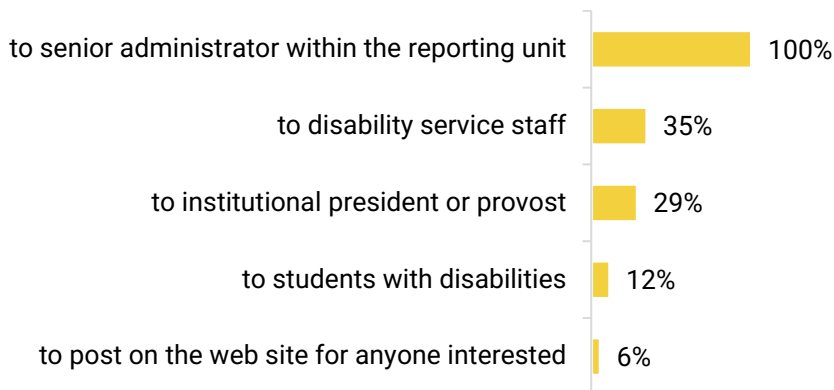How many students does your program work with during the academic year? (n=20)

150 — min
1,347 — mean
2,512 — max

70% of programs **maintain records to measure and compare the retention and graduation rates of students with disabilities** with the rates of all students (n=14)

Does your program prepare an Annual Report each year? (n=20)

85% of respondents say their program prepares an Annual Report each year...

to senior administrator within the reporting unit	100%
to disability service staff	35%
to institutional president or provost	29%
to students with disabilities	12%
to post on the web site for anyone interested	6%

Training and Professional Development

Rate your program's current success in **assuring on-going professional development** activities for the staff (n=20)

1= relative ineffectiveness   3.60   5 = exceptional performance

100% provided **opportunities during the year for staff to come together** to discuss current issues in disability services (n=20)

70% said their office has a policy on professional development that allows for **flexibility in work hours to attend professional development opportunities** (n=20)

70% said their office **has a budget line specifically dedicated to staff professional development** activities (n=20)

Recommendations

We offer the following reflections and recommendations based on the CSU systemwide AHEAD survey results from Academic Year 2021-22.

The lack of context around COVID was a major limitation of the AHEAD survey administration of 2021-22. The changes that all students and staff have experienced on college campuses over the last two years because of COVID and COVID precautions undoubtedly impacted their academic experiences and their interactions with one other. The absence of any mention of COVID in the AHEAD surveys makes it difficult for survey takers to gauge how to answer questions and makes it similarly difficult for readers to interpret the results. The event of COVID itself also poses challenges for comparing data from this survey administration round (2021-22) to the last administration round (2016-17), as any changes observed may be partially or solely attributed to COVID-related factors. We recommend that prior to a future administration of the AHEAD survey tools, the Chancellor's Office considers whether the AHEAD tools remain the best option for the CSU to assess its campus disability services.

Overall, students who responded to the AHEAD surveys in 2021-22 rated their interactions with the disability services office on their campus positively. When looking deeper at the results, non-binary students and those with mental health, attention deficit disorder (ADD or ADHD), and mobility disabilities reported the lowest scores across student scales (see Appendix). This finding presents an opportunity to better understand the needs of these populations and how their experiences differ from that of their peers.

Finally, open-ended feedback from students across CSU campuses offers that students may benefit from additional guidance on what to do if their accommodation is denied or they don't agree with the decision of what accommodations they will be offered. Further efforts to educate students with disabilities on what decisions can be appealed and how to initiate an appeal may go a long way to reducing this frustration and empowering students to advocate for themselves. Similarly, some faculty may benefit from clarification about whether the accommodations they are instructed to provide a student are negotiable or are able to be supplemented with additional accommodations that they identify as compatible with their specific course.