

Student Accessibility Services POS Survey Analysis (Fall 2020–Spring 2023)

This report summarizes student feedback collected through four Student Accessibility Services (SAS) Point of Service (POS) surveys conducted from Fall 2020 through Spring 2023. The SAS department posed a series of questions to better understand student needs, the use and effectiveness of accommodation, and opportunities for service improvement. This report highlights trends in responses and student feedback across academic years. All source survey data can be accessed on the [OIERP Briefs and Reports](#).

Surveys included:

- Fall 2020 – Spring 2021
- Fall 2021 – Spring 2022
- Fall 2022
- Spring 2023

Below is a summary of key findings organized by the questions posed by the SAS department (**shown in blue**) as part of RRN3315. The summary provides clear and actionable insights based on student feedback.

How are we doing?

Trend:

Across all semesters, student responses consistently indicate **high satisfaction** with SAS services. For example:

- **Staff helpfulness:**
 - FA20–SP21: 93% strongly agreed
 - FA21–SP22: 86% strongly agreed
 - SP23: 100% positive feedback (no dissatisfaction reported)

Open-ended comments:

Students frequently praised staff for being kind, helpful, responsive, and empowering. One student said SAS “gave me the help I need to be successful in school,” and others noted increased confidence and access to tools that supported their learning.

What are we not doing?

Trend & Gaps Identified:

- FA21–SP22 and FA22: A few students requested extended service hours and clearer communication when appointments are missed.
- FA22: One student expressed frustration with a no-show counselor appointment and lack of follow-up, which negatively impacted their perception.
- SP23: A student requested better classroom audio support technology, suggesting a gap in accommodation tools for hearing-impaired students.

Recommendation:

Improve communication (e.g., auto-emails for cancellations), and explore FM systems or additional assistive technologies for hearing support.

Which accommodations do students use the most?

Top 3 Most Used Accommodations (Consistent Across All Surveys):

1. Academic accommodations (71.1% in SP23, 53.8% in FA22, 51.6% in FA21–SP22, 40% in FA20–SP21)
2. Assistive/alternative media and technology
3. Counseling and semester renewals

Open-ended comments:

Students specifically mentioned gaining support through “smartpens,” “testing accommodations,” and “transfer counseling.”

How did accommodation help students in their courses?

Themes from All Semesters:

- Improved GPA and academic performance
- Enhanced understanding of material
- Reduced anxiety and boosted confidence
- Helped students “not be tested on their disability, but on understanding the material”

Representative quotes:

“I am better prepared for next semester because of my visit.” “I gained more help adjusting classes, helped me talk more and be less shy.”

Whether the students are interested in attending workshops?

This question was not explicitly asked, but there were indirect indicators of student interest in support:

- Comments like “more help with classes in the upcoming year” and “more guidance” suggest interest in structured learning support, possibly through workshops.

Recommendation:

Consider including a specific survey question about workshop interest and preferred topics in future surveys to directly measure interest.

How to better serve our students?

Based on student feedback:

- Improve communication and appointment management
- Extend service hours into the evening (requested in FA21–SP22)
- Provide additional technology, like FM systems
- Ensure more direct faculty communication

Opportunities:

Continue building trust with students and provide clarity on services. Consider optional group check-ins, early reminders for renewals, and classroom walkthroughs.

What can we provide to bring you closer to SAS?

From open-ended suggestions:

- Students value a welcoming, responsive environment
- Some students mentioned appreciating in-person options (post-COVID)
- Requests for staff to explain available tools, grants, and resources more clearly

Suggested offerings:

- Regular drop-in Q&A sessions
- “Get to Know SAS” resource events
- More visibility during campus welcome weeks

Do you come to the SAS High Tech Center to do your HW? If not what resources can we provide to encourage you to do so?

This question was not directly asked, but feedback implies limited student use of physical space (especially post-pandemic).

Suggestions to encourage use:

- Promote what’s available in the High Tech Center (e.g., technology, support staff)
- Host events or homework sessions there
- Offer incentives like snacks or early access to assistive tools