

ANNUAL REPORT 2024-2025

San Jose State University

Accessible Education Center

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MISSION, VISION, & GOALS

Mission

The Accessible Education Center (AEC) is committed to an inclusive and collaborative learning environment. The AEC provides access through accommodations, services, and design; facilitating an equal opportunity for students with disabilities to participate in all University programs and services.

Vision

The Accessible Education Center (AEC) will be the leader in creating an environment of access, equity, and inclusion for students with disabilities. Through collaboration with students, faculty, staff and the campus community, the AEC will promote independence and academic excellence by embracing and applying universal design concepts. The AEC will foster positive disability identity, independence, and self-advocacy as an essential element embedded in the fabric of diversity through inclusive excellence.

Goal

- The AEC will lead and collaborate on a commitment to access and equity for students with disabilities as an integral aspect of University's culture.
- The AEC will advise and educate the campus community about disability & inclusive practices as it applies to students with disabilities.
- The AEC will provide services, strategies, and reasonable accommodations to mitigate the barriers faced by students with disabilities.
- The AEC will develop and manage resources guided by our mission.
- The AEC staff will engage in ongoing professional development activities and stay up-to-date on research, legislation, policies, and advancements that impact access, programs/service, and equity for students with disabilities.

DEMOGRAPHICS

Enrollment

Semester	Enrollment
Fall 2024	1,615
Spring 2025	1,668



AY 2024-25:

- Applications: 1, 115
- Intakes: 673
- Housing Applications: 108
- Housing Intakes: 33

Primary Disability

	%
ADD/ADHDH	24%
Autism (ASD)	17%
Deaf or Hard of Hearing (DHOH)	2%
Learning Disability (LD)	14%
Medical	16%
Mental Health	24%
Mobility Impairment	1%
Visually Impairment	1%
Other	1%



34% of registered students have two or more disabilities

15% of registered student's secondary disability is mental health

Ethnicity

	%
American Indian or Alaskan Native	1%
Asian	27%
Black or African American	6%
Hispanic/Latinx	23%
Native Hawaiian or Other Pacific Islander	1%
White	29%
Not Specified	14%

College

	%
Business	1%
Education	5%
Engineering	15%
Grad Studies	0%
Health & Human Sciences	11%
Humanities & Arts	18%
Information, Data, & Society	8%
Professional & Global Education	1%
Science	9%
Social Science	19%
Undergrad Studies	2%



Self-reported affiliations, as of May 2025:

10% Dept of Rehab 8% EOP 10% 1st Gen .5% Guardian Scholars
 1% International 2% Athlete 3% Veteran

ACCOMMODATIONS, SERVICES, & AUXILARY AIDS

The AEC provides a full range of accommodations, services, and auxiliary aids to support curricular and co- curricular requirements/activities, including on-line courses, internships/practicum, and housing for students with disabilities.

Accommodations are determined and prescribed on a case-by-case basis in an effort to minimize the impact of students' functional limitations. Providing accommodations requires daily interactions with students, faculty, staff, and administrator via phone, email, or in person. Services are provided across the University and at all times, including evening hours and weekends.

Each student registered with AEC may be eligible for more than one accommodation, service, and/or auxiliary aid. The overall numbers of eligible students in top eight most supported accommodations/services are:

Accommodations

	Fall '24	Spring '25
Alternative Formats	776	897
Alternative Testing	1206	1376
Notetaking Services	481	502
Assistive Technology	826	957
Classroom Access	435	493
DHOH	36	39
Accessible Furniture	28	28
Housing	27	27

Alternative Testing

The AEC's Testing Center is equipped with assistive technology software and hardware to support the administration of accommodated exams on behalf of faculty. The center houses 38 accessible stations. During peak testing times (midterms and/or finals) testing expands to the AEC in MLK, IS 222, and ADMIN 110/114.

	AY 2024-25
Total Exam Requested	7364
# of Students Requesting	1128
# of Classes	4823
# AEC proctored non-finals exams	3429
# AEC proctored finals exams	1483
Total # hours of proctored exams	7,402

Deaf or Hard of Hearing (DHOH)

DHOH services facilitate communication for students who are Deaf, or Hard of Hearing. The DHOH provides professional Educational Sign-Language Interpreting and Educational Real-Time Captioning services. Notetaking services and an Assistive Listening Device (ALD) Loaner Program are also available.

	Fall '24	Spring '25
Interpreting Services Hours	4904	3601
Captioning Services Hours	2533	2254



Compared to AY 2023-24, DHOH services increased by 46.4%

Alternative Formats

Alternative formats are provided for curriculum requirements. Formats are determined by individual student need and the ability to provide the curriculum material in the desired format. Possible alternative media formats include Braille, E-text (electronic text), EPUB, Bookshare and large print.

	Fall '24	Spring '25
# of Books converted	366	246
Total # of pages	177,315	114,966

Notetaking Services

Notetaking services are designed to reduce disability-related barriers that impact a student's ability to take notes during class. However, students are still responsible for using academic skills and management strategies to learn the material.

	Fall '24	Spring '25
# of confirmed requests	342	360
# of Assigned Peer Notetakers	196	174
# of Classes with notetakers	203	183
# of Glean Users	296	302



- Compared to AY 2023-24, successful peer notetakers recruitment decreased to 52.5%; reflecting a reduction of 12%
- Assistive technology use for notetaking increased 85% from SP '24 to SP '25

LEARNING OUTCOMES

The Accessible Education Center (AEC) has maintained its process of ascertaining students' skill sets with respect to students' knowledge of their disability and accompanying functional limitations by way of the *Interactive Process*. The *Interactive Process* is the collaborative process in which a student and AEC professional counselor engage in discussion, review, and/or implementation of reasonable and appropriate academic accommodations. Moreover, the interactive process is an ongoing process as the student's disability and (co) curriculum requirements change each academic semester.

Upon first registering with the AEC, new or existing University students answer the following questions as part of the application:

1. LO #1: What is the name of your disability(ies)? If the specific name of your disability is not coming to mind, simply explain what the disability is in a few words.
2. LO #2: Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, talking tests, reading, etc.)."

During AY 2024-25, AEC Counselors engaged with 673 students ranging from freshman to senior standing students, as well as graduate, transfer, and Open University students. There were disparities between students' perceived notions of their disability, and presenting functional limitations, as well as the actual disability diagnoses, and functional limitations. Each time a students' perception did not match accurate disability-related information, counselors educated students. Counselors referred to the disability documentation in the student's case file in conjunction with the counselor's disability knowledge when educating students. What follows is data on students expressed knowledge of their disabilities and the impacts of their disabilities on daily activities as assessed by the end of the intake session with the counselor.

In response to LO #1 (assessing perceptions), can you name your disability: The staff member reviewing the application and submitted documentation recorded the “Counselor Response” based on the student’s self-report. During the Intake, the counselor discussed with the student their response, provided education as needed, and recorded if the “objective was met” based on the student’s oral response.

	LO #1 Counselor Response	LO #1 Met Objective
Yes	464	540
No	61	111
Somewhat	148	22

In response to LO #2 (assessing perceptions), can you provide at least one example impact to daily activities: The staff member reviewing the application and submitted documentation recorded the “Counselor Response” based on the student’s self-report. During the Intake, the counselor discussed with the student their response, provided education as needed, and recorded if the “objective was met” based on the student’s oral response.

	LO #2 Counselor Response	LO #2 Met Objective
Yes	630	650
No	4	2
Somewhat	39	21

Scale: Yes = Diagnosis(es) named correctly; Somewhat = Diagnosis(es) partially named or description provided; No = Incorrect diagnosis or blank.

At the conclusion of Intake there was an 11.3% increase of student who were now able to name their disability and a 2.9% increase of students who were able to provide at least one example of how their disability impacts them in their daily life.

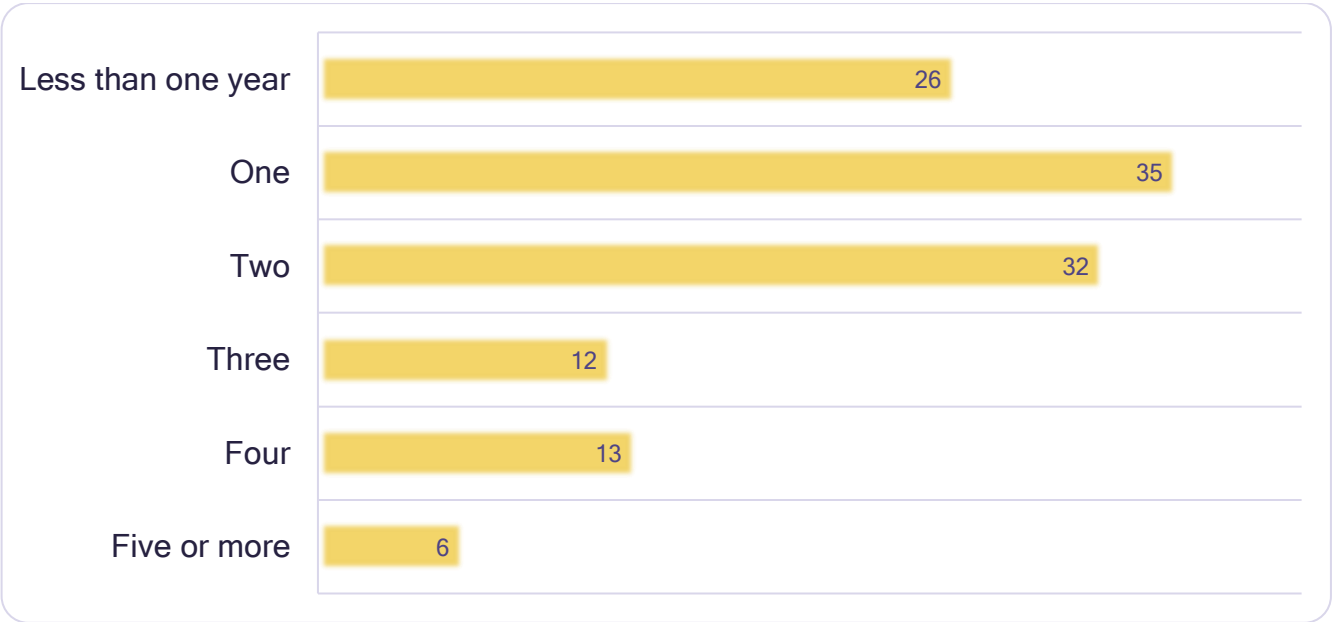
Given the complexity of disability management and the evolution of ones’ understanding of their disability, the interactive process with an AEC counselor continues to be a critical component to assisting a student to further understand and manage their disability in an independent university system and their daily life activities

SURVEY RESULTS

At the conclusion of AY 2024-25, online surveys were deployed to three key stakeholder groups across SJSU: registered students with documented disabilities, faculty, and administrators. The intention of these surveys was to get feedback on the utility, quality, and effectiveness of services on campus to support students with disabilities. The surveys are a combination of questions representing those created by the Association of Higher Education and Disability (AHEAD)¹ and in support of the data collection for Division of Student Affairs Assessment.

This academic year, **125 students, 121 faculty, and 12 administrators** participated in the surveys.

Years Registered with AEC (N=124)



Experience of Students with Disabilities on Campus

Students rated their experiences with campus accommodations and accessibility of campus offices, as well as their interactions with instructors and the AEC. 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 students who responded to each set of questions is also shown.

Use of Accessible Education Center (N=123)

- 69%** 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.
- 15%** 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.
- 16%** I signed up but don't need accommodations nor to see the staff.

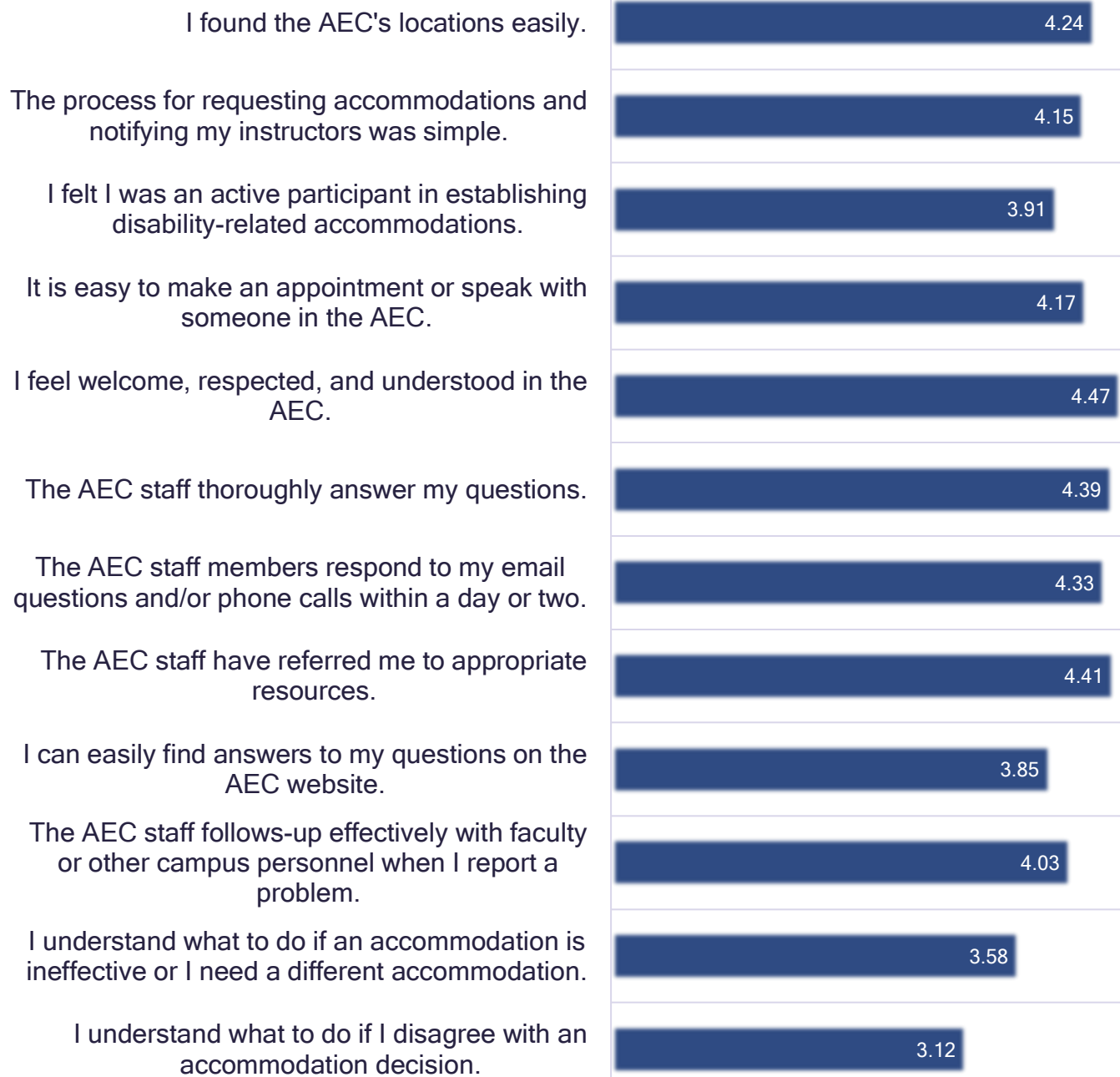
Net Promoter Score (N=120)



Detractor	15%
Passive	13%
Promoter	73%

Interactions with the Accessible Education Center (N=120)

Scale 0= Strongly Disagree to 5= Strongly Agree



I appreciate your dedicated, empathetic, and knowledgeable staff throughout my time at SJSU.

~ Graduating student, class of 2025

Accommodations and Services on Campus

Scale 0= Strongly Disagree to 5= Strongly Agree

Testing Accommodations (N=61)

I understand how to access and navigate MyAEC to schedule test accommodations.

4.44

I feel comfortable talking with faculty about test accommodations.

4.38

AEC testing staff communicates testing questions/concerns in a timely manner.

4.32

The rooms where I take exams with accommodations are comfortable and non-distracting.

4.07

Notetaking Services (N=39)

I understand how to access and navigate MyAEC to request notetaking services.

4.49

I feel comfortable talking with instructor about my notetaking needs.

4.22

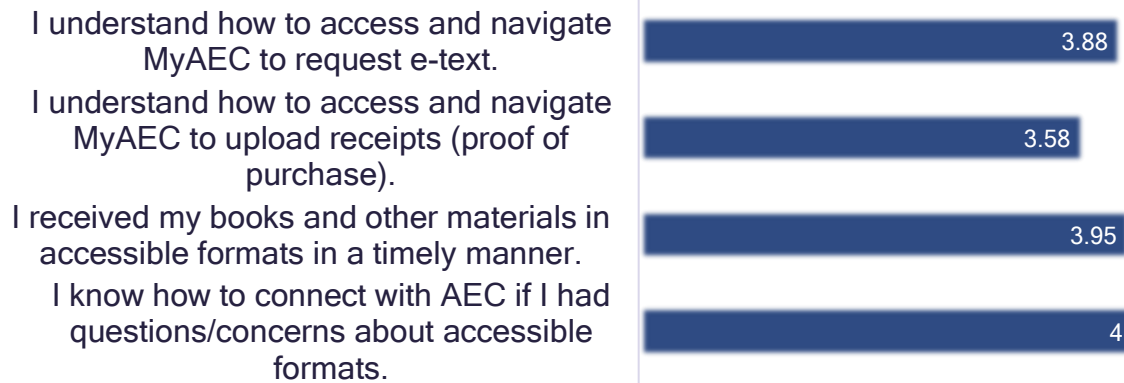
If using peer notes, I receive a copy of the notes within a week of each class.

3.8

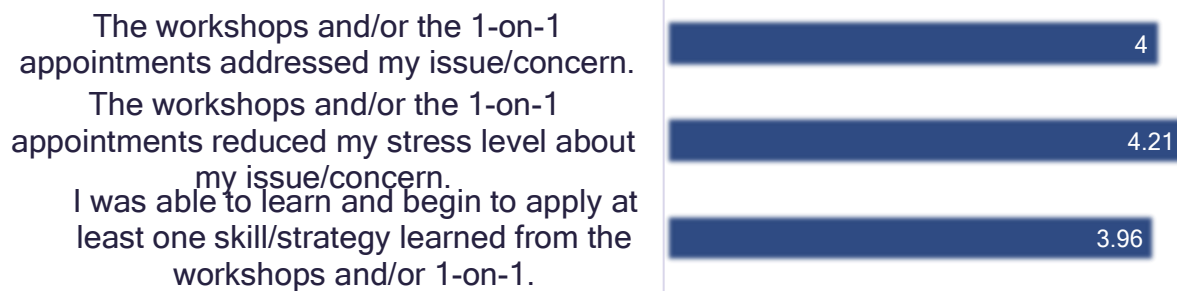
If using Glean, I was provided with the necessary training and license.

4.74

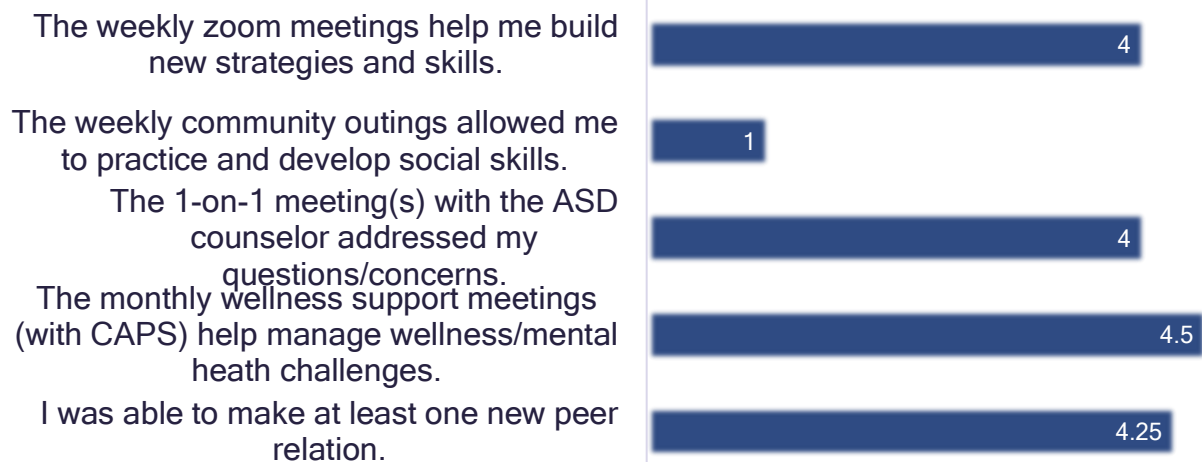
Alternative Formats (N=25)



Disability Management Workshops & 1/1 Meeting (N=25)



ASD Support Groups - CONNECT (N=5)



Inclusive Campus Community (N=113)

Scale 0= Strongly Disagree to 5= Strongly Agree

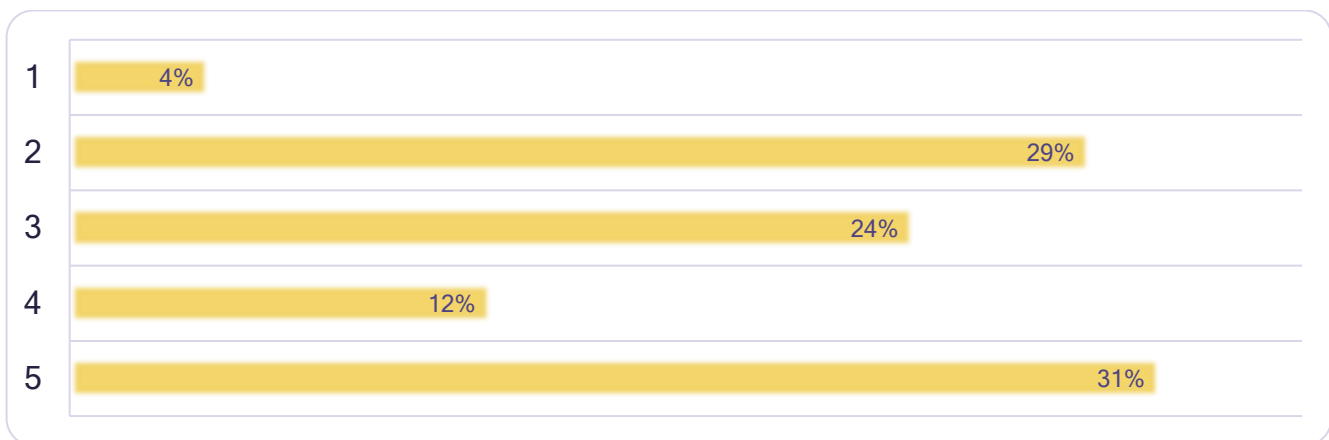
My instructors include a statement about accommodations on the course syllabus.	4.02
My instructors are easy to talk to about accommodations.	4.07
I feel I can discuss my needs and highlight my strengths with my instructors.	3.89
My instructors understand the AEC procedures.	3.89
In class, I feel that my perspective as a person with a disability is valued.	3.79
My academic advisor works with me when accommodations to my schedule are needed.	3.89
The campus is physically accessible to me, including features such as curb cuts, ramps, automatic door openers, good lighting, accessible websites, etc.	4.32
I feel comfortable letting my peers know that I use accommodations.	3.52
I don't have any disability-related problems using services from other offices on campus, such as tutoring services, registrar, library, career services, etc.	4.13
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.	4.26
My peers treat me no differently if they learn I have a disability.	4
I feel welcomed and valued as a member of the campus community.	4.14
Resources in the local community are accessible.	4.18

Faculty & Administrator Assessment of Campus Accommodations for Students with Disabilities

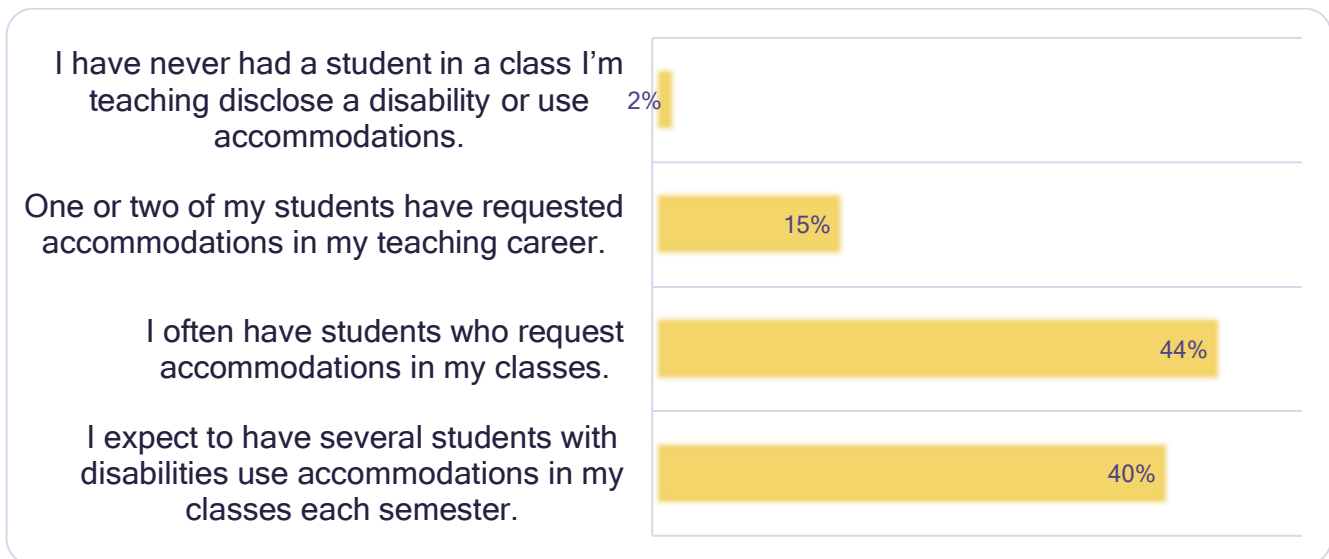
Faculty Perspective

Faculty reported on their experiences of having students with disabilities in their courses, their interactions with the AEC, and their overall perceptions of having students with disabilities in their courses. 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.

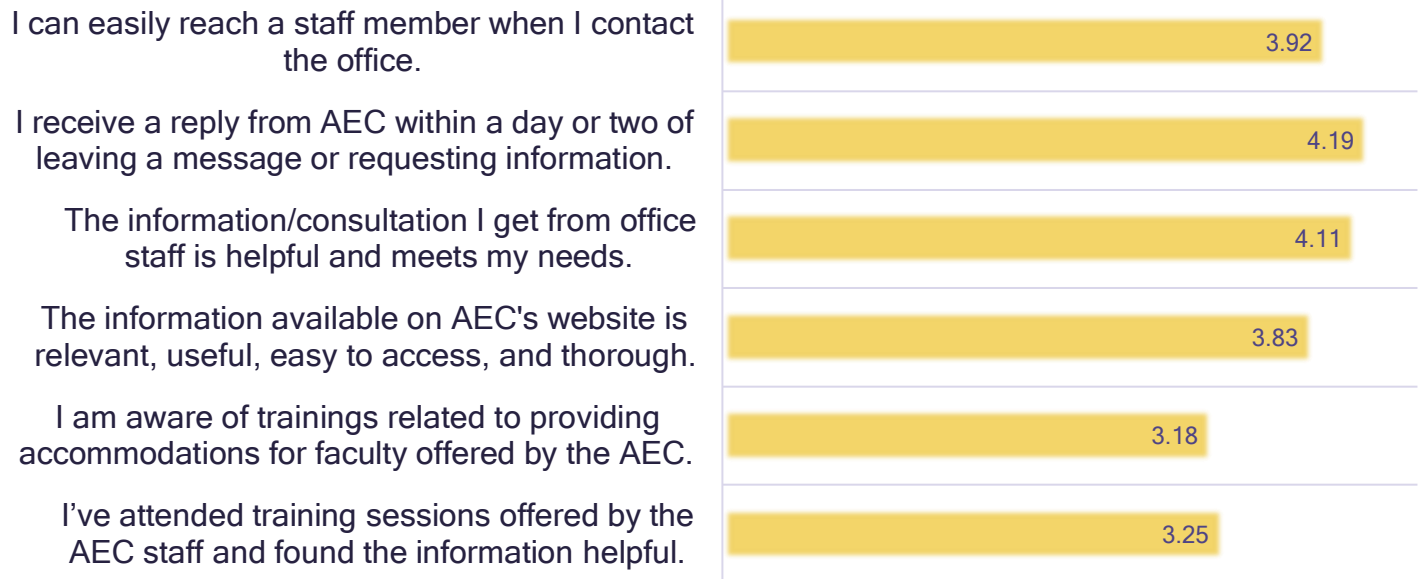
Years Teaching at SJSU and at other Institutions (Including This Year) (N=121)



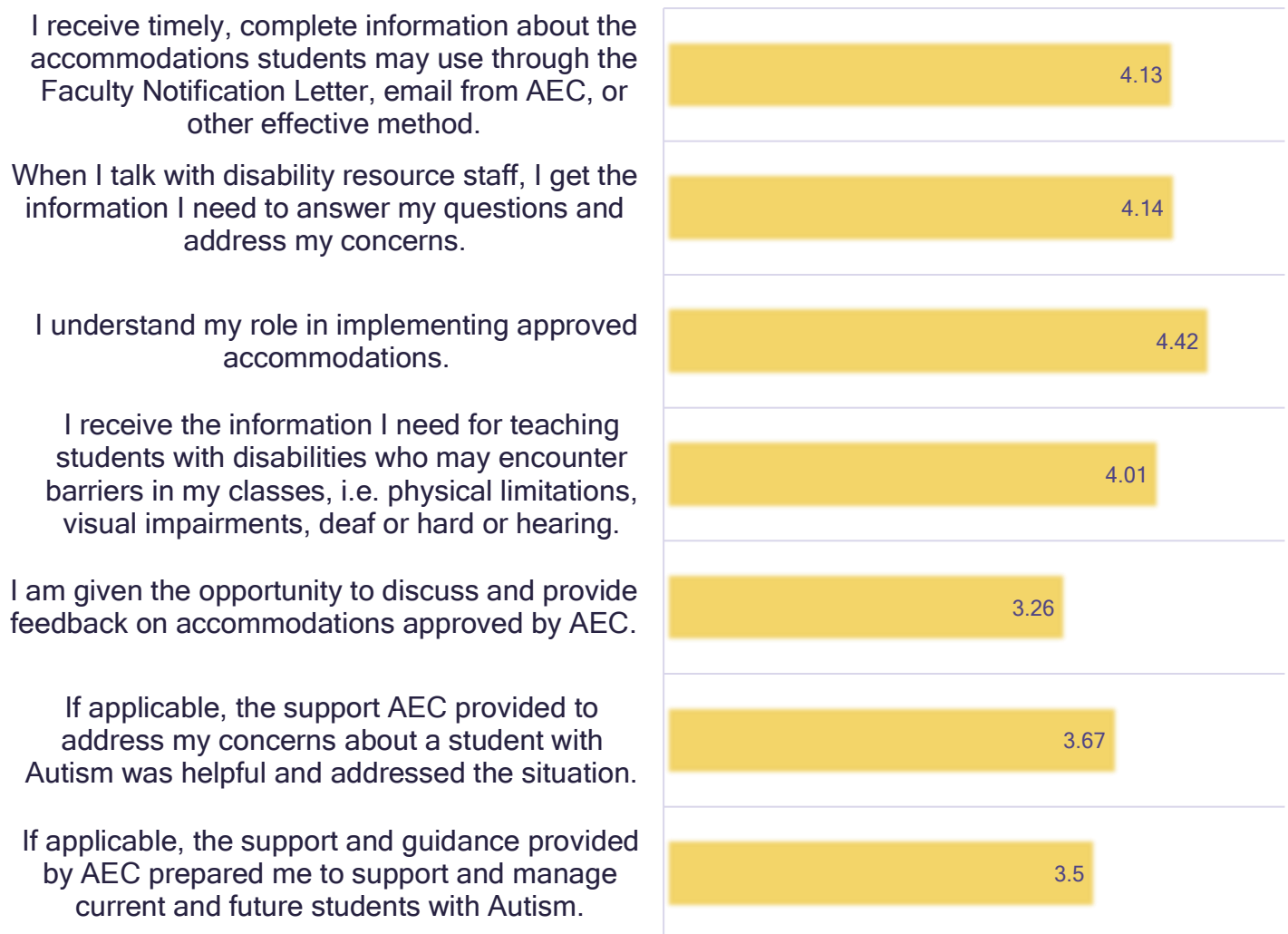
Experience of Having Student with Disabilities in their Courses (N=121)



Interactions with the Accessible Education Center (N=107)



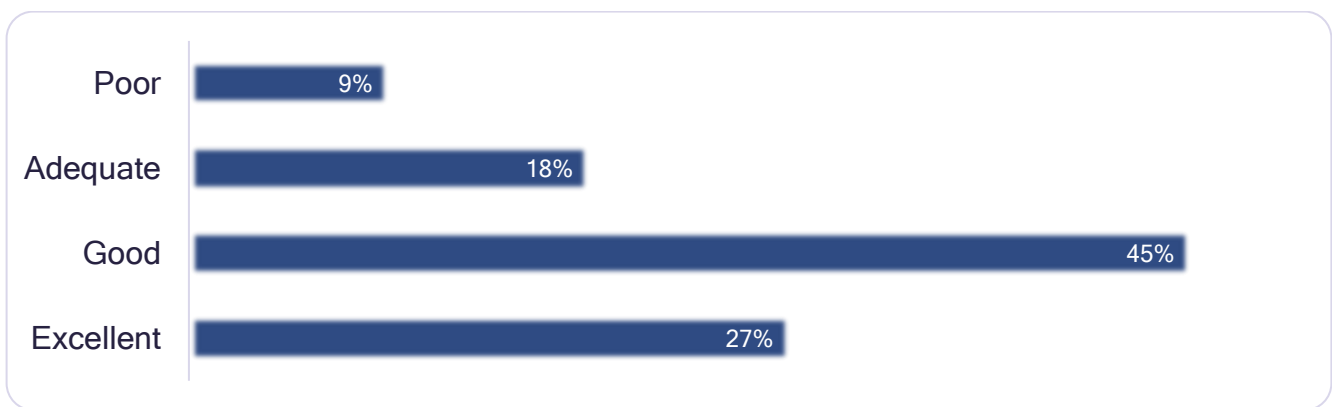
Perceptions of Having Students with Disabilities in their Courses (N=104)



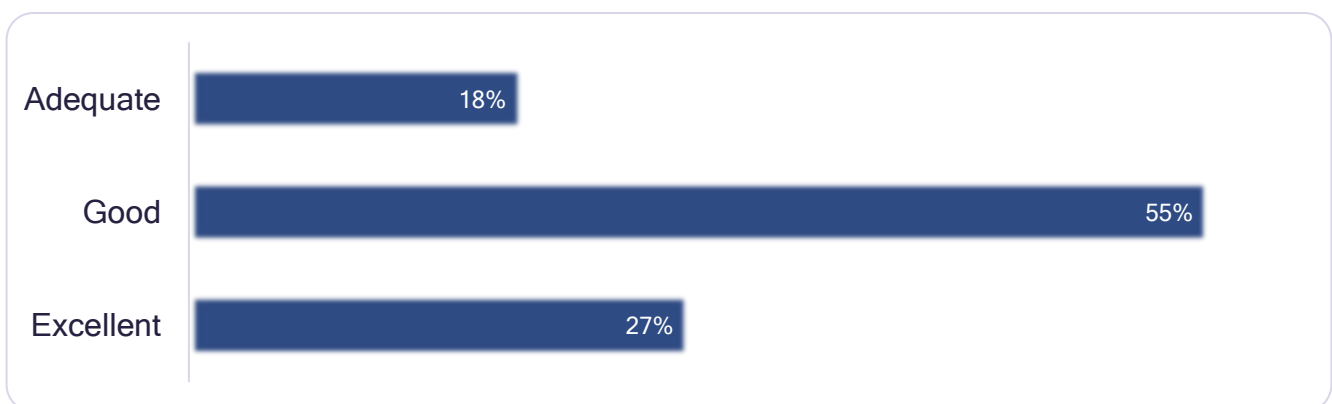
Administrators' Perspective

Administrators reported on how well the disability resource office consults, collaborates, and supports their units in its interactions with students, and how well the AEC serves students with disabilities. 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 AEC consult, collaborate and support your unit in its interactions with students with disabilities? (N=12)



From your perspective, overall, how well does the AEC serve students with disabilities? (N=11)





Accessible Education Center

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