



SJSU

ACCESSIBLE EDUCATION CENTER

End of the Year Report AY 2023-2024

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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.

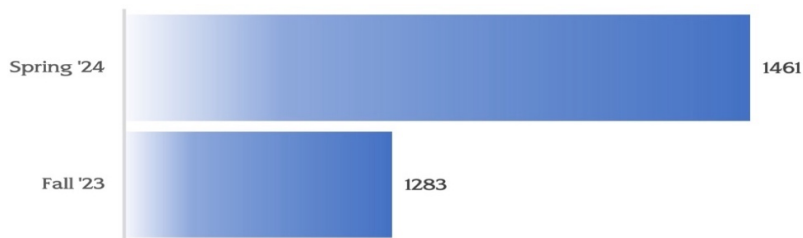
Goals

- 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.

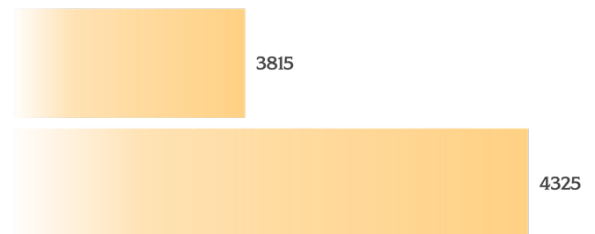
Accommodations & Services Implemented

The Accessible Education Center (AEC) provides a full range of accommodations, services, and auxiliary aids to support curricular and co-curricular requirements/activities, including on-line courses, field work, and practicum, for students with disabilities. Accommodations and services 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.

Overall Enrollment



Overall Accommodations



The AEC has no cap on the number of students we serve during any given semester and continue to enroll students at any point during a semester. When compared to AY 2022-23, AEC experienced a 63% increase in enrollment.

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

Accommodations/Services	Fall '23	Spring '24
Alternative Formats	666	778
Alternative Testing	1078	1231
Notetaking Services	617	656
Assistive Technology	675	799
Classroom Access	332	387
DHOH	30	34
Accessible Furniture	36	39
Housing	39	39

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 2023-24
Total Exam Requests	4536
# of Students Requesting	584
# of Non-Final Exams	3184
# of Final Exams	1352
Total # of hours of proctored exams	6,725

Deaf & Hard of Hearing (DHOH) services facilitates 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 '23	Spring '24
Interpreting Services Hours	2390	2819
Captioning Services Hours	2262	1609

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 '23	Spring '24
# of Workorders	361	327

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 '23	Spring '24
# of confirmed requests	336	261
# of Assigned Peer Notetakers	221	166
# of Glean Users		163

During AY 2023-24, the peer notetakers were successfully recruited at average rate of 64.5%.

Learning Outcomes

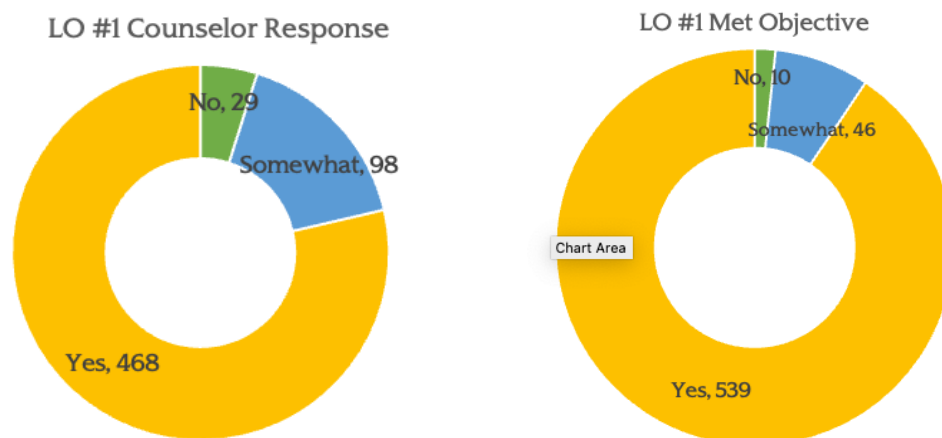
The Accessible Education Center (AEC) has maintained its process of ascertaining students' skill sets with respect to students' knowledge of their disability and accompanying functional limitations by way of the *Interactive Process*. The *Interactive Process* is the collaborative process in which a 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 2023-24, AEC Counselors engaged with 595 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.

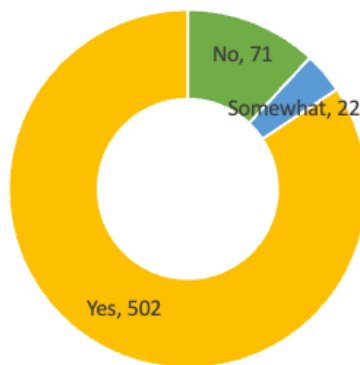
In response to LO #1 (assessing perceptions), can you name your disability: The staff member reviewing the application and submitted documentation recorded the "Counselor Response" based on the student's self-report. During the Intake, the counselor discussed with the student their response, provided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



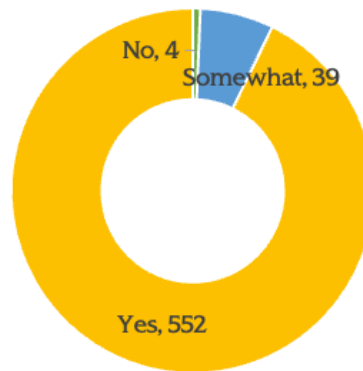
Scale: Yes = Diagnosis(es) named correctly; Somewhat = Diagnosis(es) partially named or description provided; No = Incorrect diagnosis or blank.

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



Scale: Yes = Provided at least one example; Somewhat = Vague description, but no impact; No = No example or blank.

As expected, the positive results for the Counselor Response of LO # 2 exceeded the positive results of LO # 1 by 5%. AEC believes this can be attributed to students often finding it easier to provide examples of the effects of their disabilities instead of identifying the disability itself.

At the conclusion of Intake there was an 11% increase of student who were now able to name their disability and a 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 the 2023-24 academic year, 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, **216 students, 278 faculty, and 21 administrators** participated in the surveys.

Disability Services in Higher Education²

In higher education, students are seen as the arbiter of their own success, and the institution provides equal access. Per CSU Regulations, each CSU campus is responsible for determining how to accommodate students with disabilities. This is 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. 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.

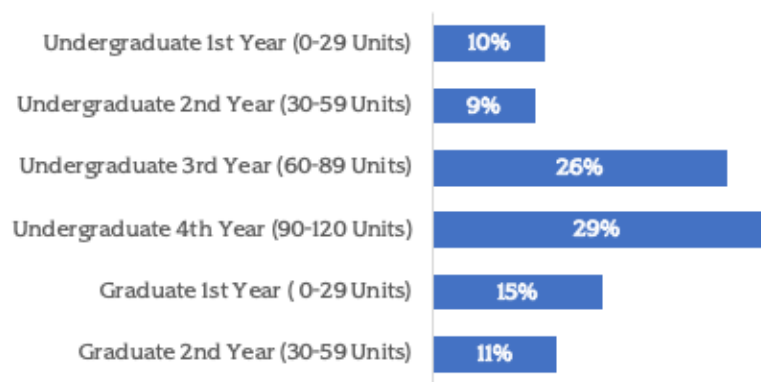
Disability laws that apply to postsecondary institutions are different than those that apply to K-12 institutions. Postsecondary institutions are responsible for ensuring students with disabilities have equal access, which is often in direct contrast to the experiences of an incoming student from K-12 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 Disability 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.

¹ AHEAD Survey deployed across all 23 CSU campus during the 2016-17 and 2021-22 academic years.

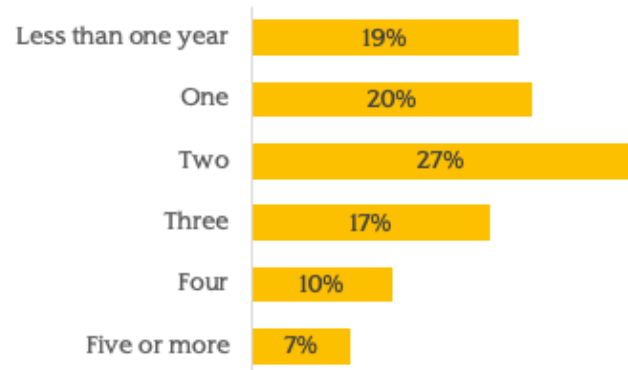
² AHEAD, AHEAD Survey Results | San José State, 2021-22

Characteristics of Students with Disabilities

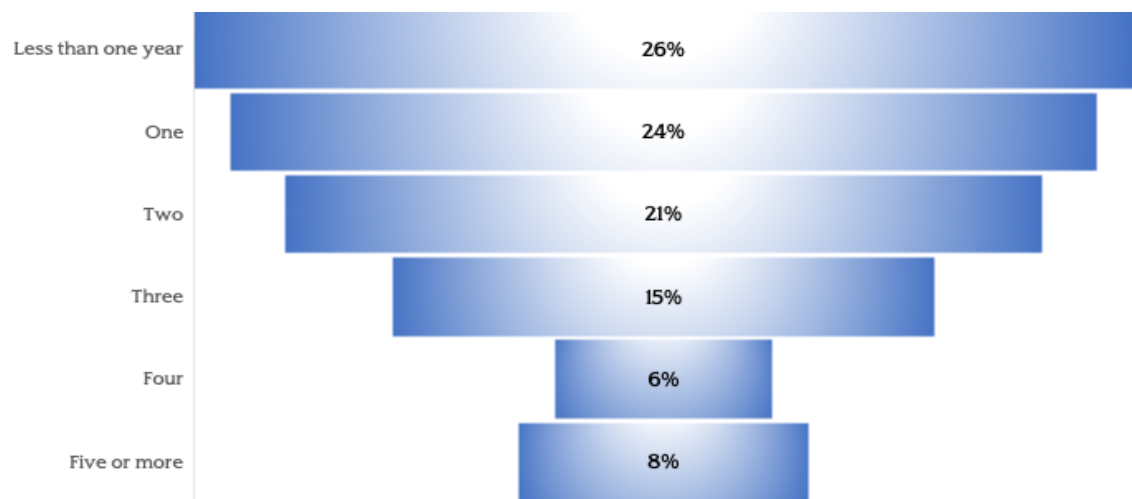
Academic Standing (N=216)



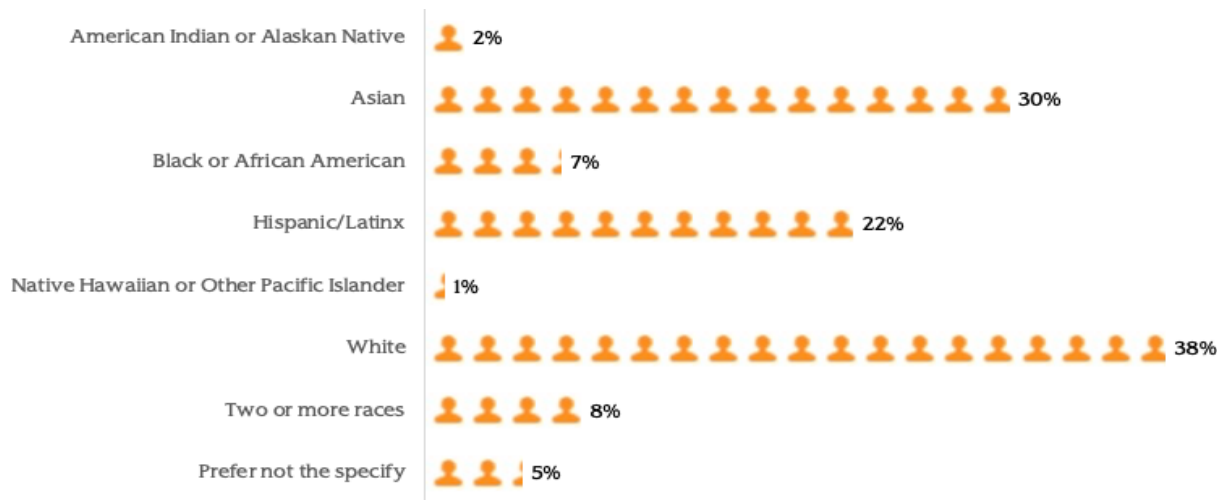
Years at SJSU (N=216)



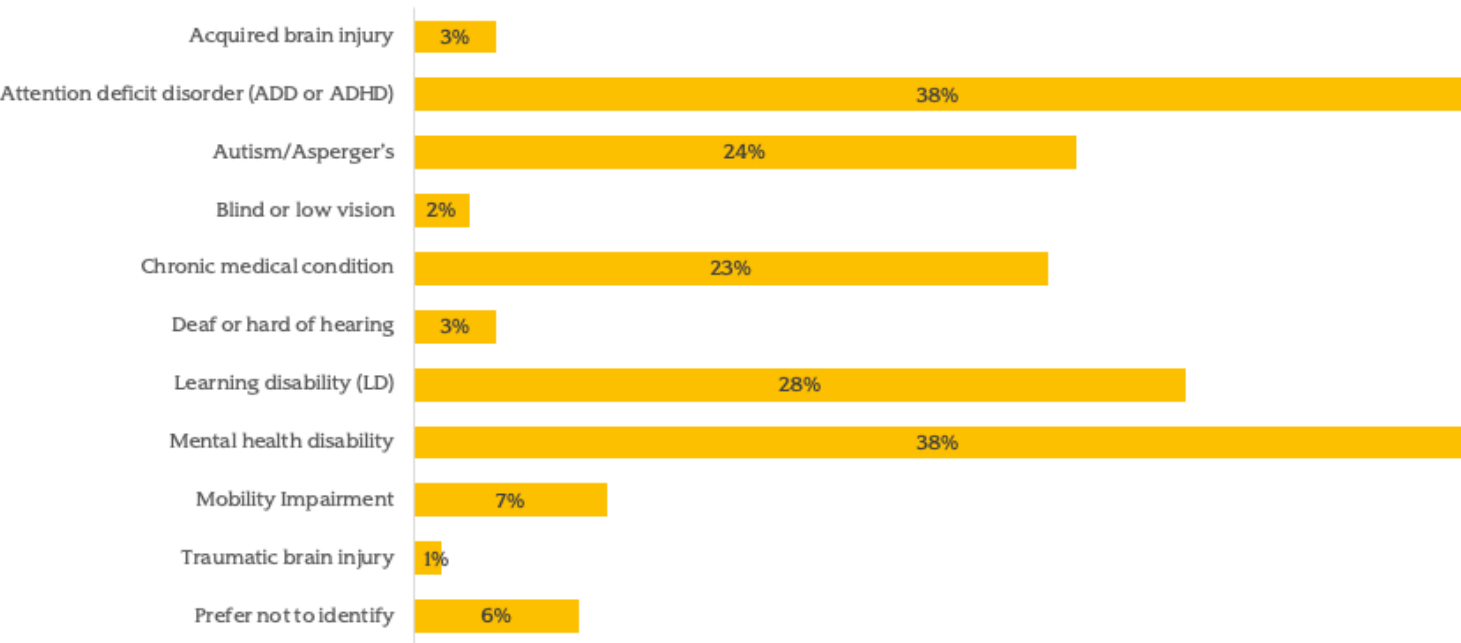
Years Registered with AEC (N=216)



Race/Ethnicity (N=214)

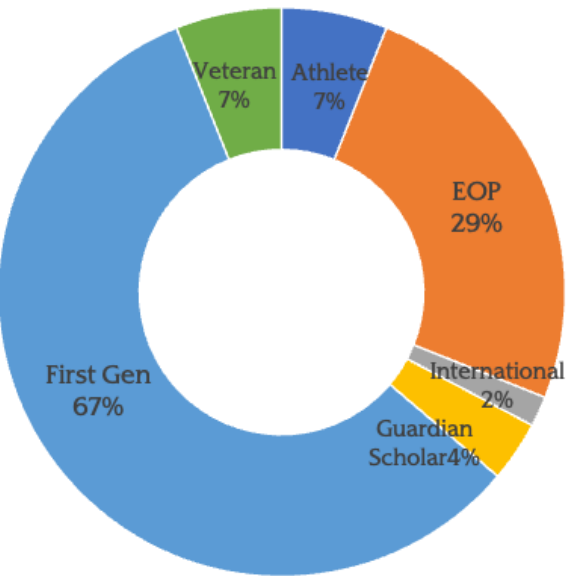


Disability Types Reported (N=216)*

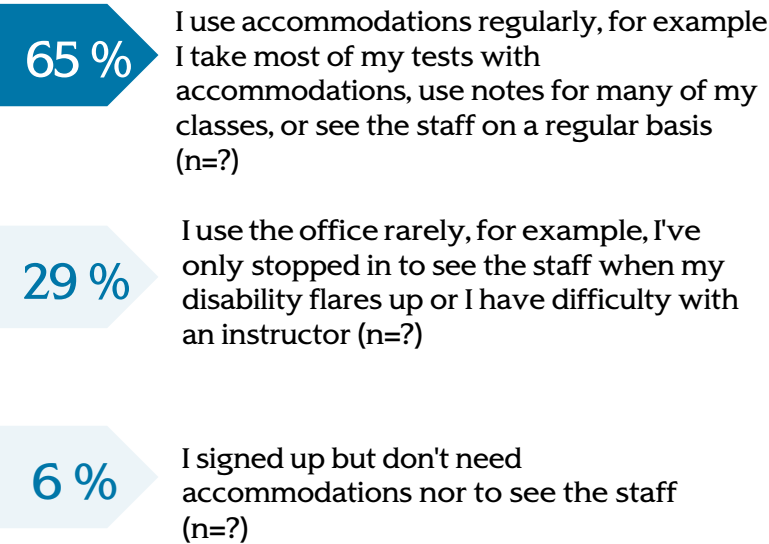


*Students could select multiple options. Percentages may add to more than 100.

Affiliations (N=85)



Use of Accessible Education Center (N=214)

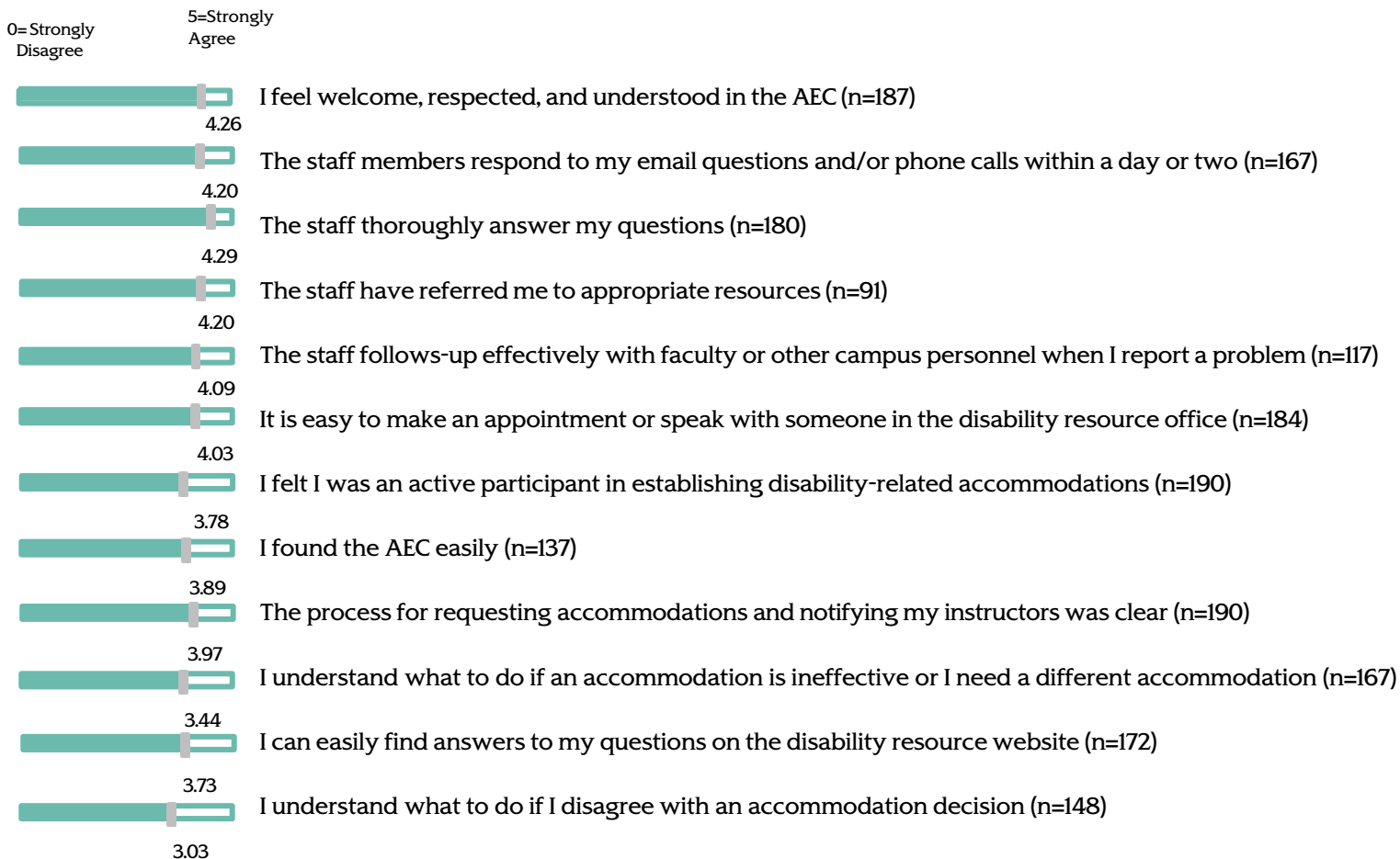


*Students could select multiple options. Percentages may add to more than 100.

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.

Interactions with the Accessible Education Center (N=195)

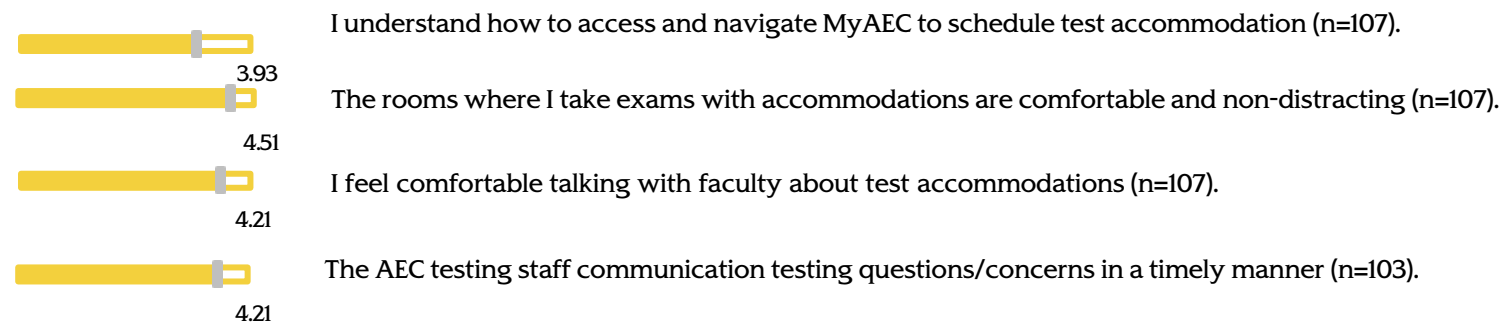


"The AEC positively impacted my life by enhancing my grades, learning experiences, and providing me with the tools to become a Security Manager overseeing 5,000 security officers at a corporate level."
- Alumni

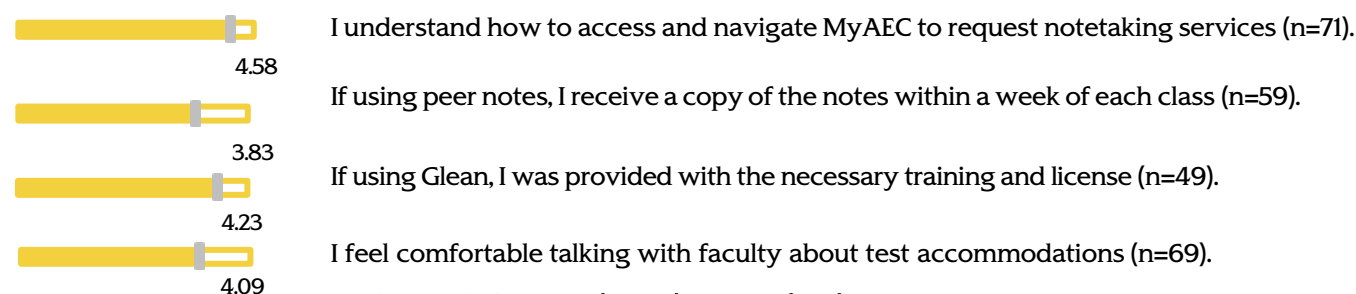
Accommodations and Services on Campus

0 = Strongly Disagree 5 = Strongly Agree

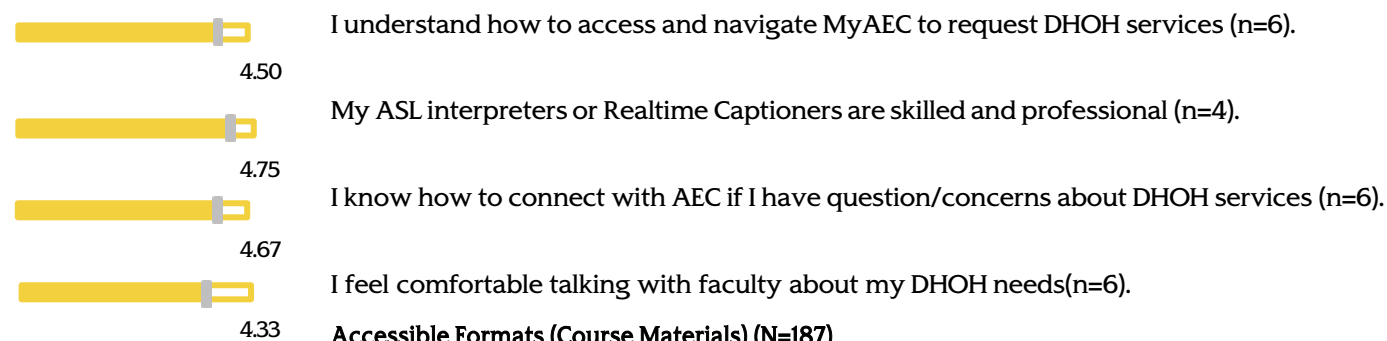
Test Accommodations (N=107)



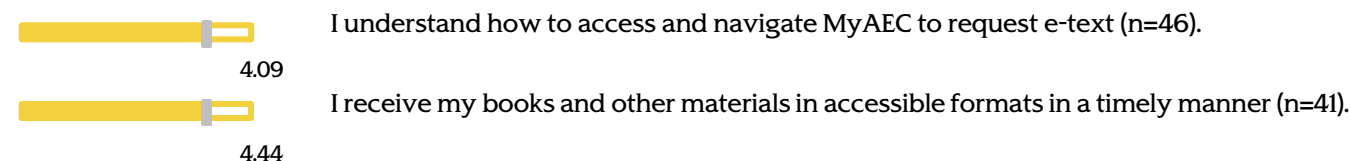
Notetaking Accommodations (N=187)



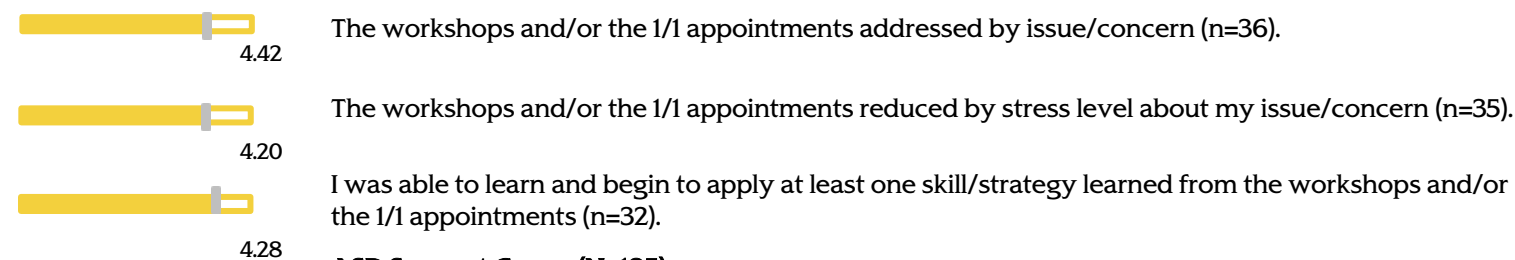
Deaf or Hard of Hearing (DHOH) Services (N=6)



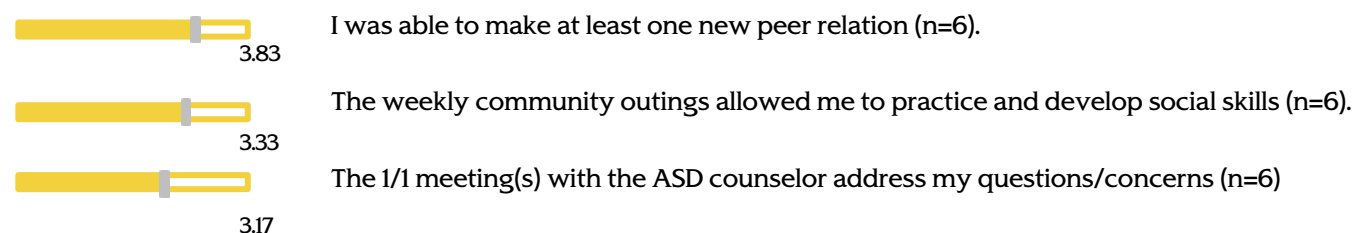
Accessible Formats (Course Materials) (N=187)



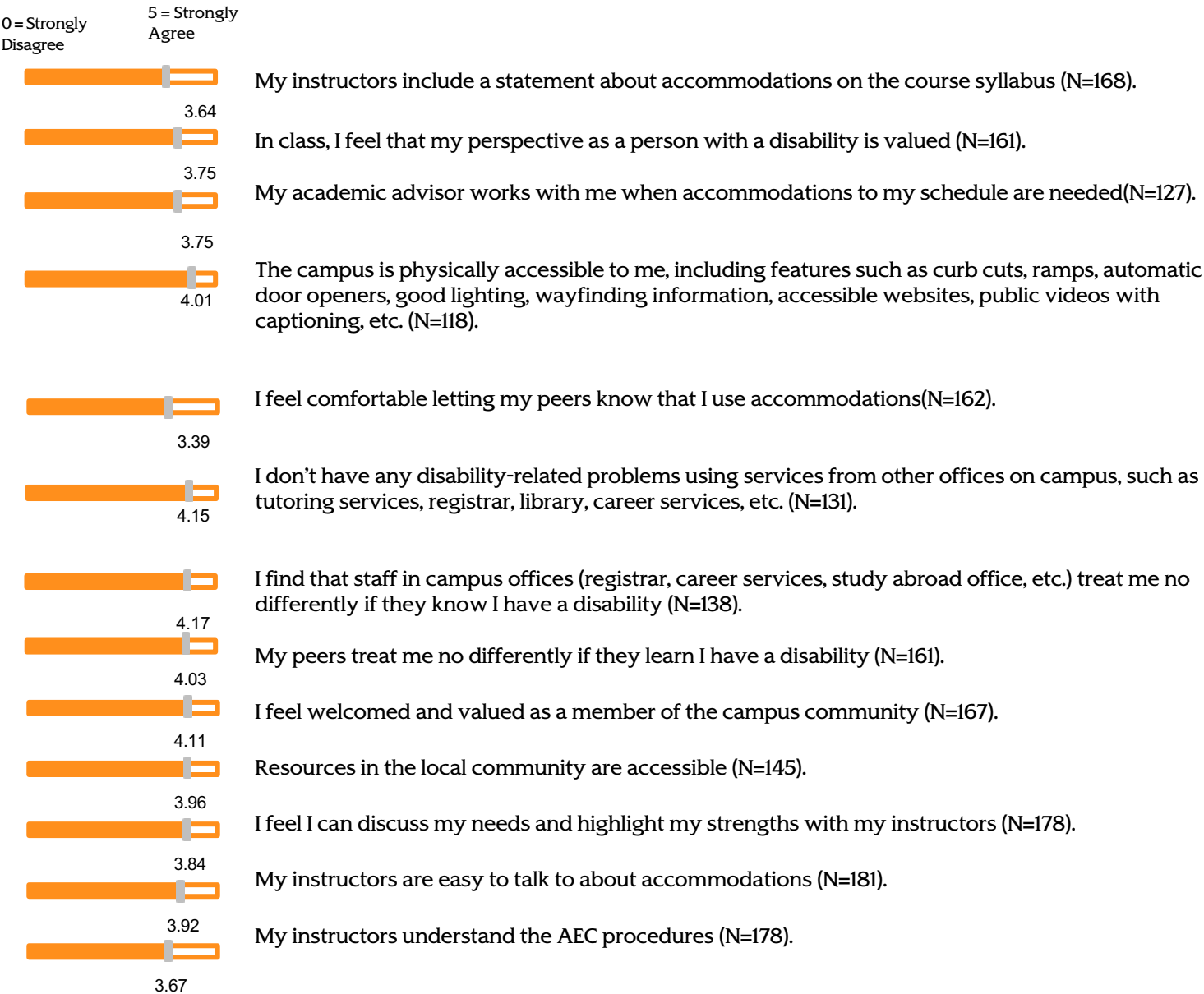
AEC Workshops and 1/1 Disability Management Support (N=37)



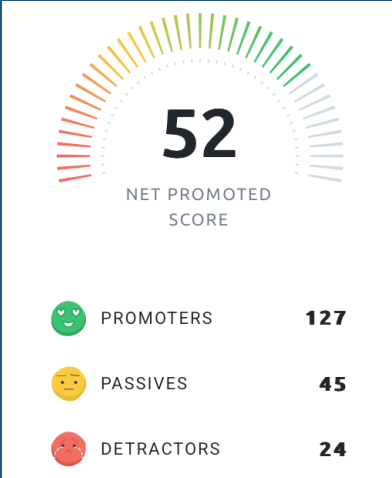
ASD Support Group (N=185)



Inclusive Campus Community (N=184)



OVERALL AEC (N=196)

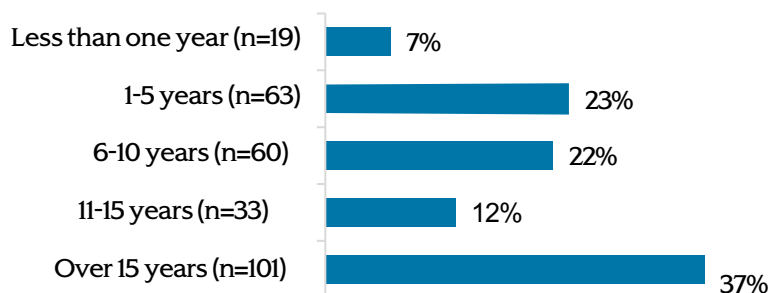


Faculty & Administrator Assessment of Campus Accommodations for Students with Disabilities

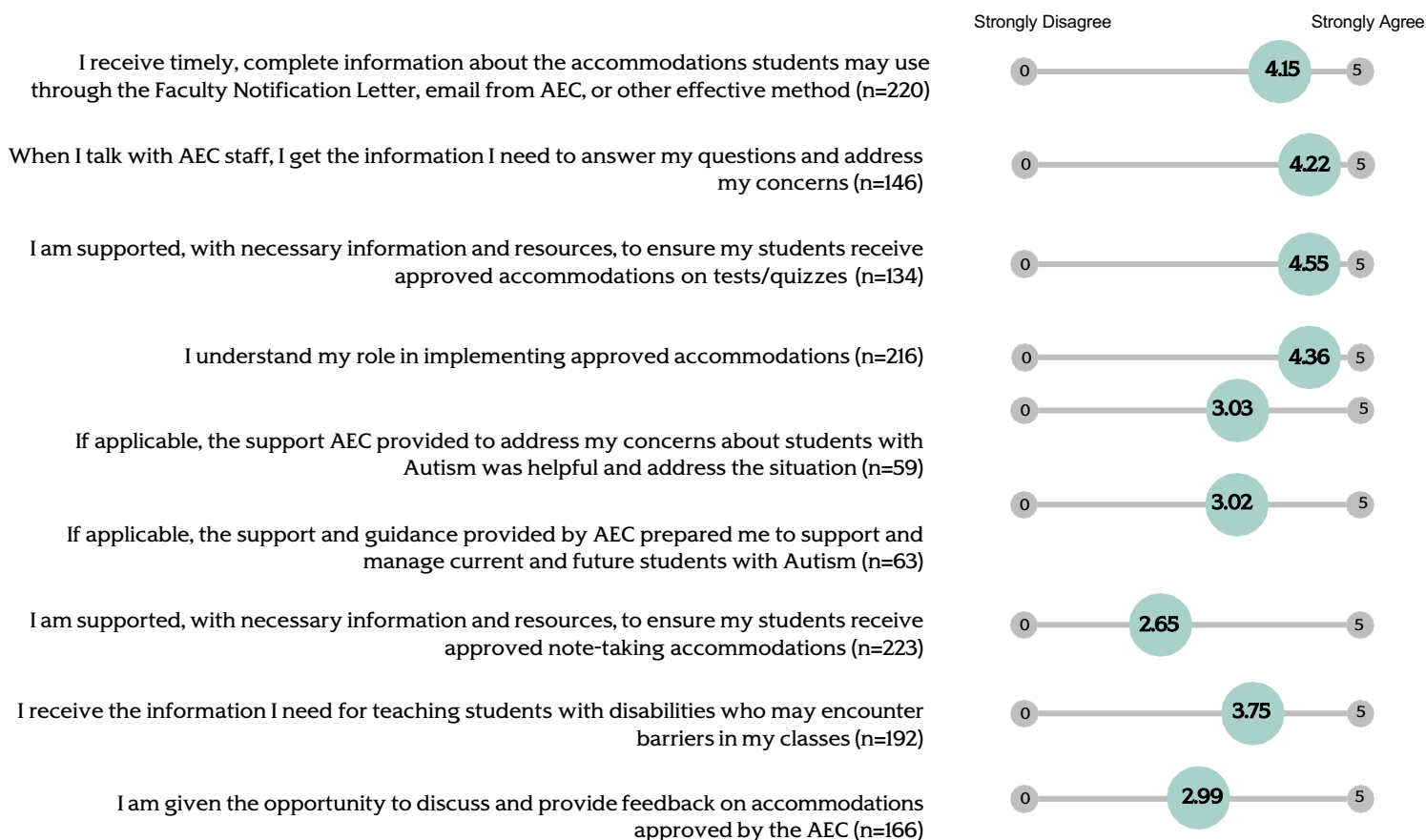
Faculty Perspectives

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=276)

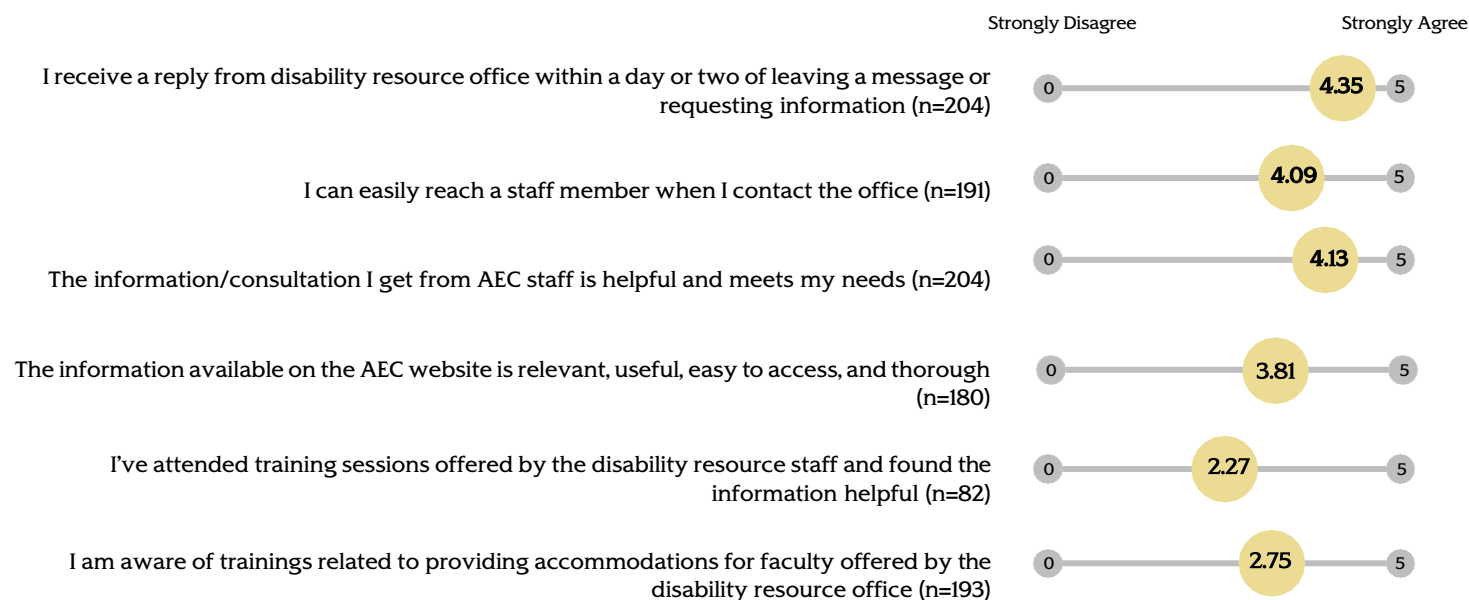


Experience of Having Student with Disabilities in their Courses (N=224)

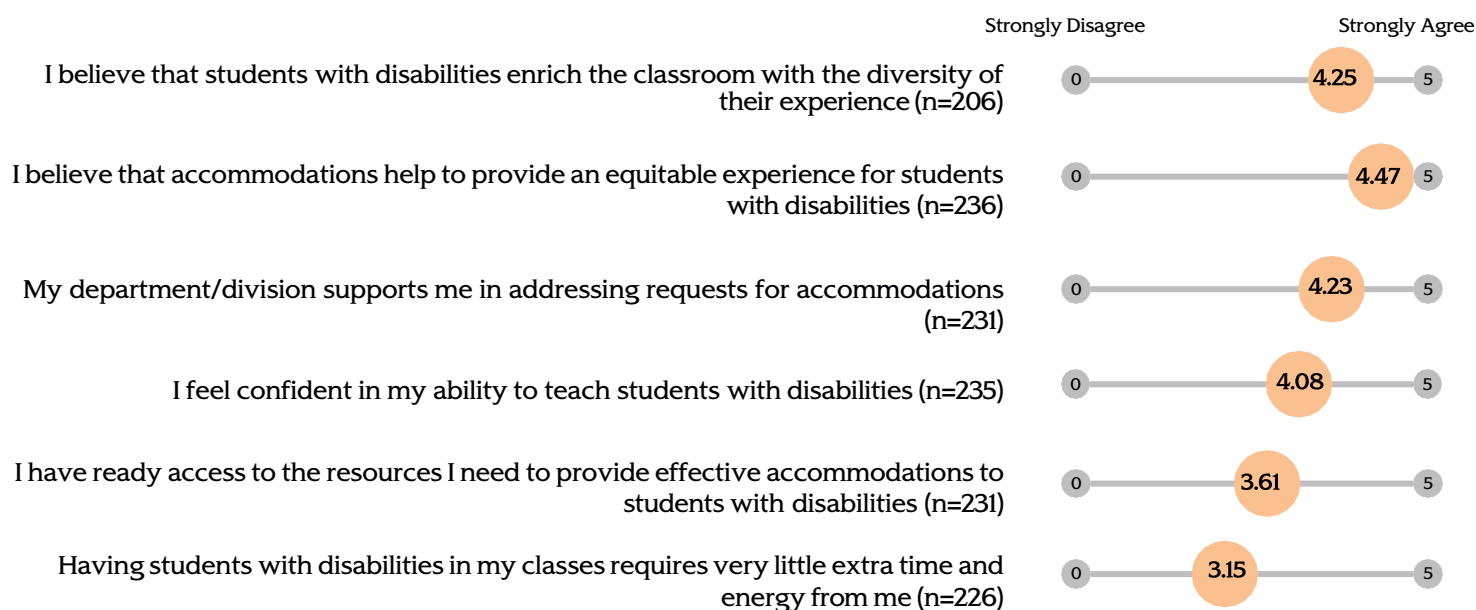




Interactions with the Accessible Education Center (N=248)



Perceptions of Having Students with Disabilities in their Courses (N=238)



Administrators' Perspectives

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=20)



“Quick response to requests for consultation on individual student cases. Good follow up.”

From your perspective, overall, how well does the AEC serve students with disabilities? (n=20)





Accessible Education Center

One Washington Square
San Jose CA 95192-0168

aec-info@sjsu.edu
