



UNIVERSITY OF
TORONTO

STUDENT
LIFE

Accessibility
Services

Accessibility Services

Student Experience Survey Report (2024)

BY CRYSTAL CHEN AND REGINALD OEY





Statement of Acknowledgement of Traditional Land

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

This Statement of Acknowledgement of Traditional Land serves as an expression of thanks for the privilege of having Indigenous community members inform the work of Accessibility Services and for the opportunity to work on this land that many hold sacred. This acknowledgement should also encourage Accessibility Services staff to recognize the historical and current contexts which intersect with our work and which influence the lived experiences of our students and colleagues, especially our Indigenous students and colleagues.

The intersection of Indigeneity and Disability presents a very specific reality that Accessibility Services needs to begin to work collaboratively and with great cultural humility to address if it is to undertake the decolonization of the service. Our office recognizes its obligation to continuously improve. We are working collectively on ways to provide more culturally appropriate support and reimagine our space to invite creativity, differences, and authenticity.

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- Seray Pulluk
- The Sexual & Gender Diversity Office

Finally, this report would like to thank and recognize students for providing and engaging with feedback yearly. Sharing one's personal experiences can be a difficult task. This report and the continuous evolution of Accessibility Services would not be possible without the efforts of these students.

Purpose

As stated in the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities, "the ultimate responsibility for maintaining an educational environment free from discrimination and harassment rests with education providers."¹ In order to work towards eliminating any adverse impacts of educational policies and practices within the University of Toronto on students with disabilities, collecting quantitative and qualitative data is an important first step to identify and address any systemic barriers.

The purpose of this report is to provide staff and faculty at the University of Toronto with information on the unique experiences of students registered with Accessibility Services. With these results, staff and faculty can work towards creating educational policies and programs that are more inclusive and accessible for students with disabilities.

¹Ontario Human Rights Commission. "Policy on Accessible Education for Students with Disabilities." Policy on accessible education for students with disabilities, March 2018. ohrc.on.ca/en/policy-accessible-education-students-disabilities.

Introduction

This report analyzes survey results of the Accessibility Services Student Experience Surveys between 2019 and 2024. These surveys explore students' experiences with Accessibility Services including registration, developing/navigating accommodations, resources/supports accessed, and communication. Each annual survey contains themed questions that are unique to that year. Themes have included the On-Location Accessibility Advisor model (2019), community and loneliness (2020), experiences with online learning (2021), use of technology in various learning settings (2022), and experiences in Experiential and Work Integrated (EWIL) settings (2024). The surveys were designed so that students could submit their responses anonymously either online or through a PDF version upon request. The results of these surveys have directly informed the work of Accessibility Services to improve services for students with disabilities.

Respondents

Overall, we can see that the number of respondents increased from 2019 to 2020, but then decreased in 2021 and 2022. The reasons for these fluctuations in respondent numbers could be due to a variety of factors, including changes in survey methodology, changes in the target population, changes to the timing of the survey's release, or changes in the level of interest or engagement in the topic of the survey.

YEAR	NUMBER OF RESPONDENTS
2019	1073
2020	1386
2021	1259
2022	910
2024	799

Figure 1: Number of Survey Respondents between 2019-2024.

The data indicates that in all four years, mental health was the most common type of primary or initial disability reported. In 2019, 52.1% of respondents reported a mental health disability, which increased to 52.3% in 2020, 51.4% in 2021, and decreased to 50.4% in 2022. Neurological disabilities were the second most reported type of disability from 2019 to 2022. Health-related disabilities were the third most reported type from 2019-2022. Mobility-related disabilities were the least commonly reported type of disability in all four years, while sensory disabilities remained relatively stable in frequency of reporting. This data is reflective of the proportions of various disability types found in the official registration numbers at Accessibility Services.

It is worth noting that there were a small number of respondents who reported not knowing the nature of their disability or who were in the process of registering/completing an assessment. This group decreased from 0.6% in 2021 to 0.4% in 2022.

YEAR	MENTAL HEALTH	NEUROLOGICAL	HEALTH	SENSORY	MOBILITY	I DO NOT KNOW THE NATURE OF MY DISABILITY/ I AM CURRENTLY IN THE PROCESS OF REGISTERING/ COMPLETING AN ASSESSMENT
2019	52.1%	29.2%	11.0%	3.5%	4.4%	
2020	52.4%	26.3%	11.8%	4.3%	5.2%	
2021	51.4%	29.7%	11.2%	3.1%	4.0%	0.5%
2022	50.4%	32.4%	10.1%	3.3%	3.3%	0.4%

Figure 2: Primary disability types of survey respondents between 2019-2022.

In 2024, this question was changed to ask respondents about the nature of their disability/disabilities in general without the need to specify their primary disability. Respondents were allowed to select more than one option to describe the nature of their disability/disabilities, leading to total number of responses greater than 100%. The figure on the next page illustrates the percentage of respondents who selected the various options to describe their disability/disabilities on the 2024 survey. These results are compared against the student data held by Accessibility Services from the 2023-2024 academic year and the data from the University of Toronto Student Equity Census.²

² University of Toronto Vice-Provost, Students. "Student Equity Census Dashboard." Student Equity Census Dashboard, November 2023. <https://www.viceprovoststudents.utoronto.ca/news-initiatives/u-of-t-student-equity-census/student-equity-census-dashboard>.

SOURCE	2024 STUDENT EXPERIENCE SURVEY	ACCESSIBILITY SERVICES STUDENT DATA (2023-2024)	U OF T STUDENT EQUITY CENSUS
MENTAL HEALTH	62.7%	71%	61.8%
ADHD	42.1%	32%	37.5%
CHRONIC HEALTH OR SYSTEMIC	17.3%	13%	14.7%
AUTISM SPECTRUM DISORDER	12.4%	5%	8.8%
LEARNING DISABILITY	10.0%	10.0%	10.4%
MOBILITY OR FUNCTIONAL	8.8%	6%	3.8%
SENSORY	5.5%	3%	6.2%
CONCUSSION OR HEAD INJURY	5.2%	4%	3.4%
A DISABILITY NOT LISTED	3.3%	N/A	5.3%
PREFER NOT TO ANSWER	1.9%	N/A	1.5%
I DO NOT KNOW THE NATURE OF MY DISABILITY/ I AM CURRENTLY IN THE PROCESS OF REGISTERING/COMPLETING AN ASSESSMENT	1.0%	N/A	N/A

Figure 3: Disability types of 2024 survey respondents compared to student data from Accessibility Services from the 2023-2024 academic year and the University of Toronto Student Equity census.



Demographic data

The survey began collecting demographic data in 2020. Some of the terms used to collect data are outdated and/or change with every iteration of the survey. This report has made an effort to specify the year in which a term was used to collect data.

At Accessibility Services, we understand and recognize that language is fluid and ever-evolving. These terms are not meant to be prescriptive and are used in an effort to reflect current data collection standards of the University, Statistics Canada, and in consultation with campus partners at the time of release of each survey iteration. Recent versions of the survey have made an effort to align with language and questions in the University of Toronto Student Equity Census, particularly those around Gender Identity, Sexual Orientation, Indigenous Identity, and Ethno-Cultural Identity. The Accessibility Services Experience Survey will continue to be reviewed so that it reflects the most current and cognizant language.

In each of these demographic questions, respondents were allowed to select as many options as they saw fit. As a result, some data sets have a respondent rate sum above 100%. The percentages displayed in this section indicate the percentage of respondents who selected that specific answer, although each respondent may have also selected another answer as well.

Some of the demographic data from the survey is compared against data from the University of Toronto Student Equity Census³ and reports from the University of Toronto Institutional Research & Data Governance (IRDG) Office. Where applicable, the data from this census was extracted on November 8, 2023 and the data from the IRDG Office was last updated in April 2024.⁴

³ University of Toronto Vice-Provost, Students.

⁴ University of Toronto Institutional Research & Data Governance (IRDG) Office. "Facts & Figures: Students". Facts & Figures: Students, April 2024. <https://data.utoronto.ca/data-and-reports/facts-and-figures/facts-and-figures-students>.

Gender-Identity

We can observe some trends and differences in the data around gender-identity from 2020-2022. In 2020, many respondents selected the option to identify as women/females (70.9%), followed by men/males (22.0%). There were also some respondents who selected the option to identify as genderqueer or gender fluid (4.2%), agender (1.0%), and trans man (0.8%) and trans woman (0.2%). In 2021, most respondents identified as women (63.6%) and men (23.1%). There were also some respondents who selected to identify as nonbinary (7.7%), questioning or unsure (3.3%), trans (2.2%), and Two-Spirit (0.2%). In 2022, most respondents selected to identify as women (cis/trans) (60.6%) and men (cis/trans) (19.0%). There were also some respondents who selected to identify as nonbinary (11.4%), questioning (4.0%), genderqueer (3.9%), genderfluid (4.5%), and Two-Spirit (0.5%). The most commonly selected identities in 2024 were women (cis/trans) (64.0%), men (cis/trans) (20.5%), nonbinary (8.5%), genderqueer (5.9%), genderfluid (3.6%), questioning (2.8%), and Two-Spirit (0.4%).

Beginning in 2022, there was also a separate question asking respondents about being a member of the trans community. 7.0% of respondents selected to identify as being part of the trans community, while the majority stated that they were not part of the trans community (83.0%), were unsure (5.4%) or preferred not the answer (4.6%). The results from the 2024 survey were similar to those of the 2022 survey with 7.7% identifying as being part of the trans community, while 83.4% did not, 3.9% were unsure and 5.1% preferred not to answer.

It is important to note that compared to the general U of T student population, there seems to be more gender-identity diversity within students registered with Accessibility Services.

In 2024, 23.8% of survey respondents selected a trans, nonbinary, and/or gender diverse identity, while only 6.0% of respondents of the U of T Student Equity Census selected at least one of those identities. In addition, 7.7% of 2024 survey respondents identified as part of the trans community, while only 1.5% of census respondents identified as part of the trans community.

Gender Identity of Respondents (2020)

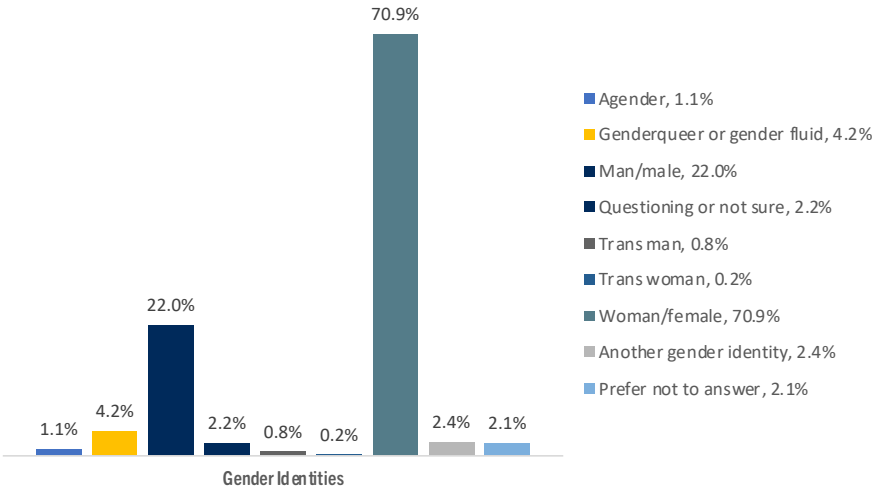


Figure 4: Gender Identities of Survey Respondents in 2020.

Gender Identity of Respondents (2021)

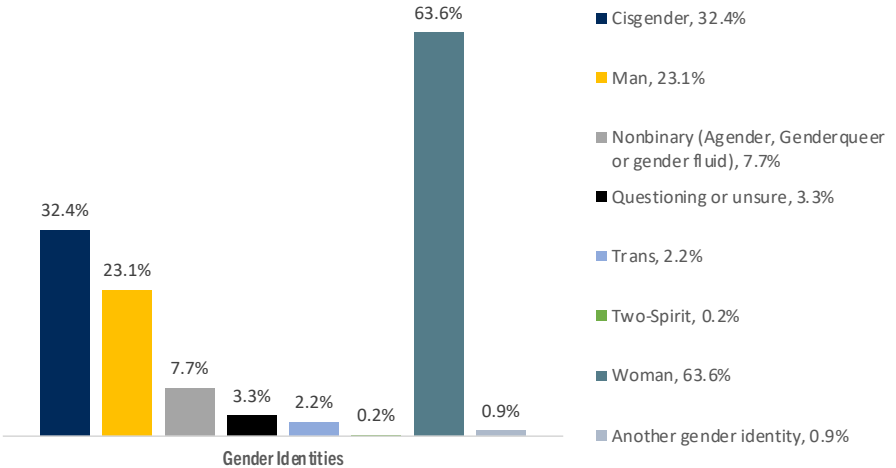


Figure 5: Gender Identities of Survey Respondents in 2021.

Gender Identity of Respondents

(2022 Survey, 2024 Survey, and U of T Student Equity Census)

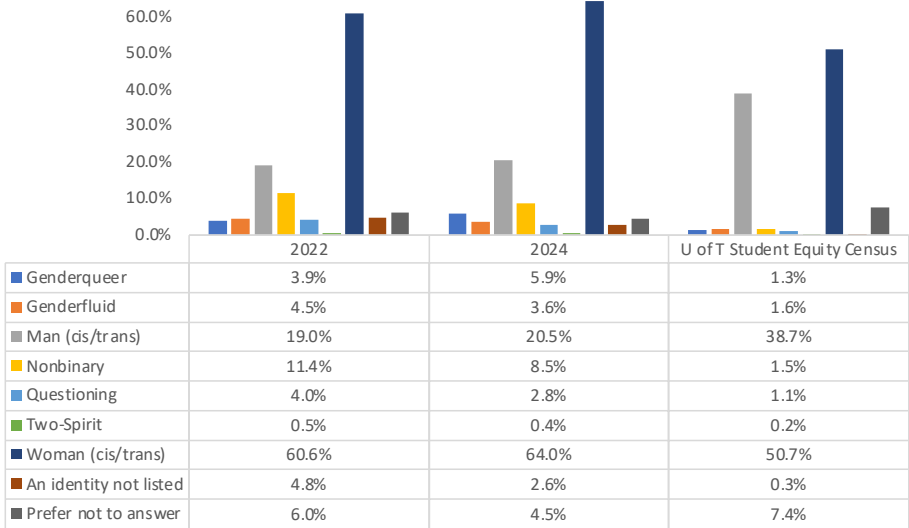


Figure 6: Gender Identities of Survey Respondents in 2022 and 2024.

Percentage of Respondents Who Identify as Part of the Trans Community (2022 Survey, 2024 Survey, and U of T Student Equity Census)

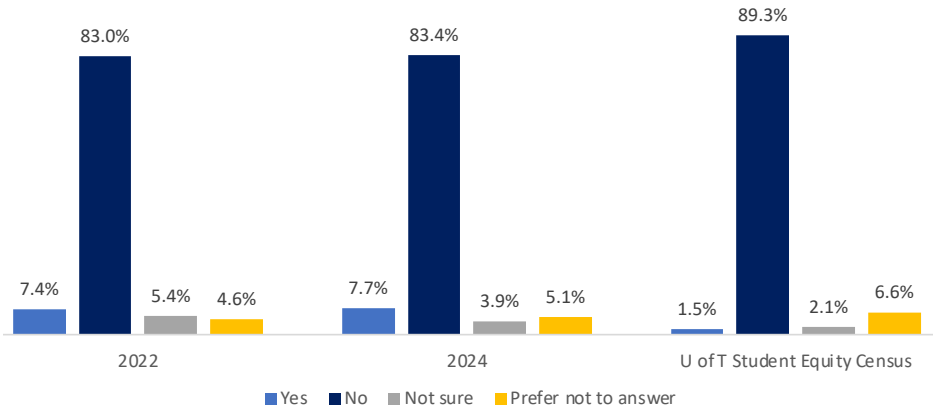


Figure 7: Percentage of respondents who identify as part of the trans community in 2022, 2024, and on the U of T Student Equity Census in 2024.

Sexual Orientation

In 2020, heterosexual/straight (61.0%) was the answer with the highest number respondents, followed by bisexual (17.2%) and queer (9.9%). Other sexual orientations represented in the data were gay (4.4%), lesbian (4.4%), pansexual (4.2%), questioning or not certain (6.0%), asexual/nonsexual (3.7%), and another sexual orientation (1.3%). In 2021, the heterosexual/straight (58.6%) was the answer with the greatest number of respondents, followed by bisexual (19.7%) and queer (9.9%). Other sexual orientations represented in the data were gay (5.2%), lesbian (4.3%), pansexual (6.1%), questioning or uncertain (4.5%), asexual/nonsexual (5.4%), and another sexual orientation (1.4%). In 2022, heterosexual/straight (48.2%) was the answer with the greatest number of respondents, followed by bisexual (24.3%) and queer (15.0%). Other sexual orientations represented in the data were lesbian (5.0%), pansexual (7.0%), gay (4.3%), questioning or uncertain (5.9%), asexual/nonsexual (7.0%), Two-Spirit (0.8%), and another sexual orientation (2.3%). The pattern of responses in 2024 was similar to previous years with the most selected option being heterosexual/straight (44.4%), followed by bisexual (19.9%), queer (15.6%), asexual/nonsexual (10.1%), pansexual (6.9%), questioning or uncertain (6.7%), lesbian (5.3%), gay (5.3%), Two-Spirit (0.6%), and another sexual orientation (1.0%). If their orientation was not listed, students were also able to submit their own labels under the “Other” category. From this category, demi/demisexual was the most frequent orientation (3 out of 5 responses).



From these observations, we can see that heterosexual/straight was the answer with the highest number of respondents across all three years. However, **it is important to highlight that through this data, we can also see that more respondents identified with a 2SLGBQ+ sexual orientation than heterosexual in 2022 and 2024.** The percentage of respondents who identified with a 2SLGBQ+ orientation compared to heterosexual were 51.1% and 61.0%, respectively, in 2020, 56.5% and 58.6%, respectively, in 2021, 70.3% and 48.2%, respectively, in 2022, and 71.4% and 44.4%, respectively in 2024. There also seems to be greater sexual orientation diversity within students registered with Accessibility Services compared to the general U of T student population given that only 22.9% of respondents on the U of T Student Equity Census identified with a 2SLGBQ+ orientation and 70.9% identified as a heterosexual.

Sexual Orientation of Respondents (2020-2024 Surveys and Student Equity Census)

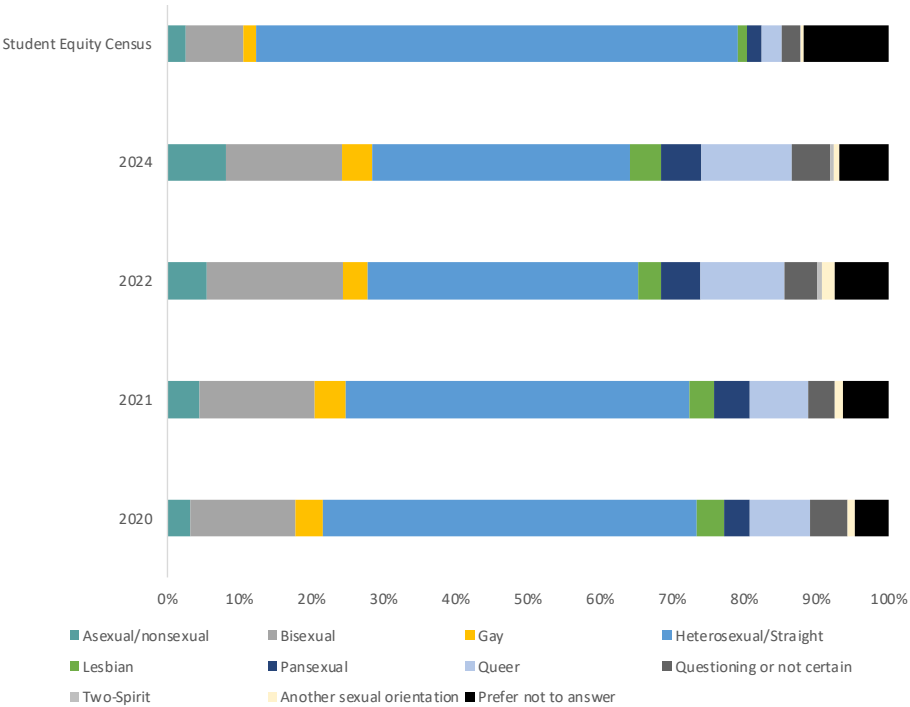


Figure 8: Sexual Orientation of Respondents on the Accessibility Services Student Experience Surveys between 2020-2024 and U of T Student Equity Census.

Indigenous identity

The percentage of respondents who identified as Indigenous to Turtle Island was 3.0% in 2020, 2.5% in 2021, 2.1% in 2022, and 2.0% in 2024. This is compared to data from the U of T Student Equity Census, which reported 0.7% of students identifying as Indigenous.

Respondents who identified as Indigenous to Turtle Island were given the option to indicate which Indigenous identities listed they identified with. In 2024, the answer options “First Nations in Canada” and “First Nations in Canada (non-status, non-treaty, and non-registered)” were changed to “First Nations (status, treaty, or registered)” and “First Nations (non-status, non-treaty, and non-registered)”, respectively. This change may have resulted in a shift in how students identified such that no respondents selected the option “First Nations (status, treaty, or registered)” in 2024. In addition, the 2024 survey added the options for students to identify as “Native American”, “Native Hawaiian”, and “Native Mexican”. These changes were made in order to better align with language and questions on the U of T Student Equity Census. It is also important to note that there were no respondents who identified as Inuit in 2021 or 2022.

The small sample size in the data may not accurately represent the diversity of Indigenous identities of students registered with Accessibility Services.

Percent of Respondents Who Identified as Indigenous to Turtle Island (2020-2024 Surveys and U of T Student Equity Census)

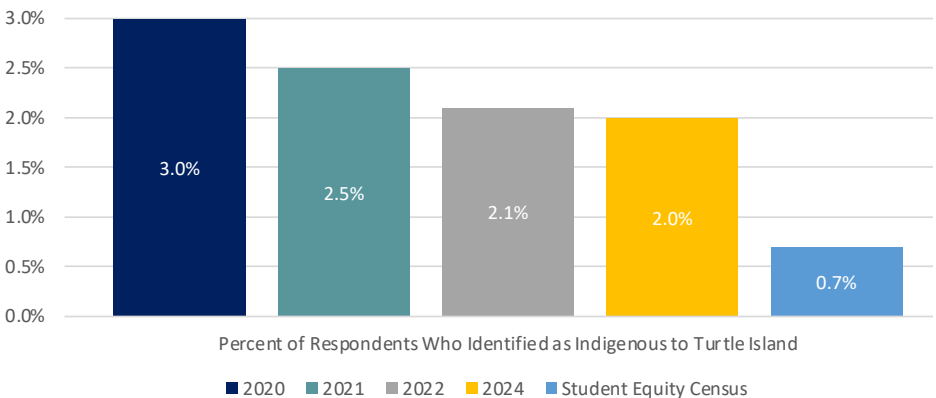


Figure 9: Percentage of respondents who identified as Indigenous to Turtle Island on the Accessibility Services Student Experience Surveys between 2020-2024 and U of T Student Equity Census.

Breakdown of Respondents Who Identified as Indigenous (2020-2022)

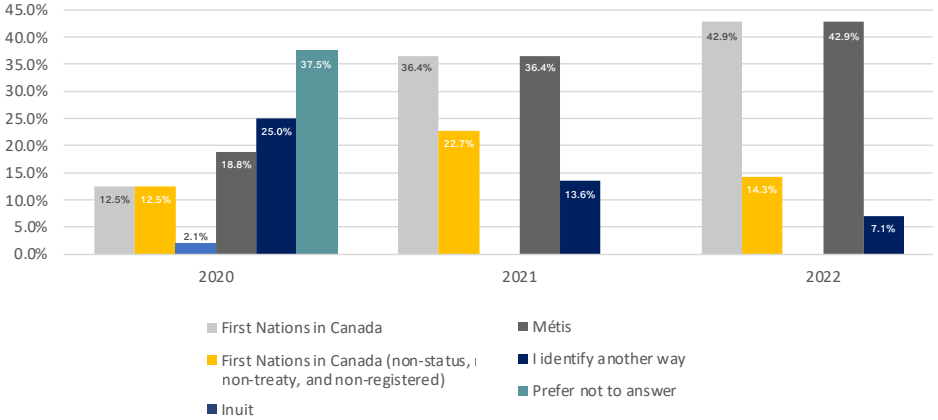


Figure 10: Breakdown of respondents who identified as Indigenous in the 2020-2022 Accessibility Services Student Experience Surveys. Each grouping shows the breakdown of answers of respondents who identified as Indigenous in that year.

Breakdown of Respondents Who Identified as Indigenous (2024 and U of T Student Equity Census)

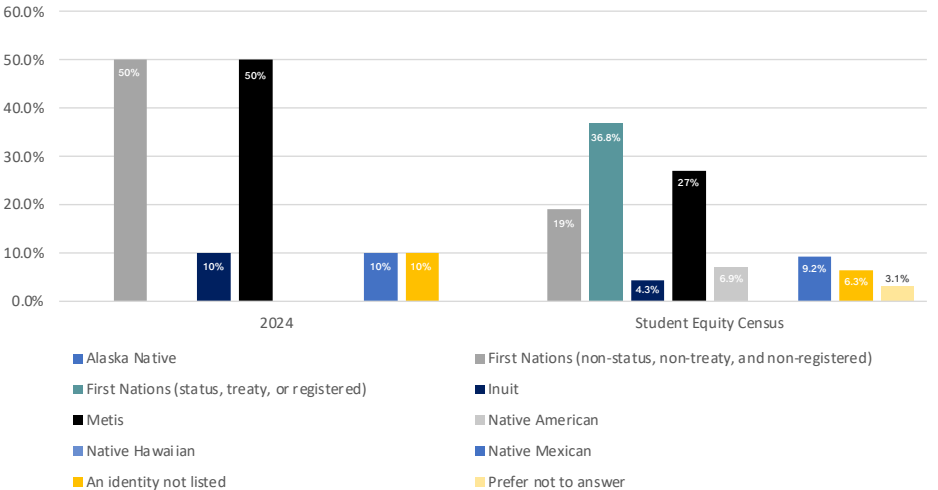


Figure 11: Breakdown of respondents who identified as Indigenous in the 2024 Student Experience Survey and the U of T Student Equity census. Each grouping shows the breakdown of answers of respondents who identified as Indigenous in that survey/census. Note that the percentage of students who identified as “Alaska Native” and “Native Hawaiian” were not reportable in the census due to the sample size being too small.

Racial and/or Ethno-Cultural Identity

In 2020, the majority of respondents identified as White (53.0%), followed by Asian (30.7%). A smaller percentage identified as Middle Eastern/West Asian (8.0%), Black (7.7%), Latin/Hispanic (7.2%), or another identity not listed in the given options (6.2%).

In 2021, the respondents were presented with a more extensive range of racial and/or ethno-cultural identity options based on feedback and acknowledgement of students' identities. The largest group of respondents in 2021 identified as White (45.9%), followed by South Asian (13.0%), Chinese (15.0%), Black (5.6%), and Mixed/ Bi-racial/ Multi-racial (6.7%). A substantial number of respondents preferred to self-identify (8.5%) or preferred not to answer (4.9%).

In 2022, the largest group of respondents identified as White (47.2%), followed by South Asian (11.6%), Chinese (12.7%), Black (8.3%), and Mixed/ Bi-racial/ Multi-racial (7.7%). A small number of respondents preferred to self-identify (4.8%), and 6.0% preferred not to answer.

In 2024, potential responses were changed to mirror language in the U of T Student Equity Census and also included standardized options for students to identify as an Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia, Pacific Islander and Jewish. The largest group of respondents identified as White (46.2%), East Asian (19.0%), Multiracial (10.2%), Middle Eastern, North African, and Southwest Asian (8.0%), and Black (7.4%). There were also smaller proportions of students who preferred to self-identify (3.4%) or preferred not to answer (3.7%).

When comparing the proportions of students registered with Accessibility Services to the general U of T student population (as gathered by data from the census), there appear to be a greater proportion of students who identify as White (46.2% versus 24.9%, respectively) and Multiracial (10.2% versus 2.9%, respectively), and a smaller proportion of students who identify as East Asian (19.0% versus 35.4%, respectively) and South Asian (8.3% versus 14.1%, respectively).

Racial and/or Ethno-Cultural Identity of Respondents (2020)

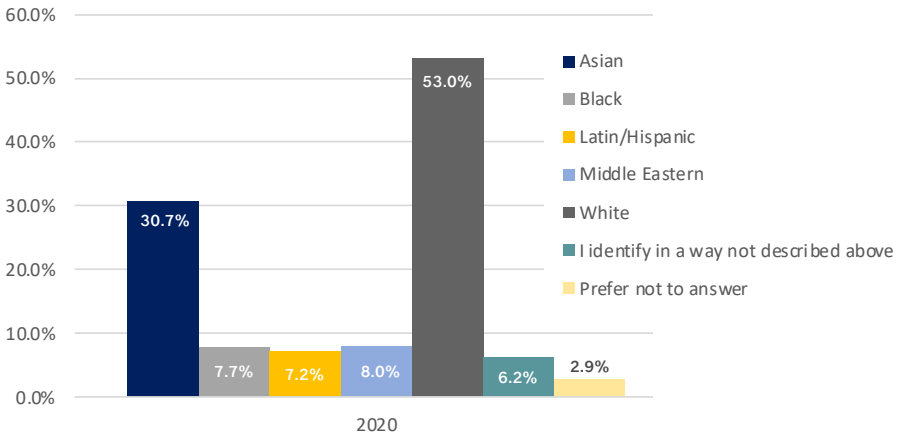


Figure 12: Ethno-cultural identity of survey respondents in 2020.

Racial and/or Ethno-Cultural Identity of Respondents (2021)

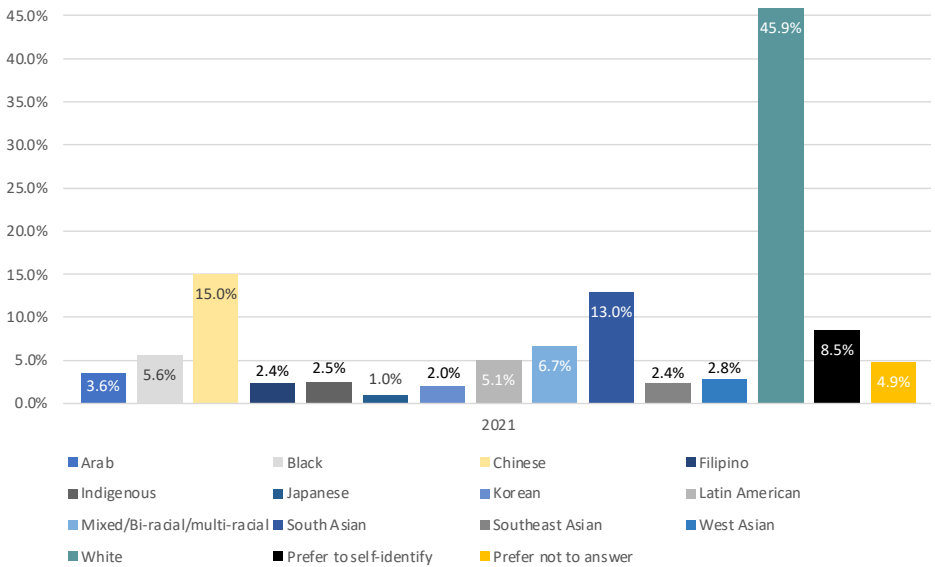


Figure 13: Ethno-cultural identity of survey respondents in 2021.

Racial and/or Ethno-Cultural Identity of Respondents (2022)

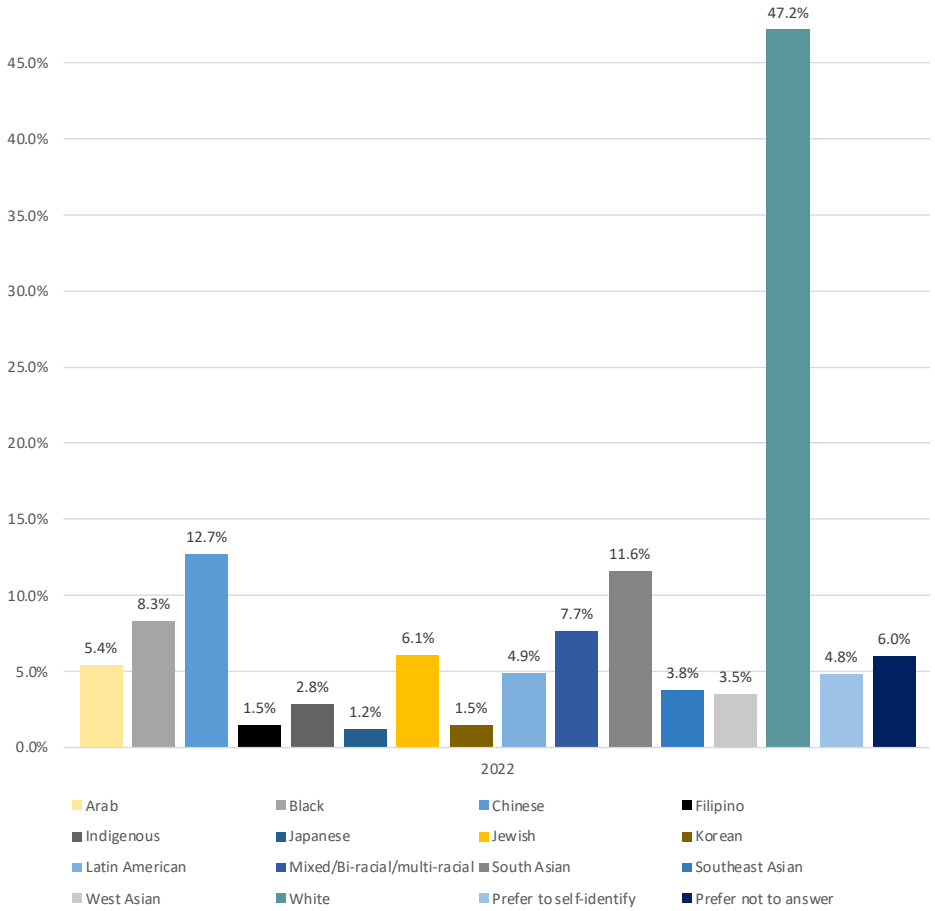


Figure 14: Ethno-cultural identity of survey respondents in 2022.

Racial and/or Ethno-Cultural Identity of Respondents (2024 Survey and U of T Student Equity Census)

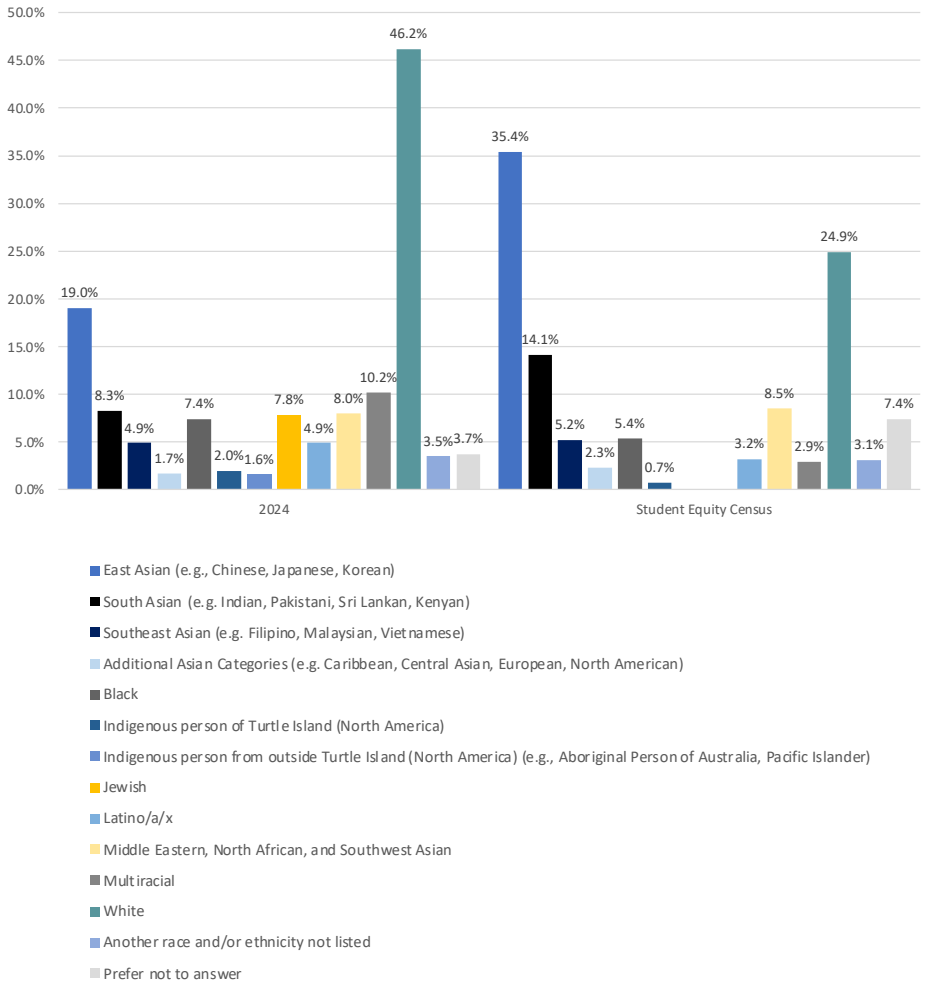


Figure 15: Ethno-cultural identity of survey respondents in the 2024 survey and the U of T Student Equity Census. The U of T Student Equity Census did not include standardized options for students to identify as “Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia, Pacific Islander)” or “Jewish” at the time this report was written.

Internationality

As part of the survey for the first time in 2024, respondents were asked whether they identify as an international student. The majority did not identify as an international student (85.5%), while a smaller proportion did identify as an international student (12.6%). 2.0% of respondents preferred not to answer.

Compared to data from the IRDG office which shows that 29.6% of students enrolled at U of T are international, a much smaller proportion of students registered with Accessibility Services identify as an international student (12.6%).

Percentage of International Students (2024 Survey and Data from the Institutional Research and Data Governance Office)

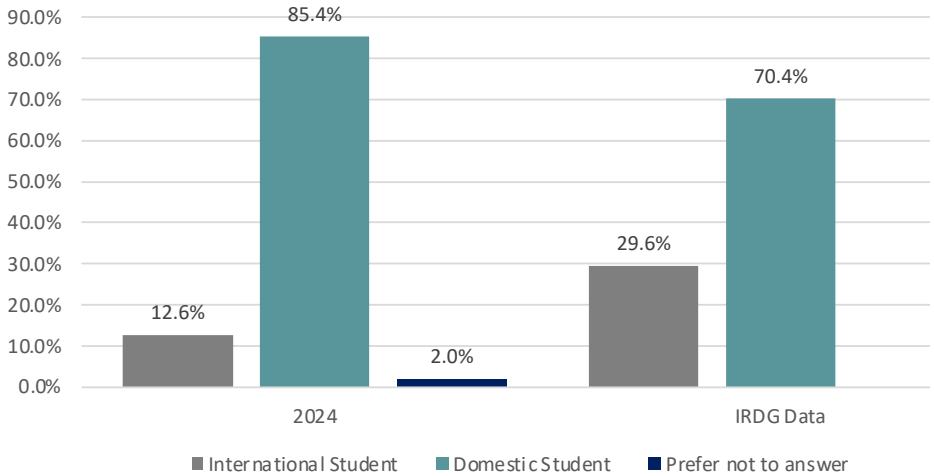


Figure 16: Percentage of students who identified as international students in the 2024 survey and percentage of international students enrolled at U of T as reported by the Institutional Research and Data Governance Office.



Caregiving and Family Responsibilities

Beginning in 2021, students were asked about whether they had caregiving or family responsibilities. This term was defined as including caring for children, parents, family members, and chosen family. The percentage of students who identified as having caregiving or family responsibilities was 31.0% in 2021, 28.0% in 2022, and 23.3% in 2024.

Percentage of Students with Caregiving or Family Responsibilities (2021-2024)

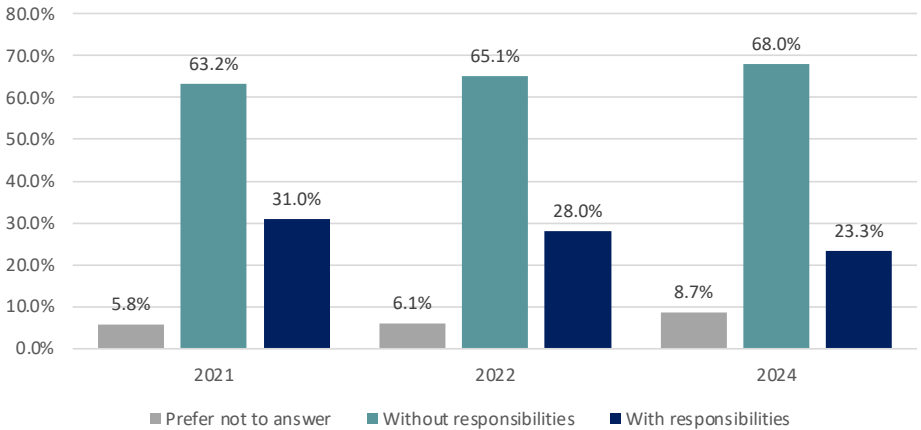


Figure 17: Percentage of students who identified as having caregiving and family responsibilities on the survey between 2021-2024.

Financial Aid Access

Since 2021, students have been asked whether they access financial aid to pay for school via government or other sources of funding (e.g. OSAP, provincial/ territorial financial aid, loans, SPSP). The percentage of students who reported accessing financial aid was 60.0% in 2021, 55.6% in 2022, and 57.1% in 2024.

Percentage of Students Accessing Financial Aid (2021-2024)

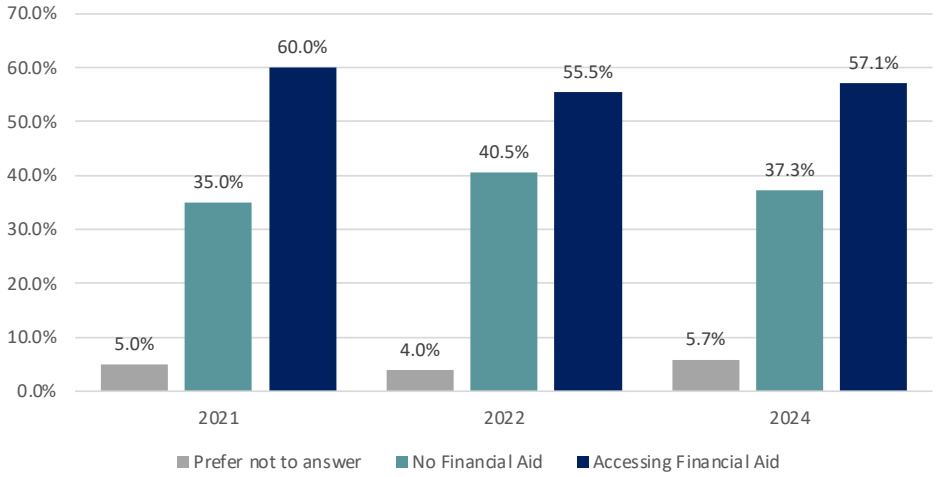


Figure 18: Percentage of students who reported accessing financial aid on the survey between 2021-2024.



Differences Across Ethnocultural Groups

Demographic differences across ethnocultural groups was also investigated in the analysis of the 2024 survey results, with a particular focus comparing Asian, Black, and Indigenous students to the general population (i.e. respondents who did not identify under any of those categories). While students may identify as being a part of multiple ethnocultural groups, priority was given to smaller groups such that if a student identified as both Asian and Indigenous, they would be categorized as Indigenous. This was to increase the robustness of observed trends as the number of Black and Indigenous students was much smaller than the number of Asian students and the general population. In total, the trends discussed below are based on the responses of 18 Indigenous students, 34 Black students, 160 Asian students and 484 general population students.

- **Gender identity:** The general population consisted of predominantly women (60%). Both Asian and Black students also consisted mainly of women, though at higher rates compared to the general population (69% and 76% respectively) while Indigenous students were mostly made up of non-binary, gender fluid, gender queer and Two-Spirit individuals (83%).
- **Sexual orientation:** A majority of students from the general population were part of the 2SLGBTQ+ community (66%). 2SLGBTQ+ students made up a smaller percentage of Asian students, though still a majority (54%), while Black students tended to report being straight (67%). All Indigenous students reported being part of the 2SLGBTQ+ community.
- **Part of the trans community:** Only 9% of the student population at U of T identified as being part of the trans community. Even fewer trans students made up the Asian and Black population at 6% for both groups. Indigenous students were far more likely to be part of the trans community (17%) compared to the other groups.
- **Caregiver:** only 22% of the general population identified as being a caregiver. This pattern was similarly mirrored by Asian students (20%). However, both Black and Indigenous students were far more likely to identify as caregivers (32% and 50% respectively).

- **Use of financial aid:** A majority of students across all groups tended to use financial aid (56% in general population, 52% among Asian students). However, Black and Indigenous students access financial aid at observably higher rates than the two other groups (74% and 83% respectively)

- **1st generation university attendee:** while the 2024 survey did not explicitly ask students whether they were a first generation, this information could be inferred based on the highest form of education the student's parents attained (i.e. if a student's parent's

only had a high school degree or lower as their highest form of education, then it is highly likely that the student is a first generation university attendee). Asian students and the general population were closely alike as students whose parents only attended a high school degree or lower as their highest form of education made up only 12% and 11% of each respective population. These rates were higher in Black and Indigenous students (18% and 39% respectively).

In sum, while there were minor differences between Asian students and the general population, this group nevertheless followed the same demographic trends as the general population. Black and Indigenous students differed observably from the general population, though often in different ways. Black students were comprised of more women and more straight students compared to the general population while Indigenous students were comprised of more non-binary, gender fluid, gender queer or Two-spirit students, 2SLGBTQ+ students and trans students compared to the general population. Both Black and Indigenous students were more likely to be caregivers, use financial aid and be first generation university attendees.



Analysis of Student Experiences

Experience Registering with Accessibility Services

Looking at the primary reasons for students registering with Accessibility Services, there are a few notable trends that can be observed:

1. **Main Reasons for Registering:** The main reasons for students registering with Accessibility Services from 2019-2024 were due to a disability or struggling at U of T and believing that an accommodation would help. It is important to note that the option for respondents to select “I suspected I had a disability” was only added in 2021.
 - a. 12 respondents additionally elaborated on their reason for registering. Among these responses, the most common explanation was the need for accommodations due to a variety of reasons (42%, e.g. increased symptom severity, reduced course load while maintaining OSAP eligibility, inability to access extensions with AS registration). 33% of respondents reported that a health care professional advised them to seek registration with Accessibility services while 17% reported having received accommodations at other post-secondary institutions.
2. **Impact of COVID-19:** In 2021, 2022, and 2024, there were a few students who cited impacts related to COVID-19 as the reason for registering for Accessibility Services. This suggests that the pandemic may have had an impact on some students’ academic performance or mental health, leading them to seek support from Accessibility Services.



Reasons for Waiting to Register with Accessibility Services (2020-2024)

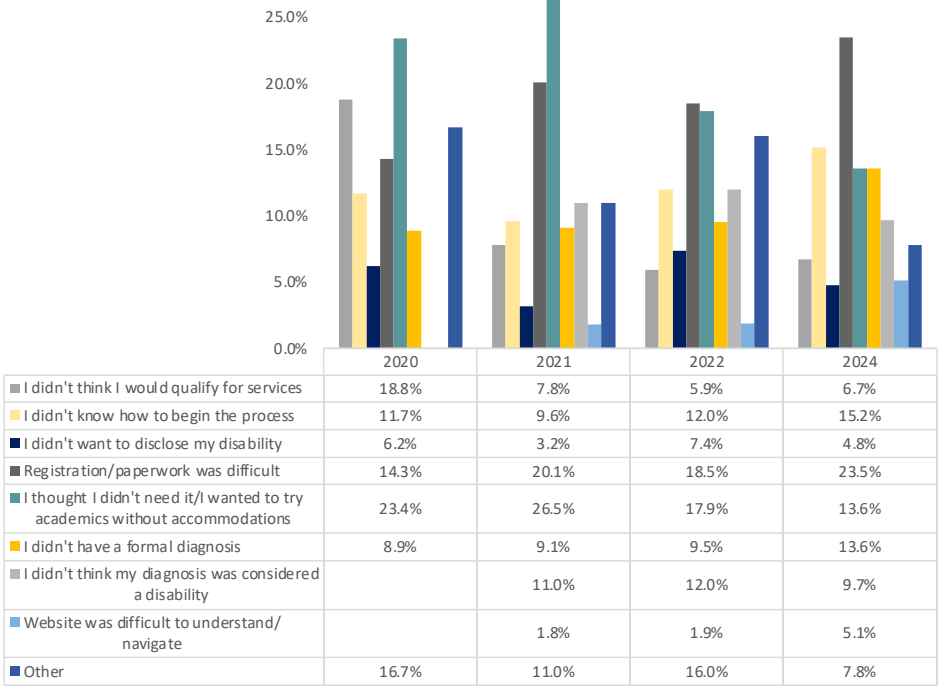


Figure 21: Reasons for waiting to register with Accessibility Services from 2020-2024.

Student Resources and Supports

In the 2019 survey, respondents were asked about their familiarity with various Accessibility Services resources. These results show that the note-taking support information card was the most familiar printed resource among the students surveyed, while the Undergraduate Student Handbook was the least familiar.

Respondents' Familiarity with Printed Student Resources (2019)

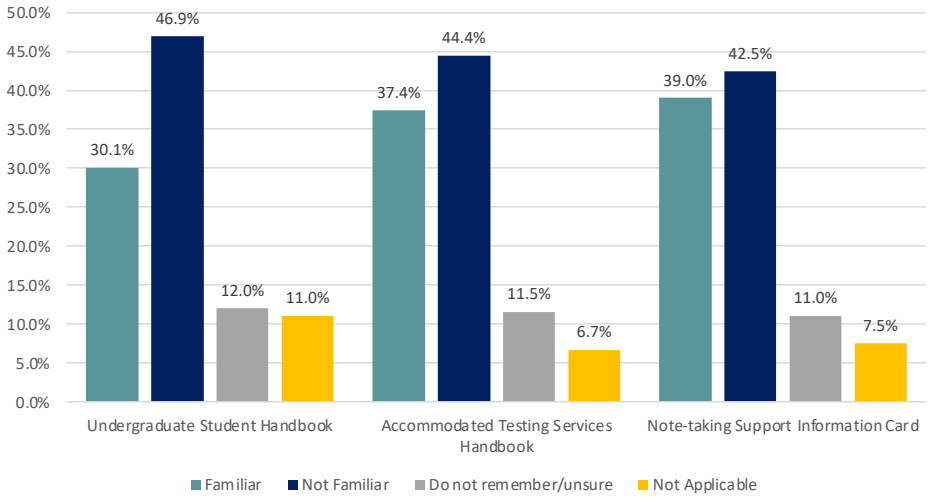


Figure 22: Respondents' familiarity with printed student resources in 2019.

As for services and supports available through the online Accessibility Services Student Portal, test and exam booking and volunteer peer notes were the most frequently used services by respondents. In some cases, there was a large percentage of respondents who could not recall or remember if they used some of these online services and supports.

Frequency of Use of Various Online Services and Supports (2019)

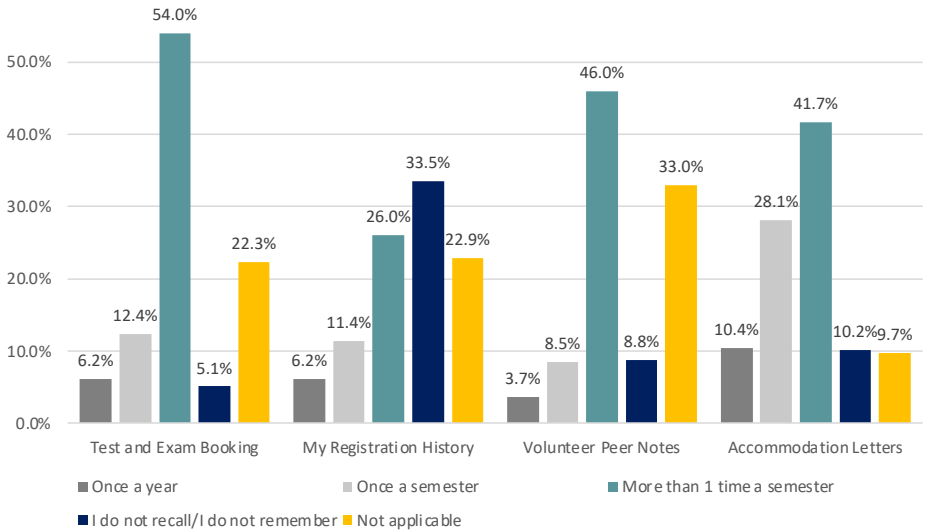


Figure 23: Frequency of use of various online services and supports in 2019.

In 2020, the survey asked newly registered students about which services within the University of Toronto they were referred to after their intake appointment. “A follow up meeting with an Accessibility Advisor” had the largest percentage of respondents reporting that they were referred to this support (67.5%), with the Health & Wellness Centre having the second largest percentage of respondents (43.5%). The support with the smallest percentage of respondents was “other faculty supports (practicum Coordinator, Petitions Officer, etc.)” with 11.1%. Notably, there were some respondents who were unsure or did not remember whether they were referred to various support services.

Services and Supports That Students Were Referred To (2020)

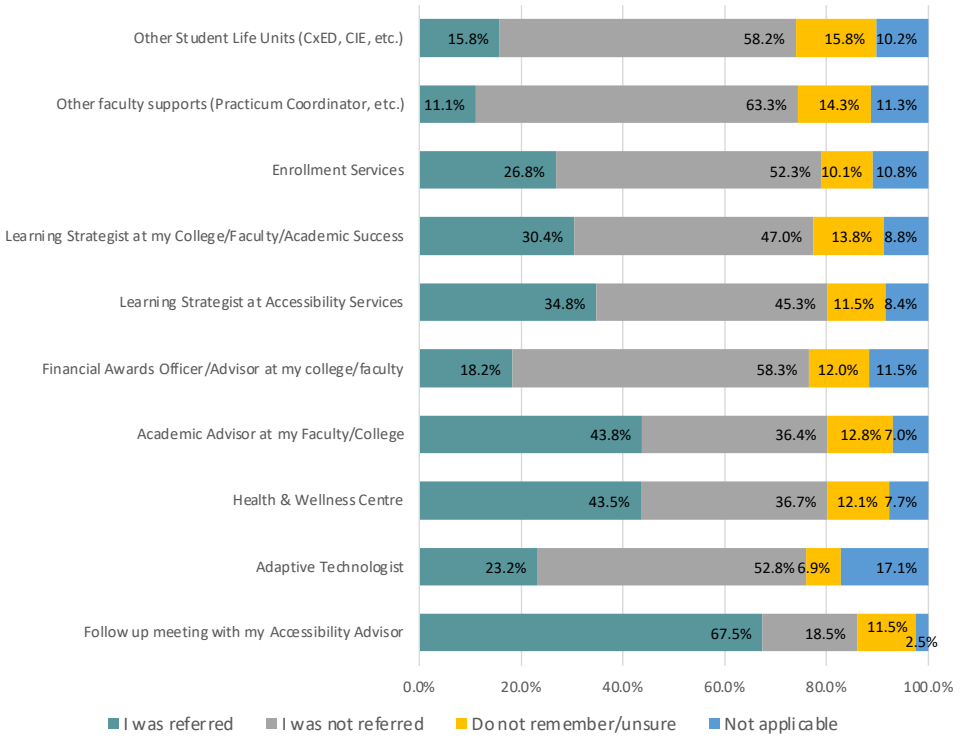


Figure 24: Services that respondents reported they were referred to in 2020.



Academic Accommodations

In 2020, the survey asked respondents about their level of awareness of various processes involved in requesting or using their accommodations. Responses indicated that students were most familiar with the deadline to register for term tests with accommodations, with 62.0% respondents reporting they were very aware. On the other hand, respondents reported they were least familiar with processes related to requesting accommodations for a placement, practicum, research, lab, thesis, etc. and accessing available sources of funding for disability-related needs, with only 50.0% and 42.1% of respondents reported that they were not at all aware of these processes.

It is also worth noting that a significant number of respondents selected “Not applicable” for some of the processes, indicating that they may not have needed, been eligible, or used those accommodations. Overall, this data suggests that there are opportunities to help students learn more about the accommodations processes, especially those related to funding and non-test-related accommodations.

Awareness of Processes Involved in Requesting/Using Accommodations (2020)

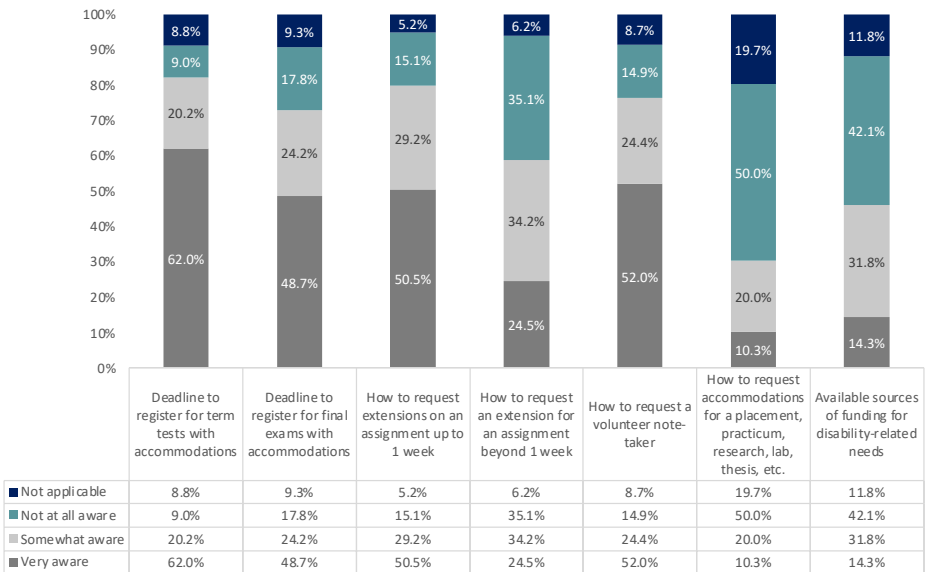


Figure 25: Respondents' awareness of processes involved in requesting/using accommodations in 2020.

Program Support & Goal Setting

In 2020, respondents were asked to rank their two most preferred areas to work on with a Learning Strategist. The numbers in the table below represent the number of respondents who ranked each area as their first or second preference. 16.3% of respondents ranked “Goal Setting & Motivation” as their first preference, while 12.9% of respondents ranked it as their second preference.

Looking at the results, “Goal Setting & Motivation” was the most preferred area overall, with a total of 29.2% of respondents ranking it in their top two. The next most preferred area was “Checking in and chatting about how things are going”, with a total of 26.8% respondents ranking it in their top two. “Creating a Schedule/ Time-Management” was the third most preferred area, followed by “Speaking with Professors and Navigating Accessibility Services & Accommodations”. It is worth noting that there is a relatively small difference between the number of respondents ranking each area as their first or second preference. This suggests that the respondents generally had similar levels of interest in all of the areas listed, but that “Goal Setting & Motivation” and “Checking in and chatting about how things are going” were slightly more popular than the other options.

	% of respondents selecting this area as first preference	% of respondents selecting this area as second preference	Total % of respondents selecting this area
Goal setting & motivation	16.3%	12.9%	29.2%
Checking in and chatting about how things are going	13.3%	13.5%	26.8%
Creating a schedule/ time-management	12.8%	13.1%	25.9%
Speaking with professors	10.4%	13.4%	23.8%
Navigating Accessibility Services & accommodations	11.8%	11.1%	22.9%

Figure 26: Respondents’ most preferred areas to work on with a Learning Strategist (2020).

Between 2021-2024, respondents were asked to select their two biggest areas of concerns about the upcoming academic year from a learning perspective. In 2021, the most popular answer was writing tests/exams in person with 50.4% of respondents selecting this answer. The percentage of respondents who selected this answer dropped to 34.5% and 34.0% in 2022 and 2024, respectively. This may suggest that students may have felt unfamiliar with in-person testing environments as they were making the transition back to in-person learning after the 2020-2021 academic year. The most popular answer in both 2022 and 2024 was time management⁵ with 50.2% and 46.8% of respondents, respectively, selecting that answer. Only 39.6% of respondents selected that answer in 2021. This may suggest that students may have experienced additional time management concerns available (e.g. as a result of the commute to and from campus, navigating campus buildings, extra-curricular activities, etc.) with the more in-person learning and extracurricular opportunities after the 2021-2022 academic year. Motivation has also been flagged as an area of interest with 40.3% of respondents selecting this option in 2022 and 25.5% in 2024.

Learning Areas of Concern About the Upcoming Academic Year (2021-2024)

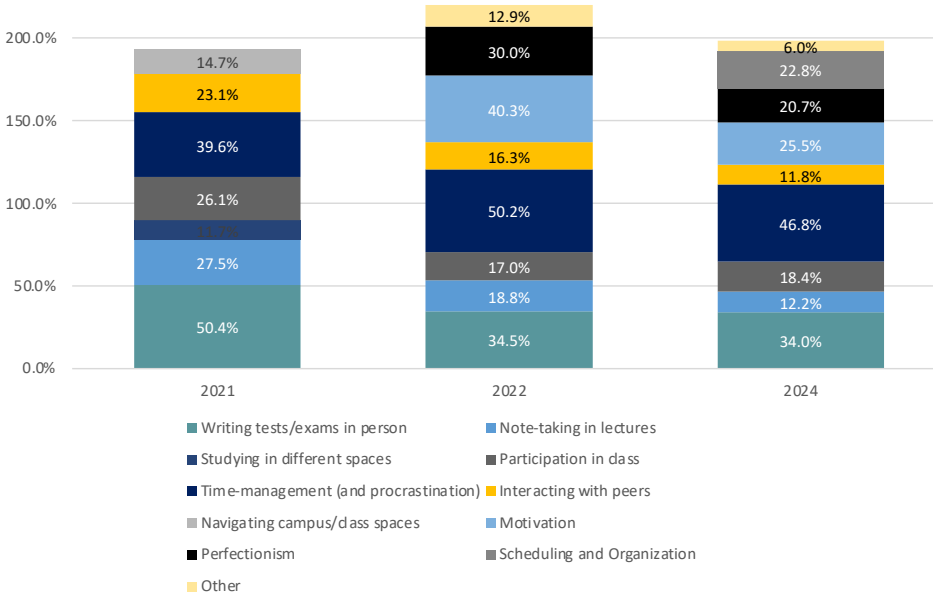


Figure 27: Respondents' biggest learning areas of concern about the upcoming academic year (2021-2024).

⁵ Note that in 2024, the option "Time-management" was changed to "Time-management and procrastination".

Community & Sense of Belonging

Beginning in 2020, the survey asked students about their feelings on community, loneliness, and the impact of their disability on their sense of belonging on campus. Some students found a sense of community within Accessibility Services, with 7.6% and 27.3% finding the statement “I have found a sense of community within Accessibility Services” to be very accurate and somewhat accurate, respectively. However, 44.2% of respondents reported that the statement was “not at all accurate” and 20.1% indicated that the statement “does not apply”. Additionally, some students experienced difficulties connecting with others or experienced loneliness due to their disability. 22.4% of respondents and 36.7% of respondents reported that the statement “I have difficulties connecting with others/ experience loneliness due to my disability” was very accurate and somewhat accurate, respectively. The figure below also highlights respondents’ experiences of stigma both on campus and within the classroom.

Community and a Sense of Belonging on Campus (2020)

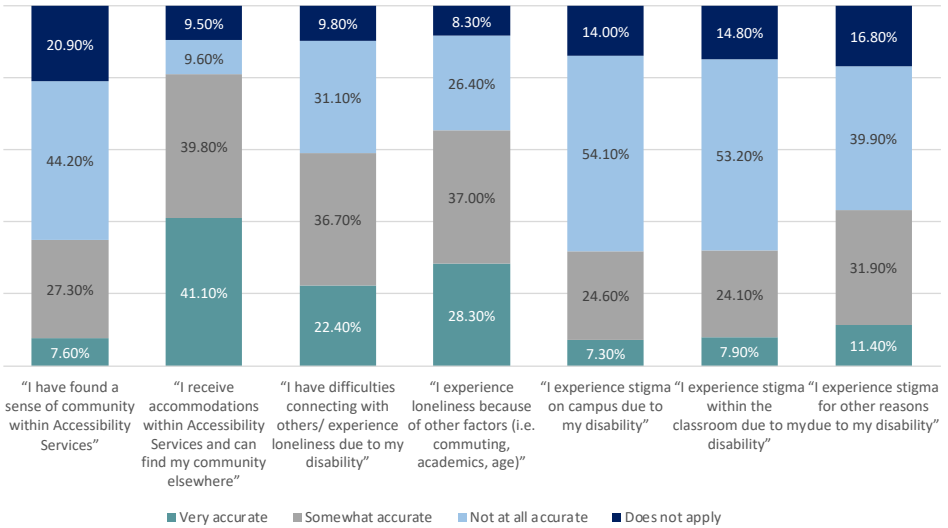


Figure 28: Respondents’ reported accuracy of various statements related to community and a sense of belonging on campus (2020).



In 2021, the trend continued with 7.0% of respondents strongly agreeing and 24.2% of respondents somewhat agreeing with the statement “since registering with Accessibility Services, I have felt a sense of community/ belonging within Accessibility Services”. However, the number of students who found or maintained a sense of belonging and community elsewhere within the University of Toronto decreased, with 6.2% of respondents strongly agreeing and 23.0% of respondents somewhat agreeing with the statement “In the last year, I have found or maintained a sense of belonging/ community within the University of Toronto”. COVID-19 was also a significant factor in the experiences of students with disabilities in 2021, with many experiencing loneliness and an increase in disability-related issues. This may have impacted their sense of community and belonging, as they were unable to connect with others in person due to online learning and quarantine.

Overall, the data suggests that while some students with disabilities are able to find a sense of community and belonging within Accessibility Services and the University of Toronto, there is still a significant proportion who struggle with loneliness and stigma.

Community and a Sense of Belonging on Campus (2021)

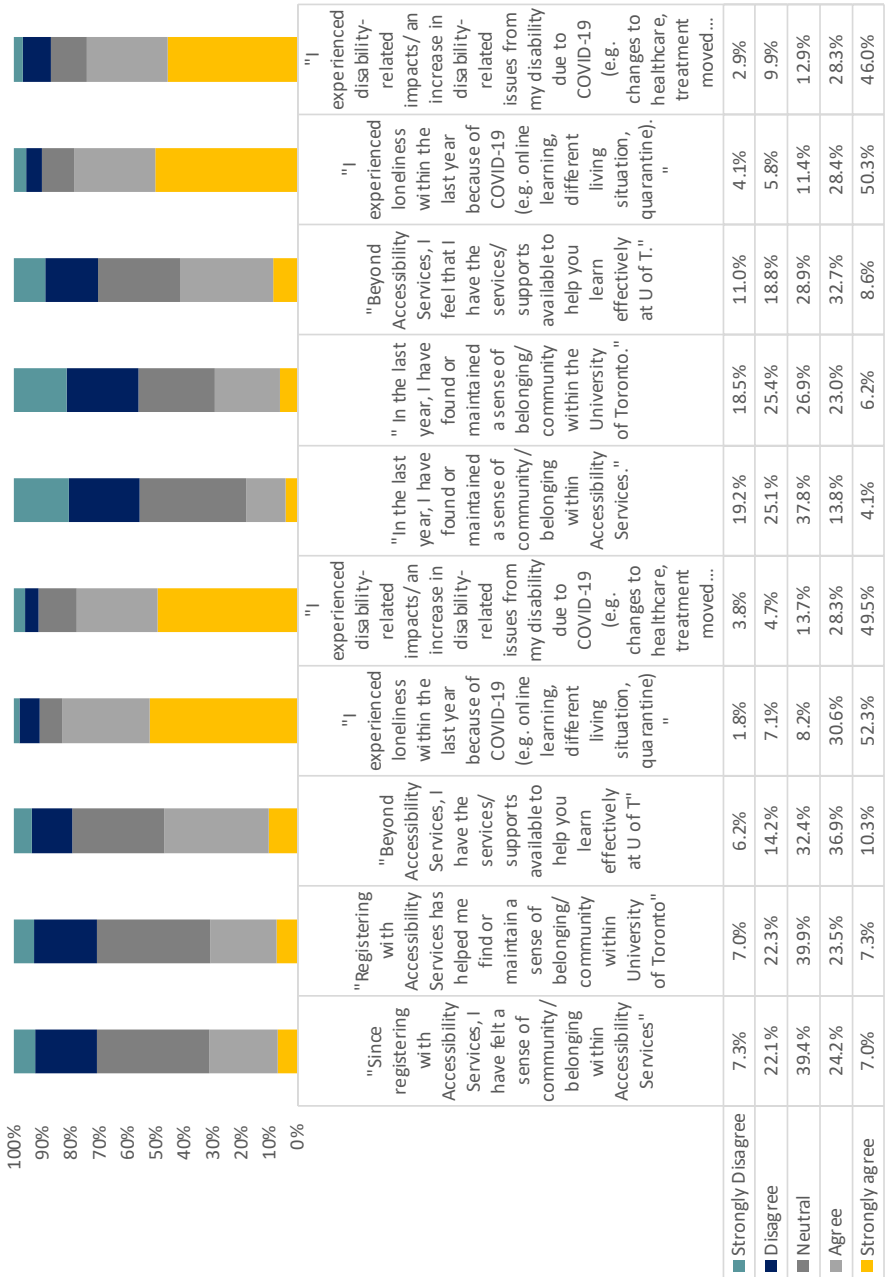


Figure 29: Respondents' reported accuracy of various statements related to community and a sense of belonging on campus (2021).

Experiential and Work Integrated Learning (EWIL)

In 2024, the survey asked students about their experiences with Experiential and Work Integrated Learning. On the survey, EWIL opportunities were defined as curricular and co-curricular experiences that incorporate disciplinary outcomes, experiential practices, and reflection.⁶

Most students surveyed (61.5%) reported that they did not participate in EWIL in the past academic year. However, of the students that did participate in EWIL, the most popular opportunities were work study (10.8%), unpaid professional practicum/placement as part of a program (8.1%), and unpaid academic internship as part of a course (6.6%).

Participation in Experiential and Work Integrated Learning in the Past Year (2024)

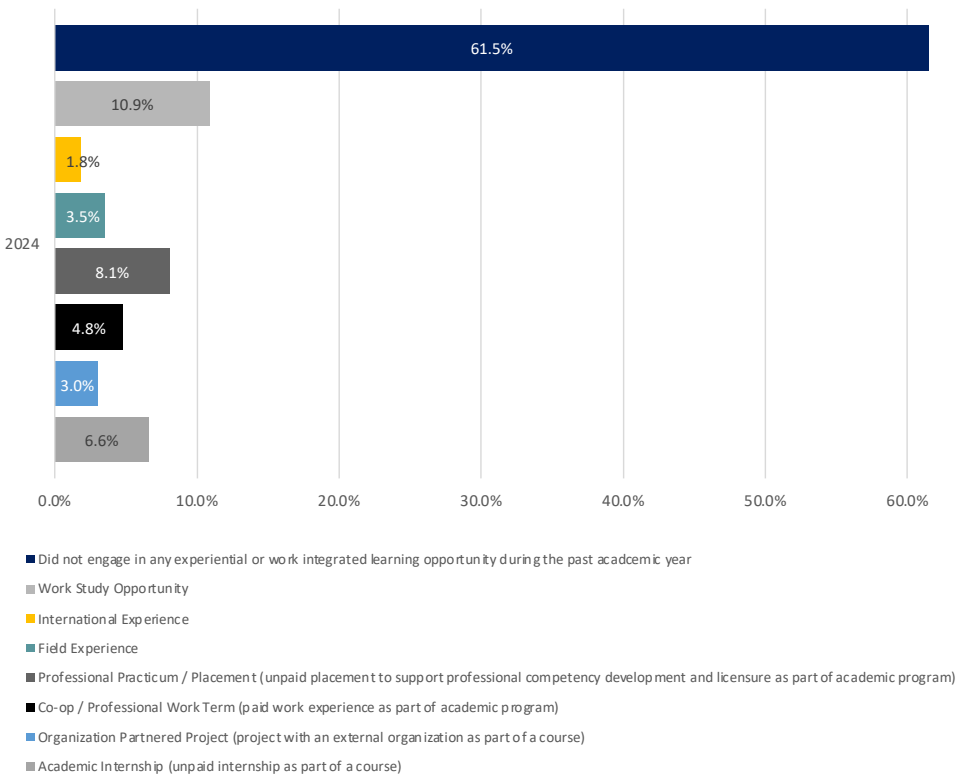


Figure 30: Respondents' reported engagement in Experiential and Work Integrated Learning (EWIL) during the 2023-2024 academic year.

⁶ For a full overview of different types of EWIL, please visit the University of Toronto Experiential Learning Hub Website at <https://experientiallearning.utoronto.ca/experiential-learning-at-u-of-t/about-experiential-learning/#types>.

Of the respondents who did not participate in EWIL, the most cited reasons were not hearing about any EWIL opportunities (19.2%) and not having any opportunities to engage in EWIL in their programs (13.9%). 13.0% of respondents also shared that their decision not to participate in EWIL was not influenced by their disability-related needs. Students were also able to further elaborate by submitting a textual response. Many students noted that they had applied, but never heard back and some noted that this may have been related to their disability affecting their chances of getting a position. Other students cited that they were busy with academics, off-campus jobs, extra-curriculars, and/volunteer; this lack of time was also related to the specific nature of their disability for some students.

Reasons for Not Engaging in Experiential and Work Integrated Learning in the Past Year (2024)

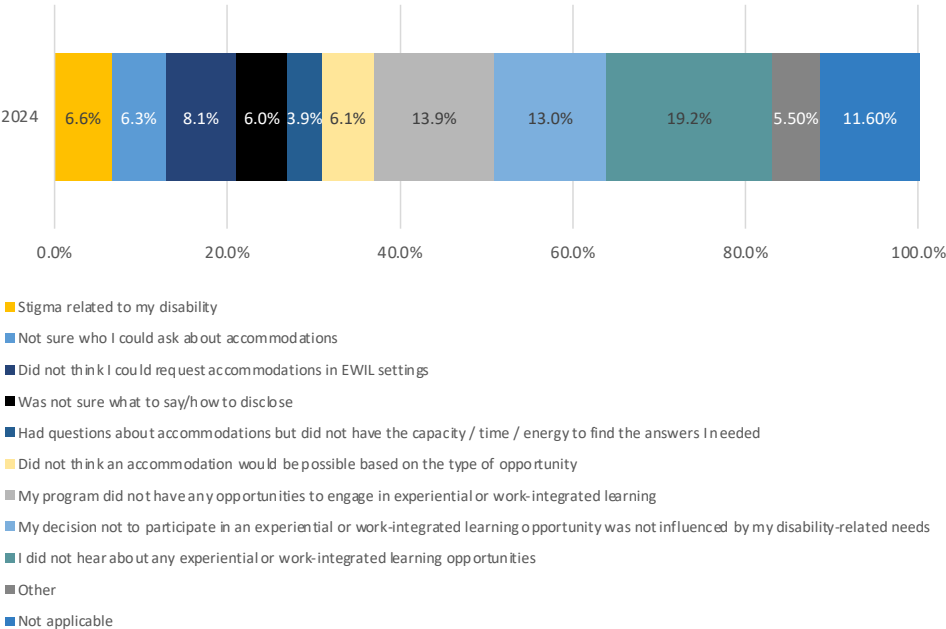


Figure 31: Respondents’ reported reasons for not engaging in Experiential and Work Integrated Learning (EWIL) during the 2023-2024 academic year.

Students were also asked a series of questions related to their needs, experiences, and perceptions in EWIL settings. Below is an analysis of these results:

“I know who to ask if I need accommodations in an EWIL opportunity”:

37.1% of respondents disagreed or strongly disagreed with this statement while 24.8% of respondents agreed or strongly agreed. This suggests that students are unfamiliar with who they could ask if accommodations in an EWIL opportunity are needed.

“I have a good understanding of my legal rights when requesting accommodations in EWIL opportunities”: 43.2% of respondents disagreed or strongly disagreed with this statement while only 19.4% of respondents agreed or strongly agreed. These results indicate that students are unfamiliar with their legal rights with respect to accommodations in EWIL opportunities.

“Students with disabilities have equal access to EWIL opportunities”: There were approximately equal proportions of respondents who agreed or strongly agreed (30.3%), neither agreed nor disagreed (26.0%), and disagreed or strongly disagreed (26.4%) with this statement. This may indicate mixed perceptions about access to EWIL opportunities for students with disabilities.

“I am comfortable disclosing my disability in an EWIL context”: Only 21.2% agreed or strongly agreed with this statement, while 47.2% disagreed or strongly disagreed. These results indicate that most students in EWIL opportunities are uncomfortable disclosing their disability in these settings.

“I am comfortable disclosing my disability in an academic context”: 47.5% of respondents agreed or strongly agreed with this statement, while only 27.3% disagreed or strongly disagreed. This suggests that students are much more comfortable disclosing their disability in academics contexts compared to EWIL settings.

“I have a good understanding of my accommodation needs in an EWIL context”: 27.6% agreed or strongly agreed with this statement, while 37.1% disagreed or strongly disagreed. This may indicate that students may not fully be aware of their accommodation needs within EWIL settings.

“I have a good understanding of my accommodation needs in an academic context”: Most respondents (76.4%) agreed or strongly agreed with this statement and only 6.4% disagreed or strongly disagreed with this statement. This suggests that students are much more familiar with their accommodation needs in academic settings compared to EWIL settings.

Overall, the results of these questions indicate that students are much more comfortable discussing their disability and much more familiar with their accommodation needs in academic contexts compared to EWIL contexts. These differences may be result of several factors including perceptions about access to EWIL opportunities for students with disabilities, a lack of awareness about the supports available for exploring EWIL accommodations, and a lack of knowledge of one’s rights with respect to EWIL accommodations. In addition, these results suggest that there may be a link between students’ understanding of their accommodation needs in different settings and their comfortability with discussing their disability in those settings. These results highlight the importance of increasing students’ awareness and overall presence of resources that support the exploration and education of disability-related needs, rights, and accommodations in EWIL settings.

Needs, Experiences, and Perceptions in Experiential and Work Integrated Learning Settings (2024)

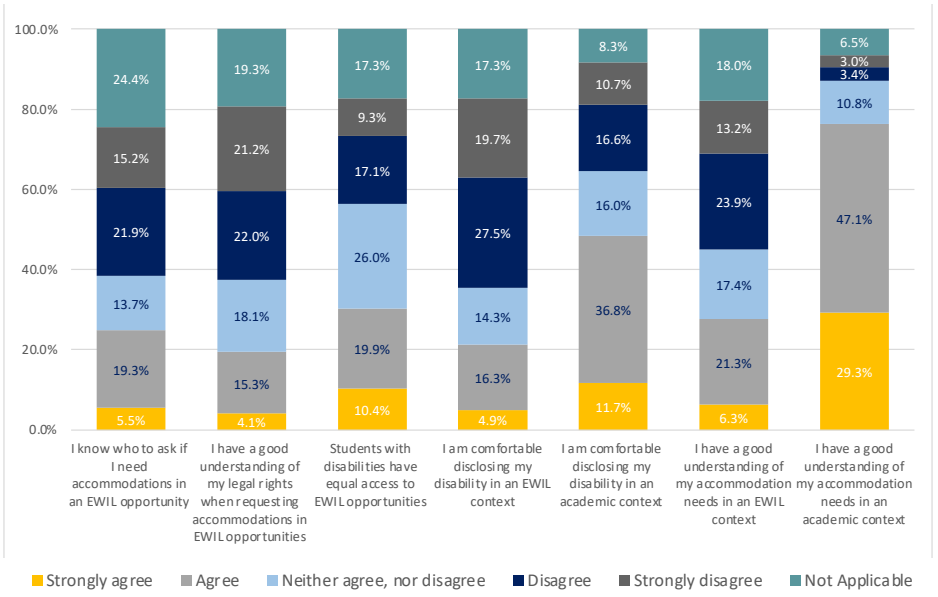


Figure 32: Respondents’ reported accuracy of various statements related to their needs, experiences, and perceptions in Experiential and Work Integrated Learning (EWIL) on the 2024 survey.

Experiences with Accessibility Services

Starting in 2020, the survey began asking students about their overall experiences with Accessibility Services. The responses suggest that most students were satisfied with the services provided by Accessibility Services and feel that they were supported in the registration and accommodations process. Additionally, many students reported feeling that the skills they learned through Accessibility Services were transferable to other areas of their lives:

Satisfaction with the amount of time between initial contact and intake appointment: Most respondents (65.9%) either strongly agreed or agreed with the statement “I was satisfied with the amount of time between when I first contacted Accessibility Services and when I had my intake appointment”. The trend of most students agreeing with the above statement continued in 2021, 2022, and 2024.

Engagement in the registration and accommodations process: Most respondents (71.5%) either strongly agreed or agreed with the statement “I felt engaged in the registration and accommodations process”. Most students also strongly agreed or agreed with this statement in 2021, 2022, and 2024.

Availability of Letter of Accommodation: Most respondents (81.8%) either strongly agreed or agreed with the statement “my Letter of Accommodation was available after my intake appointment”. This question was not asked in this section of the survey after 2020.

Relationship with Accessibility Advisor: Most respondents (71.0%) either strongly agreed or agreed with the statement “I have a good relationship with my Accessibility Advisor”. Most students also strongly agreed or agreed with the above statement in 2021, 2022, and 2024.

Role of Accessibility Advisor: Most respondents (71.6%) either strongly agreed or agreed with the statement “the role of my Accessibility Advisor has been what I expected”. This question was not asked in 2021, though a similar question was asked in 2022 and 2024.

Transferable skills: A large percentage of respondents (39.8%) either strongly agreed or agreed with the statement “I have been able to transfer skills learned within Accessibility Services to other parts of my life”. This question was not asked again after 2020.

Support in navigating pressure points: Most respondents (66.4%) either strongly agreed or agreed with the statement “Accessibility Services has been supportive in navigating pressure points related to my disability/ disabilities”. This trend also continued in 2021. In 2022 and 2024, the question was rephrased to “Accessibility Services, as an office, has been supportive in helping me navigate academic concerns related to my disability/ disabilities”. Still, the trend of most respondents strongly agreeing or agreeing to this statement continued.

Understanding of the accommodations process: Most respondents (71.3%) either strongly agreed or agreed with the statement “I understand how the accommodations process works at U of T St. George Campus”. This question was omitted in 2021 but was reintroduced in 2022 and 2024 where the trend continued.

General Experiences with Accessibility Services (2020)

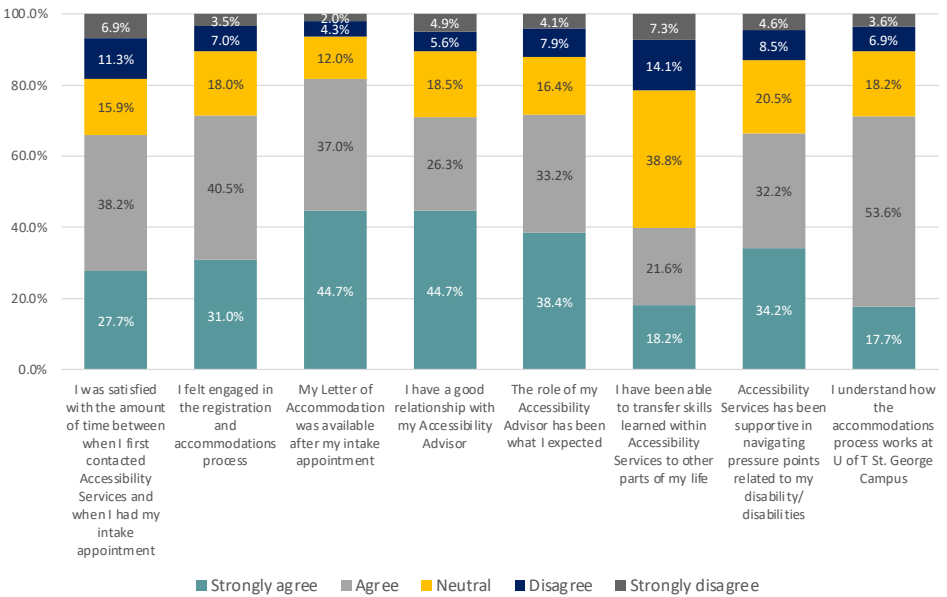


Figure 33: Respondents’ reported accuracy of various statements related to experiences with Accessibility Services (2020).

In 2021, the survey asked some additional questions about students' experiences with Accessibility Services. First, students were asked whether they agreed with the statement "The Accessibility Services website helped me understand the processes and services offered within Accessibility Services". 18.6% of students strongly agreed and 33.2% of students agreed with this statement. However, 30.6% of students felt neutral about this statement. This trend continued in 2022 and 2024, suggesting that most students find the website to be a helpful resource, though some improvements can be made to make online information more readily available. Students were also asked whether they agreed with the statement "I felt engaged in the registration process". 55.3% of students strongly agreed and 33.5% of students agreed with this statement. This trend also continued through 2022, suggesting that students' initial contact with their Accessibility Advisor is usually one where they were able to thoroughly discuss disability-related impacts, discuss possible accommodations, and next steps. This question was rephrased slightly to "I felt engaged in the registration process" in 2024, though the trend of most respondents strongly agreeing or agreeing with the above statement continued in that year as well.

General Experiences with Accessibility Services (2021)

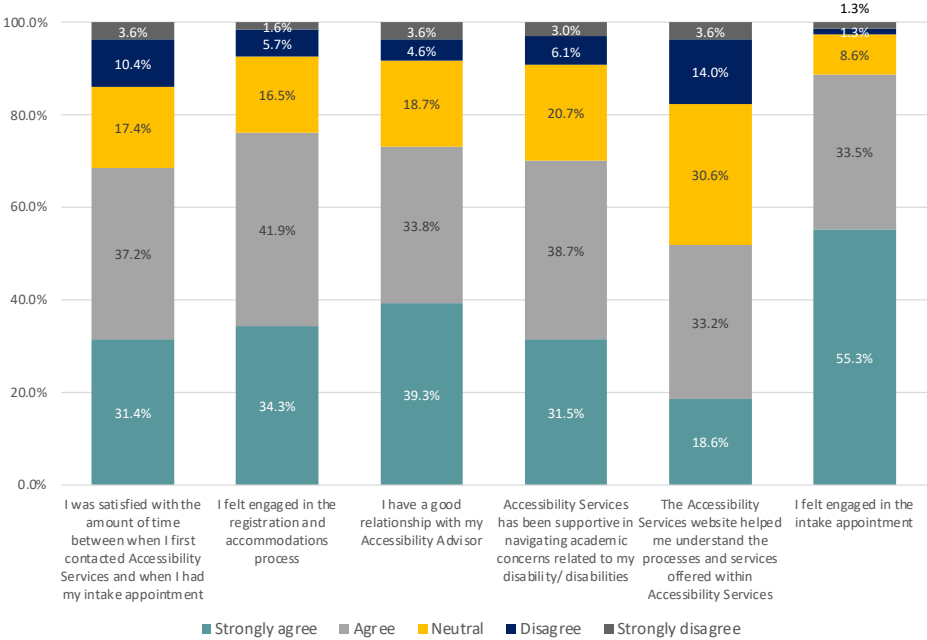


Figure 34: Respondents' reported accuracy of various statements related to experiences with Accessibility Services (2021).



In 2022, one new question related to students' experiences with Accessibility Services was added to the survey. 28.7% of respondents strongly agreed and 50.7% of respondents agreed with the statement "I understand the role of my Accessibility Advisor". This question was continued the 2024 survey, with 24.4% and 54.3% of respondents strongly agreeing and agreeing, respectively, with the above statement. The data from this new question suggests that students are familiar with how they can work with their Accessibility Advisor to develop academic accommodations.

General Experiences with Accessibility Services (2022)

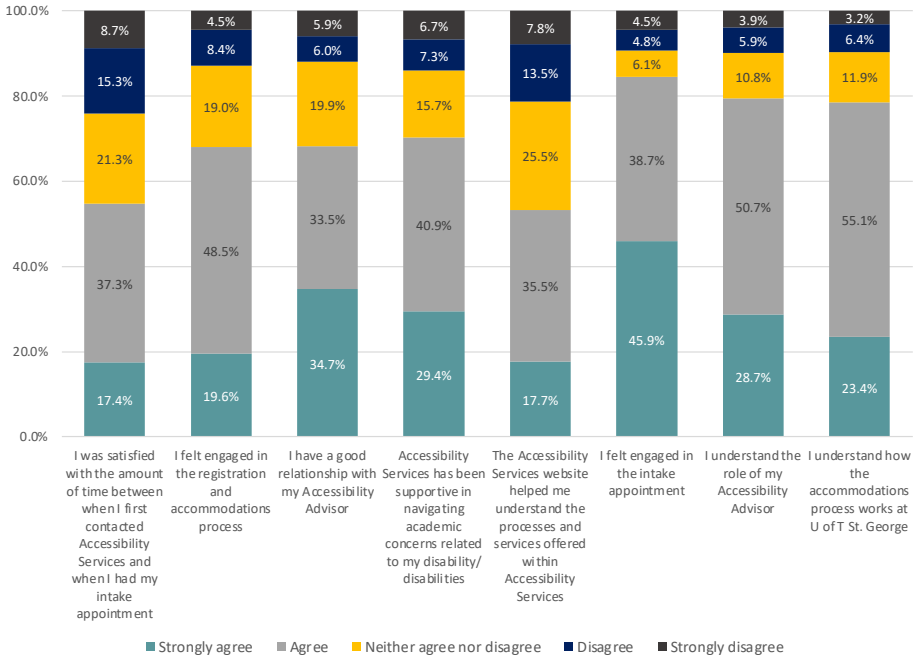


Figure 35: Respondents' reported accuracy of various statements related to experiences with Accessibility Services (2022).

General Experiences with Accessibility Services (2024)

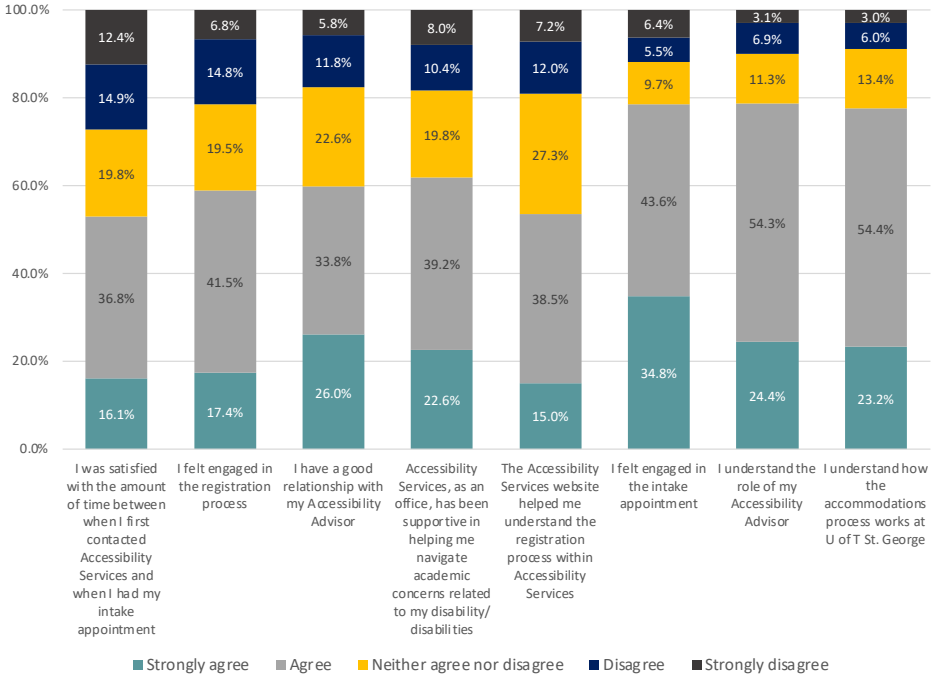


Figure 36: Respondents' reported accuracy of various statements related to experiences with Accessibility Services (2024).

Satisfaction with Accessibility Services

Communication

Between 2020-2024, students were asked to rate how satisfied they were with communication response time, frequency, and overall efforts with Accessibility Services. Between 2020-2022, respondents were given the option to indicate whether they were “not at all satisfied”, “somewhat satisfied”, or “very satisfied” with these various aspects of communication. The 2024 survey introduced “satisfied” as an additional option for respondents to express their satisfaction.

- **Timeliness of response:** the most popular answer was “Very Satisfied” when respondents were asked about their satisfaction with Accessibility Services’ timeliness of response in 2020 (52%). This trend continued through 2021 (52%) and 2022 (47%). In 2024, the largest proportion of respondents indicated that they were satisfied (36%) with an additional 18% indicating they were very satisfied.
- **Frequency of response:** in 2020, the majority of respondents (53%) shared that they were very satisfied with Accessibility Services’ frequency of responses. This trend also continued through 2021 (55%) and 2022 (53%). In 2024, the largest proportion of respondents indicated that they were satisfied (42%) with an additional 21% indicating they were very satisfied.
- **Overall communication:** in 2020, the majority of respondents (56%) shared that they were very satisfied with Accessibility Services’ overall communication. This was also the most popular answer in 2021 (54%) and 2022 (51%). In 2024, the largest proportion of respondents indicated that they were satisfied (38%) with an additional 22% indicating they were very satisfied.

Satisfaction with Communication from Accessibility Services (2020-2024)

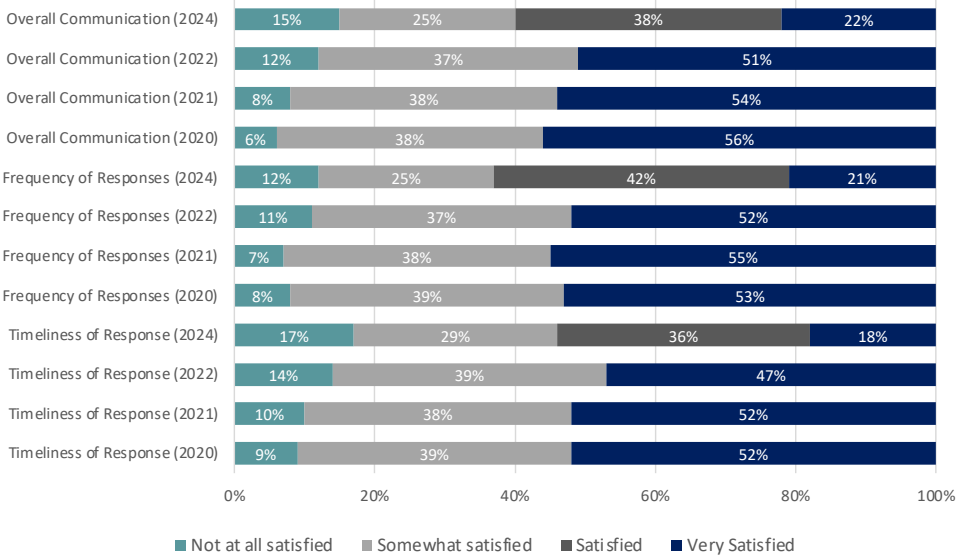


Figure 37: Respondents’ satisfaction with communication response time, frequency, and overall efforts with Accessibility Services (2020-2024)

Benefits and Challenges of Working with Accessibility Services

In 2024, 437 students responded to the question “What has been the most beneficial thing about working with Accessibility Services?” Two basic sentiment analyses were conducted using the Bing sentiment lexicon⁷ and the NRC Word-Emotion Association lexicon.⁸ The Bing sentiment lexicon is a list of 6786 common words which have been classified into binary sentiments of “positive” or “negative”. The NRC Word-Emotion Association lexicon contains 13872 words which have been categorized into 8 emotions (“trust”, “fear”, “sadness”, “anger”, “surprise”, “disgust”, “joy”, “anticipation”) as well as general “positive” and “negative” categories. “Not” and “no” have also been separately added to both lists, categorized as a negative sentiment in both lexicons.

A sentiment analysis was conducted on the 2024 student responses to this question using the Bing sentiment lexicon; out of 777 words analyzed, 70.9% were associated with a positive sentiment while 29.1% were associated with negative sentiments. Using the NRC Word-Emotion Association lexicon, 2238 words were analyzed and the top five emotions were positive (35.6%), trust (18.7%), negative (11.5%), anticipation (10.1%), and joy (7.7%). 10% of the responses were randomly selected and inspected further. Almost all of the sampled students reported that receiving their accommodations was vital to managing their coursework and achieving academic success. Several students reported being more reassured by the knowledge of having someone (i.e. their advisor) who will support them.

In 2024, 432 students responded to the question “What has been the most difficult or challenging thing about working with Accessibility Services?” Two sentiment analyses were conducted; using the Bing sentiment lexicon,⁹ 1840 words were analyzed and results showed that 67.1% of these words were associated with a negative sentiment while 32.9% of words were associated with a positive sentiment. Using the NRC Word-Emotion Association lexicon resulted in 4837 words analyzed with the top five sentiments being negative (22.5%), positive (21.8%), trust (13.6%), anticipation (11.2%), and fear (8.8%).

A selection of responses were randomly sampled and inspected more closely. The comments made by students echoed the results from other sections of the survey. Students made note of a range of different programs and

⁷ *Minqing Hu and Bing Liu, “Mining and summarizing customer reviews.”, Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery & Data Mining (KDD-2004), 2004.*

⁸ *Saif Mohammad and Peter Turney. (2013), “Crowdsourcing a Word-Emotion Association Lexicon.” Computational Intelligence, 29(3): 436-465.*

⁹ *Hu and Liu.*

services including registration, communication with advisors, academic accommodations, workshops, and groups. The qualitative feedback provided in this section has provided additional ideas around different ways Accessibility Services might support students in navigating disability-related barriers.

Working with Faculty

In 2020, the survey introduced several questions that asked respondents about how registering with Accessibility Services has impacted their interactions with faculty members:

- 61.8% of students strongly agreed or agreed with the statement “my ability to negotiate/handle my accommodations with faculty members has improved since I first registered with Accessibility Services”. This trend continued in 2021, 2022, and 2024, with 64.5%, 62.3%, and 65%, respectively, strongly agreeing or agreeing with the above statement.
- 61.1% of students strongly agreed or agreed with the statement “When instructors put a statement regarding Accessibility Services on their course outline/syllabus, I felt more comfortable approaching the instructor regarding my accommodations”. Again, this trend continued in 2021, 2022, and 2024, with 63.0%, 63.1%, and 65.6% of respondents, respectively, strongly agreeing or agreeing with the above statement.
- 66.8% of students strongly agreed or agreed with the statement “My course instructors/ supervisors are familiar with the accommodation process”. Again, this trend continued in 2021, 2022, and 2024, with 66.3%, 67.0%, and 60.2% of respondents, respectively, strongly agreeing or agreeing with the above statement.

The data gathered from these questions suggest that a student’s registration with Accessibility Services can help them feel more empowered in approaching their instructors regarding their accommodations. As well, instructors can play an important role in helping students feel more comfortable with using their accommodations by having an accessibility statement in their syllabus and familiarizing themselves with the accommodations process.

Experiences with Faculty After Registering with Accessibility Services (2020-2024)

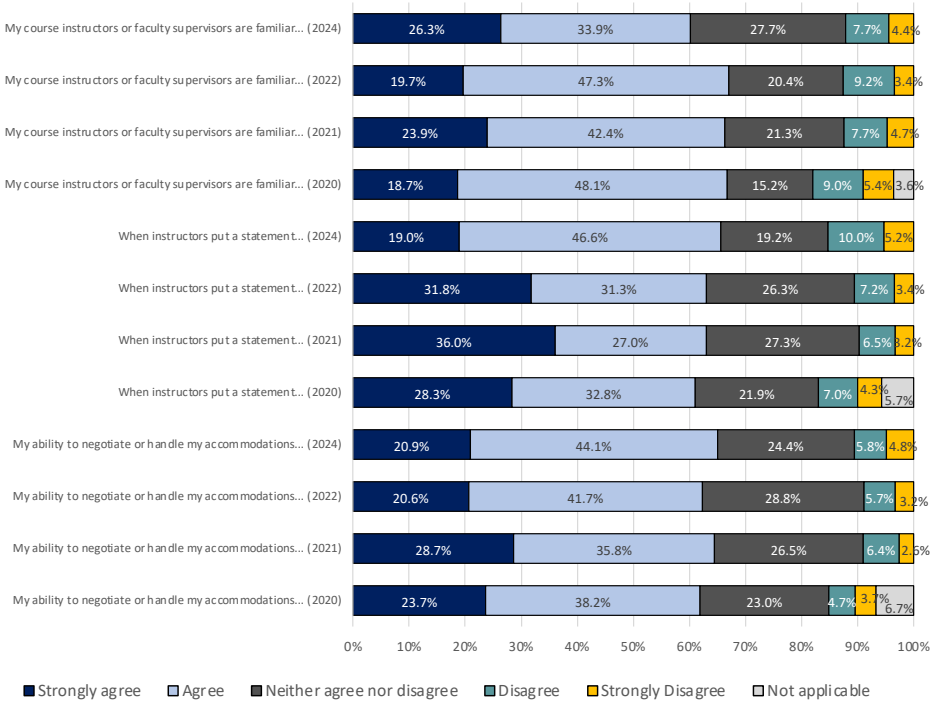


Figure 38: Respondents' reported accuracy of various statements related to experiences with faculty after registering with Accessibility Services (2020-2024)

Students were also given an opportunity to provide longer responses to questions regarding their interactions with faculty surrounding disability and accommodations. In 2024, 291 students responded to the question “What are some inclusive teaching practices that your instructor(s) used over the last year that you would like to highlight for the upcoming year?” A sentiment analysis using the Bing sentiment lexicon¹⁰ resulted in 553 words analyzed where there was a near even split between words related to positive and negative sentiments (49% positive to 51% negative). Using the NRC Word-Emotion Association lexicon, 2029 words were analyzed with the top five sentiments being positive (31%), trust (17.2%), negative (15.6%), anticipation (13.7%), and sadness (6.4%).

¹⁰ Hu and Liu.

10% of responses were randomly sampled and further analyzed. Some common strategies that professors employed were providing alternative means to access lecture content (e.g., hybrid lecture delivery, allowing live captions, access to recordings and detailed lecture notes). There was a particular appreciation for recorded lectures, allowing students to revisit course content outside of class. Students also expressed an appreciation for better course organization where reading lists were posted weeks in advance and instructors provided more instructions for assignments and readings. Several students also noted professors employing inclusive teaching practises such as granting extensions automatically to all students or the lack of late submission penalties.

In 2024, 305 students also responded to the question “What information would help faculty better understand their role in the accommodation process?”. Sentiment analysis using the Bing lexicon¹¹ revealed among 991 analyzed words, 56.2% were associated with a negative sentiment while 43.8% were associated with a positive sentiment. Meanwhile, 3232 words were analyzed using the NRC Word-Emotion Association lexicon¹² with the top five sentiments being positive (31.6%), trust (18.6%), negative (17.2%), anticipation (8.3%), and sadness (6.1%).

A sample of 10% of the responses was randomly selected for further review. Many students expressed a strong desire for faculty to have more support and training in disability-related areas, including a deeper understanding of how disabilities impact daily student life, the role of Accessibility Services, and faculty’s role in the accommodations process. Students see an opportunity for expanded training to enhance faculty confidence and knowledge in implementing accommodations effectively. Some students also highlighted the need to address common misconceptions about accommodations/attitudinal barriers to foster a more inclusive and supportive learning environment for all.

Receiving Information

In 2020, respondents shared that the most helpful information contained in weekly emails sent by Accessibility Services was related to deadlines and registration, followed by funding and scholarship opportunities, and office updates.

¹¹ Hu and Liu.

¹² Mohammad and Turney.

Helpfulness of Information Contained in Accessibility Services weekly emails (2020)

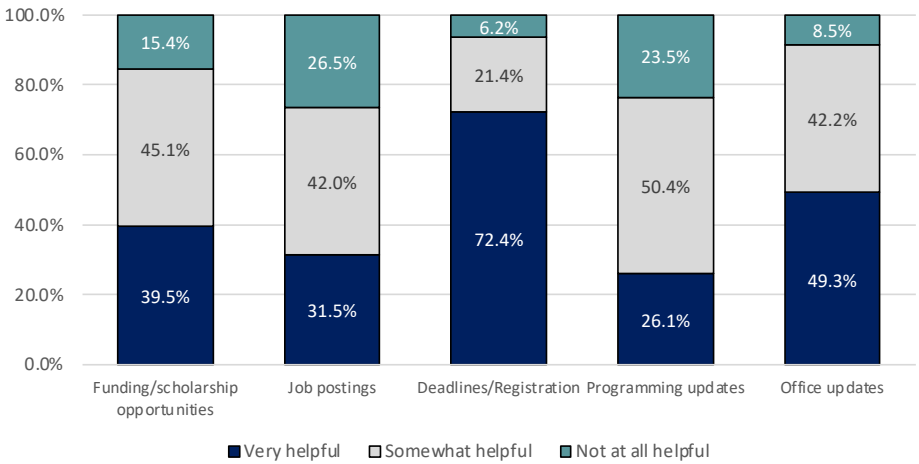


Figure 39: Respondents' reported helpfulness of information contained in Accessibility Services weekly emails (2020)

Appointment Type Preferences

Beginning in 2021, the survey asked students about their preferences for how they would like to attend appointments and programming within Accessibility Services. In 2021 and 2022, the survey provided respondents with 4 options for attendance preference: in-person, virtual, both options (i.e. students would have both in-person and virtual options available and they would be able to indicate their preference when booking each appointment/program), or no preference. In 2024, a fifth option, "phone", was added and the option "both options" was changed to "all options". Survey results show:

1. For Accessibility Advisor appointments in 2021, the largest proportion of respondents (33.8%) preferred having the option for both virtual and in-person appointments, while 28.2% preferred virtual appointments only and 23.3% preferred in-person appointments only. 14.7% of respondents had no preference. This trend of having both/all options as the most popular answer continued in 2022 and 2024, with most respondents (53.5% and 41.1%, respectively) selecting this answer.

2. For Peer Mentor/Peer Advisor appointments in 2021, the largest proportion of respondents (31.3%) had no preference, while 25.0% preferred having the option for both virtual and in-person appointments, and 19.3% preferred in-person appointments only. 24.4% preferred virtual appointments only. In 2022 and 2024, the most popular answer shifted to having both/all options available, with 43.8% and 36.1% of respondents, respectively, selecting this answer.
3. For 1:1 appointments with Learning Strategists in 2021, the largest proportion of respondents (27.7%) preferred both options, while 24.6% preferred virtual appointments only, and 26.6% preferred in-person appointments only. 21.1% preferred having the option for both virtual and in-person appointments. In 2022 and 2024, this trend continued with the largest proportions (46.0% and 38.2%, respectively) selecting the option to have all types of appointments available.
4. For group learning workshops in 2021, the largest proportion of respondents (27.9%) reported that they had no preference for the appointment format. Results also showed that 24.7% of respondents selected “in-person”, 25.2% of respondents selected “virtual”, and 22.2% selected “both”. In 2022 and 2024, this preference shifted and the largest proportions of respondents (43.8% and 34.0%, respectively) sharing that they would like all options to be available.
5. For drop-in appointments in 2021, the largest proportion of respondents (31.6%) selected the option to have both virtual and in-person options, while 25.4% preferred virtual appointments only, and 26.3% preferred in-person appointments only. 16.7% reported that they had no preference. This trend continued through 2022 and 2024, with 46.1% and 45.1% of respondents, respectively, selecting the option to have all appointment types available.
6. For co-curricular programming in 2021, the largest proportion of respondents (31.4%) had no preference, while 26.8% preferred in-person appointments only, and 25.3% preferred having the option for both virtual and in-person appointments. 16.4% preferred virtual appointments. In 2022 and 2024, this trend shifted and the largest proportions (42.3% and 39.1%, respectively), selected the option for all types of appointments to be available.

Preferences for Attending Appointments and Programming (2021)

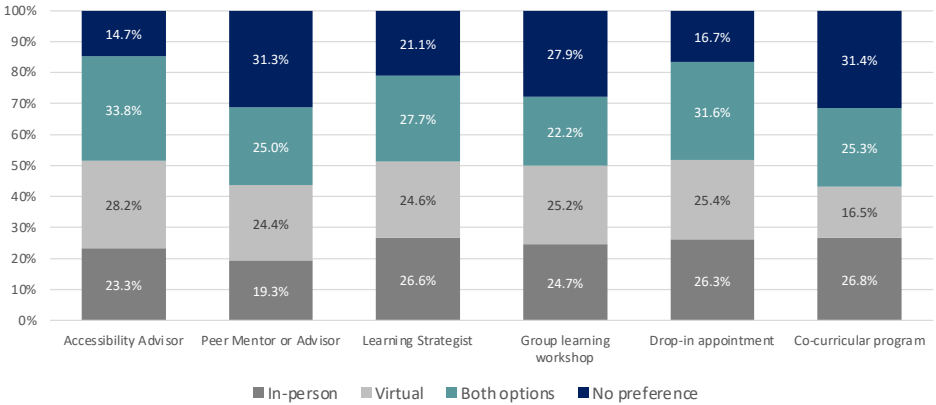


Figure 40: Respondents' reported preferences for attending appointments and programming (2021)

Preferences for Attending Appointments and Programming (2022)

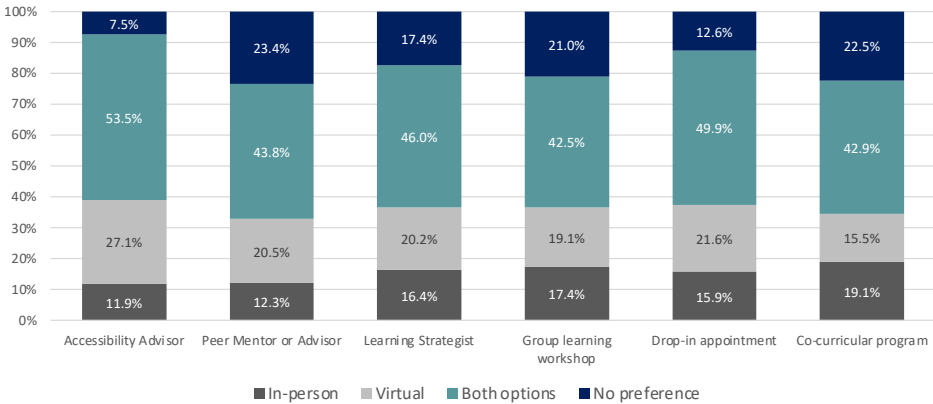


Figure 41: Respondents' reported preferences for attending appointments and programming (2022)

Preferences for Attending Appointments and Programming (2024)

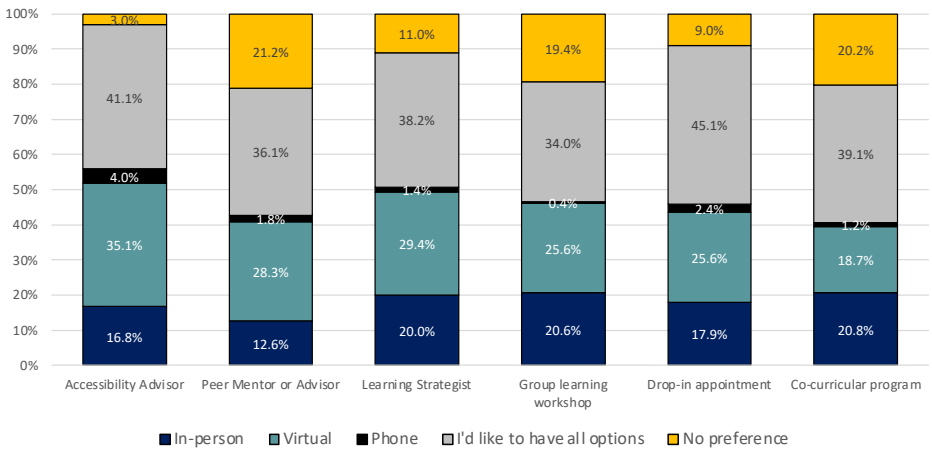


Figure 42: Respondents' reported preferences for attending appointments and programming (2024)

The results indicate that a significant proportion of respondents prefer having the option to select virtual, in-person, and phone appointments across all appointment types. However, there were still large proportions of students who indicated a preference for either virtual or in-person appointments and in 2024, students indicated a stronger preference for virtual and in-person appointments as opposed to phone appointments. It may also be important to note that the largest demand for in-person attendance was usually for appointments with Learning Strategists, group learning workshops, and co-curricular programming. Overall, the results suggest that providing different options for appointments and attendance, especially virtual and in-person, are important for meeting the diverse preferences and needs of students.

Engagement with Resources

The data from 2019 shows that the most commonly used resources and supports were Learning Strategists and Adaptive Technologists. In total, 25.7% of respondents reported seeing a Learning Strategist at least once and 13.2% of respondents reported seeing an Adaptive Technologist at least once. In terms of the frequency of usage, the majority of respondents reported using resource and support listed in the table below only once. In general, the percentage of students who have used each resource and support decreases as the frequency of usage increases. Some respondents

also reported that they were not aware of certain resources and supports, particularly Student Groups, Accessibility Workshops, and Peer Advisors.

Overall, the data suggests that Adaptive Technologists and Learning Strategists are the most commonly used resources and supports among the students surveyed. However, there is range in the frequency of usage, indicating that each student may have had different needs and preferences when it comes to accessing resources and supports.

Frequency of Use of Accessibility Services Resources (2019)

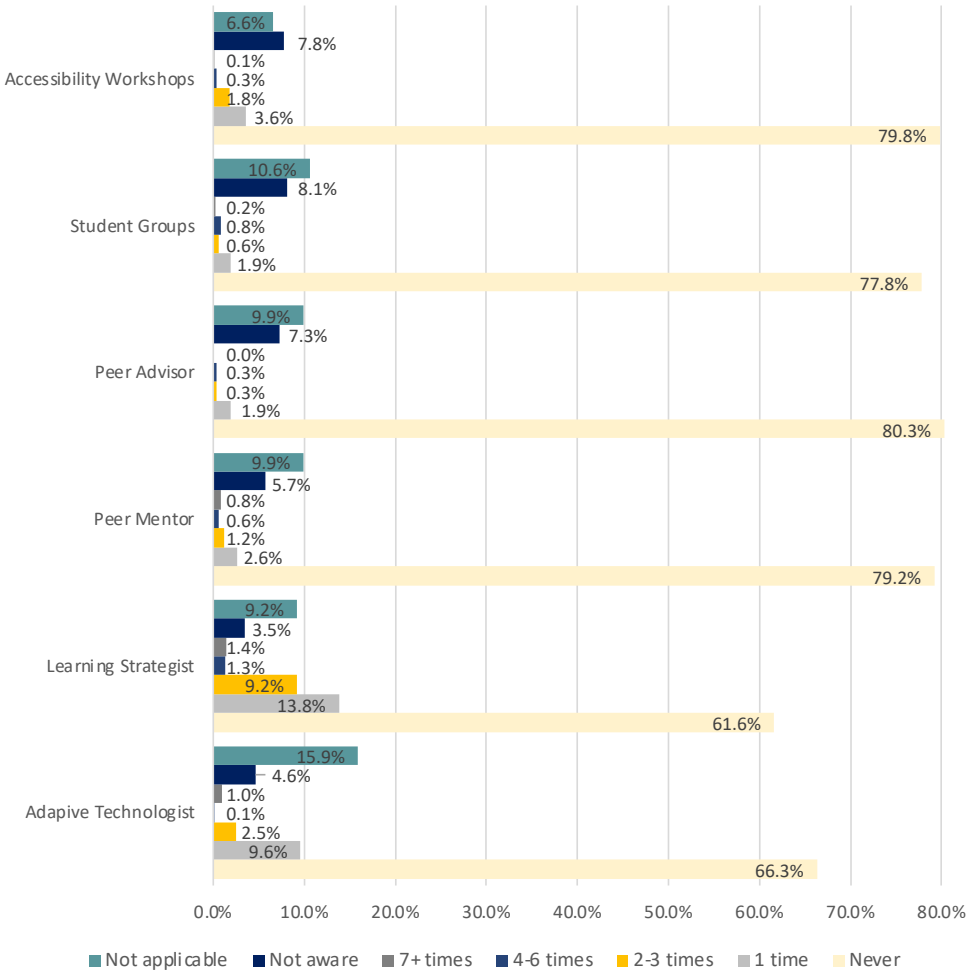


Figure 43: Respondent frequency of use of Accessibility Services resources (2019).

The data for 2020 suggests the most commonly accessed programs were Accessibility Services Dialogues/Workshops/Events and Peer Advisors. However, it is also notable that percentage of respondents reported that they were unsure if they have attended these programs, suggesting that there may be some issues with program visibility or accessibility. Additionally, the relatively low number of respondents who have attended the ADHD Group/ADHD Peer Connections/SASA may suggest that these programs may be less well-known or less well-utilized or have more specific criteria than others offered by Accessibility Services. Overall, the data provides some insight into the level of engagement with Accessibility Services among the respondents, but also raises questions about how to better promote and expand access to these programs.

Attendance of Accessibility Services Programming (2021)

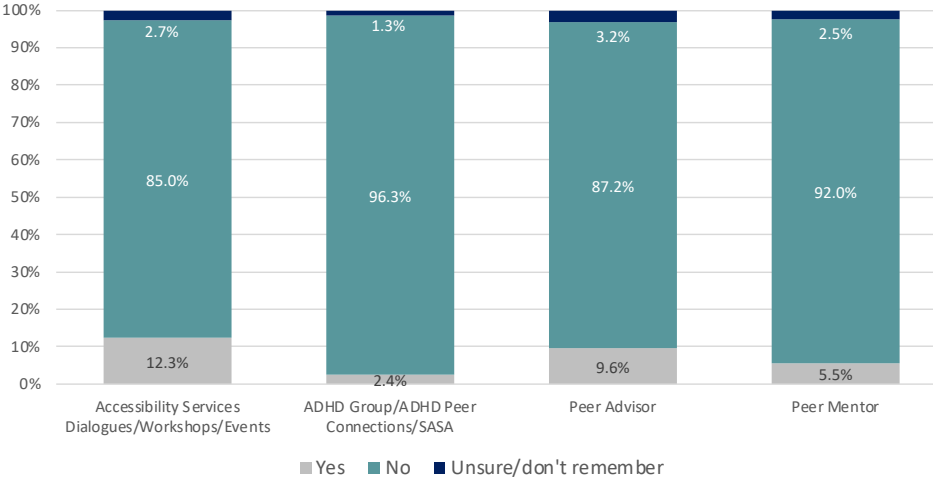


Figure 44: Respondent attendance of Accessibility Services programming (2021).

In 2022, the most used support/program was the Learning Skills Workshops with 18.2% of respondents reporting they have used that program, followed by the Group Learning Strategy Sessions with 9.5% of respondents reported they have used that program. We can also observe that many respondents were aware of the programs but have not used them. Peer Advisor drop-in sessions were the program that the largest percentage of respondents were aware of but did not use. In addition, some respondents were not aware of these programs at all, with the largest percentage of respondents not aware of the Access Us Peer Mentorship Program (51.9%). Some respondents

indicated that some programs were not applicable to them, with the largest proportion of respondents reporting that Accessibility Services Indigenous Liaison was not applicable to them (71.7%).

Respondent Use and Awareness of Accessibility Services Programs (2022)

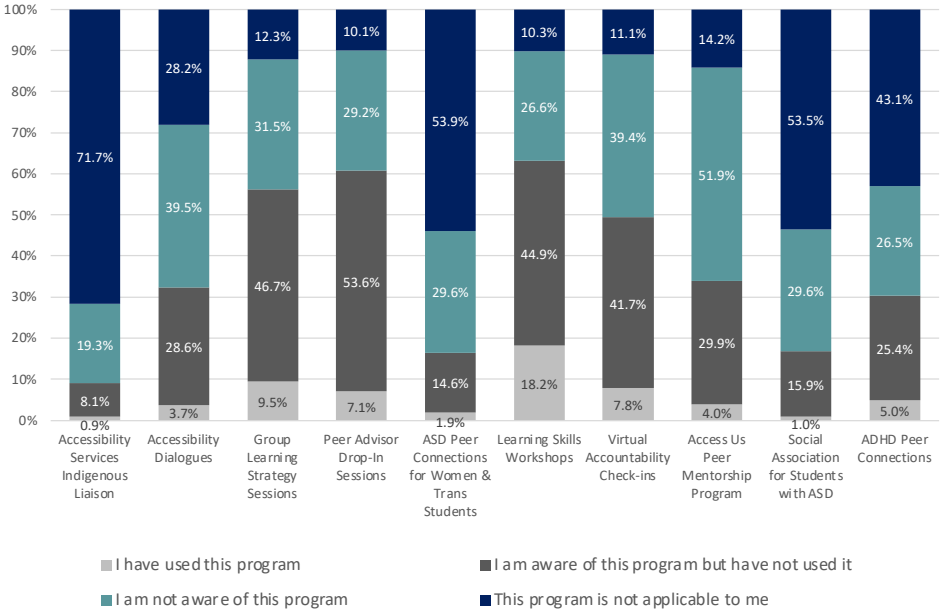


Figure 45: Respondent use and awareness of Accessibility Services Programs (2022).

Respondent Use and Awareness of Accessibility Services Programs (2024)

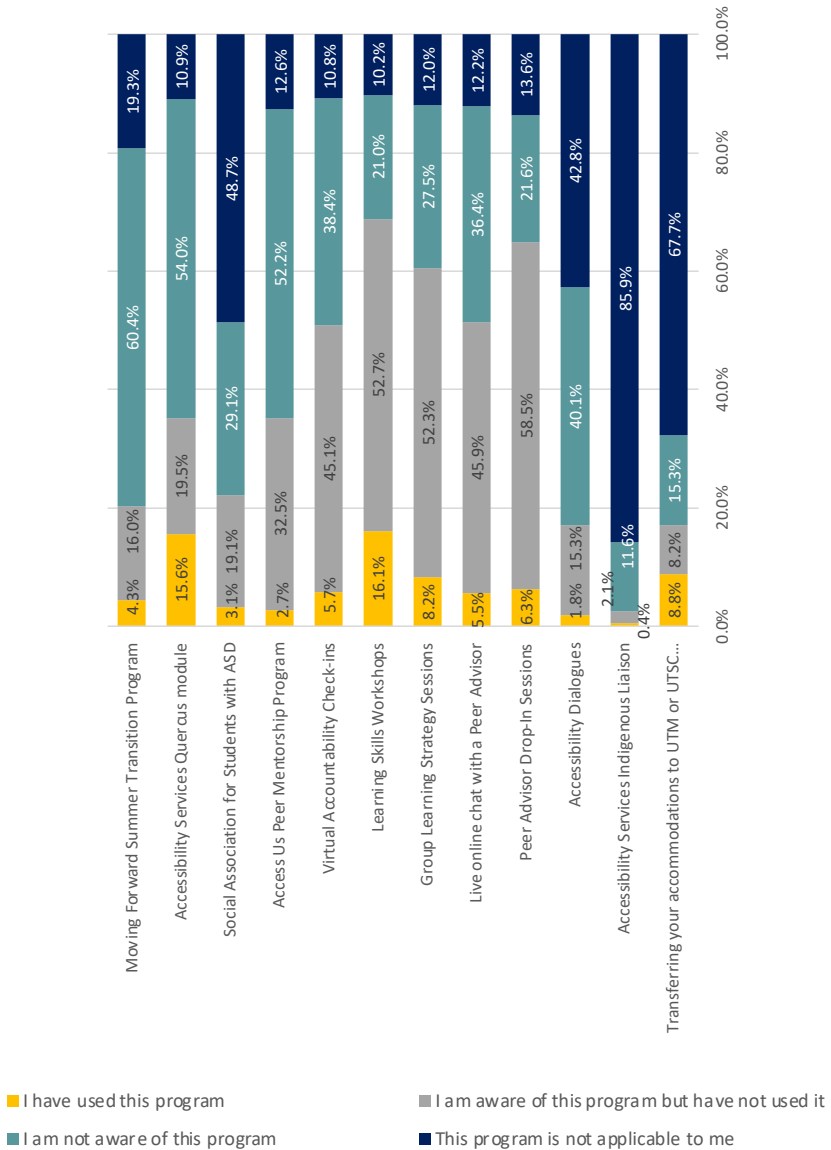


Figure 46: Respondent use and awareness of Accessibility Services Programs (2024).

In 2024, the most used support/program continued to be Learning Skills Workshops with 16.1%% of respondents reporting they have used that program. Other commonly used programs included the newly added Accessibility Services Quercus Module (15.6%), transferring accommodations to UTM or UTSC for courses taken at that campus (8.8%), and Group Learning Strategy Sessions (8.2%). Like previous years, there were also many respondents were aware of some programs, but did not use them; Peer Advisor drop-in sessions had the largest percentage of respondents who were aware of that program, but did not use it (58.5%). In addition, some respondents were not aware of these programs at all, with the largest percentage of respondents not aware of the Moving Forward Summer Transition Program (60.4%). Lastly, there were also a few programs that were not applicable to some students with the largest proportion reporting that the Accessibility Services Indigenous Liaison was not applicable to them (85.9%).

Future Programming

In 2021, students were offered an opportunity to share their opinion on the top two types of programs they would like to see in the future. The responses indicate that students would like a variety of different programming opportunities from Accessibility Services, including both formal and informal options. The desire for more mentorship and opportunities to connect with other students suggests that students value building supportive relationships and networks within the campus community. Additionally, the desire for more resources and instruction-based programming suggests that students may want more structured support in their academic pursuits. Overall, these responses highlight the diverse needs and preferences of students seeking support from Accessibility Services.

- **46.2%** of respondents would like to see more opportunities to connect with students like them, such as graduate students or students with mental health diagnoses.
- **33.3%** of respondents would like to see more collaborative programming with other departments.
- **27.7%** of respondents would like to see more mentorship opportunities with upper-year students and alumni.
- **26.7%** of respondents would like to see more resources, worksheets, and handouts that they can complete on their own.
- **22.9%** of respondents would like to see more informal connections with other students registered.
- **20.6%** of respondents would like to see more instruction-based programming.

Students were offered the same opportunity to express their opinion on this topic in 2022. The most popular option selected in this survey was “More opportunities to connect with students like me”, with 45.3% of respondents selecting this option. The next most popular option was “More informal connections with other students registered”, with 34.2% respondents selecting this option. “More resources, worksheets, handouts that I can complete on my own” was the third most popular option, with 33.4% respondents selecting it. The remaining options were less popular, with more mentorship opportunities and more collaborative programming with other departments being selected by 27.0% and 30.3% respondents, respectively. “More instruction-based programming” was the least popular option, with only 26.3% respondents selecting it.

In 2024, students were again asked about their thoughts on potential programming ideas. Given that the most popular response in the last 2 surveys was “More opportunities to connect with students like me”, the 2024 survey broke this option down into four different categories: more opportunities to connect with students with similar interests, more opportunities to connect with students in the same faculty or degree program, more opportunities to connect with students with the same/similar disability, and more opportunities to connect with students who are of the same/similar racial and/or ethnocultural group.

There were additionally several suggestions under the “Other” option, which highlighted a number of common concerns. Many students expressed a desire for better access to resources and support tools, including physical activity options and adaptive technology. Others wanted more instruction-based programming, mentorship opportunities, and connections with instructors. Several students also requested greater advocacy programs, better training for professors on accessibility, and accountability and motivation support. Some respondents desired more creative outlets and opportunities to connect with like-minded students. Additionally, many respondents noted a need for better time management and organizational support. Several students also mentioned concerns about accessibility and support specific to graduate students as well as graduating students who are transitioning into the workplace. The responses underscored the importance of accessible resources and support for students with disabilities.

Overall, the table below provides valuable insights into the programming options that students would like to see offered with Accessibility Services. The large percentage of respondents selecting options related to connecting with other students and accessing resources suggests that these are areas where students feel they would benefit from additional support and community. This information can be used to inform the design of programming and services that better meet the needs of students registered with Accessibility Services.

Programming Suggestions (2021-2024)

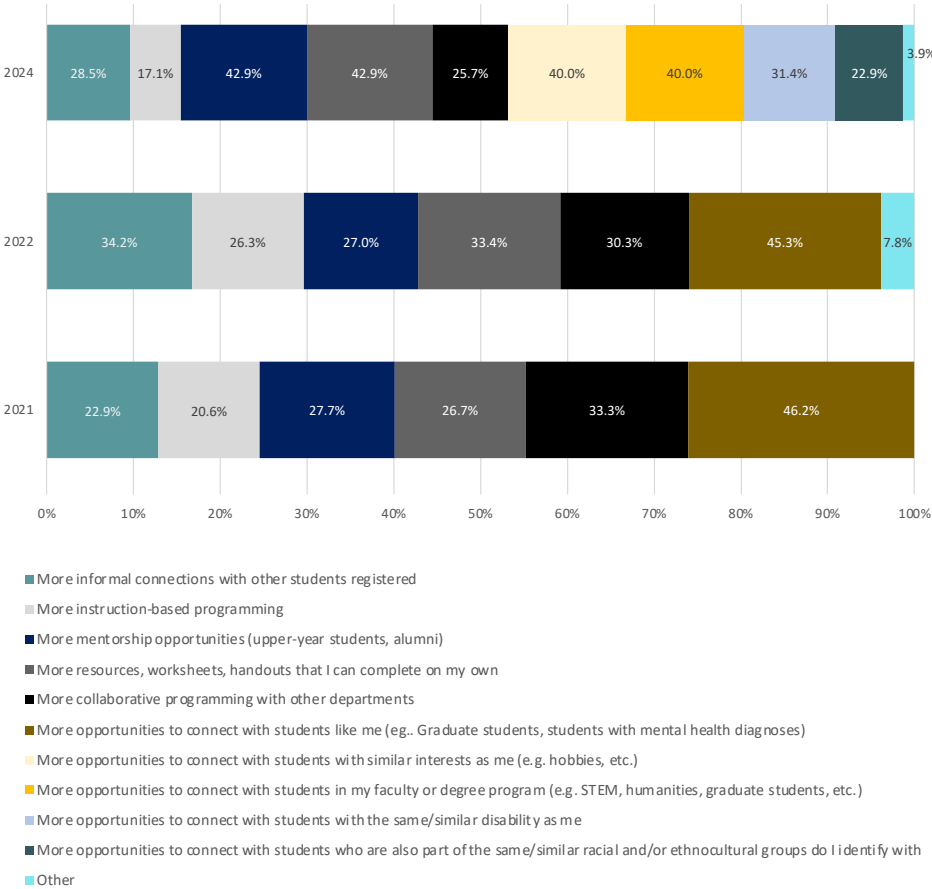


Figure 47: Programming suggestions from the respondents between 2021-2024.

Data-Informed Programming and Supports

As a result of the rich data offered by students through these surveys, Accessibility Services has created a number of new roles to support students including:

- Indigenous Accessibility Advisor
- Indigenous Peer Guide
- Experiential Learning Accommodations Coordinator
- ASD Support Coordinator
- Additional Accessibility Advisors, Learning Strategists, Adaptive Technologists, Accommodations Coordinators, and Administrative and Front Desk Staff
- Additional work study positions including the Peer Lead position, Indigenous Peer Guide, more Peer Advisors, more Peer Mentors, and Peer Facilitators

Accessibility Services has developed several new programs and resources to support students thanks to student feedback from the surveys including:

- Strengthening Accessibility & Inclusion within Professional Programs
- Transition to In-Person Learning Series
- Peer connections and dialogue events for 2SLGBTQ+ students

with a disability, BIPOC students with a disability, students with ADHD, students with mental health diagnoses, women and trans students with ASD, students with low vision/Blindness/vision-related disabilities, students with mobility/physical disabilities, and students who are Deaf/deaf/deafened/Hard of Hearing

- MSW Intern Program & Partnership with Gerstein Centre
- Talking To New People, a program for students to practice relationship-building tools and strategies to make connections
- Disclosure and Accommodation Strategies for the Workplace guide and workshop
- Graduate Student Handbook & Updated Undergraduate Student Handbook
- Experiential Learning Accommodations Guide for Faculty, Staff, and Supervisors
- Partnerships with campus partners such as the Centre for Teaching Support and Innovation, the Faculty of Arts & Science, the Centre for Graduate Mentorship & Supervision, the Accessibility for Ontarians with Disabilities Act Office, Hart House, Ontario Institute for Studies in Education, and more to deliver training and education for staff and faculty across the university on accessibility and accommodations

- Partnerships with Career Exploration and Education, the Centre for Learning Strategy, Support, the Sexual and Gender Diversity Office, Hart House, Centre for International Experience, and Health and Wellness to deliver a wider variety of programming with students
- Partnerships with student groups, such as the University of Toronto Accessibility Awareness Club (U-TAAC)
- Accessibility Services Student Advisory Committee
- Accessibility Insider Magazine and Open Mic Night
- Dragon’s Den: Video and Board Games Club
- Elevate and Navigate: Black Disabled Experiences in the Workplace
- Updates to the website to allow students easier access to information about resources and supports
- Additional outreach initiatives around campus, including student clubs, classes, and orientation events, to encourage students to access supports at Accessibility Services when needed
- Live online chat staffed by peers on the Accessibility Services website to answer just-in-time questions from students

Accessibility Services has made a commitment to continually improve its office and programming spaces to be more inclusive and accessible and to better support students. Some of these developments include:

- Acquisition of a new programming space
- Naming of Accessibility Services programming space to the Nanda-Gikendan Room, which means “learning” or “seeking to learn” in Ojibwe, to invite students to show up as their whole, embodied selves and to appreciate that learning transpires in a multitude of diverse ways
- Technology for dual delivery/ hybrid programming including moveable television screens, the Owl Labs meeting camera, whiteboards, a smart board, speakers, and microphones
- Adaptive furniture including sit-to-stand desks, ergonomic chairs, and lamps with variable brightness and colours
- Installation of “Gift of the Stars”, an artwork by Nyle Miigzi Johnston that uses light and Anishinaabek Storytelling to engage the viewer in Indigenous outlooks on the gifts we are born with
- New waiting area with additional furniture and lighting options
- Sound dampeners near the front desk to reduce noise

Conclusion

This report has summarized key findings from the Accessibility Services Student Experience Survey between 2019 and 2024. An analysis of these results has illustrated the need for intersectional, tailored supports for students with disabilities. This report has also highlighted how Accessibility Services has used this data to introduce new roles, create programs and supports, and improve office spaces to meet these needs.

Future surveys will aim to expand the work of this report and previous surveys. Demographic data will continue to be tracked to provide supports that are appropriate. Information on student experiences will be gathered and the impacts of programs and supports will be analyzed to foster changes within Accessibility Services and the wider University of Toronto community. Future surveys will also endeavour to examine topical themes, such as experiential learning, to develop supports that continue to be relevant to students' experiences.

Considerations for teaching and student services staff:

- Reflect on the unique needs of students with disabilities in all learning environments and provide supports that meet these needs from an intersectional lens
- Consider the unique needs of students with disabilities in hybrid and dual delivery learning opportunities when it is provided in addition to existing in-person programming
- Create environments that allow students to feel more comfortable with requesting disability-related supports
- Continuously learn about disability-related issues that affect students and educate oneself their role in the accommodations process
- Foster extra-curricular connections to empower students beyond the classroom or traditional learning environment (e.g. through mentorship, programs, skill development, etc.)

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