2018

Analysis of Campus Accessibility at the University of Kentucky

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Analysis of Campus Accessibility at the University of Kentucky

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HON-398-030

Senior Honors Capstone

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06/01/2018
Introduction

All too often, college students with disabilities face obstacles that may not even enter the minds of those without them. Students with disabilities may frequently experience discrimination, difficulty in obtaining accommodations, and even be asked to work and live in environments that are potentially unsafe. However, as more and more students with disabilities are obtaining higher education, it should be every University’s first and foremost priority to ensure a learning environment in which every student on campus is safe and capable of being successful. After becoming aware of an incident last year in which a student was unable to reach a safe space in time to avoid multiple seizures, I joined efforts at the University of Kentucky (UK) to eliminate as many difficulties for our students as possible. It was because of this incident that I began to develop the idea of “Accommodation Rooms” on campus, which could be adapted to fit the needs of those students who live with disabilities at UK, in order to ensure the safest and most supportive learning environment possible.

After extensive research and repeated discussions with my faculty advisor, Dr. Roger Brown, I developed a set of characteristics and requirements which these “Accommodation Rooms” should satisfy. We determined that (1) the room(s) should be located centrally on campus so that they would be of use to students on campus during class times where transportation to other safe spaces may not be feasible. (2) The room(s) should be available to disabled students as an accommodation only through the UK Disability Resource Center (DRC), so that students without disabilities would not have access to the spaces. This could easily be accomplished by installing a student-ID reader at the door of the accommodation space(s) that would only admit students approved for accommodation through the DRC. This requirement is
mainly in order to decrease the likelihood of overcrowding and abuse of resources. (3) The space could contain relaxation modalities and limited medical supplies for self-treatment needs, as well as a landline phone should students need to call anyone in the event of an emergency. (4) These accommodation spaces would not necessarily be monitored by a University employee, and would not be a place to seek medical treatment or counselling, but rather a safe, quiet space available to students on campus who share a common ground and who could potentially benefit from having access to a private room in which they could administer self treatments or study without the added stresses present in a highly populated campus environment.

The more the idea was developed, the more I thought it important to include the voices of those who could potentially benefit from a project like this, rather than coming up with solutions on my own, as someone who does not live with a disability. Thus, the project evolved from the specific focus of beginning research on implementing these rooms around campus, to a more holistic approach of wanting to hear and present the ideas and concerns (should there be any) of the students themselves to the UK DRC. Although the idea of “accommodation rooms” on campus still represents a small portion of the research, the focus of the project shifted to the much more general topic of: “What can the University of Kentucky do to make its campus more accessible to those of its students who live with disabilities?” The purpose of this project was to collect extensive input from students at the University of Kentucky who live with disabilities, and to present that information to the UK DRC as a means to improve campus experience, academic advantage, and the social environment on campus for those students.

Methods
After designing a detailed survey in an attempt to assess the satisfaction ratings of students on UK’s campus who are living with disabilities, the survey was presented to the UK Disability Resource Center (DRC) and sent out to all students in the DRC’s ListServ via email. In addition, two Open Forums were planned and conducted in order that students could provide input beyond what was included within the survey. The survey was designed to collect information effectively, anonymously, and in as much detail as possible. Therefore, nearly every question was presented both with an adapted Likert scale and with space for open-ended elaboration. Furthermore, only two questions on the survey required an answer: “Are you registered for accommodations with the UK Disability Resource Center (DRC?)” and the question at the end of the survey regarding attendance RSVP for the optional Open Forum Events. Response for the rest of the questions was optional, as a means to facilitate an environment in which participants knew that they were not required to comment on topics which they may consider to be uncomfortable or personal.

The survey contained six sections, designed to ascertain certain categories of information within each one. Each section was located on a separate page in order to control the focus of the responses, and in order to avoid planting any specific ideas in the participants’ minds before they had the chance to offer their unbiased input. The first category determined each subject’s status with the DRC (registered for accommodations or not) and each subject’s self-identified disability classification(s) for demographic data analysis purposes. Fourteen categories were offered (ranging from “visual impairment” to “mobility impairment” to “chronic health condition”), as well as an option for participants to manually enter whatever information which he/she preferred to. Thirteen of these categories were provided by the DRC, with the fourteenth being “service
dog handler.” The second section was designed to assess each participant’s satisfaction with the DRC and with the quality of accommodations which he/she has access to at the University of Kentucky. The third section was designed to assess each participant’s satisfaction with the University of Kentucky’s campus community environment as a whole, as well as to assess the problems which students with disabilities run into on a daily basis as students on UK’s campus and each participant’s perceived solutions. The fourth section included only two open-ended questions: “If there were a physical space on campus that could help mitigate any difficulties listed above, what would that space look like?” and “What sort of resources would it benefit you to have access to in this space?” The fifth section contained a detailed description of the proposed “accommodation rooms” with rating scales for likelihood of use of a number of supplies and equipment such as flat-top padded treatment tables, privacy curtains, proper sharps disposal bins, ice packs, weighted blankets, sensory swings, etc. Participants were also asked in this section where on campus they would most value a room like this, as well as how often they would realistically use the space. The sixth and final section gave option for further input, as well as RSVP for one of the in-person Open Forum Discussion Events. A copy of the full survey can be found at the conclusion of this paper.

Data was analyzed by first copying and pasting all written responses into an excel sheet and stripping them of any identifying information. The adapted Likert scale ratings were either recorded as-is or quantified as either positive or negative responses (when rated higher or lower than “neutral” respectively). These results were graphed as a whole, as well as for each individual category of disabilities, in an attempt to pinpoint some of the values, complaints, and satisfaction ratings within each group as a means of analysis and improvement for the DRC.
Results

Of 113 student survey participants, the majority of participants identified as having disabilities in more than one category (of the 13 categories specified by the UK DRC, as well as one additional category of “service dog handler”). The categories which contained the largest number of participants for this study were: “psychological / mental health condition” (42), “chronic health condition” (34), “ADD / ADHD” (31), and “Learning Disability” (27). Out of 2069 students registered with the DRC, the survey received 113 responses, indicating an overall response rate of approximately 5.5%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

This pie chart shows the distribution of all student participants in the survey study.
➢ Out of 113 Participants, 7% are dissatisfied as a whole with the DRC.

➢ Out of 113 Participants, 9% are dissatisfied with the campus environment as a whole.

Daily Life on Campus
➢ 37% report having to miss class 2-3 times per month or more due to the nature of their disabilities.

➢ 31% report having to miss club meetings or activities 2-3 times per month or more due to the nature of their disabilities.
➢ 25% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more.

➢ 16% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more.
19% of Participants reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.
➢ 41% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

➢ 27% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.
“Safe Space” Idea

Near the end of the survey, participants were prompted about the possibility of implementing “Accommodation Rooms” at UK: “Suppose there were a room (or a few rooms) on campus that were available as an accommodation through the DRC, which would allow students to have a quiet safe-space throughout the day when/if needed. The space may contain relaxation modalities and privacy curtains for self-treatment needs, as well as a landline phone should students need to call anyone. Please remember that these spaces would NOT be monitored by licensed physicians, and would NOT be a place to seek medical treatment.” Below are the results of the participants’ preferential selections.

![Selected Supplies / Equipment diagram]

- batteries
- landline phone
- sensory swing
- sleeping eye masks
- noise-cancelling headphones
- glucose tablets
- alcohol swabs
- ice packs
- heated blankets / hot packs
- water bowl for service animals
- weighted blankets
- sharps disposal bin
- privacy curtain
- flat-top padded "treatment" tables
➢ 65% of Participants estimated that they would use a safe space like the one described above at least once every other week.

➢ 85% of Participants answered that a space like this would make it easier for them to stay on campus.
The most desired location was in the William T. Young Library Area (71 votes), followed by the Whitehall Classroom Building Location (52 votes), Erikson / Funkhouser Area (29 votes), and Garrigus / Ag North Science Building (11 votes).
Results Grouped by Disability
Results: Mobility Impairment

Out of 66 students registered at the DRC with mobility impairment, the survey received 17 responses from students with mobility impairment, indicating a response rate of approximately 26%. This is the highest response rate of any other category in this study. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 17 Participants, 24% were dissatisfied with the DRC and 30% were dissatisfied with the UK campus environment.

53% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 58% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

35% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 24% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 43% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

64% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 47% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

25% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

The primary complaint among participants with mobility impairments was the lack of accessible parking. Other concerns included the lack of accessible bathrooms in Whitehall and the Chemistry & Physics Building and a lack of DRC enforcement of accommodations when professors refuse to or are difficult about honoring them. Furthermore, multiple participants recounted stories of their professors being rude to them and insinuating that they were lazy or making excuses for needing accommodations if their disabilities were not visibly apparent.

Participant Suggestions for Solutions:
- expanded accessible parking
- transportation from parking spots to classes (or between classes), especially when conditions are icy
- formation of support groups for students with similar disabilities
• accommodation whereby DRC-registered students can receive attendance credit for classes via skype or ECHO recordings, for students who are not always able to make it to class due to the nature of their disabilities
• online paperwork system to make it easier for professors to communicate with the DRC (particularly for honoring testing accommodations)
• required faculty training about working with students with chronic illnesses and other disabilities
• elevators in all campus buildings
• covered walkways to avoid falls during icy conditions

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
• Short-term use wheelchairs
• Accessible bathrooms
• Kleenex
• Water fountain
• TENS unit
• Lockers for medication storage
• ACE bandage wraps
• NSAIDs
• Braces (knee/ankle, etc.)
• Massage therapists
• Granola bars
• Dark, quiet space for those with migraines

81% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 87% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Learning Disability

Out of 487 students registered at the DRC with learning disabilities, the survey received 27 responses from students with learning disabilities, indicating a response rate of approximately 6%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 27 Participants, 11% were dissatisfied with the DRC and 11% were dissatisfied with the UK campus environment.

30% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 18% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

23% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 15% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 8% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

45% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 37% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

18% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

One concern that was mentioned among participants with learning disabilities was that accommodation exam times can be a bit rigid, which puts stress upon the student if he/she has to focus on an exam at the end of the day after classes. Large class size was listed as a concern, as some students expressed difficulty with understanding the material without access to one-on-one tutors. One student expressed concern with the DRC being understaffed, claiming that adequate time and attention was not available for each individual registered with the DRC, with two other participants indicating that they felt “judged” at the DRC and that their counselors were not fully educated about their conditions, and thus did not fight for each individual’s disability rights on campus.

Participant Suggestions for Solutions:
- Regular counselors at UK Counseling Center for DRC students
● Option for the DRC to reach out to professors about accommodations of each student so that the student doesn’t have to divulge private information to professors.
● Access to private tutors for classes in which students are struggling
● More DRC staff & more staff training
● Sensitivity class for students
● Smaller class sizes available

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
● STEM unit
● Sensory toys
● Guided meditation tapes
● Tutors trained to help students with disabilities specifically

81% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 92% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Visual Impairment

*** Small Sample Size ***

Out of 32 students registered at the DRC with visual impairment, the survey received 4 responses from students with visual impairment, indicating a response rate of approximately 13%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 4 Participants, 25% were dissatisfied with the DRC and 50% were dissatisfied with the UK campus environment.

0% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 25% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

0% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 50% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

25% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 0% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

0% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

One concern brought forth by participants with visual impairment was that classroom materials are not always provided in means that are accessible to students with visual impairment. Furthermore, it was mentioned that, in accessible texts provided by the DRC, graphs and tables are not properly tagged, which leaves them inaccessible to visually-impaired students. It was also brought up that UK frequently sends out flyers and images without descriptions, making them unreadable to visually-impaired students. One student also mentioned a desire for campus to go above and beyond ADA regulations in regards to ramps, texture-change markers, and handrails to ensure safety of visually-impaired students. Another concern was that it can be difficult to locate accessible entrances to some buildings (Funkhouser was listed as an example).

**Participant Suggestions for Solutions:**

- Elevator floor announcements
- Sending text versions of flyers in campus emails
• Macintosh voice-over specialist (currently there is only a PC specialist)
• Volunteer drive to put all books & journals at UK into accessible format
• Top & bottom step markings (brightly colored paint and/or texture change) in all outdoor staircases
• Handrails on all outdoor steps
• Training wait staff on how to interact with students with disabilities
• Some way to track construction on campus (to allow for route planning ahead of time)
• Option to apply for accommodations in person rather than online

**Participant Suggestions for Additional Equipment in Proposed Safe Spaces:**
- Making sure that the space is well-marked and easy to find

![Chart showing frequency of use and ease of staying on campus](chart.png)

50% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 100% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Chronic Health Condition

Out of 309 students registered at the DRC with chronic health conditions, the survey received 34 responses from students with chronic health conditions, indicating a response rate of approximately *11%*. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 34 Participants, 12% were dissatisfied with the DRC and 9% were dissatisfied with the UK campus environment.

43% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 38% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

40% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 24% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 31% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

58% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 37% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

17% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

One concern brought forward by participants with chronic health conditions was the inaccuracy / unavailability of nutritional information for campus food, making it difficult for diabetics to accurately adjust insulin dosage levels. Another concern was the difficulty in finding access to vending machines on certain parts of campus. It was also brought up again (frequently) that many professors are rude about having to work with a student’s accommodations. One student also expressed concern with the meal plan being mandatory for students living on campus, as some students with GI disorders need full control over their diets.

Participant Suggestions for Solutions:

- Accurate, easily-accessible nutritional facts in campus dining halls
- Increased vending machines that accept card readers
- Mandatory faculty sensitivity training
- Accommodation available for opting out of mandatory meal plan
- Hearing-impairment-friendly zones in auditoriums
- Less fluorescent lighting in classrooms (migraine aggravation)

**Participant Suggestions for Additional Equipment in Proposed Safe Spaces:**
- Outdoor garden
- Crisis contact / worker
- Crafts
- Epinephrine injectors
- Glucagon injectors
- Resources regarding how to communicate with others about disabilities
- Pilates balls
- No fluorescent lighting (migraines)
- Safe space where students don’t have to feel judged (for students with disabilities only)

68% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 82% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Neurological Condition

Out of 206 students registered at the DRC with neurological conditions, the survey received 10 responses from students with neurological conditions, indicating a response rate of approximately 5%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 10 Participants, 20% were dissatisfied with the DRC and 20% were dissatisfied with the UK campus environment.

50% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 30% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

30% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 20% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 30% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

50% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 30% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

13% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

The first concern from participants with neurological conditions was that it took awhile for a student to be pointed in the direction of the DRC, and that his/her professors did not share any resources about what the DRC had to offer to those with disabilities. Another student also expressed anxiety about informing his/her professors about his/her disability and accommodations.

Participant Suggestions for Solutions:
- Faculty training on providing resources to students who come to them
- Option to opt to have the DRC contact professors, instead of students doing it themselves if they are uncomfortable doing so

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- Calming colors
- Simple activities (such as coloring)

80% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 90% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Brain Injury

***Small Sample Size***

Out of 68 students registered at the DRC with brain injuries, the survey received 6 responses from students with brain injuries, indicating a response rate of approximately 9%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 6 Participants, 17% were dissatisfied with the DRC and 17% were dissatisfied with the UK campus environment.

50% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 66% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

17% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 17% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

33% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 16% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

40% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

No new concerns were brought up by participants with brain injuries (not because they did not give input, but because all 6 participants’ testimonies were accounted for in earlier sections).

Participant Suggestions for Solutions:
● N/A

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
● N/A
67% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 67% of Participants reported that a space like the one described would make it easier for them to stay on campus.
**Results: Autism Spectrum**

***Small Sample Size***

Out of 45 students registered at the DRC on the Autism Spectrum, the survey received 5 responses from students on the Autism Spectrum, indicating a response rate of approximately 11%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 5 Participants, 0% were dissatisfied with the DRC and 0% were dissatisfied with the UK campus environment.

20% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 20% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

20% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 20% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

20% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 20% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

0% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

The only new concerns (not mentioned beforehand) brought up by participants on the Autism Spectrum were mathematical/engineering exam accommodations, and Autism Awareness on campus.

Participant Suggestions for Solutions:
- Sensitivity training for noise levels on campus

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- Fidget objects (fidget cubes, etc.)
75% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 80% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Short-Term Injury

***Small Sample Size***

Out of 76 students registered at the DRC with short-term injuries, the survey received 3 responses from students with short-term injuries, indicating a response rate of approximately 4%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 3 Participants, 0% were dissatisfied with the DRC and 0% were dissatisfied with the UK campus environment.

34% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 67% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

0% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 0% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

0% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 0% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

0% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

A student brought forth a concern about the difficulty of finding accessible entrances, ramps, and elevators from when he/she broke his/her foot and was using a scooter. He/she also mentioned falling over on the scooter because of uneven sidewalks.

Participant Suggestions for Solutions:
- More, less steep ramps & better signage directing people to them
- Better sidewalks (more even)

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- N/A
67% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 67% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Post-Surgical Condition

***Small Sample Size***

Out of 76 students registered at the DRC with post-surgical conditions, the survey received 2 responses from students with post-surgical conditions, indicating a response rate of approximately 3%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 2 Participants, 0% were dissatisfied with the DRC and 0% were dissatisfied with the UK campus environment.

100% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 50% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

50% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 50% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 50% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

100% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 50% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

0% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

No new concerns were brought up by participants with brain injuries (not because they did not give input, but because both participants’ testimonies were accounted for in earlier sections). Faculty insensitivity was brought up again, as one student recounted that he/she has encountered more faculty that get annoyed with his/her accommodations than not.

**Participant Suggestions for Solutions:**
- Service for injured people who are not able to walk around campus (golf carts, etc.)

**Participant Suggestions for Additional Equipment in Proposed Safe Spaces:**
- N/A
100% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 100% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Psychological / Mental Disorders

Out of 1163 students registered at the DRC with psychological / mental disorders, the survey received 42 responses from students with psychological / mental disorders, indicating a response rate of approximately 4%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 42 Participants, 10% were dissatisfied with the DRC and 10% were dissatisfied with the UK campus environment.

63% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 46% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

36% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 27% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 30% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

56% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 42% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

20% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

The most major concern brought up was an experience that a Pharmacy Student had, in which his/her service dog was not allowed in many classes and he/she was not allowed resources like transportation to mandatory presentations because of his/her service dog; similarly, he/she recounted a great deal of isolation and discrimination by students and faculty alike in the Pharmacy College. It was also expressed that the DRC is difficult to get into touch with sometimes on short notice. It was also a common thread that the mental health stigma affects people’s perceptions of students with psychological/mental disorders negatively, and that the campus is generally uneducated about the toll that psychological/mental disorders take upon people who have them. It was also mentioned that it can be difficult to schedule an appointment with the DRC. Another student recounted being yelled at, teased, and messed with because
he/she has an emotional support animal in the dorm, and will be moving off campus next year due to the discrimination which he/she faced.

Participant Suggestions for Solutions:
- Faculty & Student education about service dog & ADA laws
- Additional green space for service animals near medical end of campus
- Mental health awareness movement
- “Perhaps UK could require, or offer incentives, or establish goals, or give benefits to clubs/sororities/fraternities/teams etc. that have a certain number of disability students participating. I think this could encourage an outreach to disability students from those who are not disabled, allowing these non-disabled students to learn more about a disability. This could also help erase the mental health stigma (because we're people too) that is so prominent in today's world. The other benefit of this could also be that the students with a disability may feel more confident in themselves and become more social (as depression is oftentimes correlated with social isolation) due to the fact that people are actively reaching out to them to be apart of something. I feel like this could really make a lot more students feel like they belong and that they are wanted and accepted for who they are.”
- Accommodation exam schedules released farther in advance
- DRC extended hours and/or video chat services
- Accommodation option to test in a room alone (others can be distracting / stressful)
- DRC resources easier to find for newcomers
- Should be up to the student where an exam should be taken, not the teacher (many participants indicated that their teachers usually had them test in their offices, while other distracting things were going on)

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- Simple hygiene products (deodorant, feminine products, disposable wipes)
- Mental Health Professional who takes walk-ins
- Advertise Subtly (some people are shy and wouldn’t take advantage if it were marketed as being for disabled students)
- Ipad station/representative for disabled students to find/sign up for activities on campus to get involved
- Career opportunities (resources specific to companies that treat disabled workers well)
- Counselor for financial advice (bipolar disorder mania episodes can lead to reckless spending)
- Sensory deprivation
- Therapy dogs to come visit occasionally
- Massage chairs
70% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 88% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: ADD / ADHD

Out of 725 students registered at the DRC with ADD / ADHD, the survey received 31 responses from students with ADD / ADHD, indicating a response rate of approximately 4%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 31 Participants, 3% were dissatisfied with the DRC and 6% were dissatisfied with the UK campus environment.

29% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 26% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

20% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 20% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 10% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

27% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 23% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

21% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

No new concerns were brought up by participants with brain injuries (not because they did not give input, but because all participants’ testimonies were accounted for in earlier sections).

**Participant Suggestions for Solutions:**
- N/A

**Participant Suggestions for Additional Equipment in Proposed Safe Spaces:**
- Anything that could help with anxiety/panic attacks
71% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 92% of Participants reported that a space like the one described would make it easier for them to stay on campus.
**Results: Communication Disorders**

***Small Sample Size***

Out of 72 students registered at the DRC with communication disorders, the survey received 2 responses from students with communication disorders, indicating a response rate of approximately 3%. The number of registered students was provided by the UK DRC, according to the most recent completed semester (Fall 2017).

Out of 2 Participants, 0% were dissatisfied with the DRC and 50% were dissatisfied with the UK campus environment.

50% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 50% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

0% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 50% of Participants
reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.

50% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 50% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

0% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

No new concerns were brought up by participants with brain injuries (not because they did not give input, but because both participants’ testimonies were accounted for in earlier sections).

Participant Suggestions for Solutions:
- N/A

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- N/A
100% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 100% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Hearing Impairment

***Small Sample Size***

The total number of students with hearing impairment registered with the DRC at the University of Kentucky is unknown. Therefore, the rate of participation of those students with hearing impairment is unknown.

Out of 7 Participants, 17% were dissatisfied with the DRC and 14% were dissatisfied with the UK campus environment.

16% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 16% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

17% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 0% of Participants reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.
16% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 16% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

17% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

One student declared that UK’s “cut on ASL” made him/her feel like UK didn’t value Deaf Culture, and that it deterred a few students from applying to UK. Another participant asserted that science labs are difficult with a hearing impairment-- one of two negative comments about the Chemistry lab department from this study specifically.

Participant Suggestions for Solutions:
- N/A

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:
- Connections to community resources regarding the Deaf
- Hearing aid batteries, size 13
57% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 100% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Results: Service Dog Handler

***Small Sample Size***

The total number of student service dog handlers registered with the DRC at the University of Kentucky is unknown. Therefore, the rate of participation of those student service dog handlers is unknown.

Out of 8 Participants, 25% were dissatisfied with the DRC and 25% were dissatisfied with the UK campus environment.

87% of Participants reported having to miss class because of the nature of their disabilities 2-3 times per month or more. 75% of Participants reported having to miss club meetings or activities because of the nature of their disabilities 2-3 times per month or more.

75% of Participants reported having to leave campus to retrieve something due to the nature of their disabilities 2-3 times per month or more. 62% of Participants reported having to leave class early due to the nature of their disabilities 2-3 times per month or more. 43% of Participants reported that they do not participate in campus activities or events due to the nature of their disabilities 2-3 times per month or more.
87% of Participants reported encountering students on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use. 62% of Participants reported encountering faculty on campus 2-3 times per month or more who are uneducated/insensitive about their disabilities or the accommodations which they use.

33% of Participants reported avoiding in-person classes to limit their time on campus, but wishing that they did not have to do so.

The most prevalent issue brought up among service dog handlers was the problem of having untrained pets on campus. UK is seeing an upward trend in students faking disabilities so that they can have their pets with them in dorms or even in class. Furthermore, even among people who mean no harm, there is a long way to go on educating the public about the differences between service dogs, therapy dogs, and emotional support animals. Service Dogs are considered to be necessary medical equipment (not pets), and may go anywhere that the general public may go (protected under the Americans with Disabilities Act), without any letters or certifications. Emotional support animals are pets that are allowed to live in non-pet-friendly housing (such as UK dorms, protected under the Fair Housing Act) with a note written by a doctor—but they are not given any public access rights. Therapy dogs are generally dogs that visit schools, hospitals, nursing homes, etc. with the permission of those establishments. Therapy dogs are generally not allowed to live in non-pet-friendly housing, and are not given any public access rights (in Kentucky). Furthermore, on UK’s campus, there exist two service dog training organizations, as well as puppy raisers from multiple other service dog training organizations.
around the country. While some of these groups focus enormously on education of the public and responsible handling, others do not and sometimes have a lack of handler training and guidance that may increase difficulties for active service dog handlers on campus. This is not to say that these programs should be eliminated, as they are one of UK’s driving forces in spreading awareness about service dog etiquette and inclusion of those with disabilities in general. Furthermore, in Kentucky, service dogs in training are given almost the same rights as active service dogs, so eliminating these training organizations would do nothing to deter the problems at hand. However, it could be time on this campus in particular for the DRC to consider conversations with these organizations’ leaders regarding the creation and continuance of policies that can keep active service dog handlers safe. The updated University Administrative Regulation 6:11 (updated as of 05/23/2018) is an excellent start in accommodating the increasing amount and rights of animals and their handlers on campus.

Another concern brought up was that when issues regarding service dogs on campus are brought to the DRC, participants feel that they are pushed aside and not dealt with. Additionally, participants mentioned students on campus being uneducated about service dogs and distracting their working dogs from their jobs by petting, calling to, and allowing their pets to approach them. 4Paws was named by multiple students as having handlers that allow their dogs to distract working dogs, which again could be something for the DRC to address with 4Paws’ leaders at UK. Furthermore, the double-edged sword of all of the grievances with people faking disabilities to have their pets with them is that legitimate working service dog teams and emotional support animal owners are being lashed out against and having unfair policies put onto them in an attempt to reduce the amount of dogs on campus. This unsubstantiated labelling of these students who truly do need their highly-trained service animals creates yet another means of isolation and discrimination which these students must overcome on a daily basis.

Participant Suggestions for Solutions:

- Campus-wide education about service dog etiquette

Participant Suggestions for Additional Equipment in Proposed Safe Spaces:

- N/A
87% of Participants reported that they would realistically use a space on campus like the one described at least once every other week. 100% of Participants reported that a space like the one described would make it easier for them to stay on campus.
Conclusion

In conclusion, among 113 student participants, there were hundreds of written responses to questions about the DRC and campus life as a whole. Although each response was different, there were a number of issues that were mentioned by many participants. These issues will be some of the most important to solve moving forward, in order to improve campus accessibility and increase the quality of life for University of Kentucky students with disabilities.

One of the most commonly-brought-up issues was that of faculty sensitivity. A number of participants mentioned that their professors provided their DRC-approved accommodations only after complaint, snide commentary, or skepticism regarding the students’ needs for such accommodations. It is crucial that the faculty at the University receive sensitivity training and education about invisible illnesses and disabilities, as well as the importance of serving as a supportive resource to all students. Another commonly-brought-up issue was that of accessible parking. Many students recounted frequent experiences in which they were unable to find parking within a distance that was safely walkable to buildings on campus, and called for more accessible parking or the opportunity for golf-cart transportation (or something similar) from parking spaces to the classroom. Mental health awareness on campus was a huge topic among participants, as many students felt that they were frequently discriminated against or heard insensitive comments or expressions about people with psychological and mental disabilities and conditions. Another solution suggested was an easily navigable online communication system between professors and the DRC to facilitate open communication, easy paperwork submission and information access, and quick correspondence when professors have questions or concerns, so that these concerns are not often brought up to the students themselves. Furthermore, many
participants stressed the need to dictate their accommodated testing environments, rather than having the teachers select the locations themselves. Many students indicated that professors often chose their offices or classrooms that are otherwise occupied, which in some cases negates the student’s benefit of having the testing accommodations in the first place. It was also mentioned by more than a few participants that the initial accommodations applications process can take far too long to be of assistance, and that the online application process could be smoothed out and made easier to navigate. A number of participants also mentioned the steepness of the ramps on campus as hazardous to those without motorized wheelchairs or scooters, as well as the difficulty in finding accessible entrances to a number of campus buildings such as Funkhouser, especially if visually impaired. Another major topic of discussion was the lack of service dog etiquette awareness on campus, as well as the growing problem of students on campus who are more and more often faking disabilities in order to bring their untrained pets in public and in dorms under the guise of “service dog” or “emotional support animal” respectively. This is a complicated, multifaceted issue, in that not only are genuine service dog handlers and trainers experiencing the direct negative effects of having untrained dogs on campus (distraction of their legitimate working dogs, attacks on legitimate working dogs, etc.), but they are also being discriminated against on the flip side of the issue, in that people who are aware of this issue are often skeptical and outright hateful to any service dog handler or emotional support animal owner that they come into contact with, and that illegal policies are instituted by dorms, buses, and professors every day because of negative experiences with untrained pets in vests. Finally, perhaps the biggest issue which the participants collectively face is the lack of support and opportunities for inclusion on campus. Many students expressed feelings of exclusion and dislike directed at them
from other students and faculty on campus because of their disabilities or the accommodations which they use, which is unacceptable and must be continually addressed.

The data also supports the value that the disabled community on campus holds for the idea of the “accommodation spaces.” 85% of students asserted that a space like this would make it easier for them to stay on campus, and 65% estimated that they would realistically use a space like this at least once every other week. There were a number of suggestions made for accommodations and equipment that could benefit participants to have access to, as well as substantial overall support for the idea in general.

The data also suggests quite a few implications for further study, aside from the routine repetition of satisfaction assessment. It is apparent that students and faculty alike could benefit greatly from receiving education about disabilities and how they affect others; how to interact with others politely, compassionately, and without harboring or expressing microaggressions that stem from offensive stereotypes; how to advocate for the rights of all students with disabilities in everyday life; and how to facilitate an inclusive and accepting environment for all of our students on campus. Secondly, it may be beneficial to conduct further study regarding the experiences of students with visible versus invisible disabilities, and how their experiences on campus differ. This could provide substantial insight to the issue of resolving discrimination rates on campus, and improving the campus experience for students who live with disabilities.

Upon presentation to the Director of the UK Disability Resource Center, the possibility of returning once or twice more this summer to present these findings again to more DRC employees, as well as possibly representatives of other departments at the University was mentioned. It is imperative to continue student involvement in the process of adapting the
accommodations available through the UK DRC for years to come. It is apparent from this survey that there are great deal of students who wish to be a part of the process, and who can provide invaluable insight as to what solutions can actually solve the problems which they face. Above all, as a campus community, we must prioritize accessibility and inclusion for all, and educate and encourage others to do the same.
UK Disability Accommodations Satisfaction Assessment for Quality Improvement

Created by: Molly Mathistad, April 2018

University of Kentucky

Hello, and thank you very much for your interest in participating in the process of making the University of Kentucky’s Campus more accessible for those students with disabilities! My name is Molly Mathistad; I am a senior Kinesiology major here at UK. I have created this project as part of my Honors Senior Capstone, to assess the need for further accommodations here at UK for our students with disabilities. I am NOT affiliated in any way with the UK Disability Resource Center (DRC), so my only agenda is to record your input and present it to the DRC at the end of April in an effort to enact change if/where necessary.

This survey is designed to be anonymous, so at no time are you required to provide your name or any contact information. Furthermore, all participation is completely voluntary; at no at no time are you required to continue participation. Should you feel uncomfortable answering a question, just skip it! Should you choose to provide any personal information, it will be omitted from any and all materials before presentation to the UK DRC in order to preserve anonymity. Submission of this form does not share your e-mail with me or anyone else.

There will also be an option to attend an in-person forum to further discuss your experiences at UK (completely optional). We welcome you to participate and we look forward to hearing about your experiences at UK in an effort to enact changes that could potentially benefit hundreds of students in the future!
Are you registered for accommodations with the UK Disability Resource Center (DRC)? *

- Yes
- No

For surveying purposes only, please feel free to specify any of the following that apply to you:

- Mobility Impairment
- Learning Disability
- Visual Impairment
- Chronic Health Condition
- Neurological Condition
- Brain Injury
- Autism Spectrum
- Short-Term Injury
- Post-Surgical Condition
- Psychological / Mental Health Condition
- ADD / ADHD
- Communication Disorder
- Hearing Impairment
- Service Dog Handler
- Other:  

NEXT
### DRC Accommodations

Please rank each statement below as it applies to you and your experience with the DRC.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Apply to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was reasonably quick &amp; easy to file for accommodations with the DRC.</td>
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</tr>
<tr>
<td>I am satisfied with the accommodations provided to me by the DRC.</td>
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<tr>
<td>I am satisfied with my counselor within the DRC.</td>
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<tr>
<td>I feel that I can reach out to the DRC whenever I encounter a problem.</td>
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<tr>
<td>I feel that the DRC hears my concerns and works to change them.</td>
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</tr>
</tbody>
</table>

Do you have any suggestions or would you like to elaborate about any of your rankings for the statements above?

Your answer
What specific needs do you have that are already met by the DRC at UK? Please feel free to list any accommodations from which you benefit on campus, if you are comfortable doing so.

Your answer

What specific needs or accommodations do you NOT have access to (if any) that could improve your educational or social experience at UK?

Your answer
Daily Life on Campus

Please specify how often each statement is true for you personally.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Often (1+ times per week)</th>
<th>Somewhat Often (2-3 times per month)</th>
<th>Sometimes (4-5 times per semester)</th>
<th>Rarely (a few times per year)</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I miss class because of my disability.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I miss a club meeting or activity because of my disability.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have to leave campus and go elsewhere to retrieve something due to the nature of my disability.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have to leave class or meetings due to the nature of my disability.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I do not participate in a campus activity because it would be too much trouble or it is inaccessible to me.</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>I encounter students on campus who are uneducated/insensitive about my disability or accommodations that I use.</td>
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</tr>
<tr>
<td>I encounter faculty on campus who are uneducated/insensitive about my disability or accommodations that I use.</td>
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<td>○</td>
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<td>○</td>
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</tbody>
</table>

Please feel free to elaborate on any of your answers above.

Your answer
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Apply to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel supported by the DRC.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>I feel supported by my campus community.</td>
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<td>○</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that I have access to everything that any other student has access to.</td>
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<td>○</td>
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<td>○</td>
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<tr>
<td>I feel that there are plenty of opportunities for me to get involved on campus.</td>
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<td>○</td>
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</tr>
<tr>
<td>I feel that I am discriminated against by classmates.</td>
<td>○</td>
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<tr>
<td>I feel that I am discriminated against by faculty.</td>
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</tbody>
</table>

Please feel free to elaborate on any of your answers above.

Your answer
Do you ever choose distance learning (online) classes as opposed to classes in person in order to limit your time on campus?

- Yes, but I prefer online classes anyway.
- Yes, but I wish I could take more classes in-person.
- No, I do not avoid in-person classes
- Other: 

Do you have any suggestions for accommodations that would allow you to take more classes in-person or be more involved on campus?

Your answer

If you have any acute challenges / episodes, are there any problems there that you run into on campus?

Your answer

Are there any other problems that you encounter on campus due to the nature of your disability?

Your answer
Potential Solutions

If there were a physical space on campus that could help mitigate any difficulties listed above, what would that space look like?

Your answer

What sort of resources would it benefit you to have access to in this space?

Your answer
### Potential Space(s) on Campus

Suppose there were a room (or a few rooms) on campus that were available as an accommodation through the DRC, which would allow students to have a quiet safe-space throughout the day when/if needed. The space may contain relaxation modalities and privacy curtains for self-treatment needs, as well as a landline phone should students need to call anyone. Please remember that these spaces would NOT be monitored by licensed physicians, and would NOT be a place to seek medical treatment.

**How likely would you be to use a space on campus that had the following attributes / accommodations?**

<table>
<thead>
<tr>
<th>Flat-top padded &quot;treatment&quot; tables for resting</th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Neutral</th>
<th>Not Very Likely</th>
<th>Not Likely at All</th>
<th>Applies to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privacy curtain</td>
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<td></td>
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<tr>
<td>Proper Sharps Disposal Bin</td>
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<tr>
<td>Weighted Blankets</td>
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<tr>
<td>Water Bowl for Service Animals</td>
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<tr>
<td>Heated Blankets / Hot Packs</td>
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<tr>
<td>Ice Packs</td>
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<td></td>
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<tr>
<td>Alcohol Swabs</td>
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<td>Noise-Cancelling Headphones</td>
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<td>Sleeping Eye Mask</td>
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<td>Sensory Swing</td>
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<td>Batteries</td>
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Are there any other supplies/equipment which could be stored in a space that would benefit you personally and mitigate the nature of your disability while on campus?

Your answer

Please feel free to elaborate on your personal uses for any of the above accommodations:

Your answer

How often would you realistically use a space like this?

☐ More than once per week
☐ 11-16 times per semester (once per week)
☐ 5-10 times per semester
☐ 1-4 times per semester
☐ Never
☐ Other:

Which of the following locations for a space would be generally beneficial to you? Please select ALL that apply.

☐ Whitehall Classroom Building Area
☐ Erikson Hall / Funkhouser Area
☐ William T. Young Library Area
☐ Garrigus / Agricultural Science Center North Area
☐ Other:
Would you value having access to a space like this? Feel free to elaborate.

Your answer

Would a space like this make it easier for you to stay on campus for classes / activities?

- Yes
- No
- Other:

Do you have any other suggestions about what this space should look like / contain?

Your answer

BACK NEXT
Are You Interested in Giving More Input?

I want to hear your complete, honest feedback about your educational experience here at UK! Please feel free to write any comments (good or bad), as well as any of your ideas about how UK could make things better for its students with disabilities on campus.

Please be advised that this survey is completely anonymous, so once you submit your survey, I have no way to contact you. Please feel free to e-mail me at: molly.mathistad@uky.edu with any additional questions, comments, or concerns.

Please feel free to give as much input as you would like in the space below:

Your answer
Please click one of the options below if you would like to participate in an in-person, open forum of discussion about the accessibility of UK’s campus life. Any participants in this forum will be afforded the opportunity to speak their minds about their educational experiences on campus, with the expectation of upholding anonymity—all appropriate measures will be taken to strip any personal or identifying details from your testimonies before being presented to the DRC.

If you are unable to attend either option, but want your voice to be heard, feel free to e-mail me at: molly.mathistad@uky.edu. Otherwise, please select one option below:

- I will be attending the Forum on Sunday, April 15th at 7:00PM in Lewis Honors College (1120 University Drive) Room U136
- I will be attending the Forum on Wednesday, April 18th at 5:00PM in Lewis Honors College (1120 University Drive) Room U136
- I do not wish to attend an in-person forum.

If you will be attending a forum, please specify below any accommodations which you may need (ASL interpreter, etc.)

Your answer

Thank you for your participation! Together, we can enact change and improve the educational experiences of students for years to come. Please do not hesitate to reach out to me with questions, comments, concerns, or ideas!

My e-mail: molly.mathistad@uky.edu