

# Bakersfield College ADA & Accessibility Taskforce

Spring 2024 Taskforce Climate Survey Report

The ADA & Accessibility Taskforce Chxparge outlines completing a "Climate Survey" as part of their charge. The co-chairs of this Taskforce began this process of creating and refining and instrument in October of 2023.

Thank you to ADA & Accessibility Taskforce:

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# 168 Survey Respondents

Spring 2024 ADA Taskforce Climate Survey Report

The ADA and Accessibility Climate survey accepted responses from February 23, 2024 to March 2, 2204.

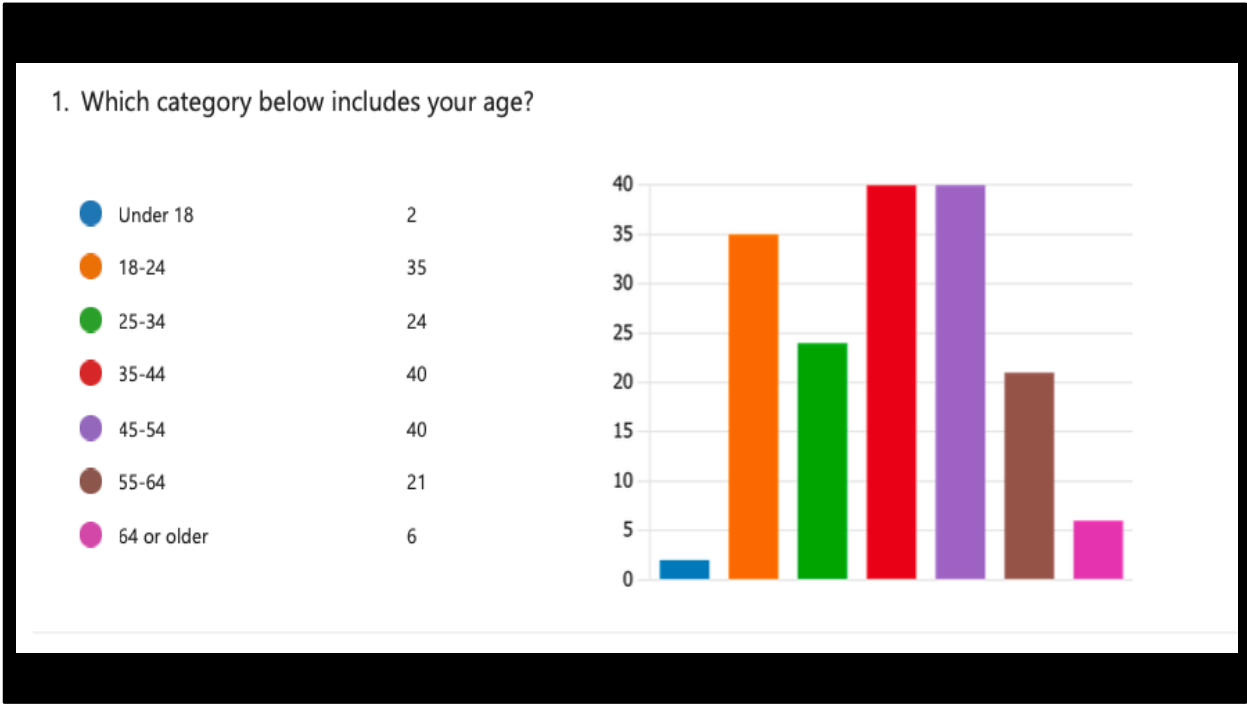
During this one academic week, there were a total of 168 total respondents. Given the survey fatigue of the campus, is admittedly not a statistically significant representative sample of Bakersfield College campuses. However, there is a notable representation from a variety of respondents across different classifications and campuses.

The survey was advertised using campus email, flyers and at campus governance meetings.

This survey did not use Canvas or Qualtrics.

The survey was not available to students registered in the Inmate Scholar or Early College program.

# Respondent Demographics of BC Accessibility Survey



To ensure that Bakersfield College Early College students were excluded from these results because as minors they are part of a protected group, the first question was related to age. If anyone responded they were under 18 it automatically concluded the survey for that respondent.

**Question 1. Data Description:**

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through forty, which is the max number of responses in any category. The X axis represented age groups and had 7 different bars of varying colors showing the size of each age group.

This graph has 7 bars or categories showing the ages of respondents.

First, under 18 years had 2 replies and is shown in a blue bar.

Second, 18 through 24 years of age had 35 respondents and is shown by a orange bar.

Third, 25 through 34 years of age had 24 respondents and is shown by a green bar.

Fourth, 35 through 44 years of age had 40 respondents and is shown by a red bar.

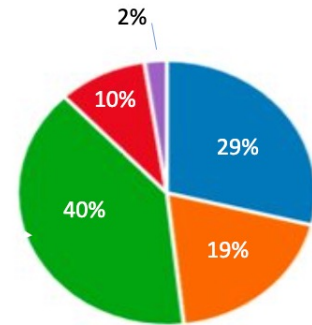
Fifth, 45 through 54 years of age had 40 respondents and is shown by a purple bar.

Sixth, 55 through 64 years of age had 21 respondents and is shown by a brown bar.

Lastly, 54 or older years of age had 6 respondents and is shown by a pink bar.

### Which best describes your role at Bakersfield College?

● Student	48
● Classified	32
● Faculty	66
● Administrator	16
● Prefer not to say	4



Respondents reached out after completing the survey to draw attention to the fact that they are both staff and adjunct faculty. This option will be added to future climate instruments.

### Question 2: What best describes your role at Bakersfield College?

A pie chart with breakdown of role at Bakersfield College for Climate Survey respondents.

Green cut out of pie chart represents "faculty" and 40% of total respondents or 66 responses

Blue cut out of pie chart represents "students" and 29% of total respondents or 48 responses

Orange cut out of pie chart represents "classified" and 19% of total respondents or 32 responses

Red cut out of pie chart represents "administration" and 10% of total respondents or

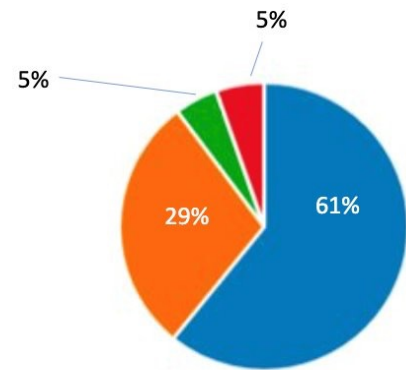
16 responses

Purple cut out of pie chart represents "Prefer not to say" and 3% of total respondents or 4 responses



### 3. Which best describes you?

Female	101
Male	48
Non-binary	8
Prefer not to say	9



#### Question 3. Data Description:

A pie graph showing the respondents gender identification including: female, male, non-binary and prefer not to say.

Blue cut out of pie chart represents those that identify as "female" and 61% of total respondents or 101 responses

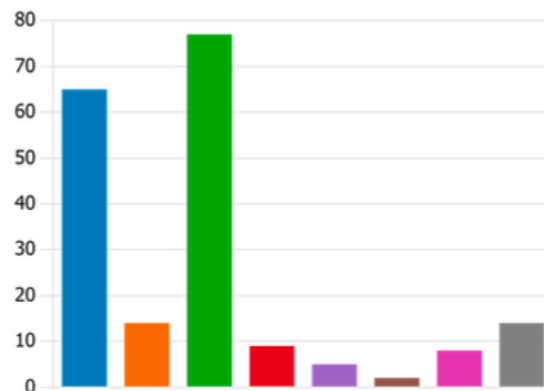
Orange cut out of pie chart represents those that identify as "male" and 29% of total respondents or 48 responses

Green cut out of pie chart represents "non-binary" and 5% of total respondents or 8 responses

Red cut out of pie chart represents those that identify as "prefer not to say" and 5% of total respondents or 9 responses

4. Which best describes your racial identify? You can select more than one.

● White	65
● Black/African American	14
● Latinx/Chican@/Hispanic	77
● Asian/Asian American	9
● Middle Eastern/North African	5
● Native Hawaiian/Pacific Islander	2
● Native American	8
● Prefer not to say	14



The ADA and Accessibility Taskforce sub committee for survey implementation discussed the inclusion of racial identity. The sub committee elected this question for respondents to select as many ethnic identities they prefer. 166 respondents answered this question and there were 194 different selections made.

#### Question 4. Data Description:

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through eighty, which is the max number of responses in the Latinx/Chican@/Hispanic category had 77. The X axis represented different ethnic identities and had 8 different bars of varying colors showing the size of racial identities selected.

This graph has 8 bars or categories showing the varied ethnic identities of respondents.

First, "White" had 65 respondents and is shown in a blue bar.

Second, "Black/African American" had 14 respondents and is shown by a orange bar.

Third, "Latinx/Chican@/Hispanic" had 77 respondents and is shown by a green bar.

Fourth, "Asian/Asian American" had 9 respondents and is shown by a red bar.

Fifth, "Middle Eastern/North African" had 5 respondents and is shown by a purple bar.

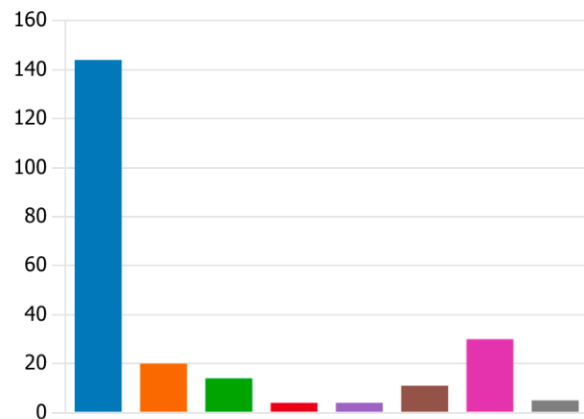
Sixth, "Native Hawaiian/Pacific Islander" had 2 respondents and is shown by a brown bar.

Seventh, "Native American" had 8 respondents and is shown by a pink bar.

Lastly, "Prefer not to say" had 14 respondents and is shown by a gray bar.

### 5. Which Bakersfield College location(s) do you attend?

● Bakersfield College Panorama C...	144
● Bakersfield College Southwest C...	20
● Bakersfield College Delano Cam...	14
● Bakersfield College Early Colleg...	4
● Bakersfield College Rising Schol...	4
● Bakersfield College Rural Areas (...)	11
● Online	30
● Prefer not to say	5



The data on this page is overwhelmed by the responses from Bakersfield College Panorama campus there are 4 respondents each from Early College and Rising Scholar. There were 11 rural respondents not including the 14 specifically that work/attend at the Delano campus.

#### Question 5. Data Description:

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through 160. The X axis represented different Bakersfield College locations/programs and had 8 different bars of varying colors showing the location(s) people most identify.

This graph has 8 bars or categories showing the varied location(s) where people work or attend class.

First, "Bakersfield College Panorama" had 144 respondents and is shown in a blue bar.

Second, "Bakersfield College Southwest" had 20 respondents and is shown by a

orange bar.

Third, "Bakersfield College Delano" had 14 respondents and is shown by a green bar.

Fourth, "Bakersfield College Early College" had 4 respondents and is shown by a red bar.

Fifth, "Bakersfield College Rising Scholars" had 2 respondents and is shown by a purple bar.

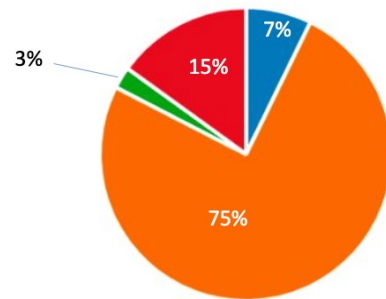
Sixth, "Bakersfield College Rural Areas" had 11 respondents and is shown by a brown bar.

Seventh, "Online" had 30 respondents and is shown by a pink bar.

Lastly, "Prefer not to say" had 5 respondents and is shown by a gray bar.

### 7. At this time, I identify as Disabled.

● Yes. I am disabled.	12
● No. I am not disabled and have ...	125
● I am not currently disabled, but ...	4
● I have been diagnosed with a di...	25



#### Question 7. Data Description:

A pie graph showing which respondents identify as disabled.

Blue cut out of pie chart represents those that identify as "Yes. I am disabled." and 7% of total respondents or 12 responses

Orange cut out of pie chart represents those that identify as "No. I am not disabled and have never been disabled." and 75% of total respondents or 125 responses

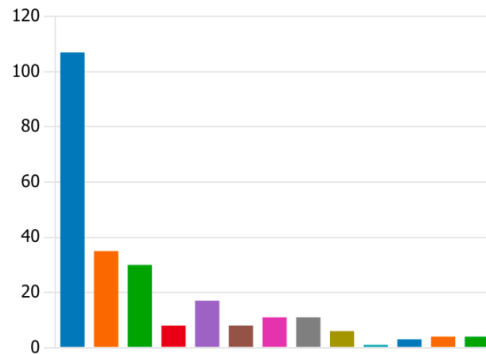
Green cut out of pie chart represents "I am not currently disabled, but I was disabled in the past." and 3% of total respondents or 4 responses

Red cut out of pie chart represents those that identify as "I have been diagnosed with a disability, but I don't prefer to identify as disabled." and 15% of total respondents or 25 responses

# Responses from Disabled Persons at Bakersfield College

6. Please select all conditions/diagnosis/disorders/disabilities with which you identify.

● I do not identify as disabled	107
● I have not been diagnosed with ...	35
● Emotional/mental/psychological	30
● Physical/mobility	8
● Chronic pain	17
● Chronic illness	8
● Learning	11
● Chronic fatigue	11
● Sensory	6
● Developmental	1
● Brain injury/brain trauma	3
● Communication	4
● Other	4



Question 6 was revised after reviewing multiple ADA climate instruments. Disabled people are part of vulnerable group, the survey sub-committee decided to craft the categories of disabilities as broad to help protect the identity of respondents. However, the committee also wanted to provide options for this question to in part serve as informational that some folks may not receive any accommodation but still be part of the disabled community.

### Recommendation for Future Research

It is notable that the aim of the survey was to capture the climate for disabled folks with input from both the able bodied and disabled persons. Four separate people provided input via email that their specific condition was not specified in the instrument, and at least six other shared their specific diagnosis in their open ended responses. The Taskforce does not recommend outing disabled persons there needs to be more opportunity for people to feel welcome and validated. There was some confusion that the purpose of this instrument was to measure the amount of disabled people at the college, which was primary aim. But the "ask" for this data about staff, faculty and administration shows a need for other efforts to be undertaken.



### **Question 6. Data Description:**

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through 120. The X axis represented different categories of disability.

This graph has 13 bars or categories showing the varied disability categories from left to right.

First, "I do not identify as disabled" had 107 respondents and is shown in a blue bar.

Second, "I have not been diagnosed with a disability." had 35 respondents and is shown by a orange bar.

Third, "Emotional/mental/psychological" had 30 respondents and is shown by a green bar.

Fourth, "Physical/mobility " had 8 respondents and is shown by a red bar.

Fifth, "Chronic pain " had 17 respondents and is shown by a purple bar.

Sixth, "Chronic illness " had 8 respondents and is shown by a brown bar.

Seventh, "Learning" had 11 respondents and is shown by a pink bar.

Eighth, "Chronic fatigue" had 11 respondents and is shown by a gray bar.

Ninth, "sensory" had 6 respondents and is shows by a green/brown bar.

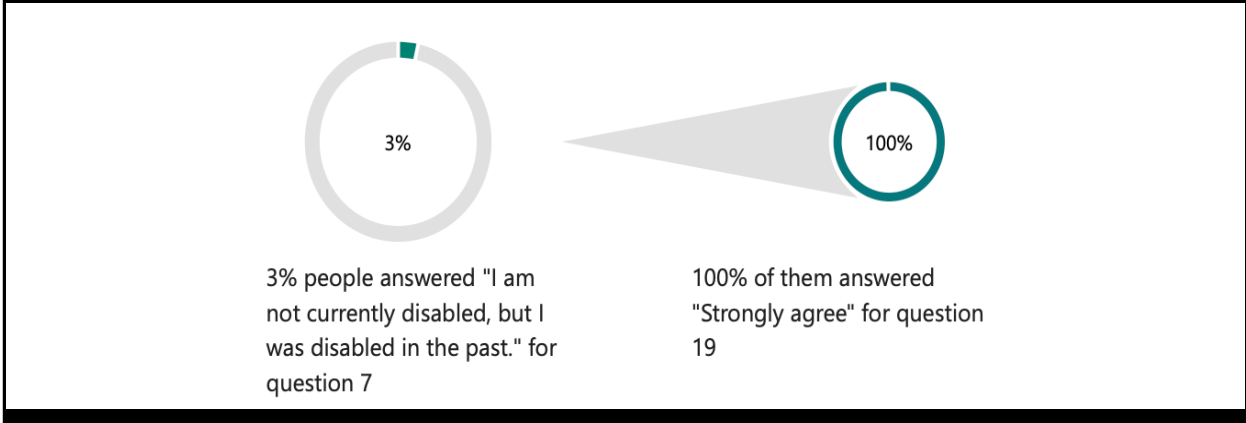
Tenth, "Developmental" had 1 respondent and is shown with green/blue bar.

Eleventh, "Brain injury/ brain trauma" had 3 respondents and is shows in repeat of blue bar.

Twelfth, "Communication" has 4 respondents and is shown in repeat of orange bar.

Lastly, "other" has 4 respondents and is shown in repeat of green bar.

4 people answered **I am not currently disabled, but I was disabled in the past.** for this question, and the majority answered, "**Strongly agree**" for Question 19, "Seeing students with disabilities helps students become more accepting of others?"



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## Feedback ADA & Accessibility Taskforce Climate Instrument

*"I would like to see an independent study by an objective, eminently qualified and highly competent specialist who could evaluate the service and provide a report that could alleviate my concerns that we have produced an expensive bureaucracy that is not fair to the average student."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 7 respondents that provided positive feedback about the climate instrument.

### Feedback Climate Instrument

"I would like to see an independent study by an objective, eminently qualified and highly competent specialist who could evaluate the service and provide a report that could alleviate my concerns that we have produced an expensive bureaucracy that is not fair to the average student."

"Many of these questions are difficult to answer and are much too broad and vague. Disabilities are numerous and our responses to them can be quite varied. This survey doesn't capture any of these nuances."

"I have not attended the main campus, so I cannot speak about my experience with peers."

-  
*"This survey did not include blindness as a disability. I believe it should not be implied but should be clearly stated. We need to address it as what it is. this exactly is what we need to do as part of the maturing process for disability inclusion."*

"The way these questions are posed are too blanketed for populations with disabilities. Everyone has their own concerns and personalities and reactions to things on campus. It is hard to answer with an agree or disagree on a lot of the questions."







*"I marked Neutral in some answers only because I could not leave it blank as some of the questions pertained to what others may be thinking or feeling about other people which I could not answer on other people's state of mind or thought. The only experience was with a lady in my public speaking class. During a presentation she explained she was diagnosed with a disability to learn math. Her disability wasn't something that impacted me nor the class at the time."*

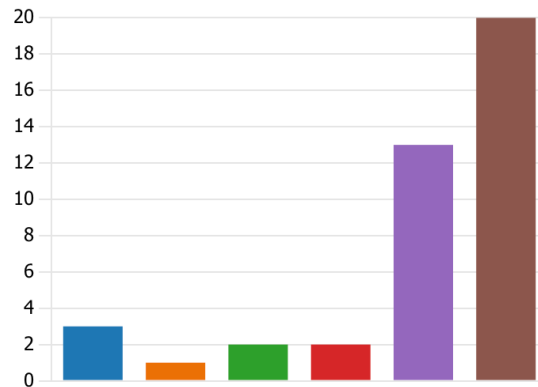
"I do not feel comfortable sharing my experiences at BC with their services, employees, or students."

## 8. Is your disability visible to others?

[More Details](#)

 Insights

	I am not disabled	3
	Extremely visible disability	1
	Very visible disability	2
	Moderately visible disability	2
	Slightly visible disability	13
	Not at all visible disability	20



33 of the 41 respondents had a "not visible" or "slightly visible disability." This is important because it demonstrates that the majority of respondents who self-identified as disabled persons are able to "pass" as able bodied.

### Question 8. Data Description of Invisible Disability:

The image shows a graph with different colored bars with far left as, "I am not disabled", to sixth option as "not at all visible disability." The Y axis shows number of respondents zero through 20. The X axis represented different range of how visible a disability is and had 6 different bars of varying colors.

First, "I am not disabled" had 3 respondents and is shown in a blue bar.

Second, "Extremely visible disability" had 1 respondents and is shown by a orange bar.

Third, "Very visible disability" had 2 respondents and is shown by a green bar.

Fourth, "Moderately visible disability" had 2 respondents and is shown by a red bar.

Fifth, "Slightly visible disability" had 13 respondents and is shown by a purple bar.

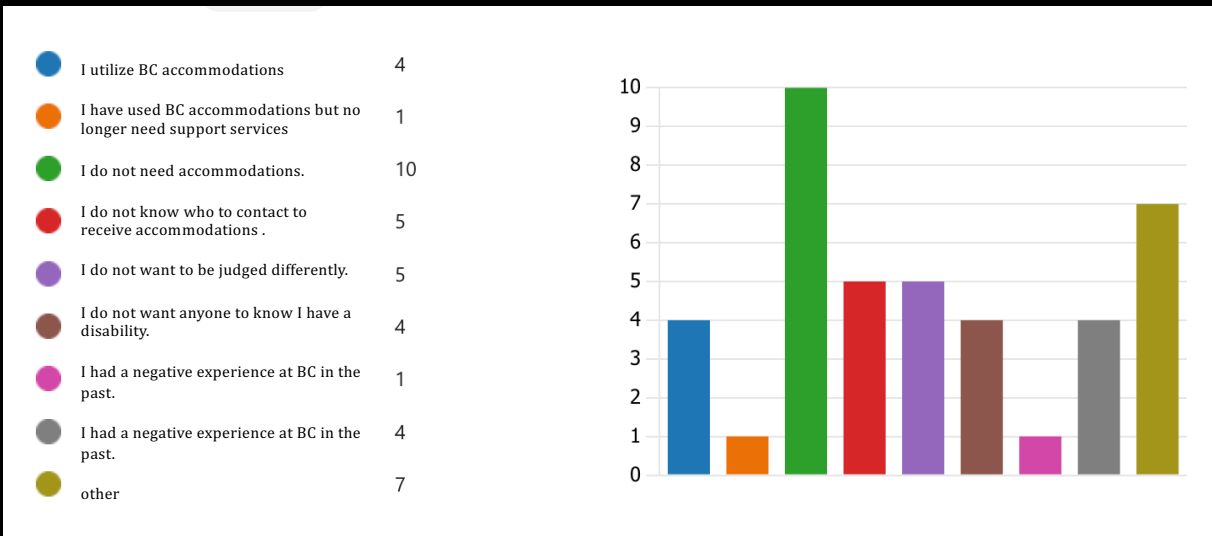
Lastly, "Not at all visible disability" had 20 respondents and is shown by a brown bar.

Only 1 respondent identified as having a "visible disability," and answered that their requests from assistance at Bakersfield College have been dismissed and ignored.



Only on respondent identified as having a "visible disability" and also answered that their requests from assistance at Bakersfield College have been dismissed and ignored.

## Responder has not used BC accommodation because



The most prevalent answer to why people do not utilize accommodation is because the disabled person does, "not need accommodation."

The second most frequent answer was a "negative experience with Bakersfield College accommodation in the past."

### Question 9. Data Description:

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through 10. The X axis represented different reasons why people do not utilize accommodation for their disability.

This graph has 9 bars or categories showing the varied reasons from left to right.

First, "I utilize BC accommodations" had 4 respondents and is shown in a blue bar.

Second, "I have used BC accommodations but no longer need support services." had 1 respondent and is shown by a orange bar.



Third, "I do not need accommodations" had 10 respondents and is shown by a green bar.

Fourth, "I do not know who to contact to receive accommodations " had 5 respondents and is shown by a red bar.

Fifth, "I do not want to be judged differently" had 5 respondents and is shown by a purple bar.

Sixth, "I do not want anyone to know I have a disability" had 4 respondents and is shown by a brown bar.

Seventh, "I had a negative experience at BC in the past" had 1 respondent and is shown by a pink bar.

Eighth, "I had a negative experience at BC in the past" had 11 respondents and is shown by a gray bar.

Lastly, "other" had 6 respondents and is shown by a green/brown bar.

## Barriers to Bakersfield College Accessibility

*"We have a lot of training available for making content accessible, but staff and faculty are resistant to putting in the time for the training. This is not supported at the top, so the managers are not making it important for employees and they are not giving them sufficient time to take the training. There is also a misconception that it is something that can be taught in 20 minutes or an hour. Unfortunately, there is more to it than what can be covered within a few minutes. It also takes a shift in thinking to proactively make changes to your habits and start out with accessible content."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 18 respondents that provided positive feedback about the barriers to accessibility at Bakersfield College.

"We have a lot of training available for making content accessible, but staff and faculty are resistant to putting in the time for the training. This is not supported at the top, so the managers are not making it important for employees and they are not giving them sufficient time to take the training. There is also a misconception that it is something that can be taught in 20 minutes or an hour. Unfortunately, there is more to it than what can be covered within a few minutes. It also takes a shift in thinking to proactively make changes to your habits and start out with accessible content."

"The ADA paperwork is a lot and nobody could tell me who can help me fill it out. I have ADHD and a giant stack of paperwork with no assistance in filling it out is antithetical to ADHD accessibility. Even one person whose job it is to help with the ADA paperwork would fix this issue, and it was pretty astonishing to me that I couldn't receive that."

"I'm still struggling to figure out what I can do to get better assistance with my disability. It's been difficult to figure out on my own."

"Working with disabled people at BC causes me anxiety because I feel I could be better equipped with knowledge of resources and services available. I know I can refer them to DSPS but I only understand the surface level of the types of support they may get. I would like to know more about how long the intake process is, what disabilities may qualify for accommodations, what types of accommodations exist, what do students need to do to retain accommodations?"

"I had a student who had gone to disabled student services, and their accommodation said that they get extra time on test come to me and tell me that their professor said they cannot have that extra time that they don't have to do that they were very upset. I directed them back to disabled student services. This is even more of a problem when the disabled student is a student of color."

"About 13% of the population has a disability. If our population of over 30,000 students and employees are representative of the US population, that means that nearly 4,000 individuals at our college have disabilities. It is our responsibility to ensure that they are getting the same opportunities for employment and education as the other 87%. It won't happen overnight, but I sincerely hope we can change our culture to be caring, aware, and eager to help others enough so that they will strive to make documents, the campus, and online content accessible. I think DSPS is doing a great job for students but we need to get to the bottom of why we can't keep a director in that position. There needs to be continuity in that role or the department and students will suffer. There needs to be more handicapped parking on campus (this comment is coded in more than one area).

"Students seem socially stunted, academically stunted, and emotionally stunted. Too many seem to so quickly pull the "I have anxiety" card any time an in-class activity requires interactions with peers, any time they encounter a problem, or even asking for accommodations to treat this supposed anxiety. On the other hand, the word "disabled" creates a negative connotation for students as well as staff. Perhaps re-branding DSPS with more inclusive/less belittling language would welcome more students that wouldn't seek help otherwise (this comment is coded in more than one area)."

"As a dyslexic with ADHD who is open about my experiences, I find that I am better able to support student learning, not only for learning-disabled students but for all of my students. The roles of faculty leaders expanded in recent years and, the number of data systems I had to interact with grew exponentially and the workarounds I had used to do the job with my "high-functioning" dyslexia were no longer acceptable. I

tried to get an accommodation so I could get a student worker. What the district wanted was not available for adult "high functioning" dyslexics. It became impossible to continue the job because I couldn't get the support I needed to continue the work I had done well for 6 years."

"Banner is a program that is not fully accessible to screenreader users."

"What I have experienced is that administration says they want to support accessibility, but they aren't taking the steps necessary to change our culture and to lead by example. Everyone is busy. To make true change, this has to become a priority and training has to be accomplished and habits changed from the top down despite all of the other work that has to be accomplished. Faculty are still very resistant to make things accessible because it makes more work for them. If it is too much work, then we need more employees so that we can accomplish our work accessibly. I would not be surprised to find that KCCD has had to settle law suits for discrimination against disabled employees. I know some people with disabilities feel bad if others have to do anything to make things accessible for them. How sad is that? Those of us who are able to provide forms, documents, and information in a way that is accessible to everyone are making those that need it feel bad because it might be inconvenient for us."

"Recourses for staff should be granted from HR. The approval process is difficult to get accommodations is difficult especially if it is not an easy fix."

"From my own personal experiences, I do not think everyone knows that what they have is a disability or some people do not like to say they have a disability. We need to screen more and ask more questions so we can better help others."

"We need to increase acts of kindness on campus. Just being aware that some things can be more than inconvenient for those with disabilities. Holding a door for someone to walk through can be helpful whether a person is disabled or not. Seeing someone drop something and picking it up for them may be helpful or just kind. An elevator out in the building doesn't mean it is just going to be inconvenient for students and faculty because they will have to lug heavy bags up the stairs, it could mean students and faculty cannot physically get to the classroom. Alternative plans need to be set in motion immediately, not because someone who is disabled points it out, but because we care about our students and employees. Learning little things like text has to be at least a 12 pt font and have a good contrast can make it possible for people with low vision to get important information. By the way, it is difficult to read, text is too small or doesn't contrast enough with the background, people with 20/20 vision won't bother to read it either."

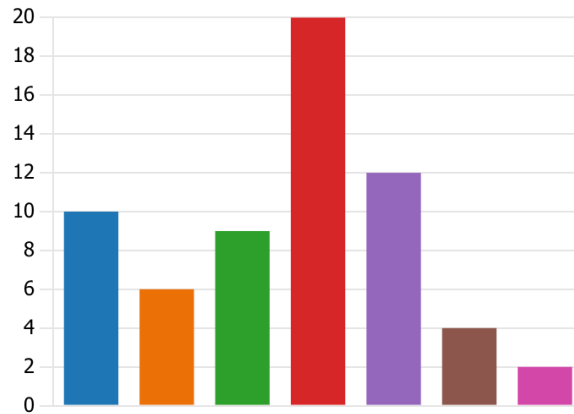
*"Physical campus is not accessible. First day of class spring semester wheelchair ramps were blocked off due to construction. Accessible bathrooms aren't a thing as far as I've seen. It's not so much as blatant, verbal discrimination, but things like this that make BC inaccessible."*

*"All the fucking elevators are broken, you cannot claim to be accessible when you can't even have the most basic thing. Also many people with chronic pain or mental illnesses aren't able to get official diagnosis or the process is very long and you can't get a diagnosis for a long time and there are no resources for those students. Last thing is dsps is hard to find and navigate and contact, also there isn't many mental disability accommodations. My disability is not visible as it is psychological but I have been seen and accommodated by DSPS ((this comment is coded in more than one area)."*

10. I currently avoid or have avoided disclosing my disability at Bakersfield College because

[More Details](#)

<span style="color: blue;">●</span> Fear of discrimination	10
<span style="color: orange;">●</span> Fear of rejection	6
<span style="color: green;">●</span> Do not want to be treated differ...	9
<span style="color: red;">●</span> My disability is private/ No one's...	20
<span style="color: purple;">●</span> I feel comfortable disclosing my...	12
<span style="color: brown;">●</span> Prefer not to say	4
<span style="color: pink;">●</span> Other	2



The most prevalent answer, was that 20 people do not utilize accommodation is because the "disability is private/ no one else's business."

Conversely, a dozen respondents said they are comfortable sharing their diagnosis at Bakersfield College.

#### **Question 10. Data Description:**

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through 20. The X axis represented different reasons why people do disclose their disability at Bakersfield College.

This graph has 7 bars or categories showing the varied reasons from left to right.

First, "Fear of discrimination " had 10 respondents and is shown in a blue bar.

Second, "Fear of rejection." had 6 respondent and is shown by a orange bar.

Third, "Do not want to be treated differently " had 9 respondents and is shown by a

green bar.

Fourth, "My disability is private/ No one's business." had 20 respondents and is shown by a red bar.

Fifth, "I feel comfortable disclosing my disability" had 12 respondents and is shown by a purple bar.

Sixth, "Prefer not to say" had 4 respondents and is shown by a brown bar.

Lastly, "Other" had 2 respondent and is shown by a pink bar.

## Physical Accessibility Issues at Bakersfield College

*"My students communicate with me about their needs, but the doors are heavy with minimal access to automatic push buttons."*

*"Many office entrances are not accommodating to disability. CSS building for example."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 11 respondents that discussed physical accessibility issues at Bakersfield College.

"We need to make this campus accessible for people with disabilities . That includes people on wheelchairs, blind people, deaf people. Or with any other disability noticeable or unnoticeable. I have worked here in this campus for 16 year And I have seen disabled people struggle to get around. And to get services on this campus. I've even worked with people with disabilities. And we just have to make sure we accommodate everybody. No matter what I hope that with this survey , this will start to happen , we need rails , we Elevators, accessible entrances, accessible sidewalks."

"A few times the technology for hearing impaired students did not work or was not properly installed in the classroom at the start of classes, but two to three weeks after. In my experience the truly disabled students don't want to be singled out nor identified(labeled) as such. They want to be assessed on their academic abilities and achievements, not their disability. BC faculty need to learn more about the types of disabilities that are brain based and hidden disabilities. I do feel that faculty in general



understand them and in many cases are very insensitive to them. There are some faculty who have dedicated time to understanding and caring about students with disabilities. These faculty make changes that make the classroom experience equally good for all."

*"The elevators are always out. The doors are rarely accommodating and if they are they don't work half the time. Students miss class because of this. Some faculty don't care and won't follow the accommodations. I've had deaf students who have had to wait to get interpreters. I've had students with disabilities, who have not been accommodated in other classes who I've had to direct to Disabled student services. There is a real disconnect between abled, bodied faculty, and faculty who have disabilities. There are faculty who have actually told students that people with disabilities should not be going to college, and that making those accommodations for their disability hurts students in their regular class. I have overheard conversations where faculty has said people with disabilities should just stay home and take their disability checks that it's a waste of money to make all these accommodations for them. There are buildings on campus that are not accommodated for students with disabilities, which I find infuriating since they've just remodeled much of the campus, and yet we don't have automatic doors for those people who cannot open doors. We need more disabled parking on campus. I have had students complain that they can't park within a reasonable distance from their class because all the disabled spots are full (this comment is coded in more than one area)."*

"Disabilities are not always visible or obvious. When students present a DSPS accommodation sheet to me, it is helpful for me to make sure they are getting their needs met in class. To me, the biggest obstacles for our disabled students are in the physical (or lack thereof) accessibility on campus. I am not an expert in ADA compliance but even a lay person like me can see how much all of the construction and antiquated buildings that are not being updated properly hinders students' access to their classrooms and bathrooms. That is totally inexcusable."

"Many office entrances are not accommodating to disability. CSS building for example."

"We still need to accommodate access to some of our buildings to the disabled. For example the AERA STEM center does not have automatic doors, and access to some restrooms are not adequate on campus. I know that the buildings that are older are harder to retrofit. But students deserve equal access to these spaces."

*"About 13% of the population has a disability. If our population of over 30,000 students and employees are representative of the US population, that means that nearly 4,000 individuals at our college have disabilities. It is our responsibility to*

*ensure that they are getting the same opportunities for employment and education as the other 87%. It won't happen overnight, but I sincerely hope we can change our culture to be caring, aware, and eager to help others enough so that they will strive to make documents, the campus, and online content accessible."*

*"I think DSPS is doing a great job for students but we need to get to the bottom of why we can't keep a director in that position. There needs to be continuity in that role or the department and students will suffer. There needs to be more handicapped parking on campus (this comment is coded in more than one area)."*

*"Physical campus is not accessible. First day of class spring semester wheelchair ramps were blocked off due to construction. Accessible bathrooms aren't a thing as far as I've seen. It's not so much as blatant, verbal discrimination, but things like this that make BC inaccessible. All the fucking elevators are broken, you cannot claim to be accessible when you can't even have the most basic thing. Also many people with chronic pain or mental illnesses aren't able to get official diagnosis or the process is very long and you can't get a diagnosis for a long time and there are no resources for those students. Last thing is dsps is hard to find and navigate and contact, also there isn't many mental disability accommodations. My disability is not visible as it is psychological but I have been seen and accommodated by DSPS (this comment is coded in more than one area)."*

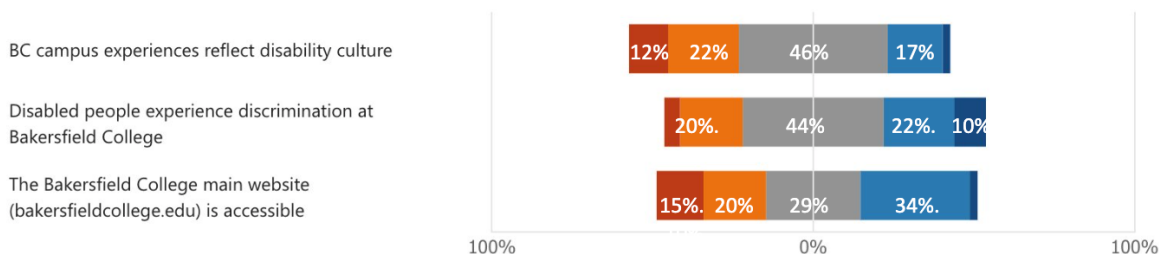
*"I am not diagnosed as disabled but I have problems with my knees and have had surgery on them, when trying to access the upstairs of the older buildings, it can be difficult and usually takes me a while. I wish there were more elevators available to everyone."*

*"My students communicate with me about their needs, but the doors are heavy with minimal access to automatic push buttons."*

11. How strongly do you agree with these statements:

[More Details](#)

Strongly disagree Disagree Neutral Agree Strongly agree



### Question 11. Data Description:

A horizontal bar graphs with three statements showing the respondents opinion on a Likert 5-point scale: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree.

Bar graph line 1 asks if, "BC campus experiences reflect disability culture?".

Strongly Disagree (red segment of bar): 12.2%

Disagree (orange segment of bar): 22%

Neutral (gray segment of bar): 46.3%

Agree (light blue segment of bar): 17.1%

Strong Agree (Dark blue): 2.4%

Bar graph line 2 asks if, "Disabled people experience discrimination at Bakersfield College?".

Strongly Disagree (red segment of bar): 4.9%

Disagree (orange segment of bar): 19.5%

Neutral (gray segment of bar): 43.9%

Agree (light blue segment of bar): 22%  
Strong Agree (Dark blue): 9.8%

Bar graph line 3 asks if, "The Bakersfield College main website (bakersfieldcollege.edu) is accessible?"

Strongly Disagree (red segment of bar): 14.6%  
Disagree (orange segment of bar): 19.5%  
Neutral (gray segment of bar): 29.3%  
Agree (light blue segment of bar): 34.1%  
Strong Agree (Dark blue): 2.4%

14. As a disabled person my general experience at Bakersfield College has been that

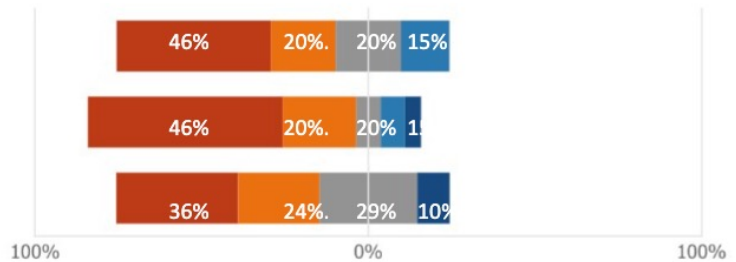
[More Details](#)

None A little Moderate Amount A lot A great deal

I have opportunities to socialize with others from the disabled community at BC

I have experienced discrimination at Bakersfield College

Technology is helpful in addressing my disability.



**Question 14. Data Description:**

A horizontal bar graphs with three statements showing the respondents opinion on a Likert 5-point scale: None, A little, Moderate Amount, A lot, A great deal.

Bar graph line 1 asks if, "I have opportunities to socialize with others from the disabled community at BC."

- None (red segment of bar): 46%
- A little (orange segment of bar): 19.5%
- Moderate (gray segment of bar): 19.5%
- A lot (light blue segment of bar): 15%
- A great deal (Dark blue): 0%

Bar graph line 2 asks if, "I have experienced discrimination at Bakersfield College."

- None (red segment of bar): 58.5%
- A little (orange segment of bar): 22%
- Moderate (gray segment of bar): 7.3%

A lot (light blue segment of bar): 7.3%

A great deal (Dark blue): 4.9%

Bar graph line 3 asks if, "Technology is helpful in addressing my disability."

None (red segment of bar): 36%

A little (orange segment of bar): 24%

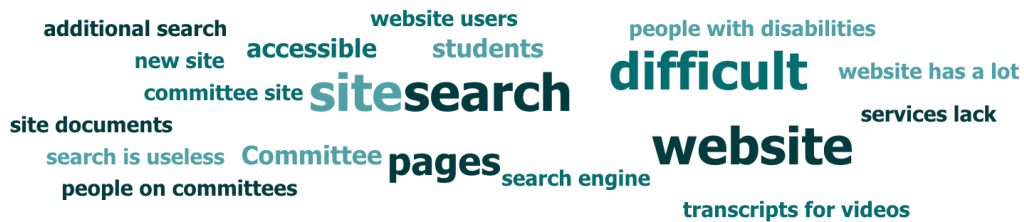
Moderate (gray segment of bar): 29%

A lot (light blue segment of bar): 0%

A great deal (Dark blue): 10%

If you disagreed with the statement "Bakersfield College website is accessible," what barriers have you found and where are they located?

4 respondents (27%) answered **search** for this question.



Question 13 was optional and responded to by 27 respondents. 4 of the people that responded referred to problems with the "search" function.

The answers provided feedback between the Bakersfield College website and the Learning Management System, Canvas.

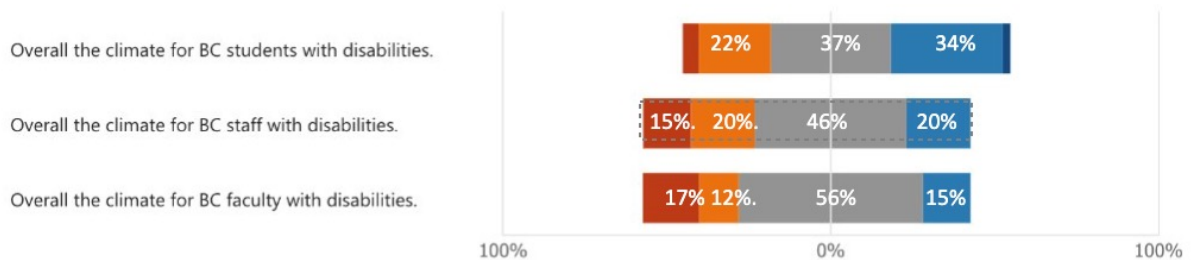
# Accessibility Climate at Bakersfield College



12. Please tell us how you feel about the overall climate:

[More Details](#)

Very Unfavorable   Unfavorable   Neutral   Favorable   Very Favorable



### Question 12. Data Description:

A horizontal bar graphs with three statements showing the respondents opinion on a Likert 5-point scale: Very favorable, Unfavorable, Neutral, Favorable, Very Favorable.

Bar graph line 1 asks if, "Overall the climate for BC students with disabilities."

Very unfavorable (red segment of bar): 4.9%  
Unfavorable (orange segment of bar): 22%  
Neutral(gray segment of bar): 36.6%  
Favorable (light blue segment of bar): 34.1%  
Very favorable (Dark blue): 2.4%

Bar graph line 2 asks if, "Overall the climate for BC staff with disabilities."

Very unfavorable (red segment of bar): 14.6%  
Unfavorable (orange segment of bar): 19.5%  
Neutral(gray segment of bar): 46.3%  
Favorable (light blue segment of bar): 19.5%

Very favorable (Dark blue): .4%

Bar graph line 3 asks if, "Overall the climate for BC faculty with disabilities."

Very unfavorable (red segment of bar): 17.1%

Unfavorable (orange segment of bar): 12.2%

Neutral(gray segment of bar): 56.1%

Favorable (light blue segment of bar): 14.6%

Very favorable (Dark blue): 0%

Positive Feedback BC Accessibility Climate

*"The <Bakersfield College> staff are doing an excellent job on providing resources for disabled students. All my thoughts are positive."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 11 respondents that provided positive feedback about the accessibility climate at Bakersfield College.

"The <Bakersfield College> staff are doing an excellent job on providing resources for disabled students. All my thoughts are positive."

"I have had students with serious challenges and my greatest satisfaction teaching has been seeing students those students succeed and enjoyed working with DSPS staff to make that possible."

"I have not witnessed, staff or students, with disabilities being treated differently at BC."

"I think Bakersfield College has become better at servicing students with disabilities over the last few years."

"I have witnessed staff picking up and dropping off students or staff with disabilities

on trolley buses. There are ramps and elevators for those who have difficulty getting to second floor areas."

"Staff and students have been helpful without discrimination. Have had no issues and everyone is treated fairly and respectfully."

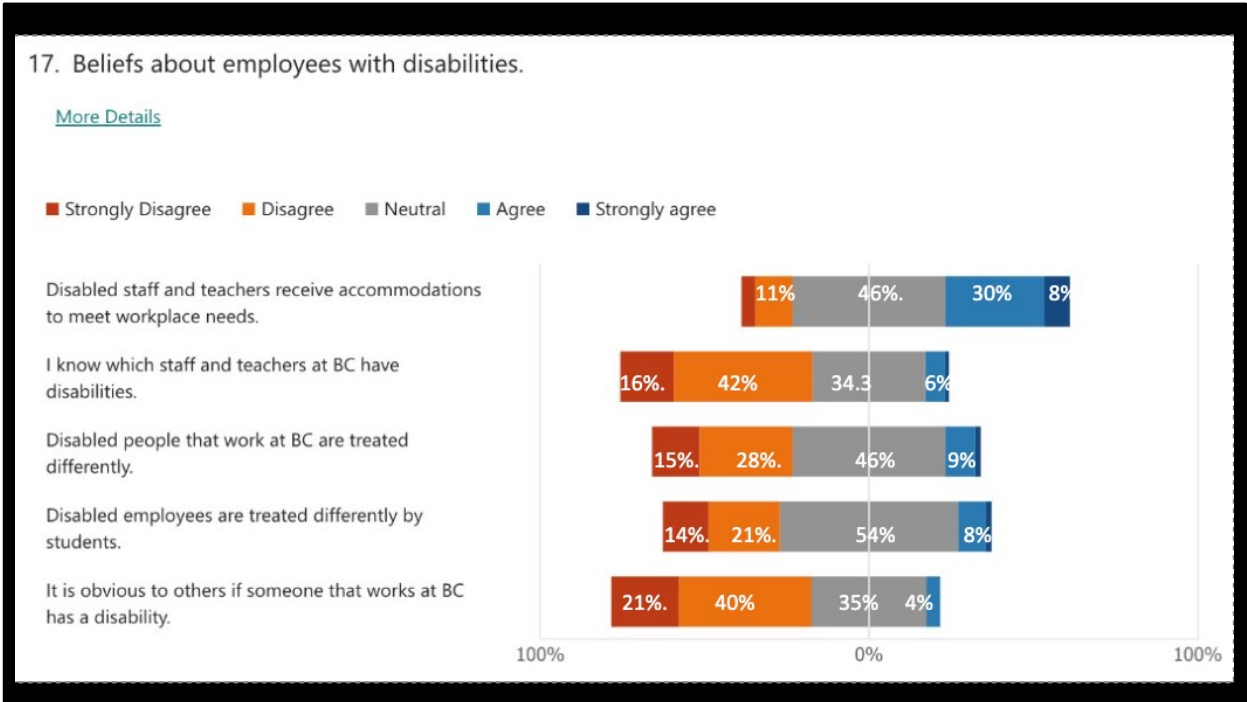
"I have many friends with disabilities/that require accommodations, and they have encountered some issues with faculty, but from my observation, BC is a very accessible school."

"I've had to submit exams for a student with a visual disability. I haven't had any accommodations that I couldn't meet."

"DSPS does a good job getting the accommodations that students need to succeed."

"I've experienced the whole range of students from those who never seek accommodations but are eligible to students who demand individual attention in the classroom which takes away from the learning environment of others. In a classroom setting, I have seen a general sense of respect and welcome to students with disabilities. People are overall helpful and kind in the ways they can be. Students with accommodation slips, students with service dogs, faculty with service dog."

"I believe that BC has a strong service minded culture that includes helping everyone, especially those with disabilities or those who may need a more supporting hand than others."



**Question 17. Data Description:**

A horizontal bar graphs with three questions showing the respondents opinion on a Likert 5-point scale: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree.

Bar graph line 1 asks if, "Disabled staff and teachers receive accommodations to meet workplace needs."

- Strongly Disagree (red segment of bar): 4.2%
- Disagree (orange segment of bar): 11.4%
- Neutral (gray segment of bar): 46.4%
- Agree (light blue segment of bar): 30.1%
- Strong Agree (Dark blue): 7.8%

Bar graph line 2 asks if, "I know which staff and teachers at BC have disabilities."

- Strongly Disagree (red segment of bar): 16.3%
- Disagree (orange segment of bar): 42.2%
- Neutral (gray segment of bar): 34.3%

Agree (light blue segment of bar): 6%  
Strong Agree (Dark blue): 1.2%

Bar graph line 3 asks if, "Disabled people that work at BC are treated differently."

Strongly Disagree (red segment of bar): 14.5%  
Disagree (orange segment of bar): 28.3%  
Neutral (gray segment of bar): 46.4%  
Agree (light blue segment of bar): 9%  
Strong Agree (Dark blue): 1.8%

Bar graph line 4 asks if, "Disabled employees are treated differently by students."

Strongly Disagree (red segment of bar): 13.9%  
Disagree (orange segment of bar): 21.7%  
Neutral (gray segment of bar): 54.2%  
Agree (light blue segment of bar): 8.4%  
Strong Agree (Dark blue): 1.8%

Bar graph line 5 asks if, "It is obvious to others if someone that works at BC has a disability."

Strongly Disagree (red segment of bar): 20.5%  
Disagree (orange segment of bar): 40.4%  
Neutral (gray segment of bar): 34.9%  
Agree (light blue segment of bar): 4.2%  
Strong Agree (Dark blue): 0%

## Experiences with BC Staff related to Accessibility

*"My experience has been that staff and faculty want to help those with disabilities when they are faced with the person with disability, but they do not want to have to change their habits in order to proactively make things accessible and easier for those with disabilities. There is a resistance to change, even as they are saying they want to support people with disabilities."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 7 respondents that provided input regarding their experiences with Bakersfield College staff related to accessibility.

"There are a few administrators/managers that care and ensure employees and students know they are a safe person to talk to, but most are clearly annoyed or apathetic."

"There are faculty who purposely behave in a manner that makes any student with an accommodation or visible disability feel they need to drop the class or education entirely; some brag about these conversations. Many faculty refuse to follow the accommodation paperwork for students or take time to make their class accessible."

"Examples of things faculty have said to students: "You can collect disability I'm sure. Do you need to take a seat that another student needs." "I can't change my class just for you. Do you think you're more important than other students?" "If you need that then this is probably not a good fit for you. You should pick another major." "The elevator is not working this week so make sure you find a friend to get notes from."

"Your wheel chair is in the way, can you come early and situate yourself in the back left corner so the other students don't have to find their way around you?"

"Examples of things administrators and faculty have said to other employees: "If you have that condition you shouldn't be in this role." "I saw you walk yesterday just fine. It appears to some of us that you may not really have the need for this and just trying to get an advantage and that makes us feel ... uncomfortable and quite frankly mad." "If you can't use your hand you can't teach." "Her weight probably causes most her problems." "We should not burn the stairs just because some people need an elevator." "You look fine to me." "Your condition isn't our problem. Maybe this isn't the right job for you." "I don't understand what disabled people expect! We have to change everything just because they were born with some disability!? We have rights too." "You better not let anyone know... you know what happens when they find out." "It's not our departments fault you are disabled." "I think he's really just an alcoholic or on drugs..." "I think it's just for attention."

"We have an employee in our department who has received special accommodations due to a mental disability. It has caused animosity towards this employee with the other employees. They feel that they should be given the same accommodations if this individual is allowed. Example, working remotely from home 100%."

*"The elevators are always out. The doors are rarely accommodating and if they are they don't work half the time. Students miss class because of this. Some faculty don't care and won't follow the accommodations. I've had deaf students who have had to wait to get interpreters. I've had students with disabilities, who have not been accommodated in other classes who I've had to direct to Disabled student services. There is a real disconnect between abled, bodied faculty, and faculty who have disabilities. There are faculty who have actually told students that people with disabilities should not be going to college, and that making those accommodations for their disability hurts students in their regular class. I have overheard conversations where faculty has said people with disabilities should just stay home and take their disability checks that it's a waste of money to make all these accommodations for them. There are buildings on campus that are not accommodated for students with disabilities, which I find infuriating since they've just remodeled much of the campus, and yet we don't have automatic doors for those people who cannot open doors. We need more disabled parking on campus. I have had students complain that they can't park within a reasonable distance from their class because all the disabled spots are full (this comment is coded in more than one area)."*

*"My experience has been that staff and faculty want to help those with disabilities when they are faced with the person with disability, but they do not want to have to*



change their habits in order to proactively make things accessible and easier for those with disabilities. There is a resistance to change, even as they are saying they want to support people with disabilities (this comment is coded in more than one area)."

## Barriers to Bakersfield College Accessibility

*"From my own personal experiences, I do not think everyone knows that what they have is a disability or some people do not like to say they have a disability. We need to screen more and ask more questions so we can better help others."*

"What I have experienced is that administration says they want to support accessibility, but they aren't taking the steps necessary to change our culture and to lead by example. Everyone is busy. To make true change, this has to become a priority and training has to be accomplished and habits changed from the top down despite all of the other work that has to be accomplished. Faculty are still very resistant to make things accessible because it makes more work for them. If it is too much work, then we need more employees so that we can accomplish our work accessibly. I would not be surprised to find that KCCD has had to settle law suits for discrimination against disabled employees. I know some people with disabilities feel bad if others have to do anything to make things accessible for them. How sad is that? Those of us who are able to provide forms, documents, and information in a way that is accessible to everyone are making those that need it feel bad because it might be inconvenient for us."

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 18 respondents that provided positive feedback about the barriers to accessibility at Bakersfield College.

"We have a lot of training available for making content accessible, but staff and faculty are resistant to putting in the time for the training. This is not supported at the top, so the managers are not making it important for employees and they are not giving them sufficient time to take the training. There is also a misconception that it is something that can be taught in 20 minutes or an hour. Unfortunately, there is more to it than what can be covered within a few minutes. It also takes a shift in thinking to proactively make changes to your habits and start out with accessible content."

"The ADA paperwork is a lot and nobody could tell me who can help me fill it out. I have ADHD and a giant stack of paperwork with no assistance in filling it out is antithetical to ADHD accessibility. Even one person whose job it is to help with the ADA paperwork would fix this issue, and it was pretty astonishing to me that I couldn't receive that."

"I'm still struggling to figure out what I can do to get better assistance with my disability. It's been difficult to figure out on my own."

"Working with disabled people at BC causes me anxiety because I feel I could be better equipped with knowledge of resources and services available. I know I can refer them to DSPS but I only understand the surface level of the types of support they may get. I would like to know more about how long the intake process is, what disabilities may qualify for accommodations, what types of accommodations exist, what do students need to do to retain accommodations?"

"I had a student who had gone to disabled student services, and their accommodation said that they get extra time on test come to me and tell me that their professor said they cannot have that extra time that they don't have to do that they were very upset. I directed them back to disabled student services. This is even more of a problem when the disabled student is a student of color."

"About 13% of the population has a disability. If our population of over 30,000 students and employees are representative of the US population, that means that nearly 4,000 individuals at our college have disabilities. It is our responsibility to ensure that they are getting the same opportunities for employment and education as the other 87%. It won't happen overnight, but I sincerely hope we can change our culture to be caring, aware, and eager to help others enough so that they will strive to make documents, the campus, and online content accessible.

I think DSPS is doing a great job for students but we need to get to the bottom of why we can't keep a director in that position. There needs to be continuity in that role or the department and students will suffer. There needs to be more handicapped parking on campus (this comment is coded in more than one area).

*"Students seem socially stunted, academically stunted, and emotionally stunted. Too many seem to so quickly pull the "I have anxiety" card any time an in-class activity requires interactions with peers, any time they encounter a problem, or even asking for accommodations to treat this supposed anxiety. On the other hand, the word "disabled" creates a negative connotation for students as well as staff. Perhaps re-branding DSPS with more inclusive/less belittling language would welcome more students that wouldn't seek help otherwise (this comment is coded in more than one area)."*

"As a dyslexic with ADHD who is open about my experiences, I find that I am better able to support student learning, not only for learning-disabled students but for all of my students. The roles of faculty leaders expanded in recent years and, the number of data systems I had to interact with grew exponentially and the workarounds I had used to do the job with my "high-functioning" dyslexia were no longer acceptable. I tried to get an accommodation so I could get a student worker. What the district wanted was not available for adult "high functioning" dyslexics. It became impossible to continue the job because I couldn't get the support I needed to continue the work I had done well for 6 years."

"Banner is a program that is not fully accessible to screenreader users."

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"Recourses for staff should be granted from HR. The approval process is difficult to get accommodations is difficult especially if it is not an easy fix."

"From my own personal experiences, I do not think everyone knows that what they have is a disability or some people do not like to say they have a disability. We need to screen more and ask more questions so we can better help others."

"We need to increase acts of kindness on campus. Just being aware that some things can be more than inconvenient for those with disabilities. Holding a door for someone to walk through can be helpful whether a person is disabled or not. Seeing someone drop something and picking it up for them may be helpful or just kind. An elevator out in the building doesn't mean it is just going to be inconvenient for students and faculty because they will have to lug heavy bags up the stairs, it could mean students and faculty cannot physically get to the classroom. Alternative plans need to be set in motion immediately, not because someone who is disabled points it out, but because we care about our students and employees. Learning little things like text has to be at least a 12 pt font and have a good contrast can make it possible for people with low vision to get important information. By the way, it is difficult to read, text is too small or doesn't contrast enough with the background, people with 20/20 vision won't bother to read it either."

*"Physical campus is not accessible. First day of class spring semester wheelchair ramps were blocked off due to construction. Accessible bathrooms aren't a thing as far as I've seen. It's not so much as blatant, verbal discrimination, but things like this that make BC inaccessible."*

*"All the fucking elevators are broken, you cannot claim to be accessible when you can't even have the most basic thing. Also many people with chronic pain or mental illnesses aren't able to get official diagnosis or the process is very long and you can't get a diagnosis for a long time and there are no resources for those students. Last thing is dsps is hard to find and navigate and contact, also there isn't many mental disability accommodations. My disability is not visible as it is psychological but I have been seen and accommodated by DSPS ((this comment is coded in more than one area)."*

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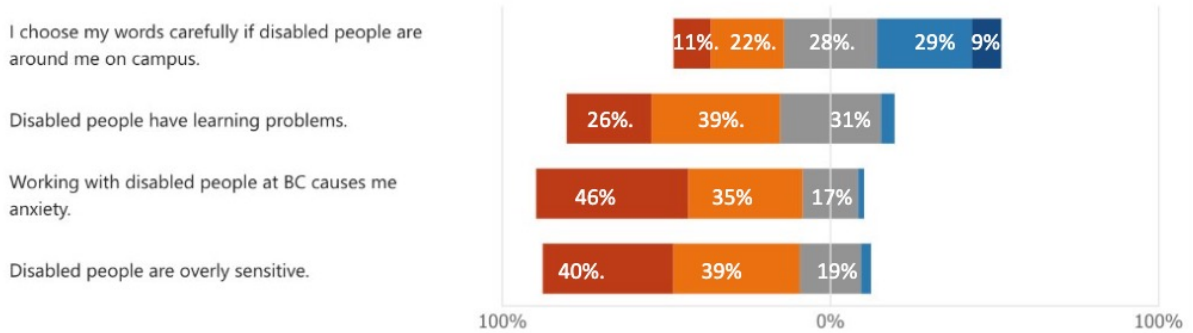
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18. Please respond to the following statements regarding your beliefs about students with disabilities.

[More Details](#)

Strongly Disagree Disagree Neutral Agree Strongly Agree



### Question 18. Data Description:

A horizontal bar graphs with three questions showing the respondents opinion on a Likert 5-point scale: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree.

Bar graph line 1 asks if, "I choose my words carefully if disabled people are around me on campus."

Strongly Disagree (red segment of bar): 11.4%

Disagree (orange segment of bar): 22.3%

Neutral (gray segment of bar): 28.3%

Agree (light blue segment of bar): 28.9%

Strong Agree (Dark blue): 9%

Bar graph line 2 asks if, "Disabled people have learning problems."

Strongly Disagree (red segment of bar): 25.9%

Disagree (orange segment of bar): 39.2%

Neutral (gray segment of bar): 30.7%

Agree (light blue segment of bar): 4.2%  
Strong Agree (Dark blue): 0%

Bar graph line 3 asks if, "Working with disabled people at BC causes me anxiety."

Strongly Disagree (red segment of bar): 46.4%  
Disagree (orange segment of bar): 34.9%  
Neutral (gray segment of bar): 16.9%  
Agree (light blue segment of bar): 1.8%  
Strong Agree (Dark blue): 0%






Bar graph line 4 asks if, "Disabled people are overly sensitive."

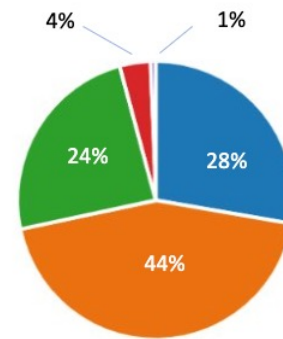
Strongly Disagree (red segment of bar): 39.8%  
Disagree (orange segment of bar): 38.6%  
Neutral (gray segment of bar): 18.7%  
Agree (light blue segment of bar): 3%  
Strong Agree (Dark blue): 0%

### 19. Seeing students with disabilities helps students become more accepting of others?

[More Details](#)

 Insights

 Strongly agree	46
 Agree	73
 Neutral	40
 Disagree	6
 Strongly disagree	1



#### Question 19. Data Description:

A pie graph showing the respondents opinion on a Likert 5-point scale: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree. The statement posed is, "Seeing students with disabilities helps students become more accepting of others?"

Blue cut out of pie chart represents those that identify as "strongly agree" and 28% of total respondents or 46 responses

Orange cut out of pie chart represents those that identify as "agree" and 44% of total respondents or 73 responses

Green cut out of pie chart represents "neutral" and 24% of total respondents or 40 responses

Red cut out of pie chart represents those that identify as "disagree" and 4% of total respondents or 6 responses

Purple cut out of pie chart represents those that identify as "disagree" and 1% of

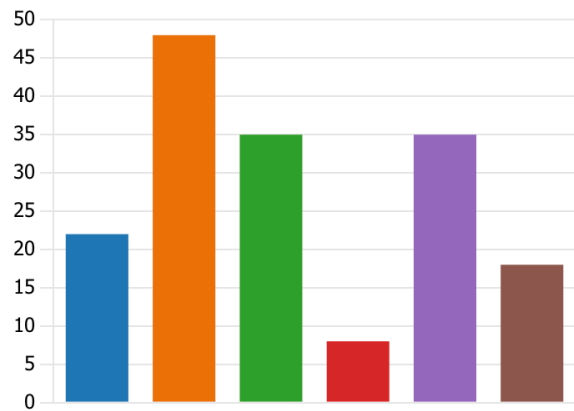
total respondents or 1 responses

# Classroom Accessibility Climate at Bakersfield College

15. How often have you had students with disabilities in your classes?

[More Details](#)

<span style="color: blue;">●</span> All of the time	22
<span style="color: orange;">●</span> Frequently	48
<span style="color: green;">●</span> Seldom	35
<span style="color: red;">●</span> I have never had a student with ...	8
<span style="color: purple;">●</span> My role at the college does not ...	35
<span style="color: brown;">●</span> I do not know	18



### Question 15. Data Description:

The image shows a graph with different colored bars. The Y axis shows number of respondents zero through 50. The X axis represented frequency of contact, with students with disability in classes. Varying colors showing the location(s) people most identify.

This graph has 6 bars or categories showing the varied location(s) where people work or attend class.

First, "All of the time" had 22 respondents and is shown in a blue bar.

Second, "Frequently" had 20 respondents and is shown by a orange bar.

Third, "Seldom" had 35 respondents and is shown by a green bar.

Fourth, "I have never had a student with disabilities in any of my classes" had 8 respondents and is shown by a red bar.

Fifth, "My role at the college does not include class" had 35 respondents and is shown by a purple bar.

Lastly, "I don't know" had 18 respondents and is shown by a brown bar.



## 16. Beliefs about students with disabilities.

[More Details](#)

Strongly Disagree Disagree Neutral Agree Strongly agree

Disabled students receive accommodations to meet classroom needs.



I know which students have disabilities.



Disabled students are treated differently by classmates.



Disabled students are treated differently by faculty.



It is obvious to others if students have a disability.



100%

0%

100%

### Question 16. Data Description:

A horizontal bar graphs with five statements showing the respondents opinion on a Likert 5-point scale: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree.

Bar graph line 1 asks if, "Disabled students receive accommodations to meet classroom needs."

Strongly Disagree (red segment of bar): 2.4%

Disagree (orange segment of bar): 7.2%

Neutral (gray segment of bar): 22.3%

Agree (light blue segment of bar): 45.2%

Strong Agree (Dark blue): 22.9%

Bar graph line 2 asks if, "I know which students have disabilities."

Strongly Disagree (red segment of bar): 7.2%

Disagree (orange segment of bar): 24.7%

Neutral (gray segment of bar): 34.9%

Agree (light blue segment of bar): 25.9%  
Strong Agree (Dark blue): 7.2%

Bar graph line 3 asks if, "Disabled students are treated differently by classmates."

Strongly Disagree (red segment of bar): 16.9%  
Disagree (orange segment of bar): 31.3%  
Neutral (gray segment of bar): 39.2%  
Agree (light blue segment of bar): 10.8%  
Strong Agree (Dark blue): 1.8%

Bar graph line 4 asks if, "Disabled students are treated differently by faculty."

Strongly Disagree (red segment of bar): 19.3%  
Disagree (orange segment of bar): 30.7%  
Neutral (gray segment of bar): 38.6%  
Agree (light blue segment of bar): 9.6%  
Strong Agree (Dark blue): 1.8%

Bar graph line 5 asks if, "It is obvious to others if students have a disability."

Strongly Disagree (red segment of bar): 19.9%  
Disagree (orange segment of bar): 41.6%  
Neutral (gray segment of bar): 31.3%  
Agree (light blue segment of bar): 7.2%  
Strong Agree (Dark blue): 0%

## Concerns Misuse of Accessibility Accommodation

*"Overall, the climate is good. Some people, both faculty and students "exploit" the disability to attain extra benefits that the "mainstream" do not. I have students who want to take exams in the testing center, after the class has taken the exam. They have learned all they need to do is say they have test anxiety and then they are given the extra time and accommodation. This distracts from students who truly need that accommodation and truly do have test anxiety. When over 70% of the class is seeking accommodation by the end of the semester, it seems there is a lack of "quality" evaluation occurring."*

The final question of the survey was optional and qualitative and asked, "Comments/Please describe experiences you have had here at BC with our services, employees, and/or students." There were 6 respondents that discussed concerns about misuse of accessibility accommodation.

"But year after year, I grow increasingly concerned about how many students receiving a DSPS form are legitimate. Is the process more guesswork than science? For those who work closely with students over an entire 16 weeks in a semester, spend much more time with them than do the DSPS staff, those of us who are sensitive, supportive and intuitive about special needs, find it hard to not suspect that the majority of students in recent years receiving DSPS forms have figured out how to game the system for personal advantage."

*"Disability has more to do with the physical environment than the person. I need DSPS students to be able to have an 'interpreter' to accommodate whatever disability they have. Some students have a hard time reading, they need a translator there to help them read and write notes."*

*"Overall, the climate is good. Some people, both faculty and students "exploit" the*

disability to attain extra benefits that the "mainstream" do not. I have students who want to take exams in the testing center, after the class has taken the exam. They have learned all they need to do is say they have test anxiety and then they are given the extra time and accommodation. This distracts from students who truly need that accommodation and truly do have test anxiety. When over 70% of the class is seeking accommodation by the end of the semester, it seems there is a lack of "quality" evaluation occurring."

"The students who have undergone the formal process of receiving accommodations have all been just as much of the student population as any other student. And, in that way, I think having a campus culture that recognizes students with disabilities (assuming they are comfortable with the attention) does a lot to help everyone develop a greater sense of empathy and respect to those who have disabilities. Though, I hope I do not communicate this in a way that suggests BC has a campus culture that is prejudiced against people with disabilities. (Structurally, of course, all institutions need some fixes to address historical barriers.) There's always room for improvement and room for reminders to be inclusive and uphold the ideals of academia (this comment is coded in more than one area)."

"This survey did not include blindness as a disability. I believe it should not be implied but should be clearly stated. We need to address it as what it is. This exactly is what we need to do as part of the maturing process for disability inclusion. My experience has been that staff and faculty want to help those with disabilities when they are faced with the person with disability, but they do not want to have to change their habits in order to proactively make things accessible and easier for those with disabilities. There is a resistance to change, even as they are saying they want to support people with disabilities ((this comment is coded in more than one area)."