



**Division of University Inclusivity & Student Affairs
Student Accessibility Services
2022-2023**

Mission Statement

Student Accessibility Services (SAS) collaborates with students, instructors, and staff to ensure equal educational and programmatic access for eligible students with documented disabilities. We provide students the opportunity to reach their full potential by creating academic accommodations and support services along with promoting independence and self-advocacy. Additionally, we serve as a campus and community resource on post-secondary disability issues.

2022-2023 Student Outcomes

- 1. Registered students with Student Accessibility Services Office will learn about the services that the office provides and how to request accommodations specific to their eligibility.**

SAS continues to work with students to help them understand SAS services. After each intake, students are sent an email reminding them of their SAS eligibilities, how to request services, and if there are additional campus resources. Before each term, an email is sent through GB ACCESS to all students who have not requested their accommodations yet. Implementing these small changes, SAS has seen a decrease in the number of students needing to request their accommodations during our SAS Spring Call Out Campaign. In Spring 2023, SAS staff called 59 students in comparison to the 125 students contacted the previous year. Many of the students called did not need to request any accommodations. Providing information in several different ways, allows students to understand how to request and utilize their academic accommodations.

- 2. Students eligible for Glean and Capti will learn how to utilize the assistive technology.**

The information found on our SAS website is now especially clearer with the recent update to the website (June 23). During each intake, students eligible for Glean or Capti Voice will be shown how to access their accounts and given the company's tutorial. SAS offers appointments to go over technology but very few students request an appointment.

- 3. SAS students and eligible alumni will have the opportunity to participate in the Workforce Recruitment Program (WRP).** WRP is a recruitment and referral program that connects federal and private-sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to demonstrate their abilities in the workplace through summer or permanent jobs.

Due to staffing issues in Career Services and demands on our SAS potential and current students, SAS provided very little information on WRP. SAS staff went through the WRC training but did not have any students participate in the program. We may explore once again in 2023-24 as the Director of Career Services has shown some interest in this program.

- 4. In recognition of supporting SAS students as a university-wide initiative, SAS will support and train faculty and staff in best practices regarding accessibility. (Repeated outcome from the previous year)**



- a. Designing Accessible Resources for Faculty and Staff Canvas course has been available for UWGB faculty and staff. Information has been provided on our website and any training we have done for UWGB departments. Currently, we have 65 people enrolled with 16 people completing the training and earning their badge. CATL and Library (Open Educational Resources) are working to promote this course for UWGB faculty.
- b. In conjunction with the Committee on Accessibility Issues and other campus partners, the UWGB Community hosted events in the month of October. Career Services had the Division of Vocational Rehabilitation (DVR) put on an employment session. Student Engagement has a poster campaign in the University Union. Other departments highlighted accessibility practices. More work will continue to be needed to be done to promote accessibility as disability touches all spaces and places in our campus community.

Data Reporting (Programs/Services)

Yearly Summary 2019-20 to 2022-23

Number of Enrolled Students

	2019-2020	2020-2021	2021-2022	2022-2023
ADD/ADHD	75	81	104	141
Autism Spectrum Disorders	21	18	23	28
Brain Injury	8	13	18	19
Health Impairment	39	34	35	48
Hearing Disability	12	14	9	8
Learning Disability	57	53	51	61
Mobility/Physical Disability	7	10	8	11
Psychological Disability	119	103	120	117
Visual Disability	5	4	9	7
Other Disability	1	6	7	1
TOTAL	344	336	384	441

Number of Students Who Earned a Degree

2019-2020	37
2020-2021	47
2021-2022	67
2022-2023	70
TOTAL	203

Academic and Housing Accommodations

	2019-20	2020-21	2021-22	2022-23
# Students - Academic Accommodations	209	236	304	350
# Requests for Academic Accommodations	1290	1521	2013	2328
# Students - Housing Accommodations	24	26	45	40



Fall 2019, Fall 2020, Fall 2021, Fall 2022

Enrolled Students

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ADD/ADHD	60	74	92	107
Autism Spectrum Disorders	21	17	16	25
Brain Injury	6	12	13	17
Health Impairment	38	33	32	34
Hearing Disability	12	11	9	7
Learning Disability	52	49	49	55
Mobility/Physical Disability	7	8	6	9
Psychological Disability	106	87	102	98
Visual Disability	5	2	8	2
Other Disability	1	2	7	3
TOTAL	308	295	334	367

Academic Accommodations

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Students Eligible for Accommodations	308	295	334	373
Requested Academic Accommodations	615	720	987	1100

Alternative Testing

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Eligible for Testing Accommodations	137	150	207	235
Requested Testing Accommodations	528	603	812	915
Total Classes with Testing Requests	363	442	532	588

Fall 2019 - GPA Report

	Requested Accommodations	No Accommodations	Fall Totals	Percent
0.00 - 1.99	17	26	43	16%
2.00 - 2.49	6	11	17	6%
2.50 - 3.49	64	45	109	40%
3.50 - 4.00	56	50	106	38%
TOTALS	143	132	275	100%

Fall 2020 – GPA Report

	Requested Accommodations	No Accommodations	Fall Totals	Percent
0.00 - 1.99	12	12	24	9%
2.00 - 2.49	17	8	25	9%
2.50 - 3.49	51	28	79	30%
3.50 - 4.00	82	56	138	52%
TOTALS	162	104	266	100%



Fall 2021 - GPA Report

	Requested Accommodations	No Accommodations	Fall Totals	Percent
0.00 - 1.99	30	5	35	11%
2.00 - 2.49	18	12	30	10%
2.50 - 3.49	76	25	101	33%
3.50 - 4.00	104	39	143	46%
TOTALS	228	81	309	100%

Fall 2022 - GPA Report

	Requested Accommodations	No Accommodations	Fall Totals	Percent
0.00 - 1.99	39	10	49	14%
2.00 - 2.49	19	13	32	9%
2.50 - 3.49	88	35	123	35%
3.50 - 4.00	109	34	143	42%
TOTALS	255	92	347	100%

Spring 2020, Spring 2021, Spring 2022, Spring 2023

Number of Enrolled Students

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
ADD/ADHD	63	69	86	115
Autism Spectrum Disorders	20	14	18	26
Brain Injury	8	11	18	14
Health Impairment	32	30	32	42
Hearing Disability	9	8	7	7
Learning Disability	51	48	44	52
Mobility/Physical Disability	7	8	7	9
Psychological Disability	86	79	99	90
Visual Disability	5	4	6	6
Other Disability	1	4	7	0
TOTAL	282	275	324	361

Academic Accommodations

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Eligible for Academic Accommodations	282	275	232	261
Requested Academic Accommodations	607	669	914	1082

Alternative Testing

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Eligible for Testing Accommodations	140	154	192	177
Requested Testing Accommodations	501	574	694	808
Total Classes with Testing Requests	347	387	487	560



Spring 2020 – GPA Report

	Requested Accommodations	No Accommodations	Spring Totals	Percent
0.00 - 1.99	8	8	16	6%
2.00 - 2.49	13	7	20	8%
2.50 - 3.49	50	42	92	35%
3.50 - 4.00	76	55	131	51%
TOTALS	147	112	259	100%

Spring 2021 - GPA Report

	Requested Accommodations	No Accommodations	Spring Totals	Percent
0.00 - 1.99	10	14	24	10%
2.00 - 2.49	11	7	18	7%
2.50 - 3.49	52	22	74	30%
3.50 - 4.00	86	42	128	53%
TOTALS	159	85	244	100%

Spring 2022 – GPA Report

	Requested Accommodations	No Accommodations	Spring Totals	Percent
0.00 - 1.99	21	10	31	11%
2.00 - 2.49	10	3	13	4%
2.50 - 3.49	60	28	88	31%
3.50 - 4.00	124	28	152	54%
TOTALS	215	69	284	100%

Spring 2023 – GPA Report

	Requested Accommodations	No Accommodations	Spring Totals	Percent
0.00 - 1.99	31	10	41	13%
2.00 - 2.49	18	4	22	7%
2.50 - 3.49	70	34	104	32%
3.50 - 4.00	120	35	155	48%
TOTALS	239	83	322	100%



Summer 2020, Summer 2021, Summer 2022, Summer 2023

Number of Enrolled Students

	Summer 2020	Summer 2021	Summer 2022	Summer 2023
ADD/ADHD	25	30	43	NA
Autism Spectrum Disorders	8	6	6	NA
Brain Injury	3	0	8	NA
Health Impairment	15	11	14	NA
Hearing Disability	5	4	2	NA
Learning Disability	16	17	20	NA
Mobility/Physical Disability	2	2	2	NA
Psychological Disability	41	35	52	NA
Visual Disability	4	2	2	NA
Other Disability	2	4	1	NA
TOTAL	121	111	150	NA

Academic Accommodations

	Summer 2020	Summer 2021	Summer 2022	Summer 2023
Eligible for Academic Accommodations	121	99	152	NA
Requested Academic Accommodations	113	82	130	NA

Alternative Testing

	Summer 2020	Summer 2021	Summer 2022	Summer 2023
Eligible for Testing Accommodations	45	36	59	NA
Requested Testing Accommodations	105	79	111	NA
Total Classes with Testing Requests	75	58	87	NA

Summary of services:

Consistent with national trends, SAS continues to serve more and more students each year for disability-related services both for academic and housing accommodations. Reviewing the data of total students registered, SAS had seen an increase of almost 100 more students in the past four academic years. Although this report does not show secondary disabilities, over 50% of students registered with SAS services indicate mental health as a primary or secondary disability. Along with mental health, we are also seeing an increase in the number of students with ADHD and Health Impairments.

Requests for academic accommodations have increased by over 1,000 requests. SAS continues to serve more and more students who have complex needs. We are serving more students and in terms working with faculty to ensure access.

Over 75% of students registering for SAS services continue to have over a 2.5 GPA. Only 10-14% have GPAs lower than a 2.0 GPA. By serving more students, we are seeing the students reach their goal of graduation. SAS continues to do valuable work at UW-Green Bay to ensure access.



Culture of Evidence Rubric Evaluation (inserted with spring 2022 outcomes)

Divisional Student Learning Outcomes Measuring a Culture of Evidence for Student Accessibility Services Date: 07/07/22__

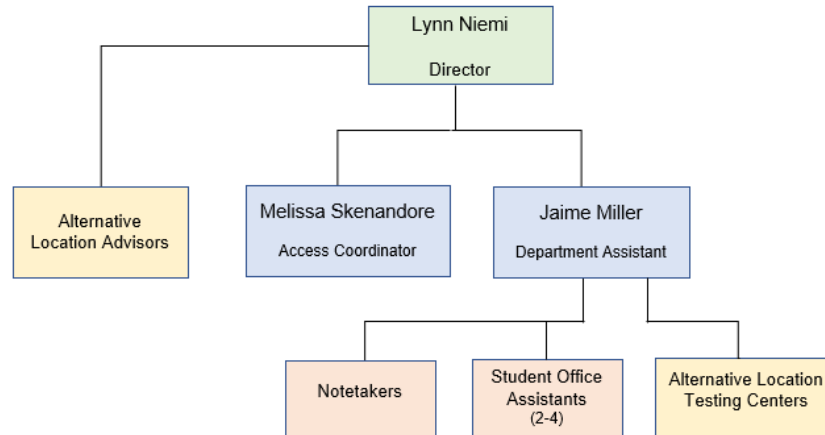
A Culture of Good Intentions (1 point)		A Culture of Justification (2 points)	A Culture of Strategy (3 points)	A Culture of Evidence (4 points)	Points
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are doing (i.e., operational or procedural specificity).	People can describe what they are accomplishing (i.e., strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.	4
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.	3
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made. Cloudy.	Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.	3.5
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.	3
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.	3

Total Culture Points

TOTAL: 16.5



Current Org Chart



Signature Event

SAS did not organize a signature event for disability awareness. However, SAS staff had a number of professional development activities and presentations that promotes accessibility/disability issues.

- Board of Regents Education Committee Presentation: **Serving Students with Disabilities: A Panel Discussion with Senior Student Affairs Offices, Disability Service Directors, and Students** on September 29, 2022
- UW HELP: **Providing Access and Removing Barriers for Students with Disabilities in College – What you need to know.** (October 6, 2022)
- UWGB Student Spotlight: [Kaylee Mueller](#) (October 21, 2022)
- UWGB IDI Conference: **Using Universal Design for Learning (UDL) to Create Access and Increase Student Success** (January 10, 2023)
- UWGB Library Inclusive Reads & Conversations: **Academic Rigor and Accessibility** (February 22, 2023)
- Wisconsin College Professional Association Professional Institute: **Designing Accessible Resources Presentation** (April 20, 2023)
- Many UWGB events throughout this year, SAS Staff tabled and supported the campus community events.

Selected Departmental Accomplishments

- **UWGB Accessibility Training (Designing Accessible Resources):**
- **SAS Outreach:**

COMMUNITY: SAS staff were involved in community outreach. Brown County Community on Transitions (also Calumet and Manitowoc Counties) and GBAPSD Parent Advisory Counsel for students with IEPs. Attend GBAPSD Special Education staff meetings. Attended transition Fairs in Shawano/Menomonee, Brown, Kewaunee, and Manitowoc counties.



UWGB CAMPUS OUTREACH: Attended all locations for SAS training. Visual presence in Pride, MESA, First Nations Studies, and Veterans At Ease Lounge. SAS Staff presented at GBO and First Year Seminars. SAS also collaborates with the Center for the Advancement of Teaching and Learning (CATL) to promote accessible instruction and attend quarterly meetings. Two of four colleges responded to SAS's request to speak with unit chairs to support access. Met with new faculty at two of the four colleges.

- **Phone Call-Out Campaign:** In Spring 2023, SAS staff contacted 59 students who had not requested accommodations through GB ACCESS.

Other (unique to departments)

Chancellor's Veteran Reception Award

SAS staff received an award at the 17th annual Chancellor's Veteran reception for being an office that is supportive of our UWGB veterans. SAS staff attend Veteran Open House activities and members of the Veterans support team.

GBO and GB Welcome

SAS staff participated in GBO and Welcome to inform students and their families about SAS services.

UWGB Commencements

- All SAS Staff participated in Fall and Spring Commencements to assist students to receive their diplomas
- Supported real-time captioning at Spring Commencement

Attended several UWGB Activities to support students

- Harvest Feast
- UWGB Safety Walk
- First Nation Student Summit
- First Nations Studies Graduation Celebration
- Lavender Graduation
- MESA Awards and Graduation Celebration

2022-2023 Student Outcomes

- 1. Registered students with Student Accessibility Services Office will learn about the services that the office provides and how to request accommodations specific to their eligibility.**
- 2. Support campus accessibility initiatives for greater physical, digital, and community access.**
 - a. Create an accessible map
 - b. Digital Accessibility Institutional Review Committee
 - c. Participate in the Workforce Recruitment Program (WRP)
 - d. Designing Accessible Resources Canvas Courses
- 3. Support students and instructional staff/faculty with navigating reasonable flexibility accommodations.**