

# ANNUAL REPORT 2025-2026

San Jose State University

Accessible Education Center

# TABLE OF CONTENTS


Mission, Vision, & Goals ____ 3

- Mission ____ 3
- Vision ____ 3
- Goal ____ 3

Demographics ____ 4

- Enrollment ____ 4
- Primary Disability ____ 4
- College ____ 5

Accommodations, Services, & Auxilary aids ____ 6

- Alternative Testing ____ 7
- Deaf or Hard of Hearing (DHOH) ____ 7
- Alternative Formats ____ 8
- Notetaking Services ____ 8

Learning outcomes ____ 9

Survey results ____ 11

- Experience of Students with Disabilities on Campus ____ 12
- Faculty Assessment of Campus Accommodations for Students with Disabilities ____ 17

# MISSION, VISION, & GOALS

## Mission

The Accessible Education Center (AEC) is committed to an inclusive and collaborative learning environment. The AEC provides access through accommodations, services, and design; facilitating an equal opportunity for students with disabilities to participate in all University programs and services.

## Vision

The Accessible Education Center (AEC) will be the leader in creating an environment of access, equity, and inclusion for students with disabilities. Through collaboration with students, faculty, staff and the campus community, the AEC will promote independence and academic excellence by embracing and applying universal design concepts. The AEC will foster positive disability identity, independence, and self-advocacy as an essential element embedded in the fabric of diversity through inclusive excellence.

## Goal

- The AEC will lead and collaborate on a commitment to access and equity for students with disabilities as an integral aspect of University's culture.
- The AEC will advise and educate the campus community about disability & inclusive practices as it applies to students with disabilities.
- The AEC will provide services, strategies, and reasonable accommodations to mitigate the barriers faced by students with disabilities.
- The AEC will develop and manage resources guided by our mission.
- The AEC staff will engage in ongoing professional development activities and stay up-to-date on research, legislation, policies, and advancements that impact access, programs/service, and equity for students with disabilities.

# DEMOGRAPHICS

## Enrollment

| Semester | Enrollment |
|---|---|
| Fall 2025 | 1,761 |
| Spring 2026 | 1,994 |

AY 2025-26:

- Applications: 1,328
- Intakes: 817
- Housing Applications: 125
- Housing Intakes: 33

When compared to previous year:



- Enrollment increase Fall: 9% & Spring 19.5%
- Application increase: 19%
- Intake increase: 21%
- Housing application increase: 15.7%

| Primary Disability | % |
|---|---|
| ADD/ADHDH | 27% |
| Autism (ASD) | 18% |
| Deaf or Hard of Hearing (DHOH) | 2% |
| Learning Disability (LD) | 14% |
| Medical | 16% |
| Mental Health | 20% |
| Mobility Impairment | 1% |
| Visually Impairment | 1% |
| Other | 1% |



37% of registered students have two or more disabilities; Increase of 3%

17% of registered student's secondary disability is mental health; increase of 2%

| Ethnicity | % |
|---|---|
| American Indian or Alaskan Native | 1% |
| Asian | 26% |
| Black or African American | 6% |
| Hispanic/Latinx | 24% |
| Native Hawaiian or Other Pacific Islander | 0% |
| Two or more races | 1% |
| White | 27% |
| Not Specified | 15% |

| College | % |
|---|---|
| Business | 13% |
| Education | 6% |
| Engineering | 14% |
| Grad Studies | 1% |
| Health & Human Sciences | 11% |
| Humanities & Arts | 17% |
| Information, Data, & Society | 7% |
| Professional & Global Education | 1% |
| Science | 9% |
| Social Science | 19% |
| Undergrad Studies | 2% |



Affiliations:

| | | | |
|---|---|---|---|
| 9% Dept of Rehab | 6% EOP | 33% 1st Gen | 1% Guardian Scholars |
| 2% International | 1% Athlete | 3% Veteran | |

# ACCOMMODATIONS, SERVICES, & AUXILARY AIDS

The AEC provides a full range of accommodations, services, and auxiliary aids to support curricular and co- curricular requirements/activities, including on-line courses, internships/practicum, and housing for students with disabilities.

Accommodations are determined and prescribed on a case-by-case basis in an effort to minimize the impact of students' functional limitations. Providing accommodations requires daily interactions with students, faculty, staff, and administrator via phone, email, or in person. Services are provided across the University and at all times, including evening hours and weekends.

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

| Accommodations | Fall '25 | Spring '26 |
|---|---|---|
| Alternative Formats | 804 | 955 |
| Alternative Testing | 1188 | 1389 |
| Notetaking Services | 972 | 1126 |
| Assistive Technology | 838 | 990 |
| Classroom Access | 514 | 580 |
| DHOH | 31 | 32 |
| Accessible Furniture | 26 | 34 |
| Housing | 99 | 109 |

## Alternative Testing

The AEC's Testing Center is equipped with assistive technology software and hardware to support the administration of accommodated exams on behave of faculty. The center houses 38 accessible stations. During peak testing times (midterms and/or finals) testing expands to the AEC in MLK, IS 223, and IS 228.

| | AY 2025-26 |
|---|---|
| Total Exam Requested | 5148 |
| # of Students Requesting | 695 |
| # of Classes | 1273 |
| # AEC proctored non-finals exams | 3429 |
| # AEC proctored finals exams | 1498 |
| Total # hours of proctored exams | 7,300 |

## Deaf or Hard of Hearing (DHOH)

DHOH services facilitates communication for students who are Deaf, or Hard of Hearing. The DHOH provides professional Educational Sign-Language Interpreting and Educational Real-Time Captioning services. Notetaking services and an Assistive Listening Device (ALD) Loaner Program are also available.

| | Fall '25 | Spring '26 |
|---|---|---|
| Interpreting Services Hours | 3201 | 2189 |
| Captioning Services Hours | 3501 | 3444 |

## Alternative Formats

Alternative formats are provided for curriculum requirements. Formats are determined by individual student need and the ability to provide the curriculum material in the desired format. Possible alternative media formats include Braille, E-text (electronic text), EPUB, Bookshare and large print.

| | Fall '25 | Spring '26 |
|---|---|---|
| # of Books converted | 361 | 293 |
| Total # of pages | 264,587 | 182,283 |

## Notetaking Services

Notetaking services are designed to reduce disability-related barriers that impact a student's ability to take notes during class. However, students are still responsible for using academic skills and management strategies to learn the material.

| | Fall '25 | Spring '26 |
|---|---|---|
| # of confirmed requests | 147 | 98 |
| # of Assigned Peer Notetakers | 96 | 56 |
| # of Glean Users | 308 | 326 |



- Assistive technology use for notetaking reduced the requests for peer-to-peer notetaking by an average of 65%.

# LEARNING OUTCOMES

The Accessible Education Center (AEC) has maintained its process of ascertaining students' skill sets with respect to students' knowledge of their disability and accompanying functional limitations by way of the *Interactive Process*. The *Interactive Process* is the collaborative process in which a student and AEC professional counselor engage in discussion, review, and/or implementation of reasonable and appropriate academic accommodations. Moreover, the interactive process is an ongoing process as the student's disability and (co) curriculum requirements change each academic semester.

Upon first registering with the AEC, new or existing University students answer the following questions as part of the application:

1. LO #1: What is the name of your disability(ies)? If the specific name of your disability is not coming to mind, simply explain what the disability is in a few words.

2. LO #2: Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, talking tests, reading, etc.)."

During AY 2025-2026, AEC Counselors engaged with 817 students ranging from freshman to senior standing students, as well as graduate, transfer, and Open University students. There were disparities between students' perceived notions of their disability, and presenting functional limitations, as well as the actual disability diagnoses, and functional limitations. Each time a students' perception did not match accurate disability-related information, counselors educated students. Counselors referred to the disability documentation in the student's case file in conjunction with the counselor's disability knowledge when educating students. What follows is data on students expressed knowledge of their disabilities and the impacts of their disabilities on daily activities as assessed by the end of the intake session with the counselor.

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

| | LO #1 Counselor Response | LO #1 Met Objective |
|---|---|---|
| Yes | 628 | 768 |
| No | 43 | 4 |
| Somewhat | 146 | 45 |

In response to LO #2 (assessing perceptions), can you provide at least one example impact to daily activities: The staff member reviewing the application and submitted documentation recorded the "Counselor Response" based on the student's self-report. During the Intake, the counselor discussed with the student their response, provided education as needed, and recorded if the "objective was met" based on the student's oral response.

| | LO #2 Counselor Response | LO #2 Met Objective |
|---|---|---|
| Yes | 636 | 768 |
| No | 137 | 1 |
| Somewhat | 44 | 48 |

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

At the conclusion of intake, the percentage of students demonstrating achievement of LO #1 increased from 76.9% for the counselor response to 94.0% for meeting the objective, representing a 17.1% increase. The percentage of students demonstrating achievement of LO #2 increased from 77.8% for the counselor response to 94.0% for meeting the objective, representing a 16.2% increase.

Given the complexity of disability management and the evolution of ones' understanding of their disability, the interactive process with an AEC counselor continues to be a critical component to assisting a student to further understand and manage their disability in an independent university system and their daily life activities

# SURVEY RESULTS

At the conclusion of AY 2025-26, online surveys were deployed to three key stakeholder groups across SJSU: registered students with documented disabilities, faculty, and administrators. The intention of these surveys was to get feedback on the utility, quality, and effectiveness of services on campus to support students with disabilities. The surveys are a combination of questions representing those created by the Association of Higher Education and Disability (AHEAD)[1] and in support of the data collection for Division of Student Affairs Assessment.

This academic year **45 students & 85 faculty** participated in the surveys.

Years Registered with AEC (N=45)

| Years Registered | Students |
|---|---|
| Less than one year | 17 |
| One year | 9 |
| Two years | 11 |
| Three years | 2 |
| Four years | 4 |
| Five or more years | 1 |

## Experience of Students with Disabilities on Campus

Students rated their experiences with campus accommodations and accessibility of campus offices, as well as their interactions with instructors and the AEC. For each category of survey questions, the average score is shown for the overall category as well as for each individual item in the category. The number (n) of students who responded to each set of questions is also shown.

### Use of Accessible Education Center (N=43)

63%

I use accommodations regularly, for example I take most of my tests with accommodations, use notes for many of my classes, or see the staff on a regular basis.

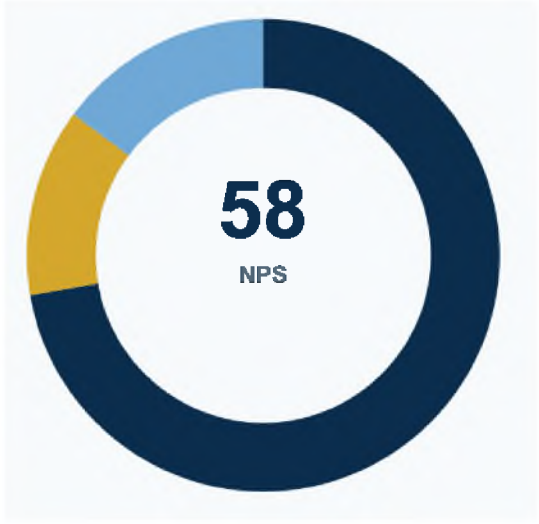
30%

I use the office rarely, for example, I've only stopped in to see the staff when my disability flares up or I have difficulty with an instructor.

7%

I signed up but don't need accommodations nor to see the staff.

### Net Promoter Score (N=44)



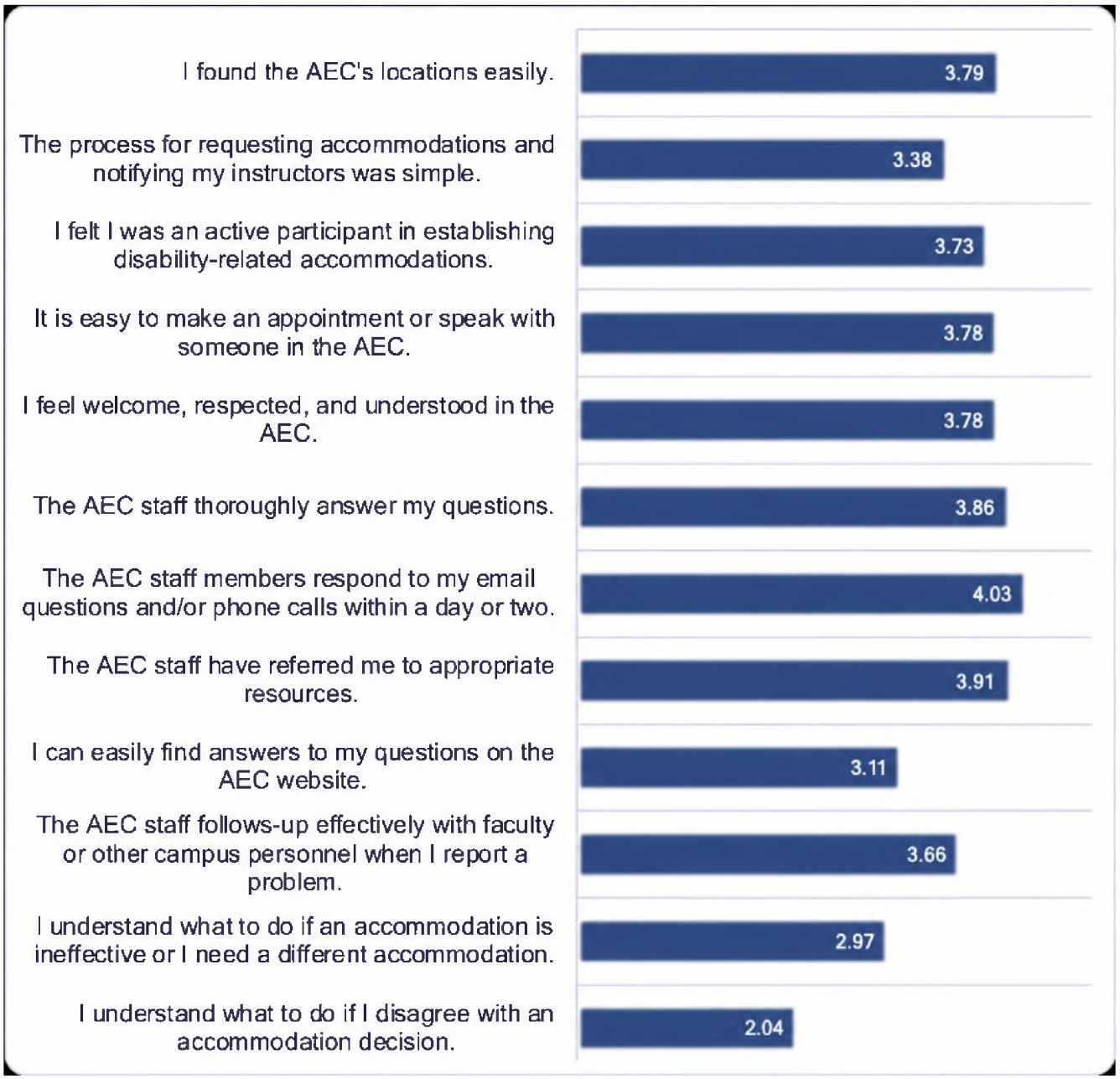

**Response categories**

| | |
|---|---|
| Promoters | 73% |
| Passives | 13% |
| Detractors | 15% |

## Interactions with the Accessible Education Center (N=120)

The overall average rating for interactions with the AEC was 3.52 out of 5

*Scale 0= Strongly Disagree to 5= Strongly Agree*

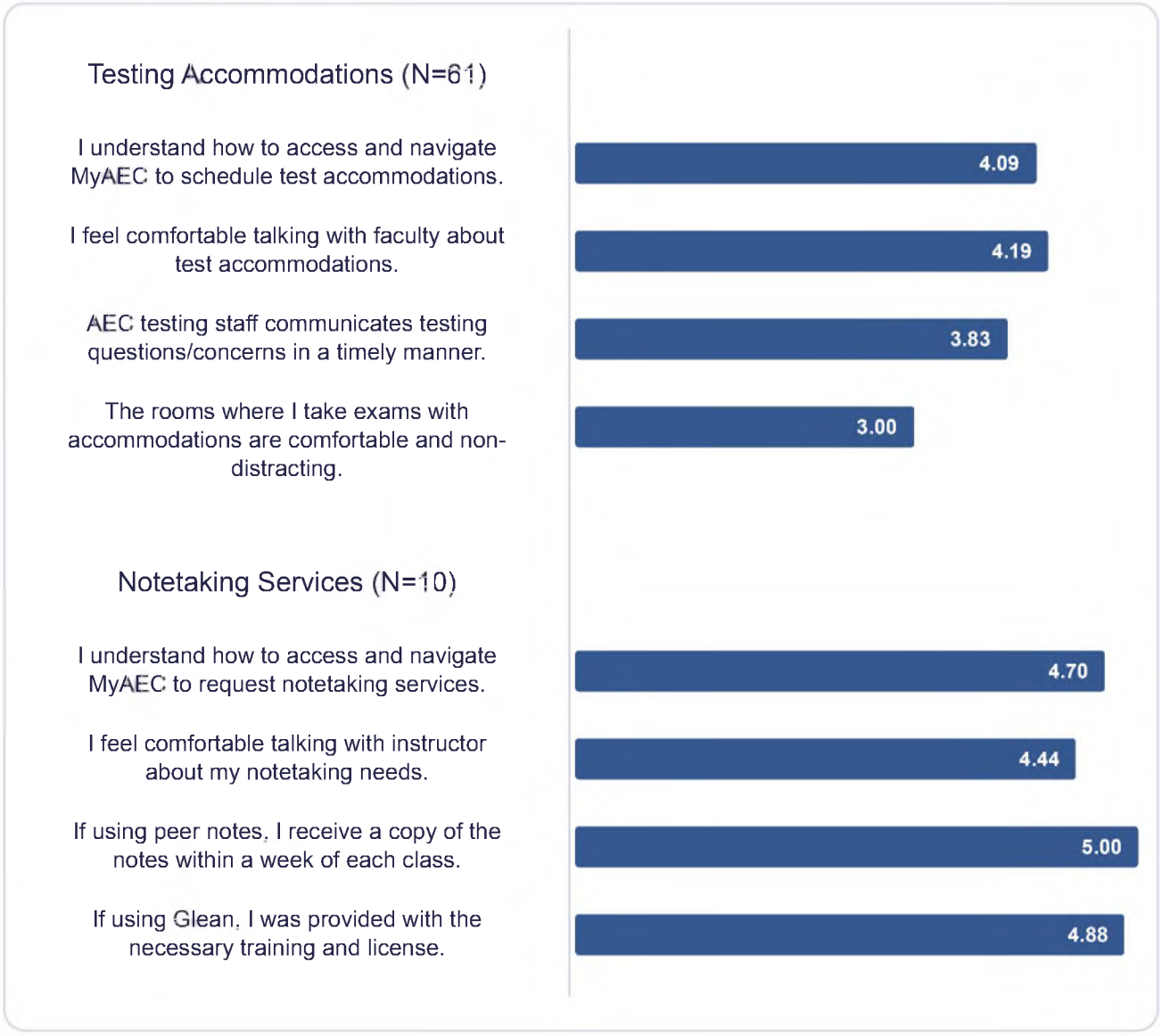


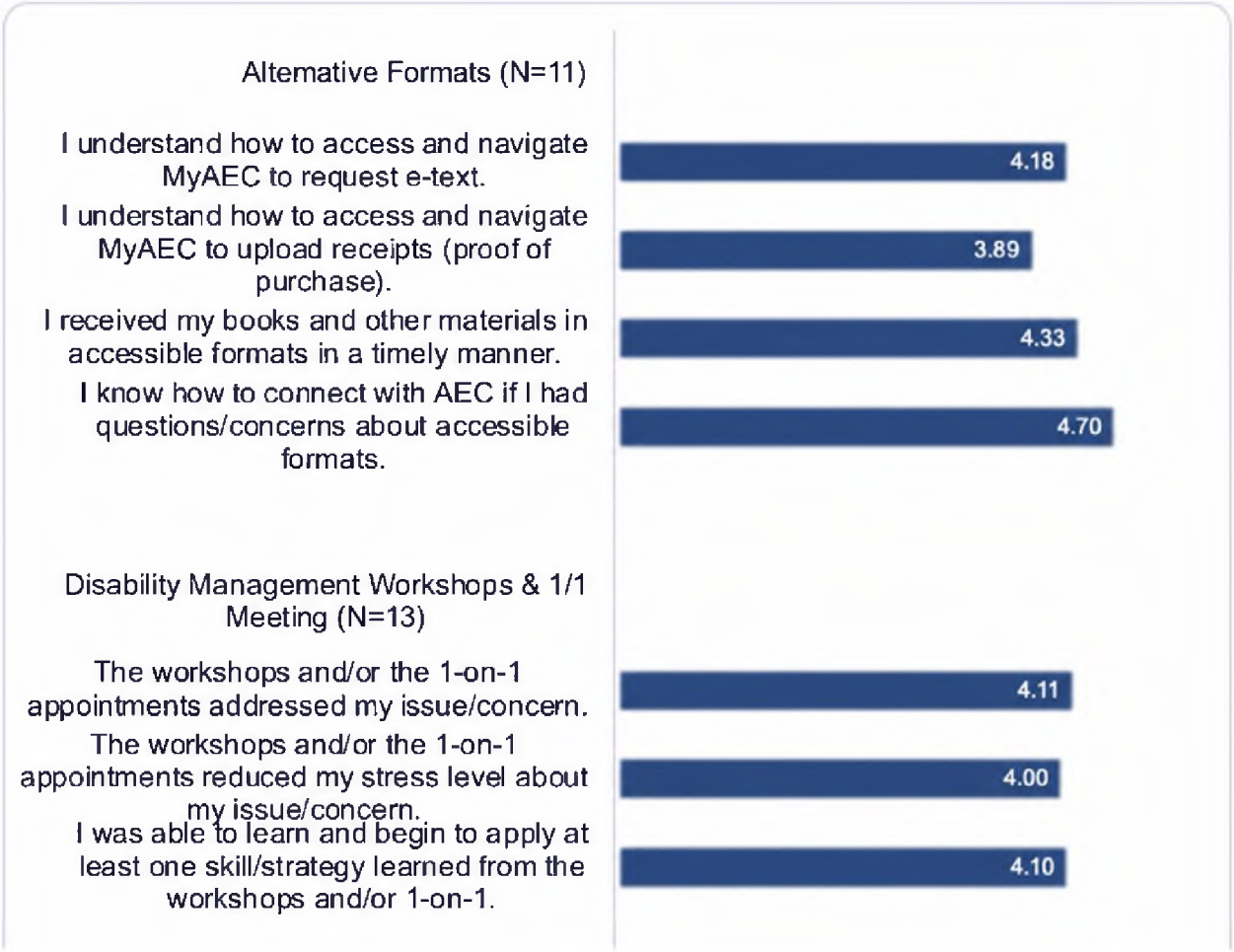

*I appreciate your dedicated, empathetic, and knowledgeable staff throughout my time at SJSU.*

*~ Graduating student, class of 2025*

## Accommodations and Services on Campus

*Scale 0= Strongly Disagree to 5= Strongly Agree*

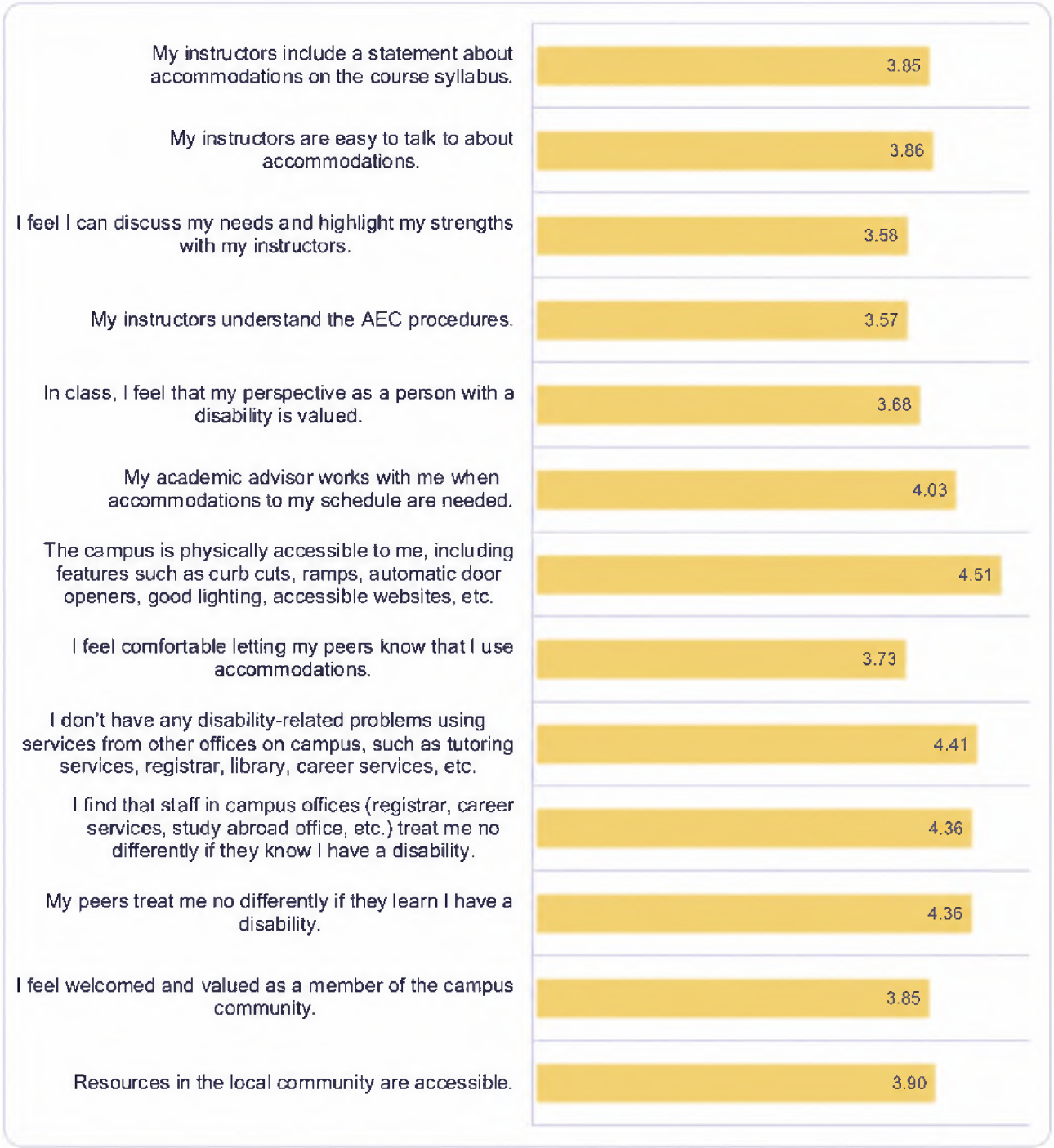



Alternative Formats (N=11)
I understand how to access and navigate MyAEC to request e-text.
4.18
I understand how to access and navigate MyAEC to upload receipts (proof of purchase).
3.89
I received my books and other materials in accessible formats in a timely manner.
4.33
I know how to connect with AEC if I had questions/concerns about accessible formats.
4.70
Disability Management Workshops & 1/1 Meeting (N=13)
The workshops and/or the 1-on-1 appointments addressed my issue/concern.
4.11
The workshops and/or the 1-on-1 appointments reduced my stress level about my issue/concern.
4.00
I was able to learn and begin to apply at least one skill/strategy learned from the workshops and/or 1-on-1.
4.10

## Inclusive Campus Community (N=113)

The overall average rating for an inclusive campus community was 3.93 out of 5.

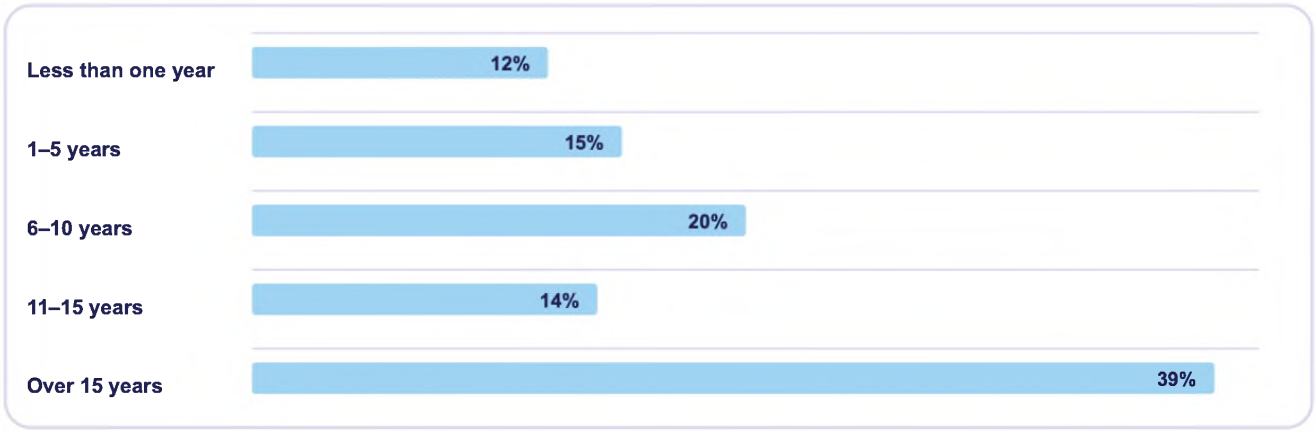
*Scale 0= Strongly Disagree to 5= Strongly Agree*



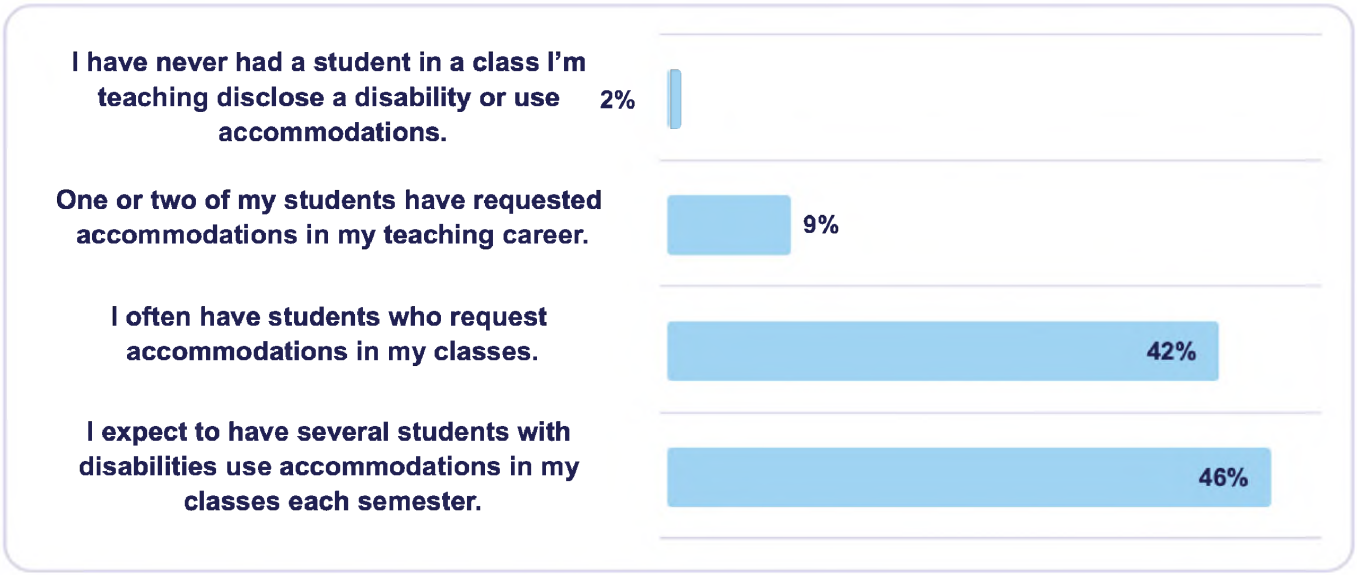
## Faculty Assessment of Campus Accommodations for Students with Disabilities

Faculty reported on their experiences of having students with disabilities in their courses, their interactions with the AEC, and their overall perceptions of having students with disabilities in their courses. For each category of survey questions, the average score is shown for the overall category as well as for each individual item in the category. The number (n) of faculty who responded to each set of questions is also shown.

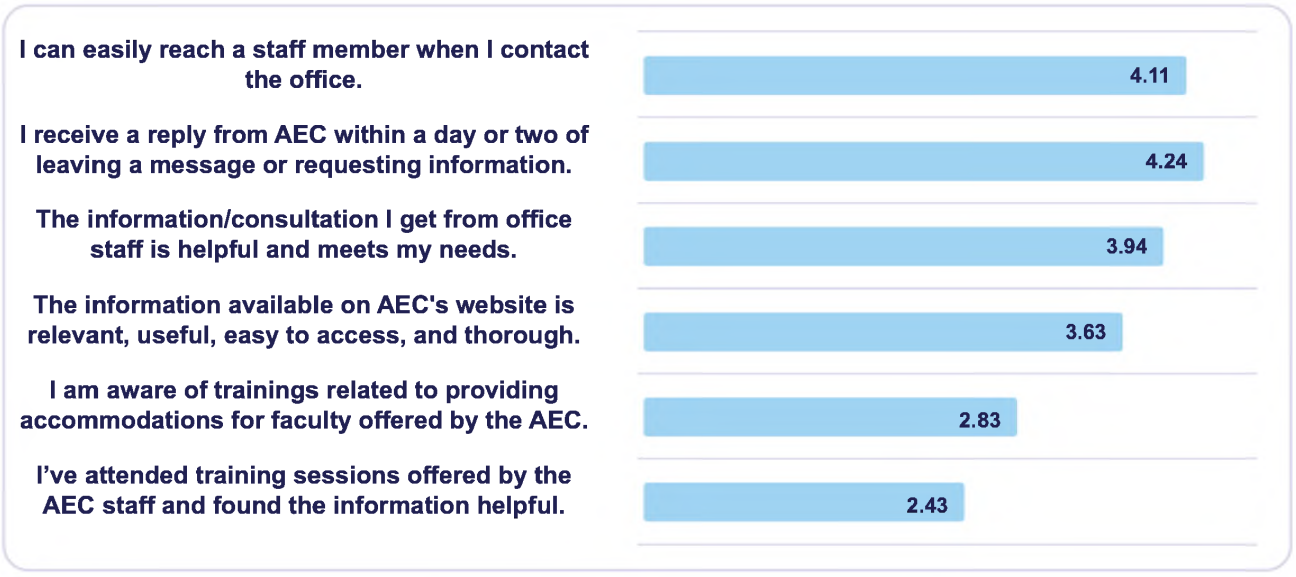
Years Teaching at SJSU and at other Institutions (Including This Year) (N=85)




Experience of Having Student with Disabilities in their Courses (N=85)



## Interactions with the Accessible Education Center (N=75)




## Perceptions of Having Students with Disabilities in their Courses (N=75)

