INTRODUCTORY TEXT

Thank you for completing this Campus Disability Resource (CeDaR) Database Survey.  The survey is part of the work of the University of Minnesota's National Center for College Students with Disabilities (NCCSD).  The survey is funded by the Office of Postsecondary Education at the U.S. Department of Education, through authorization under the 2008 Higher Education Opportunity Act (P.L. 110-315).

**Information from this survey will be available to the public through an online free Campus Disability Resource Database (CeDaR) (www.CEDARdatabase.org).  Your responses will be shared on the CeDaR database and will not be anonymous, although the identity and personal information about the person completing the survey will only be seen by NCCSD staff and relevant personnel within the U.S. Department of Education**.  All degree-granting and non-degree-granting postsecondary institutions in the U.S. will be in the CeDaR database, which is designed to provide information for prospective college students with disabilities and their families.

**Participation in the CeDaR Database Survey is voluntary and you may skip any question.  However, since all degree-granting U.S. campuses will be included in the database, skipped items will display as blank spaces.  Disability services' contact information will also be displayed for all institutions so we encourage you to enter this information even if you skip the other questions.**

Gathering the following information will help you complete the CeDaR Database Survey more quickly:

- The number of students with disabilities registered to receive disability services, the number of staff with disabilities, the number of faculty with disabilities, and the number of students who used counseling services during the 2022-2023 academic year.
- The three most common types of disabilities reported by students on campus.
- Information about whether the following mental health services are available on your campus: short-term counseling; long-term counseling; support groups; a mental health hotline or crisis line; and a cross-campus behavioral, mental health, or crisis team.
- Information about whether your campus offers courses or degree programs in disability studies, Deaf studies, American Sign Language (ASL), or braille.
- A broad understanding of which areas of campus are generally accessible or not, including sexual assault services, residence halls, recreation facilities, and on-campus transportation systems (the survey will not ask for specific numbers or percentages, just general questions about overall accessibility).
- A list of any student organizations, honor societies, organization chapters, or sororities and fraternities related to disability, Deafness, or ASL.

If you wish to print out an entire copy of the CeDaR Database Survey to prepare, you may download a Word document with the survey questions by clicking the "DOWNLOAD SURVEY" button here:

[DOWNLOAD SURVEY BUTTON]

**If you are interrupted or unable to finish the survey, you may come back to it at any time and skip to questions you have not finished.**

If you have questions about the NCCSD, the CeDaR database, or this survey, please contact harbo002@umn.edu or visit our website at **www.cedardatabase.org**.  This survey is available in other formats upon request.

We recommend printing this page for your records. [continue button]

Paperwork Burden Statement

Privacy Notice

You may wish to print out this page for your records.

Please click the "Continue" button to acknowledge the following:

- you have read the information above and understand it,
- you are 18 years of age or older, and
- you are authorized to complete this survey on behalf of your institution.

[CONTINUE]

Before you begin, please enter the name of the person completing this survey.  **This information will not be shared publicly in the CeDaR Database.**

1. Person Completing the CeDaR Database Survey:
   - Name of person TEXT BOX
   - Name of postsecondary institution TEXT BOX
   - Job title TEXT BOX
   - Department TEXT BOX
   - Address of department TEXT BOX
   - Address of department TEXT BOX
   - City TEXT BOX
   - State abbreviation DROP DOWN
   - Zip code NUMBER
   - E-mail address of person completing the CeDaR Database Survey TEXT BOX
   - Phone number NUMBER

2. I would like to receive a copy of my responses via e-mail.
   - Yes
   - No

Thank you.  On the next page, you will start the survey.

If at any point you need to stop and complete the survey at a later time, please enter your contact information and then skip to the part of the survey you need to complete.  This will ensure the NCCSD receives all responses for your institution.

**PART I: INSTITUTION CONTACT INFORMATION**

This section includes questions about your postsecondary institution.

3.  Name of postsecondary institution (do not use abbreviations or nicknames for your institution): TEXT BOX

[The database will autopopulate:
- The address for the institution
- The main website for the institution
- Whether the institution is 2-year or 4-year
- Whether the institution is public, private for-profit, or private non-profit
- Whether the institution is primarily online
- Whether the institution is a predominantly minority-serving institution

**PART II: DISABILITY RESOURCE OFFICE INFORMATION**

This section asks for information about the office(s) or person(s) on campus that provide disability services to students with disabilities.

4.  Please provide the contact information for the person(s) or office(s) providing disability services at your institution.  If your institution has multiple offices, please list them separately but only provide one contact per office.  If your office does not have a contact for disability services, please list an administrator, faculty member or office that could respond to student inquiries about disability accommodations.

| Name of Contact | Office | Email | Phone | Webpage |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

5.  Number of paid, full-time staff providing disability services for students on campus (this may be entered as "0" if there are no staff providing disability services, and may be entered as a decimal to account for staff who work part time on disability services):_NUMBER_____

6.  During the 2022-2023 academic year, what was the total number of:
- Students enrolled at the institution: NUMBER
- Undergraduate students enrolled at the institution: NUMBER
- Students who have submitted disability documentation and have completed registration to receive disability services (whether or not they actually used services): NUMBER

- *FOR ICI USE* Percentage of students eligible to receive disability services (autopopulated as percentage)

7. Within the last three years, how common has it been for your institution and/or disability services provider to serve these specific populations of students with high incidence disabilities?

   Please select 1=Not provided within the last 3 years; 2=Provided occasionally within the last 3 years; 3=Commonly provided within the last 3 years; 4=Unsure or information not available.

| Specific populations of students with disabilities | Not provided within the past 3 years | Provided occasionally within the past 3 years | Commonly provided within the past 3 years | Unsure or information not available |
|---|---|---|---|---|
| Attention Deficit Hyperactivity Disorder (ADHD) | 1 | 2 | 3 | 4 |
| Specific learning disabilities (e.g., reading, math or written language disabilities, dyslexia, dyscalculia) | 1 | 2 | 3 | 4 |
| Difficulty seeing (includes significant vision loss and blindness) | 1 | 2 | 3 | 4 |
| Difficulty hearing (includes Deafness and hearing loss) | 1 | 2 | 3 | 4 |
| Autism/autism spectrum disorder | 1 | 2 | 3 | 4 |
| Physical, orthopedic, and mobility-related disabilities (e.g., cerebral palsy, spinal cord injury, muscular dystrophy) | 1 | 2 | 3 | 4 |
| Psychiatric and mental health related disabilities (e.g., depression, bipolar disorders, anxiety disorders, eating disorders, post-traumatic stress disorders) | 1 | 2 | 3 | 4 |
| Chronic illnesses (e.g., food allergies, cancer, diabetes, arthritis, epilepsy, HIV/AIDS) | 1 | 2 | 3 | 4 |
| Speech and language disabilities | 1 | 2 | 3 | 4 |
| Traumatic/acquired brain injuries | 1 | 2 | 3 | 4 |
| Intellectual disability (e.g., Down syndrome, Fragile X syndrome) | 1 | 2 | 3 | 4 |
| Temporary disabilities or conditions (e.g., broken arm or leg, pregnancy, recovery from substance abuse, temporary mental health conditions) | 1 | 2 | 3 | 4 |
| Other:  TEXT BOX | 1 | 2 | 3 | 4 |

8. Within the last three years, how common has it been for your institution and/or disability services provider to serve these specific populations of students, students in specific academic fields or interests, or students with a shared background?

Please select 1=Not provided within the last 3 years; 2=Provided occasionally within the last 3 years; 3=Commonly provided within the last 3 years; 4=Unsure or information not available.

| Specific populations of students with disabilities | Not provided within the last 3 years | Provided occasionally within the last 3 years | Commonly provided within the last 3 years | Unsure or information not available |
|---|---|---|---|---|
| **Students with low-incidence types of disabilities** | | | | |
| Culturally Deaf students who use American Sign Language (ASL) | 1 | 2 | 3 | 4 |
| Students with complex chronic health conditions and illness (e.g., requiring frequent hospitalizations, daily/weekly medical care, a visiting nurse, or complex accommodations that may need to be adjusted regularly) | 1 | 2 | 3 | 4 |
| Students in need of dietary accommodations | 1 | 2 | 3 | 4 |
| Students with complex physical disabilities who require support for most activities of daily living (e.g., eating, physical hygiene) | 1 | 2 | 3 | 4 |
| Students with intellectual disabilities | 1 | 2 | 3 | 4 |
| Students with sickle cell anemia | 1 | 2 | 3 | 4 |
| **Students with disabilities in specific academic fields or interests** | | | | |
| Students in technical fields, pursuing careers that require a license, certification, special diploma, or other non-degree qualifications | 1 | 2 | 3 | 4 |
| Students in STEM fields, including health sciences | 1 | 2 | 3 | 4 |
| Professional and graduate students | 1 | 2 | 3 | 4 |
| Law students | 1 | 2 | 3 | 4 |
| **Students with disabilities sharing a common background, community, or identity** | | | | |
| Veterans | 1 | 2 | 3 | 4 |
| Competitive athletes | 1 | 2 | 3 | 4 |
| Biracial, Indigenous, or people of color (BIPOC) | 1 | 2 | 3 | 4 |
| Students from a particular religious background (e.g., Catholic, Muslim, Jewish) | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| Students from disenfranchised socio-economic backgrounds (including those who are from foster care systems, experience homelessness, or are food insecure) | 1 | 2 | 3 | 4 |
| International students or recent immigrants | 1 | 2 | 3 | 4 |
| Incarcerated students or students in the criminal justice system | 1 | 2 | 3 | 4 |
| Students recovering from substance abuse | 1 | 2 | 3 | 4 |

**PART III: DISABILITY ACCOMMODATIONS AND SERVICES**

This section asks for information about the disability-based accommodations that have been provided recently by your campus.  These are typically accommodations that are provided by campus disability resource providers that are required under the ADA, based on student need.

9. Within the last three years, how common has it been for your institution and/or disability services provider to provide the following accommodations?

   Please select 1=Not provided within the last 3 years; 2=Provided occasionally to students within the last 3 years; 3=Commonly provided to students within the last 3 years; 4=Unsure or information not available.  Please base your responses on the average number of students and typical types of services provided to students with disabilities on your campus.

| Accommodations for students with disabilities | Not Provided within the last 3 years | Provided occasionally to students within the last 3 years | Commonly provided to students within the last 3 years | Unsure or information not available |
|---|---|---|---|---|
| **Academic Accommodations** | | | | |
| Notetaking | 1 | 2 | 3 | 4 |
| Test accommodations | 1 | 2 | 3 | 4 |
| Alternate formats (e.g., e-text, large print) | 1 | 2 | 3 | 4 |
| Scribes | 1 | 2 | 3 | 4 |
| Readers | 1 | 2 | 3 | 4 |
| Assistive technology (e.g., screen readers, voice input) | 1 | 2 | 3 | 4 |
| Sign language interpreters | 1 | 2 | 3 | 4 |
| CART or C-Print | 1 | 2 | 3 | 4 |
| Document conversion to accessible formats | 1 | 2 | 3 | 4 |
| Other: TEXT BOX_____ | 1 | 2 | 3 | 4 |
| | | | | |
| **Programmatic Accommodations** | | | | |
| Course substitutions | 1 | 2 | 3 | 4 |
| Priority registration | 1 | 2 | 3 | 4 |
| Reduced course load | 1 | 2 | 3 | 4 |
| Medical leave | 1 | 2 | 3 | 4 |
| Accommodations in residence halls | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| Other: TEXT BOX | 1 | 2 | 3 | 4 |
| | | | | |
| **Other Accommodations** | | | | |
| Dietary accommodations for meal plans | 1 | 2 | 3 | 4 |
| Service/emotional support animals | 1 | 2 | 3 | 4 |
| Accommodations and services for institution-sponsored study abroad programs | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| Accommodations and services for internships, externships, field placements, or other for-credit off-campus work experiences | 1 | 2 | 3 | 4 |
| Accommodations for courses that typically occur online | 1 | 2 | 3 | 4 |
| Other: TEXT BOX | 1 | 2 | 3 | 4 |

**PART IV: CAMPUS ACCESSIBILITY AND RESOURCES**
This section asks for information about the accessibility of your institution as a whole, including a wide cross-section of programs and institutional policies.  It also includes questions about any additional services for students with disabilities that go above and beyond minimal legal requirements of the ADA.

10. Please check all the types of disability documentation that your institution accepts when students register for services, with the understanding that postsecondary institutions should also consider student and parent input but ultimately have discretion in determining whether any type of documentation supports an accommodation.  If you accept a type of disability documentation only for some disabilities, please check the box.

    - Disability documentation from a medical professional, including psychologists or others licensed to provide medical or mental health services
    - Disability documentation or accommodations plan from another postsecondary institution
    - Documentation of a mental illness or other disability that describes the impact of the disability but does not have a specific diagnosis
    - Disability documentation from medical professionals in other countries
    - Disability documentation provided by the armed forces or Veterans Affairs
    - Section 504 plans
    - Individualized Education Programs (e.g., special education IEPs)

11. Does your disability services office allow disability documentation that is more than three years old?

    - Yes
    - Yes, but only for some types of disabilities
    - No

12. What requirements does your institution have for students returning from mental health or medical leaves? (Check all that apply.)
    - There are no requirements.
    - Students must re-register and be re-admitted.

- A doctor, psychologist, or other qualified medical professional must provide documentation stating the student is ready to return to school.
- The student must prove they are not a danger to themselves or others, if that was a reason for them taking leave (e.g., they were suicidal).
- Students returning from a medical leave must have their return approved by a review committee, disability services personnel, or administrators.
- Other: [text box]

13. How would you describe the level of accessibility to students with disabilities across these aspects of the institution? "Accessibility" is defined broadly for all students with disabilities, including (but not limited to) physical and programmatic access, as well as accessible electronic information technologies. Please provide your best estimate.

   Please select: 1=Generally not accessible; 2=Somewhat accessible; 3=Completely accessible; 4=Unsure or information not available; N/A=Not applicable to this campus.

| Aspect of Campus | Generally not accessible | Somewhat accessible | Completely accessible | Unsure or information not available | Not applicable to this institution |
|---|---|---|---|---|---|
| Student health services | 1 | 2 | 3 | 4 | N/A |
| Counseling and psychological services | 1 | 2 | 3 | 4 | N/A |
| Library system | 1 | 2 | 3 | 4 | N/A |
| Institution websites | 1 | 2 | 3 | 4 | N/A |
| Recreation and athletic facilities | 1 | 2 | 3 | 4 | N/A |
| Student union or other main building designated for students to socialize | 1 | 2 | 3 | 4 | N/A |
| Main academic buildings where most undergraduates attend classes | 1 | 2 | 3 | 4 | N/A |
| Entertainment, theater, and event facilities | 1 | 2 | 3 | 4 | N/A |
| On-campus transportation | 1 | 2 | 3 | 4 | N/A |
| Nearby off- | 1 | 2 | 3 | 4 | N/A |

| | | | | | |
|---|---|---|---|---|---|
| campus transportation | | | | | |
| Residence halls | 1 | 2 | 3 | 4 | N/A |
| Key administrative offices (e.g., financial aid, registration, multi-cultural affairs, student services, career counseling) | 1 | 2 | 3 | 4 | N/A |
| Sexual assault services and reporting mechanisms | 1 | 2 | 3 | 4 | N/A |
| Security and safety programs (e.g., late-night escort services on campus) | 1 | 2 | 3 | 4 | N/A |

14. Please identify the policies and procedures related to students with disabilities that currently exist on your campus. Select all that apply.
    - Standardized or recommended syllabus statements regarding disability accommodations
    - Institutional policy requiring that all online materials are accessible to students with disabilities (compliant with Section 508 and/or other standards)
    - Centralized funding for disability accommodations at events (e.g., individuals, student organizations, and departments are not responsible for paying for disability-related accommodations)
    - Provision of interpreters and Communication Access Realtime Translation (CART) for all major events
    - Emergency evacuation procedures include plans for students with disabilities
    - Faculty diversity hiring initiatives include efforts to recruit and retain faculty with disabilities
    - Opportunities for students with disabilities and without a high school diploma to take courses (e.g., "open enrollment")
    - Formal grievance policies and procedures for students with complaints about campus disability access
    - Grievance procedures for students with complaints about the disability resource office
    - Health related policies and procedures (please check all that apply):
        o Remote courses for students with an autoimmune disorder and/or other type of disability (e.g., asthma) that affects their safety and health if they return to campus
        o Remote courses for students with a disability unrelated to immune disorders (e.g., students with anxiety, students with mobility or physical disabilities including those using a wheelchair) if it helps them manage their academic workload
        o Modified lateness, absence, and/or remote course policies for all students with illness (e.g., colds, strep, the flu)
    - COVID policies and procedures (please check all that apply):
        o Students are allowed to attend campus if they have not received any COVID-19 vaccines
        o Remote courses for students with COVID-19 and/or exposure to COVID-19

o   Quarantine for students with COVID-19 and/or exposure to COVID-19

o   Accommodations for students with post-COVID (also known as long-haul) symptoms with appropriate disability documentation

o   COVID-19 testing is available on campus

15. Which of the following types of counseling and psychological services are available at your institution?   Please select all that apply.
- Short-term counseling (e.g., 10 session limit)
- Long-term counseling
- Support groups
- 24/7 mental health hotline or crisis line
- Peer counselors or peer supports
- Online mental health services, trainings or supports
- Cross-campus behavioral, mental health, or crisis team(s)
- Campus-based chaplains
- Other: TEXT BOX

16. During the 2022-2023 academic year, what was the total number of students who accessed counseling and psychological services available at your institution? [Two choices: NUMBER or UNKNOWN/DATA NOT AVAILABLE]

**[Database will autopopulate percent of students using counseling services]**

17. Postsecondary institutions may have services and resources for students with disabilities that exceed legally required accommodations.  Which additional resources exist at your institution?  (Check all that apply.)

Disability-Related Programs and Courses (Check all that apply) Specialized programs are campus-based programs offering services beyond what a disability resource office would typically offer and focused on one type of disability, like autism or ADHD.  These may be simple programs offering tutoring or academic coaching, for example, or comprehensive programs that have separate academic courses, housing options, and tuition/fees on campus.
- Specialized programs or courses for students with autism
- Specialized programs or courses for students who are Deaf and/or hard of hearing
- Specialized programs or courses for students with intellectual disabilities (like Down syndrome)
- Specialized programs or courses for students with learning disabilities and/or ADHD
- Specialized programs or courses for students with OTHER types of disabilities: TEXT BOX

Disability-Related Supports and Services (Check all that apply)
- Coaching services for students with disabilities
- Supports to help students with disabilities navigate social interactions on campus (e.g., peer supports, training sessions)
- Tutoring specifically for students with disabilities
- Dedicated transition program or campus orientation for students with disabilities
- Mentoring for students with disabilities
- Repair services or referrals to community repair services for disability-related needs (e.g., wheelchair, hearing aid)
- Resources or referrals to community resources for students using personal care attendants

- Testing to provide documentation of a disability (e.g., for diagnosis of learning disability)
- Other: TEXT BOX

General Campus Resources (Check all that apply)
- TRIO Student Support Services programs designed for students with disabilities
- Food shelf or food pantry accessible to students with disabilities
- Child-care services that are accessible to students with disabilities
- Services for veterans with disabilities
- Campus scholarships for students with disabilities
- Disability cultural center (only select this if you have a cultural center – this does not include all types of student organizations related to disability)
- Adaptive sports and recreation programming for students with disabilities (e.g., wheelchair basketball, goalball)
- Resources or a computer lab for students with disabilities to address assistive technology and information technology (IT) access needs
- Disability services for incarcerated students taking courses
- Other: TEXT BOX

## PART V: ACADEMICS AND CAMPUS CLIMATE FOR STUDENTS WITH DISABILITIES

This section includes questions about factors that influence how your entire postsecondary institution engages with, and provides opportunities for, students with disabilities.

18. Does your campus have any of the following courses or degree programs? (Check all that apply)
    - Disability studies courses or degree programs
    - ASL courses or degree programs
    - Deaf studies courses or degree programs
    - Braille courses

19. List any major campus working groups, advisory boards, or other campus-wide or collaborative groups that address disability, Deafness or ASL issues but do not provide direct services to students (up to five).  Do not include student organizations.
    TEXT BOXES_____
    - _____
    - _____
    - _____
    - _____

20. List any student organizations, cultural centers, honor societies, organization chapters or sororities and fraternities related to disability, Deafness, or ASL (up to five).  Do not include campus-wide working groups, task forces or advisory boards.
    TEXT BOXES_____
    - _____
    - _____
    - _____
    - _____

21. How often does your institution have public events or activities related to disability, Deafness, or ASL?  Please select one.
- More than twice per term or semester
- 1-2 times each term or semester
- Once each year
- Very rarely or never

22.  Does your campus have mandatory training about disabilities for all course instructors (check all that apply):
- Yes, for all faculty
- Yes, for adjunct (part-time) instructors
- Yes, for graduate students who are teaching or assisting faculty in courses
- Yes, for new faculty
- Yes, but only in specific departments or colleges
- No, only optional disability training is offered to one or more types of faculty and instructors
- No (skip questions 23-25)

23.  How is the faculty/instructor disability training offered?

- In-person
- Online synchronous (all participants must be online at the same time)
- Online asynchronous (participants may complete training at times that work for them)
- Hybrid: part is in-person and part is online
- Training is offered in print (e.g., a faculty handbook or manual)

24. Which of the following topics are included in the faculty/instructor disability training? (check all that apply):

- Information about accommodations (e.g., determining accommodations, implementing accommodations)
- Information about the ADA and Section 504
- Universal design for teaching and learning
- Information about types of disabilities
- How to create accessible documents
- How to hold accessible events
- Research-based strategies for faculty to increase retention and degree completion rates for students with disabilities
- What to do if faculty are concerned about student behaviors
- How to make technology (e.g., PowerPoints, online courses, films) accessible
- Information about ableism
- Information about intersectionality or diversity among people with disabilities
- Information for faculty/instructors with disabilities
- Other [open response box]

25. If your campus offers certification, digital badges, or other recognition for faculty/instructors who complete the disability training, do you also require faculty maintain or renew that certification at any point?

- Yes
- No

26. What percent of faculty on campus have a disclosed disability? PERCENT

- Please select this box if you are unable to answer.

27. What percent of staff on campus have a disclosed disability? PERCENT
    - Please select this box if you are unable to answer.

Thank you for completing this survey!

If you have questions about this information collection, the CeDaR database, or the National Center for College Students with Disabilities (NCCSD), please send an email to harbo002@umn.edu or visit our website at **www.cedardatabase.org**.