



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

**Questionnaire measuring  
satisfaction  
with the Service for Students with  
Disabilities and SLD  
3<sup>rd</sup> edition, year 2023-2024**

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Service for Students with disabilities and students with SLD

## Data relating to students involved and response rates

<b>Total no. of students involved</b>	2406
<b>No. of students who responded to the questionnaire</b>	477
<b>Response rate</b>	19,83% <i>(in 2022 was 16,40% and in 2019 was 14,31%)</i>



Response rates by macro category	
Response rate by students with learning disorders	67,14%
Response rate by students with disabilities	32,86%



# Characteristics of respondents

## Category of needs

Visual impairment	2.66%
Hearing disability	2.31%
Pathologies	7.99%
SLD (Specific Learning Disorders)	58.61%
Learning disorders	8.35%
Psychological vulnerability	6.04%
Motor disabilities	6.39%
Autism spectrum disorders	3.73%
Other	3.91%

## Study programme

First cycle degree programme (Bachelor)	66,25%
Second cycle degree programme (Two year Master)	18,24%
Single cycle degree (Combined Bachelor and Master)	15,3%
Postgraduate degree	0,21%

## Campus/teaching building

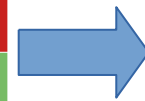
Bologna	Cesena	Forlì	Ravenna	Rimini	Altra sede didattica
70.23%	7.55%	6.71%	4.4%	7.13%	3.98%



# Architectural barriers

## Reports of architectural barriers in spaces often frequented by students

yes	7,34% (nel 2021 6,07%)
no	92,66%



### Student reports:

- Lack of electrical sockets in the classrooms;
- Lifts or stair lifts missing or malfunctioning;
- Lack of tactile paths and/or access ramps to buildings;
- Stairs to access the toilets;
- Neon lights annoying and too bright;
- Classrooms too noisy;
- Overcrowded classrooms/lack of seating;
- Very bad acoustics;
- Lack of measures for students with problems of hypersensitivity to sensory stimuli;
- Difficulties in getting around the university facilities (poorly marked classrooms, unclear logistics);
- Resistance on the part of teachers to allow online teaching as an adaptation;
- Roads to university buildings not accessible or poorly maintained.



# Architectural barriers (detailed data)

## Architectural barriers, responses per type of need

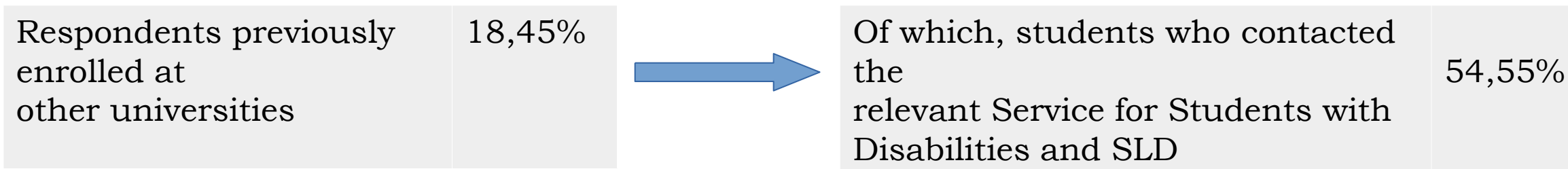
	Visual impairment	Hearing disability	Pathologies	SLD	Learning disorders	Psychological vulnerability	Motor disabilities	Autism spectrum disorders	Other
no	86,77%	69,23%	95,56%	96,36 %	91,49%	79,41%	63,89%	85,71%	90,91%
sì	13,33%	30,77%	4,44%	3,64%	8,51%	20,59%	36,11%	14,29%	9,09%

## Architectural barriers , responses per Campus

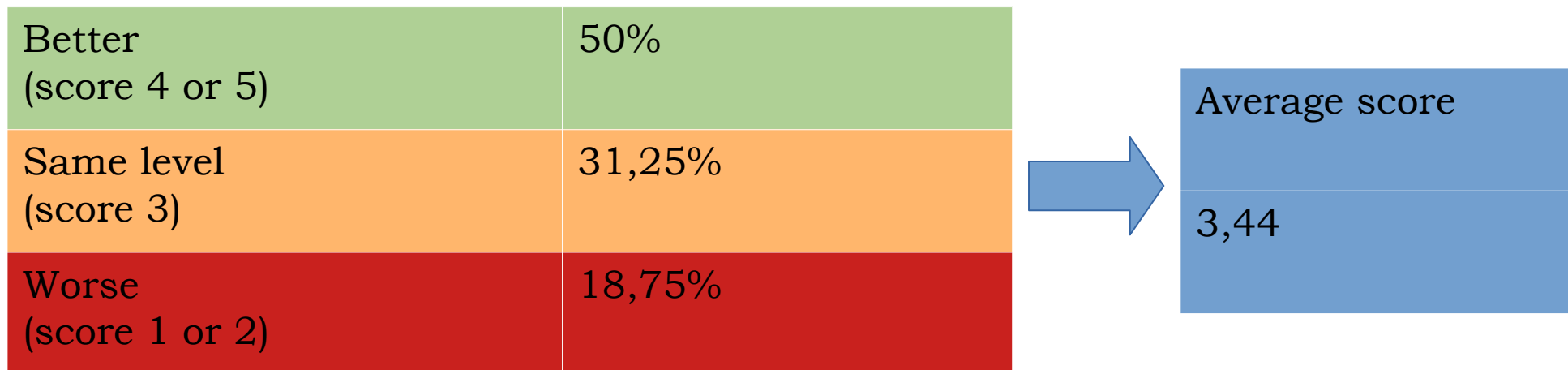
	Bologna	Cesena	Forlì	Ravenna	Rimini	Altra sede
no	90,75%	100%	100%	85,71%	100%	94,74%
sì	9,25%	0%	0%	14,29%	0%	5,26%



## Comparison with other Universities



Assessment, in comparative terms, of the services provided by the University of Bologna



## Assessment of the Service, both overall and with regard to the specific services offered to students (expressed as an average score)

Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

Service	Mediation in communications with Teachers (service used by 54,77% of participants)	Exam support from a reader and/or writer tutor (service used by 4,44% of participants)	Study support by a peer mentor (service used by 15.46% of participants)	Accompanying service on foot (service used by 1.64% of participants)	Grant for the purchase of study aids/support services (service used by 9.7% of participants)
4,03	4,23	4,22	3,95	4,2	4,58



## Service staff (overall assessment of specific aspects, expressed as an average score)

Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

courteousness	competence and professionalism	clarity and correctness of the information given concerning the opportunities available	accuracy and willingness to listen during the initial interview and any periodic interviews	ability to respond in a manner suited to the student's needs
4,5	4,36	4,32	4,32	4,17





# Mediation in communications with teachers (assessment of specific aspects, expressed as an average score)

Adequacy of adaptations agreed with teachers with respect to needs



yes	94,59%
no	5,41%



	yes	no
Visual impairment	92,31%	7,69%
Hearing disability	100%	0%
Pathologies	89,66%	10,34%
SLD	95,38%	4,62%
Learning disorders	94,29%	5,71%
Psychological vulnerability	100%	0%
Motor disabilities	90%	10%
Autism spectrum disorders	100%	0%
Other	91,67%	8,33%



# Website and information services (assessment expressed as an average score)

Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

Clarity and completeness of the information available on the Service's website	Adequacy of the channels offered to contact the service (by telephone, by E-mail, by the virtual desk)
3,95	4,32



## Reader/scribe (specific aspects)

Assessment of the reading and/or writing support given by the tutor	4,22
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Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

Effectiveness of the examination solutions adopted	yes	92,59%
	no	7,41%



# Study support by a peer mentor (average rating per category of need)

Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

Visual impairment	4,33
Hearing disability	3,60
Pathologies	3,75
SLD	3,92
Learning disorders	3,92
Psychological vulnerability	4,40
Motor disabilities	4,00
Autism spectrum disorders	4,29
Other	3,57



# Accompanying service on foot (average rating per category of need)

Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

Visual impairment	5,00
Learning disorders	4,50
Psychological vulnerability	4,00
Motor disabilities	4,17
Autism spectrum disorders	3,00
Other	5,00

# Grant for the purchase of study aids/support services (specific aspects)

## Average rating per category of need

(Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive)



Visual impairment	4,33
Hearing disability	4,75
Pathologies	4,73
SLD	4,50
Learning disorders	3,86
Psychological vulnerability	4,88
Motor disabilities	4,91
Autism spectrum disorders	5,00
Other	4,50

## Usefulness of the aids/services purchased with the grant



yes	89,83%
no	10,17%



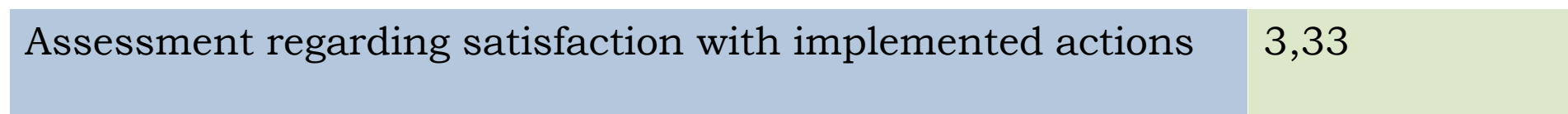
	Visual impairment	Hearing disability	Pathologies	SLD	Learning disorders	Psychological vulnerability	Motor disabilities	Autism spectrum disorders	Other
yes	66,67%	100%	90,91%	92,86%	85,71%	75%	100%	50%	100%
no	33,33%	0%	9,09%	7,14%	14,29%	25%	0%	50%	0%



## Complaints or reports of disservices

Reports of disservices or lodging of complaints to the Service for Students with Disabilities and SLD

yes	9,43%
no	90,57%



Scoring scale used: scores from 1 to 5, where 1 is very negative and 5 very positive

