Questionnaire measuring satisfaction with the Service for Students with Disabilities and SLD

1st edition 2019

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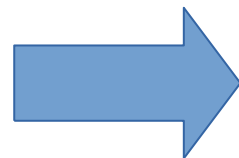
Area Biblioteche e Servizi allo studio

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Data relating to students involved and response rates

Total no. of students involved	1335
No. of students who responded to the questionnaire	191
Response rate	14.31%

Of which	
students with disabilities	552
students with SLD or learning disorders	783

Response rate	
students with disabilities	10.32%
students with SLD or learning disorders	20.18%

Characteristics of respondents

Category of needs

Visual impairment	5.12%
Hearing disability	2.79%
Neurological disorders	2.33%
Pathologies	4.65%
SLD	59.07%
Learning disorders	14.42%
Psychological distress	2.33%
Motor disabilities	5.56%
Autism	1.40%
Other	2.33%

Study programme

First cycle degree programme (Bachelor)	**72.77%**
Second cycle degree programme (Two year Master)	14.66%
Single-cycle degree (Combined Bachelor and Master)	10.47%
Postgraduate degree	2.10%

Campus or teaching building

Bologna	**75.92%**
Cesena	4.71%
Forlì	4.19%
Ravenna	5.76%
Rimini	7.33%
Other teaching building	2.09%

Architectural barriers

Reports of architectural barriers in spaces often frequented by students

yes	5.24%
no	94.76%
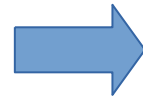
Bologna:

● Via Irnerio and Viale Berti Pichat (2 students) (no specific details of the spaces affected);

● Strada Maggiore (no specific details of the spaces affected);

● Lecture halls 3 and 5 (student enrolled in Educator in Childhood Social Services);

● "Every day I have to go from Palazzo Hercolani in Strada Maggiore to the building in Via San Petronio Vecchio. This is very difficult as accessing the building in Via San Petronio Vecchio requires a short walk on a very narrow road with no pavement and lots of large vehicles driving by. This is certainly very difficult for students who use a wheelchair or walking frame or for the visually impaired";

● "The building in San Petronio has a small pebbled garden and there is no easier, alternative route into the lecture halls for the type of student indicated above";

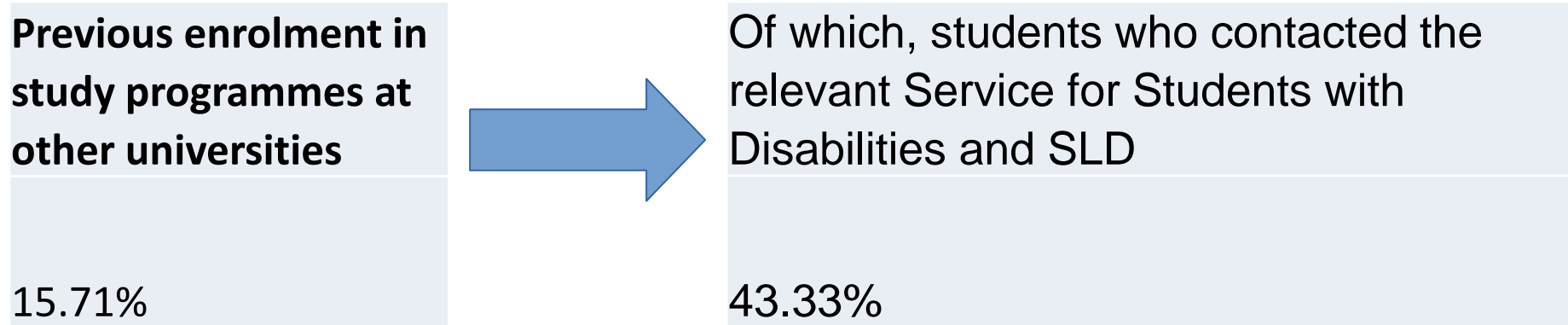● "Inappropriate desks, stairways, etc." (student enrolled in Communication Studies).

► Forlì:

● There is no place for wheelchairs in the lecture halls, therefore students are forced to stay at the front at a separate desk and isolated from their fellow students, making it difficult to integrate! Moreover, it would be useful to have more sliding doors (Forlì);

● Lab.9 at the DIT Lab in Forlì is particularly unsuitable for students with a hearing impairment: the seats do not face the teacher, which makes lip reading very complicated.

►Ravenna: Poor lighting reduces visibility at the Department of History and Cultures in Ravenna.

Comparison with other Universities

Previous enrolment in study programmes at other universities	Of which, students who contacted the relevant Service for Students with Disabilities and SLD
15.71%	43.33%

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

Same level or better	**84.62%**
Worse	15.38%

Assessment of the Service, both overall and with regard to the specific services offered to students (breakdown of positive and negative assessments)

	Service	Support requesting entrance exam adaptations in traditional or TOLC mode	Accompanying service on foot	Support with the audio recording of lectures and with taking exams remotely	Sessions demonstrating/illustrating digital technologies in support of studying	Use of the Italian Sign Language (LIS) interpreting and/or distance stenotype service	Peer tutoring	Support requesting language proficiency test adaptations at the University Language Centre	Mediation in requests to teachers (adaptations, etc.)
Positive	**96.86%**	95.1%	100.00%	100.00%	85.71%	100.00%	90.75%	94.44%	95.16%
Negative	**3.14%**	4.9%	0%	0%	14.29%	0%	9.25%	5.56%	4.84%

Assessment of the Service, both overall and with regard to the specific services offered to students

	Service	Support requesting entrance exam adaptations in traditional or TOLC mode	Accompanying service on foot	Support with the audio recording of lectures and with taking exams remotely	Sessions demonstrating /illustrating digital technologies in support of studying	Use of the Italian Sign Language (LIS) interpreting and/or distance stenotype service	Peer tutoring	Support requesting language proficiency test adaptations at the University Language Centre	Mediation in requests to teachers (adaptations, etc.)
perfectly sufficient	57.59%	64.71%	80.00%	80.00%	71.42%	33.33%	55.56%	74.07%	70.97%
sufficient to more than sufficient	39.27%	30.39%	20.00%	20.00%	14.29%	66.67%	35.19%	20.37%	24.19%
insufficient	2.62%	3.92%	0.00%	0.00%	14.29%	0%	7.40%	3.7%	4.03%
severely insufficient	0.52%	0.98%	0.00%	0.00%	0.00%	0%	1.85%	1.86%	0.81%

General assessment of the Service staff's

	courteousness	competence and professionalism	clarity and correctness of the information given concerning the opportunities available to students	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
perfectly sufficient	80.63%	73.30%	67.54%	74.35%	64.92%
sufficient to more than sufficient	18.85%	24.08%	27.75%	21.47%	30.37%
insufficient	0.00%	1.57%	4.19%	3.66%	3.14%
severely insufficient	0.52%	1.05%	0.52%	0.52%	1.57%

Service staff

Support participating in international mobility programmes, assessment of the Service staff's:

	timeliness of the help provided	accuracy of responses to students' requests	professionalism	clarity of the information provided	solutions identified
perfectly sufficient	45.45%	36.36%	54.55%	36.36%	45.45%
sufficient to more than sufficient	36.36%	45.45%	36.36%	36.36%	27.27%
insufficient	18.19%	18.19%	9.09%	27.28%	18.19%
severely insufficient	0.00%	0.00%	0.00%	0.00%	9.09%

Mediation in communications with teachers, assessment of the Service staff's:

	timeliness of the help provided	accuracy of the requests submitted to teachers	helpfulness and professionalism
perfectly sufficient	70.97%	79.03%	82.26%
sufficient to more than sufficient	24.19%	16.94%	14.52%
insufficient	4.03%	3.23%	2.42%
severely insufficient	4.84%	0.8%	0.8%

Website and information services

	Clarity and completeness of the information available on the Service's website	Channels offered for contacting the Service (telephone, e-mail, counter)	Answers obtained to telephone enquiries	Timing of any follow-up contact to provide information requested by telephone	Answers obtained to e-mail enquiries	Response time for requests sent by e-mail	Answers obtained to requests made in person at the counter
perfectly sufficient	55.50%	70.30%	75.36%	73.33%	75.18%	66.67%	77.5%
sufficient to more than sufficient	39.79%	26.67%	20.29%	20.00%	21.99%	24.82%	17.5%
insufficient	4.19%	3.03%	1.45%	6.67%	2.83%	7.80%	5%
severely insufficient	0.52%	0.00%	2.90%	0.00%	0.00%	0.71%	0%

Study tutoring or reader/scribe

Assessment of

	peer tutoring in general	Service delivery timing (i.e. the time between submitting a request and holding an introductory meeting with the tutor)	Interaction with the tutor and the study/exam support provided
perfectly sufficient	56.56%	51.06%	62.96%
sufficient to more than sufficient	35.19%	38.30%	31.48%
insufficient	7.40%	8.51%	3.70%
severely insufficient	1.85%	2.13%	1.85%

Effectiveness of the tutor's help in terms of

	study and/or exam support in a manner suited to the student's needs	improvement in the student's study strategies
yes	94.44%	87.23%
no	5.56%	12.77%

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Accompanying service on foot

	Deadline for submitting requests for the Accompanying service, based on the student's needs	Willingness to accept requests received after the deadline	Support given by Service staff	Accompanying service delivered by tutors and civil service volunteers
perfectly sufficient	60.00%	60.00%	60.00%	80.00%
sufficient to more than sufficient	20.00%	20.00%	20.00%	20.00%
insufficient	20.00%	20.00%	20.00%	0.00%
severely insufficient	0.00%	0.00%	0.00%	0.00%

	Adequate training of the tutors/volunteers to accompany a person with the student's specific type of need
yes	80.00%
no	20.00%

Complaints or reports of disservices

	Reports of disservices or lodging of complaints to the Service for Students with Disabilities and SLD
yes	**8.9%**
no	91.1%

	Assessment of the Service staff's response to reports of disservices or complaints
perfectly sufficient	35.30%
sufficient to more than sufficient	52.94%
insufficient	11.76%
severely insufficient	0.00%

	Satisfaction with implemented actions
yes	76.47%
no	23.53%