

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

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

2nd edition, year 2022

Chiara Elena Maria Cirimbelli

Area Biblioteche e Servizi allo studio

Data relating to students involved and response rates

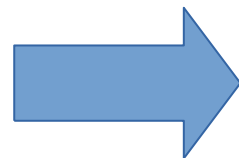
Total no. of students involved	1909
No. of students who responded to the questionnaire	313
Response rate	16.40% <i>(Previous version 14.31%)</i>



Of which	
Percentage of students with SLD	66.00%
Percentage of students with disabilities	34.00%



Of which	
Percentage of students with SLD	62.26%
Percentage of students with disabilities	37.74%



Response rates by macro-category	
Response rate by students with SLD	17.93%
Response rate by students with disabilities	13.40%



Characteristics of respondents

Category of needs

Visual impairment	3.58%
Hearing disability	2.2%
Pathologies	7.16%
SLD (specific learning difficulties)	62.26%
Learning disorders	7.44%
Psychological vulnerability	4.41%
Motor disabilities	5.51%
Autism spectrum disorders	1.1%
Other (specify)	6.34%

Campus/teaching building

Bologna	Cesena	Forlì	Ravenna	Rimini	Other teaching building
68.05%	7.03%	7.99%	4.47%	9.58%	2.88%

Study programme

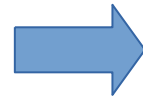
First cycle degree programme (Bachelor)	72.2%
Second cycle degree programme (Two year Master)	15.97%
Single-cycle degree (Combined Bachelor and Master)	11.5%
Postgraduate degree	0.32%



Architectural barriers

Reports of architectural barriers in spaces often frequented by students

yes	6.07%
no	93.93%



Student reports:

- Signs only in Italian;
- Signs with excessively small lettering;
- San Giovanni in Monte and Via Zamboni 36 and 32;
- Lecture halls at Via del Guasto 3 with no power sockets; having to use the PC at the teacher's desk does not protect the student's privacy;
- Presence of stairways to access many spaces;
- Few lifts to access the libraries;
- Lack of dedicated parking spaces;
- Lack of suitable exam spaces for students who find it difficult to concentrate in the presence of sensory stimuli, such as people speaking, and who would need a separate space with a low sensory input;
- Poor audio in lecture halls and frequent non-use of microphones by teachers;
- Accessible entrance not always easy to find;
- The Pharmacology complex on Via Irnerio has many stairways;
- Poorly lit lecture halls;
- QR code scanning for access to lecture halls unmarked and undetectable by the visually impaired;
- Signs not accessible and undetectable by the visually impaired (risk of tripping caused by mobile yellow signs)



Architectural barriers (detailed data)

Architectural barriers, responses per type of need

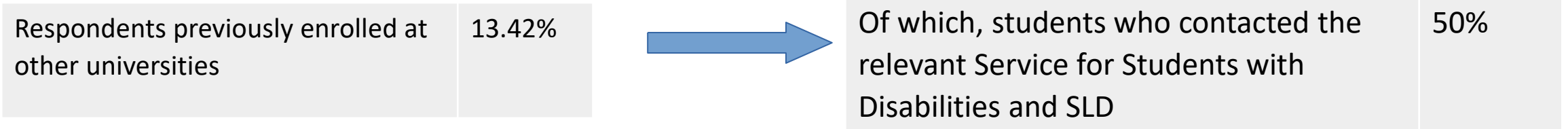
	Visual impairment	Hearing disability	Pathologies	SLD	Learning disorders	Psychological vulnerability	Motor disabilities	Autism spectrum disorders	Other
no	69.23%	75%	88.46%	97.79%	92.59%	87.5%	75%	75%	86.96%
yes	30.77%	25%	11.54%	2.21%	7.41%	12.5%	25%	25%	13.04%

Architectural barriers, responses per Campus

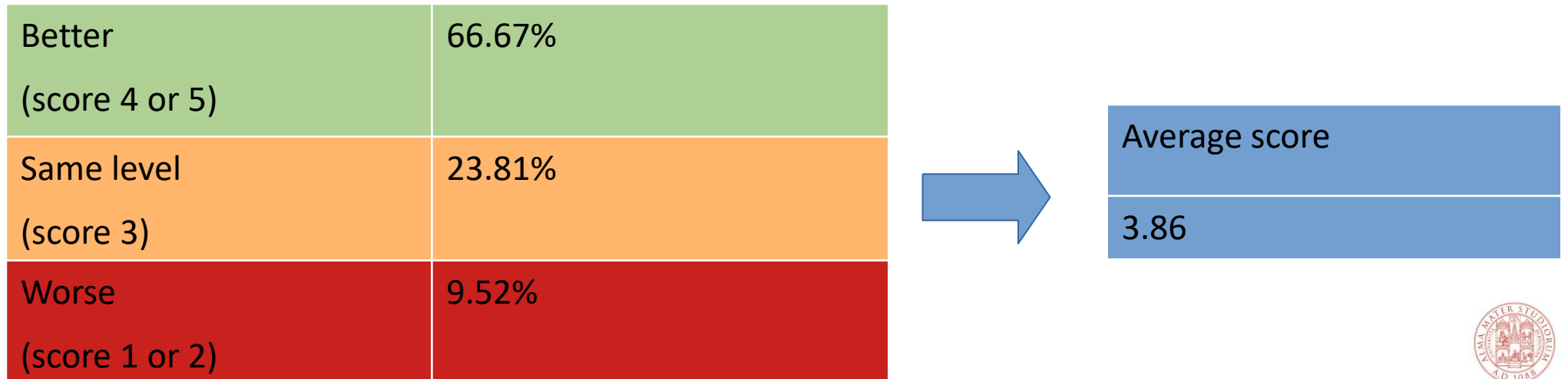
	Bologna	Cesena	Forli	Ravenna	Rimini	Other
no	92.96%	100%	100%	85.71%	93.33%	100%
yes	7.04%	0	0	14.29%	6.67%	0%



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	Exam support from a reader and/or writer tutor (online or in person)	Presentation/ demonstration of technologies to support studying or lecture attendance	Support requesting language proficiency test adaptations at the University Language Centre	Support with the audio recording of lectures and with taking exams remotely	Support participating in international mobility programmes	Support requesting entrance exam adaptations in traditional or TOLC mode
4.2	4.27	4.59	4.05	4.39	4.29	4.33	4.35



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
4.68	4.54	4.5	4.52	4.39



Mediation in communications with teachers (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

timeliness of the help provided	accuracy of the requests submitted to teachers	helpfulness and professionalism
4.52	4.43	4.55

Adequacy of adaptations agreed with teachers with respect to needs

yes	90.91%
no	9.09%



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, in person at the counter or by video call)	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 or by video call
4.08	4.48	4.4	4.5	4.38	4.35	4.6



Reader/scribe (specific aspects)

Assessment of the reading and/or writing support given by the tutor

4.59

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

Effectiveness of the examination solutions adopted

yes

95.45%

no

4.55%



Presentation of technological solutions (specific aspects)

Usefulness of the solutions presented



yes	89,73%
no	12,07%

Usefulness outside the university context



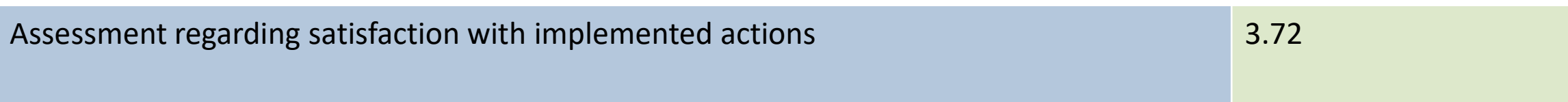
yes	84,48%
no	15,52%



Complaints or reports of disservices

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

yes	10.22%
no	89.78%



Extraordinary organisational measures addressing the SARS-COVID-2 pandemic

Reports of difficulties arising due to the need to rethink, change or suspend certain services during the SARS-COVID-2 pandemic



yes	5.75%
no	94.25%

