

# Services for Students with Disabilities

*2020-21 Annual Report*



# University of Wisconsin System

## 2020-21 ANNUAL REPORT – SERVICES FOR STUDENTS WITH DISABILITIES

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## Foreword

This annual report seeks to highlight the important work of disability services professionals within the University of Wisconsin System in supporting students with disabilities and advocating for equal access on their campuses. Students with disabilities and those who assist them were faced with new challenges in 2020-21, as the COVID-19 pandemic forced drastic changes to all facets of life both in and out of the classroom. While some of the trends seen in recent years continued—such as the increase in students seeking accommodation for psychological disabilities—the manner of serving students and the types of accommodations required to provide equal access changed as remote learning and service environments became the norm.

These pandemic-related impacts added to already significant changes experienced by disability services professionals over the past decade, as noted in last year's annual report. This year's report continues to highlight ongoing trends in the number of students seeking services, the types of disabilities presented, and the level of staffing available to support and advocate for equal access. In addition, this year's report adds the following new information:

- **Co-Occurring Disabilities** – Prior reports have focused on reporting one disability category per student. Increasingly, students report two or more disabilities that qualify them for services. This year's report adds data on co-occurring disabilities.
- **Accommodations** – The federal requirement to provide equal access is operationalized through offering accommodations that seek to overcome disability-related barriers in the living and learning environment. This year's report adds data on the most common accommodations offered through disability services offices and commentary on the effort needed to provide them.
- **Staff Roles** – Disability services professionals wear many hats to serve the diverse needs of students with disabilities. This year's report highlights staff involvement in activities outside of their direct service roles that help to ensure a campus-wide culture of access is realized.

I feel honored to assist with telling the story of disability services professionals in the UW System—a passionate and committed group of professionals who work tirelessly to ensure that students with disabilities experience equitable living and learning environments to help them reach their full potential.

A handwritten signature in black ink, appearing to read 'John Achter'.

John Achter  
UW System Administration  
Student Behavioral Health Coordinator, Office of Student Success  
UW System Liaison to Coordinators of Services for Students with Disabilities

## Executive Summary

- **Total Students with Disabilities:** A total of 11,226 students with disabilities were affiliated with disability services offices across the UW System in 2020-21, a number that has grown by 31% over the past five years despite declining enrollments systemwide. This represented 7.0% of total UW System enrollment this year.
- **Disability Categories:** Psychological disabilities remained the most common category for which students seek services in disability services offices, representing 37% of total disabilities reported. The other most common and growing disability categories are Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) (20% of total) and Health Conditions (17%). The category of Temporary disabilities showed the largest percentage increase this year (87% more students identifying than in 2019-20) as offices served students experiencing COVID-19 related disabilities.
- **Accommodations:** Disability services staff approve thousands of individualized accommodations annually based on specific barriers to access created by students' disabilities. The most common accommodations are related to Testing, including extended test time, a distraction-reduced environment, or the use of reading/writing software. Other common accommodations include notetaking assistance (through peers or software programs), flexible attendance and due dates, and alternative formats for text-based and audio/visual course materials (such as large print, Braille, audio files, captioning). Housing accommodations (such as single rooms, ADA accessible rooms, emotional support animals), while slightly less common, require a longer process of consideration to approve and implement than other accommodations and therefore account for significant staff time.
- **Personnel/Staffing:** Staffing levels remained relatively stagnant in 2020-21 and, with more students seeking accommodations, the average access coordinator caseload rose from 310 to 368, which is considerably higher than recommended by disability services professionals. This results in some offices providing less individualized levels of service and decreased ability to fully engage in the interactive process with students. Disability services staff positions are not solely restricted to providing accommodations, and the report outlines many additional activities in which staff regularly engage to contribute to a culture of accessibility on their campuses.
- **COVID-19 Impact on Services:** COVID-related changes to campus living and learning environments posed new accessibility challenges for many disabled students (including those needing notetaking assistance or sign language interpreting), yet made learning environments *more* accessible for others (for example, remote learning helped those needing flexible attendance). The unique challenges experienced during the COVID-19 pandemic added complexity to the roles of staff and required that they engage in additional communication with all areas of campus to continue providing appropriate accommodations to achieve equal access and compliance. Finally, 461 students received accommodations specifically related to COVID, and these students may or may not need services once the pandemic has subsided.

## Introduction

This annual report is prepared by the Coordinators of Services for Students with Disabilities (CSSDs) within UW System, in accordance with the [UW System Board of Regents Policy 14-10: Nondiscrimination on Basis of Disability](#). The report represents data gathered by the campus offices designated to collect student disability documentation, identify reasonable accommodations that ensure access to programs and activities, and provide services according to Section 504 and 508 of the Rehabilitation Act (1973), the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008), and UW System Policy.

The CSSD group meets regularly to discuss disability services, trends, and plans for addressing issues. All UW System four-year institutions collect data on services provided to students based on agreed-upon data collection and reporting guidelines for consistent aggregate reporting and comparison purposes. Most campuses collect data through data management software designed to manage multiple aspects of providing services to students with disabilities. The two campuses that have been tracking data manually have recently received approval to implement similar software systems over the next year, which will ease their data collection burden and provide several efficiencies in providing service to students.

Like last year, an Annual Report Committee of disability services directors was formed to guide the report writing process. As noted in the Foreword, this year's annual report builds on previous reports by adding new information to better tell the story of the work being done to support students with disabilities. We hope each iteration of the report will continue to provide relevant and useful information to help better understand and advocate for accessible environments at our institutions.

## Total Enrolled Students with Disabilities

As shown in Table 1, across UW System campuses in 2020-2021, 11,226 students with disabilities were affiliated with disability services offices. This represented 7.0% of total UW System enrollment. Two hundred-nineteen (219) of those students were identified as veterans. This veteran total is believed to be an underestimate due to inconsistencies in the way centers identify veteran status.

**Table 1: Total Enrolled Students with Disabilities, 2020-2021**

<b>Total number of students enrolled<sup>1</sup> with disabilities who are eligible for accommodations</b>	<b>Number of veterans within total</b>	<b>Total institutional enrollment<sup>2</sup></b>	<b>Percentage of student population with registered disabilities</b>
11,226	219	160,732	7.0%

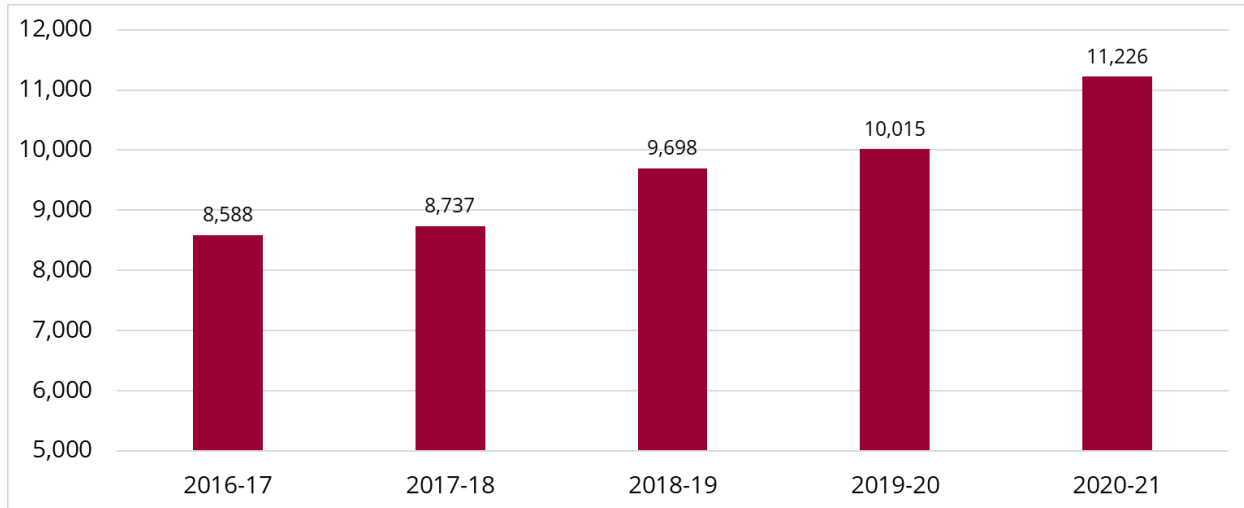
<sup>1</sup>Summer 2020, Fall 2020, and Spring 2021

<sup>2</sup>Fall 2020 10<sup>th</sup> day headcount (including branch campuses, if applicable)

The past six years have seen a steady increase in the number of students affiliating with disability services offices. As displayed in Figure 1, during the academic year 2016-2017, a total of 8,588 students with disabilities affiliated with these offices across UW System campuses. In 2020-2021 this total was 11,226 students, representing 31% growth in the number of UW students with disabilities

requesting accommodations in a five-year span. It is important to note that, despite many campuses experiencing flat or even decreasing enrollment over this time span, the number of students with disabilities seeking accommodations continues to grow. Complete campus-by-campus trends in students affiliating with disability services offices can be found in Appendix 1.

**Figure 1: Total Enrolled Students with Disabilities, Five-Year Trend**



**Image Description:** Bar graph identifying the total number of enrolled students with disabilities across UW System campuses over a five-year period. 2016-2017 (8,588), 2017-2018 (8,737), 2018-2019 (9,698), 2019-2020 (10,015), 2020-2021 (11,226).

## Disability Categories

UW System campuses collect disability information from every student seeking services to initiate the accommodation process, and this information helps to identify trends in major recognized disability categories. Understanding these trends is vital for developing appropriate services, resources, and training. For the first time, this year's report includes co-occurring disability information in addition to primary disability categories to give a more complete picture of how disability presents itself across the UW System.

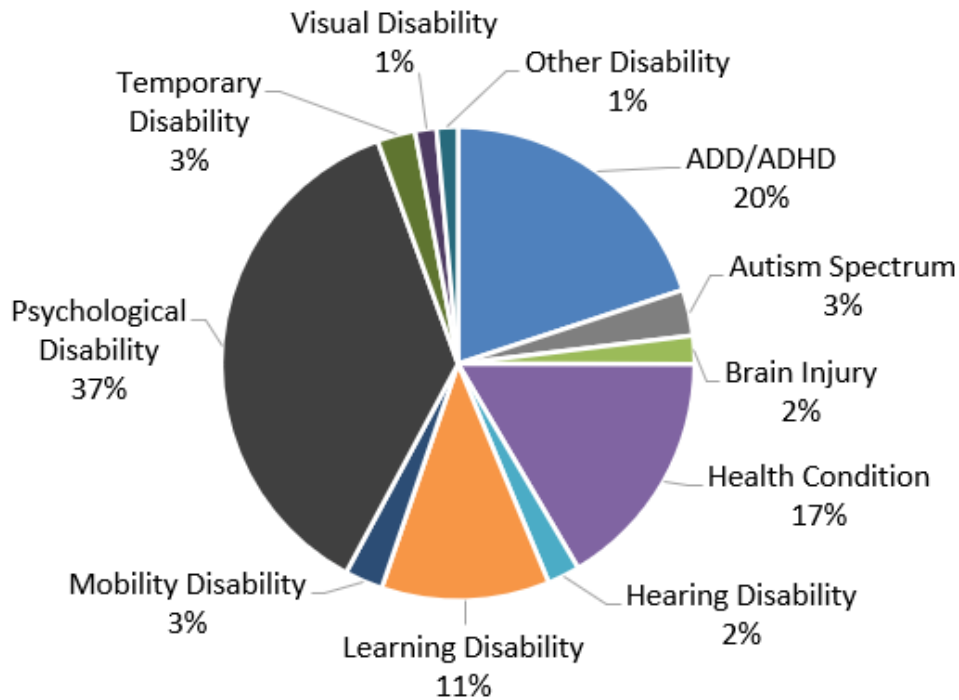
The following 11 categories are used to track primary and co-occurring disability information across the System:

- 1) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- 2) Autism Spectrum
- 3) Brain Injury
- 4) Health Condition
- 5) Hearing Disability
- 6) Learning Disability
- 7) Mobility Disability
- 8) Psychological Disability
- 9) Temporary Disability
- 10) Visual Disability
- 11) Other Disability



The pie chart in Figure 2 illustrates the relative percentages of these disability categories among the student population seeking disability services in 2020-2021. Campus-by-campus breakdowns of these disability categories can be found in Appendix 2.

**Figure 2: Percentage of Students by Disability, 2020-21**

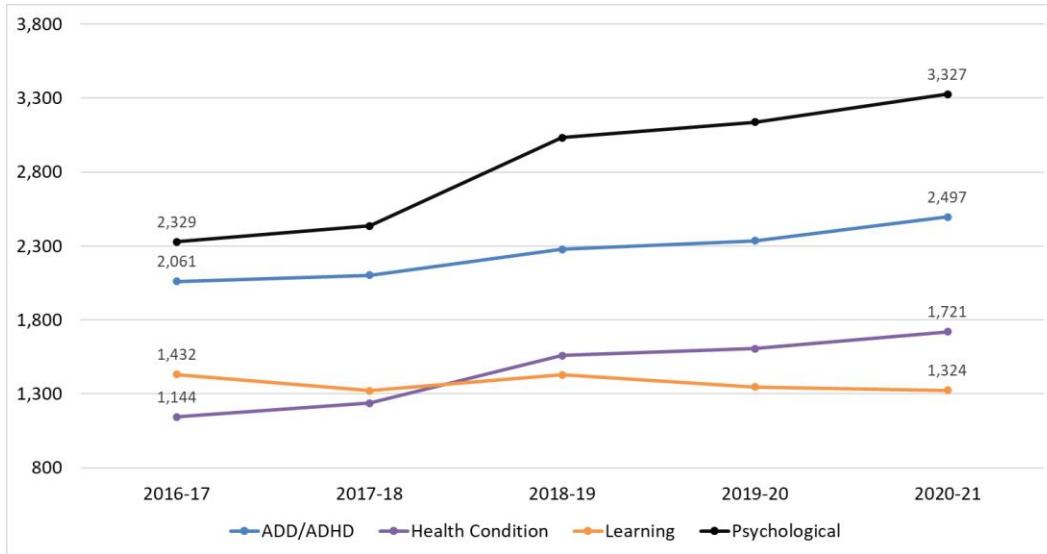


**Image Description:** Pie chart displaying Percentage of Students by Disability in 2020-2021. ADD/ADHD 20%, Autism Spectrum 3%, Brain Injury 2%, Health Condition 17%, Hearing 2%, Learning 11%, Mobility 3%, Psychological 37%, Temporary Disability 3%, Visual 1%, Other 1%.

Psychological disabilities remain the most common category for which students seek services in disability services offices, and this category continues to grow as a proportion of total disabilities represented. With the addition of co-occurring disabilities this year, psychological disabilities represented 37% of total disabilities reported by students.

As displayed in Figures 3 and 4, certain primary disability categories have grown over the past five years, while others have remained relatively stable. Among the four most common disability categories shown in Figure 3, the trends reported last year continued, with the number of students with Psychological Disabilities increasing 43% between the 2016-2017 and 2020-21 academic years and the number of students with chronic Health Conditions and ADHD increasing 50% and 21%, respectively.

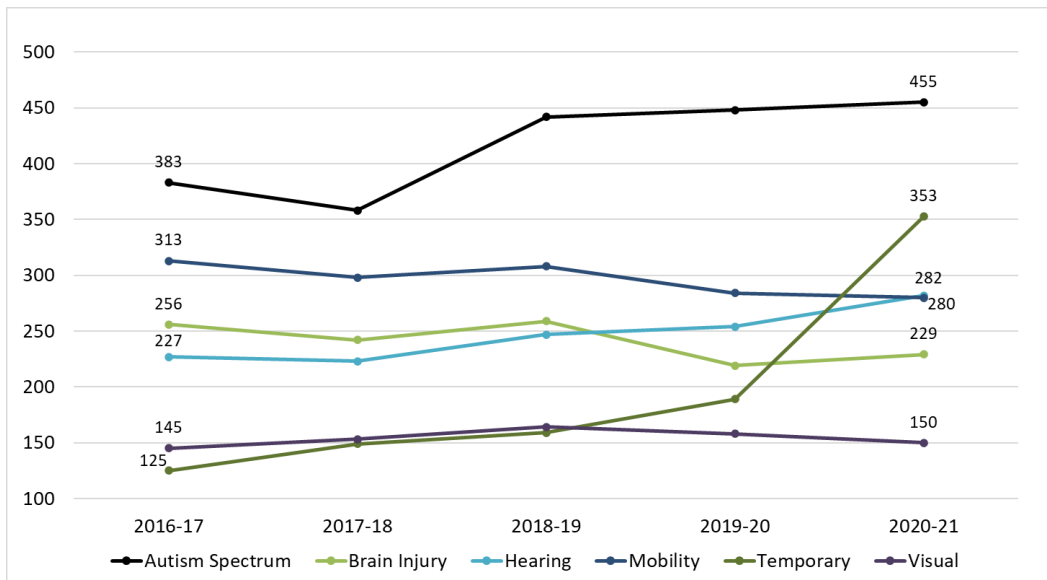
**Figure 3: Number of Students by Primary Disability, Five-Year Trends (1)**



**Image Description:** Line graph displaying change from 2016-2017 to 2020-2021 in the number of students in the four most common disability categories: ADD/ADHD (2016-2017 2,061; 2020-2021 2,497), Health Condition (1,144; 1,721), Learning (1,432; 1,324), Psychological (2,329; 3,327)

Among less commonly reported disability categories shown in Figure 4, Autism Spectrum, Hearing Disabilities, and Temporary Disabilities have all been trending upward over the past five years, while all other categories have shown modest to little change. Most notable in 2020-21 is an 87% increase over last year in students being served with Temporary Disabilities, which can be attributed to some disability services offices providing accommodations to students experiencing COVID-19 related disabilities.

**Figure 4: Number of Students by Primary Disability, Five-Year Trends (2)**

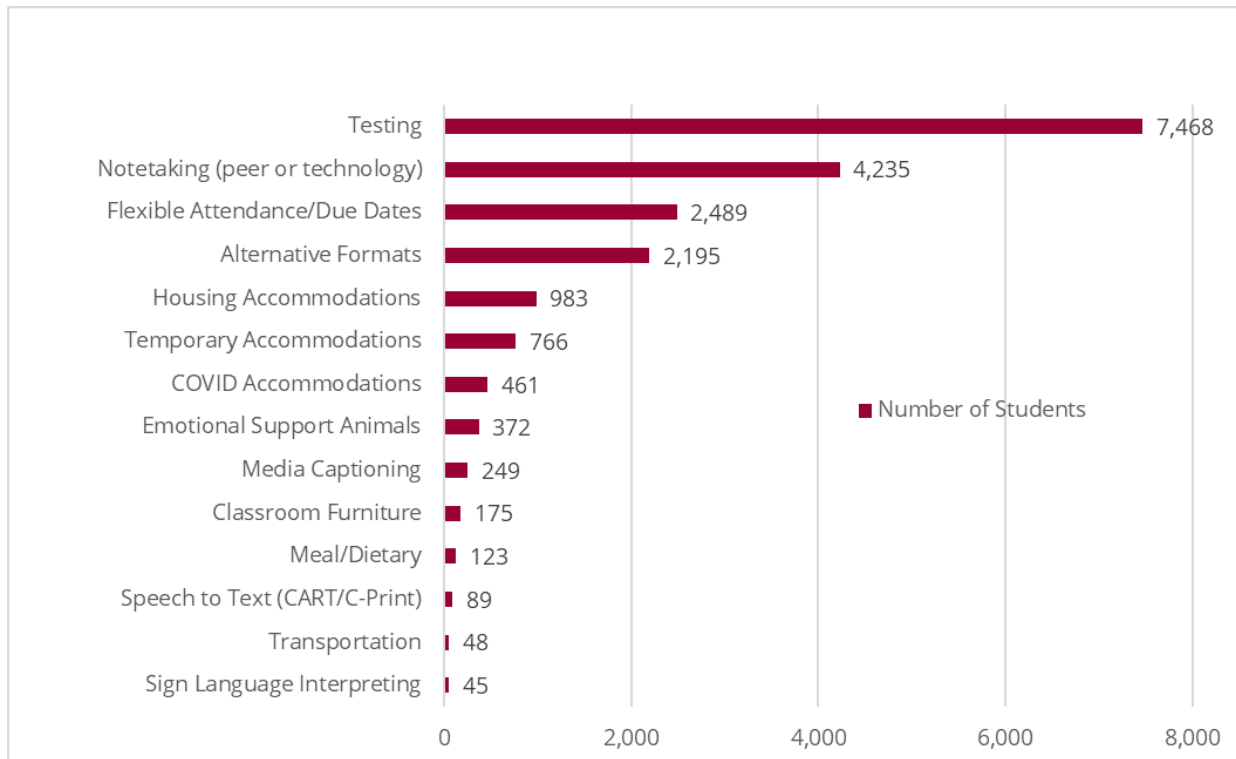


**Image Description:** Line graph displaying change from 2016-2017 to 2020-2021 in the number of students in the five less-common disability categories: Autism Spectrum (2016-2017 383; 2020-2021 455), Brain Injury (256, 229), Hearing (227, 282), Mobility (313, 280), Temporary (125, 353), Visual (145, 150).

# Accommodations

New in this year’s report is information about the range of accommodations provided to support access and inclusion to all programs and activities for students with disabilities. The data in Figure 5 represents some of the most common and/or complex accommodation types and the number of students approved for each. It should be noted that this not an exhaustive list—a campus could potentially provide more than 100 different types of reasonable and appropriate accommodations depending on the barriers to access that are identified with each individual student. A campus-by-campus breakdown of the accommodations listed below is available in Appendix 4.

**Figure 5: Common Accommodations, 2020-21**



**Image Description:** Bar graph identifying the number of students approved for the following types of accommodations in 2020-21: Testing (7,468), Notetaking (peer or technology) (4,235), Flexible Attendance/Due Dates (2,489), Alternative Formats (2,195), Housing (983), Temporary (766), COVID (461), Emotional Support Animals (372), Media Captioning (249), Classroom Furniture (175), Meal/Dietary (123), Speech to Text (CART/C-Print) (89), Transportation (48), Sign Language Interpreting (45).

The most common accommodation category approved by UW System disability services offices is Testing, provided to almost 7,500 students in 2020-21. Testing accommodations are necessary for students who experience challenges with focus and concentration, anxiety, ability to recall or process information, and difficulty physically writing or typing. Testing accommodations encompass a wide range of services including extended test time, a distraction-reduced environment, or the use of reading and writing software, to name a few. Many disability services offices coordinate this process by scheduling rooms, requesting exams from instructors, coordinating assistive technology, and administering and proctoring exams. During final exam weeks there is an intense demand for testing accommodations that require the assistance of all disability staff and sometimes additional volunteers from other offices.

The second most common accommodation type is Notetaking, approved for over 4,000 students this year. These accommodations assist students who have hearing or vision loss, students whose handwriting ability is impacted by a physical condition, or students with conditions that affect comprehension and processing. This accommodation is provided by a variety of methods including volunteer and paid peer notetakers, notetaking software apps such as Audio Notetaker, and devices such as Livescribe Smartpens. Assistive technologies record a lecture and allow students to simultaneously add notes that sync with the audio. All of these services help students overcome barriers to learning, processing, and retaining course information.

An increasing number of students (nearly 2,500 this year) with health and psychological disabilities request flexibility with class attendance and extensions on due dates, due to the fluctuating and often unpredictable nature of symptoms for these conditions. The complexity of coordinating these accommodations requires an ongoing interactive process between a disability services office, faculty, and students to determine whether options for flexibility exist in each course and if those options would constitute a fundamental alteration of the essential course requirements. When these accommodations are deemed reasonable, the coordination for each course in which a student is enrolled is very time-intensive at the beginning of each semester.

Over 2,000 students received the accommodation of Alternative or Accessible Formats for text-based and audio/visual course materials. Accessible formats may include large print, Braille, tactile graphics, and audio files for students with visual, auditory, or other processing impairments. Most campuses also contract with third-party vendors to provide alternative delivery of information through services such as captioning, transcription, C-Print, and Communication Access Realtime Translation (CART). The process of obtaining accessible textbooks can be complicated and lengthy, with some disability services offices requesting accessible copies directly from publishers. Often older versions of books are difficult to locate, which requires staff to manually scan books into electronic formats. Instructors typically rely on disability services offices to provide most alternative formats required by students with disabilities. Disability services staff often collaborate with other technology experts on campus to assist in obtaining accessible formats in a reasonable and timely manner.

Additional accommodation requests that require a longer process of consideration include requests for housing accommodations, which were approved for nearly 1,000 students in 2020-21. For housing-related accommodations, disability services staff often participate as a member of a committee and collaborate with multiple partners to determine eligibility and assist with implementation. Housing accommodations include single rooms, housing contract exemptions, ADA accessible rooms, restrooms in proximity to room, and accessible furnishings. Requests for Emotional Support Animals (ESAs) are a growing category of housing accommodations that were provided for 372 students this year.

The accommodations discussed in this section are intended to give a sampling of the nature of the accommodation process, which requires much diligence, communication, collaboration, and effort on the part of disability services staff to accomplish in a reasonable and appropriate manner. Finally, it is important to mention that course delivery methods for remote learning due to COVID-19 required creative problem-solving skills in determining innovative ways to provide access. This is discussed in more detail in the COVID-19 section of this report.

## Personnel/Staffing

In a review of service trends and staffing in the 2019-20 report, it was noted that disability services staffing levels have not kept pace with the growing number of students affiliating with disability services offices, resulting in increasing caseloads for existing staff. At many institutions, directors and other disability services staff have interim status, which also affects the stability of providing mandated services to eligible students. Data presented in Table 2 indicates that these staffing trends continued in 2020-21, with disability services staffing levels remaining relatively stagnant across the System, and average caseloads for access coordinators increasing (from 310 to 368) due to another rise in the number of students seeking services.

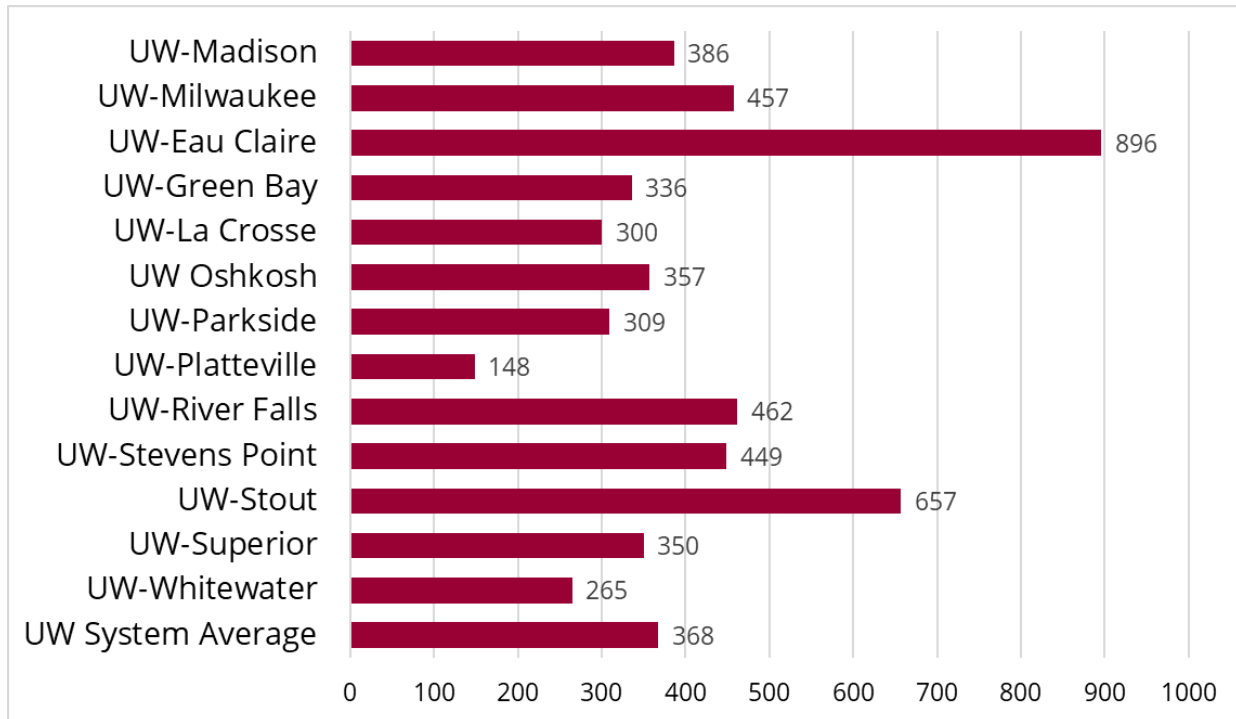
**Table 2: Disability Services Staffing and Caseload**

Academic Year	Total Staff FTE*	Access Coordinator FTE	Average Access Coordinator Caseload	Range of Average Caseload
2019-20	79	32	310	132 to 795
2020-21	83	31	368	148 to 896

\*Full-Time Equivalent (FTE)

The Access Coordinator position is highlighted because of the role this position plays in facilitating overall coordination of services for students, including reviewing eligibility, identifying barriers to access, developing and implementing accommodation plans, and ensuring an ongoing interactive dialogue with students, instructors, and other university staff. Figure 6 shows the campus-by-campus breakdown of access coordinator caseloads, which range from 148 to 896 students. As noted last year, access coordinators with lower caseload numbers can provide more individualized service and more fully engage in the interactive process with their students. Coordinators with larger caseloads have less time to provide much beyond the front-end services of reviewing eligibility and developing accommodation plans, which makes for a more transactional student-staff relationship. For new students, this can mean a lengthy waiting period for initial meetings. For continuing students, this manifests as limited availability of the disability access coordinator to provide advocacy and address concerns that require an interactive process with instructors. Overall, higher caseloads limit the degree of personal connection that is known to contribute to greater levels of student success and retention.

**Figure 6: Access Coordinator Caseload, 2020-21**



**Image Description:** Bar graph identifying average access coordinator caseloads across UW System campuses, 2020-21: UW-Madison (386), UW-Milwaukee (457), UW-Eau Claire (896), UW-Green Bay (336), UW-La Crosse (300), UW Oshkosh (357), UW-Parkside (309), UW-Platteville (148), UW-River Falls (462), UW-Stevens Point (449), UW-Stout (657), UW-Superior (350), UW-Whitewater (265), System Average (368).

In this annual report, we also wanted to capture a more complete range of activities in which disability services staff are involved, in addition to the central work of reviewing disability documentation and determining accommodations. To assist with this, directors completed a survey in which they listed staff activities that support the work of accessibility and provide service to their campuses in other ways. Below is a summary of some of these additional activities.

- ADA/Accessibility advisory committees
- Assistive technology collaboration, training, and coordination with campus units and external vendors
- Behavioral Intervention Team (BIT)/Students of Concern (SOC) committees
- Campus climate activities; Equity, Diversity, Inclusion (EDI) committees
- Veterans and nontraditional student committees
- Disability events and programs, awards, and celebrations
- Faculty, instructor, staff, and student training and presentations
- Leadership meetings for budget, grants
- Liaison with local community agencies, school districts, and vocational rehabilitation offices
- Mental health awareness groups and collaboration with counseling and dean of students
- Prospective student and family visits and coordination with admissions staff
- Orientation and resource fairs for prospective and new students—freshmen and transfer
- Safety and risk management committees

- Shared governance, university-wide search committees, officers for professional associations
- Summer programming assistance and tutoring coordination

As can be seen from the list, the work of disability services professionals—like many student services professionals in higher education—does not exist in a vacuum and involves collaboration and cooperation with multiple allied professionals and offices to best serve the needs of students.

## COVID-19 Impact on Services

As every student and employee in higher education had to drop plans, shift priorities, and reinvent the way in which they approached the 2020-2021 year, so did disability services professionals. As noted in the Accommodations section of this report, some disability accommodations require significant planning and time investment, so the COVID-related changes to campus living and learning environments had a stronger impact on many disabled students who rely on these accommodations.

The manner of providing several traditional accommodations were impacted by the pandemic. For instance, most American Sign Language (ASL) interpretation had to be provided through Video Remote Interpreting (VRI), yet some tactile interpretation was still coordinated in an in-person arrangement, requiring specialized personal protective equipment (PPE). This is but one of many examples of adjustments that had to be made to ensure students received accommodations appropriate to their disabilities.

Similar to experiences reported at the onset of the pandemic in Spring 2020, we continued to note this year that some students experienced significant challenges with remote learning, including heavier disability impacts related to the extended time required to be in front of a screen, difficulty getting and staying organized with course materials and expectations, and difficulty with exam proctoring software. Some students who required frequent medical appointments or treatments had trouble accessing those services and had to modify their plans to reduce exposure to COVID-19. Other students had a hard time finding quiet spaces to study or take exams due to limited access to campus spaces.

While the pandemic and the shift to online/remote education impacted students with pre-existing disabilities in various ways, it also made a new population of students eligible for disability-related accommodations. As shown in Figure 5 (see page 10), 461 students received accommodations specifically related to COVID-19, and these students may or may not need services once the pandemic has subsided.

It is important to note that, while the pandemic added new obstacles for many or even most students with disabilities, for some disabled students being able to participate in class remotely made their educational experience much *more* accessible. The increased flexibility provided by instructors allowed many disabled students to keep up with their workload and remain enrolled while also managing their health-related needs. For students with health conditions like autoimmune diseases, being able to avoid public transportation, campus buildings, and classrooms meant they were less likely to become ill and have to miss course activities compared to a usual semester of in-person activity. Disability services offices reported fewer missed appointments and higher attendance in general for meetings with students when they were held remotely. This

unforeseen positive consequence will likely lead to continuing to offer remote appointment options even after the return to in-person activities.

The unique challenges experienced during the COVID-19 pandemic added complexity to the roles of staff and required that they engage in additional communication with all areas of campus to continue providing appropriate accommodations to achieve equal access and compliance. Like so many professionals, disability services staff adapted to multiple virtual platforms to hold meetings with students and faculty to ensure effective interactive dialogue. Whenever the U.S. Centers for Disease Control and Prevention (CDC) issued new recommendations, our campuses, communities, and the UW System responded to the requirements. When CDC guidance addressed health conditions for which many students are affiliated with disability services offices, staff responded with appropriate and reasonable accommodations for these students.

Finally, in addition to making adjustments to the usual suite of academic and housing related accommodation needs, disability services professionals found themselves involved in Emergency Operations planning efforts, advising campus members on how pandemic safety plans could impact access for disabled individuals and handling accommodation requests related to face covering requirements, COVID-19 testing requirements, and the implementation of software applications used to manage access to campuses during portions of the pandemic. In sum, it was a year that required disability services professionals to be nimble, think on their feet, and involve themselves even more than usual in campus-wide conversations to ensure that accessibility remained prominent in the minds of faculty, staff, and administrative decision-makers.

## **Conclusion and Future Directions**

This report highlights the essential work of disability services offices across the UW System and the resilience of disability services professionals to provide high-quality service in the midst of increased service utilization, rising complexity of student needs, and, this year, significant changes to both the nature of student needs and the manner in which services were provided due to the pandemic.

With staffing resources stretched even more thinly than last year, disability services offices are often strained to provide the level of service required to achieve equal access for disabled students. As noted last year, we have become creative in using technology to establish greater efficiencies and modifying practices to ensure essential service levels are maintained. Yet, with caseloads continuing to rise, relief in the form of additional resources would help many campuses better meet demands. We hope this annual report will inform discussions between disability services professionals and administrators at both the campus and System levels, as they assess the services currently being provided to students with disabilities and consider what additional resources might help them better meet existing needs. Doing so will not only help campuses remain compliant with disability laws and regulations but, more importantly, will be a great investment in student success and retention for this important demographic of students.

We believe this report provides a useful snapshot of our work in 2020-21, both the accomplishments achieved and challenges faced, and how it compares to the few years preceding it. In subsequent annual reports, we hope to provide further insight into the importance of accessibility and inclusion for students with disabilities. By collecting and sharing information that tracks and evaluates our services on an annual basis, we can continually develop and improve upon best practices that support students in their ultimate quest for academic and personal success.



## Appendix 1: Students with Disabilities by Campus, Five-Year Trends

Institution	Total Students						
	2016-17	2017-18	2018-19	2019-20	2020-21	Total Change	% Change
UW-Madison	1,946	2,220	2,622	2,932	3,667	1,721	88%
UW-Milwaukee	711	627	971	1,230	1,372	661	93%
UW-Eau Claire	529	576	662	664	806	277	52%
UW-Green Bay	285	300	323	344	336	51	18%
UW-La Crosse	586	644	721	748	732	146	25%
UW-Oshkosh	276	491	517	225	357	81	29%
UW-Parkside	320	256	368	309	309	-11	-3%
UW-Platteville	376	377	409	423	445	69	18%
UW-River Falls	352	362	402	434	462	110	31%
UW-Stevens Point	599	638	756	730	673	74	12%
UW-Stout <sup>1</sup>	862	564	682	616	657	-205	-24%
UW-Superior	130	176	131	159	140	10	8%
UW-Whitewater	1,056	1,069	1,134	1,201	1,270	214	20%
UW Colleges <sup>2</sup>	560	437	NA	NA	NA	NA	NA
<b>Total</b>	<b>8,588</b>	<b>8,737</b>	<b>9,698</b>	<b>10,015</b>	<b>11,226</b>	<b>2,638</b>	<b>31%</b>

<sup>1</sup>UW-Stout totals after 2016-17 adjust for an error that resulted in overcounting during prior years.

<sup>2</sup>UW Colleges totals subsumed into associated four-year campuses beginning 2018-19.

## Appendix 2: Disability Categories by Campus, 2020-21

All Disabilities Reported											
Institution	ADD/ ADHD	Autism Spectrum	Brain Injury	Health Condition	Hearing	Learning	Mobility	Psychological	Temporary	Visual	Other
UW-Madison	1,205	81	133	1,143	101	565	149	2,983	292	75	77
UW-Milwaukee	297	60	31	143	48	157	38	275	0	28	26
UW-Eau Claire	249	37	21	180	38	117	22	282	17	19	5
UW-Green Bay	134	22	19	59	24	87	27	179	0	8	13
UW-La Crosse	236	18	40	355	21	130	58	621	31	20	10
UW-Oshkosh	34	13	5	83	10	30	32	124	34	5	0
UW-Parkside	75	13	3	55	5	46	4	129	24	6	16
UW-Platteville	171	37	18	84	22	94	12	165	2	14	4
UW-River Falls	141	41	9	108	7	118	5	446	3	7	4
UW-Stevens Point	204	33	11	130	28	142	8	281	27	8	4
UW-Stout	229	57	13	104	19	158	18	237	5	11	4
UW-Superior	32	9	8	15	5	33	5	63	9	4	28
UW-Whitewater	445	122	23	396	54	312	74	553	5	49	60
<b>Total</b>	<b>3,452</b>	<b>543</b>	<b>334</b>	<b>2,855</b>	<b>382</b>	<b>1,989</b>	<b>452</b>	<b>6,338</b>	<b>449</b>	<b>254</b>	<b>251</b>
<b>Percent</b>	<b>20.0%</b>	<b>3.1%</b>	<b>1.9%</b>	<b>16.5%</b>	<b>2.2%</b>	<b>11.5%</b>	<b>2.6%</b>	<b>36.6%</b>	<b>2.6%</b>	<b>1.5%</b>	<b>1.5%</b>

### Appendix 3: Primary Disability Categories, Five-Year Trends

Total Students							
Primary Disability	2016-17	2017-18	2018-19	2019-20	2020-21	Total Change	Percent Change
ADD/ADHD	2,061	2,102	2,278	2,335	2,497	436	21%
Autism Spectrum	383	358	442	448	455	72	19%
Brain Injury	256	242	259	219	229	-27	-11%
Health Condition	1,144	1,237	1,560	1,606	1,721	577	50%
Hearing	227	223	247	254	282	55	24%
Learning	1,432	1,321	1,429	1,348	1,324	-108	-8%
Mobility	313	298	308	284	280	-33	-11%
Psychological	2,329	2,436	3,034	3,138	3,327	998	43%
Temporary	125	149	159	189	353	228	182%
Visual	145	153	164	158	150	5	3%
Other	190	293	255	102	116	-74	-39%
<b>Total</b>	<b>8,605</b>	<b>8,812</b>	<b>10,135</b>	<b>10,081</b>	<b>10,734</b>	<b>2,129</b>	<b>25%</b>

## Appendix 4: Accommodation Data by Campus, 2020-21

Total Students by Accommodation Type														
Institution	Testing	Note-taking	Flex Attend/ Due Dates	Alt. Formats	Housing	Temporary	COVID	Support Animals (ESAs)	Media Captions	Class Furniture	Meal/Diet	Speech to Text	Transportation	Sign Lang. Interp.
UW-Madison	2,465	1,390	1,244	684	287	681	369	81	70	93	0	33	0	7
UW-Milwaukee	719	215	329	168	62	10	0	20	38	2	0	17	0	16
UW-Eau Claire	417	240	107	119	45	15	17	27	19	3	0	2	2	1
UW-Green Bay	211	70	26	33	12	0	2	11	12	0	0	1	0	1
UW-La Crosse	309	127	0	99	32	1	0	7	8	0	10	0	0	2
UW Oshkosh	233	150	78	60	56	34	0	18	6	10	41	7	33	2
UW-Parkside	229	82	90	19	17	1	5	10	0	0	0	0	0	0
UW-Platteville	374	225	39	121	58	2	1	24	10	3	1	1	0	1
UW-River Falls	380	231	222	129	48	3	10	60	5	3	0	5	2	0
UW-Stevens Point	599	354	205	215	0	0	3	35	21	10	0	10	7	0
UW-Stout	437	247	6	113	44	4	0	15	2	2	1	1	0	5
UW-Superior	34	4	1	2	1	9	0	20	2	0	0	1	0	2
UW-Whitewater	1,061	900	142	433	321	6	54	44	56	49	70	11	4	8
<b>Total</b>	<b>7468</b>	<b>4235</b>	<b>2489</b>	<b>2195</b>	<b>983</b>	<b>766</b>	<b>461</b>	<b>372</b>	<b>249</b>	<b>175</b>	<b>123</b>	<b>89</b>	<b>48</b>	<b>45</b>

## Appendix 5: Enrollment and Staffing Data by Campus, 2020-21

Institution	Enrollment	% of Students with Registered Disabilities	Total Staff FTE	Access Coordinator FTE <sup>1</sup>	Average Caseload <sup>2</sup>
UW-Madison	45,483	8.1%	25.0	9.5	386
UW-Milwaukee	24,722	5.5%	14.0	3.0	457
UW-Eau Claire	11,015	7.3%	3.0	0.9	896
UW-Green Bay	8,969	3.7%	2.4	1.0	336
UW-La Crosse	10,543	6.9%	6.6	2.4	300
UW-Oshkosh	11,283	3.2%	1.9	1.0	357
UW-Parkside	4,465	6.9%	2.0	1.0	309
UW-Platteville	7,550	5.9%	5.0	3.0	148
UW-River Falls	5,862	7.9%	1.8	1.0	462
UW-Stevens Point	8,316	8.1%	3.8	1.5	449
UW-Stout	7,970	8.2%	3.8	1.0	657
UW-Superior	2,559	5.5%	0.4	0.4	350
UW-Whitewater	11,995	10.6%	13.8	4.8	265
<b>Total</b>	<b>160,732</b>		<b>83.4</b>	<b>30.5</b>	
<b>System Average</b>		<b>6.6%</b>			<b>368</b>

<sup>1</sup>Amount of staff FTE devoted to access coordinator duties

<sup>2</sup>Students with disabilities served/Access coordinator FTE