Disability Resources for Students (DRS) Services Utilization Among School of Public Health Students: Examining Difficulty in Accessing Accommodations

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A thesis

Submitted in partial fulfillment of the

Requirements for the degree of

Master of Public Health

University of Washington

2025

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Program Authorized to Offer Degree:

School of Public Health

University of Washington

Abstract

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Chair of the Supervisory Committee:

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Health Systems and Population Health, Global Health, American Ethnic Studies

Abstract: University students with disabilities have more access to higher education yet significant barriers to full utilization of accommodations exist. We used a survey methodology to assess University of Washington Public Health student opinions of student disability services on campus. I found expected proportions of different genders, ethnicities, and frequency of individuals who self-identify as disabled. The data also revealed that one-third of Public Health students receive accommodations. Importantly, one-third of those who receive accommodations find it difficult to get them. Working with accessibility support staff and faculty can help alleviate this burden.

Introduction

University students with disabilities have more access to higher education because of facilitators, like accommodations to assist disabled students to better engage in university life; however, significant barriers exist for these students to effectively utilize these accommodations (Tufty et al., 2024).

This author is a Public Health student with disabilities. The specification of the problem was inspired by anecdotal reports by other students with disabilities. I was privileged to be a part of conversations with other students where we shared the sentiment that the University of Washington (UW) DRS Disability Resources for Students Office (DRS) processes for obtaining and maintaining accommodations could be overly burdensome. In reflecting upon these conversations, I wanted to find out how true these claims really were. Could they be examined in a survey?

Due to real or imagined barriers to accessing DRS services, some students delay or avoid engaging with DRS while at UW. First, let me distinguish the different groups that may access DRS services: those who enter school with a disability (chronic, already diagnosed), temporary due to injury, or newly sustained while being a student. The significance of delaying or avoiding engagement with DRS, not using DRS services at all in first year, due to real or perceived barriers (e.g., burden of proof required for accommodations) or stigma (e.g., from students, staff or faculty). I hypothesize that delaying engagement with the support services offered at DRS negatively impacts school attendance, self-reported frustration, and satisfaction with courses. The magnitude of this problem is that many students face multiple barriers and have significant difficulty obtaining accommodations (Woodard, 2022; *College Accommodations for Students with Disabilities*, n.d.).

The importance of these issues is that students with disabilities have responsibilities to initiate and follow through with disability accommodation requests—this is a student-led process. There is also support available from DRS, program-level advisors, and faculty. It is

likely that the level of support a student receives will impact the ease of accessing services at DRS, but it is the policy of the university that getting disability accommodations are a student-driven process. Therefore, the ease of accessing disability services also depends on individual student factors.

The first aim is to make a preliminary assessment of the quality of DRS services at UW. The second aim is to analyze data that will be utilized by stakeholders who have the power to address the barriers faced by University of Washington-Seattle (UW) School of Public Health (SPH) students with disabilities. The findings of this study will be shared with disability service providers at the School of Public Health (SPH) and UW DRS with the hope that it can be used to improve service delivery. Hypotheses were divided into two categories: demographic and main analysis addressing research questions. Regarding the demographic hypotheses, there are two analyses in this category. First, I was interested in how familiar School of Public Health students are with DRS services and processes. I hypothesized familiarity ratings (poor, fair, good, very good, excellent) on the lower end of the scale (below good>above good). Second, I wanted to know what proportion of SPH students identify as disabled. I hypothesized fewer disabled students than not disabled students.

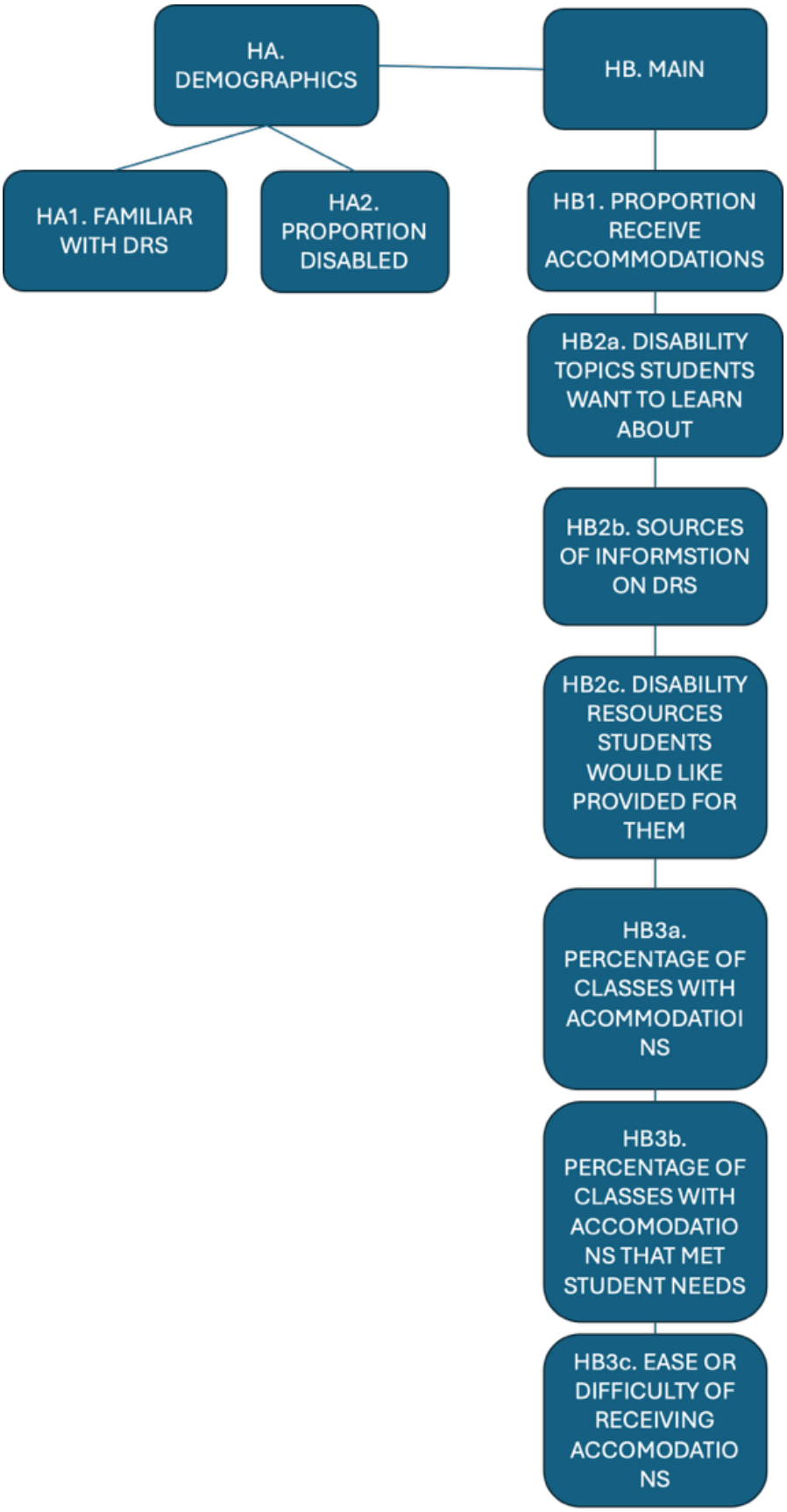
Regarding the main analyses, I had seven hypotheses. First, I would like to get a baseline and find out what proportion of SPH students receive DRS accommodations. This will help me estimate DRS uptake of accommodations in the SPH population. I hypothesized the percentage of SPH students with accommodations to be greater than 10%.

The next set of hypotheses looks at how information and services are used with regard to DRS to reduce barriers and increase facilitators to increase DRS service utilization. The second hypothesis examined what disability- and accessibility-related topics SPH students would like to learn more about, split by disability status, present or absent. I predicted that students with disabilities would like to learn most about accommodations

where able-bodied students would have the most responses about eligibility for DRS. Hypothesis three addressed where SPH students receive information on DRS services or resources. I predicted that a greater proportion of responses would be for resources other than DRS and a smaller proportion of information resources would be designated as DRS. The fourth data set addressed what disability- and accessibility-related resources SPH students would like to have provided for them. I hypothesized that disabled SPH students would have more responses about the types of accommodations approved and students without disabilities would have more responses about how to access DRS.

The last three hypotheses address access to DRS and ease of use of the accommodation process. The fifth hypothesis addresses the percentage of classes with active accommodations-I estimated that the ratio of classes in which accommodations were activated Winter 2025 was greater than 10%. As a follow-up, I asked about the percentage of classes with active accommodations that SPH students felt met their needs--I hypothesized the percentage of classes with active accommodations that students felt met their disability needs is greater than 65%. The seventh and final hypothesis concerns the ease or difficulty (very easy, somewhat easy, neutral, somewhat difficult, very difficult) SPH students experience when receiving accommodations through DRS: I categorized these responses by whether the student had a short-term disability, a long-term disability, or both [self-identified as short-term disability, long-term disability, or both, additionally the following statement was inserted on this question, "For reference, short term refers to accommodations applicable to a disability that is not chronic (e.g. broken arm, concussion, etc.)"]. I predicted students with long-term accommodations would have less difficulty activating accommodations than students with short-term accommodations. (see Figure 1).

Figure 1: Hypothesis Conceptual Map.


HA. DEMOGRAPHICS
HB. MAIN
HA1. FAMILIAR WITH DRS
HA2. PROPORTION DISABLED
HB1. PROPORTION RECEIVE ACCOMMODATIONS
HB2a. DISABILITY TOPICS STUDENTS WANT TO LEARN ABOUT
HB2b. SOURCES OF INFORMSTION ON DRS
HB2c. DISABILITY RESOURCES STUDENTS WOULD LIKE PROVIDED FOR THEM
HB3a. PERCENTAGE OF CLASSES WITH ACOMMODATIOI NS
HB3b. PERCENTAGE OF CLASSES WITH ACCOMODATIO NS THAT MET STUDENT NEEDS
HB3c. EASE OR DIFFICULTY OF RECEIVING ACCOMODATIO NS

1. Literature review

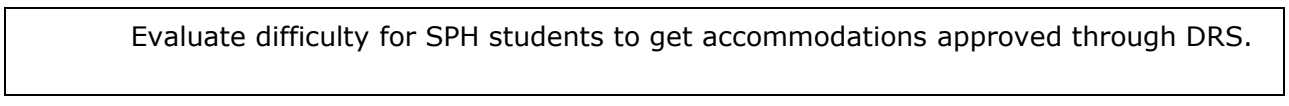
In the national context of disability barriers, at four-year (vs. two-year universities), disclosure (of disability) rates are lower, fewer accommodations are utilized, and staff to student ratios are lower. This is a warning to students with disabilities who go to four-year universities that may have to negotiate more barriers than at a two-year university, (Wells, 2025). Additionally, the potential for a larger student population at a four-year university could potentially turn some students away from disability services and resources fearing potentially large numbers of people could learn of their disability status.

Another effect occurring in the United States is increased access to postsecondary education, which has resulted in positive outcomes for students with disabilities. However, disability services, like those provided by DRS, have yet to be widely validated, (Shaw & Dukes, 2005). In other words, we know students with disabilities are doing better in several domains across time as access to higher education has increased. Due to not having many validity studies of disability services like DRS, we do not know if disabled students are improving because of disability services. Accessible technologies, advances in healthcare, better resources in K-12, broadening of the term disability under the ADA Amendments Act, and a social model of disability have all contributed to both the reduction in stigma of a disability as well as the creation of or more opportunities for students with disabilities in higher education.

2. Conceptual model

The conceptual model inputs are difficulty of getting accommodations through DRS and barriers and facilitators to obtaining accommodations. The output is the difficulty of utilizing accommodations (see Figure 2).

Figure 2. Difficulty of getting accommodations conceptual model.



Evaluate barriers and facilitators to getting the appropriate accommodations for each student or group with similar needs.

1. If barriers are greater than facilitators, appropriate accommodations will be difficult to obtain.

2. If facilitators are greater than barriers, getting appropriate accommodations will be easy to obtain.

Methods

1. Setting

The study setting is at the university setting—the University of Washington. More specifically, the setting is the SPH.

2. Selection of study subjects

While DRS is not a source of participants, it is notable that DRS serves 5,000+ students with disabilities at UW, and likely will have served or are serving many students

who took the survey. The present investigation primarily targeted SPH, including undergraduate and graduate populations, approximate population equal to 2,000 students.

The UW-Seattle population is N=51,719 (including undergraduate and graduate populations). UW race/ethnicity statistics for the 2024-2025 school year for enrolled students were 33% white, 23% Asian, 10% Hispanic/Latino, 5% Black, <1% American Indian/Alaska Native, <1% Native Hawaiian/Pacific Islander, ("Fast Facts (HTML Version)," n.d.).

To recruit participants, the original Capstone study generated a survey in public health courses and purposefully sampled participants through response to mass electronic solicitations. The approach to potential participants was random and the electronic invitation asked if they would be willing to complete a survey. It was delivered in a variety of ways including Canvas announcements, emails to programs, and announcements in class.

To evaluate eligibility, the study created standards of inclusion and exclusion. Inclusion criteria include being a: UW student, any SPH student during Winter Quarter 2025. Exclusion criteria include: any UW SPH student in any other quarter than Winter Quarter 2025, or refusal to participate, or refusal to consent.

3. Data collection

During active collection of the data from participants, they completed the surveys themselves. Research staff were not generally available to assist or answer questions. Participants completed surveys at home, at all hours. Email support was available from researchers but not always immediately. After data collection, a de-identified version of the data was transferred from the original Capstone study to the present Quality Improvement effort. Data processing on our end included uploading the data and cleaning it by CE, a member of the research team of the original Capstone study, then the data was entered into SPSS version 30.0.0.0 by this author (CW).

4. Source (e.g., questionnaire, interview, record review, vital records)

The source of the data is a questionnaire, usually completed on the computer and remotely (e.g., at home). The protocol for typical subject was they receive a solicitation through email or some other method inviting them to take a survey about disability and DRS. The invitation had a QR code that took the participant to the web-based survey. The first screen was the consent, if they agreed to participate, then the participant was prompted to move onto the survey. This survey was not considered research, rather it was deemed a quality improvement effort by the UW Human Subjects Division because this investigation does not meet one of their definitions of research, we intend to give the data to the source (DRS), and our study involved human subjects□. Essentially, the survey was shared with UW School of Public Health students during Winter Quarter 2025. The survey was distributed electronically via programs, departments, and some instructors. All SPH students were invited to complete the survey regardless of degree type or program. Participants were not compensated in any way. Below is an excerpt from the consent form explaining the procedures and risks and benefits:

> **"Procedures:** If you choose to participate, you will be asked to fill out a brief survey. The questionnaire will take about 10 minutes to complete. You will fill out this survey online. I will not ask for your name or any other personally identifying information, and I will not ask you to sign anything. The survey will remain completely anonymous. There is no way for us to link your survey answers to your name.
>
> **Potential risks and benefits:** Some people might feel uncomfortable answering questions that are personal or sensitive. You do not have to answer any questions that make you feel uncomfortable. You can exit out of the survey at any time if you do not want to participate anymore. There are no anticipated individual benefits from participation in this survey."

This thesis is considered a published document and, therefore, the data from the original study will be distributed beyond the originally planned routes. However, this project is different from a typical thesis because this was not a research project per the federal definition; a systematic investigation designed to develop or contribute to generalizable knowledge. This definition, found in 45 CFR 46.102(d), is used to determine whether an activity falls under the purview of federal regulations for protecting human research subjects, I am unable to re-consent any participants for participation in the present investigation. I have a statement from the original Capstone research team regarding my use of the data for this thesis. "The project team defends Chandra as being on the project team, although this use does go beyond the initial expected use of these data. However, this use is in line with the spirit of the project as stated in the consent form, so it is acceptable."

My thesis was deemed to not be research, but rather a quality improvement effort for UW DRS and for the SPH Liaison for DRS to better serve SPH students. The data is not identifiable (i.e., I accessed and used data where I cannot readily ascertain the identity of the persons it is from or about and the data cannot be associated with those persons). Per Step 1. Is Your Project Considered Research? - UW Research: "If your activity doesn't fit one of the definitions of research (below), you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status." : "If your activity doesn't fit one of the definitions of research (below), you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status." Our research activity does not fit one of the definitions of research, so we do not need IRB approval. And per Step 2. Does Your Research Involve Human Subjects? - UW Research: "If your research does not involve human subjects, you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status." Since our study involved human subjects, I obtained a determination of exempt status. does not fit one of the definitions of

research, so we do not need IRB approval. And per Step 2. Does Your Research Involve Human Subjects? - UW Research: "If your research does not involve human subjects, you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status." Since our study involved human subjects, I obtained a determination of exempt status.

Several steps have been taken to assess and ensure data quality. Data was cleaned by someone who is familiar with the study (CE) (data cleaning-validity & reliability). Upper and/or lower limits were placed on accepted values that were possible for a given variable (validity). Duplicate data entry and invalid entries were not allowed by setting limits for variables in survey programming (error/duplicate data rates-validity). Missing values were flagged (data cleaning). CE ensured that values are correct (accuracy-validity/data cleaning). CE ensured all possible data was present (missing values). CW/CE ensured that data was available in a timely fashion (timeliness/reliability) CW/CE will ensure data is consistent across consistent environments/situations over time (reliability)...

5. Analysis plan

Hypothesis testing data about the relative proportion of undergraduates and graduates with a one sample test of proportions defined my key analysis variables.

Variables were separated into two main categories: demographic and main analysis. One of my main analyses stood out as a key variable, the ease or difficulty of getting accommodations at DRS, grouped by long- or short-term disability status.

Sample size and power were considered. The total n=82 participants. Using model for test of proportions: estimates of statistical power to detect a medium effect are about 77% with an n=82 and p = 0.05 (2-tailed) and an effect size (Cohen's d) of 0.4 (*Statistics Kingdom*, n.d.).

Statistical methods include an inferential test of proportions comparing the number of graduates and undergraduates, with an alpha level of .05 and an estimated power of 60% used SPSS version 30.0.0.0.

Descriptive analysis was completed on some variables, in other words, descriptive statistics were calculated without doing inferential testing. The data usually had several groups or layers of groupings and did not easily lend itself to an inferential test or analysis within the SPSS Version 30.0.0.0 (172) or Excel Version 16.99.2 (25072714) environment.

Visuals (bar charts, pie graphs) were created in PowerPoint Version 16.99.1 (25072013).

Results

1. Characteristics of the study sample

There were a total of 82 participants who completed the survey. The response rate was equal to 4.1% of potential participants solicited with emails and web-based solicitations.

2. Demographic Hypotheses

- **Research question:** Are the frequencies of ratings of familiarity with DRS services and processes different in Winter 2025?

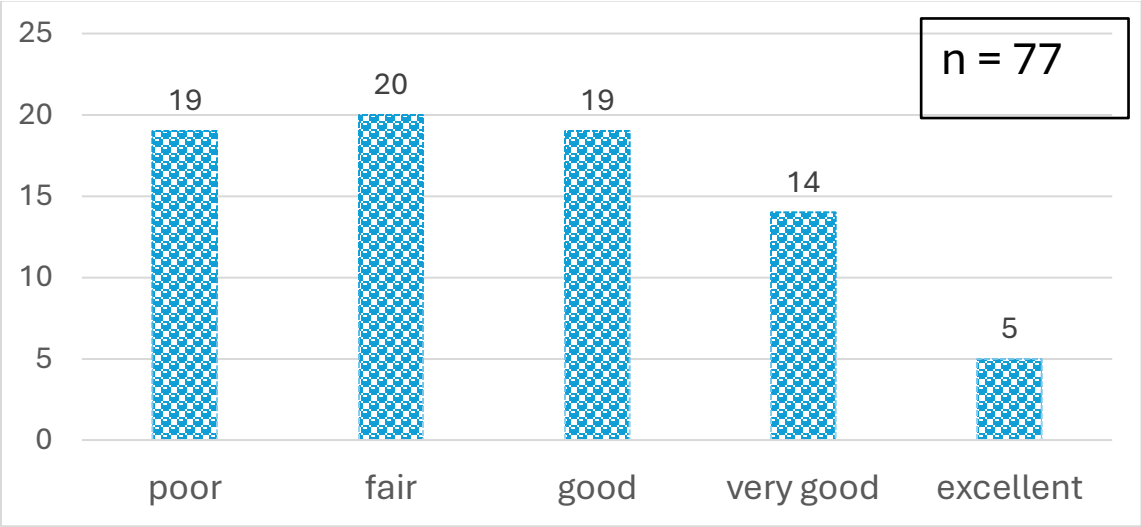


Figure 3: The frequencies of ratings of familiarity with DRS services and processes Winter 2025 trail off on the "excellent/very good" end of the scale. Therefore, most responses are on the "poor/fair/good" end of the scale. School of Public Health Students have low familiarity with DRS.

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- **Research question:** Are the frequencies of disabled and not disabled students

different in the School of Public Health courses at UW Winter 2025?

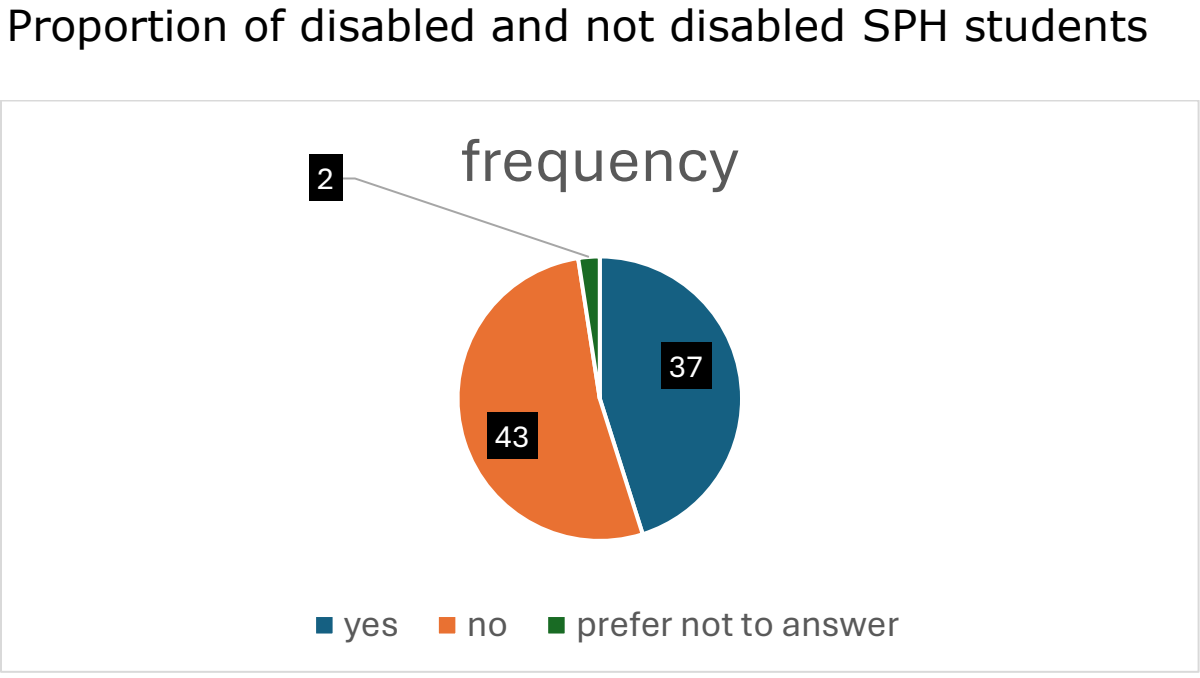

Figure 4: The disabled student responses (37) and not disabled student responses (43) are about the same, so I do not have evidence that the proportion of disabled and not disabled students in School of Public Health courses in Winter 2025 is different.

3. Tables and figures addressing each research question

- **Research question**: What proportion of SPH students receive DRS accommodations?

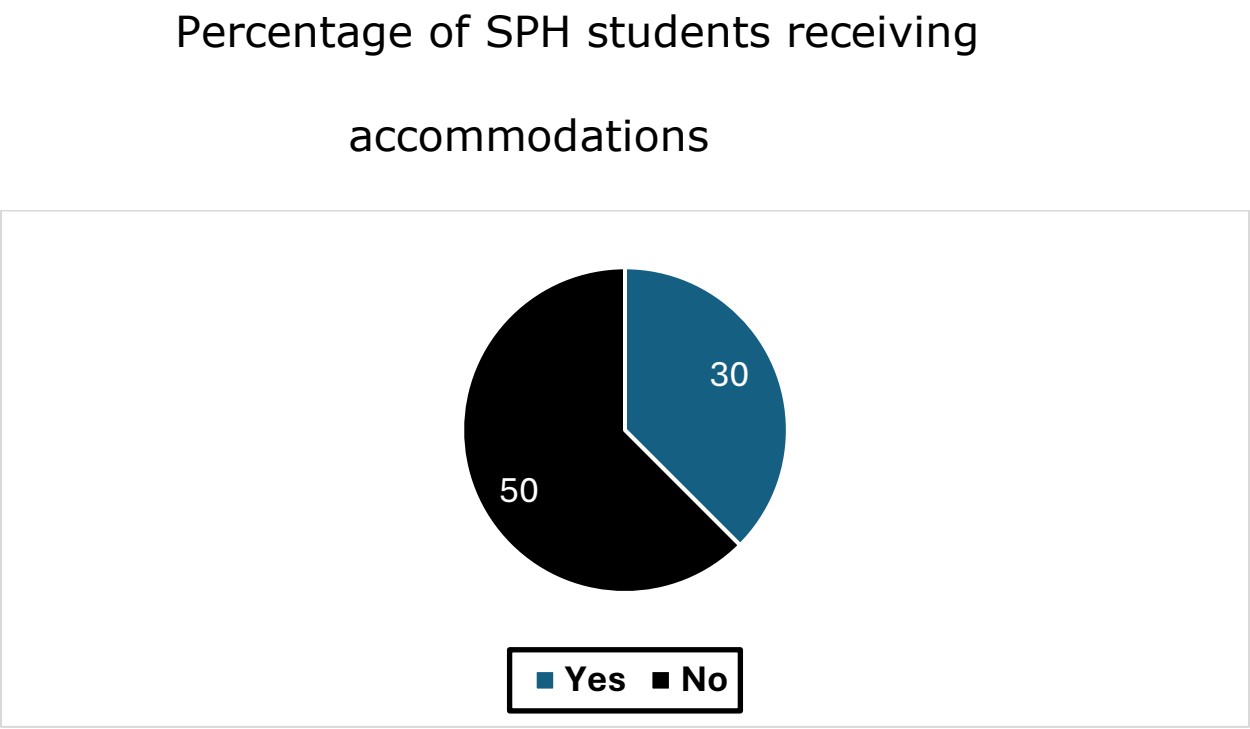

Figure 5: 30% of School of Public Health Students received DRS accommodations in Winter 2025.

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Research question: Are the disability- and accessibility- related topics that SPH students would like to learn more about different between disabled and not disabled students?

Disability Topics SPH Students Want to Learn About, Split by Disability Status

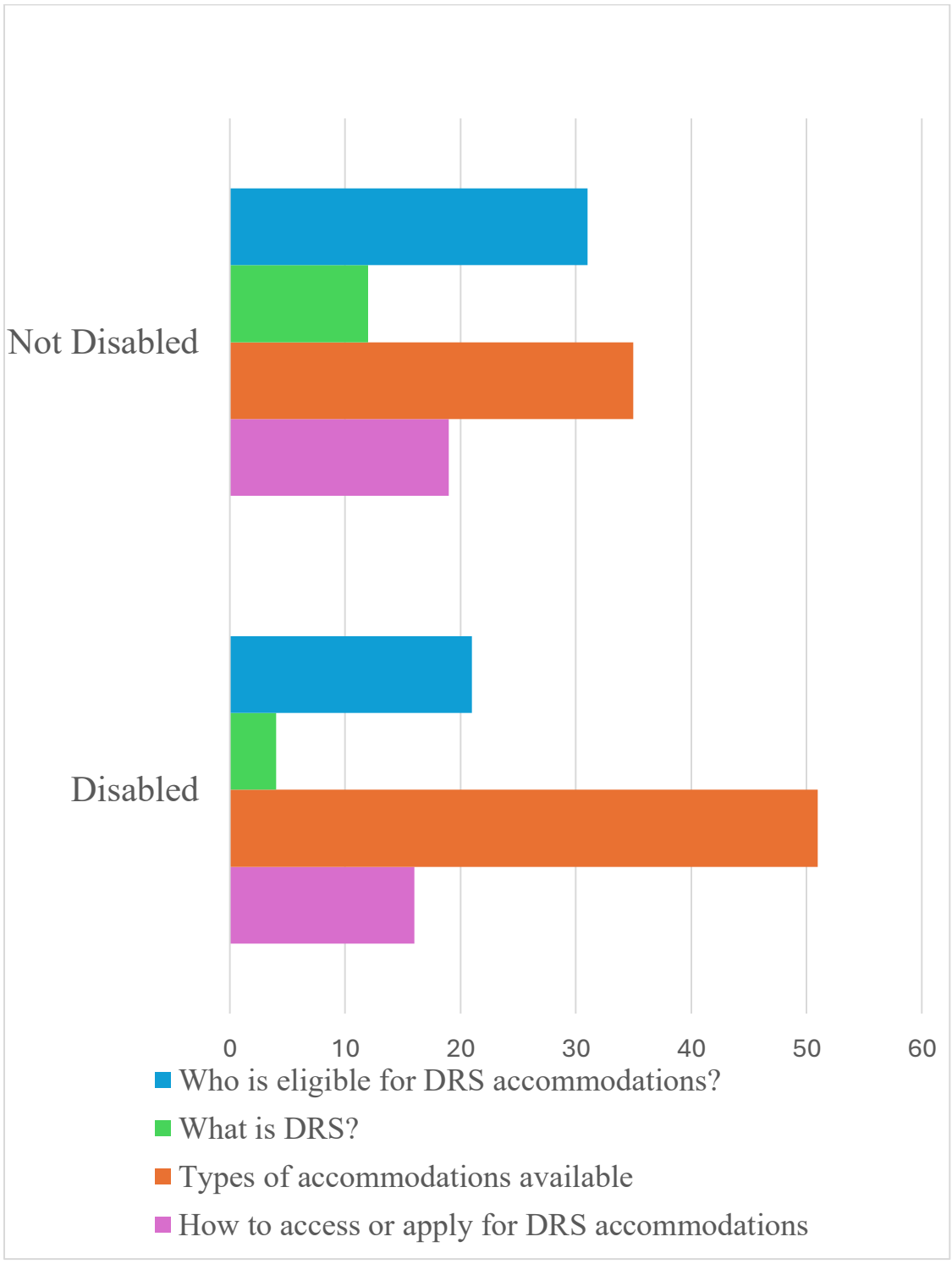

Figure 6: Disabled students show more interest in "Types of accommodations available," where non-disabled students tend to favor learning about "Who is eligible for DRS accommodations?" but show similar interest in "types of accommodations available."

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Research question: What are the most frequent places SPH students get information on DRS services or resources?

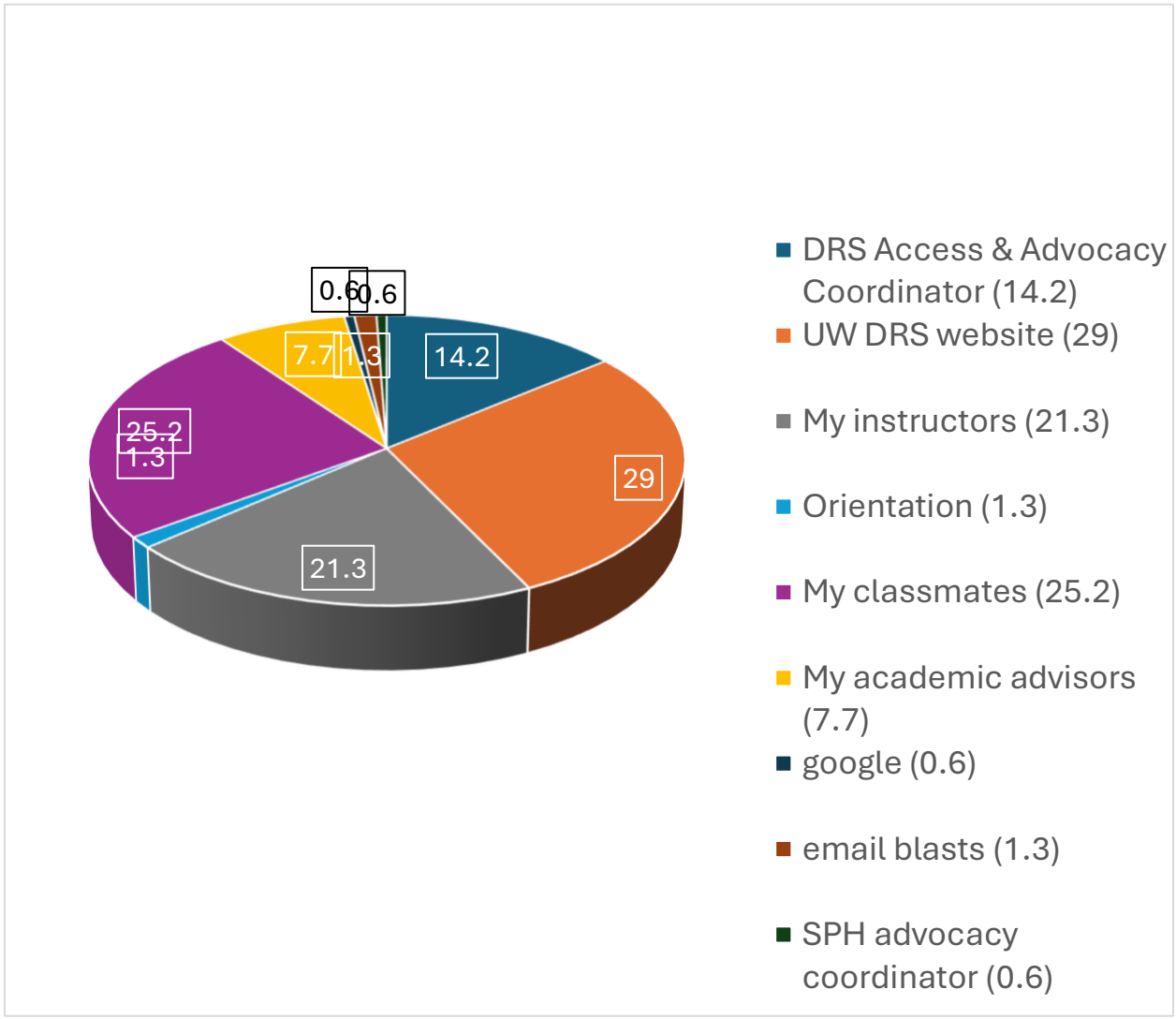

Figure 7: The most utilized sources of information about DRS services are the UW DRS website (29%), classmates (25.2%), and instructors (21.3%); these sources comprise approximately 75% of the sources utilized by SPH students in Winter 2025.

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Research question: What is the percentage of different disability- and/or accessibility- related resources that would like to be provided for School of Public Health students?

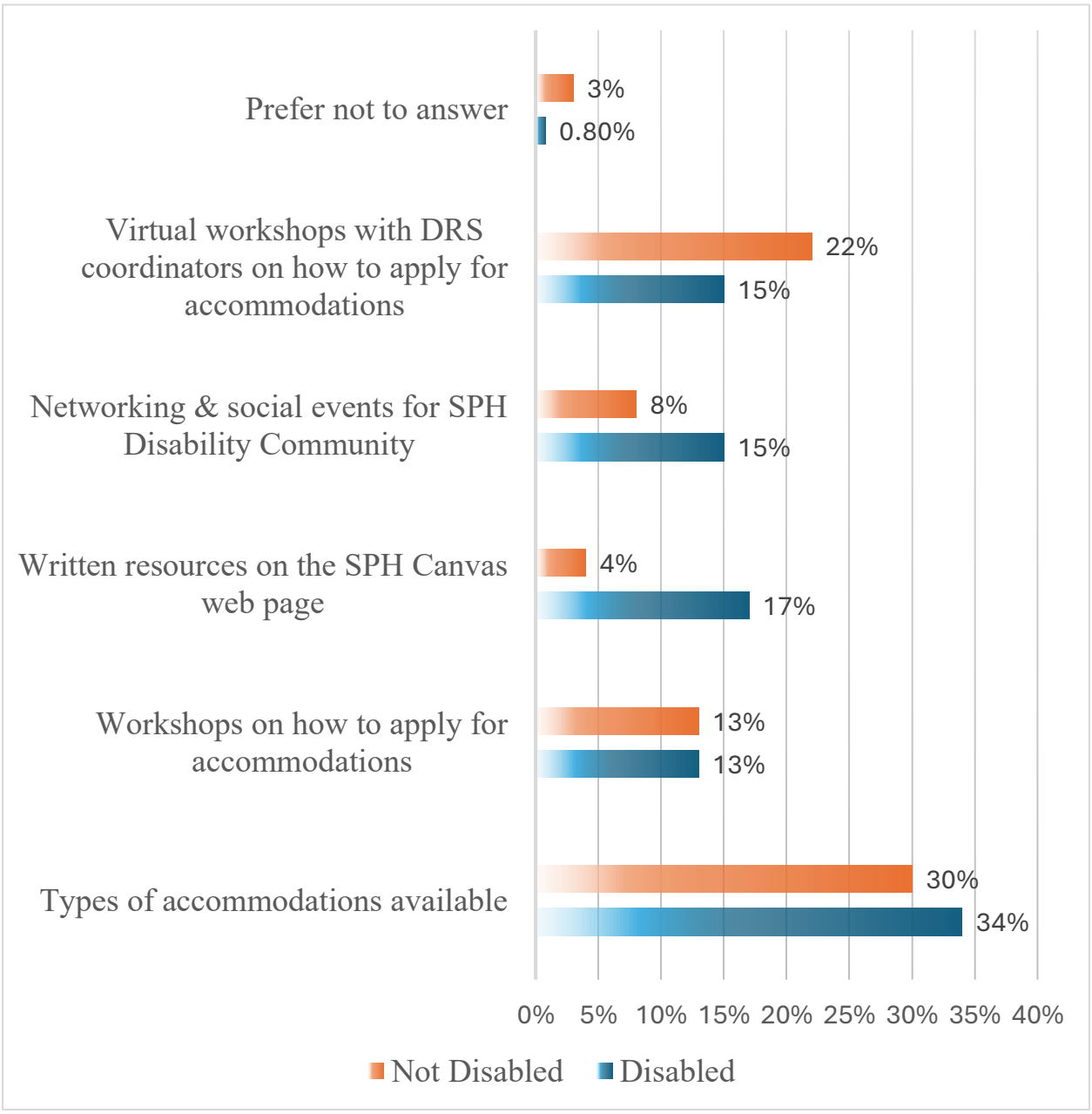

Figure 8: The most popular disability- and/or accessibility- related resources students want provided for them are types of accommodations available and virtual workshops with DRS coordinators on how to apply for accommodations, whether they are disabled or not.

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- **Research questions:** What is the percentage of classes with at least one student with an active accommodation? What is the percentage of classes with at least one student with an active accommodation and students feel those accommodations meet their needs?

A Class Perspective

92% of classes had students w/ accommodations	n = 28
Out of the classes that had students w/ accommodations, 98.7% feel they met their needs	n = 31

Table 1: A high percentage of classes have students with active accommodations, and a high percentage of classes have students with active accommodations that they feel meets their needs.

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Research question: How easy or difficult was it for SPH students to receive accommodations through DRS?

Ease or difficulty of acquiring accommodations through DRS

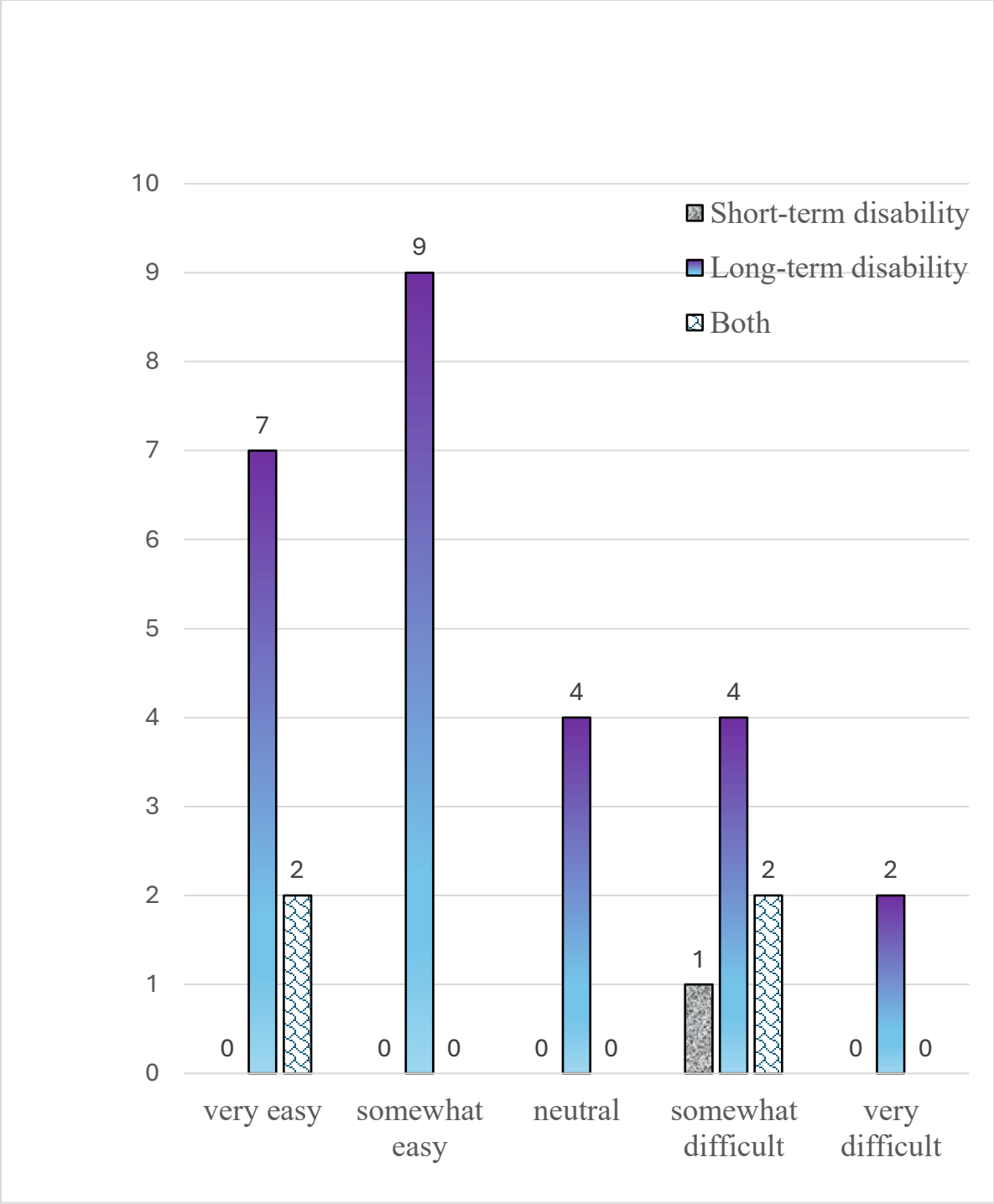

Figure 9: Approximately 2/3 of students find it easy to receive accommodations through DRS, and about 1/3 of students find it difficult, particularly students with long-term disabilities.

NARRATIVE: An overall look at the data suggests several conclusions. At the School of Public Health, there is a lack of poor familiarity with DRS services and processes. There

are roughly equal numbers of students who live with and without disabilities. Thirty-seven and a half percent of School of Public Health Students had accommodations in Winter 2025. Disabled students show more interest in "Types of accommodations available," where not disabled students tend to favor learning about "Who is eligible for DRS accommodations?" The most common source of information about DRS services is the UW DRS website. Whether disabled or able-bodied, students agreed that getting the types of accommodations provided would be most liked. A high percentage of classes have students with active accommodations, and a high percentage of students feel they met their needs, yetone-third, a significant proportion, of Public Health students feel it is difficult to get accommodations through DRS, particularly those with long-term disabilities.

Discussion

1. For the theory or conceptual model described in the Introduction

The strengths of this study for theory or conceptual model highlight difficulty with accommodations. I found large portions (1/3+) of students that had ease or difficulty with accommodation process, good sample sizes in main result for further quantitative analysis. I confirmed a hunch with data that a significant proportion of SPH students have difficulty getting accommodations, particularly students with long term disabilities.

Limitations included barriers and facilitators, difficulty getting accommodations, and self-identifying as mentally ill. I didn't examine barriers or facilitators to getting accommodations. I also didn't examine how easy or difficult it is for SPH students to get accommodations, rather I sampled the frequency of students who rated their experience as different levels of intensity of either easy or difficult. Some individuals w/ mental health conditions do not consider themselves disabled—this could affect the proportion of disabled and not disabled in the population. This was a survey study unable to dive into this issue; interviews could have solved this problem, but this was time prohibitive for me.

2. Key findings compare with previous work.

In UK higher education, neurodiverse students and individuals with learning difficulties are struggling to get the accommodations they need as well; efforts are being made to move from institutional reasonable adjustments (generic, don't address individual learning needs) to reasonable adjustment plans (RAPs). RAPs are not always well received by students and do not always increase inclusivity, but this qualitative study shows students desire more streamlined processes, a RAP review, and focusing on relationships with faculty and staff (Beck, 2022).

In a population of college student drinkers with ADHD who self-report either having accommodations or never having them, Tufty and colleagues found that accommodation use was not associated with GPA, self-reported symptoms of ADHD, executive functioning, depression, emotion dysregulation, or overall functional impairment using mostly questionnaire methods (Tufty et al., 2024).

McCarron examined faculty support actions, like providing accommodations, in a sample of students with learning disabilities. Faculty were grouped into four categories based on a quantitative questionnaire and two factors: (1) willingness to accommodate and (2) action. Faculty types were Committed (high willingness and action), Well-Intentioned (high willingness, low action), Reluctantly Compliant (low willingness, high action), and Skeptically Resistant (low willingness and action). Results showed knowledge and effort contributed to faculty support actions. Also, personal experience with students with learning disabilities and familiarity with learning disabilities and their accommodations influence willingness. Committed faculty are most likely to be willing and able to accommodate (McCarron, n.d.).

3. <u>Implications of findings reference the theory or conceptual model.</u>

1/3 of SPH students reported having a difficult experience with DRS, and 2/3 did not have a difficult time getting accommodations; recommend facilitating good relations between DRS Access Coordinators, Program Level Admin (directors & staff advisors), and faculty.

UW DRS's practices and policies are likely influenced by and aim to comply with federal laws such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, which mandate reasonable accommodations for students with disabilities in higher education.

Adoption of conceptual model is ultimately up to DRS but can be influenced by DRS Access Coordinators and Program Level Admin. Use of the complete model requires more research on all possible barriers and facilitators to getting accommodations.

4. For public health practitioners or clinicians

The Strengths of this study are twofold: first, replicated previous research showing students with disabilities have difficulty with accommodations. In our sample, this effect was centered on students with long-term disabilities. Second, data is anonymous and taken electronically and remotely, providing less opportunity for demand characteristics thus increasing the validity of the data.

This study also has limitations. First, future research should examine reasons a particular student pursues accommodations or not (individual differences).

Second, this study does not examine the relationship between utilization of accommodations and academic success (GPA), academic satisfaction (quarterly course evaluation ratings), or self-reported frustration.

5. We examined how key findings compare or contrast with previous work.

In their dissertation, Hubbell (2024) studied six-fourth grade students with reading disabilities needing decoding support. While these are not university students, the results are relevant to this thesis. He offered one of two treatment conditions: decoding accommodation or decoding + language comprehension accommodations and looked at the effect on comprehension of social studies text. Results showed very few participants benefited from either intervention. It remains elusive how to predict which students will benefit from a particular accommodation (Hubbell, 2024).

There are important implications of these findings. UW DRS's processes for establishing accommodations are well-defined and rely on documentation from healthcare providers, verifying the student's disability and its impact. This aligns with standard practices for disability services in higher education.

The present study provides evidence that students have difficulty getting accommodations. The literature review also suggests that students sometimes struggle to utilize accommodations or get benefits from them, as well.

For future research, I considered the main study strengths and limitations. The main strength of this study is that quantitative data from the present study could provide a good starting point for a more in-depth qualitative examination of one or more of the topics presented. Similarly, the main limitation of this study is that we collected only quantitative data in an anonymous survey making it difficult to get rich, in-depth information about our participants.

The present study utilized an anonymous survey methodology, which was useful for consistency and speed of analysis. A more qualitative method, such as a semi-structured interview, could have gathered richer information while maintaining some of the consistency of the data.

The following two studies highlight how key findings compare or contrast with previous work. No peer-reviewed research was available looking at the factors of students with disabilities, university accommodations AND academic success, academic satisfaction or frustration. Future research should investigate this area.

Future research should further examine why students are not benefiting from accommodations (Hubbell, 2024).

Three implications of these findings follow*; I'd like to highlight the significant proportion of SPH students who have difficulty getting accommodations with DRS. Efforts need to be put forth to reduce the number of disabled students struggling to get equal access to higher education.*

One-third of SPH students reported having a difficult experience with DRS, two-thirds did not have a difficult time getting accommodations; recommend facilitating good relations between DRS Access Coordinators, Program Level Admin (directors & staff advisors), and faculty.

UW DRS's processes for establishing accommodations are well-defined and rely on documentation from healthcare providers, verifying the student's disability and its impact. This aligns with standard practices for disability services in higher education. However, formal external validation or accreditation of DRS by a specific independent body focused on disability services in higher education has yet to be completed.

Appendix 1: email from lead researcher of "parent" Capstone study data was gifted from

The following email from Kate West, Principal Investigator of the "parent" study to the current investigation, explains that the original study was an anonymous survey; no identifying information was collected from the participants so contacting, asking permission, nor re-consenting these participants into the present investigation is impossible. We cannot consent them to use their data again in a different way. However, my use of the data is in line with the original spirit of the study, so having me on the research team and conducting these analyses is consistent with the initial intentions for this research. This is important because without the permission of the researchers of the original study, I would not have access to data to analyze and my thesis would have been impossible.

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Hi all,
This is a good question.
I think we can defend Chandra as being on the project team, although this use does go beyond the initial expected use of these data. But this use is in line with the spirit of the project as stated in the consent form, so I think it is ok.

It could be worth a quick call to the IRB just to make sure that you say everything appropriately in the thesis, since this will be distributed beyond the originally planned routes and the thesis is considered a published document. This is different from a typical thesis since this was not a research project per the federal definition (as Chelsea noted), and it was an anonymous survey and thus no way to identify (or re-consent) any participants. But it might still be good to ensure that the language used is aligned with the university's language.

And as Chelsea noted, I do not think there was any in-person recruitment, but emails and notices sent through programs, classes, and likely some direct requests from the students to their peers.

Happy to talk more if helpful.
Congrats on getting so close to the end, Chandra!

Kate

On Tue, Aug 5, 2025 at 11:37 AM Anjulie Ganti <anjulie@uw.edu> wrote:
Adding Kate

Hi Folks

Kate: Chandra writing her final thesis for her MPH. She reached out to ask how to best represent the survey administration and confidentiality protocols in that section of her thesis. Could you take a quick look through this thread to see if we have the right idea, and provide your input as needed.

Chandra, could you let us know your deadline for submission?
Thanks
ag

Anjulie Ganti, MPH, MSW
Pronouns: she/her/hers
Teaching Professor
Associate Director of Experiential Learning, Public Health- Global Health Major

Department of Health Systems and Population Health
University of Washington, School of Public Health
anjulie@uw.edu
Schedule a meeting with me here
We acknowledge the people – past, present, and future – of the *Dkh*^{w}*ʻDuwʻAbsh,* (Duwamish Tribe), and other tribes upon whose traditional lands we study and work.

Appendix 2: email from Human Subjects Division Committee J staff deeming the present study exempt

IRB exempt

1 message

Chandra Wajdik <cwajdik@uw.edu> Tue, Jan 21, 2025 at 1:27 PM
To: Anjulie Ganti <anjulie@uw.edu>, Clarence Spigner <cspigner@uw.edu>, Chelsea Elkins <elkinc@uw.edu>

Hi all,
I called Lindsey Westlake on Committee J at HSD to verify that we are still exempt even though our participants are a vulnerable population (disabled people). She verified that because our study is QA/QI and not research, it is exempt and I can complete the form to self-determine my exempt status. Big yay!! 🥳😍
Warmly,

Chandra Wajdik, MSWc, MPHc
Pronouns: *she | her | hers*
Name pronunciation: https://namedrop.io/chandrawajdik
MSW Candidate, Clinical Social Work
MPH Candidate, Health Systems and Population Health, Social and Behavioral Sciences

Appendix 3: email from Human Subjects Division Committee J staff giving me text to use in my thesis regarding data use

Elizabeth L. Falsberg

Aug 18, 2025, 6:34 AM

to me

Hello Chandra,

The statement below (the summary) is one you can use:
In my thesis I used data from a capstone project that was deemed to not be research. The data is not identifiable (i.e., I accessed and used data where I cannot readily ascertain the identity of the persons it is from or about and the data cannot be associated with those persons). Per Step 1. Is Your Project Considered Research? - UW Research: "If your activity doesn't fit one of the definitions of research (below), you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status." And per Step 2. Does Your Research Involve Human Subjects? - UW Research: "If your research does not involve human subjects, you do not need to obtain Institutional Review Board (IRB) approval or a determination of exempt status."

Hope this is helpful.
Kind regards,
Elizabeth

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