



National Disability Center
for Student Success

Student Survey:

AI and Accessibility in Higher Education

October 2026

RESEARCH COMPANION

A companion document of "Access Leads to Achievement: A National Report on AI Tool Use Among College Students With and Without Disabilities"

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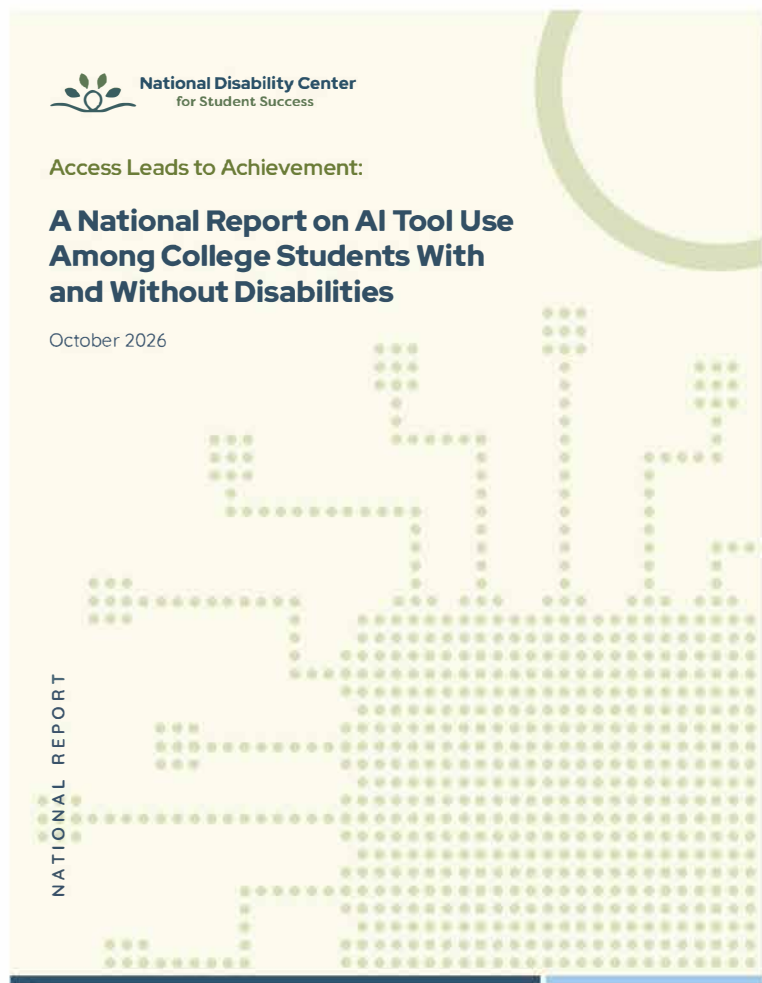
Disclaimers & Limitations

- Participants were recruited through Prolific.co, a paid research panel — this is a convenience sample, not a nationally representative one.
- Subgroup sizes for disability type and some open-ended tool categories are considerably smaller than can be used for statistical analysis and should be read as descriptive patterns.
- Exploratory item-level comparisons used 2×2 chi-square tests (Fisher's exact where cells were small) and were not adjusted for multiple comparisons; *p*-values should be interpreted cautiously.
- Some open-ended responses suggest category overlap in how students view AI tools and their purpose — for example, a number of respondents describing image-generation tools (e.g., asking for AI-generated pictures) rather than alt-text/image-description tools when answering questions about accessibility tools. This is noted where relevant.
- This report substitutes open-ended survey responses for the one-on-one interviews used in previous National Disability Center reports — there is no separate student interview sample in this report.

National Report

In addition to this research companion, there is a separate national report for higher education leaders, faculty, and staff: Access Leads to Achievement: A National Report on AI Tool Use Among College Students With and Without Disabilities.

nationaldisabilitycenter.org/AI



Suggested Citation

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Research Team

The National Disability Center's interdisciplinary research team is led by people with disabilities — faculty members, researchers, and postsecondary students — who collaborate on a student-centered, asset-based approach that prioritizes understanding disabled students' experiences and obstacles.

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About the AI and Accessibility Survey

The AI and Accessibility in Higher Education Survey documents how college and technical training students use artificial intelligence (AI) tools for academic work and access-related tasks. This companion provides the survey instrument and its administration instructions so researchers can review, adapt, or reproduce the survey.

This is a research survey, not a validated measurement scale. The document records the questions, response choices, participant screening, and conditions that determine which questions participants receive. Researchers should retain the intended response formats and routing when reproducing the original administration.

How to Reproduce the Survey

Build the survey in an online platform that supports conditional display and branching, such as Qualtrics. Add the questions in the order shown, retain their answer choices and response codes, and implement the eligibility, consent, and subsequent question-display rules before distributing the survey.

Use the question numbers in this companion as reference labels. They identify items in this publication and do not necessarily match the internal question IDs assigned by survey software. Verify all routing in preview mode, including paths for students who do not meet eligibility criteria, decline consent, or select different disability-related responses.

Reading the Survey Instructions

Survey logic identifies a condition that determines whether a question appears. For example, Display this question: If Q9 = 1 or Q9 = 3 means the question appears only when either listed response is selected.

Skip logic directs a participant past a question or block, or ends the survey, after a particular response. Implement these directions as branching rules rather than as text shown to participants.

Response-count conditions mean that one or more answers were selected in a prior select-all-that-apply question.

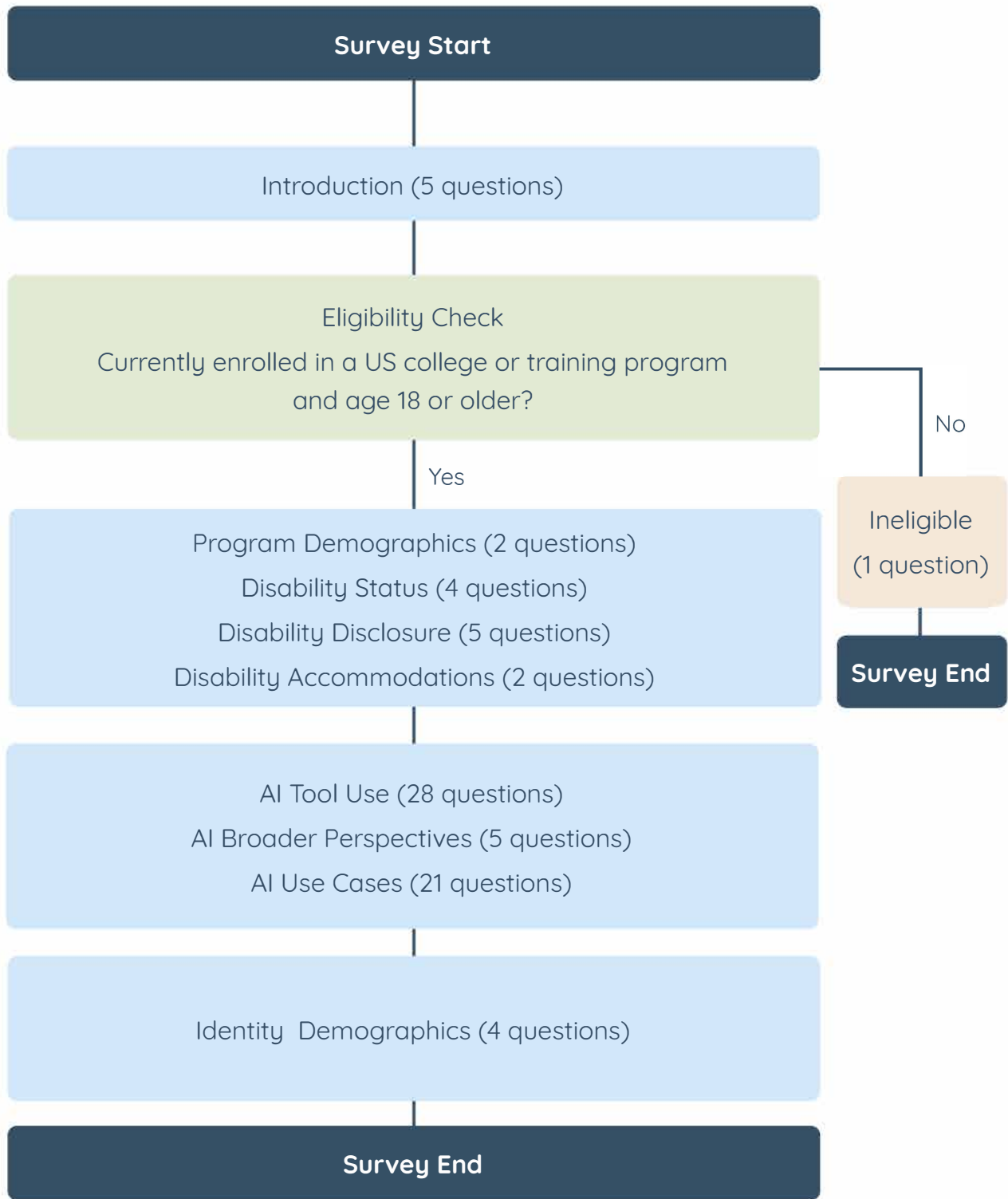
These are programming conditions, not additional response options. When reproducing the survey, connect each condition to the named preceding question.

Conditions and instructions appear in shaded boxes throughout this companion. Question text and response options appear outside those boxes. Survey introduction and consent text remain part of the instrument and should not be confused with instructions for survey programmers.

Before Fielding the Survey

Check institutional review and consent requirements for the new study. Confirm eligibility criteria, survey platform settings, and recruitment procedures. Then test each display and skip condition using representative answer combinations before collecting responses.

Survey Logic and Participant Pathway



Introduction and Consent Q1-Q5

Q1. What is your Prolific ID? Please note that this response should auto-fill with the correct ID.

Welcome! This survey asks about experience using AI tools in your college or training program. Before the survey, you will receive a consent form to review. You can provide your consent at the bottom of the next page. After you agree to participate, the survey will begin. Your answers will be kept confidential.

Research Consent Guidelines

The Center strongly recommends that researchers provide participants with an informed consent form. The form should explain the study's purpose, eligibility criteria, participation expectations, estimated time commitment, potential risks and benefits, compensation, and voluntary participation.

Researchers should also explain how participant information will be collected, stored, protected, and used. Additionally, the form should include contact information for the research team and appropriate institutional representatives. Researchers should consult their Institutional Review Board (IRB) or relevant research oversight office to determine applicable approval and consent requirements.

Participant Consent Example

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of this page for your records. If you have any questions about the study later, you can contact the study team using the information provided above.

Q2. Do you agree to participate in this survey?

- Yes, I agree. (1)
- No, I do not agree. (2)

SKIP LOGIC

Skip to: End of survey if Q2 = 2

Please read each question carefully and give your best answer. Thank you!

Q3. Are you currently an undergraduate enrolled in a technical training program, college, or university in the United States?

- Yes, I am enrolled in a technical training program or technical college. (1)
- Yes, I am enrolled in a 2-year or community college. (2)
- Yes, I am enrolled in a 4-year college or university. (3)
- No, I am not enrolled in a training or higher education program at this time. (4)

SKIP LOGIC

Skip to: End of survey if Q3 = 4

Q4. What US state or territory is your technical training program, college, or university in?**Q5. Are you currently 18 years of age or older?**

- Yes, I am currently 18 or older. (1)
- No, I am not yet 18 years old. (2)

SKIP LOGIC

Skip to: End of survey if Q5 = 2

Ineligible Participants Q6

Q6. Thank you for your interest. You are not eligible for this study because you do not meet the following criteria: 18 years old or older. An undergraduate currently enrolled in a technical training program, college or university in the US or its territories.

SURVEY LOGIC

Display Q6 if Q3 = 4 OR Q5 = 2. End the survey after displaying this ineligible participant message.

Program Demographics Q7-Q8

Q7. What is your major, degree, or certificate program? (e.g., Associate degree in Nursing, Bachelor's degree in Psychology, or a Certificate in Accounting)

Q8. What year of your training or college program are you currently in?

- First Year (1)
- Second Year (2)
- Third Year (3)
- Fourth Year (4)
- Fifth Year or More (5)

Disability Status Q9-Q12

Q9. Do you have a disability, chronic health, or mental health condition that has lasted 4 months or longer?

- Yes (1)
- No (2)
- Unsure (3)
- Prefer not to say (4)

Q10. How would you describe your disability or chronic conditions? (Select all that apply. From here forward in the survey we will use the term “disability” to refer to all disabilities and chronic conditions.)

- ADD/ADHD (1)
- Autism (2)
- Blind or low vision (3)
- Deaf or hard of hearing (4)
- Health-related disability (5)
- Learning disability (6)
- Mental health condition (7)
- Mobility-related disability (8)
- Neurodivergent (9)
- Speech-related disability (10)
- Unsure (11)
- Other - Please describe: (12)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3

Q11. How was your disability diagnosed or identified? (Select all that apply)

- Medical diagnosis from a doctor (1)
- Psychological/academic testing (2)
- Therapist or mental health clinician (3)
- Self-diagnosis (4)
- Parent or family member (5)
- Teacher referral (6)
- I don't know (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3

Q12. Was one or more of your disabilities first diagnosed or identified during college?

- Yes (1)
- No (2)
- Prefer not to say (3)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3

Disability Disclosure Q13-Q17

Q13. Have you shared information about your disability with anyone at your college?

- Yes (1)
- No (2)
- Prefer not to say (3)

SURVEY LOGIC

Display this question: If Q9 = 1

SKIP LOGIC

Skip to: End of Block If Q13 = 3

Q14. If you have not shared information about your disability with anyone, why not?

SURVEY LOGIC

Display this question: If Q13 = 2

Q15. Have you shared information about your disability with your friends at your college?

- Yes (1)
- No (2)
- Prefer not to say (3)

SURVEY LOGIC

Display this question: If Q13 = 1

Q16. Have you shared information about your disability with instructors or teaching assistants at your college? (Select all that apply)

- Yes, with an official letter from an accommodations office (1)
- Yes, but without an official letter from an accommodations office (2)
- No, I have not shared information with my instructors or teaching assistants (3)
- Prefer not to say (4)

SURVEY LOGIC

Display this question: If Q13 = 1

Q17. Have you shared information about your disability with the Disability Services office at your college (e.g., the people who create the accommodation letters)?

- Yes (1)
- No (2)
- Prefer not to say (3)

SURVEY LOGIC

Display this question: If Q13 = 1

Disability Accommodations Q18–Q19

Q18. Do you currently use accommodations at your college?

- Yes (1)
- No (2)
- Prefer not to say (3)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3

SKIP LOGIC

Skip to: End of Block If Q18 = 2 OR Q18 = 3

Q19. What kind of accommodations do you currently use in college? (Select all that apply)

- Assistive technology. (1)
- Extra time on tests and assignments. (2)
- Dictionary or glossaries. (3)
- Directions read aloud. (4)
- Large print or braille. (5)
- Sign Language Interpreters. (6)
- Quiet or separate settings for assignments and tests. (7)

- Graphic organizers or structured instructions. (8)
- Speech to text for assignments. (9)
- Captioning. (10)
- Alternate formats (course materials, assignments). (11)
- Note taking support. (12)
- Other - Please describe: (13)

SURVEY LOGIC

Display this question: If Q18 = 1

AI and Accessibility: Tool Use Q20-Q47

The following questions ask you about your use of AI tools and supports for your work in college or in your technical training program.

Making Information Accessible

Q20. Please check all of the AI tools you use for making information accessible: (Select all that apply)

- Speech-to-text tools (tool creates text out of speech) (1)
- Text-to-speech tools (tool reads text aloud) (2)
- AI tools that generate image descriptions or alt text (3)
- AI tools to convert file formats (e.g., PDF to editable Word documents) (4)
- Live transcriptions (e.g. live captions or on a wearable) (5)
- AI tools to read math equations aloud (6)

Q21. In the selections you made above, which specific tools or apps do you use for making information accessible (i.e., the names of the tools and apps, such as Google Translate, NaturalReader, Otter.ai, JAWS, Equatio, ChatPDF, etc.)?

SURVEY LOGIC

Display this question: if Q20 has at least one selected response.

Q22. Regarding any barriers that might exist, what are some reasons why you might not use tools for making information accessible? (Select all that apply)

- The cost is too high to use the paid version that is needed (1)
- I am not allowed to use the tool in my classes (2)
- The tool interface is not accessible (3)
- The tool(s) are too difficult to learn or to use (4)
- I am afraid that using the tool will limit my learning of class material (5)
- I am concerned about how others will perceive me if I use these tools (6)

Q23. What are other reasons that you might not use AI tools for making information accessible?

Q24. On a scale of 1 to 4, how well do these tools for making information accessible meet your access needs to fully participate in your college or training program?

- 1 = Not at all meets my access needs. (1)
- 2 = Somewhat meets my access needs. (2)
- 3 = Very much meets my access needs. (3)
- 4 = Does not apply, not relevant to my access needs. (4)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q25. What is an example of how AI tools or supports for making information accessible have met your access needs?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q26. What is an example of what is still missing in your access needs related to making information accessible?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Gathering Information

Q27. Please check all of the AI tools you use for gathering information: (Select all that apply)

- Web navigation (e.g., using a browser, navigating a website) (1)
- Research and information retrieval (e.g., finding research or resources on a topic) (2)
- AI Agents or scripts for tasks (e.g., debugging code or custom scripts) (3)
- AI generated statistical analyses (e.g., Python analysis) (4)

Q28. In the selections you made above, which specific tools or apps do you use for gathering information (e.g., Chat GPT, Claude.ai, Research Rabbit, Scite, Litmaps)

SURVEY LOGIC

Display this question: If Q27 has at least one selected response.

Q29. Regarding any barriers that might exist, what are some reasons why you might not use tools for gathering information? (Select all that apply)

- The cost is too high to use the paid version that is needed (1)
- I am not allowed to use the tool in my classes (2)
- The tool interface is not accessible (3)
- The tool(s) are too difficult to learn or to use (4)
- I am afraid that using the tool will limit my learning of class material (5)
- I am concerned about how others will perceive me if I use these tools (6)

Q30. What are other reasons that you might not use AI tools for gathering information?

Q31. On a scale of 1 to 4, how well do these tools for gathering information meet your access needs to fully participate in your college or training program?

- 1 = Not at all meets my access needs. (1)
- 2 = Somewhat meets my access needs. (2)
- 3 = Very much meets my access needs. (3)
- 4 = Does not apply, not relevant to my access needs. (4)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q32. What is an example of how AI tools or supports for gathering information have met your access needs?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q33. What is an example of what is still missing in your access needs related to gathering information?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Understanding Information

Q34. Please check all of the AI tools you use for understanding information: (Select all that apply)

- AI-powered note-taking or summarizing tools (e.g., Otter.ai, Notability, Genio, speech to text summaries) (1)
- AI generated plain language rewrite of complex text (2)
- AI tutoring or adaptive learning tools (3)
- AI generated exam preparation tools (4)
- Vocabulary support, Dictionary, or Thesaurus (5)
- AI language translation tools (i.e., from one language to another) (6)
- AI tools to support learning mathematics or statistics content (7)

Q35. In the selections you made above, which specific tools or apps do you use for understanding information (i.e., the names of the tools and apps, such as Google Translate, Notion.ai, PhotoMath, GeoGebra)?

SURVEY LOGIC

Display this question: If Q34 has at least one selected response.

Q36. Regarding any barriers that might exist, what are some reasons why you might not use tools for understanding information? (Select all that apply)

- The cost is too high to use the paid version that is needed (1)
- I am not allowed to use the tool in my classes (2)
- The tool interface is not accessible (3)
- The tool(s) are too difficult to learn or to use (4)
- I am afraid that using the tool will limit my learning of class material (5)
- I am concerned about how others will perceive me if I use these tools (6)

Q37. What are other reasons that you might not use AI tools for understanding information?

Q38. On a scale of 1 to 4, how well do these tools for understanding information meet your access needs to fully participate in your college or training program?

- 1 = Not at all meets my access needs. (1)
- 2 = Somewhat meets my access needs. (2)
- 3 = Very much meets my access needs. (3)
- 4 = Does not apply, not relevant to my access needs. (4)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q39. What is an example of how AI tools or supports for understanding information have met your access needs?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q40. What is an example of what is still missing in your access needs related to understanding information?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Writing and Organizing Information

Q41. Please check all of the AI tools you use for writing and organizing information: (Select all that apply)

- AI generated outlines for writing (1)
- AI generated editing or revision suggestions (2)
- AI tools that help with time scheduling (3)
- AI tools that generate to do lists or planning (4)
- AI for formatting research references or tables (5)

Q42. In the selections you made above, which specific tools or apps do you use for writing and organizing information (i.e., the names of the tools and apps, such as Microsoft Co-Pilot, Claude.ai, ChatGPT, Trevor.ai, Reclaim.ai, Motion)?

SURVEY LOGIC

Display this question: If Q41 has at least one selected response.

Q43. Regarding any barriers that might exist, what are some reasons why you might not use tools for writing and organizing information? (Select all that apply)

- The cost is too high to use the paid version that is needed (1)
- I am not allowed to use the tool in my classes (2)
- The tool interface is not accessible (3)
- The tool(s) are too difficult to learn or to use (4)
- I am afraid that using the tool will limit my learning of class material (5)
- I am concerned about how others will perceive me if I use these tools (6)

Q44. What are other reasons that you might not use AI tools for writing and organizing information?

Q45. On a scale of 1 to 4, how well do these tools for writing and organizing information meet your access needs to fully participate in your college or training program?

- 1 = Not at all meets my access needs. (1)
- 2 = Somewhat meets my access needs. (2)
- 3 = Very much meets my access needs. (3)
- 4 = Does not apply, not relevant to my access needs. (4)

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q46. What is an example of how AI tools or supports for writing and organizing information have met your access needs?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

Q47. What is an example of what is still missing in your access needs related to writing and organizing information?

SURVEY LOGIC

Display this question: If Q9 = 1 OR Q9 = 3 AND Q10 has at least one selected response.

AI and Accessibility: Broader Perspectives Q48-Q52

This next section asks you to share your thoughts more generally on using AI tools and supports. Thank you for sharing your perspectives!

Q48. Are there situations where you use multiple AI tools together to complete a complex task?

- Yes (1)
- No (2)
- Unsure (3)

Q49. If yes, can you describe it below?

SURVEY LOGIC

Display this question: If Q48 = 1

**Q50. What are some overall reasons why you might not use AI tools and supports?
(Select all that apply)**

- I'm worried about my personal information and lack of security (1)
- I'm concerned about the demand of AI on data servers and the environment (2)
- AI creates too many errors or hallucinations (3)
- Other - Please describe: (4)

Q51. Has the emergence of AI tools affected your post-graduation plans or career goals?

- Yes (1)
- No (2)
- Unsure (3)

Q52. If yes, please describe below:

SURVEY LOGIC

Display this question: If Q51 = 1

AI and Accessibility: Use Cases Q53-Q73

In this next section we will ask you to describe how you use specific types of AI tools and supports. We will only ask you about those kinds of tools that you said you had experience with in the first section of this survey.

Adaptive Tutoring and Learning

Q53. Can you tell us more about how and when you use AI tools for adaptive tutoring and learning?

SURVEY LOGIC

Display this question: If Q34 = 3

Q54. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q34 = 3

Q55. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)

- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q34 = 1 OR Q34 = 3

Note Taking Tools (e.g., Otter.ai, speech to text)

Q56. Can you tell us more about how and when you use AI tools for Note Taking?

SURVEY LOGIC

Display this question: If Q34 = 1

Q57. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q34 = 1

Q58. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)

- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q27 = 2 OR Q34 = 1

Research and Information Retrieval (e.g., Claude.ai, ChatGPT, Research Rabbit)

Q59. Can you tell us more about how and when you use AI tools for Research and Information Retrieval?

SURVEY LOGIC

Display this question: If Q27 = 2

Q60. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q27 = 2

Q61. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q20 = 2 OR Q27 = 2

Text-to-Speech (e.g., JAWS screen reader, Speechify)

Q62. Can you tell us more about how and when you use AI tools for Text-to-Speech?

SURVEY LOGIC

Display this question: If Q20 = 2

Q63. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q20 = 2

Q64. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q20 = 2 OR 3

Tools that generate alt text or image descriptions (e.g., Alt Text AI, Scribely)

Q65. Can you tell us more about how and when you use AI tools that generate alt text or image descriptions?

SURVEY LOGIC

Display this question: If Q20 = 3

Q66. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q20 =3

Q67. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q20 = 3 OR Q41 = 1 OR 2

Writing and Editing Support (e.g., ChatGPT, Grammarly)

Q68. Can you tell us more about how and when you use AI tools for Writing and Editing Support?

SURVEY LOGIC

Display this question: If Q41 = 1 OR 2

Q69. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q41 = 1 OR 2

Q70. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q27 = 1 OR Q41 = 1 OR 2

Web navigation tools (e.g., Be My Eyes, Claro Read, Voice Access)

Q71. Can you tell us more about how and when you use AI tools for Web navigation?

SURVEY LOGIC

Display this question: If Q27 = 1

Q72. What was the biggest difficulty you encountered when using these tools?

SURVEY LOGIC

Display this question: If Q27 = 1

Q73. What kind of support did you have in learning how to use this tool? (Select all that apply)

- I had no support, learned it entirely on my own. (1)
- I watched videos or learned about it online. (2)
- I had some friends show me how to use these tools. (3)
- My instructors included training in my classes. (4)
- My college had additional resources on how to use these tools. (5)
- The office responsible for accommodations and access gave me support. (6)
- The vocational rehabilitation office provided this tool as part of my school support. (7)
- Other - Please describe: (8)

SURVEY LOGIC

Display this question: If Q27 = 1

Identity Demographics Q74-Q77

Next, we would like to know a little bit more about you. We are almost at the end of the survey!

Q74. Are you an international student?

- Yes (1)
- No (2)
- Prefer not to say (3)

Q75. Are you a first-generation college student? (e.g., the first person in your family to attend college)

- Yes (1)
- No (2)
- Unsure (3)
- Prefer not to say (4)

Q76. What best describes your gender identity? (Select all that apply)

- A gender/I don't identify with any gender (1)
- Gender-queer or Gender-Fluid (2)
- Man (3)
- Non-binary (4)
- Questioning or Unsure (5)
- Transgender Man (6)
- Transgender Woman (7)

- Two-spirit (8)
- Woman (9)
- Prefer not to say (10)
- My gender not listed. My gender is: (11)

Q77. Which of the following best describes you? (Select all that apply)

- Black, African, or African American (1)
- American Indian, Indigenous, Native American or Alaska Native (2)
- Asian (3)
- Native Hawaiian or Pacific Islander (4)
- White (5)
- Prefer not to say (6)
- Race not listed. I identify as: (7)

Survey Completion

Thank you for completing our survey! Please go to the next screen to be redirected back to Prolific and to register your submission.

Recommended Reading

While not a comprehensive list, the following readings provided important perspectives that informed the development of the AI and Accessibility survey, the student interview protocols, and this national report. National Disability Center researchers focused on research findings from the last 10 years, as well as the legal foundation for accessibility in postsecondary education.

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3. Dumitru, C., Abdulsahib, G. M., Khalaf, O. I., & Bennour, A. (2026). Integrating artificial intelligence in supporting students with disabilities in higher education: An integrative review. *Technology and Disability*, 38(1), 3–24.
4. Eke, D. O. (2023). ChatGPT and the rise of generative AI: Threat to academic integrity? *Journal of Responsible Technology*, 13, Article 100060.
5. Freeman, J. (2025). *Student generative AI survey 2025*. Higher Education Policy Institute.
6. Inside Higher Ed. (2024, January 10). *Survey: College students' thoughts on AI and careers*.
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8. Jafry, A., & Vorstermans, J. (2025). Evolving intersections: AI, disability, and academic integrity in higher education. *New Directions for Teaching and Learning*, 2025, 67–80.
9. Jaime-Vargas, J. A. (2025). Generative AI for enhancing accessibility and inclusion in higher education: A systematic review. *HighTech and Innovation Journal*, 6(2), 723–734.
10. Ko, E. G., Lee, H. H., Singh, A., Boddy, L., Ford, K., & Huff, E. W. (2026). Toward scalable and responsible integration of course-specific AI tutors. *Proceedings of CHI 2026*.

11. Mata, R. A., & Borrego, M. (2024). *Disabled students in U.S. postsecondary education*. National Disability Center for Student Success.
12. Morgan, D. (2025). Reasonable adjustments for neurodivergent students in higher education: Generative AI, accessibility, and mediated authorship. *Disability & Society*.
13. Power, M. R., & Power, D. (2004). Everyone here speaks TXT: Deaf people using SMS in Australia and the rest of the world. *Journal of Deaf Studies and Deaf Education*, 9(3), 333–343.
14. Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2021). Effect of accessing supports on higher education persistence of students with disabilities. *Journal of Diversity in Higher Education*, 14(3), 353–363.
15. Oyarzun, B., Kim, S. Y., Bong, J. Y., & Maxwell, D. (2026). University instructor’s generative AI perceptions and use. *American Journal of Distance Education*.
16. Pierrès, O., Darvishy, A., & Christen, M. (2025). Exploring the role of generative AI in higher education: Semi-structured interviews with students with disabilities. *Education and Information Technologies*, 30(7), 8923–8952.
17. Waldon, P. (2026, January 5). Widespread AI misuse means higher ed must rethink assessment. *Cornell Chronicle*.
18. Zhao, X., Cox, A., & Chen, X. (2025). The use of generative AI by students with disabilities in higher education. *The Internet and Higher Education*, 66, Article 101014.



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