Supplementary Text: Interview protocol

1. Tell me about yourself, what is your major and year in school?

2. Walk me through how the accommodation process works from the start of the semester to the end of the semester.

3. Think back to your first semester in college, tell me about your experience in learning how to request academic accommodations.

4. How did this experience compare to your experience with accommodations in high school?

5. Tell me about a time you decided not to use accommodations in a course or for a semester. Describe your thought process in making this decision.

6. What do you do when your accommodations are not working in a course? Who do you talk to?

7. What advice would you give to an incoming student about learning to request and use accommodations?

8. I want to talk with you about self-advocacy. Self-advocacy has different meanings to different people. I think of self-advocacy as speaking up to tell those around you about your disability to help them understand what accommodations you need to access the learning material or activities in class, including requesting accommodations from the DRC. What does self-advocacy mean to you?

9. Tell me how your disability affects you when you are in a STEM course.

10. What accommodations do you typically use in STEM courses?

11. How do you self-advocate in a STEM course?

12. How does self-advocating in a STEM course compare to self-advocating in a different type of course?

13. How do you decide to tell your instructor about your disability in a STEM course? Walk me through your thought process.

Possible prompts to follow-up with:

a) You mention ________, tell me more about that.

b) You mention ________, can you give me an example of that?

c) You mention ________, what was that like for you?

Note: We have omitted nine questions asked toward the end of the interview because they were used for data collection for a different, yet related, study.