

COMMISSION ON THE STATUS OF INDIVIDUALS WITH DISABILITIES

2012 SURVEY REPORT

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INTRODUCTION

The purpose of the Commission on the Status of Individuals with Disabilities (COSID) is to promote and facilitate an awareness of the needs of persons with disabilities and to advocate for persons with disabilities to have full participation and access to the OSU community, its programs, services, and events. The purpose of the COSID survey administered during Fall Term 2011 was to gather information from the campus community including students, faculty, and staff in order to inform Commission priorities. The Commission designed the survey as an effort to better understand the needs of the Oregon State University (OSU) community concerning disability issues. The survey coincides with recent attention and efforts to improve accessibility in the physical, virtual, educational, living, and social environments at OSU. The survey yielded rich information about OSU's climate regarding persons with disabilities. The findings, analysis, and recommendations are provided in this comprehensive report.

SURVEY DESIGN

The survey was administered over the course of 16 days in early December 2011. This was the first campus-wide survey conducted by COSID to assess OSU community members' perceptions, thoughts, and attitudes about access. For this reason we designed the survey using open-ended questions to collect broad feedback and perceptions. COSID can use the results of this qualitative survey to build a future quantitative survey addressing specific topics.

SAMPLING

Although voluntary response sampling can introduce potential selection bias, it was chosen as the best method to meet time and funding constraints. To garner the largest and most diverse response the survey was advertised to specific populations of faculty, staff, and students using multiple methods. An e-mail announcing the survey and providing the link to complete the survey was sent to faculty and staff who receive messages from "all faculty/staff" listservs, the survey was advertised in OSU Today (a daily electronic publication), and announcements were placed on OSU social media sites including Facebook and Twitter. Individuals from COSID assisted in recruiting voluntary participants by sending the announcement over a variety of official University listservs. An announcement was also e-mailed directly to over 800 students who are registered with Disability Access Services (DAS) at OSU.

The sample included 247 individuals who answered at least one of the survey items. Within the sample professional faculty contained most participants, comprising 35.5% of the population, followed by faculty comprising 29% of the participant population. Graph 1 shows the population distribution of the sample by participant type (undergraduate student, graduate student, faculty, professional faculty, classified staff, or non-degree seeking student).

In order to better understand the perspectives of people with disabilities, we also thought it was important to delineate the population by disability status, while at the same time assuring confidentiality (see question 2 in table 1 where we asked participants to self-identify). Within the sample, 165 (66.8%) of the participants did not identify as a person with a disability, whereas 82 (33.2%) of the participants indicated they did identify as a person with a disability. Graph 2 shows the population distribution of the sample by disability status.

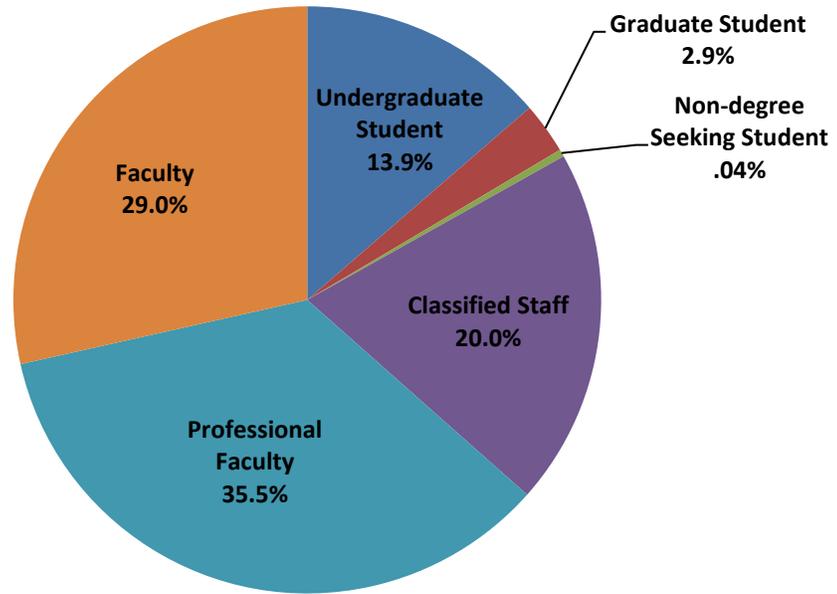
SURVEY ITEMS

The survey consisted of three nominal variable questions and four open-ended questions; table 1 provides the exact wording used on the survey and response types. The open-ended questions were designed to measure community perception of areas COSID could be working to improve inclusion, awareness, and access for persons with disabilities. Additionally, we asked what resources departments and community members needed to improve access, what OSU is doing well related to access, and a final item allowing participants to offer other suggestions for the Commission.

CODING

The survey yielded substantial and rich data through the use of open-ended questions. Commonly used coding strategies were employed to improve reliability of the results. First, two coders were used to articulate the answers in specific categories. The responses were then categorized proceeding from general to specific creating categories detailed enough to discuss in the results, but not overly specific. Coding focused on creating exclusive categories that were further refined using context and/or the respondent's frame of reference.

Graph 1. Population distribution by participant type (student/faculty/staff).



Graph 2. Population distribution by disability status.

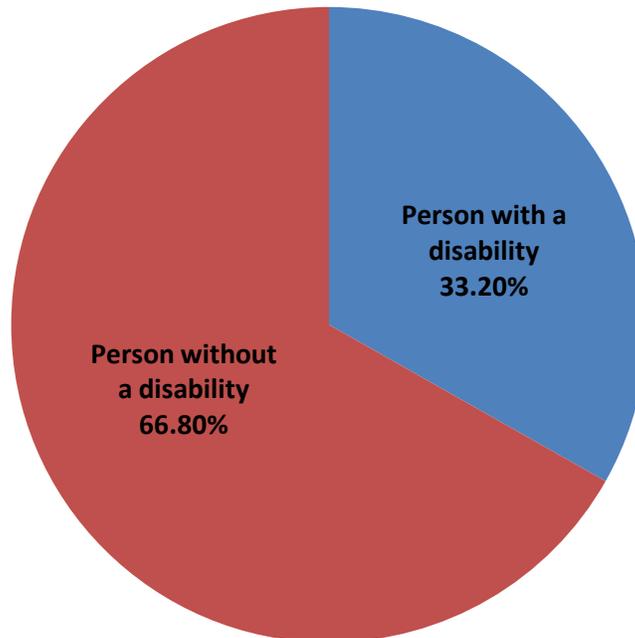


Table 1. Survey questions and response types	
Survey Question	Question Type/Responses
I am a/an (check all that apply):	Undergraduate Student Graduate Student Non-Degree Seeking Student Classified Staff Professional Faculty Other (please specify)
Do you identify as a person with a disability? (Please be assured that the information you submit is voluntary, confidential, and will be used only to better understand the demographics of people who respond to the survey)	Yes, No
In what areas do you think COSID should work to improve inclusion, awareness, and access for persons with disabilities?	Open-ended
What resources would help you to provide better access to people with disabilities in your department, office, programs, clubs, etc.? (This could include your department/office/courses/programs/clubs/etc.)	Open-ended
Have you noticed anything OSU is doing well related to access for persons with disabilities (could include: campus access, specific departments & offices, accommodations, etc.)?	Open-ended
Do you have any other suggestions for COSID?	Open-ended
Are you interested in participating in COSID? If yes, please provide the following contact information.	Name Department or Major E-Mail Address

FINDINGS

QUESTION 1: HOW CAN COSID IMPROVE INCLUSION, AWARENESS, AND ACCESS?

The question was posed, “In what areas do you think COSID should work to improve inclusion, awareness, and access for persons with disabilities?” This item had 182 responses. Through data analysis 22 individual categories, or themes, were presented. Twenty six of the responses could not be coded, either because the individual indicated they did not have an answer or the answer did not make contextual sense. Table 2 shows the 22 categories and the frequency of each response. The high level of missing/non-coded responses indicates that some of the participants may not have understood the question or felt like they did not have enough information to answer the question.

The top response for both the disability and non-disability group was that COSID should work to improve built environment access. Coding for built environment access included comments about physical access for persons with mobility disabilities, including but not limited to: parking, entrances, automatic doors, bathrooms, sidewalks, ramps and general building access. The theme of awareness building, as expressed in comments directed at increasing knowledge of and sensitivity to disabilities was the second most frequent response overall. Providing faculty, staff, and students with training and education around disability issues and compliance with the Americans with Disabilities Act (ADA) was the third most frequent type of comment received. Participants also indicated that providing better communication about resources and Commission activities was also important.

COMPARISON BETWEEN THE DISABILITY AND NON-DISABILITY GROUP

There were some notable differences in the responses between the non-disability and the disability group. Those without disabilities were more likely to focus their responses on the built environment than those with disabilities. Forty nine percent of participants from the non-disability group focused their responses on the built environment compared to 24% of the disability group.

Both the non-disability and disability group responses had a strong focus on improving the built environment on-campus. Built environment access was the top response for both groups. Within the built environment, segregating entrances, parking, ramps, elevators, bathrooms, and directional signs were frequently mentioned as needing improvement. Both groups also had several respondents who advocated for OSU’s historic buildings to be made accessible.

In addition to the built environment, both groups strongly advocated for building awareness related to disabilities across campus. Table 3 compares the responses based on disability status for question 1. Participants from the disability group, which included students with disabilities, had greater concerns about receiving accommodations and becoming eligible for accommodations using the documentation process through Disability Access Services.

Table 2. In what areas do you think COSID should work to improve inclusion, awareness, and access for persons with disabilities?	
Category	Number of Responses
Built Environment Access	73
Blank Response/Response couldn't be coded	26
Awareness Building	16
Training and Education (faculty, staff, students)	13
Communication (about resources/from COSID)	8
Employment	6
Virtual Environment Access	6
Student reported that an instructor failed to accommodate them	5
Student reported difficulty documenting a disability in order to receive services from DAS	4
Increase inclusion for people with hearing loss	3
Increase awareness of invisible disabilities	3
Recognition of disability (chemical sensitivity/food allergies)	3
Access for OSU properties other than main campus	2
Improve accommodations for faculty	2
Regulate bicycles	2
ECampus	2
Increase participation in COSID	2
Change AUITF	1
Improve access at OSU Cascades	1
More funding for DAS	1
Spending (advocate for)	1
Spending (against)	1
Provide study abroad opportunities for students with disabilities	1
Total	182

Table 3. Comparison of responses based on disability status for question 1: In what areas do you think COSID should work to improve inclusion, awareness, and access for persons with disabilities?

Top 4 responses from non-disability group	Top 4 responses from disability group
Built Environment Access (49%)	Built Environment Access (24%)
Training and Education (11%)	Awareness Building (13%)
Awareness Building (7%)	Reported an instructor failed to accommodate (8%)
Communication (5%)	Had difficulty documenting disability (6%)

QUESTION 2: WHAT RESOURCES WOULD HELP YOU PROVIDE BETTER ACCESS FOR PERSONS WITH DISABILITIES?

The question was posed, “What resources would help you to provide better access to people with disabilities in your department, office, programs, clubs, etc.?” This question had 168 responses. Through data analysis 12 individual categories, or themes, were presented. Some participants indicated very specific and/or unique needs; in this case those responses were categorized as “other.” Thirty of the responses could not be coded, either because the individual indicated they did not have an answer or the answer did not make contextual sense. Table 4 summarizes the responses to question 2 survey for all respondents.

The top response for both the disability and non-disability group was that improvements to the built environment would help provide better access. Coding for improvements to built environment access included comments about physical access for persons with mobility disabilities, including but not limited to: parking, entrances, automatic doors, bathrooms, sidewalks, ramps and general building access. There were several comments suggesting improvements to old or historic facilities. One participant advocated for access for all commenting, “There are still buildings without ramps or elevators. With as much construction as this campus does, fixing the old issues, especially [giving] access for all, really should be [a] priority.” The second most frequent response to question 2 was advocating for training and education for faculty and staff around disability issues. Coding for training and education included comments about the following: providing best practices, information, resources, technical training, providing online, and in-person trainings. One participant with a disability suggested that COSID create, “educational programs directed toward staff, professors, instructors, and students for the purpose of decreasing stereotypes about people with disabilities.”

Respondents also indicated a desire for training related to virtual environment access. More specifically there were several responses calling for training related to web accessibility and also providing captioning for people with hearing disabilities. Seven students with disabilities indicated desire for a particular accommodation, such as notetakers or testing services, to be improved.

Table 4. Themes and frequency for question2: What resources would help you to provide better access to people with disabilities in your department, office, programs, clubs, etc.?

Category	Number of Responses
Improvements to Built Environment Access	56
Blank Response/Response couldn't be coded	30
Training & Education	29
Other	12
Resources for Virtual Environment Access	11
Improve Academic Accommodations	7
Funding	4
Resources for Students	4
Communication	3
Social Opportunities	3
Study Abroad Resources	3
Ecampus	2
Scent-Free Policy	2
Universal Design for Instruction	2
Total	168

COMPARISON BETWEEN THE DISABILITY AND NON-DISABILITY GROUP

Similar to the responses in question 1, there was a strong focus on improving the built environment from both the disability and non-disability group for question 2. Additionally, both groups emphasized the need for training and education programs for faculty/staff around disability issues. Within the disability group, some students with disabilities indicated a need to improve accommodations. Providing social opportunities for people with disabilities was also mentioned by individuals in the disability group. Table 5 compares the responses based on disability status for question 2.

Table 5. Comparison of responses based on disability status for question2: What resources would help you to provide better access to people with disabilities in your department, office, programs, clubs, etc.?

Top 4 responses from non-disability group	Top 4 responses from disability group
Improve Built Environment Access (38%)	Improve Built Environment Access (24%)
Training/Education for Faculty and Staff (16%)	Training/Education for Faculty and Staff (20%)
Virtual Environment Access – Web Accessibility Training & Captioning (10%)	Improve accommodations (13%)
More funding for access improvements (4%)	Provide social opportunities (5%)

QUESTION 3: HAVE YOU NOTICED ANYTHING OSU IS DOING WELL RELATED TO ACCESS FOR PERSONS WITH DISABILITIES?

COSID asked respondents, “Have you noticed anything OSU is doing well related to access for persons with disabilities?” Question 3 had 176 responses. Through data analysis 13 distinct categories, or themes, emerged. Five of the responses could not be coded, either because the individual indicated they “did not know” or the response provided did not make contextual sense. Table 6 shows the 13 categories and the frequency of each response. Some participants indicated very specific and/or unique needs; in this case those responses were categorized as “other.”

Again, the top response for both the disability and non-disability group was that OSU was doing well in making improvements to the built environment. Coding for improvements to built environment access included comments about improved physical access for persons with mobility disabilities to: parking, entrances, automatic doors, bathrooms, sidewalks, ramps and general building access. One respondent claimed, “I’ve seen more movement on physical accessibility issues in recent months than at any time in my 15 years here.”

Disability Access Services and the accommodations they provide were mentioned by 30 respondents. DAS was praised by faculty and staff in several instances. One respondent stated, “I really commend the DAS office for its work and advocacy. As someone who programs on-campus for large groups I really appreciate their adaptability, quick response, and consultation. I feel comfortable asking them anything.” Students with disabilities also indicated satisfaction with DAS. One student wrote, “Commendations to DAS regarding their brilliant and caring client advocacy. DAS

provides me with testing accommodations, notetakers, and lab assistants, which for most classes means the difference between success and failure.”

Table 6. Themes and frequency for question 3: Have you noticed anything OSU is doing well related to access for persons with disabilities?	
Category	Number of Responses
Improvements to Built Environment Access	75
Respondent indicated form of dissatisfaction	24
Accommodations/Working with Disability Access Services	30
Other	11
Respondent indicated general satisfaction	13
Blank Response/Response couldn't be coded	5
Virtual Environment Access	5
Services for individuals who are deaf or hard of hearing	3
Awareness building/trainings	4
Diversity initiatives	1
Ecampus	1
Working with Human Resources	1
Notification of closures	1
OSU website	1
Specified staff hired to address ADA issues	1
Total	176

Although there were several positive comments about the work OSU has done around accessibility, some respondents gave negative feedback about campus access. Parking was a frequent criticism. One respondent claimed that access was, “getting far worse by the day.” The same respondent noted, “Parking in central campus by the MU is getting reduced and more are to be eliminated very soon. I can't use disabled parking, but am in pain when I walk so I can't walk far. OSU is not paying attention to those with limited capacity.”

COMPARISON BETWEEN THE DISABILITY AND NON-DISABILITY GROUP

Again, the responses were heavily focused on the built environment at OSU. There were fewer differences between the disability and non-disability group for question 3. Those with disabilities provided more comments about Disability Access Services and accommodations than those without a disability. The proportion of those who reported

dissatisfaction was the same for both the disability and non-disability groups (14%). Table 7 compares the responses based on disability status for question 3.

Table 7. Comparison of responses based on disability status for question 3: Have you noticed anything OSU is doing well related to access for persons with disabilities?	
Top 4 responses from non-disability group	Top 4 responses from disability group
Improvements Built Environment Access (47%)	Improvements to the Built Environment (33%)
Respondent indicated general dissatisfaction (14%)	Accommodations/Working with DAS (31%)
Accommodations/Working with DAS (10%)	Respondent indicated general dissatisfaction (14%)
Respondent indicated general satisfaction (7%)	Respondent indicated general satisfaction (8%)

QUESTION 4: DO YOU HAVE ANY OTHER SUGGESTIONS FOR COSID?

Responses to this open ended question, item 4 on the survey, varied greatly. There were many suggestions asking for specific improvements to buildings, the comments included:

- Elevator maintenance
- Implementing Universal Design in all new construction
- Access to Kerr Administration Building (difficult to navigate through some entries)
- Underground parking in the center of campus
- Improved signage on-campus

Increasing COSID’s communication and outreach was another common suggestion. One respondent stated, “This is the first time I’ve heard of COSID. I would like to be made more aware. Campus wide e-mail with links to information or video. Maybe a COSID week on campus, with events and lots of hype.”

DISCUSSION

The focus of this survey was to gain insight about the OSU community’s perceptions around disability issues. This survey was designed to inform potential changes in practice and policies and generate support for accessibility projects. President Edward Ray explained in a recent memo that OSU is committed to making OSU accessible for persons with disabilities, “One of Oregon State’s core values is that we believe that diversity is a key to success. And we regard our commitment to providing optimal accessibility as central to OSU’s goal of being one of the nation’s premier land grant universities.” This survey is in alignment with OSU’s stated aspirations. COSID hopes to utilize the data gathered to

inform priorities and projects for 2012-2013 and beyond. The survey provided COSID with feedback in several key areas including the built environment, training and education, the virtual environment, and academic accommodations.

BUILT ENVIRONMENT ACCESS

While the survey data suggests that the OSU campus community has recognized OSU’s accessibility efforts, at the same time the community expects the institution to put more resources towards creating an accessible campus for all. For the first 3 questions 38.8% responses addressed aspects of the built environment. There was a strong focus on built environment accessibility, possibly because of the recent media attention in the *Daily Barometer* and because of increased efforts on behalf of the institution to make improvements. Overall, providing an accessible physical environment was both the biggest challenge and the most noted improvement regarding access for persons with disabilities at OSU.

Survey respondents addressed numerous aspects of the built environment including parking, entrances, automatic doors, directional signs, bathrooms, sidewalks, ramps, classrooms and general building access.

The survey data indicated that accessible entrances, where they exist, are difficult to find. One respondent recommended, “Make it easier for people with disabilities to get into buildings on-campus. A single, hidden accessible entrance per building makes an excessive burden for someone in a wheelchair.”

A common theme pertaining to the built environment was access to historic buildings. Some respondents felt that OSU was using the age of the campus as an excuse, while others felt that fixing current structures should be a higher priority than new construction. Providing directional signs to accessible routes, entrances, elevators, and bathrooms were other common themes within the subset of the built environment. The survey data indicates dissatisfaction with current parking and transportation options for people with disabilities. Although people were aware that the campus shuttle was

"I am in Gilmore Hall, which is a two story building that does not have an elevator. There is a university classroom upstairs. I don't know how someone in a wheelchair would be able to attend classes in this classroom."

"Campus access is definitely improving! The new buildings and modifications are much more accessible than in the past."

“Providing an accessible physical environment was both the biggest challenge and the most noted improvement regarding access for persons with disabilities.”

an option, some had difficulty using the system to navigate campus. One respondent stated, “I never know when the campus shuttle runs and where it stops.”

Improvements to the built environment were noted when asked what OSU was doing well related to access for persons with disabilities. One participant noticed, “Lots of new curb access ramps and new parking areas.” Respondents noticed the funding that has been dedicated to the sidewalk improvements. Flexible seating arrangements and adaptable furniture (including bariatric furniture) were also noted as areas of progress.

TRAINING, EDUCATION, & AWARENESS

Responses to the survey items indicated that developing training, education, and awareness programs around disability access is important to the OSU community. Some respondents with disabilities noted frustration in interacting with others, but stated that training could be a solution to the problems they encountered. One staff member suggested that OSU “Train people in management positions how to conduct themselves with employees with a disability and not just write them off.” Another respondent suggested that COSID should be involved in orientation for employees, “I think it would be great if COSID was talked about, or came to, new employee orientation.”

Broader awareness and training programs were called for in several responses. One respondent suggested that COSID, “Provide required trainings for faculty [and] provide awareness building programs for the broader OSU community.” Another respondent suggested that we, “Create educational programs directed toward staff, professors, instructors, and students for the purpose of decreasing stereotypes about people with disabilities.” Faculty and staff members frequently asked for additional training . One faculty member indicated they wanted, “training periodically on what we need to know about types of disabilities, student’s rights and accommodations, and our role in providing accommodations.” Faculty responses sometimes implied that they wanted to be helpful but weren’t sure how to best communicate and accommodate students with disabilities in their courses. One faculty suggested a, “protocol on how faculty need to communicate with students and not discount their needs. I believe that most faculty will be able to comply with our accommodations, but please have a process in place to understand what is inhibiting the faculty from understanding that need.”

Disability Access Services and the Office of Equity and Inclusion currently offer training and education opportunities to build awareness and understanding of disability issues. Over 35 trainings have been offered since 2011 (Merrell, 2012). Some of the responders to the survey had already attended a training put on by Disability Access Services and/or

the Office of Equity and Inclusion. Those responders provided positive feedback about their experiences. One noted, “I attended a presentation on Ableism given by Gabe Merrell in Disability Access Services, it was an amazing presentation and I learned a lot.” Although training and education programs are available to faculty, staff, and students the survey data suggests that the OSU community is not aware of those opportunities.

VIRTUAL ENVIRONMENT ACCESS

Access to the virtual environment was another important issue identified in the survey data. Faculty and staff indicated a desire to make the virtual environment more accessible, but also indicated that they lacked the resources to do so. One respondent called for better web templates, asking for, “standard web designs to truly be inclusive for all.” Respondents also asked for resources to help get their videos captioned. Some respondents asked for additional training related to online course development, formatting electronic documents, and understanding how screen readers work. There have been several efforts to improve access to the virtual environment at OSU, which did not go unnoticed by some respondents. One response noted that, “We seem to be the leaders in web accessibility for colleges.”

ACADEMIC ACCOMMODATIONS

Overall, the majority of the feedback from students regarding their accommodations was positive. When asked what OSU was doing well regarding access for PWDs, 31% of the responders with disabilities focused their response on satisfaction with their academic accommodations and/or Disability Access Services. One student with hearing loss noted, “I am very impressed with everyone here, from the transcribers (for my hearing disability), to the professors. Everyone just did their jobs, allowing me to focus on mine (being the student). I know that might sound strange but I am used to fighting for the right to ‘hear’, I am used to having awkward conversations with teachers about not being able to hear their video, or ask to fill in gaps in what I did not hear in the lecture. I really loved that I did not have the stress of that here at OSU.”

One notable finding was that students reported that faculty failed to provide accommodations, even though they were eligible as determined by a documentation review process through DAS. When asked what OSU could improve, 8% of the respondents from the disability group indicated that an instructor had failed to accommodate them. Although respondents with disabilities suggested they are pleased with the services they are receiving from DAS, students reported difficulties in working with faculty. One student noted, “DAS is accommodating with my tests but I would like it if they

could deal more directly with professors that are not giving us our accommodations.” The reason for this could be that faculty may not understand their legal obligations or that they require more training on how to make their curriculum accessible. In the same survey item 6% of the respondents from the disability group reported difficulty providing the appropriate documentation in order to become eligible for services from Disability Access Services. One student explained their difficulty in providing documentation was because they lacked health insurance. “When I was a student, my diagnosis was out of date, but I did not have insurance at the time to obtain another diagnosis, therefore I could not obtain services. I think this should change. OSU needs to be able to obtain or renew diagnosis because many students when they start college (like me) are in transition and often without insurance and cannot pay for a doctor in cash.”

Faculty and staff reported satisfaction in working with DAS in the survey. Respondents also identified a need for more staff and financial resources within the DAS office, “I'm very pleased with the DAS efforts, and wish they had a larger staff and more resources to help the entire campus become more ADA compliant.” One respondent noted that DAS staff has not increased in conjunction with recent enrollment growth, “DAS does a good job but are very under staffed! Their staff has not increased with the enrollment growth--it should.”

NON-DISABILITY VS. DISABILITY GROUP

Responders who self reported that they did not have a disability were much more likely to focus their responses on the built environment and physical disabilities. Those who did report having a disability were more likely to focus their responses on accommodations, awareness building, the need for social opportunities, and “invisible” disabilities such as ADHD, learning disabilities, autism, and mental health issues. The survey data suggests that the campus community is heavily focused on the built environment for those with physical disabilities despite that group comprising a smaller proportion of the population than those with non-physical disabilities. Approximately 70% of the students registered with DAS have “invisible” disabilities.

RECOMMENDATIONS

Based on the survey data COSID makes the following recommendations:

Built Environment Access

- Develop a dedicated funding source for improvements to the built environment in existing buildings.
- Provide funding for an interior assessment of buildings.
- Develop a comprehensive plan to remediate existing barriers, prioritizing programs, goods, and services that currently do not have access.
- Develop and implement an accessible transportation plan, which could include the development of a paratransit system as well as revisions to the current OSU shuttle route, operating hours, stops, etc.
- Develop an Accessibility Map layer on the online campus map: <http://oregonstate.edu/campusmap/> to display accessible parking, entrances, and paths of travel.
- Implement a campus wide signage plan for both interior and exterior spaces, including Braille, which is compliant with the *2010 ADA Standards for Accessible Design* and OSU Best Practices.

Training, Education, & Awareness

- Develop a campus-wide training for faculty and staff around disability issues. It is suggested that this training be mandated through the Office of Human Resources and other relevant departments. Partners in the training could include (but are not limited to):
 - Disability Access Services
 - Office of Equity and Inclusion
 - Center for Teaching and Learning

Training should include information about legal requirements, impacts of disabilities, and should be geared at building awareness and increasing inclusion for people with disabilities at Oregon State University.

- Continue to provide resources to develop the communications around accessibility initiatives, committees, efforts, and availability of resources for the OSU campus community. This could be achieved through funding a marketing and outreach coordinator with responsibilities related to access.

Virtual Environment Access

- Continue to support University wide initiatives regarding web, software, and hardware accessibility. Develop a campus-wide training program for instructors and professors to learn how to make their virtual course content accessible.
- Provide the appropriate resources for faculty, staff, and departments to caption multimedia as required in the IT Accessibility Policy: <http://oregonstate.edu/accessibility/ITpolicy>.

Student Support Services

- Dedicate more funding to assist students in obtaining psycho-educational evaluations, which will reduce a financial barrier to students who may otherwise qualify for services.
- Develop social opportunities and support groups for students with disabilities.
- Dedicate a space where students with disabilities can experience peer support, gather resources, hold events, classes, and presentations. This could be achieved through the creation of a Disability cultural center.
- Develop additional student support resources for ECampus and Cascades Campus students who do not have access to traditional Corvallis campus services.