Uncovering the Accessibility Concerns on the Washington State University Vancouver Campus

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As thesis advisor for DEBIKA FINIKANE,

I have read this paper and find it satisfactory.

Thesis Advisor

Date

4/28/16
Abstract

The goal of this study is to discover some of the barriers on the Washington State University Vancouver (WSUV) campus that impede differently-abled\textsuperscript{1} students from reaching their full-academic potential. Through this research the data revealed factors that negatively impacted differently-abled students' ability to focus on their learning. Such factors included: limited access to restrooms, inaccessible classrooms and building entrances and exits. However, the data from this study suggests that the biggest obstacle impeding differently-abled students' success is time. The fact that became evident through this work is that differently-abled students have to spend extra time and energy planning for and dealing with everyday tasks such as accessing restrooms and getting to classes on time. These exaggerated time constraints can also cause differently-abled students to feel isolated on this campus. Taken together, the data from this study reveal a pattern of what I have termed, "ability microaggressions."\textsuperscript{2} On this campus, inaccessibility of resources, facilities, curricula, and a sense of belonging all weigh upon differently-abled students in such a way that keeps them from being able to fully focus on their education, which creates unequitable learning conditions.

Keywords: Differently-abled students, Washington State University Vancouver (WSUV), accessibility, awareness, improvement

\textsuperscript{1} For the purpose of this study I will use the term differently-abled to refer to disabled students. \textsuperscript{2} "Ability microaggressions" is what am choosing to call the types of microaggressions that differently-abled students face on campus.
Introduction

What are the challenges that differently-abled people face while attending college? As a junior at Washington State University Vancouver (WSUV) with Cerebral Palsy, I have direct concerns about this issue which is why I became interested in doing this study. My disability affects my ability to walk and do tasks that require fine motor skills like writing notes. Although I enjoy attending classes and meeting new people at WSUV there are a few major physical accessibility barriers on this campus that have made it very difficult for me to achieve my goals. These obstacles include: access to only one bathroom on campus, inaccessible science labs, and difficulty scheduling classes due to a need for more travel time between buildings. My own experiences have led me to wonder if other differently-abled students face any of these similar challenges, and if these challenges impede their ability to achieve their educational goals.

My experience is in no way unique. There has been a significant rise in the number of differently-abled students who wish to participate in higher education within the past decade (Shevlin, Kenny, & McNeela, 2004). Researchers have begun to examine the barriers that differently-abled university students face when it comes to successfully completing a degree (Rimmer, Riley, Wang, Rauworth, & Jurkowski, 2004). In my paper, will further discuss some of these barriers within the context of the WSUV campus.

Problem Statement

Despite the national desire to increase the number of students with different abilities enrolling in and completing college, research done, primarily in Europe, suggests that the number of students with different abilities who successfully complete college is increasing but remains significantly lower than that of their more able-bodied peers (Riddell & Weedon, 2013). Research on accessibility issues on college campuses is a relatively new field, developing over
the last two decades, at least in part because differently-abled students have traditionally been marginalized or even ignored with regard to higher education (Rimmer et al., 2004). While some studies have examined the many barriers that differently-abled people experience in a variety of settings such as recreational areas within their respective communities (Rimmer et al., 2004), others focus specifically on the college or university environment. Healey, Bradley, Fuller, and Hall (2006) evaluated challenges that differently-abled students are likely to experience within the higher education system in Gloucester, UK. They found very mixed results; some students reported having no challenges while others were experiencing significant challenges that greatly impeded their ability to successfully achieve their goals. One of the problems is that the level of difficulty students experience on campus is based upon the relative significance of their differently-abling condition. For example, students with learning disabilities face different barriers than do those who are blind or are unable to move about without assistance (Healey et al., 2006).

Many of previous studies have taken place in countries in Europe as opposed to here in the United States. Tinklin and Hall (1999) initiated a relatively early inquiry, identifying five major types of obstacles that disabled students face when they pursue higher education in Scotland: the physical environment, access to information, entrance to higher education, assumptions of ‘normality’ and levels of awareness for faculty and staff. More recently, Shevlin and McNeela (2004) analyzed access issues for students at the National University of Ireland and the other an Institute of Technology. They found that “access issues affected every area of college life,” from choice of college, to college experiences. Likewise, Fuller, Healy, Bradley, and Hall (2004) and Healy, Bradley, Fuller, and Hall (2006) found that learning, teaching, and assessment techniques play a huge part in whether or not differently-abled students can achieve
academic success. In the United States, the research focus has been primarily on the idea of increasing the level participation of differently-abled people in their communities as a whole and not specifically on their education (Rimmer et al., 2004).

**Significance of the Study**

Some common features stand out in much of the current research. Most researchers take a very broad look at accessibility issues for differently-abled people as a whole. Even though the studies that chose to focus on the differently-abled college student population cover many aspects related to accessibility issues; none focus exclusively on the way in which physical barriers impede differently-abled people from engaging in and accomplishing their education goals, if at all. This gap in the research is that which my study aims to fill. This research is significant in that it centers the voices of differently-abled people on the barriers they face that impede their ability to fully achieve their academic goals on the WSUV campus.

**Organization of the Study**

This research paper is divided into four sections. The first section provides an introduction to the problem as well as the background for and significance of the study. The second section of this paper includes discussion of the study’s methodology and presents the major research questions. Section three provides the results of the study and the paper ends in the fourth section with a discussion of the findings and recommendations for future research and for colleges and universities who have the goal of increasing access for students with different abilities within the college and university setting.
Research Methodology and Methods Description

In this section of this paper, I will describe the methods I used to do this research and how I analyzed my data. My study employed a qualitative case study methodology. This study included a survey of WSUV students, interviews of both able-bodied students and students with different abilities, an interview with Sally Dost, the director of the Access center, and a document review that included a close look at the Access Center website.

First, I conducted a preliminary survey of students on the WSUV campus (Appendix A). I asked all of my instructors from fall and spring semester, 2015 if I could pass out my surveys in their classes. I then had students who completed the surveys return them to me during the next class period. I also placed a stack of surveys in the office of student involvement, the library, the Access Center and the table out in the quad during Disability Awareness Month in October, 2015. I went around and collected all of these surveys between two and three weeks later.

**Figure # 1: Chart of Completed Surveys**

<table>
<thead>
<tr>
<th></th>
<th>Able-bodied students</th>
<th>Differently-abled students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td>229</td>
<td>26</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

I was able to recruit people to do interviews first by having them indicate that they were willing to participate in an interview on the survey that they filled out. If they said yes, I used the contact information that was given (either phone number or email address) to reach out to them and attempt to schedule an interview either on campus or over the phone.

The three interviews that I ended up conducting with students all took place on campus in quiet study rooms in the Undergraduate building, in empty classrooms in the Multimedia
building, and in campus offices. During the student interviews I would explain that all of the questions I was asking should be thought about and answered with regards to the WSUV campus. I used an IRB approved interview protocol (Appendix B). I would ask the question, allow them answer and then follow with a follow-up question if the first response required additional information. I treated these interviews like conversations so I would comment or ask follow-up questions as the interview progressed. In this way, my interviews were done using a semi-structured interview protocol. My interview with Sally Dost, the Access Center coordinator, was structured in a very similar way except the questions I asked during her interview were different (Appendix C).

My interview with Sally Dost took place in the main testing area within the Access Center, which is located in the Classroom Building. The interviewed lasted approximately 25 minutes. We discussed some challenges that are faced by differently-abled students, how the Access Center helps to address these issues, what types of improvements the campus is trying to make in order to improve the accessibility of WSUV, and finally, we discussed some of the barriers that the campus faces with regards to achieving the goal of improving campus accessibility.

For my document review I examined the Access Center website. I looked at the Access Center website initially to try to find some specific statistics regarding how many differently-abled students actually attend WSUV. Unfortunately, I was unable to find any numbers on the website. I also went to the Access Center website to try and discover some of the accommodations that are offered through the Access Center.

**Data Analysis**

To analyze the data found on the surveys I input the survey findings into an Excel file. I analyzed the responses by looking at each question. I took the average of each question for
differently-abled students as a group and able-bodied students as a group. I then compared the responses of the two groups to see if there was any difference.

I analyzed my interviews using codes. I came up with initial general codes as I listened to and partially transcribed my interviews. I coded the interviews by replaying the recordings and taking note of emerging themes such as restroom access, building access, signage on campus, budget concerns, and use of technology. As the themes became more specific I added more codes as needed. I also noted the time on the recording when important points were made during the interviews. This allowed me to go back to my interviews and type up quotes for my research paper.

Findings
In this section I will discuss the findings from my study. I will begin by presenting the findings from the surveys and follow this with the findings from my interviews. I will present some of what I learned from the interviews I did with both able-bodied and differently-abled students. I will also offer some of the findings from my interview with Access Center Coordinator, Sally Dost.

Survey Findings
Figure 2: Survey Findings

Figure #2 depicts the perceived level of difficulty of access on WSUV's campus for both differently-abled and able-bodied students. As you can see from Figure #2, there is a difference in the average perceived level of difficulty in access between able-bodied students and differently-abled students. Differently-abled students experience a greater level of difficulty across all five measures but recreational event participation shows both the most difficulty and the greatest discrepancy between the two groups. This survey seems to show that students with different abilities do not claim to have significant difficulties in any one area on campus, but, as I will discuss in the following paragraphs, student comments in interviews suggest otherwise.

On the brief survey administered to students on campus, there was one open-ended question: "Are there any other obstacles that you have experienced or observed on campus?" Several students, both able-bodied and differently-abled, spoke about the distance they had to travel between the parking lots and the classrooms. For example, one differently-abled student
wrote, "The lack of enough handicap (sic) parking near buildings. More should be put in at all buildings like they have at the undergrad building." An able-bodied person noted, "Parking is difficult on campus for me so I can't imagine what struggles disabled people might have."

On the question of accessibility, differently-abled students had many comments as it related to building, restroom and classroom access. One student said, "I have observed that people who are in wheelchairs have a challenging time entering and exiting buildings, finding a desk to sit at, or entering/exiting the restrooms." Another student said,

There are not enough elevators. There are not enough wheelchair ramps. There are not enough restrooms. There are not enough handicapped parking spaces that are convenient enough for people who can only walk a limited amount or for those in wheelchairs or use walkers. There is not enough space between desks and tables in classrooms for people to get in and out with their walkers and wheelchairs...

Interestingly, able-bodied students made many observations about accessibility for their differently-abled peers. An example includes, "In a recent query (sic) to the student access center I learned that we have no immediate access to braille. Why not?" Another example that demonstrates that our able-bodied peers are paying attention to the needs of differently-abled students includes,

The access ramps seem to be very inconvenient and spread out. Access buttons on doors only control [one] of the two doors in many bldgs and can be cumbersome to access 2nd door switches. Doors to classrooms and buildings seem quite narrow for anyone using an assistance device.

A few students noted that they learned of obstacles on campus by listening to friends of theirs who are differently-abled. One such student said, "No I did not experience obstacles but I've
been [with] others that have a hard time getting around campus including getting from the parking lot to class.” As can be seen by these examples, though students did not indicate that they experienced significant difficulty with access on this campus, the access issues brought forth in student comments are seemingly not insignificant.

Some students made specific suggestions for the campus based on their experiences. These suggestions ranged from ones to help able-bodied students have more success on campus to providing more acoustically appropriate classrooms for those who are hearing impaired. One able-bodied student said, “I hate getting stuck in traffic trying to leave campus. More exits!!” Another abled-bodied student offered, “Not enough group study areas on campus, only 5 in library.” A differently-abled student said, “Technology based on the fact that I am visually impaired. General information when posted on campus - can't see the information.” These quotes offer a few of the suggestions made by able-bodied and differently-abled students alike and suggest that people are paying attention and that issues of access—to buildings, classrooms, restrooms, and activities are all ones that are of concern to more than just a few students on this campus.

**Interview Findings**

For this study I completed a total of four interviews, one interview was with a willing able-bodied student, two were with differently-abled students, and I completed one interview with Sally Dost, the Access Center Coordinator. Though it was my plan to interview additional able-bodied and differently-abled students, time, a factor I will discuss further in the discussion section of this paper, kept me from interviewing as many as I had planned. My goal in interviewing the able-bodied student was to gain a different perspective on my main topic of campus accessibility. My goal in interviewing the differently-abled students was to understand
what barriers they face on the WSVG campus and how these barriers keep them from being able to reach their full academic potential, if at all.

**Findings from my interview with Access Center Coordinator, Sally Dost.** During my interview with Sally Dost we talked about some of the barriers that differently-abled students face on the WSVG campus. She mentioned things like, restrooms without access buttons, signage for people so that they know how to access the building, building access, classroom seating, and curricular access (the use of our online learning platform, Blackboard). We also talked about how the Access Center works to help differently-abled students overcome these barriers. Sally said, “we work with the information technology department and individual students to address issues with Blackboard, changing course locations to make sure students have access to restrooms and to lessen the amount of travel time needed between classes.” Sally and I also talked about some of the barriers that WSVG administrators and facilities managers face when trying to make the campus more accessible. The biggest obstacle that she mentioned was budget, “Some accessibility issues require renovation. It costs $5-8,000 per ADA button.” Sally also talked the accessibility audit that she conducted on campus and some the findings that resulted from that project. These findings include but are not limited to: Rubber mats when moved away from door jam cause multiple levels at entries, lack of signage to note special entrances, limited and dangerous access to the Undergraduate Building (VUB), limited access to the Fitness Center (no elevator), issues with surfaces being difficult to maneuver upon, and problematic lab and classroom seating. Sally also mentioned that the campus facilities department in conjunction with the Access Center faculty is working on solving the problems with the rubber mats, and signage issues at present. However, the rest of the issues seem to require more complicated solutions. At this point in our interview Sally mentioned that the
campus administration has actually started a campus accessibility work group. Their goal is to help come up with solutions and propose funding for some of the more complex and time consuming renovations such as more ADA buttons and ramps that would significantly improve the accessibility of the WSUV campus. All of the effort that is being made to improve campus accessibility of the WSUV campus is encouraging, but there is still a lot of work to be done.

Findings from my interview with an able-bodied student. In my interview with an able-bodied student I learned that able-bodied students are indeed aware of at least some of the challenges that differently-abled students face on the WSUV campus. This interview really opened my eyes and allowed me to become a little less cynical and or judgmental towards able-bodied students. Intellectually I know that there are people at WSUV who genuinely care about the issue of campus accessibility even though it does not effect them on a personal level, but this interviewed helped me to understand this idea on an emotional level. This particular able-bodied student said,

Myself I really don’t feel like I experience any difficulties with accessibility, um I know that we had elevator issues that made it difficult for differently-abled students to access second floor classrooms, I know that there are stairs throughout the buildings and such, I know that we lack ADA buttons on buildings and restrooms...I know that there could and should be accessibility enhancements on Angel and possibly Blackboard.

This student then goes on to state that, “In my opinion these are all challenges that could be easily overcome.”

Findings from my interview with two differently-abled students. Most of the comments made by differently-abled students fell into two categories: time factors and effect of barriers on learning. These interviewees spoke at length about specific barriers on campus. Such
barriers echoed those mentioned in the surveys but also included comments about learning management systems (Angel and Blackboard, classroom seating, and the impact of time constraints on learning. Both of the differently-abled students that I interviewed talked about how having limited time negatively impacts their academic success. One student said, “They [faculty and staff] need to be more aware of health issues and the time that it takes away from school...” Another student said, “I spend so much time fighting for that one [restroom] stall its ridiculous, so I end up late to class a lot.” The two differently-abled students that I interviewed also mentioned several other access issues that impeded their academic success. One hearing impaired student mentioned the trouble with acoustics in the classrooms: “There are acoustically dead classrooms, I find that even if I state ‘oh please speak up’ it doesn’t matter with my hearing loss it [sound] doesn’t travel as well...” Another student stated “I do worse in the classes where I am forced in the back of the room.”

Discussion

In this final section of my paper I will discuss the findings of this study. I will attempt to make sense of these findings in light of my research questions: “What are some of the barriers that differently-abled students face while attending Washington State University Vancouver that impede their ability to reach their full academic potential?” And, “How can the WSUV campus be improved, so these barriers that differently-abled face no longer have such a negative impact on their ability to receive an education on this campus?” I will discuss the findings as a whole and what I feel the students, particularly students with different abilities, had to say about access on this campus and how this impacted their learning on campus. I will also discuss recommendations that stem from this work and will end by discussing the limitations of this study as well as its significance.

Discussion of Findings
In this study, two themes emerged. The first theme that emerged from this data has to do with time. The second theme deals with the impact access issues have on the ability of students with different abilities to fully take advantage of their education at WSUV.

**Time.** In both the survey comments and in interviews it became quite apparent that being differently-abled on the WSUV campus has a huge impact on the amount of time differently-abled students have so that they can do the needed day-to-day activities of a student. Having to put extra time and energy into tasks such as traveling between buildings or accessing restrooms on campus can cause differently-abled students to feel isolated. These students also have to take time to think about things that able-bodied students do not need to think about. Repeatedly I heard about the worries students had about getting stuck outside of buildings or classrooms. This too takes time. It takes time to think about these things, and it takes more time for these students to move from place to place. This may seem obvious, but it is not just that it takes some students longer to get from one place to another, but rather, because of issues such as inability to open classroom doors without assistance, students with different abilities may have to take even more time so that they will not be late to classes, meetings and the like. These time issues impact the ability of differently-abled students to reap the full benefits of their education. Data shows that students with different abilities have less time for collaboration with other students, attending additional lectures, trainings and activities, meeting with faculty, and building social relationships and friendships. According to those I’ve interviewed, these small environmental slights add yet another layer of stress for differently-abled students.

As mentioned in my methods, I was unable to complete as many interviews as I had planned in my proposal due to time constraints. One situation that occurred while collecting data for this study exemplifies the issue of time that became a theme of the findings in my research.
One student that I interviewed was running late to our interview because she was feeling ill that day. She also uses a wheelchair to get around campus, so it took her longer to get to VUB where we were to have our interview. Because of the fact that we both use assistive devices in order to be mobile, we could not fit into an elevator together in order to get to a study room to do our interview. In order to not have to waste the time of getting both of us to a study room on the second floor of the Undergraduate Building, we had to go from study room to study room to find someone to ask to move out of a downstairs study room so that we could complete our interview. This all took time, and ate into the amount of time we had to do our interview. We also both had to leave the interview early so that we could take the additional time it takes for each of us to get to class on time, again having to face the inconvenience of each of us using the the elevator, separately. Of our scheduled one-hour for our interview, we ended up only having ½ hour together in which to do our talking. In this exemplary situation, we lost 50% of our collaboration time mostly because of the physical barriers we faced on our campus.

**Educational Equity.** The second theme that emerged from the data in this study deals with the effect being differently-abled has on students’ ability to fully meet their academic goals. In one interview with a differently-abled student, many of the challenges mentioned in this paper were discussed.

I had no idea how inaccessible the world is and how honestly they seem to not care. It's like, you don't get it, this is not accessible. I am not receiving the same education as other people because I am constantly having to battle against the things that are not accessible and if that is where I am battling then I don't have time to battle stuff for my social welfare or my family or my own health because I'm constantly battling day to day to get an equal education.
I feel that this quote from a student interview perfectly sums up the essence of my project. Scholars of race discuss a phenomenon called racial microaggressions. Racial microaggressions are: “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults towards people of color.” (Sue et al., 2007) For students with different abilities on campus, having to deal with small daily access challenges such as acoustically dead classrooms, or limited bathroom access, or having most recreation activities geared towards able-bodied students negatively impacts differently-abled students’ ability to fully engage in the learning environment. These small environmental and verbal indignities build up, like a weight on the shoulders of students with different abilities, keeping them from reaching their full potential. Instead of being fully engaged in the learning environment, students with different abilities are mentally burdened by worries that able-bodied students simply do not have to think about. In this way we can draw a parallel between racial microaggressions and what I am choosing to call “ability microaggressions” in that in both these situations, intentionally or not, students who are deemed “different” by society are shut out from their ability to fully focus their minds on achieving their learning goals.

An example of an ability microagression that suggests the need for additional training of faculty and staff when it comes to working with differently-abled students was found in my interview with the Access Center coordinator, Sally Dost. One of the last things we discussed in our interview was the inability of differently-abled students to take advantage of the service provided by the cafeteria. This is what she said,

You can ask the staff to help you too. You do in there and say, “I need some help carrying my tray.” And they will assign somebody to help you. Just like if you were to
go into any area and it was obviously not set up for you you can always ask somebody to help you and that is there responsibility to do that....if you need some help, they have to help you.

Sally’s comment exemplified a lack of understanding of how important it is for differently-abled people to feel independent on our campus. Her comment is concerning because it shows that even Sally Dost as the Access Center Coordinator has a somewhat flawed perception of how differently-abled students should be treated on the WSUV campus. This raises the question, being that Sally is one of the most influential people on our campus with regards to dealing with accessibility issues; how can we expect the university to truly improve the accessibility for differently-abled students?

**Recommendations**

The following is a list of recommendations that came from the study and my own experiences with regards to how to improve campus accessibility. This is not an exhaustive list but it is a place for the university to start improving accessibility especially, if as the campus mission statement suggests, we truly value diversity and equity.

- Creating a more exhaustive list of accommodations available on the Access center website,
- Adjusting the timing of building entrance doors,
- Increasing the focus of hiring faculty and staff with different abilities,
- Having a campus advocate for students with different abilities,
- Creating student run shuttle for students with different abilities to move between buildings, and
- Providing training to faculty about working with students with different abilities.
Limitations

Throughout this study I have struggled because of the fact that I had several additional time constraints. These time constraints included, having to give myself at least 20 minutes in order to get to class on time (especially if I was meeting with an individual in a building other than the Undergraduate building). I also had to take into account where I was on campus in relation to an accessible restroom, and being able to fit in an elevator or study room with another differently-abled student. Having to think about all of these logistics made it very difficult for me to complete this study (especially the interview portion) and therefore, I was unable to interview a more appropriate number of students. For this reason, one limitation of my study is that of a very small sample group. Because I was only able to interview three students, my sample size is not very significant. Another limitation is that I am very passionate about the issue of accessibility because it impacts my daily life. I think that because I am so invested in this research I came into this project with one significant assumption of what I would find. I truly thought that I would discover that able-students were not aware of challenges that differently-abled students face on this campus. I was pleasantly surprised to find out that I was wrong to make this assumption. Another of the limitations of this study is that of the sample size of my survey takers. All in all, I was able to survey a total of 255 students, which is only 8.5% of the student population of WSUV. Many of the limitations surrounding how few surveys I received and how few interviews I conducted stem from the issue of having to deal with extra time constraints both on my part and the participants’ part. The issue of time was especially pertinent when it came to conducting interviews. Quite a few differently-abled students chose not to participate in interviews (sometimes at the last minute) because they just did not have the time.
Conclusion

My study is significant because it gives a voice to a population of students who have generally been marginalized within the higher education system. It holds value for the WSUV campus in particular because it provides some specific recommendations with regards to how campus accessibility can be improved. These specific recommendations could help the university to further uphold its mission statement and values surrounding diversity and equity on the WSUV campus. In this study I found that access barriers not only cause students to loose valuable learning time, but also make students with different abilities feel isolated on this campus. Additionally, the data of this study suggests that students with different abilities face microaggressions and these ability microaggressions keep these students from reaping the full benefits of being a WSUV student. WSUV is a campus that has a stated commitment to diversity. Students with different abilities help to make our campus more diverse. It is important that our campus do the work that is needed to make our campus a welcoming and accessible one for differently-abled students so that we can honor the concept of diversity which we claim to hold with such esteem.
References


Appendix A
Access Survey

What is your major? (write here) ________________________________

What is your class standing? (circle one): Freshman  Sophomore  Junior  Senior

Are you a differently abled (disabled) student? (circle one) Yes  No

How difficult is it for you to achieve the following tasks: 1 not difficult at all - 5 very difficult (circle one):

Traveling between buildings on campus
1  2  3  4  5

Entering/exiting buildings on campus
1  2  3  4  5

Accessing restrooms on campus
1  2  3  4  5

Accessing classrooms on campus
1  2  3  4  5

Participating in recreational activities offered by the university
1  2  3  4  5

Are there any other obstacles that you have experienced or observed on campus? (please describe)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Would you be willing to participate in an interview to expand on the responses you provided above?

Yes  No

If yes, please provide your contact information

Name:______________________________

Email:______________________________

Phone #:______________________________
Appendix B

Interview Questions for Students

1.) What challenges do students experience or observe in regards to the physical accessibility of the Washington State University Vancouver?

2.) How do these perceived physical barriers impact differently abled students' ability to realize their full potential while attending Washington State University Vancouver?

3.) What ideas and suggestions do the students have to improve the accessibility on the Washington State University Vancouver campus?
Appendix C

Interview Questions for Faculty and Staff

1.) What challenges do faculty/staff experience or observe in regards to the physical accessibility of the Washington State University Vancouver?

2.) What policies or plans are currently in place to make Washington State University Vancouver accessible to differently abled students?

3.) What if any future policies or plans are set in motion to improve the accessibility of Washington State University Vancouver?

4.) What barriers has Washington State University Vancouver faced in the past; or will it face in future in regards to implementing the policies mentioned above?

5.) How does Washington State University intend to overcome said barriers?