

Ulster University Student Disability Awareness Survey 2017

Summary of Data and Results

Introduction

As part of the review of the effectiveness of the University's Disability Action Plan, the Equality and Legal Manager carried out a Student Disability Awareness Survey in conjunction with the Students' Union and Student Support Services.

The survey aims to provide comparative data to gauge changes in students' attitudes towards disabled people (i.e. to investigate whether attitudes have become more positive because of the actions contained within the Disability Action Plan).

Therefore the results of the survey are likely to inform the actions which are targeted at students within the next Disability Action Plan, both to promote positive attitudes towards disability and to encourage the participation of disabled people in University/public life. They will also help to inform future disability awareness campaigns carried out in conjunction with the Students' Union.

The Student Disability Awareness Survey took place between 7 December and 21 December 2017. The Questionnaire was circulated electronically to all students and two email reminders were sent during the survey period. Information about the survey was also posted on Facebook and Twitter. Despite this, the response rate was disappointing. 150 Students started the survey, but only 118 completed it, constituting a 0.5% response rate¹. Because the response rate is low, the results cannot be considered to be representative of all students. However, they do provide a 'snapshot' of student awareness of relevant issues in 2017.

Summary of Responses

As some respondents did not complete their questionnaires in full, percentages have been calculated using the total number of responses received for each question (i.e. in some cases this is not 150).

A selection of qualitative comments is included for some questions, to represent the general nature of the comments received. Full comments are available on request.

Where possible, comparisons are made with the results of the 2011 Student Disability Awareness Survey results.

¹ On 07 December 2017, 23,675 students were registered at the University.

Demographics

The general characteristics of the respondents are summarised as follows:

- 34.7% (52) of respondents were from the Jordanstown campus, 30.7% (46) were from the Coleraine campus, 20% (30) of respondents were from the Magee campus, and 14.7% (22) of respondents were from the Belfast campus;
- 77% (116) of respondents were undergraduates;
- 84% (126) were full-time students;
- 80% (95) were female;
- 54% (64) considered themselves to be disabled.

Experience studying with or supporting disabled students (n=150)

36.7% (55) of respondents indicated that they had experienced studying with or supporting disabled students. The types of experience cited by respondents are summarised below:

Experience of studying with or supporting students with a specific disability	Number of Students Reporting some experience
Classmate	8
Friend	10
Respondent	7
Supported	9
Worked With	15

Additional Comments

Some respondents provided additional comments for this question, highlighting their experience of studying with or supporting disabled students. Examples of these comments follow:

“I do voluntary work with young people and occasionally young people present with disabilities. The context of my work is supportive in nature. We empower young people to take control of their issues and in this case of working with disabled young people, we support them emotionally, give them advice on how to get more in depth support from services, help them have adjustments made to allow them to participate fully in society by advising them on who to speak to”

“Visually impaired, adjustments made- learned to guide, not taking/reading out, general support”

“In previous study, I helped to support classmates with physical and mental health problems. Ensuring that, where classes were missed, individuals were able to access good quality class notes so that they could catch up”

“I have multiple chronic hidden illnesses and this makes daily life very difficult. These illnesses have a massive impact on my studies as I can't always attend classes, sometimes I can't focus and a lot of the time at home I am not well enough to complete home study. I have received a mental health mentor at University, extended library loans, specialised equipment and my tutors were made aware of my conditions. The support I have received at Ulster University has been absolutely incredible and has let me study to the best of my ability”

“The person has borderline personality disorder, dyslexia, anxiety attacks and possible high functioning autism. It is surprising how much it impacts the most basic of tasks and how complex they begin to become. It's required me to be more observant to notice when they were struggling and offering help every now and then just keeping an eye on them they told that this helped so much and its greatly appreciated”

“I am a disabled person and had support put in place for me”

“I have mental health conditions which affect my study. With assistance I now have all of my teaching team aware of my disabilities and adjustments have been made in regards to exams and larger areas, which affect my mental health”

“I have multiple chronic illness and this makes daily life very difficult. These illnesses have a massive impact on my studies as I can't always attend classes, sometimes I can't focus and a lot of the time at home I am not well enough to complete home study”

Positive benefits to having disabled students in the learning environment

Students were asked if they felt there are any positive benefits to having disabled students in the learning environment. Their responses were as follows:

Answer Options	2017 (n=150)			2011 (n=378)		
	Yes	Makes No Difference	No	Yes	Makes No Difference	No
Do you feel there are any positive benefits to having disabled students in the learning environment?	85 (56.7%)	62 (41.3%)	3 (2%)	227 (60%)	143 (38%)	8 (2.1%)

As shown, 56.7% (85) of respondents felt that there are positive benefits to having disabled students in the learning environment, whilst 41.3% (62) felt that it made no difference. Only 2% (3) of respondents indicated that they felt there are no positive benefits. This is similar to 2011 results where 60% (227) respondents felt there were positive benefits, 38% (143) were undecided and 2.1% (8) thought there were no positive benefits.

Some respondents provided additional comments about the positive benefits. These highlighted benefits such as increasing diversity, encouraging different perspectives, and increased awareness of the barriers faced by disabled people;

“There is no one single type of person in the world; we are all of different backgrounds, giftings, abilities, some of us have visible disabilities, others have invisible disabilities, some have a combination and some are lucky enough not to be disabled. It is important that everyone can have the opportunity to learn and to better themselves so that they can have an equal opportunity to succeed, and where adjustments need to be made, these are reasonable and taken into consideration. I have been employed in roles alongside people with disabilities (I am now disabled myself) and it helped me to broaden my perspectives in doing so. It helped me to be able to see that we are all different and made me aware that everyone needs support, regardless of ability or disability”

“Diversity, different backgrounds, different struggles can create different perspectives and open up new avenues of thinking”

“Encourages a more diverse and equal society. When there are opportunities to meet with students with a disability it would be beneficial, personally, to gain an insight into their challenges and thoughts on university course and services provided”

“Deepens personal experience and knowledge of specific difficulties encountered, and ways to overcome them, whilst also building interpersonal relationships i.e. empathy and understanding”

“Whether it be a physical or mental disability, I believe working with others different from yourself will help you learn about their experiences and develop understanding of them, rather than just having assumptions about their conditions based on things read online etc”

“It broadens a person’s view of the world as seen through a different lens”

“It opens up the dynamic of the classroom and sometimes, their views of the world can actually help solve problems that most may not be able to see”

“Creates greater awareness of the barriers for people with disabilities and how these can all be overcome with broader more inclusive thinking. Also allows those who may not know a person with a disability to get to know that person”

Attitudes towards disabled people – Physical Disability

Students were asked how concerned they would feel about having people with a physical disability, mental ill-health or a specific learning disability (Dyslexia and Asperger’s Syndrome) on their course, as a neighbour, when socialising in a public venue, or in a club/society.

The responses for people with a physical disability are summarised as follows:

On a scale of 1 to 5 (where 1 and 2 = little or no concern, 4 and 5= some or very concerned), how would you feel about:	2017 (n=146)		2011 (n=367)	
	Little or no concern	Some or very concerned	Little or no concern	Some or very concerned
Having a person with a physical disability (e.g. blind or wheelchair user) on your course	92.5%	2.8%	88%	6.8%
Having a person with a physical disability (e.g. blind or wheelchair user) as a neighbour (e.g. in University Accommodation)	91.7%	2.8%	86.4%	7.1%
Socialising in a public venue, such as a cinema, pub, football match with a person with a physical disability (e.g. blind or wheelchair user)	90.4%	5.5%	89.1%	4.6%
Having a person with a physical disability (e.g. blind or wheelchair user) in your club/society	92.5%	4.1%	91%	4.7%

As shown, over 90% of respondents would have little or no concern about having people with physical disabilities on their course, as a neighbour, in a social environment, or in their club/society. Contrary to the 2011 results, respondents demonstrated the greatest amount of concern (5.5%) socialising with a person with a physical disability in a public venue, such as a cinema, pub, or football match.

Additional Comments

Some respondents provided additional comments, highlighting some of the concerns they would have. These included issues such as accessibility and support for the disabled person. These comments are summarised as follows:

Nature of Comment	Number of Comments
Accessibility	9
Concern that Someone is Concerned	3
Equality	9
Exclusion	4
Offended	4
Support	2
Well Being	1
No Concern	3

“I appreciate that some people may take a negative view, but people with disabilities are still people and have a right to enjoy life as much as anyone else. It may be recognised that sometimes there be situations whereby individuals may need extra support (e.g. a diabetic taking a “funny turn”, or a wheelchair user not able to access some facilities without some help) but it is important that we recognise as a group how to deal with that situation and how to do so while respecting the individual's choices and dignity. I believe that it is of great importance that students are taught to deal with possible scenarios that they may face (in terms of first aid administration, fire evacuation procedures, etc.) so that they can support their fellow student - who may or may not have made others aware of their condition/disability”

“Concern is generally around the access needs of the individual in these scenarios and whether we can make these experiences inclusive or whether they would result in unintended isolation”

“I would not be concerned that they are there, actually would be welcomed, but I may be concerned about their safety and how their could appropriately access facilities and buildings because of their design”

“The only concern I would have is that if the individual was coping okay or if they needed any assistance or support, to which I would offer”

“It is important that we recognise as a group how to deal with that situation and how to do so while respecting the individuals choice- so that they can support their fellow student”

Attitudes towards disabled people – Mental-Ill Health

Students were asked the same question, but for people with mental ill-health. The responses are summarised as follows:

On a scale of 1 to 5 (where 1 = no concern, 5 = very concerned), how would you feel about: (Please select one answer only to each)	2017 (n=139)		2011 (n=362)	
	Little or no concern	Some or very concerned	Little or no concern	Some or very concerned
Having a person who experiences mental ill-health on your course	83.5%	6.5%	81.5%	7.7%%
Having a person who experiences mental ill-health as a neighbour (e.g. in University Accommodation)	78.4%	7.9%	76%	10.2%
Socialising in a public venue, such as a cinema, pub, football match with a person who experiences mental ill-health	87.1%	6.5%	79.6%	8%
Having a person who experiences mental ill-health in your club/society	87.7%	6.5%	82.6%	6.6%

As shown, the results suggest that students are more concerned about people with mental ill-health, regardless of the situation, compared to those with physical disabilities. Furthermore, they would be most concerned having a person with mental ill-health as a neighbour. These concerns are reflected in the additional comments made by respondents:

Nature of Comment	Number
Access	1
Concern	3
Equality	1
Inclusion	1
Support	4
Well Being	4
No Concern	3

A selection of the comments follows:

“As a person who has experienced Mental Health Issues I understand that living alone can be a trigger and I would be concerned that they are safe”

“As an individual with Mental Ill Health, I would like to think many people would think similarly; having no fear or weariness of these individuals (including myself) but rather willing to offer support if and where needed”

“Stigma should be broken around this and students should be given additional mental health awareness training so they can recognise within themselves and others around them where extra support may be needed and how they can help to provide that support”

Mental illness has a stigma- but how is it different than any other illness? If the word “mental” were omitted from the question, would it still be posed? Again, people don’t choose to be ill”

“Would be slightly concerned about wellbeing if in accommodation beside me in that I feel somewhat responsible for them”

Attitudes towards disabled people – Specific Learning Disability (Dyslexia, Dyspraxia)

Students were asked the same question for people with a specific learning disability. However, this question was amended to consider ‘Dyslexia, Dyspraxia’ and ‘Asperger’s Syndrome’ separately. The 2011 survey did not differentiate between the two, and 2011 results represent a general attitude towards people with specific learning disability. The responses are summarised as follows:

On a scale of 1 to 5 (where 1 and 2 = little or no concern, 4 and 5= some or very concerned), how would you feel about:	2017 (n=138)		2011*(n=355)	
	Little or no concern	Some or very concerned	Little or no concern	Some or very concerned
Having a person with a specific learning disability (e.g. dyslexia, dyspraxia) on your course	94.2%	3.6%	91.9%	5.1%
Having a person with a specific learning disability (e.g. dyslexia, dyspraxia) as a neighbour (e.g. in University accommodation)	94.9%	2.9%	91.6%	3.9%
Socialising in a public venue, such as a cinema, pub, football match with a person with a specific learning disability (e.g. dyslexia, dyspraxia)	94.2%	2.9%	92.9%	2.5%
Having a person with a specific learning disability (e.g. dyslexia, dyspraxia) in your club/society	95.6%	2.2%	92.4%	2.2%

*Results are for general attitudes towards people with an unspecified specific learning disability.

As shown, the results suggest a slightly more positive attitude towards people with a specific learning disability such as dyslexia or dyspraxia in 2017, compared with a specific learning disability in 2011.

Whilst the majority of respondents indicated that they had little or no concern about students with a specific learning disability such as dyslexia or dyspraxia, some were concerned about the support in place for these students. A selection of the comments follows:

“I believe that students should be given an increased awareness of this and how to support an individual with a learning disability, as well as where to seek advice and support if they themselves have a learning disability or suspect that they do”

“Concern in your course that you are understanding and may need extra guidance”

“I would worry about failing to A) Understand and B) Give any required/ requested help.”

“I have borderline dyslexia (being reassessed), so hope it doesn't affect anyone else so it doesn't affect me”

“I suffer from dyspraxia so I would enjoy to socialise with someone else who understands”

“I have dyslexia and honestly I don't see any issue anyone who has something against us needs to wise up as we understand and view things in a different perspective a dot on a page to a normal person is a dot but to someone with learning difficulty that dot could be something amazing like thousands of small dots”

Attitudes towards disabled people – Specific Learning Disability (Asperger's Syndrome)

Students were asked the same question, but for people with Asperger's Syndrome. The responses are summarised as follows:

On a scale of 1 to 5 (where 1 = no concern, 5=very concerned), how would you feel about:	2017 (n=134)		2011* (n=355)	
	Little or no concern	Some or very concerned	Little or no concern	Some or very concerned
Having a person with a specific learning disability (e.g. Asperger's Syndrome) on your course	91.7%	4.4%	91.9%	5.1%
Having a person with a specific learning disability (e.g. Asperger's Syndrome) as a neighbour (e.g. in University accommodation)	90.2%	4.4%	91.6%	3.9%
Socialising in a public venue, such as a cinema, pub, football match with a person with a specific learning disability (e.g. Asperger's Syndrome)	89.5%	5.1%	92.9%	2.5%
Having a person with a specific learning disability (e.g. Asperger's Syndrome) in your club/society	93.2%	3.7%	92.4%	2.2%

*Results are for general attitudes towards people with an unspecified specific learning disability.

Compared with results for people with dyslexia/dyspraxia, respondents demonstrated a slightly less positive attitude towards people with Asperger's Syndrome. Whilst the majority of respondents had little or no concern interacting people with Asperger's Syndrome, they were most concerned about socialising with them in a public venue.

In the main, these concerns were about levels of understanding, inclusion and support:

"As someone who was diagnosed with Asperger's only recently, I find that it is important for others to understand the condition and any problems associated with it. Assumptions are common and stereotypes make it difficult on the disabled person. We deserve to be involved, and supported if necessary"

"If the condition is known, then it is much easier to deal with. Problem can be if person keeps it under wraps (which they are perfectly entitled to do) but then it makes their apparently irrational behaviour hard to understand"

"While I would not mind this, I have not experienced it and would worry that I did not have an understanding of the best way to support this person in these scenarios"

"The only way this concerns me is for people who do not understand this type of disability or have experienced it before. They are so individual to each person and therefore my concern would be dependent on the form of Asperger's also my concern would be for the student about ignorant students"

“People with ASD need to socialise and we as a society should encourage this”

“I just hope they would feel included”

“I would like to be aware that someone with Asperger’s syndrome has the support they need to feel secure and supported in social environments. I would like to know that social environments within the university are adequate”

Attitudes towards disabled people – summary

A comparison of attitudes to the three types of disability suggests that:

- Those with mental ill-health were viewed most negatively². Respondents were most concerned about having a person who experiences mental ill-health as a neighbour (7.9%). 6.5% were either **concerned or very concerned** about people with mental ill-health being on their course, socialising with them in a public venue and/or being in their club/society.
- Those with specific learning difficulties (Dyslexia/Dyspraxia) were viewed most positively. However those with Dyslexia/Dyspraxia were viewed only slightly more positively than those with physical disabilities or Asperger’s Syndrome. Respondents were least concerned about having people with specific learning disabilities (Dyslexia/Dyspraxia) in a club or society (2.2%).
- Regardless of the situation (i.e. course, neighbour, public venue club/society), and disability type, respondents greatest concerns were for the health, safety and wellbeing of disabled people.
- Compared with 2011, students demonstrated increasingly positive attitudes towards disabled people (irrespective of disability type).

Confidence in communicating with disabled people (n=133).

Students were asked how confident they feel about communicating with disabled people. In general, respondents were either very confident (46.6%, 62) or quite confident (48.1%, 64) about communicating with disabled people. Only 2.3% (3) of respondents indicated that there were not confident at all in communicating with disabled people. 3% (4) did not know whether they are confident or not.

These results suggest that students have increased confidence communicating with disabled people, compared to 2011.

² This is similar to the Equality Commission’s findings in their Equality Awareness Survey 2016. In this, people with mental ill-health were viewed most negatively compared to people with learning or physical disabilities. The survey question asked: ‘Would you personally mind having a member of the following group(s) as a work colleague, neighbour, or if one of them were to marry a close relative?’

In 2011, 37.3% (132) of respondents were very confident, 54.5% (193) were quite confident and 3.7% (13) were not confident at all communicating with disabled people. 4.5% (16) did not know whether they are confident or not.

Advice and support about disability from within the University (n=130)

Students were asked where they would seek support and advice about disability from within the University. Their responses were as follows:

Where would you seek support and advice about disability from within the University? 2017 (n=130)			
Answer options	%Yes	%No	%Unsure
Disability Advisors (Student Support)	71.5	7.7	20.8
Student Support Website	70.7	10	19.2
Students' Union	32.3	30.8	36.9
Classmate / Friend	46.2	23.8	30
Equality and Legal Manager	16.9	33	50
Where would you seek support and advice about disability from within the University? 2011 (n=353)			
Answer options	%Yes	%No	%Unsure
Disability Advisors (Student Support)	81	5.4	13.6
Student Support Website	68.8	9.1	22.1
Students' Union	32.3	32.6	35.1
Classmate / Friend	43.3	25.8	30.9
Equality and Diversity Services	62	12.5	25.5

As shown, the majority of students would seek assistance from either Disability Advisors or the Student Support Website. This is consistent with 2011 results. Other sources of support and advice cited included:

- Class Tutor/ Course Lecturer
- Friends
- Mencap's website

There was a noticeable decline in the proportion of students accessing Equality and Diversity Services/the Equality and Legal Manager.

Awareness of legislation and information

Students were asked about their awareness of various disability issues. Their responses were as follows:

Are you aware that:	2017 (n=128)	
Answer options	%Yes	%No
Legislation exists which protects disabled students from discrimination?	91.4	8.6
Information about a student's disability can only be shared or passed on to another member of staff if the student gives their consent?	82	18
Information about a student's disability is used to determine whether reasonable adjustments are required for that student?	88.3	11.7
Disabled students may be eligible for funded support through the Disabled Students' Allowance?	85.9	14.1

Are you aware that:	2011 (n=350)	
Answer options	%Yes	%No
Legislation exists which protects disabled students from discrimination?	90.3	6.6
Information about a student's disability can only be shared or passed on to another member of staff if the student gives their consent?	73.4	19.4
Information about a student's disability is used to determine whether reasonable adjustments are required for that student?	86.3	6
Disabled students may be eligible for funded support through the Disabled Students' Allowance?	77.4	13.7

As shown, over 80% of respondents indicated that they were aware of all of the issues included in this question. This demonstrates increased awareness of disability legislation and information compared with 2011.

Awareness of University Guidance

Students were asked about their awareness of various guidance documents at the University. Their responses were as follows:

Are you aware that the following guidance exists at the University to support disabled students:		
Answer options	2017 (n=127)	
	%Yes	%No
AccessAbility Advisers who provide support and guidance to students and staff regarding disability	72.4	27.6
Reasonable adjustment recommendations, e.g. extra time in exams or consideration for spelling/grammar	89.8	10.2
Funded disability support through the Disabled Students' Allowance, including specialist equipment and/or software	81.9	18.1
Support providers such as a Dyslexia Coach, Mental Health Mentor, Study Skills Coach or Campus Assistant	72.4	27.6
Mindview and Read & Write Gold software is available in all student computer labs on campus (except Mac labs)	41.7	58.3
Are you aware that the following guidance exists at the University to support disabled students:		
Answer options	2011 (n=347)	
	%Yes	%No
Information for students about diagnostic assessments for specific learning difficulties	61.4	38.6
Protocol for identifying and responding to requests for reasonable adjustments for disabled students	61.7	38.3
Disability Services: Student support learning agreement	72	28
Disability Services: student support learning agreement	61.1	38.9
Letting us know about your additional study needs	72.6	27.4
Study Skills: the register of support providers	55.3	44.7

As shown, in 2017 over 70% of respondents indicated that they were aware of each type of guidance, with the exception of Mindview and Read & Write Gold software.

Actions to better promote positive attitudes towards disabled people

Students were asked what action they thought the University could take to better promote positive attitudes towards disabled people. Responses included:

“Be more inclusive”

“Change the culture which views the person as not being able. Instead continue to question the context, as it is context that enables to prohibit”

“Educate other students and lecturers about disabilities that may affect their class/friends. Make it more clear what services are available and improve availability”

“Help change the stigma associated with disabled people”

“More anti-stigma campaigns”

“More awareness of invisible disabilities, campaigns etc”

“Possibly an awareness day, it would be amazing if a macaton or sign language course was put in place”

“It may be beneficial to have an informal talk/seminar chaired by lecturing staff with presentation from a willing student on their disability, how they wish to be treated by other students”

“Workshops to overcome barriers in understanding. People can be reluctant to communicate with people with disabilities, thinking that they might be approaching a situation wrongly, or unsure of how to deal with any awkwardness that might arise”

“Better availability of information at point of need”

“Create a council ran by and for students with disabilities. Ask that they present to 1st year students on the lived experience of disability if they wish to. Seek out more qualified students to attend Ulster. Have leadership at Ulster pledge to be an inclusive University of choice. Hire the disabled in key roles at Ulster. Highlight that Ulster is dedicated to improving things for the disabled in Northern Ireland”

Actions to encourage greater participation of disabled people in University or public life

Students were asked what action they thought the University could take to encourage greater participation of disabled people in University or public life. responses included:

“Teach disability awareness and make sure disabled students are integrated into the class group. Also activities in class should be mindful of disabled students as dyslexic students won’t learn as well from writing activities as non-dyslexic students etc”

“More considerate when designing modules assignments to disabled students. Give disabled students the opportunity to have their lecturers informed of the challenges they may face”

“Have role models give talks. Maybe encourage more people with disabilities to take on roles such as university representatives to showcase a positive attitude”

“Making the university more accessible when it comes to the students union i.e. it’s not big enough”

“Greater engagement in schools- rather than special schools we should work closer with disabled people in all walks of life. Generally greater education on disability or rather ability! Greater flexibility in deadlines”

“Outreach activities to specific support groups in the community/throughout NI”

“Target young disabled people in years 13 and 14. In schools young people fear that their disability will hinder them and lack confidence, the university should have open nights to advise them and their parents about the support they can receive”

“Create a community like social groups where all people with different disabilities can come and just have informal gatherings which makes them feel they are not alone”

“Offer clubs specifically aimed for them. It might seem weird but being around those who go through the same experience helps build rapport as they can all relate on that one common point”

“Try to create more disabled sports and maybe even a society that does activities that are specialised for disabled people. Also ask students who are disabled if they would be willing to share their stories and tips and tricks to uni life”

“Perhaps a confidence improvement strategy to allow students with low confidence to feel empowered and able to participate”

Conclusions

The results of the survey would suggest that, in general, students have positive attitudes towards disabled people (although attitudes vary slightly by disability type). They believe that there are positive benefits to having disabled people in the learning environment due to gaining experience, and where there are concerns about this, these focus mainly on the inclusion, support and wellbeing of the disabled people. The majority of students feel confident about communicating with disabled people, and know where to seek advice and support about disability at the University.

Recommended actions

Based on the results of the survey, the following positive actions could be implemented to address some of the issues identified (and continue to promote positive attitudes towards disabled people):

- specific awareness raising to dispel some of the myths and fears surrounding the abilities of disabled people, for example publicise good news stories about the accomplishments of/awards achieved by disabled people, inspirational speakers/disabled role models at induction;
- continued awareness raising and confidence building regarding the attitudes towards disabled people, specifically in relation to mental ill-health;
- more focussed dissemination of information about disability etiquette (for example, in terms of health, safety and wellbeing);
- raise awareness of the disability support available from the Students' Support, for example, the AccessAbility Advisors, Dyslexia Coaches, Mental Health Mentors, Study Skills Coaches and Campus Assistants; and
- increase awareness the availability of Mindview and Read & Write Gold software in all student computer labs on campus.