



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Breaking Barriers: Promoting Student Success through Diversity, Equity, Inclusion, and Accessibility in Education

Presented by:
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and
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California
Community
Colleges

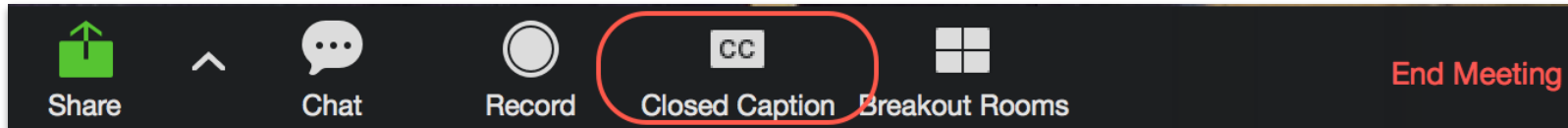
Accessibility Center

Today's Session

Please mute your line if you are just listening.

Please ask questions! We will be monitoring the chat.

Live captions are available - see the Closed Captions button in the menu



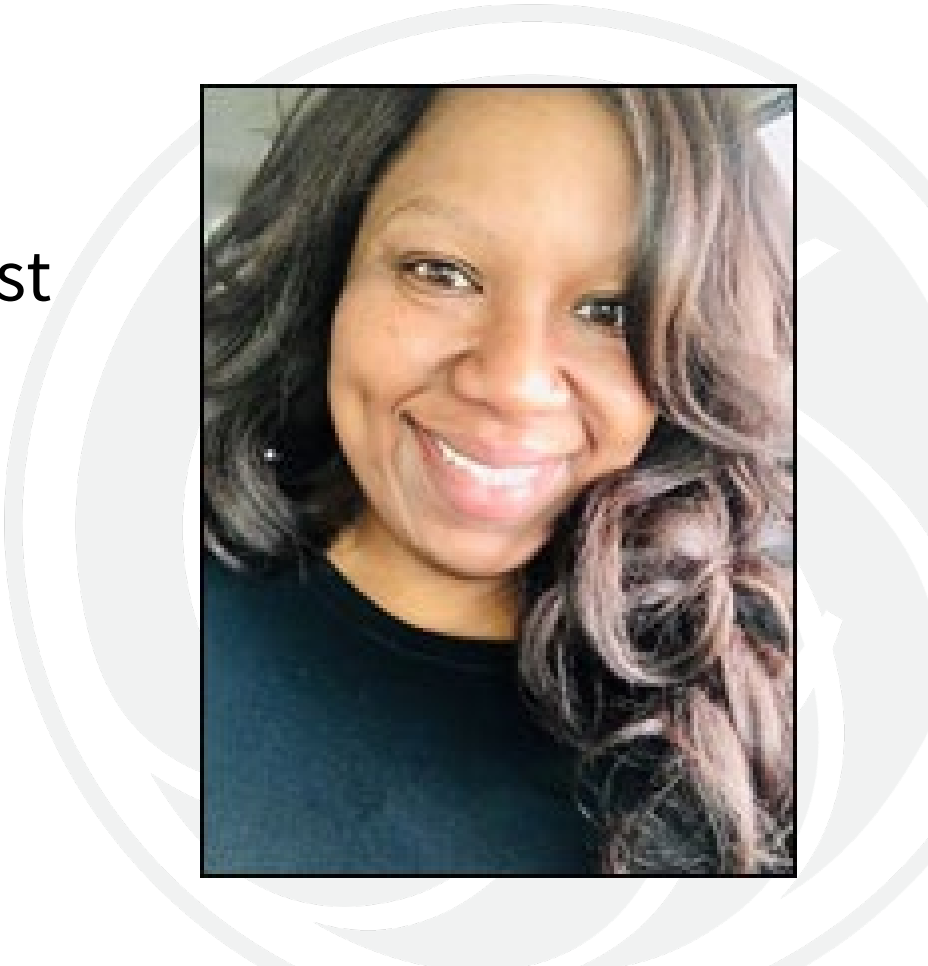


About the Presenters

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Alternate Media and Assistive Technology Specialist
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Over 8 years of experience in DSPS at Los Angeles Harbor College

Motto – “Accessibility from the heart”





A Little About Me

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Section 508 Specialist CCC Accessibility Center

13 years in higher education Accessibility Services

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Doctorate, Education - Educational Leadership for
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Dissertation: Three Degrees of Separation— Race, Gender, and
Ability



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Accessibility Center

Today's takeaways

- Why **Accessibility** is an important issue of Social Justice
- Learn how to integrate **Accessibility** into the broader conversation about diversity, equity, and inclusion to optimize student success!





Social Equality

- “Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.” – Horace Mann (Mann, 1848)





Executive Order

On June 25, 2021, President Biden issued Executive Order (EO) 14035:

- To advance Diversity, Equity, Inclusion and Accessibility (DEIA) in the Federal Workforce.
- EO 14035 marks the first time that the term “accessibility” has been included along with “diversity, equity and inclusion” (DEI) to describe an initiative at the federal level for **cultivating a workforce that draws from the full diversity of the nation.**
- **[CCCCO VISION FOR SUCCESS](#)**





CCCCO Vision

- Building a faculty and staff who are reflective of the students and communities we serve is integral to our commitment to put diversity, equity, inclusion and **accessibility** (DEIA) and anti-racism at the heart of our work.
- Together, we will drive durable culture change in the California Community Colleges to become a system that truly works for all our students.





Defining Accessibility

According to the Office of Civil Rights and the U.S. Department of Education, “accessible means:

A person with a disability is afforded the opportunity to:

- acquire the same information
- engage in the same interactions
- enjoy the same services

as a person without a disability in an equally effective and integrated manner, with substantially equivalent ease of use...”

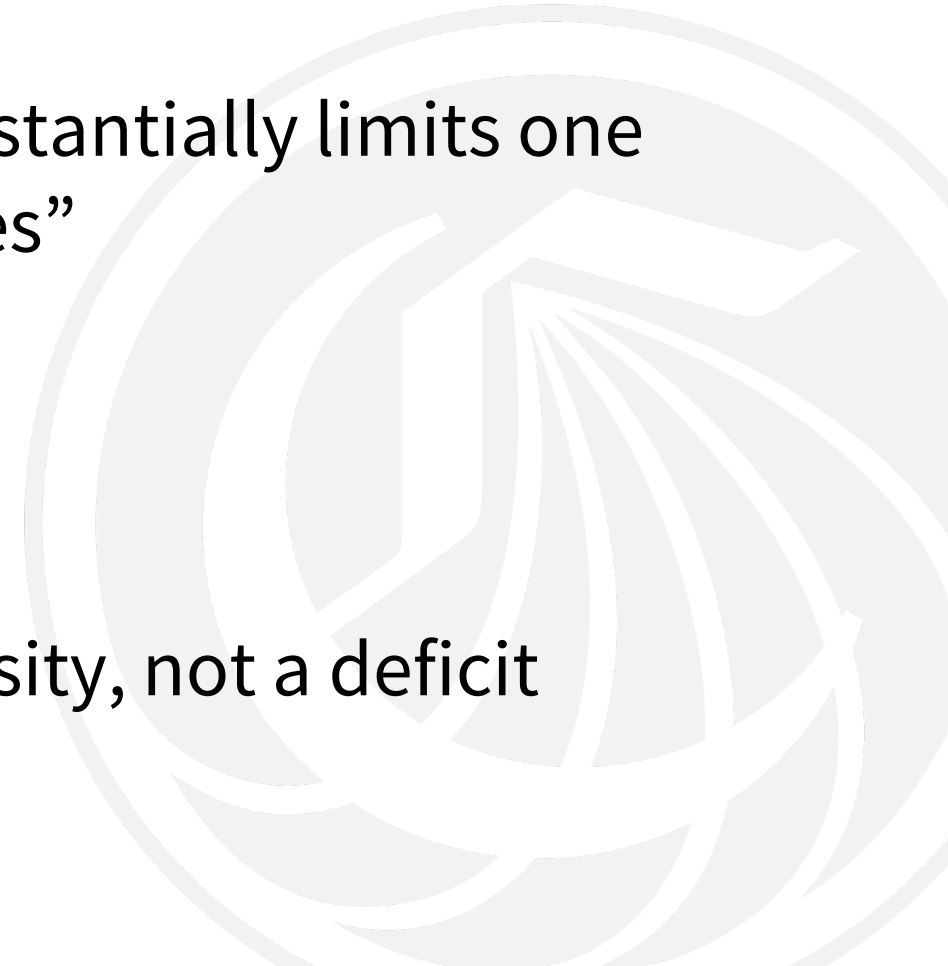




Defining Disability

“A physical or mental impairment that substantially limits one or more major life activities”

- Visible or Invisible
- Permanent or Temporary
- Disability is a dimension of human diversity, not a deficit





Disability by the Numbers

- Estimated - 1 Billion people or 16% of the worldwide population lives with a disability.
- 26% or 1 in 4 adults in the US has a disability.
- Disability is especially common in older adults, women and minorities.
- 12.8% of US adults have a cognitive disability
- During the 2021-22 school year, DSPS students accounted for 5.3% of the population at the California community colleges.



Our Numbers!

- 20 Percent of the 7.2 million students enrolled at community colleges Nationwide reported having a disability, according to federal data.

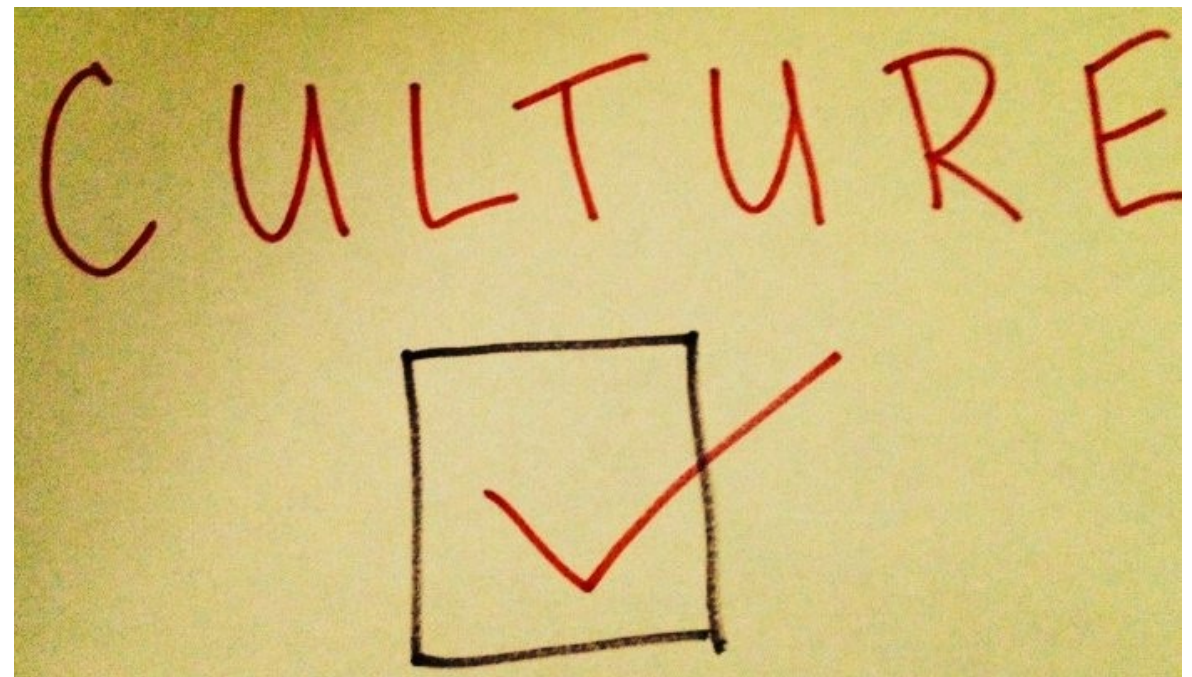
Disability Category 2018-19	Number of Students	Percent
Acquired Brain Injury (ABI)	4,174	3.45%
Attention Deficit Hyperactivity Disorder (ADHD)	9,840	8.13%
Autism Spectrum	9,558	7.89%
Intellectual Disability (ID)	7,205	5.95%
Deaf and Hard of Hearing (DHH)	4,324	3.57%
Learning Disability (LD)	31,608	26.1%
Physical Disability	8,759	7.23%
Other Health Conditions and Disabilities	17,557	14.5%
Mental Health	24,724	20.42%
Speech/Language Impaired	163	0.13%
Blind and Low Vision	3,188	2.63%
Total	121,100	100%





Culture Check

- How many here today have a disability?





Disabling FAQ's

- Trans and gender-nonconforming students report having autism at rates 5-8 times as high as cis students.
- The six-year graduation rate of students with disabilities at four-year colleges is 49.5%, compared to roughly 68% for students without disabilities.
- 15-43% of students who report their disability don't receive accommodations from their school.
- Two-thirds of higher education students with disabilities do not inform their school.





Inequitable College Graduation Rates

According to the 2023 Annual Disability Statistics Compendium report analyzing U.S. census data

- Nearly **20%** of 25-34-year-olds with a disability had a bachelor's degree or higher.
- **41%** of 25-34-year-olds without a disability held a bachelor's degree or higher.



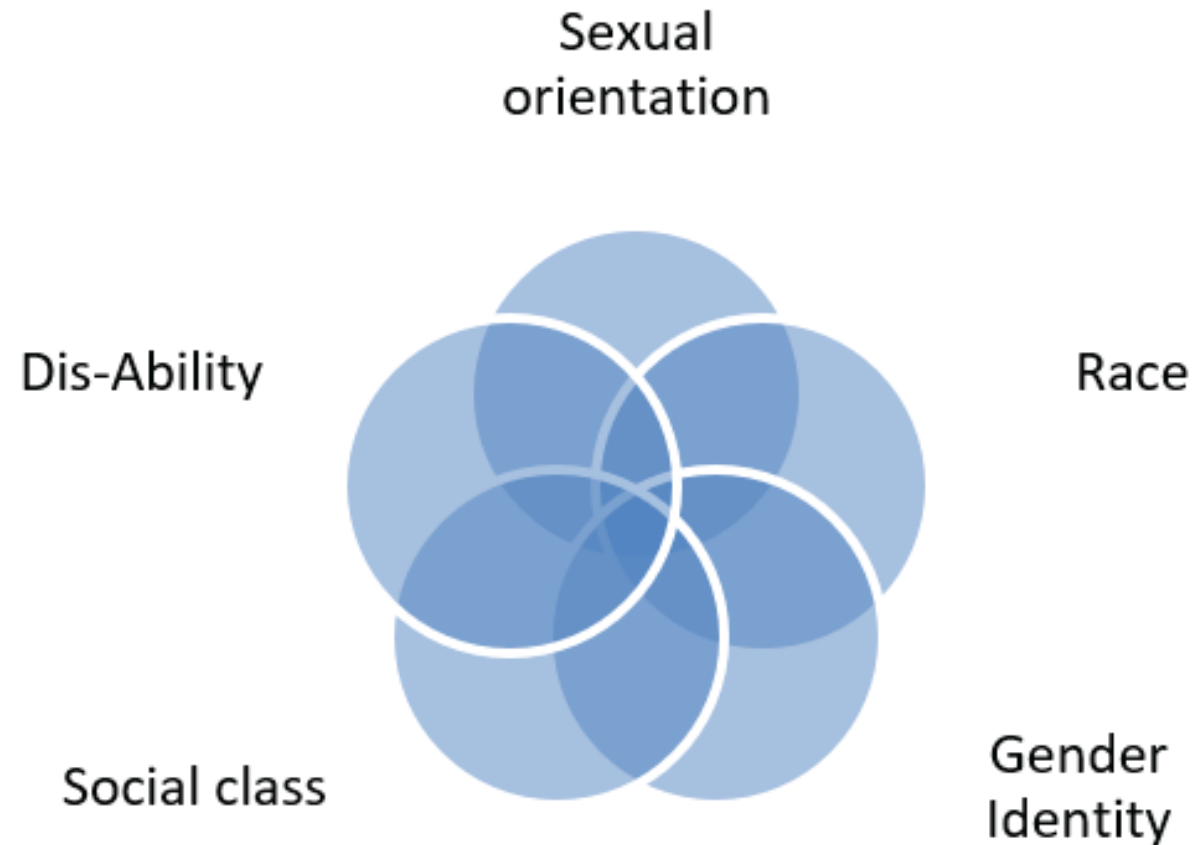
Accessibility is a Social Justice Issue!

Academic Inequity has grave socio economical consequences

- In 2022, 21.3 percent of persons with a disability were employed
- For persons without a disability, 65.4 percent were employed

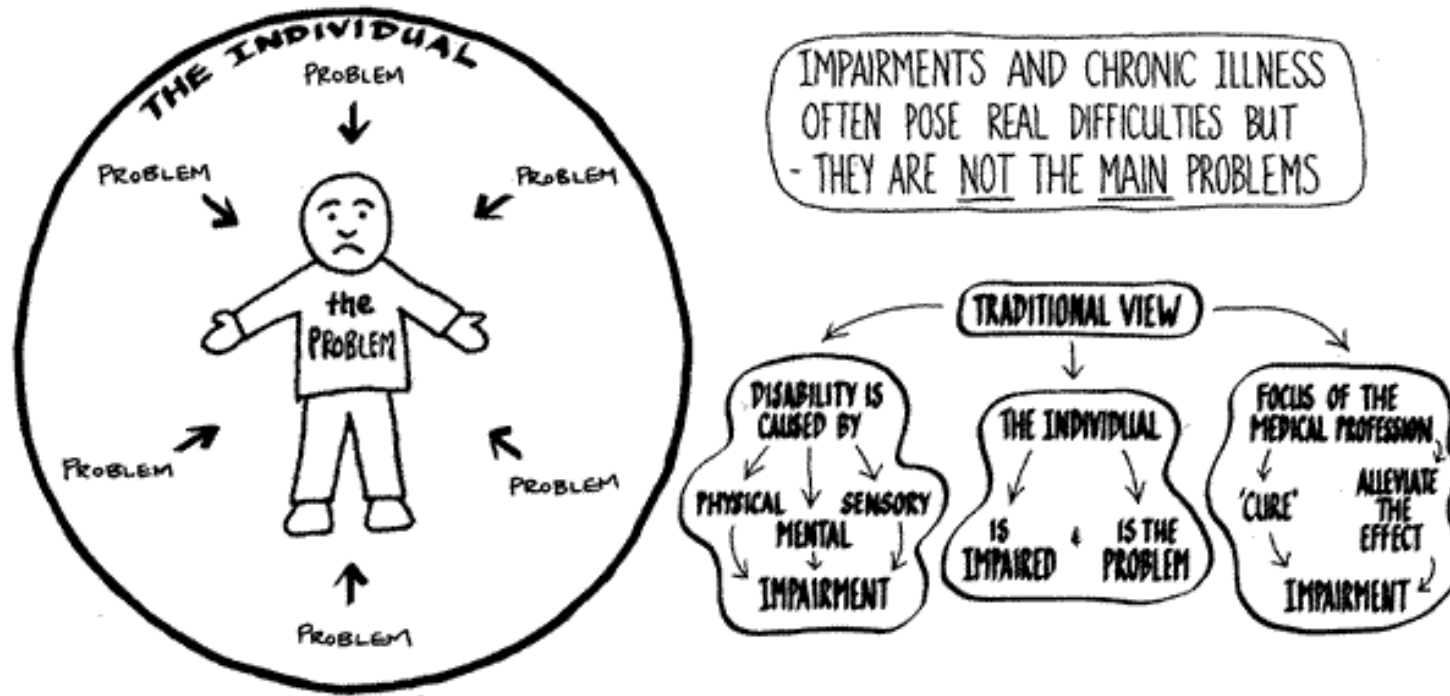
Many studies show that lower rates of high school and college graduation lead to less employment, higher rates of incarceration, ill health, substance abuse, and intergenerational poverty particularly for those living in the intersection of marginalized identities

Intersectionality compounds Oppression!



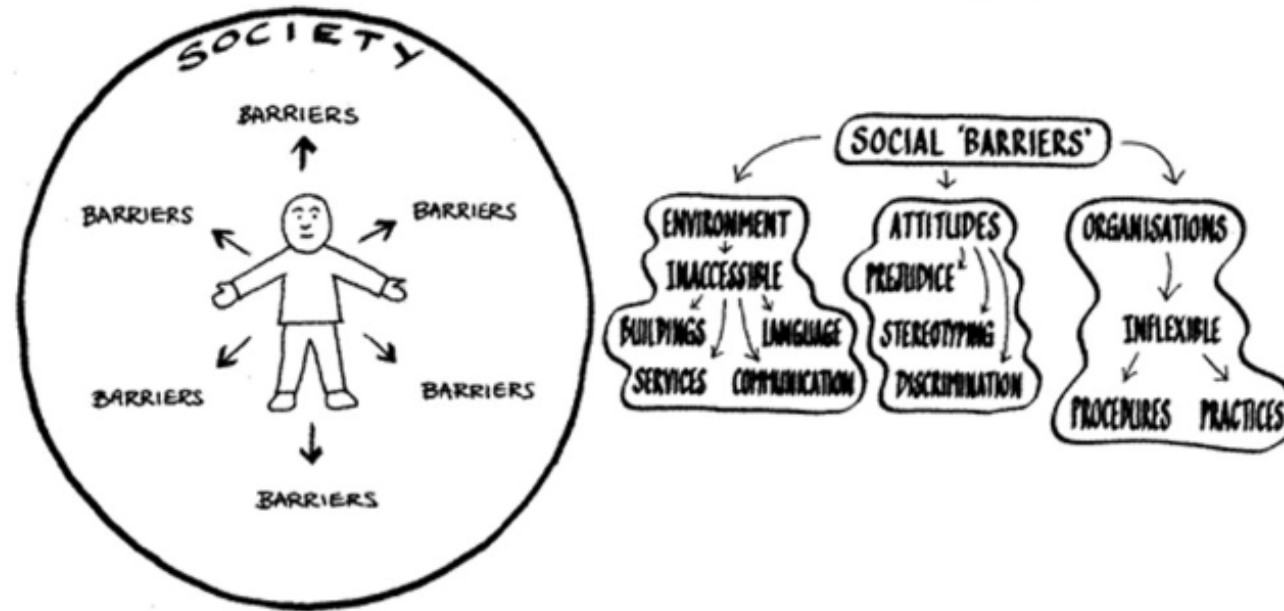
Breaking Barriers - Medical Model

THE MEDICAL MODEL OF DISABILITY



Breaking Barriers – Move from Medical Model to Social Model

THE SOCIAL MODEL OF DISABILITY





What is Ableism?

Accessibility is the kryptonite to Ableism!



- A social prejudice or discrimination based on the belief that typical abilities are superior.
- Attitudes in society that devalue and limit the potential of persons with disabilities.





Are you an ableist?



Quiz results and convo!



Which of these is not a microaggression?

- “You don't look like you have disability”
- “You’re pretty smart I don’t think you need to use the accommodation”
- “Isn't that the blind leading the blind”
- Kneeling down to talk to a person who uses a wheelchair.
- “She has a mental health condition”



Ableism + Microaggressions = Internalized Ableism



What is Internalised Ableism?

- "I'm ashamed for needing ear defenders"
- "My disability isn't that bad"
- "I should be able to work full-time"
- "I'm embarrassed for needing all this support"
- "If I ask for help people will think I'm incompetent"
- "I'm a burden"
- "I just need to try harder"
- "I'm too sensitive"
- "I'm lazy"





Institutional Ableism

- Inaccessible physical spaces (Ramps, elevators & automatic doors should be standard)
- Lack of compliance with disability rights laws like the ADA, Section 504/508
- Lack of diverse representation in pedagogy staff and faculty
- Segregating students with disabilities into separate programs.
- Standardized testing/inflexible curriculum
- Biased admission processes
- Inaccessible campus websites/applications



Anti Ableism tips!

- Incorporate accessibility into your course material and events the beginning.
- Become familiar with accommodations and encourage students to use them; as even the best accessible design does not eliminate the need for accommodations.
- Talk about disability with your students and colleagues it is not a bad word.
- Use people first language. When in doubt ask.
- Act as an ally to facilitate systemic cultural change and actively consider ways to improve access.
- Honor intersectionality



When we know better, we can do better!

- In a peer-reviewed 2022 study, researchers graded 50 top-funded undergraduate programs on an A-F letter scale measuring accessibility, accommodations, and reputation for inclusion.
- 6% received an A
- 60% received a D





How DEIA Promotes Student Success: Fostering Inclusion, Equity, and Achievement





DEI by any other name

“Different communities, cultures, and geographical areas use a variety of acronyms to indicate the space that includes Diversity, Equity, Inclusion, Accessibility, Justice, and Belonging, or some combination of these terms.”





Diversity Acronyms

D&I - Diversity & Inclusion

DEI - Diversity, Equity & Inclusion

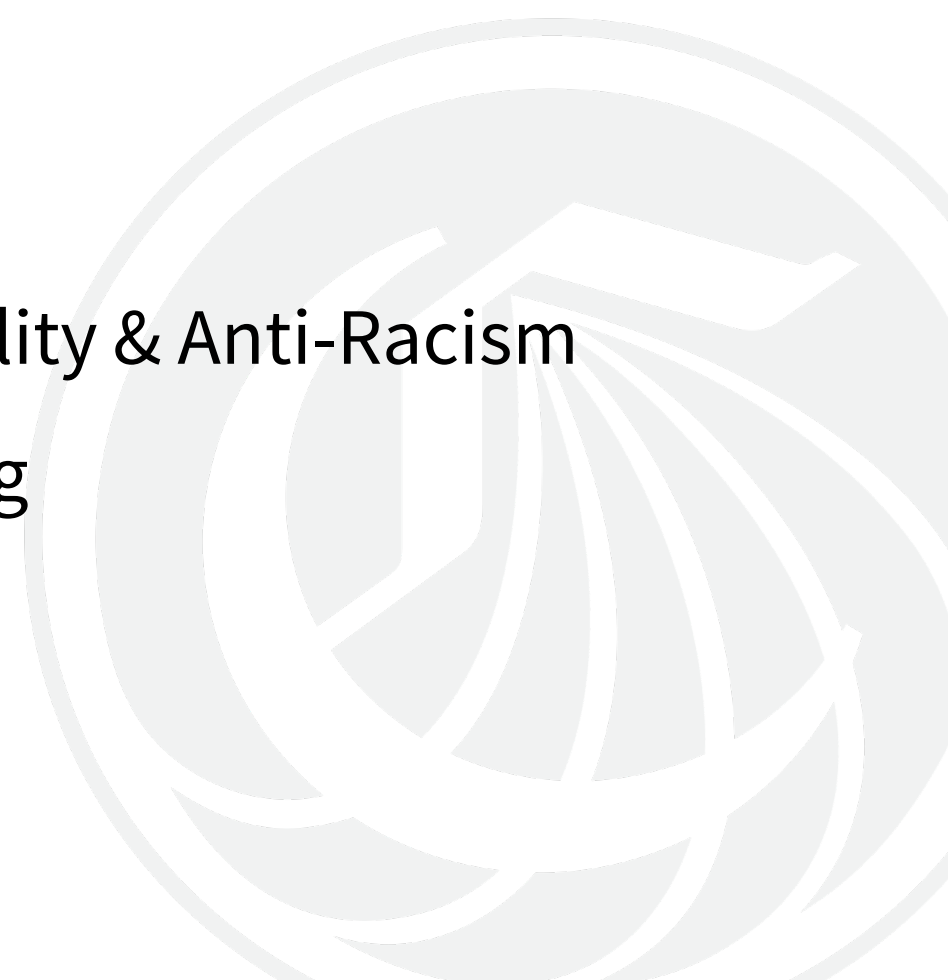
DEIAA - Diversity, Equity, Inclusion, Accessibility & Anti-Racism

DEIB - Diversity, Equity, Inclusion & Belonging

EDI - Equity, Diversity & Inclusion

IDEA - Inclusion, Diversity, Equity & Access

JEDI - Justice, Equity, Diversity & Inclusion





DEI without Accessibility

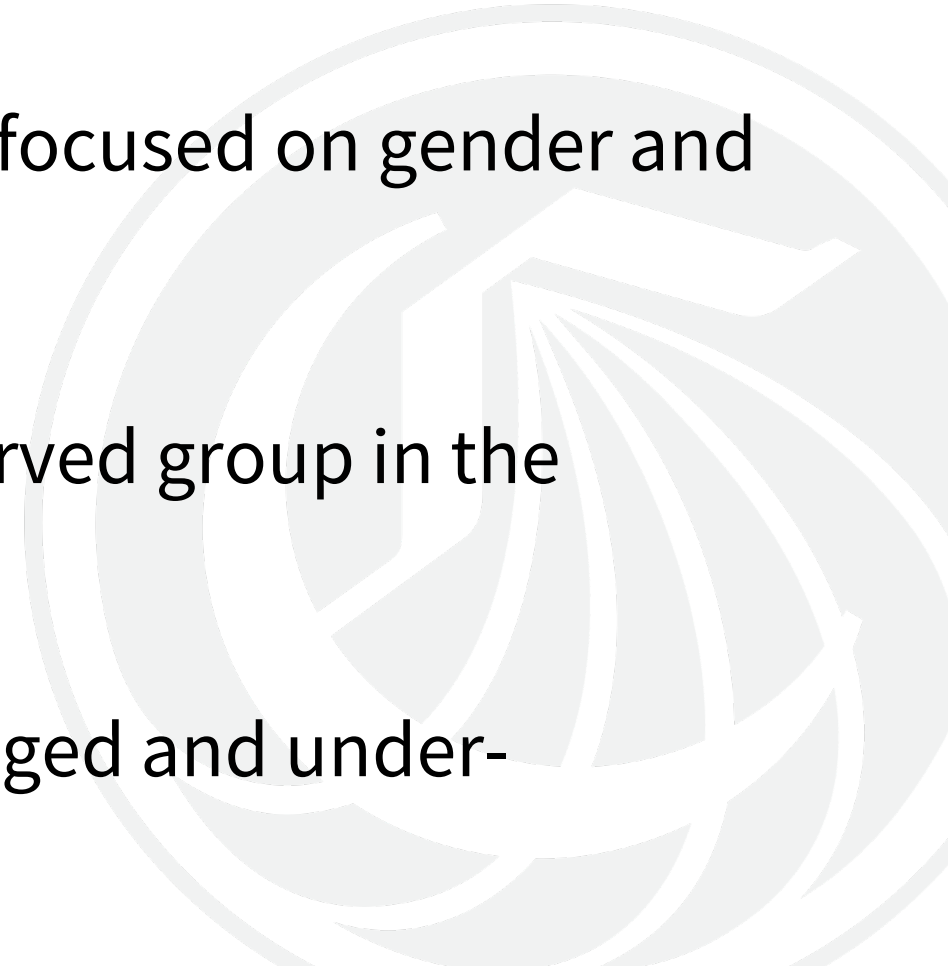
“90% of organizations and institutions claim to prioritize diversity, but only 4% consider disability in those initiatives”





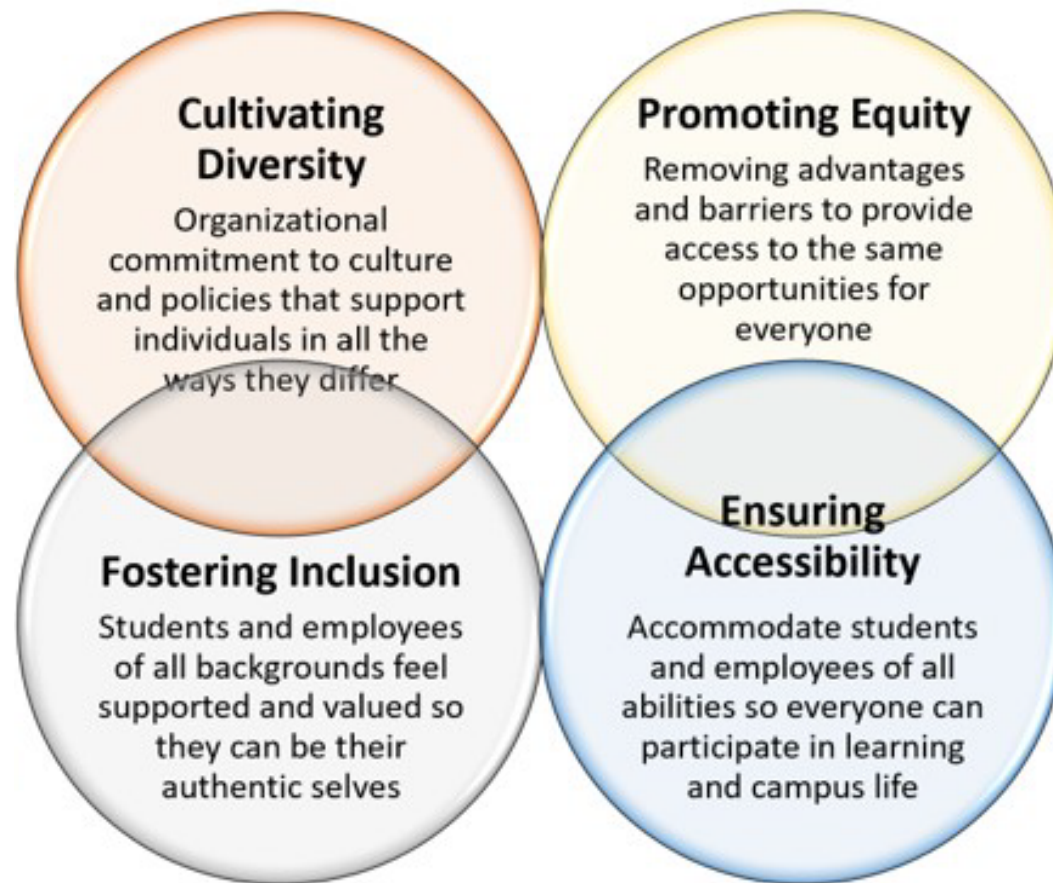
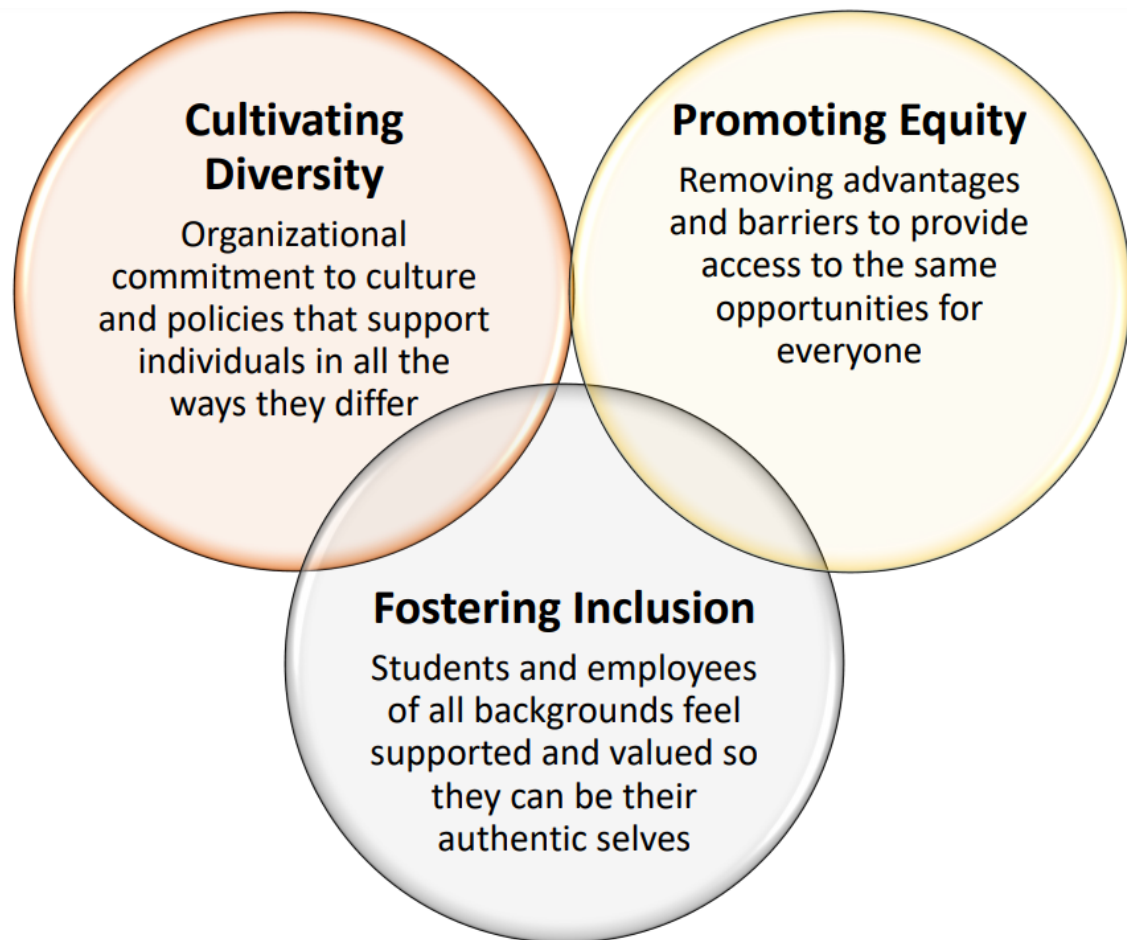
Disability and Diversity

- Discussions regarding diversity are often focused on gender and race.
- Disability constitutes the largest underserved group in the country.
- Intersects with all historically-disadvantaged and under-represented racial and ethnic groups.





DEI vs DEIA





Accessibility needs to be
more than **Compliance**
it needs to be **Culture!**



DEIA = Student Success

Including accessibility in diversity, equity, and inclusion (DEI) initiatives is essential for fostering student success.

Accessibility ensures that all students, including those with disabilities or different learning needs, can fully participate in educational opportunities.



Faculty DEIA Responsibilities

Faculty play a crucial role in creating an inclusive and accessible learning environment for all students.





Thinking about Course Design

Inclusive course design involves creating learning experiences that accommodate the diverse needs of all students, including those with disabilities.

Disability-Inclusive Curriculum

Developing a disability-inclusive curriculum is all about incorporating disability-related content and perspectives into our academic disciplines.





DEIA Efforts and Initiatives

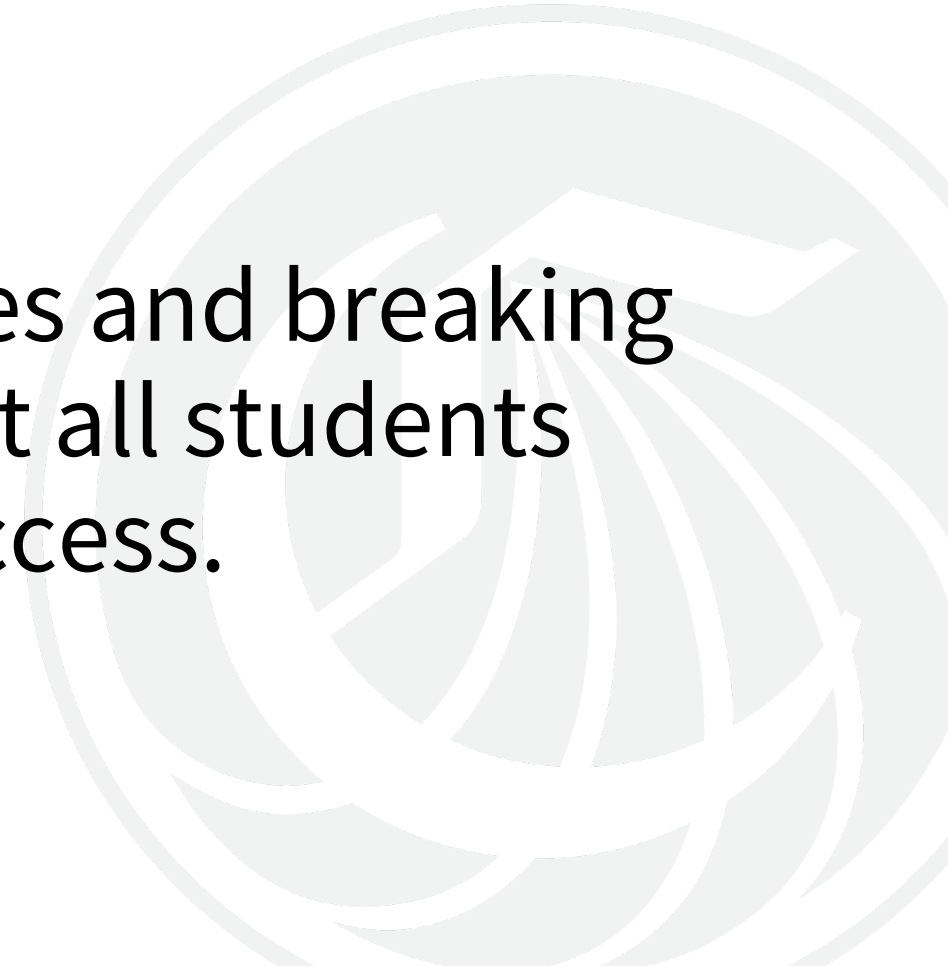
- Never plan and present disability focused initiatives and content without input from people who actually have disabilities.
- Do not use offensive analogies or equate ableism with other forms of prejudice or discrimination.
- Be mindful about comparing disability with other everyday hardships.
- “Normalize” a culture of disability inclusion.





Continue to Break Barriers!

By providing equal opportunities and breaking down barriers, we ensure that all students have a fair shot at success.



What we are doing to support the CCC System

- Provide Accessibility-related products
- Accessibility training to faculty and staff
- Ad-hoc and as-needed services
- Bi-annual Accessibility Workshop
- Accessibility Office Hours throughout the year
- Accessibility Resources available on website
- Accessibility Capability Maturity Model (ACMM)





Resources

- [Disability Language Style Guide](#)
- [How-to-be-anti-ableist](#)
- <https://inclusiveschoolcommunities.org.au/resources/toolkit/disability-microaggressions-education>
- <https://www.washington.edu/doit/breaking-down-barriers-students-disabilities>



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