



Agenda and Presentation Content Guide

“Disability on Campus: The Latest Findings Higher Education Needs to Know”

- I. Welcome
- II. Outline Review
 - Defining disability and its prevalence
 - Dispelling myths, including about disability disclosure
 - Exploring accessibility at all student entry points
 - Finding your call to action
- III. About the Instructor: Stephanie W. Cawthon, PhD
 - Professor and Graduate Advisor in the Department of Educational Psychology at The University of Texas at Austin
 - Executive Director and Principal Investigator of the National Disability for Student Success
 - Author of *Disability Is Human: The Vital Power of Accessibility in Everyday Life*
- IV. Who are disabled students on your campus or in your program?
- V. Enrollment Data [graph]
 - 21% Disabled Students in U.S. Postsecondary Education (U.S. Census)
- VI. An Increase Over Time [graph]
 - 2008: 10%
 - 2021: 20%
 - The good news: U.S. Census data reflects that between 2008 and 2021, degree achievement doubled from about 10% to 20% of all disabled students aged 25-34.

- VII. Our Survey Says... [graph]
 - 44.7% Disability Prevalence in U.S. College Students

- VIII. More Than 60% of Disabled Students Report Mental Health Conditions [graph]
 - ADD/ADHD: 81
 - Autism: 25
 - Neurodivergent: 47
 - Mental Health Condition: 126
 - Deaf or Hard of Hearing: 7
 - Health-Related Disability: 33
 - Learning Disability: 9
 - Speech-Related Disability: 5
 - Mobility-Related Disability: 16
 - Blind or Low Vision: 3

- IX. Over Half of Disabled Students Report More Than One Disability [graph]
 - 1 Disability Selected: 46%
 - 2 Disabilities Selected: 26%
 - 3 Disabilities Selected: 15%
 - 4 Disabilities Selected: 13%

- X. What we know about disability is directly related to how and when students disclose.

- XI. What They Say About Disclosure [graph]
 - 65% disclose to friends
 - 57% disclose to instructors
 - 55% disclose to their college

- XII. [quote] “When I first came to college, I did not know that my mental health disorder was considered a disability. I also had no idea that I was able to qualify for accommodations. They have helped me out tremendously with my coursework.” – Undergraduate Student

- XIII. Disabled student experiences are not one-size-fits-all.

- XIV. How accessible is your campus or program?

- XV. Campus Accessibility is in “Silos”
- XVI. [quote] “Allowing an open dialogue about these issues is important so we as students don’t feel shame or face any issues accommodating our disability. It’s about creating a space where it’s okay to talk openly about what you need.” – Undergraduate Student
- XVII. [quote] “A lot of professors have been kind and gracious, allowing me to submit late assignments until the last day of class. But on the other hand, I’ve had professors who refused any extensions, which caused me to fail. It’s frustrating because you never know if you’ll have a supportive professor or not.” – Undergraduate Student
- XVIII. [quote] “I thought I understood the idea of really designing with people in mind, but I was so naïve in my understanding of people and of accessibility.” – Andrew Dillon, PhD, Director of Research Dissemination and Co-Investigator / Professor of the School of Information
- XIX. Key Student Entry and Exit Points [graph]
- Application
 - Admission
 - Accommodations and Support
 - Self Advocacy
 - Persistence/Academic Excelling
 - Graduation
 - Career
 - > Summer Melt
 - > Lack of Accommodations and Support
 - > Drop Out/Alternative Career Pursuit
 - Pursuing Despite Obstacles
- XX. [quote] “Unfortunately, my college doesn’t really provide access for student club meetings. Sometimes there’s a person who is willing to just write notes and explain what’s going on. The university sometimes does not provide the meeting support that the student organization pays them for.” – Undergraduate Student
- XXI. 6 Simple Ways to Take Action at Your Campus
- Consider: How disability is defined, experienced, and understood.
 - Identify: All potential strengths and opportunities for accessibility.

- Invite: Disabled perspectives and learn from their experiences.
- Gather: Stakeholders who can help. It takes a village!
- Align: Your efforts with other campus change initiatives.
- Research: Use our measure of campus accessibility and disabled student experiences.

XXII. Stay Connected

- Subscribe for updates
- Bookmark the Learning Hub
- Join the Communications Network

XXIII. Q&A

XXIV. Share Your Feedback: Evaluation Survey

XXV. Thank You