

# California Virtual Campus: Open Education Initiative

## Student Experience and Universal Design For Learning by Jessica Lopez

Presented on November 10, 2022

### **About:**

Jessica Lopez is a disability advocate and full-time student at Coastline College triple-majoring in Business, Economics, and Communication. Born without hands and feet, Jessica's lived experience as a disabled student informs her advocacy for inclusive and accessible education and workforces. She is Vice President of Coastline Associated Student Government, and advocates for students locally and statewide.

Jessica does consultancy work on disability, reaching over 800 educators on accessible education, and has organized student action and met with legislators to lead the way for expanded disability inclusion. She works to interrupt the narratives we are often led to believe about people with disabilities in order to make the world more equitable.

In this session, Jessica will offer a student's perspective on accessibility. She will discuss the importance of Universal Design for Learning and how faculty can understand the variety of individual skills and learning styles or preferences, age, gender, sexual orientation, culture, abilities, and disabilities when selecting appropriate content and strategies for the delivery of online instruction.

Event link: <https://cvc.edu/event/cvc-accessibility-webinar-series-student-experience-universal-design-for-learning/>

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### Statistics and References:

26% of Americans live with disabilities.

(Source: Center for Disease Control. (n.d.) Disability impacts all of us. *CDC.gov*.

<https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>)

1 billion people live with disabilities worldwide.

(Source: United Nations. (n.d.) Factsheet on persons with disabilities. *UN.gov*.

<https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities.html>)

19% of undergraduate students live with disabilities.

(Source: National Center for Education Statistics. (February 2021). Digest of education statistics:

Postsecondary education. *nces.ed.gov*. [https://nces.ed.gov/programs/digest/d19/ch\\_3.asp](https://nces.ed.gov/programs/digest/d19/ch_3.asp))

The overall graduation rate of undergraduate students is 64 percent.

(Source: National Center for Education Statistics. (n.d.) Undergraduate graduation rates. *nces.ed.gov*.

<https://nces.ed.gov/fastfacts/display.asp?id=40>)

The graduation rate of undergraduate students with disabilities is 34%.

(Source: SRI International. (2011) The post-high school outcomes of young adults with disabilities up to 8 years after high school. A report from the National Longitudinal Transition Study-2 (NLTS2).

*nlt.sri.com*. (ch. 2, p 48.)

[https://nlt2.sri.com/reports/2011\\_09\\_02/nlt2\\_report\\_2011\\_09\\_02\\_ch2.pdf](https://nlt2.sri.com/reports/2011_09_02/nlt2_report_2011_09_02_ch2.pdf))

75% of all students want online learning in some format.

(Source: McKenzie, L. (April 27, 2022). Students want online learning options post-pandemic. *Inside*

*Higher Ed*. <https://www.insidehighered.com/news/2021/04/27/survey-reveals-positive-outlook-online-instruction-post-pandemic>)

Spring 2022 had 50% more enrollments in online courses than in-person courses in community colleges.

(Source: Payares-Montoya, D. (August 17, 2022). After COVID, community colleges must focus on

improving online courses. *Public Policy Institute of California*. <https://www.ppic.org/blog/after-covid-community-colleges-must-focus-on-improving-online-courses/>)

The evidence of online cheating is tenuous. There's even evidence of less cheating in online classes.

(Source: Stuber-McEwen, D; Wiseley, P; Hoggatt, S. (2009). Point, click, and cheat: frequency and type of academic dishonesty in the virtual classroom. *Online Journal of Distance Learning*

*Administration*. <https://eric.ed.gov/?id=EJ864302>.)

(Source: Pilgrim, C. & Scanlon, C. (2018). Don't assume online students are more likely to cheat. The

evidence is murky. *The Conversation*. <https://theconversation.com/dont-assume-online-students-are-more-likely-to-cheat-the-evidence-is-murky-98936>)

Studies show no significant difference in grades between online students and in-person.

(Source: American Institute for Research. (2022). Assessing the efficacy of online credit recovery on

student learning and high school graduation. *AIR.org*. <https://www.air.org/project/assessing-efficacy-online-credit-recovery-student-learning-and-high-school-graduation>)

(Source: Cavanaugh, J.K. & Jacquemin, S.J. (n.d.) A large sample comparison of grade based student

learning outcomes in online vs. face-to-face courses. *Wright State University*.

<https://files.eric.ed.gov/fulltext/EJ1062940.pdf>)