

Learning Walks and Universal Design: Assessing Accessibility at a Community College

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Abstract

The learning needs of college students are becoming more diverse than ever before. This diversity brings with it a multitude of unique learning needs; as such, colleges and universities have the responsibility to adapt to the changing needs of their students. Ensuring physical accessibility provides students, regardless of ability or disability, with access to learning as part of an inclusive college campus. This study utilized learning walk protocol in order assess physical accessibility under the framework of Universal Design (UD) at a two-year community college. Using learning walks to investigate physical artifacts representative of accessibility, the results demonstrated an environment committed to inclusivity and continued process improvement for all students. These results indicate the potential for replication using the same process at other colleges and universities.

Keywords: universal design, accessibility, community college, higher education.