The Influence of Campus Climate on Identity Development of Community College Students with Disabilities

Colleges and universities can help guide student perceptions about disability by providing an environment where positive self-identity is promoted. Positive identity improves student success and self-confidence. The purpose of this qualitative phenomenological study was to understand the influence of campus climate on identity development among community college students with disabilities. Using Aquino’s (2016) disability identity theoretical framework, participants were classified as either disability-diversity connected (DDC) or disability-diversity disconnected (DDD). Five themes emerged from the study: manifestations of the disability, understanding of the disability, receiving support for the disability, impacts of the disability, and advocating for others.

Event Information
October 9, 2023
2:30pm
Zoom (Link and Passcode Upon Request)

Committee Members
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