

Cultural Competence and Equity – DiverseAbility Survey  
Summary of Survey Results  
Prepared by CRC Research Office

- Online survey administered: March 28-April 8, 2016
- Survey demographics:
  - 469 responses were collected
    - 98 (20.9%), employees
    - 371 (79.1%), students
  - Almost a third (32.6%) identified as a person with a disability (153 out of 469)
    - 16.3% of employees and 36.9% of students identified as a person with a disability

### **Respondents who have a disability**

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- Respondents were asked to describe what actions (behaviors or language) from other people make them feel included or valued. Of the 153 respondents who identified as a person with a disability, 72 provided comments.
  - The following were common themes from both students and employees:
    - Being treated equally, no different than others.
    - Making the students feel comfortable requesting/receiving accommodations/help from professors and students.
    - Other respondents shared that their disability is not “visible,” and often choose not to disclose their disability to avoid being seen or treated differently.
- Respondents were then asked how frequently they experienced these actions on campus. Half (40 out of 80) indicated they experienced these actions on campus “regularly.”
- Respondents were also asked to describe what stereotypes/assumptions about being a person with a disability frustrate them the most and why. Of the 153 respondents who identified as a person with a disability, 73 provided comments.
  - The following were common themes from both students and employees:
    - Having a disability often gets associated with being less intelligent, “not as smart.” “Assumption that disability means slow, stupid, etc.”
    - “If the disability is invisible, there isn’t one,” because their disability is not physically visible, others assume they are lazy, liars, and abusing the system.
    - Their disability means that they are not able to do anything for themselves.
    - When professors do not accept accommodations, or they treat the students differently in the classroom, it causes embarrassment.
- Slightly more than a third (34.6%, 28 out of 81) indicated that they experienced these assumptions/stereotypes “regularly” on campus.

### **Respondents who do not have a disability**

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- When asked to identify their level of familiarity with persons who have a disability, 17.2% responded they did not interact with anyone who has a disability. Students were more likely than employees to indicate they did not interact with anyone who has a disability (21.5% vs. 5.4%).
- Of the 82.8% who interact with a person who has a disability, the most frequently identified familiarity was through their working relationships (i.e., classmate or co-worker), representing more than half of the 274 respondents (56.9%).

- Employees were more likely to indicate they know a person with a disability through their working relationships (81.1% vs. 48%).
- Respondents who were identified as having familiarity with persons who have disabilities were more likely to “agree” that they were comfortable interacting with individuals who have disabilities (93.4% vs. 72.3%).

#### *Understanding the myths and assumptions*

- The majority (>50%) of the respondents incorrectly agreed that this statement was true:
  - *People with disabilities are brave, courageous, and inspirational for living with their disability...*
    - 68.9% of the respondents agreed; respondents who know/interact with someone who has a disability were more likely than respondents who did not to agree with this statement (71.2% vs. 57.4%).

For more details, see frequency tables on pages 4-6.

### **All respondents**

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At the close of the survey, all respondents were asked to provide four words that they associate with the word disability.

- 351 respondents answered this questions, providing 1,165 words they associated with “disability.”
- The words were then grouped into 12 categories:
  - Negative trait, (19.1%)
  - “Hero-ism”, (14.8%)
  - Support/needs, (11.9%)
  - Neutral trait, (10.9%)
  - Positive traits, (9.7%)
  - Physical disability, (8.1%)
  - Negative treatment, (5.8%)
  - Mental health related, (4.1%)
  - Learning disability, (2.2%)
  - Positive treatment, (1.9%)
  - Family, (0.8%)
  - Other, (10.8%)
- Below are some notable differences between respondents:
  - Employees were more likely than students to associate “disability” with words under the following categories: positive traits and negative treatment.
  - Students were more likely than employees to associate “disability” with words related to physical disability and mental health.
  - Respondents who were identified as knowing/interacting with people who have disabilities were more likely than the respondents who identified as having a disability and respondents who did not interact with anyone with a disability to associate disability with words related to “hero-ism,” positive traits, support/needs.
  - Respondents who identified as having a disability were more likely to associate “disability” with words categorized as negative traits, negative treatment, and learning disability. On the

other hand, they were less likely to associate “disability” with words categorized as “heroism,” positive traits, and support/needs.

- Respondents who identified as not knowing/interacting with anyone who has a disability were more likely than other respondents to associate “disability” with words categorized as physical disability and mental health related.

Additionally, respondents were asked to indicate their agreement with statements that individuals with disabilities are supported and welcomed at Cosumnes River College and in society.

- 75.3% of respondents agreed with the statement, “Individuals with disabilities are supported and welcomed at Cosumnes River College.” However, less than half (40.3%) agreed with the statement, “Individuals with disabilities are welcomed in general in society.”
- There were noticeable differences by campus member type (student/employee) and by familiarity with persons who have disabilities.
  - Employees were less likely than students to agree with either statement (69.9% vs. 77.2% and 14.5% vs. 49.6%, respectively).
  - Respondents who identified as a person with a disability were less likely than the other respondents to agree with either statement:
    - *% Agree - Welcomed and supported at CRC:*
      - 68.4%, Respondents with a disability
      - 77.8%, Respondents who do not interact/know anyone with a disability
      - 77.5%, Respondents who know/interact with someone with a disability
    - *% Agree - Welcomed and supported in society:*
      - 33.3%, Respondents with a disability
      - 44.4%, Respondents who do not interact/know anyone with a disability
      - 42.0%, Respondents who know/interact with someone with a disability

		Agree	Disagree	Don't know	Total N
I am comfortable interacting with individuals who have disabilities.	Does not interact/known anyone with a disability	72.3%	12.8%	14.9%	50
	Knows/Interacts with someone who has a disability	93.4%	1.8%	4.8%	228
	Total	89.8%	3.6%	6.5%	278
Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."	Does not interact/known anyone with a disability	25.5%	31.9%	42.6%	50
	Knows/Interacts with someone who has a disability	14.5%	51.1%	34.4%	227
	Total	16.4%	47.8%	35.8%	277
Individuals with disabilities are not meant for college.	Does not interact/known anyone with a disability	10.6%	85.1%	4.3%	50
	Knows/Interacts with someone who has a disability	0.9%	97.8%	1.3%	229
	Total	2.5%	95.7%	1.8%	279
It's appropriate for children to ask people about their disabilities.	Does not interact/known anyone with a disability	50.0%	32.6%	17.4%	49
	Knows/Interacts with someone who has a disability	52.6%	19.3%	28.1%	228
	Total	52.2%	21.5%	26.3%	277
Individuals with learning disabilities are lazy and "working the system."	Does not interact/known anyone with a disability	8.5%	76.6%	14.9%	50
	Knows/Interacts with someone who has a disability	0.9%	92.6%	6.6%	229
	Total	2.2%	89.9%	8.0%	279
People with disabilities do not always need help.	Does not interact/known anyone with a disability	63.8%	19.1%	17.0%	50
	Knows/Interacts with someone who has a disability	66.7%	20.6%	12.7%	228
	Total	66.2%	20.4%	13.5%	278
People with disabilities are brave, courageous, and inspirational for living with their disability.	Does not interact/known anyone with a disability	57.4%	25.5%	17.0%	50
	Knows/Interacts with someone who has a disability	71.2%	8.4%	20.4%	226
	Total	68.9%	11.4%	19.8%	276
The lives of people with disabilities are totally different than the lives of people without disabilities.	Does not interact/known anyone with a disability	38.3%	34.0%	27.7%	50
	Knows/Interacts with someone who has a disability	35.7%	46.3%	18.1%	227
	Total	36.1%	44.2%	19.7%	277
People with mental disabilities are a menace to others, to themselves, and to society.	Does not interact/known anyone with a disability	19.1%	61.7%	19.1%	50
	Knows/Interacts with someone who has a disability	1.3%	86.9%	11.8%	229

		Agree	Disagree	Don't know	Total N
	Total	4.3%	82.6%	13.0%	279
People with disabilities are special and should be treated accordingly.	Does not interact/known anyone with a disability	38.3%	34.0%	27.7%	50
	Knows/Interacts with someone who has a disability	31.1%	39.5%	29.4%	228
	Total	32.4%	38.5%	29.1%	278
People with disabilities are capable of fully participating in all aspects of life.	Does not interact/known anyone with a disability	48.9%	25.5%	25.5%	50
	Knows/Interacts with someone who has a disability	66.8%	16.2%	17.0%	229
	Total	63.8%	17.8%	18.5%	279

		Agree	Disagree	Don't know	Total N
Individuals with disabilities are supported and welcomed at Cosumnes River College.	Does not interact/known anyone with a disability	77.8%	5.6%	16.7%	36
	Knows/Interacts with someone who has a disability	77.5%	2.5%	20.0%	200
	Respondent with a disability	68.4%	15.8%	15.8%	76
	Total	75.3%	6.1%	18.6%	312
Individuals with disabilities are supported and welcomed in general in society.	Does not interact/known anyone with a disability	44.4%	30.6%	25.0%	36
	Knows/Interacts with someone who has a disability	42.0%	38.5%	19.5%	200
	Respondent with a disability	33.3%	47.2%	19.4%	72
	Total	40.3%	39.6%	20.1%	308

		Agree	Disagree	Don't know	Total N
I am comfortable interacting with individuals who have disabilities.	Employee	90.7%	1.3%	8.0%	75
	Student	89.7%	4.4%	5.9%	203
	Total	89.9%	3.6%	6.5%	278
Wheelchair use is confining; people who use wheelchairs are "wheelchair-bound."	Employee	16.2%	63.5%	20.3%	74
	Student	16.3%	42.4%	41.4%	203
	Total	16.2%	48.0%	35.7%	277
Individuals with disabilities are not meant for college.	Employee	0.0%	98.7%	1.3%	75
	Student	3.4%	94.1%	2.5%	204
	Total	2.5%	95.3%	2.2%	279
It's appropriate for children to ask people about their disabilities.	Employee	67.6%	10.8%	21.6%	74
	Student	46.3%	25.1%	28.6%	203
	Total	52.0%	21.3%	26.7%	277

Individuals with learning disabilities are lazy and "working the system."	Employee	0.0%	97.3%	2.7%	75
	Student	2.9%	86.8%	10.3%	204
	Total	2.2%	89.6%	8.2%	279
People with disabilities do not always need help.	Employee	78.7%	16.0%	5.3%	75
	Student	62.1%	21.7%	16.3%	203
	Total	66.5%	20.1%	13.3%	278
People with disabilities are brave, courageous, and inspirational for living with their disability.	Employee	54.1%	17.6%	28.4%	74
	Student	74.3%	9.4%	16.3%	202
	Total	68.8%	11.6%	19.6%	276
The lives of people with disabilities are totally different than the lives of people without disabilities.	Employee	25.3%	56.0%	18.7%	75
	Student	39.6%	39.1%	21.3%	202
	Total	35.7%	43.7%	20.6%	277
People with mental disabilities are a menace to others, to themselves, and to society.	Employee	0.0%	90.7%	9.3%	75
	Student	5.9%	79.4%	14.7%	204
	Total	4.3%	82.4%	13.3%	279
People with disabilities are special and should be treated accordingly.	Employee	22.7%	54.7%	22.7%	75
	Student	35.5%	32.5%	32.0%	203
	Total	32.0%	38.5%	29.5%	278
People with disabilities are capable of fully participating in all aspects of life.	Employee	70.7%	10.7%	18.7%	75
	Student	60.8%	20.1%	19.1%	204
	Total	63.4%	17.6%	19.0%	279

		Agree	Disagree	Don't know	Total N
Individuals with disabilities are supported and welcomed at Cosumnes River College.	Employee	69.9%	10.8%	19.3%	83
	Student	77.2%	4.3%	18.5%	232
	Total	75.2%	6.0%	18.7%	315
Individuals with disabilities are supported and welcomed in general in society.	Employee	14.5%	63.9%	21.7%	83
	Student	49.6%	30.7%	19.7%	228
	Total	40.2%	39.5%	20.3%	311

Category	Employees	Students	Total
Negative trait	18.6%	19.2%	19.1%
Hero-ism	15.8%	14.4%	14.8%
Support/needs	12.9%	11.6%	11.9%
Neutral trait	11.3%	10.8%	10.9%
Positive traits	12.9%	8.5%	9.7%
Physical disability	5.5%	9.0%	8.1%
Negative treatment	7.4%	5.2%	5.8%
Mental health related	0.6%	5.4%	4.1%
Learning disability	1.6%	2.5%	2.2%
Positive treatment	1.0%	2.2%	1.9%
Family	0.6%	0.8%	0.8%
Other	11.9%	10.4%	10.8%
<b>Grand Total</b>	<b>311</b>	<b>854</b>	<b>1165</b>

Category	Does not interact/know anyone with a disability	Knows/Interacts with someone who has a disability	Respondent with a disability	Total
Negative trait	16.5%	15.9%	28.5%	19.0%
Hero-ism	9.4%	19.8%	4.2%	14.8%
Support/needs	11.8%	13.0%	9.5%	12.0%
Neutral trait	8.7%	11.8%	9.2%	10.8%
Positive traits	4.7%	12.9%	3.5%	9.7%
Physical disability	19.7%	6.2%	8.1%	8.1%
Negative treatment	3.1%	4.4%	9.9%	5.6%
Mental health related	8.7%	1.9%	8.1%	4.2%
Learning disability	2.4%	1.3%	4.6%	2.3%
Positive treatment	1.6%	1.9%	2.1%	1.9%
Family	1.6%	0.9%	0.0%	0.8%
Other	11.8%	9.9%	12.3%	10.7%
<b>Grand Total</b>	<b>127</b>	<b>284</b>	<b>744</b>	<b>1155*</b>

\*Several respondents are not reflected in the frequency by familiarity because their familiarity could not be determined.