

Disability Awareness at  
UConn Storrs  
Study  
April 2006

Conducted by



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## Executive Summary

The University of Connecticut's A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Services commissioned the Center for Survey Research and Analysis at the University of Connecticut to conduct a study of undergraduate students at the UConn Storrs campus to assess their attitudes, beliefs, and knowledge regarding disability-related issues. For the study, "disability" is described as a long-term physical or mental impairment that substantially limits one or more major life activities. The study results will help the A.J. Pappanikou Center guide the university to make the campus environment more hospitable for all students, particularly those with disabilities.

The 28-question intercept survey was administered in March 2006 to a total of 881 students (191 freshmen, 258 sophomores, 241 juniors, and 191 seniors). Interviewers administered the survey at a wide variety of locations on campus (e.g., dining halls, the Student Union, the Co-op, the library, and various campus cafes) during different days of the week and times of the day to capture a cross-section of undergraduate students at the university. More than half of the respondents are Liberal Arts and Sciences students and over three-quarters live on campus. Only a small percentage of students consider themselves as having a disability (6%), yet almost half (45%) of the students report having close friends or family members with a disability.

This is the first year of the study, and the data serve as a benchmark for future comparisons. A full explanation of the methodology is included at the end of this report.

### Key Findings

Individuals with disabilities are viewed positively—undergraduate students surveyed generally admire such individuals and purport that inclusion on campus is beneficial. At the same time, the majority of undergrads polled often feel uncomfortable, embarrassed or awkward in their interactions with individuals with disabilities. About a third of these undergrads are unsure how to behave in situations involving a person with a disability. These feelings and behaviors may result from limited social interaction and exposure to people with disabilities, reported by more than half of the students surveyed.

The majority of UConn undergrads surveyed have specific opinions about disability-related issues. Overall, they are supportive of laws and rulings that protect the civil rights of individuals with disabilities—whether related to business or sports. Those surveyed give high marks to the UConn community in its treatment of people with

disabilities. The overall perception is that people with disabilities do not receive unfair advantage because of special accommodations offered (e.g., academic, safety, ease of access). Undergrads perceive that more could be done to promote awareness of disability-related issues both in the classroom environment and throughout the campus (e.g., greater communication of UConn's Academic Accommodations Policy, classroom discussion, etc). Of particular note is about one-third of students polled had no professors this semester who asked that students with disability needs meet to discuss accommodations (either through announcements or syllabus information). The students also suggest that UConn increase its efforts to involve students with disabilities in social organizations and activities on campus.

Lastly, the survey gathered information about disability-related terminology. The undergrads prefer using phraseology that focuses less attention on the disability and more attention on the individual.

A review of the data across class groups (i.e., freshmen, sophomore, juniors and seniors) shows the findings to be somewhat similar. The freshmen surveyed had a higher incidence of uncertainty in their responses ("Not Sure"), probably given their limited experience on the UConn campus.

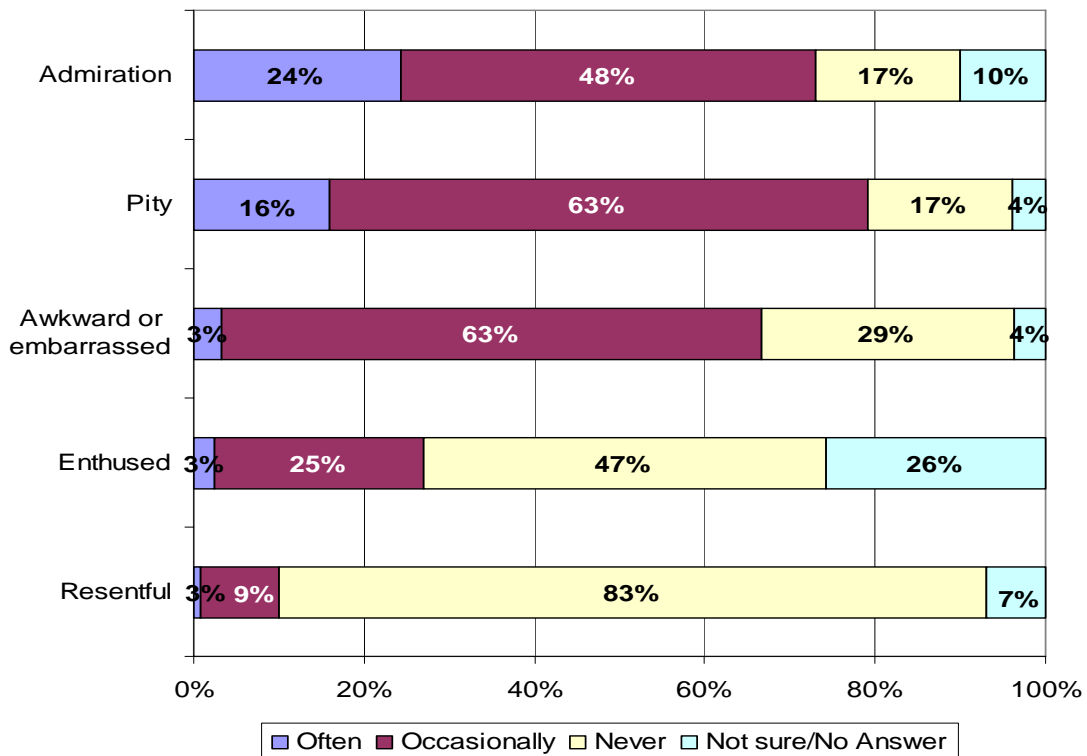
# Study Findings

## Section 1: Interactions with Persons with Disabilities

*The students surveyed generally admire individuals with disabilities, yet their limited interactions sometimes prompt feelings of pity, discomfort, embarrassment, and awkwardness around these individuals.*

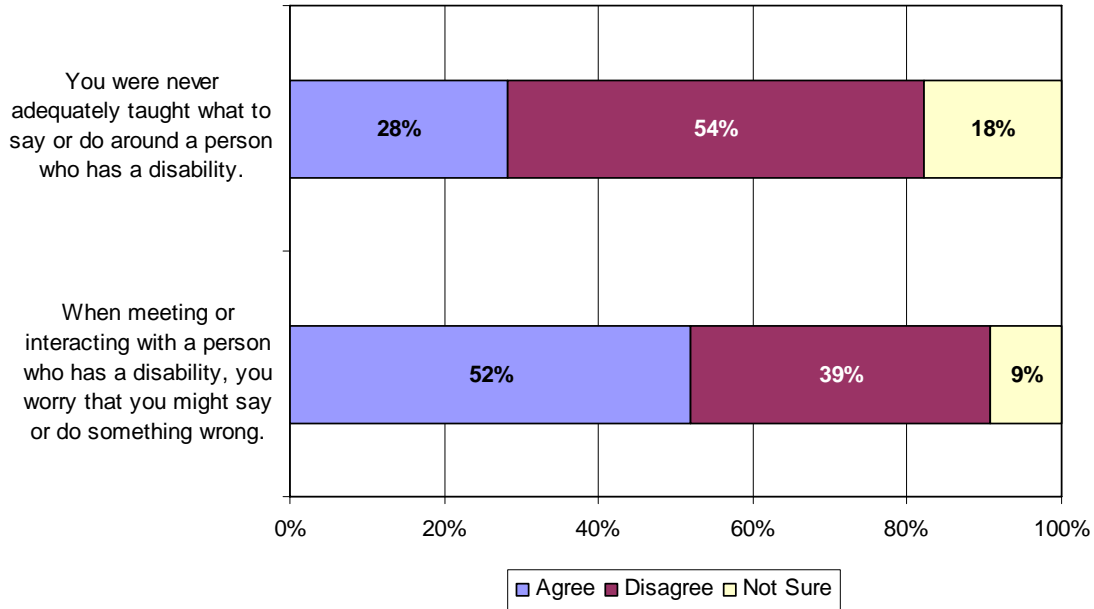
An overwhelming majority (72%) of UConn undergrads polled occasionally or often feels admiration for persons with disabilities. Little resentment toward such individuals is felt by this group. It is interesting to note that almost half of the students surveyed (45%) have family or friendship ties with persons having disabilities. With the remaining 55% having limited relationships with these individuals, it is not surprising that six in ten students feel awkwardness, embarrassment, and/or pity when interacting with persons with disabilities. The most frequently cited reaction is “pity,” which is an area to address.

**Question: When you encounter a person who appears to have a disability, how often do you feel:**



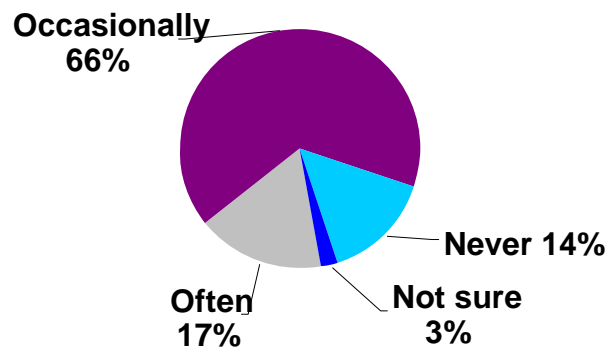
This discomfort persists even though 54% of the undergrads surveyed report having been taught how to approach and behave with individuals having disabilities. Specifically, students voice concern that their actions or conversation might be inappropriate. As noted in the graph above, almost five in ten students also indicate that they are never enthused about such encounters.

**Question: Do you agree or disagree with the following:**



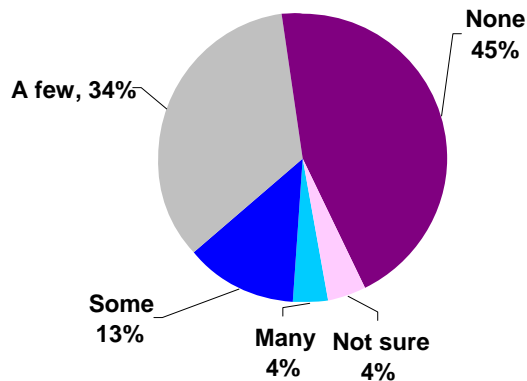
These concerns and behaviors might be the result of the limited interaction of students with people with disabilities. Starting from high school and continuing into college, the undergrads report only occasional interactions—both socially and academically—with people having disabilities.

**Question: When you were in high school, how often did you interact with people with disabilities (including both at school and outside of school)?**



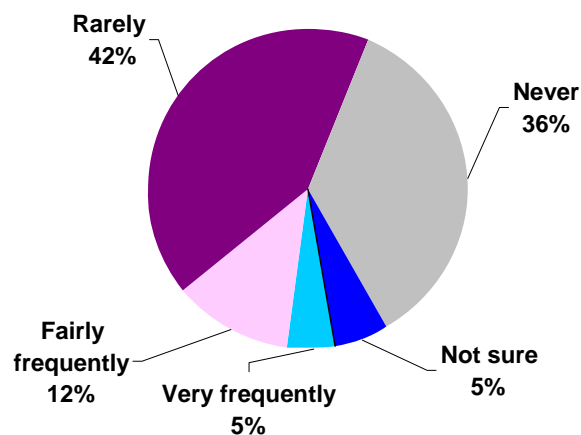
Students were asked about *the number of individuals* with disabilities with whom they socialized outside of classroom time in the last 30 days. Close to half of the undergrads surveyed (45%) report “none” and only 3 in 10 students indicate they have socialized with “a few” individuals having disabilities individuals in the past month.

**Question: In the past 30 days, how many individuals with a disability have you socialized with outside of classroom time?**



Then they were asked about the *frequency* of recent social interaction (i.e., within the past month) with individuals who have a disability. About 8 in 10 undergrads surveyed report that during this time, they have rarely or never socialized with an individual with a disability. Only about 2 in 10 students (17%) report fairly frequent or very frequent social interaction in the past month.

**Question: In the past 30 days, how many times have you socialized (outside of classroom time) with a person with a disability?**



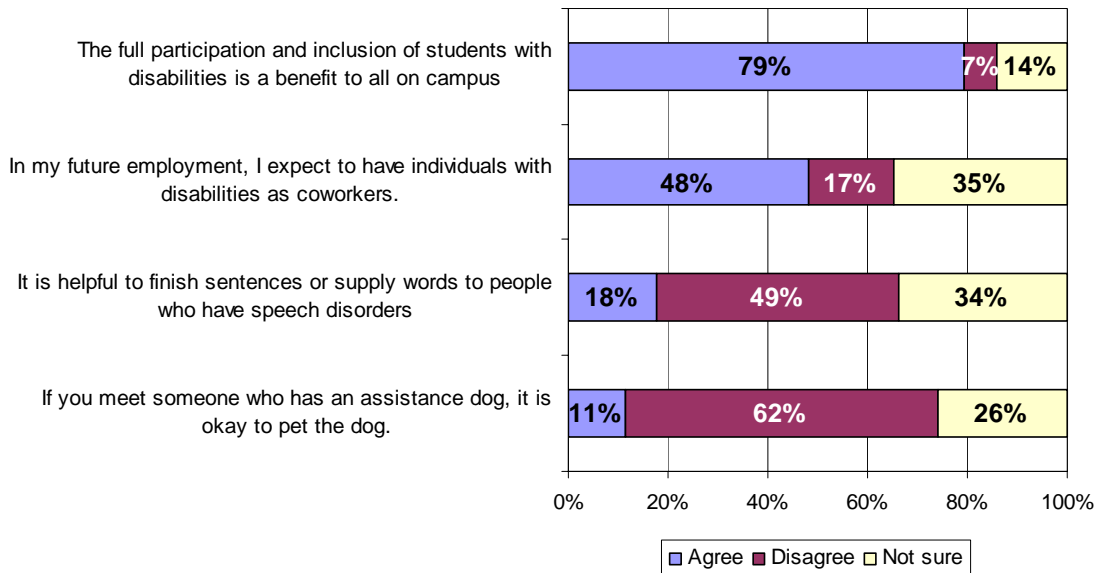
## Section 2: Opinions Related to Disability Issues

*UConn undergrads voice strong opinions about disability-related issues and are generally in support of laws and rulings that protect the civil rights of individuals with disabilities, particularly related to business or sports.*

Students were asked for their views on various disability issues—feelings on inclusion at the university, behavior with speech-impaired individuals and assistance dogs, future employment with persons having disabilities, government laws, and accommodations in competitive sports. The findings are as follows:

- Specifically, an overwhelming majority (79%) feels that full participation and inclusion of students with disabilities benefits everyone on the campus.
- Regarding future employment, almost half those surveyed report they expect to work with individuals who have disabilities.
- When interacting with speech-impaired individuals, almost half the students believe that it is not helpful to finish their sentences or supply words.
- Six in ten students indicate that it is best not to pet an assistance dog, while about a quarter of the students weren't sure how to respond to the animal.

### Question: Do you agree or disagree with the following statements:



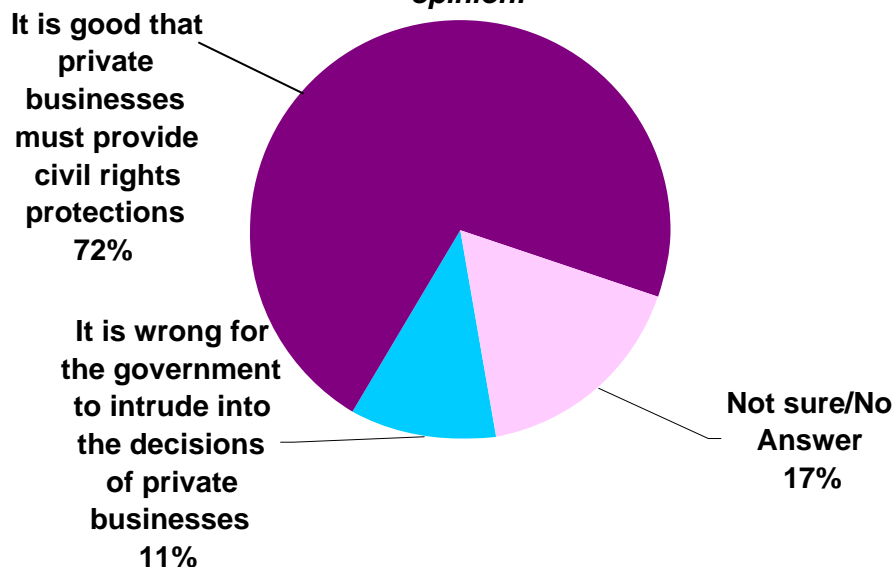


## Disabilities in Business

UConn undergrads voice strong opinions in support of laws and rulings that protect the civil rights of individuals with disabilities related to business. The survey polled opinions about the Americans with Disabilities Act (a federal law) that requires employers with 15 or more employees to make reasonable accommodations for anyone with a disability who is “otherwise qualified” for a position at the company.

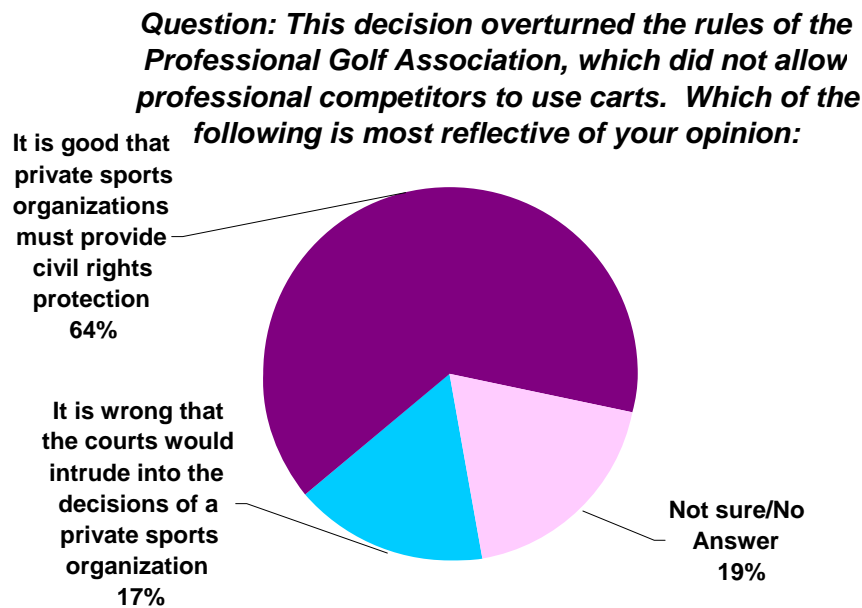
- 7 in 10 undergrads feel it is good that private businesses provide these civil rights.
- A small percentage (11%) believes it is wrong for the government to intrude in such decisions.
- A slightly higher percentage (17%) of students had no opinion on government involvement in this area.

***The Americans with Disabilities Act requires employers with 15 or more employees to make reasonable accommodations for anyone with a disability who is qualified for a position at the company. Which of the following is most reflective of your opinion:***



## Disabilities in Sports

UConn students also feel that the civil rights of those with disabilities should be protected in the sports arena. A 2001 Supreme Court decision overturned the rules of the Professional Golf Association by ruling that a pro golfer with a physical disability be allowed to use a motorized cart so he could compete at the highest level. When asked about this ruling, about two-thirds of the undergrads supported the decision. Nearly 2 in 10 students believe that the government should not intrude in such decisions.



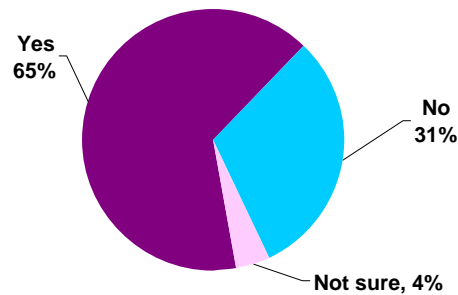
## Section 3: Disabilities and UConn

*The UConn community receives high marks in its treatment of people with disabilities. Yet, undergrads perceive that more could be done to involve students with disabilities in campus organizations and activities and to promote awareness of disability-related issues—both in the classroom and throughout the campus overall (e.g., greater communication of UConn’s Academic Accommodations Policy, classroom discussion, etc).*

Students were asked how well the UConn community supports individuals with disabilities both in the academic and social arenas.

Approximately two-thirds of the undergrads are aware of the UConn Center for Students with Disabilities, so communication efforts in this area should continue. Not surprising, fewer freshmen (51%) were aware of the Center as compared to the other class groups.

**Question: Have you ever heard of UConn's Center for Students with Disabilities?**



Regarding treatment of people with disabilities at UConn, almost 9 in 10 undergrads report that they have never observed an individual with a disability being treated unkindly due to their disability either on campus or in the classroom.

Those incidences of unkind behavior reported include the following examples:

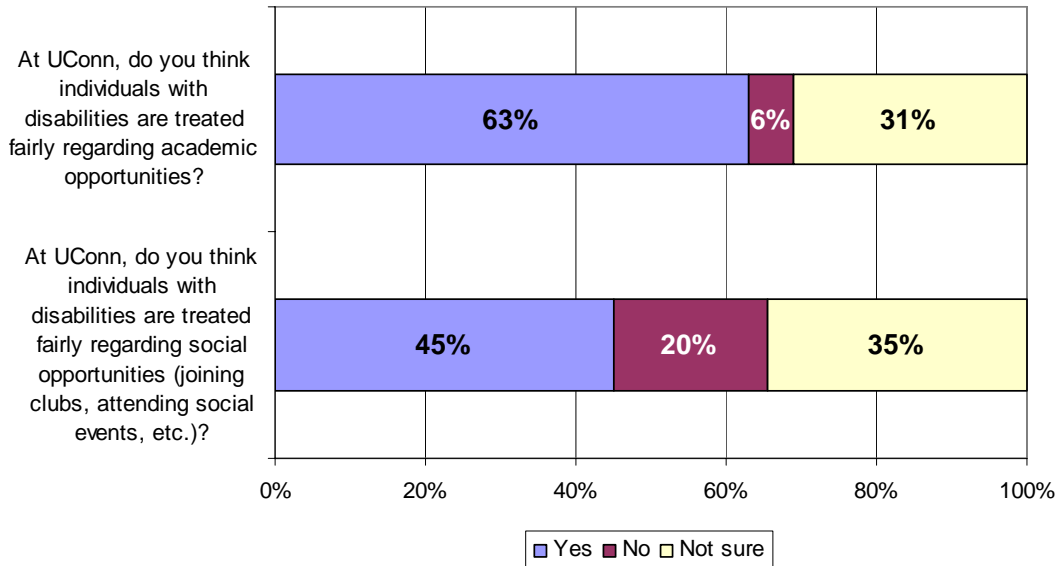
- **Ridicule**
  - "One person had a speech disability that people made fun of."
  - "A student in a wheelchair being carried up stairs in a dorm being made fun of."
  - "I saw rudeness and ignorance from a professor to a student."
  - "I have seen students making fun of a deaf boy in my class and a handicap boy in my building when their backs are turned."
- **Rudeness**
  - "I have seen students laughing at the person speaking."
  - "No one held the door open when someone was struggling with a wheelchair."
- **Ignoring individuals**
  - "I saw a student with a mental handicap & speech impediment who was often ignored in class when he raised his hand. The professor would move on to the next person."
- **Lack of accommodations**
  - "Handicapped van was not available during a snowstorm forcing a student to maneuver the campus in a storm in a motorized wheelchair."
  - "Dining halls that do not properly accommodate wheelchairs."

- “In my HDFS class last semester in Arjona 143, a student in a motorized scooter was going to be a guest speaker. There was no way for him to address the class due to the stairs that led down to the room.”

UConn’s efforts in providing accommodations to those with disabilities are also perceived positively. As such, 87% of the undergrads surveyed believe these efforts do not give unfair advantage to students with disabilities.

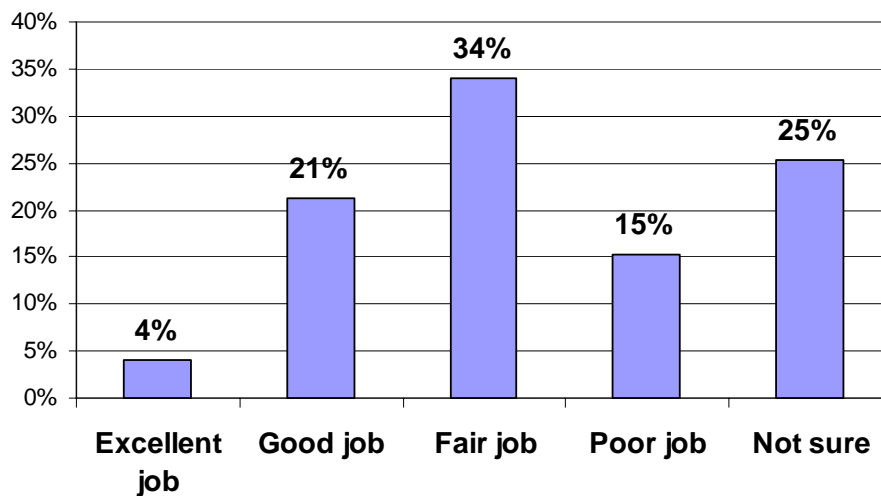
When asked more specifically about academics and social opportunities, a clear majority (63%) of undergrads believe that individuals with disabilities receive fair treatment in the academic arena. There is more uncertainty related to equity in social opportunities (joining clubs, attending social events, etc.); 45% of the students suggest that individuals with disabilities are treated fairly, 20% suggest there is not equitable treatment, and over a third of the students were not sure. It is not surprising that many students are unaware of the social opportunities for those with disabilities, since overall interactions with these individuals is limited, as reported previously.

**Perceptions about Academic and Social Opportunities for People with Disabilities**



The data suggest that the UConn community could increase its efforts, so individuals with disabilities could more fully participate in campus activities. Almost half the respondents feel that UConn is doing a “poor” to “fair” job including individuals with disabilities in social organizations and co-curricular activities, while 25% suggest university efforts are good to excellent.

**Question: How well do you think the members of the university community do in reaching out to students with disabilities to include them in activities and full participation on campus?**



The majority of undergrads also perceive that more could be done to promote awareness of disability-related issues both in the classroom environment and throughout the campus overall. More specifically:

- When asked if the UConn Daily Campus paper had ever featured an individual with a disability, 66% did not recall such an article, while 25% of those surveyed were not sure.
- About two-thirds of the undergrads feel that courses and classroom discussions at UConn have not prompted greater awareness of disability-related issues.

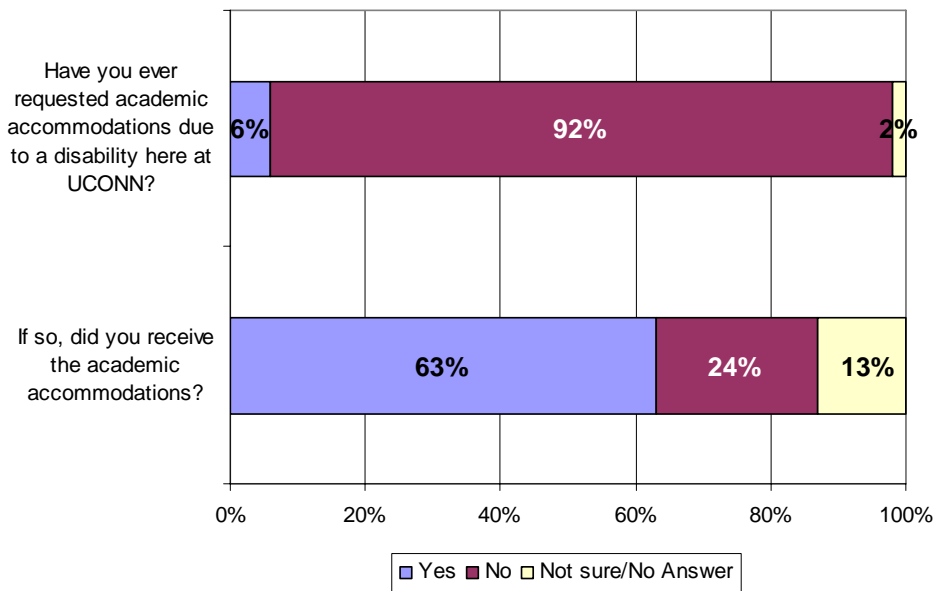
The undergrads were also polled about various accommodations offered to persons with disabilities on the UConn Storrs campus.

- Only 23% of the students are somewhat or very familiar with UConn’s Academic Accommodations Policy for students with disabilities.
- Freshmen were the least familiar with the policy—53% indicated no familiarity, as compared to a survey average of 38%.

These findings might be based on limited knowledge and need, as suggested by the following findings:

- First, 32% of those polled had no professors this semester who asked that students with disability needs meet to discuss accommodations (either through announcements or syllabus information).
- Secondly, only a small percentage (6%) of undergrads report requesting academic accommodations due to a disability. Almost two-thirds of this group indicate that they were granted the accommodation, and of those, 77% were “somewhat” or “very” satisfied with the accommodation they received.

**Academic Accommodations for Students with Disabilities**



UConn provides accommodations for individuals with disabilities to ensure safety and ease of access on the campus. When asked about use of a campus shuttle for people with physical disabilities, only 8% of the surveyed students indicate using such transportation. Once again, given the small percentage of students polled who identified themselves as having disabilities, this response is not surprising.

Students were next asked about accessibility of the campus shuttle and the blue emergency call boxes for those with disabilities.

- Half of those responding are unsure if the UConn – Storrs campus shuttle is wheelchair accessible, while a third noted that it is.
- Almost half reported that the blue emergency call boxes on campus are accessible for individuals with varied disabilities.
- At the same time, over one-third of the students are unsure if the call boxes meet these requirements.

Findings in this area suggest greater communication would be helpful.

## Section 4: Terminology

*When describing an individual with a disability, undergrads prefer using phraseology that focuses less attention on the disability and more attention on the individual.*

As people interact with individuals with disabilities, there is general concern about protocol in behavior and language. Students were asked what they believe to be the preferred term to use when discussing various physical and psychological disabilities and mental and physical disorders. Preferences are as follows:

Preferred	Not Preferred
A person with a disability (58%)	A person who is handicapped (9%)
A person who uses a wheelchair (63%)	A person who is confined to a wheelchair (12%)
A person with a bi-polar disorder (51%)	A manic-depressive (8%)
A child with Down Syndrome (79%)	A Down's child (2%)
A person who has an intellectual disability (48%)	A person with mental retardation (21%)
<i>Note that responses are split on the following terms:</i>	
A person afflicted with multiple sclerosis (33%)	A person who has multiple sclerosis (32%)

## Section 5: Recommendations

The AJ Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Services should continue its efforts to communicate information about disability-related initiatives and promote awareness of the UConn Center for Students with Disabilities to achieve its goal of making the campus more hospitable to all, especially individuals with disabilities.

Potential avenues for increased communication include:

- New student orientation sessions
- The UConn Daily Campus newspaper
- The UConn website
- Bulletin postings
- Class discussions

Other recommendations in this area are as follows:

- The freshmen class should be targeted specifically in publicizing information about the UConn Center for Students with Disabilities and the Academic Accommodations Policy.
- Highlighting stories that illustrate the inclusion of individuals with disabilities in campus activities might help advance greater understanding in this area.

The findings suggest that the UConn community could look for more opportunities to involve students with disabilities in more social activities on campus. Canvassing of students with disabilities about their interests and needs, as well as what is working and what is not, would help to identify potential avenues to achieve greater social involvement. Increasing involvement and interaction with other students through campus activities might also help alleviate some of the discomfort that students feel when interacting with individuals with disabilities.

Faculty should be encouraged to share more information through class discussions and learning opportunities to educate students about disability-related issues. The university might consider sending out reminders to faculty at the beginning of each semester to announce in class that they are available to discuss disability-related needs. They should also include information on their syllabus about contacting them to discuss needs for disability-related accommodations.



## Section 6: Study Methodology

The AJ Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Services commissioned the Center for Survey Research and Analysis to survey undergraduate students at the University of Connecticut, Storrs, to assess their attitudes, beliefs, and comfort level regarding disability-related issues. Specific objectives of the study included:

- Collecting information on interactions with individuals with disabilities
  - Preparation for interactions
  - Reactions and behaviors in interactions
  - Frequency of interactions
- Collecting opinions of undergrads about disability-related issues
  - Appropriate behavior in specific situations
  - Involvement of government in business and sports activities to protect the civil rights of persons with disabilities
- Assessing how well the UConn community treats and provides for individuals with disabilities
  - Fair treatment in academic and social arenas
  - Promoting awareness of disability-related issues
  - Familiarity with accommodations offered for individuals with disabilities
  - Equitable and kind treatment of all students
- Understanding students' perceptions about preferred terminology related to individuals with disabilities

For the study, "disability" is described as a long-term physical or mental impairment that substantially limits one or more major life activities.

Intercept interviews were conducted by the Center for Survey Research and Analysis (CSRA) in Storrs, CT. Interviewers with experience conducting intercept surveys administered the 28-question intercept survey during March 2006 to 881 undergraduate students on the Storrs campus. They attended an orientation session on the project at which time they were briefed on the particulars of the survey. Survey administrators were fanned out to a wide variety of locations on the campus (e.g., dining halls, the Student Union, the Co-op, the library, and various campus cafes) during different days of the week and times of the day to reach a representative sample of undergraduate students at the university. Interviews lasted approximately 10 minutes.

The response scale varied across the survey questions and was used to capture student agreement, inclusion, frequency, and familiarity related to different areas. The survey included a question about one's class (i.e., freshmen, sophomore, junior, or senior), which was used to weight the data to be reflective of the actual numbers of students in that particular category.

The margin of error for a sample of this size is a maximum of + 3.3% at the 95% confidence interval. This means that that results from a survey with a simple random sample of this size would differ by no more than 3.3% in either direction from the result that would have been obtained had all students of the population been interviewed.

### Survey Completion by Year in School

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
College of Agriculture and Natural Sciences	5%	4%	6%	5%	6%
College of Liberal Arts and Sciences	58%	61%	55%	60%	57%
School of Allied Health	3%	3%	4%	1%	3%
School of Business Administration	11%	9%	9%	13%	12%
School of Education	2%	4%	1%	2%	3%
School of Engineering	9%	7%	7%	10%	12%
School of Family Studies	3%	4%	4%	3%	2%
School of Fine Arts	3%	3%	8%	3%	0%
School of Nursing	4%	4%	5%	2%	4%
School of Pharmacy	1%	1%	1%	1%	2%
Count	881	191	258	241	191

**UConn Disability Awareness  
Study  
2006**

**Posted Questionnaire**

Conducted for:



University of Connecticut  
Health Center

By:



Center for  
Survey  
Research &  
Analysis

at the University of  
Connecticut

Q1. Do you agree or disagree with the following:

a. When meeting or interacting with a person who has a disability, you worry that you might say or do something wrong.

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Agree	52%	52%	56%	54%	47%
Disagree	39%	38%	36%	36%	43%
Not sure	9%	9%	8%	10%	9%
Left Blank	0%	1%	0%	0%	0%
Count	881	191	258	241	191

b. You were never adequately taught what to say or do around a person who has a disability.

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Agree	28%	28%	26%	27%	30%
Disagree	54%	54%	54%	56%	52%
Not sure	18%	17%	20%	17%	18%
Left Blank	0%	1%	0%	0%	0%
Count	881	191	258	241	191

Q2. When you encounter a person who appears to have a disability, how often do you feel:

		Year in School				
		Total	Freshman	Sophomore	Junior	Senior
2a. Awkward or embarrassed?	Often	3%	3%	3%	2%	5%
	Occasionally	63%	65%	67%	62%	61%
	Never	29%	26%	28%	33%	30%
	Not sure	4%	6%	2%	3%	4%
	Left Blank	0%	0%	0%	0%	0%
	Count	881	191	258	241	191
2b. Resentful?	Often	1%	0%	2%	1%	0%
	Occasionally	9%	9%	9%	7%	11%
	Never	83%	81%	80%	86%	83%
	Not sure	7%	9%	8%	6%	5%
	Left Blank	0%	0%	0%	0%	0%
	Count	881	191	258	241	191
2c. Pity?	Often	16%	17%	18%	13%	16%
	Occasionally	63%	58%	60%	69%	63%
	Never	17%	19%	16%	14%	18%
	Not sure	4%	4%	6%	3%	3%
	Left Blank	0%	1%	0%	0%	0%
	Count	881	191	258	241	191
2d. Enthused?	Often	3%	4%	3%	2%	2%
	Occasionally	25%	29%	23%	27%	22%
	Never	47%	46%	49%	42%	52%
	Not sure	25%	22%	26%	29%	22%
	Left Blank	1%	0%	0%	0%	2%
	Count	881	191	258	241	191
2e. Admiration?	Often	24%	28%	21%	23%	25%
	Occasionally	48%	46%	50%	53%	45%
	Never	17%	12%	18%	17%	20%
	Not sure	10%	14%	11%	7%	10%
	Left Blank	0%	1%	0%	1%	0%
	Count	881	191	258	241	191

Q3. When you were in high school, how often did you interact with people with disabilities (including both at school and outside of school)

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Often	17%	14%	17%	17%	18%
Occasionally	66%	69%	68%	68%	60%
Never	14%	16%	14%	11%	16%
Not sure	3%	1%	1%	3%	5%
Left Blank	0%	0%	0%	1%	1%
Count	881	191	258	241	191

Q4. In the past 30 days, how many individuals with a disability have you socialized with outside of classroom time?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Many	4%	1%	3%	4%	6%
Some	13%	8%	14%	15%	12%
A few	34%	36%	33%	34%	34%
None	45%	46%	43%	45%	46%
Not sure	4%	8%	7%	2%	2%
Count	881	191	258	241	191

Q5. In the past 30 days, how many times have you socialized (outside of classroom time) with a person with a disability?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Very frequently	5%	1%	7%	5%	5%
Fairly frequently	12%	9%	10%	15%	13%
Rarely	42%	43%	42%	45%	38%
Never	36%	37%	33%	34%	38%
Not sure	5%	9%	7%	2%	5%
Left Blank	0%	0%	0%	0%	0%
Count	881	191	258	241	191

Q6. Do you agree or disagree with the following statements:

		Year in School				
		Total	Freshman	Sophomore	Junior	Senior
<b>a. The full participation and inclusion of students with disabilities is a benefit to all on campus</b>	<b>Agree</b>	79%	82%	77%	80%	79%
	<b>Disagree</b>	7%	5%	8%	9%	5%
	<b>Not sure</b>	14%	13%	15%	11%	16%
	<b>Left Blank</b>	0%	0%	0%	0%	0%
	<b>Count</b>	881	191	258	241	191
<b>b. It is helpful to finish sentences or supply words to people who have speech disorders</b>	<b>Agree</b>	18%	13%	20%	17%	18%
	<b>Disagree</b>	49%	49%	48%	48%	49%
	<b>Not sure</b>	34%	37%	31%	35%	32%
	<b>Left Blank</b>	0%	0%	0%	0%	0%
	<b>Count</b>	881	191	258	241	191
<b>c. If you meet someone who has an assistance dog, it is okay to pet the dog.</b>	<b>Agree</b>	11%	13%	10%	13%	11%
	<b>Disagree</b>	62%	52%	66%	62%	66%
	<b>Not sure</b>	26%	34%	25%	25%	23%
	<b>Left Blank</b>	0%	1%	0%	1%	0%
	<b>Count</b>	881	191	258	241	191
<b>d. In my future employment, I expect to have individuals with disabilities as coworkers.</b>	<b>Agree</b>	48%	45%	41%	51%	53%
	<b>Disagree</b>	17%	16%	22%	18%	13%
	<b>Not sure</b>	35%	39%	37%	30%	34%
	<b>Left Blank</b>	0%	0%	0%	1%	0%
	<b>Count</b>	881	191	258	241	191

Q7. The Americans with Disabilities Act requires employers with 15 or more employees to make reasonable accommodations for anyone with a disability who is otherwise qualified for a position at the company. Which of the following is most reflective of your opinion:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>It is wrong for the government to intrude into the decisions of private businesses when it comes to whom they should hire and what accommodations they should make</b>	11%	9%	12%	9%	13%
<b>It is good that private businesses must provide civil rights protections to persons with disabilities</b>	72%	73%	66%	73%	75%
<b>Not sure</b>	16%	17%	20%	17%	12%
<b>Left Blank</b>	1%	1%	2%	1%	0%
<b>Count</b>	881	191	258	241	191



Q8. The U.S. Supreme Court recently ruled that a pro golfer with a physical disability must be allowed to use a motorized cart, if with the assistance of the cart he was able to compete at the highest level. This decision overturned the rules of the Professional Golf Association, which did not allow professional competitors to use carts. Which of the following is most reflective of your opinion:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
It is wrong that the courts would intrude into the decisions of a private sports organization	17%	11%	15%	16%	22%
It is good that private sports organizations must provide civil rights protections to persons with disabilities	64%	66%	65%	66%	62%
Not sure	18%	23%	18%	17%	16%
Left Blank	1%	0%	2%	1%	0%
Count	881	191	258	241	191

Q9. At UConn, do you think individuals with disabilities are treated fairly regarding academic opportunities?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	63%	62%	58%	64%	67%
No	6%	4%	9%	5%	6%
Not sure	31%	34%	33%	31%	27%
Left Blank	0%	0%	0%	0%	0%
Count	881	191	258	241	191

Q10. At UConn, do you think individuals with disabilities are treated fairly regarding social opportunities (joining clubs, attending social events, etc.)?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	45%	45%	46%	42%	47%
No	20%	12%	23%	23%	21%
Not sure	35%	43%	31%	36%	32%
Count	881	191	258	241	191

Q11. Thinking of the social organizations or co-curricular activities that you are aware of here at UConn, how well do you think the members of the university community do in reaching out to students with disabilities to include them in activities and full participation on campus:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Excellent job	4%	5%	4%	4%	4%
Good job	21%	24%	22%	22%	19%
Fair job	34%	30%	31%	38%	34%
Poor job	15%	9%	16%	15%	19%
Not sure	25%	31%	28%	21%	24%
Left Blank	0%	1%	0%	0%	0%
Count	881	191	258	241	191

Q12. Do you agree or disagree with the following statements:

		Year in School				
		Total	Freshman	Sophomore	Junior	Senior
a. The courses that I have taken and/or classroom discussions that I have had at UConn have provided me with awareness of disability-related issues.	Agree	22%	18%	24%	22%	23%
	Disagree	65%	64%	64%	65%	66%
	Not sure	13%	18%	11%	12%	11%
	Left Blank	0%	0%	1%	0%	0%
	Count	881	191	258	241	191
b. UConn should do more to promote awareness of disability-related issues.	Agree	59%	57%	55%	61%	61%
	Disagree	14%	14%	15%	15%	13%
	Not sure	26%	26%	29%	23%	25%
	Left Blank	1%	2%	1%	1%	0%
	Count	881	191	258	241	191

Q13. Have you ever heard of UConn's Center for Students with Disabilities?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	65%	51%	60%	71%	70%
No	31%	44%	35%	24%	26%
Not sure	4%	5%	3%	5%	4%
Left Blank	0%	0%	1%	0%	0%
Count	881	191	258	241	191

Q14. How familiar are you with UConn's Academic Accommodations Policy for students with disabilities?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Very Familiar	6%	3%	4%	8%	7%
Somewhat Familiar	17%	13%	15%	22%	18%
Not too familiar	37%	30%	36%	37%	41%
Not at all familiar	38%	53%	41%	32%	31%
Not sure	2%	1%	3%	1%	2%
Left Blank	1%	1%	1%	0%	0%
Count	881	191	258	241	191

Q15a. Have you ever requested academic accommodations due to a disability here at UConn?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	6%	4%	4%	8%	7%
No	92%	95%	94%	91%	91%
Not sure	1%	1%	1%	1%	2%
Left Blank	1%	0%	1%	0%	1%
Count	881	191	258	241	191

Q15b. If yes, did you receive the academic accommodations?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	63%	76%	45%	68%	62%
No	24%	17%	23%	27%	26%
Not sure	5%	7%	15%	0%	4%
Left Blank	8%	0%	18%	6%	8%
Count	57	8	14	19	16

Q15c. If yes, how satisfied were you with the accommodations?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>Very satisfied</b>	56%	40%	35%	86%	43%
<b>Somewhat Satisfied</b>	21%	60%	36%	6%	14%
<b>Not at all Satisfied</b>	5%	0%	0%	0%	13%
<b>Left Blank</b>	18%	0%	28%	8%	30%
<b>Count</b>	37	5	9	13	10

Q16. Have you ever used the accessible campus shuttle (for people with physical disabilities)?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>Yes</b>	8%	6%	8%	9%	9%
<b>No</b>	88%	87%	87%	89%	87%
<b>Not sure</b>	3%	6%	3%	1%	3%
<b>Left Blank</b>	1%	1%	2%	1%	1%
<b>Count</b>	881	191	258	241	191

Q17. In your opinion, does providing accommodations for students with disabilities give them an unfair advantage over others?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>Yes, unfair advantage</b>	3%	2%	4%	4%	3%
<b>No, does not give unfair advantage</b>	87%	85%	84%	87%	90%
<b>Not sure</b>	9%	12%	10%	8%	7%
<b>Left Blank</b>	1%	1%	2%	1%	0%
<b>Count</b>	881	191	258	241	191

Q18. In the beginning of the semester, how many of your professors announced in class, or listed in the syllabus, that students with disabilities could meet with them to discuss the need for accommodations?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
All of them	12%	15%	11%	14%	9%
Most of them	25%	28%	29%	23%	22%
Some of them	25%	21%	28%	28%	21%
None of them	32%	31%	21%	27%	45%
Not sure	6%	5%	11%	7%	4%
Left Blank	1%	0%	1%	0%	1%
Count	881	191	258	241	191

Q19. Have you ever seen an individual with a disability being treated unkindly due to their disability here at UConn - on campus or in the classroom?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes (SPECIFY)	3%	3%	2%	2%	6%
No	87%	92%	88%	88%	83%
Not sure	9%	4%	9%	9%	10%
Left Blank	1%	1%	1%	0%	1%
Count	881	191	258	241	191

If answered “Yes”, how?

- I have heard unkind comments but they were not to their face.
- A teacher once told me I would fail the class.
- I saw a student with a mental handicap & speech impediment who was often ignored in class when he raised his hand. The professor would move on to the next person.
- A student in wheelchair being carried up stairs in a dorm being made fun of.
- I saw students staring at a person. One girl was walking with a group but slower because she had a leg problem, and the people kept up their pace instead of slowing to wait for her.
- I have seen people staring at a person in a wheelchair going across campus.
- Someone in my apartment building had the tires on his wheelchair accessible van slashed.
- One person had a speech disability that people made fun of.
- People with disabilities are socially ridiculed.
- I saw rudeness and ignorance from a professor to a student.
- I have seen people ridicule another for their disability.
- I have heard people talk about them in a bad way.
- I have seen people petting an assistance dog. Also a student asked where another student's arms were.
- Occasionally people are rude and inconsiderate.
- People called other people names.
- I have seen midgets being ridiculed.
- I have seen students making fun of a deaf boy in my class and a handicap boy in my building when their backs are turned.
- I have heard students making fun of them.
- I have seen students laughing at the person speaking.
- In my HDFS class last semester in Arjona 143, a student in a motorized scooter was going to be a guest speaker. There was no way for him to address the class due to the stairs that led down to the room.
- I feel people with disabilities are made to feel imitated.
- During a snowstorm the handicapped accessible van was not running, classes had not been canceled and a student was forced to go to class in a motorized wheelchair in the storm. The chair malfunctioned and she was thrown onto the street.
- I don't remember specific event.
- In the dining hall, wheelchairs don't fit well.
- I have seen dining hall workers being mocked at Putnam by students.
- No one held the door open when someone was struggling with a wheelchair.
- At the basketball games, the seating arrangements are not that well.

Q20. Have you ever read an article featuring an individual with a disability in UConn's Daily Campus (school newspaper)?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	8%	10%	9%	8%	7%
No	66%	68%	68%	65%	66%
Not Sure	25%	22%	23%	26%	26%
Left Blank	1%	1%	0%	2%	1%
Count	881	191	258	241	191

Q21. Is the (UConn - Storrs) campus shuttle wheelchair accessible?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	32%	32%	33%	33%	31%
No	16%	9%	16%	17%	20%
Not Sure	50%	57%	51%	49%	47%
Left Blank	1%	2%	0%	1%	2%
Count	881	191	258	241	191

Q22. Are the blue emergency call boxes on the UConn Storrs campus accessible for individuals with a variety of disabilities?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
Yes	48%	52%	50%	48%	45%
No	12%	9%	12%	13%	15%
Not Sure	39%	39%	39%	38%	40%
Left Blank	1%	1%	0%	1%	1%
Count	881	191	258	241	191

Q23a. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A person who is handicapped</b>	9%	9%	9%	12%	7%
<b>A person with a disability</b>	58%	55%	57%	61%	60%
<b>Makes no difference</b>	23%	24%	24%	20%	23%
<b>Not sure</b>	10%	12%	10%	6%	10%
<b>Left Blank</b>	0%	1%	0%	0%	0%
<b>Count</b>	881	191	258	241	191

Q23b. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A person who uses a wheelchair</b>	63%	59%	65%	66%	62%
<b>A person who is confined to a wheelchair</b>	12%	10%	12%	11%	13%
<b>Makes no difference</b>	17%	20%	18%	14%	17%
<b>Not sure</b>	8%	10%	5%	8%	7%
<b>Left Blank</b>	0%	1%	0%	1%	0%
<b>Count</b>	881	191	258	241	191

Q23c. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A manic-depressive</b>	8%	9%	11%	6%	7%
<b>A person with a bi-polar disorder</b>	51%	45%	49%	52%	55%
<b>Makes no difference</b>	20%	19%	23%	21%	19%
<b>Not sure</b>	20%	26%	17%	19%	17%
<b>Left Blank</b>	1%	1%	0%	1%	1%
<b>Count</b>	881	191	258	241	191



Q23d. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A child with Down Syndrome</b>	79%	78%	79%	79%	79%
<b>A Down's child</b>	2%	2%	3%	2%	2%
<b>Makes no difference</b>	10%	15%	9%	6%	11%
<b>Not sure</b>	9%	4%	9%	12%	8%
<b>Left Blank</b>	0%	1%	0%	1%	0%
<b>Count</b>	881	191	258	241	191

Q23e. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A person who has multiple sclerosis</b>	32%	27%	35%	30%	34%
<b>A person afflicted with multiple sclerosis</b>	33%	30%	32%	37%	32%
<b>Makes no difference</b>	26%	30%	26%	22%	26%
<b>Not sure</b>	9%	12%	7%	10%	7%
<b>Left Blank</b>	1%	1%	0%	1%	1%
<b>Count</b>	881	191	258	241	191

Q23f. For each of the following, please indicate what you believe to be the preferred term to use:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>A person with mental retardation</b>	21%	20%	23%	19%	23%
<b>A person who has an intellectual disability</b>	48%	48%	44%	51%	48%
<b>Makes no difference</b>	14%	16%	16%	13%	13%
<b>Not sure</b>	16%	15%	17%	16%	15%
<b>Left Blank</b>	1%	1%	0%	1%	1%
<b>Count</b>	881	191	258	241	191

Just a few questions for classification purposes...

D1. Are you a...

<b>Freshman</b>	19%
<b>Sophomore</b>	23%
<b>Junior</b>	27%
<b>Senior</b>	32%
<b>Count</b>	881

D2. Do you consider yourself as having a disability?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>Yes</b>	6%	6%	6%	5%	7%
<b>No</b>	94%	94%	94%	95%	93%
<b>Count</b>	881	191	258	241	191

D3. Do you have any close friends or family members who have a disability?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>Yes</b>	45%	43%	48%	44%	45%
<b>No</b>	55%	57%	52%	56%	55%
<b>Left Blank</b>	0%	0%	0%	0%	1%
<b>Count</b>	881	191	258	241	191

D4. Do you live:

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
<b>On Campus</b>	79%	93%	92%	84%	59%
<b>Off Campus</b>	21%	7%	8%	16%	41%
<b>Count</b>	881	191	258	241	191

D5. What is your major/field of study?

	Total	Year in School			
		Freshman	Sophomore	Junior	Senior
College of Agriculture and Natural Sciences	5%	4%	6%	5%	6%
College of Liberal Arts and Sciences	58%	61%	55%	60%	57%
School of Allied Health	3%	3%	4%	1%	3%
School of Business Administration	11%	9%	9%	13%	12%
School of Education	2%	4%	1%	2%	3%
School of Engineering	9%	7%	7%	10%	12%
School of Family Studies	3%	4%	4%	3%	2%
School of Fine Arts	3%	3%	8%	3%	0%
School of Nursing	4%	4%	5%	2%	4%
School of Pharmacy	1%	1%	1%	1%	2%
<b>Count</b>	881	191	258	241	191