

Executive Summary

Quantitative Sequence: 2019 Survey



Prepared by Student Affairs Assessment

2019 Student Campus Inclusivity Survey: Executive Summary

The executive summary that follows provides an overview of key findings from the 2019 Campus Inclusivity Survey. The 2019 survey is OSU's third iteration of the project and built upon the results and knowledge garnered through the prior two surveys and focus groups. A more in-depth exploration of the 2019 survey findings (as well as those from prior surveys) is available for review at the Student Affairs Assessment [website](#) and linked in this report. The survey is a collaborative effort of students and practitioners from across OSU, including representatives from the Office of Institutional Diversity, academic departments, the Graduate School, and Student Affairs.

The 2019 survey's primary focus is on students' sense of belonging and the relationships, resources, and environments that contribute (or not) to students' feelings of connection at OSU and ability to succeed. Additionally, connected to the initial questions, the survey explores aspects of the university experience that could bolster inclusivity on campus. It is important to note that students from three of OSU's branch campuses – Corvallis, Cascades/Bend, and Ecampus – were included in the survey and the unique facets of each campus contribute to the diversity of student experiences reflected in the survey data.

For the 2019 survey, a random sample of 4,000 students received an invitation to participate in the survey through a message sent their OSU email account. The sample included undergraduate and graduate students from the three OSU campuses listed above. Overall, the survey yielded a 24.4% response rate, which includes students who completed at least 75% of the survey or more and those who actively opted out of the survey.

Findings

Selected Demographics

- Student Status: undergraduates — 63.5%, graduates – 24.6%, international – 14.2%, and transfer students – 22%
- Primary OSU campus: Corvallis/main campus – 79.9%, Ecampus – 15.7%, and Cascades/Bend campus – 4.5%
- Gender: 41.2% of students self-identify as male and 52.6% self-identify as women. 5% selected another identity, including agender, non-binary, genderqueer, transgender, two-spirit, and/or questioning/unsure. Less than 1% preferred not to answer.
- Race/Ethnicity: 36.35% of students self-identified as White. 13.5% of students indicated multiple racial and/or ethnic identities. 37.7% self-identified as a student of color. 4.3% of students declined to share their race/ethnicity or did not make a selection.
- First-generation status: 28.5% self-identified as first-generation students – the first in their family to attend college in the U.S.
- Disability: 70.3% self-identified they did not experience a disability and 17.2% do experience a disability. 78.5% reported their disability is non-visible. Anxiety and depression were the highest selected conditions and/or disability.
- Military/Veteran status: 3.9% of students indicated they are a current or former member of the U.S. Armed Forces, including active duty, reserves, and/or National Guard.
- Dependents: 11.1% of students indicated that they are responsible for the care of one or more dependents (i.e. children ages infant to 18, dependent relatives, or an older relative such as a parent, grandparent, or sibling). The largest proportion of respondents had dependents between the ages of newborn and 12 years old.

The sections that follow provide a brief overview of the survey findings organized according to the overarching sections around which the survey questions were formatted. For a more in-depth discussion of the findings included in this summary as well as additional findings that could not be included for the sake of brevity, please refer to the [full 2019 report](#).

Section 1: Sense of Belonging in OSU Classrooms

- 44.3% of students selected that they *usually* feel like they belong in their major classes. There is a slight difference when examined through the lens of gender – 38.7% of male-identifying students indicated that they always feel they belong in their major classes compared to 30.6% of females.
- 41% of African American students reported that they *rarely* feel like they belong in their non-major classes. Similarly, 31.7% of Asian students and 44.4% of Native Hawaiian or Pacific Islander students selected *rarely*.
- 48% of students indicated that their professors *usually* make them feel excited about learning. Graduate students' responses reflect greater regard for their professors' contributions to their excitement about learning – 21% selected *always* and 54% selected *usually* – when compared to undergraduate students (45.7% selected *usually* and 35% selected *about half the time*).
- 33% of first-generation students feel that *about half the time* their professors make them feel like they matter.
- 58.4% of students indicated that their identities are represented in class content and/or discussions. This increases to approximately 68% for White students. By comparison, 50.4% of Latinx/Hispanic students felt that their identities are represented in class content and/or discussions and 38.3% of Black or African American students. It is important to note, that the race categories listed use regulatory race name conventions. Additionally, the wording of the question asks about “identities” broadly; while the patterns are important to consider, it is not possible to know which identities students had in mind when responding.
- 49.8% of undergraduates and 48% of graduate students reported that their professors *usually* value their opinions and contributions.
- 73.6% of students responded affirmatively that they feel their advisor is committed to their success.
- 67.2% reported that they have a mentor (could be faculty, an advisor, supervisor, and/or staff mentor) at OSU who encouraged them to pursue their goals and dreams. 55% of transfer students indicated they have a mentor at OSU who encouraged them and 82.3% of graduates noted this.
- 40% of the respondents indicated that connecting with other people who share their identities is a priority. For students who identify as female, this increased to 43% (compared to 36% of male-identifying students).
- Professor(s) received the highest selection from a list of campus positions and resources connected to supporting students' academic success – 88.8% of students selected *agree* or *strongly agree*. Peers were the second highest rated resource with 79.2% selecting *agree* or *strongly agree*.
- When ask to identify which relationships and/or university relationships support personal success, peers had the highest percentage of agreement (78.6% *agree* and *strongly agree*) followed by advisor(s) (62%), and professor(s) (60.3%).

Section 2: Experiences of and/or with Acts of Bias

- 35% of participants (overall n = 931) indicated that they have *experienced or been impacted* by acts of bias at OSU.
- 38.3% of participants responded affirmatively that they have *witnessed* an act of bias at OSU.
- Graduate (44.5%) and professional students (50%) had the highest percentages of reported experiences of bias.
- Female-identified students reported higher rates of bias experiences (38%) as well as witnessing bias (42%).

- Both those who experienced and those who witnessed acts of bias selected “*talked to my friend about it*” in the highest frequency (31.3% of those who personally experienced bias and 35.2% of those who observed an act of bias)
- Of those who indicated that they had experienced an act of bias, 52.3% reported that they did not take any action after it happened. This was similar (51%) for those who witnessed an act of bias.
- Of those who selected that they did not take action, the following 3 options received the highest selections: *Did not think reporting would do anything to help the situation* (26.2%); *Worried that reporting would create more of a problem* (16.6%); *Unsure if the experience was bias* (14.1%).
- 65.9% of respondents selected “yes”, they felt OSU responds effectively to acts of bias.
- Male-identified students had a slightly higher level of regard (69.3%) for OSU’s bias response than female-identified students (62.9%).

Section 3: Accessing On-Campus Classes, University Events, and/or Services

- Of those who indicated that they have experienced barriers preventing them from accessing on-campus classes, university events, or services, *mental health* (40.6%) was the most selected barrier.
- For students who experience a condition or disability, 55.4% indicated that they are *not comfortable* disclosing and working with their professors related to their experience.
- 74.3% of students reported that they have *not* experienced web or online barriers that prevented them from accessing classes or university services. This was slightly lower for Ecampus students (70.8%).

Section 4: Financial barriers

- 51% of students feel as if OSU has provided enough financial resources to help them succeed as students. 60% of graduate students feel that OSU has provided enough financial resources.
- Of those who indicated that they worked while concurrently enrolled, 46% of students had one job and approximately 16% had two different jobs. 35% do not work or only work during breaks from school.
- 36% of those who reported that they work have positions on on-campus; 37.2% had positions off-campus.
- 22.6% of students indicated that they work approximately 17-20 hours a week. 22% indicated that they work 40+ hours a week. The same number of graduate students (30%) indicated that they work approximately 17-20 hours as those who reported working 40+ hours a week.
- 81% of first-generation students who indicated that they concurrently work indicated that they would not be able to attend OSU without working. 87% of graduate students reported that they would not be able to attend OSU if not working while enrolled.
- 38.3% of graduate students reflected that at the end of the month they usually have just enough to make ends meet and 32% noted there is usually not enough to make ends meet.

Individuals or campus units with additional questions or with a request for a presentation of the survey findings may contact Maureen Cochran at Maureen.Cochran@oregonstate.edu.