

Report

Quantitative Sequence: 2019 Survey



Prepared by Student Affairs Assessment

2019 Student Campus Inclusivity Survey

Introduction

Developed in 2014 and launched in 2015, Oregon State University's (OSU) Campus Inclusivity Survey initiative is one effort by OSU to better understand students' experience of the OSU campus climate and its impact on their academic and personal success. Though the focus changes with each iteration, the survey consistently features questions related to student's experiences of feeling included, connected, and a sense of belonging. Most importantly, by centering students in all aspects of the survey, students have been able to use their experiences and perspectives to directly impact campus practices and policies. As noted above, when the survey was created in 2014, the intention was that it would be an iterative and agile tool that can build upon the prior findings and respond to new institutional priorities, as they are relevant to the needs and priorities of students and the OSU community.

The report that follows presents an analysis and evaluation of selected results from the 2019 Campus Inclusivity Survey. The 2019 survey is OSU's third iteration and built upon the results and knowledge garnered through the 2017 survey. The results from the [2017 survey](#) are available for review at the Student Affairs Assessment (SAA) website and are 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, Student Affairs, and each of the three branch campuses. The 2019 survey explores aspects of the university experience that could bolster inclusivity on campus. Questions sought to understand where students find community, their comfort in academic environments, financial wellbeing, experiences with bias, and more. 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.

The survey was largely organized into four sections: sense of belonging in OSU classrooms, experiences of and/or with bias, accessing on-campus classes, university events, and/or services, and finally, financial barriers. Select findings from each of these loose categorizations or "sections" will be explored in the discussion that follows. Many features and areas of inquiry within the survey – most notably the working definition of inclusivity itself – were built in partnership with students and based on data from the 2015 Pilot Campus Inclusivity Survey and focus groups from 2016.

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. For the first time in the delivery of the Inclusivity Survey, the random sample was selected using a purposive stratified approach. The sample of 4,000 students was proportionally allotted by campus size, student type, as well as the racial and gender demographics reported by OSU for each of the 3 campuses. The sample included undergraduate and graduate students from three OSU campuses – Corvallis, Ecampus, and Cascades (Bend). Table 1 provides more details related to the demographics of the students who responded. Overall, the survey yielded a 24.4% response rate, which includes students who completed 75% or more of the survey, or students who did not consent to the inquiry and actively opted out of the survey.

Select Findings

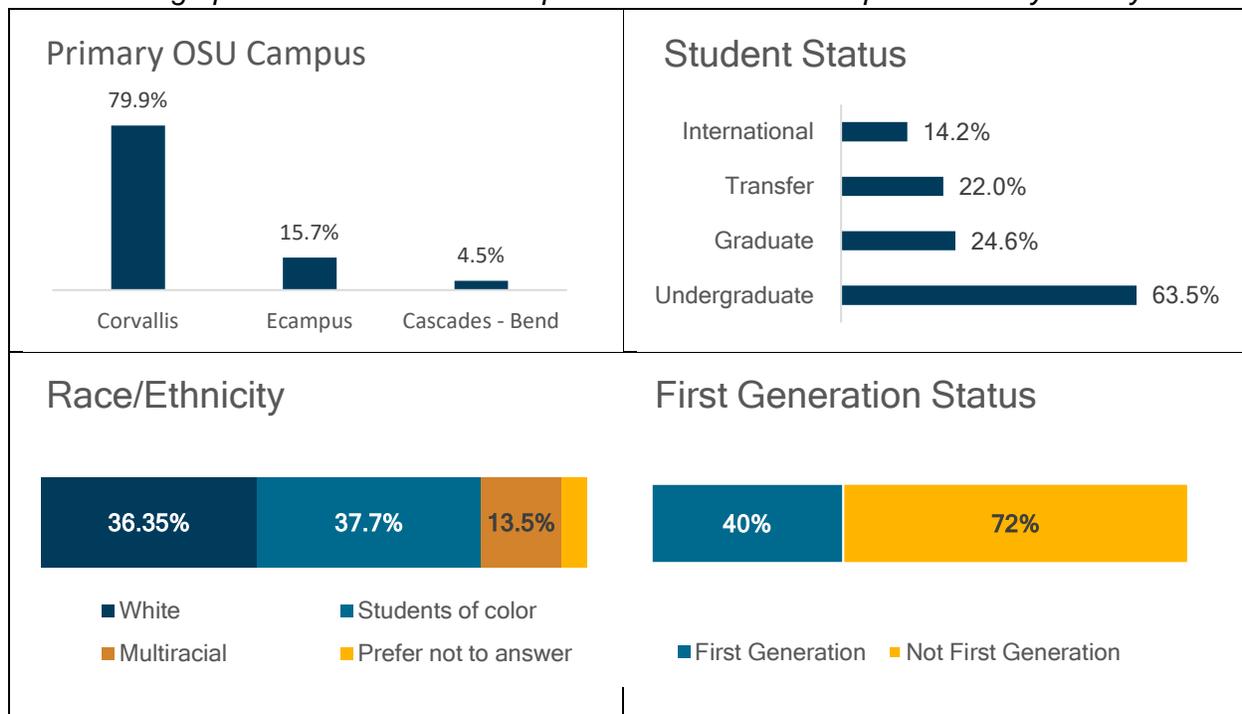
Demographics

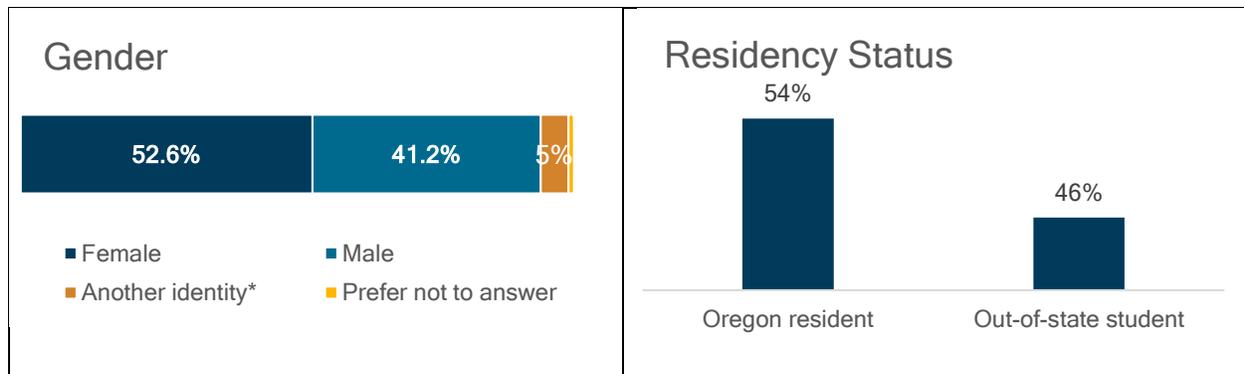
As noted in the introduction, a randomized selection of 4,000 OSU students were asked to participate in the 2019 survey – 1,1199 students engaged with the survey in *some* capacity. Of those invited, 938 completed 75% or more of the survey (and were used to calculate the participation rate). All data and statistics included in this report are reflective of this set of responses. An additional 39 students actively declined the invitation, bringing the participation rate to 24.4%. The 2019 survey saw a slight increase in participation from the 2017 survey (22%).

Unlike prior survey iterations where students were asked to self-identify a number of different identities and demographic points, the 2019 survey connected institutional demographic data to student IDs. This decision allowed the survey designers to remove a significant portion of questions from the survey which cut down on the time required to complete the survey. (For perspective, the 2017 survey was estimated to require 1 hour and 30 minutes to fully complete; the 2019 iteration had a 30 minute estimate.) The 2019 survey did include several self-selection demographic questions. Table 1 provides several visualizations of the overall demographics of the students who completed the survey. Per University practice, demographic data cannot be reported in detail where there were less than 10 respondents. It is for this reason that certain categories have been condensed into a single category, specifically the race/ethnicity and gender representations. Despite the presentation of those data in this table and other instances, these groups should by no means be regarded as homogenous.

Table 1

Select demographics of students who responded to the 2019 Campus Inclusivity Survey





Section 1: Sense of Belonging in OSU Classrooms

There are a number of different ways to understand belonging and its operation in higher education with a wide array of literature and research from which to choose. When framing the notion of students' sense of belonging in the 2019 survey, T.L. Strayhorn's definition of collegiate students' sense of belonging informed the framing and questions asked. According to Strayhorn (2019), sense of belonging "refers to students' perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers" (p. 4). Knowing that a single survey cannot fully capture students' sense of belonging at OSU, this definition guided the language and focus of the first section of the survey. Given the recent initiatives and goals centering student success, it was determined to primarily focus on the relationship between students' sense of belonging in OSU classrooms and how this shapes (if at all) students' academic success. However, there were several questions in this section that opened out to explore which environments beyond the classroom contribute to students' sense of community and belonging.

To begin, students were asked about their sense of belonging in academic spaces – both in their majors and in learning spaces outside of their major. 44.3% of students selected that they *usually* feel like they belong in their major classes. 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 female-identifying students. When it came to feeling that

they belong in classes outside of their major, 43.3% of students selected *always* or *usually*. Conversely, 50.9% of students indicated that they felt they belonged in their out-of-major classes in *about half of their classes* and *rarely*. Additionally, when viewed through students' race and ethnic identities, 41% of Black and/or African American students reported that they *rarely* feel like they belong in their non-major classes. 31.7% of Asian students and 44.4% of Native Hawaiian or Pacific Islander students selected *rarely*.

As has been explored in past surveys, the 2019 survey asked questions related to the impact of professors and advisor on students' sense of belonging, feeling inspired to learn, and their commitment to student success. 48% of students indicated that their professors *usually* make them feel excited about learning. Graduate students' responses suggest a more favorable regard for their professors' contributions to their excitement about learning – 21% selected *always* and 54% selected *usually* – when compared to undergraduates students (45.7% selected *usually* and 35% selected *about half the time*). 18% of students reported that their professors *always* make them feel like they matter and 39% selected *usually*. Table 2 includes a more detailed breakdown of responses to this question through numerous demographic viewpoints.

Table 2

How frequently do your professors make you feel like you matter?

	Always	Usually	About half the time	Rarely	Never
Student status					
Undergraduate	14.14 %	38.55 %	29.80%	15.99 %	1.52 %
Graduate	24.68 %	41.13 %	22.08%	11.69 %	0.43 %
Transfer	22%	38%	29%	10%	1%
International	21%	41%	23%	14%	1%
First-generation status					
First-generation	22%	35%	27%	13%	2%
Not first-generation	16%	41%	27%	14%	1%
Gender					
Female	16.3%	41.4%	27.9%	13.09 %	1.33 %
Male	19.8%	35.8%	26.7%	15.80 %	1.98 %
Regulatory Race/Ethnicity					
White	12.1%	45.6%	26.5%	14.12 %	1.76 %
Hispanic	20.7%	32.6%	29.6%	14.07 %	2.96 %
Non-resident	21.2%	40.9%	23.5%	13.64 %	0.76 %
Multiracial	19.7%	34.7%	34.7%	10.24 %	0.79 %
Asian	17.1%	30.5%	30.5%	21.95 %	0%
Black/African American	36.2%	34.0%	19.2%	10.64 %	0%
American Indian or Alaska Native	25.0%	16.7%	29.2%	29.17 %	0%
Another identity*	18.4%	46.9%	18.4%	10%	6%

When asked more broadly about sources of support on campus, 73.6% of students responded “yes” they feel that their advisor is committed to their success. 67.2% of students shared that they have a mentor (e.g. faculty, advisor, supervisor, staff mentor) at OSU who encourages them to pursue their goals and/or dreams. Interestingly, this is a noticeable increase from the 2017 survey where 56% of students reported having a mentor who encouraged them to pursue their goals and dreams. When looking at responses to this question through demographic

lenses, 55% of transfer students and 82.3% of graduate students felt that there was a mentor at OSU who encouraged them to work towards their dreams and goals.

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 asked 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%). This is consistent with the findings from the 2017 survey – the percentage breakdowns can be accessed on page 9 of the [2017 full report](#).

Finally, when asked if connecting with other people who share their identities is a priority, 40% of students selected that “yes” it was a priority. There was only a 3% difference between that rate and students who indicated that it was not a priority (37%). When examined by students' racial demographic categorization, 42.5% of White students indicated that it was not a priority for them to connect with others who share their identities. And, when examined through the lens of gender, 43% of female-identifying students shared that it is a priority to connect with others who share their identities compared to 36% of male-identifying students. It is important to note that the survey question did not specify or provide an option for students to identify which identities it refers to when asking about establishing connections with others who share their identities.

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

In the 2017 survey, students responded to questions about their experience with/of intimidation in classrooms. Based on the results to these questions and conversations with students and faculty and staff, this was changed for the 2019 survey to a focus on bias. Students were provided with a definition of bias – the same definition used by OSU's Office of Institutional Diversity which oversees the Bias Incident Response Protocol. Bias, according to

this definition, is defined as “a pre-formed negative opinion or attitude toward an individual or a group of individuals who possess common characteristics such as age, color, disability, gender identity or expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran status” (Reported Bias Incident Response Protocol, 2018, p. 9). The 2019 survey

Overall, 35% of participants indicated that they had experienced or been impacted by acts of bias at OSU. This increased slightly when broadened out and allowed students to report if they had witnessed an act of bias – 38.3% of the respondents indicated that they had observed an act of bias happen in an OSU environment. When looked at through the lens of students’ level, the rates of students who experienced bias increased for graduate students (44.5%) and professional students (e.g. Pharmacy, Veterinary Medicine; 50%). Additionally, female-identified students reported higher rates of experiencing bias (38%) as well as witnessing bias (42%) than their male-identified peers (30.3% and 33.7%, respectively).

A portion of the questions related to bias asked students about their response to experiencing and/or witnessing acts of bias at OSU – when a student came into interaction with an act of bias, how did they respond? Overall, 47.7% of respondents who indicated that they experienced bias selected “yes” they took some form of action. Conversely, 52.3% indicated that they took no form of action. For those who did take action, the most selected option was *talked to my friend about it* (31.3%), followed by *addressed it with the individual or individuals causing the act of bias* (18.3%). These same patterns of selection followed at slightly higher rates for students who observed bias directed at another peer or community member. 49.2% of observers of bias took some form of action after witnessing the occurrence. Again, this group of students indicated that their preferred action was *talked to my friend about it* (35.2%), followed by *addressed it with the individual or individuals causing the act of bias* (21.6%). Although the differences between the rates were minimal (between those who acted after personal experience versus those who observed bias), the difference suggests that students felt slightly more comfortable to talk to someone about the action that they observed than those who had

the act of bias directed at them personally. Of those who selected that they did not take action, the following three 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%); and, *unsure if the experience was bias* (14.1%).

Lastly, when asked about how effectively they felt OSU responds to acts of bias, 65.9% of respondents selected “yes”, they felt OSU responds effectively to acts of bias. When examined through the lens of gender, male –identified students had a slightly higher level of regard (69.3%) for OSU’s bias response than female-identified students (62.9%). For more information related to OSU’s bias response and associated analyses of the Bias Response Team and related protocol, community members can read the report prepared for and presented to the President and Provost’s Leadership Council for Equity, Inclusion, and Social Justice in the [2018-2019 Final Report](#).

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

In this section of the survey, questions sought to understand students’ experience accessing electronic and in-person resources and barriers they encountered, if applicable. The 2019 survey expanded to consider accessibility from a physical/environmental perspective (e.g. no accessible entrance, no working elevator), mental health (e.g. anxiety, depression, etc.), and sensory (e.g. sensory overload, size of event/crowd). The changes to this section from the 2017 survey moved away from a focus on specific departments and assigning a level of accessibility to that resource; the 2019 survey sought to understand what students perceive as barriers and how this relates to their ability to communicate their access needs and receive support.

When asked if they had experienced barriers that prevented them from accessing campus classes, university events, or services, 61.4% of students selected “no”, they had not encountered barriers. 16% indicated that they had faced barriers. This pattern was consistent across the 3 campuses represented in the student sample. Of the students 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. This was followed by *sensory* barriers (23.21%) and, lastly, *physical* barriers (9.82%). Again, this ordering of barriers – mental health, sensory, physical - was consistent across the 3 campuses.

Electronic/online barriers saw a near equal amount of students (16.22%) who indicated that they experienced barriers. Cascades saw the highest rate of students indicating that they faced barriers (23.81%), closely followed by Ecampus students (21.77%). It is interesting to note that this rate of Ecampus students indicating that they faced online barriers to accessing classes or university resources has decreased from 2017 when the rate was 24%. When asked to describe the barriers that they faced, the most frequent challenges were related to navigating Canvas, accessing documents in Canvas, and uploading/submitting work to Canvas. Of the overall respondents, 74.3% of students indicated they have not encountered web or online barriers that prevented them from accessing classes or university services.

This portion of the survey also included questions asking if students experience(d) a condition or disability and how this impacts their academic and campus experience. Of the 17.2% of students who indicated that they experience a condition or disability, 55.4% reported that they are not comfortable disclosing this and/or working with their professors. Student disclosure is often an important action in order for students to receive accommodations, both formally (in partnership with Disability Access Services) and informally as determined appropriate by instructors and professors. If students do not feel comfortable to notify their professors, this can create significant challenges for the student who may benefit from accommodations as well as the professor who is not able to help the student have the best possible learning experience. The survey also asked whether students' condition or disability is visible or non-visible (or both) and 78.51% of students indicated that their disability or condition is non-visible. 9.46% of students' disability or condition is visible and 11.84% are both visible and non-visible. Students had the option to specify their conditions or disabilities from a comprehensive list – anxiety (e.g. generalized anxiety disorder, phobias, obsessive compulsive

disorder, post-traumatic stress disorder) and depression (e.g. major depressive disorder, bipolar/manic depression, dysthymia) were selected at the highest rates. These disclosures seem to support the importance of the campaigns and increasing resources at OSU related to student mental wellbeing. This seems particularly important given that 65.79% of students selected “no” they did not receive an accommodation for their condition or disability.

Section 4: Financial barriers

Consistent with the prior surveys, the 2019 survey dedicated a section to students' financial wellbeing and ability to afford their enrollment at OSU and possible financial barriers. Questions asked about financial support provided by OSU, employment status, students' ability to afford and access adequate amounts of nutritious food, to make rent and utility payments, and use of supplementary resources (if applicable).

Affordability and resources. To begin, students were asked to indicate if they felt OSU provided them with enough financial resources to help support their success. 51% of students indicated that they did feel as if the university provided enough financial resources. This was quite a difference from the 2017 results where 63.3% of respondents reported feeling satisfied with the financial resources supplied by the university. The number one barrier that students selected as a consequence of not receiving enough financial resources was *financial pressure and stress which impacts my mental wellness and health*. This was closely followed by *I have to attend class or go to work when I'm sick because I cannot fall behind in classes or lose income and I am unable to take unpaid internships in my field because I need income from other employment*. When asked about their finances at the end of each month, 36% of students reported that they had *some money left over* and 36% of students had *just enough to make ends meet* (in 2017, this rate was 41%). In 2017, 17% of respondents selected that there was “not enough to make ends meet” and in 2019 this rate increased to 29%.

Employment. Though a little more than half of students felt that they received enough financial resources from OSU, 70.1% of students reported that they could not afford to attend

OSU if they were not working while enrolled. Again, this was an increase from the 2017 survey where 61% of students indicated that they had to work in order to afford their education. Table 3 provides a look at the response rates to this questions from numerous different demographic viewpoints. 46% of students have one job and 15.8% of students have two jobs. Of the group of students with jobs, a slightly higher amount of the students worked off-campus (37.2%) than on-campus (35.8%). When asked about the number of hours that they worked, it was nearly even between students who worked 17-20 hours (22.64%) and those who worked 40 or more hours each week (22.2%). For Ecampus students, 70.54% indicated that they work 40+ hours each week. As might be expected, the majority of students selected that their main reason for working while attending OSU is to *pay tuition, fees, and/or living experiences* (38.4%).

Table 3

Could you afford to attend OSU if you were not working while enrolled?

	Yes	No	Not sure
Student status			
Undergraduate	25.76%	61.77%	12.47%
Graduate	5.59%	86.59%	7.82%
Transfer	11%	81%	8%
International	24%	64%	13%
First-generation status			
First-generation	10%	81%	9%
Not first-generation	23%	65%	12%
Gender			
Female	17.7%	74.0%	8.4%
Male	20.1%	64.3%	15.6%
Regulatory Race/Ethnicity			
White	20.1%	70.3%	9.6%
Hispanic	15.5%	70.1%	14.4%
Non-resident	23.6%	63.6%	12.7%
Multiracial	20.0%	69.4%	10.6%
Asian	24.5%	63.3%	12.2%
Black/African American	10.8%	78.4%	10.8%
American Indian or Alaska Native	11.8%	64.7%	23.5%
Another identity*	9.1%	84.8%	6.1%

Supplementary resources. The final portion of questions in this section sought to understand which supplementary food programs students turned to and other situations that students experienced when they did not have enough money. First, 26% of the respondents

indicated that it was “sometimes true” that they had received free food or meals in the past 12 months because they did not have enough money. 45.2% of students shared that it was *often true* and *sometimes true* that they borrowed money from family and/or friends to help pay their bills. For a sense of scale, this is 413 students who indicated that in the past 12 months it was often and/or sometimes true that they had to borrow money in order to pay their bills. When asked about food assistance programs specifically, the mostly widely accessed resources included: the HSRC food pantry (14.8%), the Supplemental Nutrition Assistance Program (SNAP), and the Mealbox for OSU program (10.5%). Given the prioritization on eradicating student hunger set by OSU President Ed Ray (2019), this is a section that with the next survey iteration could provide important data and insight to support this effort.

Concluding Discussion

The 2019 Campus Inclusivity Survey is one illustration of OSU’s commitment to engaging students related to their experiences and learning more about the factors that shape their sense of belonging, ability to meet their academic goals, and access university resources for additional support. This public report is one of many efforts coordinated by the Student Affairs Assessment office to make the data and findings from the student survey available and useable to the OSU community – this includes students, staff and faculty, colleges and academic departments, among others. It is hoped that the data from the survey can be used collaboratively among campus stakeholders to modify and/or implement practices and advocate for policies that contribute to a more inclusive student experience. The survey is meant to exist beyond the bounds of this report and websites. As has been detailed in past reports, there are several efforts that happen with the close of each survey. This includes: an effort to present data to students and engage interested student communities and groups in dialogue around the findings; presentations to divisions, colleges, and departments on the overarching findings as well as data from specific questions; and, working to strategically align questions from this survey with the Faculty and Staff Climate Survey for a more comprehensive understanding of

the OSU climate for both students and faculty and staff. Finally, Student Affairs Assessment will use the findings from this survey to conduct a qualitative follow up, holding focus groups with students to learn from their insights and experiences about selected themes that emerged.

Individuals or campus units with additional questions or with a request for specific data or a presentation of the survey findings may contact Maureen Cochran, Director of Student Affairs Assessment, at Maureen.Cochran@oregonstate.edu

References

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