

# Executive Summary

## Quantitative Sequence: 2015 Pilot Survey



Student Affairs Research Evaluation & Planning  
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## Executive Summary

This descriptive executive summary provides an analysis and evaluation of results from the 2015 Pilot Campus Inclusivity Survey. Oregon State University (OSU) piloted and distributed the Campus Inclusivity Survey during spring term 2015. Students (undergraduate, graduate, international, transfer) as well as representatives from various academic departments, the Graduate School, and several Student Affairs departments collaborated to create the survey. The purpose of the survey was to gain perspective on student's experiences of belonging, connection, and feeling included at the OSU main campus. The survey was organized into six themes: communication, accessibility, support, financial, sexual assault, and representation. Themes were based on student focus group responses conducted with undergraduate, graduate, and international students during the 2014 fall term. OSU's Office of the Registrar pulled a random sample of 4,000 OSU students who were then invited to participate in the pilot Campus Inclusivity Survey through an email invitation sent to their OSU ONID email accounts.

## Findings

### Demographics

- Student Status: undergraduates (74.9%), graduate (25.1%), international (19.8%), and transfer students (20.1%).
- Gender: 50.5% self-identified as women and 46.5% self-identified as male.
- Race/Ethnicity: 65.3% self-identified as "White/Caucasian" and 34.7% self-identified as a student of color.
- Disability: 80.7% self-reported they do not experience a disability, 9.1% do experience a disability. 73.7% reported their disability is non-visible.
- Military/Veteran Status: 2.7% of students self-identified as a current or former member of the U.S. Armed Forces. 67.9% of students reported they are on active duty.

### Theme 1: Communication

#### ***Communication from OSU***

- Students responded that university policy updates and changes are communicated in a way that is clear (36.7%) and timely (49.9%), but do not find them to be communicated in a way that is easy to find (49.3%).
- 71.5% of students reported they do not have a voice in any university policy updates or changes.
- 77% of students reported they do not know where they can voice their opinion in regard to updates and changes to university policies.

#### ***Comfort with Communicating***

- Students reported they would feel more comfortable communicating about local, regional, national, and/or international issues with the following individuals or groups on campus if they knew there would not be any repercussions for their opinions:
  - Professor 58.1%, teaching assistant 43.7%, other students 40.7%, staff 45.8%, Associated Students of OSU (ASOSU) 31.6%, Coalition of Graduate Employees (CGE) 20.3%, International students of OSU (ISOSU) 28.8%, and Cultural Resource Centers 29.6%.

**Bias**

- 53.4% of students responded they had not experienced an act of bias or been impacted by an act of bias.
- 53.6% students responded “unsure” and 28.2% responded “yes” they feel the university responds in an effective way to acts of bias.

**Violence**

- 86.5% of students responded they had not experienced an act of violence/had been impacted by an act of violence.
- 51.9% of students responded “unsure” and 39.9% responded “yes” they do feel the university responds in an effective way to acts of violence.

**Theme 2: Access****Hesitation to ask for help**

- Overall, 66.6% of all students responded that they feel hesitant to ask their professor for help when they think they are busy.
- 43.7% of all students responded that they feel hesitant to ask their advisors for help when they think they are busy.

**Potential barriers to accessing professor**

- Overall, 64.2% of all students reported, “your professor intimidates you” as a potential barrier when accessing their professor for academic concerns or conflicts, followed by 59.8% who reported, “your professor makes you feel stupid.”

**Theme 3: Support****Academic Support**

- The top individuals that students selected as university relationships that have helped them succeed academically include: professors (83.1%), peers (78.2%), and advisors (77.8%).

**Personal Support**

- The top individuals that students selected as university relationships that have helped them succeed personally include: professors (57.3%), peers (75.8%), advisors (61.9%), and roommate/housemate (67%).

**Value**

- 78.9% of students indicated there is an individual, group, or space within OSU that makes them feel valued.
- The top individuals students feel most valued by are: peers (85.9%), advisors (71.6%), roommate/housemate (69.8%), and professors (69.1%).

**Theme 4: Financial****Financial assistance**

- 37.1% undergraduate, 53.8% graduate, 43.7% international, and 34% transfer students responded that they felt as if the university had provided enough financial resources to help them be successful as a student.
- 62.9% undergraduate, 46.2% graduate, 56.3% international, and 66% transfer students responded that they did not feel the university had provided enough financial resources to help support their success as a student.

**Theme 5: Sexual Assault****Awareness**

- Students reported they are aware of Counseling & Psychological Services (76.3%), Student Health Services (81.7%), and Sexual Assault Support Services (54.7%) as resources for sexual assault.
- Students reported they were not as aware of The Office for Equity & Inclusion (52.6%) and The Dean of Student Life (53%) as resources for sexual assault.
- Students responded that they were “comfortable” (50.1%) or “somewhat comfortable” (39.7%) with knowing how to respond if a friend came to them and disclosed that they had experienced sexual assault.
- 48.5% of students responded they are aware that OSU has a written definition of consent as it relates to sexual misconduct; whereas 51.5% of students responded they were not aware that OSU has a written definition of consent as it relates to sexual misconduct.

**Theme 6: Representative****Shared Identity**

- 90% of students responded that they feel like there are people at OSU, like them, who share their identities.

Table 1

*Students who Feel or Do Not Feel there are others at OSU who Share their Identities*

<b>Demographics</b>	<b>Yes</b>	<b>No</b>
Male	89.2%	10.5%
Female	90.6%	9.3%
Undergraduate	90.3%	9.7%
Graduate	88.8%	11.2%
International (UG & GR)	82.2%	17.8%
Transfer (UG & TR)	85.2%	14.8%
White/Caucasian	94.8%	5.2%
Students of Color	81.3%	18.7%
<b>Student Status &amp; Race/Ethnicity</b>	<b>Yes</b>	<b>No</b>
UG & White/Caucasian	94.2%	5.8%
UG & Students of Color	82.4%	17.6%
GR & White/Caucasian	96.7%	3.3%
GR & Students of Color	78.9%	21.1%

**Visible identity**

- 44.6% of students responded it matters if they saw people who shared their identities at OSU, whereas 55.4% responded it did not matter.

Table 2

*Demographics of Students Who Believe it Matters or Does Not Matter if they see People at OSU who share their identities*

<b>Demographics</b>	<b>Yes</b>	<b>No</b>
Male	35.4%	64.6%
Female	52.2%	48.8%
Undergraduate	44.9%	55.1%
Graduate	43.6%	56.4%
International (UG & GR)	46.7%	53.3%
Transfer (UG & TR)	41.9%	58.1%
White/Caucasian	43.3%	56.7%
Students of Color	47.3%	52.7%
<b>Student Status &amp; Race/Ethnicity</b>	<b>Yes</b>	<b>No</b>
UG & White/Caucasian	44.4%	46.8%
UG & Students of Color	55.6%	53.2%
GR & White/Caucasian	39.4%	60.6%
GR & Students of Color	47.9%	52.1%

### **Limitations**

The final number of those who responded to the survey was 1,126 and yielded a response rate of 29%. Undergraduate students as well as White/Caucasian undergraduates and traditionally aged college students (<25 years old) were overrepresented in the respondent sample. Therefore, data is broadly generalizable to OSU students. However, when considering specific populations of students these results most directly reflect the experiences of undergraduate and traditionally aged college students due to their overrepresentation in the respondent sample.