Report

Quantitative Sequence: 2017 Survey

Student Affairs Research, Evaluation, and Planning

Oregon State University

2017 Student Campus Inclusivity Survey

Introduction

Developed in 2014 and launched in 2015, Oregon State University's (OSU) Campus Inclusivity Survey initiative is one aspect of OSU's efforts to better understand students' experience of the OSU campus climate and its impact on their academic and personal success. The survey featured questions related to student's experiences of feeling included, connection, 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. When created in 2014, the intention was that the survey would be an iterative and agile tool that can build upon itself and respond to new 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 2017 Campus Inclusivity Survey. The 2017 survey is OSU's second iteration and built upon the results and knowledge garnered through the process of the 2015 pilot survey. The results from the 2015 pilot survey are available for review at the Student Affairs Research, Evaluation, and Planning (SAREP) 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, and Student Affairs. The 2017 survey's primary research question is: does inclusivity contribute to academic success for OSU students? If so, how? 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.

The survey was largely organized into eight sections: Testing the definition of inclusivity and its resonance with students' academic success and experiences at OSU (the exact definition provided to students is provided in the Section 1 discussion of the findings within this theme), comfort communicating with campus resources and possible solutions for improvement, barriers and accessibility on campus and with resources, conflicts with faculty and comfort (both academic and personal), intimidation, financial barriers, feeling valued, cared for, and excited about learning, and finally, participant demographics. 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 2017 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 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 22% response rate, which includes students who indicated "yes" or "no" to consent to the inquiry and those who actively opted out of the survey.

Findings

Demographics

Table 1 displays the overall demographics of students who responded to the survey. For the purpose of this report, the international and transfer student subpopulations are included in the undergraduate and graduate data and are not broken down separately. Please note in the gender and race/ethnicity reporting, students were asked to first indicate their sex as assigned at birth and broad racial/ethnic group membership and later provided with the option to select as many variables with which they identified related to their gender and ethnic identities. Both areas of questioning included

numerous variables from which students could select; the options from which students could choose

used a model developed by OSU's department of Diversity and Cultural Engagement and were not

presented in a binary format as the reporting in Table 1 may indicate. Per the 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 in some instances, these groups

should by no means be regarded as homogeneous.

Table 1

Select demographics of students who responded to the Campus Inclusivity Survey
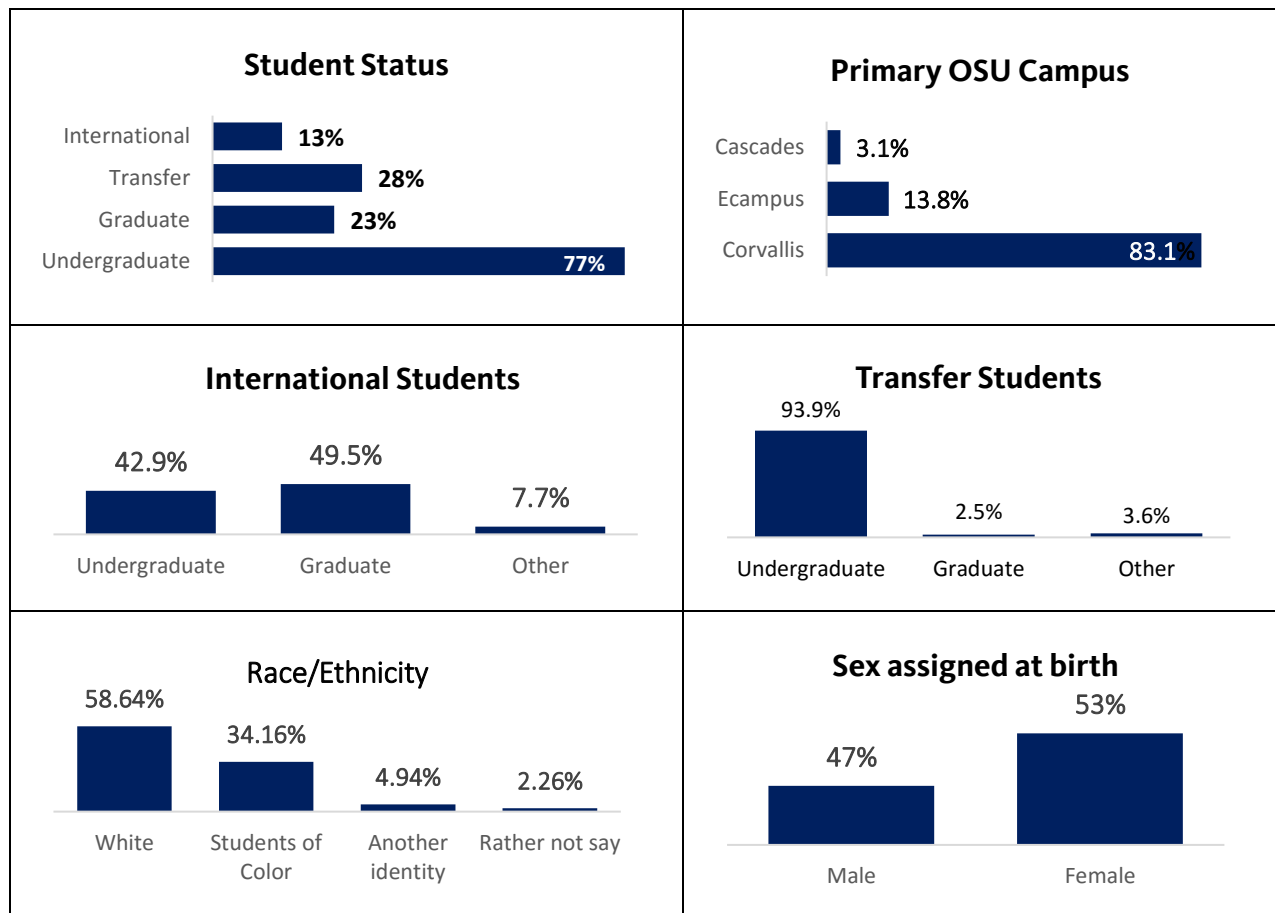
Section 1: Definition(s) of inclusivity

The first portion of the survey included questions designed to gauge students' attitude towards the relationship between inclusivity and their academic success and their experience of OSU as an inclusive campus. As a result of the 2015 Campus Inclusivity Survey and student input, the operational definition of "inclusivity or inclusive" refers to *a community where everyone feels welcomed, feels a sense of belonging, feels accepted, and where everyone is treated equitably*.

Inclusivity and academic success. When asked about the relationship between an inclusive campus community and academic success, the same number of students – 38.5% for each respective option – responded that it is either "essential" or "important, but not essential". (12% selected *I'm neutral*; 6.8% indicated that *it is not important to my academic success, but it may matter to some*; and, 4.2% selected *it is not important to my academic success at* all) Table 2 provides an overview of student responses to the question when broken down by several different demographic categories included in the survey. As the table reflects the consensus across student type and identity is that if not essential, an inclusive campus environment is important to academic success. It is important to note that for students of color, women, first-generation students, as well as international students consistently rank inclusivity as essential to their academic success at higher rates than their peers.

Table 2

Given this definition, how much does/does not an inclusive campus community matter to your academic success?

	It is essential to my academic success	It is important but not essential to my academic success	I'm neutral	It is not important to my academic success, but it may matter to some	It is not important to my academic success at all
Student status					
Undergraduate	34.3%	38.2%	13.5%	8.9%	5.1%
Graduate	54.6%	34.9%	7.9%	1.3%	1.3%
Transfer	28.7%	45.1%	13.8%	7.2%	5.1%
International	58.7%	30.4%	10.9%	0.0%	0.0%
First-generation status					
First-generation	44.2%	38.7%	9.9%	4.4%	2.8%
Not-first generation	36.6%	39.5%	12.1%	6.9%	4.9%
Sex assigned at birth					
Female	46.9%	38.0%	9.7%	4.3%	1.2%
Male	31.1%	40.8%	12.7%	7.9%	7.5%
Broad race/ethnicity					
White	34.4%	45.3%	8.8%	7%	4.6%
Asian	51.8%	30.4%	12.5%	0%	5.4%
Asian American	64.7%	23.5%	11.8%	0%	0.0%
Bi/Multiracial	35.3%	35.3%	11.8%	11.80%	5.9%
Black/African American, African	66.7%	33.3%	0.0%	0%	0.0%
European	43.5%	34.8%	17.4%	4.30%	0.0%
Latino/Latina/Latinx/Hispanic	39.3%	35.7%	17.9%	7.10%	0.0%
Another identity*	61.5%	23.1%	7.7%	0.00%	7.7%

*The "another identity" reflects the combined responses of race/ethnicity categories which had less than 10 students respond and, again, per the university's practice cannot be reported out as individual categories. Included in this is American Indian/Native American/Alaskan Native, Caribbean, Middle Eastern, and Pacific Islander.

When asked to summarize in a single sentence why an inclusive campus environment does or does not matter to their academic success, the following themes emerged from students' responses. Of the students who indicated that yes, an inclusive campus environment is either essential or important to their academic success, the primary rationale provided was that *an inclusive campus frees students to focus on their academic goals and efforts*. Students' largely indicated that when they feel that they

belong at OSU they have a stronger sense of self-worth and are more motivated to work hard in classes and will feel more confident to seek resources if they need support. Related to the notion of belonging, students related a sense of belonging with a feeling of stability or safety. For example, some students wrote that they were better able to focus their studies because they did not feel that they had to "defend" their identities and/or experiences. Other responses indicated that an inclusive campus is something that OSU is morally obligated to create and directly connected with its institutional mission and/or that learning to live and work within an inclusive community is something that will benefit students later in their professional lives.

A theme that ran through the responses from students who did *not* feel that an inclusive campus is important to their academic success was grounded in an understanding that an individual's academic success or aptitude is separate from their environment. Some students felt that how they felt *personally* did not and should not affect their ability to succeed in their coursework. Other students differentiated between the two, noting that while an inclusive campus may contribute to students' personal and social satisfaction, it is not related to a student's academic ability.

Students were provided a bank of words or descriptions that had been provided by students in the 2015 survey to describe an inclusive campus and asked the extent to which they felt these words reflected the OSU community. (Please see the appendix included on page 20 for the full list of words provided to students in the survey.) The words first generated in 2015 were the result of students thinking about inclusivity in the abstract, in that these words were not explicitly connected to the OSU campus or the students' experience at OSU. The 2017 survey sought to take these words describing inclusivity in an idyllic sense and understand students' resonance with these words and their OSU experience by asking: *how strongly/not strongly do you feel that these words describing an inclusive campus reflect the OSU community?* 75.8% of students either *strongly agreed* or *agreed* that these words shared in 2015 reflect their experience of the OSU community.

Moving beyond the qualities or characteristics of an environment to the people who comprise that same environment, students were then asked if there were students at OSU who shared their identities (of those they disclosed in the survey), 91% students responded affirmatively. Although this response indicates that the majority of students see peers who share an identity, background, or experience, 46% of students indicated that it mattered to them to see others with shared identities.

When asked to explain their response to this question, students shared that there is a sense of comfort provided by seeing and engaging with others who share their identities. Other students complicated this a little, resonating that there is a sense of security provided by seeing others with similar identities and/or life experiences and adding that diversity and difference make for a more complex learning environment. To this point, students offered that being surrounded by peers of different backgrounds and experiences adds diversity to their classroom experiences and broadens their perspectives.

University relationships and academic success. When it comes to understanding which relationships students rely upon for academic and personal success, students expressed differentiating perspectives on the role of campus resources when it comes to their academic and personal success. For example, Table 3 illustrates, students view professors as the primary relationship connected to their academic success, closely followed by their peers. Similarly, students place their peers at the heart of their personal success, followed by roommates or those with whom they live. These findings resonate with the findings explored more in depth in Section 4, where the majority of students expressed comfort approaching professors related to academic conflicts, but not private conflicts they may be encountering in their personal lives.

Table 3

What university relationships have/have not helped you succeed academically? Personally?

Academically			
	Helped you succeed academically	Rather not say	Not applicable
Professor(s)	**86.7%**	5.7%	7.6%
Advisor(s)	74%	11%	14.9%
Peers	76.3%	6.4%	17.3%
Roommates/Housemate(s)	51.2%	11%	37.8%
On-campus work environment	34.3%	11.2%	54.5%
Personally			
Professor(s)	52.5%	11.1%	36.3%
Advisor(s)	51.7%	12.6%	35.7%
Peers	**67.9%**	7%	25.1%
Roommates/Housemate(s)	58.7%	8.8%	32.5%
On-campus work environment	25.9%	7.8%	66.3%

Student responses also largely indicated that student services were sources of support as well. For example, students indicated that Counseling and Psychological Services (CAPS) helped them succeed both academically and personally (17.1% and 16.6% respectively).

Section 2: Barriers and accessibility

The questions within this portion of the survey sought to understand students' experience accessing resources and aspects of their campuses and barriers that may arise. As will be demonstrated in the discussion that follows, accessibility was considered both from a physical and environmental perspective as well as students' ability to gain access to resources electronically.

On-campus barriers. Overall, the majority of students (approximately 71%) indicated that they have not experienced on-campus barriers (for example, a building without elevator access) that prevented them from being able to access classes or campus resources. Similar to the resources with the highest level of reported accessibility in 2015, students regard the Valley Library (76%) and the various facilities within the Department of Recreational Sports (55%) as "very accessible". Students found the following select resources, overall, to be either "very accessible" or "somewhat accessible":

- Financial Aid and Scholarships (69%)

- Counseling and Psychological Services (CAPS; 50%)

- Student Health Services (SHS; 67%)

- The Graduate Student Success Center (GSSC; 46%)

- The Registrar's Office (60%)

- Learning Commons (56%)

- Enrollment Services (89%)

- Academic department (60%)

Conversely, students indicated a low level of awareness of the Ombuds Office (28%), the EOP/SSS/CAMP programs (25%), and Spiritual Resources (24.7%) as on-campus resources. In this instance, students' lack of knowledge about a resource on campus seemingly creates a barrier in and of itself. Of the students who indicated that they experienced challenges with accessing a campus resource (of those who selected that a resource was either "somewhat accessible" or "not at all accessible"), the most significant on-campus barriers selected were accessing resources within the 8AM-5PM timeframe that most offices operate within (38%) followed by "comfort in pursuing campus resources" (27%).

Electronic barriers. Compared to on-campus barriers, when asked about online barriers, more students (approximately 14%) indicated they had encountered web or electronic barriers that prevented them from accessing their coursework or OSU resources. As may be expected, the largest portion (approximately 24%) of students who indicated that they had experienced online barriers selected OSU's Ecampus as their primary campus. Of those who have experienced online or web-based barriers, the most significant barrier that students indicated facing is related to difficulty submitting their coursework through Canvas. This was followed by difficulty finding resources on the oregonstate.edu web page. Additional open-responses indicated that many students experience inconsistent access to the University's WiFi noting that there may be a strong signal in some buildings

but not in others and have run into issues with system outages that prevent them, in some instances, from accessing course materials or submitting their work.

Section 3: Communication

In the communications portion of the survey, questions focused on students' level of comfort communicating about academic concerns with various individuals and resources on their campuses. Depending on the level of comfort indicated, students were asked to provide examples of what this looked like in their experience. Lastly, students were asked to indicate what changes or opportunities would make them feel more comfortable communicating with those same individuals and resources regarding an academic concern. The list of possible items was created using the student responses to the same question in the 2015 survey. The following discussion provides an overview of select findings from this portion of the survey.

Communicating with university groups. Overall, students reported feeling most comfortable communicating with their advisors (57%) and other students (54%) about academic concerns, selecting the "very comfortable" option. Students indicated a higher level of comfort (selecting either "very comfortable" or "somewhat comfortable") communicating with professors (91%) than a Teaching Assistant (TA; 83%). Students' responses also suggest that they feel either "very" or "somewhat" comfortable *communicating with campus staff regarding their academic concerns* (79%).

Students were then provided with a list of items or actions from which they could select what might help them feel more comfortable communicating about academic concerns with their professors, TAs, academic advisors, and other campus figures. The options, first created by students in 2015, included *smaller class sizes*, *feeling cared for*, *feeling you won't be judged*, *knowing you are fully accepted as you are*, and *knowing there would not be repercussions for your opinions*. With each of the campus resources indicated above (advisors 25%, other students 23%, professors 32%, TAs 25%, staff 21%),

students responded that they would feel even more comfortable communicating with them if they *knew that they would not be judged*.

Students were prompted to provide examples to illustrate why or why not they may feel comfortable communicating with campus figures or resources regarding academic conflicts. When students had positive experiences in communicating with campus resources regarding academic concerns, they largely centered around feeling comfortable to ask questions and being provided timely feedback or guidance that helped students answer their question. One student wrote, "...I've never had an issue reaching out to my Professor, TA or Advisor. All of them are very friendly and helpful in leading you to the answer you need". In some instances, campus appeared to influence students' level of comfort to approach certain resources. For example, Ecampus students wrote of their uncertainty of who they are able to contact as well as not feeling that they know their peers/classmates well enough to reach out to them for assistance. Additionally, regardless of the group or campus resources, students expressed a level of hesitation to seek out campus resources if they did not know what the group does on campus (for example, not knowing the purpose of ASOSU) or do not have an existing relationship with someone that they can go to specifically. In some cases, students provided examples of efforts they made to reach out that felt unsuccessful or did not result in action and have since deterred them from seeking additional help. For example, some students described how first interactions with their academic advisors or professors who seemed too busy or uninterested in helping them prevented the students from reaching out for support after that point.

Asking for help. Given the importance that students place on the role of professors in relationship to their academic success, the survey asked questions to better understand what prevents students from accessing their instructors. 48% of students reported that they feel comfortable approaching a professor for help even if the professor appears busy. The number becomes a little higher – 56% – of students who feel comfortable to ask for support of an academic advisor, though

they may appear busy. Related to this inquiry, Table 4 elucidates the barriers students have faced

(based on options generated by students in 2015) related to acquiring support from professors broken

out by undergraduate, graduate, and transfer student status. Because less than 10 international

students responded to this question, the responses could not be included. The top three barriers within

each student status category are in bold print.

Table 4

*For each of the following, please indicate if you experienced the potential barrier when accessing you
professor for academic conflicts.*

Potential Barriers	Undergraduate	Graduate	Transfer
Your professor is unwilling to help	**46.9%**	26.7%	57.1%
Your professor does not care about you	42.9%	40.0%	52.4%
Your professor is not available for office hours	45.8%	26.7%	55%
Your professor makes you feel stupid	**55.1%**	**73.3%**	57.1%
Your professor is not psychologically present and available	31.3%	40.0%	45%
Your professor intimidates you	**63.6%**	**66.7%**	**66.7%**
Your professor harasses you	20.8%	26.7%	20%
Your professor does not understand your challenges	47.9%	**66.7%**	**60%**
Your professor is untrustworthy or unreliable	27.1%	33.3%	30%
You are unable to access your professor because of physical barriers	10.4%	6.7%	10%
Your professor does not seem interested in your academic success	45.8%	40.0%	**65%**
You were not aware you could talk to your professor about your academic success	23.4%	6.7%	10%

Section 4: Academic and personal conflicts with faculty

Closely connected the questions around communicating with various campus resources, this

portion of questions focused entirely upon students' level of comfort communicating with their

professors about academic and personal conflicts. Using insights provided by students in 2015,

students were able to select specific barriers that they may have encountered when trying to connect

with professors with conflicts as well as offer solutions as to what might help them feel more

comfortable to approach their instructors. Open-ended questions gave students an opportunity to

explain positive interactions they had with professors after communicating conflicts as well as aspects that give them pause.

The majority of students - 80.8% - indicated comfort with approaching a faculty member with an *academic* concern, selecting either "very comfortable" or "comfortable". It became evident through the open-ended responses that many students feel comfortable to approach their instructors regarding their academic conflicts when it is connected to the class material because they regard that as a function of professors' job responsibilities. Students offered examples of academic conflicts about which they consulted their professors and these included, clarifying or notifying them of Canvas issues, feedback on an essay and/or test, requesting extensions on a deadline, and asking questions about the course material. Some students also noted that it is not uncommon to have academic conflicts and professors' play an important role in normalizing that academic conflicts happen as well as helping students navigate them when they do arise. For those who did not feel comfortable, the rationale was largely that students felt that they may be "bothering" the instructor and others were concerned that if they appeared to be complaining about the course it might negatively impact their grade. Of the students who responded to the question related to potential barriers they experienced when approaching a professor with an academic concern, the top three barriers that students selected were the following options: *your professor made you feel stupid*, *your professor does not understand your challenges*, and *your professor intimidates you*.

Table 5

In general, please rate your level of comfort when talking with professors about academic and personal conflicts.

	Very comfortable	Comfortable	Not comfortable	Rather not say	No basis for opinion
Academic conflicts					
Undergraduate	31.50%	**49.40%**	13.60%	1%	4.60%
Graduate	30.20%	**48.40%**	11.90%	2.40%	7.10%
Transfer	**42.90%**	36.80%	13.50%	1.20%	5.50%
International	27.50%	**55%**	7.50%	1.30%	8.80%
Personal conflicts					
Undergraduate	11.30%	25.10%	**41.20%**	2.60%	19.90%
Graduate	14.30%	**35.70%**	33.30%	3.20%	13.50%
Transfer	19%	21.50%	**32.50%**	3.10%	23.90%
International	15%	13.30%	**30%**	7.50%	16.30%

Related to personal conflicts, 39% students indicated that they are *not comfortable* discussing them with professors. When asked to explain their discomfort or provide an example, the rationale followed a similar line of thinking as to why they felt comfortable to approach professors related to academic conflicts in that students focused on the professorial role and responsibilities. Students largely felt that it was not within professors' positional responsibilities to listen and respond to students' personal conflicts. Some indicated that even though some instructors may seem approachable, a students' personal life needed to remain separate from the classroom and that there are resources on campus for students elsewhere (for example, CAPS was frequently cited). For those who did express comfort, it was clear that this was dependent on the individual instructor, how long the student knew them, and the medium of communication (for example, some students indicated that they would be more likely to communicate by email than in person). Students also felt that it is better to communicate personal conflicts if they might impact their academic performance or necessitate an accommodation.

Students were provided with a list of 15 different interventions or actions that professors might take to help students feel more comfortable to discuss conflicts, both those personal and academic, and asked to choose all those that might help in their opinion. The items that received the

highest responses include, professors who: are *empathetic and understanding*, *share their personal/professional experiences*, and *create a mutually respectful classroom environment*.

It is important to note that a standard definition or understanding of the term "conflict" was not provided for students to consider as they answered the questions. Each student will have regarded the notion of conflict differently when answering these questions, particularly in an academic setting, and this is an area that will be explored further through focus groups with students during the 2018 winter term.

Section 5: Intimidation

Certainly related to the prior theme discussed, a portion of the survey focused on students' experiences personally experiencing or witnessing intimidation in classrooms. As with conflict, students were not provided a singular definition of intimidation or how it might take shape in the classroom. That said, students were provided a list from which to select possible types of intimidation generated by students in 2015. Students also selected actions that professors can incorporate into their classrooms to mitigate experiences of intimidation.

Overall, 19% of students reported either personally experiencing or witnessing intimidation in a classroom setting. For the students who indicated that they had experienced or witnessed intimidation, the survey prompted them to a follow up question which included a list of possible ways by which intimidation may have been experienced. As with other parts of the survey, the list of examples included was a product of the student contributions from the focus groups in the winter of 2015. The examples of intimidation with the highest selection rates included: *when making a comment or asking a question your professor belittled you* (7.2%); *your professor was rude to you or another student* (5.9%); *your professor assumed you knew the material* (5.6%); and, *your professor appeared to not want to answer your or your classmate's question in class* (4.7%). For the 19% of students who experienced or witnessed intimidation and chose to elaborate on how this appeared in the classroom, the majority of

responses were focused less on intimidating practices and more on the ways that they, as students, had

modified their classroom behaviors because of their fear of being discriminated against. Students also

focused heavily on the fear of saying the "wrong thing" and the isolation or reactions they might

receive in response to their contributions.

Conversely, when provided with tangible actions that might help mitigate possible intimidation

in classrooms, the following three items received the highest selection rates: *your professor is*

empathetic and understanding; *your professor creates a mutually respectful classroom environment*; and,

your professor is willing to accommodate to your needs/life situations and/or that of other students. Finally,

even though it is not directly tied to the questions related to intimidation, the final grouping of survey

questions related to practices and members of the OSU community who helped students feel valued

and cared for at OSU. Within this section, students provided examples of actions and elements of their

classroom experience that made those environments feel inclusive. These findings have been included

in the following section because it includes recommendations from students of tangible practices that

have a significant impact on students' feelings of being welcomed in courses and excited to learn from

their professor and peers.

The inclusive classroom. To begin, students offered three words to describe inclusive

classrooms. Several large clusters of ideas emerged. Through their selected words, students conveyed

that inclusive learning environments embody or exhibit the following:

- Diverse – Words included: multicultural, diverse, diversity, centers voices of marginalized

  communities, non-gendered

- Cultures of respect – Words included: acceptance, accepting, dialogue, encouraging, friendly,

  non-judgmental, mutual respect, open, open-minded, respectful, tolerant, fair, empathetic,

  patient

- Participatory – Words include: active, attentive, collaborative, engaging participation, interactive, sharing, communicative, fun, activities

Based on the key words that students provided to describe an inclusive classroom, 91% indicated that they had experienced at least one course at OSU that met their definition. And when prompted to provide examples of what aspects of these classroom experiences made them inclusive, students indicated relatively simple actions had maximal impact. For example, professors who made an effort to remember students' names, who tried to equalize student contributions in discussion, who offered multiple ways to learn the course material, and invited students to contribute their experiences and opinions were all aspects of an inclusive classroom experience. A number of students also mentioned that when an instructor was visibly excited by the course material and appeared to enjoy the work of leading the class, it made students feel more excited to learn and contribute. Again, an idea that may seem simple, but had a significant impact on students. This is underscored by the fact that 96% of students responded affirmatively that they have had a least one professor who made them feel excited or engaged about learning. These findings related to inclusive learning environments will be incorporated into faculty trainings on ongoing-development opportunities.

Feeling cared for as a person and excited to learn. Certainly related to an inclusive learning environment and the key words provided by students, 76% of students felt that they have had *at least* one professor at OSU who cared for them as a person. Care, according to students, took numerous different forms. For example, when professors knew students' names, made an effort to check in and see how they are doing, incorporated inclusion statements on their syllabi and made an effort to accommodate unusual life circumstances, and made an effort to actively listen to students are all ways that instructors made students feel cared for. Though it may not be directly tied to a professor or classroom experience, 56% of students felt that they have had a mentor (this could be a faculty,

academic advisor, and/or administrative leader) at OSU who encouraged them to pursue their goals

and dreams.

Section 6: Financial barriers

The portion of the survey pertaining to student finances explored students' ability to afford

their education at OSU and possible financial barriers. Questions asked about financial support

provided by OSU, employment, students' ability to afford and access adequate amounts of nutritious

food, to make rent and utility payments, use of supplementary food assistance programs, and the costs

associated with caring for dependents.

Affordability and employment. Overall, a high percentage of students (63.3%) feel as if OSU

has provided enough financial resources to help them succeed as students. When examined by student

status, graduate students (75.2%) were more satisfied with the level of financial support they received

from the university than undergraduates (58.3%). Conversely, for those who indicated that OSU did

not provide enough financial resources, the most common barriers students faced included: *financial*

pressure and stress impact mental wellness and health; they *attended class or work while sick to avoid falling*

behind or losing income; they are *unable to afford the textbooks and/or equipment required in all of their*

courses; and/or they are *not able to take unpaid internships related to their academic discipline because*

they need to earn an income. When asked about their finances at the end of each month, after

accounting for their school and living expenses, 41% of students reported that they had "just enough

to make ends meet" and 17% indicated that there was "not enough".

In spite of the relatively positive regard for the financial resources provided by OSU,

approximately 61% of students reported that they would not be able to afford their education at OSU

without working. Of those who indicated that they worked while concurrently enrolled, 45% of

students had one job and approximately 15% had two or more different jobs. Students indicated

"pay[ing] tuition, fees, or living expenses" as the primary reason for working while enrolled at OSU. A smaller portion of students (19.1%) work to "earn spending money" and others (17.1%) primarily work to "gain job experience". When asked to estimate how many hours they work each week, 61% of undergraduate and 54% of graduate students worked up to 20 hours.

Concluding Discussion

Next Steps

The 2017 Campus Inclusivity Survey is a reflection of OSU's continued engagement with students' experiences of inclusivity on campuses and the influence this has upon their academic success and personal wellbeing. This report is only one piece of the effort to share the results and key findings from the survey with the OSU community. The following list offers examples of ways that data from the survey are currently (or will be) used in partnership with campus stakeholders to modify or implement campus policies and practices that contribute to a more inclusive student experience.

Sharing results with students. As in 2015, SAREP and the committee members will work in partnership with ASOSU and other student groups to engage in dialogue around the survey findings.

Campus Presentations. Members of the Campus Inclusivity Survey committee have begun to share findings from the survey to academic departments, campus workgroups, the Division of Student Affairs, and other campus partners. The findings presented to each of these groups have been tailored to the mission and focus of each to be of the most value to their work with students. In addition to presentations, SAREP has worked with interested campus stakeholders to provide data sets specific to their departments based on specific questions asked in the survey.

Dialogue with the Faculty & Staff Climate Survey. The Faculty & Staff Climate Survey focuses upon different aspects of the campus environment than the student survey because it is intended to gather data that help OSU better understand the experience of faculty and staff on OSU's campuses. That said, the findings from both surveys provide a comprehensive portrait of the OSU experience and can

be used in concert in the continued efforts of creating a more inclusive environment for all campus members.

Qualitative Follow Up. Building upon the broad themes and findings from the survey responses and in consultation with the survey committee, SAREP and campus stakeholders will conduct focus groups with students. These focus groups will engage students based on their primary campus (including Ecampus students) and/or shared identities and experiences.

In these groups, students will have an opportunity to provide their experiences and insight in targeted areas first introduced in the 2017 survey. In some instances, the questions will build upon questions first introduced in the survey while other questions have been developed based on the survey data and findings.

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

Appendix

Q16 The following words were submitted by students who took the 2015 Campus Inclusivity Survey. Students were asked to describe what an inclusive campus, in general, looked like to them using 3 words. Please note that duplicate words have been removed.

Not-ignoring students, Community, Diversity, Participation, Acceptance, Unity, Friends, Friendly, Approachable, Nonjudgmental, Helpfulness, Open, Accepting, Welcoming, Assisting, Unbiased, Diverse, Fairness-to-all-races, Gender, Religion, Political-views, Equal-accessibility, Resources-between-student groups, Integration-of –international-students, Representative, Tolerant, Respectful, Supportive, Equal, Individuals, Collaborative, Togetherness, Safety, Looking-out-for-each-other, Amicable, Resources, Respect, Safe, Available, Fun, Multicultural, Mixed ethnicity, Positive, Productive, Equal-opportunity, Multicultural, Positive, Club, Team, Friendship, Culture, Accountable, Accessibility, Communication, Multinational, Open-minded, Together, United, No-stereotypes, Informed, Open-mindedness, Friendliness, Understanding, Helpful, Active, Reliable, Engagement, Collaboration, Kindness, Equality, Righteousness, Fair, Generosity, Mindfulness, Love, Knowing-more-people, Convenient, Harmonious, Coed events, Freedom, Beautiful, Lack-of-racism, Lack-of-discrimination, Equitable-access, Well-connected, Interactive, Networks, Momentum, Sharing, Free, Vibrant, Social, Helpful, Smart, Nondiscriminatory, Peaceful, Powerful, Present, Passionate, Involved, Teamwork, Bonding, Opportunity.

Q17 How strongly/not strongly do you feel that these words describing an inclusive campus reflect the OSU community?

- ❍ Strongly agree (1)
- ❍ Agree (2)
- ❍ Neutral (38)
- ❍ Disagree (39)
- ❍ Disagree strongly (40)