Executive Summary

Quantitative Sequence: 2017 Survey

Student Affairs Research, Evaluation, and Planning
Winter 2018

Oregon State University

2017 Student Campus Inclusivity Survey: Executive Summary

The executive summary that follows provides an overview of selected, key findings 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. A more in-depth exploration of the 2017 survey findings (as well as those from the 2015 pilot survey) is available for review at the Student Affairs Research, Evaluation, and Planning (SAREP) 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 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.

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). 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

Selected Demographics

- Student Status: undergraduates — 73%, graduates – 21.5%, international – 12.9%, and transfer students – 27.9%
- Primary OSU campus: Corvallis/main campus – 83.1%, Ecampus –13.8%, and Cascades/Bend campus – 3.1%
- Gender: 47% of students self-identify as male and 53% self-identify as women.
- Race/Ethnicity: 58.6% of students self-identified as "White" and 39.1% self-identified as a student of color. 2.3% of students declined to share their race/ethnicity.
- First-generation status: 37.2% self-identified as first-generation students – the first in their family to attend college in the U.S.
- Disability: 78.6% self-identified they did not experience a disability and 9.9% do experience a disability. 67.8% reported their disability is non-visible.
- Military/Veteran status: 4.2% of students indicated they are a current or former member of the U.S. Armed Forces, including active duty, reserves, and/or National Guard. 4.5% of international students indicated they are a current or former member of their country's armed forces or military.

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 2017 report.

Section 1: Inclusivity and the campus community
- 38.5% responded that an inclusive campus community is "essential" to their academic success. 38.5% indicated that it is "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".
- 91% students responded affirmatively that there are students at OSU who share their identities.
- Yet, 46% of students indicated that it mattered to them to see others with shared identities.

Section 2: Barriers and accessibility
Campus barriers and resources
- Approximately 71% of students 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.
- 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%).
- Of the 24% of students who experienced online or web-based barriers, the most significant barrier that students indicated facing was difficulty submitting their coursework through Canvas.

Section 3: Communicating with university groups
Seeking academic support
- Students reported feeling "very comfortable" to communicate with their advisors (57%) and other students (54%) about academic concerns.
- 48% of students reported that they feel comfortable approaching a professor for help even if the professor appears busy. 56% of students indicated feeling comfortable to ask for support from an academic advisor, though they may appear busy.
University relationships and success
- The top relationships that students selected as helpful to their <u>academic</u> success include: professors (86.7%), advisors (74%), peers (76.3%), and roommates/housemates (51.2%).
- The top relationships that students selected as helpful to their <u>personal</u> success include: peers (67.9%), roommates/housemates (58.7%), professors (52.2%), and advisors (51.7%).

Section 4: Communicating academic and personal conflicts with faculty
- 80.8% of students indicated comfort with approaching a faculty member with an *academic* concern, selecting either "very comfortable" or "comfortable".
- The top three barriers that students selected as barriers to accessing their professors regarding academic conflicts included: *your professor made you feel stupid*, *your professor does not understand your challenges*, and *your professor intimidates you*.
- When related to *personal* conflicts, 39% students indicated that they are *not comfortable* discussing them with professors.

Section 5: Intimidation

- 19% of students reported either personally experiencing or witnessing intimidation in a classroom setting.
- 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*.

The inclusive classroom
- Students were asked to provide three words to describe inclusive classrooms. Through their selected words, students conveyed that inclusive learning environments embody or exhibit the following: diversity, cultures of respect, and are participatory.
- 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.

Feeling excited to learn and valued
- 96% of students responded affirmatively that they have had a least one professor who made them feel excited or engaged about learning.
- 76% of students felt that they have had *at least* one professor at OSU who cared for them as a person.
- 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

- 63.3% of students feel as if OSU has provided enough financial resources to help them succeed as students.
- 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.

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.