Report

Quantitative Sequence: 2015 Pilot Survey

Your Voice Matters

Campus Inclusivity Survey 2015

Student Affairs Research Evaluation & Planning
January 8, 2016

Oregon State
UNIVERSITY

Report

Introduction

This descriptive report provides an analysis and evaluation of results from the 2015 Pilot Campus Inclusivity Survey. Oregon State University 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, Access, 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. The Oregon State University Registrar's Office 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 Oregon State ONID email accounts.

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.
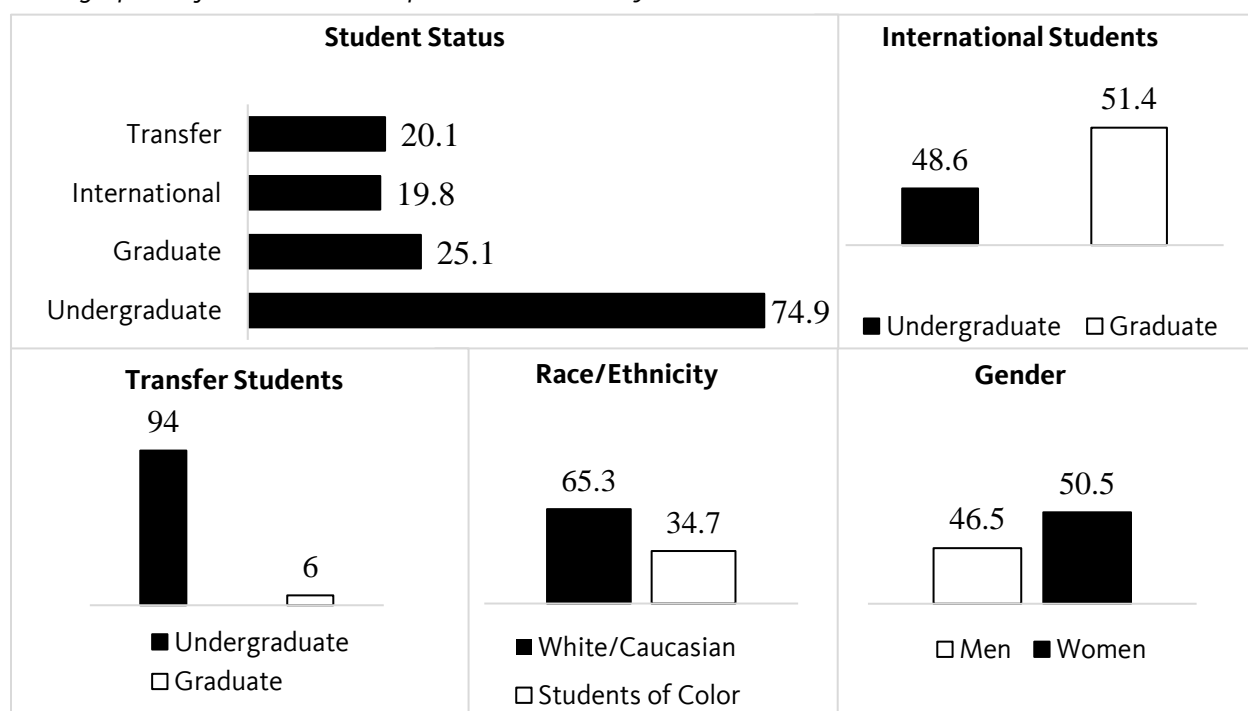
Findings

Demographics

Respondents to the survey varied by subpopulation. Overall, data throughout this report is

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

broken down between undergraduate (UG) and graduate (GR) students. In addition, the report examines students who identified as an international (Int'l) or transfer (TR) student. Within this report, both undergraduate (UG) and graduate (GR) students are included within the international and transfer subpopulations and are not broken down separately. Table 1 displays overall demographics of students who responded to the survey. Please note that for Gender and Race/Ethnicity, the survey asked students to indicate their current gender identity and broad racial/ethnic group membership and were allowed to select as many variables with which they identified. Both questions included multiple variables and were not binary as displayed below. Due to the number of respondents in groups other than male and female (<10), demographic data beyond what is displayed in Table 1 cannot be reported, but is available upon request.

Table 1

Demographics of Students who responded to the Survey

university communicates updates and changes to policies. The following are selected highlights from the Communication section.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Communication from OSU. The survey asked students to indicate "Yes" or "No" when asked if university policy updates and changes are communicated to them in a way that is clear, timely, and easy to find. Overall, 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%). Additionally, the survey asked if students had a voice in any university policy updates or change. Overall, students responded that they did not have a voice in any university policy updates or changes (71.5%). Furthermore, the survey asked if students knew where they could voice their opinion in regards to updates and changes to university policy. Overall, 77% of students do not know where they can voice their opinion in regard to updates and changes to university policies.

Local, regional, national, and/or international issues. The survey asked students to rank how well the university communicates about local, regional, national, and/or international issues that have an impact on them (Well communicated, Somewhat communicated, Not at all communicated, Rather not say, No basis for opinion). Overall, students find the university "Somewhat communicated" to them about local (48%), regional (51%), and national (45.3%) issues that have an impact on them; whereas students find international issues to be "Not at all communicated" (43%).

Comfort with communicating. As a follow-up question, the survey asked students to rank how comfortable they feel ("Communicate comfortably", "Somewhat communicate comfortably", "Do not feel comfortable", "Rather not say", "No basis for opinion") about communicating about local, regional, national, and/or international issues with specific OSU groups or organizations. Students were able to select individuals or groups from a pre-determined list with an option to specify an individual or space not listed. As shown in Table 2, students reported feeling "comfortable" or "somewhat comfortable" communicating about local, regional national, and/or international issues with the individuals/groups listed in the first column.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 2

Comfort Communicating with an Individual or Groups about Local, Regional, National, and/or International Issues that have an Impact on Students

Person/Group with whom students communicate	Communicate comfortably	Somewhat communicate comfortably	Do not feel comfortable	Rather not say	No basis for opinion
Professor	38%	42%	13.5%	1.4%	5.1%
Teaching Assistant (TA)	35.8%	39.5%	10.7%	1.4%	12.6%
Other students	59.7%	32.6%	3.8%	0.6%	3.2%
Staff	27.6%	43.9%	16.8%	1.5%	10.2%
ASOSU	17.9%	25.7%	15.7%	1.7%	39%
Coalition of Graduate Employees (CGE)	38.5%	24%	7%	2%	28.5%
International Students of OSU (ISOSU)	16%	26.1%	16.5%	1.4%	39.9%
Student organization with which you identify	25.7%	13.3%	4.1%	3.8%	53%
Cultural Resource Center	18.4%	24.7%	12.1%	1.6%	43.2%

Support with communicating. Based on student's responses, the survey asked students to indicate what would help them feel more comfortable communicating about local, regional, national, and/or international issues. Based on the individuals/groups students selected in the previous question, students were provided a list from which to choose regarding what would help them feel from comfortable. The list included smaller class sizes, feeling cared for, feeling you won't be judged, knowing you are fully accepted as you are, knowing there would not be repercussions for your opinions, rather not say, and no basis for opinion. Overall, 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 Centers 29.6%. Tables 3, 4, and 5 highlight student's responses to feeling more comfortable communicating with professors, other students, and staff about

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local, regional, national, and/or international issues, which are filtered by student status and do not

include the variables "Rather not say" and "No basis for opinion". Note that Tables 3, 4, and 5 only

highlight three of the eight individuals/groups that students were able to choose from in this question.

Additionally, Table 5 did not include "smaller class sizes" as an option from which students could select

since staff are not typically housed in classrooms.

Table 3

What Might Help Students Feel More Comfortable Communicating with Professors about Local, Regional, National, and/or International issues

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR
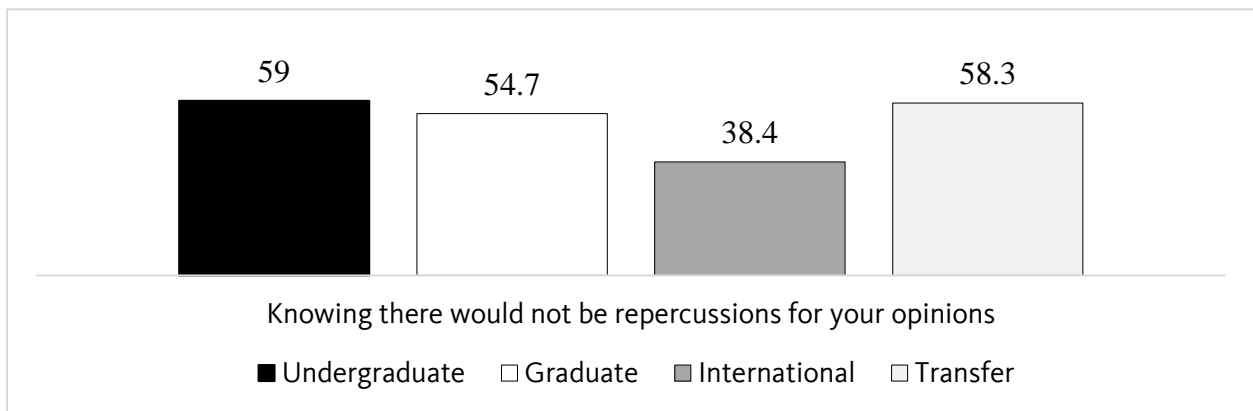
Table 4
What Might Help Students Feel More Comfortable Communicating with Other Students about Local, Regional, National, and/or International issues.
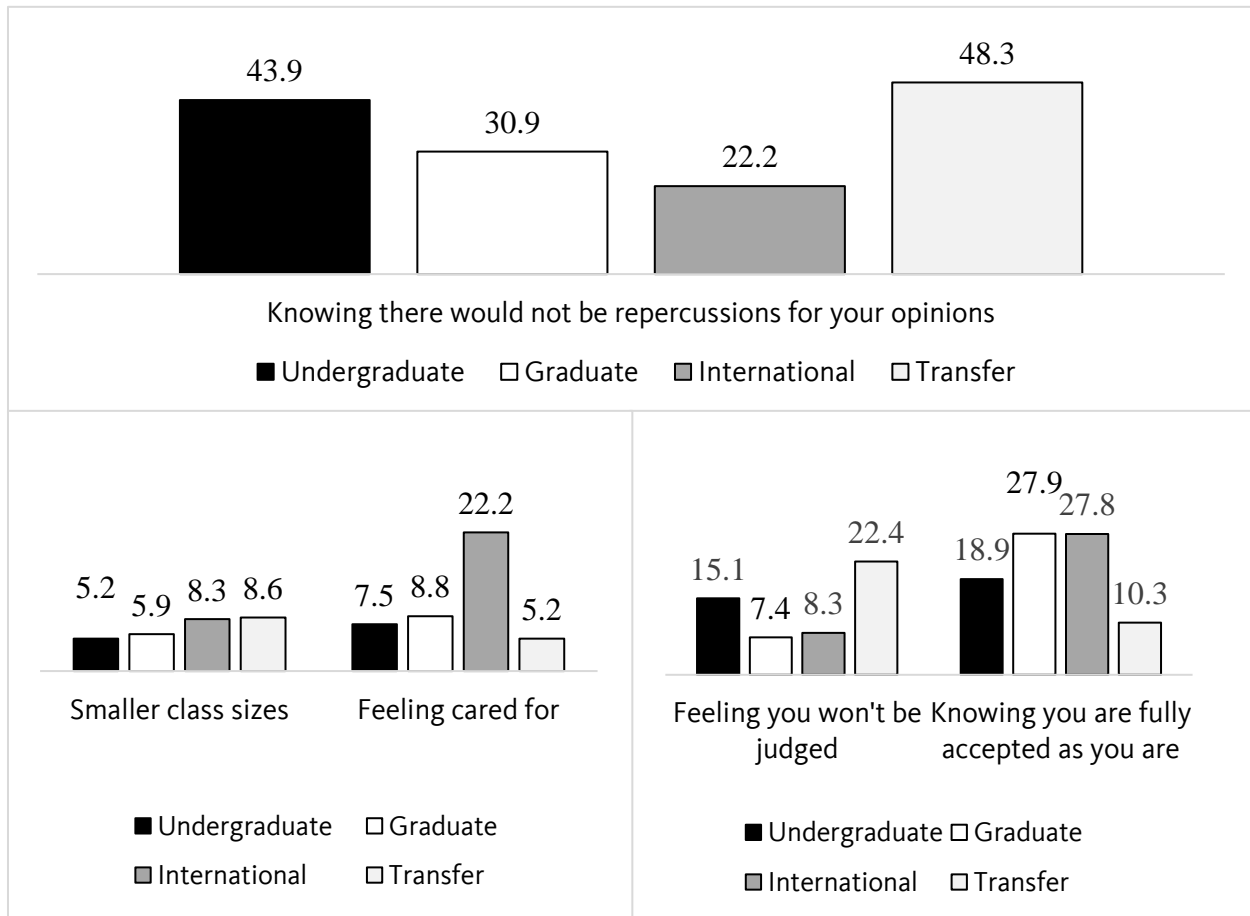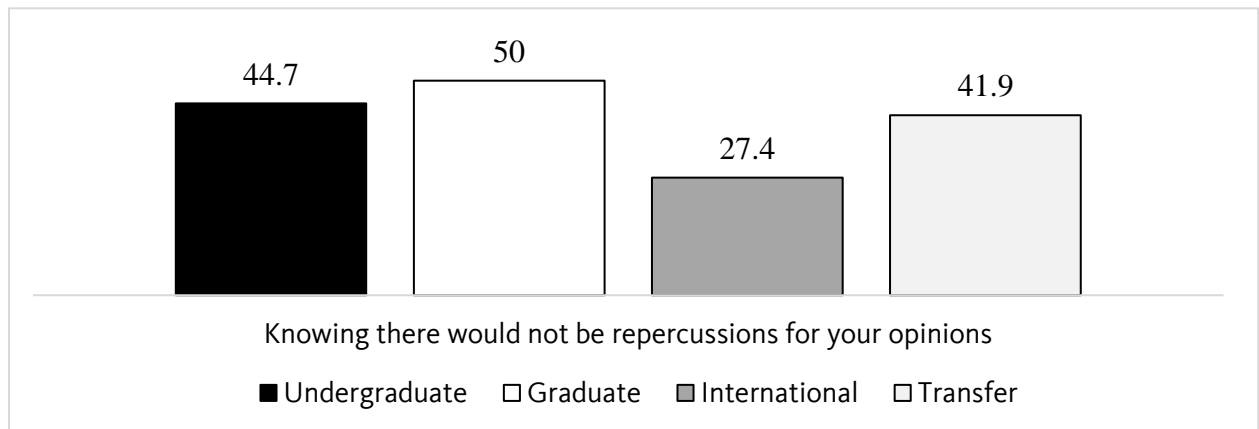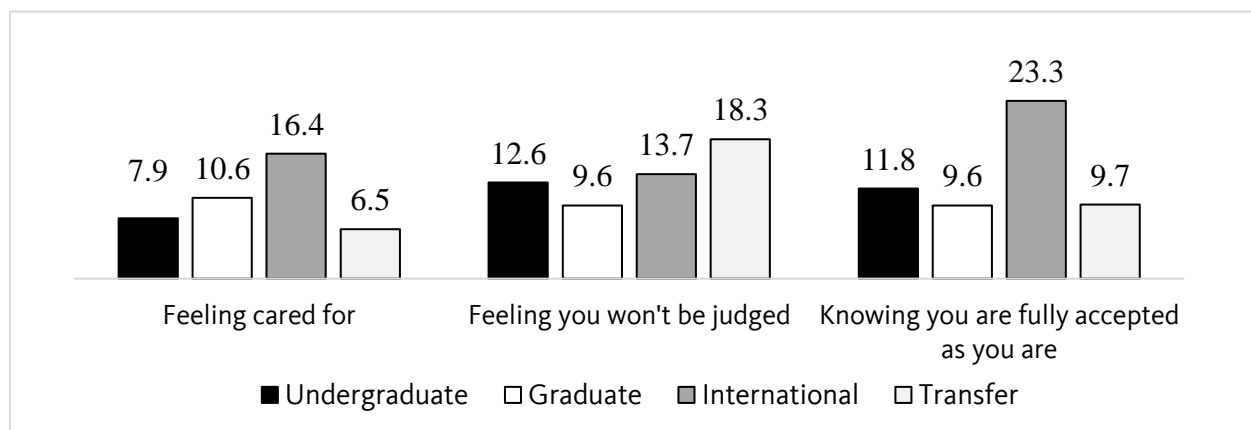

Table 5

What Might Help Students Feel More Comfortable Communicating with Staff about Local, Regional, National, and/or International issues.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Bias and violence. The bias and violence sub-section of the survey asked students about acts of bias and violence students may have experienced or were affected by and how the university responded. The survey intentionally did not define bias or violence and instead wanted students to define what possible bias or violence they may have experienced or by which they have been affected. The following are highlights from this sub-section.

Experiencing bias. Students were asked, "*Have you experienced an act of bias or have you been impacted by an act of bias?*" Overall, 53.4% of all students indicated "No" they have not experienced an act of bias or have been impacted by an act of bias; whereas 29.4% of all students indicated "Yes" they have experienced an act of bias or have been impacted by an act of bias. Table 6 displays student's responses to this question and are filtered by gender, student status, and race/ethnicity.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 6

Experienced an Act of Bias or been impacted by an Act of Bias

Demographics	Yes	No	Unsure
Male	22%	60.1%	17.9%
Female	31.8%	51.8%	16.5%
Undergraduate	30.3%	52.7%	16.9%
Graduate	26.5%	55.8%	17.7%
International (UG & GR)	22%	58%	20%
Transfer (UG & GR)	33.5%	56.3%	10.2%
White/Caucasian	25.8%	59.2%	15.1%
Students of Color	30.6%	48.9%	20.5%
Student Status & Race/Ethnicity	**Yes**	**No**	**Unsure**
UG & White/Caucasian	25.1%	59.1%	15.8%
UG & Students of Color	34.6%	44.9%	20.5%
GR & White/Caucasian	28.1%	59.4%	12.5%
GR & Students of Color	22.2%	58.3%	19.4%

Responding to bias. Additionally, students were asked, "*In general, do you feel that the university responds in an effective way to acts of bias?*" Overall, 28.2% of all students indicated "Yes," they feel that the university responds in an effective way to acts of bias. However, the majority of students (53.6%) are "Unsure" if the university responds in an effective way to acts of bias. Table 7 displays student's responses to this question and are filtered by gender, student status, and race/ethnicity.

Table 7

Responses to Feeling that the University Responds in an Effective Way to Acts of Bias

Demographics	Yes	No	Unsure
Male	26.2%	21.4%	52.4%
Female	30%	13.8%	56.2%
Undergraduate	29.7%	18%	52.3%
Graduate	23.3%	19.1%	57.7%
International (UG & GR)	25.3%	16.7%	58%
Transfer (UG & GR)	25%	18.8%	56.3%
White/Caucasian	30.9%	16%	53.1%
Students of Color	22.3%	21.4%	56.3%
Student Status & Race/Ethnicity	**Yes**	**No**	**Unsure**
UG & White/Caucasian	30.7%	15.2%	54%
UG & Students of Color	25%	23.1%	51.9%
GR & White/Caucasian	31.3%	18.8%	50%
GR & Students of Color	15.3%	18.1%	66.7%

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

In addition, if students responded "Yes" to "*In general, do you feel that the university responds in an effective way to acts of bias?*" (Data summarized in Table 7) the survey asked students to describe "*What makes OSU's response to acts of bias effective?*" The following are qualitative themes summarized from student responses to the question.

- The many support systems across campus (offices, departments, services),

- students felt concern/care from OSU, and

- open, timely, and clear communication.

Alternatively, if students responded "No" to "*In general, do you feel that the university responds in an effective way to acts of bias?*" (Data summarized in Table 7) the survey asked students to describe "*What, if anything, would make OSU's response to acts of bias more effective?*" The following are qualitative themes summarized from student responses to the question.

- A call for more accountability,

- transparency,

- visible action [and] proactivity,

- creating a culture of care [and] validating students,

- more clear and open communication,

- zero tolerance and clear consequences for acts of bias,

- have spaces to talk about bias,

- more collaboration across the university, and

- education across campus.

Experiencing violence. The survey asked students if they have experienced or been impacted by an act of violence. Overall, 86.5% of all students responded "No" they have not experienced an act of violence or have been impacted by an act of violence; whereas 10.2% of all students responded "Yes" they have experienced an act of violence of have been impacted by an act of violence. Table 8 lists

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

student's responses to the question, "*Have you experienced an act of violence or have you been impacted by an act of violence?*" filtered by gender, student status, and race/ethnicity.

Table 8

Experienced an Act of Violence or been impacted by an Act of Violence

Demographics	Yes	No	Unsure
Male	8.6%	89.1%	2.2%
Female	9.4%	87.9%	2.6%
Undergraduate	11.6%	84.8%	3.6%
Graduate	6.1%	92%	1.9%
International (UG & GR)	7.4%	85.2%	7.4%
Transfer (UG & GR)	13.9%	82.7%	3.5%
White/Caucasian	9.5%	88.6%	1.9%
Students of Color	9.6%	86.9%	3.5%
Student Status & Race/Ethnicity	**Yes**	**No**	**Unsure**
UG & White/Caucasian	10.1%	87.8%	2.1%
UG & Students of Color	13.5%	82.7%	3.8%
GR & White/Caucasian	7.3%	91.7%	1%
GR & Students of Color	1.4%	97.2%	1.4%

Responding to violence. Next, the survey asked students if they felt the university responds in an effective way to acts of violence. Overall, 39.9% of all students responded "Yes" they do feel that the university responds in an effective way to acts of violence. However, 51.9% of all students are "Unsure" if the university responds in an effective way to acts of violence. Table 9 lists student's responses to the question, "*In general, do you feel that the university responds in an effective way to acts of violence?*" filtered by gender, student status, and race/ethnicity.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 9

Responses to Feeling that the University Responds in an Effective Way to Acts of Violence

Demographics	Yes	No	Unsure
Male	41.5%	7.3%	51.1%
Female	41.5%	6.5%	52.1%
Undergraduate	40.9%	8.2%	50.9%
Graduate	37.1%	8.5%	54.5%
International (UG & GR)	36.9%	8.1%	55%
Transfer (UG & GR)	34.7%	7.5%	57.8%
White/Caucasian	43.9%	6.3%	49.9%
Students of Color	35.8%	9.2%	55%
Student Status & Race/Ethnicity	**Yes**	**No**	**Unsure**
UG & White/Caucasian	44.2%	6.9%	49%
UG & Students of Color	37.8%	8.3%	53.8%
GR & White/Caucasian	42.7%	4.2%	53.1%
GR & Students of Color	31.9%	11.1%	56.9%

As a follow-up question, if students responded "Yes" to "*In general, do you feel that the university responds in an effective way to acts of violence?*" (Data summarized in Table 9) the survey asked students describe "*What makes OSU's response to acts of violence effective?*" The following are qualitative themes summarized from student responses to the question.

- Visible action,

- proactive and prevention,

- validation, care, and transparency,

- clear communication, and

- OSU resources.

Furthermore, if students' responded "No" to "*In general, do you feel that the university responds in an effective way to acts of violence?*" students were asked, "*What, if anything, would make OSU's response to acts of violence more effective?*" The following are qualitative themes summarized from student responses to the question.

- Review current policy,

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

- student involvement in creating policies,

- review sexual assault policy,

- support and educate,

- zero tolerance and transparency,

- off-campus relations,

- security, and

- timely updates.

Theme 2: Access

The Accessible section of the survey asked questions regarding student's experiences with various aspects of the university including on-campus resources, physical and online accessibility, and potential barriers when accessing campus resources. The following are selected highlights from this section.

On-campus resources. Students were given the option to indicate the level of accessibility ("Very accessible", "somewhat accessible", "not at all accessible", "not aware of this resource", and "no basis for opinion") of on-campus resources. Overall, student groups find the Department of Recreational Sports (64.8%) and The Valley Library (81%) "Very Accessible." Whereas, students responded that they were not aware of Spiritual Resources (25.3%), The Office of Equity & Inclusion (24.9%), or the Ombuds office (28%) as on-campus resources. The following are additional resources that students find "Very Accessible" or "Somewhat Accessible:"

- The Registrar's Office (37%),

- The Graduate School (45.3%; Graduate students only),

- Student Health Services (53.9%),

- Counseling & Psychological Services (35.8%),

- International Student and Advising Services (43%; International students only),

- Disability Access Services (35.6%; students who self-reported they experience a disability only),

- Financial Aid, (42.9%) and

- Childcare & Family Resources (20.8%; students who reported having a dependent only).

On-campus barriers. Students were asked to indicate ("Yes", "No", or "No basis for opinion") if they had experienced on-campus barriers that prevented them from accessing classes or university services. In addition, the survey asked if students to indicate ("Yes", "No", or "No basis for opinion") if they had experienced web or on-line barriers that prevented them from accessing classes or university services. Overall, students encountered more web or online barriers (43%) that prevented them from accessing classes or university services compared to on-campus-physical barriers, such as no elevator access (14.9%). Additionally, 37.7% of respondents indicated "Difficulty submitting work through Blackboard or Canvas" as the largest web or online barrier they experienced followed by 29.3% who indicated "Difficulty finding resources on the oregonstate.edu website."

Professors and advisors. In continuing with the accessibility section, the survey asked students a total of eight questions regarding the accessibility of student's professors and advisors. This report highlights three of the eight questions.

Hesitation to ask for help. The survey asked, "*Are you hesitant to ask your professor for help when you think they are busy?*" and "*Are you hesitant to ask your advisor for help when you think they are busy?*" Overall, 66.6% of all students responded that they feel hesitant to ask their <u>professor</u> for help when they think they are busy, whereas, 43.7% of all students responded that they feel hesitant to ask their <u>advisors</u> for help when they think they are busy. Table 10 displays a breakdown of student responses to the questions filtered by student status.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 10

Responses to Feeling Hesitant to ask Professors or Advisors for Help when Students think they are Busy

Professor/ Advisor	Undergraduate		Graduate		International (UG & GR)		Transfer (UG & GR)	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Professor	68.1%	28.4%	62.4%	34.4%	63%	26%	66.7%	28.7%
Advisor	41.1%	52.5%	51.3%	41.3%	44.1%	42.5%	44%	47.3%

Potential barriers to accessing professor. In addition to asking students if they felt hesitant to ask their professor or advisor for help when they think they are busy, students were asked to indicate if they experienced a potential barrier ("Barrier" "Not a barrier" "Rather not say" or "No basis for opinion") when accessing their professor for academic concerns or conflicts. Table 11 displays the top three potential barriers student's indicated when asked, "*For each of the following, please indicate if you experienced the potential barrier when accessing your professor for academic concerns or conflicts*" filtered by student status. The top three barriers for each student status are bolded.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 11

Potential Barriers when Accessing Professor for Academic Concerns or Conflicts

Potential Barriers	Undergraduate	Graduate	Transfer (UG &GR)	International (UG & GR)
Your professor does not care about you	53.5%	36.8%	58.3%	**48.7%**
Your professor makes you feel stupid	**65.1%**	**43.9%**	**70.8%**	38.5%
Your professor intimidates you	**68.6%**	**50.9%**	**64.6%**	41%
Your professor does not understand your challenges	**54.7%**	**42.1%**	54.2%	**46.2%**
Your professor does not seem interested in your academic success	54.4%	31.6%	**66.7%**	**51.3%**
You were not aware you could talk to your professor about your academic success	23.4%	14%	20.8%	**46.2%**
Your professor is unwilling to help	44.8%	22.8%	54.2%	35.9%
Your professor is not available for office hours	39.5%	33.3%	43.8%	33.3%
Your professor is not psychologically present	32.6%	29.8%	50%	38.5%
Your professor is untrustworthy or unreliable	31.4%	24.6%	47.9%	38.5%
You are unable to access your professor because of physical barriers	10%	7%	16.7%	25.6%
Your professor harasses you	13.5%	12.3%	27.1%	28.2%

Theme 3: Support

In the Support section of the survey, students were asked questions regarding their experiences of feeling valued at OSU, relationships that have helped them succeed academically and personally, who at the university they most relate to, and involvement in student organizations. The follow are selected data highlights from this section.

Valued. Students were asked if there is an individual, group, or space within the university that makes them feel valued. Overall, 78.9% of students indicated that there is an individual, group, or

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space within the university that makes them feel valued. Students responded that they feel most

valued by their peers. Overall, the individuals at OSU that make all students feel valued are: Peers

(85.9%), Advisors (71.6%), Roommate/Housemate (69.8%), and Professors (69.1%).

Table 12 displays the top four individuals that students selected as an individual, group, or

space within the university that makes them feel valued filtered by student status.

Table 12

Top 4 Individuals, Group, or Spaces at OSU that Make Students Feel Valued

Individuals, Groups, or Space	Undergraduate	Graduate	International (UG & GR)	Transfer (UG & GR)
Professor	65.7%	78.1%	71.8%	72.7%
Advisor	69.5%	77.4%	72.9%	65.7%
Peers	85.2%	87.8%	79.8%	82%
Roommate/ Housemate	73.2%	60.4%	66.3%	63.9%

Academic support. Likewise, the survey asked students what university relationships have or

have not helped students succeed academically. Table 13 displays the top three individuals that

students selected as the university relationships that have helped them succeed academically filtered by

student status.

Table 13

Relationships that have Helped Students Succeed Academically

Relationship	Undergraduate	Graduate	International (UG & GR)	Transfer (UG & GR)
Professor	82.7%	84.2%	76.5%	80.6%
Advisor	76.6%	81.3%	73%	73.2%
Peers	76.8%	81.9%	61.4%	74.1%

Personal support. Likewise, the survey asked students what university relationships have or

have not helped students succeed personally. Table 14 displays the top four individuals that students

selected as the university relationships that have helped them succeed personally filtered by student

status.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 14

Top 4 Relationships that have Helped Students Succeed Personally

Relationship	Undergraduate	Graduate	International (UG & GR)	Transfer (UG & GR)
Professor	55.1%	63.5%	65.5%	59.4%
Advisor	59.9%	67.5%	70%	56.9%
Peers	76%	75.1%	62%	69.9%
Roommate/ Housemate	70%	58.2%	53.7%	63.2%

Involvement. The last question of the Support section asked students if they participated in one or more student club or organization. More undergraduate students indicated that they participate in one or more student club or organization (58.8%) than graduate (39.9%), international (39.1%), and transfer students (47.5%). As a follow-up question, if students answered "No", they do not participate in one or more student club or organization, they were asked to identify the reasons why they do not actively participate in a student club or organization. Overall, the main reason selected as to why student respondents do not actively participate in a student club or organization was "Not enough time" (34.9%).

Theme 4: Financial

The financial section of the survey asked questions regarding financial assistance and any financial barriers a student may have faced during their time at Oregon State University. The following are selected highlights from this section.

Financial assistance. Although a high percentage of undergraduate (64.2%), graduate (60.2%), and transfer (59.6%) students reported that they received financial assistance from OSU, a high percentage of undergraduate (73.5%), graduate (84.9%) and transfer (65.8%) students responded that they had not spoken to an OSU financial aid counselor for guidance. Furthermore, undergraduate (37.1%), graduate (53.8%), international (43.7%) and transfer students (34%) responded that they felt as if the university had provided enough financial resources to help them be successful as a student.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

However, almost as many undergraduate (62.9%), graduate (46.2%), international (56.3%), and transfer students (66%) responded that they did not feel the university had provided enough financial resources to help support their success as a student.

Financial barriers. The following are themes collected from student responses to the question, *"What financial barriers have you encountered?"* Students reported that the most common barriers that they encountered pertained to: Estimated Family Contribution (EFC), family financial strain, low graduate stipend, high tuition costs, high non-residential tuition, and a lack of options for non-traditional students.

When asked *"What financial resources do you need help with in order to be a successful student?"* students responded with the following recommendations: lower tuition, cheaper books, more financial assistance, increase student [employee] pay, affordable housing options, loan repayment options, mandatory financial class, tuition payment options, tax help, budget adjustments to suit Corvallis standard of living, and more monetary resources allocated towards lowering student costs.

Theme 5: Sexual Assault

Commitment. The article "*Sexual Violence Prevention Next Steps*" (March 31, 2015) stated "Oregon State University is committed to creating a campus environment free of sexual violence that rejects all forms of sexual assault and holds all members of the OSU community accountable to be more than bystanders" (http://leadership.oregonstate.edu/president/sexual-violence-prevention-next-steps). The Campus Inclusivity Survey group, which included members from across the university, chose to ask students questions regarding their awareness of resources on campus for sexual assault and how comfortable they would feel responding to a friend who disclosed they had been sexually assaulted.

Awareness. Students were asked to indicate their awareness (aware of resource, somewhat aware of resource, not aware of resource) of OSU resources for survivors of sexual assault. Overall,

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

student groups responded that they were most aware of Counseling & Psychological Services (76.3%), Student Health Services (81.7%), and Sexual Assault Support Services (54.7%) as resources for sexual assault. However, student groups were not aware of The

Office for Equity & Inclusion (52.6%) or The Dean of Student Life (53%) as resources for sexual assault at nearly as high of percentages as their awareness of other on-campus resources.

Additionally, students were asked if they felt "Comfortable", "Somewhat comfortable" or "Not comfortable" knowing how to respond if a friend came to them and disclosed that they had experienced sexual assault. Overall, student groups 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. Both self-identified males (49%) and females (51.6%) responded that they were "Comfortable" knowing how to respond if a friend came to them and disclosed that they had experienced sexual assault.

Lastly, students were asked, "*Are you aware that OSU has a written definition of consent as it relates to sexual misconduct.*" Overall, 48.5% of students reported "Yes" they are aware that OSU has a written definition of consent as it relates to sexual misconduct; whereas 51.5% responded "No" they were not aware. Table 15 displays student's responses to this question filtered by student status and gender.

Table 15

Students Aware/Not Aware that OSU has a Written Definition of Consent Regarding Sexual Misconduct

Demographics	Yes	No
Undergraduate	51.4%	48.6%
Graduate	39.9%	60.1%
International (UG & GR)	42.2%	57.8%
Transfer (UG & GR)	44.3%	55.7%
Male	48.7%	51.3%
Female	49%	51%

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR
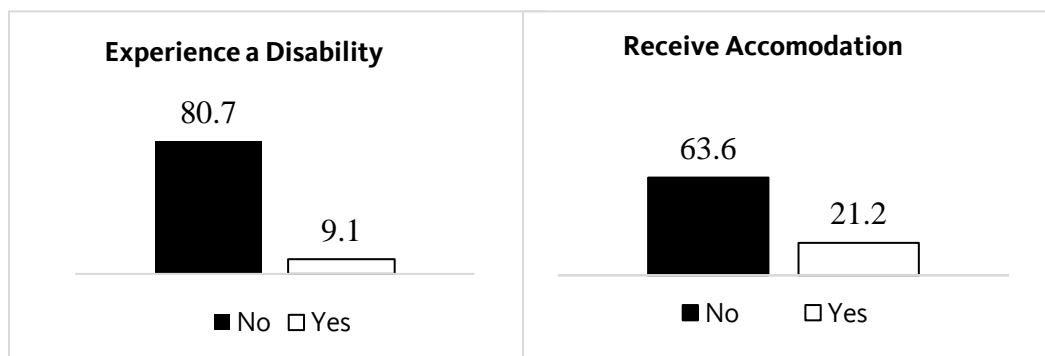
Theme 6: Representative

The Representative section of the survey asked students questions regarding how they self-identify, which shaped concluding questions at the end of the survey. The identities that students self-identified were then communicated back to them when the survey asked if they felt others at OSU shared their identities, if it mattered to them if they saw shared identities at the university, including a follow-up questions about why or why not it mattered, and what identities students do not see at the university that are important to them. The following are highlights from the Representative section.
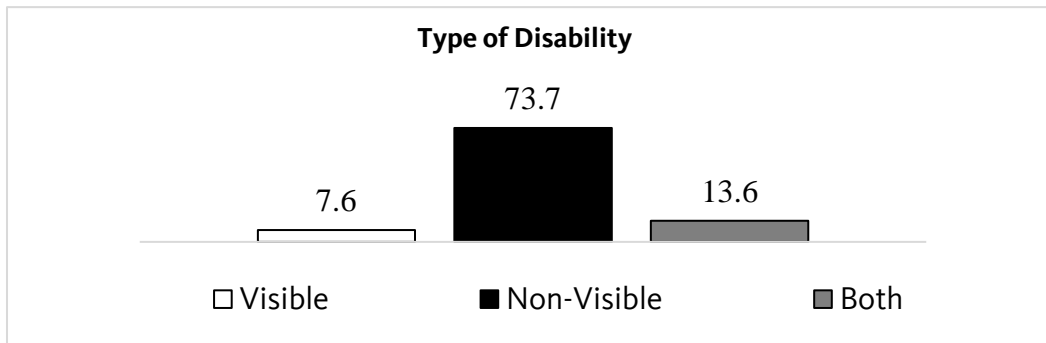
Self-identified identities. The survey expressed that "inclusive means a community where everyone feels welcomed, a sense of belonging, accepted, and where everyone is treated equitably…" The survey made a considerable effort to include an exhaustive and inclusive list from which students could self-identify. Students could also type in identities not included in the survey options. The following sub-sections feature highlighted identities chosen from this section of the survey.

Experienced disability. Table 16 displays overall responses to questions regarding student's experience with disability, accommodation for self-identified disability, and type of self-identified disability.

Table 16

Students who Experience a Disability, Receive Accommodation for their Disability, and Disability Type.
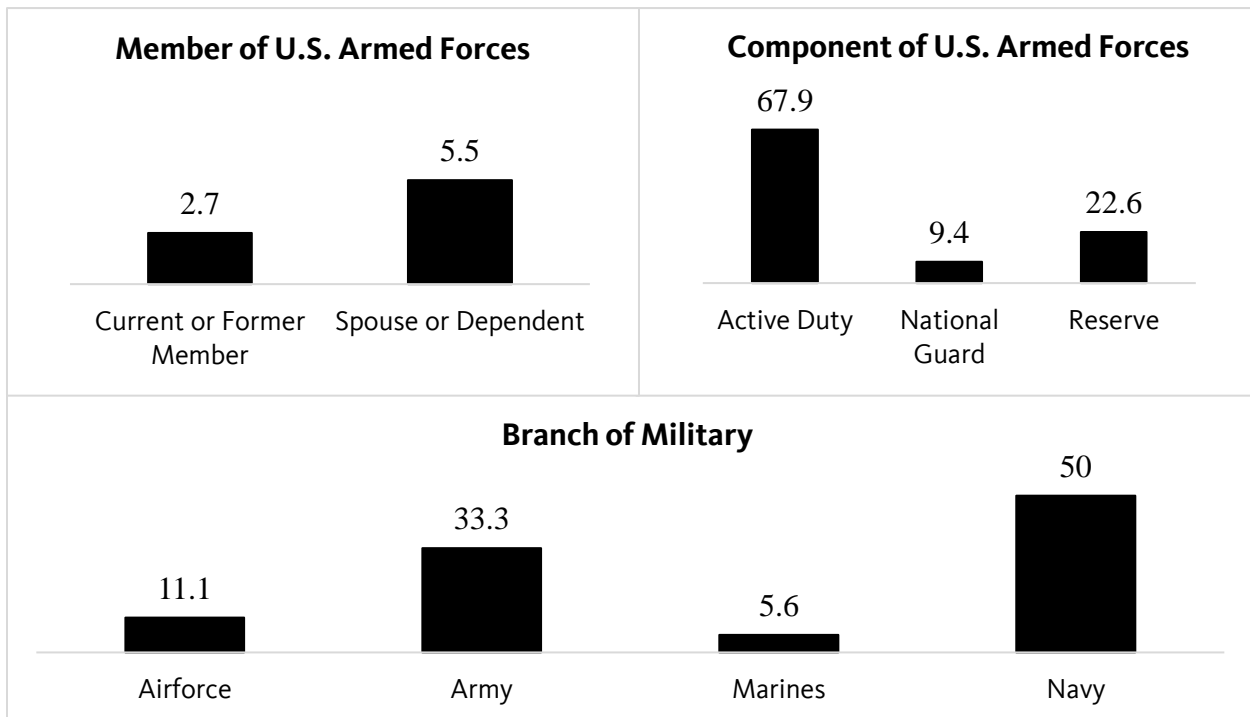
Type of Disability

73.7

7.6   13.6

☐ Visible   ■ Non-Visible   ▨ Both

Military and veteran status. Table 17 displays overall responses to questions regarding a student's U.S. Armed forces military status, if they are a dependent or spouse of a current or former member, what component of the U.S. Armed Forces, and branch of military.

Table 17

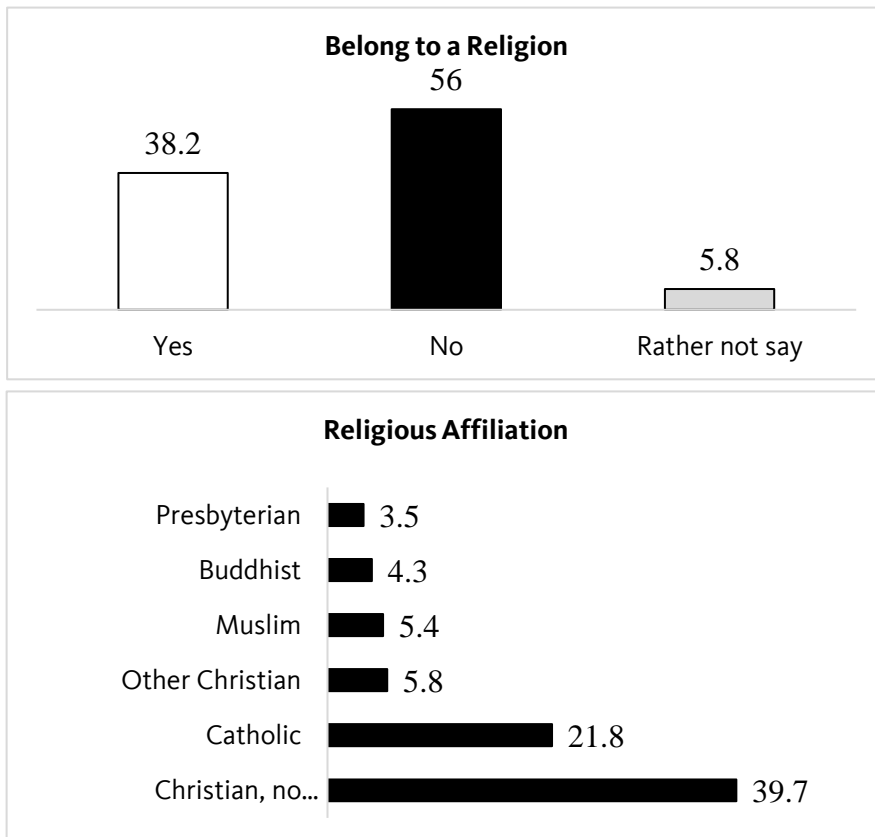*Military Status, Branch of Military, and Component of U.S. Armed Forces*

Member of U.S. Armed Forces

5.5

2.7

Current or Former Member   Spouse or Dependent

Component of U.S. Armed Forces

67.9

9.4   22.6

Active Duty   National Guard   Reserve

Branch of Military

50

33.3

11.1   5.6

Airforce   Army   Marines   Navy

Religious Affiliation. Table 18 displays overall responses to questions regarding if student's currently belonged to a particular religion. If students responded, "yes" they were then given a list of religions (with an option to add in a religion not listed) and asked to identify one religion in which they

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most feel like they belong. Table 18 displays the overall top six religions based on student's responses.

Table 18

Student's Religious Affiliation

Belong to a Religion

Religious Affiliation

Shared identity. Within this sub-section, students were asked, *"Do you feel like there are people at OSU, like you, who share your identities?"* Overall, 90% of survey respondents reported "Yes" they do feel like there are people at OSU who share their identities. Table 19 displays a break down student responses filtered by gender, student status, and race/ethnicity.

Table 19

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

Demographics	Yes	No
Male	89.5%	10.5%
Female	90.7%	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%
Student Status & Race/Ethnicity	**Yes**	**No**
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. As a follow-up to asking students if there were people, like them, at OSU who shared their identities, the survey asked if it mattered ("Yes" or "No") if students saw people who share their identities at OSU. Overall, 44.6% of survey respondents said "yes" while 55.4% said "no" to when asked, "*Does it matter to you if you see people who share your identities at OSU?*" Table 20 displays student's responses by gender, student status, and race/ethnicity to this question.

Key: Undergraduate – UG, Graduate – GR, International – Int'l, Transfer – TR

Table 20

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

Demographics	Yes	No
Male	35.4%	64.6%
Female	52.2%	47.8%
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%
Student Status & Race/Ethnicity	**Yes**	**No**
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%

As a follow-up question, the survey asked "Why or why not" it matters to students if they see people who share their identities at OSU. Themes from the open-ended items collected from students who responded why it was important to see people who shared their identities at OSU included: acceptance, belonging, comfort, community, connecting, contributing, development, diversity, friendship, inclusivity, personal value, relating, support, and understanding.

Themes from the open-ended items collected from student responses who answered why it was not important to see people who shared their identities at OSU included: comfort with one's identity and not needing others to share or accept their identities, being kind and good is more important than seeing others who share their identities, already have a community, getting along with others is more important than seeing others who share their identity, believing diversity is a good thing so they do not need to see others who share their identities, believing they get along with everyone so it does not matter, already see others who look like them, focused on obtaining an education not making friends, and acknowledging they belong to a dominant group.

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Importance of identities. When asked, *"What identities don't you see at OSU that are important to you?"* the following qualitative themes were gathered from student responses.

- People of color (specifically "Native Americans", "Latino/Hispanic", and "African Americans/Black" students and faculty)

- Gender in non-traditional STEM fields

- Asexual students

- Students with visible disabilities

- Transgender students

- Adult learners

- Single parents/Students with dependents

- Students who don't drink

- Students who aren't religious

- Third Culture Kids

- Gamers

- Veterans

Overall Improvement Possibilities

The concluding question of the survey asked, *"Considering all the questions asked on this survey, how could OSU improve your overall university experience?"* The following qualitative themes were summarized from student responses to the question.

- Involvement in university policy updates, changes, and decisions.

- More communication and outreach across campus and community.

- Try to involve more students in student clubs and organizations.

- Grow and include underrepresented students at OSU.

- Smaller class sizes and professors with mandatory cultural sensitivity training.

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- Update outdated OSU facilities; i.e. building repairs, more parking, feeling that majors are favored over others and thus have new buildings while other majors are "stuck with 40+ year old buildings."

- More finance and funding support for non-traditional and underrepresented students.

- Improve student networking opportunities.

- More housing opportunities and support for non-traditional students.

- More sustainability efforts; i.e. reduce carbon footprint, build vertical farms, use sustainable agriculture, invest in free energy technology (solar/wind).

Next Steps

The 2015 pilot Campus Inclusivity Survey is one of several initiatives intended to learn about the current perspective of experiences of inclusivity at the OSU main campus. This report is the first step in using the results from the survey to influence positive changes in order to create a more welcoming and inclusive campus environment for all. Data from this survey will be used to inform campus stakeholders as well as to address specific questions or initiatives in order to improve the university's inclusive climate.

The following is a list of next steps the office of Student Affairs Research Evaluation & Planning has taken or will take to educate the university community about the results acquired from the data generated by this survey and how our community can take steps towards creating a more inclusive university environment.

- Presented Campus Inclusivity Survey data to President's Cabinet on 07/15/2015.

- Engaging OSU students around campus in dialogue regarding findings.

- Qualitative follow-up with targeted student focus groups and topics to help further refine OSU's Campus Inclusivity Survey.

- Custom presentations around OSU. For example, Faculty Senate Executive Committee,

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Office of Equity and Inclusion, OSU Cascades, School of Language, Culture, and Society, Diversity and Cultural Engagement, Campus Civility Working Group, and others. Data presentations were constructed to be relevant for each group and presentations are being tracked.

- Distribute the Campus Inclusivity Survey in 2017. Continue to dialogue with Faculty and Staff Climate Survey.

Individuals who have additional questions or would like to request a presentation of the data may email Dr. Daniel W. Newhart (Daniel.newhart@oregonstate.edu).