



# INSTITUTE OF TECHNOLOGY

## 2021 Race/Ethnicity Report October 2021

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Oklahoma State University Institute of Technology  
Okmulgee, Oklahoma

Office of Institutional Research

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## Introduction

The 2021 Race/Ethnicity Survey is a pilot survey developed by the Center for Community College Student Engagement (The Center) at The University of Texas at Austin. The Center formed a special advisory committee to guide the development of a stand-alone race/ethnicity online survey, which was offered free as a pilot to institutions subscribed to the Community College Survey of Student Engagement (CCSSE) 2021. The 2021 Race/Ethnicity Survey was administered between April 15 and June 15, 2021. The purpose of this pilot survey was to help colleges understand their students' experiences with racism, inclusion, and belonging in the hope that college leaders will use the resulting data to have conversations with their faculty and staff about how racial barriers and experiences impact community college students and the campus experience. These data are from a pilot survey, so results should be interpreted with caution. Reporting by gender and/or race and ethnicity breakdowns is not available due to the small numbers of respondents in some categories which may breach anonymity. As this is an initial report on a pilot survey, there is no normative data, nor is there a national report with which to compare OSUIT's results. According to staff at The Center, "Given the sensitive nature of the Race & Ethnicity items and the fact that this is a pilot survey, we made the decision to not provide any comparison data for this survey." Therefore, the results contained in this report are of OSUIT student respondents only.

## Method

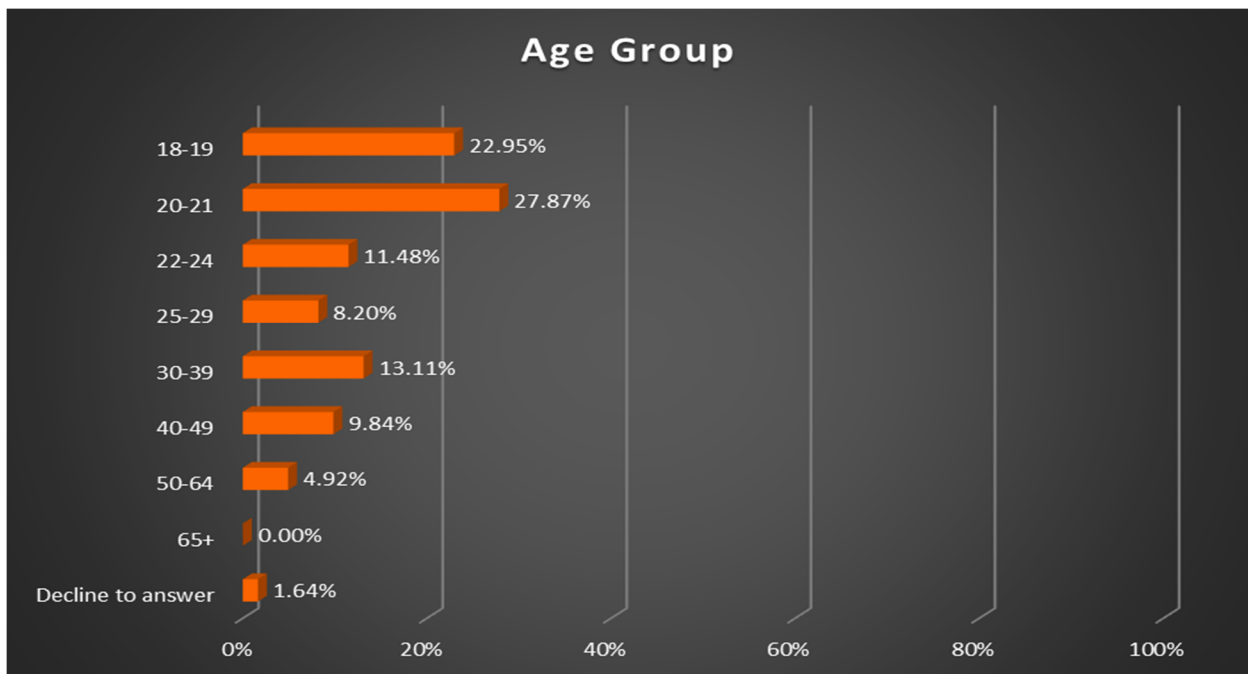
The sample included 1,003 OSUIT students enrolled for the 2021 summer trimester. The Center produced pass codes and a link to the survey. Each student in the sample received an invitation by email containing the link to the survey and a unique pass code to access the survey. The pass codes allowed The Center to send OSUIT Institutional Research a list of pass codes that had been used so participation could be tracked without revealing any individual results. OSUIT Institutional Research could then determine who had participated in the survey and avoid annoying participants with reminder emails. Three reminder emails were sent, and 61 of the 1,003 invitees responded for a participation rate of 6.08%.

## Demographics

### Age

The age distribution of participants was generally reflective of the OSUIT campus with 62.30% coming from the 18- to 24-year age range. There were no participants over the age of 65 with one declining to answer. Enrollment also generally reflected the campus makeup with 75.41% reporting full-time status (see below).

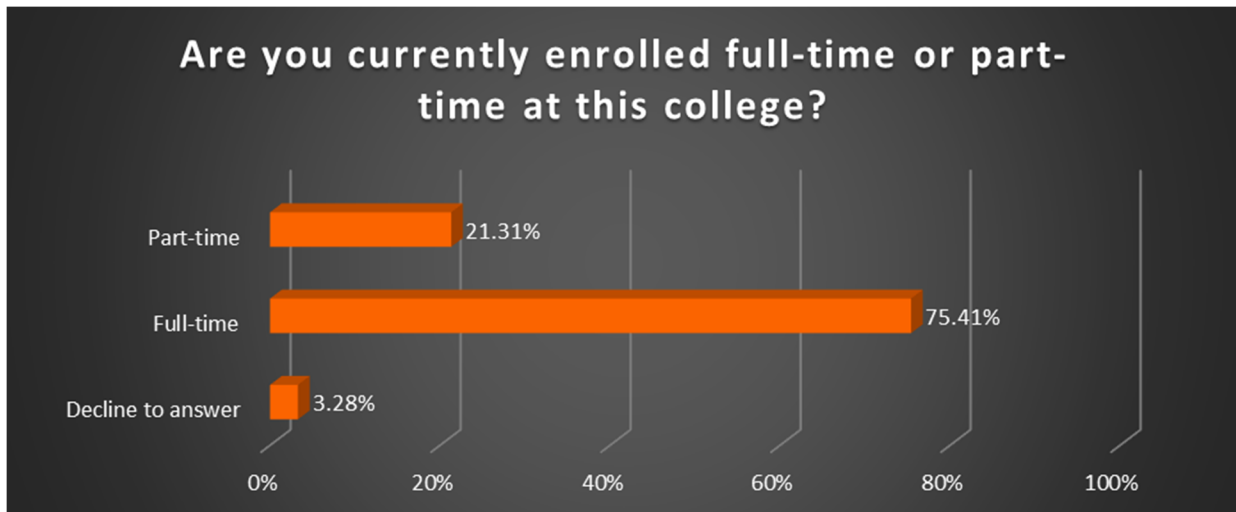
Item	Count	Percent
18-19	14	22.95%
20-21	17	27.87%
22-24	7	11.48%
25-29	5	8.20%
30-39	8	13.11%
40-49	6	9.84%
50-64	3	4.92%
65+	0	0.00%
Decline to answer	1	1.64%
Total	61	100.00%



### Enrollment Status

Table 2: Are you currently enrolled full-time or part-time at this college?

Enrolled	Count	Percent
Part-time	13	21.31%
Full-time	46	75.41%
Decline to answer	2	3.28%
Total	61	100.00%



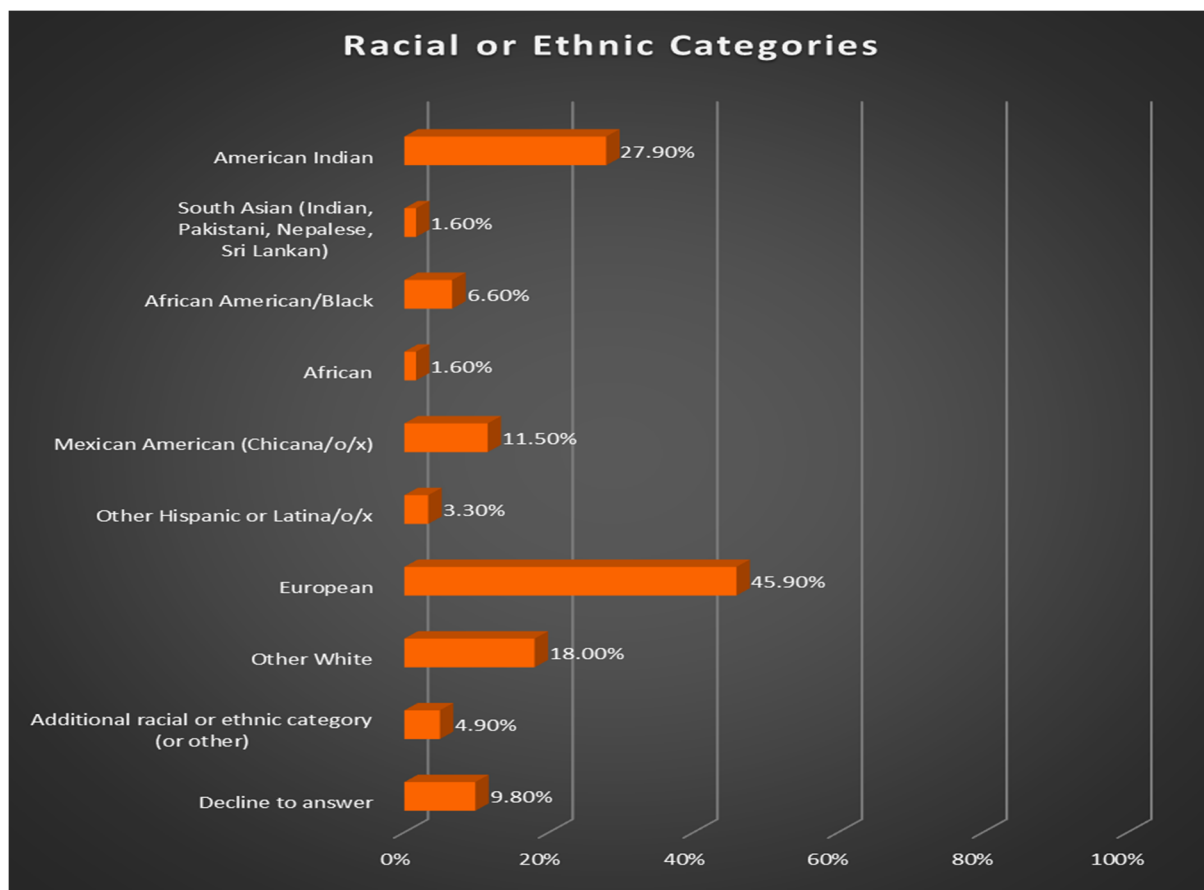
### Race and Ethnicity

The race and ethnicity of participants in this survey also generally reflected the composition of the OSUIT campus with Native American students comprising over a quarter of the respondents. However, The Center did not report the American Indian category in their Race/Ethnicity breakout report for OSUIT. Several categories contained less than five participants. Therefore, to protect the anonymity of the participants, the breakout results are not included in this report.

Table 3: Which of the following racial or ethnic categories apply to your identity?

Race or Ethnicity Category	Count	Percent
American Indian	17	27.90%
South Asian (Indian, Pakistani, Nepalese, Sri Lankan)	1	1.60%
African American/Black	4	6.60%
African	1	1.60%
Mexican American (Chicana/o/x)	7	11.50%
Other Hispanic or Latina/o/x	2	3.30%
European	28	45.90%
Other White	11	18.00%
Additional racial or ethnic category (or other)	3	4.90%
Decline to answer	6	9.80%
Total*	80	131.10%

\*Participant "n" = 61; responses exceed 100% due to multiple responses allowed.

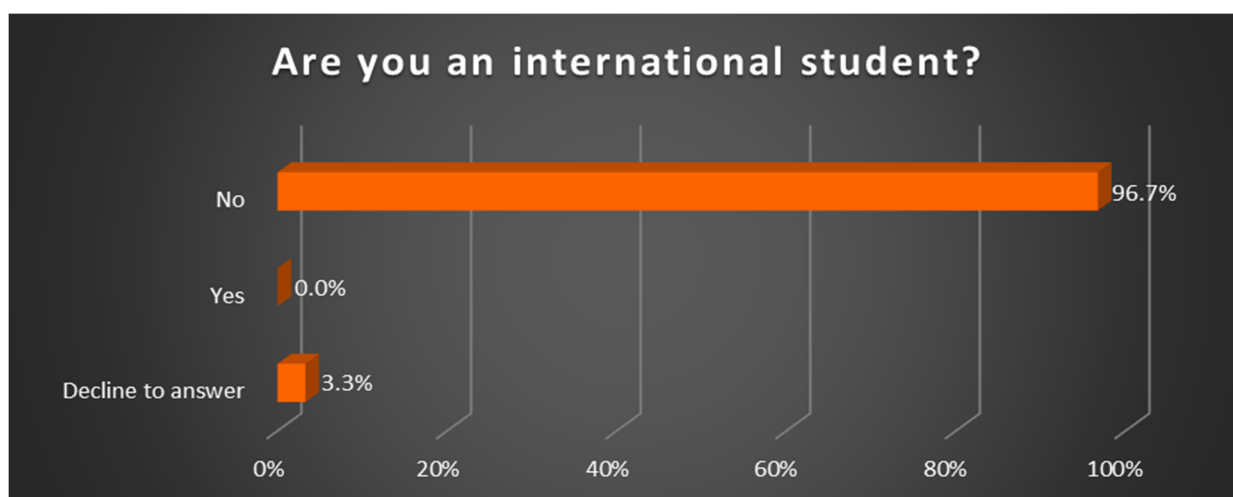


Racial or ethnic categories *not* represented in the OSUIT data include the following:

- Alaska Native
- East Asian (Chinese, Japanese, Korean, Taiwanese)
- Filipina/o/x
- Southeast Asian (Cambodian, Vietnamese, Hmong)
- Other Asian
- Caribbean
- Cuban
- Puerto Rican
- South American
- Native Hawaiian
- Pacific Islander (non-Native Hawaiian)
- Middle Eastern

Also, none of the participants identified themselves as international students.

Are you an international student?	Count	Percent
No	59	96.7%
Yes	0	0.0%
Decline to answer	2	3.3%
Total	61	100.0%



## Gender Identity

Gender identity is an individual's personal sense of his/her/their gender. Gender identity can correlate with sex assigned at birth or can be different. All societies have a set of gender categories that can serve as the basis of the formation of a person's social identity in relation to other members of society. Following are the ways OSUIT students in this survey identified their gender.

Table 5: Gender Identity

Do you think of yourself as:	Count	Percent
Man	35	57.38%
Woman	20	32.79%
Transgender man/trans man/female-to-male (FTM)	0	0.00%
Transgender woman/trans woman/male-to-female (MTF)	0	0.00%
Genderqueer/gender nonconforming neither exclusively male nor female	1	1.64%
Additional gender category (other)	3	4.92%
Decline to answer	2	3.28%
Total	61	100.00%

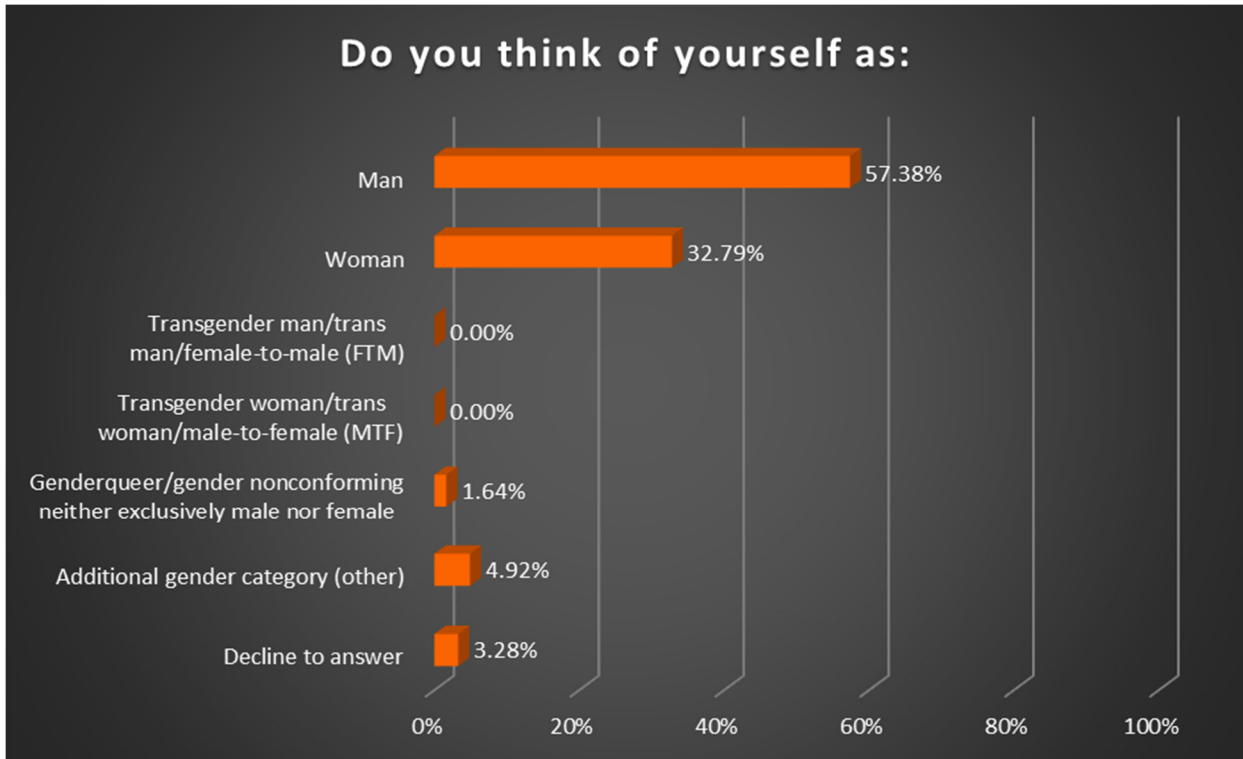
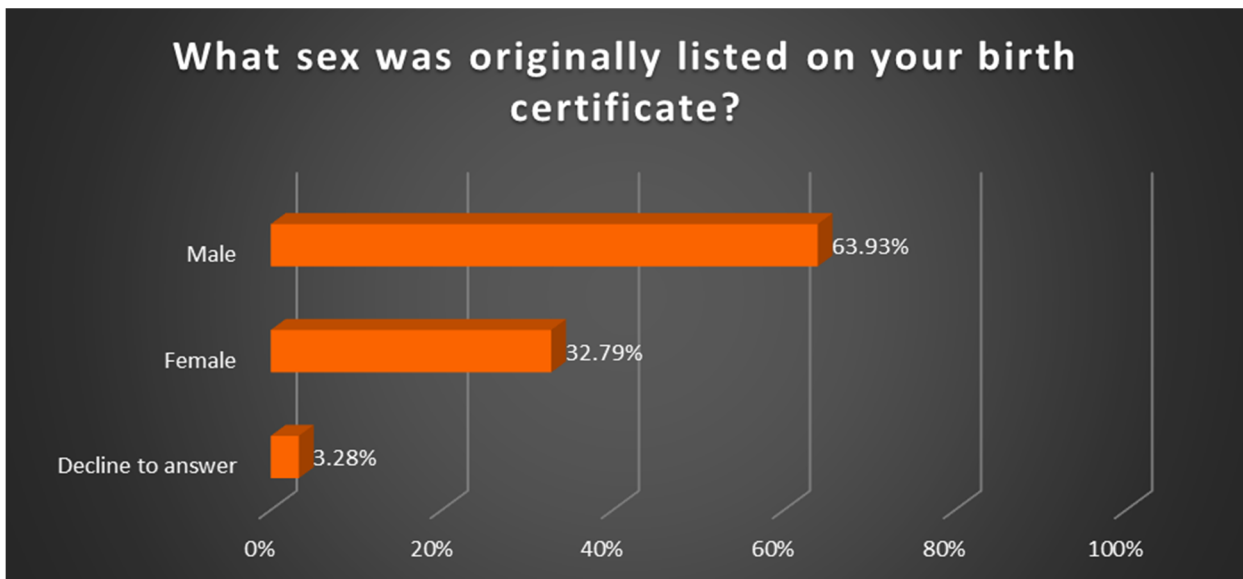


Table 6: Sex assigned at birth

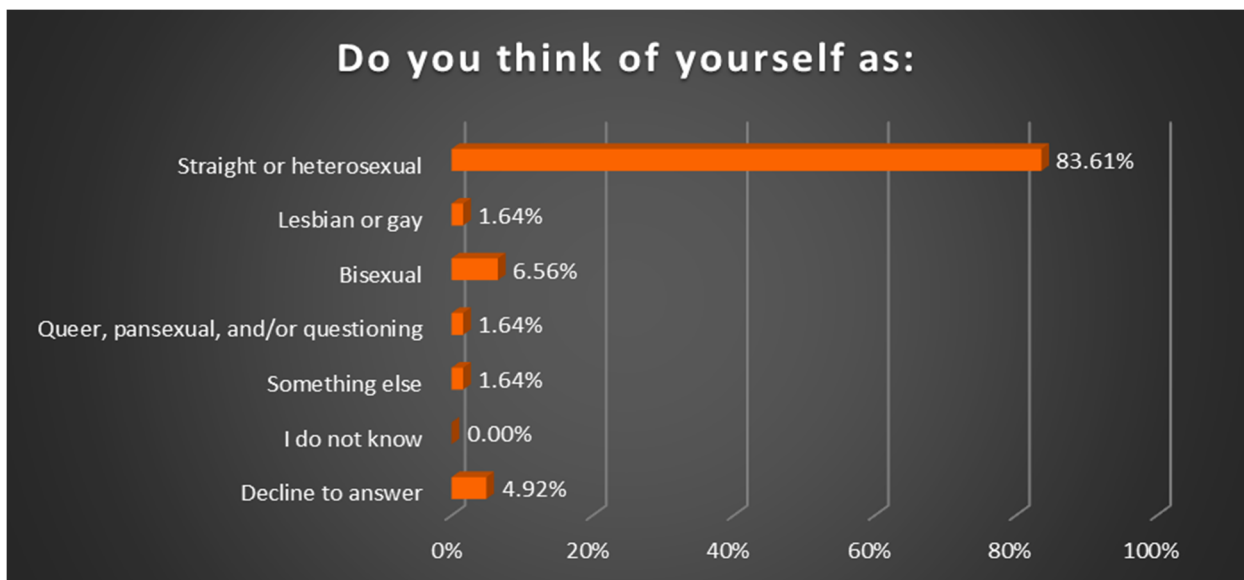
What sex was originally listed on your birth certificate?	Count	Percent
Male	39	63.93%
Female	20	32.79%
Decline to answer	2	3.28%
Total	61	100.00%



Sexual orientation is a term used to describe your pattern of emotional, romantic, or sexual attraction. Following are the ways OSUIT students in this survey reported their sexual orientation.

Table 7: Sexual Orientation

<b>Do you think of yourself as:</b>	<b>Count</b>	<b>Percent</b>
Straight or heterosexual	51	83.61%
Lesbian or gay	1	1.64%
Bisexual	4	6.56%
Queer, pansexual, and/or questioning	1	1.64%
Something else	1	1.64%
I do not know	0	0.00%
Decline to answer	3	4.92%
Total	61	100.00%



## Summary of Results

This report proceeds to include questions regarding perspectives on racism and how it is perceived in the community and on campus. Further along, the questions deal more with student engagement issues that should be viewed from the perspective of the student within that student's particular race, ethnicity, gender identity, and sexual orientation. However, reporting by gender and/or race and ethnicity breakdowns is not available due to the small numbers of respondents in some categories which may breach anonymity. Remember that the data in this report are from a pilot survey and only include the overall results of OSUIT students with no national comparison, so results should be interpreted with caution.



In tables 8 and 9 below, students' perception of racism is more prevalent in the community than on this campus. In tables 10 and 11, students report seeing less racism on campus than in their communities. In tables 12 and 13, racism directed at the student from within the community is more prevalent than from within this campus. Because of the way these survey items were worded, i.e., "...in your community..." one is left to believe the reference is to the student's respective home community, not the local community for this college. In tables 14 and 15 students report that some college instructors and staff members have been observed taking a stance against racism, though not necessarily in a responding student's personal defense; perhaps this is a function of the lesser prevalence of racism on this campus. Tables 16 and 17 show that most students had opportunities to provide feedback to the college regarding incidents of racism, though some strongly disagreed with this statement, and more students reported that this college took appropriate actions regarding incidents of racism. Grievance procedures are spelled out in the document *OSUIT Student Rights and Responsibilities Governing Student Behavior*.

Table 8

Do you believe racism exists in your community outside of this college?	Count	Percent
No	24	39.34%
Yes	33	54.10%
Decline to answer	4	6.56%
Total	61	100.00%

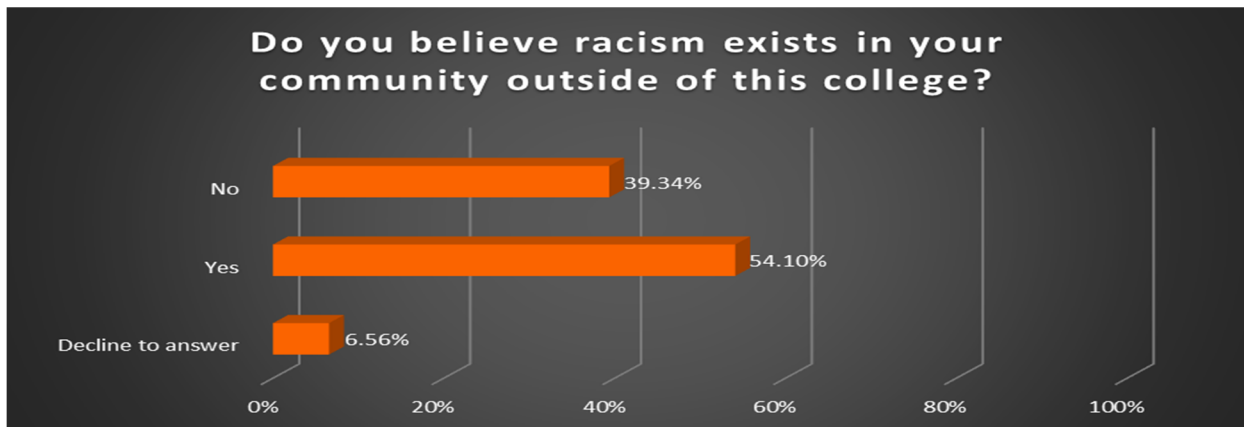


Table 9

Do you believe racism exists at this college?	Count	Percent
No	45	73.80%
Yes	16	26.20%
Total	61	100.00%

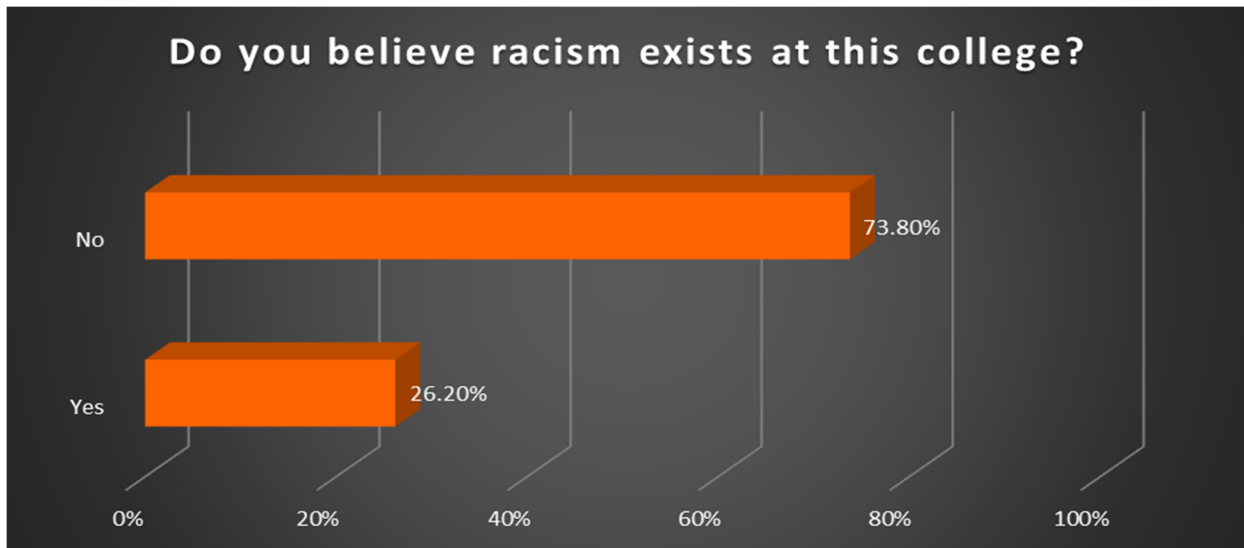
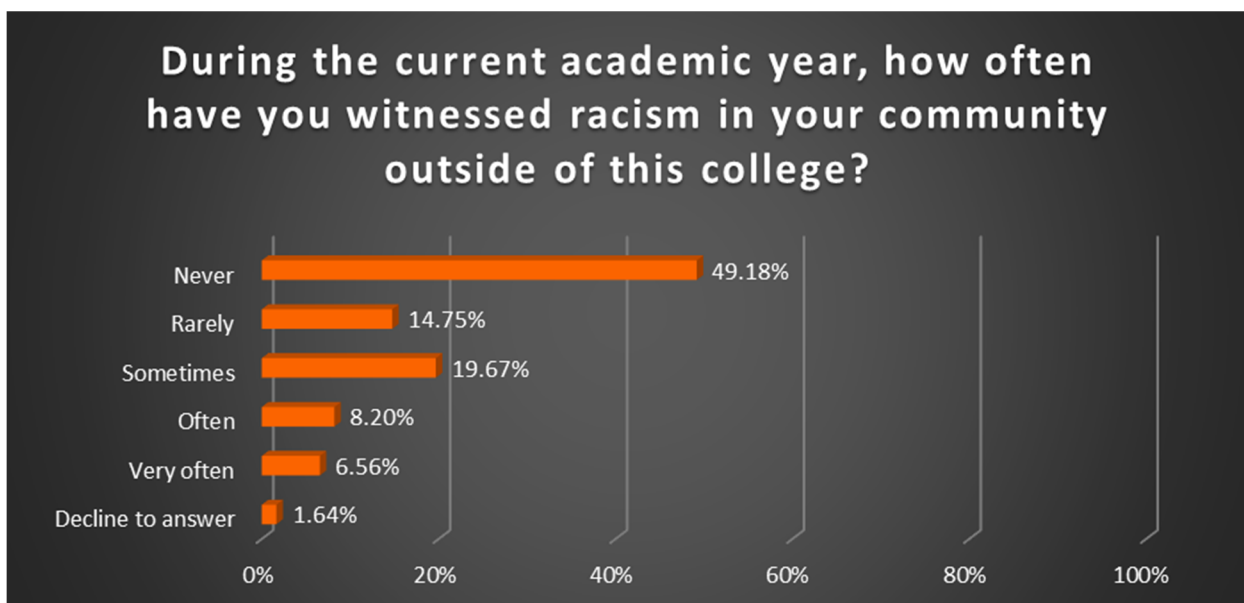


Table 10

During the current academic year, how often have you witnessed racism in your community outside of this college?	Count	Percent
Never	30	49.18%
Rarely	9	14.75%
Sometimes	12	19.67%
Often	5	8.20%
Very often	4	6.56%
Decline to answer	1	1.64%
Total	61	100.00%



During the current academic year at this college, how often have you witnessed racism?	Count	Percent
Never	47	77.05%
Rarely	4	6.56%
Sometimes	5	8.20%
Often	2	3.28%
Very often	1	1.64%
Decline to answer	2	3.28%
Total	61	100.00%

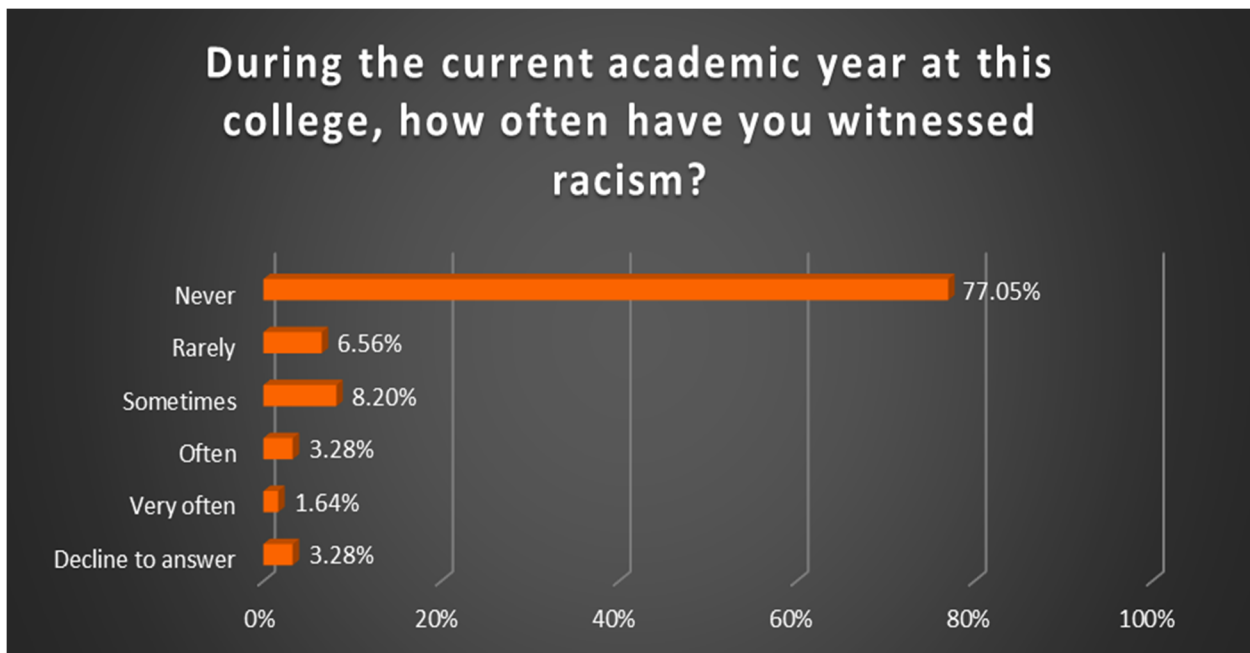


Table 12

During the current academic year, how often has racism been directed toward you in your community outside of this college?	Count	Percent
Never	39	63.93%
Rarely	5	8.20%
Sometimes	7	11.48%
Often	4	6.56%
Very often	4	6.56%
Decline to answer	2	3.28%
Total	61	100.00%

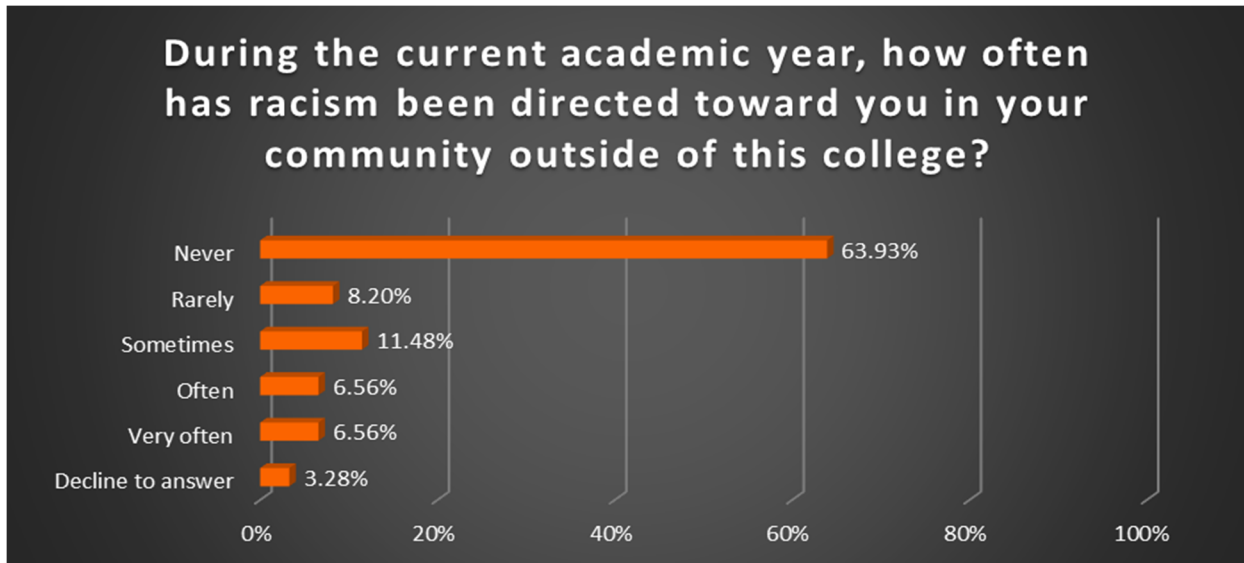
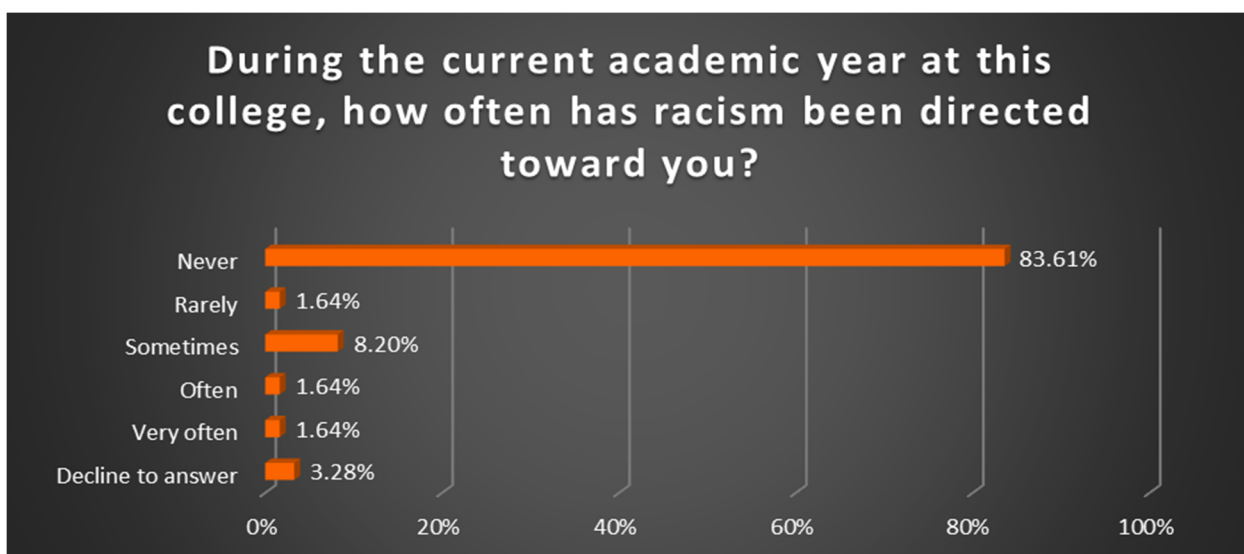


Table 13

During the current academic year at this college, how often has racism been directed toward you?	Count	Percent
Never	51	83.61%
Rarely	1	1.64%
Sometimes	5	8.20%
Often	1	1.64%
Very often	1	1.64%
Decline to answer	2	3.28%
Total	61	100.00%



<b>During the current academic year at this college, how often have you witnessed college instructors and other staff members taking a stance against racism?</b>	<b>Count</b>	<b>Percent</b>
Never	26	42.62%
Rarely	8	13.11%
Sometimes	11	18.03%
Often	10	16.39%
Very often	4	6.56%
Decline to answer	2	3.28%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

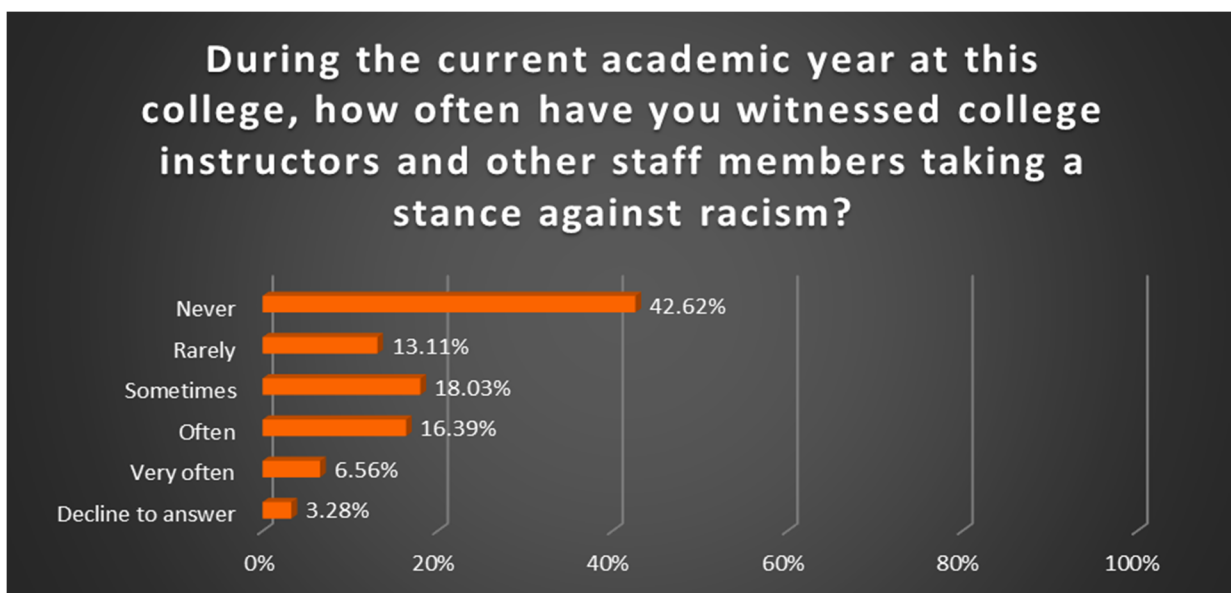


Table 15

<b>During the current academic year at this college, how often have you experienced college instructors and other staff members taking a stance against racism in your defense?</b>	<b>Count</b>	<b>Percent</b>
Never	43	70.49%
Rarely	5	8.20%
Sometimes	5	8.20%
Often	2	3.28%
Very often	2	3.28%
Decline to answer	4	6.56%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

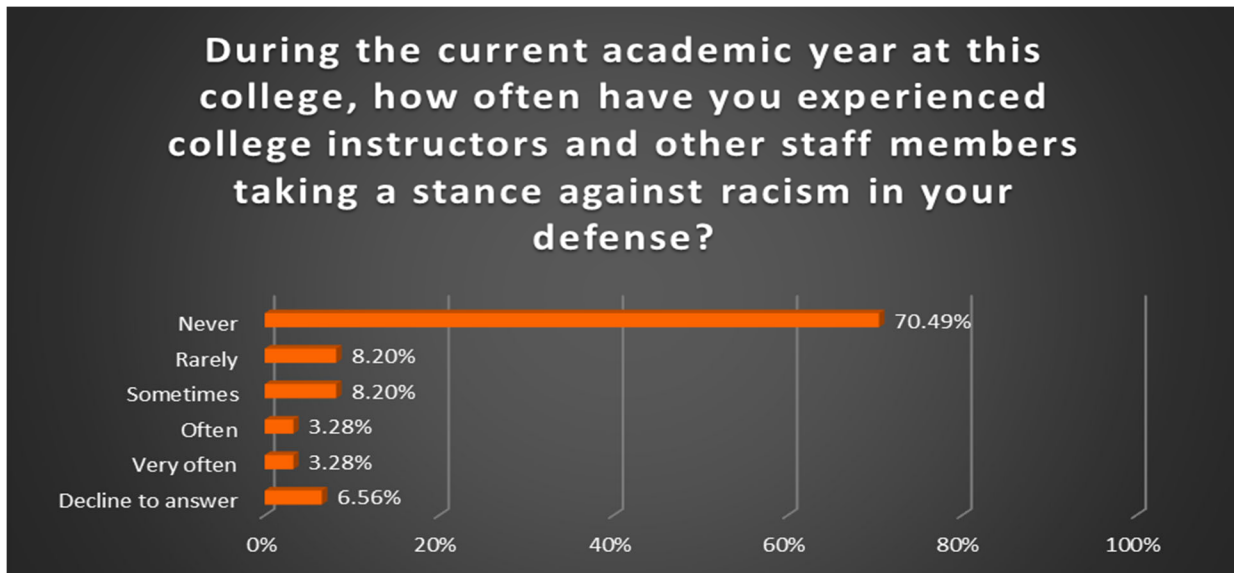
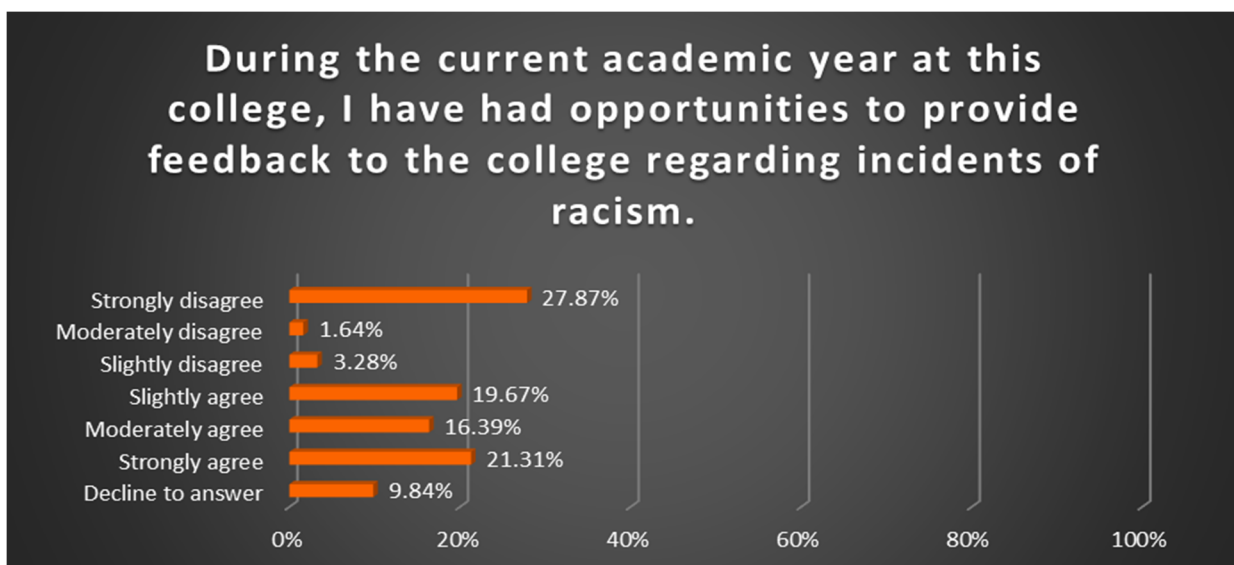
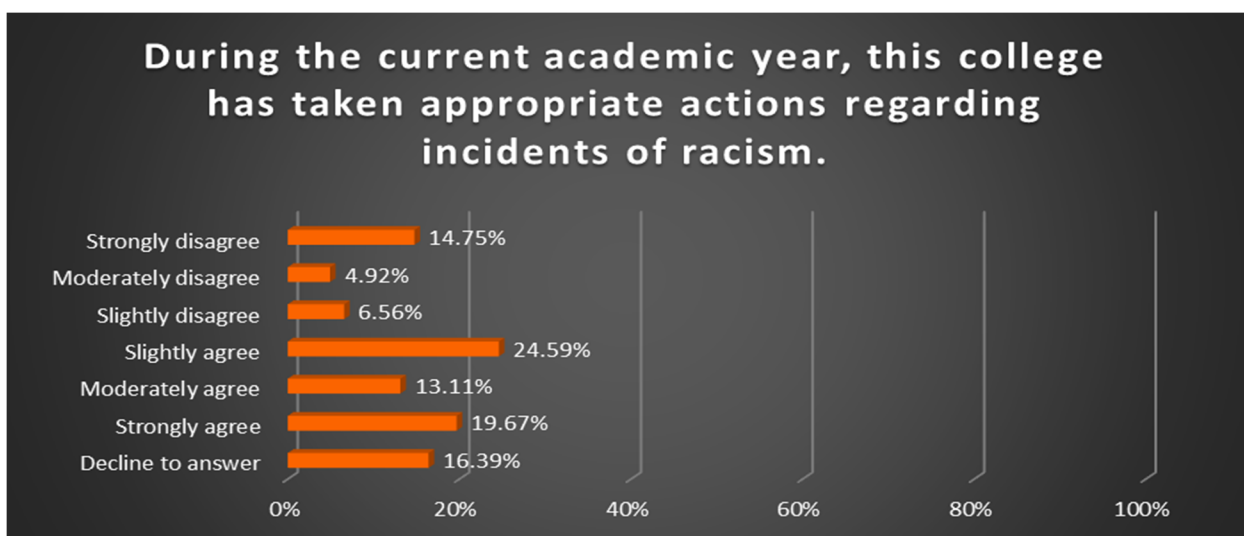


Table 16

<b>During the current academic year at this college, I have had opportunities to provide feedback to the college regarding incidents of racism.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	17	27.87%
Moderately disagree	1	1.64%
Slightly disagree	2	3.28%
Slightly agree	12	19.67%
Moderately agree	10	16.39%
Strongly agree	13	21.31%
Decline to answer	6	9.84%
<b>Total</b>	<b>61</b>	<b>100.00%</b>



During the current academic year, this college has taken appropriate actions regarding incidents of racism.	Count	Percent
Strongly disagree	9	14.75%
Moderately disagree	3	4.92%
Slightly disagree	4	6.56%
Slightly agree	15	24.59%
Moderately agree	8	13.11%
Strongly agree	12	19.67%
Decline to answer	10	16.39%
Total	61	100.00%



## Campus and Culture

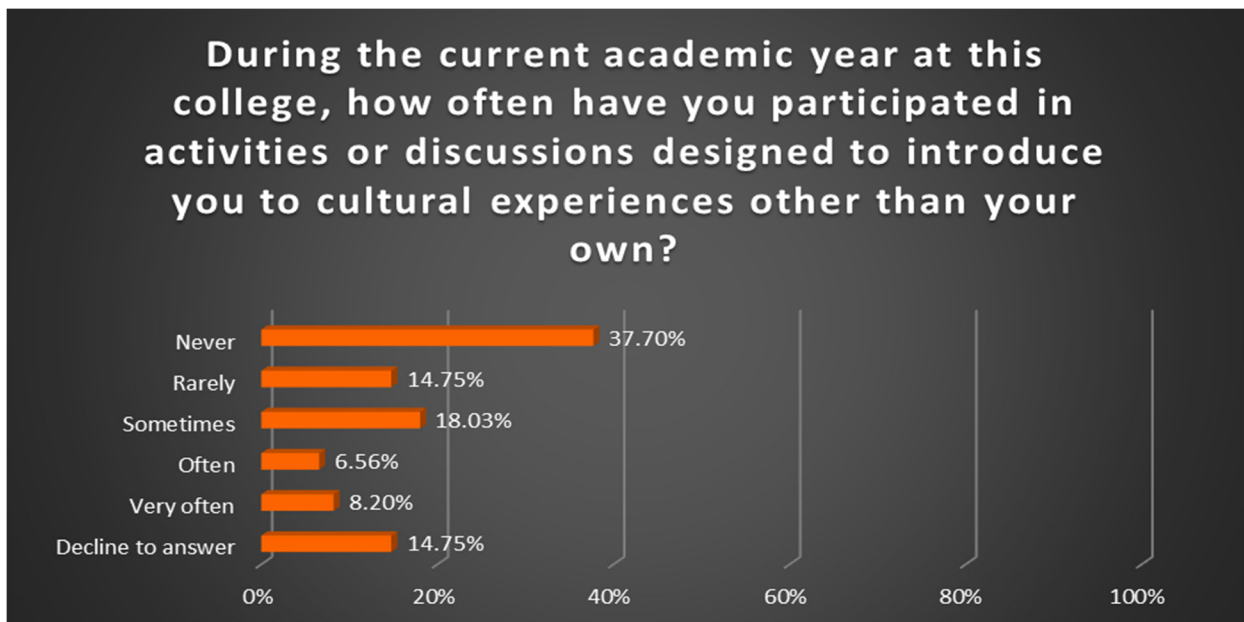
At OSUIT, much of the academic experience occurs for students who are engaged in technical programs where social and cultural issues may not readily arise in the curriculum. In some cases, cultural experiences are gained through extracurricular activities, although some discussions may occur in cornerstone, capstone, and general education classes. Regardless, table 18 shows a substantial number of students at OSUIT who report never having participated in activities or discussions designed to introduce them to cultural experiences other than their own. Table 19 likewise shows that, outside of the classroom, there was little participation in activities or discussions to encourage understanding of race/ethnicity issues. Table 20 shows that students infrequently engage in activities or discussions in class that reflect the student's own cultural experiences, and table 21 shows that students infrequently engage in activities or discussions in class examining race/ethnicity issues. Table 22 shows that some instructors included topics and perspectives focused on the student's race/ethnicity infrequently or not at all. Table 23 shows that less than half of students agree that there is adequate diversity among the faculty and staff. Table 24 shows most students reporting that it is not important to them that their advisor/counselor is the same race/ethnicity as the student. Similarly, tables 25 shows that almost half

of responding students received advisement from staff who is not the same race/ethnicity as themselves, but table 26 shows that race/ethnicity is also relatively unimportant when deciding which sections to take at OSUIT. The question represented in table 27 (and several other questions also) should be reevaluated by The Center; it is meaningless without breaking out the demographics of the respondents along with the number of classes taken. Further, unless racial/ethnic heritage was discussed, the students are assuming to know the race/ethnicity of faculty based on appearances alone.

Note that, in counting the responses for each question, a substantial number of students abstained (“decline to answer”) from these questions. Considering the nature of the questions and the trust level students have with this survey, these likely play a role in the reluctance of some students to respond.

Table 18

<b>During the current academic year at this college, how often have you participated in activities or discussions designed to introduce you to cultural experiences other than your own?</b>	<b>Count</b>	<b>Percent</b>
Never	23	37.70%
Rarely	9	14.75%
Sometimes	11	18.03%
Often	4	6.56%
Very often	5	8.20%
Decline to answer	9	14.75%
<b>Total</b>	<b>61</b>	<b>100.00%</b>





<b>During the current academic year at this college, how often have you participated in activities or discussions out of class that encouraged you to examine your understanding of issues of race/ethnicity?</b>	<b>Count</b>	<b>Percent</b>
Never	16	26.23%
Rarely	12	19.67%
Sometimes	14	22.95%
Often	5	8.20%
Very often	3	4.92%
Decline to answer	11	18.03%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

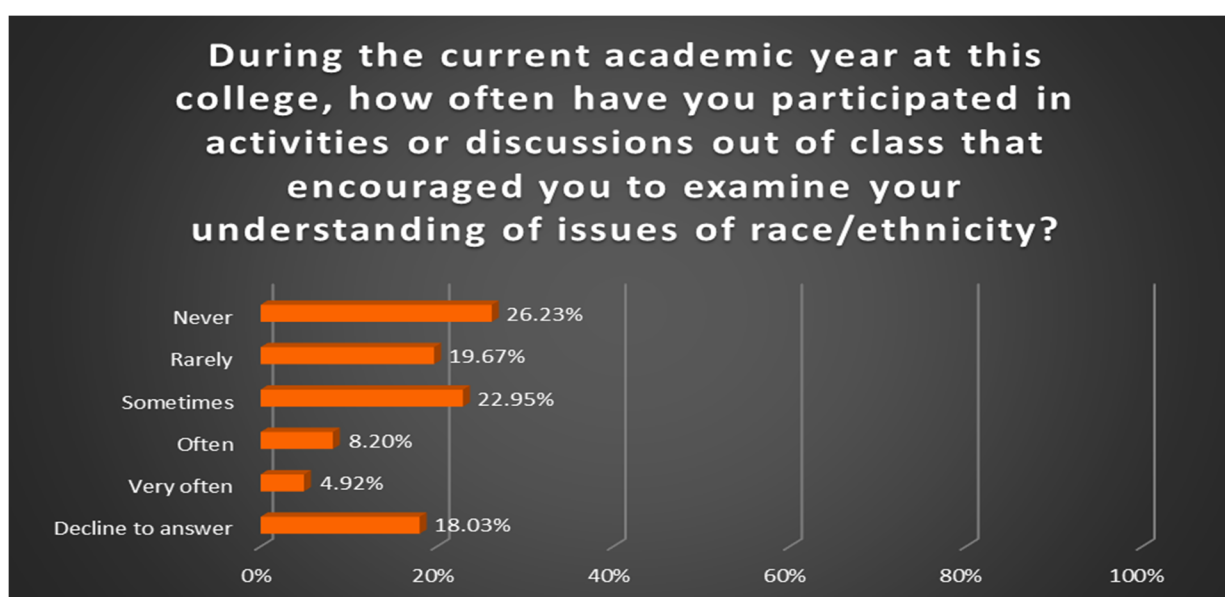


Table 20

<b>During the current academic year at this college, how often have you participated in activities or discussions in class that reflect your cultural experiences?</b>	<b>Count</b>	<b>Percent</b>
Never	27	44.26%
Rarely	8	13.11%
Sometimes	12	19.67%
Often	0	0.00%
Very often	3	4.92%
Decline to answer	11	18.03%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

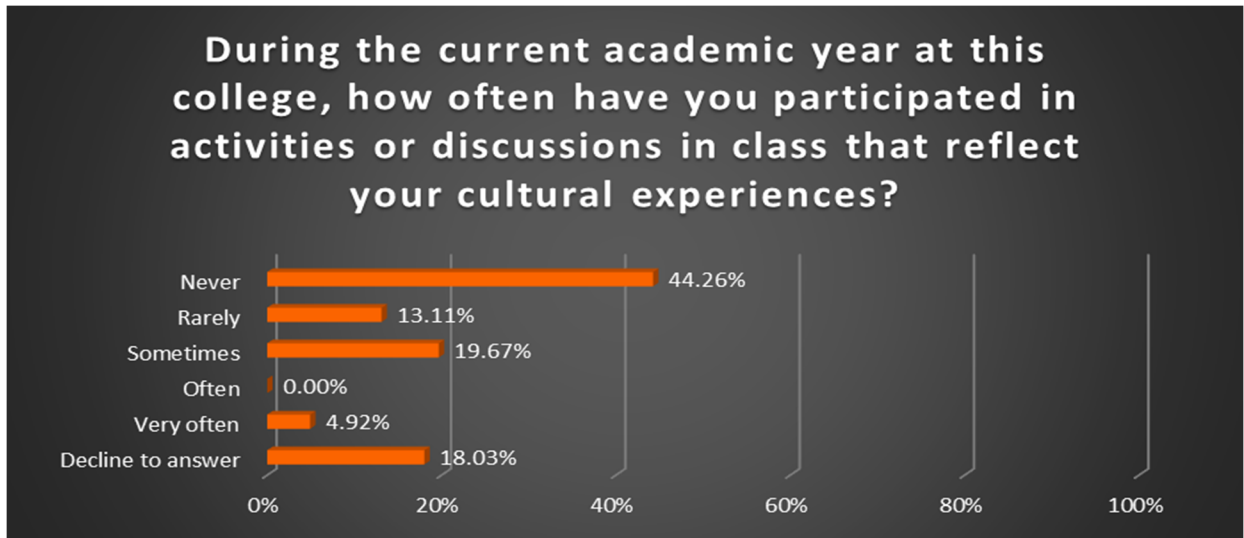
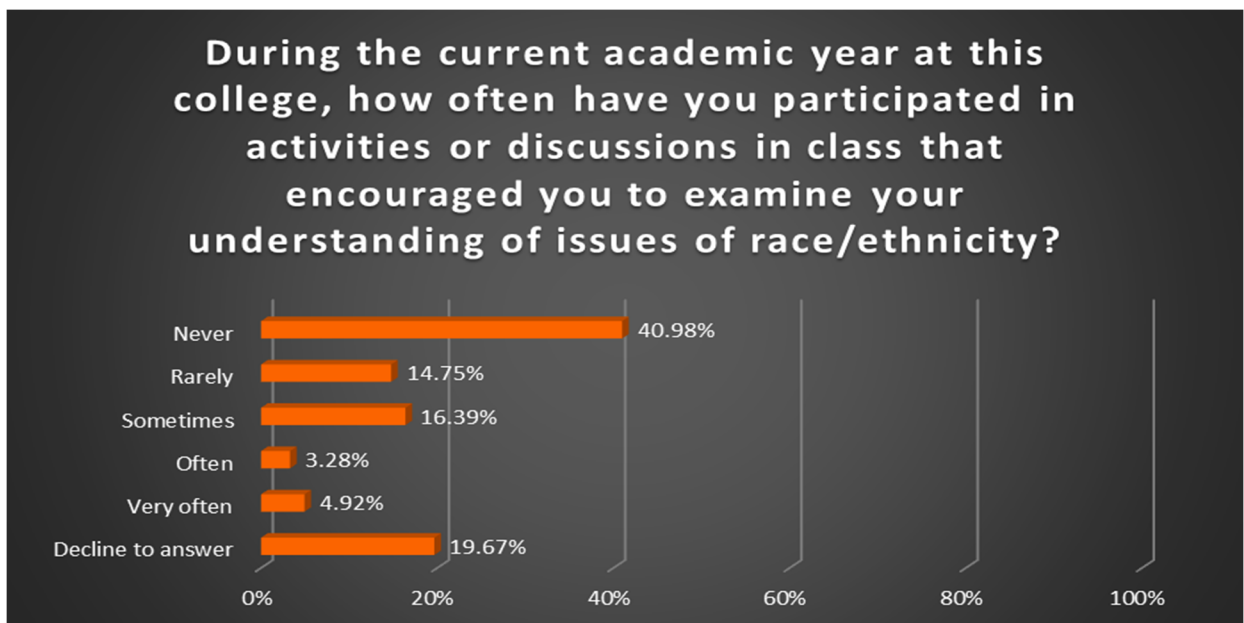


Table 21

<b>During the current academic year at this college, how often have you participated in activities or discussions in class that encouraged you to examine your understanding of issues of race/ethnicity?</b>	<b>Count</b>	<b>Percent</b>
Never	25	40.98%
Rarely	9	14.75%
Sometimes	10	16.39%
Often	2	3.28%
Very often	3	4.92%
Decline to answer	12	19.67%
<b>Total</b>	<b>61</b>	<b>100.00%</b>



<b>During the current academic year at this college, how often have your instructors included topics and perspectives focused on your race/ethnicity?</b>	<b>Count</b>	<b>Percent</b>
Never	25	40.98%
Rarely	12	19.67%
Sometimes	6	9.84%
Often	4	6.56%
Very often	1	1.64%
Decline to answer	13	21.31%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

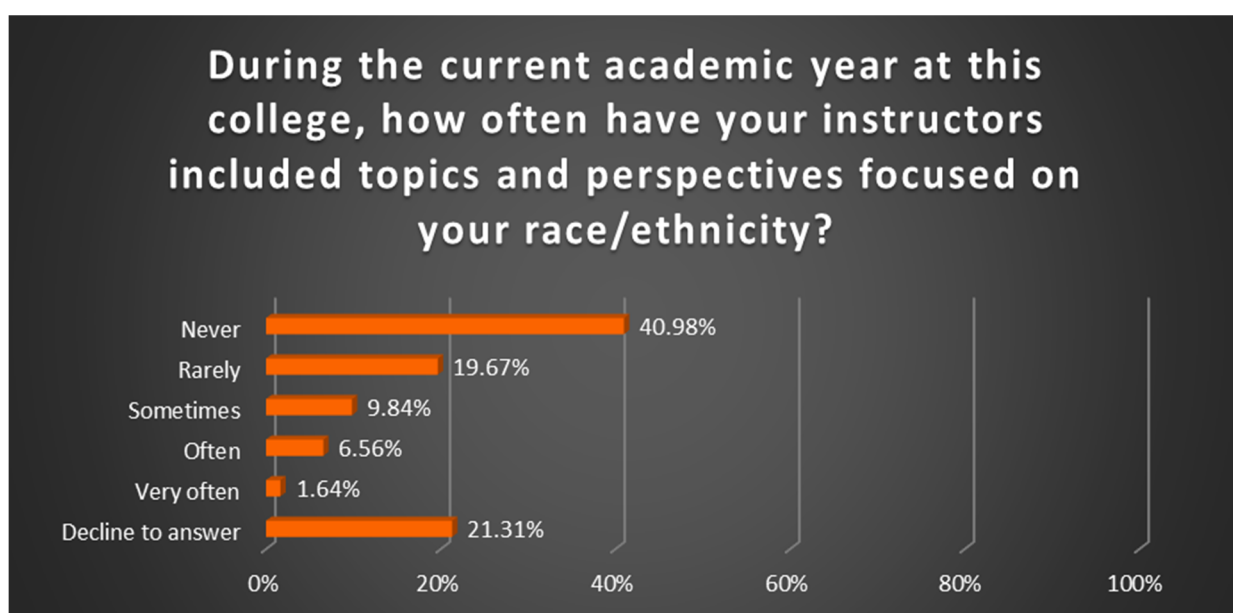


Table 23

<b>At this college, there is an adequate amount of diversity among instructors and staff members.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	6	9.84%
Moderately disagree	0	0.00%
Slightly disagree	3	4.92%
Slightly agree	12	19.67%
Moderately agree	6	9.84%
Strongly agree	21	34.43%
Decline to answer	13	21.31%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

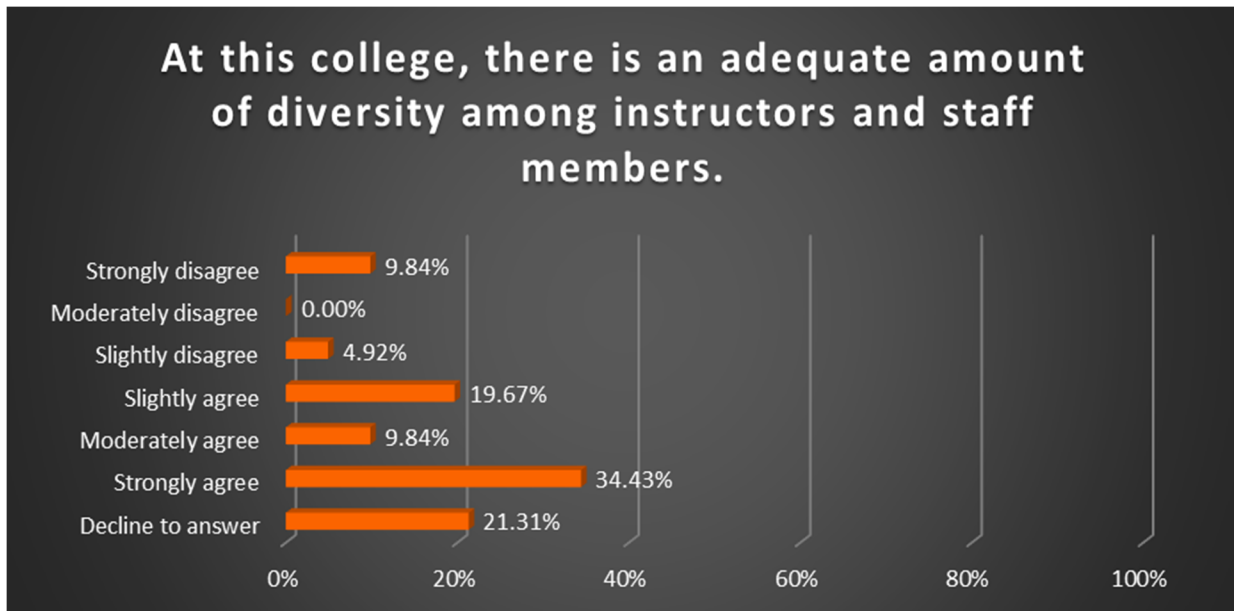
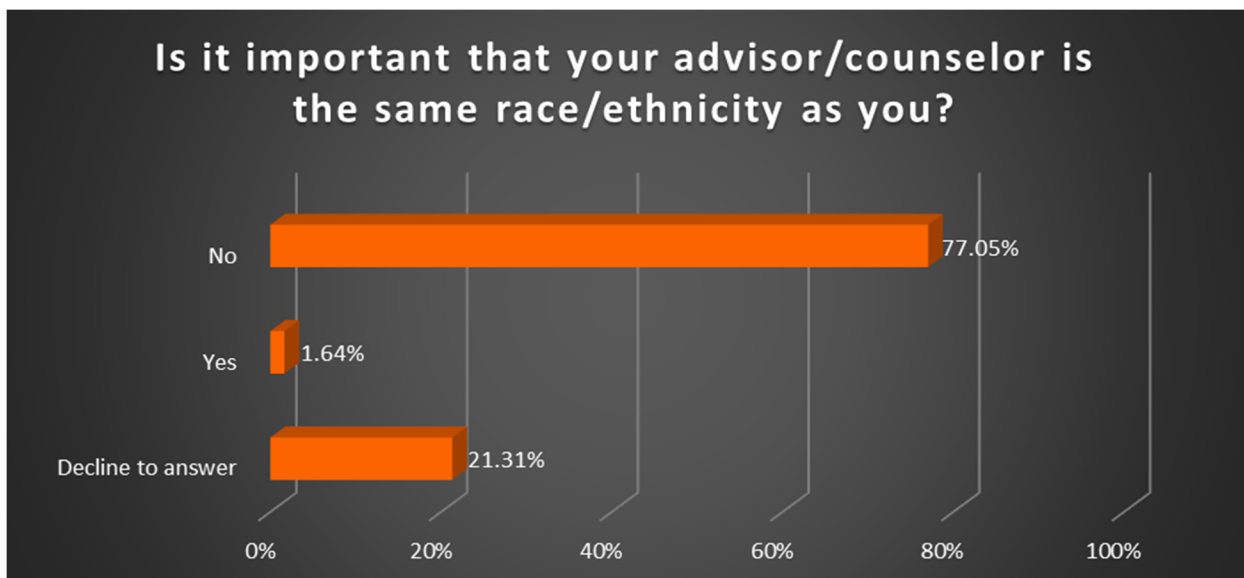


Table 24

Is it important that your advisor/counselor is the same race/ethnicity as you?	Count	Percent
No	47	77.05%
Yes	1	1.64%
Decline to answer	13	21.31%
Total	61	100.00%



<b>During the current academic year at this college, have you been advised by a college staff member who is the same race/ethnicity as you?</b>	<b>Count</b>	<b>Percent</b>
No	15	24.59%
Yes	32	52.46%
Decline to answer	14	22.95%
Total	61	100.00%

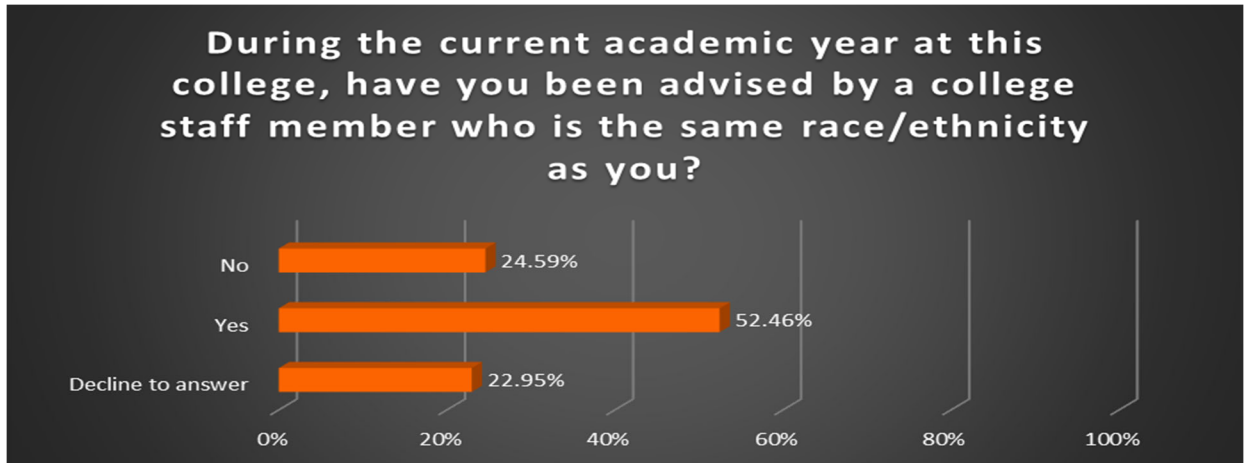
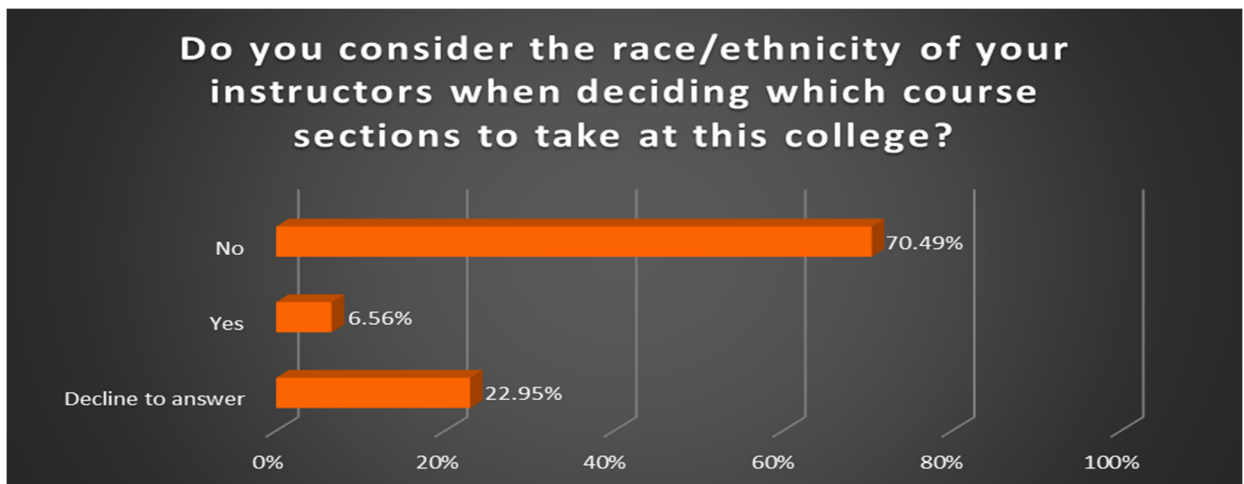
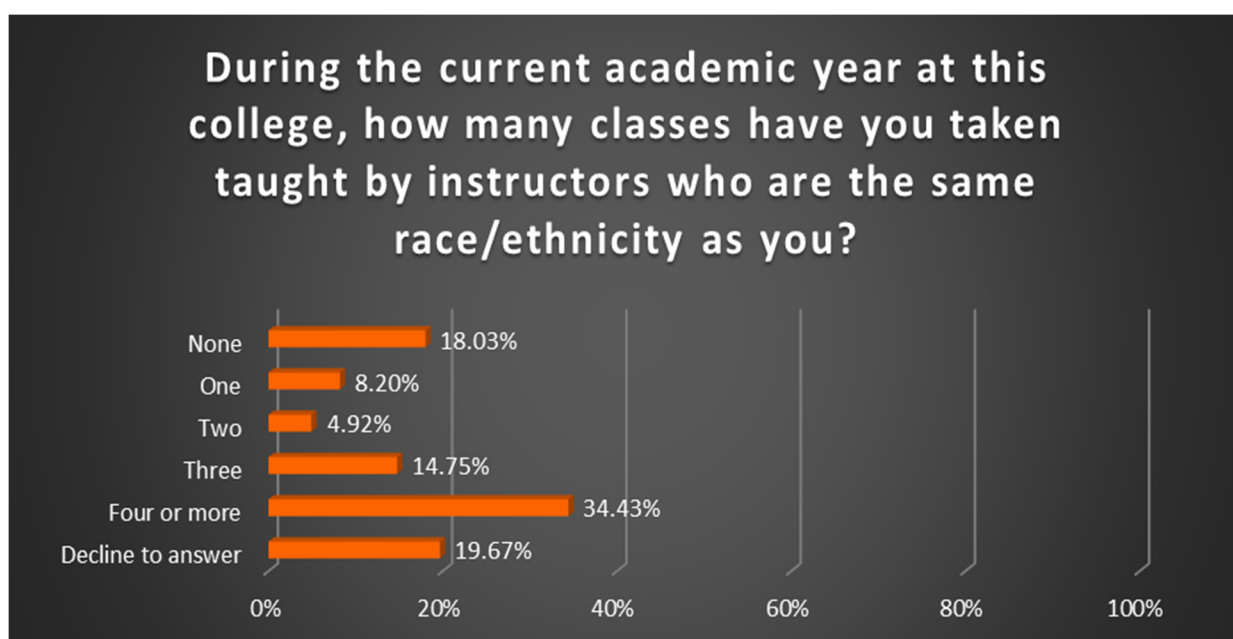


Table 26

<b>Do you consider the race/ethnicity of your instructors when deciding which course sections to take at this college?</b>	<b>Count</b>	<b>Percent</b>
No	43	70.49%
Yes	4	6.56%
Decline to answer	14	22.95%
Total	61	100.00%



During the current academic year at this college, how many classes have you taken taught by instructors who are the same race/ethnicity as you?	Count	Percent
None	11	18.03%
One	5	8.20%
Two	3	4.92%
Three	9	14.75%
Four or more	21	34.43%
Decline to answer	12	19.67%
Total	61	100.00%



### Student Engagement Topics

In table 28 we see levels of belongingness which has long been considered an indicator of student engagement. Tables 29 shows that most students feel there is a culture of caring at OSUIT. Tables 30 and 31 show that almost all respondents had experienced instructors who care about student success and staff who care about the students themselves. In tables 32 and 33, most students report a better than average expectation academically. Table 34 shows that students vary greatly on their instructors' perceptions of the student's academic ability, while in table 35 students report that some instructors have expressed high expectations of the students.

<b>During the current academic year at this college, I have felt like I belong.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	2	3.28%
Moderately disagree	3	4.92%
Slightly disagree	6	9.84%
Slightly agree	7	11.48%
Moderately agree	7	11.48%
Strongly agree	23	37.70%
Decline to answer	13	21.31%
Total	61	100.00%

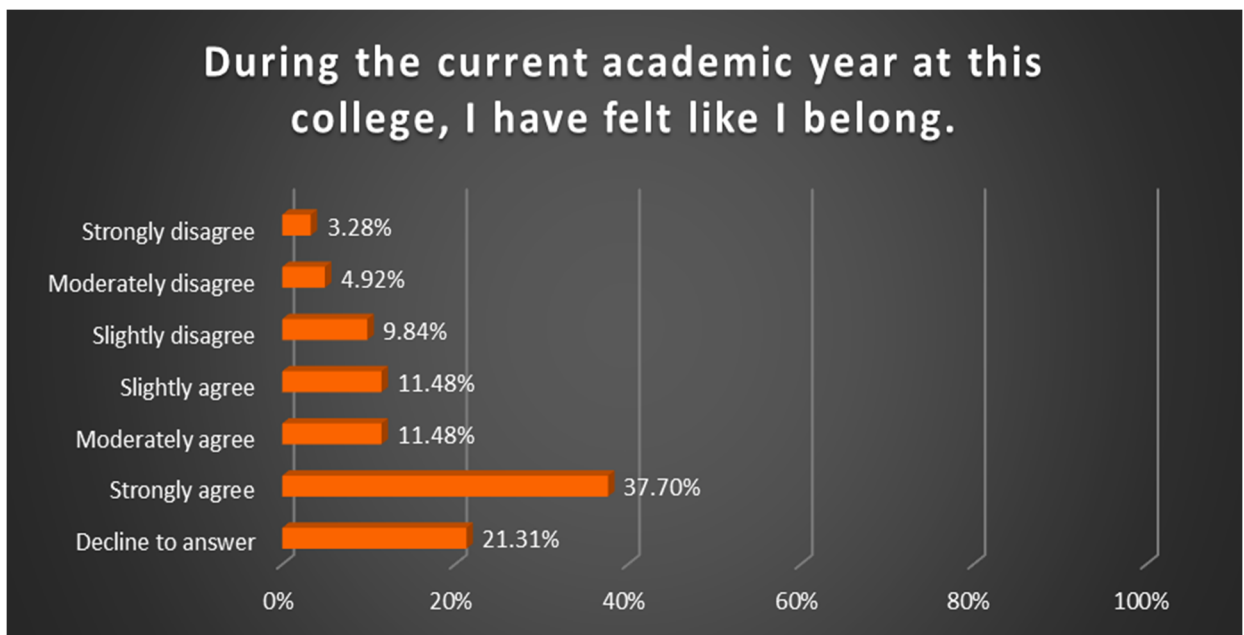


Table 29

<b>Currently, there is a culture of caring at this college.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	5	8.20%
Moderately disagree	1	1.64%
Slightly disagree	3	4.92%
Slightly agree	13	21.31%
Moderately agree	9	14.75%
Strongly agree	17	27.87%
Decline to answer	13	21.31%
Total	61	100.00%

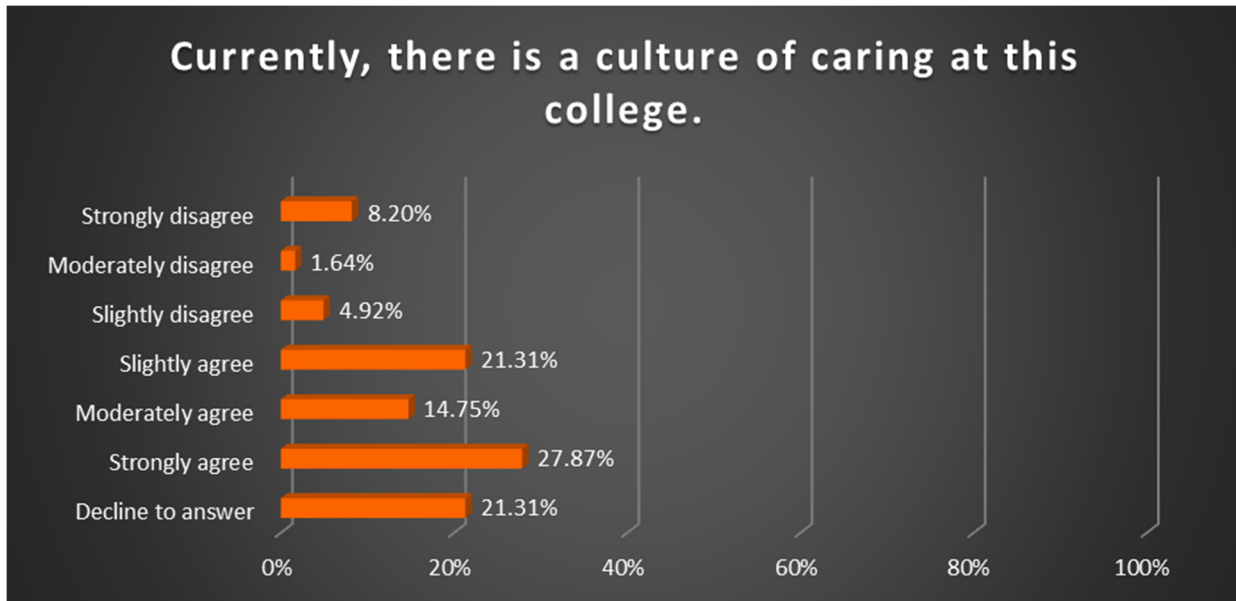
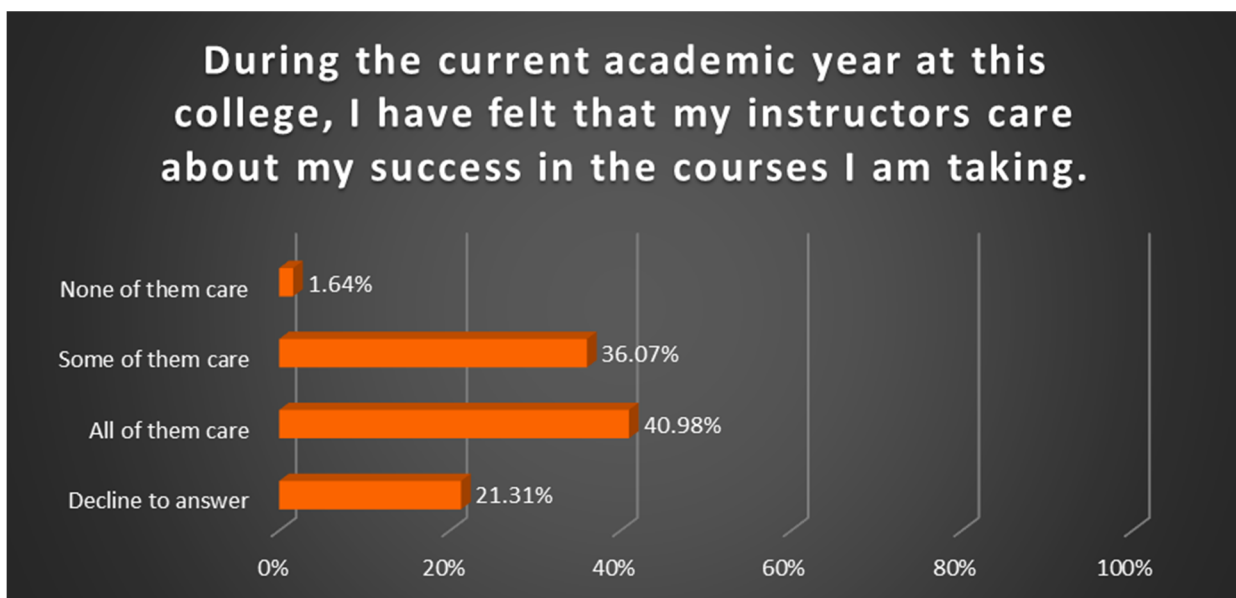


Table 30

<b>During the current academic year at this college, I have felt that my instructors care about my success in the courses I am taking.</b>	<b>Count</b>	<b>Percent</b>
None of them care	1	1.64%
Some of them care	22	36.07%
All of them care	25	40.98%
Decline to answer	13	21.31%
<b>Total</b>	<b>61</b>	<b>100.00%</b>





<b>During the current academic year at this college, I have felt that college staff (other than my instructors) care about me.</b>	<b>Count</b>	<b>Percent</b>
None of them care	2	3.28%
Some of them care	18	29.51%
All of them care	27	44.26%
Decline to answer	14	22.95%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

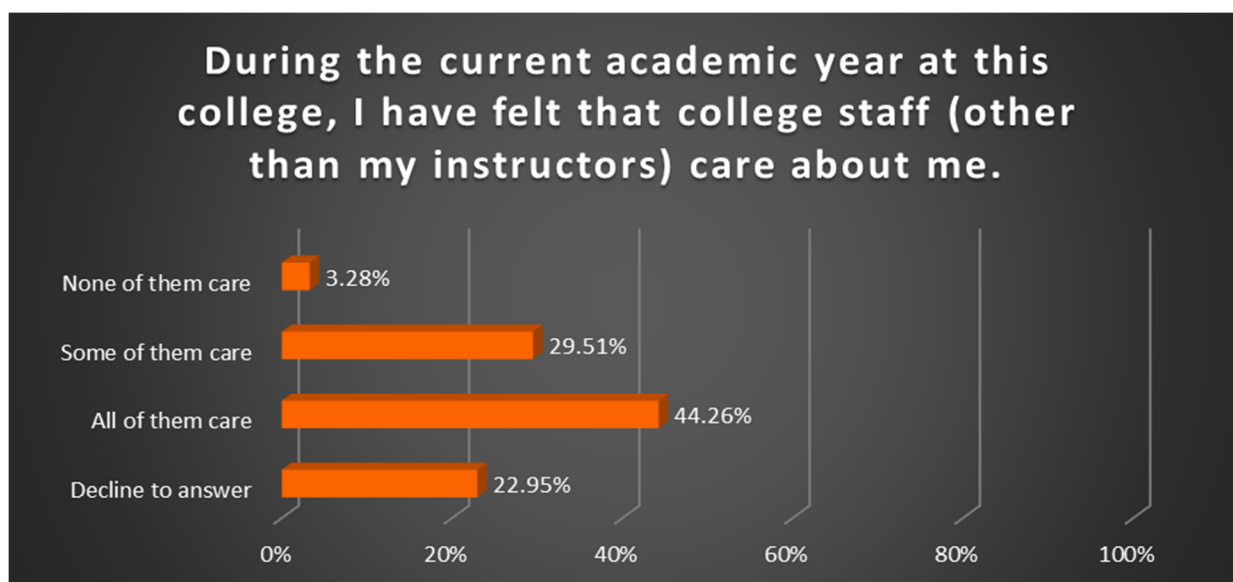


Table 32

<b>During the current academic year at this college, I am confident that I will complete all of my courses with a grade of C or better.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	1	1.64%
Moderately disagree	0	0.00%
Slightly disagree	6	9.84%
Slightly agree	6	9.84%
Moderately agree	5	8.20%
Strongly agree	31	50.82%
Decline to answer	12	19.67%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

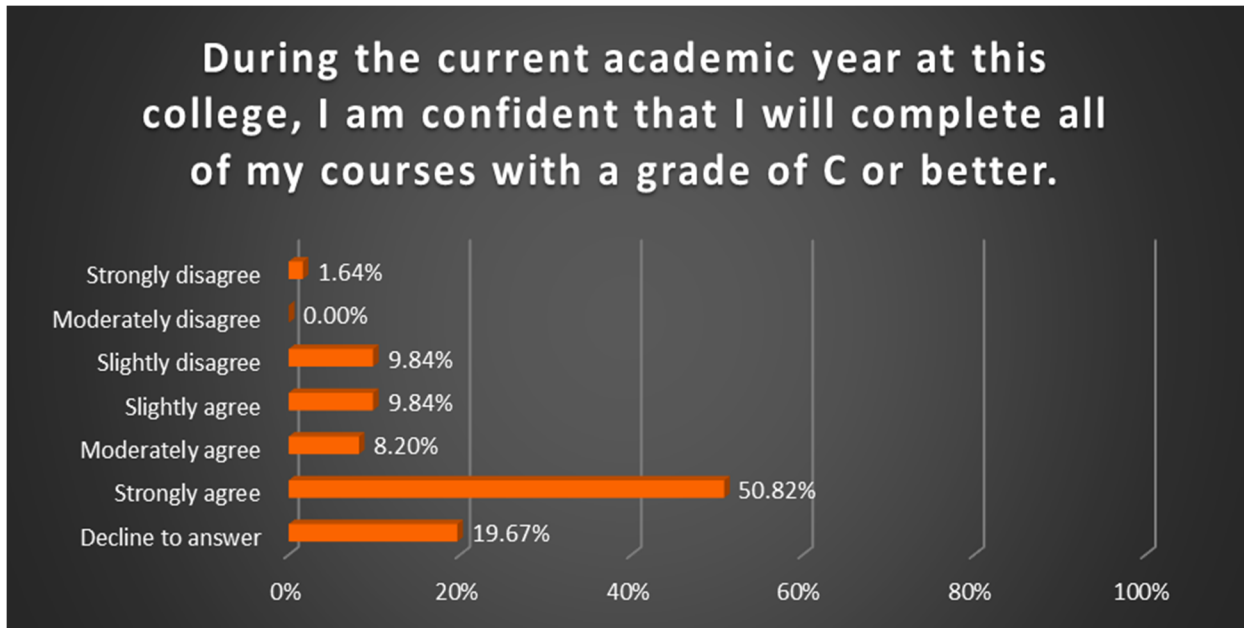
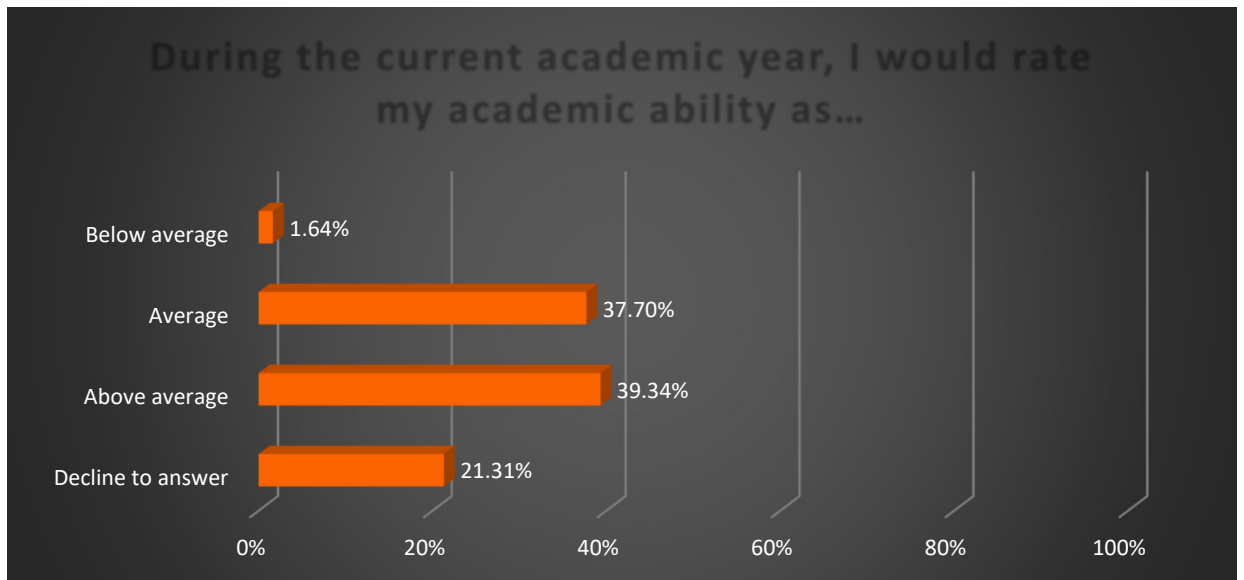


Table 33

During the current academic year, I would rate my academic ability as...	Count	Percent
Below average	1	1.64%
Average	23	37.70%
Above average	24	39.34%
Decline to answer	13	21.31%
Total	61	100.00%



<b>During the current academic year at this college, do you think your instructors have a different perception of your academic ability than you do?</b>	<b>Count</b>	<b>Percent</b>
None of them do	16	26.23%
Some of them do	24	39.34%
All of them do	5	8.20%
Decline to answer	16	26.23%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

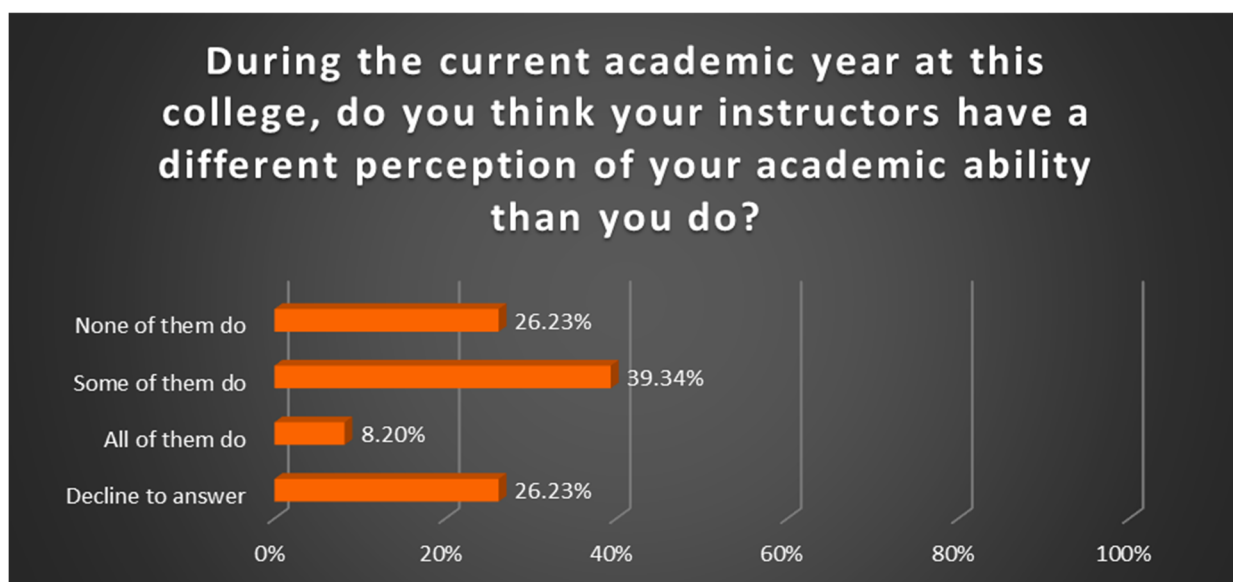
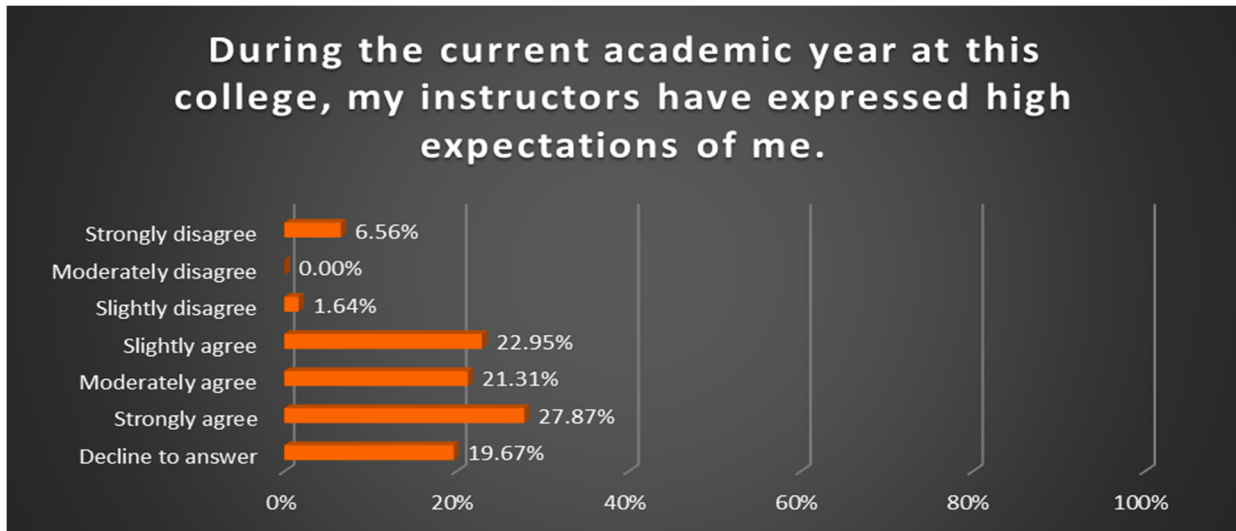


Table 35

<b>During the current academic year at this college, my instructors have expressed high expectations of me.</b>	<b>Count</b>	<b>Percent</b>
Strongly disagree	4	6.56%
Moderately disagree	0	0.00%
Slightly disagree	1	1.64%
Slightly agree	14	22.95%
Moderately agree	13	21.31%
Strongly agree	17	27.87%
Decline to answer	12	19.67%
<b>Total</b>	<b>61</b>	<b>100.00%</b>



### Extracurricular Involvement

Tables 36-39 reflect students’ awareness of extracurricular activities on campus, while tables 40-43 deal with student participation in these activities. Almost half of students knew about positions of student leadership (see table 36), but fewer than 5% participated in these activities (see table 40). Fewer knew about the formal student mentoring programs (see table 37) while none of the students in this survey participated in the programs (see table 41). Over 57% knew about the student clubs and organizations (see table 38) and over 55% knew about intramural sports (see table 39); only 6.6% participated in student clubs and organizations (see table 42), and only 9.8% participated in intramural sports (see table 43). Note that the following questions have responses “Marked” and “Not marked”; if the item is “Marked”, the student affirmed that they knew about or participated in the activity in question.

Table 36: During the current academic year at this college, which of the following extracurricular activities have you known about?

Student leadership positions	Count	Percent
Not marked	32	52.46%
Marked	29	47.54%
Total	61	100.00%

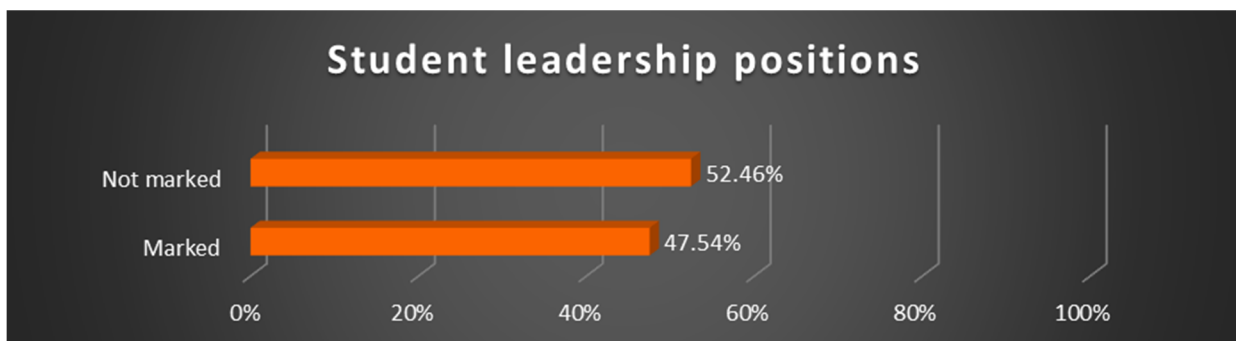


Table 37: During the current academic year at this college, which of the following extracurricular activities have you known about?

<b>Formal student mentoring programs composed of people the same race/ethnicity as you</b>	<b>Count</b>	<b>Percent</b>
Not marked	42	68.85%
Marked	19	31.15%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

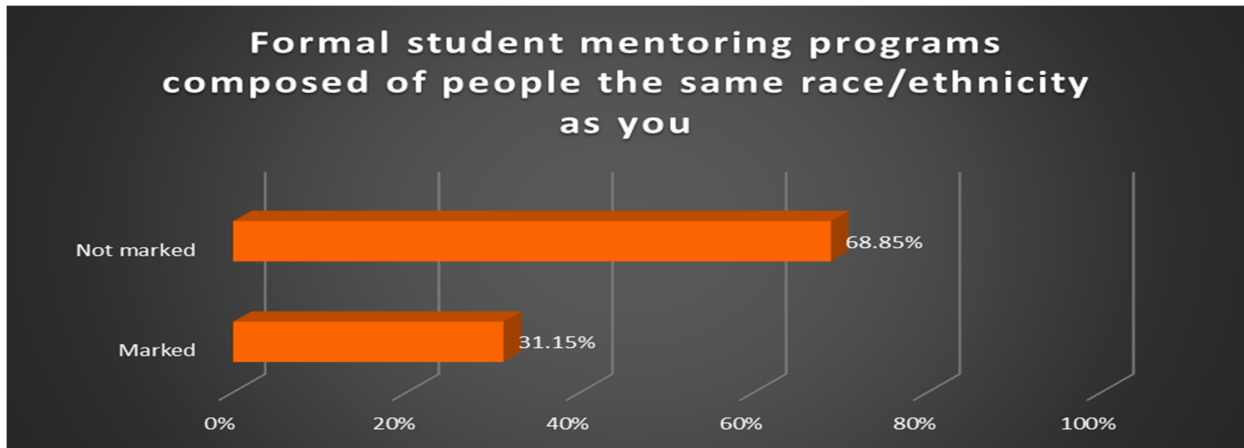


Table 38: During the current academic year at this college, which of the following extracurricular activities have you known about?

<b>Student organizations/clubs</b>	<b>Count</b>	<b>Percent</b>
Not marked	26	42.62%
Marked	35	57.38%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

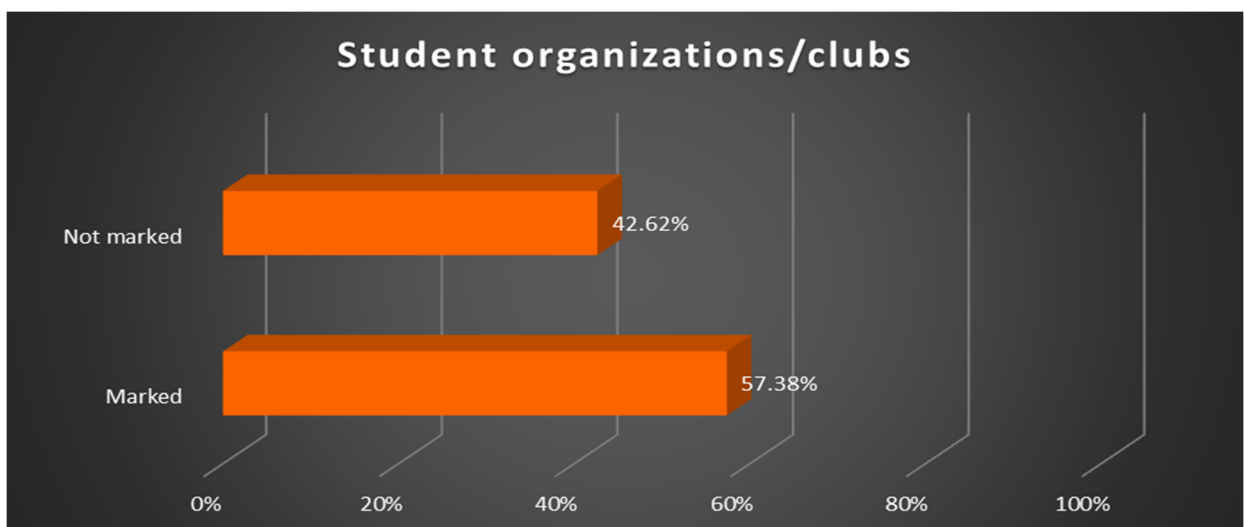


Table 39: During the current academic year at this college, which of the following extracurricular activities have you known about?

Organized sports/activities	Count	Percent
Not marked	27	44.26%
Marked	34	55.74%
Total	61	100.00%

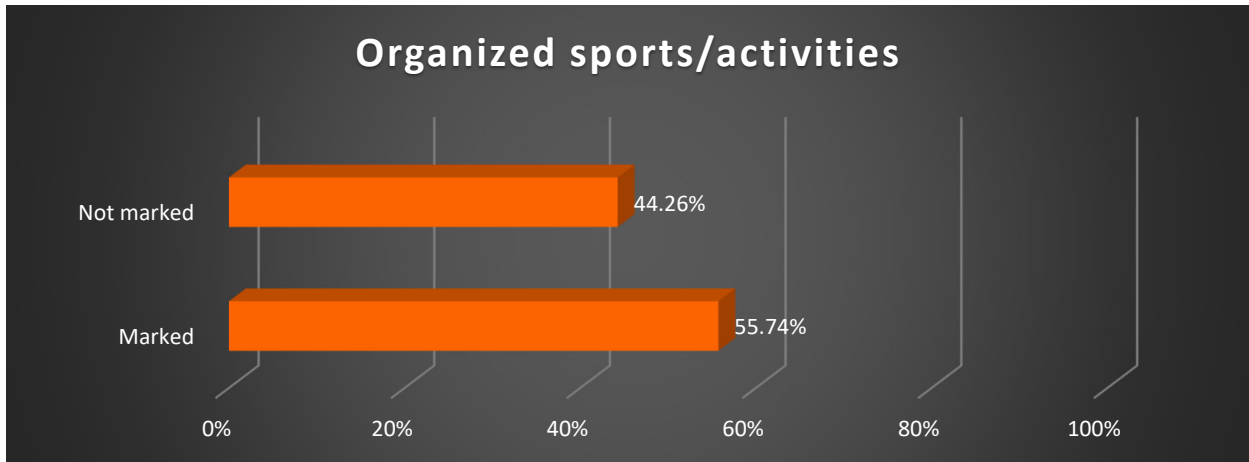


Table 40: During the current academic year at this college, have you participated in the following extracurricular activities?

Student leadership positions	Count	Percent
Not marked	58	95.08%
Marked	3	4.92%
Total	61	100.00%

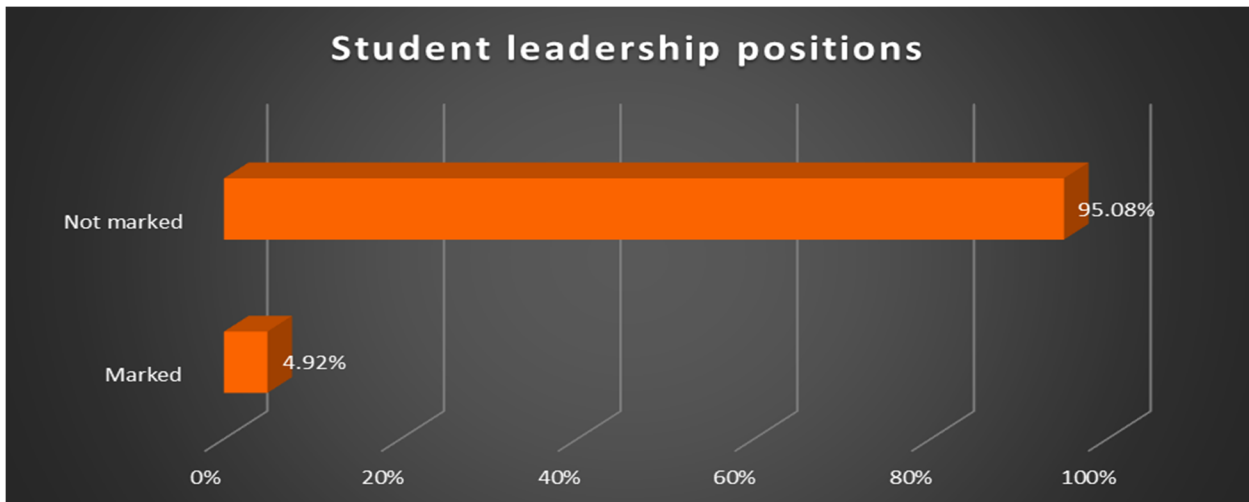


Table 41: During the current academic year at this college, have you participated in the following extracurricular activities?

<b>Formal student mentoring programs composed of people the same race/ethnicity as you</b>	<b>Count</b>	<b>Percent</b>
Not marked	61	100.00%
Marked	0	N/A
Total	61	100.00%

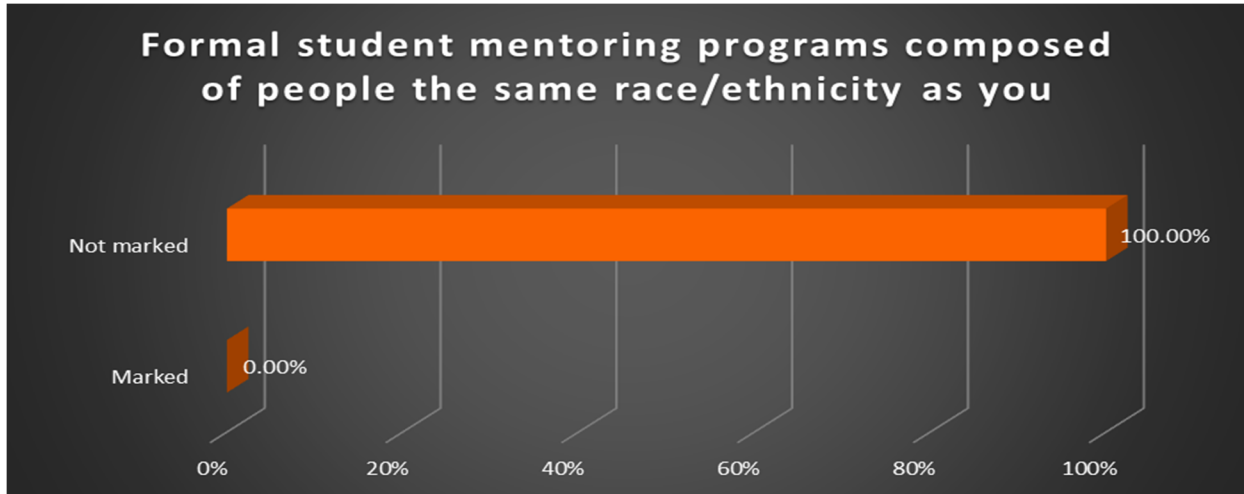


Table 42: During the current academic year at this college, have you participated in the following extracurricular activities?

<b>Student organizations/clubs</b>	<b>Count</b>	<b>Percent</b>
Not marked	57	93.44%
Marked	4	6.56%
Total	61	100.00%

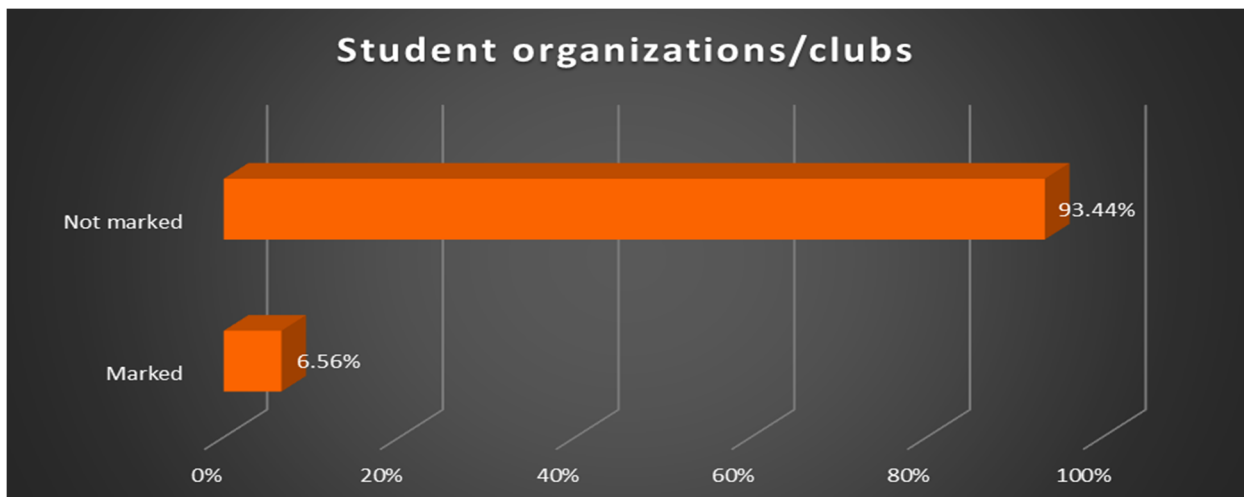
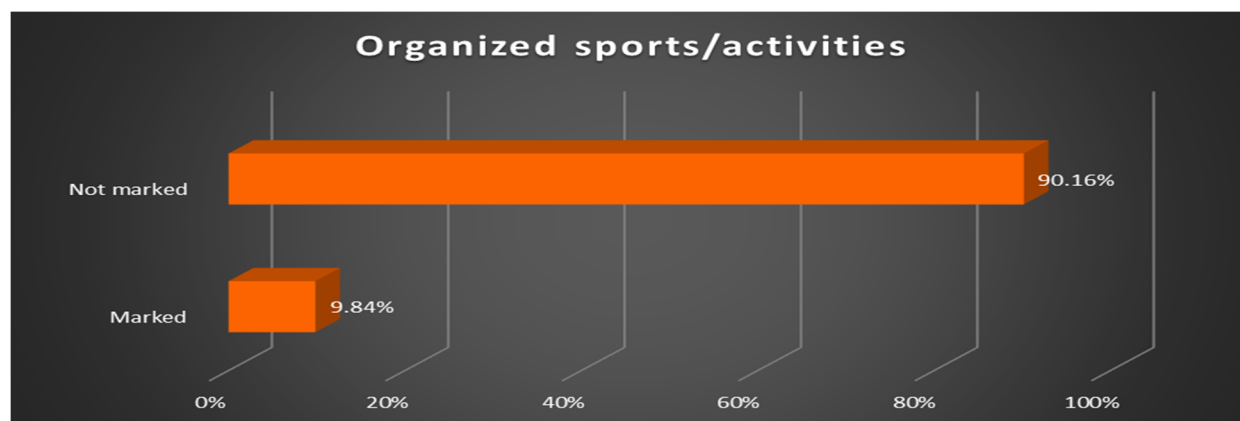


Table 43: During the current academic year at this college, have you participated in the following extracurricular activities?

Organized sports/activities	Count	Percent
Not marked	55	90.16%
Marked	6	9.84%
Total	61	100.00%



### Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus, they also benefit from services targeted to assist them with academic and career planning. Tables 44-50 show whether or not the students knew about particular services on campus, and tables 51-57 show the extent to which these students became involved in these services. All students in this sample responded to these items.

Students at OSUIT generally were aware of the opportunities to receive tutoring on campus, whether through the LASSO Center or the Peer Mentoring program. Interestingly, over 31.15% of students in this study report not knowing about the tutoring programs (see table 44), and only 16.39% of the students in this study participated in these programs (see table 51). As for organized learning communities, 36.07% knew about them (see table 45), but only 8.20% participated in them (see table 52). Fewer students (27.87%) knew about supplemental instruction (see table 46), and only one student reported engaging in it (table 53). Tables 47 shows 72.13% of students being aware of a “first-year experience” although this campus does not have such a program; 49.18% even claimed to have participated. Students in table 48 report awareness of an orientation class (63.93%) with Table 55 showing 40.98% attending orientation this year. Table 49 shows that 45.90% of students knew about student success courses on campus, while Table 56 shows that 14.75% participated. Table 50 shows 40.98% of students report knowing about the skills labs on campus, but table 57 shows only 8.20% reported engaging in the skills labs.

Note that the questions specify a particular time frame; students were to respond according to their experience during the current academic year. Some respondents may have been aware of the support



services but may have already engaged in the activity prior to the current academic year possibly skewing the results. Again, note that the following questions have responses “Marked” and “Not marked”; if the item is “Marked”, the student affirmed that they knew about or participated in the activity in question.

Table 44: During the current academic year at this college, which of the following academic supports have you known about?

<b>Peer or other tutoring</b>	<b>Count</b>	<b>Percent</b>
Not marked	19	31.15%
Marked	42	68.85%
Total	61	100.00%

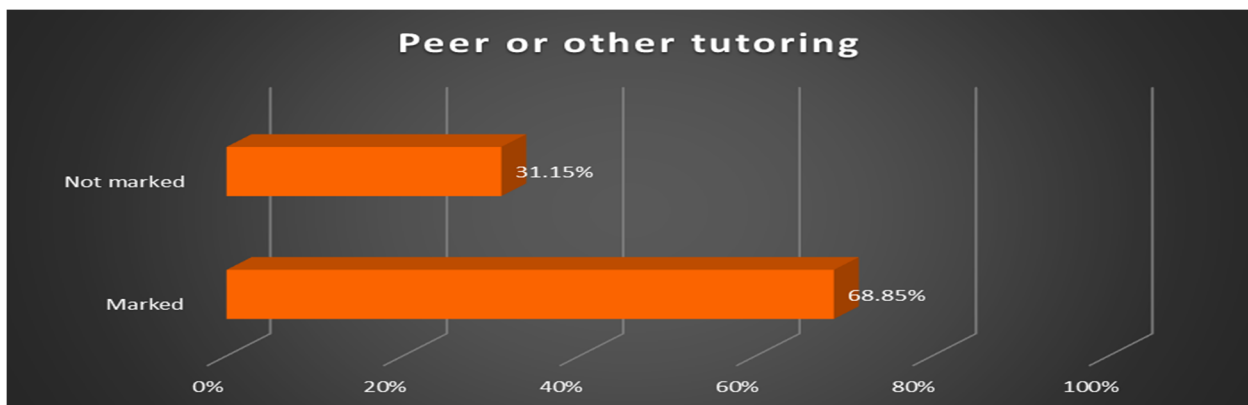


Table 45: During the current academic year at this college, which of the following academic supports have you known about?

<b>Organized learning communities (formal programs in which groups of students take two or more classes together)</b>	<b>Count</b>	<b>Percent</b>
Not marked	39	63.93%
Marked	22	36.07%
Total	61	100.00%

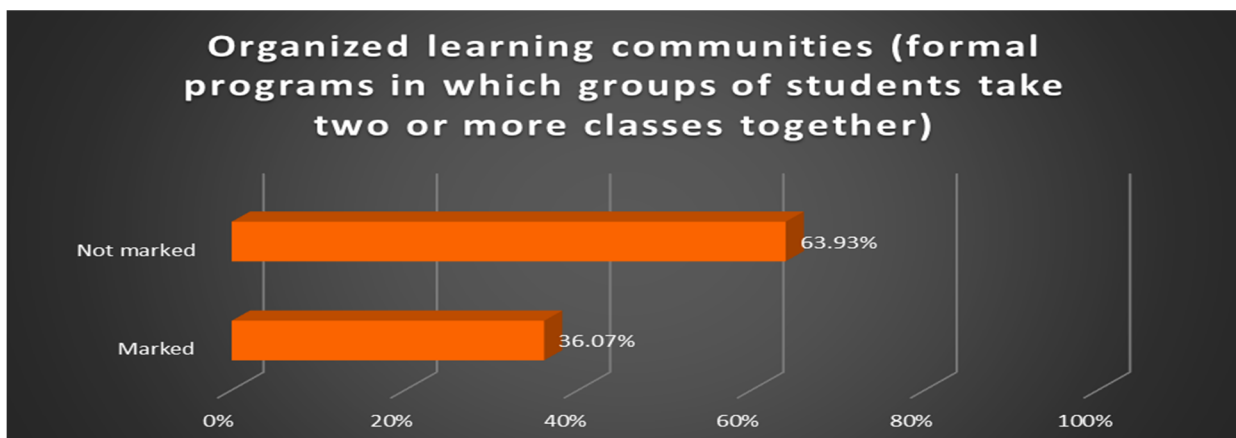


Table 46: During the current academic year at this college, which of the following academic supports have you known about?

<b>Supplemental instruction (extra class sessions with the instructor or an experienced student)</b>	<b>Count</b>	<b>Percent</b>
Not marked	44	72.13%
Marked	17	27.87%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

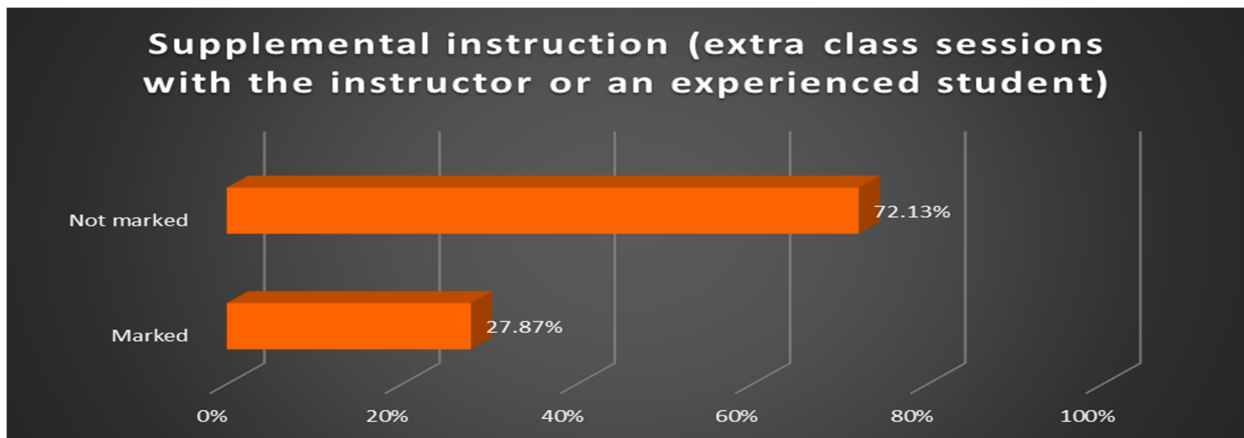


Table 47: During the current academic year at this college, which of the following academic supports have you known about?

<b>First-year experience</b>	<b>Count</b>	<b>Percent</b>
Not marked	17	27.87%
Marked	44	72.13%
<b>Total</b>	<b>61</b>	<b>100.00%</b>

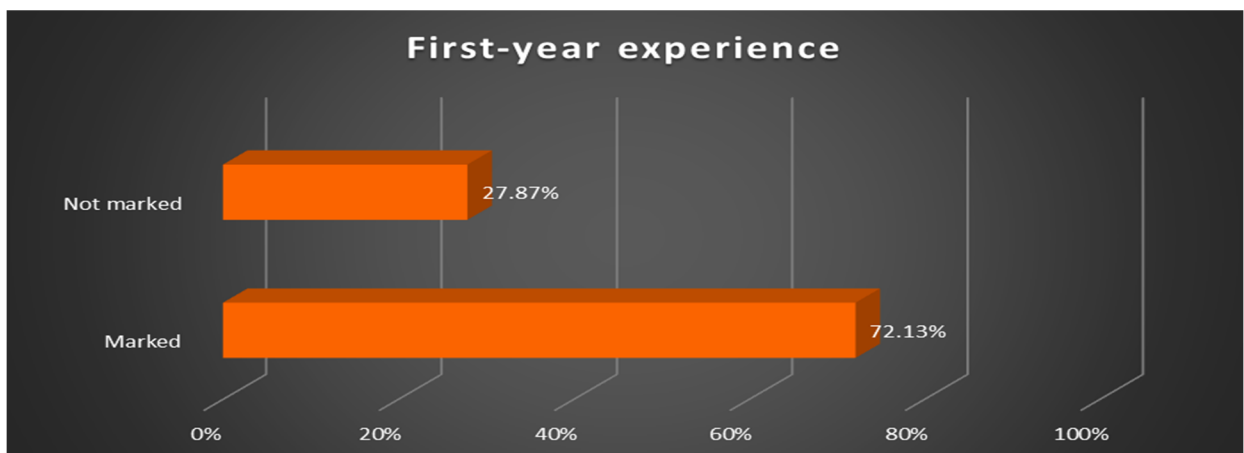


Table 48: During the current academic year at this college, which of the following academic supports have you known about?

<b>Orientation</b>	<b>Count</b>	<b>Percent</b>
Not marked	22	36.07%
Marked	39	63.93%
Total	61	100.00%

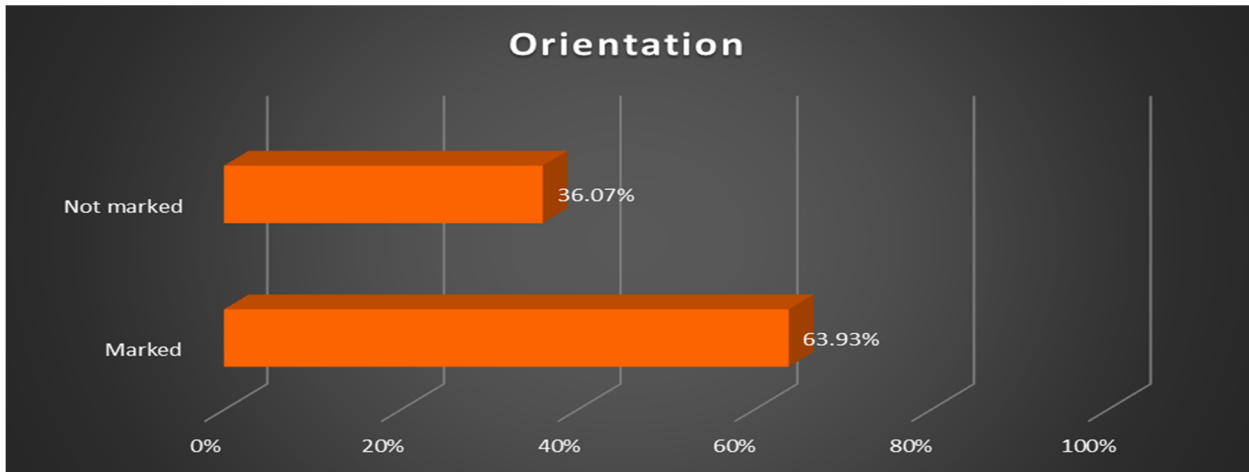


Table 49: During the current academic year at this college, which of the following academic supports have you known about?

<b>Student success course (a course that teaches the skills needed to succeed in college)</b>	<b>Count</b>	<b>Percent</b>
Not marked	33	54.10%
Marked	28	45.90%
Total	61	100.00%

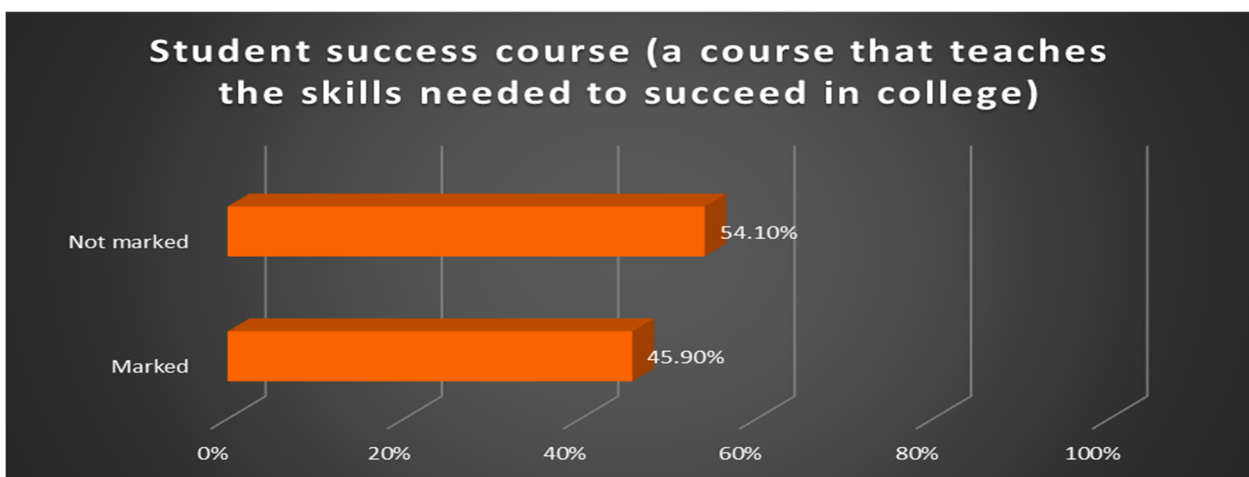


Table 50: During the current academic year at this college, which of the following academic supports have you known about?

Skill labs (writing, math, etc.)	Count	Percent
Not marked	36	59.02%
Marked	25	40.98%
Total	61	100.00%

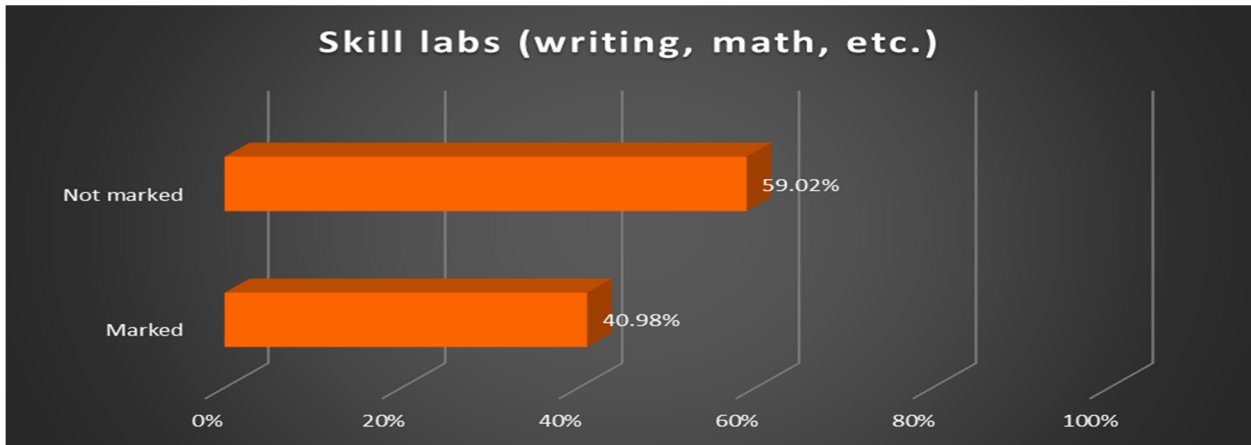


Table 51: During the current academic year at this college, have you participated in the following academic supports?

Peer or other tutoring	Count	Percent
Not marked	51	83.61%
Marked	10	16.39%
Total	61	100.00%

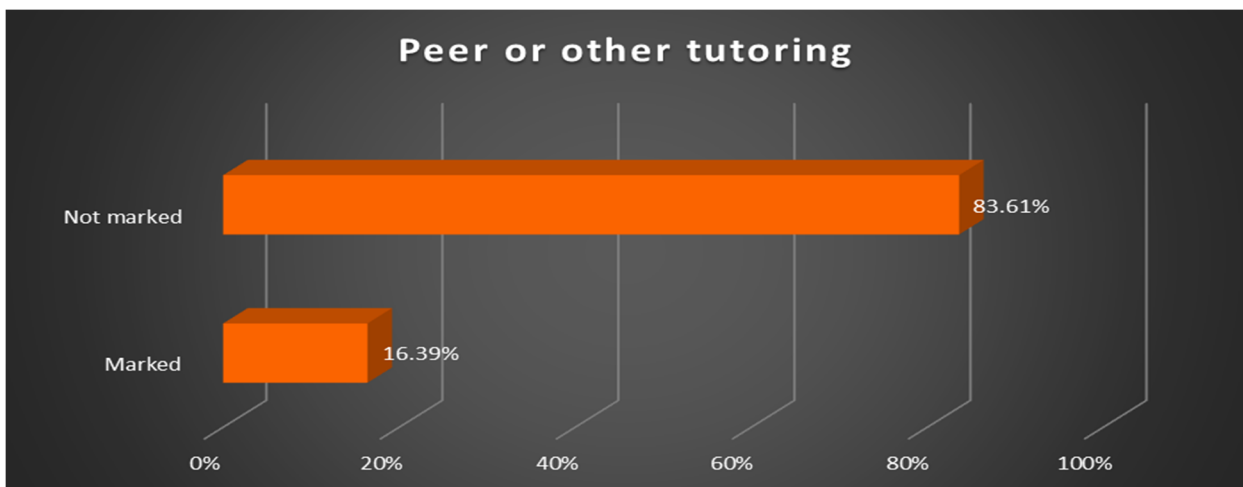


Table 52: During the current academic year at this college, have you participated in the following academic supports?

<b>Organized learning communities (formal programs in which groups of students take two or more classes together)</b>	<b>Count</b>	<b>Percent</b>
Not marked	56	91.80%
Marked	5	8.20%
Total	61	100.00%

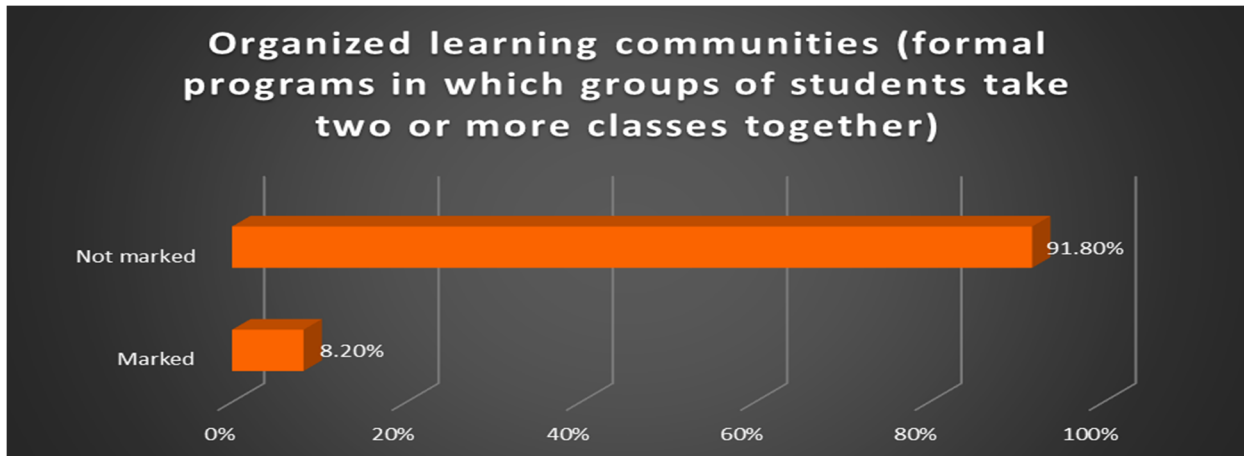


Table 53: During the current academic year at this college, have you participated in the following academic supports?

<b>Supplemental instruction (extra class sessions with the instructor or an experienced student)</b>	<b>Count</b>	<b>Percent</b>
Not marked	60	98.36%
Marked	1	1.64%
Total	61	100.00%

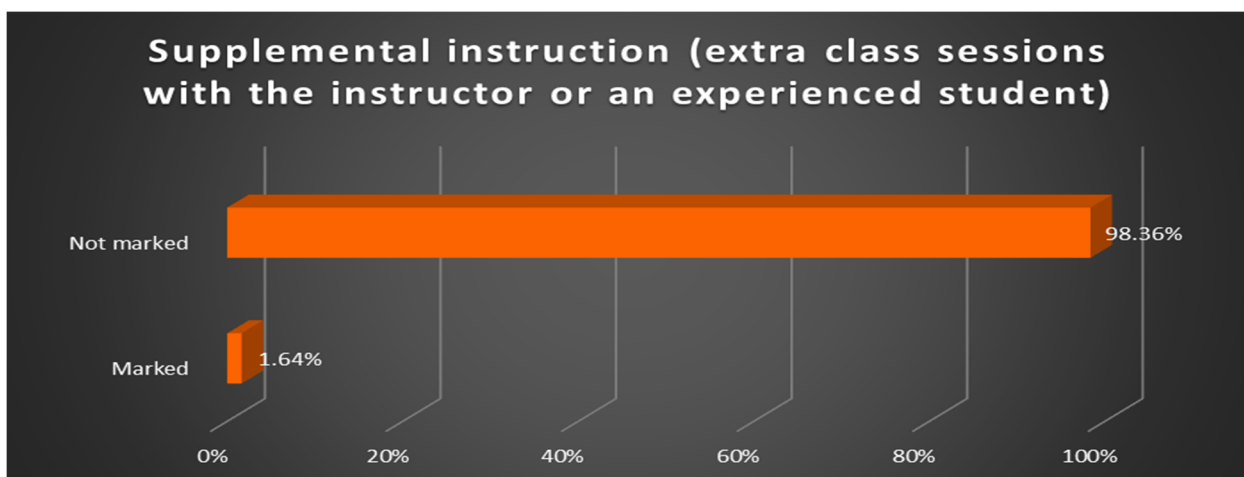


Table 54: During the current academic year at this college, have you participated in the following academic supports?

First-year experience	Count	Percent
Not marked	31	50.82%
Marked	30	49.18%
Total	61	100.00%

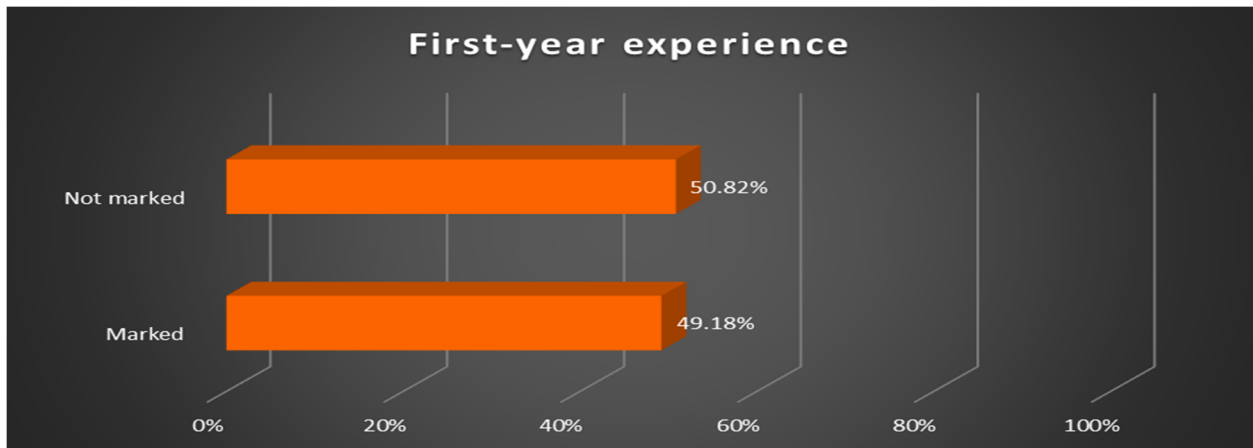


Table 55: During the current academic year at this college, have you participated in the following academic supports?

Orientation	Count	Percent
Not marked	36	59.02%
Marked	25	40.98%
Total	61	100.00%

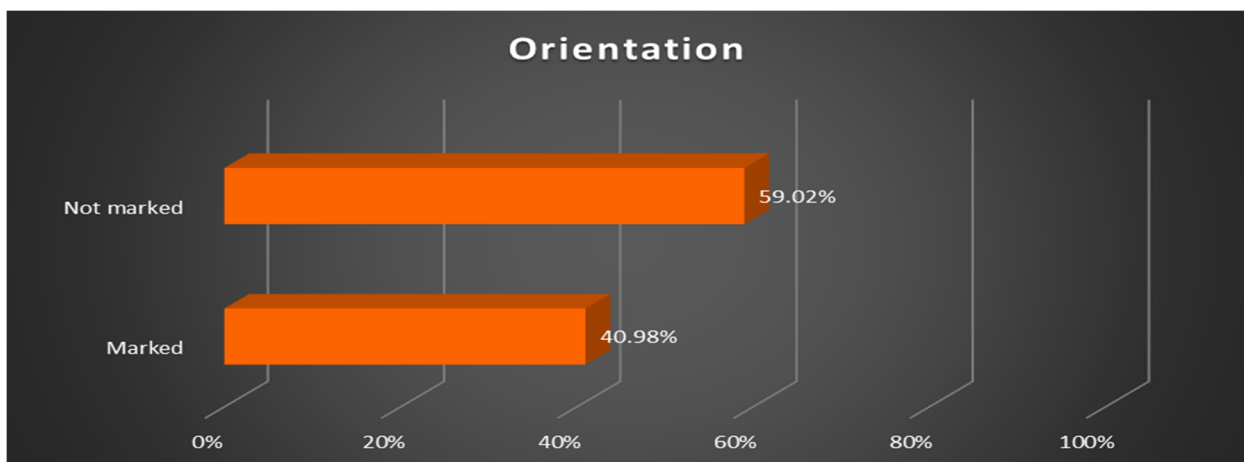


Table 56: During the current academic year at this college, have you participated in the following academic supports?

Student success course (a course that teaches the skills needed to succeed in college)	Count	Percent
Not marked	52	85.25%
Marked	9	14.75%
Total	61	100.00%

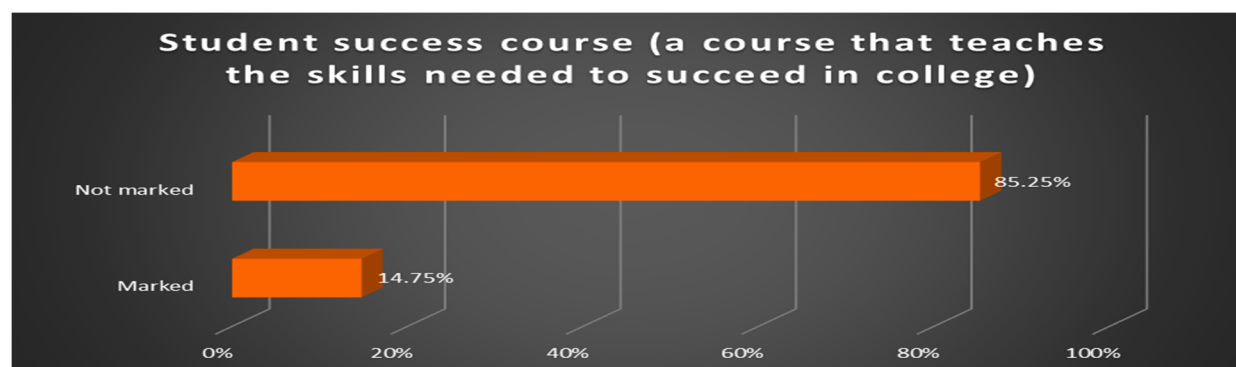
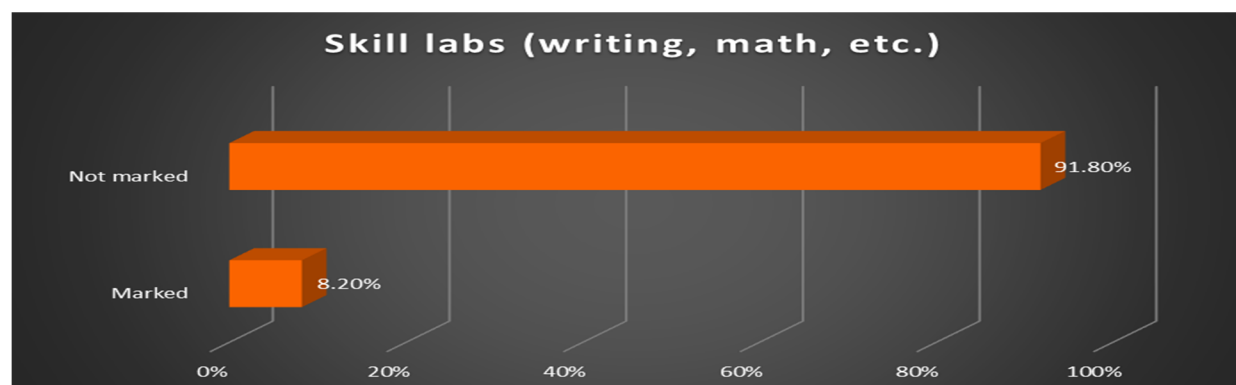


Table 57: During the current academic year at this college, have you participated in the following academic supports?

Skill labs (writing, math, etc.)	Count	Percent
Not marked	56	91.80%
Marked	5	8.20%
Total	61	100.00%



## Conclusions

Overall results for OSUIT students who participated in this survey are discussed in the body of this report. The purpose of the pilot survey has been to help colleges understand their students' experiences with racism, inclusion, and belonging in the hope that college leaders will use the resulting data to have

conversations with their faculty and staff about how racial barriers and experiences impact community college students and the campus experience.

According to staff at The Center, “Given the sensitive nature of the Race & Ethnicity items and the fact that this is a pilot survey, we made the decision to not provide any comparison data for this survey.” Therefore, the results contained in this report are only OSUIT student responses. This is a pilot survey, so results should be interpreted with caution. As this is an initial report on a pilot survey, there is no normative data, nor is there a national report with which to compare OSUIT’s results. Because of the small number of responses within certain categories of data, which could lead to a breach in student anonymity, reporting by gender and/or race and ethnicity breakdowns is not available. Several items need to be rewritten to garner the data sought by The Center to avoid ambiguous results. For this report, racism on this campus is less prevalent than in the community in general. OSUIT appears to be putting some effort toward improving diversity and inclusion on this campus.

Respectfully,

Curtis Miller, Analyst  
OSUIT Institutional Research