

OSA and PCC Survey Report

A survey campaign was run jointly by the Oregon Student Association (OSA) and the Associated PCC Student Life and Leadership in March of 2022 to gather data on the experiences and obstacles faced by PCC students from historically underserved populations. Students were asked a series of questions based on focuses laid out by the Student Voice Bill (HB 2590, 2021) and the Joint Taskforce for Student Success for Underrepresented Students in Higher Education; these areas were access, retention, graduation, and entry into the workforce. This was designed to discern what issues are the most impactful and wide reaching for students. They were also asked to self-identify as members of various minority groups. These groups were enumerated in the bill (LGBTQ+ student, student of color, rural student, low-income student, disabled student, undocumented student, student formerly in the foster system) as well as other underrepresented minority groups included at the discretion of OSA and PCC Student Life and Leadership (student parent, student with a GED or other high school equivalency, non-traditional student, non-native English speaking student, student veteran, first generation student, international student, religious minority student and formerly incarcerated student).

1. Do you feel safe on campus as a member of an underrepresented minority group? Why or why not? What would help change that?
2. Do you have difficulty meeting your basic needs (food, housing, etc.) as a student? Why or why not? What would help change that?
3. Do you have difficulty paying for tuition or textbooks? Why or why not? What would help change that?
4. Do you feel that faculty and administration are respectful of your culture, religion, and/or identities? Why or why not?
5. Do you feel supported academically as a student and as a member of a historically underrepresented minority group? Why or why not? What would help change that?
6. What are things that your school's administration or the state government could do to help you and people from your community improve their access to higher education? (In terms of affordability, admissions, graduation rates, retention of students, and job placement)

Data:

In total, 131 survey responses were recorded. Some students only gave feedback for improvement and did not mention their own experiences. Percentages will be based on the total number of students who gave clear indications for their own experiences to each question. Only demographics that consisted of greater than 5% of total survey respondents were included and analyzed to account for statistical significance; for that reason, student veterans, undocumented students, formerly incarcerated students, rural students, and students formerly in the foster system were left out of the final analysis due to an inability to analyze the data of these communities in a statistically significant way. Their responses, however, were included in overall responses and totals encompassing the entire data set. The majority of students felt both supported academically and that their culture, identities and religion were respected by PCC faculty.

In contrast, the respondents indicated that most of the barriers to their access to higher education at PCC were financial. Over half of respondents indicated that they had difficulty paying for both basic needs and the costs of tuition and textbooks. One of the main barriers to students in terms of basic needs appeared to be struggling to pay the cost of rent because of a low income due to the difficulty in managing both classes and a full-time job. However, some students indicated that they still struggled to pay for their basic needs while working full-time.

Both students who had their basic needs met and those who had difficulty meeting their basic needs showed a high rate of utilization of campus resources such as the campus food pantry and emergency grants to meet their needs, showing the effectiveness of these resources. For cost of college attendance, the high rate of tuition was one of the largest factors making this difficult for students to reach, with many students unable to qualify for financial aid due to the jobs they had to work to afford both cost of attendance and rent. Textbooks, however, seemed to be a common thread among the respondents; many indicated that their exorbitant cost not included in tuition or financial aid packages, low utility in classes, and low reutilization rate made them a much-dreaded quarterly cost that could be out of reach for many students. An alarming number of students indicated that they would have to choose between paying for food or rent and textbooks.

Below are the proportions of the survey respondents who self-identified as a member of the indicated community whose responses were analyzed in the survey:

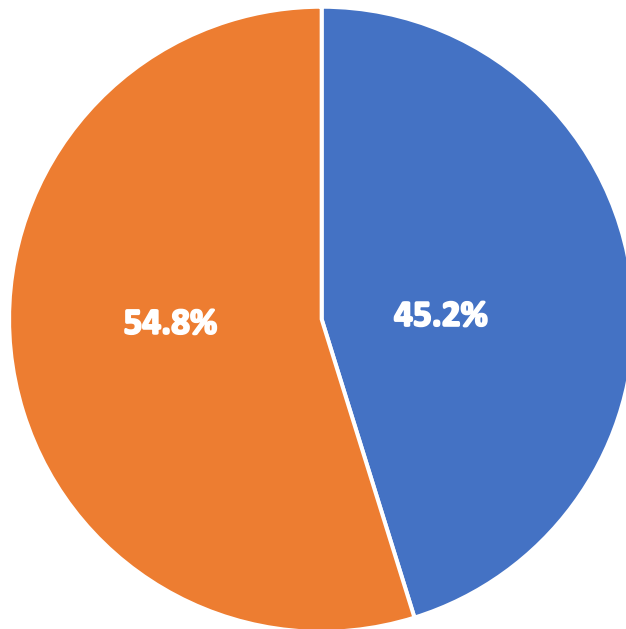
Underrepresented Community	% of Participants
Students of Color	26%
LGBTQ+ Students	32%
Low Income Students	52.7%
Disabled Students	17.6%
Student Parents	21.4%
Non-Traditional Students	50.4%
Non-Native English Speakers	16.8%
Student with a GED or Other High School Equivalency	17.6%
First Generation Student	43.5%
International Student	7.6%
Religious Minority Student	9.9%

Question 1: Campus Safety

PCC has been completely virtual due to the Covid-19 pandemic. Due to this the vast majority of students have never been to campus, and could not answer this question.

Question 2: Ability to Meet Basic Needs

Overall Ability to Meet Basic Needs



■ Able to Meet Basic Needs ■ Unable to Meet Basic Needs

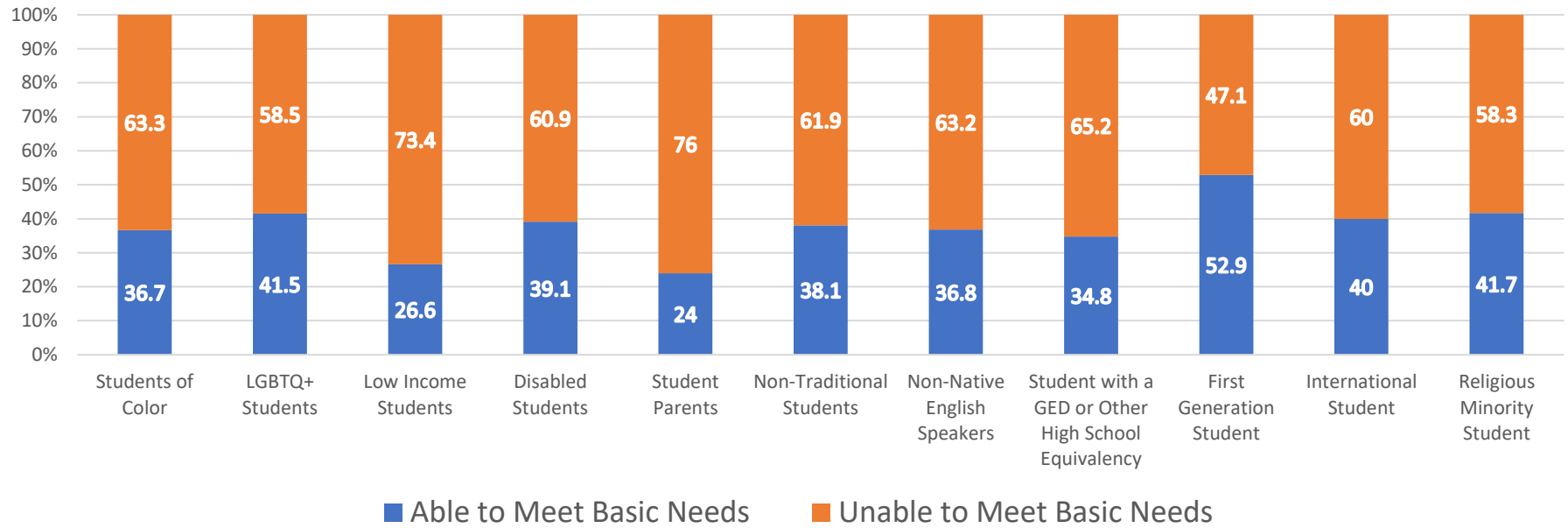
The majority of students surveyed were not able to meet at least some of their basic needs (housing, food, childcare products, menstrual products, health care, and technology items).

Low-income students, and student parents indicated a much more challenging time meeting their basic needs than other survey participants.

Students struggled to work full time and attend classes the required full-time classes to receive financial aid. In addition, many students who said that they worked full time still did not have enough money to cover both rent and food.

However, for many students, the PCC covid emergency grants and campus food pantry provided enough stability to be able to meet their basic needs.

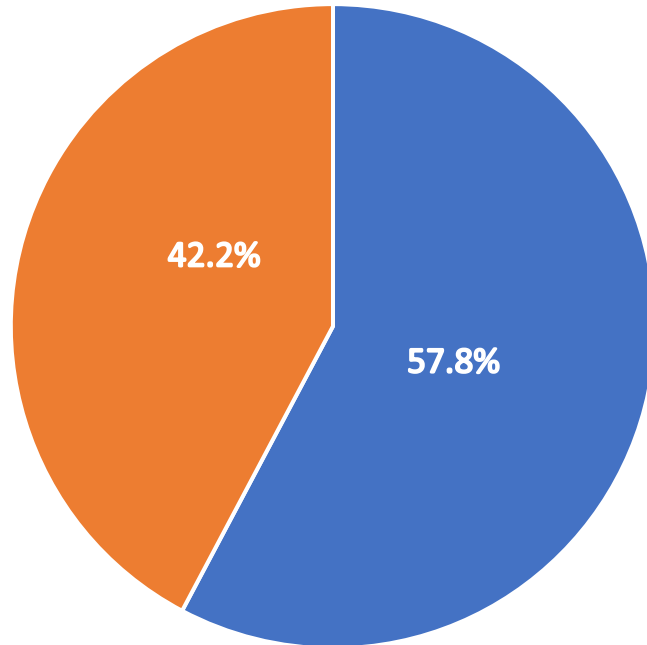
Ability to Meet Basic Needs by Underrepresented Community



Community	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Disabled Students	Non-Disabled Students	Low-Income Students	Middle- and High-Income Students	Non-Traditional Students	Traditional Students
Able to Meet Basic Needs	36.7%	47.9%	41.5%	47%	39.1%	46.5%	26.6%	65%	38.1%	52.5%
Unable to Meet Basic Needs	63.3%	52.1%	58.5%	53%	60.9%	53.5%	73.4%	35%	61.9%	47.5%

Question 3: Difficulty Covering Costs of Tuition and Textbooks

Overall Difficulty Covering Costs

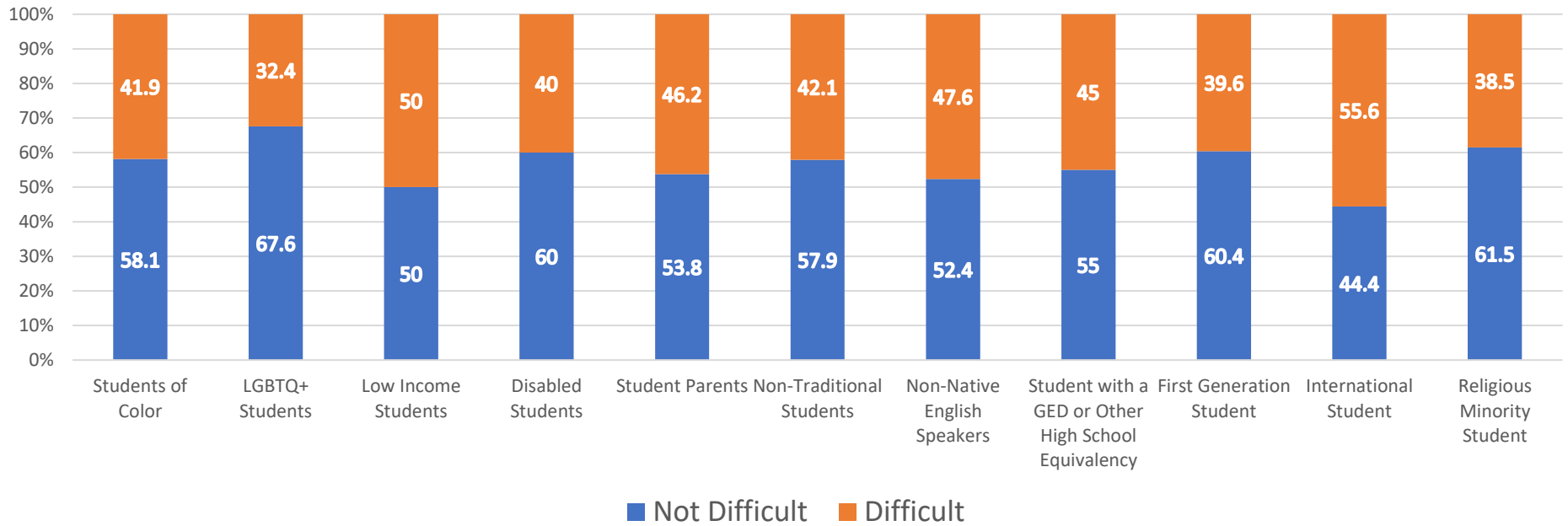


■ Not Difficult ■ Difficult ■ Difficult

Almost half of the students surveyed indicated that they have difficulty covering the costs of tuition and/or textbooks. Textbooks were overwhelmingly brought up as a major cost with some students having to decide between basic needs such as food or rent and their textbooks.

Students brought up that they're both unable to fully cover these costs and that they're reliant on financial aid and student loans. Many students expressed that they need increases in financial aid as well as more resources to increase awareness of scholarship opportunities.

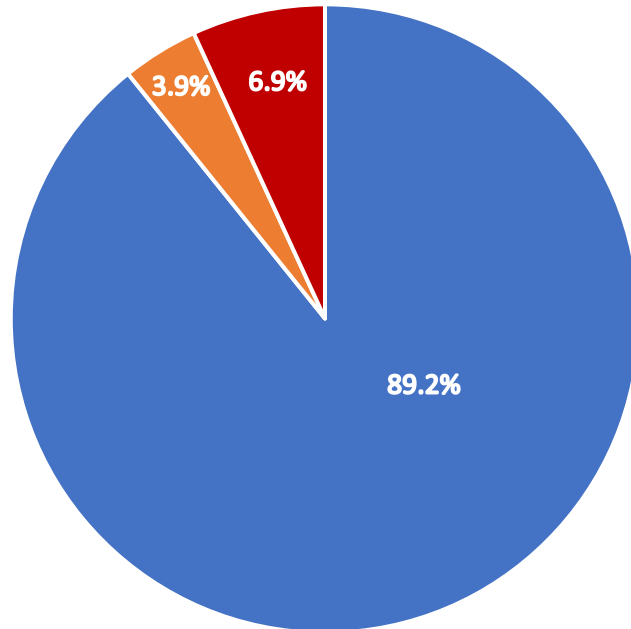
Difficulty Covering Costs by Underrepresented Community



Community	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Disabled Students	Non-Disabled Students	Low-Income Students	Middle- and High-Income Students	Non-Traditional Students	Traditional Students
Difficult to Cover Costs	58.1%	42.4%	67.6%	46.8%	60%	42.7%	50%	33.3%	57.9%	42.4%
Not Difficult to Cover Costs	41.9%	57.6%	32.4%	53.2%	40%	57.35	50%	66.7%	46.2%	57.6%

Question 4: Respect for Culture, Identity and Religion

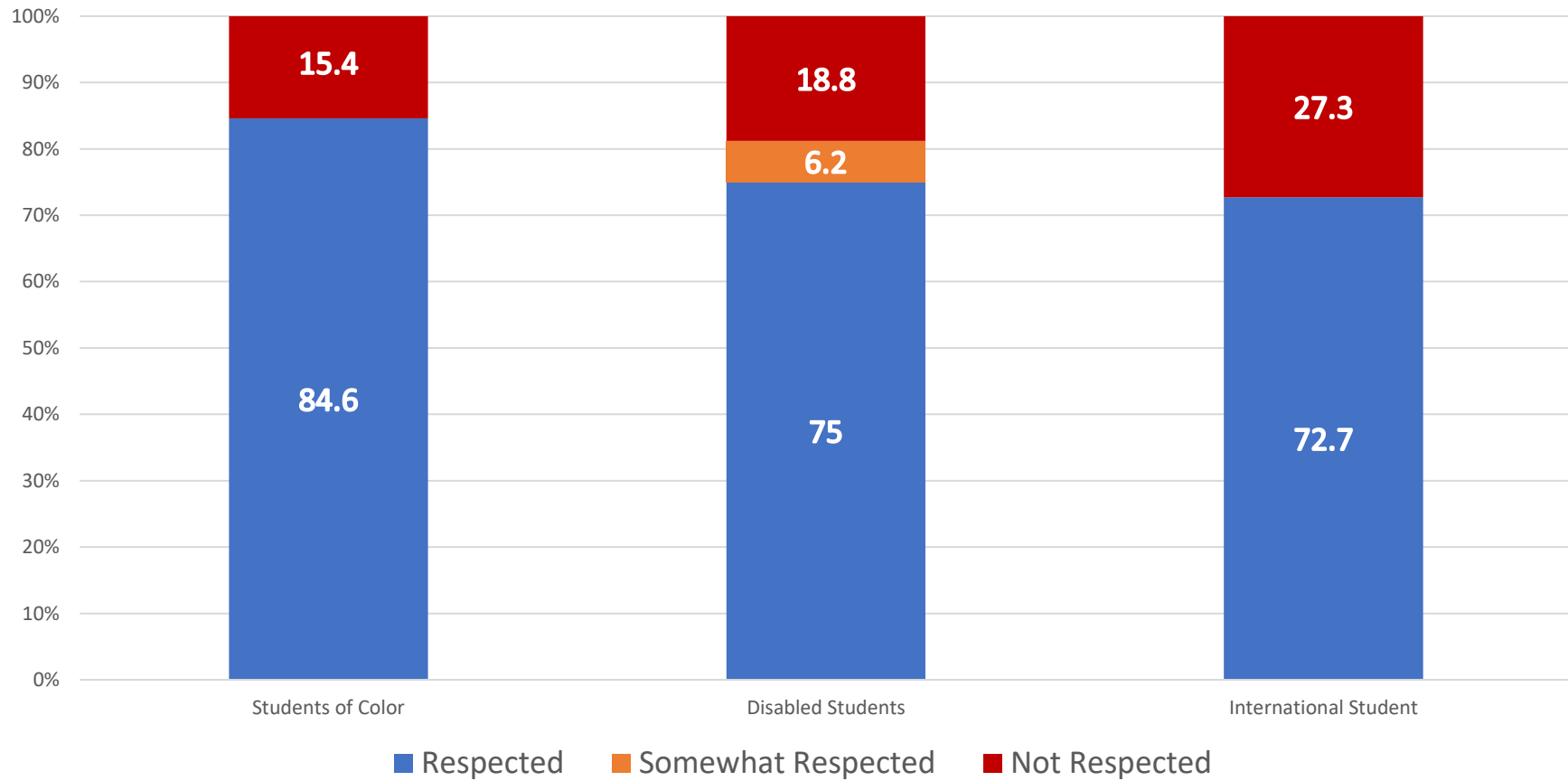
Overall Respect for Culture, Identity and Religion



■ Respected ■ Somewhat Respected ■ Not Respected

The overwhelming majority of student felt that their culture, religion and identities were respected by faculty. Students of color, disabled students and international students were the only communities that indicated a significant amount of disrespect.

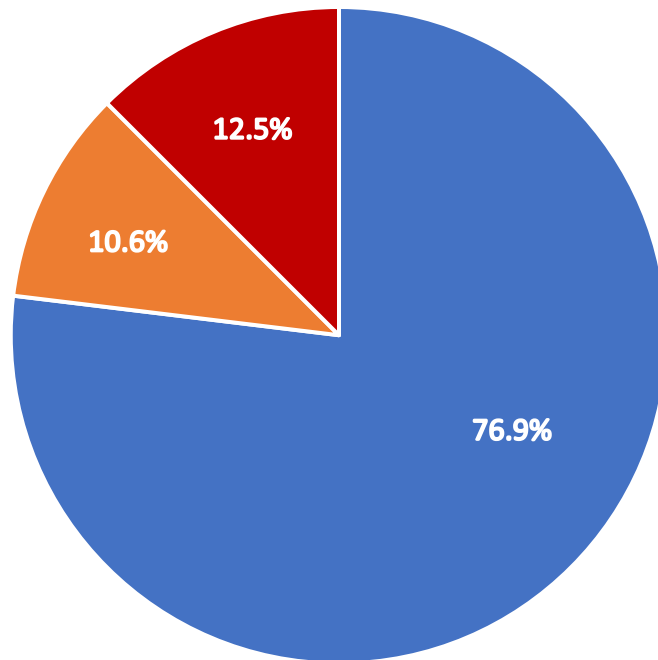
Respect for Culture and Identity by Underrepresented Community



Community	Students of Color	White Students	Disabled Students	Non-Disabled Students	International Students	National Students
Respected	64.6%	90.7%	75%	90.8%	72.7%	88.2%
Somewhat Respected	0%	5.3%	62.2%	3.4%	0%	4.3%
Not Respected	15.4%	4%	18.8%	5.7%	27.3%	7.5%

Question 5: Academic Support

Overall Level of Academic Support



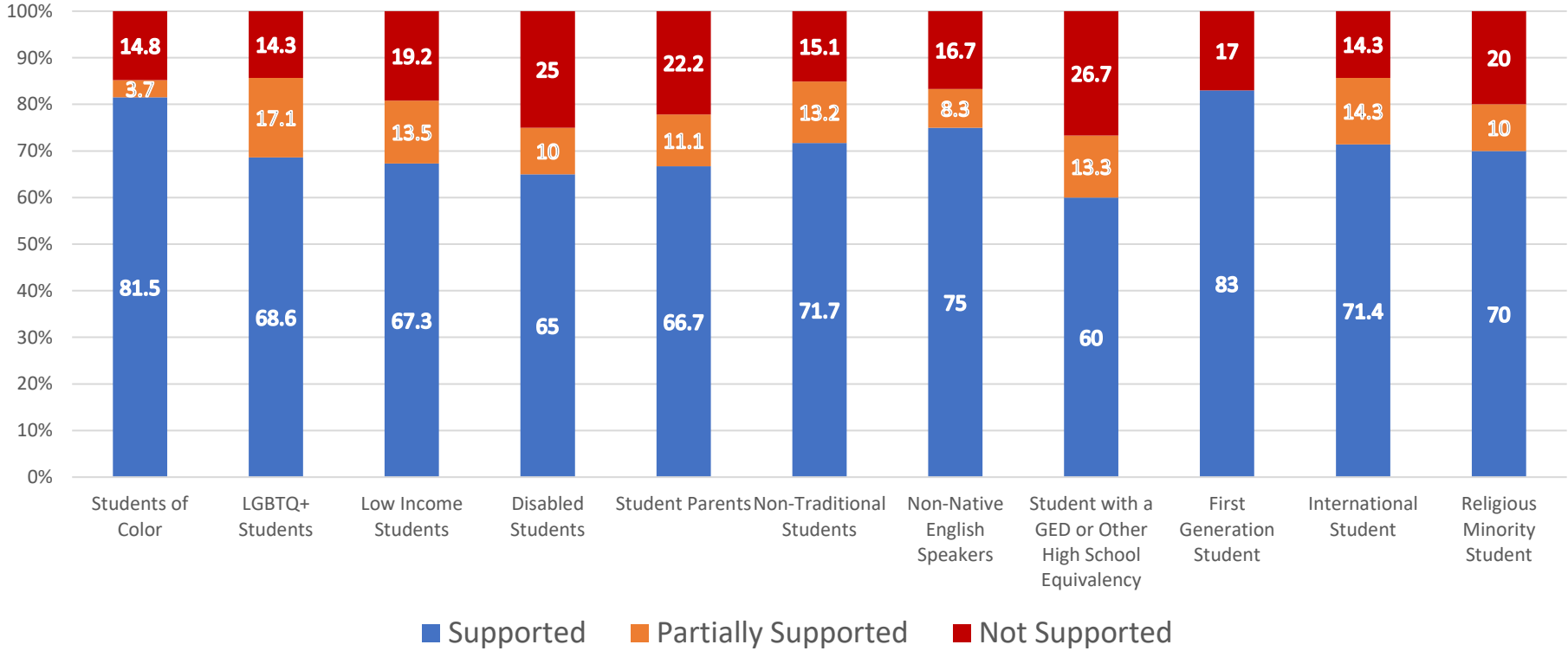
■ Feels Supported ■ Partially Supported ■ Not Supported

Three-quarters of the students felt that they were academically supported. Students frequently brought up that they felt that a lot of resources were available to them and that their instructors were welcoming.

Disabled Students, non-traditional students and students with a GED or other high school equivalency were more likely to indicate that they did not feel supported.

Students did not provide as much elaboration as to why they did not feel supported but a lack of accommodations for disabled students and invalidation of their disabilities was mentioned multiple times.

Level of Support by Underrepresented Community



Community	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Disabled Students	Non-Disabled Students	Low-Income Students	Middle- and High-Income Students	Non-Traditional Students	Traditional Students
Supported	81.5%	75.3%	68.6%	81.2%	65%	79.8%	67.3%	86.5%	71.7%	82.4%
Partially Supported	3.7%	13.0%	17.15	7.2%	10%	10.7%	13.5%	7.7%	13.2%	7.8%
Not Supported	14.8%	11.7%	14.3%	11.6%	25%	9.5%	19.25	5.8%	15.1%	9.8%