

OSA and ASLCC Survey Report

Joint Task Force on Student Success for Underrepresented Students in Higher Education, LCC Site Visit, Monday, April 25th, 2022

A survey campaign was run jointly by the Oregon Student Association (OSA) and the Associated Students of Lane Community College (ASLCC) from January through March of 2021 in order to gather data on the experiences and obstacles faced by LCC 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 ASLCC (student parent, student with a GED or other high school equivalency, non-traditional student, non-native English-speaking student, student veteran, 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 supported academically as a student and as a member of a historically underrepresented minority group? Why or why not? What would help change that?

Data:

In total, 59 survey responses were recorded, giving a sample of approximately 0.6% of LCC's total enrollment. 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 10% of total survey respondents were included and analyzed to account for statistical significance; for that reason, student veterans, undocumented students, and formerly incarcerated students 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.

An overwhelming majority of students feel completely safe on campus, with very few students indicating any concerns about their safety. Only a slim majority of students felt academically supported. Accessibility and disability accommodations were a major issue for students who felt unsupported as well as a lack of representation and cultural competency from staff and faculty towards students from underrepresented communities. These issues were brought up to a lesser extent in the campus safety section as well. In general, disabled students were among the most affected communities for both academic support and campus safety.

Large majorities of students experienced difficulties meeting their financial responsibilities as well, with over half experiencing difficulties paying for their basic needs and a full two-thirds experiencing difficulties meeting their costs of attendance. Many students have to work long hours to pay for school and basic needs, often only able to meet one comfortably, with their academic performance suffering as a result. Non-traditional students are disproportionately affected by both of these issues, being 40% more likely than traditional students to have basic needs insecurity and 30% more likely to have difficulties covering costs of attendance. Rural students and low-income students struggle more with basic needs than other students, while students with a GED or other high school equivalency have more difficulty both with meeting the cost of attendance and feeling academically supported.

When asked how access could be improved for students from historically marginalized communities, the vast majority of those surveyed indicated that working on greater affordability would be the best way to help these students. Increasing the diversity of the faculty and staff, providing more resources for students and better connecting students to the resources that already exist, financial aid resources for undocumented students, more affordable and accessible childcare for student parents, more job placement programs, more affordable textbooks, and more disability accommodations were also among the things students mentioned that would increase access to education for people from their communities. However, among students from all communities, over 80% of respondents said that affordability was the issue that needed to be addressed to increase the accessibility of higher education.

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	20.3%
LGBTQ+ Students	32%
Low Income Students	50.9%
Disabled Students	27.1%
Non-Traditional Students	27.1%
Non-Native English Speakers	13.6%
Rural Students	10.2%
Student with a GED or Other High School Equivalency	18.6%
Student Parent	23.8%
Student Formerly in the Foster Care System	10.2%

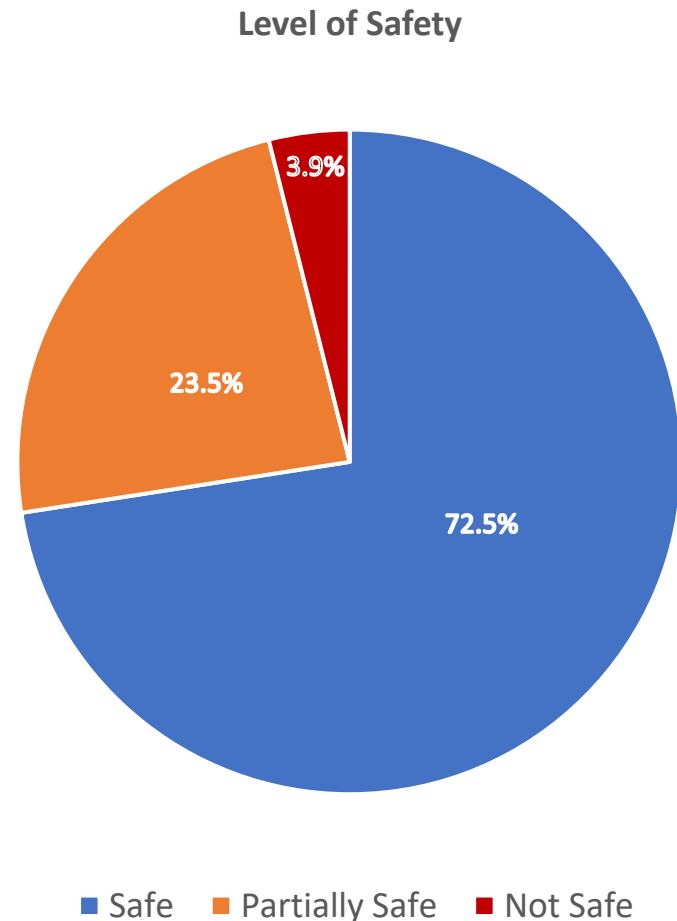
Question 1: Safety

Almost all students surveyed felt safe on campus, with nearly three-quarters of students feeling very safe on campus and over 95% of students feeling at least somewhat safe.

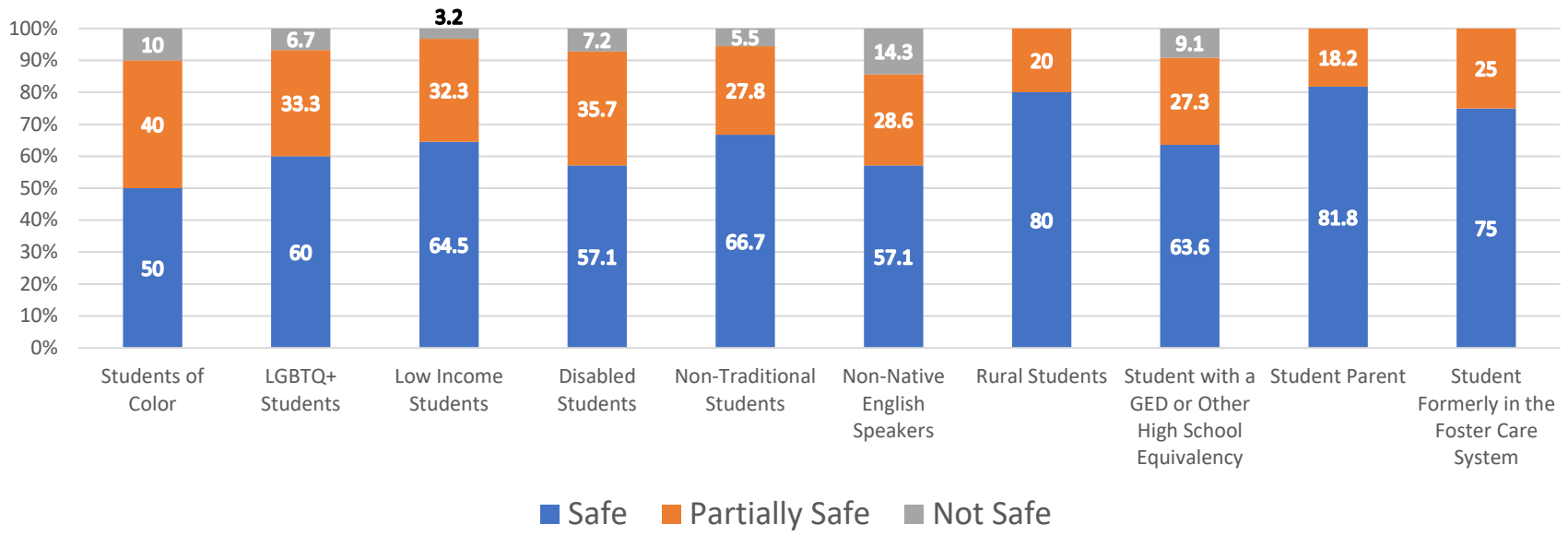
Members of certain groups tend to feel much less safe on campus, with over 10% of students of color and non-native English speakers feeling unsafe on campus. Students of color are four times more likely to feel unsafe on campus than white students and non-native English-speaking students are nearly six times more likely to feel unsafe on campus than students who are native English speakers. Among the mentioned reasons for this lack of safety were underrepresentation, news of attacks on people of color, microaggressions and discriminatory behavior and statements from those on campus.

Students that are visible minorities (students of color, LGBTQ+ students, and disabled students) are much more likely to only feel partially safe than other groups in the survey. Anxiety and other mental health issues, nervousness about being on campus after so long being remote, microaggressions and discriminatory behavior and statements from those on campus, lack of representation of diverse communities in the staff, and disability and gender access issues were mentioned among the causes for students feeling qualifications to their feelings of safety. Low-income students had similar numbers, but most of the responses indicated qualifications around campus safety that involved their intersection of identities rather than their low-income status.

COVID-19 was not mentioned in any survey responses for this question.



Levels of Safety by Underrepresented Community



Community:	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Low Income Students	Middle- and High-Income Students	Disabled Students	Non-Disabled Students
Safe	50%	78.1%	60%	77.8%	64.5%	85%	57.1%	78.4%
Partially Safe	40%	19.5%	33.3%	19.4%	32.3%	10%	35.7%	18.9%
Not Safe	10%	2.4%	6.7%	2.8%	3.2%	5%	7.2%	2.7%

Community:	Non-Traditional Students	Traditional Students	Non-Native English Speakers	Native English Speakers	Rural Students	Urban Students
Safe	66.7%	47.5%	57.1%	75.0%	80%	71%
Partially Safe	27.8%	41.0%	28.6%	22.7%	20%	23.9%
Not Safe	5.6%	11.5%	14.3%	2.3%	0%	4.3%

Community:	Student Parent	Student Without Children	Student Formerly in the Foster Care System	Students who have not been in the Foster Care System	Student with a GED/ Other Equivalency	Student with a High School Diploma
Safe	81.8%	70%	75%	72.3%	63.6%	75%
Partially Safe	18.2%	25%	25%	23.4%	27.3%	22.5%
Not Safe	0%	5%	0%	4.3%	9.1%	2.5%

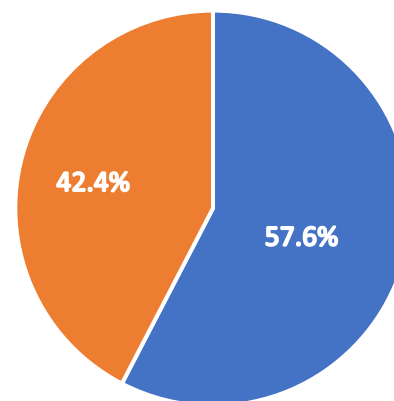
Question 2: Ability to meet basic needs

Over half 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).

Most of the identity groups surveyed indicated that majorities were able to meet their basic needs, a better trend than the group of surveyed students at large. However, low-income students, non-traditional students, students formerly in the foster care system, rural students, LGBTQ+ students, and disabled students indicated a much more challenging time meeting their basic needs than other survey participants. Over 40% more non-traditional students than traditional students have difficulties meeting their basic needs due to reasons such as lack of family support, not making enough money to cover tuition, books, and fees, lack of time to work a job to cover costs, and lack of support programs for non-traditional students. Students surveyed who did not encounter many difficulties in meeting their basic needs typically have their costs covered by scholarships, grants, campus resources, on-campus jobs, or family assistance.

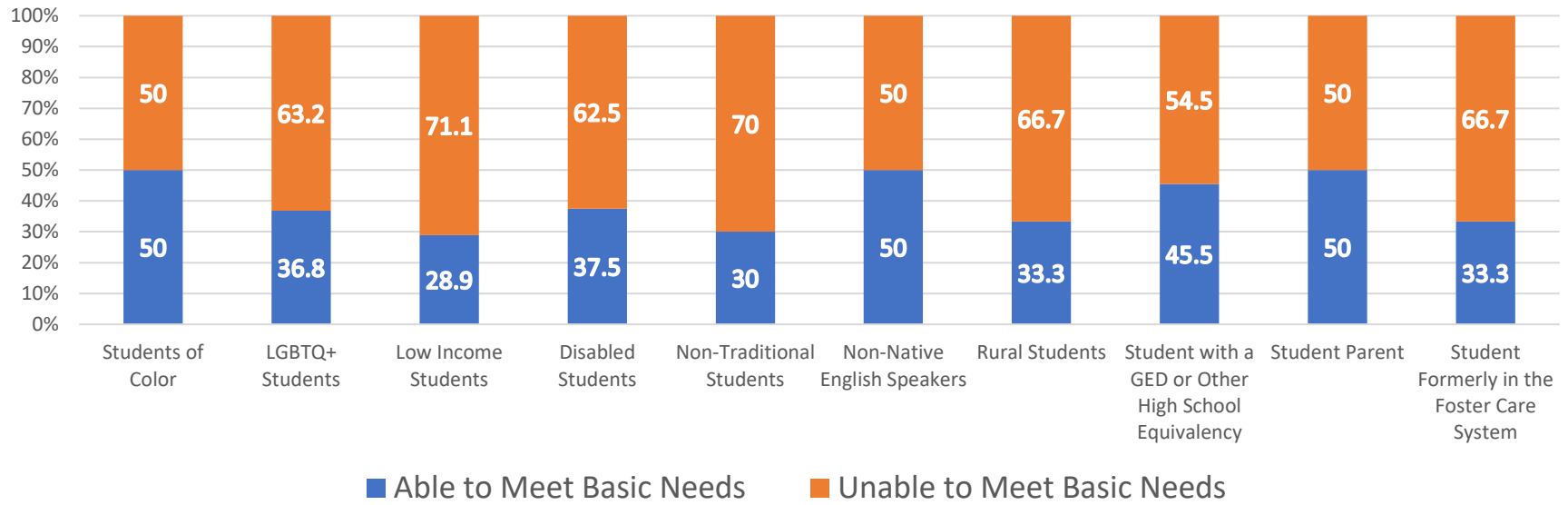
Many respondents also indicated they were unable to take enough credits to qualify for financial aid because of the number of hours they needed to work to afford food, housing, and tuition. Affordable access to housing, affordable access to food (both in general and food options on campus), high costs of health care, high gas prices and long times spent commuting, limited on-campus or local job opportunities, and the lack of resources for underrepresented students who need support (e.g. queer students estranged from family, disabled students who can't work, student parents returning to school) are common issues mentioned by respondents as barriers to having their basic needs met. Most students who indicated difficulty meeting their basic needs said that often, they had to choose between paying for tuition and paying for rent and food, and students who are working part-time (less than 30 hours per week) often still indicate that they are either unable or have difficulties meeting their basic needs. Students often indicate that working enough to pay for both tuition and basic needs keeps them from being able to dedicate enough of their time and effort to school to be successful.

Ability to Meet Basic Needs



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

Ability to Meet Basic Needs by Underrepresented Community



Community:	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Low Income Students	Middle- and High-Income Students	Disabled Students	Non-Disabled Students
Able to Meet Basic Needs	50%	40.4%	36.8%	45.0%	28.9%	40.4%	37.5%	44.2%
Unable to Meet Basic Needs	50%	59.6%	63.2%	55.0%	71.1%	59.6%	62.5%	55.8%

Community:	Non-Traditional Students	Traditional Students	Non-Native English Speakers	Native English Speakers	Rural Students	Urban Students
Able to Meet Basic Needs	30%	48.7%	50%	41.2%	33.3%	43.4%
Unable to Meet Basic Needs	70%	51.3%	50%	58.8%	66.7%	56.6%

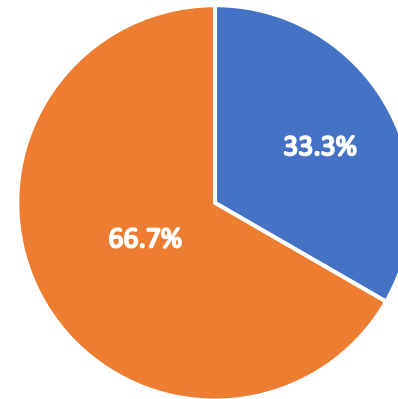
Community:	Student Parent	Student Without Children	Student Formerly in the Foster Care System	Students who have not been in the Foster Care System	Student with a GED/ Other Equivalency	Student with High School Diploma
Able to Meet Basic Needs	50%	40%	33.3%	43.4%	45.5%	41.7%
Unable to Meet Basic Needs	50%	60%	66.7%	56.6%	54.5%	58.3%

Question 3: Ability to cover costs of attendance

Two-thirds of students surveyed encountered difficulties in paying for college (tuition, fees, textbooks, and transportation).

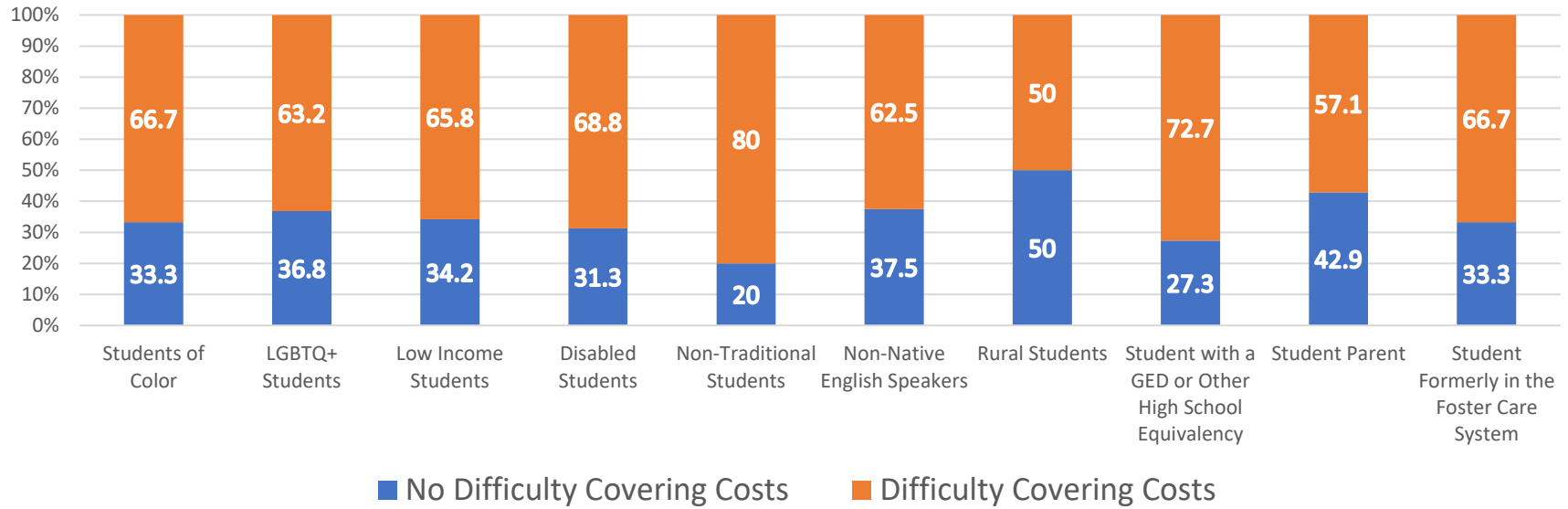
The demographics that had higher levels of difficulty covering the costs of attendance than average were students with a GED or other high school equivalency and non-traditional students, who often state that they have less access to aid and resources as well as less family support than traditional students or students who graduated high school. Students surveyed who did not encounter many difficulties in paying for college typically have their costs covered by scholarships, grants, loans, full-time jobs, or family assistance. The increasing cost of textbooks, not enough opportunities for financial aid/scholarships, difficulty accessing campus and jobs with no car, and high basic needs costs necessitating full-time work that disqualifies students from receiving financial aid are cited as the main obstacles for respondents in covering the cost of attendance. Students with disabilities often cite their inability to work on top of school (either due to their disability or due to a lack of accommodation by potential employers) as contributing to their financial insecurity covering cost of attendance. Many students, often non-traditional students, cite having to support oneself (and, in many cases, one's family) on top of tuition, fees, and books as making it extremely difficult to feel financially secure enough to cover the cost of attendance.

Difficulty to Cover Costs of Tuition and Textbooks



■ No Difficulty Covering Costs ■ Difficulty Covering Costs

Difficulty Covering Costs by Underrepresented Community



Community:	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Low Income Students	Middle- and High-Income Students	Disabled Students	Non-Disabled Students
No Difficulty Covering Costs	33.3%	34%	63.2%	32.5%	34.2%	33.3%	31.3%	34.9%
Difficulty Covering Costs	66.7%	66%	36.8%	67.5%	65.8%	66.7%	68.8%	65.1%

Community:	Non-Traditional Students	Traditional Students	Non-Native English Speakers	Native English Speakers	Rural Students	Urban Students
No Difficulty Covering Costs	20%	41.0%	37.5%	33.3%	50%	32.1%
Difficulty Covering Costs	80%	59.0%	62.5%	66.7%	50%	67.9%

Community:	Student Parent	Student Without Children	Student Formerly in the Foster Care System	Students who have not been in the Foster Care System	Student with a GED/ Other Equivalency	Student with High School Diploma
No Difficulty Covering Costs	42.9%	31.1%	33.3%	34.0%	27.3%	35.4%
Difficulty Covering Costs	57.1%	68.9%	66.7%	66.0%	72.7%	64.6%

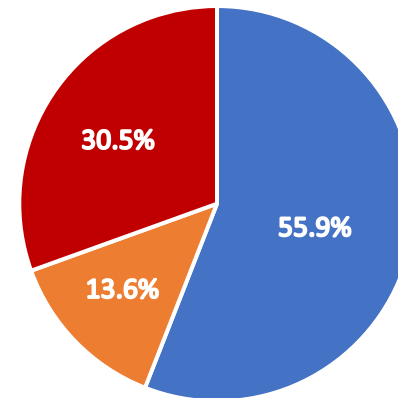
Question 4: Academic support

Just under seven in ten students surveyed felt at least somewhat supported academically by LCC, with just over half of students surveyed feeling very supported.

There are huge disparities in feelings of support versus not feeling supported among all demographic groups except LGBTQ+ students and low-income students. Disabled students, non-native English-speaking students, student parents, and students with GEDs or other high school equivalencies are more likely to feel unsupported or only somewhat supported academically. Students who are native English speakers are over twice as likely to feel academically supported as students who are not native English

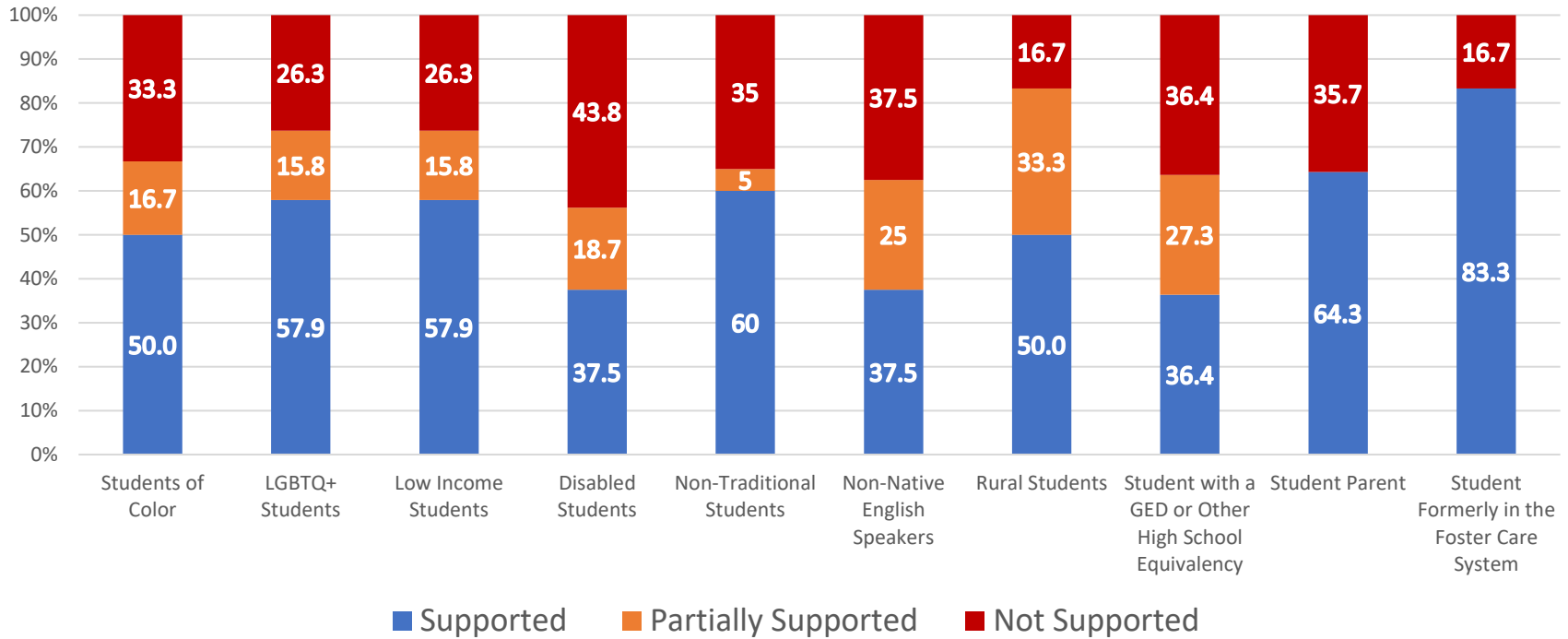
speakers, while students without disabilities are less than half as likely to feel supported than students with disabilities. Both students with disabilities and non-native English-speaking students are nearly twice as likely to feel not academically supported by LCC than their non-disabled and native English-speaking counterparts. Reasons behind this feeling of lack of support stem from lack of diverse staff and on-campus representation, lack of disability accommodations, lack of targeted group support (former foster youth, neurodivergent students, and online students being specifically mentioned), difficulties navigating institutional systems, and institutional resources not being easy to access or not existing. Disability access issues were mentioned in nearly half of all answers for students who did not feel supported by the institution.

Level of Academic Support



■ Supported ■ Partially Supported ■ Not Supported

Level of Support by Underrepresented Community



Community:	Students of Color	White Students	LGBTQ+ Students	Cisgender Heterosexual Students	Low Income Students	Middle- and High-Income Students	Disabled Students	Non-Disabled Students
Supported	50%	57.4%	57.9%	55%	57.9%	52.4%	37.5%	62.8%
Partially Supported	16.7%	12.8%	15.8%	12.5%	15.8%	9.5%	18.7%	11.6%
Not Supported	33.3%	29.8%	26.3%	32.5%	26.3%	38.1%	43.8%	25.6%

Community:	Non-Traditional Students	Traditional Students	Non-Native English Speakers	Native English Speakers	Rural Students	Urban Students
Supported	60%	53.8%	37.5%	58.8%	50%	56.6%
Partially Supported	5%	17.9%	25%	11.8%	33.3%	11.3%
Not Supported	35%	28.2%	37.5%	29.4%	16.7%	32.1%

Community:	Student Parent	Student Without Children	Student Formerly in the Foster Care System	Students who have not been in the Foster Care System	Student with a GED/ Other Equivalency	Student with High School Diploma
Supported	64.3%	53.3%	83.3%	52.8%	36.4%	60.4%
Partially Supported	0%	17.8%	0%	15.1%	27.3%	10.4%
Not Supported	35.7%	28.9%	16.7%	32.1%	36.4%	29.2%