



# Involvement and Belonging Trends 2020-2022

Results from the 2020, 2021 and  
2022 Student Life Surveys

Center for the Study of Student Life

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August 2022



THE OHIO STATE UNIVERSITY  
OFFICE OF STUDENT LIFE

## EXECUTIVE SUMMARY

This report examines involvement and belonging trends from 2020-2022 among undergraduate, graduate and professional students enrolled at The Ohio State University. Data summarized in this report are from the 2020, 2021 and 2022 Student Life Surveys. In January 2022, a random sample of 11,701 students was invited to take the survey with a response rate of 14.0% ( $n = 1,636$ ). In January 2021, a random sample of 5,500 students was invited to take the survey with a response rate of 20.3% ( $n = 1,115$ ). In January 2020, a random sample of 8,200 students was invited to take the survey with a response rate of 16.2% ( $n = 1,329$ ). For each year, data were weighted to be representative of the Ohio State Columbus campus population (details below).

## KEY FINDINGS

### Undergraduate Students

- On average across 2020, 2021 and 2022, nearly three-quarters (**74.6%**) of undergraduate students were involved in at least one on-campus activity.
- In 2020, 2021 and 2022, second, third and fourth-year undergraduate students who were involved had significantly higher belongingness scores than those who were not involved ( $p < .001$ ).
- In 2020, **6.1%** of undergraduate students were involved in a Student Life sponsored program, which decreased to **3.0%** in 2021 and **2.1%** in 2022.
- In 2022, fewer undergraduate students indicated that programs and services at Ohio State met their needs (**78.2%**), compared to the previous year (**86.2%**).
- **89.0%** of undergraduate students in 2022 would recommend Ohio State to other students.

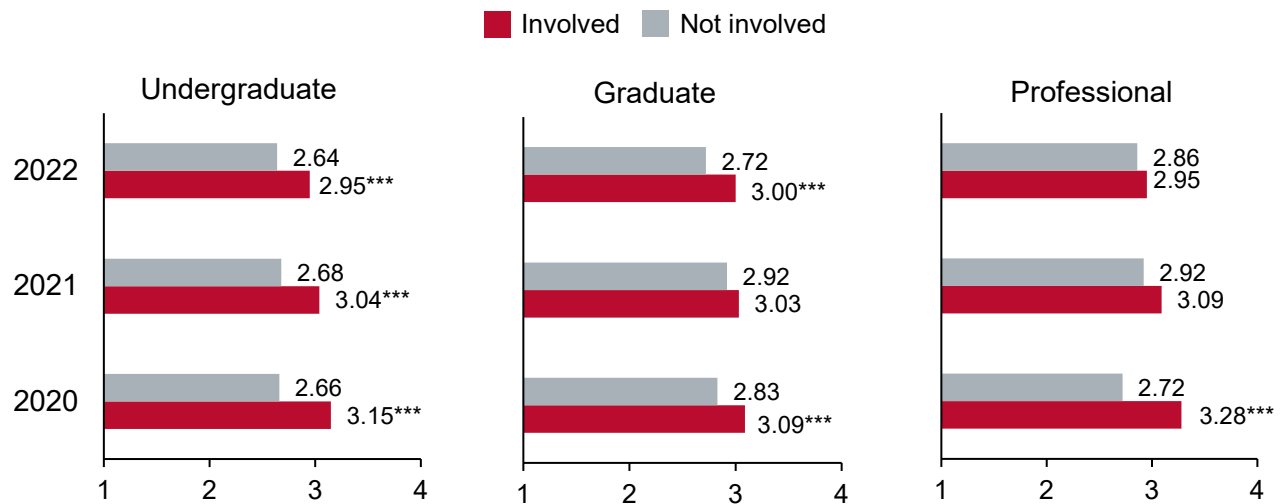
### Graduate Students

- On average across 2020, 2021 and 2022, **66.8%** of graduate students were involved in at least one on-campus activity.
- In 2020, only **15.6%** of graduate students participated in research with a faculty member, which increased to nearly half of graduate students in 2021 (**49.7%**) and 2022 (**46.1%**).
- **90.1%** of graduate students in 2022 said they would recommend Ohio State to other students.

### Professional Students

- On average across 2020, 2021 and 2022, **78.1%** of professional students participated in at least one on-campus activity.
- Professional students' involvement in service-learning activities increased since 2021; an ongoing service/volunteer program saw the largest jump with **22.4%** participation in 2022, compared to **8.3%** in 2021.
- **96.5%** of professional students in 2022 agreed that their experiences at Ohio State have helped them to set professional goals.
- **93.4%** of professional students in 2022 said they would recommend Ohio State to other students.

## Mean Belongingness Scores *out of 4*



## METHODS

The Student Life Survey is administered annually by the Center for the Study of Student Life to examine trends in student engagement, sense of belonging and satisfaction with the college experience. The 2022 Student Life Survey was administered to a stratified, random sample of 11,701 Ohio State students at the beginning of spring semester (January 2022). This sample comprised 6,741 undergraduate students, 3,795 graduate and 1,100 professional students, all on the Columbus campus. A total of 1,636 respondents were included in the final sample after data cleaning, and the overall response rate was 14.0%. The response rate was 14.4% among undergraduate students, 14.5% among graduate students and 10.4% among professional students. Students who did not respond to the items used for this report were removed from analyses, resulting in an unweighted sample size of 907 undergraduate students, 528 graduate students and 112 professional students.

In January 2021, the Student Life Survey was administered to a stratified, random sample of 5,500 Ohio State students enrolled at the Columbus campus, including 4,410 undergraduate students and 1,090 graduate and professional students. A total of 1,115 students responded to the survey for an overall response rate of 20.3%. The response rate was 19.9% among undergraduate students and 21.7% among graduate and professional students. Students who did not respond to the items used for this report were removed from the analyses, resulting in an unweighted sample size of 1,042 students with 825 undergraduate students, 170 graduate students and 47 professional students.

In January 2020, the Student Life Survey was administered to a stratified, random sample of 8,200 Ohio State students, including 4,000 undergraduate students enrolled on the Columbus campus, 3,200 undergraduate students attending Ohio State regional campuses and 1,000 graduate and professional students. A total of 1,329 students responded to the survey for an overall response rate of 16.2%. The response rate was 16.1% among undergraduate students and 16.7% among graduate and professional students. Students who did not respond to the items used for this report



were removed from the analyses, resulting in an unweighted sample size of 1,280 students with 1,121 undergraduate students, 134 graduate students and 25 professional students.

Demographics of the students included in the report did not substantially vary from the overall Student Life Survey sample. See the following table for a summary of the number of respondents by year and the Appendix A for a summary of respondents' demographic and academic characteristics.

#### Number of Respondents, by Year

	2020	2021	2022
Undergraduate	1,121	825	907
Graduate	134	170	528
Professional	25	47	112

#### Weighting Procedure

Responses were weighted to address differences between the demographic characteristics of the survey respondents compared to the general student population at Ohio State in the spring semester of 2022. Weights were adjusted so the survey data are representative of the student population at Ohio State. For the 2022 data, the procedure adjusted the base weight of the demographic data available on the sampling frame using sex, race/ethnicity and student status (i.e., undergraduate student, graduate student or professional student). For the 2021 data, sex and race/ethnicity were used to create the weighting variable. For the 2020 data, the rake weight was calculated using sex, race/ethnicity, campus and the condition to which students were assigned for an incentive experiment that year.

## FINDINGS

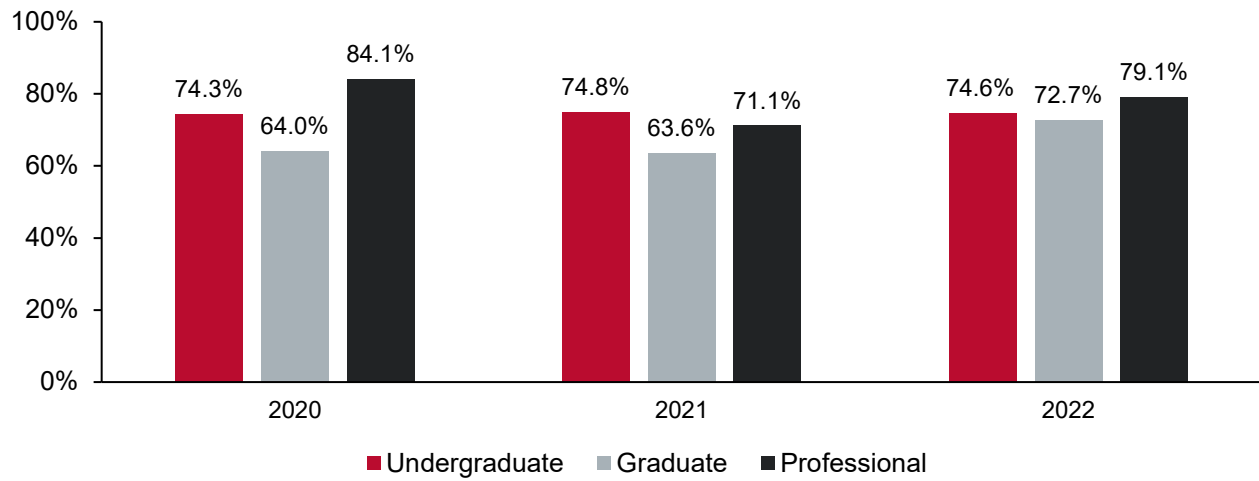
This report is organized into two sections: participation in on-campus activities and community service/service-learning, followed by sense of belonging and involvement impact scales. A breakdown of survey participant demographics can be found in Appendix A, and additional analyses of undergraduate students by their year in school can be found in Appendix B.

### ON-CAMPUS ACTIVITIES AND COMMUNITY SERVICE/SERVICE-LEARNING

The following figure and tables explore trends in participation rates among students by their academic level (i.e., undergraduate, graduate and professional student status). The figure reports the percentage of students involved in at least one of ten on-campus activities (student organizations, Student Life sponsored programs, social or business fraternities or sororities, intramural sports, sports clubs, undergraduate research or research with a faculty member, working at an on-campus job, a learning community in the residence halls and a capstone project or experience). The following tables distinguish between on-campus activities (i.e., involvement in programs, groups, employment or other activities that are held on-campus, such as student organizations or capstone projects) and community service and service-learning (i.e., educational experiences in which voluntary work is performed to improve communities and build skills).

There were no consistent trends for any activity at any level, but some activities saw larger decreases and increases than others over time. Please note that business fraternities or sororities and service-learning were not included on the 2020 Student Life Survey. Overall sample sizes for each group can be found in Appendix A (p. 10).

### Overall Participation in On-Campus Activities



The following tables summarize undergraduates' rates of participation, by year, for specific on-campus activities, community service and service-learning.

#### Undergraduate Student On-Campus Activities

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	50.0%	54.1%	54.4%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	6.1%	3.0%	2.1%
A social fraternity or sorority	10.7%	10.4%	10.1%
A business fraternity or sorority	--	3.5%	1.9%
Intramural sports	14.0%	5.4%	7.5%
Sports clubs	6.2%	7.1%	7.0%
Undergraduate research or research with a faculty member	11.0%	10.0%	10.9%
Working at an on-campus job	28.5%	23.5%	27.7%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	5.8%	7.8%	6.9%
A capstone project or experience (e.g., senior thesis, portfolio)	6.7%	7.9%	4.6%

#### Undergraduate Student Community Service and Service-Learning

% Involved	2020	2021	2022
An academic course with a service-learning component	--	6.7%	5.9%
A one-day service event	--	11.3%	13.9%



An ongoing service/volunteer program	--	16.0%	14.5%
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The following tables summarizes graduate students' rates of participation, by year, for specific on-campus activities, community service and service-learning.

### Graduate Student On-Campus Activities

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	29.4%	19.9%	22.1%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	1.2%	0.6%	1.1%
A social fraternity or sorority	1.9%	0.6%	0.3%
A business fraternity or sorority	--	0.0%	0.0%
Intramural sports	1.2%	0.6%	1.8%
Sports clubs	3.3%	2.9%	3.2%
Undergraduate research or research with a faculty member	15.6%	49.7%	46.1%
Working at an on-campus job	27.3%	13.5%	19.7%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	0.0%	0.0%	0.2%
A capstone project or experience (e.g., senior thesis, portfolio)	5.6%	5.8%	19.5%

### Graduate Student Community Service and Service-Learning

% Involved	2020	2021	2022
An academic course with a service-learning component	--	7.0%	7.6%
A one-day service event	--	5.9%	6.4%
An ongoing service/volunteer program	--	8.2%	9.8%

The following tables summarizes professional students' rates of participation, by year, for specific on-campus activities, community service and service-learning.

### Professional Student On-Campus Activities

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	74.2%	58.3%	63.8%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	0.0%	6.1%	2.6%
A social fraternity or sorority	6.0%	14.3%	6.5%
A business fraternity or sorority	--	2.0%	2.2%
Intramural sports	18.3%	2.1%	6.5%
Sports clubs	7.0%	0.0%	0.0%
Undergraduate research or research with a faculty member	10.6%	22.4%	23.1%
Working at an on-campus job	16.6%	4.2%	10.0%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	0.0%	0.0%	0.0%
A capstone project or experience (e.g., senior thesis, portfolio)	0.0%	4.1%	5.7%

### Professional Student Community Service and Service-Learning

% Involved	2020	2021	2022
An academic course with a service-learning component	--	10.4%	14.0%
A one-day service event	--	14.3%	19.7%
An ongoing service/volunteer program	--	8.3%	22.4%

### SENSE OF BELONGING AND SENSE OF INVOLVEMENT

This section examines trends in sense of belonging and involvement among undergraduate, graduate and professional students. The first table compares average belongingness scores between students who were involved with those who were not involved. Belongingness scores were calculated on a 4-point scale, where a higher score indicates a higher sense of belonging. Independent samples *t*-tests were conducted to identify statistically significant differences between students who were involved and those who were not involved.

Across all three years, undergraduate students who were involved scored significantly higher on sense of belonging than undergraduate students who were not involved. Involved graduate students also scored significantly higher than those who were not involved in 2020 and 2022. Professional students were not tested for significant differences due to an insufficient number of responses needed for comparison.

### Mean Sense of Belonging Scores

	2020			2021			2022		
	Involved	Not Involved	Sig.	Involved	Not Involved	Sig.	Involved	Not Involved	Sig.
Undergraduate	3.15	2.66	***	3.04	2.68	***	2.95	2.64	***
Graduate	3.09	2.83	***	3.03	2.92		3.00	2.72	***
Professional <sup>1</sup>	3.28	--		3.09	2.87		2.95	2.86	

<sup>1</sup>Professional students who were not involved in 2020 were excluded due to an insufficient number of responses.

The following tables explore students' sense of belonging and involvement over time from 2020 to 2022. Most notably, fewer undergraduate students indicated having relationships with Ohio State staff in 2022, dropping 13.1% since 2020. Also in 2022, fewer undergraduate students indicated that programs and services at Ohio State met their needs with 78.2% agreeing, compared to the previous year at 86.2%. However, 89.0% of undergraduate students in 2022 would recommend Ohio State to other students, and 85.2% indicated feeling that they are a member of the Ohio State community.

### Undergraduate Student Sense of Belonging and Sense of Involvement

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	87.5%	88.5%	85.2%
I have relationships with other Ohio State students	87.8%	88.9%	85.4%
I have relationships with Ohio State faculty (e.g., professors)	65.8%	56.3%	56.0%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	64.3%	54.3%	51.2%
I participate in Ohio State traditions	68.9%	69.7%	70.3%
I feel a sense of belonging to Ohio State	83.6%	82.2%	79.2%
Ohio State offers me opportunities to engage in difficult dialogues	83.9%	81.7%	77.1%
Ohio State has helped me progress in my career development	91.8%	88.6%	86.5%
Ohio State has contributed to my personal growth	90.8%	92.4%	87.9%
My experiences at Ohio State have helped me to set personal goals	90.6%	89.8%	87.8%
My experiences at Ohio State have helped me to set professional goals	90.6%	91.7%	87.4%
I have developed as a leader during my time at Ohio State	75.4%	76.8%	71.1%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	85.3%	84.6%	80.4%
Academic programs at Ohio State meet my needs	89.6%	91.0%	85.5%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	85.1%	86.2%	78.2%
I would recommend Ohio State to other students	92.4%	93.0%	89.0%

% Agree or Strongly Agree	2020	2021	2022
Overall, I am satisfied with my experiences at The Ohio State University	91.0%	90.5%	86.7%

Overall, sense of belonging and involvement impact were relatively high among graduate students in 2022 with percentages of students agreeing or strongly agreeing to each item trending slightly downward from 2020. In 2022, 90.1% of graduate students agreed that they would recommend Ohio State to other students, and 91.7% agreed that Ohio State has helped them progress in their career development.

### Graduate Student Sense of Belonging and Sense of Involvement

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	87.8%	83.1%	81.0%
I have relationships with other Ohio State students	87.5%	90.7%	83.6%
I have relationships with Ohio State faculty (e.g., professors)	89.5%	89.8%	86.0%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	55.9%	57.1%	54.6%
I participate in Ohio State traditions	47.5%	50.3%	44.7%
I feel a sense of belonging to Ohio State	81.0%	71.9%	73.2%
Ohio State offers me opportunities to engage in difficult dialogues	81.9%	75.0%	72.2%
Ohio State has helped me progress in my career development	94.1%	87.7%	91.7%
Ohio State has contributed to my personal growth	93.7%	88.8%	87.0%
My experiences at Ohio State have helped me to set personal goals	87.3%	85.6%	87.1%
My experiences at Ohio State have helped me to set professional goals	91.5%	92.2%	89.6%
I have developed as a leader during my time at Ohio State	70.6%	76.7%	73.6%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	82.2%	81.2%	80.4%
Academic programs at Ohio State meet my needs	94.4%	86.9%	89.1%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	88.2%	74.3%	78.7%
I would recommend Ohio State to other students	90.5%	86.4%	90.1%
Overall, I am satisfied with my experiences at The Ohio State University	94.7%	86.7%	89.4%

Among professional students, relationships with faculty and staff saw larger drops from 2020 to 2022. In 2022, 80.4% of professional students indicated having relationships with Ohio State faculty compared to 96.9% in 2020, which is a 16.5% decrease. Professional students' relationships with Ohio State staff also saw a 25.4% decrease, with 50.9% agreement in 2022 compared to 76.3% in 2020. However, 85.2% of professional students in 2022 indicated that they felt they are a member of the Ohio State community, which increased from 78.0% in 2021.



### Professional Student Sense of Belonging and Sense of Involvement Impact Trends

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	89.7%	78.0%	85.2%
I have relationships with other Ohio State students	100.0%	95.9%	93.9%
I have relationships with Ohio State faculty (e.g., professors)	96.9%	86.8%	80.4%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	76.3%	60.9%	50.9%
I participate in Ohio State traditions	51.1%	63.2%	53.8%
I feel a sense of belonging to Ohio State	80.7%	76.5%	72.7%
Ohio State offers me opportunities to engage in difficult dialogues	92.6%	79.7%	74.1%
Ohio State has helped me progress in my career development	96.6%	98.4%	91.2%
Ohio State has contributed to my personal growth	96.0%	94.3%	83.9%
My experiences at Ohio State have helped me to set personal goals	96.0%	88.6%	88.3%
My experiences at Ohio State have helped me to set professional goals	100.0%	96.8%	96.5%
I have developed as a leader during my time at Ohio State	82.6%	86.1%	78.9%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	85.0%	79.0%	77.7%
Academic programs at Ohio State meet my needs	93.7%	86.8%	88.4%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	96.6%	77.0%	75.6%
I would recommend Ohio State to other students	93.4%	88.6%	84.4%
Overall, I am satisfied with my experiences at The Ohio State University	96.6%	83.6%	85.6%

### CONCLUSION

This report summarized involvement and sense of belonging trends among students at The Ohio State University across administrations of the Student Life Survey in 2020, 2021 and 2022. In general, there were not consistent trends in activity involvement across the three years for undergraduate, graduate and professional students. However, there was some variation in students' participation in specific activities over time, with participation in certain activities increasing across the three years and participation in others decreasing. Involved undergraduate students scored significantly higher on a sense of belonging scale than did uninvolved undergraduates across all three years. Involved graduate students had a significantly higher sense of belonging than did uninvolved graduate students in 2020 and 2022. Across all students, there were slight, general decreases in the percentages of respondents who endorsed belongingness and involvement items in 2022, compared to 2020.

## APPENDIX A: PARTICIPANT DEMOGRAPHICS

*Note.* Participant demographics below represent all respondents in the 2022, 2021 and 2020 iterations of the Student Life Survey. Demographics of respondents for this report did not substantially vary from the overall samples. Demographic categories for several variables, such as race and ethnicity, changed from year to year. Some items, such as transgender identity, sexual orientation and disability status, were only asked in later iterations of the survey.

### 2022 Participant Demographics

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
<b>Total</b>	<b>970</b>			<b>552</b>			<b>114</b>		
<b>Academic Level</b>									
First-year undergraduate	203	21.4%	21.1%	—	—	—	—	—	—
Second-year undergraduate	287	30.3%	30.7%	—	—	—	—	—	—
Third-year undergraduate	223	23.5%	23.4%	—	—	—	—	—	—
Fourth-year undergraduate	185	19.5%	19.1%	—	—	—	—	—	—
Fifth-year or beyond undergraduate	49	5.2%	5.7%	—	—	—	—	—	—
<b>Gender Identity</b>									
Man	321	33.1%	43.7%	217	39.3%	49.3%	30	26.3%	35.9%
Woman	610	62.9%	52.0%	325	58.9%	48.6%	81	71.1%	61.1%
Another identity not listed	30	3.1%	3.4%	4	0.7%	0.8%	3	2.6%	3.1%
Prefer not to say	9	0.9%	0.9%	6	1.1%	1.3%	0	0.0%	0.0%
<b>Transgender Identity</b>									
Transgender	18	1.9%	2.2%	5	0.9%	1.1%	2	1.8%	1.9%
Cisgender	896	96.3%	96.0%	524	97.8%	97.4%	110	96.5%	95.7%
Not sure	9	1.0%	0.9%	0	0.0%	0.0%	1	0.9%	1.2%
Prefer not to say	7	0.8%	0.9%	7	1.3%	1.5%	1	0.9%	1.2%

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
<b>Race/Ethnicity</b>									
African American or Black	53	5.5%	8.7%	23	4.2%	6.6%	2	1.8%	2.0%
Asian or Asian American	119	12.3%	11.9%	146	26.8%	23.9%	17	14.9%	16.1%
Latinx or Hispanic	28	2.9%	2.8%	28	5.1%	5.1%	4	3.5%	2.9%
Middle Eastern or Arab American	12	1.2%	1.3%	11	2.0%	1.9%	1	0.9%	0.8%
White or European American	721	74.3%	71.3%	315	57.8%	58.2%	80	70.2%	68.5%
Prefer not to answer	20	2.1%	2.1%	10	1.8%	2.2%	8	7.0%	7.7%
Another identity not listed	16	1.6%	1.8%	11	2.0%	1.9%	2	1.8%	2.0%
Biracial or Multiracial	1	0.1%	0.1%	1	0.2%	0.3%	0	0.0%	0.0%
<b>Sexual Orientation</b>									
LGBQ+	243	26.1%	25.5%	96	17.9%	17.5%	23	20.2%	18.4%
Heterosexual/straight	659	70.9%	71.4%	419	78.0%	78.7%	87	76.3%	78.3%
Prefer not to say	28	3.0%	3.2%	22	4.1%	3.8%	4	3.5%	3.3%
<b>Generational Status</b>									
Continuing generation student	756	77.9%	77.4%	485	87.9%	87.4%	105	92.1%	92.1%
First generation student	214	22.1%	22.6%	67	12.1%	12.6%	9	7.9%	7.9%
<b>Disability Status</b>									
Has a disability	92	9.9%	9.7%	43	8.0%	7.7%	9	7.9%	6.7%
Does not have a disability	802	86.0%	86.0%	481	89.2%	89.3%	101	88.6%	90.2%
Prefer not to say	39	4.2%	4.3%	15	2.8%	2.9%	4	3.5%	3.1%

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
<b>Education Route</b>									
Campus change	63	6.7%	7.5%	—	—	—	—	—	—
Transfer student	152	16.2%	16.6%	—	—	—	—	—	—
Continuing Ohio State student	725	77.1%	75.9%	—	—	—	—	—	—
<b>Residence</b>									
On-campus	402	42.1%	42.0%	—	—	—	—	—	—
Off-campus	535	56.1%	56.3%	—	—	—	—	—	—
Sorority or fraternity housing	17	1.8%	1.6%	—	—	—	—	—	—

### 2021 Participant Demographics

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %
<b>Total</b>	<b>825</b>			<b>170</b>			<b>47</b>		
<b>Academic Level</b>									
First-year undergraduate	111	13.5%	13.6%	—	—	—	—	—	—
Second-year undergraduate	217	26.3%	25.7%	—	—	—	—	—	—
Third-year undergraduate	229	27.8%	27.1%	—	—	—	—	—	—
Fourth-year undergraduate	211	25.6%	26.2%	—	—	—	—	—	—
Fifth-year or beyond undergraduate	57	6.9%	7.5%	—	—	—	—	—	—

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %
<b>Gender Identity</b>									
Cis Man	294	35.6%	45.9%	66	38.8%	49.5%	19	40.4%	51.7%
Cis Woman	501	60.7%	50.3%	94	55.3%	44.9%	27	57.4%	46.7%
Trans*	19	2.3%	2.3%	8	4.7%	4.2%	0	0.0%	0.0%
Prefer not to say	11	1.3%	1.5%	2	1.2%	1.4%	1	2.1%	1.6%
<b>Race/Ethnicity</b>									
African American or Black	35	4.2%	6.7%	6	3.5%	5.5%	4	8.5%	14.1%
Asian or Asian American	113	13.7%	13.9%	49	28.8%	28.8%	4	8.5%	6.5%
Hawaiian or Pacific Islander	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Latinx or Hispanic	17	2.1%	2.6%	9	5.3%	5.8%	2	4.3%	5.5%
Native American or American Indian or Alaskan Native	1	0.1%	0.1%	0	0.0%	0.0%	0	0.0%	0.0%
Middle Eastern or Arab American	8	1.0%	0.9%	5	2.9%	2.6%	0	0.0%	0.0%
White or European American	584	70.8%	66.8%	89	52.4%	48.7%	34	72.3%	67.7%
Multiracial/multiethnic	44	5.3%	5.9%	8	4.7%	6.0%	2	4.3%	4.6%
Prefer not to answer or unknown	23	2.8%	3.1%	4	2.4%	2.6%	1	2.1%	1.6%
<b>Sexual Orientation</b>									
LGBQ+	159	19.3%	18.2%	40	23.5%	22.9%	7	14.9%	18.6%
Heterosexual/straight	638	77.3%	78.1%	121	71.2%	71.9%	39	83.0%	79.8%
Prefer not to say	28	3.4%	3.7%	9	5.3%	5.2%	1	2.1%	1.6%

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %
<b>Generational Status</b>									
Continuing generation student	658	79.8%	79.8%	163	95.9%	96.0%	45	95.7%	95.6%
First generation student	167	20.2%	20.2%	7	4.1%	4.0%	2	4.3%	4.4%
<b>Disability Status</b>									
Has a disability	67	8.1%	7.3%	11	6.5%	6.0%	3	6.4%	5.4%
Does not have a disability	727	88.1%	88.9%	153	90.0%	89.9%	43	91.5%	93.0%
Prefer not to say	31	3.8%	3.7%	6	3.5%	4.0%	1	2.1%	1.6%
<b>Education Route</b>									
Campus change	57	6.9%	7.2%	—	—	—	—	—	—
Transfer student	114	13.8%	14.5%	—	—	—	—	—	—
Continuing Ohio State student	654	79.3%	78.3%	—	—	—	—	—	—
<b>Residence</b>									
On-campus	220	26.7%	26.6%	—	—	—	—	—	—
Off-campus	575	69.7%	69.9%	—	—	—	—	—	—
Sorority or fraternity housing	30	3.6%	3.4%	—	—	—	—	—	—

## 2020 Participant Demographics

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %
<b>Total</b>	<b>1,121</b>			<b>134</b>			<b>25</b>		
<b>Academic Level</b>									
First-year undergraduate	485	43.8%	32.0%	—	—	—	—	—	—
Second-year undergraduate	254	22.9%	23.7%	—	—	—	—	—	—
Third-year undergraduate	177	16.0%	19.4%	—	—	—	—	—	—
Fourth-year undergraduate	152	13.7%	19.1%	—	—	—	—	—	—
Fifth-year or beyond undergraduate	40	3.6%	5.8%	—	—	—	—	—	—
<b>Gender Identity</b>									
Cis Man	380	33.9%	45.8%	62	46.3%	57.1%	6	24.0%	34.0%
Cis Woman	729	65.0%	53.0%	71	53.0%	41.8%	18	72.0%	62.6%
Trans*	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Non-binary	10	0.9%	0.9%	1	0.7%	1.1%	1	4.0%	3.4%
Another gender not listed	2	0.2%	0.3%	0	0.0%	0.0%	0	0.0%	0.0%
<b>Race/Ethnicity</b>									
African American / Black	82	7.3%	6.8%	9	6.7%	6.6%	0	0.0%	0.0%
Asian	97	8.7%	13.1%	31	23.1%	25.5%	4	16.0%	17.9%
Hawaiian / Pacific Islander	1	0.1%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Latinx / Hispanic	22	2.0%	2.6%	9	6.7%	8.3%	3	12.0%	15.1%
Native American	1	0.1%	0.0%	1	0.7%	0.2%	0	0.0%	0.0%
Middle Eastern / Arab	8	0.7%	1.0%	2	1.5%	1.8%	0	0.0%	0.0%
American									
White	852	76.0%	69.1%	73	54.5%	49.7%	18	72.0%	67.0%
Another option not listed	6	0.5%	1.2%	3	2.2%	2.7%	0	0.0%	0.0%
Prefer Not To Answer	3	0.3%	0.6%	0	0.0%	0.0%	0	0.0%	0.0%
Biracial/Multiracial	49	4.4%	5.5%	6	4.5%	5.1%	0	0.0%	0.0%

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %	<i>n</i>	Unweighted %	Weights %
<b>Generational Status</b>									
Continuing generation student	777	69.3%	73.0%	131	97.8%	98.1%	24	96.0%	96.6%
First generation student	344	30.7%	27.0%	3	2.2%	1.9%	1	4.0%	3.4%
<b>Education Route</b>									
Campus change	45	8.0%	8.4%	—	—	—	—	—	—
Transfer student	95	16.9%	17.9%	—	—	—	—	—	—
Continuing Ohio State student	422	75.1%	73.7%	—	—	—	—	—	—
<b>Residence</b>									
On-campus	348	31.1%	39.8%	—	—	—	—	—	—
Off-campus	762	68.0%	58.6%	—	—	—	—	—	—
Sorority or fraternity housing	10	0.9%	1.6%	—	—	—	—	—	—

## APPENDIX B: UNDERGRADUATE INVOLVEMENT IN ON-CAMPUS ACTIVITIES, COMMUNITY SERVICE OR SERVICE LEARNING BY UNDERGRADUATE YEAR

### Undergraduate Sample Size, by Year in School

	2020	2021	2022
First-year undergraduate	485	111	203
Second-year undergraduate	254	217	287
Third-year undergraduate	177	229	223
Fourth-year undergraduate	152	211	185
Fifth-year or beyond undergraduate	40	57	49

### Overall Participation

	2020	2021	2022
First-year undergraduate	65.9%	66.0%	71.3%
Second-year undergraduate	80.1%	82.2%	79.4%
Third-year undergraduate	78.6%	76.8%	77.5%
Fourth-year undergraduate	80.3%	73.9%	72.7%
Fifth-year or beyond undergraduate	72.7%	61.9%	61.7%

### First-Year Undergraduate Student Campus Involvement in On-campus Activities, Community Service or Service Learning

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	42.6%	54.0%	53.6%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	4.4%	1.4%	0.0%
A social fraternity or sorority	6.6%	6.5%	5.7%
A business fraternity or sorority	--	2.2%	0.0%
Intramural sports	10.2%	0.7%	5.2%
Sports clubs	4.1%	6.4%	10.0%
Undergraduate research or research with a faculty member	2.1%	0.0%	5.3%
Working at an on-campus job	18.0%	9.0%	18.3%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	11.2%	24.9%	17.4%
A capstone project or experience (e.g., senior thesis, portfolio)	0.0%	0.0%	0.0%
An academic course with a service-learning component	27.9%	14.5%	7.0%
A one-day service event	52.8%	9.6%	14.6%
An ongoing service/volunteer program (e.g. volunteered at a community organization once a month or more)	46.6%	10.7%	10.7%

### Second-Year Undergraduate Student Campus Involvement in On-campus Activities, Community Service or Service Learning

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	58.1%	60.3%	59.7%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	7.8%	2.7%	3.8%
A social fraternity or sorority	14.5%	11.1%	12.4%
A business fraternity or sorority	--	2.7%	3.0%
Intramural sports	17.5%	8.9%	11.2%
Sports clubs	8.0%	6.6%	10.7%
Undergraduate research or research with a faculty member	10.2%	6.5%	8.9%
Working at an on-campus job	36.4%	25.9%	25.4%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	2.9%	11.3%	8.1%
A capstone project or experience (e.g., senior thesis, portfolio)	0.9%	0.4%	2.8%
An academic course with a service-learning component	34.2%	5.4%	6.0%
A one-day service event	49.7%	14.2%	16.0%
An ongoing service/volunteer program (e.g. volunteered at a community organization once a month or more)	43.3%	16.2%	14.6%



### Third-Year Undergraduate Student Campus Involvement in On-campus Activities, Community Service or Service Learning

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	58.8%	59.6%	58.5%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	7.4%	2.8%	2.4%
A social fraternity or sorority	10.3%	15.2%	12.5%
A business fraternity or sorority	--	4.8%	0.7%
Intramural sports	16.1%	6.3%	7.3%
Sports clubs	9.0%	9.2%	4.8%
Undergraduate research or research with a faculty member	16.7%	15.3%	15.4%
Working at an on-campus job	27.1%	26.5%	36.1%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	2.6%	2.9%	3.5%
A capstone project or experience (e.g., senior thesis, portfolio)	1.9%	3.2%	2.0%
An academic course with a service-learning component	25.3%	5.0%	4.5%
A one-day service event	43.9%	14.2%	15.2%
An ongoing service/volunteer program (e.g. volunteered at a community organization once a month or more)	51.3%	15.8%	18.2%



### Fourth-Year Undergraduate Student Campus Involvement in On-campus Activities, Community Service or Service Learning

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	50.2%	49.0%	50.5%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	6.4%	5.2%	2.3%
A social fraternity or sorority	12.0%	8.8%	11.3%
A business fraternity or sorority	--	4.8%	4.5%
Intramural sports	15.1%	3.1%	7.2%
Sports clubs	6.3%	6.8%	2.5%
Undergraduate research or research with a faculty member	19.2%	13.7%	14.6%
Working at an on-campus job	35.6%	25.2%	31.0%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	5.5%	2.9%	0.0%
A capstone project or experience (e.g., senior thesis, portfolio)	23.7%	21.9%	13.0%
An academic course with a service-learning component	29.5%	5.7%	5.5%
A one-day service event	49.9%	7.5%	9.8%
An ongoing service/volunteer program (e.g. volunteered at a community organization once a month or more)	59.2%	18.4%	15.9%



### Fifth-Year and Beyond Undergraduate Student Campus Involvement in On-campus Activities, Community Service or Service Learning

% Involved	2020	2021	2022
Student organizations (e.g., Psychology Club, Running Club, Black Student Association)	34.4%	32.2%	32.5%
Student-Life sponsored program (e.g., Buck-I-SERV, Wellness Ambassadors)	4.4%	1.3%	0.0%
A social fraternity or sorority	16.5%	3.2%	1.6%
A business fraternity or sorority	--	0.0%	0.0%
Intramural sports	12.6%	5.7%	0.0%
Sports clubs	2.5%	3.5%	3.2%
Undergraduate research or research with a faculty member	18.7%	7.2%	13.2%
Working at an on-campus job	39.1%	25.6%	31.5%
A learning community in the Residence Halls (e.g., Engineering House, Stadium Scholarship Program, Morrill Scholars Program, Global Business)	0.0%	0.0%	0.0%
A capstone project or experience (e.g., senior thesis, portfolio)	25.2%	17.2%	13.2%
An academic course with a service-learning component	43.4%	7.1%	8.4%
A one-day service event	65.2%	7.8%	7.5%
An ongoing service/volunteer program (e.g. volunteered at a community organization once a month or more)	49.2%	16.4%	8.0%



## APPENDIX C: UNDERGRADUATE SENSE OF BELONGING AND SENSE OF INVOLVEMENT BY UNDERGRADUATE YEAR

Comparing Mean Belonging Scores of Students Involved in One or More On-Campus Activities to Students Who Are Not Involved in On-Campus Activities

	2020			2021			2022		
	Involved	Not Involved	Sig.	Involved	Not Involved	Sig.	Involved	Not Involved	Sig.
First-year	3.13	2.79	***	2.90	2.74		2.93	2.79	
Second-year	3.09	2.72	***	3.09	2.65	***	2.91	2.55	***
Third-year	3.19	2.62	***	3.05	2.64	***	2.97	2.60	***
Fourth-year	3.26	2.52		3.07	2.72	***	2.99	2.66	***
Fifth-year or beyond	3.01	2.12		3.00	2.60	*	3.00	2.57	*

*Note.* Fifth-year or beyond undergraduate students in 2020 were excluded from significance tests due to an insufficient number of responses.

### Second-Year Undergraduate Student Sense of Belonging and Sense of Involvement

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	90.0%	89.0%	87.6%
I have relationships with other Ohio State students	85.9%	84.6%	85.7%
I have relationships with Ohio State faculty (e.g., professors)	62.5%	37.2%	49.4%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	68.7%	42.4%	49.9%
I participate in Ohio State traditions	73.5%	58.2%	72.0%
I feel a sense of belonging to Ohio State	85.8%	83.2%	84.9%
Ohio State offers me opportunities to engage in difficult dialogues	88.0%	87.4%	83.2%
Ohio State has helped me progress in my career development	92.4%	93.8%	89.0%
Ohio State has contributed to my personal growth	90.8%	95.3%	92.7%
My experiences at Ohio State have helped me to set personal goals	94.0%	93.1%	89.1%
My experiences at Ohio State have helped me to set professional goals	90.5%	92.5%	86.9%
I have developed as a leader during my time at Ohio State	68.5%	60.9%	60.9%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	83.9%	79.6%	81.4%
Academic programs at Ohio State meet my needs	94.0%	93.8%	90.4%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	88.6%	93.1%	82.3%
I would recommend Ohio State to other students	95.7%	98.8%	96.9%



Overall, I am satisfied with my experiences at The Ohio State University	90.9%	87.6%	91.8%
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### Second-Year Undergraduate Student Sense of Belonging and Sense of Involvement

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	90.1%	92.4%	84.4%
I have relationships with other Ohio State students	88.9%	90.2%	87.6%
I have relationships with Ohio State faculty (e.g., professors)	62.6%	55.1%	47.8%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	65.4%	55.8%	51.8%
I participate in Ohio State traditions	70.2%	75.7%	73.5%
I feel a sense of belonging to Ohio State	82.2%	87.3%	78.8%
Ohio State offers me opportunities to engage in difficult dialogues	84.4%	83.8%	77.9%
Ohio State has helped me progress in my career development	90.2%	88.8%	86.0%
Ohio State has contributed to my personal growth	89.7%	91.6%	86.2%
My experiences at Ohio State have helped me to set personal goals	89.6%	90.9%	86.7%
My experiences at Ohio State have helped me to set professional goals	93.1%	92.2%	86.9%
I have developed as a leader during my time at Ohio State	76.1%	77.2%	68.0%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	88.6%	83.4%	79.3%
Academic programs at Ohio State meet my needs	93.7%	94.5%	88.6%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	89.1%	89.7%	81.4%
I would recommend Ohio State to other students	91.6%	94.4%	87.7%
Overall, I am satisfied with my experiences at The Ohio State University	92.7%	93.4%	85.9%

### Third-Year Undergraduate Student Sense of Belonging and Sense of Involvement

% Agree or Strongly Agree	2020	2021	2022
I feel that I am a member of the Ohio State community	88.6%	83.6%	87.0%
I have relationships with other Ohio State students	92.3%	89.8%	82.7%
I have relationships with Ohio State faculty (e.g., professors)	69.1%	59.6%	59.3%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	59.3%	59.2%	50.9%
I participate in Ohio State traditions	70.0%	70.6%	71.8%
I feel a sense of belonging to Ohio State	83.5%	78.4%	79.4%
Ohio State offers me opportunities to engage in difficult dialogues	81.2%	77.9%	74.2%
Ohio State has helped me progress in my career development	96.7%	85.9%	87.0%
Ohio State has contributed to my personal growth	93.4%	92.2%	88.9%
My experiences at Ohio State have helped me to set personal goals	91.3%	90.8%	87.8%
My experiences at Ohio State have helped me to set professional goals	92.4%	93.0%	88.5%
I have developed as a leader during my time at Ohio State	78.4%	76.3%	77.4%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	80.7%	86.7%	81.0%
Academic programs at Ohio State meet my needs	86.8%	91.3%	83.9%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	86.1%	85.4%	78.4%
I would recommend Ohio State to other students	91.0%	89.6%	88.4%
Overall, I am satisfied with my experiences at The Ohio State University	93.6%	89.5%	88.1%

#### Fourth-Year Undergraduate Student Sense of Belonging and Sense of Involvement

<b>% Agree or Strongly Agree</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
I feel that I am a member of the Ohio State community	82.8%	88.9%	85.5%
I have relationships with other Ohio State students	88.3%	91.0%	89.2%
I have relationships with Ohio State faculty (e.g., professors)	72.9%	63.5%	66.7%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	61.8%	54.5%	52.0%
I participate in Ohio State traditions	65.3%	71.1%	68.6%
I feel a sense of belonging to Ohio State	83.9%	81.5%	77.8%
Ohio State offers me opportunities to engage in difficult dialogues	83.4%	82.9%	74.7%
Ohio State has helped me progress in my career development	89.6%	90.1%	84.4%
Ohio State has contributed to my personal growth	89.5%	92.7%	86.3%
My experiences at Ohio State have helped me to set personal goals	87.8%	87.7%	88.2%
My experiences at Ohio State have helped me to set professional goals	86.7%	90.8%	88.3%
I have developed as a leader during my time at Ohio State	81.7%	84.1%	77.9%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	87.9%	84.6%	79.2%
Academic programs at Ohio State meet my needs	81.7%	87.6%	79.3%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	76.2%	82.3%	71.3%
I would recommend Ohio State to other students	88.8%	91.7%	84.6%
Overall, I am satisfied with my experiences at The Ohio State University	89.5%	90.1%	82.3%

### Fifth-Year and Beyond Undergraduate Student Sense of Belonging and Sense of Involvement

<b>% Agree or Strongly Agree</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
I feel that I am a member of the Ohio State community	77.0%	90.1%	72.8%
I have relationships with other Ohio State students	81.7%	81.6%	76.2%
I have relationships with Ohio State faculty (e.g., professors)	60.0%	57.7%	71.5%
I have relationships with Ohio State staff (e.g., academic advisors, hall directors, Student Life employees)	63.0%	52.4%	48.0%
I participate in Ohio State traditions	45.2%	61.5%	52.8%
I feel a sense of belonging to Ohio State	77.0%	78.7%	68.2%
Ohio State offers me opportunities to engage in difficult dialogues	71.3%	73.4%	70.8%
Ohio State has helped me progress in my career development	82.9%	82.6%	82.4%
Ohio State has contributed to my personal growth	90.1%	89.7%	80.8%
My experiences at Ohio State have helped me to set personal goals	82.9%	83.0%	85.3%
My experiences at Ohio State have helped me to set professional goals	86.9%	87.0%	80.9%
I have developed as a leader during my time at Ohio State	78.0%	80.3%	74.2%
During my time at Ohio State, wellness (i.e., physical, mental and emotional health) has become more important to me	85.9%	90.6%	83.1%
Academic programs at Ohio State meet my needs	86.7%	84.9%	76.1%
Programs and services at Ohio State meet my needs (e.g., student support offices, student activities)	78.2%	78.4%	64.6%
I would recommend Ohio State to other students	94.7%	94.6%	80.5%
Overall, I am satisfied with my experiences at The Ohio State University	82.9%	91.1%	78.1%